

**A PSYCHOLOGICAL DESCRIPTION OF ADULTS WHO HAVE
PARTICIPATED IN SELECTED EDUCATIONAL ACTIVITIES**

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**Thesis submitted to the Faculty of the Graduate School
of the University of Maryland in partial
fulfillment of the requirements for the
degree of Doctor of Philosophy**

1949

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ACKNOWLEDGEMENTS

I wish to express my appreciation to the many persons who cooperated by granting interviews, and to the interviewers who worked with me in collecting the data for this study. I am very grateful to Dr. Wilmer Bell, Mr. John Cheney, Dr. George J. Kabat, Dr. Elva Palmer, Dr. John W. Powell, and Dr. Thomas A. VanSant for their assistance in making their program records available to me. Miss Margaret Weidenhamer, Miss Eleanor Parker, and Mrs. Ruth Deane were of inestimable assistance in the statistical analysis of the data, and Mrs. M. J. Matheny in typing the manuscript.

Dr. Gladys A. Wiggin and Dr. Ray C. Hackman offered most helpful suggestions and assistance at each stage of the research. I owe a special debt of gratitude to Dr. Denzel D. Smith, who supervised the study and continually gave invaluable help and encouragement as the work progressed.

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CHAPTER I

GENERAL INTRODUCTION

The administrators who are responsible for the wide variety of adult education programs now being offered to the American public have indicated a desire to know more about the people whom they must serve. Paul Hedlund recently made the statement that "schools belong to the people, therefore they should have a say in what the school offers."

(18) There is nothing especially new in the recognition of this fact, but the increasing frequency of this sort of statement in the contemporary literature on education does indicate a growing awareness of the need for more knowledge of student personnel. In adult education, particularly, there are many perplexing problems, such as the alarmingly high casualty rates in the noncredit programs. The students enroll in courses seeking some type of satisfaction which apparently is not furnished to some 35% to 50% of them. A second related problem is the changes in personnel within any given community; changes which have been accentuated recently by post war dislocations. In many localities there have been migrations because of the discontinuance of some industries and the establishment of others. The persons responsible for the educational offerings of such a community must keep abreast of these developments. Perhaps an even more important problem is the change in the attitudes, interests, and needs of a given population which occur simply

as a function of changing economic conditions. (It appears likely that a good deal of practical information concerning the potential student body of the immediate future may be obtained from the description of present participants.

It was first necessary to determine how much information might be gained from a review of adult education literature.

A Brief Survey of Previous Research in Adult Education

Several questionnaires and a few interview studies were found to comprise the published research in the field of student description.

From the point of view of psychology, the earliest general studies were conducted by Edward L. Thorndike in 1926 and 1927 (35). Thorndike was primarily interested in the relative decrements of learning ability with advancing age. In his general conclusions he indicated that the losses in learning ability up to age 45 were so small as to be of no practical consequence. He also concluded from a wide variety of adult education activities which he and his associates observed, that capacity, interest, energy and time are the essentials which determine success or failure of the students involved. Thorndike's research continued over a period of six years till the publication of his second work on this subject entitled, Adult Interests in 1935 (34). In this later work he stresses the importance of knowing what changes, if any, take place in the persons receiving the adult education. He spends considerable time

in discussing who should have education, but relatively little in analysis of the motives of those who are actually taking courses.

One of the more comprehensive studies of adult education in general is reported by Reeves, Fansler and Houle (30, pp. 37-39). A questionnaire survey was conducted in the City of Buffalo, N. Y. Three classes of information were reported. The first presented personal information such as age, sex, country of birth, salary, and occupation; the second reported the educational background of the student with his reasons for discontinuing his formal education; the third presented an analysis of the professed reasons for attending adult courses. Fifty-seven and nine-tenths per cent of the total registrants responded. The implication is that all registrants were recipients of the questionnaire. If so, the percentage is relatively higher than that reported in similar studies. According to Stanton (33) the majority of mail surveys report returns ranging between 5% and 20% of the total number of questionnaires sent out. The final sample of adult students contacted was 9,369. The agencies included were the public evening schools, the colleges with evening or extension programs, the Y.M.C.A. and Y.W.C.A., the Emergency Adult Education Program, and two proprietary business schools. The data obtained in this study are fully reported since much of the same type of descriptive information was obtained in the present study. Since the methodology in the latter instance was quite different, depending upon sampling techniques and interviews, the comparison of results will prove

most interesting. These comparisons will be made after the results of the present study are fully reported. It should be noted that the authors of the report of the Buffalo study mention no attempt to control the possible bias inherent in the selectivity implied by the existence of a no-answer group. Follow-up studies have indicated that people who answer questionnaires are often quite different in many respects from those who do not. This problem has been fully treated by Fransen and Lazarsfeld in their article on the validity of mail questionnaires (12) and by Blankenship in How to Conduct Consumer and Opinion Research (4), among many others. Despite the large number of respondents, therefore, the results can be interpreted as having validity only for those persons who did in fact reply to the questionnaire.

A more recent study was reported in 1943 by Abraham A. Kaplan (22). Five thousand adults in Springfield, Massachusetts were interviewed. The city had been mapped according to ecological areas and area sampling technique used. The sample drawn represented roughly 5% of all the adults 18 years old and older. Each person contacted gave a 30 minute structured interview. The results indicated that only 4% of the persons interviewed had taken any formal courses in adult education. More than 60% of those who had attended were high school graduates. Higher income people attended more frequently (22, p. 43), and there seemed to be a strong association between degree of previous education and continued adult study. A similar city-wide survey is now being conducted in Baltimore City and several preliminary reports of progress have been

made by Thomas Vansant (38). The project developed from discussions that took place during the Adult Education Cooperative Survey and Work Survey Conference held in Baltimore, October 26-29, 1947. It consisted of a city-wide poll of adult interests and needs. These last two studies illustrate the broad approach to the problem of determining the needs and interests of all adults in a given area. It is partly for the purpose of checking to what extent the existing educational programs are satisfying those needs that the present study has been made.

In the more specific areas there have been many reports of individual programs. The Great Books Reading and Discussion Groups have been described as to purposes and methods by Bowerman (5), and Powell (29). All of the literature surveyed in this area consisted of statements based upon the observations of teachers and administrators.

The noncredit evening classes have been surveyed primarily with questionnaire techniques. The majority of this material is in mimeographed form, and the few reports of such studies which were available to this writer did not contain any evidence of sampling control or follow-up interviews with the nonresponding group (27). There are several studies concerning appraisal of curricula (7), (19), (20), and (32).

However, VanHorn reports an interesting study entitled

Individual Satisfaction in Adult Education (37). This work is based upon individual interviews with 1000 persons who came before the New York Adult Education Council seeking information concerning courses. In addition to these 1000

interviews, data accumulated from 14,000 records were compiled and analyzed. The results were summarized as follows: "From the information thus gathered the impression is clear that adult education of the present is dealing with a group of people with characteristics different from those usually assumed. The group is made up of persons who are young, unmarried and of relatively good educational background. There is evidence that the present users tend to be educationally a rather selected group. Nearly three-quarters of them are users of libraries, and over half attend lectures and concerts" (37, p. 16). There are several factors which must enter any evaluation of VanHorn's study. The interviewing was done in 1934 and 1935, which were depression years. The populations of 1949 are in all probability somewhat different. The large numbers of interviews are encouraging but the respondents were a self-selected group who came to the council seeking information; therefore it is reasonable to assume that they were probably a somewhat biased group. The parent population was estimated at between 400 and 500 thousand persons; the 15,000 interviews and records therefore constituted roughly a 3% sample. The interviewing was done in the offices of the Council of Adult Education and consisted of questions on age, marital status, salary, previous education, membership in organizations, reading habits, and (purpose in taking the course.) Detailed results from the total sample were not reported. A percentage breakdown for two questions was presented, however.

- "A. If you could go into any kind of work which you might choose regardless of limits which circumstances of life may have placed upon you, what would you like that work to be?

Percentages are for the whole group.

A. Desired form of work (Italics - VanHorn's)

Identical with the present	5.0%
Similar to present	29.0%
Dissimilar to present	40.0%
No report	26.0%

- B. If you could use your spare time in any fashion you might choose regardless of the limits circumstances of life may have placed upon you, what would you do?

Percentages are for the whole group.

B. Desired form of leisure (Italics - VanHorn's)

Identical	10.0%
Similar	35.0%
Dissimilar	26.0%
No report	29.0% "

(37, p. 32)

In the college credit area the most thorough and definitive study was done by Sorenson in 1938. A complete description of college credit adult students is presented in his book entitled Adult Abilities (31). He gathered data from extension classes of six universities in various parts of the United States. Each student filled out a personal data sheet giving age, sex, previous formal education, vocation, vocation of parents, education of parents, education of siblings, and motive for attendance. In addition to this a certain portion of these students also took mental ability tests, and are compared with nonextension students on the basis of their scores. Sorenson's study did not use the interview method. The findings in the present study will be

compared with those reported by Sorenson in a later chapter.

Another study dealing in part with the credit group is reported in an unpublished thesis by Greenwood (15). The thesis was submitted in 1932 and the data apparently collected the previous year. Greenwood sent questionnaires to 1000 adult credit students in both high school and college programs. The majority were working for credit although a certain portion may have been noncredit students. The questionnaires were sent to students who had withdrawn, and a sample from this group were interviewed at a later date. This follow-up was not a check of nonrespondents, however.

One general observation concerning the literature on adult education is that almost all of the studies reported in the literature are now out of date. As is pointed out in the recent revision of the Handbook of Adult Education, published in 1948 (1), the depression of the 1930s had a tremendous effect in stimulating interest and research in adult education, and has been followed by a reaction of definitely less interest. Unfortunately, from the administrators' point of view, at least, the term adult education became associated in the public consciousness with an emergency. There has been a revival of interest in the last two years as a function of the desire to do something for the veterans.

I believe it is a fair statement that there are very few adult education studies which provide detailed description of the students involved. These few are either very broad and because of lack of sampling control somewhat undependable, or at the other extreme confined to a few special classes where

the instructors themselves question the student or have them fill out forms giving age, sex and marital status.

In the researches reviewed by this writer, there has been no indication of any attempt to elicit free responses from the students who were contacted. In the case of questionnaire studies a small number of choice answers were provided with occasional space for comment. There were no conclusions reported from the analysis of this comment.

The present study was designed to augment the rather incomplete descriptions of adult education participants. It was decided to employ a combination of techniques that have been developed primarily by applied psychologists working in the areas of market research and public opinion polling. The demonstration of the utility of such a methodology might be of considerable value in indicating suitable techniques for further researches in the area of adult education.

The specific questions which the present study will attempt to answer are: What attitudes and interests are characteristic of adult education students in certain selected programs? How do these descriptive variables relate to such objective factors as the type of course offerings, or the fact that some students continue taking courses while others withdraw before completion of a single unit? How much specificity is inherent in the various programs; this is to say, do different curriculums draw students with quite distinct backgrounds and purposes? Are there any general nomothetic characteristics which hold for all persons who take adult education courses within the populations sampled? Can

some of the methods developed by psychologists be applied to this type of research?

In deciding upon the particular techniques to be employed, it was immediately recognized that one could obtain only stereotyped and rather unreliable answers from direct questioning wherein the respondents were limited to brief factual answers. This view was further substantiated by several administrators who had tried direct interrogation of their students both in questionnaire and interview forms. With reference to withdrawals, the question "Why did you drop this course?" had been particularly unsatisfactory in eliciting any very definite expression of attitudes. A free response type of interview might overcome a certain amount of this difficulty. A schedule of questions could be designed to obtain the desired information in a less direct fashion. The use of related or interlocking questions has the sanction of the great majority of writers in the field of public opinion and attitude survey. Such questions can be employed in either the mail questionnaire or interview form. An excellent description of the use of this technique in questionnaire construction is contained in Jenkin's article entitled, "The Questionnaire as a Research Instrument." (21)

Since the present study was largely exploratory, it was felt that direct interviewing would be preferable to mailed questionnaires. The interview provides greater opportunity for the use of discussion-type questions, and many more items can be included.

In conclusion it must be emphasized that no attempt

will be made to describe all adult education students, nor to evaluate any particular programs. The two chief reasons for conducting the present study are: (1) To produce information of practical value, and (2) to demonstrate a methodology for research in adult education. The methodology will consist of sampling controls within relatively small clearly defined populations, and interviews based upon a standardized schedule of free response questions. A certain number of factual questions are also included for comparative purposes. A complete description of the methodology follows in Chapter II.

CHAPTER II

METHODS AND PROCEDURES

Introduction

It was decided that the interview method would be appropriate for the purposes of this study. This method would provide a wide variety of information about adult education participants. The interview technique is relatively well adapted to controlled sampling, in that the problem of nonrespondents is not as difficult to solve as it is in the case of the mail questionnaire or telephone survey. The structure of the interview can be fitted to the particular situation. From the point of view of this study the most important consideration is the fact that with trained interviewers it is possible to obtain relatively complete expressions of attitude.

The second step was to select populations for the sampling. It was decided that three finite populations would be studied. The first included those members of the Great Books Reading and Discussion Groups who were registered with the Washington, D. C. Public Libraries as of September, 1948. This group was designated "population," and contained 576 members. There were no standard courses offered in this program, but rather a series of readings and discussions in such general areas as history, literature, economics, philosophy, psychology, and sociology. The second included the noncredit students who were taking evening courses at Baltimore City

College and Patterson Park High School as of September, 1948. This group was designated "population B," and included 950 students. The courses described by respondents in this program were art, ceramics, conversational Spanish, journalism, metal work, photography, psychology, secretarial studies, sewing, millinery, and woodworking. The third included the college credit students who were registered with the College of Special and Continuation Studies at the University of Maryland as of September, 1948. This group was designated "population C," and contained 901 students. The courses described by respondents in this program were business administration, chemistry, economics, education, English, electronics, French, geography, German, government, history, mathematics, military science, physics, psychology, public speaking, and sociology.

The Sampling

It was hoped that in addition to a general description of the three populations, the study might yield a certain amount of evidence as to the contrast between students who complete courses and those who withdraw before completion of a semester unit. Because of this factor and the suspected differences among the three populations, it was decided to use stratified random sampling. The strata within which the random samples were to be taken were the active students as against the withdrawal students of each of the three populations. This yielded six subdivisions from which the respondents could be chosen.

By inspecting the office records at the time the samples were drawn (the first two weeks of January, 1949), it was possible to identify the withdrawal group. These records were not entirely accurate as will be explained, but at the time furnished the only information available. Within population A, 40% were listed as drops; within population B, 43%; and within population C, 14%.

Because of the relatively small number of withdrawals recorded in population C and because the study was restricted to a small sample from each population, the sample drawn from population C was deliberately biased to include a disproportionately large number of students who had dropped. It was felt that at least 25 interviews, or 30% of the withdrawal group, would be needed to provide enough cases for comparative purposes. During the interviewing, 11 other respondents from population C stated that they had withdrawn from one or more courses. When these were combined with the original 30% sample, it yielded a total of 36, or 40% of the interviews in population C. To determine whether or not the addition of the extra 11 cases biased the sample of withdrawals, chi squares were computed on all questions except those numbered 52-55, as a test of homogeneity. The latter group of questions was not included in the chi square test since the responses could not reasonably have been biased by any differences between the subgroups. Question 52 concerned geographical locality, and it was known that all the members of both groups resided in the same general area. Question 53 was the identification of the interviewer, and both subgroups were approximately equally

divided between two of the interviewers. Questions 54 and 55 were group designations which were identical for these two subgroups. As can be seen from the data of Table 1, there was no indication of bias as a result of adding the 11 extra interviews to the original sample of withdrawals in population C.

TABLE 1. Chi squares for the comparison of subgroups within population sample C and category sample c.

Question No.	chi square	df	P	Question No.	chi square	df	P
1	.0	4	>.99	27	.7	3	>.80
2	.1	4	>.99	28	4.0	4	>.30
3	3.8	3	>.20	29	.4	3	>.90
4	3.8	3	>.20	30	.0	3	>.99
5	.1	3	>.98	31	.0	4	>.99
6	.1	3	>.98	32	.6	4	>.95
7	.8	4	>.90	33	.2	3	>.95
8	.0	3	>.99	34	1.3	4	>.80
9	.4	3	>.90	35	.0	3	>.99
10	.9	3	>.80	36	1.9	3	>.50
11	.6	3	>.80	37	4.8	4	>.30
12	4.1	3	>.20	38	1.6	3	>.50
13	1.3	4	>.80	39	.9	4	>.90
14	.9	4	>.90	40	1.4	3	.70
15	1.0	3	.80	41	.0	4	>.99
16	.2	3	>.95	42	.7	3	>.80
17	1.0	3	.80	43	1.6	3	>.50
18	.0	2	>.99	44	.4	4	.98
19	.5	4	>.95	45	.6	3	>.80
20	.9	4	>.90	46	.2	3	>.95
21	1.7	3	>.50	47	.0	3	>.99
22	3.4	3	>.30	48	2.8	4	>.50
23	.8	3	>.80	49	.0	1	.99
24	.5	4	>.95	50	1.3	3	>.70
25	.9	3	>.80	51	.3	4	>.98
26	1.0	3	.80	56	.8	4	.99
				57	.9	4	>.90

Note: df - degrees of freedom

P - probability of a chi square value occurring under conditions of random sampling per 100 samples. See R. A. Fisher's (10) table for the sampling distribution of chi square.

> - greater than

These chi squares indicate a relatively high degree of homogeneity within population C, category c. The most significant differences in terms of probability would be expected to occur at least 20 times in 100 samples under conditions of random sampling.

One of the most common difficulties that has been encountered in many of the previous sampling studies has been the selection of accidental or available samples (28). In the present study the three basic programs were selected because of availability; however, the samples drawn from them were chosen at random. A consistent attempt was made to reduce availability bias to a minimum. In the process of obtaining the total sample of 264 interviews, 27 persons were impossible to contact. Only four of these were refusals to cooperate. The remainder could not be traced or had moved out of the area. Of these 27 students who could not be contacted, 16 were from population A, 3 from population B, and 8 from population C.

The actual drawing of the names of the students to be interviewed was done in the following manner. The number of names needed was determined on the basis of a 12% sample from population A, which was a smaller group, and 10% from each of the other populations. This was done to yield samples of approximately the same size. This within-population sample was stratified to represent the proportion of completions and withdrawals as reported on the registration cards. These proportions were biased within population C for the reasons previously stated. The names of the students were arranged in alphabetical order within each of the completion and withdrawal breakdowns for all populations. The number of names needed were then drawn systematically from each of these six strata. For example, if 25 names were needed to make up the sample from a certain stratum containing 100 names, every

fourth name would be drawn. However, in order to assure each name an equal chance of appearing, the first four names would be numbered consecutively from 1 through 4 and one of these numbers drawn at random to determine the starting point.

As the interviewing progressed and certain respondents could not be located, substitute names were drawn from the appropriate stratum. For this process all the names remaining in the parent populations were numbered and the needed substitutions drawn from a table of random numbers (10).

The final sample was made up of 264 interviews - 74 from population A, 101 from population B, and 89 from population C. The completed interviews were classified as to whether the students had withdrawn or not. The nonwithdrawal group was further subdivided for comparative purposes. This latter breakdown consisted of classifying the respondents as multiple course or single course students. The resulting classification system yielded three categorizations within each of the population samples. Category a included all students who report having completed two or more semester units of course work. Category b included all of those who had completed a single semester unit, but had not registered for further work. Category c was made up of all those persons who had withdrawn from a course before completion of a semester. There were then three population samples with three categories under each. This nine-cell breakdown is illustrated in Table 2.

TABLE 2. Description of comparative breakdowns.

Cate- gories	Populations		
	A	B	C
a	Great Book Readers who have taken several semesters N = 26	Noncredit public school who have taken several semesters N = 17	College credit group who have taken several semesters N = 47
b	Great Book Readers, only one semester N = 14	Noncredit public school, only one semester N = 37	College credit group, only one semester N = 6
c	Great Book Readers who have withdrawn N = 34	Noncredit public school group who have withdrawn N = 47	College credit group, who have withdrawn N = 36

Note: "N" symbolizes the number of interviews in each sub-division.

To clarify the criteria of categorization, an arbitrary time limit was set, so that courses taken more than two years previous to the time of interviewing would not place a respondent in category a. In view of the fact that the categorization system was designed to represent relative levels of motivation, long periods during which no courses were taken were considered more characteristic of category b than of category a. Within the final sample there were 90 interviews categorized as a, 57 categorized as b, and 117 categorized as c. More detailed breakdowns will be given in Chapter III wherein the results are presented in terms of the variables which produced significant differences.

Questionnaire Construction

Before any definite steps were taken to construct pre-

liminary questionnaires, the writer discussed the project with state and county superintendents, the administrator of the college credit program, and teachers of extension courses. These conferences brought forth a wide variety of hypotheses as to the reasons for high withdrawal rates. The administrators of the noncredit programs were almost unanimous in the opinion that the teacher or leader was the determining factor. In several instances they had kept records of the percentages of drops for each of several instructors, and were inclined to use these as indices of teaching ability. One college instructor was quite sure that attitudes toward other members of the class was the primary determinant of frequency of attendance. Other hypotheses advanced were that the prestige value of University programs was a positive influence, that length of residence and number of neighbors known would be a source of motivation in attendance, and that a desire to further develop childhood interests might be a causal factor.

From these discussions of the problem, there appeared to be several promising areas for questioning the participants. These were: attitude toward the mechanics of the course, relationship of course material to other interests, attitude toward the leader or instructor, attitude toward other members of the class, feelings of success or failure from participation, need for friendships, and community activity.

In the preliminary phases of the study, three types of questionnaire schedules were pretested. The first was semi-structured in that a definite series of questions were asked but the respondent was relatively free to answer as he saw fit.

Copies of these schedules are included in Appendix I. The questions were intended to stimulate discursive answers rather than specific "yes" or "no" type of information. There were 40 questions and 4 ratings to be made by the interviewer at the end of the schedule. A sample of 20 such interviews was completed. The second type was less structured and attempted to encourage a general discussion of the courses with a minimum of guidance from the interviewer. Eight of these interviews were completed, but it seemed quite obvious from the beginning that the discussion in each case became too general to yield quantifiable information. It was an extremely time-consuming technique, and tended to encourage rather long and detailed life histories. The third type was an interview stressing reports of specific events. The respondent was asked to describe the last meeting of the class, the last time he had made a report to the class, or any particular event that might reveal definite attitudes and interests. Such methods of questioning help the respondent coordinate his memories of behavioral detail (3). It provides a definite set relating to a specific situation. Twelve of these interviews were completed. After testing, it seemed advisable to combine types 1 and 3, since the exclusive use of type 3 appeared to interfere with rapport. The respondents gave indications of frustration when they were unable to recall the amount of detail they felt the interviewer desired.

From the experience gained during the pretest of these forms, an interview schedule was constructed and tested with

13. What changes have you noticed in your reading habits since taking it? (Make flexible.)
14. To what extent did the course itself or the people you met there make you more interested or more active in community affairs?
15. Would you like to take more courses like it, and what would they be?
16. Did you feel that the instructor was competent? }
17. In what ways could he have improved his teaching? } Probe, assure anonymity
both int. and teacher
18. Describe the group as well as you can, please. Refer to #10 & 11. Explain. (Did you feel at home with group, etc.?)
19. Tell me about the people with whom you became most friendly.
20. Where would you place yourself in relation to the other members of the group as far as your mastery of the subject was concerned? (Ask if they would place themselves in the top ten.) Top, bottom, middle.
21. Where would you place yourself in the group as far as your general background knowledge is concerned? That is, in the amount of knowledge you have picked up through education, experience, or travel.
22. How would you rate yourself in relation to the other students in general (native) ability? (Explain as speed of learning, even intel.) (Omitted after the first few interviews.)
23. How did your husband (or wife) feel about your taking the course?
24. How I should like to know more about you, your interests, etc. What do you most enjoy doing? Ask as is, pause, explain if necessary, note amt. of hesitation.
25. Do you get more pleasure from your regular work, or from recreation or hobby? Make flexible, alter to suit area. Does reg. work bore you?
26. To what group organizations do you belong, such as clubs, committees, etc.?
27. How active are you in these organizations, i.e., do you hold office, etc.?
28. How long have you been a registered voter?
29. How long have you lived in this community?

30. How well do you know your neighbors? (Entertain them frequently, drop in on them occasionally, etc.?)
31. How often do you entertain in your home?
32. How do you feel about interracial relations? Should there be more or less segregation?
33. Do you often actively seek competition with other people? (In games, in your regular work, or in any other situations?)
34. Do you enjoy this competition? (Probe a bit)
35. To what extent do you have to discipline other people, such as, your children or the people who work for you, or others; do you bowl them out, impose actual punishment, or what?
36. How often do you have to assert yourself to your superior, or to your equals in order to keep them from taking advantage of you?
37. What was your formal education? Any degrees?
38. What is your husband's, or wife's education?
39. What was your parents' education?
40. How did your parents feel about your choice of vocation, education, etc.?
41. What do you want your children to do or become? (probe)
42. Will you try to describe your goals in life, what you want to become or accomplish?
43. Can you describe a few of your best friends? Tell me where they live, what they do, what they like, and why you feel attracted to them or enjoy their company especially. Probe on prejudice - racial, religious, nat.
44. Describe the sort of person you dislike especially.
45. How many members are there in your family now? Ask opinion of interview.

To be filled in by interviewer after interview is completed:

1. Age group: 20-25, 26-30, etc., ending with 55 and over.
 2. Sex: M. F.
 3. Socio-economic level - A, B, C, D.
 4. Marital status: Married, Single, Widowed, Divorced.
 5. Comments by interviewer: Description of home - Neat, luxurious, bare, crowded, untidy, overcrowded, etc. Describe attitude of interviewee.
- Name of interviewer.

Several variations of the introductory statement were tried. It was found necessary to explain the basic purpose of the study as soon as possible after the interviewer introduced himself. He had to emphasize the fact that he was not selling anything, and indicate possible social values that might be derived from the study. In many cases mentioning that the administrative head of the program was interested in the study helped establish better initial rapport. The respondents were frequently interested in why they had been selected. In all cases they were told very simply that their names had been drawn at random from lists provided by the program administrators.

The first three questions were factual in nature and easily understood. Question 2 seemed to set the stage rather effectively for casual discursive answers. It was obviously of practical interest to administrators to know how people found out about courses. There was also a strong probability that the way in which a person discovered a given course might be related to the amount of original and sustained interest.

Question 4 was designed to obtain a frank expression of why the respondent had taken the course. This was followed by five questions concerning the purely mechanical aspects of the class meetings. These questions provided an opportunity for expressions of unfavorable attitude without involving any personalities. Cantril (6) states that indirect impersonal questions have been found to elicit greater freedom of response

than the more personal questions.

Question 10 began the series of interlocking questions concerning attitude toward the course material. Question 11 provided opportunity for less personalized expression, while questions 13-15 acted as checks upon the answers to question 10, and could also yield information as to the specific effects the respondents felt that their experience had had upon them. Question 14 might yield some evidence concerning the validity of the widely held opinion among educators that adult education courses stimulate greater interest and activity in community affairs.

During the preliminary phases of the study several school administrators offered the opinion that the most important factor in determining whether or not students continued courses was the instructor. Question 16 asked directly for opinion of the instructor or leader, and was followed by a question as to how he could improve, both as a check upon Question 16 and to allow for constructive suggestions that might prove enlightening.

The next few questions were somewhat less direct. Attitude toward the other members of the group and feelings of identification were sought in items 18 and 19. The two self-rating questions, 20 and 21, provided a check as to the importance of feelings of inferiority and insecurity in governing attendance behavior. It was quite possible that those persons who placed themselves relatively low might be more apt to continue courses because of need to overcome feelings of insecurity. Question 23 continued the rather

personal inquiry and supplied evidence as to the importance of the feelings of the husband or wife in determining the respondent's behavior.

The next group of questions did not refer to the course in anyway. It was a break in continuity and the interviewers were told to explain that the people interested in adult education felt that course offerings could be improved if they really were better acquainted with the people who took them. They added the statement, "These next questions will be somewhat more personal, but I am sure you will not find them objectionably so. You will not be identified in any way." This was the third time that the interviewee had been assured of anonymity. The first was at the start of the interview as a part of the explanation of the study, the second was combined with question 16 which concerned judgment of the instructor's competence. In this second instance the interviewer followed the question with a statement that he was not interested in obtaining any names, and both the student and the instructor would remain anonymous. The questions from number 24 through 31 were designed to produce evidence as to the intensity and diversity of interests, satisfaction from regular vocation, and sociability. During the situational analysis period, before the interviewing commenced, several of the teachers and administrators who were contacted advanced theories based upon relationships between social activity and desire for adult education. Question 28 on the length of time the person had been a registered voter was a check upon the effect of the programs in stimulating better citizenship.

Question 32 represented another change in orientation and

was preceded by an introductory remark to the effect that

interacial problems were rather acute in this area, and it

would be appreciated if they were willing to state their own

feelings in this matter. It was hoped that some insight might

be gained as to the intensity of emotional feeling and per-

sonal involvement. If lack of security is as highly correlated

with aggression toward minorities as certain psychologists have

maintained (8), (13), (25) and is also related to the need for

adult education, this question might yield some very inter-

esting evidence. The same basic rationale was followed in the

next four questions on competition, discipline and self-

assertion.

Starting with question 37, factual information was sought.

Previous formal education, education of family, and size of

family were variables that had been reported in previous

studies and would be interesting for comparative purposes.

Questions 40 - 44 followed naturally from the questions on

education, as far as the subjects were concerned, but were

designed to obtain evidence on family pressures, early con-

ditioning and personality.

At the conclusion of the interview, there were four

factual items to be recorded by the interviewer. These were:

age, sex, socio-economic level, and marital status. During

the preceding period, the females had known definite reju-

vence to state their ages; therefore, age was estimated by

the interviewers as far as women respondents were concerned.

The males were asked how old they were, and no difficulties were encountered in obtaining straightforward answers. The information concerning marital status was also obtained by direct question. The sex of the respondent was recorded by the interviewer and socio-economic level was estimated according to the criteria furnished by the Psychological Corporation for their "A, B, C, and D" ratings.

The Interviewers

The interviewers were selected on the basis of past experience and training. There were 10 of them in all, though two dropped out after doing two interviews each. Four of the group who remained were graduate students in the Department of Psychology of the University of Maryland. They had all had previous experience in door-to-door interviewing, largely in the market research area. Two more were students from the College of Business and Public Administration of the University of Maryland, and also had interviewed for market research studies. The seventh interviewer was a second-year law student who had cooperated in several previous interviewing projects. The eighth interviewer was the only female in the group. She was an undergraduate psychology student who had done some welfare interviewing, but was the least experienced member of the interviewing staff.

The purpose of the study was explained to each interviewer at the outset, then he was asked to interview the writer in a role-playing situation. The question schedule was given to each interviewer with instructions to become as familiar as

possible with the questions. It was not completely memorized because of the large number of items and the necessity of standardization of wording and order. After receiving the schedule and a list of names from the sample, each interviewer did one practice interview which he discussed with the writer, and in some cases more than one, until it was felt that he had developed an effective technique. The method used is best described as "probe and quote." The interviewers encouraged as much free expression as was needed to provide a clear indication of the attitudes of the respondent. The interview required about one hour on the average, but varied widely depending upon the attitudes and interests of the respondents. As the study progressed it was found necessary to make telephone appointments in advance of the interviewing. There was definitely better rapport when the person to be interviewed was advised in advance of the actual contact. Both unannounced calls and appointments were tried during the pretest period. There was no indication that the method of contact used biased the answers.

Collection and Analysis of Data

The interviewing was done in a period of about six weeks, from the middle of January through the first week of March, 1949. In this period 264 interviews were obtained. Owing to practical limitations, certain interviewers worked within particular areas, which makes it very difficult to evaluate the interviewer bias. The selection and training methods were the only practical controls of this factor. Interviews were

read and comparisons among interviewers made by the writer as they came in. Conferences were held periodically to discuss problems of rapport and of locating the interviewees.

At the completion of the interviewing period, the interviews were coded by the writer. A coding sheet was constructed (see Appendix II) which contained descriptive classifications of responses for each question. In some instances more than one coding was given for a free response question wherein more than one kind of information was obtained. This double coding was done with questions 10, 18, 30, 33, 35, and 44. The reason for this classification becomes clearer when a specific example is taken as an illustration. In answer to question 18, "Will you describe the group in class as well as you can, please?", the respondent usually gave indication of at least two different types of reaction; one was admiration and its opposite, the other feelings of identification or exclusion. In classifying, therefore, the replies were placed upon two different scales, one ranging from admiration to ridicule, the other from feeling "at home" with the group to feeling outside or apart from them. Therefore, a double number system is provided on the coding key, the items coded being numbered serially on the left, and the interview schedule numbers in the right-hand column (see Appendix II). There are also certain questions which were not coded. They were questions 1, 3, 5, and 22. Questions 1 and 3 classified the respondent as to population and category, question 5 was combined with 6, since the answers to 5 were purely factual; and 22 was eliminated entirely. It was not asked after the first few

interviews because of difficulty in comprehending its meaning and lack of significant responses. One of the chief difficulties in classifying a response is the danger of subjective bias and change of set on the part of the coder. An attempt was made to standardize the coding procedure by including typical responses illustrative of each classification. The meaning of an attitude designation is clarified by the inclusion of such "sample responses." They are a form of behavior sample which provides an operational definition of the classification.

The number of classifications varied from 2 to 5, according to the question. In the majority of instances, there were 4 classifications, 3 of which represented attitude variance, and a fourth for "no answer." For example, the responses to question 17, "In what ways could the instructor have improved his teaching?" were classified as follows:

Classification 1: Definitely favorable

Sample responses: "It couldn't be improved."
 "I have no suggestions,
 instruction was excellent."

Classification 2: Neutral or mixed - some suggestions, but primarily noncritical of the teacher

Sample responses: "He did well but occasionally let the discussion stray too far from the subject."
 "He might have put more conversation in the course."
 "She did well but was too easy on us."

Classification 3: Unfavorable - the respondent stresses definite failings

Sample response: "He didn't know how to handle adults."

Classification 4: No answer

The reliability of the coding procedure was checked for each question by having two persons other than the writer code a random sample of the interviews. These two judges were college graduates, only one of whom was familiar with the study. The coding was done independently by each judge, and the classifications compared to those assigned by the writer to determine the percentage of agreement. To facilitate a report of the comparisons, the following numerical designations will be used: The writer - coder 1; the first judge, who knew something of the purposes of the study - coder 2; and the second judge, who knew nothing about the purposes or methods of the study - coder 3. The interviews were numbered in serial order according to their dates of completion, and the sample to be checked was drawn according to a table of random numbers. There was 85% agreement, based upon the number of identical codings between coder 1 and coder 2. The agreement between coder 1 and coder 3 was also 85%. By extracting the square roots, these percentages may be converted to a rough approximation of a reliability coefficient (16) - in this case, .92.¹ This level of agreement between the codings of the judges and those of the writer was considered high enough to justify the use of the latter as the basis for the quantitative analysis. All responses were classified, and the category and population breakdowns were compared on each question. The significant differences which were found among the various breakdowns will be fully discussed in the following chapter.

¹The percentages of agreement for each question discussed are presented in Appendix II.

CHAPTER III

RESULTS AND DISCUSSION

In order to clarify the discussion of the results obtained, the following statement concerning the terminology used in this chapter is now presented. The three populations from which the samples were drawn are made up of: A - the Great Books Reading and Discussion Groups in the Washington, D. C. area; B - the Public School Noncredit Adult Education Groups in Baltimore; and C - the University of Maryland College of Special and Continuation Studies. Each of these three populations was subdivided into three groups which are termed categories. Lower case letters are used for category designation to avoid confusion with population designations. The three categories a, b and c are: a - those persons who have taken and completed two or more semester units of course work; b - those who have taken only one semester course; and c - those who have withdrawn from any course before completion of a semester.

The samples drawn from each of the populations were categorized in accordance with the above criteria, thus yielding nine subgroups made up of the three population samples with three categorizations under each. For purposes of brevity the terms population and category will be used throughout this chapter to mean the samples taken from the parent populations and categories unless specifically stated to the contrary.

The answers to the questionnaire items were first coded and placed in numbered classifications as described in Chapter II. The resulting frequencies for each classification were combined according to the nine population and category groupings, for purposes of intergroup comparison. First, the three populations were compared irrespective of category. Second, the three categories were compared with the populations combined to discover any variables which might differentiate among the categories regardless of population. Third, the three categories were compared within each population. The fourth set of comparisons was made by combining the a and b categories and comparing them with category c, this being done within each of the three populations. The final step was to examine the interactions. They are calculated by comparing all nine of the subgroups simultaneously to determine the extent of the discrepancies among them. Chi square was used to test the significance of any differences found among the various groupings.¹ Each question yielded a chi square value for each breakdown. Thus, the nine chi square values obtained for each question are indices of the significance of the differences found from the following comparisons: (1) between populations, (2) between categories, (3) between categories within population A, (4) between categories within population B, (5) between categories within population C, (6) between categories a and b combined and category c within population

¹Because of the small frequencies in the cells for certain comparisons, Yate's correction (10) was employed systematically on all chi square computations.

A, (7) between categories a and b combined and category c within population B, (8) between category a and b combined and category c within population C, and (9) the interactions. The significance of the chi square values is interpreted in terms of R. A. Fisher's (10) table for the sampling distribution of chi square. All values of chi square which would be expected to occur once or less than once in 100 samples, under conditions of random sampling, are symbolized as $P < .01$ and referred to in the text as highly significant. Those values which would be expected to occur under conditions of random sampling more frequently than once in 100 samples, but not more frequently than five times in a hundred, are symbolized as $P < .05 > .01$ and referred to in the text as significant.

The discussion of the results will be organized by question. The questions will be taken directly from the coding sheet with the answer classifications and the frequency distributions for the entire sample of 264 cases specified for each such classification of response. The percentages corresponding to the frequencies will also be included to further clarify the descriptive data. A notation explaining all symbols follows question 1, and these symbols will have the same meaning on all subsequent questions.

Only those questions which significantly differentiate among the various groupings will be discussed in this chapter.

Discussion by Questions

Question 1: "How did you find out about each of these courses?"

<u>1</u>	<u>1</u>	
27	10.2	(1) Sought out and found the course
85	32.2	(2) Saw newspaper advertisement, announcement, posted notice or handbill
48	18.2	(3) Was ordered, urged or encouraged to take it by my employer
100	37.9	(4) Was told about it by another person, such as a child who was in school, husband, other relative or friend
4	1.5	(5) No answer, or not codable in any of the above categories

Note: f = the frequency of the total distribution for each classification
 $\%$ = the corresponding percentage of the total distribution for each classification
 These symbols will have the same meaning on all subsequent questions.

It is apparent from the data in question 1 that very few persons seek adult education courses entirely on their own initiative. Most frequently they are told about the courses by friends or relatives. In many of the answers the respondent indicated that he was talked into attending by some neighbor who was hesitant to go alone. There is serious question as to whether the present methods of announcement reach that segment of the public which would profit most from the courses. This question also produces differential answers in the interactions and in the comparison of the three populations. These data are reported in Tables 3 and 4. The symbols are explained at the end of Table 3 and will have the same meaning on all subsequent tables.

TABLE 3. Chi squares for interactions, question 1.

Classification of Responses											
1		2		3		4		5		Total	
f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A a	3 0	11 .5	0 3.9	11 .2	1 0	26 4.6					
A b	0 .5	9 3.5	0 1.6	5 0	0 0	14 5.6					
A c	2 .3	13 .3	0 5.2	18 1.7	1 0	34 7.5					
B a	2 0	8 .7	0 2.1	7 0	0 0	17 2.8					
B b	5 .2	8 1.0	0 5.7	23 5.3	1 0	37 12.2					
B c	7 .6	12 .4	0 7.5	27 4.6	1 0	47 13.1					
C a	5 0	15 0	20 14.0	7 6.0	0 .2	47 20.2					
C b	1 0	0 1.0	4 5.0	1 .3	0 0	6 6.3					
C c	2 .4	9 .4	24 44.5	1 10.9	0 0	36 56.2					
Total	27 2.0	85 7.8	48 89.5	100 29.0	4 .2	264 128.5					

Interactions, df = 32

 $\chi^2 = 128.5$

P < .01

Note: Numbers under heading, "Classification of Responses," correspond to numbers in parenthesis preceding the classification of responses in question 1.

A - Great Books Group

B - Noncredit Group

C - College Credit Group

a - Multiple course category

b - Single course category

c - Withdrawal category

f - Frequency

 χ^2 - chi square contribution for the indicated cell

df = degrees of freedom

P = probability in the form of a percentage

These symbols will have the same meaning on all subsequent tables throughout this chapter.

The highly significant differences that appear in Table 3 reflect the fact that within population C, category c, a relatively large percentage (66.5%) of the respondents report that they were ordered or encouraged to take the course by their employers. The second largest contribution to the differences was the result of a similar bias in population C, category a. Forty-two and six-tenths per cent of this group also report that their employer encouraged them to take the

courses. There is a consistent tendency for the persons who are seeking college credit to say that they were directed, or at least encouraged, to get more education. One explanation of this is that in the University of Maryland College of Special and Continuation Studies many of the students are Army and Navy personnel whose superior officers have a policy of encouraging continued education. This trend is further supported by such institutions as the Naval Ordnance Laboratory and Naval Research Laboratory from both of which many students are recruited. These students are civilian scientists, but are subject to service organization policy. A third group is composed of public school teachers and administrators who state that their positions frequently are dependent upon continued participation in extension courses. In fact, 53.7% of the C population give answers that are coded as number 3. Not one person in either of the other two populations gave such an answer.

As can be seen from Table 3, the people in the Great Books Reading and Discussion Groups give answers that are classified 2 and 4 in all but a few instances. That is to say, they either read printed notices of the program, or another person told them about it.

Population B is distributed in a manner similar to A but with a larger number giving category 4 answers. Fifty-six and four-tenths per cent say they were told about the course by a friend or relative. They are largely younger people who have more social contacts with the regular high school students, which may explain this trend. These observations

appear to explain the marked differences among the three populations with respect to question 1.

The comparison of the three populations (Table 4) irrespective of category, further illustrates the highly significant differences among them.

TABLE 4. Chi squares for comparison of populations, question 1.

Classification of Responses										
	1		2		3		4		5	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	5	.5	33	3.2	0	12.4	34	1.1	2	1.4
B	14	1.0	28	.5	0	1.7	57	8.7	2	0
C	8	.1	24	.6	48	59.7	9	17.6	0	.5
Total	27	1.6	85	4.3	48	73.8	100	27.4	4	1.9

Between populations, df = 8

$\chi^2 = 109.0$

P < .01

Note: See page 37 for explanation of symbols.

Question 2: "Take the most recent course as our example. What were your reasons for taking it, or what did you think it would do for you?"

f	χ^2	
99	37.5	(1) Practical vocational help, as a college degree for employment or promotional reasons
36	13.6	(2) Not for regular vocation, but practical utilitarian purposes, such as building furniture, or learning Spanish for a trip to Mexico
80	30.3	(3) General self-development, cultural growth, more education but with no specific practical purpose in mind
48	18.2	(4) Escape from boredom, recreation, or just curiosity.
1	.4	(5) No answer

Note: See page 36 for explanation of symbols.

In answer to question 2 the largest single group say that vocational purposes prompt them to take the courses. The next most frequent answer, indicating general cultural growth and self-development as a purpose, presents the other side of the picture. It is often difficult to draw a clear-cut distinction between nonvocational and vocational self-development. The answers classified as number 3, however, do not mention immediate vocational goals. This type of answer appears most frequently among the members of the Great Books Reading Group, as can be seen in the comparative breakdowns.

Relatively few persons say that they go to escape boredom, or because of curiosity. Such answers as these are not as socially acceptable and would be less likely to occur even when there is good interview rapport.

The answers to this question differentiate among populations, among the categories when all populations are combined, and yield a significant chi square for interactions. The data showing the differences among populations are presented in Table 5.

TABLE 5. Chi squares for comparison of populations, question 2.

	Classification of Responses											
	1		2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	4	19.4	3	4.3	40	13.0	26	10.9	1	.1	74	47.7
B	20	8.0	32	22.7	27	.3	22	.5	0	0	101	31.5
C	75	49.4	1	9.4	13	.7	0	15.3	0	0	89	74.8
Total	99	76.8	36	36.4	80	14.0	48	26.7	1	.1	264	154.0

Between populations, df = 8

$\chi^2 = 154.0$

P < .01

Note: See page 37 for explanation of symbols.

The population differences shown in Table 5 are attributable to the fact that the college credit group is definitely biased toward practical vocational purposes for taking the courses. Eighty-four per cent of population C gave answers classified as number 1. The noncredit group who were taking public school offerings, designated as population B in this study, distribute themselves rather evenly over the first four answer classifications. The most frequent answer is number 2, the nonvocational utilitarian purpose. Since wood-working, art metal and Spanish classes are among those taken by this population the type of course unquestionably influences the answer obtained. However, 26.7% of this population report a desire for general self-development and 21.7% say their purposes are primarily recreational.

The answer pattern within population A is characterized by the relatively large percentage (54.0%) who report a desire for cultural broadening. A typical answer is, "I want to read Plato and Thucydides because it will improve my mind," or "I had always wanted to read some of the books on their list, but knew I would never do it unless I had to." The second most frequently appearing answer is "just curiosity." Thirty-five and one-tenth per cent give answers in that classification. In several cases this curiosity is prompted by a desire to find out if the Great Books Group is really a subversive organization. Of the persons interviewed five give this reason for attending, and two of the five are quite sure that their suspicions were confirmed. A more detailed breakdown of these differences is presented in the table of interactions, Table 6.

TABLE 6. Chi squares for interactions, question 2.

Classification of Responses												
1			2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A a	2	5.4	2	.4	12	1.7	9	2.9	1	0	26	10.4
A b	3	4.2	0	1.0	9	4.5	5	1.7	0	0	14	11.4
A c	2	8.3	1	2.0	19	6.7	12	4.6	0	0	34	21.6
B a	5	.4	9	16.7	2	1.4	1	.6	0	0	17	19.1
B b	6	3.8	14	14.8	10	.2	7	0	0	0	37	18.8
B c	9	3.8	9	.7	15	0	14	2.9	0	0	47	7.4
C a	40	27.3	1	3.7	6	4.2	0	7.5	0	0	47	42.7
C b	6	4.5	0	.1	0	.9	0	.3	0	0	6	5.8
C c	29	16.7	0	4.0	7	1.1	0	5.5	0	0	36	27.3
Total	99	74.4	36	43.4	80	20.7	48	26.0	1	0	264	164.5

Interactions, df = 32

 $\chi^2 = 164.5$

P < .01

Note: See page 37 for explanation of symbols.

This question, as stated above, also differentiates among categories when all the populations are combined. The amount and significance of this differentiation can be seen in Table 7.

TABLE 7. Chi squares for comparison of categories, question 2.

Classification of Responses												
1			2		3		4		5		Total	
f χ^2			f χ^2		f χ^2		f χ^2		f χ^2		f χ^2	
a	47	4.8	12	0	20	1.7	10	2.1	1	.1	90	8.7
b	12	3.7	14	4.2	19	.1	12	.1	0	0	57	8.1
c	40	.3	10	1.9	41	.7	26	.8	0	0	117	3.7
Total	99	8.8	36	6.1	80	2.5	48	3.0	1	.1	264	20.5

Between categories, df = 8

 $\chi^2 = 20.5$

P < .01

Note: See page 37 for explanation of symbols.

The outstanding differences are between the a and b categories, namely those who had taken several courses and those who had taken only one. Fifty-two and two-tenths per cent of

the multiple course people report vocational reasons for their participation, whereas 21.0% of the single course people so answer. The category b respondents, on the other hand, are more inclined to mention nonvocational but utilitarian purposes. Twenty-four and five-tenths per cent of category b as against 13.2% of category a answer in that fashion. It would appear that a one semester unit is often sufficient to allow many of the students adequate satisfaction of their needs for instruction in handicrafts, conversational Spanish, and interior decorating.

Question 3: "Where was it held? Were the physical surroundings pleasant?"

<u>I</u>	<u>E</u>	
113	42.8	(1) Made statement of approval
113	42.8	(2) Neutral or mixed attitudes
36	13.6	(3) Definite disapproval - all statements negative
2	.8	(4) No answer

Note: See page 36 for explanation of symbols.

It is quite evident from the answers to question 3 that the great majority of the total sample indicate either favorable or neutral feelings toward the physical surroundings. However, the question is placed near the beginning of the interview schedule and may not elicit as frank an expression of opinion as would occur later on.

Question 3 significantly differentiates among populations only, producing the chi squares shown in Table 8. These values reflect a tendency for population C to express definite disapproval of the physical surroundings more frequently than either of the two other groups. Population B

is especially biased in the other direction, giving largely favorable or neutral answers.

TABLE 8. Chi squares for comparison of populations, question 3.

Classification of Responses									
	1		2		3		4		Total
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f χ^2
A	32	0	32	0	9	0	1	.1	74 .1
B	51	1.2	44	0	5	5.0	1	0	101 6.2
C	30	1.6	37	0	22	7.1	0	.1	89 8.8
Total	113	2.8	113	0	36	12.1	2	.2	264 15.1

Between populations, $df = 6$ $\chi^2 = 15.1$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

The reason for this difference is not immediately apparent from a comparison of the classrooms observed by the writer. The population B groups met in high school buildings without exception. The population C groups met in a wide variety of locations including the Pentagon Auditorium, classrooms at forts, at Naval Research Laboratory, and in some instances, on the campus of the University of Maryland. One might expect the more comfortable chairs and University prestige to be conducive to somewhat more favorable attitudes. The real difference seems to be in the population, rather than the surroundings. The college credit group appears to be more critical than the noncredit students. The former frequently mention lack of supplies as a reason for their disapproval. Since many of the college credit courses require rather extensive laboratory equipment, there is more chance of failure to provide complete satisfaction of all their needs.

Question 4: "What was your means of transportation?"

1	2
50	18.9
192	78.7
(2) Neutral or no comments	
20	7.6
(3) Unfavorable comments	
2	1.1
(4) No answer	

Notes: See page 36 for explanation of symbols.

The over-all distribution in question 4 exhibits an even more marked tendency for the answers to accumulate in the neutral classification than was true of the previous question. There seems to be little complaint concerning the practical mechanics of the audit question systems which were investigated.

When the populations were compared irrespective of category there were several interesting differences noted. These data are presented in Table 9.

TABLE 9. Chi squares for comparison of populations, question 4.

Classification of Responses									
1	2	3	4	Total	1	2	3	4	Total
χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2	χ^2
26	42	7	1	76	8.9	2.4	.1	0	76
13	20	7	1	101	2.2	.5	0	0	101
13	70	6	0	89	1.1	.3	0	.1	89
50	192	20	.1	264	12.2	3.2	.1	.1	264
8.8	192	20	.1	264	12.2	3.2	.1	.1	264
Between populations, $df = 6$									
$\chi^2 = 12.2$									
$p = .06$									

Notes: See page 37 for explanation of symbols.

It is evident that the contributions to this chi square do not come from the same population differences observed in the

previous question. Here one finds population A providing the greatest discrepancy from the expected² distribution. That is to say, the Great Books readers are more favorable toward transportation facilities than either of the other two populations. Fewer of them give answers coded as neutral. Thirty-two and four-tenths per cent of them gave class 1 answers as compared to 12.8% and 14.6% from populations B and C respectively. The differences between these percentages when comparing A with B and with C are highly significant.³

Question 7: "To what extent was the course what you expected it to be?"

<u>I</u>	<u>%</u>	
125	47.3	(1) Agreed with expectations
53	20.1	(2) Doubtful answer
36	13.6	(3) Some indications of disagreement with expectations
40	15.2	(4) Definite indications of disagreement
10	3.8	(5) No answer

Note: See page 36 for explanation of symbols.

²The term "expected" as used in the discussion of results throughout this chapter means, expected in accord with the null hypothesis upon which the chi square test of significance is based.

³All comparisons between percentages were tested for level of significance by the formula

$cr = \text{critical ratio.}$

$P_1 = \text{proportion of sample 1.}$

$P_2 = \text{proportion of sample 2.}$

$\sigma_1 = \text{standard error of } P_1 .$

$\sigma_2 = \text{standard error of } P_2 .$

$$cr = \frac{P_1 - P_2}{\sqrt{\sigma_1^2 + \sigma_2^2}} \quad \text{where:}$$

The words "significant" and "highly significant" are used to indicate probabilities of chance occurrence $< .05$ and $< .01$ respectively.

The over-all trend in question 7 is in the direction of affirmative answers. As might be anticipated, it is related to the stay-versus-withdraw criterion.

This question does not differentiate among populations; but does differentiate significantly among categories regardless of population, among categories within population B, and finally between categories a and b combined as against category c within population B. This last comparison shows a highly significant difference. The differences among categories when all populations are combined appear in Table 10.

TABLE 10. Chi squares for comparison of categories, question 7.

Classification of Responses											
1		2		3		4		5		Total	
f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	54 2.8	16 .1	8 1.2	9 1.2	3 0	90 5.3					
b	31 .4	11 0	9 0	4 2.0	2 0	57 2.4					
c	40 4.0	26 .2	19 .4	27 4.4	5 0	117 9.0					
Total	125 7.2	53 .3	36 1.6	40 7.6	10 0	264 16.7					

Between categories, $df = 8$

$\chi^2 = 16.7$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

Inspection of Table 10 indicates that a larger proportion of category a gave definitely affirmative answers than expected, but even more significant was the reversal of this trend in category c. Those persons who had dropped courses did give answers indicating definite disagreement with their expectations in a significantly large number of cases. To clarify this relationship one may compare the percentages of class 4 answers for categories a and c. They are, 8.9% for

TABLE 12. Chi squares for comparison of categories a plus b against category c within population B, question 7.

Classification of Responses												
1			2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a & b	36	2.8	8	.1	8	0	2	3.9	0	.4	54	7.2
c	15	2.7	9	.2	8	0	13	4.4	2	.5	47	7.8
Total	51	5.5	17	.3	16	0	15	8.3	2	.9	101	15.0

Between categories a & b and category c, $df = 4$ $\chi^2 = 15.0$

$P < .01$

Note: See page 37 for explanation of symbols.

Question 8: "Did the course live up to all your expectations?"

<u>f</u>	<u>\bar{x}</u>	
117	44.3	(1) Definitely favorable
76	25.8	(2) Mixed or neutral comment
57	21.6	(3) Unfavorable comment predominates
14	5.3	(4) No answer

Note: See page 36 for explanation of symbols.

This is the most direct question concerning attitude toward the course. As asked during the interviews, it was combined with the previous question, but the answers were classified separately as shown. The total distribution indicates a generally favorable attitude.

The answers to question 8 differentiate significantly among categories and between categories within population B only when categories a and b are combined. The data indicating the differences among the three categories irrespective of population is presented in Table 13.

TABLE 13. Chi squares for comparison of categories, question 8.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	49	1.8	25	0	12	2.4	4	0	90	4.2
b	32	1.5	14	.2	9	.6	2	.1	57	2.4
c	36	4.6	37	.2	36	4.1	8	.3	117	9.2
Total	117	7.9	76	.4	57	7.1	14	.4	264	15.8

Between categories, $df = 6$ $\chi^2 = 15.8$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

The comparisons in Table 13 which contribute most heavily to the total chi square value are within category c. A larger percentage than expected (30.6%) give answers under classification 3, which means that they express definite disappointment with the courses. Following the same pattern, a smaller percentage than expected (30.6%) express definitely favorable attitudes. This means that among those who answered the question, and did not express neutral feelings, there are an equal number giving favorable and unfavorable answers. It should be remembered that the term "expect" as used in this context refers to the null hypotheses. Roughly one-third of the group who drop courses say that they were disappointed in them.

The most significant difference of attitude between the categories appears within population B. This difference becomes significant when categories a and b are combined and their combined distribution compared to the distribution of category c. These data are presented in Table 14, where it may be noted that the most marked deviations from the expected

frequencies appear under response classification 3. This represents the tendency for students who withdraw from classes to express dissatisfaction more frequently than those who complete. The significance level of these comparisons is not high and this trend only becomes significant within the public school noncredit population.

TABLE 14. Chi squares for the comparison of categories a plus b against category c within population B, question 8.

	Classification of responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a plus b	34	1.1	12	.1	7	2.6	1	.3	54	4.1
c	17	1.5	9	.1	18	3.0	3	.3	47	4.9
Total	51	2.6	21	.2	25	5.6	4	.6	101	9.0

Between categories a plus b and category c, $df = 3$ $\chi^2 = 9.0$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

Question 10: "What have you done to keep up your interest in the subject?"

<u>f</u>	<u>χ^2</u>	
144	54.5	(1) Enumerates definite steps taken, such as "read articles," or "use the material every day"
43	16.3	(2) Vague positive answers, as "I don't know just what I have done but think I have kept up"
75	28.4	(3) No, haven't kept up, or probably haven't
2	.8	(4) No answer

Note: See page 36 for explanation of symbols.

The frequency distribution of the answers to question 10 shows that over half of the total sample indicated that they

had kept up their interest in the course which they chose to describe.

On the comparative level the answers to question 10 significantly differentiate among the three populations when they are compared, irrespective of category. These data are presented in Table 15, and indicate that the principle contributions to the chi square value come from the distribution of population A. The Great Books Reading and Discussion Groups yielded a significantly smaller percentage (35.1%) of positive answers than either population B (59.4%) or population C (65.0%). The inverse relationship holds with respect to negative answers. A significantly larger percentage of population A (41.9%) report that they have not maintained their interest than is the case in population B (24.7%) or population C (21.2%).

TABLE 15. Chi squares for the comparison of populations, question 10.

	Classification of Responses							
	1	2	3	4	Total			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	26	4.7	17	1.7	31	4.3	0	74
B	60	.3	14	.2	25	.3	2	101
C	58	1.5	12	.3	19	1.4	0	89
Total	144	6.5	43	2.2	75	6.0	2	264
							.7	15.4

Between populations, $df = 6$ $\chi^2 = 15.4$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

When the categories are compared according to answers to this question a highly significant chi square value is obtained as can be seen from the data in Table 16.

TABLE 16. Chi squares for the comparison of categories, question 10.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	70	8.5	8	2.6	12	6.7	0	0	90	17.8
b	34	.2	10	0	13	.5	0	0	57	.7
c	40	8.5	25	1.5	50	8.0	2	.3	117	18.3
Total	144	17.2	43	4.1	75	15.2	2	.3	264	36.8

Between categories, $df = 6$ $\chi^2 = 36.8$ $P < .01$

Note: See page 37 for explanation of symbols.

These data clearly indicate the marked differences between category a and category c. Category a expresses significantly more positive and fewer negative statements than is the case in category c. This general relationship holds throughout all the comparisons. A more comprehensive summary is contained in table 17 where the data for the interactions are presented.

TABLE 17. Interactions, question 10.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A a	16	.2	3	.2	7	0	0	0	26	.4
A b	3	2.3	6	4.7	5	.2	0	0	14	7.2
A c	7	6.6	8	.7	19	8.0	0	0	34	15.3
B a	15	3.1	2	.1	0	3.8	0	0	17	7.0
B b	25	1.0	4	.4	8	.4	0	0	37	1.8
B c	20	.7	8	0	17	.8	2	3.0	47	4.5
C a	39	6.5	3	2.4	5	4.6	0	0	47	13.5
C b	6	1.5	0	.3	0	.7	0	0	6	2.5
C c	13	1.9	9	1.4	14	0	0	0	36	3.3
Total	144	23.8	43	10.2	75	18.5	2	3.0	264	55.5

Interactions, $df = 24$ $\chi^2 = 55.5$ $P < .01$

Note: See page 37 for explanation of symbols.

The largest contributions to the total chi square come from population A, category c. This group gives fewer positive and more negative responses than expected. Within population C, category a, there are proportionately more positive and fewer negative answers. This illustrates the two relationships mentioned above; namely, population A is biased toward negative answers, and categories a and c are significantly different when answers to question 10 are taken as a criterion. It should also be noted that within population A, category b yields fewer positive and more neutral (class 2) answers than expected.

Question 11: "What changes have you noticed in your reading habits since taking the course?"

<u>I</u>	<u>E</u>	
64	24.2	(1) Mentions definite changes noted (improvements)
53	12.5	(2) Maybe some but vague
147	55.7	(3) None (no beneficial changes)
20	7.6	(4) No answer, does not apply

Note: See page 36 for explanation of symbols.

More than half of the group interviewed report no change in their reading habits. This distribution does not follow the pattern set on the earlier question where the tendency is for the majority to give positive or favorable answers. There are relatively few in the neutral or doubtful classification. The great majority give definite answers classified as 1 or 3.

When populations are compared, irrespective of category, significant differences are found as indicated by the data in Table 1B.

TABLE 18. Chi squares for comparison of populations, question 11.

	Classifications of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	21	.4	13	1.2	39	.1	1	3.0	74	4.7
B	20	.6	10	.3	55	.0	16	7.9	101	8.8
C	23	.0	10	.0	53	.1	3	1.6	89	1.7
Total	64	1.0	33	1.5	147	.2	20	12.5	264	15.2

Between populations, $df = 6$ $\chi^2 = 15.2$ $P < .05 > .01$

Note: See page 37 for explanation of symbols

The chief sources of difference are in the "no answer, does not apply" classification. This is contributed largely by population B. A larger number from the noncredit group say that the question does not apply. This tendency is probably attributable in part to the type of course offering.

Question 11 also produces a highly significant difference among the three categories when they are combined irrespective of population.

TABLE 19. Chi squares for comparison of categories, question 11.

Classification of Responses										
1			2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	33	6.6	18	3.5	37	3.2	2	2.7	90	16.0
b	16	.2	4	1.0	33	0	4	0	57	1.2
c	15	5.9	11	.7	77	2.0	14	2.4	117	11.0
Total	64	12.7	33	5.2	147	5.2	20	5.1	264	28.2

Between categories, $df = 6$ $\chi^2 = 28.2$ $P < .01$

Note: See page 37 for explanation of symbols.

Table 19 indicates the relative uniqueness of category a. A significantly larger percentage (44.6%) than in either category b (15.8%) or category c (16.8%) mention definite changes noted in their reading habits. This relationship is reversed with respect to classification 3, but not to the same extent, as can be seen from the chi square values. Category a is more definitely biased toward the neutral classification of answer, namely classification 2. Twenty-four and three-tenths per cent of category a gave neutral answers as against 3.9% of category b and 12.3% of category c. The difference between the percentages for a and b is highly significant, that between a and c significant. Finally a larger percentage of category c failed to answer than was the case in the other two categories.

This question further indicates highly significant differences between categories a and b combined, and category c, within population B. These data are presented in Table 20.

TABLE 20. Chi squares for comparison of categories a and b combined against category c within population B, question 11.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a plus b	17	3.3	7	.3	25	.7	5	1.1	54	5.4
c	3	3.6	3	.4	30	.5	11	1.4	47	5.9
Total	20	6.9	10	.7	55	1.2	16	2.5	101	11.3

Between a plus b and c within population B, $df = 3$

$$\chi^2 = 11.3$$

$$P < .01$$

Note: See page 37 for explanation of symbols.

The largest contribution to the chi square comes from answer classification 1. The people who completed courses answer positively more frequently than those who had withdrawn from courses. Relatively fewer of those who had completed feel that the question doesn't apply.

Question 12: "To what extent did the course itself or the people you met there make you more interested or more active in community affairs?"

f	Σ	
37	14.0	(1) The course stimulated
24	9.1	(2) People stimulated
181	68.5	(3) Neither did
22	8.3	(4) No answer, does not apply

Note: See page 36 for explanation of symbols.

The largest group in the over-all distribution answer question 12 to the effect that neither the people they met nor the subject matter of the course made them more interested or more active in community affairs. The "no answer, does not apply" classification should probably be combined with classification 3 since both constitute definite negative answers and there is little distinction, if any, between them.

From the point of view of differentiation the comparison among populations yields a highly significant chi square value, as can be seen from the data presented in Table 21.

The largest chi square values come from the following sources: within population C a relatively large proportion of classification 4 answers; within population B a relatively large proportion of classification 2 answers; and within population A a relatively large proportion of classification

1 answers. Owing to the questionable nature of any meaningful

TABLE 21. Chi squares for comparison of populations, question 12.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	16	2.5	3	1.5	52	0	3	1.2	74	5.2
B	11	.5	16	4.3	70	0	4	1.8	101	6.6
C	10	.3	5	.9	59	.1	15	6.5	89	7.8
Total	37	3.3	24	6.7	181	.1	22	9.5	264	19.6

Between populations, $df = 6$

$\chi^2 = 19.6$

$P < .01$

Note: See page 37 for explanation of symbols.

differences between classifications 3 and 4, an additional chi square for populations was computed with the frequencies of classifications 3 and 4 combined. These data are presented in Table 22.

TABLE 22. Chi squares for comparison of populations, with response classifications 3 and 4 combined, question 12.

	Classification of Responses							
	1		2		3 plus 4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	16	2.5	3	1.5	55	0	74	4.0
B	11	.5	16	4.3	74	.1	101	4.9
C	10	.3	5	.9	74	.3	89	1.5
Total	37	3.3	24	6.7	203	.4	264	10.4

Between populations with classification 3 and 4 combined, $df = 4$

$\chi^2 = 10.4$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

In Table 22 the significant differences reflect more clearly than in Table 21 the tendency for larger proportions of population A to give classification 1 answers and for population B to give classification 2 answers. Population C does not contribute as heavily to the total chi square.

When the relationships between categories are considered, irrespective of population, a significant difference appears in the original tabulation; however, because of the homogeneity of classifications 3 and 4 they were combined. These data are presented in Table 23.

TABLE 23. Chi squares for comparison of categories, with response classifications 3 and 4 combined, question 12.

Classification of Responses								
	1		2		3 plus 4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	21	5.0	5	.9	64	.3	90	6.2
b	10	.3	9	2.0	38	.6	57	2.9
c	6	6.0	10	0	101	1.2	117	7.2
Total	37	11.3	24	2.9	203	2.1	264	16.3

Between categories with classifications 3 and 4 combined, $df = 4$

$$\chi^2 = 16.3$$

$$P < .01$$

Note: See page 37 for explanation of symbols.

The highly significant chi square in this instance reflects a reversal of answers when category a is compared with category c. Those persons who had completed several courses report that the course stimulated their interest in community affairs in a significantly larger number of instances than did those persons who had withdrawn. The percentages of classification 1 answers for the two categories are: category a,

23.3%, and category c, 5.1%. This is a highly significant difference of percentages.

Question 13: "Would you like to take more courses like it and what would they be?"

<u>f</u>	<u>%</u>	
151	57.2	(1) Definitely yes, same course or same sort of course and others
37	14.0	(2) Yes, but a different kind
47	17.8	(3) Doubtful answer
28	10.6	(4) Have had enough
1	.4	(5) No answer

Note: See page 36 for explanation of symbols.

The largest group within the total sample expresses a desire to take more of the same type of course. A little over 10 per cent say that they do not wish to take any more courses.

This question produces a highly significant difference among categories when all populations are combined, as is demonstrated by the data of Table 24.

TABLE 24. Chi squares for comparison of categories, question 13.

Classification of Responses										
	1		2		3		4		5	
	<u>f</u>	<u>χ^2</u>	<u>f</u>	<u>χ^2</u>	<u>f</u>	<u>χ^2</u>	<u>f</u>	<u>χ^2</u>	<u>f</u>	<u>χ^2</u>
a	66	4.1	9	1.0	11	1.6	4	2.6	0	0
b	39	1.2	12	1.5	1	7.3	5	0	0	0
c	46	6.5	16	0	35	9.7	19	3.5	1	0
Total	151	11.8	37	2.5	47	18.6	28	6.1	1	0

Between categories, df = 8

$\chi^2 = 39.0$

$P < .01$

Note: See page 37 for explanation of symbols.

These data show that definite differences exist among the categories with respect to frequency of responses classified

either 1 or 3. Relatively more of category a say they want more of the same type of course, while fewer from category c give this response. This is reversed with respect to classification 3 answers. Within population B the difference among categories produces a significant chi square value. These data are presented in Table 25, and indicate that the chief contribution to the total chi square value comes from

TABLE 25. Chi squares for comparison of categories within population B, question 13.

Classification of Responses												
1			2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	10	.3	3	0	3	0	1	.3	-	-	17	.6
b	23	.8	9	.5	1	4.6	4	.1	-	-	37	6.0
c	17	1.6	6	.4	16	4.1	8	.4	-	-	47	6.5
Total	50	2.7	18	.9	20	8.7	13	.8	-	-	101	13.1

Between categories within population B, $df = 6$ $\chi^2 = 13.1$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

differences between categories b and c with respect to the number of classification 3 responses. A relatively larger proportion of category c give doubtful answers. When categories a and b are combined this difference becomes highly significant. These data are presented in Table 26. The relationship shown in both Tables 25 and 26 holds within populations A and C but to a somewhat lesser degree, becoming significant only when categories a and b are combined.

TABLE 26. Chi squares for comparison of categories a plus b combined against category c within population B, question 15.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a plus b	33	1.0	12	.4	4	3.5	5	.4	54	5.3
c	17	1.5	6	.5	16	4.1	8	.5	47	6.6
Total	50	2.5	18	.9	20	7.6	13	.9	101	11.9

Between categories a plus b and c within population B, $df = 3$

$$\chi^2 = 11.9 \quad P < .01$$

Note: See page 37 for explanation of symbols.

Question 17: "Describe the group in class." (Attitude toward group acceptance.)

<u>f</u>	<u>χ^2</u>	
105	39.8	(1) Felt at home with them
109	41.3	(2) Neutral, neither definitely in or out - descriptive
47	17.8	(3) Felt out of or apart from group
5	1.1	(4) No answer

Note: See page 36 for explanation of symbols.

The total distribution of responses to question 17 is largely within classifications 1 and 2.

This question differentiates between categories when all populations are combined as illustrated by the data presented in Table 27. Categories a and c when compared produce the highly significant chi square value for this breakdown. The people who take and complete several courses say more frequently they feel at home in the group, and seem to like their classmates. Significantly fewer of the people who

withdraw express such an attitude. This difference of feeling is again evident in the distribution of classification 3 answers. The people who drop courses make definite statements more frequently that they found the other members of the class strange or unfriendly.

TABLE 27. Chi squares for comparison of categories, question 17.

Classification of Responses										
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	50	5.2	33	.4	7	4.5	0	0	90	10.1
b	24	0	23	0	10	0	0	0	57	0
c	31	4.8	53	.4	30	3.6	3	1.1	117	9.9
Total	105	10.0	109	.8	47	8.1	3	1.1	264	20.0

Between categories, $df = 6$

$\chi^2 = 20.0$

$P < .01$

Note: See page 37 for explanation of symbols.

Question 18: "Tell me about the people with whom you became most friendly."

f	χ^2	
97	33.0	(1) Mentions one or more who became friends
178	66.5	(2) Made no new friends
4	1.5	(3) No answer

Note: See page 36 for explanation of symbols.

The total distribution of answers to question 18 shows that about one-third of the respondents definitely named persons who had become their friends as a result of classroom contacts.

This question significantly differentiates among categories when all populations are combined. The differences among categories consist of a larger percentage of category a (45.9%) giving classification 1 answers than is the case in category b or c (26.3% and 26.4% respectively). These percentage differences are highly significant. The intercategory differences are also significant within population A. These

TABLE 28. Chi squares for comparison of categories, question 18.

	Classification of Responses						Total	
	1		2		3			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	41	3.9	47	2.4	2	0	90	6.3
b	15	.6	42	.5	0	.2	57	1.3
c	31	1.3	84	.6	2	0	117	1.9
Total	87	5.8	173	3.5	4	.2	264	9.5

Between categories, $df = 4$ $\chi^2 = 9.5$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

Data are presented in Table 29 and show that the contributions to the total chi square reflect exactly the same relationship seen in Table 28 but to a somewhat more marked extent. That is to say, within the Great Books Reading Group the people who complete several semester units mention friendships more frequently than do those who withdrew.

TABLE 29. Chi squares for comparison of categories within population A, question 18.

	Classification of Responses						Total	
	1		2		3			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	16	4.5	9	2.7	1	0	26	7.2
b	4	0	10	.1	0	0	14	.1
c	6	2.5	27	1.4	1	0	34	3.9
Total	26	7.0	46	4.2	2	0	74	11.2

Between categories within population A, $df = 4$

$\chi^2 = 11.2$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

Question 19: "Where would you place yourself in the group as far as your mastery of the subject was concerned? Top, or 1st quarter; high or second quarter, middle or average; below average, 3rd or 4th quarter."

f	χ^2	
53	20.0	(1) Top or first quarter
49	18.6	(2) High, 2nd quarter
108	40.9	(3) Average
36	13.6	(4) At or near bottom
18	6.8	(5) No answer

Note: See page 36 for explanation of symbols.

Question 19 produces more scatter among the responses than the majority of the preceding questions. Classification 3, a self-rating of average, appears most frequently. There are also relatively more refusals to answer this question than in the case with the questions previously reported.

This question produces significant differences among categories when all populations are combined as illustrated by the data in Table 30. The "no answer" classification

TABLE 30. Chi squares for comparison of categories, question 19.

Classification of Responses												
1			2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	25	2.3	24	2.8	31	.7	9	.6	1	3.5	90	9.9
b	12	0	7	.9	25	.1	10	.4	3	0	57	1.4
c	16	2.1	18	.5	52	.3	17	.0	14	3.8	117	6.7
Total	53	4.4	49	4.2	108	1.1	36	1.0	18	7.3	264	18.0

Between categories, $df = 6$ $\chi^2 = 18.0$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

contributes the largest single value to the total chi square. This reflects the relatively larger proportion of category c who did not answer, whereas only one person in category a failed to answer. The category a group also rates itself higher in general, 27.7% reporting that they were at or near the top of their classes, and another 26.6% saying they were above average or in the second quarter. These percentages may be compared with category c where 13.6% and 15.3% gave classification 1 and 2 answers respectively. Both of these differences are significant.

Question 21: "How did your husband (or wife) feel about your taking the course?"

f	%	
111	42.1	(1) Favored, encouraged, or participated with me
41	15.5	(2) Neutral
19	7.2	(3) Unfavorable
93	35.2	(4) No answer, does not apply

Note: See page 36 for explanation of symbols.

The total distribution of answers to question 21 shows highest frequencies in classifications 1 and 4. The answers in classification 4 are all given by unmarried persons. There were no refusals. This question produces significant chi square values when categories are compared within population B.

TABLE 31. Chi squares for comparison of categories within population B, question 21.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	6	0	2	0	0	0	9	0	17	0
b	20	5.0	4	0	1	0	12	2.5	37	7.5
c	7	4.0	6	0	2	0	32	1.8	47	5.8
Total	33	9.0	12	0	3	0	53	4.3	101	13.3

Between categories within population B, $df = 6$ $\chi^2 = 13.3$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

Table 31 presents the data for this comparison and indicates that all the contributions to the total chi square come from the contrast between categories b and c with respect to classifications 1 and 4. Those who complete one semester are more frequently married and report that their partners favored their

taking the course. This relationship is reversed within category c. Classification 4 answers are relatively more frequent from category c than from category b, but the contrast is not as significant. When categories a and b are combined and compared with category c within population B, the chi square becomes highly significant. This is a result of the reduction in the number of degrees of freedom with relatively little attenuation of the chi square value. These data are presented in Table 32.

TABLE 32. Chi squares for comparison of categories a plus b combined against category c within population B, question 31.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a plus b	26	3.9	6	0	1	0	21	1.7	54	5.6
c	7	4.1	6	0	2	0	32	2.0	47	6.1
Total	33	8.0	12	0	3	0	53	3.7	101	11.7

Between categories a plus b and c within population B,

$$df = 3$$

$$\chi^2 = 11.7$$

$$P < .01$$

Note: See page 37 for explanation of symbols.

Question 23: "How often do you feel bored with the routine of your regular work?"

<u>f</u>	<u>\bar{x}</u>	
105	39.6	(1) Never
67	25.4	(2) Rarely, once in a while, not very often
59	22.3	(3) Frequently, every day, definite affirmation
33	12.5	(4) No answer

Note: See page 36 for explanation of symbols.

The answers to question 23 indicate that there is a

tendency for the respondents to report that they are never bored by their regular work. There were more refusals to answer than on any of the previous questions. These refusals were in the form of "I just don't know," or "I can't really say." It is interesting to note that there is relatively little difference in frequency between classifications 2 and 3.

A significant chi square value is obtained when categories are compared irrespective of population. These data are presented in Table 33. The sources of variance are most

TABLE 33. Chi squares for comparison of categories, question 23.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	48	3.8	24	0	12	2.9	6	2.0	90	8.7
b	17	1.2	19	1.7	14	.1	7	0	57	3.0
c	40	.8	24	.9	33	1.6	20	1.6	117	4.9
Total	105	5.8	67	2.6	59	4.6	33	3.6	264	16.6

Between categories, $df = 6$

$\chi^2 = 16.6$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

significant in the row representing category a. Classification 1 responses are more frequently given by the multiple course students, while classifications 3 and 4 appear less frequently. This is one of the relatively few instances where categories b and c are similar; both of them yield relatively few responses classified as 1, and more in classification 3. Category b however, is unique in having the greatest frequency of responses in classification 2.

Question 24: "Do you get more pleasure from your regular work or from recreation or hobby?"

<u>f</u>	<u>%</u>	
73	27.7	(1) Regular work
54	20.5	(2) Equal from regular work and avocation or recreation
52	19.7	(3) More from avocation or hobby, including social work
78	29.5	(4) From recreation
7	2.7	(5) No answer, does not apply

Note: See page 36 for explanation of symbols.

Answers to question 24 are evenly distributed. There are very few refusals to answer.

When comparisons are made in the various breakdowns, a highly significant difference is found among the populations. When they are compared with all categories combined the resulting chi square value is 20.0. These data are presented in Table 34, which illustrates the heterogeneity of population C as compared to the other populations. The frequencies of

TABLE 34. Chi squares for comparison of populations, question 24.

Classification of Responses												
1			2		3		4		5		Total	
	<i>f</i>	χ^2	<i>f</i>	χ^2	<i>f</i>	χ^2	<i>f</i>	χ^2	<i>f</i>	χ^2	<i>f</i>	χ^2
A	14	1.7	14	0	21	2.4	23	0	2	0	74	4.1
B	24	.4	15	1.3	20	0	39	2.5	3	0	101	4.2
C	35	3.8	25	2.0	11	2.2	16	3.7	2	0	89	11.7
Total	73	5.9	54	3.3	52	4.6	78	6.2	7	0	264	20.0

Between populations, $df = 8$

$\chi^2 = 20.0$

$P < .01$

Note: See page 37 for explanation of symbols.

classifications 1 and 2 are relatively larger, and of 3 and 4 smaller than expected. In populations A and B this is reversed. It appears that the college credit group place their regular vocations ahead of avocations and recreation more frequently than do the other two groups. When the categories are compared within population A the chi square is significant. These data are presented in Table 35. The largest

TABLE 35. Chi squares of comparison of categories within population A, question 24.

Classification of Responses												
1			2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	6	.2	11	6.4	6	.1	2	3.9	1	0	26	10.6
b	3	0	1	.4	4	0	6	.4	0	0	14	.8
c	5	.2	2	2.3	11	.2	15	1.5	1	0	34	4.2
Total	14	.4	14	9.1	21	.3	23	5.8	2	0	74	15.6

Between categories within population A, $df = 8$ $\chi^2 = 15.6$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

single source of variance is within category a as a function of more classification 2 responses than expected. The second most important contribution is also within category a, and reflects the relatively few classification 4 answers. This pattern is atypical for population A as a whole. The Great Books readers in general are slightly biased toward recreation and avocation as compared to the total sample, but those who continue their participation through several semesters frequently mention their regular vocations as sources of pleasure. The largest single group of responses is classified as 2, indicating that the respondents report desiring about

equal pleasure from vocations and avocations or recreations.

Question 26: "How active are you in organizations, that is do you hold office or have you recently? Are you on any committees?"

<u>1</u>	<u>2</u>	
93	35.2	(1) Active - on committees, holds office (or has recently), attends all meetings
60	22.7	(2) Moderately active - attends frequently or occasionally
34	12.9	(3) Inactive, but a member in good standing
77	29.2	(4) No answer, does not apply

Note: See page 36 for explanation of symbols.

The total distribution of the answers to question 26 is biased toward the extremes of the classification system, with relatively fewer answers in the middle classes. The largest single group report definite activity in group organizations, attending all meetings and serving on committees. There were no breakdowns originally made between different types of organization. Churches and civic groups such as citizen's associations were the most frequent types mentioned.

When the various sub-samples are compared, a highly significant chi square value is obtained for the comparison of populations irrespective of category. These data are presented in Table 36, and indicate that population C tends to be biased toward classification 2 answers. Thirty-five and eight-tenths per cent of population C give classification 2 answers as compared with 16.2% of population A and 15.8% of population B. These are highly significant percentage differences. Populations A and B both yield more answers in classification 1 than does population C. These data reveal a

TABLE 36. Chi squares for comparison of populations, question 26.

Classification of Responses										
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	29	.2	12	1.1	14	1.7	19	.2	74	3.2
B	44	1.7	16	1.8	8	1.5	33	.3	101	5.3
C	20	3.8	32	6.0	12	0	25	0	89	9.8
Total	93	5.7	60	8.9	34	3.2	77	.5	264	18.3

Between populations, $df = 6$ $\chi^2 = 18.3$ $P < .01$ Note: See page 37 for explanation of symbols.

definite tendency for college credit students to be moderately active in their group organizations, while the Great Books Reading Group are more likely to hold office and serve on committees. Classification 3 responses were relatively more frequent among members of population A than among those from population B. The percentages for this classification are: population A, 18.9%; population B, 7.9%; and population C, 13.4%. The percentage difference between A and B is significant. This last comparison indicates that there are more Great Books students than noncredit students, relatively speaking, who are entirely inactive in their clubs and associations. This would mean that the Great Books students who are members of group organizations tend to be either definitely active or inactive, with relatively few in a middle group.

Question 28: "How long have you lived in this community?"

<u>f</u>	<u>%</u>	
96	36.3	(1) Over ten years
53	20.1	(2) 6-10 years inclusive
90	34.1	(3) 1-5 years inclusive
23	8.7	(4) Less than one year
2	.8	(5) No answer

Note: See page 36 for explanation of symbols.

The distribution of answers to question 28 for the total sample shows greatest frequency in classifications 1 and 3. As far as length of residence is concerned, two groups make up 70.4% of the sample. They are: first, those who have lived in the same community for more than 10 years; and second, those who have lived in the same community 1 to 5 years.

TABLE 37. Chi squares for comparison of populations, question 28.

	Classification of Responses									
	1		2		3		4		5	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	33	1.2	20	1.5	18	1.8	3	1.3	0	0
B	51	5.1	22	.1	20	5.6	7	.2	1	0
C	12	12.4	11	2.3	52	14.3	13	2.8	1	0
Total	96	18.7	53	3.9	90	21.7	23	4.3	2	0

Between populations df = 8

$\chi^2 = 48.6$

P < .01

Note: See page 37 for explanation of symbols.

The comparison of populations with all categories combined yields a highly significant chi square, as seen in Table 37. The chief contributions to the total chi square come from population C, answer classifications 1 and 3. This population

was largely made up of 1 to 5 year residents. Fifty-eight and two-tenths per cent of population C give responses classified as 3 while 24.3% of population A and 19.8% of population B give this type of response. The percentage differences between population C and the other two populations are highly significant. With respect to answer classification 1 this relationship is reversed. Proportionately more students from populations A and B report residence in the same community for over 10 years. The percentages of classification 1 answers for the three populations are: population A, 44.6%; population B, 50.5%; and population C, 13.4%. Percentage differences between population C and each of the other two populations are highly significant.

TABLE 38. Chi squares for interactions, question 28.

Classification of Responses												
1			2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A a	18	6.9	4	.2	3	3.3	1	.3	0	0	26	10.7
A b	4	.2	4	.3	4	.1	2	.2	0	0	14	.8
A c	11	.1	12	3.4	11	0	0	2.0	0	0	34	5.5
B a	8	.4	5	.4	3	.7	1	0	0	0	17	1.5
B b	14	0	8	0	10	.4	4	.1	1	.4	37	.9
B c	29	7.5	9	0	7	4.6	2	.6	0	0	47	12.7
C a	7	5.5	4	2.6	30	12.0	6	.5	0	0	47	20.6
C b	1	.3	1	0	2	0	2	2.2	0	0	6	2.5
C c	4	5.6	6	.2	20	4.4	5	.7	1	.4	36	11.3
Total	96	26.5	53	7.1	90	25.5	23	6.6	2	.8	264	66.5

Interactions, $df = 32$

$\chi^2 = 66.5$

$P < .01$

Note: See page 37 for explanation of symbols.

The chi squares for the interactions reflect the wide discrepancies among populations. Since the interactions afford a more detailed breakdown of the sample, these data are pre-

sented in Table 38. Table 38 further indicates that category a accounts for a relatively large proportion of the classification 1 answers within population A, and category c produces much of this same bias within population B. The opposite trend in population C depends upon both categories a and c. With respect to classification 3, however, category a accounts for the greatest amount of bias within population C.

Question 32: "How do you feel about interracial relations - would you favor more or less segregation?"

<u>f</u>	<u>%</u>	
36	13.3	(1) Actively working or have worked for more privileges for minority groups, or a very strong statement for more civil rights
59	22.3	(2) Not active but interested in more civil liberties, mild statements for equality
89	33.7	(3) Pities minorities, but has reservations - neutral or very slightly prejudiced
44	16.7	(4) Definitely prejudiced
37	14.0	(5) No answer

Notes: See page 36 for explanation of symbols.

The answers to question 32 tend to cluster in the middle classifications. The most frequent response within the total sample falls in classification 3, which indicates neutrality or slight prejudice. As might be anticipated, there are more respondents who didn't care to answer this question, than is the case with the less emotionally toned items.

This question produces highly significant differences among populations when all categories are combined. These data are presented in Table 39, and indicate the highly significant differences between populations A and C.

TABLE 39. Chi squares for comparison of populations, question 32.

	Classification of Responses									
	1		2		3		4		5	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	18	6.0	23	2.2	16	2.8	5	3.7	12	.1
B	14	0	21	.1	35	0	20	.4	11	.5
C	3	5.9	15	1.1	38	1.7	19	.8	14	.1
Total	35	11.9	59	3.4	89	4.5	44	4.9	37	.7

Between populations, $df = 8$ $\chi^2 = 25.4$ $P < .01$

Note: See page 37 for explanation of symbols.

Population A has the greatest frequencies of response in classifications 1 and 2; population C in classifications 3 and 4. In order to clarify this relationship the comparative percentages, with their differences and probabilities, are presented in Table 40.

TABLE 40. Percentage of responses by classification for populations A and C, question 32.

	Classification of Responses			
	1	2	3	4
A%	24.5	31.1	21.6	6.7
C%	3.4	16.8	42.6	21.3
Difference	20.9	14.3	21.0	14.6
Probability	.01	.05	.01	.01

Note: Numbers at head of each column, as "1", "2", represent classifications of response as in all the tables thus far presented. Classification 5, "no answer" is not included.

Capital letters A and C represent populations, see Note, page 37.

The row entitled "Difference" represents the differences between the percentages of population A and C for the classification being compared.

The row entitled "Probability" represents the probability of a difference as large or larger occurring in 100 randomly selected samples.

Table 40 clearly demonstrates the significantly larger proportion of Great Books readers who say they are actively working for elimination of segregation; and at the same time shows that the college credit groups most frequently answer to the effect that the present amount of segregation is satisfactory (classification 3), or that even more segregation is needed (classification 4).

Question 33: "How often do you actively seek competition with other people?"

<u>f</u>	<u>%</u>	
86	32.6	(1) Very often, every chance I get
69	26.1	(2) Occasionally or rarely
106	40.1	(3) Never
3	1.1	(4) No answer

Note: See page 36 for explanation of symbols.

Comparatively speaking, the total distribution is evenly divided as to classification of answers to question 33. There were only three refusals in the total sample. Classification 3, "Never seek competition," is the most frequent type of response.

TABLE 41. Chi squares for comparison of populations, question 33.

Classification of Responses										
1			2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	18	1.3	14	1.2	40	3.2	2	.6	74	6.3
B	33	0	37	3.9	30	2.5	1	0	101	6.4
C	35	.9	18	1.1	36	0	0	.3	89	2.3
Total	86	2.2	69	6.2	106	5.7	3	.9	264	15.0

Between populations, $df = 6$

$\chi^2 = 15.0$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

When the populations are compared, irrespective of category, the chi square value is significant. These data are presented in Table 41 which reflects the differences in frequency of classifications 2 and 3 when populations A and B are compared. Population A responses are more frequently classified 3 and less frequently either 2 or 1. This pattern is reversed within population B. The Great Books students do not admit seeking competition as often as do the noncredit students.

Question 35: "Do you enjoy this competition?"

<u>I</u>	<u>N</u>	
125	47.3	(1) Yes
47	17.8	(2) Neutral
86	32.6	(3) No, dislikes
6	2.3	(4) No answer

Note: See page 36 for explanation of symbols.

The classification of answers to question 35 yields a somewhat bimodal distribution, the largest frequencies being at the extremes. There are fewer expressions of neutrality than might be anticipated. In the "no answer" classification only one of the six was a refusal to cooperate, the other five said they couldn't evaluate their feelings accurately enough, and asked to be excused.

This question produces significantly differential answers when the populations are compared irrespective of category. These data, presented in Table 42, indicate the differences that exist between populations A and C with respect to answer classification 3. Forty-seven and three-

tenths per cent of population A, as compared to 23.5% of population C, gave answers classified as 3. The percentage difference is highly significant. The relationship between populations A and C is reversed for classification 1 responses. These percentages are: population A, 35.1; population C, 58.2, which is also a highly significant percentage difference. This means that the Great Books students more frequently express dislike for competition than do the college credit students.

TABLE 42. Chi squares for comparison of populations, question 35.

Classification of Responses										
1			2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	26	2.0	9	1.0	35	4.5	4	1.9	74	9.4
B	47	0	22	.7	30	.2	2	0	101	.9
C	52	1.9	16	0	21	2.0	0	1.1	89	5.0
Total	125	3.9	47	1.7	86	6.7	6	3.0	264	15.3
Between populations, df = 6						$\chi^2 = 15.3$		P < .05 > .01		

Between populations, $df = 6$

$\chi^2 = 15.3$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

Question 36: "To what extent do you have to discipline other people, such as your children, or the people who work for you?"

f	$\%$	
49	18.6	(1) Frequently
83	31.4	(2) Occasionally
116	43.9	(3) Never
16	6.1	(4) No answer

Note: See page 36 for explanation of symbols.

Classification 3 accounts for the largest single group of responses to question 36.

The answers to this question significantly differentiate among the populations when they are compared, irrespective of category. It is immediately apparent from the data of Table 43 that the largest contribution to the chi square comes from

TABLE 43. Chi squares for comparison of populations, question 36.

Classification of Responses										
1		2		3		4		Total		
f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	
A	9 1.3	23 0	32 0	10 5.5	74 6.8					
B	14 1.0	30 .1	52 1.1	5 .1	101 2.3					
C	26 4.6	30 .1	32 1.2	1 2.8	89 8.7					
Total	49 6.9	83 .2	116 2.3	16 8.4	264 17.8					

Between populations, df = 6

$$\chi^2 = 17.8$$

P < .01

Note: See page 37 for explanation of symbols.

classification 4, "no answer." In a sense this reduces the meaning of the distribution as far as expressed answers are concerned. Population A provides the disproportionately large frequency of classification 4 answers. Analysis of the interviews fails to yield a clear-cut explanation for this phenomenon. It appears to be an extension of the pattern for population A which one finds in the other classifications. Population A seems to be biased away from strongly positive statements as far as discipline is concerned. Twelve and two-tenths per cent of population A, as against 29.1% of population C, give responses classified as 1. This is a highly significant percentage difference. Two factors should be mentioned; first, population A has a larger proportion of females than does C, and population C contains more Army and Navy personnel than either of the others.

Question 39: "What was your formal education? Any degrees?"

<u>f</u>	<u>Σ</u>	
27	10.2	(1) Less than high school graduate
150	56.8	(2) High school but not college degree
68	25.8	(3) College degree but less than M.A.
18	6.8	(4) A graduate degree
1	.4	(5) No answer

Note: See page 36 for explanation of symbols.

The answers to question 39 indicate that the largest single group are high school graduates who do not have a college degree. The second largest group are college graduates.

When the populations are compared, irrespective of category, a highly significant chi square is obtained. These data are presented in Table 44 and illustrate the marked

TABLE 44. Chi squares for comparison of populations, question 39.

	Classification of Responses										Total	
	1		2		3		4		5			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	4	1.3	32	2.2	31	7.0	7	.5	0	0	74	11.0
B	21	10.1	65	.7	9	10.5	5	.4	1	0	101	21.7
C	2	4.9	53	.1	28	1.0	6	0	0	0	89	6.0
Total	27	16.3	150	3.0	68	18.5	18	.9	1	0	264	38.7

Between populations, $df = 8$

$\chi^2 = 38.7$

$P < .01$

Note: See page 37 for explanation of symbols.

differences in formal education between population B and the other two populations. Population B, in general, represents a group with considerably less formal education than is the case with the students in the other programs. When the categories are compared within population C a significant chi

square is obtained. The contributions to the chi square of Table 45 come from a relatively wide distribution of sources. Primarily the differences may be traced to the contrast between categories a and c, with respect to classifications 2 and 3. Relatively more category a responses indicated high school but not college education, and fewer said they had college degrees. By their own statements, there were more college graduates among those who dropped. It must be remembered that this was within the college credit population.

TABLE 45. Chi squares for comparison of categories within population C, question 39.

Classification of Responses										
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	1	0	36	2.0	8	2.7	2	.1	47	4.8
b	0	0	1	1.2	3	.2	2	3.0	6	4.4
c	1	0	16	1.2	17	2.5	2	0	36	3.7
Total	2	0	53	4.4	28	5.4	6	3.1	89	12.9

Between categories within population C, $df = 6$ $\chi^2 = 12.9$

$P < .05 > .01$

Note: See page 37 for explanation of symbols.

Question 42: "How did your parents feel about your choice of vocation, and educational plans?"

Σ	\bar{X}	
97	36.7	(1) Definitely encouraged
100	37.9	(2) Neutral
51	19.3	(3) Opposed
16	6.1	(4) No answer

Note: See page 36 for explanation of symbols.

The majority of the answers to question 42 come within the first two classifications. In retrospect, at least, the respondents seem to feel that their parents had either

positively encouraged them or been entirely neutral. In fact, it is almost surprising that so many classification 3 answers were given.

When populations are compared, irrespective of category, the resulting chi square value is highly significant. These data are presented in Table 46, and reflect the difference between populations A and B with respect to classifications 1 and 2. A larger proportion of population A (51.3%) say

TABLE 46. Chi squares for comparison of populations, question 42.

	Classification of Responses								Total	
	1		2		3		4			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	38	3.9	18	3.2	16	.1	2	.9	74	8.1
B	25	3.7	50	3.3	21	0	5	.1	101	7.1
C	34	0	32	.1	14	.4	9	1.8	89	2.3
Total	97	7.6	100	6.6	51	.5	16	2.8	264	17.5

Between populations, df = 6

$\chi^2 = 17.5$

P < .01

Note: See page 37 for explanation of symbols.

their parents encouraged them to do what they are now doing, than is the case with population B where 24.8% give this type of answer. The percentage difference is highly significant. This relationship is reversed with respect to classification 2, the percentage of population A being 24.3%, and for population B, 49.5%. This percentage difference is also highly significant.

Question 44: "Will you try to describe your goals in life as you see them now? What you want to become or accomplish?"

f	\bar{x}	
123	46.6	(1) Primarily practical - economic security, job promotion, degree
15	5.7	(2) Recreation, travel, and leisure
27	10.2	(3) Special achievement - artistic, literary, scientific
57	21.6	(4) Altruistic primarily - interested in children or other people
43	16.3	(5) No answer, nothing definite

Note: See page 36 for explanation of symbols.

The distribution of answers to question 44 shows that the highest frequency is in classification 1, "The vocational goals." There are very few respondents who mention recreation, travel or leisure. The large "No answer" group seems to reflect the fact that the people who gave such answers actually were unable to formulate their ambitions in the verbal sense. In several instances the respondents were unmarried females who seemed rather embarrassed by this question.

TABLE 47. Chi squares for comparison of populations, question 44.

	Classification of Responses										Total	
	1		2		3		4		5			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2		
A	14	11.2	4	0	14	4.6	29	10.0	13	.1	74	25.9
B	42	.5	6	0	7	.5	21	0	25	4.0	101	5.0
C	67	14.5	5	0	6	.8	6	8.2	5	5.8	89	29.3
Total	123	26.2	15	0	27	5.9	56	18.2	43	9.9	264	60.2

Between populations, $df = 8$

$\chi^2 = 60.2$

$P < .01$

Note: See page 37 for explanation of symbols.

When the populations are compared, irrespective of category, the resulting chi square is highly significant and is presented in Table 47.

The data indicate highly significant differences between populations A and C with population B occupying a middle position. The contrast is most notable with respect to classifications 1 and 4. The comparative percentages, their differences, and the probability level of such differences, are presented in Table 48.

TABLE 48. Percentage differences between population A and C, question 44, answer classifications 1 and 4.

	Classification of Responses	
	1	4
A%	18.9	39.2
C%	75.0	6.7
Difference	56.1	22.5
Probability	.01	.01

Note: See page 76 (Table 40) for explanation of symbols.

The percentage differences are highly significant. Classification 1 represents responses indicating primarily practical vocational goals in life. There were comparatively few such answers from population A, but many from population C. With reference to classification 4, the primarily altruistic goals, populations A and C reversed themselves. There were also more population A responses classified 3, "Special achievement goals." The between population differences were not as extreme within classification 3, however.

Question 45: "Will you describe one of your best friends? Tell me where he or she lives, what he does, how you met him, and why you feel attracted to him?"

f	χ^2	
67	25.4	(1) Admires from below
183	69.3	(2) Equals with same interests; broad general traits, "honesty," etc.
5	1.9	(3) A paternal or maternal interest
9	3.4	(4) No answer

Note: See page 36 for explanation of symbols.

The high frequency of classification 2 responses found under question 45 illustrates the tendency for respondents to describe social equals as their best friends. There is relatively little evidence that admiration for persons of higher social status characterizes this sample of adult education students.

TABLE 49. Chi squares for comparison of populations, question 45.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	29	5.0	41	1.8	1	0	3	0	74	6.8
B	13	5.8	81	1.5	2	0	5	.3	101	7.6
C	25	.1	61	0	2	0	1	.8	89	.9
Total	67	10.9	183	3.3	5	0	9	1.1	264	15.3

Between populations, $df = 6$ $\chi^2 = 15.3$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

The classification of responses yields a significant chi square when the population frequencies are compared, irrespective of category. The data presented in Table 49 show that the chief contributions to the chi square come from differences between populations A and B with respect to the

frequency of classification 1 responses. Thirty-nine and two-tenths per cent of population A, as compared to 12.8% of population B, gives responses indicating admiration of persons whom they consider to be, in some sense, above their own social level.

Question 48: "How many members are there in your present family unit, that is, living in your home now?"

<u>f</u>	<u>%</u>	
28	10.6	(1) 1
45	17.1	(2) 2
65	24.6	(3) 3
76	28.8	(4) 4
50	18.9	(5) 5 or more

Note: See page 36 for explanation of symbols.

The answers to question 48 show that there are relatively few people who live alone (10.6%) in the total sample. The typical respondent was a member of a small family, usually composed of 3 or 4 persons.

The comparison of populations, irrespective of category, yields a highly significant chi square value. These data are presented in Table 50 and indicate the following notable contrasts in the frequency distribution of the answers to question 48. A significantly larger proportion of population A (25.0%) give classification 1 responses than is the case with either of the other two populations. The percentage of such answers for population B is 3.0%, and for population C, 8.9%. There are also significant differences among the populations with respect to the frequency of classification 5 responses. A significantly greater percentage of such

responses is given by population B (30.7%); this is in marked contrast to population A (13.5%) and C (10.1%). When the

TABLE 50. Chi squares for the comparison of populations, question 48.

	Classification of Responses										Total	
	1		2		3		4		5			
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	17	9.7	17	1.2	16	.1	14	2.2	10	.9	74	14.1
B	3	4.8	14	.4	18	1.6	35	1.0	31	6.6	101	14.4
C	8	.1	14	0	31	3.2	27	0	9	3.3	89	6.6
Total	28	14.6	45	1.6	65	4.9	76	3.2	50	10.8	264	35.1

Between populations, $df = 8$ $\chi^2 = 35.1$ $P < .01$

Note: See page 37 for explanation of symbols.

categories are compared, irrespective of population, the resulting chi square is significant, as may be noted in Table 51. The category differences are not as clear-cut as were those for populations. There are many relatively small contributions to this chi square. For example, category a produces proportionately more answers classified as 3, and fewer classified as 5, than do either of the other categories. Category c in contrast reverses this pattern.

TABLE 51. Chi squares for the comparison of categories, question 48.

Classification of Responses												
	1		2		3		4		5		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	11	.1	12	.5	30	2.4	27	0	10	2.5	90	5.5
b	2	2.0	8	.1	14	0	22	1.6	11	0	57	3.7
c	15	.4	25	1.1	21	1.9	27	1.1	29	1.8	117	6.3
Total	28	2.5	45	1.7	65	4.3	76	2.7	50	4.3	264	15.5

Between categories, $df = 8$ $\chi^2 = 15.5$ $P < .05 > .01$

Note: See page 37 for explanation of symbols.

These relationships indicate a tendency for the students from families made up of 3 or 4 persons to continue adult education courses more frequently than students from either smaller or larger family groups.

Question 49: Sex of respondent.

<u>f</u>	<u>%</u>	
112	42.4	(1) Male
152	57.6	(2) Female

Note: See page 36 for explanation of symbols.

The three populations are made up of the following proportions of males and females: population A, males 23%, females, 77%; population B, males, 21%, females, 79%; and population C, males, 83%, females, 17%.

Question 50: Socio-economic status.⁵

<u>f</u>	<u>%</u>	
6	2.3	(1) The top 10% of any given community with respect to income and property ownership
113	42.8	(2) The next 30% of any given community with respect to income and property ownership
130	49.2	(3) The next 40% of any given community with respect to income and property ownership
15	5.7	(4) The bottom 20% of any given community with respect to income and property ownership

Note: See page 36 for explanation of symbols.

There are more students in classification 3 than might be anticipated because of the bias within population B. When the populations are compared, irrespective of category, the

⁵The criteria for interviewer ratings under question 50 were taken directly from the Psychological Corporation Manual, 1946 revision.

chi square is highly significant. These data appear in Table 52. The fact that population B students were in general

TABLE 52. Chi squares for comparison of populations, question 50.

Classification of Responses										
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
A	3	.9	33	.1	38	.1	0	3.2	74	4.3
B	3	0	24	9.0	61	2.5	13	8.1	101	19.6
C	0	1.1	56	7.9	31	2.8	2	1.2	89	13.0
Total	6	2.0	113	17.0	130	5.4	15	12.5	264	36.9

Between populations, $df = 6$ $\chi^2 = 36.9$ $P < .01$

Note: See page 37 for explanation of symbols.

rated much lower than either of the other populations accounts for the rather extreme differences noted. When categories are compared there is a significant chi square, as shown in Table 53. The chief source of the difference is the greater frequency of classification 2 ratings for category a. There is a tendency for the lower economic ratings to appear more frequently in category c.

TABLE 53. Chi squares for comparison of categories, question 50.

	Classification of Responses									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
a	0	1.1	50	3.1	38	.8	2	1.3	90	6.3
b	4	3.7	20	.6	30	.1	3	0	57	4.4
c	2	0	43	.9	62	.3	10	1.3	117	2.5
Total	6	4.8	113	4.6	130	1.2	15	2.6	264	13.2

Between categories, $df = 6$ $\chi^2 = 13.2$ $P < .05 > .0$

Note: See page 37 for explanation of symbols.

Question 51: Marital status.

<u>f</u>	<u>%</u>	
172	65.2	(1) Married
78	29.5	(2) Single
4	1.5	(3) Widowed
9	3.4	(4) Divorced
1	.4	(5) Separated

Note: See page 36 for explanation of symbols.

Marital status is related to the populations since population B contained a disproportionately large number of single persons. The percentages for classifications 1 and 2, that is to say married and single, were: population A, married, 68%, single, 26%; population B, married, 47%, single, 48%; and population C, married, 83%, single, 11%.

Question 57: Age.

<u>f</u>	<u>%</u>	
82	31.1	(1) Under 30
114	43.2	(2) 30-39
47	17.6	(3) 40-49
17	6.4	(4) 50-59
4	1.5	(5) 60 and over

Note: See page 36 for explanation of symbols.

The largest frequency is found in the 30-39 age group. Age is related to population, and produces a highly significant chi square when populations are compared, irrespective of category. The data illustrating this relationship are presented in Table 54. There is a marked contrast between populations A and B, the former being made up of older people

in general. When the categories are compared, irrespective of population, the chi square is significant. The data, as

TABLE 54. Chi squares for the comparison of populations, question 57.

	Classification of Responses					Total
	1	2	3	4	5	χ^2
f	χ^2	f	χ^2	f	χ^2	f
A	9	32	18	12	3	74
B	51	35	10	4	1	101
C	22	47	19	1	0	89
	8.0	0	1.4	9.5	1.9	20.8
	12.0	1.5	3.6	.6	0	17.7
	1.0	1.7	.5	3.2	.5	6.9
Total	82	114	47	17	4	264
	21.0	3.2	5.5	13.3	2.4	45.4

Between populations, $df = 8$

$$\chi^2 = 45.4$$

$P < .01$

Note: See page 37 for explanation of symbols.

presented in Table 55, denote the fact that within the multiple course category there are relatively more students 40-49 years of age than within the single course or withdrawal categories.

TABLE 55. Chi squares for comparison of categories, question 57.

	Classification of Responses					Total
	1	2	3	4	5	χ^2
f	χ^2	f	χ^2	f	χ^2	f
a	17	39	27	5	2	90
b	20	25	8	4	0	57
c	45	50	12	8	0	117
Total	82	114	47	17	2	264
	5.9	0	10.2	0	.2	16.5
Between categories, $df = 8$	$\chi^2 = 16.5$					$P < .05$
						$> .01$

Note: See page 37 for explanation of symbols.

Summary

The college credit group is unique with respect to the large number of respondents who report that they were urged or encouraged to attend courses by their superiors or employers. The noncredit people most frequently discovered the courses through friends. There are no instances of encouragement by employers as far as either the Great Books Readers or the noncredit populations are concerned. With respect to the expressed purpose in taking the courses, the college credit group is again unique by virtue of its frequency of reporting practical vocational purposes. The Great Books Readers most frequently say that they wanted cultural development. The college credit students object more often to such factors as the buildings and equipment furnished for the courses than do the others; more of the noncredit students make favorable statements concerning course location and facilities. The Great Books Readers differ from both of the other populations in the fact that they rarely report continued interest in the course material, but more frequently say that the course stimulated interest or activity in community affairs.

The college credit students give evidence of deriving greater pleasure from their regular vocations than from other sources. Of those students who do belong to social organizations there are relatively few from the college credit group who say they take a very active part in them. This same group of students are classified as 1-5 year residents in the majority of cases. They are very rarely residents of the

same community for 10 years or more. This relationship is reversed in the case of the noncredit student.

There is a clear-cut contrast between the Great Books Reading group and the college credit students with respect to expressed attitude toward Negroes. A significantly greater number of the former report actively working for elimination of segregation. The latter group was largely characterized by either expressions of no great interest, or mild prejudice against the colored population.

Both the college credit and the noncredit groups more frequently say that they seek competition than do the Great Books Readers. In fact, on the next question, the Great Books Readers more often express definite dislike for competitive activity than do the other students.

The noncredit students say that their parents had been neutral as far as their vocational choices and education were concerned. This answer was given twice as often as any other within this group. This tendency was in sharp contrast to the other two populations where the greatest frequency of responses indicated parental encouragement.

There was a marked difference with respect to the question on goals in life. The Great Books Reading Group mentioned altruistic aims most frequently, while the college credit students were definitely biased in the direction of practical vocational aims. The noncredit students were in the middle as far as goals were concerned. They differed from the Great Books Group, however, in that they did not give answers indicating admiration for persons of higher social

and economic status as often. They tended to come from larger family units than either of the other groups and, like the Great Books Readers, they were largely females. There were a disproportionately large number from the noncredit group who were classified in the two lower socio-economic strata. This group also contained more young unmarried persons than did the others. The Great Books Reading Groups contained more older people as well as more who lived alone.

There were several very significant differences found among categories. The three categories a, b and c will be referred to as the multiple course students, the single course students, and the withdrawals, respectively. The first significant difference was with respect to the statements of purpose. The multiple course students most frequently cite vocational reasons, while the single course students speak of nonvocational utilitarian reasons for taking the courses. The multiple course students, as might be anticipated, usually found the courses to be as they had expected, while those who withdrew express both disagreement with expectations and definite disappointment. This general relationship holds through the next three questions on continued interest, changes in reading habits, and interest in community affairs. The multiple course students most frequently report continued interest in the course work, definite changes in reading habits, and more activity in community affairs, in contrast to those who withdrew. There is also evidence that those students who have taken several courses say that they would like more of the same type. It is interesting to note that the with-

drawals more frequently give doubtful answers. Relatively few of them say that they want no more courses; they are more likely to say that they might like some more, if their work permitted them to take the time for it. In this instance, the single course students respond as do the multiple course students, a definite majority of them stating that they would like to take more of the same kind of course. The multiple course students more often describe the other members of their classes as cordial and friendly, and say that they really felt at home. Those who had withdrawn said either that there was no feeling one way or the other, or that they felt like outsiders. This was partially checked by the fact that the multiple course students also more frequently named friends that they had made while in class than was the case in the other groups.

With reference to the self-rating questions, the students who had withdrawn refused to answer more frequently than the others; and when they did, placed themselves somewhat lower in the group than did the multiple course students. The students who had completed several courses usually said that they never felt bored by their regular work. There was a tendency for these students to come from relatively small family groups, usually made up of 3-4 persons. On the other hand, the withdrawals were about equally divided over all the classifications, with relatively greater frequency from the 5 or more member family units than was true of either of the other two categories.

The multiple course students were more frequently classi-

fied as belonging to the upper middle class, as far as some economic factors were concerned. The final differentiating variable was age. The multiple course students more often came from the age group 40-49 than did the members of other categories; the withdrawals tended to come from the under 30 age group. These are comparative differences only and do not necessarily indicate which classifications showed the greatest frequencies.

The differences between categories within particular populations yield the following information. Within the non-credit population those students who withdrew express dissatisfaction with the course most frequently. It is interesting that this relationship did not hold within the college credit population. Among the noncredit students, those who took several courses, as well as those who only took one, said they wanted more of the same courses. The withdrawals more more often doubtful. The single course students in this population are more frequently married and say that their husbands or wives favored their taking the course.

Within the Great Books Reading Group there is a somewhat different pattern. The multiple course students more frequently say they have definitely kept up their interest. They more often mention definite friendships that they made in the classes, and they usually say that they derive about equal pleasure from their regular work and their avocations or recreational activities.

The categories within the college credit group are differentiated by the fact that both the multiple course and

single course students most frequently say that they have maintained their interest in the subjects. Relatively more of the multiple course students had finished high school but not college.

These results may be compared to evidence from other sources. The fact that 84% of the college credit population expressed vocational objectives agrees rather closely with Sorenson's data, which show that 80% of the men and 70% of the women in his sample had vocational motives (31). He also points out the fact that the extension students come in greater proportion from the more favored elements of society, and that 18 years is their most frequent level of previous education. With respect to age, he found the largest number in the twenties, the average age for men being in the upper twenties, and for women in the lower thirties. The present study showed 56.8% of the total sample had completed high school but not college. With respect to age, however, the total distribution showed the largest number to be between 30 and 39. Kaplan (22) also finds disproportionately large representation from the higher income groups among those who attended adult education classes. He states that evening high schools report that more than 60% of their students were high school graduates. The present study finds 79% of the evening, noncredit group to be high school graduates.

The Buffalo, New York, questionnaire survey reported by Reeves, Fanzler, and Houle presented the following descriptive information (30). Fifty-three per cent of the respondents were female, 47% male. Males predominated in the vocational

there seems to be considerable specificity in respect to age, as far as general descriptive information is concerned, present study.

development and cultural growth classification (30.3%) in the Buffalo survey to compare roughly with the general self-interested in a special subject might be combined in the cultural improvement classification and the 18.6% who were 25.9% in the Buffalo survey. The 13.5% representing the comparative percentages are 27.5% in the present study and reinvested the most frequent form of response in both. The in the Buffalo survey, the desire for vocational advancement as many classifications in the present study as was the case Although the reasons for attendance were not broken down into economic strata were roughly comparable in all the studies. older people, 74.3% being 30 years old or over. The socio-remains. The present sample contains a larger percentage of group this was especially true, there being 81% males and 49% percentages of females in the sample (57.6%). In the non-educative Comparative data from the present study show a larger

health, 1.5% and miscellaneous, .3%. 7.1% to achieve citizenship, 3.7% to maintain or improve ment, 13.5% for purposes of recreation and social contacts, fulfill requirements for a degree, 13.7% cultural improve-special subject, 18.6% to further education, 13.5% to were: to advance in vocation, 25.9% because of interest in a stratum" of society. The reasons for attendance as reported The majority came from what the authors refer to as the "middle high school courses. As for age, more than half were under 25.

sex, and previous educational level, which would appear to be dependent upon the type of program sampled, and the year in which the sample was taken. As evidence of this, the programs included in the present study yielded widely divergent samples. The studies reported prior to 1942 describe populations which are quite different from the present sample with respect to age, sex, and education. This is, in part, a function of the large numbers of veterans and service personnel who have entered adult education programs since 1945 (1).

CHAPTER IV

RESPONSE PATTERNS AND TRENDS

Response Patterns

The first section of this chapter will be devoted to a further analysis of the response patterns produced by those questions which significantly differentiated among the groups compared in Chapter III. The frequencies of the responses in the respective classifications under each such question were compared, and tested for significance by chi square. This procedure yielded information as to the interrelations among the response patterns of these questions. The interrelations found to be significant will be reported in detail. All tables presenting comparative data for interrelations among questions will be followed by a statement of each question concerned, with brief descriptions of their response classifications. The row and column numbers in the tables represent the response classifications, following the system used for the tables in Chapter III.

As the analysis progressed, it became apparent that age, marital status, sex, the source of information concerning the courses, and the purpose in taking the courses were related variables.

Question 1, "How did you find out about each of the courses?" was related to the sex of the respondent, question 49. The data for this relationship are presented in Table 56. Relatively more female respondents say that they sought out

and found the courses on their own initiative. On the other hand, comparatively more male respondents report that they were ordered, or at least encouraged, to take the courses by their employers.

TABLE 56. Chi squares for comparison of responses to questions 1 and 49.

Classification of responses to question 1												
Quest.	1		2		3		4		5		Total	
49	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	6	2.2	37	.0	41	21.0	28	4.6	0	.5	112	28.3
2	21	2.0	48	.0	6	15.5	73	3.6	4	.6	152	21.7
Total	27	4.2	85	.0	47	36.5	101	8.2	4	1.1	264	50.0

Comparison of responses to questions 1 and 49
 $df = 4$ $\chi^2 = 50.0$ $P < .01$

Legend: Question 1: "How did you find out about each of these courses?"

Response classifications: (1) Sought and found course
 (2) Saw newspaper advertisement, announcement, posted notice or hand bill
 (3) Was ordered, urged or encouraged to take it by employer
 (4) Was told by another person, such as child in school, friend or relative
 (5) No answer

Question 49: Sex of respondent

Response classifications: (1) Male
 (2) Female

Note: See page 37 for explanation of symbols.

The answers to question 2 were also related to the sex of the respondents. These data are presented in Table 57 and indicate that the males more frequently specify vocational reasons for taking courses, whereas the females more often mention cultural self-development.

Questions 1 and 2 are related, as might be anticipated.

The data for this comparison, which are presented in Table 58 show that those who were ordered or encouraged to take the courses usually took them for vocational reasons, while those who were told about the courses by friends or relatives went because they wanted cultural self-development or escape from boredom. Members of this latter group often mention recreation or curiosity as their motives. The pattern for this

TABLE 57. Chi squares for comparison of responses to questions 2 and 49.

Classification of responses to question 2												
Quest.	1		2		3		4		5		Total	
49	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	68	15.5	4	7.1	26	1.5	14	1.6	0	0	112	25.7
2	31	11.4	31	5.2	55	1.5	34	1.3	1	0	152	19.4
Total	99	26.9	35	12.3	81	3.0	48	2.9	1	0	264	45.1

For comparison of responses to questions 2 and 49

df = 4

$\chi^2 = 45.1$

P < .01

Legend: Question 2: "What were your reasons for taking the course? What did you think it would do for you?"

Response
classifications:

- (1) Practical vocational help, a college degree for employment or promotional reasons
- (2) Not for regular vocation, but practical utilitarian purposes
- (3) General self-development, cultural growth, more education, but with no specific practical purposes in mind
- (4) Escape from boredom, recreation or just curiosity
- (5) No answer

Question 49: Sex of respondent

Response

classifications: (1) Male
(2) Female

Note: See page 37 for explanation of symbols.

group of questions now becomes clear. The college credit students, who were largely men, were very frequently urged or encouraged to take courses by their employers, and took them for practical vocational reasons. The other two population samples, made up of a relatively larger proportion of women, were often told about the courses by friends or relatives, and enrolled for varied reasons, the most frequently mentioned being cultural self-development.

TABLE 58. Chi squares for comparison of responses to questions 1 and 2.

Classification of responses to question 2												
Quest.	1		2		3		4		5		Total	
1	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	12	.4	4	.0	5	.8	6	.2	0	0	27	1.4
2	26	.7	10	.1	36	3.2	12	.5	1	0	85	4.5
3	42	32.4	1	3.5	4	6.8	0	7.5	0	0	47	50.2
4	19	8.9	19	1.9	34	.4	29	5.5	0	0	101	16.7
5	0	.5	1	.0	2	.2	1	.0	0	0	4	.7
Total	99	42.9	35	5.5	81	11.4	48	13.7	1	0	264	73.5

For comparison of responses to questions 1 and 2

df = 16

$\chi^2 = 73.5$

P < .01

Legend: Question 2: "What were your reasons for taking the course? What did you think it would do for you?"

- Response classifications:
- (1) Practical vocational help, a college degree for employment or promotional reasons
 - (2) Not for regular vocation, but practical utilitarian purposes
 - (3) General self-development, cultural growth, more education, but with no specific practical purposes in mind
 - (4) Escape from boredom, recreation or just curiosity

Question 1: "How did you find out about each of these courses?"

- Response classifications:
- (1) Sought and found course
 - (2) Saw newspaper advertisement, announcement, posted notice or handbill
 - (3) Was ordered, urged or encouraged to take it by employer
 - (4) Was told by another person, such as child in school, friend or relative
 - (5) No answer

Note: See page 37 for explanation of symbols.

There was one other question which was also related to this pattern. The length of residence in the community was found to be associated with question 1. Relatively more of the students who were urged to attend had lived in their respective communities from 1 to 5 years, as can be seen from the data in Table 59. This relationship was probably influenced by the large number of service personnel and government workers who were taking the courses offered by the College of Special and Continuation Studies.

TABLE 59. Chi squares for comparison of responses to questions 1 and 28.

Classification of responses to question 28												
Quest.	1		2		3		4		5		Total	
1	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	15	2.3	3	.5	7	.4	2	0	0	0	27	3.2
2	32	.1	21	.8	24	.8	7	0	1	0	85	1.7
3	4	9.2	6	.8	32	14.4	5	.2	0	0	47	24.6
4	43	.8	22	.2	26	1.9	9	0	1	0	101	2.9
5	2	0	0	0	2	0	0	0	0	0	4	0
Total	96	12.4	52	2.3	91	17.5	23	.2	2	0	264	32.4

For comparison of responses to questions 1 and 28

df = 16

$\chi^2 = 32.4$

P < .01

Legend: Question 28: "How long have you lived in this community?"

Response classifications: (1) Over ten years
(2) 6-10 yrs. inclusive
(3) 1-5 yrs. inclusive
(4) Less than one year
(5) No answer

Question 1: "How did you find out about each of these courses?"

Response classifications: (1) Sought and found course
(2) Saw newspaper advertisement, announcement, posted notice or handbill
(3) Was ordered, urged or encouraged to take it by employer
(4) Was told by another person, such as child in school, friend or relative
(5) No answer

Note: See page 37 for explanation of symbols.

The other significant relationships among questions are largely the result of differential answers from the two sex classifications. The distribution of answers to question 33, which concerned frequency of seeking competition with others, differs according to the sex of the respondent. These data are presented in Table 60, and give evidence that relatively more males say that they actively seek competition. The female respondents most frequently say that they do not.

TABLE 60. Chi squares for the comparison of responses to questions 33 and 49.

Quest. 49	Classification of responses to question 33								Total	
	1	2	3	4	1	2	3	4		
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	47	2.9	28	.0	37	1.3	0	.4	112	4.6
2	39	2.0	40	.1	70	1.1	3	.5	152	3.7
Total	86	4.9	68	.1	107	2.4	3	.9	264	8.3

For comparison of responses to questions 33 and 49

df = 3

$\chi^2 = 8.3$

P < .05 > .01

Legend: Question 33: "How often do you actively seek competition with other people?"

Response classifications: (1) Very often
(2) Occasionally or rarely
(3) Never
(4) No answer

Question 49: Sex of respondent

Response classifications: (1) Male
(2) Female

Note: See page 37 for explanation of symbols.

The same response pattern was repeated with respect to enjoyment of competition (question 35). The men more frequently say they like competitive activities; the women more frequently express definite dislike. The data for question

35, as related to sex differences, are presented in Table 61.

Question 36, which concerns the frequency of imposing discipline upon others, was likewise found to yield responses that varied with the sex of the respondent. As can be noted from the data of Table 62, the men give relatively more responses indicating that they frequently discipline others.

TABLE 61. Chi squares for comparison of responses to questions 35 and 49.

Quest.	Classification of responses to question 35									
	1		2		3		4		Total	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
49										
1	67	3.6	19	.1	25	3.0	1	.4	112	7.1
2	58	2.5	29	.2	60	2.3	5	.4	152	5.4
Total	125	6.1	48	.3	85	5.3	6	.8	264	12.5

For comparison of responses to questions 35 and 49

df = 3

$\chi^2 = 12.5$

P < .01

Legend: Question 35: "Do you enjoy this competition?"

Response classifications: (1) Yes
(2) Neutral
(3) No, dislikes
(4) No answer

Question 49: Sex of respondent

Response classifications: (1) Male
(2) Female

Note: See page 37 for explanation of symbols.

It was found that male respondents describe practical vocational goals far more frequently than do female respondents. The question concerning goals in life is number 44. This contrast between sexes is illustrated by the data of Table 63.

TABLE 62. Chi squares for comparison of responses to questions 36 and 49.

Classification of responses to question 36										
Quest.	1		2		3		4		Total	
49	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	29	2.9	32	.6	48	.0	3	1.6	112	5.1
2	20	2.0	51	.3	68	.1	13	1.2	152	3.6
Total	49	4.9	83	.9	116	.1	16	2.8	264	8.7

For comparison of responses to questions 36 and 49

df = 3

 $\chi^2 = 8.7$

P < .05 > .01

Legend: Question 36: "To what extent do you have to discipline other people?"

Response (1) Frequently
 classifications: (2) Occasionally
 (3) Never
 (4) No answer

Question 49: Sex of respondent

Response (1) Male
 classifications: (2) Female

Note: See page 37 for explanation of symbols.

TABLE 63. Chi squares for comparison of responses to questions 44 and 49.

Classification of responses to question 44												
Quest.	1		2		3		4		5		Total	
49	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	78	10.8	5	.2	12	.0	7	11.2	10	3.3	112	25.5
2	45	8.8	10	.2	15	.0	49	8.8	33	2.6	152	20.4
Total	123	19.6	15	.4	27	.0	56	20.0	43	5.9	264	45.9

For comparison of responses to questions 44 and 49

df = 4

 $\chi^2 = 45.9$

P < .01

Legend: Question 44: "Will you try to describe your goals in life as you see them now? What you want to become or accomplish."

Response (1) Primarily practical - economic
 classifications: security, job promotion, degree
 (2) Recreation, travel, and leisure
 (3) Special achievement - artistic, literary, or scientific
 (4) Altruistic primarily - interested in children or other people
 (5) No answer, nothing definite

Question 49: Sex of respondent

Response (1) Male
 classifications: (2) Female

Note: See page 37 for explanation of symbols.

The data thus far presented reveal that the male students more frequently take college credit courses; they are often encouraged or ordered to do so by employers or superiors; their purposes are largely practical, and directly related to vocational advancement; they say that they frequently seek and enjoy competition; they often have to impose discipline upon others; their ultimate goals in life are described as practical, including economic security. The female students are more frequently found in the Great Books Reading Groups or the noncredit evening classes; they find out about the courses from friends, or read about them in newspapers; they seek general cultural development; they neither seek nor enjoy competition; very few of them say that they have to discipline others; their goals are more frequently described as altruistic. This brief characterization does not reflect all of the specific information contained in the chi square data, but is based on the general tendencies which that data indicates.

Marital status was related to questions 24 and 36. The data showing the relative distributions of the responses to questions 24 and 51 are presented in Table 64. The unmarried students more frequently answer to the effect that they get more pleasure from recreational activities than from their regular vocations. They are also much less likely to mention avocations or hobbies as primary sources of enjoyment.

There was a significant relationship found to exist between the response patterns produced by questions 36 and 51. The data of Table 65 indicate the relatively greater

TABLE 64. Chi squares for comparison of responses to questions 24 and 51.

Quest. 51	Classification of responses to question 24									
	1		2		3		4		5	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	51	.3	36	.0	42	2.0	39	1.9	4	.0
2	18	.5	16	.0	7	4.1	35	6.5	2	.0
3	4	.0	4	.2	3	.0	2	.5	1	.0
Total	73	.8	56	.2	52	6.1	76	8.9	7	.0
									264	16.0

For comparison of responses to questions 24 and 51

df = 8

$\chi^2 = 16.0$

P < .05 > .01

Legend: Question 24: "Do you get more pleasure from your regular work or from recreation or hobby?"

Response classifications: (1) Regular work
(2) Equal from work and avocation or recreation
(3) More from avocation or hobby
(4) From recreation
(5) No answer; does not apply

Question 51: Marital status.

Response classifications: (1) Married
(2) Single
(3) Other, including widowed, divorced, and separated

Note: See page 37 for explanation of symbols.

TABLE 65. Chi squares for the comparison of responses to questions 36 and 51.

Quest. 51	Classification of responses to question 36							
	1		2		3		4	
	f	χ^2	f	χ^2	f	χ^2	f	χ^2
1	42	3.0	61	.7	58	3.9	11	.0
2	7	3.4	13	5.0	54	10.7	4	.0
3	0	1.7	9	3.8	4	.5	1	.0
Total	49	8.1	83	9.5	116	15.1	16	.0
								264
								32.7

For comparison of responses to questions 36 and 51

df = 6

$\chi^2 = 32.7$

P < .01

Legend: Question 36: "To what extent do you have to discipline other people?"

Response classifications: (1) Frequently
(2) Occasionally
(3) Never
(4) No answer

Question 51: Marital status.

Response classifications: (1) Married
(2) Single
(3) Other, including widowed, divorced, and separated.

Note: See page 37 for explanation of symbols.

frequency with which the unmotivated students gave responses to
 the effect that they were imposed discipline upon others.
 These relationships between native status and the
 questions on success of discipline and discipline denote a
 tendency for single persons to give evidence of more enjoyment
 from recreational activities, and rarely to have the problem of
 disciplining others. This also accounts in part for the
 significant differences among the populations with respect to
 success of discipline and discipline, which were discussed in
 Chapter III. There was a significantly greater proportion of
 unmotivated students in the sample than the normative population
 was in either of the other two samples.
 There was a highly significant relationship between
 questions 2 and 4, which were assigned to the respondents of
 the reasons for taking the course and the ultimate goals in
 life respectively. The close relationship of this relationship
 are presented in Table 40.
 These data may be taken as evidence of the fact that
 those students who give practical vocational reasons for
 taking the course also describe their goals in life as
 practical. Those who say they take the course for reasons
 of general self-development more frequently say that their
 goals in life are intrinsically altruistic.
 There were several questions in the interview schedule
 which did not produce significant or highly significant
 differences among the populations or categories, but which
 did appear to indicate interesting trends because of consistent
 places in the distribution of responses. The statements made

TABLE 66. Chi squares for comparison of responses to questions 2 and 44.

Quest. 2	Classification of Responses to Question 44										Total	
	1	2	3	4	5	1	2	3	4	5	f	χ^2
1	72	14.0	4	.3	7	.6	8	7.3	8	3.6	99	25.8
2	8	3.7	4	1.0	5	.3	8	.0	10	2.6	35	7.6
3	29	1.5	6	.3	6	.4	30	9.0	10	.6	81	11.8
4	14	2.8	1	.5	9	2.8	10	.0	14	4.4	48	10.5
5	0	.0	0	.0	0	.0	0	.0	1	.0	1	.0
Total	123	22.0	15	2.1	27	4.1	56	16.3	43	11.2	264	55.7

Comparison of responses to questions 2 and 44

df = 16

$\chi^2 = 55.7$

P = < .01

Legend: Question 44: "Will you try to describe your goals in life as you see them now? What you want to become or accomplish."

Response
classifications:

- (1) Primarily practical - economic security, job promotion, degree
- (2) Recreation, travel, and leisure
- (3) Special achievement - artistic, literary, or scientific
- (4) Altruistic primarily - interested in children or other people
- (5) No answer, nothing definite

Question 2: "What were your reasons for taking the course? What did you think it would do for you?"

Response
classifications:

- (1) Practical vocational help - a college degree for employment or promotional reasons
- (2) Not for regular vocation, but practical utilitarian purposes
- (3) General self-development, cultural growth, more education, but with no specific practical purpose in mind
- (4) Escape from boredom, recreation, or just curiosity
- (5) No answer

Note: See page 37 for explanation of symbols.

concerning the education of parents are one example. The chi square for comparison of populations with respect to the

responses to this item is 14.2, whereas 15.5 would be needed to reach the 5% level of significance. This was question number 41 on the coding sheet, and was worded as follows: "What was your parents' education?" Within the Great Books Reading Group there were relatively fewer responses indicating that the education of their parents was equivalent to that of the respondents. The comparative percentages were 6% for the sample from population A, 25% for the sample from population B, and 20% for the sample from population C. The percentage differences are highly significant when the samples from population A and B are compared, and significant between samples A and C. The pattern indicated that the majority of parents of all respondents tended to have less education than their children, but that this was especially true among the parents of the Great Books Reading students. This was partly a function of the relatively higher educational level of respondents from population sample A.

Within the samples from both populations A and B there was a tendency for the students who had taken several courses to report changes in their reading habits more frequently than those who had withdrawn. This difference did not reach the 5% level of significance, however, and did not appear within the sample from population C.

The students from the noncredit courses more frequently report that they compete in their regular vocational activities; very few of them say that they do not compete at all. The Great Books Readers, however, reverse this trend. The single course students more frequently give responses

indicating no competition on any level.

Negative Results

In addition to the descriptive information presented thus far, there are several of the suggested hypotheses for which the evidence obtained in this study was definitely negative. The first of these to be considered is that adult education makes for a wider exercise of the franchise. This opinion was expressed by several of the administrators and group leaders with whom the present study was discussed. Question 27, "How long have you been a registered voter?" was asked as a check on this hypothesis. There was but one respondent in the entire sample who stated that a course had stimulated him to register as a voter. The date of registration was most frequently previous to participation in the programs. There were 155 in this classification, and 108 in the next most frequent response classification - that of "not registered." The number of nonregistrants was probably larger than would be found in the majority of localities because of the fact that the District of Columbia can not vote. Of the total sample, there were 72 students who were residing in the District of Columbia. Many of these had maintained a voting residence in their home states.

The possibility that length of residence might be a significantly differentiating factor between the stay and withdrawal groups was investigated. It had been suggested that new residents who had not made friends in their communities often enrolled in adult education courses for the

purpose of meeting people; then, having accomplished this end, they withdrew. The questions on length of residence in the community, and number of neighbors known, did not produce evidence that this factor was operating in the populations sampled in the present study.

There was almost unanimous agreement among the administrators of adult education programs that the most important determinant of continued attendance was attitude toward the instructor or leader. It is interesting to note that within the sample from the college credit program there was no indication that this factor was operative. The reasons for withdrawal stated by these students were most frequently change of assignment or lack of time. There was very little complaint concerning the quality of instruction from any of the categories within this population sample. There was more general complaint from the other samples, yet even there it was not significantly characteristic of withdrawals.

Selected Comments

There are many comments in the interviews themselves which are not quantified by the rating process. These expressions of attitudes and opinions can be of considerable value to administrators. A few of the responses will be quoted here as examples of the type of information which a free interview can elicit.

Examples of comments concerning the courses from the Great Books Reading Group are as follows:

"The readings were very interesting but they were far too long. No one did them, and the result was a great deal of wandering about in the discussions. We never stayed very close to the topic."

"The readings were not well chosen; they were too impractical, and had little to do with present day reality."

"The discussions were often very stimulating, but too often persons with some special interest would monopolize the whole period."

"I was very lonesome - just didn't seem to have anything to keep my mind occupied, and these discussion groups were really a life-saver."

"My wife and I went together. It was a wonderful common interest for us. We could discuss the topics in the evening."

Sample comment from the noncredit students, both critical and favorable, follows:

"I had expected to learn Spanish without any grammar and tedious work involved. There was more grammar than I had anticipated. I suppose it was necessary, but I wonder."

"I wanted a more intense course, especially more definite assignments."

"The course was very pleasant, I had always liked art; we lacked materials, however."

"I thought the course would answer all the questions I wanted to know about refinishing antiques that I couldn't find in books. I was out of step, but the rest of the class got what they wanted - making things out of wood. I just wasn't in the right class." (This statement was made by a person who finished the course.)

"The course was excellent because it really taught you how to write in the journalistic sense."

A few comments quoted from the interviews of the college credit students follow:

"The course was burdensome - lots of detail. I couldn't prepare conscientiously for the examination."

"I believe the course exceeded all my expectations. We had an excellent instructor with broad practical experience and understanding, and an excellent method of presentation."

"It was very much as I expected - a fine course, but was bewildering at first."

"It was not what I had expected. The instructor was not interested in homework, and let people do whatever they wanted to do. I had less time to study than I had expected to. I have two children."

Another area which elicited very definite comment was the attitude toward the instruction. As previously stated, these expressions were primarily favorable and did not differentiate significantly between the groups compared. A few of the critical comments are interesting, however. The following are quoted from the Great Books Reading Group.

"He doesn't 'swat' professional discussions as often as I would like."

"My chief criticism is that the leader wasn't stimulating. He was more of a moderator than a leader."

"The leader wanted to do all the talking himself."

A few comments that were critical of the instructor are quoted from the noncredit group.

"He had a few favorites and never gave anyone else any attention."

"All he was interested in was care of the equipment. He seemed to resent it when anyone asked him for help."

"He had taught regular classes all day and always seemed all tired out by the time he got around to our evening class."

"He was too polite, and let a few women take up all his time while the rest of us never got any help at all."

"She was a high school teacher and as a consequence treated us all like children."

Selected comments from the college credit group that reflected attitudes critical of the instruction were:

"The teacher was most inconsiderate, in that he missed classes without giving us notice."

"He was a very capable laboratory scientist, but obviously had no teaching experience."

"He just couldn't put the material over to us."

"He expected far too much of us. It was unreasonable."

"He was sarcastic and insulting. Didn't know the first thing about handling adults."

"He would not allow class discussion. He seemed to be afraid of it and would suppress questions."

"The teacher spent all her time with a few students she knew and liked."

Summary

The interrelated response patterns presented in the foregoing discussion yield evidence that, within the sample taken, there were the following sources of differential response frequency.

The male students were more frequently urged or encouraged to enroll in adult education programs than were the female students. This was related to requirements for promotion, since the male students also stated that their purposes in taking the courses were primarily vocational. The response patterns for questions on frequency of seeking competition, enjoyment from competition, frequency of imposing discipline upon others, and ultimate goals, were likewise somewhat dependent upon the sex of the respondents. The males more frequently indicated positive attitudes toward competition and discipline, and characteristically mentioned practical, vocational goals in life.

The unmarried students were somewhat unique in that they were more likely to mention recreational activities as their chief sources of enjoyment and less likely to mention avocations or hobbies. They rarely give indication of having

to discipline others.

The expressed motives for participation in courses were found to be related to ultimate goals. This was primarily a result of consistency of responses on the part of those students whose interests were of a practical nature.

There were trends noted with respect to a few questions which did not significantly differentiate among the subdivisions of the sample. For example, the participants of the Great Books Reading Program tended to describe their parents as having less education than they had. That is to say, the frequency of such a response was relatively greater within the sample from population A than from either of the other two populations.

Other trends indicated that within the samples from populations A and B, the students who had taken several courses report changes in their reading habits more frequently than do those who withdrew. There was no indication of this tendency within population C. The noncredit students more frequently report that they compete at all levels including their vocational activities. Finally, those participants who took one course only tend to give responses indicating that they never compete on any level.

There were certain suggested hypotheses which were found not to hold within the samples taken. The hypothesis that adult education courses stimulate students to register as voters was not supported by the statements of the respondents. There was no evidence that newer residents of a community were more likely to withdraw from courses, nor was there any evidence that dissatisfaction with teachers was a most

important determinant of withdrawals.

Selected responses were presented to indicate the type of information which administrators and teachers can obtain from the interview methods employed in the present study.

CHAPTER V

SUMMARY AND CONCLUSIONS

The summary of the present study is a brief review of the material previously presented. General conclusions and suggestions for further research also are discussed.

There were 23 items which produced significant or highly significant differences among the three population samples. These are listed as follows:

1. "How did you find out about each of these courses?"
2. "Take the most recent course as our example. What were your reasons for taking the course? What did you think it would do for you?"
3. "Where was it held? Were the physical surroundings pleasant?"
4. "What was your means of transportation?"
10. "What have you done to keep up your interest in the subject?"
11. "What changes have you noticed in your reading habits since taking it?"
12. "To what extent did the course itself or the people you met there make you more interested or more active in community affairs?"
24. "Do you get more pleasure from your regular work or from recreation or hobby?"
26. "How active are you in these organizations, that is do you hold office or have you recently? Are you on any committees?"
28. "How long have you lived in this community?"
32. "How do you feel about interracial relations; would you favor more or less segregation?"
33. "How often do you actively seek competition with other people?"

35. "Do you enjoy this competition?"
36. "To what extent do you have to discipline other people, such as your children, or the people who work for you?"
39. "What was your formal education? Any degrees?"
42. "How did your parents feel about your choice of vocation, educational plans, etc.?"
44. "Will you try to describe your goals in life as you see them now? What do you want to become or accomplish?"
45. "Will you describe one of your best friends? Tell me where he or she lives, what he does, how you met him, and why you feel attracted to him?"
48. "How many members are there in your present family unit, that is, living in your home now?"
49. Sex
50. Socio-economic status
51. Marital status
57. Age

The most definite information gained was the discovery of marked differences in the response patterns obtained from the students in each of the three population samples. It was recognized from the outset that there were certain population differences, but they had not been clearly delineated. The distributions with respect to age, marital status, sex, number in the family, previous education, and education of spouse could be obtained by use of registration forms. However, the attitudinal variables, such as interest in community affairs, frequency of boredom, attitude toward interracial relations, and attitude toward competition require skilled interviewing to produce frank expressions of feeling. This latter information should be of definite interest to program administrators and instructors. The fact that there are such

distinct differences among the students of the three programs sampled implies that attempts to find over-all descriptive variables for adult education students are not likely to succeed. When varied programs are combined, the effect is to average the differences. For practical purposes, descriptions of smaller, more homogeneous groups, offer the greater promise. As more such specific studies are done, a core of information can be accumulated that will gradually extend to broader areas. The relative importance of such variables as the geographical location and date of a study may be compared to other variables, such as the purpose of the program and its course offerings.

The foregoing discussion does not mean that there are no characteristics that are typical of all adult education students. The present study was not designed to answer this question. There were a few characteristics that approached equality of distribution throughout the three population samples; but in each case, the frequencies within the several classifications were also about equal, which reduced their significance as descriptive variables. For example, one can not conclude that adult education students in the three populations sampled are likely to be members of more than one social organization on the basis of the equality of frequency distributions. The most that can be said is that about one-half of the members of each population sample say that they are members of several social organizations. The items that produced a definite response pattern for the entire sample were those which characteristically elicited negative responses.

The adult education students sampled in the present study usually do not register to vote nor become interested in community affairs because of taking courses.

There were not as many items that produced differential response patterns among the categories. There were such widely divergent reasons for withdrawal, that category differences were not entirely satisfactory criteria of relative levels of motivation. The 14 items from the interview schedule which did indicate differences among the three categories are as follows:

2. "Take the most recent course as our example. What were your reasons for taking the course? What did you think it would do for you?"
7. "To what extent was the course what you expected it to be?"
8. "Did the course live up to all your expectations?"
10. "What have you done to keep up your interest in the subject?"
11. "What changes have you noticed in your reading habits since taking it?"
12. "To what extent did the course itself, or the people you met there, make you more interested or more active in community affairs?"
13. "Would you like to take more courses like it, and what would they be?"
17. "Describe the group." (Attitude toward group acceptance.)
18. "Tell me about the people with whom you became most friendly."
19. "Where would you place yourself in the group as far as your mastery of the subject was concerned? Top, or 1st quarter; high or second quarter; middle or average; below average, 3rd or 4th quarter?"
23. "How often do you feel bored with the routine of your regular work?"

24. "Do you get more pleasure from your regular work or from recreation or hobby?"
48. "How many members are there in your present family unit, that is, living in your home now?"
50. Socio-economic status

In general, the student who drops courses is less likely to have vocational reasons for taking the work. The practical, concrete goals apparently have more influence than the non-vocational objectives in maintaining attendance. The extent to which the courses were as anticipated, and the student's judgments as to their quality, might be expected to produce highly significant differences among the category samples. Actually, these variables differentiated only at the 5% level. Questions 10, 11, 12, and 13 characterize the multiple course student as one who can indicate definite steps he has taken to keep up his interest in the course work outside of class; who can mention ways in which his reading habits have changed as a result of the courses; who believes the course has stimulated his interest in community affairs; and who wants to continue taking more of the same kind of courses. This sort of descriptive characterization helps to clarify the meaning of the trends which produce the chi square values; however, the reader should be warned that all differences are relative, and that the comparative frequency in the various classifications within a particular subgroup are not taken into consideration. This is most obvious, with respect to question 12, for within the sample from category 2, only 23.3% felt that the courses had stimulated their interest in community affairs. However, among single course students and those who

had withdrawn, there were yet fewer such responses.

The next group of questions indicate that expressions of membership feeling, making friends, and statements of comparatively high-level achievement, are relatively characteristic of multiple course students. This evidence emphasizes the need for better selection procedures as far as particular class groups are concerned. It is recognized that the problem of obtaining more homogeneous class groups with respect to student background and ability needs further study.

Questions 23 and 24 indicate that the multiple course student is more frequently one who says that he is never bored by the routine of his regular work; and, as far as the sample from the Great Books Reading and Discussion Groups is concerned, he is one who more frequently claims to get equal pleasure from work and recreation.

Items 46 and 50, concerning number of persons in the family unit and socio-economic status, respectively, characterize the multiple course student as being most often the member of a small family made up of three to four persons. He is most frequently rated as belonging in the upper-middle class socio-economic group, the so-called "B" group. These two questions present two of the most clearly defined contrasts between students who complete courses and those who withdraw. The withdrawal student is more characteristically a member of a larger family (5 or more) and is more often rated by the interviewers as belonging to the "C" or "D" socio-economic groups. These facts seem to confirm the opinion of an instructor who was able to predict his with-

dramatic ratio with remarkable accuracy, and professed to base his judgment solely upon the socio-economic factors. From his experience, he was quite sure that the relatively prosperous "solid citizens" would always be more likely to complete courses than would the lower-salaried groups. This appears to be an hypothesis worthy of more detailed investigation.

The interrelations among the questions indicated that sex of respondent, method of learning about the program, purpose in taking the course, length of residence in the community, and ultimate goals in life were related variables. These variables account for a large part of the differences found among the population and category samples. Sex was also related to several other variables, such as frequency of seeking competition, enjoyment of competition, frequency of use of disciplinary measures, type of course taken, and ultimate goals. Marital status was related to sources of pleasure and to frequency of imposing discipline.

The reasons for withdrawal were given by many of the respondents, although there was no specific question which asked for this information. The reasons offered varied with the population samples to such an extent that special studies would seem to be indicated wherein larger samples could be interviewed from a particular population.

The structure of the interview and the methods used produced rather extensive but codable responses. It would now appear that, having identified those general areas wherein expressions of attitude are elicited most frequently, one

could construct an interview schedule that would be much easier to use. One of the most promising methods would consist of having a board of judges rate the responses obtained by the method of equal-appearing intervals and thus generate an attitude scale. This procedure is described in detail by McNemar (26). One caution to observe is that any evaluative study of courses or instruction should be done by interviewers who are not identified by the respondents as administrative spies. This point brings up the advantage of using well-trained interviewers for all such studies.

The use of random sampling is a prerequisite for the use of tests of significance. Stratification may be employed when the studies are limited to relatively small samples. Such techniques are usually necessary where comparisons must be made on the basis of a variable which is unequally distributed in the population, as was the case with the withdrawal criterion, as applied to the college credit population sampled in the present study.

The responses elicited by the open-type questions were characterized by lack of restraint and supplied adequate indices of personal feeling. There was every indication that this method was especially useful where unrestrained expressions of attitude are sought.

The present study was primarily exploratory, and was not designed to answer broad questions of educational policy. It illustrates a combination of techniques which bring increasingly exact methods of measurement to the adult education field. It should serve as a stimulus for further research based upon a

similar methodology. A review of the adult education literature reveals that one of the most pressing needs in this area is for the establishment of definite confidence limits with respect to the statements made about student attitudes and interests. All too many theories have been accepted upon authority alone.

The present research was a departure from the traditional questionnaire study. It should be pointed out, however, that the mail questionnaire method can be employed to obtain wider samples, when the variables to be investigated have been clearly defined and limited to a relatively small number. Any mail questionnaire requires follow-up studies, however, to check extent of bias present in the first group to answer.

There were two definite areas of student description included in the present study. The first may be termed the area of objective census-type description. The age, sex, previous education, size of family, and other similar variables belong in this first area. The second may be referred to as the area of social relationship. The attitudinal variables, such as source of pleasure, judgment of teacher, and feelings of group identification, are typical of this second area. There were variables from both of these areas that distinguished between population and category samples. The next problem that should be studied is that of establishing more satisfactory criteria of student motivation in various forms of adult education.

It is unfortunate that verbal expression thus far has been the only well-developed medium of measuring adult

attitudes. It has the disadvantage of confusing statements of motivation, attitude, and interest, with actual behavioral evidence of these variables. It was necessary in the present study to resort to coding of responses that, in some instances, depended upon overt statements. However, several of the questions, such as those on self-rating, source of pleasure, and description of friends, were analyzed as items of behavior, there being no real interest in the factual content of the response. The establishment of more dependable behavioral criteria of attitudes appears to be the most promising avenue of research. This may develop from analysis of the relationship between forms of verbal expression and their nonverbal correlates.

It is hoped that the research herein reported will lead to further extensions and improvements in the methodology of adult student description, and will furnish teachers and administrators with more accurate information concerning the participants in their programs.

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APPENDIX I**Preliminary Forms
of the Interview Schedule**

Trial Interview

Form 1

Greeting (Explain purpose of study.)

1. Have you ever taken any courses in adult education?
2. Name of course or courses.
3. How did you find out about this course?
4. Did you complete it?
5. Was the course what you expected it to be when you registered for it?
6. What were your reasons for taking the course?
7. Did the course definitely help you in some way? How?
8. Did you hear your friends or other members of the class comment about the course?
9. Would you recommend such a course to your friends?
10. Would these courses be particularly helpful to some people? Describe those persons who would gain most from them.
11. Are there enough such courses now available?
12. Can you think of some courses you would like to see given?
13. Will you describe the instructor. (Formality, strictness, methods used in teaching, etc.)
14. (a) Did you like the people you met during the course?
(b) Did you feel at home in the class group?
15. Have you noticed any changes in your reading habits since taking the course?
16. Did the course stimulate your interest in community affairs? (Watch for checks on accuracy of answers to this.)
17. Are you a registered voter? How long have you been one?
18. What do you most enjoy doing? (Note any hobbies.)
19. (a) Do you own an encyclopedia, art book, book of operas?
(b) What magazines do you take?
20. Do you get more fun out of your regular job, or recreational activities?

21. How long have you lived in this community?
22. Do you know many of your neighbors well enough to visit back and forth with them?
23. (a) Did you meet people while taking the course that have become good friends of yours?
(b) If, "yes," ask - How frequently have you visited with them?
24. What is your present job?
25. About how long have you been working on that same job?
26. Of what organizations are you a member? (How long have you been a member of each?)
27. Do you now hold office in any organization?
28. Have you ever? (Explain)
29. Would you say you had a wide circle of friends?
30. Do your friends include persons of other (a) races, or (b) religious faiths?
31. How many persons are there in your immediate family?
32. Were your parents born in this country?
33. Do you sometimes feel bored with the routine of your work?
34. Can you describe any occasion in the past year when you felt inferior to another person?
35. Can you describe any occasion in the past year when you have felt you needed more knowledge of some subject?
36. What was your formal education?
37. Do you have any college degrees?
38. Are there any general comments concerning the course, its value to you, the quality of instruction, or any other related factors, which you would care to make?
39. What was your husband's or wife's education?
40. What was your parents' education?

To be filled in by interviewer after interview is complete:

1. Age group: 20-30, 31-40, 41-50, 51-60.
2. Sex: M F (encircle)
3. Socio-economic level: A, B, C, D (encircle)
4. Comments by interviewer, such as general impressions of home, etc.

Less Structured, Free Interview

Form 2

Greeting (Explain purpose of study.)

1. Have you ever taken any adult education courses, attended discussion groups, or in any way tried to further your education?
2. What was the course like, did it satisfy you, or help you in any way?
3. Tell me as much as you can about the teacher, personality, ability, methods of instruction, etc. Compare with other teachers you may have had.
4. What did you think about the other members of the group? Did you get to know them well, like them, etc.?
5. Can you tell me something about yourself, your interests, ambitions for your children, etc.?
6. What was your formal education level?
7. What do you think of adult education in general?
8. This is just a preliminary study from which I would like to develop more questions. Do you have any suggestions as to questions concerning adult education?

To be filled in by interviewer after interview is complete:

1. Age group: 20-30, 31-40, 41-50, 51-60.
2. Sex: M F (encircle)
3. Socio-economic level: A, B, C, D (encircle)
4. Comments by interviewer, such as general impressions of home, etc.

Form 3

Free Interview, Based on Last Incident Method of Approach

Greeting (Explain purpose of study.)

1. Have you ever taken any adult education courses?
(If "yes," continue with - What were they?)
2. Please describe the instructor as well as you can.
3. Can you describe the last meeting of the group that you attended?
4. Will you describe the last occasion in which you participated in class discussion or made a report to the class?
5. Pick one of the other members of the class and describe him or her as well as you can.
6. Can you describe a definite instance wherein you have been able to use material learned in the course?
7. Can you think of one particular occasion when you felt you needed more knowledge of some subject?

To be filled in by interviewer after interview is complete:

1. Age group: 20-30, 31-40, 41-50, 51-60.
2. Sex: M F (encircle)
3. Socio-economic level: A, B, C, D (encircle)
4. Comments by interviewer, such as general impressions of home, etc.

Trial Interview

Form 1-A (revised)

Greeting (Explain purpose of study.)

1. What courses that might be classified as adult education have you taken within the last five years?
2. How did you find out about each of these courses?
3. Did you complete each of them?
4. If you have had several of these, take the most recent as our example. What were your reasons for taking this course? What did you think it would do for you?
5. To what extent was the course what you expected it to be?
6. What did other members of the class say about it?
7. What have you done to keep up your interest in the subject?
8. What changes have you noticed in your reading habits since taking it?
9. To what extent did the course itself or the people you met there make you more interested or more active in community affairs?
10. Would you like to take more courses like it, and what would they be?
11. Did you feel that the instructor was a competent person?
12. In what ways could he have improved his teaching?
13. Describe the group as well as you can, please.
14. Tell me about the people with whom you became most friendly.
15. Where would you place yourself in relation to the other members of the group as far as your mastery of the subject was concerned? (Ask if they would place themselves in the top ten.)
16. Where would you place yourself in the group as far as your general background knowledge is concerned? That is, in the amount of knowledge you have picked up through education, experience, or travel.
17. How would you rate yourself in relation to the other students in general native ability?

18. How did your husband (or wife) feel about your taking the course?
19. Now I should like to know more about you, your interests, etc. What do you most enjoy doing?
20. Do you get more pleasure from your regular work, or from recreation or hobby?
21. To what group organizations do you belong, such as clubs, committees, etc.?
22. How active are you in these organizations, i.e., do you hold office, etc.?
23. How long have you been a registered voter?
24. How long have you lived in this community?
25. How well do you know your neighbors? (Entertain them frequently, drop in on them occasionally, etc.)
26. How often do you entertain in your home?
27. How frequently do you feel bored with the routine of your work?
28. Do you often actively seek competition with other people? (In games, in your regular work, or in any other situations?)
29. Do you enjoy this competition?
30. To what extent do you have to discipline other people, such as your children or the people who work for you, or others; do you hawl them out, impose actual punishment, or what?
31. How often do you have to assert yourself to your superiors, or to your equals in order to keep them from taking advantage of you?
32. What was your formal education? Any degrees?
33. What is your husband's or wife's education?
34. What was your parents' education?
35. How did your parents feel about your choice of vocation, education, etc.?
36. What do you want your children to do or become?
37. Will you try to describe your goals in life, what you want to become or accomplish?

38. Can you describe a few of your best friends? Tell me where they live, what they do, what they like, and why you feel attracted to them or enjoy their company especially.
39. Describe the sort of person you dislike especially.
40. How many members are there in your family now?

To be filled in by interviewer after interview is complete:

1. Age group: 20-25, 26-30, etc., ending with 56 and over.
2. Sex: M F (encircle)
3. Socio-economic level - A, B, C, D (encircle)
4. Marital status: Married, Single, Widowed, Divorced.
5. Comments by interviewer: Description of home - neat, luxurious, bare, crowded, untidy, overcrowded, etc.

APPENDIX II**Coding Key****and****Table of Percentages of Agreement
Between Coders**

Coding Key

Column A contains question numbers as coded and as treated in the text. Column B contains question numbers corresponding to those on the final interview schedule. Under each question, the response classifications are listed with the corresponding numbers used in the coding. The abbreviation - S. A. - denotes sample answer.

<u>A</u>	<u>B</u>	"How did you find out about each of these courses?"
1	2	<p>1. Sought out and found the course S.A. "I wrote for a catalogue." "I went up to the library and asked about it."</p> <p>2. Saw newspaper advertisement, announcement, posted notice or handbill S.A. "I saw a notice posted in the library." "I read about it in the local paper."</p> <p>3. Was ordered, urged or encouraged to take it by my employer S.A. "They tell us to take it at the place where I work." "The Army people encourage us to get all the education we can."</p> <p>4. Was told by another person, such as child who was in school, husband, other relative or friend S.A. "My children came home and told me about the courses." "A neighbor asked me to ride over to the course with her." "My husband told me about it." "The librarian told me about it."</p> <p>5. No answer, or not codable in above categories S.A. "I don't remember."</p>
2	4	<p>"Take the most recent course as our example. What were your reasons for taking it, or what did you think it would do for you?"</p> <p>1. Practical vocational help, as a college degree for employment or promotional reasons S.A. "I am a research scientist and need to brush up on my theory and mathematics." "I felt a lack of education. I can't get ahead much more without more education or a degree."</p>

A **B**

2

4

2. Not for regular vocation, but practical utilitarian purposes

S.A. "I wanted to build some book cases in my home so I took this shop course."
"I am planning a trip to Mexico and want to be able to speak Spanish."

3. General self-development, cultural growth, more education but with no specific practical purpose in mind

S.A. "I wanted cultural broadening; I wanted to get to the real meaning of things."
"I felt the need for intellectual stimulation."
"I wanted to read the books they had on the list."

4. Escape from boredom, recreation, or just curiosity

S.A. "I wanted some outlet from housework."
"I wondered what the group would be like."
"I always wanted to belong to a discussion group - I think discussion is fun."

5. No answer

3

5-6

"Where was it held?"

"Were the physical surroundings pleasant?"

1. Made statement of approval

S.A. "It was a good place. Very pleasant."

2. Neutral or mixed attitudes

S.A. "It was O.K., I guess, could have been better."
"Alright except it was cold in winter a few times."
"Alright."

3. Definite disapproval - all statements negative

S.A. "They were not pleasant surroundings; it was a bare room with hard chairs and poor light."
"There was not enough privacy, people kept disturbing us."

4. No answer

A B

4 7 "What was your means of transportation?"

1. All favorable comments
S.A. "I walk; it is very near."
"Drove my own car; it was no problem."
2. Neutral, or no comments
S.A. "I go by bus."
3. Unfavorable comments
S.A. "It is not too easy a place to get to."
"Have to use public transportation and it is terrible."

4. No answer

5 8 "How long were the meetings?"

1. All comments favorable
S.A. "Two hours - just right."
"Two hours, but often wished it was longer; could go on and on."
"It was all too short; enjoyed every minute of it."

2. Neutral or no comment
S.A. "I believe it was two hours."
"Two hours; no complaint there."

3. Some indication of disapproval
S.A. "Three hours; just a bit too long.
The time dragged for me."

4. No answer

6 9 "How often did it meet?"

1. All comments indicate favorable attitude
S.A. "It met once a week--very satisfactory."
"It met once in two weeks; personally I would have gone oftener."

2. Neutral, or no comment
S.A. "Twice a week."
"It was O.K."

3. Some indications of disapproval
S.A. "It took too much time from my family life. Two evenings a week was too much to take from my time."

4. No answer

A B

7 10 "To what extent was the course what you expected it to be?"

1. Agreed with expectations

S.A. "What I expected. Just what I expected."

2. Doubtful answer

S.A. "I guess it was about what I expected. I guess it was."

"Pretty much what I thought it would be"

"Even a little better."

3. Some indications of disagreement with expectations

S.A. "It was not what I expected exactly."
"It was a bit different."

4. Definite indications of disagreement

S.A. "It wasn't at all what I thought it would be."

"It was better than I expected."

5. No answer

8 10a "Did the course live up to all your expectations?"

1. Definitely favorable

S.A. "It was better than I thought."

2. Mixed or neutral comment

S.A. "Well, it went about as I figured. I was enthusiastic at first, and then the course got spotty."

"It was as I expected, except for the lectures which were dry."

3. Unfavorable comment predominates

S.A. "I was disappointed. I didn't get much out of it."

4. No answer

9 11 "What did other members of the class say about it?"

1. All favorable or very favorable; mentions only the favorable comments.

S.A. "Everybody liked it; all remarked on how much they got from it."

"Most of them seemed favorable."

- | | | |
|----------|----------|---|
| <u>A</u> | <u>B</u> | |
| 9 | 11 | <p>2. Mixed or neutral comment
S.A. "One girl complained, but several others commented on how much they liked it." (Contains at least <u>one</u> reported criticism.)</p> <p>3. All negative or unfavorable comments reported
S.A. "All seemed worried for fear the social aspect would dominate the learning aspect."</p> <p>4. No answer; no comment reported
S.A. "I didn't get friendly enough to hear any comments."</p> |
| 10 | 12 | <p>"What have you done to keep up your interest in the subject?"</p> <p>1. Yes. Enumerates steps taken
S.A. "I still read about the topics we discussed."
"I use the material every day in my work."</p> <p>2. Vague positive answers
S.A. "I think probably I am more interested in physics now." (Must contain some positive assertion)</p> <p>3. No, haven't kept up; or probably haven't
S.A. "I am afraid I have been too busy."
"I may do something with it some time."
"I still read some but not because of the course."
"Not much of anything, I am afraid."</p> <p>4. No answer</p> |
| 11 | 13 | <p>"What changes have you noticed in your reading habits since taking the course?"</p> <p>1. Mentions definite changes noted. (Improvements)
S.A. "It did change my reading habits definitely and developed new interests."
"My husband and I read together more now."
"Some, because I read more history after taking the course. I read scientific journals more now."</p> |

- | | | |
|---|---|---|
| <p><u>A</u></p> <p>11</p> <p>12</p> <p>13</p> | <p><u>B</u></p> <p>13</p> <p>14</p> <p>15</p> | <p>2. Maybe some but vague
 S.A. "Well, I read old Adler's book. The League of Women Voters keeps me busy. I am not sure that I have noticed many changes."
 "Not much change, since I read widely before."</p> <p>3. None; no beneficial changes
 S.A. "I read just as I did before. No change."
 "It may have had an adverse effect. I read more trash now."</p> <p>4. No answer, does not apply</p> <p>"To what extent did the course itself or the people you met there make you more interested or more active in community affairs?"</p> <p>1. The course stimulated
 S.A. "It did broaden my view point where I am more aware of community problems."
 "I believe it did. Rushed right out and paid poll tax in order to be a better citizen."
 "I am not sure, but think it may have some effect."</p> <p>2. People stimulated
 S.A. "I met a man there who got me to help him work for the Citizen's Committee."</p> <p>3. Neither did
 S.A. "It made me less active if anything."
 "I was as active as I could be before."
 "None at all."</p> <p>4. No answer, does not apply</p> <p>"Would you like to take more courses like it and what would they be?"</p> <p>1. Definitely yes, same course or same sort of course, and others
 S.A. "Yes, I want to continue in the reading group and take some language courses too."</p> |
|---|---|---|

- | <u>A</u> | <u>B</u> | |
|----------|----------|---|
| 13 | 15 | <p>2. Yes, but a different kind
S.A. "I have had enough reading but would like some mathematics courses."</p> <p>3. Doubtful answer
S.A. "Possibly, if I had the time."
"Maybe some time when the children are older."</p> <p>4. Have had enough
S.A. "No, I am all through with education now."</p> <p>5. No answer</p> |
| 14 | 16 | <p>"Did you feel the instructor or leader was competent?"</p> <p>1. Definitely favorable
S.A. "He was fine, one of the best."</p> <p>2. Favorable
S.A. "Yes, he was competent. Not excellent but good."</p> <p>3. Neutral or mixed
S.A. "Well, he may have done about as well as anyone could, but I wasn't too happy. I guess he was O.K."</p> <p>4. Unfavorable
S.A. "He was just mediocre, always seemed tired."
"He knew his subject but couldn't put it over."</p> <p>5. Definitely unfavorable
S.A. "He was the saddest teacher I ever saw."
"He never prepared his lectures, and couldn't do the problems in class."</p> |
| 15 | 17 | <p>"In what ways could he have improved his teaching?"</p> <p>1. Couldn't be improved
S.A. "I have no suggestions, it was excellent."</p> <p>2. Some suggestions, but primarily noncritical of teacher
S.A. "He did well, but occasionally let the discussion stray too far from the subject."</p> |

- | | | |
|----------|----------|---|
| <u>A</u> | <u>B</u> | |
| 15 | 17 | <p>S.A. "He might have put more conversation in the course."
 "She did well, but was too easy on us."</p> <p>3. Stresses definite failings
 S.A. "He didn't know how to handle adults."</p> <p>4. No answer</p> |
| 16 | 18 | <p>"Will you describe the group in class as well as you can, please? What sort of people were they?"</p> <p>1. Admired or liked the group
 S.A. "They were all very intelligent people and enthusiastic about the course."</p> <p>2. Neutral or mixed attitude; largely descriptive answer
 S.A. "They were a cross-section of the community."
 "One was a lawyer. He talked too much, but there were a couple of very nice school teachers."</p> <p>3. In general resented or ridiculed group or individual members, including mild criticism.
 S.A. "They were mostly neurotic. I think they are a bunch of communists."
 "Not much background for philosophy. Their criticism of books is just a bit superficial."</p> <p>4. No answer</p> |
| 17 | 18 | <p>"Describe the group (same as above)." Attitude toward group acceptance.</p> <p>1. Felt at home with them
 S.A. "They were very cordial, friendly people."
 "They are all very honest sincere people."</p> <p>2. Neutral, neither definitely in or out; descriptive
 S.A. "They were representative of many professions. We even had a few colored people in one of our classes."</p> |

- | <u>A</u> | <u>B</u> | |
|----------|----------|--|
| 17 | 18 | <p>3. Felt out of, or apart from, group
 S.A. "They were strange people, couldn't get to know them."
 "I was bashful - a little afraid of them."</p> <p>4. No answer</p> |
| 18 | 19 | <p>"Tell me about the people with whom you became most friendly."</p> <p>1. Mentions one or more who became friends
 S.A. "I met a very pleasant lady who has been over for tea once or twice."</p> <p>2. Made no new friends
 S.A. "I knew some of the people before I went, but made no new friendships."</p> <p>3. No answer</p> |
| 19 | 20 | <p>"Where would you place yourself in group as far as your mastery of the subject was concerned? Top, or 1st quarter; high or second quarter; middle or average; below average, 3rd or 4th quarter."</p> <p>1. Top, or first quarter
 S.A. "At or near top."</p> <p>2. High, or second quarter
 S.A. "Not at the top but above average."</p> <p>3. Average
 S.A. "I was average, maybe a little below."</p> <p>4. At or near bottom
 S.A. "I was in bottom group."</p> <p>5. No answer</p> |
| 20 | 21 | <p>"Where would you place yourself in the group as far as your education, experience and general background knowledge is concerned?"</p> <p>1. At or near top, first quarter
 (See above)</p> <p>2. Fairly high or above average, 2nd quarter</p> |

- | <u>A</u> | <u>B</u> | |
|----------|----------|--|
| 20 | 21 | 3. Average, just average, or maybe a little below |
| | | 4. Well below average, near bottom, fourth quarter |
| | | 5. No answer |
| 21 | 23 | "How did your husband (or wife) feel about your taking the course?" |
| | | 1. Favored, encouraged, or participated |
| | | S.A. "She went right along too; we both enjoyed it." |
| | | "He knew I needed something like this and encouraged me to go." |
| | | 2. Neutral |
| | | S.A. "She didn't care one way or the other." |
| | | "He never pays any attention to what I do anyway; never said anything about it." |
| | | 3. Unfavorable |
| | | S.A. "It about broke up our home. She complained about late meals, etc." |
| | | 4. No answer, does not apply |
| 22 | 24 | "Now I should like to know more about you, your interests, etc. What do you most enjoy doing?" |
| | | 1. Names one definite area of interest |
| | | S.A. "Newspaper reporting, which is my regular work." |
| | | "Music, both from appreciation and creative points of view." |
| | | 2. Names widely diverse activities |
| | | S.A. "Gardening, playing the piano, reading, and discussion groups." |
| | | 3. Has difficulty in answering, or requests hint |
| | | S.A. "Well now, I don't know, 'er, just usual things, etc." |
| | | 4. No answer |

- | <u>A</u> | <u>B</u> | |
|----------|----------|---|
| 23 | 24a | "How often do you feel bored with the routine of your regular work?"

1. Never

2. Rarely, once in awhile, not very often

3. Frequently, every day, definite affirmation
S.A. "I certainly do get bored. Anyone would with a job like mine."
"It is monotonous work, but isn't too bad."

4. No answer |
| 24 | 25 | "Do you get more pleasure from your regular work or from recreation or hobby?"

1. Regular work
S.A. "From my regular job definitely."

2. Equal from regular work and avocation or recreation
S.A. "It is hard to say. I couldn't do without either one - about 50-50, I guess."

3. More from avocation or hobby (including social work)
S.A. "I get more pleasure from my committee work with the Citizen's Association."

4. From recreation
S.A. "I enjoy play-going more than anything else."

5. Does not apply; no answer |
| 25 | 26 | "To what group organizations do you belong, such as clubs, committees and professional groups?"

1. More than one

2. One

3. None

4. No answer |

A. B.

26 "How active are you in these organizations, that is
27 do you hold office or have you recently? Are you
on any committees?"

1. Active, on committees, holds office, or has
recently, attends all meetings
S.A. "I am very much interested in the group.
I hardly ever miss a meeting, but don't
hold office as yet. I haven't belonged
long enough."

2. Moderately active, attends frequently or
occasionally
S.A. "I go once in awhile, but am too busy
to get involved in committee work."

3. Inactive, but a member in good standing
S.A. "I just pay my dues, never go to
meetings."

4. No answer; does not apply

27 "For how long have you been a registered voter?"

1. Was registered before taking the course
2. Registered because of the course
3. Not registered
4. No answer

28 "How long have you lived in this community?"

1. Over 10 years
2. 6-10 years inclusive
3. 1-5 years inclusive
4. Less than 1 year
5. No answer

29 "About how many of your neighbors do you know
30 well enough to visit with?"

1. Most of them; 10 or more families
- 3.A. "We know all the older families, about
15 of them left."



29

30

2. A few of them

S.A. "We know the families on either side of us, and one across the street."

5. None

S.A. "We don't know any of the people around here; they have quite different interests."

"We are new here and don't really know any neighbors."

4. NO ANSWER

30

309

"How well do you know your neighbors? Do you entertain them frequently, drop in and out occasionally, etc.?"

1. Know well

S.A. "This is a very neighborly place; we are in and out all the time."

"I know three to four families well."

2. Just acquaintances, really

S.A. "I occasionally chat with them over fences and when mowing lawn, but rarely call on them."

"We are friendly and all that but only call when someone is sick or something like that."

3. Don't mix with them

S.A. "Not intimate with any people around here; friends are elsewhere."

"We just speak when we meet, that is all."

4. No answer

31

31

"How often do you entertain in your home?"
(Not just formally)

1. Once weekly or oftener

S.A. "We entertain either friends or relatives most of the time."

2. Once in two weeks, or occasionally

3. About once a month, or rarely

4. Never

S.A. "We just don't have time to entertain."

5. No answer

AB

32

32

"How do you feel about interracial relations?
Would you favor more or less segregation?"

1. Actively working or have worked for more privileges for minority groups; or a very strong statement for more civil rights

S.A. "I think we must do everything possible to integrate the Negro in our life. No one should be questioned because of the color of his skin. I believe in intermarriage and everything. I plan to make it my life work, helping minority groups."

"Many of my best friends are Negroes; I entertain them frequently."

2. Not active but interested in more civil liberties - mild statements for equality

S.A. "We must learn to live together peacefully."

"Negroes should be allowed in any theater or hotel."

3. Pities minorities, but has reservations; neutral or very slightly prejudiced

S.A. "I don't believe in abuse, but we can't legislate tolerance."

"I feel they should be treated well, but any changes have to come slowly."

4. Definitely prejudiced

S.A. "It is Un-American to force us to live next to people we don't like, or to associate with them."

"We have to keep them in their place. They are only a few generations out of the jungle."

"I am from the south and feel very strongly about that. We have less trouble with them than they do in Detroit."

5. No answer

33

33

"How often do you actively seek competition with other people?"

1. Very often; every chance I get

2. Occasionally or rarely

S.A. "My work is not competitive, but I go in for games and sports occasionally."

- | <u>A</u> | <u>B</u> | |
|----------|----------|---|
| 33 | 33 | <p>3. Never
 S.A. "I don't like rivalry in any form. I avoid it when possible."
 "I never enjoy or look for competition."</p> <p>4. No answer</p> |
| 34 | 33a | <p>"On what level do you usually compete - sports, games, or in business situations?"</p> <p>1. At all levels; in my work everyday
 S.A. "I am in the Army, and it is a very competitive racket."
 "I was a boxer and always loved a good fight - still do in my profession."</p> <p>2. In discussion groups
 S.A. "I like good arguments. It is one of the best indoor sports."</p> <p>3. In games or sports only
 S.A. "I just enjoy card games and things like that."</p> <p>4. On no level; doesn't compete</p> <p>5. No answer</p> |
| 35 | 34 | <p>"Do you enjoy this competition?"</p> <p>1. Yes
 S.A. "I enjoy it very much."
 "I have always gotten a kick out of winning any contest."</p> <p>2. Neutral
 S.A. "Oh, it is alright sometimes."
 "I don't really enjoy it but can take care of myself when it is forced upon me."</p> <p>3. No, dislikes
 S.A. "I dislike competition in any form."
 "No, I don't like it."</p> <p>4. No answer</p> |
| 36 | 35 | <p>"To what extent do you have to discipline other people, such as your children, or the people who work for you?"</p> |

- | <u>A</u> | <u>B</u> | |
|----------|----------|---|
| 36 | 35 | <p>1. Frequently
S.A. "Yes, it is one of the best things I have to do."
"I am commanding officer of an Army group and must maintain continual discipline."</p> <p>2. Occasionally
S.A. "I have to bawl out some of my men once in awhile."
"I have to lay down the law at women's clubs once in awhile."</p> <p>3. Never
S.A. "Never have to discipline anyone; don't have that problem."</p> <p>4. No answer</p> |
| 37 | 35a | <p>"Do you feel there is need for more discipline in our present culture?"</p> <p>1. Favors more
S.A. "We need more of it in the family now."
"That is the trouble with our schools, not enough good old-fashioned discipline."</p> <p>2. Favors, but qualifies
S.A. "We need to encourage self-discipline primarily."
"Must have rules and regulations but shouldn't impose them too arbitrarily."</p> <p>3. Neutral
S.A. "It is not real problem. I don't feel strongly one way or the other."</p> <p>4. Too much now; against discipline
S.A. "Parents try to discipline too much as it is."
"Discipline always reminds me of fascism."
"I believe in leniency; would steer away from discipline."</p> <p>5. No answer</p> |
| 38 | 36 | <p>"How often do you have to assert yourself to other people to keep them from taking advantage of you?"</p> <p>1. Never
S.A. "It is never a problem with me. I don't feel pushed around."</p> |

- | <u>A</u> | <u>B</u> | |
|----------|----------|--|
| 38 | 36 | 2. Once in awhile; occasionally
S.A. "Not often but once in awhile I do."
"I can when it is necessary, but not very often."

3. Often
S.A. "I have to stand up to someone almost everyday."
"All too often, I am afraid; I have that kind of a job."

4. No answer |
| 39 | 37 | "What was your formal education? Any degrees?"

1. Less than high school graduate
2. High school but not college degree
3. College degree but less than M.A.
4. A graduate degree (including law, medicine, dentistry, C.P.A., etc.)
5. No answer |
| 40 | 38 | "What is your husband's, or wife's education?"

1. Higher than respondent's
2. Equal (no quantitative distinction)
3. Lower
4. No answer |
| 41 | 39 | "What was your parents' education?"

1. Both higher than respondent's
2. Both equal to respondent's
3. Unequal between parents; one higher and one lower, or one equal and the other either higher or lower than respondent's
4. Both lower than respondent's
5. No answer |

- | | | |
|---|---|---|
| <p>A</p> <p>42</p> <p>43</p> <p>44</p> | <p>B</p> <p>40</p> <p>41</p> <p>42</p> | <p>"How did your parents feel about your choice of vocation, educational plans, etc."</p> <p>1. Definitely encouraged
S.A. "They encouraged me to get a college education but let me choose my own profession."
"I felt they were always behind me. Mother worked hard to help me."</p> <p>2. Neutral
S.A. "They didn't care much, just so long as I didn't get into trouble."</p> <p>3. Opposed, or very authoritative. Forced me into things I didn't care for
S.A. "They wanted me to be a minister, but I joined the Army instead."
"My father thought girls didn't need any education. I had to work it out for myself."</p> <p>4. No answer</p> <p>"What do you want your children to do or become?"</p> <p>1. Definite ideas
S.A. "I want my son to be a lawyer and my daughter a secretary."
"I shall encourage them to be scientists"</p> <p>2. Some general notions
S.A. "Anything to make them happy but would like to see them go into one of the professions."
"They can do anything they want, but I think engineering."</p> <p>3. No choice
S.A. "I have no ideas at all, anything at all they want to do."</p> <p>4. No answer</p> <p>"Will you try to describe your goals in life as you see them now?"
"What do you want to become or accomplish?"</p> <p>1. Primarily practical; economic security, job promotion, degree
S.A. "I want to work into an administrative job. I want to stay where I am and work up to a rather good salary."</p> |
|---|---|---|

- | <u>A</u> | <u>B</u> | |
|----------|----------|--|
| 44 | 42 | <p>2. Recreation, travel, and leisure
S.A. "I plan to get to a point where I can take some time off and travel a bit."</p> <p>3. Special achievement - artistic, literary, or scientific
S.A. "I want to do some really good research in physics."
"I am planning to write a book."</p> <p>4. Altruistic primarily; interested in children or other people
S.A. "I want to do social work and help people."
"I am only interested in bringing up my children and giving them good educations."</p> <p>5. No answer, nothing definite</p> |
| 45 | 43 | <p>"Will you describe one of your best friends? Tell me where he or she lives, what he does, how you met him, and why you feel attracted to him?"</p> <p>1. Admires from below
S.A. "He is a very cultured person, has a college degree, and is always stimulating when you talk with him."</p> <p>2. Equals with same interests; broad general traits - "honesty," etc.
S.A. "He is a lot like me; we went to school together, and always liked to do the same things."</p> <p>3. A paternal or maternal interest
S.A. "She is much younger than I am and needed help in finding herself here in Washington."</p> <p>4. No answer</p> |
| 46 | 44 | <p>"What are the things that people do that annoy you?"</p> <p>1. Despises inferiors
S.A. "I can't stand inefficient workers."</p> <p>2. Resents particular characteristics at all levels
S.A. "I don't like prejudiced people."</p> |

- | <u>A</u> | <u>B</u> | | | | | |
|----------|----------|---|------|------|------|------|
| 46 | 44 | <p>3. Resents superiors
 S.A. "I dislike people who are aggressive and try to take advantage of you."
 "I don't like people who put on airs and try to make you think they are someone."</p> <p>4. No answer, nothing bothers</p> | | | | |
| 47 | 44a | <p>Same as previous question, coded differently</p> <p>1. Can't think of any, or has difficulty in answering
 S.A. "Well, I don't know, nothing bothers me much."</p> <p>2. Mentions a few broad general characteristics
 S.A. "I dislike dishonesty, and selfishness."</p> <p>3. Mentions small specific acts
 S.A. "I dislike people who have dirty fingernails, and don't comb their hair."
 "I can't stand people who use bad grammar."</p> <p>4. No answer</p> | | | | |
| 48 | 45 | <p>"How many members are there in your present family unit - that is, living in your home now?"</p> <p>1. 1</p> <p>2. 2</p> <p>3. 3</p> <p>4. 4</p> <p>5. 5 or more</p> | | | | |
| 49 | | <p>Sex</p> <p>1. Male</p> <p>2. Female</p> | | | | |
| 50 | | <p>Socio-economic status</p> <table border="0"> <tr> <td>1. A</td> <td>3. C</td> </tr> <tr> <td>2. B</td> <td>4. D</td> </tr> </table> | 1. A | 3. C | 2. B | 4. D |
| 1. A | 3. C | | | | | |
| 2. B | 4. D | | | | | |

A B

51

Marital status

1. Married
2. Single
3. Widowed
4. Divorced
5. Separated

52

Geographical area

1. Urban Washington - in D.C. limits
2. Baltimore
3. Suburban Maryland and Virginia

53

Interviewer

- | | |
|-------------|--------------|
| 1. Deane | 6. Fleishman |
| 2. Ableson | 7. Tabler |
| 3. Havron | 8. Fine |
| 4. Reynolds | 9. Rowe |
| 5. O'Neil | 10. Parker |

54

Populations

1. Great Books Reading Group
2. Noncredit adult education in counties, and
Baltimore high schools
3. Credit courses, College of Special and Con-
tinuation Studies

55

Categories

1. People who finish more than one course, or
have in the past 2 years, and never have
dropped any
2. People who have finished one course only,
but never dropped any
3. Those who have dropped one or more courses

AB

56

Religion

1. Protestant
2. Catholic
3. Jewish
4. Other
5. No answer

57

Age

1. Under 30
2. 30-39
3. 40-49
4. 50-59
5. 60 and over

TABLE A. Percentages of agreement and corresponding reliability coefficients between response classifications of the writer (coder 1) and those of two independent coders (coder 2 and coder 3) for each question reported in the discussion.

Question No.	Percentage of agreement between coders 1 & 2	Reliability coefficient	Percentage of agreement between coders 1 & 3	Reliability coefficient
1	80	.89	82	.91
2	82	.91	82	.91
3	92	.96	86	.93
4	96	.98	86	.93
7	85	.92	82	.91
8	83	.91	91	.95
10	77	.88	78	.88
11	80	.89	82	.91
12	90	.95	86	.93
13	87	.93	91	.95
17	79	.89	86	.93
18	93	.96	96	.98
19	87	.93	78	.88
23	82	.91	78	.88
24	77	.88	82	.91
26	87	.93	86	.93
28	97	.98	96	.98
32	80	.89	78	.88
33	82	.91	91	.95
34	82	.91	86	.93
35	79	.89	96	.98
36	80	.89	82	.91
39	96	.98	100	1.00
41	85	.92	78	.88
42	83	.91	82	.91
44	83	.91	78	.88
45	82	.91	86	.93
48	100	1.00	100	1.00
49	100	1.00	100	1.00
50	100	1.00	100	1.00
51	98	.99	100	1.00
57	98	.99	100	1.00