AN APPRAISAL OF THE ADULT EDUCATION PROGRAM OF THE HIGHLAND PARK PUBLIC SCHOOLS, HIGHLAND PARK, MICHIGAN

by
Sophie Veronica Cheskie

A DISSERTATION

Submitted to the Graduate Council of Wayne State University
in partial fulfillment of the requirements for the
degree of Doctor of Education in the
Department of Education
with a specialization in
Education (Administration and Supervision)

Detroit, Michigan
1957

Approved by Date

Wm. Reis 6/11/57
Adviser

W. Ray Smith

L. N. Nicholas

Edgar L. Schuler

ACKNOWLEDGMENTS

Grateful acknowledgment is made for the generous assistance and wise counseling of her committee: Dr. William Reitz, chairman; Dr. W. Ray Smittle; Dr. Lynn N. Nicholas; and Dr. Edgar A. Schuler. Their professional experience and guidance were of immeasurable value.

The preparation of this manuscript has been a cooperative process. To her colleagues in adult education from whose writings and shared thinking the author has borrowed extensively, grateful appreciation is extended. Full credit is given to Dr. Edward B. Olds, research coordinator, National Commission on Adult Education Finance, Washington, D.C., for the use of questions 18 to 27, taken from a preliminary questionnaire which was eventually used in the study on Financing Adult Education.

To all adult students who participated in this study, teachers of adult classes, the office staff, the Highland Park Board of Education, administrators of the school system, and the community leaders who graciously consented to be interviewed, the author is deeply indebted.

For assistance in the tedious calculations of the tables in the study, the writer expresses her sincere thanks to Miss Lucille Rie, a friend and colleague. To Dr. William Valade and to Miss Corinne McNulty, the author is indebted for assistance in proofreading the manuscript.

To her numerous friends, the writer is most grateful for their understanding and encouragement especially during the time in which she was engaged in writing this manuscript.

Sophie V. Cheskie

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	xv
LIST OF FIGURES	xvii
PART I: INTRODUCTION AND BACKGROUND	1
PURPOSE AND GENERAL STATEMENT OF THE PROBLEM	2
GROWTH OF ADULT EDUCATION IN THE UNITED STATES AND SPECIFICALLY IN HIGHLAND PARK	4
Development of the Adult Education Movement in the United States	4
Brief History of the City of Highland Park	20
Brief History of Adult Education in the Highland Park Public Schools	24
SPECIFIC STATEMENT OF THE PROBLEM	35
METHODOLOGY OF THE STUDY	37
The Questionnaire Technique	37
The Interview Technique	38
Personal Information by the Respondents	40
Program Appraisal by the Respondents	40

Page

Supplementary Information by the Respondents 41

Personal Data in Relation to Program Features . . . 41

PART II: GENERAL FINDINGS AND APPRAISALS 44

SUMMARY OF THE CHARACTERISTICS OF THE RESPONDENTS WITH AN APPRAISAL OF THEIR RESPONSES 45

Personal Information 46

Opinions Concerning Guidance and Counseling Services 55

Reasons for Attendance or Nonattendance in Adult Education Classes 57

Opinions Concerning the Instruction in the Highland Park Adult Education Program 66

Present, Past, and Future Classes as Stated by Respondents 75

AN APPRAISAL OF THE RESPONSES TO THE QUESTION REGARDING PERSONAL, FAMILY, OR OCCUPATIONAL PROBLEMS 84

Types of Problems 85

Types of Personal Problems Mentioned 86

Types of Family Problems Mentioned 90

Types of Occupational Problems Mentioned 94

Types of Educational Problems Mentioned 96

Conclusions and Recommendations 103

Page

AN APPRAISAL OF THE RESPONSES OF SELECTED COMMUNITY LEADERS TOWARD THE EFFECTIVENESS OF THE HIGHLAND PARK ADULT EDUCATION PROGRAM 107

Program Evaluation 109

Leaders' Opinions 110

Variety of Classes 113

Adequacy of Instruction 114

Guidance and Counseling 117

Program Improvements 119

Psychological Dimensions 120

Community Values 121

Conclusions and Recommendations 133

PART III: PROGRAM ASPECTS IN RELATION TO PERSONAL DATA 137

EDUCATIONAL CHARACTERISTICS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM 140

Educational Background Related to Program Data . . 140

Educational Background in Relation to Guidance and Counseling Services 141

Educational Background in Relation to Reasons for Enrolling 142

Page

Educational Background in Relation to Reasons for Not Enrolling 143

Educational Background in Relation to Desirable Personality Characteristics of Teachers 145

Educational Background in Relation to Desirable Teaching Techniques 146

Educational Background in Relation to Undesirable Personality Characteristics of Teachers 148

Educational Background in Relation to Undesirable Teaching Techniques 148

Educational Background in Relation to Classes Being Taken Now 150

Educational Background in Relation to Classes Taken in the Past 151

Educational Background in Relation to Classes To Be Taken in the Future 151

Educational Background in Relation to Suggestions for Additional Classes and Activities 153

General Conclusions 153

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM 155

Employment and Occupational Status Related to Program Data 155

Employment and Occupational Status in Relation to Guidance and Counseling Services 156

Page

Employment and Occupational Status in Relation to Reasons for Enrolling 157

Employment and Occupational Status in Relation to Reasons for Not Enrolling 159

Employment and Occupational Status in Relation to Desirable Personality Characteristics of Teachers 160

Employment and Occupational Status in Relation to Desirable Teaching Techniques 161

Employment and Occupational Status in Relation to Undesirable Personality Characteristics of Teachers 163

Employment and Occupational Status in Relation to Undesirable Teaching Techniques 164

Employment and Occupational Status in Relation to Classes Being Taken Now 165

Employment and Occupational Status in Relation to Classes Taken in the Past 167

Employment and Occupational Status in Relation to Classes To Be Taken in the Future 168

Employment and Occupational Status in Relation to Suggestions for Additional Classes and Activities 170

General Conclusions 171

APPROXIMATE INCOME IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM 173

Page

Approximate Income Related to Program Data 173

Approximate Income in Relation to Guidance and Counseling Services 174

Approximate Income in Relation to Reasons for Enrolling 175

Approximate Income in Relation to Reasons for Not Enrolling 176

Approximate Income in Relation to Desirable Personality Characteristics of Teachers 177

Approximate Income in Relation to Desirable Teaching Techniques 178

Approximate Income in Relation to Undesirable Personality Characteristics of Teachers 179

Approximate Income in Relation to Undesirable Teaching Techniques 181

Approximate Income in Relation to Classes Being Taken Now 182

Approximate Income in Relation to Classes Taken in the Past 183

Approximate Income in Relation to Classes To Be Taken in the Future 184

Approximate Income in Relation to Suggestions for Additional Classes and Activities 185

General Conclusions 186

Page

MARITAL AND FAMILY STATUS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM 188

Marital and Family Status Related to Program Data 188

Marital and Family Status in Relation to Guidance and Counseling Services 188

Marital and Family Status in Relation to Reasons for Enrolling 190

Marital and Family Status in Relation to Reasons for Not Enrolling 191

Marital and Family Status in Relation to Desirable Personality Characteristics of Teachers 192

Marital and Family Status in Relation to Desirable Teaching Techniques 193

Marital and Family Status in Relation to Undesirable Personality Characteristics of Teachers 194

Marital and Family Status in Relation to Undesirable Teaching Techniques 195

Marital and Family Status in Relation to Classes Being Taken Now 196

Marital and Family Status in Relation to Classes Taken in the Past 197

Marital and Family Status in Relation to Classes To Be Taken in the Future 198

Page

Marital and Family Status in Relation to Suggestions for Additional Classes and Activities 199

General Conclusions 199

AGE AND SEX IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM 201

Age and Sex Related to Program Data 201

Age and Sex in Relation to Guidance and Counseling Services 201

Age and Sex in Relation to Reasons for Enrolling 202

Age and Sex in Relation to Reasons for Not Enrolling 204

Age and Sex in Relation to Desirable Personality Characteristics of Teachers 205

Age and Sex in Relation to Desirable Teaching Techniques 206

Age and Sex in Relation to Undesirable Personality Characteristics of Teachers 207

Age and Sex in Relation to Undesirable Teaching Techniques 208

Age and Sex in Relation to Classes Being Taken Now 208

Age and Sex in Relation to Classes Taken in the Past 209

Page

Age and Sex in Relation to Classes To Be Taken in the Future 210

Age and Sex in Relation to Suggestions for Additional Classes and Activities 211

General Conclusions 212

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM 214

Residence and Home Ownership Status Related to Program Data 214

Residence and Home Ownership Status in Relation to Guidance and Counseling Services 215

Residence and Home Ownership Status in Relation to Reasons for Enrolling 216

Residence and Home Ownership Status in Relation to Reasons for Not Enrolling 217

Residence and Home Ownership Status in Relation to Desirable Personality Characteristics of Teachers 217

Residence and Home Ownership Status in Relation to Desirable Teaching Techniques 218

Residence and Home Ownership Status in Relation to Undesirable Personality Characteristics of Teachers 218

Residence and Home Ownership Status in Relation to Undesirable Teaching Techniques 219

Page

Residence and Home Ownership Status in Relation to Classes Being Taken Now 219

Residence and Home Ownership Status in Relation to Classes Taken in the Past 220

Residence and Home Ownership Status in Relation to Classes To Be Taken in the Future 221

Residence and Home Ownership Status in Relation to Suggestions for Additional Classes and Activities 222

General Conclusions 223

PART IV: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 225

SUMMARY 228

Educational Background 230

Employment and Occupational Status 231

Approximate Income 232

Marital and Family Status 233

Age and Sex 234

Residence and Home Ownership Status 235

CONCLUSIONS 236

RECOMMENDATIONS 240

Recommendations for Further Development of the Adult Education Program 240

Recommendations for Needed Research 243

Page

APPENDIXES 244

A. THE QUESTIONNAIRE 245

B. COURSE AND ACTIVITY CLASSIFICATION 252

C. INTERVIEW QUESTIONS 258

D. WINTER TERM PROGRAM 260

E. EDUCATIONAL BACKGROUND IN RELATION TO PROGRAM DATA 265

F. EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO PROGRAM DATA 292

G. APPROXIMATE INCOME IN RELATION TO PROGRAM DATA 371

H. MARITAL AND FAMILY STATUS IN RELATION TO PROGRAM DATA 404

I. AGE AND SEX IN RELATION TO PROGRAM DATA 431

J. RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO PROGRAM DATA 480

BIBLIOGRAPHY 511

AUTOBIOGRAPHICAL STATEMENT 515

LIST OF TABLES

TABLE		Page
I.	Formal Schooling Completed	47
II.	Employment Status	48
III.	Occupational Classification	49
IV.	Approximate Income Last Year	51
V.	Marital and Family Status	51
VI.	Age Group	52
VII.	Residence and Home Ownership Status	54
VIII.	Types of Guidance and Counseling Services Found Helpful	56
IX.	Reasons for Enrolling in Adult Education Classes	58
X.	Reasons for Not Enrolling in Adult Education Classes	62
XI.	Desirable Personality Characteristics of Teachers	68
XII.	Desirable Teaching Techniques	70
XIII.	Undesirable Personality Characteristics of Teachers	72
XIV.	Undesirable Teaching Techniques	74

TABLE Page

XV. Kinds and Numbers of Classes Being Taken Now 76

XVI. Kinds and Numbers of Classes Taken in the Past 78

XVII. Kinds and Numbers of Classes To Be Taken in the Future 80

XVIII. Suggestions for Additional Classes and Activities 82

XIX. Leaders' Responses to the Adequacy of Counseling Services 118

LIST OF FIGURES

Figure		Page
1.	Why adults take classes	122
2.	Why adults do not take classes	123

PART I

INTRODUCTION AND BACKGROUND

PURPOSE AND GENERAL STATEMENT OF THE PROBLEM

This study proposes to appraise the current adult education program in the Highland Park Public School System and to make recommendations for further program development. The need for such a study arises from several factors: (1) an administrative desire for such an investigation; (2) the continuing changes occurring in the population of the community; and (3) the consequent need for studying the present program to determine the educational desires and interests of the people in the community of Highland Park.

The primary data for the study were obtained from a questionnaire survey of a random sampling of 946 participants in the winter term, 1957, adult education program. The questionnaire sought personal information, reactions to the program in general, reasons for entering the program, appraisals concerning the instruction, and recommendations for program development. Pertinent relationships and interpretations were appraised in terms of the purposes of the study. In addition, the study included personal interviews with twenty-two community leaders selected on the basis of their active

leadership in the community. An appraisal of their comments and reactions to adult education is included in the study.

As a corollary to the study, the writer engaged in personal interviews with leaders in the field of adult education, and visited other adult education centers to review their programs and to discuss these programs with their directors.

A review of the literature in the field which is pertinent to this study is incorporated in the presentation in this chapter.

GROWTH OF ADULT EDUCATION IN THE UNITED STATES AND SPECIFICALLY IN HIGHLAND PARK

Development of the Adult Education Movement in the United States

Nearly twenty years ago Lyman Bryson defined adult education as "all activities with an educational purpose that are carried on by people engaged in the ordinary business of life."[1] Many definitions have been suggested before and since, but none seem strikingly better. The essential points underlying any definition of adult education are: that the activities be purposefully educational; that they involve adults; and that, at the time, the adults be engaged in ordinary affairs of life. It is Bryson's definition that is pertinent to this study.

The principles underlying the aims implied in the definition have increasingly permitted the success of the adult education movement in the United States, for, in substance, "one of the pillars on

---

[1] Lyman Bryson, Adult Education (New York: American Book Co., 1936), p. 3.

which American democracy rests is the assumption of the educability of man, that it is possible deliberately to improve and sophisticate his ability to make rational decisions on private, workaday, and public affairs."[1]

Throughout the history of the United States several individuals and institutions have developed and expanded the means by which these aims of adult education could be achieved. In colonial days there were the town meetings and allied activities which some educators claim signaled the beginning of adult education in America. Kempfer states that the earliest recorded reference to evening schools is 1661 in New Amsterdam, New York.[2] In 1727 in Philadelphia Benjamin Franklin organized his "Junto," a Friday evening discussion club. This appeared to be an even more specific instance of the origins of adult education as it is understood today, for Franklin stated:

> The rules that I drew up required that every member in his turn should produce one or more queries on any point of morals, politics, or natural philosophy, to be discussed by the company; and once in three months produce and read an essay of his own writing on any subject he pleased. Our debates were

---

[1] C. Hartley Grattan, In Quest of Knowledge (New York: Association Press, 1955), p. 135.

[2] Homer Kempfer, Adult Education (New York: McGraw-Hill Book Company, Inc., 1955), p. 4.

> to be under the direction of a president and to be conducted in the sincere spirit of inquiry after truth, without fondness for dispute or desire for victory; and to prevent warmth, all expressions of positiveness in opinions or direct contradictions were after some time made contraband and prohibited under small pecuniary penalties.[1]

The Junto lasted for some thirty years with the aid and assistance of Cotton Mather. Very little support was received from other individuals, although Thomas Jefferson and George Washington spoke theoretically about the values of education. Nevertheless, the American Philosophical Society, the Franklin Institute, the University of Pennsylvania, and the first American public library were all offshoots of the Junto.

Further definite progress in education for adults was delayed until 1819, when Josiah Holbrook, returning from Yale University, started a series of lectures in his father's barn on a popularized vein of natural science. He found the people very much interested in all of his lectures and so began studying other areas in which he could develop talks. A system of exchange of speakers from other communities soon developed. Variety was found by featuring group discussions of town problems and the reading of essays. By 1826

---

[1] Benjamin Franklin, The Autobiography of Benjamin Franklin (Reading, Pennsylvania: The Spencer Press, 1936), p. 81.

this activity had developed into the Lyceum,[1] a landmark in the history of adult education. From this small beginning there developed a system of traveling lyceums which featured outstanding speakers on many topics which to this day, in small towns, attract a considerable number of people.

> As originally conceived the Lyceums were to operate on three fronts simultaneously: (1) they were to promote mutual improvement of the members through study and association; (2) they were to disseminate knowledge by establishing libraries and museums; and (3) they were to stimulate and support the movement for the establishment of tax-supported common schools. For the name "Lyceum," Holbrook went back to Aristotle, chiefly, apparently, Aristotle the scientist, but the philosopher and moralist [was] not forgotten.[2]

Even though the lyceums later developed lecture series, most of their original discussion nature was retained. This movement, so widespread even after the Civil War, had begun with small groups of people, and "in no instance did these little knots and bunches,--these natural groups--show a disposition to substitute this listening to an 'expert' for their own lively interchange of home-grown ideas."[3]

---

[1]The first lyceum was organized by Holbrook himself in Millburn, Massachusetts, in November, 1826. By 1835 there were some 3,500 local lyceums, and in 1925 there were 12,000.

[2]Grattan, op. cit., p. 157.

[3]Maria Rogers, "Autonomous Groups," Handbook of Adult Education in the United States, ed. by Mary L. Ely (New York: Institute of Adult Education, 1948), p. 148.

The Chautauqua Movement began the next important phase of the growing concept of education for adults. The first one was originated in Chautauqua, New York, in 1837 by the Reverend J. H. Vincent. It was a project of the Methodist Episcopal Church, but was conducted largely as a nondenominational adventure in cultural education. Financial help was obtained from Lewis Miller, a wealthy businessman from Akron, Ohio. The meetings were organized for instruction, specializing in Sunday school management and methods of teaching Sunday school classes.

Attendance increased rapidly so that many formal courses were given in addition to religious ones. At the height of the movement, over two hundred courses were offered, and the sessions lasted, depending upon the subject, from twelve to fifty days. Chautauquas sprang up all over the country, and a great many permanent sites were built such as at Winona Lake, Indiana; Lakeside, Ohio; Boulder, Colorado; Bay View, Michigan; Franklin, Ohio; and Ocean Grove, New Jersey.

The traveling Chautauqua started in 1904 and was set up on a circuit plan. Like the lyceums, there were forums and lectures and, in addition, music, plays, and other entertainment were featured. The movement lasted until 1921, but even today "summer Chautauquas" are held at many temporary sites as well as at

several of the permanent ones. Much of the original philosophy is still preserved.

> The Chautauqua organization was erected primarily to serve adults. It was designed to make it possible for adults to educate themselves from the level of casual but worthwhile reading, plus attendance at the summer lectures, to that of university training.[1]

The direct influence of the Chautauqua was the spread of the home correspondence courses. Correspondence was an important technique of the Chautauqua. However, something significant happened which was to change the pattern of thinking when Professor William Rainey Harper, who later became president of the University of Chicago, joined the Chautauqua faculty in 1883. He taught Greek and Latin in the School of Languages, and was, up until this time, a leading exponent of correspondence type of teaching. He was to concede later, however, that face-to-face relationships were more suitable.

Professor Harper taught as many as six hundred students on the Chautauqua grounds during the summer, many of them college students--"not a few teachers in high schools and academies."[2]

---

[1] Grattan, op. cit., p. 172.

[2] Edgar W. Knight, Fifty Years of American Education (New York: The Ronald Press Co., 1953), p. 211.

Apparently it was this experience at Chautauqua that gave Harper his ideas for the reorganization of the University of Chicago when he went there as president in 1892. It is recognized by such people as Mr. Vincent that he took with him all of the popular ideas of adult education, and the university became a most revolutionary place. There was, for instance, the summer quarter which he instituted. He thought that a university plant should be open all the year around.

Despite this bit of influence, the Chautauqua's greatest educational success was in small towns before the advent of movies, radios, and automobiles, which helped to strangle the work.

While the Chautauquas were still operating strongly in the 1890's, another experiment to spread education to the people gained impetus; this became known as the "university extension service." In a way it was the reverse of the Chautauqua plan. That plan sought to operate at the college level and even aimed to build a university. Extension service determined to provide more general services through adult education. This experiment had the ingredients of success. The university had the resources, and after much labor also was able to provide the personnel and arrange facilities.

The University of Wisconsin is generally credited with being the first to offer, in 1892, general extension opportunities. However, the universities of Iowa, Wyoming, Kansas, California, Oklahoma, Chicago, and Nebraska were close behind. The greatest expansion in the movement came between 1910 and 1919, when sixteen more universities joined the movement. Among them was the University of Michigan in 1911. All followed rather closely the pattern set by the University of Wisconsin. This included such services as home study or correspondence, university extension classes, a bureau of visual aids, institutes and short courses, library bureaus for circulation of selected materials, a lecture bureau, and specialized services to groups and individuals.

> The University of Wisconsin idea of extending the resources of the University to meet the needs of citizen groups, whoever they might be and whatever they cared to study, took hold, prospered, and spread. . . . In 1915, the National University Extension Association was organized and held its first meeting with twenty-two member institutions. By 1950, the membership had expanded to approximately seventy universities and colleges carrying on extension work.[1]

Another aspect of the extension service was its application to agriculture and mechanical arts. Although it is possible to trace adult vocational education in agriculture to colonial times, it was

---

[1] Paul H. Sheats, Clarence D. Janye, and Ralph B. Spence, Adult Education (New York: The Dryden Press, 1953), p. 176.

not until after the Morrill Act of 1862 that real progress was made. The Morrill Act paved the way for the establishment of land-grant colleges of agriculture. The Hatch Act of 1887 provided for a system of agricultural experiment stations in connection with the land-grant colleges. Through the efforts of Seaman A. Knapp, the Smith-Lever Act of 1914 was passed which established the Cooperative Extension Service under the United States Department of Agriculture. This act also established a representative, called the "county agent," chosen to guide the work and to collaborate with the farmers. The county agent became the key figure in adult agricultural vocational education. "The utility of the Act in meeting the agricultural demands during World War I insured that Extension put down firm roots immediately; and it has thrived ever since."[1] Thus the dissemination of information to adults was again demonstrated through extension services led by colleges and universities. Today the Cooperative Extension Service is one of the largest single adult education factors in the United States.

The assumption of the educability of man continued to have practical applications in the United States, for, while the lyceums, Chautauquas, and universities were offering services to adults, they

---

[1] Grattan, op. cit., p. 206.

were aided by such institutions as libraries, museums, and clubs. From the time that the American Library Association was founded in 1876 to the present, the libraries have played a very important part in community adult education advancement. There are libraries in most towns and even in smaller communities. The librarians gladly sponsor reading clubs, discussion groups, and other activities of that nature for adults. In addition, libraries frequently cosponsor activities with other adult agencies in the community.

In a similar way the museums function as adult education agencies. The first one in the United States was established by C. W. Peale of Philadelphia in 1785. At that time in history the museum was considered a waste of space and money, and few of the Quakers frequented the exhibits. Time changed that conception, however, and today many millions of people visit such museums as the Smithsonian Institution, established in 1846.

The Lowell Institute was founded in 1836 by wealthy John Lowell to bring eminent lecturers for the intellectual benefit of his fellow Bostonians. Cooper Union in New York City was established in the lat 1850's for a similar purpose. The Peabody Institute in Baltimore opened its doors in 1859. There were other similar efforts to diffuse knowledge among people who were unable to go to institutions of higher education. These efforts may be said to

represent the origins of adult education in the modern sense. John Lowell left a quarter of a million dollars to support "lectures on natural religion" and on "physics and chemistry with application to the arts as well as to botany, zoology, geology, and mineralogy, and their relation to the utility of man." "This benefaction," wrote James Creese in 1941, "has influenced the philosophy and character of adult education in Massachusetts for more than a hundred years."[1]

Clubs and societies of various sorts also have participated in the development of adult education in the United States. Such associations as the various women's clubs, men's service clubs, the Young Men's Christian Association, the Young Women's Christian Association, and similar groups have always shown disposition toward promoting forums, lectures, and discussion groups for their members.[2] Close association between club leaders and adult educators is essential for continued progress.

---

[1] Knight, op. cit., p. 211.

[2] A word of caution regarding these previously mentioned agencies is sounded by John W. Powell in Learning Comes of Age (New York: Association Press, 1956), pp. 91-92. He states, "Everyone of them was created, and still exists, for a primary purpose other than the education of adults. . . . Each of these institutions is staffed by people professionally trained to serve the institution's primary function: organization, librarianship, pedagogy for the young, scholarship or research; not adult education as such."

> Of the potential usefulness of clubs, both men's and women's, as agencies of adult education, there would seem to be no question. It is clearly evident, too, that there are club leaders who see and are trying to correct the weaknesses that prevent these potentialities from being fully realized. But, obviously, the responsibility for bringing adult education and men's and women's clubs into a more effectively cooperative relationship rests as much upon adult educators as upon club leaders.[1]

Other individuals and institutions have also contributed to the rise of adult education in the United States,[2] but probably no single institution has contributed as much as the public school systems of the nation. Even in the early days of the nineteenth century there were scattered instances recorded of evening schools for adults.[3]

Later in the century the growth of adult education became steady and continuous:

---

[1] Mary L. Ely (ed.), "Men's and Women's Clubs as Agencies of Adult Education," Handbook of Adult Education in the United States (New York: Institute of Adult Education, 1948), p. 158.

[2] In this regard should be mentioned briefly such agencies as the labor and union movement, the churches, the government, the military, radio, and television. All of these have had specific influence, and, as in the case of television, may in the future have more impact on adult education than it is possible to predict at this time.

[3] The earliest founding date for elementary adult education was probably in 1834 when Boston, Massachusetts, and Louisville, Kentucky, established programs. On the secondary level the first public evening high school seems to have been in 1856 at Cincinnati, Ohio. However, much credit for pioneering in this field should go to Henry M. Leipziger, superintendent of the New York Free Lecture System from 1889 to 1928. His concept of adult education gave great impetus to the movement.

> Most of the developments in public school programs of adult education in the latter half of the nineteenth century, and until the 1920's, were truly epochal forms of growth extending upward to include evening high schools and outward to encompass vocational training and the preparation of alien residents for naturalized citizenship. This growth in both directions was steady and continuous except for lulls during the Civil War, the Spanish-American War, and the First World War. After each war period, however, there was a resurgence of interest in public school adult education which showed itself in sharply rising totals of evening school attendance. This same tendency repeated itself after the Second World War with a bulge in the demand for traditional evening school programs.[1]

World War II marked a significant chapter in the history of public school adult education, for:

> Extensive experiments in adult education on a mass basis had been made in the armed services; these had made an enormous impression on adult educators and provoked a resolution to see to it that something of the same sort was available to all citizens in the time of peace to follow. The armed services has used correspondence study, library services, the radio, off-duty classes, unit schools, orientation programs, University Centers . . . and occupational counseling. Free use was made of audio-visual aids. Techniques to facilitate rapid learning were much cultivated.[2]

These results as well as continuous appraisal caused a change in the philosophy of adult education. The various adult education

---

[1] Thomas A. Van Sant, "Public School Adult Education Programs," Handbook of Adult Education in the United States, ed. by Mary L. Ely (New York: Institute of Adult Education, 1948), p. 196.

[2] Grattan, op. cit., p. 289.

associations[1] and adult educators made considerable progress in modernizing their thinking in light of these new developments. Attempts were made to break away from the tradition of borrowing directly from elementary and secondary schools and from colleges and universities. Moreover, it was recognized that the democratic process had to be more deliberately promoted with an emphasis on the desirability of developing more vital roots at the community level so that the individual might mature in his own environment--his own workaday world.

Much success has developed from this philosophy. Adult educators in the public schools have worked closely with community agencies to develop better communities with better educated citizens.

> Making our communities better places to live in is a current nation-wide activity. Neighborhoods in the large cities, the smaller towns, and even rural areas are supplying illustrations of the potentials for improvement which the citizens can put to work through organization and coordination. . . . In adult education, we find men and women dedicated to the improvement of community life through the education of the citizen about local problems and ways of taking action about them.[2]

---

[1] The National Education Association's Department of Adult Education was founded in 1921. The Adult Education Association of the United States of America was founded in 1951. These two associations, with their regional and local branches, have done much to organize, integrate, and promote adult education in this country.

[2] David H. Jenkins, "Introduction--Build a Better Community," Adult Leadership, IV (May, 1955), 9.

In recent years the public schools have assumed an increasing responsibility to provide this needed education for adults. On the elementary level adult education provides remedial work and citizenship training. During the nineteenth century and early years of the twentieth century, large numbers of people came from countries which offered little or no opportunity for education; they continued to come to the United States until World War I.

> Since then . . . the unhampered flow of immigration has been somewhat checked and regulated . . . although there is still a steady flow of newly-arriving permanent residents from foreign countries. This, of course, is in addition to the large numbers who are still with us from the earlier waves of immigration and who still are in need of educational opportunities and assistance in securing citizenship.[1]

The task of adult education is to:

> . . . provide the facilities to serve foreign born adults in their need and desire to remove the handicap caused by lack of knowledge of the language, customs, history and traditions of the country in which they now make their home and earn their living . . . and to assist in the acquisition of citizenship with its attendant responsibilities and privileges.[2]

On all levels, public school adult education seeks to provide for its students classes and activities in those areas where there is

---

[1] Angelica W. Cass, Adult Elementary Education (New York: Noble and Noble, Inc., 1956), p. 6.

[2] Ibid., p. 4.

a need.[1] The ever-increasing enrollment figures in public school adult education programs in this country[2] indicate that the services offered are meeting the needs and interests of the citizens:

> In this public planning, the schools are sharing experiences; they are working with people rather than for them; they are responding to recognized needs and interests rather than attempting to induce people to accept something that someone else thinks is good for them.[3]

This is adult education as it has progressed and developed in general from the days of the lyceums to the present-day public school systems of the United States. From isolated, sporadic attempts to reach the adult, it has now become possible to offer well-planned, integrated curricula to suit the individual needs of the adult. The adult has only to indicate an educational need, and not only is it possible for the public school to offer it, but it may even correlate numerous other adult agencies to cooperate in defining and

---

[1] Such courses are usually in the following areas: academic, business and commercial, homemaking, vocational and industrial, arts and crafts, fine arts, health and hygiene, recreation, civic affairs, and guidance and counseling.

[2] The Adult Education Association of the United States of America reported that, as of June, 1954, over 35,000,000 people were enrolled in adult education classes. As of September, 1956, there were 39,353,000 students enrolled in classes from kindergarten to college.

[3] Van Sant, op. cit., p. 199.

presenting the best possible approach to fulfill that need. The opportunity is ever present for the adult to break the barriers of his isolation and seek the rewards of continued learning, for "one of the pillars on which American democracy rests is the assumption of the educability of man."[1]

It is the purpose of the remainder of this chapter to proceed, from the foregoing general discussion of the development of the adult education movement in the United States, to a presentation of Highland Park and its public school adult education program, and to show how its growth and development have offered adult learning opportunities to its citizens.

Brief History of the City of Highland Park

Highland Park, Michigan, was incorporated as a village of the same name in 1889 under the inspiration and direction of Captain William Stevens, a miner. The population numbered about six hundred, and the area amounted to a ten-thousand-acre tract of land allotted by the United States Congress to the city of Detroit after a devastating fire in 1805.

---

[1] Grattan, op. cit., p. 135.

In 1907 Henry Ford, who gave the impetus to the community which makes it the urban center it is today, purchased from Captain Stevens fifty-seven acres of land for a plant in which to manufacture his Model T Ford. The population by then had increased to three thousand. Five years after the opening of the factory the population had quadrupled, and by 1920 people from thirty-three foreign countries were making their homes in Highland Park. Its population at this time numbered 46,499, more than ten times the number in 1910; 12,661 of these people were foreign-born.

The village was incorporated as a city in 1918, and by 1927 --the year that the Ford Motor Company moved to Dearborn--it had reached the peak of its prosperity and its greatest population--52,000.

The greatest community growth occurred between the years 1914 and 1925. It was during this period that the crucial need for more educational facilities was felt. A new high school building was erected in 1915, and the last of nine grade schools was completed in 1926. The junior college building was finished in 1918.

Highland Park was one of the first to offer free textbooks, to experiment with a junior college, and to offer tuition-free courses in the college to residents of the city. It claims to be the first to have set up a psychiatric clinic in the school system; this took

place in 1921. The nursery school was recognized as being the first of its kind to be successfully attempted in public high schools.

Dr. Thad Knapp, superintendent of schools from 1911 to 1926, was largely responsible for putting the school system on the national interest level which it holds today. It was under his guidance that organized recreation was attempted by the public schools. Since that time Highland Park has maintained state and national recognition in the field of public school recreation.[1]

The city of Highland Park has the unique distinction of being a city within a city, completely surrounded by Detroit. It occupies an area of some three square miles included in a tract of land one and one-half miles wide and two miles long about five miles north of the heart of Detroit. The current population is about forty-five thousand. Highland Park maintains a city council, one of the few remaining in this part of the country. In this community there is a feeling of belongingness, a cohesive bond, and many of the features of small-town democracy and friendliness.

Highland Park is in an industrial area where the Chrysler Corporation maintains a huge automobile plant. The Ford Motor

---

[1]Statements from unpublished records, Mrs. Roy Hathaway, city historian, Highland Park, Michigan, personal interview, June, 1956.

Company also retains a branch factory; in 1927 the main-plant activities were moved to Dearborn, Michigan. This was a crushing blow for a time, but the city made a good recovery. To the present time much of Ford's influence is impressed upon the city of Highland Park. Under his industrial leadership the city made tremendous progress and anchored its economy to the automobile industry. To a large degree this is still true, since automobile and farm tractor production continues to offer employment to many thousands every year. Besides the two major industries already mentioned, the city has many other types of industry with a sizable share of wholesale and retail businesses.

Since the city of Highland Park is surrounded by Detroit, there is no longer room for expansion. The population within the city of Highland Park has shifted over the years. Because of crowded conditions, many of the original families have moved out of the city. However, some of the old families still remain in the northern section. Minority groups of various races and nationalities have moved into Highland Park. Some of these include Negro and foreign families who have moved in to take advantage of business and educational opportunities. It appears that the percentage of the latter two classes is increasing:

> The ethnic groups in Highland Park as indicated by the study are not inconsiderable. The rather high percentage of families who continue to speak their native tongue in addition to English, might indicate the need for further research concerning ethnic groups in Highland Park. The 15 per cent Negro population is increasing and should probably be considered in another piece of research.
>
> Studies have shown, also, that between 63 and 70 per cent of the children now in public schools come from the [lower] income classes.[1]

Brief History of Adult Education in the Highland Park Public Schools

The origin of the Highland Park adult education program may be traced to a board of education resolution on September 7, 1917. It concerned night school sessions and made evident a recognition of the need for adult education in the community. The resolution which passed stated:

> . . . That the matter of holding night school sessions in the Highland Park schools be referred to a committee consisting of the superintendent, two principals, and one member of the board.[2]

A few weeks later another resolution was adopted:

---

[1] "Social Class in the Highland Park Schools," a report prepared by a committee of teachers of the Highland Park Public Schools enrolled in a workshop (Detroit: Wayne University, 1950), p. 23.

[2] Highland Park Board of Education, "Board Minutes," (Highland Park, Michigan, 1917-1918), September 7, 1917, p. 54.

> . . . That Highland Park is in a peculiar situation in respect to night school since most of the foreigners are taken care of by the Ford Motor Company.[1]

It was apparent that industry took care of some of the educational needs of its workers. However, the school district under the leadership of the superintendent, Dr. Thad Knapp, continued to offer some evening classes. It was arranged that English, spelling, and other essential courses should be taught in connection with stenography and bookkeeping. The board of education minutes stated that the "most profitable department of evening school is commercial."[2]

This arrangement set the standard for the next several years until the advent of World War II. During the era between the two world wars, the adult education program in Highland Park, as in other parts of the country, became stereotyped. The program consisted mainly of the traditional night school in which the adult found some opportunity to continue his high school education. Some years were to pass, however, before satisfactory arrangements could be made for the adult to complete his high school requirements in the evening sessions. Meanwhile, courses in English, social studies, and business and commercial subjects remained the backbone of the program. The subjects offered conformed almost completely to the

---

[1] Ibid., p. 82.

[2] Ibid., p. 83.

academic subjects of the high school, and little thought was given to any expansion outside of this area. The academic standards maintained in the night school were kept as nearly as possible to those of the day school. In fact, the majority of the instructors employed in the evening were regular, full-time teachers from the day school program, so that in those cases the course content and standards were comparable to those of regular day school.

In the middle 1930's the rise in power of the various labor unions began to be felt in Highland Park as elsewhere. Shorter hours and shorter work weeks gave more free time, and people began to search for ways of spending this new leisure. Hobbies and other types of recreational activities became of primary interest, but, before too much could be done by the schools to recognize these new community needs, World War II began. Leisure was again a thing of the past, and the Highland Park Evening School operated to help prepare people in the skills needed for an all-out war effort. Welding, machine shop, and vocational classes were emphasized, and by 1940 the adult program was geared, as much as it was possible, to the war effort. However, the budget was limited, and great expansion was not possible. In fact, a communication at this time from Mr. Roy Waite, principal of the Highland

Park Evening School, to Superintendent William Lemmel, stated in part:

> The attached sheet sets forth our financial status for this year and would indicate that we need a budget of about $818.00 for next year if we run on the same plan as this year. However, I would suggest that the fee for shop courses, which is now only $1.00, be raised to at least $2.00 per term. . . . The regular enrollment fee is $3.00 per course, per term of 12 weeks for all except shop courses.[1]

The number of subjects in the total evening school curriculum increased slowly, and by the fall term of 1942 the following courses constituted the program: To assist in the war effort, there were courses in machine shop, welding, blueprint-reading, and shop mathematics. In the field of business, also to assist in the war effort, such classes as typewriting, shorthand, and business machines were offered. The balance of the program was as follows: homemaking, tailoring, chemistry, and Spanish. At this time Mr. Waite proposed that steps be taken to expand the services and to offer more classes so that a more complete program could be instituted after the war. Among the recommendations were (1) a re-evaluation of the high school credit classes so that more of these could be accepted for graduation, and (2) instituting a better guidance and counseling service.

---

[1] Roy Waite, "A Report to the Superintendent of Schools," prepared by the principal of the Highland Park Evening School (Highland Park, Michigan, April 15, 1940).

However, the pressures of a war economy and a fear of decrease in enrollments caused concern to the school administration. Serious consideration was given to the necessity of closing the evening school at the end of the 1943 school year. Certainly an expansion of the program at this time seemed unrealistic. It became a question of the advisability of even maintaining the present program. At about this time Dr. Spencer Myers, the new evening school principal, prepared a "Policy Consideration" which evaluated factors concerning the problem. His conclusion advised that:

> In all probability, the evening school should be continued. The service is a traditional one in Highland Park. The issue of the continuance of the Junior College has been presented twice to the citizens of the community. Both times, they voted to retain the institution. . . . It is probable that citizens would feel similarly about the evening school.[1]

The board of education approved the recommendations of Dr. Myers on March 11, 1943. Some economies were instituted, but the basic and traditional philosophy underlying the evening school was continued.

With confidence at least temporarily restored, the evening school continued its usual program and offered two new services to

---

[1] Dr. Spencer Myers, "Policy Consideration," a report to Dr. H. L. Shibler, superintendent of the Highland Park Public Schools, prepared by the principal of the Highland Park Evening School (Highland Park, Michigan, 1943).

the community. One was a series of meetings on "Understanding the Modern Community School" and the other was a series of panels on "Post War Planning." Both of these new services were successful. Enrollment in evening school classes and other evening school activities was numerically affected by gas rationing as well as by the long wartime working hours of the citizens. However, the temporary crisis had passed, and in the following years the program gradually began to regain strength and versatility.

Mr. Luke Shannon became director of the adult education program in 1944. Classes were continued in previously offered subjects, and several additions were made in the academic, commercial, and vocational areas. A series of discussion groups was also held in the field of home and family life education, as well as social-civic education. Enrollment in the total program increased to 921 during the year 1944-1945 and remained about the same for the next few years. During this period the high school credit program was strengthened, and it became possible for an adult to complete graduation requirements by attending adult education classes. This particular service was explained to the superintendent in these words:

> The opportunity is now offered to those interested in acquiring an accredited high school diploma by attendance and qualification in Evening School. This opportunity should be of

> vital importance, especially to former high school students who have left school previous to graduation and find it inconvenient or impossible to attend day school.[1]

By 1948 the adult education program had settled into a pattern which consisted of academic courses in English, mathematics, social studies, art, French, and Spanish. There were also homemaking classes as well as classes in vocational and commercial subjects. The community indicated interest in the existing program, as was evidenced by the steadily increasing enrollment.

A more ambitious program was considered with the expansion of offerings in all areas. A full-time director was appointed[2] by the board of education to investigate this possibility and to be ready to initiate an expanded program at the beginning of the fall term in 1948. Before the beginning of the fall term, plans were developed for a revised and expanded program of adult education for the community. By the time the fall term opened, a completely revised program of courses, activities, and services was ready for the people of Highland Park. In addition to a revision and expansion

---

[1] Luke Shannon, "A Report to Dr. H. L. Shibler, Superintendent of Schools," prepared by the Director of Adult Education (Highland Park, Michigan, June, 1945).

[2] Miss Sophie V. Cheskie was appointed full-time director of the Adult Education Division of the Highland Park Public Schools in June, 1948.

of the basic program, many new areas were added; also, a number of activities were offered in cosponsorship with community agencies interested in promoting educational opportunities for adults. Rich rewards came when thousands of citizens responded by enrolling. Interest in adult education continued to expand as community needs were recognized, and as opportunities were made to meet those needs.

It is interesting to note that the thinking with reference to the public school's responsibility in regard to meeting the educational needs of its citizens is consistent with the ideas of leaders in the field of adult education. Mr. Thomas Van Sant states that:

> Public schools in a democracy are responsible for meeting the educational needs of all the people of any age group when such needs are consistent with the public interest and public welfare.[1]

Mr. Paul Sheats comments as follows on the subject:

> In spite of its growing pains, there are those who predict that the next decade will firmly establish the public school as the major agency of adult education in the United States. There is evidence to support this view. No other institution has comparable facilities and resources; no other agency can provide

---

[1] Thomas A. Van Sant, "Adult Education," in Report of the Cooperative Study of the Lincoln Schools, 1945-1946, by the Board of Education of the School District of Lincoln, Nebraska, Clyde M. Hill and S. M. Brownell, directors of the study, Section XI, "Adult Education" (Lincoln, Nebraska, Board of Education, 1947), p. 842.

> the same potential geographical coverage of the country. Although there are other adult education agencies supported by public funds, none of them is as close to the taxpayer and therefore as able to convince him of the wisdom of supporting a lifelong educational enterprise.[1]

In reviewing the basic philosophy of the adult education program in Highland Park, it might be said that it is essentially in line with the general development of the adult education movement in the United States. It has flexibility and is ready to carry on activities of any type which involve a learning situation for adults, whether they be organized in terms of the traditional classroom setup or otherwise. The school is ready to provide educational opportunities to the adults of the community as the need arises and is recognized. The division is able to furnish teachers experienced in terms of the activity for which they are needed. The adult education program of Highland Park is truly a community enterprise, not just in terms of breadth of the services or in terms of meeting the community's needs, but rather because the community has come to think of adult education whenever it needs a service of an educational nature.

In terms of the specific adult education program offered by the public schools of Highland Park today, both credit and noncredit

---

[1] Sheats, op. cit., pp. 173-74.

classes are included in the schedule. The credit courses are essentially academic, and permit sequence of classes which will lead to a high school diploma. Provision is also made for refresher classes in certain areas in preparation for college.

The noncredit classes cover such areas as hobby and leisure-time activities, vocational subjects, classes for personal development, homemaking, home and family living classes, and discussion groups of current and civic affairs. A number of community cosponsored classes are arranged with and for such agencies as the McGregor Library, the Recreation Department, the American Red Cross, business firms, and industrial organizations. The school provides speakers, forum moderators, discussion leaders, and panel and symposium members from the adult education staff. The Adult Education Division makes every effort to locate and provide convenient and accessible facilities whenever the demand for such services exists.

Another vital part of the adult education program in Highland Park is that of the education of foreign-born adults.

> The problem of teaching the foreign born to speak and read English was not systematically dealt with until the war years when, with the wave of nationalism that arose in 1917, patriotic organizations started working among the foreign born to "insure their loyalty" to the United States. At first the program was largely "flag waving" but gradually it changed, coming to be devoted to giving the citizens-to-be, a sense of

participation in the social, economic as well as political affairs of the nation.

In 1919 the city of Highland Park formally organized the American Citizenship Bureau and appointed a full-time director. The growth of the citizenship program was rapid and immigration, naturalization, citizenship, adult education, and social activities were correlated in one setup under the direction of the Bureau. As these classes grew, they were transferred to the schools in the community. The problem of including women was solved through home classes centering around their needs and interests. Throughout the years, many of the women, who became citizens, have taken an active part in the civic affairs of the city. In 1950 the responsibility for the education of the foreign born was transferred to the school district and placed under the jurisdiction of the Adult Education Division.[1]

This, then, is the adult education program which is under consideration in this study.

The brief historical review of the adult education movement at the national and also at the local level, which has been given, shows some eminent factors which indicate that adults have sought and have received educational benefits outside of the channels of formal schooling.

---

[1]Statements by Miss Agnes Porodek, director of the Citizenship Bureau, Highland Park, Michigan, personal interview, May, 1956.

SPECIFIC STATEMENT OF THE PROBLEM

> In a democracy the participants are often the final judges of the worth of an adult education program. While few programs should ever be judged solely on consumer satisfaction, assessing student opinion is an important approach to evaluation.[1]

The people of Highland Park are interested in adult education. This is evidenced by the fact that there has been an active and continuous program in the public schools of Highland Park. The "worth of the adult education program" has never been determined since a comprehensive study of participant evaluation has not been conducted. In order to obtain data to conduct a systematic appraisal, the primary technique used was the questionnaire, which was limited in distribution to the participating members of the winter term, 1957. Additional data, to ascertain community reaction to the program, were obtained through personal interviews with community leaders. These data were processed so that the specific purposes of the study could be completed. These purposes are as follows:

---

[1] Kempfer, op. cit., p. 417.

I. To appraise the adult education program of the Highland Park Public Schools in terms of:

   A. Student evaluation of the general program

   B. Student interpretation of needed services

   C. Community leader appraisal of the general program

   D. Community leader appraisal of needed services

II. To make recommendations for further development of the adult education program in terms of:

   A. Guidance and counseling

   B. Curriculum

   C. Instruction

   D. Special services

METHODOLOGY OF THE STUDY

The Questionnaire Technique

The primary instrument used in this study was a questionnaire. Before administering this questionnaire to the population under study, several pilot or "dry" runs with a preliminary instrument were made. The instrument was then revised into its final form and precoded for use. During the winter term, 1957, the questionnaire was administered within a one-week period. Previous to the actual distribution, the teachers who administered the questionnaire received orientation and direction as to the procedures to be used. Approximately one-half hour was allotted to each class or activity period, and the atmosphere was kept informal, voluntary, and friendly so that the greatest potential return could be expected. A total of 2,096 questionnaires were administered. Because of inclement weather during that particular week, attendance was not considered good. Of the total number administered, 116 were not returned. Of those returned, 88 questionnaires had to be discarded because they were not completely answered. Of the remaining 1,892

questionnaires, a random sampling of every other one was taken to be used in the study. The final sample represented 946 completed instruments.

The coded data of the questionnaire were transferred to International Business Machines (IBM) cards.

The Interview Technique

In addition to the questionnaire, the interview technique was used. This consisted of interviewing a selected group of community leaders. As a foundation for choosing these leaders, the following assumptions were made:

1. That the representation should come from the fields of labor, management, social service, education, and government, as well as from citizens' groups and club organizations.
2. That the leaders should have demonstrated active participation in civic and community affairs.

Within this framework selections were made on the following bases:

1. Appointments were sought with the highest ranking officials available in the above-mentioned groups and were chosen at random within the city of Highland Park.

2. Where the choice of more than one person of equal status was possible, the selection was made subjectively by the interviewer based on personal judgment and long experience in the community.
3. Out of a possible forty-four leaders thus selected, a random sample of every other one was chosen. The resulting sample of twenty-two leaders was taken in order to complete the interviews within the same period of time within which the questionnaire was administered.

The leaders thus chosen represented the various influential groups in the community. The questions asked[1] were structured to measure the intensity of feelings concerning curriculum, counseling, instruction, and special services needed. The results of these interviews were interpreted in terms of the first purpose of the study, which is the appraisal of the adult education program from the point of view of the community. The interpretation was also valuable in accomplishing the second purpose of the study; namely, making recommendations for further program development of the adult education program.

---

[1] See Appendix C for interview questions.

Personal Information by the Respondents

The questionnaire[1] was constructed so as to obtain definite data relative to personal information of the participants. Specifically this included: (1) the status of the individual with reference to school attendance; (2) the number of years of formal schooling completed; (3) the employment status of the individual; (4) the occupational classification; (5) the approximate income; (6) the marital and family status; (7) the age and sex; and (8) the residence status in terms of home ownership and years of residence.

Program Appraisal by the Respondents

In addition to obtaining personal information from the respondents, questions about the current adult education program[2] were asked. These questions were structured so as to receive opinions concerning the following aspects of the program: (1) guidance and counseling services; (2) reasons for enrolling or not enrolling in adult education classes; (3) desirable and undesirable personality characteristics of teachers of adults; (4) desirable and undesirable

---

[1] See Appendix A for questionnaire.

[2] See Appendix D for winter term program.

teaching techniques; (5) kinds and numbers of classes being taken now and those desired in the future; and (6) kinds and numbers of classes taken in the past and additional suggestions for future classes and activities.

Supplementary Information by the Respondents

One essay-type question was asked in which the respondents were given an opportunity to state how the Adult Education Division could be of further service, above and beyond the regularly scheduled classes and activities. The question solicited a discussion of personal, family, or occupational problems or "worries" with suggestions as to how the division could help. The opinions found and the suggestions obtained will serve as additional material in completing the first purpose of the study, which is to appraise the program from the participants' point of view.

Personal Data in Relation to Program Features

The questionnaire responses were coded and categorized in order that certain relationships could be studied and appraised. Analyses and tables were planned to relate the personal characteristics of the respondents to some of the important aspects of the program. The personal information was grouped under six major

categories to complete this portion of the study, namely: (1) educational background; (2) employment and occupational status; (3) approximate income; (4) marital and family status; (5) age and sex; and (6) residence and home ownership. Each of these major classifications was in turn related to eleven phases of the adult education program obtained in the remainder of the questionnaire. These eleven aspects are as follows:

1. The guidance and counseling services found most helpful
2. The reasons for enrolling in adult education classes
3. The reasons why some people do not take adult education classes
4. The opinions on desirable personality characteristics of teachers
5. The opinions on desirable teaching techniques
6. The opinions on undesirable personality characteristics of teachers
7. The opinions on undesirable teaching techniques
8. The kinds and numbers of classes being taken now
9. The kinds and numbers of classes that have been taken in the past
10. The kinds and numbers of classes to be taken in the future

11. Additional suggestions for classes and activities that should be incorporated in the program

In this manner six sets of relationships between personal data and program aspects are analyzed, each referring to eleven features of the program. A total of sixty-six relationships then became available for exploration. The results of this part of the study were used to help answer the second purpose of the study, which is to make recommendations for further development of the adult education program in Highland Park.

PART II

GENERAL FINDINGS AND APPRAISALS

SUMMARY OF THE CHARACTERISTICS OF THE RESPONDENTS WITH AN APPRAISAL OF THEIR RESPONSES

The questionnaire for this study was administered to the Highland Park adult education student body during the winter term of 1957. Returns were received from 946 students, representing a good cross section of students in the academic, vocational, business and commercial, and leisure-time areas. Usable information was secured in all areas of the questionnaire. These areas were classified as follows: (1) personal information; (2) opinions concerning guidance and counseling services; (3) reasons for attendance or non-attendance in adult education classes; (4) opinions concerning the instruction in the Highland Park adult education program; and (5) present, past, and future classes as stated by respondents.

An appraisal of the responses to the question on personal, family, or occupational problems is presented in the latter part of this chapter. An interpretation of the responses of selected community leaders toward the effectiveness of the program is also presented in this chapter.

The general purpose of this chapter is to summarize the data received and thus furnish background material for the relationships presented in Part III of this document.

Personal Information

Ninety-five per cent of those answering the questionnaire were persons taking adult education classes only. The remaining 5 per cent participated in both day school and adult education classes.

Table I indicates the formal schooling completed by those answering the questionnaire. It will be noticed that the great majority, 62 per cent, had some high school training. The 14 per cent who had eighth-grade, or lower, education is more than compensated for by the 18 per cent who had some college training. In addition, 6 per cent of the replies were from those who had had college graduate work, and another 13 per cent were from those who had had additional schooling in business colleges, correspondence schools, technical and trade schools, and other similar types of institutions. This would indicate that the average formal schooling of the group answering the questionnaire was approximately at the eleventh grade level.

TABLE I

FORMAL SCHOOLING COMPLETED

Schooling	No.	Pct.
Eighth grade or less	134	14
One to four years of high school	582	62
One to four years of college	168	18
College graduate work	62	6
Total	946	100
Additional schooling	124	13

Table II indicates the employment status of this group. Fifty-one per cent of the group was employed outside of Highland Park. Seventeen per cent was employed in the city of Highland Park. An unusually high percentage of 32 was unemployed. There were no special labor or civic problems at the time of this study. However, this unemployment may have reflected the winter lull in the automobile manufacturing industry.[1] It is common practice for the companies

[1] Another possible cause of the high percentage of unemployment may be the fact that some homemakers classified themselves as unemployed.

TABLE II

EMPLOYMENT STATUS

Employment	No.	Pct.
Employed in Highland Park	156	17
Employed outside of Highland Park	486	51
Unemployed	304	32
Total	946	100

to slow down production while retail inventories are being adjusted to seasonal demands. In turn, this cutback would undoubtedly be reflected in other retail businesses, thus accounting for many unemployed. It is significant for this study that such a group would turn to adult education for additional training or leisure-time activities while waiting for more normal employment to resume in the spring.

The occupational classification of the employed group is shown in Table III. The spread of employment was wide and varied. Numerically, the homemakers (22 per cent), the skilled workers (20 per cent), and the professional or technical workers (19 per cent) were the largest. Not too far behind were the unskilled workers

TABLE III

OCCUPATIONAL CLASSIFICATION

Occupation	No.	Pct.
Professional or technical	182	19
Craftsman or skilled worker	185	20
Homemaker	210	22
Laborer or unskilled worker	112	12
Private household worker	22	2
Service worker not in home	26	3
Retired	36	4
Clerical or stenographic	118	12
Manager or proprietor	28	3
Salesman or salesclerk	10	1
None	17	2
Total	946	100

(12 per cent) and the clerical and stenographic group (also 12 per cent). The other groups constituted an almost insignificant percentage. Of particular significance to the study was the relatively large percentage of professional and skilled workers. Because of the importance and extent of the automobile industry in this area, these percentages will need to be rather high. This would be particularly true of the skilled workers because of their importance in this era of automation.

Table IV reviews the income received by the employed group in 1956. According to these figures, 82 per cent of the people received an income of $6,000 or under during 1956. Of this total, 41 per cent, or one-half, received under $3,000. On the other hand, 18 per cent of the people received over $6,000 and 8 per cent received over $8,000. Thus it would appear that the approximate income of those participating in the study was about $3,000 during the year, with representation from the lower, middle, and higher income groups.

The marital and family status of the group answering the questionnaire is indicated in Table V. The two largest groups participating in the adult education program were the single persons without dependents (32 per cent) and the married group with dependents (36 per cent). However, the no-dependent married group

TABLE IV

APPROXIMATE INCOME LAST YEAR

Income	No.	Pct.
Under $3,000	390	41
$3,001 to $4,000	170	18
$4,001 to $5,000	129	13
$5,001 to $6,000	95	10
$6,001 to $7,000	53	6
$7,001 to $8,000	34	4
Over $8,000	75	8
Total	946	100

TABLE V

MARITAL AND FAMILY STATUS

Marital Status	No.	Pct.
Single, no dependents	309	32
Single, dependents	62	7
Married, no dependents	235	25
Married, dependents	340	36
Total	946	100

represented a strong 25 per cent of the total. Thus, the married groups represented over one-half of the replies, or 61 per cent. Implications for the adult program are that the variations between the groups were not sufficient to indicate that special consideration should be given any particular group.

The ages of those participating in the study varied according to the data revealed in Table VI. The great majority, or 81 per cent, were between the ages of sixteen and forty-nine. The remaining 19 per cent included 3 per cent which represented persons over seventy years of age. Sixty per cent, or 568 of the respondents, were women; the remaining 40 per cent, or 378, were men. These results may indicate a necessity of re-evaluating the curriculum in terms of age and sex to be certain that there are enough

TABLE VI

AGE GROUP

Age	No.	Pct.
Sixteen to twenty-nine	341	36
Thirty to forty-nine	429	45
Fifty to sixty-nine	150	16
Seventy and over	26	3
Total	946	100

courses for women participants, and also the correct types of courses for all groups under fifty and over seventy.

Table VII incorporates questions 14, 15, and 16 into one unit wherein the data on residence, length of residence, and home ownership are summarized. These data indicate that, of the 946 replies, 492, or 52 per cent, were from residents of Highland Park. Of those who resided in Highland Park, 40 per cent owned their own homes, 22 per cent of whom had lived in Highland Park for over ten years. Those not owning their homes represented the majority of the participants in the study. The Highland Park residents represented 52 per cent of the participants in the study. Of this 52 per cent, 60 per cent did not own their own homes. This percentage was a representative portion of the total citizenry, since 71 per cent of the citizens of Highland Park do not own their own homes.[1]

Summary of personal information.--Within the limits of the replies received, the personal information gives a composite picture of the average student attending adult education classes. This

---

[1] Albert Mayer, "Occupancy Characteristics," in "General Characteristics of Michigan," drawn from the United States Census of 1950 (Unpublished study on characteristics of Highland Park, 1954), Table 17.

TABLE VII

RESIDENCE AND HOME OWNERSHIP STATUS

Years of Residence	Own Home		Do Not Own Home	
	No.	Pct.	No.	Pct.
Resident of Highland Park				
None to five	39	8	117	24
Six to ten	48	10	50	10
More than ten	111	22	127	26
Total	198	40	294	60
Nonresident of Highland Park				
None to five	38	9	63	14
Six to ten	23	5	31	7
More than ten	152	33	147	32
Total	213	47	241	53

"typical" student is seemingly a married woman about forty years of age and is employed outside of Highland Park. She has probably completed her tenth year of schooling. It is likely that she has a home to manage. Her work outside of the home seems to fall into clerical and stenographic work in the business world. This "typical" student is most likely renting a home in Highland Park where she has lived for a period of ten years or more. Her earnings for the last calendar year were approximately $3,000.

Opinions Concerning Guidance and Counseling Services

Various types of guidance and counseling services are available to adults entering adult education classes in Highland Park. A summary of the services used is found in Table VIII. The guidance and counseling services most frequently used are preregistration or "over the counter" counseling (41 per cent). This is an informal type of counseling which is usually given without previous appointment. The student has some idea of the type of class which he desires, and it is usually only a question of arranging the days and hours which are convenient for the student.

Another 24 per cent seek only "informational" service. This is usually done in person or by telephone, depending on the student's

TABLE VIII

TYPES OF GUIDANCE AND COUNSELING SERVICES FOUND HELPFUL

Services	No.	Pct.
"Over the counter" counseling	380	41
Educational guidance	90	10
Vocational guidance	115	12
Veterans' counseling	33	3
Naturalization assistance	41	4
Counseling on personal problems	36	4
Informational	229	24
Testing	22	2
Total	946	100

wishes. In such a case clarification of days, time, cost, and location of class or classes is the usual information requested.

On the other hand, 25 per cent of the students seek more extended guidance and counseling services such as general educational guidance, vocational guidance, and veterans' counseling. When such services are requested, appointments are usually made since time is necessary to gather the necessary school records to have a satisfactory interview. These interviews generally result in arranging a program of studies which meets the needs and interests of the student. Such a plan may be set up for the purpose of completing the requirements for a high school diploma, or for specific vocational goals. From the large number using "over the counter" counseling (41 per cent), it might be assumed that more of this group would profit by seeking more specific counseling.

Reasons for Attendance or Nonattendance in Adult Education Classes

Specific reasons were also sought in the study to determine why students actually enrolled in adult education classes. The data giving a summary of these reasons are found in Table IX. Replies to these answers were received from all 946 participants in the study. The responses indicate that the most prevalent reasons for

TABLE IX

REASONS FOR ENROLLING IN ADULT EDUCATION CLASSES

Reasons	No.	Pct.
Vocational		
Get ahead on the job	303	32
Increase income	135	14
Required to attend	32	3
Does not apply	476	51
Total	946	100
Cultural		
Broaden outlook	368	39
Just interested	427	45
Develop philosophy of life	17	2
Does not apply	134	14
Total	946	100
Educational advancement		
Prepare for college	122	13
Get high school credit	103	10
Prepare for examination	81	9
Does not apply	640	68
Total	946	100
Social advancement		
Meet people	187	20
Get ahead socially	150	16
Learn to get along with people	135	14
Be with friends	113	12
Does not apply	361	38
Total	946	100
Americanization		
Learn English	114	12
Learn American customs and laws	55	6
Does not apply	777	82
Total	946	100

TABLE IX (Continued)

Reasons	No.	Pct.
Public affairs training		
Improve community	93	10
Become a better leader	88	9
Understand social problems	135	14
Does not apply	630	67
Total	946	100
International understanding		
Learn foreign language	65	7
Learn about other countries	103	11
Does not apply	778	82
Total	946	100
Learning a leisure-time skill		
Learn a hobby	138	15
Make better use of leisure	241	25
Create and make things	163	17
Does not apply	404	43
Total	946	100
Recreation		
Relax	217	23
Fill spare time	176	18
Does not apply	553	59
Total	946	100
Family		
Sent by family	79	8
Prepare for care of home	74	8
Learn care of children	127	13
Does not apply	666	71
Total	946	100

enrollment were as follows: job promotion or new job (32 per cent); interest in a particular subject (45 per cent); earn high school diploma and prepare for college (23 per cent). Other reasons varied considerably. Twenty per cent sought new friendships, while 25 per cent wanted to make better use of leisure time, and 23 per cent simply wanted to relax. Insignificant percentages indicated reasons in the areas of public affairs and international understanding. Neither did family reasons contribute much to the summary.

The reasons most frequently cited were found in the following five areas: vocational, cultural, educational advancement, social advancement, and learning a leisure-time skill. The percentage of responses in the other categories were too low to be of significance. However, this is understandable because of the high degree of specialization in two of the areas. Only new citizens would be interested in Americanization; consequently, the percentages would not be high. Recreation is only a part of the total adult education program operated by the school system. The city of Highland Park maintains a department of recreation and operates it in cooperation with the public school system. The primary purpose of the Department of Recreation is to offer recreational activities to the people of the community. It is likely, therefore, that persons seeking recreational

activities would register with the Department of Recreation rather than with the Adult Education Division of the public school system.

In the area of public and international affairs, it is significant to note that people in the community do not seem to be interested in these areas. Reviewing the history of the adult education program in Highland Park, it is noted that scheduled classes, forums, and discussion groups in the field of local, state, national, and international affairs have been offered. The general pattern has been low enrollment, and sometimes the enrollment has been so low that it has necessitated the closing of the particular activity. In view of the findings of this study in this particular area, the validity of such action taken in the past is substantiated.

It is important and necessary to know the reasons why people attend classes; it is equally important to know why they do not attend adult education classes. Table X presents a summary of these reasons. The reason which appeared most frequently (59 per cent) as to why people do not take adult education classes was the one which stated, "Not aware of program offered." This is somewhat surprising in view of the extensive publicity which has been given to the total program.

The pattern of publicity which is used by the Adult Education Division incorporates the following media:

TABLE X

REASONS FOR NOT ENROLLING IN ADULT EDUCATION CLASSES

Reasons	No.	Pct.
First Group of Reasons		
Not aware of program offered	558	59
Cannot afford the cost	79	8
Parking facilities not adequate	52	5
Classes not at convenient times	100	11
Classes not at convenient places	35	4
Subjects not interesting	28	3
Not interested in further education	94	10
Total	946	100
Second Group of Reasons		
Friends are not taking classes	28	3
Education stops when one graduates	94	10
Too tired after work	209	22
Too busy with other duties	309	33
A waste of time unless working for a definite goal	96	10
Fear competition	41	4
Too old to learn	169	18
Total	946	100

1. A direct mailing to a random sampling of the total population of the community is sent three times a year; this sampling is limited to about eight thousand names.
2. A direct mailing is sent to those who have requested material about the program; the number is usually about five hundred.
3. Informative literature is frequently carried home by day school children in the elementary grades.
4. Posters and show cards are put on display in strategic places throughout the schools and community.
5. Flyers, leaflets, and bulletins are distributed by various community agencies such as the public library, the city hall, the labor unions, and others.
6. Postal cards are mailed to previous registrants with respect to special features of the program.
7. Bulletins are sent to all school personnel.
8. Communication is maintained with the heads of community organizations.
9. The local weekly newspaper, the Highland Parker, as well as the metropolitan newspapers, give regular notices and stories about the program. Occasionally, paid advertisements have been used.

10. The school radio station, WHPR, as well as other radio stations in the area, give spot announcements regularly.
11. Talks by the director of the adult education program are given throughout the year to organized groups not only in the local community but in the metropolitan community.
12. A movie on adult education in Highland Park, made by the movie camera class, has been used widely.
13. Lively course titles head bulletins which give a description of course content and are available on request.
14. An annual open house featuring the year's activities is open to the public in the spring.

In spite of what seems to be a comprehensive publicity program, the data in this study indicate that 558 persons believed that the adult education program in Highland Park was not known to many people. This finding would indicate that definite attention must be given to publicity. New media should be discovered and used, while the old ones must be re-evaluated in terms of effective results. Communication as presently set up is not reaching the whole community. Further research is necessary in this area.

Two other main reasons are given for nonattendance in adult education classes. Thirty-three per cent of those answering stated

that people were too busy with other duties. Twenty-two per cent believed that potential students were too tired after work. Both of these reasons appear valid and almost beyond the power of the school to dispute. Unless the "tired" persons have very strong motivation for attendance, they will not enroll. To interest this group, it would probably be necessary to explore more fully their way of life, their interests and ambitions, and then design proper classes at times and places when these people could easily attend. The "proper" classes might then be motivation enough to draw from this group.

In this day and age, there are many demands for a person's time and talents. Many public and private agencies are offering attractions to the whole community. A public school adult education program is only one of the many. While the adult education program under study is planned to meet the desires and interests of this community, it is apparent from the data gathered in this study that the whole community is not aware of the program and its purposes. When the community becomes aware of the existing program, the element of survival in the keen competition with other community attractions becomes a problem. It is therefore vital that the adult education program be so well publicized and so appropriate that it can survive this competition.

The other reasons given for nonattendance represent only small minorities of opinion. Nevertheless, it is significant to know that, for most people, parking facilities, costs, and subjects offered are satisfactory. With such a basis for operation, further improvements can be made with considerable encouragement.

In summary, then, it might be stated that the "typical" student probably received preregistration counseling, and that he enrolled for several reasons. The most prevalent reasons for enrolling were (1) interest in a particular subject, (2) the desire to improve on the job, and (3) the need to make new friends. Those who answered the questionnaire believed that other people did not attend adult education classes because they did not know about them. The respondents thought, also, that many people were too tired or too busy to take advantage of the adult education classes that were offered.

Opinions Concerning the Instruction in the Highland Park Adult Education Program

At this point of the investigation, respondents to the questionnaire were asked to choose several desirable and undesirable characteristics of teachers. It was felt that such a "grass roots"

approach to the problem of instruction would give insight and direction to the choice of a superior adult education teacher.

Each respondent chose one reason from each category so that a composite picture of the "ideal" teacher would be revealed. The summary of these choices is shown in Table XI. The figures reveal that four combinations of personality traits are found most desirable by adult students. These are fairness, friendliness, patience, and cooperativeness. Within these areas are included other traits such as honesty, enthusiasm and a sense of humor, and sympathy and understanding. In addition, 16 per cent mentioned imagination combined with an informal responsive attitude.

Strangely enough, however, such characteristics as seriousness, manners, and appearance constituted very small percentages. Perhaps these were taken for granted by the participants, although this is not likely since the question clearly asked the respondent to choose the one characteristic in each category which appealed most. Thus it must be assumed that the characteristics of seriousness, manners, and appearance were not considered of primary importance.

For adult education instruction, it may well be that these particular characteristics are not as important as they would be for youthful or adolescent groups where good example must be considered. The adult student frequently comes to class directly

TABLE XI

DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS

Personality Characteristics	No.	Pct.
First Group of Characteristics		
Patient, sympathetic, understanding	347	37
Friendly, enthusiastic, has sense of humor	371	39
Imaginative, informal, responsive	154	16
Ambitious, driving, serious	74	8
Total	946	100
Second Group of Characteristics		
Can keep confidences	89	9
Fair and honest	373	39
Well-mannered	76	8
Neat in appearance	71	8
Cooperative	337	36
Total	946	100

from his work without sufficient time to freshen up and change clothes. This casual manner of dress would frequently not be acceptable, but under the circumstances, where time is so important, it would be tolerated. This reasoning might also apply to the teacher, who may also be coming directly from his shop, place of business, or classroom. Such casual dress would also be acceptable for him and understood by the adult students. Of course, such procedure could not be rationalized for the adolescent, who might not appreciate all the factors involved.

It would seem, then, that the "ideal" instructor should be chosen on the basis of patience and friendliness, with a generous amount of fairness and cooperation included.

A summary of desirable teaching techniques which adult students seek in teachers is given in Table XII. Interpretation of the data in this table would indicate that four teaching techniques are of particular significance to the adult learner. In order of importance, a teacher should (1) know subject matter; (2) encourage all students; (3) stimulate interest; and (4) give individual help. Since these techniques are rated very closely, percentagewise, there is really not much to choose between them. While there are not any real surprises in the answers, it is interesting to note that, on the adult level, much importance is attached to the technique of

TABLE XII

DESIRABLE TEACHING TECHNIQUES

Teaching Techniques	No.	Pct.
First Group of Techniques		
Comes well prepared	120	13
Stimulates interest	218	23
Varies procedure	40	4
Sets standards	28	3
Gives individual help	222	23
Gives opportunity to ask questions	101	11
Guides students' work	71	8
Gives thorough explanations	146	15
Total	946	100
Second Group of Techniques		
Knows subject matter	277	29
Gives examples from experience	115	12
Knows good references	42	4
Encourages all students	233	25
Gives good demonstrations	110	12
Uses audio-visual aids	26	3
Takes time to repeat	113	12
Returns homework with notes	30	3
Total	946	100

individual help. It almost seems that the adult learner feels that individual differences cannot be satisfied except by individual attention. The student prefers the individual attention rather than repeated general instruction varied somewhat to appeal to different levels of aptitude. Such individual help is actually given in classes where the enrollment is small. Of course individualized instruction is often a necessity in hobby and leisure-time classes.

An appreciable number (12 per cent) indicated the importance of such techniques as (1) opportunity to ask questions, (2) citing of examples from experience, (3) giving good demonstrations, and (4) taking time to repeat.

It is somewhat surprising to note that little emphasis was placed on the use of audio-visual aids (3 per cent). Modern education has emphasized the use of audio-visual materials as an aid to good teaching. Only 26 persons out of 946 chose this as a technique that appealed most. Perhaps part of the answer to this paradox could be attributed to the question itself. Only <u>one</u> answer was requested in each series, and numerous other desirable techniques were offered. Nevertheless, the low percentage shows that, within the scope of these answers, this particular technique was rated as having the least appeal to the respondents. Further research in this area is probably necessary before final judgment can be rendered

concerning the desirability of using audio-visual aids in adult education classes.

Table XIII shows the summary of the personality characteristics which adult students felt were undesirable in teachers. Seven undesirable personality characteristics of teachers are listed. The responses indicated that no one characteristic seems to be more offensive than another. However, by slight margins, the three most undesirable personal traits were found in the teacher who is humiliating (18 per cent), sarcastic (17 per cent), and critical (17 per cent).

TABLE XIII

UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS

Personality Characteristics	No.	Pct.
Rude	105	11
Overbearing	118	12
Humiliating	170	18
Sarcastic	160	17
Demanding	139	15
Holds grudges	94	10
Critical	160	17
Total	946	100

Nor do students like teachers who are too demanding, overbearing, or rude. The figures do not disclose any unusual facts except that the items are all so close together that no trait is apparently so disliked that it stands out among the rest. It appears that all of these characteristics are equally undesirable.

The summary of undesirable teaching techniques is indicated in Table XIV. Here again there is no extreme variation among the undesirable techniques. Lack of "know-how," impracticality, and boredom lead the list. Rather close behind are such items as "leaves job unfinished," "speaks indistinctly," and "not up to date in the field." These replies might indicate that the adult student wishes the instructor to show enthusiasm for his subject and be imaginative enough to discover the best techniques for teaching it. This substantiates the earlier data on desirable personality characteristics, wherein enthusiasm and friendliness were important traits. On the other hand, the figures show that discipline is not a problem in adult education classes. Only 8 per cent mentioned "control," and such a low percentage might well be considered negligible in a study of this type.

TABLE XIV

UNDESIRABLE TEACHING TECHNIQUES

Teaching Techniques	No.	Pct.
First Group of Techniques		
Lacks control	79	8
Lacks "know-how"	266	28
Shows favoritism	182	19
Seems bored	234	25
Speaks indistinctly	185	20
Total	946	100
Second Group of Techniques		
Assignments not clear	163	18
Not enough review	136	14
Impractical	245	26
Not up to date in field	190	20
Leaves job unfinished	212	22
Total	946	100

Present, Past, and Future Classes as Stated by Respondents

The participants in the study were asked some questions concerning classes in the adult education program of Highland Park. The first question was with reference to kinds and numbers of classes being taken "now" (at the time of this study).

Table XV presents the accumulated data on the answers to this question. The general academic and business and commercial areas represent 60 per cent of the classes being taken now. Leisure-time classes, hobby classes, and homemaking classes account for another 30 per cent. The remaining 10 per cent fall into the other areas of the program.

The concentration of enrollment corroborates the information received in Table IX (page 58). The reasons for enrollment, as previously stated, showed concentration in the following areas: (1) academic, (2) business and commercial, (3) leisure-time activities, and (4) homemaking. This is in agreement with Table XV, wherein the same areas are indicated as having high interest.

It is further noticed that interest in public affairs accounts for only 1 per cent in Table XV. By comparison, the interpretation in Table IX showed that "insignificant percentages indicated

TABLE XV

KINDS AND NUMBERS OF CLASSES BEING TAKEN NOW[a]

Classes	No.	Pct.
Civic and public affairs	7	1
Business and commercial	205	22
General academic	356	38
Homemaking	144	15
Music, arts, crafts, and hobbies	145	15
Parent and family life	53	6
Personal improvement	32	3
Preparation for citizenship and special education	123	13
Technical and vocational	113	12
Industrial training	0	0

[a]See Appendix B for course and activity classifications.

reasons in the areas of public affairs and international understanding."

Validity is also added in another way. In Table XV no one is listed as taking industrial training. This is quite true, because such classes were not being offered at the time of this study, and had not been offered for several terms previously. This would indicate that the questions were being answered with care and caution.

Table XVI reveals the kinds and numbers of classes taken in the "past" (prior to the time of this study). Formerly the most popular classes apparently were in the areas of music, arts, crafts, and hobbies. Some interest was apparent in general academic work. No definite pattern could be seen in these figures since enrollments were scattered throughout many areas of interest with insufficient concentration to form a pattern. It would appear that many of those answering this portion of the questionnaire were new students who had not participated in previous adult education classes or activities. This would account for the relative scarcity of replies and the lack of trends. The implication might also be that the turnover of students was rather high. That is to say, many came for a specific class or two, were satisfied, and left until another cycle of need or interest would appear. Probably only a small percentage of students pursued a sequence of classes

TABLE XVI

KINDS AND NUMBERS OF CLASSES TAKEN IN THE PAST

Classes	No.	Pct.
Civic and public affairs	1	0
Business and commercial	51	5
General academic	70	7
Homemaking	27	3
Music, arts, crafts, and hobbies	97	10
Parent and family life	4	0
Personal improvement	15	2
Preparation for citizenship and special education	16	2
Technical and vocational	36	3
Industrial training	9	1

faithfully throughout the years. Thus the conclusion here, within the limits of the replies received, would be that in the past the hobby and academic areas were the most popular.

Opportunity was also given the respondents to indicate the kinds and numbers of classes that they were planning to take in the future. Table XVII reveals these answers. The data summarized in this table should be of significance in accomplishing the second purpose of the study; namely, to make recommendations for further program development. In this respect the data indicate that the adult education program in the future should concentrate on general academic classes and offer more opportunities in business and commercial subjects. The interest in homemaking indicates the necessity for an expansion in that area. The same pattern of interest shows the need for an increased number of classes in preparation for citizenship and special education. There probably should be no appreciable increase in leisure-time and hobby classes.

The data further show that the remaining program should retain approximately the same classes as presently offered. A slight loss of interest in technical and vocational education is indicated in the data. There does not seem to be sufficient interest in industrial training to warrant expansion of this area. Since only 1 per cent of the respondents indicated interest in civic and public

TABLE XVII

KINDS AND NUMBERS OF CLASSES TO BE TAKEN IN THE FUTURE

Classes	No.	Pct.
Civic and public affairs	8	1
Business and commercial	197	21
General academic	310	33
Homemaking	175	18
Music, art, crafts, and hobbies	148	16
Parent and family life	72	8
Personal improvement	29	3
Preparation for citizenship and special education	147	16
Technical and vocational	73	8
Industrial training	12	1

affairs, it is not likely that much should be done in expanding this area in the near future. The heaviest demands will probably continue to be in the academic and business and commercial areas.

In considering the adult education program of the future, respondents were requested to list classes which they thought should be added to the Highland Park adult education program. It was hoped that classes would be suggested that were not already a part of the existing program. Table XVIII shows the summary of classes and activities that respondents would like to see added to the program.

The pattern displayed in this summary is very similar to the previous one. There was general agreement among the students that the present arrangement is a good one. The demand continued for 51 per cent of the classes to be in the general academic and business and commercial areas. Homemaking and hobby classes retained about the same emphasis, while some students felt some added emphasis should be placed on technical and vocational education. This was a natural supposition, since automobile manufacturing in this area will probably increase demand for technically trained personnel for the period of automation ahead. Sociological changes, as well as economic demands of the community, probably influenced the increased demand for this type of training. More detailed

TABLE XVIII

SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES

Classes	No.	Pct.
Civic and public affairs	6	1
Business and commercial	200	21
General academic	287	30
Homemaking	150	16
Music, art, crafts, and hobbies	127	13
Parent and family life	59	6
Personal improvement	51	5
Preparation for citizenship and special education	82	9
Technical and vocational	110	12
Industrial training	4	0

consideration of these implications for the community and education will be discussed in the following section of this study.

AN APPRAISAL OF THE RESPONSES TO THE QUESTION REGARDING PERSONAL, FAMILY, OR OCCUPATIONAL PROBLEMS

Out of the 946 participants in this study, 115 persons gave usable answers to the question regarding personal, family, or occupational problems. This question was stated as follows:

> Do you have personal, family, or occupational problems or "worries" that we could help you solve? Would you please discuss your problem freely and suggest HOW we could help you.

The 831 persons who refrained from answering may have had several reasons for doing so. The most obvious reasons, however, would seem to imply that they did not answer because they had no problem or "worries." Yet it is not likely that so many people had no problems. It might then be reasoned that, if they had problems, they were of such a nature that the respondents believed that the Adult Education Division could not be of any help. There is basis for believing this because one of the replies read as follows:

> Personal and family problems should be taken up with the pastor of one's church. In severe difficulties, problems should be treated by marriage counselors or psychiatrists. All classes offered by the Highland Park Adult Education Division are adequate to meet the educational needs of anyone interested enough

> to learn . . . but if I run into any of the former problems you mention, I shall certainly go to authorities who are specifically trained in the field.

Of course it may also be implied that others could not verbalize their problems or "worries," so did not attempt to state them. However, enough replies were received to show patterns of types of problems and "worries." Some of those who answered this part of the questionnaire gave more than a single answer. Thus a total of 126 replies were on 115 returns. These replies have been categorized into four main divisions according to the implications of the questions. The fourth category had to be subdivided into four parts as follows:

Types of Problems

I. Personal

II. Family

III. Occupational

IV. Educational

- A. Curriculum
- B. New Courses
- C. Facilities
- D. Instruction

Types of Personal Problems Mentioned

The patterns developed in the area of personal problems indicated a general overtone of need for assistance in adjusting to pressures of everyday living. Enough problems were mentioned to show a definite trend along these lines. Some of the replies state:

> I think it would help a lot of people if you had a class on trying to help overcome a complex. There are many people who are shy and afraid to talk to others. If there was a class that could help them out, I think they would come to it.

Another person said, simply: "All I lack is confidence."

One young man posed his problem in the following manner:

> The biggest problems that I have today are what to do in the future. When you reach the age of 21, you sit back and think about this. Should I go to college or go into the army; or should I just go to work. A lot of people just don't have anybody to talk to about their problems and it is sometimes hard to make a decision. If adult education could offer a class that would help us in making decisions, I think it would help a lot of people.

Still another type of personal problem is indicated by these words:

> Invariably we all have problems. Mine is applying myself to my job more efficiently. I know my job but directing and skillfully handling people is sometimes a problem to me. How to increase my speed without tension is my problem.

On the lighter side there is this blase comment: "How can I get more money and spend it right?"

These problems and other similar ones seem to indicate a need for guidance and counseling. The replies suggest that some provision should probably be made in the adult education program for an expanded counseling service. Such service should provide for counseling on a personal level. There should probably be included a testing service sufficiently broad so that all who need it could be assisted. On the basis of the questionnaire replies, there are several who recognize their needs and have indicated them. There are undoubtedly others who may not have recognized the need for more personal inspection and who do not realize the possibilities which exist.

Some of the problems show a need for more professional psychological services. Special counselors and facilities would be necessary to give the proper service in this area. The Highland Park school system is fortunate in having at its disposal a counseling and guidance center. This center is equipped to handle a variety of psychological services, including the administration and interpretation of a complete testing program. It may be desirable to seek the cooperation of the Counseling and Guidance Center in planning an expanded program to include adult education students.

All of the problems mentioned were not entirely personal; some had implications involving occupation. Two of the problems

that were given may serve as typical examples. The first one states:

> I don't have any worries or problems that I can't solve myself. One that I do have is advancement in my job but I don't feel that this is much of a problem since I can get my advancement as soon as I get my high school diploma.

Another person states the following:

> I think a career guidance program instituted by the Adult Education Division would be a helpful step toward a more thorough feeling of educational accomplishment for the student. Too many students leave with an incomplete feeling as to where they are going and what they are going to do with the training that they have acquired. Many students don't have all of the facts to begin their career and consequently they "flounder" for a few years before getting on the right track.

The first type of reply appears to indicate the feeling that receiving a diploma will end all worries, and a suitable position or advancement will result automatically. The idea of a diploma as a panacea for the relief of worries and frustrations is rather common. The persons who feel this apparently have not recognized that, among other things, personality factors enter into the considerations for employment or advancement. It would appear also that this student is likely one of those who does not recognize all of his own needs or deficiencies. Thus he is not seeking to improve them because he does not realize he has them. If the desired advancement does not come on the strength of his diploma, he may readily blame his school, his teacher, his classes, or some intangible for his lack of

progress. Rarely will he become self-analytical and seek the real reasons within himself. For such a student, counseling and guidance is desirable.

The second example points up the need for vocational guidance, or, more accurately, extended personal guidance, for personal and vocational guidance are not necessarily two separate types of guidance. A student is counseled and guided toward choosing a position for which he is mentally, temperamentally, and physically suited. His school studies are organized toward that end. In the case of this particular student, there appears to be a vacuum of some sort. He seems to have taken several classes to receive recognition or a diploma. Now that he has the diploma, he is not too different from the first example. However, the vacuum here could probably have been avoided had he related his school work to his job potential. Counseling service for this type of need is available in the Adult Education Division. Had he sought advice, it would have been given. It appears very probable that this was not desired or sought.

It is apparently desirable that an expanded vocational guidance program and an expansion of the personal guidance services be offered to the participants of the adult education program. Such an extension of these services could provide continuous counseling and

follow-up possibilities. Students, such as this one, need not be lost in the complexities of a modern world. Counseling with reference to his personal, social, and economic well-being are available within the scope of the services of the Adult Education Division.

Types of Family Problems Mentioned

Eight and seven-tenths per cent of the replies received from the respondents to this question were concerned with certain types of family problems. The most common answers revealed anxieties about money, about family relationships, and about general insecurities. The money problem kept repeating itself throughout the replies. Some of the answers are quoted below:

> The only trouble that I have is money.

> My only personal and family "problem" is earning capacity. I am always trying to add to my income. Two teenagers to raise, a home to rent, clothes, food, and expensive medical and dental expenses, have made it difficult--but I keep struggling. Also, I keep an active interest in civic work and am very interested in doing all that I can for work involving children and women.

> My problem is to stay on my job because I have a big family. I work in the Ford Motor Company and need to send money to my brothers in the old country. There are many people wanting my job so I come to night school to improve myself so I can stay on my job because I need it very much.

> My only problem is how to plan a better budget of the money that I make. It is hard to come out even with a large family and many expenses.

These replies are almost pathetic in their appeal for help and advice. These sample responses indicate that a segment of the community is having a difficult time meeting the cost of living. This seems to have special significance when economic conditions are considered rather good and employment is on a high level. At the time of this study there were no strikes, no unusual unemployment situations, or other factors which might indicate a serious loss of income to families. It would appear that living conditions were expensive as related to the income groups seeking advancement possibilities.

The implications for the adult education program of Highland Park would indicate again added emphasis on an expanded counseling program as well as additional classes in keeping with the needs indicated. Such classes might well be in home budgeting, home repairs, and consumer education. Exploration should also be made in the area of education for the foreign-born to determine if present classes are adequate to meet the needs of this segment of the community population.

Additional family problems were mentioned regarding family relationships and obligations and general inadequacies. Samples of these types of problems are presented:

How does one learn to care for the aged? How can one develop patience that is so necessary in taking care of old folks?

Why can't we have social gatherings centering on a given topic so that like minds could become acquainted and develop friendships?

There are many people who would like to take adult education classes but it is difficult, practically impossible, to get "sitters."

My wife wanted me to get ahead faster so I went to night school to take some classes--and I am glad that I did. Everything I have taken has been of great help to me.

Those of us who work all day and have to rush home to take care of family obligations, find it hard to dash off to night school to get there by 7:00 o'clock. By the time we get there, we are very tired and it becomes difficult to absorb our lessons.

A very important problem is implied in the first case that has been stated. The field of geriatrics is an increasingly important one, and the problem of taking care of the aged is becoming more serious through the years. Whose responsibility is it to provide for the aged? It is both a spiritual and a social problem with many implications for education. The school must explore the problem to determine the limits of its responsibility. What portion of the problem is purely educational? What part is spiritual? What part social? Education must try to find the answers to these questions soon, for the problem is becoming urgent.

The second problem stated might be partially solved by offering social opportunities for the adult students. Dancing in cooperation with recreational agencies in the community might be arranged. Another means of meeting this problem would be to provide a lounge for relaxation. Informal discussion groups which are not presently a part of the program could be arranged. More possibilities for adult students to meet each other should be a definite part of the future planning for the Adult Education Division.

The problem of getting baby sitters is obviously outside of the scope of the school's responsibility. However, the solution to the problem may not be! If the school district has a nursery school program, then suitable arrangements could probably be discussed. Costs, supervision, and personnel would constitute formidable problems. If the necessity for such a service could be determined as a real need, a workable solution should be feasible. Such a service would, no doubt, be unique, but, if the school can be of service in a reasonable way so as to equalize the opportunities for education, then it should probably do so.

In conclusion, it might be summarized that adult education could help relieve family problems by offering more and varied classes with specialized counseling services. Some of the stresses and strains of living could be minimized and the total result could

well be a more flourishing adult program as well as better mental health for the entire community.

Types of Occupational Problems Mentioned

Although over 5 per cent of the replies specifically mentioned occupational problems, many of the answers overlapped into the areas of personal problems, as was pointed out earlier in this chapter under the discussion of personal problems. Nevertheless, some were definite enough to require special attention and discussion. In order to understand the scope of these problems better, it might be well to examine some of the answers or comments:

> I do not like my present job. I'm sending my brother through school so I can't make a switch. You could help me by having a course in vocabulary building so that I can enjoy reading and eventually when I get financially straight, I plan to attend night courses here or at Wayne.

> I would like a class of some kind that would help women over 30 get a job. I need help so I may be able to work. I am a former T.B. patient fully recovered but not able to do factory work. What classes would help me find a job?

> I am not pleased with my present job. I have been looking for something that I would enjoy doing. The thing that is against me is my age and also my experience. I am going to have a family in a matter of months, and with my present wages, I will not be able to make it. It seems everytime I take an examination or an intelligence test, I fail just by a few points. Would you please suggest some way possible to overcome being afraid of math?

> I have many friends who would like to have part-time jobs to help supplement their income. Many need training and others need "brushing up." Would it be possible to set up a "job available" list for each particular subject--such as typing, business machines, etc. I am going to try to find a position after I finish my course but I'll have to work at night because of my children. It would be nice if I knew where to apply. Many people I know would come to school if they knew it would help them financially.

There is again the whole question of counseling and guidance. Fundamentally, all of these people need help in an almost desperate way. Some type of vocational guidance is certainly necessary. However, this type of guidance would probably have to parallel closely a certain amount of personal guidance. These students appear to have been in the working world for some time. They have had an opportunity to see the problems and implications involved in the struggle for better positions and for financial security. They also realize that their main obstacle to advancement seems to be lack of educational preparation. The very fact that they know their shortcomings is an important factor, and one which might indicate the maturity necessary to profit from continued studies.

To counsel these adults presumes certain specialized personnel and vocational services. The ordinary counselor, used to dealing with younger students, probably would not be the proper person for this specialized work. A counselor trained to counsel and guide the mature adult in his quest for improvement would be necessary.

He would probably require the facilities and services of a psychological department to administer and interpret the necessary tests and interviews. Anything less would not likely be sufficient because the problems of these students are deep-rooted and require extended professional service. Not only is the problem to improve the educational qualifications of the candidate but also to improve his mental attitude. Implied also is the probable necessity for recommending changes in positions and careers. This is a delicate situation, and only the most certain and best means of testing should be attempted before such recommendations are made.

The Adult Education Division of Highland Park would have to explore the total problem carefully before definite recommendations could be made. It might be necessary and desirable to request the aid and cooperation of other agencies of the community that deal more closely with problems such as have been stated.

Types of Educational Problems Mentioned

Curriculum.--Several suggestions were made regarding the curriculum in general. The more important ones were stated as follows:

> I would suggest an extension of the Junior College to include some pre-college classes. I am working towards a college

> degree in mechanical engineering, and would like to get as much basic education as possible before the final step to college.
>
> Being a newcomer to the United States, I am training to learn its customs and the language. The class that I am now taking is helping me a great deal. I am eager to speak better English and would like to join an oral class specializing in pronunciation.
>
> I am single. I haven't any personal, family or occupational problems that I can't work out myself. The only way I would need help is to give me an opportunity to take more classes per night.

These replies and others of a similar nature indicate three major areas in which the curriculum could be expanded.

Interest was expressed in extending the regular junior college curriculum so that these opportunities would be available in the late afternoon and evening. An expansion of the college curriculum to encompass not only credit classes, but noncredit classes which would meet different needs, was also suggested. This may be a possibility which could result from the future-planning presently in process.

At one time in the history of the Highland Park schools (1948 to 1950) a limited program of junior college credit classes was offered evenings; the administration of this program was under the immediate jurisdiction of the Adult Education Division, with supervision by the junior college. As the general adult education program continued to grow and expand, it became necessary to relinquish the administration of the junior college phase of the

evening education program. At the present time, the junior college offers a limited evening program. This is an area which should be investigated thoroughly, and, as previously stated, is being done by a citizens' committee working on the problems of the junior college and of continuing education. This citizens' group may eventually recommend some definite procedure which will incorporate the suggestions offered in this study.

The Highland Park Adult Education Division offers a comprehensive program for the foreign-born as well as for citizens of this country who need fundamental education. The largest number of classes are offered in the areas of English and citizenship education. Besides these, special classes are frequently offered to meet the special needs of these groups. Reference is made specifically to classes such as dialect correction, reading development, and citizenship classes for the English-speaking newcomer. The need for such classes is determined by tests and by requests of groups.

A number of requests were made for advanced classes in areas already offered, such as Spanish, shorthand, and art. It is the policy of the Adult Education Division to make frequent additions to its program whenever there is a recognized need and sufficient demand. Such suggestions as have been noted in this study grant insight into areas which may need expansion. Every effort should

be made to study the problem and expand the areas suggested as well as to include recommended classes.

New courses.--A number of suggestions were made with regard to new courses that the respondents felt would enrich the adult education program. A few recommendations are presented:

> I would appreciate some artistic presentations of U.N. concepts. Films on foreign lands do this to some extent. If there are films which point up (not mere propaganda) the accomplished and hoped for good in the U.N.'s work, I would recommend that the Adult Education Division make every effort to show them.

> I would like to know about our taxes and other state affairs.

> I think we need to have a class for married and single women in nurses' training. Practical nursing courses are also needed. First aid is not enough.

> Business men who are engaged in technical or semi-technical businesses need a source from which to obtain employees. There is a large demand for such employees, and the training could surely serve to establish fine careers for the students. This could very well be handled by evening school.

There would not be much difficulty in implementing most of these requests. For the 1957-58 program, the Adult Education Division plans to schedule United Nations films weekly. Home nursing and baby care classes have been in the division's program and will be included in this schedule. Offering a course of study to train registered nurses and practical nurses is a more complicated

problem. Classes for training registered nurses are usually offered at the post-high-school level and are generally the concern of colleges and universities. Such a course of study requires a sequence of classes over a period of several years. This would more properly be assigned to a junior or senior college. Practical nurses' training also involves facilities, equipment, and instructors not readily available to a public school system.

The suggestion for classes of a technical and semiprofessional nature is extremely valuable and timely. In this age of automation, such a course of study is definitely worth examining, although the implications are varied. Generally, such a course would be of college grade and probably should be administered by a college or university. Similar to the requirements for a nurses' training program, a strict sequence of classes is mandatory. The time element is also a factor, since this type of program is set up on a long-term basis of a year or more.

The question of apprenticeship arises with reference to technical courses. Such a program would necessitate complete cooperation and coordination with business and industry. Since Highland Park is located in the center of an active business and industrial area, it is not unreasonable to assume that this type of cooperative effort could be successfully incorporated. It is the feeling of

respondents in the study under consideration that exploration of these possibilities might be made under the auspices of the junior college. Further, it might be stated that it is likely that the citizens' committee, presently working on the problem of the junior college, may come up with recommendations in this respect.

Facilities.--A few suggestions were mentioned in regard to facilities. These involved worth-while though minor changes which could be implemented immediately. For example, a few adult students requested directional signs and floor plans for the high school building. Since the building is old and has several additions and passageways, it is difficult to find locations. Plans are being made to furnish such charts and directional signs.

Other suggestions that were made are more difficult to incorporate. More laboratory space, better auditorium seats, and smaller classes require major administrative decisions and financial consideration.

Under ideal conditions an adult education program should be housed in a separate building. School facilities intended for youngsters and adolescents are hardly adequate for the grown and mature adult. The junior college facilities offer adequate physical environment for the adult student, and are used for the existing adult

education program. Other facilities in the school system are used whenever possible and convenient for adult learning.

As the program expands, however, there will be an ever-increasing demand for space and facilities. At some points of the present program, there are signs of congestion, but on the whole the facilities will be sufficient and adaptable until better provisions can be made.

Instruction.--A large proportion of the replies (40 per cent) indicated complete satisfaction with the adult education program and the instructors. A few indicated a desire for teachers more accustomed to adult teaching. These students mentioned the need for teachers to observe individual differences more carefully, and to modify methods and techniques accordingly. Some wanted more individual attention; others wanted outlines by which to follow the course of study.

Since the proportion of replies with reference to suggestions for improving the instructional part of the program was very small (less than 1 per cent), these suggestions involved very few teachers. Nevertheless, it is realized that quality of instruction is often difficult to obtain. This is especially true for teachers of adults who must have special qualities to be successful with mature students.

The psychology of adult teaching is different than it is for teaching children; not all teachers possess the necessary qualifications. A continuous effort is being made to assist teachers to improve their teaching methods. Continuous supervision of instruction, in-service training, and recommended literature in the field are important ways by which this is done.

The scarcity of criticism in this area indicates that the instruction does not demand much additional attention. Continuous care in the choice of new teachers, and individual assistance for the others, would appear to be effective means for maintaining the present good quality of instruction for the adult program.

Conclusions and Recommendations

As the general pattern of answers is considered, it becomes apparent that there are many unsolved problems among the adult students. As has been noted, most of these problems have socio-economic implications for this study. An education program for these students cannot be set up in a vacuum. Unless the social and economic background of the student is known and studied, it is not possible to determine the real needs of those attending adult education classes. The student may be registered in a class, but if he is torn by personal, family, or occupational problems the

class will do him little good--provided he is even in the correct class! He needs guidance.

Many students answering this portion of the questionnaire revealed a definite need for assistance in adjusting to pressures of everyday living. Many need counseling and guidance to help adjust to emotional, financial, and occupational problems. In several cases a severe lack of self-confidence and self-reliance is apparent. A good many of the adult students are still searching to find their "proper niche" in the workaday world. They are confused and bewildered by the problems that face them and cannot seem to find the answers for themselves.

It is perhaps idle to wonder why there is such need for so many. Yet the reasons should be known, if possible, so that suitable adjustments can be made, or at least recommended.

Within the limits of the answers given, it is noticeable that many adult students have financial problems. They are not able to earn enough to support a family and live at a social level which is in keeping with their interests and ambitions. Some of these students believe that more education will solve their problem, but even education is not the panacea for all ills!

These pressures plus evening school attendance and the necessary completion of minimum essentials in the educational objectives

constitute potentially frustrating experiences. In order that adult students may better adjust to the problems which face them, the Adult Education Division must understand the community from which these students come and the heterogeneous nature of the population. The division must be aware of the changing social trend of the community as well as the degree of economic security possible in such a situation. Provisions should be made for continuing counseling service to guide these ambitious students toward attainable and realistic goals of achievement. Within the limits of available facilities and personnel, classes and courses of study should be established which will permit the attainment of these goals. Special attention should probably be given to the large percentage of women who wish to re-enter the labor market. Adult education is in a strategic position to assist this group in obtaining its educational goal.

These socioeconomic implications, therefore, have definite meaning for adult education in Highland Park. They imply an appraisal of the present program in terms of:

1. The guidance and counseling services
2. The depth and scope of the present program
3. The relationship between adult education and junior college education

4. The relationship between adult education and business and industry

The consensus of the respondents to the last question of the questionnaire indicates general satisfaction with the services offered by the Adult Education Division of the Highland Park schools. On the whole, the few suggestions that were made are reasonable and could be incorporated into the program. If the basic structure of the program is acceptable to a sampling of the participating members of the adult education program, it is reasonable to assume that it would be acceptable to a larger segment of the community. The goal, then, in terms of the suggested appraisal, should be to expand and develop the existing program to meet the interests and desires of more people in the community.

AN APPRAISAL OF THE RESPONSES OF SELECTED COMMUNITY LEADERS TOWARD THE EFFECTIVENESS OF THE HIGHLAND PARK ADULT EDUCATION PROGRAM

It is the purpose at this point to present a basic evaluation of the Highland Park adult education program from the community leader's point of view. Since the words "leader" and "leadership" have a myriad of meanings based on each person's value system or traditional orientation, the first task is leadership orientation. It becomes essential in the evaluation process to establish an acceptable framework for leadership. According to Pierce, leadership in the framework of a community is a relationship among individuals or among groups in which some people's attitudes and judgments carry greater weight than other people's.[1] Such a leader relationship, found in every community, varies in degrees of efficiency and effectiveness.

The word "leader" also must be oriented in the context of community. Bogardus speaks of a leader as an individual who

---

[1] Truman M. Pierce, Edward C. Merrill, Jr., Craig Wilson, and Ralph B. Kimbrough, Community Leadership for Public Education (New York: Prentice-Hall, Inc., 1955), p. 246.

exerts a special influence over a number of people.[1] In the relationship of leaders in a community, leadership emerges when an individual is perceived by some members of the group as having or controlling the means to the achievement of the group's objectives.[2] In both definitions the leader is conceived of as a person of influence and whose relationships with others permits varying degrees of authoritative action. When projected in a community setting, such as Highland Park, leaders become those people of influence who effectively take authoritative action on community matters.

Inasmuch as dependable leaders take action on the basis of some consistent beliefs about community life, they attempt to project plans that would implement these values and beliefs. It is interesting to note, however, that people cannot be leaders unless their decisions appear to be decent, sensible, and logical in the eyes of the citizens. From these conceptions of the citizens, a person's recognition as a leader emerges. An adult education program, to be effective, must also meet the needs of people and support the community values and beliefs. On a similar basis, what the

---

[1] Emory S. Bogardus, Sociology (New York: The Macmillan Company, 1943), p. 517.

[2] Irving R. Knickerbacker, "Leadership a Conception and Some Implications," Journal of Social Issues, XIV (Summer, 1948), 23-40.

community leaders think of the adult education program may affect the program's present and future success.

According to the dynamics of community life, Pierce points out that "leaders more than any others help decide and implement changes."[1] If this is the leader's role, what he thinks and how he feels about community affairs is important in any evaluative process. An analysis of how community leaders in Highland Park feel about adult education is then a necessary part of this study.

Program Evaluation

The twenty-two leaders interviewed provide an understanding of what the Highland Park adult education program means to the community. Since these citizens were in leadership positions, on the basis of community approval, how they felt about a type or a way of education was important. The writer used the open-end question method of interviewing, which permitted the individual leader to be frank when expressing his feelings about the subject. However, it is understandable that completely frank opinions may not have been given since the interviewer was the director of the adult education program being studied. The use of the technique

---

[1] Pierce, op. cit., p. 285.

of the open-end-question type of interview permits a depth and richness of information impossible when an objective questionnaire form is used.

Leaders' Opinions

On the basis of leaders' opinions, the adult education program in Highland Park is very good. The apparent effect of the question, "What is your opinion concerning the classes and activities offered by the Highland Park Adult Education Division?" was that of pleasant recall of the remarks and opinions of those citizens who are enrolled in adult classes. As might be expected among leaders, only two people actually mentioned being participating members of adult classes, whereas all respondents were favorable to adult education.

Leaders, as people of influence, know how people feel concerning social institutions of the community, even though they may not have participated personally. A Parent-Teacher Association leader in the state of Michigan, a resident of Highland Park, made the following comment concerning adult education:

> I think that the classes and activities are very good. No matter what anyone wants or is interested in, they can usually find it in our adult education program. I know that they are good because of the many friends who have taken them who have been impressed with the wonderful opportunity that Highland Park

> has had when the adult education program was broadened several years ago. So many of my friends have taken classes--almost anything that they have wanted--and have benefited from them.[1]

As noted by the aforementioned leader, the program provides a wide variety of classes in many areas of education, including hobby and leisure-time activities. Probably the most important aspect of the wide selection of classes available was noted by the president of Local 490, UAW-CIO, who stated:

> From information I receive, there does seem to be enough variety. Again I must refer specifically to our own local situation. The course being offered here is excellent not only for the Union, but we hope, for the schools too. This is an example of variety--something different being offered because of a special need and because of community interest. The effect of this program is broad and our participants are more aware of what goes on in school programs.[2]

Underlying these comments seems to be a current satisfaction based not only upon personal feeling but, most of all, upon how other people feel. A leader at the Young Men's Christian Association pointed this out from a personal experience:

---

[1] Statement by Mrs. Martin Mix, personal interview, January 30, 1957.

[2] Statement by Mr. William Jenkins, personal interview, February 4, 1957. In this statement Mr. Jenkins was referring to the adult education program planned by the Educational Committee of the UAW-CIO, Local 490, in cooperation with the Highland Park Adult Education Division.

> The other day I happened to be on a bus, going downtown. I heard two middle aged ladies talking together and I started to pay attention to what they were saying when they mentioned Highland Park. They were talking about a class they were taking in the adult education program and for two to three minutes, they talked about the "goodness" of the class, the fine instruction they were getting. They liked the convenience of the location, too. As a matter of fact the last thing they said was that they really looked forward to coming to class each week.[1]

Since leaders represent a key sampling of public opinion concerning social institutions, it seems reasonable at this point to conclude that the adult education program in Highland Park is well received at most levels in the community. An important factor in this analysis of leadership reaction is that more than one-fifth of the leaders noted specifically that the adult education program was being evaluated from within. The president of the local chapter of the Michigan Education Association noted this in the following comment:

> Hearsay tells me that the program meets the needs of a variety of different types of people in the community. As long as you continue to change the offerings with the changing community and the changing needs, then the program is a good one. This implies that you are doing a continual job of evaluation. All classes should be aimed at bettering the lives of the people in a community and from what I have heard, these aims are being met and satisfied; otherwise you wouldn't have the program that you presently have. Personally, I have never

---

[1]Statement by Mr. Archie Torigian, personal interview, February 1, 1957.

taken any classes but mostly because those in which I am interested have never happened to fall on the nights that are convenient for me.[1]

Variety of Classes

In respect to the variety of classes offered, a leader who is associated with the Highland Park Recreation Department, noted that there is practically no limit to the scope of the program. Many of the leaders reacted favorably to the flexibility of the adult education offerings. Thirteen of them noted this as a strength and an important aspect of a successful program. In a further comment, the recreation leader stated:

> Whenever 10 or more people express a desire for a particular class, every effort is made to set one up. This program seems to me to be quite flexible. Of course the basic credit subjects are offered every term, but the hobby classes vary with the changing desires and needs of the community. Yes, I would say that there is plenty of variety, in fact I am constantly amazed by it![2]

Described in terms of modern culture, flexibility means ability to change or respond, to be adaptable to the current situation. In the case of an adult education program, flexibility would refer

---

[1]Statement by Mr. Steve Davlantes, personal interview, February 6, 1957.

[2]Statement of Mrs. Hilliar Bull, personal interview, February 6, 1957.

to the ability of such a program to meet the needs of patron citizens as they arise. Evidence that the program is doing so effectively was given by the executive secretary of the local board of commerce, who stated that:

> To meet the needs of people in a metropolitan area is a big order. When such needs are expressed by groups of people, and by enough who need and want a certain class or activity, I think it is significant that our adult education department is ready and willing to help solve the problem.[1]

Adequacy of Instruction

In an evaluation of any public school program, the key to its effectiveness must ultimately rest upon the instruction presented to class members. Though we may claim this as a more universal truth of the evaluative process, this is doubly important in an appraisal of adult education. Adult education at the community level is based upon voluntary attendance and must compete with many other attractions for the adult students' time and energy. Other assets being equal, the ordinary classroom teacher is not necessarily the type to teach adult classes. As can be pointed out, the "noncaptive audience" in adult classes requires a superior kind of instructor who has high professional skill as well as a close link with the

---

[1] Statement by Mr. William Weddell, personal interview, February 4, 1957.

community itself. There are advantages in teaching adults since they are, by and large, in the particular class because they definitely are interested. Adult students are eager to learn, thus providing a challenge and a pleasure to the instructor.

From personal experience, the chairman of the Home Nursing Division of the American Red Cross commented:

> My teacher is very good; I get what I want and all of the class members seem to feel the same way. You probably have been told that if you didn't have such a good program, you wouldn't have good teachers--or vice versa. Both are important.[1]

Several comments by leaders gave the impression that the good reputation of adult education is due in large measure to good instruction. Other leaders pointed out that adequate emphasis on leadership and planning as part of the instructional program were evident. The aforementioned leader summed this up by the comment that "good instructors make a good program grow." In terms of how people react to good instructors, the Parent-Teacher Association leader made this comment:

> People often go to classes just because they know a particular instructor has the "know-how" and this teacher has a "reputation" for ability to teach adults. People who get this

---

[1]Statement by Mrs. Volney Butler, personal interview, February 4, 1957.

> type of information will pass it on to others and, after all, the best type of advertising is by word of mouth, isn't it?[1]

When a community leader is requested to make an evaluation, there is somehow an indefinable urge to project it into the future. According to Sanders, a community leader has a positive conception of his community, and thus tends to possess keen insights into the future.[2] Such an intention of foresight and vision was expressed by the president of the local chapter of the Michigan Education Association when he commented:

> With reference to bettering our community, one of the most important things is to upgrade it. One way to do that is to offer more courses in cooperation with what might be called a community college. I am hoping that someday our Junior College will become a community college and that more people will take courses offered through the college. I think many people are impressed with the word "college" and even if the classes are the same as those under adult education, the status of "college" gives much satisfaction to some people.[3]

The community college as such was mentioned specifically by four leaders, while eight leaders mentioned some connection with the junior college as being desirable.

---

[1] Statement by Mrs. Martin Mix, personal interview, January 30, 1957.

[2] Irwin T. Sanders, "A Study of Chilton County," Quarterly Bulletin No. 136, Alabama College, Montevallo, Alabama, 1940, p. 16.

[3] Statement by Mr. Steve Davlantes, personal interview, February 6, 1957.

Guidance and Counseling

When leaders were asked about the guidance and counseling service, it was apparent that they were not in close touch with the program, and that, when asked about a specific service of the adult education program, they could only generalize. This factor in itself is not bad, but does emphasize once again that leaders depend upon the reactions of followers in presenting their opinions. The general manager of a local hardware corporation indicated this uncertainty when he said:

> Personally, I have not had occasion to use these services. From what I hear, however, they do seem to be quite satisfactory. People seem to receive the correct information by phone or by personal visit. I have never heard any criticism of these services.[1]

Since organized guidance and counseling is a very recent development in education, it is only reasonable that leaders in Highland Park would respond as they did. The fact that 39 per cent of the leaders specifically suggested that more publicity was necessary, gives the writer a definite basis for further evaluation and projection of this service.

---

[1]Statement by Mr. James Fromm, personal interview, February 4, 1957.

Table XIX shows how the individual leaders felt about the guidance and counseling services. The table indicates several impressions in the minds of the leaders. First, since they were aware of no criticism, they assumed the program was adequate but felt that more effective publicity was important.

The four leaders whose responses indicate that they felt the service was of high calibre had had personal contact with the services within their immediate family. It would seem on the basis of these responses that, though the services themselves are good,

TABLE XIX

LEADERS' RESPONSES TO THE ADEQUACY OF COUNSELING SERVICES

Rating of Adequacy	No. of Responses	Pct.
A high-calibre service	4	18.2
A good service	4	18.2
A satisfactory service	6	27.2
No criticism; an adequate service	5	22.7
No response	3	13.7
Total	22	100.0

much more effective assistance to the community might be given if these services were to encourage their use by adults.

Several leaders assumed that the guidance services were of a personal nature and suggested cooperation with community social agencies. This has been taken into consideration and may prove to be a method of solving the counselor problem, especially during the registration period.

Program Improvements

Suggestions for improvement of the present program might be summed up by two points. First, more attention needs to be given to the area of publicity. The points of reference seemed to be in terms of techniques or devices to bring to the public's attention what was being accomplished in adult education classes. Among the suggestions were the following:

1. Have more than one open house and emphasize the various sections of the total adult education program.
2. Involve other community organizations in helping to co-sponsor classes as was worked out with the UAW-CIO adult education classes.
3. Provide more news copy, human interest stories, and pictures for the newspapers.

4. Stress all publicity media; just a selling program is not enough.

The second suggestion might best be stated in terms of the socioeconomic class. The present adult education program tends to leave the extremes to themselves. A reference cited by one of the leaders indicated that the lower income class has not been reached, nor has this program reached the upper income class to any extent. A similar reference has been made to the upper extremes of the age continuum, when the manager of the Highland Park branch of the Social Security Administration stated:

> The aged and the aging need much help. Social Security is very interested in this group and we would willingly plan with and cooperate in discovering activities for this age group. According to the 1950 census, there are over 9,000 people over 50 in Highland Park; more probably today. At that time there were also 1,410 men and 1,291 women in the 60 to 64 age group. Since the men outnumber the women here, there is a special adjustment problem for the man who is now alone. Does he do his own cooking? How about housing? There probably is need of exploring this area.[1]

Psychological Dimensions

In attempting to evaluate the general quality of the Highland Park adult education program, the writer explored the possibility

---

[1] Statement by Mr. G. M. Black, personal interview, February 8, 1957.

of drawing some parallels between the reasons that leaders think adults take classes and the assumptions that professional people in adult education have been operating on over a period of years in the formulation of curriculum. In this instance, the selected leaders were asked to elaborate on the question, "Why do people of our community take adult education classes?" and "Why don't they take classes?" The two graphs on the following pages portray the feelings of leaders with respect to the above questions.

Generally speaking, adults take classes because of feelings of insecurity in their present jobs, in their educational preparation, and in their social and interpersonal relationships. This feeling of inadequacy was manifested particularly in people of middle-age classification or older.

Adults refrain from taking classes mainly because they are too busy, and because they lack motivation and drive to better themselves. Insecurity also enters into the picture, as well as competitive, external factors. Lack of publicity is a strong factor. Fees were mentioned in 28 per cent of the responses.

Community Values

"How can adult education better serve the community?" brought some interesting and significant reactions from the leaders.

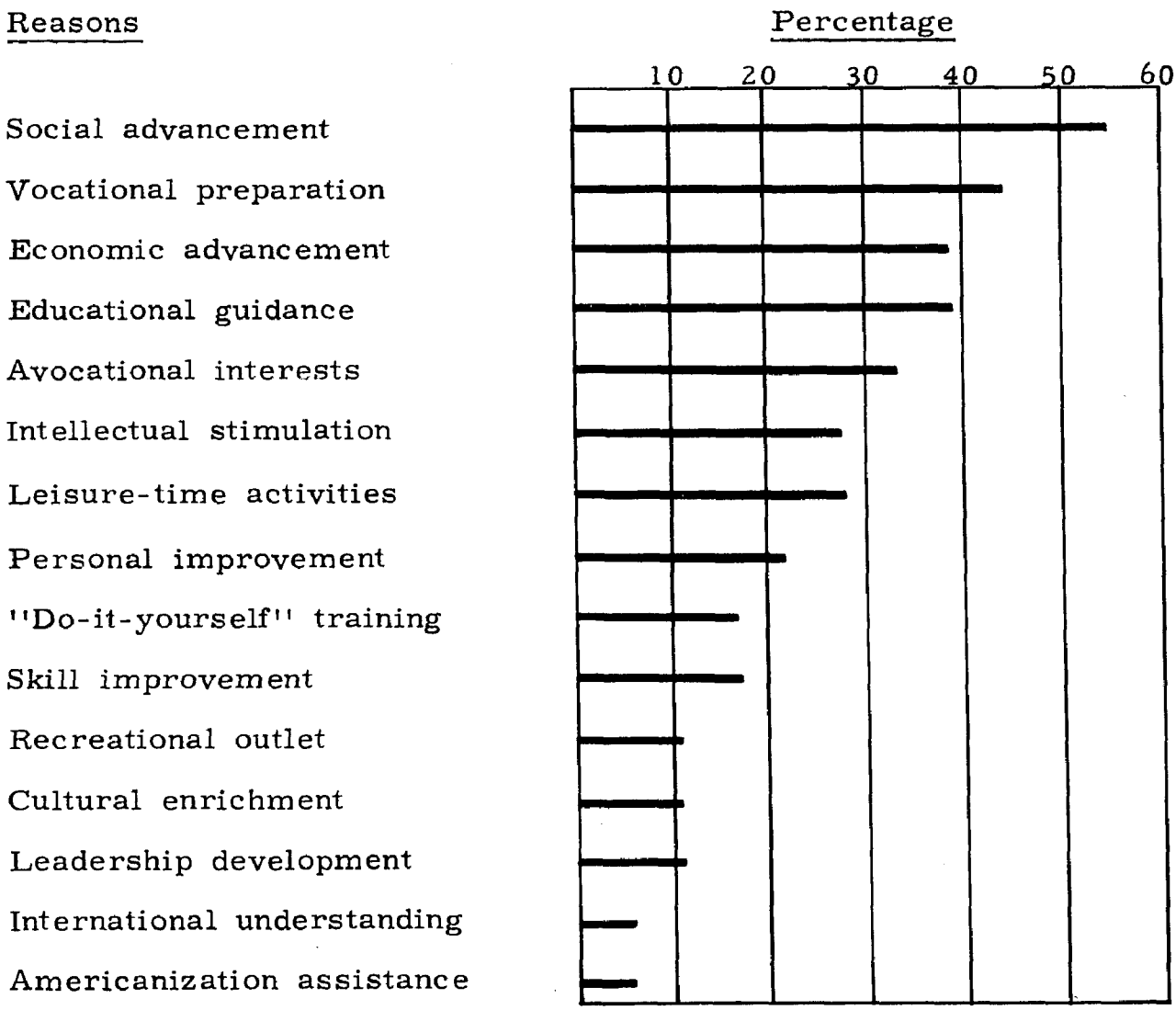


Figure 1. Why adults take classes (reasons given by twenty-two leaders interviewed, Highland Park, Michigan, 1957).

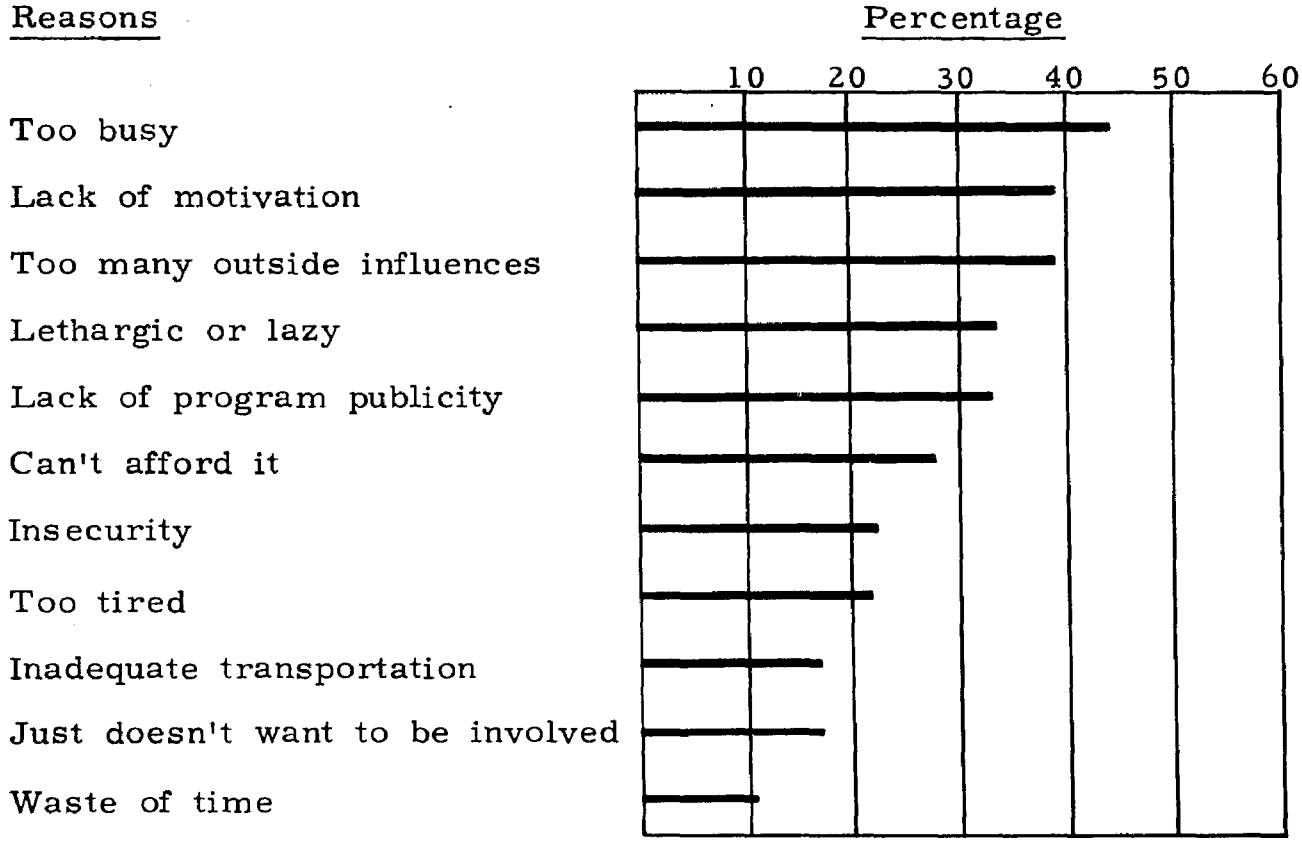


Figure 2. Why adults do not take classes (reasons given by twenty-two leaders interviewed, Highland Park, Michigan, 1957).

Some elaboration is essential to understanding of the full significance of the responses.

The community college.--Forty-four per cent of the leaders discussed the community college at some length during the course of the interviews. The general feeling was that the community college could serve as a major force in "upgrading" the community by virtue of its broad, diversified offerings and activities. It was thought that a definite need existed in Highland Park for another level of courses and activities. The implication was that the community college was capable of meeting this need. The chairman of the Home Nursing Division of the American Red Cross expressed the above sentiment when she stated:

> We need to have in Highland Park, in the adult education program--whether under the supervision of the present division or under our Junior College--another level of courses and maybe some activities. I think it is often referred to as upgrading the program. This, in my estimation, would be wonderful for the whole community.[1]

In another interview, the city clerk of Highland Park conceived the idea that a community college would be an additional incentive to people in the metropolitan area to better themselves in addition to

---

[1]Statement by Mrs. Volney Butler, personal interview, February 4, 1957.

gaining the "feeling" of the community. He expressed it in the following manner:

> I am particularly interested in the study of the community college idea with possiblities for upgrading adult education in that direction. That should be a tremendous incentive to many people, already in our community as well as others who might be interested in moving into our community. We are so strategically located that Highland Park could be a leader not only in adult education but in continuing education of every kind.[1]

The city planner for Highland Park brought out the notion that a community college would attract a new clientele to the adult education program. He felt, as many of the other leaders did, that broadening the educational base would appeal to a greater number of individuals who fall at extreme ends of the social continuum. He stated it in this way:

> If you broaden the base and offer more opportunity to stimulate the thinking people, don't you think it will bring the adult education program new "clientele?" What I have in mind is the inclusion of courses in history, economics, current events, current literature, and the like. I know that this is being done at the university extension level and I should judge that it might very easily be done on the community level through adult education.
>
> Speaking of community level opportunities, I am very much in favor of promoting a strengthened community college program here in Highland Park, and this probably would be a place where this type of up-graded program could be offered. I think we need the unit in our Junior College that offers courses for college credit to people, young and old, interested in working

---

[1]Statement by Mr. Thomas Shawcross, personal interview, February 6, 1957.

> toward their degrees. But what about the rest? There are many people, I am sure, right here in Highland Park, who would be interested in taking classes in a community college without having to go through the registration procedures, tests, etc., necessary for credit-seeking people.[1]

It was evident that a significant number of leaders had encountered considerable comment on the possibility of establishing in Highland Park the kind of diversified educational program for adults that only a community college can provide. In order for citizens to convey these kinds of feelings, they obviously must have valued their participation in the adult education program. At the same time, the shortcomings of the program must also have been apparent. The vice-president of a local bank indicated people's feelings when queried as to the future of adult education in the city of Highland Park:

> As far as adult education and Highland Park, it is here to stay. What with the movement towards community colleges, there is a terrific potential to expand classes at the college level. I think this will be a boon for Highland Park. Everyone has a general education but not all people have an opportunity to go to college. If we ever can bring adult education upwards, towards college level classes, you will find that there will be more "takers" than we have room.[2]

---

[1] Statement by Mr. Richard Fernbach, personal interview, February 7, 1957.

[2] Statement by Mr. Douglas Giles, personal interview, January 30, 1957.

The adult education curriculum.--One of the most significant responses of leaders to the question of adult education and its service to the community dealt with the potential societal complexities of the "age of automation." Respondents felt that automation was inevitable, and that the role of adult education was to assist in the adjustment of society to the impending sociological changes that will certainly accompany industrial progress. Automation, they felt, would create more leisure time and a greater need for activities falling within the realm of organized adult education. Adult education must therefore anticipate these needs, and provide the necessary motivation if its rightful province is to serve the community of Highland Park. The executive secretary of the local board of commerce pointed out the service function of adult education in contemporary society in the following remarks:

> One of the things in which adult education can really come to the top is to help in adjusting our lives in this changing world. Automation is the word that is getting around these days. More machines, more leisure time. What shall we do with it? This is where adult education can be of great service to our community.[1]

The obvious implication of such a response is the desirability of more leisure-time activities in the adult education curriculum.

---

[1]Statement by Mr. William Weddell, personal interview, February 4, 1957.

These activities need not be confined solely to the recreational area, but, as respondents indicated, may be more appropriately directed toward the cultural, avocational, "do-it-yourself" types of experiences. Some leaders felt that the role of adult education in meeting such a need was to broaden its horizons so as to encompass more and more community agencies and organizations on a cosponsorship basis. It was pointed out that cosponsorship involves a greater number of people in the planning process, and tends to identify needs and interests with a greater degree of objectivity. One of the Parent-Teacher Association leaders appeared to sense the value of more cosponsored activities when she stated:

> I think that more and more we need to seek the cooperation of clubs, agencies, business, and industry. We need to look for their support in publicizing what the schools can really do for adults.[1]

Consideration of the problems of the aging appeared with regularity in the interviews. This particular area of adult education has been the recipient of a nationwide publicity campaign in the last several years, and seemed to be of grave concern to those leaders occupying positions in municipal and federal governments. Several expressed the view that elderly people were generally

---

[1] Statement by Mrs. Martin Mix, personal interview, January 30, 1957.

overlooked in the planning of educational programs. They felt that this is a segment of society in need of immediate attention, and that the adult education staff, in cooperation with other agencies, should study the needs of the aging and make provisions for them as much as possible.

Loneliness was cited as a justifiable reason for broadening the adult education curriculum to encompass the needs and interests of the aging group. The recreation leader commented on this factor as follows:

> In a metropolitan area such as this, there are many older people who live alone, perhaps in one room. Adult education widens the horizon of this group when it provides learning experiences for which they are grateful.[1]

Other frequently mentioned areas in which the adult education curriculum might expand were those of civic affairs, contemporary problems, and classes and activities involving the entire family.

With respect to the area of civic affairs, a local Parent-Teacher Association leader had this to say:

> As far as what more can be done, it would be wonderful if we could have more people involved in public forums, civic affairs, and other opportunities for the good of the community.

---

[1]Statement by Mrs. Hilliar Bull, personal interview, February 6, 1957.

> However, this problem of getting the community interested and involved in its civic affairs, is not a local one; it seems to be a country-wide problem. I wish we knew the answer.[1]

Communication and publicity.--The lack of effective communication was cited by 55 per cent of the respondents. It was pointed out that in spite of efforts to reach the people through what seemed to be a well-planned publicity program, many people were still not aware of adult education opportunities in Highland Park. New methods and channels of communication need to be explored. However, few ideas to effect such an objective were offered by leaders.

The desirability of better publicizing the guidance and counseling services offered to adult students was advanced by 30 per cent of the leaders interviewed. The rationale for this recommendation was predicated on the uncertainty and insecurity of many genuinely interested adults, who are reluctant to enroll in classes because of psychological factors; namely, fear of ridicule, lack of confidence, vagueness of objectives, and a basic feeling of "not belonging." These individuals have a definite need which can be met by the adult education program, but they must have a sense of direction and reassurance. Leaders felt that the guidance and counseling

---

[1] Statement by Mrs. Thomas Stock, personal interview, February 1, 1957.

services should have better publicity so as to reach these people, and thus provide the necessary motivation for their participation. A few of the comments of leaders with respect to the problem of communication were most revealing. The general manager of a local hardware corporation remarked:

> Publicity helps greatly. However, if a person does not have the need for a particular thing at the time it is publicized, he may forget the source when the need arises. The bulletin giving the information becomes lost and the person loses touch with the information. The publicity would have to be continuous to be effective. Direct mailing, in my opinion, is probably still the best means to reach people.[1]

The need for recognition through more publicity was brought out by the Young Men's Christian Association leader who stated:

> I think the program is not getting the proper recognition. When I see the newspapers filled with some of the "stuff" it is, I sometimes wonder. You need more pictures in the papers; people invariably are attracted by them. You need more stories of real-life situations; they have a human appeal that attracts. If you can afford it, more paid publicity would be worthwhile.[2]

The main objective of communication is to increase program participation to its maximum potential. This is a most difficult task since it involves the motivation of all levels of society together with those extremes on the social continuum. Probably the most

---

[1]Statement by Mr. James Fromm, personal interview, February 4, 1957.

[2]Statement by Mr. Archie Torigian, personal interview, February 1, 1957.

novel idea for the improvement of publicity came from the vice-president of a local bank:

> The main objective in any type of program is to increase participation. This can be done most effectively with personal contacts, that is, contacts with clubs, organizations, business, and industry. Personal contact, high-lighting just one thing at a time, is one of the best ways to "sell." This applies not only to sell adult education but anything. My desk is flooded with bulletins. announcements, fliers, etc., but I don't have time to read them all--to say nothing about participating in any of them. We must find a new and better way to publicize our "merchandise." I feel strongly that more personal contacts should be made before groups. We need to "glamourize" one thing at a time; we need to build it up. I really think that this can be done with respect to improving the publicity of the adult education program of the schools.[1]

Physical improvements.--Parking facilities were generally considered to be inadequate. In the eyes of the leaders, this factor tended to reduce participation. One leader stated that "the biggest block to more participation is inadequate parking." This problem created somewhat of a psychological block for the adult. It was pointed out that adults are busy people in the first place. Most of them are preoccupied with families, occupation, and a multitude of other responsibilities. They are therefore easily dismayed by inconveniences such as parking. This tends to curb their enthusiasm even before they become a participant.

---

[1] Statement by Mr. Douglas Giles, personal interview, January 30, 1957.

Another area where change in physical facilities was deemed necessary was that of inconvenient classroom and seating accommodations for adults. This has been a rather consistent criticism of public school adult education classes. It has only been in very recent years that public schools have been planned with a dual purpose in mind. It is anticipated that the adult student will find rooms and seating arrangements somewhat uncomfortable in buildings designed for elementary and secondary students. The city planner had this to say about adult facilities:

> In the more general adult program, not related to the community college level, we should think of getting away from uncomfortable seats which were originally designed for children; drab colors in the classroom; poor lighting; and lack of opportunity to smoke and relax. Many physical factors promoting the comfort and relaxation of an adult should be considered in setting up a good adult education program. These we need in Highland Park![1]

Conclusions and Recommendations

This chapter has attempted to present an evaluation of the Highland Park adult education program as expressed by the opinions of twenty-two selected community leaders. The leaders had been subjected, over a period of years, to a considerable constant barrage

---

[1]Statement by Mr. Richard Fernbach, personal interview, February 7, 1957.

of opinions concerning the relative merits of the local adult education program. As such, these views tended to reflect the feelings of both the general public and those of a myriad of social, civic, fraternal, and professional agencies and organizations active within the community. As was pointed out previously in this chapter, such patterns are characteristics of the leadership role. The leader must rely upon the opinions of individuals and groups, since it is inconceivable that he can be a participant in all existing activities carried on within community confines. The preceding describes to some extent the level of objectivity with which the views of leaders can be described.

With these limitations in mind, the recommendations can be drawn from the interviews which were held. These interviews were open-ended, designed to permit free expression of feelings in the general areas of the curriculum, services, instruction, and community values. On the basis of the leaders' responses, an evaluative summation of the quality of the program may be presented as follows:

1. The administrative leadership of the program has been highly satisfactory.
2. Guidance and counseling services are adequate.

3. The curriculum offers great variety in informal adult classes, but lacks diversification in the formal classes.
4. The reaction of community agencies and organizations to the adult education program is commendable. There is no evidence of competitive forces at work in Highland Park.
5. The adult education program is meeting the present needs of the community but must now broaden its educational base.

Several recommendations for future planning in the area of adult education arose from these interviews with leaders. They may be summarized as follows:

1. The next logical step in expanding the adult education program lies in the development of a community college. This possibility should be thoroughly explored.
2. The educational base should be broadened considerably, reaching out into civic and governmental affairs, activities for the whole family, more leisure-time pursuits, and special consideration for the needs of the aging.
3. More effective communication is necessary in order to reach both ends of the social continuum.
4. Cosponsored classes with business, industry, government, and other groups should be encouraged.

5. Physical improvements, especially in room arrangements, and better parking facilities, are necessary to allow for future expansion of the adult education program of Highland Park.

PART III

PROGRAM ASPECTS IN RELATION TO PERSONAL DATA

The data interpreted in this portion of the study refer to the relationships between the personal characteristics of the respondents and selected phases of the Highland Park adult education program. Six major sets of characteristics were used to establish these relationships: (1) educational background, (2) employment and occupational status, (3) approximate income, (4) marital and family status, (5) age and sex, and (6) residence and home ownership status. Each of these personal characteristics was related to eleven phases of the program obtained from the remaining part of the questionnaire, as follows:

1. The guidance and counseling services found most helpful.
2. The reasons for enrolling in adult education classes.
3. The reasons for not enrolling in adult education classes.
4. The opinions on desirable personality characteristics of teachers.
5. The opinions on desirable teaching techniques.
6. The opinions on undesirable personality characteristics of teachers.
7. The opinions on undesirable teaching techniques.
8. The kinds and numbers of classes being taken "now."
9. The kinds and numbers of classes taken in the past.
10. The kinds and numbers of classes to be taken in the future.

11. Suggestions for additional classes and activities that should be incorporated in the adult education program.

In this manner a total of sixty-six relationships are portrayed. Tabular data for these relationships are found in the appendixes.[1]

The procedure for Part III will be to consider each set of relationships independently and to condense the findings into suitable conclusions related to the purpose of the study.

---

[1] See Appendixes E-J for tables on relationships.

EDUCATIONAL CHARACTERISTICS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM

Educational Background Related to Program Data

The basis for the first set of relationships is the educational background of the respondents. The information is arranged as follows: The sample of 946 questionnaires was divided into two groups; namely, Highland Parkers (492) and non-Highland Parkers (454). Each of these groups was then subdivided according to the amount of formal schooling that each respondent possessed. In this way five subdivisions were obtained: (1) elementary, (2) high school, (3) college, (4) graduate, and (5) other. The "other" referred to those having education in business, correspondence, trade, and technical schools in addition to formal schooling previously indicated.

In each table the total number responding to each of these subdivisions is indicated in the heading of the appropriate column. Based on these totals, provision is made in the tables to indicate the percentage responding to the various questions. This same

stratification was used for each of the eleven sets of relationships. An analysis of the first set of relationships is now presented.

Educational Background in Relation to Guidance and Counseling Services

A study of the data on types of guidance and counseling services found most helpful (Part II, Table VIII) and the information on educational background (Appendix E, Tables I-A and I-B) indicates that education does not seem to have had a direct influence on the respondents' selection of these services. The responses of both Highland Parkers and non-Highland Parkers were relatively consistent with the distribution of the responses of the total population of the study.

However, there were two instances where education does seem to have made a difference in the answers. The college group gave highest priority to "over the counter" counseling among both Highland Parkers (49.4 per cent) and non-Highland Parkers (55.2 per cent). The graduate group among both Highland Parkers and non-Highland Parkers selected "informational" type of guidance as most helpful (54.8 per cent each). The types of counseling services chosen by these two groups were informal and adequate for the purpose of scheduling classes, and it is reasonable to assume that those with advanced educational training would have needed very little assistance in

selection of classes; they would therefore have found this type of general counseling sufficient.

Thus it is apparent that the only influence education had on respondents' choices of guidance and counseling services was in the case of those groups with higher educational backgrounds, who chose the more general, informal counseling services. The responses of the elementary and high school groups conformed to the pattern of the total population of the study, indicating that the educational factor did not affect their answers.

Educational Background in Relation to Reasons for Enrolling

The data on reasons for enrolling in adult education classes (Part II, Table IX), when compared with the information on educational background (Appendix E, Tables II-A and II-B), shows that, while there were some variations attributable to education, the majority of the responses were consistent with the total distribution. The few exceptions were the following:

The elementary groups among both Highland Parkers and non-Highland Parkers rated "learn English" (34.6 and 23.7 per cent, respectively), "learn to get along with people" (25.3 and 33.9 per cent, respectively), "just interested" (65.4 and 56.0 per cent,

respectively), and "make better use of leisure time" (45.4 and 37.3 per cent, respectively) as the most important reasons for enrolling in classes. The reasons given fall into two categories. The first one relates to social goals. Many of the elementary group were foreign-born people anxious to become citizens and desirous of learning the English language and of meeting people. The other category relates to making better use of leisure time. In this age of automation, with the worker having more and more leisure time, persons with limited education, who make up a large portion of the working class, are seeking ways to use this leisure time.

It appears, then, that education influenced the choices of reasons for enrolling of the elementary and graduate groups, but had little effect on any of the answers of the high school groups. Advanced education does not seem to have made any difference in the selections of other reasons for enrolling. The remaining responses seem to have conformed to the distribution of the total group, except for a few random variations.

Educational Background in Relation to Reasons for Not Enrolling

The information concerning reasons for not enrolling in adult education classes (Part II, Table X) and the data on educational

background (Appendix E, Tables III-A and III-B) indicate that education does not seem to have had much effect on the selection of these reasons. The majority of the responses to this set of reasons showed very little variation.

In only one instance does education seem to have had a direct influence on the responses. This was in the case of the elementary groups among both Highland Parkers and non-Highland Parkers, who indicated "too tired after work" as a major hindrance to enrolling in classes (41.4 and 32.2 per cent, respectively) but considered "too busy with other duties" as no problem. These groups with limited education contained many laborers who would have tended to be physically tired at the end of the day. It is therefore reasonable to assume that choosing this reason was related to their educational background.

The only other notable variation among the responses was in the case of the Highland Parker elementary group, who considered "too old to learn" a very good reason for not enrolling in adult education classes (30.6 per cent). This could indicate that limited education tended to promote the rationalization that older people do not need further education. Whether this is a valid assumption is not certain, since the non-Highland Parker elementary group did not substantiate it.

It becomes apparent from this appraisal that education seems to have had very little influence on the answers to the question on reasons for not enrolling in adult education classes, except in the two instances cited.

Educational Background in Relation to Desirable Personality Characteristics of Teachers

A summary of the replies concerning desirable personality characteristics of teachers (Part II, Table XI) and the information on educational background (Appendix E, Tables IV-A and IV-B) points out the fact that education seems to have had a very limited effect on the responses. This is evidenced by the fact that the majority of the educational groups did not vary from the distribution of the total population in their selections of desirable personality characteristics of teachers.

Education did make a difference in the elementary group among both Highland Parkers and non-Highland Parkers, who considered that a teacher should be "patient" and felt this to be a more desirable characteristic (54.8 and 50.9 per cent, respectively) than did the rest of the respondents. This choice by persons with limited education could be attributed to a possible lack of confidence on the part of those who had not attained the security of advanced education.

Another group that showed the influence of education in answering the question concerning desirable personality characteristics of teachers was the college category among both Highland Parkers and non-Highland Parkers. The Highland Parkers rated "cooperative" as a very desirable trait (48.2 per cent), and the non-Highland Parkers also gave this characteristic high preference (46.0 per cent). It might be assumed that persons with college education preferred working with an instructor rather than merely accepting instruction. This would then justify the interest in having a "cooperative" teacher.

Thus, while few instances were noted where the educational background made a difference in the choices of desirable personality characteristics of teachers, it must be concluded that the majority of the answers were consistent with the distribution of the total responses.

Educational Background in Relation to Desirable Teaching Techniques

The data on desirable teaching techniques (Part II, Table XII) and the replies on educational background (Appendix E, Tables V-A and V-B), indicate a few trends that might show that education affected the selection of certain teaching techniques. Among the elementary groups there was an eager request for a teacher who

"comes well-prepared." The Highland Parkers rated this technique very high (30.7 per cent), as did the non-Highland Parkers (28.8 per cent). This may be accounted for by the deep concern of many adults with limited education who were constantly seeking techniques to erase this lack. Another selection made by these groups was the teacher who "encourages all students," which the Highland Parkers considered important (42.8 per cent) and the non-Highland Parkers rated almost as high (39.0 per cent). This again points out the need for constant reassurance in the search for knowledge.

With reference to the answers given by the groups in the higher educational categories, the Highland Park college group valued highly a teacher who "knows subject matter" (34.6 per cent), as did the graduate group (35.5 per cent). The non-Highland Parker college group, on the other hand, considered this technique even more important (41.4 per cent), while the graduate section in the latter residence group rated this technique of prime importance (51.6 per cent). This pattern of choices could signify that education made a difference in the ability to select teaching techniques. It appears that persons with a broad educational background had respect for a teacher with a fund of knowledge, and thus approved one who "knows subject matter."

It is apparent from this appraisal that education made some difference in the choice of desirable teaching techniques by the elementary, college, and graduate groups, but made no noticeable difference among the high school groups.

Educational Background in Relation to Undesirable Personality Characteristics of Teachers

A summary of the responses concerning undesirable personality characteristics of teachers (Part II, Table XIII) and the data on educational background (Appendix E, Tables VI-A and VI-B) reveals very few instances where education may have had an influence on the answers in selecting undesirable personality characteristics of teachers. The variations were slight and did not deviate significantly from the distribution of the total population. Since negative characteristics are usually very difficult to rate, it is not surprising that the responses to this question indicate no definite trends.

Educational Background in Relation to Undesirable Teaching Techniques

When comparing the data on undesirable teaching techniques (Part II, Table XIV) with the information on educational background (Appendix E, Tables VII-A and VII-B), it is again apparent that education made very little difference in the answers of the respondents.

Slight variations appeared among the elementary and college groups.

The elementary groups among both Highland Parkers and non-Highland Parkers chose "speaks indistinctly" as the most undesirable trait in teachers (34.7 and 33.8 per cent, respectively), and also considered "lacks know-how" as not desirable (13.3 and 17.0 per cent, respectively). It might be stated that those with limited education may have been aware of obviously poor teaching techniques but were not experienced enough to evaluate a more subtle hindrance to their learning.

The college groups picked "not up to date in the field" as an undesirable teaching technique. It might be rationalized that a wide range of educational experiences enabled people to detect teaching deficiencies which would have been a serious drawback to the acquisition of new knowledge.

Again, the responses solicited were relative to making decisions on negative characteristics, which are difficult to evaluate. It is thus understandable that education seems to have made very little difference in the selections made by the respondents.

Educational Background in Relation to Classes Being Taken Now

The data on classes being taken "now" (Part II, Table XV) and the information of educational background (Appendix E, Tables VIII-A and VIII-B) indicate some deviations from the distribution of the total group which tend to support the conclusion that education did make a difference in the selections.

The elementary groups were enrolled in a relatively small number of "business and commercial" or "general academic" classes, but were taking a great many classes in "preparation for citizenship." Education seems to have made a difference on the latter selection, since many of the limited-education groups were foreign-born persons seeking this specialized type of education necessary for assimilation into American culture. As soon as this group become citizens of this country or gain the necessary background requisite for citizenship, participation in other adult education classes will probably result; this is a consistent trend prevalent especially among such groups.

The education of the graduate groups apparently made some difference in their choices in the "business and commercial" and "general academic" areas, since they chose very few of them. This

could be explained by the fact that these persons can be assumed to have had most of this type of educational training and were seeking new experiences as evidenced by their interest in "leisure-time" activities.

Educational Background in Relation to Classes Taken in the Past

A comparison of the information on classes taken in the past (Part II, Table XVI) with the data on educational background (Appendix E, Tables IX-A and IX-B) reveals that the responses were so few and evenly spread among all educational categories that it is extremely difficult to find any evidence that might indicate that education influenced any of these choices. An explanation of the lack of responses may be found in the possibility that many of these people were new to the Highland Park adult education program and so had no classes to list.

Educational Background in Relation to Classes To Be Taken in the Future

The responses concerning classes to be taken in the future (Part II, Table XVII), when compared with the information on educational background (Appendix E, Tables X-A and X-B), show some definite preferences among the various educational groups, indicating that

education did influence the choices. All educational groups among Highland Parkers indicated a rather complete disinterest in "general academic" classes for the future, as did the non-Highland Parker college and graduate groups. It appears that education did make a difference in these choices, and it might be assumed that persons with higher levels of education, currently enrolled in the program, had already taken these classes, and that the people with limited education saw no immediate need for them.

Education seemed to influence the choices of the elementary groups, who persisted in their selection of classes in "preparation for citizenship"; this probably stemmed from the existence of many foreign groups who were seeking such specialized educational assistance.

Thus, education does seem to have made some difference with reference to the selections of classes to be taken in the future. However, since the responses deviated considerably from the distribution of the total group, some may be attributed to education while others may have been the result of random variation.

Educational Background in Relation to Suggestions for Additional Classes and Activities

The data on suggestions for additional classes and activities (Part II, Table XVIII) and the information on educational background (Appendix E, Tables XI-A and XI-B) reveal that education did not noticeably affect the choices with reference to suggestions for classes and activities, since the responses compared favorably with the distribution of the total population. However, there is the possibility that current enrollees were completing their educational objectives and did not plan to return in the immediate future. Future enrollees will, in part, be made up of new members to the program who may enroll because of the influence of their varying educational backgrounds. Thus it becomes difficult to determine what effect education will have on future enrollments; from present indications the influence will be minor.

General Conclusions

The findings with reference to the effect of educational background on various aspects of the adult education program indicate that this factor had varied effect on the answers of the respondents. Those with elementary, college, and graduate educational training

seem to have varied more in their answers than did the high school group, who seem to have been more typical of the distribution of the total population. The elementary group gave higher priority than expected to reasons for enrolling, desirable teaching techniques, and classes being taken "now." The college and graduate groups deviated more in their choices in the areas of guidance and counseling services, undesirable teaching techniques, and classes being taken "now."

The main conclusion that can be drawn is that, the higher the level of education, the more discriminating were the decisions with reference to services and educational opportunities, while, the more limited the level of education, the more conforming the responses appear, especially with reference to classes to be taken in the future and reasons for enrolling.

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM

Employment and Occupational Status Related to Program Data

The basis for the second set of relationships is the employment and occupational status of the respondents. The information is arranged as follows: Each table in this series is divided into three sections--"Employed in Highland Park," "Not Employed in Highland Park," and "Unemployed." These in turn are subdivided into eleven categories according to employment and occupational status; namely, (1) professional or technical, (2) craftsman or skilled worker, (3) homemaker, (4) laborer or unskilled worker, (5) private household worker, (6) service worker, (7) retired, (8) clerical or stenographic, (9) manager or proprietor, (10) salesman or salesclerk, and (11) none. Respondents who checked "none" were full-time day school students who also attended adult education classes.

In each table the total number responding in each of these subdivisions is indicated in the heading of the appropriate columns. Based on these totals, provision is made in the tables to indicate

the percentage responding to the various questions. This same stratification was used for each of the eleven sets of relationships. For the interpretation of the data in this set of relationships, categories with ten or less responses were not considered significant.

Employment and Occupational Status in Relation to Guidance and Counseling Services

The summary of the data on guidance and counseling services found most helpful (Part II, Table VIII), when compared with the information on employment and occupational status (Appendix F, Tables I-A, I-B, and I-C), indicates no strong relationships. However, there were a few instances where the employment and occupational status of the respondents did influence the responses. Among those employed in Highland Park and those who were unemployed, classified in the laborer groups, there was very little interest in "over the counter" counseling (21.1 and 27.7 per cent, respectively). This would indicate that occupations influenced these choices, since it is reasonable to assume that the laborers sought more specialized counseling, as in the case of those employed in Highland Park, who rated "vocational" guidance as very important (55.4 per cent).

Another instance where the occupational factor made a difference in the choice of the respondents was found in the craftsman

groups, who considered "informational" services with indifference. The implication is that the craftsmen appeared to have definite educational goals and used the counseling services needed to meet these goals, and therefore did not seek the more general "informational" type of counseling.

The only occupational group wherein employment seems to have had a direct bearing on the responses was the unemployed group captioned as "none," who chose "over the counter" and "educational" counseling as of primary importance. Since this group comprised regular daytime students who normally would not have been employed, it is reasonable to assume that these types of counseling had a direct relationship with their employment status.

It is therefore generally observable that the occupational status influenced some responses, while employment had a very limited influence on the responses relative to guidance and counseling services.

Employment and Occupational Status in Relation to Reasons for Enrolling

A study of the data on reasons for enrolling (Part II, Table IX), compared with the information on employment and occupational status (Appendix F, Tables II-A, II-B, and II-C), indicates that the

factors of employment and occupation apparently operated independently of each other in influencing the selection of reasons for enrolling. An example was the laborer groups among both those employed in Highland Park and not employed in Highland Park, who rated "get ahead on the job" as a preferred reason for enrolling. Since those in the laborer groups were generally interested in improving job status, it is apparently reasonable that occupation rather than employment determined the responses.

There was one instance wherein both employment and occupation seem to have affected the responses. The professional group not employed in Highland Park gave primary consideration to taking classes to "broaden outlook," but were indifferent to taking classes because they were "just interested." The unemployed among the professionals reversed these choices. This apparently resulted from the fact that the employed professional person did not have time to take classes in which he was "just interested," but would rather have had a goal such as to "broaden outlook." On the other hand, the unemployed professional person would have had the time to take classes in which he was "just interested."

The remaining selections were quite consistent with the distribution of the total population except for some random variations. These variations could be attributed either to employment or to

occupation, but it is not clearly discernible which factor had the most influence.

Employment and Occupational Status in Relation to Reasons for Not Enrolling

The information on reasons for not enrolling (Part II, Table X), related to the data on employment and occupational status (Appendix F, Tables III-A, III-B, and III-C), indicates that occupations influenced the choices of reasons for not enrolling, to some degree, among all three groups, while employment does not seem to have made much difference, with the exception of those in the unemployed group. In this latter group, the retired respondents indicated that "inconvenient times," "inconvenient places," "too costly," and "too old to learn" were their primary choices. Apparently both employment and occupation made a difference in the responses made by retired groups. It might be rationalized that the unemployed retired person would have had the time to take adult education classes but probably would have found the cost and the mobility factor to be detriments.

The homemaker groups considered "too busy" as a primary reason for not enrolling, which definitely could be related to occupation, since these people with the duties and responsibilities of a home and family could be "too busy" to enroll in adult education classes.

The remainder of the reasons selected by the employment and occupational groups maintained a consistency comparable to the distribution indicated for the total population under study.

Employment and Occupational Status in Relation to Desirable Personality Characteristics of Teachers

The information from the data on desirable personality characteristics of teachers (Part II, Table XI) and the summary of the data on employment and occupational status (Appendix F, Tables IV-A, IV-B, and IV-C) show that employment mildly affected the choices of desirable personality characteristics of teachers, while occupations seem to have made a difference in only one instance; namely, the clerical groups, who expressed a preference for a "fair and honest" teacher. The assumption might be that these groups were looking for the same traits in teachers that they had become accustomed to in the business ethics of their jobs.

It is noticeable that the unemployed professional and craftsman groups expressed a desire for a "patient and sympathetic" teacher, while the employed professional and craftsman groups revealed no such preference. These choices could have resulted from the apparent fact that even those with advanced occupational status needed "patience and understanding" when unemployed.

Thus it appears that both employment and occupation made a minor difference in the choices of the respondents in their selections of desirable personality characteristics of teachers. In isolated instances either factor, or both, seem to have made a difference among the various groups. In all other instances the responses conformed to those in the distribution of the total population.

Employment and Occupational Status in Relation to Desirable Teaching Techniques

Comparing the data on desirable teaching techniques (Part II, Table XII) with the summary of employment and occupational status (Appendix F, Tables V-A, V-B, and V-C), it is found that both employment and occupation influenced the choices of the respondents with reference to their selections of desirable teaching techniques. This influence was noticed in all groups, with the possible exception of those employed in Highland Park, who did not deviate from the responses of the total population.

The occupational factor made a significant difference to the professional groups in both the "not employed in Highland Park" and the unemployed classifications. This was noticed in their low interest for a teacher who "encourages all students." It might be

assumed that the professionally trained person was not in need of nor did he solicit this type of teaching approach.

Among those not employed in Highland Park, the professional group showed a preference for a teacher who "knows subject matter," while the unemployed group in this same occupational category felt this characteristic was totally unnecessary. In each instance mentioned, both factors seem to have had a definite influence on the choices made. We might conclude that the person who was employed was seeking specialized knowledge and thus appreciated a teacher who "knows subject matter," while the unemployed person may have had no such objective.

It is further pointed out that, among those not employed in Highland Park, the private household worker evidenced a need for a teacher who "gives individual help." In this case it would seem that the occupational factor had influenced the choice, since people in this job category were more or less accustomed to following individual instructions and would tend to have needed that type of assistance from teachers.

Thus, while employment and occupational status did seem to determine responses in the instances mentioned, the remaining answers to the selection of desirable teaching techniques do not seem to have been affected by these factors.

Employment and Occupational Status in Relation to Undesirable Personality Characteristics of Teachers

The information on undesirable personality characteristics of teachers (Part II, Table XIII), compared with the data on employment and occupational status (Appendix F, Tables VI-A, VI-B, and VI-C), reveals very few variations from the distribution of responses of the total population, thus indicating that employment and occupation made little difference with respect to the choices of undesirable personality characteristics of teachers.

In one instance--namely, those employed in Highland Park--neither employment nor occupation seem to have made any difference in the choices, since this group conformed to the distribution of the total responses. However, among private household workers who were employed, an "overbearing" teacher was very undesirable, while the unemployed group ignored this characteristic. These choices might have resulted from the fact that people in this occupational category were frequently confronted by a type of working relationship where this characteristic could be prevalent; those who were unemployed would tend to have been released from this possible pressure and therefore would not have been as aware of it in teaching situations.

The only other significant relationship that is apparent is among the "none" or student group, who chose "sarcasm," "holds grudges," and "critical" as very undesirable personality characteristics of teachers. It is possible that day school students were confronted with these characteristics in their regular day school teachers and thus would tend to have resented them in evening school classes; the other occupational groups would not have had this same basis for comparison.

It must therefore be concluded that, in this particular set of responses, the relationships that can be drawn are very few and limited in scope. It would seem that employment and occupation did not have significant effect on the selection of undesirable personality characteristics of teachers.

Employment and Occupational Status in Relation to Undesirable Teaching Techniques

Comparing the data on undesirable teaching techniques (Part II, Table XIV) with the information gathered on employment and occupational status (Appendix F, Tables, VII-A, VII-B, and VII-C), it is found that there were many deviations from the total indicated for the population under study. However, whether these deviations are attributable to employment or occupation is difficult to determine.

Only general trends are indicated, and there are two which seem to have affected the majority of the selections made by respondents.

Among those who were classified as unemployed, the laborer and craftsman groups showed the most random deviations from the distribution of the total population. Among those not employed in Highland Park, random variations were most noticeable among the private household workers and service workers.

Employment and Occupational Status in Relation to Classes Being Taken Now

A summary of the data on classes being taken "now" (Part II, Table XV), when compared with the information on employment and occupational status (Appendix F, Tables VIII-A, VIII-B, and VIII-C), indicates the existence of several relationships. It is quite apparent that occupation influenced the responses of the unemployed retired group, who showed decided disinterest in all class areas except "preparation for citizenship" (65.7 per cent). This would seem to follow from the fact that these people no longer had any need to learn skills for their jobs, but now had the time to spend on acquiring knowledge of a more specialized nature.

An instance where employment seems to have made a difference was in the choices of the professional and craftsman groups.

Those employed in Highland Park showed a high enrollment in all classes, while those who were classified as unemployed were enrolled in very few classes. It might be that employed persons had a vital interest in taking classes to maintain and improve their economic and social status and could afford to do so, while the unemployed persons may have had neither the immediate need nor the funds to enroll in classes.

An interesting trend where employment seems to have made a difference is noted among the laborer groups, where those employed in Highland Park selected many classes in "business and commercial" and in "vocational" subject areas, but very few in "leisure-time" activities. At the same time, those who were classified as unemployed reversed these selections. These differences would seem to verify the fact that the employed laborers were interested in improving their knowledge and skills involved in their jobs and had little time for "leisure-time" activities, while the unemployed persons would have had more interest in "leisure-time" activities and less in specific subject areas.

Another instance where employment made a definite impact on the responses is apparent among the group who were employed in Highland Park, in the clerical category. This group showed a preference for "business and commercial" (57.2 per cent),

"homemaking" (34.3 per cent), and "personal improvement" (22.8 per cent) classes. It could be assumed that these subject areas were directly related to the type of work and individual needs of the clerical workers.

It is apparent from the preceding appraisal that employment and occupational status quite definitely made a difference in the responses on the selection of classes being taken "now" among the professional, craftsman, and laborer groups; their strongest choices of classes in which they were currently enrolled were in "business and commercial," "vocational" classes, and in "leisure-time" activities.

Employment and Occupational Status in Relation to Classes Taken in the Past

A study of the information on classes taken in the past (Part II, Table XVI) and the data on employment and occupational status (Appendix F, Tables IX-A, IX-B, and IX-C) reveals a very slight random variation from the distribution of the responses of the total population. Employment and occupational status do not seem to have had much effect on the choices related to classes taken in the past. This lack of variation could be attributed to one of three reasons or a combination of all of them: First, since responses to

this question were low, it could be that respondents did not list all classes taken in the past, due to lack of time or possibly lack of memory. Second, since the question was answered by persons currently enrolled in classes, it may be that many of these people were new to the program and had not taken classes in the past. Third, many of the people who had taken classes in the past were not then enrolled. If any or all of these are valid reasons, then it becomes impossible to determine if the factors of employment and occupation had any effect on the listing of classes taken in the past.

Employment and Occupational Status in Relation to Classes To Be Taken in the Future

The data on classes to be taken in the future (Part II, Table XVII) and the information obtained on employment and occupational status (Appendix F, Tablex X-A, X-B, and X-C) indicate that the occupational factor had a definite effect on the responses of the professional, craftsman, and laborer groups. This can readily be accounted for when it is recalled that these particular groups were interested in educational opportunities which would help maintain or improve their job status.

On the other hand, the occupational factor also made a difference in the choices of classes in the group who were employed in

Highland Park and classified as laborers. They selected many classes in "personal improvement" and "technical and vocational" categories, but expressed very little interest in "general academic" classes and "leisure-time" activities. This apparently resulted from the need of this group to improve job status through educational opportunities, which left little time for taking classes for pleasure or to increase general knowledge.

An example where both employment and occupational status made a difference in the choices of classes for the future was among the unemployed homemakers, who selected many classes in the "homemaking" (27.2 per cent) and "parent and family life" (24.0 per cent) areas. Since a homemaker, who had no employment outside of the home, would probably have been very interested in ways of improving efficiency in the home, she would have selected classes which would tend to do this. This same influence would be applicable in the interest in "parent and family life" classes. Thus we could say that employment and occupational status made considerable difference to this group.

Indications, then, are quite strong showing that employment and occupational status did influence the selection of future classes in the adult education program. If this trend persists, it might be stated that certain occupational groups will continue to select

classes to maintain or improve job status, while persons who are employed will vary these choices if unemployed.

Employment and Occupational Status in Relation to Suggestions for Additional Classes and Activities

A comparison of the information on suggestions for additional classes and activities (Part II, Table XVIII) with the data on employment and occupational status (Appendix F, Tablex XI-A, XI-B, and XI-C) reveals the following relationships. Both the employment and occupational factors seem to have had a definite influence on the responses made, as shown among the craftsman and laborer groups who were either employed or unemployed. For example, the laborer groups suggested more classes in "business and commercial" subjects. These choices were directly related to their occupational objectives.

Another instance where the employment and occupational factors made a difference to the respondents is noticeable in the choices of the unemployed homemakers, who showed high interest in "homemaking" (39.2 per cent) and "parent and family life" (18.8 per cent). Presumably these were the subjects that would have interested the group who considered homemaking their only occupation.

Thus, indications are that employment and occupation made a difference in choices of classes and activities for the future. Those currently enrolled who were employed desired more classes directly related to their current occupations. Those who were unemployed were notably lacking in suggestions for classes for the future, indicating no definite occupational goals which could be aided by adult education classes.

General Conclusions

The findings with reference to the effect of employment and occupation on various aspects of the adult education program indicate that both factors made a difference in the answers of the respondents. The occupational groups of professionals, craftsmen, and laborers seem to have varied more in their responses than did the homemakers, service workers, and clerical workers. This latter group, as well as the remaining occupational groups, indicated answers that were more typical of the distribution of the total population.

Specifically, the professional, craftsman, and laborer groups deviated more than the others in their responses on guidance and counseling services and on reasons for enrolling and reasons for not enrolling; in these groups occupation made a difference in the responses.

In the matter of employment, the professional, laborer, and retired groups, among both employed and unemployed categories, were more at variance with each other than were the remaining occupational groups in these two categories. The largest difference in responses concerned desirable personality characteristics of teachers and desirable teaching techniques.

The conclusion is that those employed in the professional, craftsman, and laborer classifications were more aware of definite job objectives and thus sought specific counseling services and had concrete reasons for enrolling or reasons for not enrolling in adult education classes, which objectives did not affect the other occupational groups.

Another conclusion is that the professional, laborer, and retired groups who were unemployed needed one type of learning situation, while the employed persons possibly needed another set of conditions. Thus both selected very different desirable personality characteristics of teachers and desirable teaching techniques.

APPROXIMATE INCOME IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM

Approximate Income Related to Program Data

The basis for the third set of relationships is the approximate income of the participants of the winter term program of the Adult Education Division. The information is arranged in the following manner:

Each table in this series (Appendix G) is divided into two sections; namely, Highland Parkers and non-Highland Parkers. Each of these two divisions is subdivided into approximate income areas according to the plan used in the questionnaire. This provided for seven income subdivisions as follows: (1) under $3,000, (2) $3,001-$4,000, (3) $4,001-$5,000, (4) $5,001-$6,000, (5) $6,001-$7,000, (6) $7,001-$8,000, and (7) over $8,000. In each table the total number responding in each of these subdivisions is indicated under the appropriate column. Based on these totals, provision is made in the tables to indicate the percentage responding to the various questions. This same stratification was used for each of the eleven relationships considered. The first of these is now presented.

Approximate Income in Relation to Guidance and Counseling Services

In analyzing the data on types of guidance and counseling services found most helpful (Part II, Table VIII) and the information on approximate income (Appendix G, Tables I-A and I-B), it is observed that most groups used "over the counter" counseling most frequently. Among Highland Parkers, the over $8,000 group (51.7 per cent) and the $6,001-$7,000 group (50.0 per cent) found this service most helpful. However, among the non-Highland Parkers, it was the $3,001-$4,000 group (48.7 per cent) who gave highest priority to this service. It appears, therefore, that among Highland Parkers the higher-income groups found this service most helpful, while among non-Highland Parkers it was the lower-income groups who used it most frequently. There does not seem to be any special reason for this except that the non-Highland Parkers may not have been as aware of the various services of the Adult Education Division as were the residents of Highland Park, and were consequently seeking the more generalized counseling service offered to all participating members of the program.

The $7,001-$8,000 income group among both Highland Parkers and non-Highland Parkers used "informational" counseling more than

did any other groups (47.0 per cent each). The variations from the distribution of the total population, found among other income groups, were not significantly large enough to indicate that income made any difference in the choices of the various services available.

Approximate Income in Relation to Reasons for Enrolling

The summary of the data on reasons for enrolling (Part II, Table IX) and information on approximate income (Appendix G, Tables II-A and II-B) reveal the following trends.

Among Highland Parkers and non-Highland Parkers, income seems to have made a definite difference in the choices of respondents. The $6,001-$7,000 groups gave highest priority (50.0 per cent each) to the reason "get ahead on the job." On the other hand, the over $8,000 groups showed the least interest in this reason for enrolling. The over $8,000 group of Highland Parkers also indicated a high interest in the reason of "just interested," but at the same time showed a very low response in the reason "to get ahead socially."

The Highland Park groups in the $5,001-$6,000 and $6,001-$7,000 income brackets showed a very high interest in the reasons "meet people" (94.0 and 71.0 per cent, respectively) and "prepare

for care of home" (44.3 and 31.8 per cent, respectively). These data indicate that income did not materially affect reasons for enrolling in classes except in the case of the higher-income groups.

Among the non-Highland Parkers, it was again the high-income groups in the $7,001-$8,000 brackets who showed high favor for the reasons "just interested" (58.8 per cent), "increase income" (35.3 per cent), and "learn a hobby" (35.3 per cent). It would appear that the only significant effect that approximate income had on reasons for enrolling was in the case of the groups with higher incomes, who apparently had the financial security to select many evening school classes.

Approximate Income in Relation to Reasons for Not Enrolling

In summarizing the data on reasons for not enrolling (Part II, Table X) and the information on approximate income (Appendix G, Tables III-A and III-B), it appears that income did not affect the reasons for not enrolling except in two instances. In the matter of being "too tired after work," the higher-income groups felt that this reason was not very important. However, these same groups considered "too busy with other duties" as a very important reason for not enrolling. This was an expected response, since those earning

higher salaries presumably were not working at physical labor which would have left them too tired for evening classes, but might have been engaged in professional activities that would have kept them "too busy with other duties" to attend adult education classes.

Approximate Income in Relation to Desirable Personality Characteristics of Teachers

The summary of the data on desirable personality characteristics of teachers (Part II, Table XI) and the responses on approximate income (Appendix G, Tables IV-A and IV-B) shows that the majority of the respondents in both of the resident groups did not select desirable characteristics on the basis of income. One exception was the higher-income groups, whose responses were affected by income.

The Highland Parkers in the $7,001-$8,000 classification favored a "friendly" and "enthusiastic" teacher, but did not care about one who was "patient" or had "sympathetic understanding." The over $8,000 group chose "cooperative" as a desirable characteristic and did not care about a teacher who was "fair and honest." The non-Highland Parkers in the over $8,000 income bracket preferred "imaginative and informal" instruction, but were indifferent to "patient" and "friendly" instruction. Among both Highland

Parkers and non-Highland Parkers, the over $8,000 groups chose "cooperative" as an outstanding characteristic desirable in teachers.

Thus it appears that the higher-income groups definitely felt no need for a "patient" or "friendly" teacher, but were looking for one who was "imaginative" and "cooperative." It might be inferred that people who had reached a higher level of economic security had attained maturity which enabled them to be discriminating in the selection of desirable personality characteristics of teachers. As indicated previously, income did not make any difference in the responses of the other groups, since they conformed to the distribution of the total population.

Approximate Income in Relation to Desirable Teaching Techniques

A study of the data on desirable teaching techniques (Part II, Table XII) and the information on approximate income (Appendix G, Tables V-A and V-B) reveals that the respondents in both resident groups belong the $6,000 income level did not vary their responses because of income status. Again, it is notable that the upper income groups were more varied in their responses. For example, the Highland Parkers in the $7,001-$8,000 income bracket saw no strong

need for a teacher who "stimulates interest" (4.1 per cent), but felt keenly the value of a teacher who "knows good references" (17.6 per cent) and one who "encourages all students." On the other hand, the $6,001-$7,000 group favored a teacher who "knows subject matter" (50.0 per cent). Among the non-Highland Parkers, the three groups with incomes of over $6,000 stressed "stimulates interest" and "knows subject matter."

Again it is noted that income influenced the choices of the responses of the higher-income groups. It might be rationalized that this group had reached a level of security and maturity making them more discriminating in their choices of teaching techniques. The remaining groups in the income categories were not affected by income status, since their answers conformed to the distribution of the population under study.

Approximate Income in Relation to Undesirable Personality Characteristics of Teachers

The data on undesirable personality characteristics of teachers (Part II, Table XIII), when compared with the responses on approximate income (Appendix G, Tables VI-A and VI-B), indicate that, among both the resident groups, especially in the higher-income brackets, income had a definite effect on the responses. The two

highest-income groups did not object as much to "rudeness" or "holding grudges" as did the rest of the respondents. An explanation of these selections might be found in the possibility that people in higher-income groups had attained a degree of sophistication which enabled them to cope with such characteristics.

The over $8,000 group of non-Highland Parkers objected to the traits of "humiliation" and "criticism," which probably resulted from resentment on the part of people who had attained a certain type of status, since the use of these traits would have tended to threaten this status.

Thus the only difference that income seems to have made in the selection of characteristics that are undesirable is in the case of higher-income groups. This may have been the result of the social and economic standards of these people, which would have tended to make them tolerant of or indifferent to certain attitudes but definitely opposed to others. The remaining responses in this set of relationships indicate no significant variations from the distribution of responses in the total population.

Approximate Income in Relation to Undesirable Teaching Techniques

In comparing the data on undesirable teaching techniques (Part II, Table XIV) and the responses on approximate income (Appendix G, Tables VII-A and VII-B), it appears that income affected the choice of undesirable techniques to a marked degree. Among both the Highland Parkers and the non-Highland Parkers, the groups in the $6,001-$7,000 income bracket responded more frequently to the characteristic "lack of know-how" (45.5 and 46.6 per cent, respectively), indicating that the people in these income groups felt this to be a serious lack in instruction. This feeling could be accounted for by two possibilities. It could be that people in this income bracket were employed in the types of jobs where "know-how" was an important factor. Also, these same people were presumably seeking definite knowledge, and thus appreciated the use of a technique which wasted no time in supplying it.

The groups in the $7,001-$8,000 income bracket resented "boredom" more than did any of the other groups. However, they were very indifferent to the matter of "speaking indistinctly." Again it is implied that people who earned higher incomes were busy people who resented wasting time. It is not understandable why any group would

not appreciate distinct speech. It is also possible that respondents had never been associated with teachers with this handicap.

The Highland Parkers in the $3,001-$4,000 income classification considered "assignment not clear" (37.4 per cent) a serious detriment to learning, while the same group among non-Highland Parkers rated "not enough review" (27.0 per cent) as a very undesirable technique. The implications are that persons in lower-income brackets tended to need more explicit direction in learning situations.

Thus it appears that income did make a difference in the responses in the selection of teaching techniques, although people in the various income levels tended to respond differently with no noticeable trend. What determined the various choices is difficult to establish.

Approximate Income in Relation to Classes Being Taken Now

A summary of the data pertaining to classes being taken "now" (Part II, Table XV) and the findings on approximate income (Appendix G, Tables VIII-A and VIII-B) seems to indicate that, among Highland Parkers and non-Highland Parkers, income status did affect the choice of classes. Persons in the $6,001-$7,000 and over $8,000 income brackets chose "business and commercial"

classes, while those in the under $3,000 and $5,001-$6,000 income classifications selected very few of these classes. It might be rationalized that those in the upper income brackets may have required constant re-education for continued growth on the job and so took classes in this category. On the other hand, the lower and middle income groups were composed of people employed in positions where there was little demand for such business training.

Again, the income factor shows a definite relationship in the responses of the lower-income groups who chose only a few "general academic" classes, while the upper-income groups were enrolled in a larger number of these classes. Again we must assume that people who had a relatively comfortable income could afford to augment their education by taking more classes than could those with limited incomes.

Approximate Income in Relation to Classes Taken in the Past

A summary of the responses on classes taken in the past (Part II, Table XVI), compared with the information of approximate income (Appendix G, Tables IX-A and IX-B), shows that again income influenced the choices of the respondents, for the higher-income groups were the ones who had taken the most classes in the past.

The largest number of enrollments were in the "business and commercial" and "general academic" subject areas, and, to a lesser degree, in "leisure-time" activities and "vocational" classes. One possible reason for this could be that these higher-income groups had attained the financial status that enabled them to enroll in many classes for educational advancement as well as for personal enjoyment.

Approximate Income in Relation to Classes To Be Taken in the Future

The summation of the data concerning classes to be taken in the future (Part II, Table XVII) and information on approximate income (Appendix G, Tables X-A and X-B) reveals that most respondents in the upper-income groups favored "general academic," "business and commercial," and "homemaking" classes for future enrollment. The lower-income groups apparently were not affected by their choices for future classes, since the distribution of responses conformed to the total population.

Interesting to note is the fact that, among Highland Parkers, the income factor seems to have had an unusual influence on the choices made by respondents in the $7,001-$8,000 category, who showed an exceptionally high interest in "general academic" classes (194.1

per cent). This interest was even greater among non-Highland Parkers (394.1 per cent). Justification of this trend might be that people in upper-income brackets tended to seek to increase their fund of knowledge by planning to enroll in the types of classes that offered this educational opportunity.

On the whole, the trend was toward higher enrollment by the higher-income groups, and especially in the three areas previously noted, thus indicating that income did have an influence on the responses of the individuals.

Approximate Income in Relation to Suggestions for Additional Classes and Activities

A study of the replies giving suggestions for additional classes and activities (Part II, Table XVIII) and the data on approximate income (Appendix G, Tables XI-A and XI-B) shows that once again the predominance of responses from the higher-income groups is noticeable, for most suggestions came from the three highest income categories. Among Highland Parkers in the $7,001-$8,000 income category, the primary recommendation for additional classes was for subjects in the "general academic" area (176.5 per cent). The group in the $6,001-$7,000 income bracket recommended more "homemaking" (213.6 per cent) classes for the future. Since this

latter subject area included classes for the purpose of beautifying the home and developing insight into methods of graceful living, it follows that people who had attained this economic status would have been interested in seeking such classes.

Thus it might be stated that the income factor had an apparent influence on the choices of respondents in the higher-income groups with reference to their recommendations for future classes. The choices of classes showed a preference for subjects which would be of special interest to people on higher economic levels to meet the standards considered important to such groups. Income does not seem to have influenced the choices of the remaining respondents, since their answers conformed to the total distribution of the population.

General Conclusions

The findings in this set of relationships indicate that income made a difference in the responses with reference to suggestions for additional classes and activities primarily among the higher-income groups. The lower-income groups, on the other hand, were not affected by income status in making their choices. The only consistent deviation from this pattern was with reference to the selection of undesirable teaching techniques; in this instance the income factor seems to have affected the selections of all groups.

Thus it appears that the respondents in the higher-income brackets oscillated more from the distribution of the responses of the total population than did those in the lower-income groups. The latter conformed more to the appraisals of the total population.

In general it might be concluded that persons with higher incomes could afford to select many and varied classes and services offered by the Adult Education Division, while those in the lower-income groups could not as readily do so. Thus the latter income groups conformed quite consistently to the distribution of the responses of the total population.

MARITAL AND FAMILY STATUS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM

Marital and Family Status Related to Program Data

The basis for the fourth set of relationships is the marital and family status of the respondents. The information is arranged as follows: Each table in this series is divided into Highland Parkers and non-Highland Parkers. Each of these divisions is subdivided as follows: (1) single, no dependents; (2) single, dependents; (3) married, no dependents; and (4) married, dependents. In each table the totals are indicated in percentage responding. This same stratification was used for each of the eleven relationships considered. The first of these relationships is now presented.

Marital and Family Status in Relation to Guidance and Counseling Services

The summary data on types of guidance and counseling services found most helpful (Part II, Table VIII) and the responses on marital and family status (Appendix H, Tables I-A and I-B) reveal

that most of the responses varied from the distribution of the total population in just two service areas; namely, "over the counter" and "informational" counseling. Among both Highland Parkers (48.0 per cent) and non-Highland Parkers (56.3 per cent), the single (dependents) groups found "over the counter" counseling most helpful. The single (no dependents) classification among Highland Parkers (45.6 per cent) was composed of persons almost as enthusiastic about this service. This compared favorably with the same classification among non-Highland Parkers (47.0 per cent). The least favorable response was from the non-Highland Parker married (no dependents) group (22.9 per cent), and the same classification of Highland Parkers was also relatively low (35.4 per cent).

The married (no dependents) group among Highland Parkers had the highest interest in "informational" services, but the married (dependents) and single (dependents) groups were not far behind. On the other hand, among non-Highland Parkers the single (dependents) group showed most interest (28.6 per cent), with the single (no dependents) group having the least interest (16.5 per cent).

In general, it seems that all of the unmarried groups found "over the counter" counseling more helpful than did the married groups. It is also interesting to note that, for the most part, it was marital status that influenced the choice of "informational" services.

Since this type of service is largely the dissemination of bulletins containing course descriptions, it may be assumed that a busy married persons would likely have sought such readily accessible service.

Marital and Family Status in Relation to Reasons for Enrolling

The total population summary on reasons for enrolling in adult education classes (Part II, Table IX) and the information on marital and family status (Appendix H, Tables II-A and II-B) show a few limited relationships. For example, among non-Highland Parkers, the single (dependents) (57.1 per cent) and the married (dependents) (53.8 per cent) groups both revealed that "just interested" was a strong reason for enrolling. On the other hand, the Highland Parker married (dependents) group (16.2 per cent) and the single (dependents) group (10.4 per cent) felt that this was a poor reason for enrolling.

Among the non-Highland Parkers and Highland Parkers, the married (no dependents) groups (14.6 per cent each) showed the least interest in "broadening outlook" as a reason for enrolling. It seems that marital status affected only the responses of the married (no dependents) group, since the answers of all the other groups were consistent with the distribution of the total responses.

On the whole, the dependency factor seems to have made a difference in the choices of reasons for enrolling, while marital status apparently had no influence on these responses.

Marital and Family Status in Relation to Reasons for Not Enrolling

A summary of the data on reasons for not enrolling (Part II, Table X) and the responses on marital and family status (Appendix H, Tables III-A and III-B) indicates the following trend. The non-Highland Parkers pointed out that being "unaware of the program offered" was an important reason for not enrolling. In this resident group, the single (dependents) (66.0 per cent) and the married (dependents) (63.4 per cent) groups cited this reason most frequently. On the other hand, the Highland Parker married (dependents) (29.6 per cent) group considered this reason as unimportant. The remaining marital groups conformed rather consistently to the distribution of the total responses of the population.

While other selections of reasons received varying degrees of preference, they did not deviate enough from the distribution of the total responses to confirm the influence of marital and family status. An example of this variation was in the case of the reason "too busy with other duties," where the married (dependents)

non-Highland Park group (38.7 per cent) seemed to prefer this reason for not enrolling, while the single (dependents) group (14.3 per cent) rated this as unimportant.

Marital and Family Status in Relation to Desirable Personality Characteristics of Teachers

A study of the data on desirable personality characteristics of teachers (Part II, Table XI) and the information on marital and family status (Appendix H, Tables IV-A and IV-B) indicates that the marital factor influenced the selection of the characteristics of "friendliness" and "patience." Among Highland Parkers, "patience" was rated as a very desirable characteristic by the single (dependents) group (56.3 per cent), while the other marital groups did not vary in the selection of this reason from the distribution of responses of the total population. This same group was the only one that deviated from the total responses in the selection of "friendliness" as an unimportant characteristic (16.6 per cent).

In the selection of other desirable personality characteristics, marital and family status did not affect the choices of the various groups. The few apparent deviations from the general pattern of total responses are attributable to random variations.

Marital and Family Status in Relation to Desirable Teaching Techniques

The summation of the data on desirable teaching techniques (Part II, Table XII) and the replies on marital and family status (Appendix H, Tables V-A and V-B) show only one instance in which marital and family status affected the responses of a group. Among non-Highland Parkers, the single (dependents) group considered "knows subject matter" as an unimportant technique (14.3 per cent), while the married (no dependents) group rated it as very important (41.8 per cent). Among Highland Parkers these two groups reversed their choices; i.e., the single (dependents) group favored this technique (45.9 per cent), while the married (no dependents) group ignored it (22.0 per cent).

Although marital and family status did seem to make a difference in the answers of the single (dependents) and married (no dependents) groups regarding the selection of "knows subject matter" as a desirable teaching technique, it is not discernible why these responses were completely reversed in the two residence groups.

Marital and Family Status in Relation to Undesirable Personality Characteristics of Teachers

A study of the responses on the undesirable personality characteristics of teachers (Part II, Table XIII) and the data on marital and family status (Appendix H, Tables VI-A and VI-B) indicates that the factors affected several responses. For example, among Highland Parkers, the married (dependents) group considered the characteristic of "humiliation" as unimportant (11.0 per cent), while the same group among non-Highland Parkers rated this characteristic as undesirable (25.8 per cent). The single (dependents) group among this same residence category ranked this characteristic as insignificant (7.2 per cent).

Among Highland Parkers, the married (no dependents) and the married (dependents) groups considered the characteristic of "sarcasm" as insignificant (8.5 and 9.7 per cent, respectively). Among non-Highland Parkers, the married (dependents) group also were unconcerned with this characteristic (10.8 per cent), but the single (dependents) group indicated a strong objection (28.5 per cent).

Among Highland Parkers the single (dependents) group showed indifference to the characteristic of being "critical" (10.4 per cent),

while the married (dependents) group ranked it very undesirable (24.0 per cent).

It appears that marital and family status had an effect on the responses of all groups except the single (no dependents) group, whose answers agreed with the distribution of the responses of the total population.

Marital and Family Status in Relation to Undesirable Teaching Techniques

The data on undesirable teaching techniques (Part II, Table XIV) and the responses on marital and family status (Appendix H, Tables VII-A and VII-B) indicate some influence of the factors in the responses of the various groups. Among Highland Parkers the single (no dependents) group rated the technique of "boredom" as insignificant (13.0 per cent), while the single (dependents) group considered this trait as most undesirable (35.4 per cent). The non-Highland Parkers single (dependents) group also rated it as unimportant (14.3 per cent).

Among Highland Parkers the single (dependents) and married (no dependents) groups considered the technique of "impracticality" of minor consequence (14.6 per cent each), while the remaining groups conformed to the distribution of the responses of the total population.

It appears that marital and family status did make a difference in the selection of two teaching techniques by all groups except the married (dependents) group, who conformed to the total distribution.

Marital and Family Status in Relation to Classes Being Taken Now

The information pertaining to classes being taken "now" (Part II, Table XV) and the data on marital and family status (Appendix H, Tables VIII-A and VIII-B) indicate that these factors had a strong influence on selections made by respondents. Among Highland Parkers, the single (dependents) group were enrolled in many more classes in the "general academic" subject area (165.0 per cent) than were the single (no dependents) group, who were enrolled in very few (20.8 per cent). The non-Highland Parkers' interest in the same subject area was high among the single (dependents) group (386.0 per cent) but low among the married (dependents) group (6.5 per cent).

Marital status also made a difference in the selection of "business and commercial" classes, as evidenced by the fact that those in the Highland Parker single (dependents) group were heavily enrolled in these classes (75.0 per cent), while those in the married (dependents) group were sparsely enrolled (9.7 per cent). Among non-Highland

Parkers, it was again the single (dependents) group who were taking most of these classes (265.0 per cent), but it was the single (no dependents) group who had the fewest enrollments (22.0 per cent).

It appears that marital and family status had a definite effect on the respondents in their selections of "general academic" and "business and commercial" classes on all except the married (no dependents) group, who did not vary from the distribution of the total responses.

Marital and Family Status in Relation to Classes Taken in the Past

The summation of the data on classes taken in the past (Part II, Table XVI) and the responses on marital and family status (Appendix H, Tables IX-A and IX-B) reveals the following general trends. Among Highland Parkers, the single (dependents) and married (no dependents) groups indicated very few past enrollments in "business and commercial" subjects (14.6 and 11.0 per cent, respectively), while the other groups conformed to the distribution of responses for the total population. Among non-Highland Parkers, the single (dependents) group showed heavy past enrollments in this subject area (136.0 per cent), while the married (dependents) group showed very few (28.0 per cent).

The Highland Parker single (dependents) group had taken very few classes in "general academic" as compared with the remaining groups, whose answers conformed to the responses of the appraisal of the total population.

It seems that marital and family status had a greater effect on the responses of most groups on "business and commercial" and "general academic" subject areas than it did on any other curricular classifications.

Marital and Family Status in Relation to Classes To Be Taken in the Future

The data on classes to be taken in the future (Part II, Table XVII) and the information on marital and family status (Appendix H, Tables X-A and X-B) reveal that, among both residence categories, all marital and family status groups were planning to take many classes in the future, especially in the "general academic" subject area, with the exception of the married (dependents) group.

The single (dependents) and married (no dependents) groups among non-Highland Parkers were highly interested in future classes in "homemaking," while all other groups indicated only normal interest.

The general trend was that marital and family status would affect future enrollments, especially in the areas of "general academic" and "homemaking."

Marital and Family Status in Relation to Suggestions for Additional Classes and Activities

The summary of the data on suggestions for additional classes and activities (Part II, Table XVIII) and the responses on marital and family status (Appendix H, Tables XI-A and XI-B) shows that, among both residence categories, all except one of the marital and family groups suggested the addition of many more "general academic" classes. The one exception was the married (dependents) group, who had very little interest in this subject area.

Among Highland Parkers, the single (no dependents) and the single (dependents) groups were apparently not as interested in adding more "homemaking" classes to the curriculum as were the married groups. In this instance the marital factor seems to have had a definite influence on these responses.

General Conclusions

The findings with reference to the influence of marital and family status on various aspects of the adult education program

indicate that this factor had varied effect on the answers of the respondents. A definite trend is noted that more variations from the distribution of the total responses occurred among the single rather than the married groups in the selection of guidance and counseling services, desirable personality characteristics of teachers, and undesirable teaching techniques. However, in the matter of selecting undesirable personality characteristics, the married groups showed more variation than did those in the single classifications. In one instance the dependency factor had more influence than did the marital factor; namely, in the selection of reasons for enrolling.

With reference to the questions concerning classes, it was noticeable that most of the groups were influenced by marital and family status in making their selections.

The conclusion is that, while marital and family status made a difference in the choices of the respondents in all the various groups, the causes for these differences are indeterminate since the variations followed no definite pattern.

AGE AND SEX IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM

Age and Sex Related to Program Data

The basis for the fifth set of relationships is the distribution of age and sex of the respondents. The information is arranged as follows: Each table in this series is divided into Highland Parkers and non-Highland Parkers. These in turn are subdivided into male and female. These two categories are further subdivided into the following age classifications: (1) sixteen to twenty-nine, (2) thirty to forty-nine, (3) fifty to sixty-nine, and (4) over seventy. In each table the totals are indicated in the percentage responding. This same stratification was used for each of the eleven sets of relationships. An analysis of the fifth set of relationships is now presented.

Age and Sex in Relation to Guidance and Counseling Services

The summary of the data on guidance and counseling services (Part II, Table VIII) compared with the age and sex information (Appendix I, Tables I-A and I-B) indicates that these factors

influenced the high number of responses made by the over seventy age groups concerning "informational" and "testing" services, with the exception of the over seventy male age group, who gave no responses. However, the same groups felt very little need for "over the counter" counseling. The implication is that older people needed the constant reassurance of personal guidance rather than the more informal "over the counter" type.

The only other significant variation in responses influenced by age and sex is among the Highland Parkers in the thirty to forty-nine age groups, where the males showed a strong preference for "vocational" guidance, while the females preferred "informational" service.

The selection of other guidance and counseling services was not affected to any marked degree by age and sex.

Age and Sex in Relation to Reasons for Enrolling

In comparing the data on reasons for enrolling (Part II, Table IX) with the information on age and sex (Appendix I, Tables II-A and II-B), it becomes apparent that the sex factor influenced the choice of reasons for enrolling. Males, both Highland Parkers and non-Highland Parkers, indicated more variance from the distribution of the responses of the total population. The females seemed to

conform to a more random selection, with a few exceptions. Among Highland Parkers and non-Highland Parkers in the over seventy age groups, high preference was given to "just interested" (90.9 and 88.9 per cent, respectively); in the fifty to sixty-nine age groups, priority was indicated (38.7 and 40.0 per cent, respectively) for "meet people," and "be with friends" (33.9 and 30.0 per cent, respectively).

The age factor appears to have influenced the reasons for enrolling among the younger male age groups of both Highland Parkers and non-Highland Parkers. Males in the sixteen to twenty-nine age group showed emphatic interest in these reasons: "to get ahead on the job," "broaden outlook," "increase income," "prepare for college," "get high school credit," and "get ahead socially." The selection of these reasons might imply that these were young men who were eager to prepare themselves for two important areas of living; namely, "vocational" advancement and "social" adjustment. In contrast to these selections made by the younger men, males in the fifty to sixty-nine and over seventy age groups of Highland Parkers rated "broaden outlook" and "get ahead socially" of very little importance, but showed high preference for "just interested."

It appears that age and sex strongly influenced choices among the older female groups and the younger male groups. The remaining choices were not materially affected by age and sex.

Age and Sex in Relation to Reasons for Not Enrolling

The data on reasons for not enrolling (Part II, Table X), when compared with the responses on age and sex (Appendix I, Tables III-A and III-B), point out the following general trends. Age was influential only to the extent that, among both male and female Highland Parkers and non-Highland Parkers, most responses came from the older age groups. These groups indicated more preference for "too tired after work," "too old to learn," and "cannot afford the cost" as strong reasons for not enrolling than did the other age groups. The females in the over seventy age group added "classes not at convenient times," while the males included "classes not at convenient places." It seems reasonable to assume that older persons were influenced by lack of funds and ability to get around easily and so would have rated these reasons important.

Thus age and sex had no significant influence on the selection of reasons for not enrolling except among the over seventy age groups. The remaining groups compared favorable with the distribution of responses of the total population.

Age and Sex in Relation to Desirable Personality Characteristics of Teachers

In analyzing the data obtained on desirable personality characteristics of teachers (Part II, Table XI) and the information on age and sex (Appendix I, Tables IV-A and IV-B), it appears that the sex factor influenced the high percentage of responses among the over seventy female age group. It seems that both factors had an influence on selections by males in various age groups.

The females in the over seventy age group considered "imaginative," "can keep confidences," and "neat in appearance" as more desirable characteristics than did any of the other age groups. The same group among Highland Parkers placed much less importance on a teacher being "fair" than did the sixteen to twenty-nine age group among non-Highland Parkers.

Among non-Highland Parkers the males in the fifty to sixty-nine age group rated the characteristic "cooperative" of less importance (14.8 per cent) than did the Highland Park males in the over seventy age group, who considered it a very desirable characteristic (50.0 per cent).

Another interesting comparison can be made in the case of the over seventy age group. The Highland Park males rated "patience"

as a more desirable characteristic than did the non-Highland Park females, who considered it very insignificant.

Another instance where the sex factor seemed to make a difference in the choice of characteristics was in the Highland Park over seventy females, who rated "friendly" as much less important than did the males in the fifty to sixty-nine age group, who considered it highly desirable.

It might be generally noted that the over seventy females were more varied in their responses than were any of the other groups. This may have been due to the fact that mature women were more likely to be aware of personality characteristics in teachers. Male responses were more varied among all age groups than were the corresponding female responses.

Age and Sex in Relation to Desirable Teaching Techniques

In studying the data on desirable teaching techniques (Part II, Table XII) and the material on age and sex (Appendix I, Tables V-A and V-B), it is apparent that the age and sex factors had very little influence on the responses, since the only group that varied from the distribution of the total population were the over seventy females. This group selected "takes time to repeat" as a

desirable teaching technique, while the other groups showed average interest.

The remaining responses of the various groups were varied, but not enough to indicate any direct influence of the age and sex factors.

Age and Sex in Relation to Undesirable Personality Characteristics of Teachers

The data on undesirable personality characteristics of teachers (Part II, Table XIII), when compared with the information on age and sex (Appendix I, Tables VI-A and VI-B), seem to indicate that these factors did not materially affect these choices. The only instance where age and sex seemed to make a difference in the choices was among the females in the over seventy age group in both residence categories, who selected the characteristic of being "rude" as very undesirable.

The non-Highland Parker females in the over seventy age group considered "holding grudges" a much more undesirable characteristic than did the Highland Parker males in the fifty to sixty-nine age group. It is noticeable that in this case both age and sex influenced the choice.

Age and Sex in Relation to Undesirable Teaching Techniques

The information on undesirable teaching techniques (Part II, Table XIV), when related to the data on age and sex (Appendix I, Tables VII-A and VII-B), draws attention to the fact that again these factors did not materially affect the choices of the female respondents except in the over seventy age groups; even these responses seem to have been a random variation.

While age and sex did seem to affect the variation of responses among the male Highland Parkers in the various age groups, there did not seem to be a general trend to indicate a cause for these variations.

Age and Sex in Relation to Classes Being Taken Now

The data on classes being taken "now" (Part II, Table XV) and the information on age and sex (Appendix I, Tables VIII-A and VIII-B) show that these factors made a difference in the selection of classes. The females in the sixteen to twenty-nine age groups, among both residence categories, were not as interested in "general academic" and "leisure-time" activities as were the females in the fifty to sixty-nine age groups, who rated these classes high.

Another comparison which indicates that age and six did make a difference in the choices of classes is found among the sixteen to twenty-nine age groups where the males showed high preference for "business and commercial" classes, while the females showed little interest.

In general the age factor seems to have had the most influence, since the responses of the younger groups were more varied than were the responses of the distribution of the total population.

Age and Sex in Relation to Classes Taken in the Past

The summary of the data on classes taken in the past (Part II, Table XVI) and the information on age and sex (Appendix I, Tables IX-A and IX-B) indicates that, among non-Highland Parkers, the males in the fifty to sixty-nine age group and the females in the thirty to forty-nine age group showed a stronger preference for "leisure-time" activities (29.6 and 30.5 per cent, respectively), than did the remaining groups, whose answers were in conformity with those of the total distribution.

Among the Highland Parkers, the males in the two older age groups showed a much higher interest in "homemaking" and "preparation for citizenship" classes than did any of the other groups.

It is interesting to note that the younger age groups did not vary their responses from the established responses for the total population.

Age and Sex in Relation to Classes To Be Taken in the Future

A comparison of the data on classes to be taken in the future (Part II, Table XVII) with the responses on age and sex (Appendix I, Tables X-A and X-B) shows that these factors seem to have had an effect on these selections. The females in the fifty to sixty-nine age group among non-Highland Parkers were much more interested in "general academic" classes for the future than were the females in the thirty to forty-nine age group, who expressed limited interest in this subject area.

Among the Highland Parkers, the females in the fifty to sixty-nine age group expressed a preference for more "leisure-time" activities than did the females in the sixteen to twenty-nine age group, who appeared very indifferent about this possibility.

The non-Highland Park females in the thirty to forty-nine age group were interested in taking more "homemaking" classes in the future than were the Highland Park females in the sixteen to twenty-nine age group, who had very little interest in this subject area.

It would seem that the younger women were career-minded; the middle-aged women were interested in the home and opportunities to supplement the family income; and the older women were primarily interested in classes that gave personal satisfaction.

A trend among both residence groups in the male sixteen to twenty-nine age groups indicates an interest in taking more classes in the future in the following areas: "business and commercial" and "preparation for citizenship." Those in the fifty to sixty-nine age groups were primarily interested in "preparation for citizenship" and "homemaking" classes.

Thus it appears that age and sex tended to determine the educational and personal plans of respondents for future class selections.

Age and Sex in Relation to Suggestions for Additional Classes and Activities

In studying the responses concerning suggestions for additional classes and activities (Part II, Table XVIII) and the data on age and sex (Appendix I, Tables XI-A and XI-B), it appears that the factors have influenced the responses in making suggestions for classes and activities.

Among both residence groups, the females in the sixteen to twenty-nine age classifications expressed a more limited need for "general

academic'' classes than did those in the fifty to sixty-nine age groups, who were much more interested in this educational area.

Among Highland Parkers, the females in the sixteen to twenty-nine age group showed very little interest in promoting ''business and commercial'' classes for the future, while the males in this same age group were very interested in this subject area.

General Conclusions

In summarizing the relationships drawn in this section, the data indicate that age and sex in general influenced the respondents' choices. The factors affected the answers of females in the over seventy age groups concerning reasons for enrolling and reasons for not enrolling, desirable and undesirable personality characteristics, and desirable and undesirable teaching techniques more than it did any other groups.

The younger groups gave a variety of responses to the question on classes being taken ''now,'' but conformed to the distribution of the responses of the total population in their answers concerning classes taken in the past.

The age factor seemed to influence selections of the females, while in the case of the males it is difficult to discern a direct

relationship. All of the male age groups gave such varied responses that it is not possible to determine whether age or sex is the influencing factor.

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO APPRAISALS OF THE ADULT EDUCATION PROGRAM

Residence and Home Ownership Status Related to Program Data

The basis for the sixth set of relationships is the residence and home ownership status of the respondents. The information is arranged as follows: Each table in this series is divided into Highland Parkers and non-Highland Parkers. These in turn are subdivided into groups who own their homes and who do not own their homes. These are further subdivided into the following length-of-residence classifications: (1) zero to five years, (2) six to ten years, and (3) over ten years.

In each table the total number responding in these subdivisions is indicated in the heading of the appropriate column. Based on these totals, provision is made in the tables to indicate the percentage responding to the various questions. This same stratification was used for each of the eleven sets of relationships. An analysis of the sixth set of relationships is now presented.

Residence and Home Ownership Status in Relation to Guidance and Counseling Services

In examining the data on guidance and counseling services (Part II, Table VIII) and the information on residence and home ownership status (Appendix J, Tables I-A and I-B), it becomes apparent that residence and home ownership did not have significant influence on the answers of the respondents in the selection of guidance and counseling services. In one or two instances, slight variations existed. For example, Highland Parkers who had lived in this area six to ten years and who did not own their homes indicated a stronger need for "vocational" guidance (28.0 per cent) than did the other two groups. This may have resulted from the possibly lower income status of these people who presumably could not afford their own homes and were seeking "vocational" advancement through guidance.

Residence and home ownership also made a difference in the responses among the groups who owned their homes and had lived six to ten years either in or out of Highland Park. They selected the "over the counter" type of counseling service much more frequently than did the other groups. However, all other responses conformed more to the appraisals of the total population.

Residence and Home Ownership Status in Relation to Reasons for Enrolling

The summarization of the responses relative to reasons for enrolling (Part II, Table IX) and the data on residence and home ownership status (Appendix J, Tables II-A and II-B) points out the fact that there was only a random variation in the selection of these reasons. One general trend might indicate that residence and home ownership had some influence on the choices of responses. This was in the case of the respondents in the various length-of-residence groups who did not own their homes, who showed primary interest in using those services which would tend to help them get ahead economically and socially, such as "get ahead on the job," "increase income," "broaden outlook," "get high school credit," "get ahead socially," "learn English," and "learn to get along with people." Apparently the fact that they did not own their homes had led these people to select the services which might help them improve their chances of becoming home owners. On the other hand, those who owned their homes did not indicate a preference for these particular reasons for enrolling, which might be due to the fact that they already did own their homes and did not need these services.

Residence and Home Ownership Status in Relation to Reasons for Not Enrolling

In comparing the data on reasons for not enrolling (Part II, Table X) with the information on residence and home ownership status (Appendix J, Tables III-A and III-B), it is found that residence and home ownership did not seem to make a difference to the respondents in the selections of reasons for not enrolling. The general pattern of answers conformed to the distribution of responses in the total population under study. The few random variations were insignificant.

Residence and Home Ownership Status in Relation to Desirable Personality Characteristics of Teachers

A summary of the data on desirable personality characteristics of teachers (Part II, Table XI) and information on residence and home ownership status (Appendix J, Tables IV-A and IV-B) indicates that there does not seem to have been a basis for relationship between the factors of residence and home ownership and the selection of characteristics. The responses, therefore, conformed more to the appraisals of the total population. The few slight variations that are apparent indicate a preference of the

characteristics of "patience" and "friendliness," although there exists no basis of comparison.

Residence and Home Ownership Status in Relation to Desirable Teaching Techniques

The data on desirable teaching techniques (Part II, Table XII) and information obtained on residence and home ownership status (Appendix J, Tables V-A and V-B) again indicate that there appears to have been no direct relationships possible between residence and home ownership and the selection of desirable teaching techniques. These factors do not seem to have made any difference in the answers of the respondents. Very slight variations did exist, but the general pattern of responses was in conformity with the distribution of the total population. Where these variations are noticeable, they cannot be attributed to the particular factors under consideration.

Residence and Home Ownership Status in Relation to Undesirable Personality Characteristics of Teachers

A study of the total responses relative to undesirable personality characteristics of teachers (Part II, Table XIII) and the total responses on residence and home ownership status (Appendix J, Tables VI-A and VI-B) reveals that no apparent direct

relationships can be drawn from these data. Residence and home ownership do not seem to have made any difference in the selection of undesirable personality characteristics of teachers. The answers conformed consistently to the distribution of responses in the total population under study.

Residence and Home Ownership Status in Relation to Undesirable Teaching Techniques

A study of the total replies concerning undesirable teaching techniques (Part II, Table XIV) and the facts obtained on residence and home ownership status (Appendix J, Tables VII-A and VII-B) points out that these factors do not appear to have affected the selection of undesirable teaching techniques. While there were a few variations, these must be assumed to have been random, since no direct relationship with residence and home ownership can be determined. The answers of the respondents conformed to the appraisals of the total population.

Residence and Home Ownership Status in Relation to Classes Being Taken Now

A summary of the data on classes being taken "now" (Part II, Table XV) and the replies obtained on residence and home ownership status (Appendix J, Tables VIII-A and VIII-B) seems to indicate

that relationships did exist in this area. A general trend is noticeable among both Highland Parkers and non-Highland Parkers who owned their homes in the zero to five years length-of-residence groups. A higher percentage enrolled in the majority of listed classes among these groups than did any of the other groups; as the length of residence decreased, the interest seems to have decreased. Thus we might state that new ownership of a home had some influence on further education.

With reference to the groups that did not own their homes, the six to ten years length-of-residence groups selected a larger percentage of classes than did the zero to five years length-of-residence groups. In this instance, it appears that length of residence did influence selection of classes among those who had resided in a community over a period of years. In general, residence and home ownership did make a difference in the choices made by respondents in their selections of adult education classes.

Residence and Home Ownership Status in Relation to Classes Taken in the Past

A comparison of the total responses on classes taken in the past (Part II, Table XVI) and the replies on residence and home ownership status (Appendix J, Tables IX-A and IX-B) shows only a

slight random variation of responses among Highland Parkers. However, among non-Highland Parkers some relationships can be discerned. The zero to five years length-of-residence group who owned their homes showed a higher enrollment in most subject areas than did those who had lived in this residence area for a longer period of time. This again points up the fact that people with new homes were highly interested in further education. Among the people who did not own their homes, it was the six to ten years length-of-residence group who showed the highest enrollment. It might be rationalized that the longer people lived in a community the more interested they became in local educational opportunities.

Thus it might be stated that residence and home ownership did make a difference in the responses of non-Highland Parkers but apparently had little influence on Highland Parkers. This latter group conformed to the appraisals of the total population.

Residence and Home Ownership Status in Relation to Classes To Be Taken in the Future

The total responses on classes to be taken in the future (Part II, Table XVII) and the information on residence and home ownership status (Appendix J, Tables X-A and X-B) indicate that, among both residence groups, those who owned their homes in the zero to five

years length-of-residence groups were planning to enroll in more classes in the future than were any of the other groups. Apparently the people representing the most current enrollments in adult education classes (Appendix J, Tables IX-A and IX-B) were finding the program satisfactory enough to warrant increased future participation. This same situation existed among those who did not own their homes and who had lived in this area for six to ten years.

It is interesting to note that, among non-Highland Parkers, interest in plans for future enrollment increased with length of residence up to ten years, and then suddenly declined. Thus it would seem that length of residence had more effect on their selection of future classes than did home ownership.

Residence and Home Ownership Status in Relation to Suggestions for Additional Classes and Activities

An appraisal of the suggestions for additional classes and activities (Part II, Table XVIII), compared with the responses on residence and home ownership status (Appendix J, Tables XI-A and XI-B), indicates that, among those who owned their homes and had lived in this area zero to five and six to ten years, there was a decided interest in increasing classes in almost all subject areas. On the other hand, this interest dropped off sharply among the

respondents who had lived in this area over ten years. Thus it appears that residence and home ownership have had some influence on the responses. Generally, it may be assumed that, as a home was established and length of residence increased, interest in local educational opportunities for the purpose of improving economic and social status increased until these needs were met, and then declined.

Among non-Highland Parkers, length of residence seems to have had more influence on the answers made by respondents than did home ownership. Respondents who had lived in this residence area for six to ten years showed a more definite interest in increasing classes and activities in most subject areas than did those who had lived in this area for zero to five years. Again it might be rationalized that the longer people resided in a community, the more interest they tended to take in local educational opportunities.

General Conclusions

The findings with reference to the effect of residence and home ownership status on various aspects of the adult education program indicate that there are not many direct relationships apparent. Slight variations exist indicating that both residence and home ownership did have some influence on the answers of the respondents.

In the matter of selection of classes, new home ownership status seems to have influenced choices since persons in the zero to five years-of-residence category showed more responses than did those in the other residence groups. This may have resulted from the need of new home owners to learn skills necessary for home and property management.

In the areas of selecting guidance and counseling services and reasons for enrolling, the groups who showed the most variation from the responses of the total population were those who did not own their homes, with shorter length-of-residence status. Apparently these groups were attempting to improve their economic status so they could become home owners.

PART IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

For many years the community of Highland Park, Michigan, has supported an adult education program in its public schools. Since this program has expanded rapidly in terms of the growing needs of a changing population, it has become increasingly necessary for the administration to appraise the program to determine its efficiency in meeting current needs, and to prepare for its projection into the future.

The worth of the adult education program in Highland Park has never been formally assessed by the student body or evaluated by community leaders. The present study, however, is such an attempt in the form of two surveys undertaken during the winter term of 1957. One was a questionnaire study with the enrolled student population, and the other was a series of personal interviews with community leaders.

The precoded questionnaire was administered to 2,096 student enrollees during a one-week period. Of these, 116 were not returned and 88 were discarded because they were not completely answered. In order to reduce the time and cost of analysis, a random sample of every other one of the remaining 1,892 questionnaires was taken. The final sample represented 946 completed instruments.

The data were transferred to International Business Machines cards. These data contained personal information about the

respondents in respect to (1) formal schooling, (2) employment and occupational status, (3) approximate income, (4) marital and family status, (5) age and sex, and (6) residence and home ownership status. In addition, questions were asked concerning the following aspects of the program: (1) guidance and counseling services, (2) reasons for enrolling or not enrolling, (3) desirable and undesirable personality characteristics of teachers, (4) desirable and undesirable teaching techniques, (5) kinds and numbers of classes being taken now and those desired in the future, and (6) kinds and numbers of classes taken in the past and additional suggestions for future classes and activities.

A supplementary essay-type question was also asked in which the respondents were given an opportunity to discuss personal, family, and occupational problems or "worries" with suggestions as to how the Adult Education Division could help.

In addition to the questionnaire administered to the student body, a personal interview was conducted with a random sample of twenty-two community leaders. The questions used for this interview were structured so as to measure the intensity of feeling concerning curriculum, counseling, instruction, and special services. These interviews were content-analyzed to obtain points of view and community expectations regarding the adult education program.

SUMMARY

A brief summary of the appraisal made by the students reveals that, within the limits of replies received, the average student participating in the adult education program is a married woman about forty years of age who is employed outside of Highland Park. She has completed her tenth year of schooling and has a home to manage as well as clerical duties to perform in the business world. This "typical" student rents a home in Highland Park, where she has lived for over ten years. Her earnings for the last calendar year were approximately $3,000. The "over the counter" type of counseling was the most helpful to her in determining the class or classes in which she would enroll. Among the several reasons she had for enrolling, the most important were "just interested" in a particular subject, the desire to "get ahead on the job," and "to meet people." In her opinion people do not attend classes because they are "not aware of the program offered" or because they are "too tired after work" or "too busy with other duties." The "ideal" instructor for the average student is one who is "patient, sympathetic, and understanding," is "fair and honest," and is "cooperative." This teacher

"encourages all students," and "gives individual help" as he "stimulates interest" in a subject in which he is "well prepared." A teacher who has personality traits which caused him to be "sarcastic," "humiliating," and "critical" to students is found to be undesirable. Also disliked is the teacher who lacks "know-how."

In regard to the present curriculum, it is found that four course areas attract the majority of the current enrollees; namely, "vocational," "educational," "social," and "leisure-time" activities. Enrollments have been heaviest in "general academic" classes and "leisure-time" activities. As for classes to be taken in the future, the trend of the replies indicates that curricular offerings need not be changed greatly since the greatest demands are in the "general academic" and "business and commercial" course areas.

From the point of view of the community leaders, the adult education program is thought of as generally meeting the present needs of the community in a satisfactory manner; instruction is considered adequate in all course areas; and administrative leadership is acknowledged as superior. For future development, the leaders suggest a continuation of the basic program with an expansion within the present curricular framework.

In order to highlight the influence of the personal characteristics and background of the student body upon its appraisal of various

aspects of the adult education program, such data were put into relation with each other and analyzed. A summary follows.

Educational Background

The findings with reference to the effect of educational background on various aspects of the adult education program indicate that this factor had varied effect on the answers of the respondents. Those with elementary, college, and graduate educational training seem to have varied more in their answers than the high school group, who seem to have been more typical of the distributions of the total population. The elementary group gave higher priority than expected to reasons for enrolling, desirable teaching techniques, and classes being taken "now." The college and graduate groups deviated more in their choices in the areas of guidance and counseling services, undesirable teaching techniques, and classes being taken "now."

The main conclusion that can be drawn is that, the higher the level of education, the more discriminating the decisions were with reference to services and educational opportunities, while the more limited the level of education, the more conforming the responses appeared, especially with reference to classes to be taken in the future and reasons for enrolling.

Employment and Occupational Status

The effect of employment and occupation on various aspects of the adult education program indicate that both factors made a difference in the answers of the respondents. The occupational groups of professionals, craftsmen, and laborers seem to have varied more in their responses than did the homemakers and service and clerical workers. This latter group, as well as the remaining occupational groups, indicated answers that were more typical of the distribution of the total population.

Specifically, the professional, craftsman, and laborer groups deviated more than the other groups in their responses on guidance and counseling services and on reasons for enrolling or not enrolling; in these groups occupation made a difference in the responses.

In the matter of employment, the professional, laborer, and retired groups, among both employed and unemployed categories, were more at variance with each other than were the remaining occupational groups in these two categories. The largest difference in responses concerned desirable personality characteristics of teachers and desirable teaching techniques.

The conclusion is that those employed in the professional, craftsman, and laborer classifications were more aware of definite

job objectives and thus sought specific counseling services and had concrete reasons for enrolling or not enrolling in adult education classes, which objectives did not affect the other occupational groups.

Another conclusion is that the professional, laborer, and retired groups who were unemployed needed one type of learning situation, while the employed might have needed another set of conditions. Thus both selected very different desirable personality characteristics of teachers and desirable teaching techniques.

Approximate Income

Income made a difference in the responses with reference to suggestions for additional classes and activities, primarily among the higher-income groups. The lower-income groups, on the other hand, were not affected by income status in making their choices. The only consistent deviation from this pattern was with reference to the selection of undesirable teaching techniques; in this instance the income factor seems to have affected the selections of all income groups.

Thus it appears that the respondents in the higher-income brackets oscillated more from the distribution of the responses of the total population than did those in the lower income groups. The latter conformed more to the appraisals of the total population.

In general it might be concluded that persons with higher incomes could afford to select many and varied classes and services offered by the Adult Education Division, while those in the lower-income groups could not as readily do so. Thus the latter income groups conformed quite consistently to the distribution of the responses of the total population.

Marital and Family Status

The findings with reference to the influence of marital and family status on various aspects of the adult education program indicate that this factor had varied effect on the answers of the respondents. A definite trend is noted that more variations from the distribution of the total responses occurred among the single rather than the married groups in the selection of guidance and counseling services, desirable personality characteristics of teachers, and undesirable personality characteristics of teachers; the married groups showed more variation than did those in the single classification. In one instance, the dependency factor had more influence than the marital factor; namely, in the selection of reasons for enrolling.

With reference to the questions concerning classes, it was noticeable that most of the groups were influenced by marital and family status in making their selections.

The conclusion is that, while marital and family status made a difference in the choices of the respondents in all of the various groups, the causes for these differences are indeterminate since the variations followed no definite pattern.

Age and Sex

Age and sex in general influenced the respondents' choices. The factors affected the answers of females in the over seventy age groups concerning reasons for enrolling or not enrolling, desirable and undesirable personality characteristics, and desirable and undesirable teaching techniques more than it did any other groups.

The younger groups gave a variety of responses to the question on classes being taken "now," but conformed to the distribution of the responses of the total population in their answers concerning classes taken in the past.

The age factor seemed to influence selections of the females, while in the case of the males it is difficult to discern a direct relationship. All of the male age groups gave such varied responses that it is not possible to determine whether age or sex is the influencing factor.

Residence and Home Ownership Status

The findings with reference to the effect of residence and home ownership status on various aspects of the adult education program indicate that there were not many direct relationships apparent. Slight variations existed, indicating that both residence and home ownership did have some influence on the answers of the respondents.

In the matter of selection of classes, new home ownership status seems to have influenced choices, since persons in the zero to five years residence category showed more responses than did those in the other residency groups. This may have resulted from the need of new home owners to learn skills necessary for home and property management.

In the areas of selecting guidance and counseling services and reasons for enrolling, the groups that showed the most variation from the responses of the total population were those who did not own homes and who had shorter length-of-residence status. Apparently these groups were attempting to improve their economic status so they could become home owners.

CONCLUSIONS

This investigation has been an attempt to appraise the current adult education program in the Highland Park public school system, and to make recommendations for further program development. As a result of the study, certain conclusions have become possible. An analysis of the returns of the students' survey indicates:

1. There existed a preference and a uniform acceptance, among all groups of students, for two generalized types of counseling services; namely, "over the counter" and "informational" counseling.

2. The most popular reasons for enrolling in adult education classes were "vocational," "cultural," "educational," and "social."

3. The most frequently named general reasons for not enrolling in adult education classes were found in the lack of interest in the areas of "public affairs" and "international understanding." The most frequently named personal reasons for not enrolling in adult education classes were conjectured as "unaware of the program offered," "too busy with other duties," and "too tired after work."

4. The characteristics most desired in adult education teachers were "friendliness," "patience," "cooperativeness," and "fairness." Those least desired were "humiliation," "sarcasm," and "criticalness."

5. The teaching techniques most appreciated in teachers were "knowledge of subject matter," "encouragement of students," "stimulation of interest," and giving "individual help." Those least appreciated were the "lack of know-how," "impracticality," and the appearance of "boredom."

6. Students were currently enrolled in the following subject areas: "general academic," "business and commercial," "homemaking," and "leisure-time" activities.

7. Students indicated that their past enrollment was most frequently in the following subject areas: "leisure-time" activities and "general academic."

8. Currently enrolled students indicated that their future enrollment would be concentrated in the following subject areas: "general academic," "business and commercial," and "homemaking."

9. Currently enrolled students indicated an interest in expanding curricular offerings in the following subject areas: "general academic," "business and commercial," and "homemaking.

10. There was no increased demand, on the part of current enrollees, for classes in "civic and public affairs," "personal improvement," "parent and family life education," and "industrial training." However, there was mention of some unsolved problems or "worries" involving personal and financial difficulties for which there was hope to find assistance through adult education.

11. Current enrollees expressed satisfaction with the services and curricular offerings of the adult education program.

An analysis of the interviews with twenty-two community leaders indicates:

1. The adult education program was evaluated as meeting adequately the present needs of the community, but must expand the present course offerings into more sequential levels of work.

2. The reaction of community agencies and organizations to the adult education program was judged as favorable.

3. Guidance and counseling services were, in general, perceived as adequate.

4. The quality of instruction in all areas was appraised as excellent.

5. The curricular offerings were conceived of as having wide variety of informal classes but as lacking in diversification in the formal and academic areas.

6. The administrative leadership of the program was thought of as commendable.

RECOMMENDATIONS

Recommendations for Further Development of the Adult Education Program

As a result of the information received from the students and community leaders, and as a result of the relationship study of personal characteristics of students and their use and appraisal of program aspects, the following recommendations for improving the adult education program are offered:

Guidance and counseling services.--

1. There should be a graduate expansion of the guidance and counseling services to reach a larger proportion of the adult education membership.

2. There should be a re-emphasis of counseling services so that more specific services are possible and available for those seeking generalized counseling services. This service should benefit particularly those with only an elementary education.

3. There should be, within the limitation of the Adult Education Division, provisions and arrangements for assisting enrollees

with personal and professional problems not directly related to course work.

Curricular offerings.--

1. There should be a continued strong program in the "general academic" and "business and commercial" subject areas.

2. There should be an increase in cosponsored classes with business, industry, government, and other community groups.

3. There should be further appraisal of the interest and need for "preparation for citizenship" and "homemaking" subject areas.

4. There should be further investigation regarding the need for extending the present program for persons wishing to complete elementary education.

5. There should be further study concerning the need for the education of the aged.

6. There should be a continued emphasis on classes in all areas which have a particular relationship to specific occupations.

7. There should be further investigation regarding programs dealing with civic and governmental affairs, activities for the whole family, leisure-time activities, and special consideration for the needs of the young adults and young married groups.

8. There should be continued investigation with reference to the role of adult education in the community college concept.

Instruction.--

1. There should be continued effort to select and appoint instructors who have the personality and the "know-how" to conduct adult education classes with profit to adult enrollees.

2. There should be an in-service training program to permit the continued improvement of adult instruction.

3. There should be continued efforts to articulate the philosophy and importance of adult education not only to faculty but to all leaders in the community.

Special services.--

1. There should be a continuously improving program of public relations concerning adult education in the community.

2. There should be continuous improvement in the physical facilities, equipment, and environmental study conditions for the adult learner.

3. There should be improved and increased parking facilities for the future.

Recommendations for Needed Research

1. A study of other adult education programs in Michigan should be made using the same methodological approach as this study so as to obtain more generality of findings for adult education in the state of Michigan.

2. A financial study of this and other adult education programs in Michigan should be made to determine costs and reasonable fiscal limits of a comprehensive program.

3. A study should be made to determine the relationship of adult education to the junior and community colleges in Michigan.

4. A study should be made to determine more generally the "ideal" personality characteristics of adult instructors and the "ideal" methods of instruction for the adult population.

5. A study should be made to determine the relationship between adult education and in-service training programs in business and industry.

APPENDIXES

APPENDIX A

THE QUESTIONNAIRE

AN APPRAISAL OF THE ADULT EDUCATION PROGRAM OF THE HIGHLAND PARK PUBLIC SCHOOL SYSTEM

CODE No. [ ] [ ] [ ] [ ]
(1) (2) (3) (4)

Date .....

GENERAL INSTRUCTIONS: We are very much interested in getting YOUR opinion of the Adult Education Program of Highland Park. Would you please cooperate by answering this questionnaire as completely as possible. Your answers will be of great help in planning the best possible Adult Education Program for Highland Park. Please DO NOT sign your name.

PERSONAL INFORMATION

(5) What is your school attendance status? Check ONE.

_____1. Attend adult education classes only.
_____2. Attend day school and adult education classes.

(6) How many years of formal schooling have you had? Check ONE, indicating the highest number of years completed.

_____1. 8th grade or less.
_____2. 1 to 4 years of high school.
_____3. 1 to 4 years of college.
_____4. College graduate work.
_____5. Other schools such as, Business, Correspondence, Trade or Technical Schools.

(7) What is your employment status? Check ONE.

_____1. Employed in Highland Park.
_____2. Employed outside of Highland Park.
_____3. Unemployed.
_____4. Other (Specify): .....
.....
.....

(8) What is your major occupational classification? Check ONE.

_____1. Professional or technical (doctor, lawyer, teacher, engineer, accountant, librarian, social worker, etc.).
_____2. Craftsman or foreman (carpenter, typesetter, mechanic, repairman, locomotive engineer, or other skilled worker).
_____3. Homemaker.
_____4. Laborer or other unskilled worker.
_____5. Private household worker (maid, laundress, cook, housekeeper, etc.).
_____6. Service worker not in private home (janitor, maintenance worker, policeman, barber, bartender, attendance, etc.).
_____7. Retired.
_____8. Other (Specify): Clerical, stenographic.
_____9. Manager or Proprietor.
_____0. Salesman, sales clerk.
_____x. None.

(9) What was your approximate income last year?

_____1. Under $3,000
_____2. $3,001 - $4,000
_____3. $4,001 - $5,000
_____4. $5,001 - $6,000
_____5. $6,001 - $7,000
_____6. $7,001 - $8,000
_____7. Over $8,000

(10) What is your marital status?

_____1. Single.
_____2. Married.

(11) What is your family status?

_____1. Have dependent(s).
_____2. Do not have any dependents.

(12) What is your age group?

_____1. 16 - 29.
_____2. 30 - 49.
_____3. 50 - 69.
_____4. 70 and over.

(13) What is your sex?

_____1. Male.
_____2. Female.

(14) What is your residence status?

_____1. Live in Highland Park.
_____2. Do NOT live in Highland Park.

(15) How long have you lived in Highland Park or in metropolitan Detroit?

_____1. 0 - 5 years.
_____2. 6 - 10 years.
_____3. 10 or more years.

(16) What is your home ownership status?

_____1. Own a home in Highland Park.
_____2. Own home outside of Highland Park.
_____3. Do not own home.

THE HIGHLAND PARK ADULT EDUCATION PROGRAM

INSTRUCTIONS: In order to recommend further development of the existing program, please answer the following questions according to your YOUR interest. (See the attached Winter Term Program for 1957).

(17) What types of guidance and counseling services provided by the Adult Education Division have you used and found helpful?

_____1. Pre-registration "over the counter" counseling.
_____2. Educational guidance (preparation for high school diploma).
_____3. Vocational guidance (on the job training, training for new jobs, etc.).
_____4. Veterans' counseling.
_____5. Naturalization assistance.
_____6. Counseling on personal problems.
_____7. Informational services (Adult Education News, descriptive bulletins, etc.).
_____8. Testing services (G. E. D. tests, achievement, aptitude, intelligence, and other types of tests).
_____9. Any other services used (Specify):

.....

.....

REASONS WHY YOU ENROLL IN ADULT EDUCATION CLASSES

INSTRUCTIONS: Here are some reasons why people enroll in Adult Education classes. Please check those which apply to YOU. Please look over each section before you answer.

(18) Vocational. Check ONE.

_____1. Get ahead on the job or prepare for a new job.
_____2. Increase income or earn a better living.
_____3. Required to attend as a condition of job.
_____4. The above do not apply.

(19) Cultural Development. Check ONE.

_____1. Broaden outlook on life, get out of a rut, sharpen intellectual powers, become more cultured, or enrich living.
_____2. Just interested in a particular subject.
_____3. Make some sense out of a puzzling world or develop a philosophy of life.
_____4. The above do not apply.

(20) Educational Advancement. Check ONE.

_____1. Prepare for college or other education.
_____2. Get credit towards a high school diploma.
_____3. Prepare myself for passing an examination.
_____4. The above do not apply.

(21) Social Advancement. Check ONE.

_____1. Meet people and make new friends.
_____2. Get ahead socially through education.
_____3. Learn how to get along better with people.
_____4. Be with a friend or friends.
_____5. The above do not apply.

(22) Americanization. Check ONE.

_____1. Learn to speak, read or write English.
_____2. Learn about American customs and laws.
_____3. The above do not apply.

(23) Public Affairs Training. Check ONE.

_____1. Learn how to improve my community, or be more active in civic affairs.
_____2. Learn how to be a better leader of a group.
_____3. Understand social problems in my city.
_____4. The above do not apply.

(24) International Understanding. Check ONE.

_____1. Learn a foreign language.
_____2. Learn about life in other countries.
_____3. The above does not apply.

(25) **Learning a Leisure Time Skill. Check ONE.**

_____1. Learn a skill in connection with a sport or a hobby.

_____2. Learn how to make better use of my leisure.

_____3. Get an outlet for my interest in creating or making things.

_____4. The above do not apply.

(26) **Recreation. Check ONE.**

_____1. Help me to relax, be entertained or amused.

_____2. Just something to do in my spare time.

_____3. The above do not apply.

(27) **Family. Check ONE.**

_____1. Another member of my family wanted me to enroll.

_____2. Prepare myself for home ownership or care of the home.

_____3. Learn how to take better care of my children or get along better with my spouse.

_____4. The above do not apply.

(28) **Please list any other reasons why YOU take adult education classes.**

_____1. .....

_____2. .....

_____3. .....

_____4. No further reasons.

(29) **Here are reasons why some people do not take Adult Education classes. Please check the ONE that you think is most important.**

_____1. They do not know about the program.

_____2. They cannot afford the cost of the classes.

_____3. The parking facilities are not adequate.

_____4. The classes are not held at convenient times.

_____5. The classes are not held at convenient places.

_____6. The subjects offered are not interesting.

_____7. If you have not checked ONE above, please indicate other reason: They lack interest in further education.

.....

.....

(30) **Here are some OTHER reasons. Please Check the ONE that you think is MOST important.**

_____1. Their friends are not taking classes.

_____2. They feel that education stops when one graduates from high school or college.

_____3. They are too tired after work.

_____4. They are too busy with other duties.

_____5. They feel their time is wasted unless they are working for a definite goal.

_____6. They fear competition of other people.

_____7. They think they are too old to learn.

_____8. If you have not checked ONE, above, please indicate other reason: .....

.....

.....

YOUR OPINION ABOUT THE INSTRUCTION OF THE ADULT EDUCATION PROGRAM OF THE HIGHLAND PARK PUBLIC SCHOOLS.

INSTRUCTIONS: Think of some adult education teachers whom you have had. The following characteristics are desirable ones. In each of the following groups, would you please select the ONE characteristic that appeals to you most.

(31) **Check ONE group of personality characteristics that appeals to you most.**

_____1. Patient, sympathetic, understanding.

_____2. Friendly, enthusiastic, has a sense of humor.

_____3. Imaginative, informal, responsive.

_____4. Ambitious, driving, serious.

(32) **Check ONE additional personality characteristic that appeals to you most.**

_____1. Can keep confidences.

_____2. Is fair and honost.

_____3. Is well-mannered.

_____4. Is neat in appearance.

_____5. Is cooperative.

_____6. If you have not checked ONE of the above, please write in ONE personality characteristic that DOES appeal to you. .....

.....

.....

(33) **Check ONE teaching technique that appeals to you most.**

_____1. Comes to class well prepared.

_____2. Stimulates interest in work.

_____3. Varies classroom procedure.

_____4. Sets standards of achievement.

_____5. Gives individual help.

_____6. Gives opportunity to ask questions.

_____7. Guides rather than does student's work.

_____8. Gives thorough explanations.

(34) **Check ONE additional teaching technique that appeals to you most.**

_____1. Knows subject matter.

_____2. Gives examples from practical experience.

_____3. Knows good references and sources of supplies.

_____4. Encourages all students.

_____5. Gives good demonstrations.

_____6. Uses audio-visual aids.

_____7. Takes time to repeat.

_____8. Returns homework with marginal notes.

_____9. If you have NOT checked ONE of the above, please write in ONE teaching technique that does appeal to you. .....

.....

.....

INSTRUCTIONS: Think of some adult education teachers whom you have had. The following characteristics are undesirable ones. In each of the following groups, would you please select the ONE characteristic that appeals to you least.

(35) **Check ONE personality characteristic in teachers that appeals to you least.**

_____1. Is rude.

_____2. Is overbearing.

_____3. Is humiliating.

_____4. Uses sarcasm.

_____5. Is too demanding.

_____6. Holds grudges.

_____7. Is too critical.

_____8. If you have NOT checked ONE of the above, please write in ONE personality characteristic that does NOT appeal to you. .....

.....

.....

(36) **Check ONE teaching technique that appeals to you least.**

_____1. Lacks classroom control.

_____2. Lacks "know-how" of adult teaching.

_____3. Shows favoritism among students.

_____4. Seems bored.

_____5. Speaks indistinctly.

(37) **Check ONE additional teaching technique that appeals to you least.**

_____1. Does not make clear assignments.

_____2. Does not give enough review.

_____3. Is too impractical.

_____4. Is not up to date in the field.

_____5. Leaves jobs unfinished.

_____6. If you have NOT checked ONE of the above, please write in ONE teaching technique that does NOT appeal to you. .....

.....

.....

(38-53) **Please list the adult education class(es) *that you are taking* NOW.**

.....

.....

.....

.....

.....

(54-69) **Please list the classes that you have taken at any time in the past. Please write down as many as you can remember.**

.....

.....

.....

.....

.....

.....

.....

(38-53) **Please list any class(es) *that you hope to take in the near future.***

.....

.....

.....

.....

.....

(54-69) **Please suggest any class or activity that you would like to see in the Highland Park Adult Education Program.**

.....

.....

.....

.....

.....

.....

.....

Please do not write below this line.

CARD No. 1

38	39	40	41	42	43	44	45

46	47	48	49	50	51	52	53

CARD No. 2

38	39	40	41	42	43	44	45

46	47	48	49	50	51	52	53

CARD No. 1

54	55	56	57	58	59	60	61

62	63	64	65	66	67	68	69

CARD No. 2

54	55	56	57	58	59	60	61

62	63	64	65	66	67	68	69

(70-80) **We appreciate your cooperation in giving us information on your feelings toward the classes and activities of the Highland Park Adult Education Program, BUT can we help you further? Do you have personal, family or occupational problems or "worries" that we could help you solve? Would you please discuss your problems freely and suggest HOW we could help you?**

Please do not write below this line.

70	71	72	73	74	75	76	77	78	79	80

APPENDIX B

COURSE AND ACTIVITY CLASSIFICATION

COURSE AND ACTIVITY CLASSIFICATION
(IBM Cards I and II)

(38) Civic and public affairs

(54)
1. Current events
2. Freedom agenda
3. Know your city
4. Propaganda analysis
5. World politics
6. Foreign relations
7. Civil defense
8. First aid

(39) Business and commercial

(55)
1. Accounting
2. Bookkeeping
3. Business and industrial mathematics
4. Business law
5. Business machines
6. Business letter writing
7. Commercial arithmetic
8. Economics
9. Economic geography
0. Commercial art
X. Filing

(40) Business and commercial (continued)

(56)
1. Income tax
2. Public speaking
3. Parliamentary procedure
4. Salesmanship
5. Shorthand
6. Stock market analysis
7. Typewriting
8. Practical nursing
9. Legal stenography
0. Office management
X. Publicity

(41) General academic

(57)
1. Algebra
2. Arithmetic (ninth grade)
3. Biology
4. Canadian history
5. Chemistry
6. English (four years)
7. French
8. Geometry
9. Italian
0. English (college preparatory)
X. Contemporary problems
V. German

(42) General academic (continued)

(58)
1. Latin American history
2. Physics
3. Sociology
4. Social living
5. Spanish
6. Trigonometry
7. United States government (civics)
8. United States history
9. World geography
0. World history
X. Calculus
V. Latin

(43) Homemaking

(59)
1. Cake decoration
2. Children's clothing
3. Cooking and baking
4. Flower arrangement
5. Home and interior decoration
6. Home nursing
7. Family and budget management
8. Smocking

(44) Homemaking (continued)

(60)
1. Hooked rug making
2. Knitting and yarncraft
3. Millinery
4. Pretailoring
5. Sewing and garment making
6. Slipcover and drapery making
7. Tailoring
8. Fashion design

(45) Music, arts, crafts, and hobbies

(61)
1. Ceramics and pottery
2. China painting
3. Chorus (women's)
4. Creative writing
5. Dog training
6. Jewelry making
7. Lapidary
8. Leathercrafts
9. Movie camera operation
0. Harmony
X. Mixed chorus (Glee club)
V. Orchestra

(46) Music, arts, crafts, and hobbies (continued)

(62)
1. Painting and drawing
2. Piano
3. Photography
4. Photo tinting
5. Radio and TV speech
6. Travelogue
7. Woodcrafts and hobbies
8. Dramatics
9. Music appreciation
0. Textile painting

(47) Parent and family life

(63)
1. Child care and development
2. Home and family living
3. Psychology of marriage
4. Sex education
5. The adolescent
6. PTA lay leadership

(48) Personal improvement

(64)
1. Aptitude testing and self-analysis
2. Bridge
3. Charm and good grooming
4. Creative imagination
5. How to study
6. Leadership development
7. Psychology (General)
8. Great books

(49) Preparation for citizenship and special education

(65)
1. English for the foreign-born (beginning)
2. English for the foreign-born (advanced)
3. Foreign dialect correction
4. Grammar review and vocabulary building
5. Arithmetic review
6. Lip reading
7. Preparation for maturity
8. Reading improvement
9. United States government (preparation for citizenship)

(50) Technical and vocational

(66)
1. Automotive mechanics (for women)
2. Blueprint reading
3. Building and construction (small home)
4. Descriptive geometry
5. Drafting
6. Driver education
7. Automotive mechanics (for men)

(51) Technical and vocational (continued)

(67)
1. Industrial electronics
2. Machine shop
3. Printing
4. Radio and TV servicing
5. Shop mathematics and slide rule
6. Upholstering
7. Welding
8. Woodworking and hobby shop
9. Furniture repair
0. Ham operator
X. Practical electricity

(52) Industrial training

(68)
1. Supervision and employee training
2. Time and motion study
3. Layouth drafting
4. Service station management
5. Automation
6. Cost estimating

APPENDIX C

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. What is your opinion concerning the classes and activities offered by the Highland Park Adult Education Division?

2. Do you think there is variety enough in the courses and activities offered?

3. Do you believe that the guidance and counseling services offered by the Adult Education Division are adequate?

4. In your opinion why do people of our community take adult education courses?

5. Why don't they take classes?

6. Do you feel that the type of instruction given is adequate?

7. How can the Adult Education Division better serve our community?

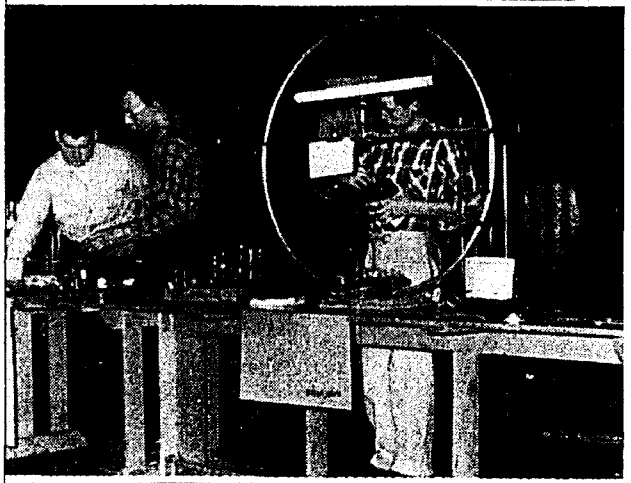
8. What do you think is the future of the Adult Education Program in Highland Park?

APPENDIX D

WINTER TERM PROGRAM

Adult Education News

JANUARY, 1957 HIGHLAND PARK, MICHIGAN VOL. VIII, No. 2



WINTER TERM

1957

REGISTRATION INFORMATION

WINTER TERM DATES: January 2, 1957 - March 22, 1957

REGISTRATION: December 3 through December 14, 1956 in the Adult Education Office, Room 109, High School Building, Glendale and Second

OFFICE HOURS: Monday - Thursday, 8:00 a.m. to 9:00 p.m.
Friday, 8:00 a.m. to 5:00 p.m.

CLASSES BEGIN: The week of January 2, 1957

PARKING: Facilities available on the playground at the rear of the High School

INFORMATION: TOwnsend 8-1272

TRAVEL FILMS: Every Wednesday at 7:30 p.m.
Room 76, High School Building
NO CHARGE

HIGHLAND PARK ADULT EDUCATION
SCHEDULE OF CLASSES

WINTER TERM - 1957

ENROLLMENT for limited classes should be made on the first day of registration. No telephone registrations can be accepted. Mail registrations, if accompanied with a check, will be accepted if the class has not been filled.

STANDARD resident fees are listed; non-residents of Highland Park pay one dollar in addition to the listed fee. All fees are payable in advance. If a person wishes to drop out of a class, his request for a refund must be accompanied by a receipt. Requests for refund expire after the class has been in session for six weeks.

This is a complete alphabetical listing of classes and activities offered by the Highland Park Adult Education Division during the winter term, 1957. Unless otherwise stated, classes will meet in the High School Building.

HIGH SCHOOL CREDIT CLASSES

(Two meetings per week unless otherwise indicated)

MONDAY AND WEDNESDAY	TIME	FEE
Accounting I or II	7:00 - 9:00	$7.00
Biology I or II	7:00 - 9:30	7.25
Blue Print Reading (M or W) (Machine and Building Trades)	7:00 - 10:00	6.25
Bookkeeping I or II	7:00 - 9:00	7.00
Business Law	7:00 - 9:00	7.00
Business Machines (W only)	7:00 - 10:00	6.25
Canadian History	7:00 - 9:30	7.25
Chemistry I or II	7:00 - 9:30	7.25
Comptometry (W only)	7:00 - 10:00	6.25
Contemporary Problems	7:00 - 9:30	7.25
Descriptive Geometry (M or W)	7:00 - 10:00	6.25
Drafting (M or W) (Product, Jig, Fixture, Tool and Die)	7:00 - 10:00	6.25
English 10-A	7:00 - 9:30	7.25
English 11-B	7:00 - 9:30	7.25
English 11-A	7:00 - 9:30	7.25
Foreign Relations	7:00 - 9:30	7.25
Grammar Review - 9th Grade	7:00 - 9:30	7.25
Machine Shop (M only)	7:00 - 10:00	6.25
Mechanical Drafting (M or W)	7:00 - 10:00	6.25
Physics I or II	7:00 - 9:30	7.25
Shorthand I	7:00 - 9:00	7.00
Sociology	7:00 - 9:30	7.25
Typewriting I	7:00 - 9:00	7.00
World History I or II	7:00 - 9:30	7.25

TUESDAY AND THURSDAY	TIME	FEE
Arithmetic Refresher	7:00 - 9:30	$7.25
Algebra I, II, or III	7:00 - 9:30	7.25
Business and Industrial Mathematics	7:00 - 9:30	7.25
Business Machines	7:00 - 9:00	7.00
Ceramics (T only)	7:00 - 10:00	6.25
Civics	7:00 - 9:30	7.25
Commercial Arithmetic	7:00 - 9:30	7.25
Dictation and Transcription	7:00 - 9:00	7.00
Economics	7:00 - 9:30	7.25
Economic Geography	7:00 - 9:30	7.25
English 10-B	7:00 - 9:30	7.25
English 12-B	7:00 - 9:30	7.25
English 12-A	7:00 - 9:30	7.25
English Refresher (College Prep.)	7:00 - 9:30	7.25
Geometry I, II, or III	7:00 - 9:30	7.25
Latin American History	7:00 - 9:30	7.25
Shorthand II	7:00 - 9:00	7.00
Shorthand III	7:00 - 9:00	7.00
Social Living	7:00 - 9:30	7.25
Trigonometry	7:00 - 9:30	7.25
Typewriting II	7:00 - 9:00	7.00
Typewriting III	7:00 - 9:00	7.00
United States Government	7:00 - 9:30	7.25
United States History I or II	7:00 - 9:30	7.25
Welding (T only) (Additional fee of $3.50 for gas and rod)	7:00 - 10:00	6.25
World Geography	7:00 - 9:30	7.25

DRIVER TRAINING — Spring Schedule on Request

"An investment in knowledge pays the best interest."—Franklin

NON-CREDIT . . . . LEISURE-TIME CLASSES

(One meeting a week unless otherwise indicated)

SPECIAL . . . One price for couples — for all non-credit and leisure-time classes

MONDAY	TIME	FEE
Aptitude Testing and Self Analysis	7:15 - 9:15	$5.00
Drapery Making	7:00 - 9:00	4.25
Filing	7:00 - 9:00	4.25
Flower Arrangement and Table Setting	7:00 - 9:00	4.25
French Conversation	7:00 - 9:00	4.25
Knitting and Yarncraft	7:00 - 9:00	4.25
Lapidary (8 weeks)	7:30 - 8:30	6.00
Mothersingers - PTA	7:30 - 9:30	3.00
Owner Dog Obedience	7:30 - 9:30	5.25
Painting and Drawing	7:00 - 9:00	5.00
Reading Literature Aloud	7:15 - 9:15	4.25
Sewing - General	7:00 - 9:00	4.25
Shop Mathematics	7:00 - 9:00	4.25
Shorthand	See Schedule Page 2	
Shorthand - Medical (M and W)	7:00 - 9:00	7.00
Slipcover Making	7:00 - 9:00	4.25
Typewriting	See Schedule Page 2	
Understanding Your Aptitudes	7:15 - 9:15	5.00

TUESDAY	TIME	FEE
Amateur Photography	7:00 - 9:00	$5.00
Art - Commercial	7:00 - 9:00	5.00
Business Letter Writing	7:00 - 9:00	4.25
Business Machines	See Schedule Page 2	
Ceramics	7:00 - 10:00	6.25
China Painting (Ford School)	1:30 - 3:30	7.00
China Painting	7:00 - 9:00	7.00
Clay Modeling Workshop	7:00 - 10:00	6.25
Commercial Illustrations	7:00 - 9:00	5.00
Decorating Your Home	7:00 - 9:00	4.25
German Conversation	7:00 - 9:00	4.25
Hooked Rug Making	7:00 - 9:00	4.25
Industrial Electronics	7:00 - 10:00	6.25
Interior Decoration	7:00 - 9:00	4.25
Investments (Beg. and Adv.)	7:30 - 9:30	FEE
Jewelry Making	7:00 - 10:00	6.25
Know Yourself	7:00 - 9:00	4.25
Marriage Clinic	7:00 - 9:00	5.00
Painting and Drawing	7:00 - 9:00	5.00
Photography	7:00 - 9:00	5.00
Psychology - General	7:00 - 9:00	4.25
Psychology of Marriage	7:00 - 9:00	5.00
Radio and TV Repair	7:00 - 10:00	6.25
Report Writing	7:00 - 9:00	4.25
Sewing (Ford School)	7:30 - 9:30	4.25
Sewing - Advanced	7:00 - 10:00	6.25
Shorthand	See Schedule Page 2	
Silver Jewelry Making	7:00 - 10:00	6.25
Stock Market Analysis	7:30 - 9:30	FEE
Tailoring	7:00 - 10:00	6.25
TV Servicing Workshop	7:00 - 10:00	6.25
Typewriting	See Schedule Page 2	

WEDNESDAY	TIME	FEE
Art Workshop	7:00 - 9:00	$5.00
SPECIAL: One price for one member OR the whole family.		
Basic Economics (Henry George School)	7:30 - 9:30	Free
Business Machines	See Schedule Page 2	
Cake Decoration	7:00 - 9:00	4.25
Comptometry	See Schedule Page 2	
Furniture Repair and Re-finishing	7:00 - 10:00	6.25
Good Grooming (The Powers Way) (Begin Jan. 16 — 8 weeks)	7:30 - 9:00	8.00
House Construction	7:00 - 9:00	4.25
Income Tax	7:00 - 9:00	4.25
Jewelry and Copper Enameling	7:00 - 10:00	6.25
Know Your Car (Women Only)	7:00 - 9:00	4.25
Leadership Development	UAW-CIO, Local 490	
Leathercraft Workshop	7:30 - 9:30	4.25
Millinery	7:00 - 9:00	4.25
Movie Camera Operation	7:00 - 9:00	5.00
Musical Moms	7:30 - 9:30	3.00
Owner Dog Obedience	7:30 - 9:30	5.25
Painting and Drawing	7:00 - 9:00	5.00
Picture Framing	7:00 - 10:00	6.25
Public Speaking	7:00 - 9:00	4.25
Radio and TV Speech	7:00 - 9:00	4.25
Radio and TV Script Writing	7:00 - 9:00	4.25
Reading Development	7:00 - 9:00	4.25
Sewing (Willard School)	7:00 - 9:00	4.25
Sewing	7:00 - 9:00	4.25
Shorthand	See Schedule Page 2	
Silver Jewelry Making	7:00 - 10:00	6.25
Spanish Conversation	7:00 - 9:00	4.25
TRAVEL FILMS	7:30 p.m.	FREE
Typewriting	See Schedule Page 2	
Upholstery (Willard School)	7:00 - 10:00	8.00
Woodcrafts and Hobby Shop	7:00 - 10:00	6.25
SPECIAL: One price for one member OR the whole family.		

THURSDAY	TIME	FEE
*Bridge	7:00 - 9:30	$5.00
Business Machines	See Schedule Page 2	
Cake Decoration	7:00 - 9:00	4.25
Creative Writing	7:15 - 9:15	5.00
Flower Arrangement	7:00 - 9:00	4.25
Golden Age Club (Hackett)	1:30 - 3:30	Free
Home Nursing (Beg. Jan. 17 — 7 weeks)	7:00 - 9:00	Free
Italian Conversation	7:15 - 9:15	4.25
Lip Reading	7:00 - 9:00	4.00
Millinery	7:00 - 9:00	4.25
Photo Tinting	7:00 - 9:00	4.25
Pre-Tailoring	7:00 - 9:00	4.25
Sewing (Liberty School)	7:00 - 9:00	4.25
Sewing	7:00 - 9:00	4.25
Shorthand	See Schedule Page 2	
Skin Diving (6 weeks)	7:00 - 9:00	3.25
Typewriting	See Schedule Page 2	
WORLD POLITICS AND CURRENT EVENTS	7:30 - 9:30	4.25

*Co-sponsored with the Highland Park Recreation Department - TO. 8-4212.

"Education is an ornament in prosperity and a refuge in adversity." (Greek)

APPENDIX E

EDUCATIONAL BACKGROUND IN RELATION TO PROGRAM DATA

TABLE I-A

EDUCATIONAL BACKGROUND IN RELATION TO GUIDANCE AND COUNSELING SERVICES--HIGHLAND PARKERS
(percentages using services; N=492)

Services	Educational Background				Others
	Elem. (N=75)	High School (N=305)	Col-lege (N=81)	Grad-uate (N=31)	(N=63)
"Over the counter" counseling	40.0	40.5	49.4	32.3	39.7
Educational guidance	6.7	11.6	1.2	-	4.7
Vocational guidance	10.7	13.5	8.7	9.7	9.5
Veterans' counseling	1.3	1.0	1.2	-	1.6
Naturalization assistance	13.3	2.0	4.9	3.2	1.6
Counseling on personal problems	8.0	4.6	3.7	-	4.8
Informational	18.7	23.8	28.6	54.8	34.9
Testing	1.3	3.0	2.3	-	3.2
Total	100.0	100.0	100.0	100.0	100.0

TABLE I-B

EDUCATIONAL BACKGROUND IN RELATION TO GUIDANCE AND COUNSELING SERVICES--NON-HIGHLAND PARKERS
(percentages using services; N=454)

Services	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
"Over the counter" counseling	35.6	34.8	55.2	32.3	37.7
Educational guidance	8.5	15.6	2.3	-	9.8
Vocational guidance	5.0	14.8	11.5	6.5	9.8
Veterans' counseling	3.4	8.9	2.3	-	6.6
Naturalization assistance	11.9	3.3	3.5	3.2	1.6
Counseling on personal problems	6.8	2.2	2.3	3.2	1.6
Informational	27.1	18.2	21.8	54.8	31.3
Testing	1.7	2.2	1.1	-	1.6
Total	100.0	100.0	100.0	100.0	100.0

TABLE II-A

EDUCATIONAL BACKGROUND IN RELATION TO REASONS FOR ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Educational Background				Others
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	(N=63)
Vocational					
Get ahead on the job	38.6	33.3	27.2	19.4	27.0
Increase income	9.3	14.5	4.9	6.5	12.7
Required to attend	4.0	3.0	2.5	3.2	-
Does not apply	48.1	49.2	65.4	70.9	60.3
Total	100.0	100.0	100.0	100.0	100.0
Cultural					
Broaden outlook	29.3	33.6	30.9	51.6	42.9
Just interested	65.4	48.2	56.8	45.2	49.2
Develop philosophy of life	-	2.0	-	3.2	-
Does not apply	5.3	16.2	12.3	-	7.9
Total	100.0	100.0	100.0	100.0	100.0
Educational Advancement					
Prepare for college	2.6	12.2	3.7	3.2	9.5
Get high school credit	10.6	11.2	1.2	-	4.8
Prepare for examination	20.0	6.6	7.4	6.5	7.9
Does not apply	66.8	70.0	87.7	90.3	77.8
Total	100.0	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Educational Background				Others
	Elem. (N=75)	High School (N=305)	Col-lege (N=81)	Grad-uate (N=31)	(N=63)
Social Advancement					
Meet people	25.5	23.1	17.3	16.1	23.8
Get ahead socially	14.6	15.5	7.4	3.2	12.7
Learn to get along with people	25.3	11.9	12.4	12.9	4.8
Be with friends	20.0	10.6	16.0	12.9	9.5
Does not apply	14.6	38.9	46.9	54.9	49.2
Total	100.0	100.0	100.0	100.0	100.0
Americanization					
Learn English	34.6	7.3	9.9	16.1	4.8
Learn American customs and laws	5.3	4.6	4.9	3.2	4.8
Does not apply	60.1	88.1	85.2	80.7	90.4
Total	100.0	100.0	100.0	100.0	100.0
Public Affairs Training					
Improve community	9.3	8.6	16.0	12.9	11.1
Become a better leader	8.0	11.2	4.9	12.9	9.5
Understand social problems	17.3	14.9	14.9	16.1	7.9
Does not apply	65.4	65.3	64.2	58.1	71.5
Total	100.0	100.0	100.0	100.0	100.0
International Understanding					
Learn foreign language	5.3	3.0	6.2	16.1	6.4
Learn about other countries	9.3	12.8	7.4	6.5	11.1
Does not apply	85.4	84.2	86.4	77.4	82.5
Total	100.0	100.0	100.0	100.0	10010

TABLE II-A (Continued)

Reasons	Educational Background				Others
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	(N=63)
Learning a Leisure-Time Skill					
Learn a hobby	9.3	9.6	17.3	19.4	20.6
Make better use of leisure	45.4	27.1	11.1	25.8	14.3
Create and make things	10.7	16.8	28.4	19.4	22.2
Does not apply	34.6	46.5	43.2	35.4	42.9
Total	100.0	100.0	100.0	100.0	100.0
Recreation					
Relax	26.6	17.2	29.6	25.8	23.8
Fill spare time	29.4	20.4	17.3	16.1	19.1
Does not apply	44.0	62.4	53.1	58.1	57.1
Total	100.0	100.0	100.0	100.0	100.0
Family					
Sent by family	13.3	9.6	5.0	3.2	6.4
Prepare for care of home	8.0	5.9	11.1	9.7	7.9
Learn care of children	12.0	19.2	21.0	22.6	20.6
Does not apply	66.7	65.3	62.9	64.5	65.1
Total	100.0	100.0	100.0	100.0	100.0

TABLE II-B

EDUCATIONAL BACKGROUND IN RELATION TO REASONS FOR ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
Vocational					
Get ahead on the job	28.8	35.9	29.9	9.7	41.0
Increase income	13.6	18.9	14.9	16.1	13.1
Required to attend	6.8	2.6	2.3	3.2	3.2
Does not apply	50.8	42.6	52.9	71.0	42.7
Total	100.0	100.0	100.0	100.0	100.0
Cultural					
Broaden outlook	30.5	48.6	40.3	48.4	49.2
Just interested	56.0	31.8	42.5	45.2	34.4
Develop philosophy of life	5.0	1.5	2.3	-	4.9
Does not apply	8.5	18.1	14.9	6.4	11.5
Total	100.0	100.0	100.0	100.0	100.0
Educational Advancement					
Prepare for college	8.4	22.9	12.6	6.5	18.0
Get high school credit	11.9	18.5	3.5	-	14.7
Prepare for examination	11.9	6.3	6.9	6.5	1.6
Does not apply	67.8	52.3	77.0	87.0	65.7
Total	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
Social Advancement					
Meet people	20.3	15.5	19.5	19.4	16.4
Get ahead socially	10.2	23.7	11.5	12.9	21.3
Learn to get along with people	33.9	12.6	11.5	6.4	14.7
Be with friends	8.6	8.5	8.0	25.8	11.5
Does not apply	17.0	39.7	49.5	35.5	36.1
Total	100.0	100.0	100.0	100.0	100.0
Americanization					
Learn English	23.7	10.0	7.0	3.2	3.2
Learn American customs and laws	15.3	4.8	8.0	3.2	4.9
Does not apply	61.0	85.2	85.0	93.6	91.9
Total	100.0	100.0	100.0	100.0	100.0
Public Affairs Training					
Improve community	11.9	11.1	8.0	-	8.2
Become a better leader	10.2	8.5	10.3	6.5	6.5
Understand social problems	25.4	11.1	12.7	9.6	11.4
Does not apply	52.5	69.3	69.0	83.9	73.9
Total	100.0	100.0	100.0	100.0	100.0
International Understanding					
Learn foreign language	13.5	11.1	10.3	16.1	13.1
Learn about other countries	3.4	9.6	11.5	16.1	14.7
Does not apply	83.1	79.3	78.2	67.8	72.2
Total	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
Learning a Leisure-Time Skill					
Learn a hobby	20.3	15.9	23.0	19.4	19.6
Make better use of leisure	37.3	21.1	20.7	29.0	27.9
Create and make things	11.9	15.9	20.7	16.1	18.0
Does not apply	30.5	47.1	35.6	35.5	34.5
Total	100.0	100.0	100.0	100.0	100.0
Recreation					
Relax	20.3	19.6	34.5	48.4	27.9
Fill spare time	25.4	14.5	17.3	12.9	13.1
Does not apply	54.3	65.9	48.2	38.7	59.0
Total	100.0	100.0	100.0	100.0	100.0
Family					
Sent by family	15.3	8.9	11.5	6.5	8.3
Prepare for care of home	8.5	4.8	9.2	3.2	4.9
Learn care of children	18.6	4.4	11.5	9.6	4.9
Does not apply	57.6	81.9	67.8	80.7	81.9
Total	100.0	100.0	100.0	100.0	100.0

TABLE III-A

EDUCATIONAL BACKGROUND IN RELATION TO REASONS FOR NOT ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Educational Background				Others
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	(N=63)
First Group of Reasons					
Not aware of program offered	50.8	54.5	62.9	61.3	60.3
Cannot afford the cost	17.3	10.6	8.6	-	4.7
Parking facilities not adequate	4.0	7.9	6.2	9.7	6.4
Classes not at convenient times	16.0	12.5	7.4	9.7	3.2
Classes not at convenient places	6.6	3.6	2.5	3.2	6.4
Subjects not interesting	4.0	3.0	2.5	3.2	3.2
Not interested in further education	1.3	7.9	9.9	12.9	15.8
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Reasons					
Friends are not taking classes	1.3	3.0	3.7	9.7	3.2
Education stops when one graduates	4.0	8.9	9.9	6.5	3.2
Too tired after work	41.4	19.8	18.5	22.5	17.4
Too busy with other duties	16.0	35.6	40.7	41.9	39.7
A waste of time unless working for a definite goal	2.7	10.6	13.6	9.7	17.4
Fear competition	4.0	5.9	2.5	-	4.8
Too old to learn	30.6	16.2	11.1	9.7	14.3
Total	100.0	100.0	100.0	100.0	100.0

TABLE III-B

EDUCATIONAL BACKGROUND IN RELATION TO REASONS FOR NOT ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
First Group of Reasons					
Not aware of program offered	64.4	65.6	59.8	51.6	62.4
Cannot afford the cost	11.8	4.8	8.0	-	-
Parking facilities not adequate	3.4	2.9	3.5	9.7	4.9
Classes not at convenient times	8.5	7.8	10.3	12.9	4.9
Classes not at convenient places	6.8	3.8	-	6.4	1.6
Subjects not interesting	1.7	2.9	4.6	-	1.6
Not interested in further education	3.4	12.2	13.8	19.4	24.6
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Reasons					
Friends are not taking classes	3.4	2.6	3.5	-	-
Education stops when one graduates	10.2	12.6	8.0	16.1	18.0
Too tired after work	32.2	21.1	13.8	22.6	21.3
Too busy with other duties	20.4	29.3	42.5	35.5	34.5
A waste of time unless working for a definite goal	6.8	12.2	10.3	6.4	9.8
Fear competition	5.0	3.0	5.8	6.4	3.3
Too old to learn	22.0	19.2	16.1	13.0	13.1
Total	100.0	100.0	100.0	100.0	100.0

TABLE IV-A

EDUCATIONAL BACKGROUND IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--HIGHLAND PARKERS

(percentages of desirable characteristics; N=492)

Personality Characteristics	Educational Background				Others
	Elem. (N=75)	High School (N=305)	Col-lege (N=81)	Grad-uate (N=31)	(N=63)
First Group of Desirable Personality Characteristics					
Patient, sympathetic, understanding	54.8	33.6	40.7	29.0	34.9
Friendly, enthusiastic, has sense of humor	30.6	43.6	38.3	32.3	34.9
Imaginative, informal, responsive	9.3	15.5	17.3	25.8	19.1
Ambitious, driving, serious	5.3	7.3	3.7	12.9	11.1
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics					
Can keep confidences	26.6	8.2	7.4	9.7	6.4
Fair and honest	30.7	38.9	24.7	45.2	34.9
Well-mannered	5.4	9.6	11.1	6.4	4.8
Neat in appearance	6.6	12.9	8.6	6.4	19.0
Cooperative	30.7	30.4	48.2	32.3	34.9
Total	100.0	100.0	100.0	100.0	100.0

TABLE IV-B

EDUCATIONAL BACKGROUND IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NON-HIGHLAND PARKERS
(percentages of desirable characteristics; N=454)

Personality Characteristics	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
First Group of Desirable Personality Characteristics					
Patient, sympathetic, understanding	50.9	34.5	34.5	22.6	34.4
Friendly, enthusiastic, has sense of humor	30.5	38.9	38.0	45.2	42.7
Imaginative, informal, responsive	13.6	17.0	17.2	25.8	18.0
Ambitious, driving, serious	5.0	9.6	10.3	6.4	4.9
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics					
Can keep confidences	15.3	7.4	4.6	6.5	8.2
Fair and honest	37.3	46.3	40.2	32.2	49.2
Well-mannered	15.3	5.2	4.6	16.1	8.2
Neat in appearance	11.8	2.6	4.6	-	-
Cooperative	20.3	38.5	46.0	45.2	34.4
Total	100.0	100.0	100.0	100.0	100.0

TABLE V-A

EDUCATIONAL BACKGROUND IN RELATION TO DESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of desirable techniques; N=492)

Teaching Techniques	Educational Background				Others
	Elem. (N=75)	High School (N=305)	Col-lege (N=81)	Grad-uate (N=31)	(N=63)
First Group of Desirable Teaching Techniques					
Comes well prepared	30.7	8.5	13.5	22.5	7.9
Stimulates interest	10.6	18.4	23.4	22.5	23.8
Varies procedure	2.6	3.9	6.1	-	1.6
Sets standards	-	5.2	1.2	-	3.2
Gives individual help	24.0	26.0	22.2	22.5	28.6
Gives opportunity to ask questions	14.6	13.8	16.0	9.6	9.5
Guides students' work	5.3	5.2	3.7	6.4	7.9
Gives thorough explanations	12.0	18.4	13.5	16.1	17.5
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques					
Knows subject matter	12.0	28.1	34.6	35.5	38.0
Gives examples from experience	10.6	12.2	7.4	16.1	6.4
Knows good references	-	5.9	4.9	-	3.2
Encourages all students	42.8	25.4	21.0	22.6	19.1
Gives good demonstrations	17.3	12.9	13.6	6.5	14.2
Uses audio-visual aids	1.3	3.6	3.7	3.2	6.4
Takes time to repeat	13.3	9.6	13.6	12.9	11.1
Returns homework with notes	2.7	2.3	1.2	3.2	1.6
Total	100.0	100.0	100.0	100.0	100.0

TABLE V-B

EDUCATIONAL BACKGROUND IN RELATION TO DESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of desirable techniques; N=454)

Teaching Techniques	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
First Group of Desirable Teaching Techniques					
Comes well prepared	28.8	8.9	10.3	9.6	11.5
Stimulates interest	20.3	27.8	32.2	35.5	27.9
Varies procedure	5.4	5.5	1.2	6.5	3.3
Sets standards	-	2.6	4.6	-	-
Gives individual help	16.9	23.0	18.4	19.4	26.3
Gives opportunity to ask questions	10.1	7.0	8.0	-	8.2
Guides students' work	8.4	10.4	6.9	19.4	11.4
Gives thorough explanations	10.1	14.8	18.4	9.6	11.4
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques					
Knows subject matter	23.8	31.5	41.4	51.6	41.0
Gives examples from experience	11.9	12.2	19.4	3.2	4.9
Knows good references	3.4	4.5	3.5	9.7	6.6
Encourages all students	39.0	23.3	16.1	25.8	16.5
Gives good demonstrations	10.2	10.0	10.4	6.5	14.8
Uses audio-visual aids	1.7	2.2	3.4	-	-
Takes time to repeat	5.0	12.2	2.3	-	8.1
Returns homework with notes	5.0	4.1	3.5	3.2	8.1
Total	100.0	100.0	100.0	100.0	100.0

TABLE VI-A

EDUCATIONAL BACKGROUND IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--HIGHLAND PARKERS

(percentages of undesirable characteristics; N=492)

Personality Characteristics	Educational Background				
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	Others (N=63)
Rude	13.3	11.2	4.9	16.1	15.9
Overbearing	12.0	11.6	14.8	16.1	17.5
Humiliating	20.0	16.5	13.6	22.6	6.3
Sarcastic	14.7	19.1	27.1	16.1	19.1
Demanding	12.0	16.8	12.4	16.1	11.1
Holds grudges	6.7	9.6	6.2	9.7	6.3
Critical	21.3	15.2	21.0	3.3	23.8
Total	100.0	100.0	100.0	100.0	100.0

TABLE VI-B

EDUCATIONAL BACKGROUND IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NON-HIGHLAND PARKERS
(percentages of undesirable characteristics; N=454)

Personality Characteristics	Educational Background				Others
	Elem. (N=59)	High School (N=277)	Col-lege (N=87)	Grad-uate (N=31)	(N=61)
Rude	13.6	9.6	12.6	19.4	9.8
Overbearing	10.2	13.0	12.6	9.6	14.7
Humiliating	18.7	17.8	24.2	16.1	23.0
Sarcastic	17.0	12.6	13.8	19.4	18.0
Demanding	10.2	16.3	11.5	9.6	13.1
Holds grudges	13.3	11.8	11.5	6.5	6.7
Critical	17.0	18.9	13.8	19.4	14.7
Total	100.0	100.0	100.0	100.0	100.0

TABLE VII-A

EDUCATIONAL BACKGROUND IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of undesirable techniques; N=492)

Teaching Techniques	Educational Background				Others
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	(N=63)
First Group of Undesirable Teaching Techniques					
Lacks control	5.3	4.6	4.9	9.7	7.9
Lacks "know-how"	13.3	26.1	34.6	38.7	27.0
Shows favoritism	17.3	23.8	16.1	25.8	20.6
Seems bored	29.3	25.1	30.8	9.7	30.2
Speaks indistinctly	34.7	20.4	13.6	16.1	14.3
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques					
Assignments not clear	14.6	12.9	13.6	9.7	12.7
Not enough review	13.5	15.8	7.4	6.4	15.9
Impractical	24.0	25.4	25.9	35.5	20.6
Not up to date in field	14.6	20.8	34.6	19.4	25.4
Leaves job unfinished	33.3	25.1	18.5	29.0	25.4
Total	100.0	100.0	100.0	100.0	100.0

TABLE VII-B

EDUCATIONAL BACKGROUND IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of undesirable techniques; N=454)

Teaching Techniques	Educational Background				
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	Others (N=61)
First Group of Undesirable Teaching Techniques					
Lacks control	5.1	13.3	11.5	9.6	9.8
Lacks "know-how"	17.0	31.8	35.6	29.0	29.5
Shows favoritism	15.3	17.9	14.9	22.5	11.4
Seems bored	28.8	23.3	22.9	16.1	31.1
Speaks indistinctly	33.8	13.7	14.9	22.6	18.1
Total	100.0	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques					
Assignments not clear	17.0	24.0	16.0	6.4	24.5
Not enough review	17.0	17.7	11.4	3.2	18.0
Impractical	30.5	22.4	31.0	35.4	29.5
Not up to date in field	13.5	14.8	27.5	32.2	16.4
Leaves job unfinished	22.0	21.1	13.8	22.6	11.4
Total	100.0	100.0	100.0	100.0	100.0

TABLE VIII-A

EDUCATIONAL BACKGROUND IN RELATION TO CLASSES BEING TAKEN NOW--HIGHLAND PARKERS
(percentages of classes being taken now; N=492)

Classes	Educational Background				Others
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	(N=63)
Civic and public affairs	-	0.9	-	-	1.5
Business and commercial	12.0	20.4	14.8	9.7	19.0
General academic	10.6	17.4	7.4	12.9	17.4
Homemaking	9.3	15.8	18.5	12.9	19.0
Music, arts, crafts, and hobbies	8.0	10.8	21.1	29.0	17.4
Parent and family life	2.6	8.9	12.3	19.4	9.5
Personal improvement	1.3	5.0	2.4	3.2	-
Preparation for citizenship and special education	38.6	9.2	11.1	9.7	14.2
Technical and vocational	4.0	11.8	13.6	12.9	-
Industrial training	-	-	-	-	-

TABLE VIII-B

EDUCATIONAL BACKGROUND IN RELATION TO CLASSES BEING TAKEN NOW--NON-HIGHLAND PARKERS
(percentages of classes being taken now; N=454)

Classes	Educational Background				Others
	Elem. (N=59)	High School (N=277)	Col-lege (N=87)	Grad-uate (N=31)	(N=61)
Civic and public affairs	-	-	-	-	-
Business and commercial . . .	10.2	18.5	14.9	6.4	21.3
General academic	16.4	33.6	14.9	22.6	26.2
Homemaking	8.4	9.6	16.1	9.6	8.2
Music, arts, crafts, and hobbies	11.8	7.4	18.4	29.0	9.8
Parent and family life	1.6	-	5.7	3.2	52.4
Personal improvement	1.6	3.7	2.2	-	-
Preparation for citizenship and special education	33.8	8.5	6.8	9.6	4.9
Technical and vocational	8.4	6.6	8.0	3.2	9.8
Industrial training	-	-	-	-	-

TABLE IX-A

EDUCATIONAL BACKGROUND IN RELATION TO CLASSES TAKEN IN THE PAST--HIGHLAND PARKERS
(percentages of classes taken in the past; N=492)

Classes	Educational Background				Others
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	(N=63)
Civic and public affairs	-	0.3	-	-	1.5
Business and commercial . . .	1.3	5.0	3.7	3.2	7.9
General academic	-	3.6	3.7	-	4.7
Homemaking	-	2.3	2.4	3.2	1.5
Music, arts, crafts, and hobbies	8.0	6.2	8.6	-	9.5
Parent and family life	-	0.3	2.4	3.2	1.5
Personal improvement	-	1.3	-	6.4	-
Preparation for citizenship and special education	4.0	1.6	1.2	3.2	3.1
Technical and vocational	1.3	3.3	4.9	-	1.5
Industrial training	-	0.3	2.4	-	-

TABLE IX-B

EDUCATIONAL BACKGROUND IN RELATION TO CLASSES TAKEN IN THE PAST--NON-HIGHLAND PARKERS
(percentages of classes taken in the past; N=454)

Classes	Educational Background				Others
	Elem. (N=59)	High School (N=277)	Col-lege (N=87)	Grad-uate (N=31)	(N=61)
Civic and public affairs	-	-	-	-	-
Business and commercial . . .	3.4	3.6	22.7	3.2	18.2
General academic	-	1.1	-	-	-
Homemaking	6.8	1.4	14.3	6.4	14.3
Music, arts, crafts, and hobbies	11.8	7.6	15.7	16.1	19.6
Parent and family life	-	-	-	-	-
Personal improvement	-	1.1	2.5	-	-
Preparation for citizenship and special education	3.4	1.4	-	3.2	-
Technical and vocational	-	4.7	-	3.2	6.7
Industrial training	3.4	1.1	-	-	-

TABLE X-A

EDUCATIONAL BACKGROUND IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=492)

Classes	Educational Background				Others
	Elem. (N=75)	High School (N=305)	Col-lege (N=81)	Grad-uate (N=31)	(N=63)
Civic and public affairs	-	0.6	1.2	3.2	1.5
Business and commercial . . .	12.0	21.4	17.2	9.7	27.0
General academic	12.0	23.4	7.4	6.5	19.0
Homemaking	10.6	17.8	19.7	16.1	39.7
Music, arts, crafts, and hobbies	4.0	8.2	14.8	22.6	17.4
Parent and family life	2.6	11.8	14.8	16.1	15.8
Personal improvement	1.3	3.9	2.4	3.2	1.5
Preparation for citizenship and special education	46.6	10.6	13.5	9.7	6.3
Technical and vocational	10.6	7.2	6.0	3.2	6.3
Industrial training	-	-	-	-	-

TABLE X-B

EDUCATIONAL BACKGROUND IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--NON-HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=454)

Classes	Educational Background				Others
	Elem. (N=59)	High School (N=277)	Col-lege (N=87)	Grad-uate (N=31)	(N=61)
Civic and public affairs	-	0.7	-	-	-
Business and commercial . . .	3.4	23.3	9.2	16.1	18.0
General academic	27.1	53.6	9.2	16.1	41.0
Homemaking	20.3	10.3	13.8	9.6	19.6
Music, arts, crafts, and hobbies	16.4	13.0	21.8	38.7	23.0
Parent and family life	1.6	-	5.7	-	1.6
Personal improvement	1.6	3.7	1.1	3.2	-
Preparation for citizenship and special education	40.6	8.1	8.0	9.6	9.8
Technical and vocational	11.8	4.8	9.2	3.2	6.6
Industrial training	3.4	1.8	3.4	-	-

TABLE XI-A

EDUCATIONAL BACKGROUND IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--HIGHLAND PARKERS

(percentages of suggestions; N=492)

Classes	Educational Background				
	Elem. (N=75)	High School (N=305)	College (N=81)	Graduate (N=31)	Others (N=63)
Civic and public affairs	-	0.6	-	-	-
Business and commercial . . .	14.6	21.8	18.5	16.1	19.0
General academic	4.0	22.7	8.6	12.9	27.0
Homemaking	13.3	14.2	22.2	19.4	23.8
Music, arts, crafts, and hobbies	9.3	10.2	14.8	16.1	12.6
Parent and family life	1.3	8.9	13.6	16.1	12.6
Personal improvement	1.3	7.2	7.4	3.2	-
Preparation for citizenship and special education	20.0	5.9	14.8	9.7	3.2
Technical and vocational	8.0	13.2	6.2	19.4	9.5
Industrial training	-	-	-	-	-

TABLE XI-B

EDUCATIONAL BACKGROUND IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--NON-HIGHLAND PARKERS
(percentages of suggestions; N=454)

Classes	Educational Background				Others
	Elem. (N=59)	High School (N=277)	College (N=87)	Graduate (N=31)	(N=61)
Civic and public affairs	10.2	1.1	-	-	1.6
Business and commercial . . .	5.0	15.2	20.6	9.6	42.6
General academic	33.8	41.8	25.2	19.4	42.6
Homemaking	5.0	11.8	9.2	22.6	13.1
Music, arts, crafts, and hobbies	11.8	8.8	13.8	35.4	16.4
Parent and family life	1.6	-	6.8	-	1.6
Personal improvement	1.6	5.6	3.4	3.2	1.6
Preparation for citizenship and special education	13.6	4.1	5.7	12.9	6.6
Technical and vocational	5.0	10.7	4.6	3.2	16.4
Industrial training	1.6	1.1	-	-	4.9

APPENDIX F

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO PROGRAM DATA

TABLE I-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES--EMPLOYED IN HIGHLAND PARK
(percentages using services; N=156)

Services	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
"Over the counter" counseling	40.6	31.8	40.0	21.1
Educational guidance	8.1	9.0	10.0	10.5
Vocational guidance	13.5	31.8	-	55.4
Veterans' counseling	-	4.6	-	2.6
Naturalization assistance	-	4.6	10.0	-
Counseling on personal problems	2.7	4.6	-	5.2
Informational	27.0	13.6	40.0	5.2
Testing	8.1	-	-	-
Total	100.0	100.0	100.0	100.0

TABLE I-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
50.0	-	-	57.3	100.0	100.0	-
25.0	40.0	-	2.8	-	-	-
25.0	-	-	22.9	-	-	-
-	-	-	-	-	-	-
-	-	-	2.8	-	-	-
-	-	-	2.8	-	-	-
-	40.0	-	11.4	-	-	-
-	10.0	-	-	-	-	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE I-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES-- NOT EMPLOYED IN HIGHLAND PARK
(percentages using services; N=486)

Services	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
"Over the counter" counseling	45.5	38.7	54.8	34.9
Educational guidance	6.2	16.8	9.0	20.6
Vocational guidance	10.1	15.4	18.2	11.1
Veterans' counseling	0.8	9.5	-	12.7
Naturalization assistance	1.6	5.1	9.0	6.4
Counseling on personal problems	3.1	2.2	-	1.6
Informational	30.4	10.9	9.0	7.9
Testing	2.3	1.4	-	4.8
Total	100.0	100.0	100.0	100.0

TABLE I-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
36.6	36.9	100.0	47.0	13.0	87.5	66.7
9.0	26.3	-	6.2	4.4	-	33.3
18.1	-	-	18.5	4.4	-	-
-	21.1	-	-	8.7	-	-
-	-	-	-	-	-	-
9.0	-	-	2.5	4.4	-	-
27.3	10.5	-	24.6	65.1	12.5	-
-	5.2	-	1.2	-	-	-
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE I-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES--UNEMPLOYED
(percentages using services; N=304)

Services	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
"Over the counter" counseling	21.4	42.4	47.1	27.7
Educational guidance	-	11.5	1.6	18.1
Vocational guidance	-	11.5	4.7	9.0
Veterans' counseling	-	3.9	-	9.0
Naturalization assistance . .	42.9	19.2	4.7	18.1
Counseling on personal problems	14.3	-	3.7	-
Informational	21.4	11.5	35.6	18.1
Testing	-	-	2.6	-
Total	100.0	100.0	100.0	100.0

TABLE I-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
57.1	50.0	14.3	50.0	-	-	28.6
28.6	-	2.8	50.0	-	50.0	43.0
-	-	-	-	-	50.0	-
-	50.0	-	-	-	-	-
-	-	-	-	-	-	-
14.3	-	20.0	-	-	-	14.2
-	-	62.9	-	-	-	7.1
-	-	-	-	-	-	7.1
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE II-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO REASONS FOR ENROLLING--EMPLOYED IN HIGHLAND PARK

(percentages of reasons; N=156)

Reasons	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Vocational				
Get ahead on the job	48.7	40.9	40.0	55.4
Increase income	2.7	22.7	10.0	23.6
Required to attend	-	18.2	-	2.6
Does not apply	48.6	18.2	50.0	18.4
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	43.3	50.0	30.0	60.6
Just interested	43.2	50.0	60.0	23.6
Develop philosophy of life	2.4	-	10.0	-
Does not apply	8.1	-	-	15.8
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	10.8	4.6	10.0	13.1
Get high school credit	10.8	13.6	10.0	7.9
Prepare for examination	8.1	9.1	10.0	10.5
Does not apply	70.3	72.7	70.0	68.5
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
			Vocational			
25.0	20.0	-	48.7	-	100.0	-
50.0	20.0	-	14.3	40.0	-	-
-	-	-	2.8	-	-	-
25.0	60.0	-	34.2	60.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-
			Cultural			
25.0	40.0	-	42.9	60.0	-	-
50.0	20.0	-	37.1	40.0	100.0	-
25.0	-	-		-	-	-
-	40.0	-	20.0	-	-	-
100.0	100.0	-	100.0	100.0	100.0	-
			Educational Advancement			
25.0	60.0	-	-	-	-	-
-	-	-	5.7	-	-	-
25.0	-	-	17.1	-	-	-
50.0	40.0	-	77.2	100.0	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE II-A (Continued)

Reasons	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Social Advancement				
Meet people	27.0	22.7	40.0	13.2
Get ahead socially	24.3	27.3	20.0	23.6
Learn to get along with people	13.5	18.2	10.0	21.0
Be with friends	2.7	13.6	20.0	2.6
Does not apply	32.5	18.2	10.0	39.6
Total	100.0	100.0	100.0	100.0
Americanization				
Learn English	16.2	9.1	10.0	21.0
Learn American customs and laws	2.7	13.6	-	7.9
Does not apply	81.1	77.3	90.0	71.1
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	18.9	27.3	10.0	21.0
Become a better leader	2.7	18.2	10.0	26.3
Understand social problems	21.6	13.6	20.0	5.2
Does not apply	56.8	40.9	60.0	47.5
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	8.1	18.2	10.0	10.5
Learn about other countries	10.8	22.7	-	7.8
Does not apply	81.1	59.1	90.0	81.7
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Private House hold Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
			Social Advancement			
50.0	60.0	-	25.7	20.0	100.0	-
25.0	-	-	8.5	20.0	-	-
25.0	-	-	5.7	-	-	-
-	-	-	8.6	-	-	-
-	40.0	-	51.5	60.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-
			Americanization			
-	-	-	2.8	-	-	-
75.0	20.0	-	2.8	-	-	-
25.0	80.0	-	94.4	100.0	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-
			Public Affairs Training			
50.0	80.0	-	11.4	20.0	-	-
-	-	-	8.6	20.0	-	-
25.0	-	-	11.4	-	-	-
25.0	20.0	-	68.6	60.0	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-
			International Understanding			
25.0	20.0	-	2.8	20.0	-	-
25.0	20.0	-	14.3	80.0	-	-
50.0	60.0	-	82.9	-	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE II-A (Continued)

Reasons	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Learning a Leisure-Time Skill				
Learn a hobby	43.3	13.6	20.0	13.2
Make better use of leisure	32.4	22.7	30.0	18.4
Create and make things	12.5	18.2	10.0	5.2
Does not apply	10.8	45.5	40.0	63.2
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	24.3	13.6	30.0	15.8
Fill spare time	13.5	18.2	30.0	13.1
Does not apply	62.2	68.2	40.0	71.1
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	5.4	9.1	10.0	15.8
Prepare for care of home	13.5	9.1	20.0	7.9
Learn care of children	13.5	9.1	20.0	7.8
Does not apply	67.6	72.7	50.0	68.5
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
			Learning a Leisure-Time Skill			
-	40.0	-	22.8	-	100.0	-
50.0	-	-	22.8	60.0	-	-
25.0	20.0	-	8.6	-	-	-
25.0	40.0	-	45.8	40.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-
			Recreation			
25.0	40.0	-	31.4	20.0	-	-
25.0	20.0	-	2.8	-	-	-
50.0	40.0	-	65.8	80.0	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-
			Family			
25.0	40.0	-	5.7	-	-	-
25.0	-	-	5.7	-	-	-
25.0	-	-	5.7	40.0	-	-
25.0	60.0	-	82.9	60.0	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE II-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO REASONS FOR ENROLLING--NOT EMPLOYED IN HIGHLAND PARK
(percentages of reasons; N=486)

Reasons	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Vocational				
Get ahead on the job	35.3	40.2	18.2	46.1
Increase income	11.5	21.2	18.2	15.8
Required to attend	2.3	5.1	9.1	9.5
Does not apply	50.9	33.5	54.5	28.6
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	51.6	45.3	45.5	44.5
Just interested	34.6	33.0	45.4	38.1
Develop philosophy of life	1.5	0.7	9.1	1.6
Does not apply	12.3	20.4	-	15.8
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	17.6	19.7	9.1	28.6
Get high school credit	5.4	19.7	-	27.0
Prepare for examination	4.6	11.7	9.1	11.1
Does not apply	72.4	48.9	81.8	33.3
Total	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
			Vocational			
54.6	36.8	-	43.2	21.7	37.5	33.3
27.2	31.6	-	42.0	34.8	-	-
-	-	-	12.4	4.4	-	-
18.2	31.6	100.0	2.4	39.1	62.5	66.7
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Cultural			
45.5	42.1	100.0	38.2	34.8	37.5	33.3
27.2	47.4	-	44.6	34.7	62.5	-
9.1	-	-	2.4	4.4	-	-
18.2	10.5	-	14.8	26.1	-	66.7
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Educational Advancement			
18.2	31.6	-	12.4	-	25.0	66.7
9.1	31.6	-	7.4	8.7	-	33.3
-	5.2	-	1.2	-	12.5	-
72.7	31.6	100.0	79.0	91.3	62.5	-
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Social Advancement				
Meet people	18.5	14.6	36.4	19.1
Get ahead socially	13.8	19.7	9.1	23.8
Learn to get along with people	6.9	21.1	18.2	15.8
Be with friends	16.9	4.4	9.1	3.2
Does not apply	43.9	40.2	27.2	38.1
Total	100.0	100.0	100.0	100.0
Americanization				
Learn English	6.1	17.5	18.2	11.1
Learn American customs and laws	5.4	5.1	9.1	7.9
Does not apply	88.5	77.4	72.7	81.0
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	6.2	11.7	18.2	9.5
Become a better leader	8.5	11.0	18.2	9.5
Understand social problems	13.8	13.1	9.1	14.2
Does not apply	71.5	64.2	54.5	66.8
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	10.8	4.4	9.1	6.4
Learn about other countries	13.1	11.7	18.2	12.7
Does not apply	76.1	23.9	72.7	79.9
Total	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
			Social Advancement			
18.1	15.8	-	21.0	13.0	25.0	-
45.5	63.2	-	13.6	8.7	37.5	33.3
9.1	10.5	100.0	7.4	4.4	-	-
9.1	-	-	12.4	-	12.5	-
18.2	10.5	-	45.6	73.9	25.0	66.7
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Americanization			
27.2	15.8	-	6.2	4.3	-	-
9.1	21.1	-	2.4	-	12.5	-
63.7	63.2	100.0	91.4	95.7	87.5	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Public Affairs Training			
-	5.2	-	7.4	-	12.5	-
9.1	15.8	-	2.4	13.0	12.5	-
18.2	36.8	-	6.2	-	25.0	-
72.7	42.2	100.0	84.0	87.0	50.0	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			International Understanding			
9.1	5.2	-	14.8	13.0	25.0	-
9.1	21.1	-	7.4	4.3	-	-
81.8	73.7	100.0	77.8	82.7	75.0	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Learning a Leisure-Time Skill				
Learn a hobby	18.5	18.2	18.2	19.1
Make better use of leisure	19.2	16.0	36.4	19.1
Create and make things	18.5	16.8	9.1	12.7
Does not apply	43.8	50.0	36.3	49.1
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	29.2	19.0	45.4	22.2
Fill spare time	18.5	13.9	9.1	14.3
Does not apply	52.3	67.1	45.5	63.5
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	6.2	10.2	9.1	9.5
Prepare for care of home	5.4	5.1	18.2	11.1
Learn care of children	9.2	8.8	27.2	7.9
Does not apply	79.2	75.9	45.5	71.5
Total	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
			Learning a Leisure-Time Skill			
18.2	31.6	100.0	13.6	8.7	37.5	-
54.5	15.8	-	18.5	17.4	25.0	-
18.2	15.8	-	27.2	13.0	12.5	-
9.1	36.8	-	40.7	60.7	25.0	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Recreation			
27.2	21.1	-	22.2	13.0	25.0	-
27.2	21.1	-	14.8	4.4	25.0	-
45.6	57.8	100.0	63.0	82.6	50.0	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Family			
18.2	15.8	-	4.9	13.0	25.0	-
-	10.5	-	8.6	-	-	-
9.1	-	-	3.7	-	12.5	-
72.7	73.7	100.0	82.8	87.0	62.5	100.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO REASONS FOR ENROLLING--UNEMPLOYED
(percentages of reasons; N=304)

Reasons	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
Vocational				
Get ahead on the job	-	26.9	13.0	27.2
Increase income	14.2	15.3	7.3	18.2
Required to attend	-	11.5	0.5	9.1
Does not apply	85.8	46.3	79.2	45.5
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	21.4	19.2	27.2	9.1
Just interested	78.6	53.9	64.0	45.4
Develop philosophy of life	-	3.8	1.0	-
Does not apply	-	23.1	7.8	45.5
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	7.1	3.8	4.7	18.2
Get high school credit	-	19.2	3.6	18.2
Prepare for examination	28.6	23.1	6.2	27.2
Does not apply	64.3	53.9	85.5	36.4
Total	100.0	100.0	100.0	100.0

TABLE II-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
			Vocational			
57.1	-	-	50.0	-	-	7.1
14.3	100.0	-	-	-	-	7.1
14.3	-	-	-	-	-	-
14.3	-	100.0	50.0	-	100.0	85.8
100.0	100.0	100.0	100.0	-	100.0	100.0
			Cultural			
57.1	100.0	8.6	50.0	-	-	35.7
28.6	-	74.3	-	-	-	28.6
-	-	5.7	-	-	-	-
14.3	-	11.4	50.0	-	100.0	35.7
100.0	100.0	100.0	100.0	-	100.0	100.0
			Educational Advancement			
-	50.0	5.7	-	-	-	35.7
42.8	-	-	50.0	-	-	42.9
28.6	-	-	-	-	-	-
28.6	50.0	94.3	50.0	-	100.0	21.4
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE II-C (Continued)

Reasons	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
Social Advancement				
Meet people	-	7.6	20.9	-
Get ahead socially	21.4	15.3	5.2	9.1
Learn to get along with people	28.6	34.6	17.8	36.3
Be with friends	21.4	3.8	17.2	9.1
Does not apply	28.6	38.7	38.9	45.5
Total	100.0	100.0	100.0	100.0
Americanization				
Learn English	35.7	42.3	11.0	27.2
Learn American customs and laws	14.2	-	3.6	9.1
Does not apply	50.1	57.7	85.4	63.7
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	14.3	-	9.4	9.1
Become a better leader	7.1	-	10.4	-
Understand social problems	35.7	23.0	15.2	54.6
Does not apply	42.9	77.0	74.0	36.3
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	-	-	4.7	18.2
Learn about other countries	14.2	3.8	6.2	9.1
Does not apply	85.8	96.2	89.1	72.7
Total	100.0	100.0	100.0	100.0

TABLE II-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
			Social Advancement			
28.6	-	40.0	-	-	-	14.3
28.6	50.0	5.7	50.0	-	-	14.3
14.3	50.0	-	-	-	-	7.1
14.3	-	51.4	-	-	-	14.3
14.2	-	2.9	50.0	-	100.0	50.0
100.0	100.0	100.0	100.0	-	100.0	100.0
			Americanization			
28.6	-	-	-	-	-	-
14.3	-	2.9	-	-	-	14.3
57.1	100.0	97.1	100.0	-	100.0	85.7
100.0	100.0	100.0	100.0	-	100.0	100.0
			Public Affairs Training			
14.3	-	8.6	-	-	-	-
28.6	-	2.9	-	-	-	-
14.3	100.0	5.7	-	-	-	7.1
42.8	-	82.8	100.0	-	100.0	92.9
100.0	100.0	100.0	100.0	-	100.0	100.0
			International Understanding			
-	50.0	2.9	-	-	-	-
57.1	-	22.8	-	-	-	7.1
42.9	50.0	74.3	100.0	-	100.0	92.9
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE II-C (Continued)

Reasons	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
Learning a Leisure-Time Skill				
Learn a hobby	-	3.8	12.6	9.1
Make better use of leisure	42.9	19.2	28.8	36.5
Create and make things	14.2	15.4	23.0	27.2
Does not apply	42.9	61.7	35.6	27.2
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	21.4	26.9	23.6	-
Fill spare time	35.7	11.5	19.8	54.6
Does not apply	42.9	61.5	56.6	45.4
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	-	7.6	10.4	18.2
Prepare for care of home	14.3	7.6	5.8	-
Learn care of children	42.8	11.5	30.8	27.2
Does not apply	42.9	73.3	53.0	54.6
Total	100.0	100.0	100.0	100.0

TABLE II-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
			Learning a Leisure-Time Skill			
-	50.0	2.9	-	-	-	14.3
42.8	-	88.5	-	-	-	21.4
14.3	50.0	5.7	-	-	-	7.1
42.9	-	2.9	100.0	-	100.0	57.2
100.0	100.0	100.0	100.0	-	100.0	100.0
			Recreation			
14.3	50.0	42.9	-	-	-	14.3
57.1	50.0	45.7	-	-	-	50.0
28.6	-	11.4	100.0	-	100.0	35.7
100.0	100.0	100.0	100.0	-	100.0	100.0
			Family			
-	-	22.8	-	-	-	7.1
14.3	-	-	-	-	-	7.1
14.3	-	2.9	-	-	-	-
71.4	100.0	74.3	100.0	-	100.0	85.8
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE III-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO REASONS FOR NOT ENROLLING--EMPLOYED IN HIGHLAND PARK
(percentages of reasons; N=156)

Reasons	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
First Group of Reasons				
Not aware of program offered	54.1	40.9	44.5	55.3
Cannot afford the cost	5.4	13.6	22.2	5.3
Parking facilities not adequate	8.1	22.7	22.2	5.3
Classes not at convenient times	8.1	4.6	11.1	21.0
Classes not at convenient places	5.4	4.6	-	2.6
Subjects not interesting	-	9.0	-	-
Not interested in further education	18.9	4.6	-	10.5
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	5.4	4.5	-	-
Education stops when one graduates	13.5	4.5	11.1	18.4
Too tired after work	24.4	18.2	33.3	23.7
Too busy with other duties	24.3	36.4	33.4	23.7
A waste of time unless working for a definite goal	5.4	9.1	-	21.0
Fear competition	10.8	-	-	-
Too old to learn	16.2	27.3	22.2	13.2
Total	100.0	100.0	100.0	100.0

TABLE III-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
			First Group of Reasons			
75.0	80.0	-	71.5	60.0	100.0	-
25.0	20.0	-	8.6	-	-	-
-	-	-	-	-	-	-
-	-	-	14.3	20.0	-	-
-	-	-	-	20.0	-	-
-	-	-	2.8	-	-	-
-	-	-	2.8	-	-	-
100.0	100.0	-	100.0	100.0	100.0	-
			Second Group of Reasons			
-	-	-	5.7	-	-	-
-	40.0	-	8.6	-	-	-
25.0	40.0	-	28.6	-	-	-
-	-	-	40.0	40.0	-	-
-	20.0	-	8.6	20.0	-	-
25.0	-	-	2.8	20.0	-	-
50.0	-	-	5.7	20.0	100.0	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE III-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO REASONS FOR NOT ENROLLING--NOT EMPLOYED IN HIGHLAND PARK
(percentages of reasons; N=486)

Reasons	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
First Group of Reasons				
Not aware of program offered	61.0	65.8	63.6	68.3
Cannot afford the cost	4.6	4.3	-	7.9
Parking facilities not adequate	5.3	7.3	9.1	4.8
Classes not at convenient times	6.9	6.6	9.1	6.3
Classes not at convenient places	1.5	1.4	9.1	-
Subjects not interesting	2.3	1.4	9.1	-
Not interested in further education	18.4	13.2	-	12.7
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	3.8	2.2	9.1	1.6
Education stops when one graduates	12.3	12.4	-	9.5
Too tired after work	22.3	22.7	45.4	17.4
Too busy with other duties	28.6	27.0	27.3	29.5
A waste of time unless working for a definite goal	18.4	10.9	-	15.0
Fear competition	1.5	4.4	9.1	6.4
Too old to learn	13.1	20.4	9.1	20.6
Total	100.0	100.0	100.0	100.0

TABLE III-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
			First Group of Reasons			
45.4	52.8	-	61.8	74.0	75.0	33.4
36.4	5.2	-	6.2	4.4	12.5	-
9.1	5.2	-	2.4	-	-	-
9.1	10.5	100.0	12.3	8.6	-	33.3
-	5.2	-	3.7	-	-	-
-	5.2	-	6.2	4.4	12.5	-
-	15.9	-	7.4	8.6	-	33.3
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Second Group of Reasons			
-	-	-	3.7	4.4	-	-
9.1	21.0	-	12.3	13.0	-	33.4
9.1	10.5	-	24.5	-	12.5	33.3
27.3	21.0	100.0	37.3	52.3	37.5	33.3
9.1	10.5	-	6.2	17.3	25.0	-
-	-	-	3.7	4.4	12.5	-
45.4	37.0	-	12.3	8.6	12.5	-
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO REASONS FOR NOT ENROLLING--UNEMPLOYED
(percentages of reasons; N=304)

Reasons	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
First Group of Reasons				
Not aware of program offered	50.0	65.5	56.6	45.4
Cannot afford the cost	14.3	-	11.0	9.1
Parking facilities not adequate	14.3	3.8	6.2	-
Classes not at convenient times	-	7.7	13.1	9.1
Classes not at convenient places	14.3	3.8	5.8	9.1
Subjects not interesting	-	7.7	3.1	9.1
Not interested in further education	7.1	11.5	4.2	18.2
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	-	7.7	2.6	9.1
Education stops when one graduates	7.2	3.8	6.8	-
Too tired after work	28.6	42.4	20.9	18.2
Too busy with other duties	21.4	15.4	45.6	36.3
A waste of time unless working for a definite goal	-	3.8	6.8	-
Fear competition	7.1	3.8	4.2	-
Too old to learn	35.7	23.1	13.1	36.4
Total	100.0	100.0	100.0	100.0

TABLE III-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
		First Group of Reasons				
42.8	50.0	28.6	50.0	-	100.0	64.4
57.2	-	20.0	-	-	-	-
-	-	-	-	-	-	-
-	-	25.8	-	-	-	28.6
-	-	17.2	-	-	-	-
-	-	2.8	-	-	-	-
-	50.0	5.7	50.0	-	-	7.0
100.0	100.0	100.0	100.0	-	100.0	100.0
		Second Group of Reasons				
-	-	2.8	-	-	-	-
14.3	-	-	-	-	-	7.0
14.3	50.0	22.8	50.0	-	-	14.2
28.6	-	11.4	-	-	100.0	50.0
-	-	5.9	-	-	-	-
14.3	-	17.2	-	-	-	-
28.5	50.0	39.9	50.0	-	-	28.8
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE IV-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--EMPLOYED IN HIGHLAND PARK
(percentages of desirable characteristics; N=156)

Personality Characteristics	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	35.2	41.0	44.5	31.6
Friendly, enthusiastic, has sense of humor	32.4	36.3	22.2	39.5
Imaginative, informal, responsive	21.6	13.6	22.2	18.4
Ambitious, driving, serious	10.8	9.1	11.1	10.5
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	8.1	13.6	33.3	10.5
Fair and honest	37.8	31.9	-	47.5
Well-mannered	2.7	18.2	11.1	7.8
Neat in appearance	10.8	9.1	22.2	2.6
Cooperative	40.6	27.2	33.4	31.6
Total	100.0	100.0	100.0	100.0

TABLE IV-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
First Group of Desirable Personality Characteristics						
50.0	20.0	-	37.2	60.0	-	-
25.0	20.0	-	31.4	-	100.0	-
-	40.0	-	17.1	20.0	-	-
25.0	20.0	-	14.3	20.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-
Second Group of Desirable Personality Characteristics						
25.0	20.0	-	5.7	20.0	-	-
50.0	40.0	-	54.4	40.0	100.0	-
-	-	-	2.8	-	-	-
-	-	-	2.8	-	-	-
25.0	40.0	-	34.3	40.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE IV-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NOT EMPLOYED IN HIGHLAND PARK
(percentages of desirable characteristics; N=486)

Personality Characteristics	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	31.5	38.0	54.5	38.1
Friendly, enthusiastic, has sense of humor	46.2	36.5	27.3	38.1
Imaginative, informal, responsive	16.9	18.2	18.2	12.7
Ambitious, driving, serious	5.4	7.3	-	11.1
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	6.2	13.1	9.1	6.3
Fair and honest	38.5	32.1	54.5	55.7
Well-mannered	10.7	7.3	-	6.3
Neat in appearance	1.5	4.4	-	7.9
Cooperative	43.1	43.1	36.4	23.8
Total	100.0	100.0	100.0	100.0

TABLE IV-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
First Group of Desirable Personality Characteristics						
27.3	31.6	100.0	35.8	26.1	50.0	-
45.4	47.3	-	43.3	34.8	37.5	100.0
9.1	15.8	-	17.2	30.4	12.5	-
18.2	5.3	-	3.7	8.7	-	-
100.0	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics						
18.2	10.5	-	4.9	-	-	-
27.3	42.2	100.0	55.7	39.1	37.5	75.0
9.1	5.2	-	8.6	4.3	12.5	-
9.1	10.5	-	4.9	8.7	-	-
36.3	31.6	-	25.9	47.9	50.0	25.0
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE IV-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--UNEMPLOYED
(percentages of desirable characteristics; N=304)

Personality Characteristics	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	50.0	50.1	39.2	27.2
Friendly, enthusiastic, has sense of humor	21.4	42.3	41.8	36.6
Imaginative, informal, responsive	14.3	3.8	13.0	18.1
Ambitious, driving, serious	14.3	3.8	6.0	18.1
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	7.1	30.8	7.3	9.0
Fair and honest	35.7	38.5	33.2	45.7
Well-mannered	7.1	-	10.4	-
Neat in appearance	7.1	7.6	14.1	9.0
Cooperative	43.0	23.1	35.0	36.3
Total	100.0	100.0	100.0	100.0

TABLE IV-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
First Group of Desirable Personality Characteristics						
42.8	50.0	34.3	50.0	-	-	21.4
57.2	50.0	28.6	50.0	-	100.0	35.8
-	-	22.9	-	-	-	21.4
-	-	14.2	-	-	-	21.4
100.0	100.0	100.0	100.0	-	100.0	100.0
Second Group of Desirable Personality Characteristics						
-	-	14.3	-	-	-	14.3
43.1	50.0	14.3	-	-	100.0	57.1
14.2	-	14.3	-	-	-	-
14.2	-	20.0	-	-	-	-
28.5	50.0	37.1	100.0	-	-	28.6
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE V-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES-- EMPLOYED IN HIGHLAND PARK
(percentages of desirable techniques; N=156)

Teaching Techniques	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
First Group of Desirable Teaching Techniques				
Comes well prepared	21.6	9.1	-	15.8
Stimulates interest	13.5	18.2	40.0	29.1
Varies procedure	2.7	9.1	10.0	10.5
Sets standards	2.7	4.5	20.0	2.6
Gives individual help	18.9	36.4	20.0	21.0
Gives opportunity to ask questions	10.8	9.1	10.0	10.5
Guides students' work	5.4	4.5	-	-
Gives thorough explanations	24.4	9.1	-	10.5
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	32.5	22.9	20.0	18.4
Gives examples from experience	13.5	9.1	20.0	26.4
Knows good references . . .	8.1	4.5	-	-
Encourages all students . . .	21.6	31.8	30.0	18.5
Gives good demonstrations .	8.1	13.6	-	10.5
Uses audio-visual aids . . .	-	4.5	10.0	5.2
Takes time to repeat	5.4	9.1	20.0	10.5
Returns homework with notes	10.8	4.5	-	10.5
Total	100.0	100.0	100.0	100.0

TABLE V-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
			First Group of Desirable Teaching Techniques			
25.0	20.0	-	8.6	-	-	-
-	20.0	-	17.1	-	-	-
-	-	-	5.7	-	-	-
-	20.0	-	5.7	-	-	-
25.0	20.0	-	22.9	20.0	-	-
25.0	-	-	11.4	60.0	-	-
-	-	-	8.6	20.0	-	-
25.0	20.0	-	20.0	-	100.0	
100.0	100.0	-	100.0	100.0	100.0	-
			Second Group of Desirable Teaching Techniques			
25.0	-	-	31.4	-	-	-
-	-	-	5.7	20.0	100.0	-
-	20.0	-	5.7	-	-	-
50.0	60.0	-	25.7	20.0	-	-
-	20.0	-	5.7	-	-	-
-	-	-	2.9	20.0	-	-
-	-	-	22.9	40.0	-	-
25.0	-	-	-	-	-	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE V-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES--NOT EMPLOYED IN HIGHLAND PARK
(percentages of desirable techniques; N=486)

Teaching Techniques	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
First Group of Desirable Teaching Techniques				
Comes well prepared	6.9	11.6	27.2	11.1
Stimulates interest	33.9	25.6	18.2	22.2
Varies procedure	3.8	5.2	-	9.5
Sets standards	3.1	4.3	-	3.2
Gives individual help	22.3	18.3	18.2	22.2
Gives opportunity to ask questions	8.5	5.8	9.1	9.5
Guides students' work	10.0	13.2	18.2	6.4
Gives thorough explanations	11.5	16.0	9.1	15.9
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	45.5	34.3	27.2	20.6
Gives examples from experience	15.4	12.4	9.1	9.5
Knows good references	3.8	3.6	-	7.9
Encourages all students	14.6	24.1	27.2	30.2
Gives good demonstrations	6.9	11.7	9.1	14.3
Uses audio-visual aids	1.5	-	9.1	3.2
Takes time to repeat	8.5	11.0	18.2	9.5
Returns homework with notes	3.8	2.9	-	4.8
Total	100.0	100.0	100.0	100.0

TABLE V-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
	First Group of Desirable Teaching Techniques					
27.2	10.5	-	5.0	13.0	-	-
9.1	15.8	-	29.6	39.2	37.5	33.3
-	-	-	3.7	4.4	-	-
-	-	-	1.2	13.0	-	-
45.5	21.0	-	22.2	13.0	37.5	-
9.1	5.3	-	3.7	-	12.5	33.3
-	5.3	-	11.1	8.7	-	-
9.1	42.1	100.0	23.5	8.7	12.5	33.4
100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Second Group of Desirable Teaching Techniques					
9.1	36.8	100.0	38.3	39.1	62.5	66.7
9.1	5.3	-	11.1	17.4	-	33.3
-	15.8	-	1.2	-	-	-
72.7	10.5	-	18.5	43.5	25.0	-
-	10.5	-	9.9	-	-	-
-	-	-	6.2	-	-	-
9.1	15.8	-	13.6	-	12.5	-
-	5.3	-	1.2	-	-	-
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES--UNEMPLOYED
(percentages of desirable techniques; N=304)

Teaching Techniques	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
First Group of Desirable Teaching Techniques				
Comes well prepared	28.6	27.1	16.2	27.4
Stimulates interest	-	15.4	18.3	9.1
Varies procedure	7.1	-	2.6	-
Sets standards	-	7.6	-	-
Gives individual help	28.6	23.1	29.4	18.1
Gives opportunity to ask questions	14.3	15.3	16.8	9.1
Guides students' work	7.1	3.9	4.7	9.1
Gives thorough explanations	14.3	7.6	12.0	27.2
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	-	19.2	24.1	27.2
Gives examples from experience	14.3	11.5	9.4	-
Knows good references	14.3	-	5.8	18.1
Encourages all students	14.3	42.7	25.2	27.3
Gives good demonstrations	35.7	11.5	18.8	9.1
Uses audio-visual aids	-	-	2.1	9.1
Takes time to repeat	14.3	15.4	13.0	9.1
Returns homework with notes	7.1	-	1.6	-
Total	100.0	100.0	100.0	100.0

TABLE V-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
		First Group of Desirable Teaching Techniques				
28.8	50.0	11.4	-	-	-	-
14.2	-	14.2	-	-	100.0	28.6
-	-	2.9	50.0	-	-	-
-	-	-	-	-	-	14.3
28.6	-	28.6	-	-	-	21.4
14.2	-	22.9	-	-	-	7.1
-	50.0	-	-	-	-	7.1
14.2	-	20.0	50.0	-	-	21.5
100.0	100.0	100.0	100.0	-	100.0	100.0
		Second Group of Desirable Teaching Techniques				
28.6	50.0	8.6	-	-	100.0	21.5
42.8	-	14.3	-	-	-	7.1
-	-	-	50.0	-	-	-
-	-	25.7	50.0	-	-	50.0
-	-	11.4	-	-	-	14.3
-	-	14.3	-	-	-	-
28.6	-	25.7	-	-	-	-
-	50.0	-	-	-	-	7.1
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE VI-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--EMPLOYED IN HIGHLAND PARK
(percentages of undesirable characteristics; N=156)

Personality Characteristics	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Rude	16.2	9.5	10.0	15.9
Overbearing	8.1	14.2	10.0	10.5
Humiliating	13.5	23.9	20.0	18.4
Sarcastic	27.1	4.8	-	23.7
Demanding	8.1	23.9	20.0	13.2
Holds grudges	2.7	14.2	-	10.5
Critical	24.3	9.5	40.0	7.8
Total	100.0	100.0	100.0	100.0

TABLE VI-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=1)	None (student) (N=0)
50.0	-	-	11.5	20.0	-	-
-	-	-	17.1	-	-	-
25.0	40.0	-	14.3	-	-	-
-	40.0	-	20.0	40.0	100.0	-
25.0	-	-	17.1	20.0	-	-
-	-	-	5.7	-	-	-
-	20.0	-	14.3	20.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE VI-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NOT EMPLOYED IN HIGHLAND PARK
(percentages of undesirable characteristics; N=486)

Personality Characteristics	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Rude	9.9	13.1	-	4.8
Overbearing	11.4	11.0	-	14.3
Humiliating	24.5	16.1	22.2	1.6
Sarcastic	16.8	17.5	33.4	17.4
Demanding	13.7	17.5	11.1	19.1
Holds grudges	6.1	7.3	22.2	20.6
Critical	17.6	17.5	11.1	22.2
Total	100.0	100.0	100.0	100.0

TABLE VI-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
9.1	5.3	-	7.3	13.0	-	-
27.2	10.5	-	19.8	21.7	12.5	-
18.2	36.9	-	19.8	13.0	37.5	-
18.2	15.8	-	17.3	4.4	25.0	-
-	10.5	-	8.6	17.5	12.5	-
9.1	10.5	-	13.6	8.7	12.5	100.0
18.2	10.5	100.0	13.6	21.7	-	-
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VI-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--UNEMPLOYED
(percentages of undesirable characteristics; N=304)

Personality Characteristics	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
Rude	7.1	19.2	12.6	27.3
Overbearing	-	3.9	14.7	-
Humiliating	21.4	3.9	16.1	-
Sarcastic	14.3	23.0	18.3	18.2
Demanding	14.3	15.4	16.1	27.3
Holds grudges	14.3	7.7	8.4	18.2
Critical	28.6	26.9	13.8	9.0
Total	100.0	100.0	100.0	100.0

TABLE VI-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
-	50.0	17.1	-	-	100.0	-
-	-	11.4	50.0	-	-	-
28.6	50.0	14.3	50.0	-	-	21.4
14.3	-	11.4	-	-	-	28.6
-	-	8.6	-	-	-	-
14.3	-	20.0	-	-	-	21.4
42.8	-	17.2	-	-	-	28.6
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE VII-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--EMPLOYED IN HIGHLAND PARK
(percentages of undesirable techniques; N=156)

Teaching Techniques	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker) (N=38)
First Group of Undesirable Teaching Techniques				
Lacks control	10.8	-	11.2	15.8
Lacks "know-how"	40.6	27.3	33.2	15.8
Shows favoritism	10.8	22.7	11.2	13.2
Seems bored	24.3	31.8	22.2	36.8
Speaks indistinctly	13.5	18.2	22.2	18.4
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	16.2	18.2	22.2	18.4
Not enough review	10.8	18.2	33.2	15.8
Impractical	16.2	27.3	11.2	28.9
Not up to date in field	24.3	22.7	22.2	15.8
Leaves job unfinished	32.5	13.6	11.2	21.1
Total	100.0	100.0	100.0	100.0

TABLE VII-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Sen-ographic (N=35)	Manager or Proprietor (N=5)	Salesman or Sales-clerk (N=1)	None (student) (N=0)
			First Group of Undesirable Teaching Techniques			
-	-	-	8.6	20.0	-	-
-	40.0	-	28.6	-	50.0	-
-	40.0	-	17.1	20.0	-	-
25.0	-	-	34.3	40.0	50.0	-
75.0	20.0	-	11.4	20.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-
			Second Group of Undesirable Teaching Techniques			
-	20.0	-	14.3	-	-	-
25.0	20.0	-	22.9	20.0	-	-
50.0	40.0	-	25.7	20.0	50.0	-
-	20.0	-	17.1	20.0	50.0	-
25.0	-	-	20.0	40.0	-	-
100.0	100.0	-	100.0	100.0	100.0	-

TABLE VII-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--NOT EMPLOYED IN HIGHLAND PARK
(percentages of undesirable techniques; N=486)

Teaching Techniques	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
First Group of Undesirable Teaching Techniques				
Lacks control	10.6	11.7	11.1	12.7
Lacks "know-how"	32.1	26.3	22.2	25.4
Shows favoritism	16.0	13.9	22.2	20.6
Seems bored	26.0	24.8	-	22.2
Speaks indistinctly	15.3	23.4	44.5	19.1
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	11.4	19.7	33.3	25.4
Not enough review	15.3	16.8	-	17.5
Impractical	26.0	27.0	44.5	12.7
Not up to date in field	29.0	13.1	-	9.5
Leaves job unfinished	18.3	23.4	22.2	34.9
Total	100.0	100.0	100.0	100.0

TABLE VII-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
			First Group of Undesirable Teaching Techniques			
-	10.5	-	11.1	8.7	-	-
27.2	36.8	100.0	35.8	43.5	62.5	33.3
9.1	21.1	-	24.7	8.7	-	33.4
27.2	26.3	-	19.8	21.7	-	-
36.5	5.3	-	8.6	17.4	37.5	33.3
100.0	100.0	100.0	100.0	100.0	100.0	100.0
			Second Group of Undesirable Teaching Techniques			
9.1	21.1	-	14.8	13.0	12.5	-
36.5	15.8	-	23.5	4.4	25.0	-
27.2	15.8	-	18.4	43.5	62.5	66.7
9.1	10.5	100.0	23.5	13.0	-	-
18.1	36.8	-	19.8	26.1	-	33.3
100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VII-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--UNEMPLOYED
(percentages of undesirable techniques; N=304)

Teaching Techniques	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=192)	Laborer or Unskilled Worker (N=11)
First Group of Undesirable Teaching Techniques				
Lacks control	14.2	7.7	3.7	9.0
Lacks "know-how"	7.2	11.5	25.1	45.6
Shows favoritism	21.4	23.1	23.6	9.0
Seems bored	21.4	7.7	27.2	-
Speaks indistinctly	35.8	50.0	20.4	36.4
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	21.4	19.3	14.7	27.3
Not enough review	14.3	11.5	7.3	9.0
Impractical	14.3	11.5	30.9	45.5
Not up to date in field	28.6	26.9	22.0	-
Leaves job unfinished	21.4	30.8	25.1	18.2
Total	100.0	100.0	100.0	100.0

TABLE VII-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
		First Group of Undesirable Teaching Techniques				
-	-	-	-	-	-	7.2
28.7	100.0	8.5	100.0	-	100.0	21.4
42.9	-	37.2	-	-	-	21.4
14.2	-	34.3	-	-	-	42.8
14.2	-	20.0	-	-	-	7.2
100.0	100.0	100.0	100.0	-	100.0	100.0
		Second Group of Undesirable Teaching Techniques				
28.6	50.0	5.7	50.0	-	100.0	35.7
-	-	5.7	50.0	-	-	7.2
28.6	50.0	31.5	-	-	-	14.3
28.6	-	45.7	-	-	-	21.4
14.2	-	11.4	-	-	-	21.4
100.0	100.0	100.0	100.0	-	100.0	100.0

TABLE VIII-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES BEING TAKEN NOW--EMPLOYED IN HIGHLAND PARK

(percentages of classes being taken now; N=156)

Classes	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Civic and public affairs . . .	2.7	9.0	-	-
Business and commercial .	62.1	109.1	33.3	36.5
General academic	129.6	477.2	33.3	138.4
Homemaking	54.0	31.8	22.2	5.2
Music, arts, crafts, and hobbies	81.0	59.0	-	7.8
Parent and family life	5.4	13.6	-	2.6
Personal improvement	8.1	4.5	11.1	2.6
Preparation for citizenship and special education . .	13.5	95.5	11.1	13.0
Technical and vocational . .	21.6	104.5	11.1	70.5
Industrial training	-	-	-	-

TABLE VIII-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=2)	None (student) (N=0)
-	-	-	-	-	50.0	-
22.5	40.0	-	57.2	20.0	-	-
10.0	300.0	-	8.5	20.0	250.0	-
2.5	60.0	-	34.3	-	-	-
-	40.0	-	17.1	100.0	150.0	-
-	-	-	5.7	20.0	50.0	-
-	20.0	-	22.8	-	-	-
-	60.0	-	5.7	-	-	-
2.5	100.0	-	5.7	20.0	-	-
-	-	-	-	-	-	-

TABLE VIII-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES BEING TAKEN NOW--NOT EMPLOYED IN HIGHLAND PARK
(percentages of classes being taken now; N=486)

Classes	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Civic and public affairs . . .	7.5	1.4	-	-
Business and commercial .	16.5	17.5	33.0	22.4
General academic	34.3	76.6	33.0	24.0
Homemaking	14.3	5.1	22.0	5.2
Music, arts, crafts, and hobbies	21.4	9.5	-	4.8
Parent and family life	1.4	2.1	-	3.2
Personal improvement	2.1	0.7	11.1	1.6
Preparation for citizenship and special education . .	3.5	15.3	11.1	8.0
Technical and vocational . .	5.7	16.7	11.1	43.0
Industrial training	-	-	-	-

TABLE VIII-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
-	-	100.0	1.2	-	-	-
81.0	10.5	-	31.2	17.4	-	-
36.0	78.9	-	32.3	34.8	-	100.0
9.1	15.7	-	22.4	4.3	37.5	-
-	10.5	-	19.9	17.4	-	-
-	-	-	-	-	-	-
-	5.2	-	2.4	-	-	-
-	15.7	-	3.7	-	-	-
9.1	26.3	-	4.9	4.3	-	-
-	-	-	-	-	-	-

TABLE VIII-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES BEING TAKEN NOW--
UNEMPLOYED
(percentages of classes being taken now; N=304)

Classes	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=191)	Laborer or Unskilled Worker (N=11)
Civic and public affairs . . .	-	-	0.5	-
Business and commercial .	7.1	16.9	14.1	-
General academic	7.1	25.3	10.4	108.1
Homemaking	7.1	8.5	19.2	144.2
Music, arts, crafts, and hobbies	-	-	14.5	9.0
Parent and family life	14.2	4.3	16.1	-
Personal improvement	-	-	0.5	-
Preparation for citizenship and special education . .	50.0	46.5	14.5	27.0
Technical and vocational . .	21.4	21.1	5.2	-
Industrial training	-	-	-	-

TABLE VIII-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
-	-	-	-	-	-	-
57.1	-	2.8	-	-	-	-
57.1	200.0	14.3	150.0	-	-	-
-	150.0	2.8	50.0	-	-	-
-	-	2.8	250.0	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	50.0	65.7	50.0	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

TABLE IX-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--EMPLOYED IN HIGHLAND PARK
(percentages of classes taken in the past; N=156)

Classes	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Civic and public affairs . . .	-	-	-	-
Business and commercial .	2.7	9.0	-	5.2
General academic	5.4	-	-	2.6
Homemaking	8.1	-	-	-
Music, arts, crafts, and hobbies	5.4	-	-	-
Parent and family life	5.4	-	-	-
Personal improvement	10.8	-	-	7.8
Preparation for citizenship and special education . .	5.4	4.5	-	5.2
Technical and vocational . .	-	-	-	5.2
Industrial training	-	-	-	2.6

TABLE IX-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=2)	None (student) (N=0)
-	-	-	-	-	-	-
-	-	-	14.3	60.0	-	-
-	-	-	2.8	160.0	400.0	-
-	20.0	-	5.7	-	-	-
-	40.0	-	5.7	20.0	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
50.0	-	-	2.8	-	-	-
-	-	-	-	-	-	-

TABLE IX-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--NOT EMPLOYED IN HIGHLAND PARK
(percentages of classes taken in the past; N=486)

Classes	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Civic and public affairs . . .	-	-	-	-
Business and commercial .	5.7	5.1	-	3.1
General academic	3.5	10.9	-	23.8
Homemaking	2.1	1.4	-	-
Music, arts, crafts, and hobbies	5.0	5.1	-	6.3
Parent and family life	-	-	-	-
Personal improvement	0.7	2.9	-	-
Preparation for citizenship and special education . .	-	3.6	-	1.5
Technical and vocational . .	1.4	5.1	-	6.3
Industrial training	2.8	1.4	-	-

TABLE IX-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
-	-	-	-	-	-	-
-	-	-	9.9	4.3	-	-
-	10.5	300.0	7.4	-	-	-
-	-	-	2.4	-	-	-
-	-	-	4.8	4.3	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	66.7
-	-	-	2.4	13.0	-	-
-	-	-	8.7	-	-	-
-	-	-	2.4	-	-	-

TABLE IX-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--UNEMPLOYED

(percentages of classes taken in the past; N=304)

Classes	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=191)	Laborer or Unskilled Worker (N=11)
Civic and public affairs . . .	-	-	-	-
Business and commercial .	7.1	4.2	4.7	-
General academic	-	-	1.5	18.2
Homemaking	21.3	-	-	72.0
Music, arts, crafts, and hobbies	-	4.2	4.7	9.0
Parent and family life	-	-	-	9.0
Personal improvement	-	-	0.5	-
Preparation for citizenship and special education . .	-	-	0.5	-
Technical and vocational . .	7.1	4.2	2.0	-
Industrial training	-	-	-	-

TABLE IX-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
-	-	-	-	-	-	-
-	-	-	50.0	-	-	-
14.2	-	8.5	-	-	-	-
14.2	-	2.8	150.0	-	-	-
-	-	32.9	50.0	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	2.8	-	-	-	-
-	-	-	-	-	-	-

TABLE X-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--EMPLOYED IN HIGHLAND PARK

(percentages of classes to be taken in the future; N=156)

Classes	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Civic and public affairs . . .	-	4.5	-	-
Business and commercial .	-	27.2	1.1	13.0
General academic	29.7	36.3	-	7.8
Homemaking	18.9	-	44.4	-
Music, arts, crafts, and hobbies	13.5	4.5	44.4	2.6
Parent and family life	18.9	4.5	22.2	5.2
Personal improvement	16.2	45.4	-	26.1
Preparation for citizenship and special education . .	5.4	18.1	22.2	10.4
Technical and vocational . .	5.4	27.2	-	26.1
Industrial training	2.7	-	-	-

TABLE X-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=2)	None (student) (N=0)
-	-	-	5.7	-	-	-
25.0	20.0	-	62.9	80.0	150.0	-
50.0	80.0	-	5.7	120.0	-	-
-	40.0	-	17.1	40.0	-	-
-	-	-	14.3	-	100.0	-
-	-	-	8.5	20.0	-	-
-	-	-	5.7	-	-	-
50.0	-	-	8.5	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

TABLE X-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE-- NOT EMPLOYED IN HIGHLAND PARK
(percentages of classes to be taken in the future; N=486)

Classes	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Civic and public affairs . . .	-	-	-	-
Business and commercial .	1.4	17.5	155.4	4.7
General academic	32.9	73.0	22.2	71.5
Homemaking	12.1	6.5	33.3	3.1
Music, arts, crafts, and hobbies	28.6	16.7	22.0	7.9
Parent and family life	2.1	1.4	-	1.5
Personal improvement	0.7	-	-	1.5
Preparation for citizenship and special education . .	-	16.7	11.1	15.9
Technical and vocational . .	4.2	17.5	-	20.6
Industrial training	7.1	1.4	-	-

TABLE X-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
9.0	-	-	-	-	-	-
135.1	-	200.0	-	165.3	12.5	-
36.0	63.1	200.0	21.1	56.5	-	-
27.0	21.0	-	27.3	21.7	-	-
18.0	21.0	-	18.6	17.4	37.5	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
18.0	10.5	-	4.9	-	-	-
9.0	15.7	-	2.5	4.3	-	-
-	-	-	-	43.5	-	-

TABLE X-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--UNEMPLOYED

(percentages of classes to be taken in the future; N=304)

Classes	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=191)	Laborer or Unskilled Worker (N=11)
Civic and public affairs . . .	-	-	1.0	-
Business and commercial .	7.1	16.9	13.6	-
General academic	28.5	46.5	7.8	63.0
Homemaking	-	-	27.2	27.0
Music, arts, crafts, and hobbies	-	4.2	28.2	18.0
Parent and family life	21.4	8.4	24.0	-
Personal improvement	-	4.2	1.0	-
Preparation for citizenship and special education . .	57.1	50.7	14.1	27.0
Technical and vocational . .	-	8.4	0.5	-
Industrial training	-	-	-	-

TABLE X-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
-	-	-	-	-	-	-
42.8	-	-	50.0	-	-	-
28.5	-	11.4	100.0	-	-	-
57.1	-	8.5	-	-	-	-
14.2	50.0	17.1	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	50.0	77.2	55.0	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

TABLE XI-A

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--EMPLOYED IN HIGHLAND PARK
(percentages of suggestions; N=156)

Classes	Professional or Technical (N=37)	Craftsman or Skilled Worker (N=22)	Homemaker (N=9)	Laborer or Unskilled Worker (N=38)
Civic and public affairs . . .	-	-	-	-
Business and commercial .	13.5	9.0	22.2	44.0
General academic	27.0	27.2	-	41.7
Homemaking	16.2	-	33.3	2.6
Music, arts, crafts, and hobbies	13.5	9.0	11.1	2.6
Parent and family life	16.2	9.0	22.2	-
Personal improvement	2.7	13.6	-	39.1
Preparation for citizenship and special education . .	2.7	-	22.2	10.4
Technical and vocational . .	2.7	36.3	-	10.4
Industrial training	2.7	4.5	-	2.6

TABLE XI-A (Continued)

Private Household Worker (N=4)	Service Worker (N=5)	Retired (N=0)	Clerical or Stenographic (N=35)	Manager or Proprietor (N=5)	Salesman or Salesclerk (N=2)	None (student) (N=0)
-	-	-	-	-	-	-
25.0	20.0	-	34.3	-	-	-
75.0	120.0	-	20.0	20.0	200.0	-
25.0	20.0	-	25.7	40.0	50.0	-
-	-	-	34.3	40.0	-	-
-	-	-	11.4	-	-	-
-	-	-	20.0	20.0	-	-
-	-	-	5.7	-	-	-
-	-	-	20.0	20.0	-	-
-	-	-	-	-	-	-

TABLE XI-B

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES --NOT EMPLOYED IN HIGHLAND PARK
(percentages of suggestions; N=486)

Classes	Professional or Technical (N=131)	Craftsman or Skilled Worker (N=137)	Homemaker (N=9)	Laborer or Unskilled Worker (N=63)
Civic and public affairs . . .	-	0.7	-	-
Business and commercial .	15.0	13.1	-	22.2
General academic	29.3	55.4	11.1	34.9
Homemaking	6.4	3.6	77.7	-
Music, arts, crafts, and hobbies	16.4	8.0	22.2	4.7
Parent and family life	2.1	2.1	-	-
Personal improvement	1.4	1.4	-	1.5
Preparation for citizenship and special education . .	3.5	6.5	-	14.1
Technical and vocational . .	12.1	20.4	-	14.1
Industrial training	-	0.7	-	1.5

TABLE XI-B (Continued)

Private Household Worker (N=11)	Service Worker (N=19)	Retired (N=1)	Clerical or Stenographic (N=81)	Manager or Proprietor (N=23)	Salesman or Salesclerk (N=8)	None (student) (N=3)
-	5.2	-	-	-	-	-
9.0	15.7	-	27.3	4.3	12.5	-
-	73.6	50.0	18.6	39.1	-	-
9.0	10.5	50.0	24.9	17.4	-	-
-	10.5	-	8.7	13.0	-	-
-	-	-	1.2	-	-	-
-	-	-	4.9	-	-	-
9.0	5.2	-	1.2	-	-	-
-	-	-	11.2	13.0	-	-
-	-	-	-	-	-	-

TABLE XI-C

EMPLOYMENT AND OCCUPATIONAL STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--UNEMPLOYED
(percentages of suggestions; N=304)

Classes	Professional or Technical (N=14)	Craftsman or Skilled Worker (N=26)	Homemaker (N=191)	Laborer or Unskilled Worker (N=11)
Civic and public affairs . . .	-	4.2	1.5	-
Business and commercial .	14.2	-	10.4	36.0
General academic	35.7	4.2	12.5	45.0
Homemaking	-	4.2	39.2	-
Music, arts, crafts, and hobbies	7.1	4.2	21.9	-
Parent and family life	7.1	8.4	18.8	-
Personal improvement	-	-	7.3	-
Preparation for citizenship and special education . .	49.9	8.4	5.2	-
Technical and vocational . .	14.2	8.4	5.2	36.0
Industrial training	-	-	-	-

TABLE XI-C (Continued)

Private Household Worker (N=7)	Service Worker (N=2)	Retired (N=35)	Clerical or Stenographic (N=2)	Manager or Proprietor (N=0)	Salesman or Salesclerk (N=1)	None (student) (N=14)
-	-	-	-	-	-	-
57.1	50.0	5.7	100.0	-	-	-
28.5	50.0	7.1	50.0	-	-	-
-	50.0	-	-	-	-	-
-	350.0	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	50.0	65.7	-	-	-	-
-	-	2.8	-	-	-	-
-	-	-	-	-	-	-

APPENDIX G

APPROXIMATE INCOME IN RELATION TO PROGRAM DATA

TABLE I-A

APPROXIMATE INCOME IN RELATION TO GUIDANCE AND COUNSELING SERVICES--HIGHLAND PARKERS
(percentages using services; N=492)

Services	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
"Over the counter" counseling . .	39.8	37.3	39.4	44.2	50.0	35.3	51.7
Educational guidance . . .	9.2	11.0	8.9	4.7	4.5	-	3.2
Vocational guidance . . .	10.9	14.3	17.7	16.2	9.1	11.8	3.2
Veterans' counseling . .	-	3.3	2.0	-	-	-	-
Naturalization assistance . .	4.8	6.6	5.2	-	-	-	3.2
Couseling on personal problems . . .	6.0	4.4	2.0	4.7	9.1	-	-
Informational . .	25.0	17.6	25.0	30.2	27.3	47.0	32.3
Testing	4.3	5.5	-	-	-	5.9	6.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE I-B

APPROXIMATE INCOME IN RELATION TO GUIDANCE AND COUNSELING SERVICES--NON-HIGHLAND PARKERS
(percentages using services; N=454)

Services	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
"Over the counter" counseling . .	44.4	48.7	39.7	27.5	38.8	35.3	30.4
Educational guidance . . .	12.5	5.4	11.0	19.6	9.7	5.9	6.5
Vocational guidance . . .	11.3	18.9	12.3	9.8	16.1	-	8.7
Veterans' counseling . .	3.1	9.5	11.0	7.8	3.4	5.9	4.3
Naturalization assistance . .	5.0	4.0	1.4	13.7	3.2	5.9	-
Counseling on personal problems . . .	3.7	2.7	2.7	2.0	3.2	-	2.2
Informational . .	20.0	10.8	21.9	19.6	25.8	47.0	45.7
Testing	-	-	-	-	-	-	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A

APPROXIMATE INCOME IN RELATION TO REASONS FOR ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Vocational							
Get ahead on the job	29.2	40.6	43.2	21.0	50.0	17.6	13.0
Increase income	11.1	9.9	12.2	23.2	4.5	11.9	3.0
Required to attend	3.5	5.5	3.8	4.8	-	-	-
Does not apply .	56.2	44.0	41.0	51.0	45.5	70.5	84.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Cultural							
Broaden outlook.	26.4	35.0	46.2	39.5	45.5	47.0	32.5
Just interested .	54.0	46.0	43.0	56.0	50.0	41.0	61.0
Develop philosophy of life	1.7	1.0	1.8	-	-	6.0	-
Does not apply .	17.9	18.0	9.0	4.5	4.5	6.0	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Educational Advancement							
Prepare for college	7.0	16.2	5.4	14.0	4.5	6.0	3.2
Get high school credit	10.2	8.8	12.2	2.3	-	6.0	6.6
Prepare for examination .	10.8	10.0	5.4	4.7	13.5	6.0	3.2
Does not apply .	72.0	65.0	77.0	79.0	82.0	82.0	87.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Social Advancement							
Meet people . . .	23.0	24.1	30.2	9.4	9.1	11.5	22.5
Get ahead socially	13.9	18.6	16.0	9.4	9.1	6.0	3.0
Learn to get along with people	13.2	17.8	5.4	18.5	18.2	17.5	9.5
Be with friends .	13.2	10.0	12.2	4.7	18.2	6.0	22.5
Does not apply .	36.7	29.5	36.2	58.0	45.4	59.0	42.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Americanization							
Learn English .	17.2	10.6	7.0	11.6	13.5	-	3.2
Learn American customs and laws	4.7	4.4	7.0	2.4	4.5	-	6.5
Does not apply .	78.1	85.0	86.0	86.0	82.0	100.0	90.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Public Affairs Training							
Improve community	8.5	11.0	16.0	4.7	18.0	6.0	13.0
Become a better leader . .	9.5	11.0	14.1	9.7	-	6.0	6.5
Understand social problems	13.0	18.6	12.2	11.6	23.0	23.0	22.5
Does not apply .	69.0	59.4	57.7	74.0	59.0	65.0	58.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
International Understanding							
Learn foreign language . . .	3.8	4.4	5.4	7.0	9.0	6.0	6.5
Learn about other countries . . .	11.2	14.1	9.0	9.0	-	17.5	9.5
Does not apply .	85.0	81.5	85.6	84.0	91.0	76.5	84.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill							
Learn a hobby .	7.8	13.1	9.0	14.0	23.0	17.7	22.5
Make better use of leisure . . .	32.2	25.2	23.2	14.0	23.0	17.7	19.5
Create and make things .	14.0	12.0	25.8	25.5	18.0	23.6	22.5
Does not apply .	46.0	49.7	42.0	46.5	36.0	41.0	35.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Recreation							
Relax	22.0	17.6	23.2	14.0	22.5	35.3	22.5
Fill spare time.	24.0	16.4	17.8	18.2	22.5	11.7	16.5
Does not apply .	54.0	66.0	59.0	67.8	55.0	53.0	61.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
			Family				
Sent by family .	7.7	18.4	10.7	4.7	4.5	17.7	6.5
Prepare for care of home	7.9	12.1	12.5	44.3	31.8	17.7	16.2
Learn care of children	5.6	23.4	26.8	25.5	18.3	11.7	22.5
Does not apply .	76.8	46.1	50.0	25.5	45.4	52.9	54.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B

APPROXIMATE INCOME IN RELATION TO REASONS FOR ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Vocational							
Get ahead on the job	30.0	43.3	33.0	40.0	40.0	-	22.4
Increase income	11.2	18.9	26.0	17.5	20.0	35.3	14.3
Required to attend	3.2	4.0	-	7.5	-	5.9	4.3
Does not apply .	55.6	33.8	41.0	35.0	40.0	58.8	59.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Cultural							
Broaden outlook	36.3	50.0	59.0	47.0	46.6	29.4	47.0
Just interested .	47.0	35.1	24.5	31.4	40.0	58.8	34.7
Develop philosophy of life	1.2	1.4	1.4	-	6.7	-	6.1
Does not apply .	15.5	13.5	15.1	21.6	6.7	11.8	12.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Educational Advancement							
Prepare for college	21.9	16.2	17.8	25.5	16.7	5.9	6.1
Get high school credit	13.1	14.9	16.5	11.8	20.0	-	8.2
Prepare for examination .	8.0	9.5	4.1	15.7	3.3	-	2.0
Does not apply .	57.0	59.4	61.6	47.0	60.0	94.1	83.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Social Advancement							
Meet people . . .	22.5	16.4	15.0	9.8	26.7	17.6	10.2
Get ahead socially	15.7	21.6	19.2	21.6	30.0	11.7	12.2
Learn to get along with people	15.7	17.6	9.6	23.5	3.3	-	18.3
Be with friends .	16.7	9.5	11.0	11.8	6.7	11.7	-
Does not apply .	29.4	35.1	45.2	33.3	33.3	59.0	59.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Americanization							
Learn English . .	13.8	12.2	6.6	17.6	6.7	-	2.0
Learn American customs and laws	8.2	8.1	1.4	9.8	3.3	11.8	2.0
Does not apply .	78.0	79.7	92.0	72.6	90.0	88.2	96.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Public Affairs Training							
Improve community	8.7	13.5	11.0	19.6	6.7	-	2.0
Become a better leader . .	6.2	6.7	8.2	9.8	23.0	-	16.2
Understand social problems	16.3	14.9	13.7	15.8	3.3	5.9	6.1
Does not apply .	68.8	64.9	67.1	54.8	67.0	94.1	75.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
International Understanding							
Learn foreign language . . .	8.7	2.7	12.0	11.8	13.3	17.6	18.3
Learn about other countries . . .	11.9	14.9	11.0	13.8	3.3	-	6.1
Does not apply .	79.4	82.4	77.0	74.4	83.4	82.4	75.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill							
Learn a hobby .	13.8	24.3	15.1	11.7	30.0	35.3	18.3
Make better use of leisure . .	36.2	18.9	19.2	11.7	20.0	11.7	20.5
Create and make things .	18.8	16.3	22.0	19.6	13.3	-	12.2
Does not apply .	31.2	40.5	43.7	57.0	36.7	53.0	49.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Recreation							
Relax	25.6	31.0	22.0	19.6	23.0	29.4	22.4
Fill spare time.	25.0	8.1	19.2	5.9	10.0	17.6	10.2
Does not apply .	49.4	60.9	58.8	74.5	67.0	53.0	67.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
			Family				
Sent by family .	10.6	17.5	20.5	15.7	20.0	17.8	2.1
Prepare for care of home	13.2	10.8	12.3	27.4	36.7	11.5	-
Learn care of children	11.2	21.7	17.8	21.5	10.0	5.9	2.1
Does not apply .	65.0	50.0	49.4	35.4	33.3	64.8	95.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-A

APPROXIMATE INCOME IN RELATION TO REASONS FOR NOT ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
First Group of Reasons							
Not aware of program offered	56.2	52.7	57.0	58.0	45.4	59.0	61.2
Cannot afford the cost	14.6	11.0	5.4	2.3	13.6	5.8	-
Parking facilities not adequate . . .	3.1	12.1	7.2	11.8	13.6	5.8	9.7
Classes not at convenient times	12.4	6.6	16.0	16.2	13.6	11.7	9.7
Classes not at convenient places	5.8	-	2.0	4.7	4.6	-	6.5
Subjects not interesting . .	2.6	4.4	2.0	-	4.6	-	9.7
Not interested in further education . . .	5.3	13.2	10.4	7.0	4.6	17.7	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-A (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Second Group of Reasons							
Friends are not taking classes	2.6	5.5	5.4	-	4.6	-	3.2
Education stops when one graduates . . .	4.0	11.0	10.4	16.2	4.6	11.8	13.0
Too tired after work	27.0	27.5	23.2	16.2	4.6	11.8	6.5
Too busy with other duties .	36.3	19.8	35.2	30.4	36.0	47.0	58.0
A waste of time unless working for a definite goal .	6.2	16.5	4.0	18.6	22.8	-	9.7
Fear competition	7.5	1.0	4.0	-	4.6	11.8	-
Too old to learn	16.4	18.7	17.8	18.6	22.8	17.6	9.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-B

APPROXIMATE INCOME IN RELATION TO REASONS FOR NOT ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
First Group of Reasons							
Not aware of program offered	56.0	62.2	68.5	70.6	67.0	65.0	71.0
Cannot afford the cost	11.2	6.8	1.4	-	3.3	5.8	4.1
Parking facilities not adequate . . .	5.0	2.8	2.7	7.9	3.3	5.8	-
Classes not at convenient times	10.9	6.8	5.5	9.8	13.2	17.6	8.5
Classes not at convenient places	5.6	6.8	1.4	-	-	-	2.0
Subjects not interesting . .	2.5	4.2	1.3	1.9	3.3	-	6.2
Not interested in further education . . .	8.8	10.6	19.2	9.8	9.9	5.8	8.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-B (Continued)

Reasons	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Second Group of Reasons							
Friends are not taking classes	3.1	2.7	2.7	1.9	3.4	-	2.0
Education stops when one graduates . . .	11.2	8.0	16.5	19.6	6.8	5.9	12.0
Too tired after work	20.6	28.5	17.7	29.4	20.0	17.6	10.0
Too busy with other duties .	27.5	32.3	33.0	29.4	50.0	23.5	47.0
A waste of time unless working for a definite goal .	6.3	13.6	13.7	6.0	13.0	29.4	14.0
Fear competition	6.3	1.3	1.4	3.9	3.4	5.8	4.0
Too old to learn	25.0	13.6	15.0	9.8	3.4	7.8	11.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE IV-A

APPROXIMATE INCOME IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --HIGHLAND PARKERS
(percentages of desirable characteristics; N=492)

Personality Characteristics	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
First Group of Desirable Personality Characteristics							
Patient, sympathetic, understanding . .	41.3	37.4	37.5	30.2	31.8	11.8	29.0
Friendly, enthusiastic, has sense of humor	41.4	36.3	30.3	39.5	18.2	64.6	48.4
Imaginative, informal, responsive . .	11.6	19.9	23.3	16.3	18.2	11.8	16.1
Ambitious, driving, serious	4.7	6.6	8.9	14.0	31.8	11.8	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics							
Can keep confidences	13.2	11.0	5.4	14.0	-	17.6	-
Fair and honest.	37.6	35.0	39.3	34.9	36.4	29.4	16.1
Well-mannered .	6.5	14.0	8.9	7.0	4.5	11.8	6.5
Neat in appearance . . .	11.6	12.0	8.9	9.3	13.6	11.8	12.9
Cooperative . . .	31.1	28.0	37.5	34.8	45.5	29.4	64.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE IV-B

APPROXIMATE INCOME IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --NON-HIGHLAND PARKERS
(percentages of desirable characteristics; N=454)

Personality Characteristics	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
First Group of Desirable Personality Characteristics							
Patient, sympathetic, understanding . .	36.3	47.3	28.8	37.4	33.3	41.2	26.6
Friendly, enthusiastic, has sense of humor	41.3	27.0	44.0	43.2	50.0	41.2	28.6
Imaginative, informal, responsive . .	14.4	16.2	17.8	17.4	16.7	5.8	28.6
Ambitious, driving, serious	8.0	9.5	9.4	2.0	-	11.8	16.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics							
Can keep confidences	12.5	-	4.1	3.9	-	23.5	-
Fair and honest.	40.0	47.3	50.7	47.0	43.3	29.4	36.8
Well-mannered .	10.0	2.7	5.5	13.8	6.7	-	8.2
Neat in appearance . . .	4.4	4.0	2.7	5.9	3.3	11.8	-
Cooperative . . .	33.1	46.0	37.0	29.4	46.7	35.3	55.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-A

APPROXIMATE INCOME IN RELATION TO DESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of desirable techniques; N=492)

Teaching Techniques	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
First Group of Desirable Teaching Techniques							
Comes well prepared . . .	14.2	15.4	14.3	9.3	22.7	5.9	-
Stimulates interest	12.9	23.1	21.4	16.3	27.3	4.1	22.0
Varies procedure	3.0	3.3	3.6	9.3	-	-	6.5
Sets standards .	1.7	5.5	5.4	7.0	4.5	-	3.2
Gives individual help	25.9	10.7	19.7	32.6	15.0	29.3	32.3
Gives opportunity to ask questions . . .	12.6	12.2	8.5	6.0	-	9.5	16.0
Guides students' work	4.2	14.0	4.0	7.0	3.2	27.0	5.0
Gives thorough explanations .	25.5	15.8	23.1	12.5	27.3	24.2	15.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-A (Continued)

Teaching Techniques	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Second Group of Desirable Teaching Techniques							
Knows subject matter	17.7	24.2	37.5	32.6	50.0	17.6	32.2
Gives examples from exp-rience	10.8	8.8	12.5	20.9	4.5	17.6	9.7
Knows good references . .	3.0	7.7	3.6	2.3	4.5	17.6	3.2
Encourages all students	26.7	23.1	14.3	20.9	22.7	41.3	22.6
Gives good demonstra-tions	14.2	15.4	19.7	9.3	9.3	-	6.5
Uses audio-visual aids . .	3.0	4.4	1.8	7.0	-	-	3.2
Takes time to repeat	13.6	8.4	5.3	7.0	6.0	5.4	12.6
Returns home-work with notes	11.0	8.0	5.3	-	3.0	0.5	10.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-B

APPROXIMATE INCOME IN RELATION TO DESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of desirable techniques; N=454)

Teaching Techniques	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
First Group of Desirable Teaching Techniques							
Comes well prepared . . .	13.8	16.2	8.1	7.8	3.3	23.5	8.2
Stimulates interest	18.8	20.3	32.4	33.4	50.0	35.3	38.8
Varies procedure	5.6	5.4	2.7	9.8	-	-	4.1
Sets standards .	2.5	1.3	4.1	-	6.7	-	2.0
Gives individual help	30.0	27.0	16.3	11.8	20.0	11.8	14.3
Gives opportunity to ask questions . . .	8.7	5.4	5.4	7.8	6.7	5.9	8.2
Guides students' work	5.0	4.4	15.0	9.0	3.1	3.5	10.2
Gives thorough explanations .	15.6	20.0	16.0	20.4	10.2	20.0	14.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-B (Continued)

Teaching Techniques	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Second Group of Desirable Teaching Techniques							
Knows subject matter	22.5	40.6	33.8	39.3	40.0	52.8	49.0
Gives examples from experience	14.4	9.5	9.5	21.6	10.0	17.7	10.2
Knows good references . .	6.6	1.3	4.1	5.9	-	5.9	2.0
Encourages all students	22.5	23.3	20.0	10.3	36.0	13.0	15.2
Gives good demonstrations	9.4	8.1	17.4	7.8	3.3	-	10.4
Uses audio-visual aids . .	4.4	-	-	3.9	-	5.9	-
Takes time to repeat	15.0	14.8	9.5	7.8	3.2	-	12.3
Returns homework with notes	5.2	2.4	5.7	3.4	7.5	4.7	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VI-A

APPROXIMATE INCOME IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --HIGHLAND PARKERS
(percentages of undesirable characteristics; N=492)

Personality Characteristics	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Rude	13.4	9.9	7.1	11.6	4.5	5.9	6.5
Overbearing . . .	11.2	12.1	17.9	14.0	9.1	5.9	12.9
Humiliating . . .	15.5	18.7	17.9	16.3	13.6	23.5	12.9
Sarcastic	19.0	19.8	12.5	18.6	22.9	23.5	32.3
Demanding	15.1	11.0	17.9	11.6	13.6	23.5	22.6
Holds grudges . .	8.6	7.7	14.3	11.6	4.5	5.9	-
Critical	17.2	20.8	12.4	16.3	31.8	11.8	12.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VI-B

APPROXIMATE INCOME IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --NON-HIGHLAND PARKERS
(percentages of undesirable characteristics; N=454)

Personality Characteristics	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Rude	12.5	13.5	8.2	11.8	10.0	5.9	-
Overbearing . . .	11.2	14.9	16.5	9.8	13.3	11.8	14.3
Humiliating . . .	18.2	14.7	23.4	15.7	13.3	17.7	28.6
Sarcastic	19.4	10.8	9.6	13.7	10.0	23.5	12.3
Demanding	10.6	12.2	19.2	25.6	16.7	5.9	12.3
Holds grudges .	12.5	14.9	2.7	9.8	13.3	5.9	4.1
Critical	15.6	19.0	20.4	13.6	23.4	29.3	28.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VII-A

APPROXIMATE INCOME IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of undesirable techniques; N=492)

Teaching Techniques	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
First Group of Undesirable Teaching Techniques							
Lacks control	5.2	4.4	7.1	7.0	4.5	5.9	6.5
Lacks "know-how"	19.4	25.3	28.6	34.9	45.5	35.3	19.4
Shows favoritism	22.8	22.0	19.6	18.6	13.6	17.6	16.1
Seems bored	26.7	26.3	28.6	20.9	22.8	35.3	32.2
Speaks indistinctly	25.9	22.0	16.1	18.6	13.6	5.9	25.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques							
Assignments not clear	28.8	37.4	21.4	7.0	27.3	11.9	12.9
Not enough review	28.0	12.1	21.4	25.6	4.5	52.9	16.1
Impractical	19.4	15.4	3.6	32.6	36.4	17.6	9.7
Not up to date in field	10.9	17.6	26.8	16.2	27.3	17.6	38.7
Leaves job unfinished	12.9	17.5	26.8	18.6	4.5	-	22.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VII-B

APPROXIMATE INCOME IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of undesirable techniques; N=454)

Teaching Techniques	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
First Group of Undesirable Teaching Techniques							
Lacks control	5.6	23.0	11.0	19.6	-	17.6	10.2
Lacks "know-how"	28.7	24.2	39.7	17.6	46.6	29.4	40.8
Shows favoritism	21.2	18.9	11.0	13.7	10.0	11.8	26.6
Seems bored	25.0	24.5	20.6	23.6	30.0	41.2	12.2
Speaks indistinctly	19.5	9.4	17.7	25.5	13.4	-	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques							
Assignments not clear	22.4	14.8	6.8	9.8	6.7	5.9	20.4
Not enough review	15.6	27.0	11.0	7.9	10.0	11.8	14.3
Impractical	17.5	18.9	26.6	25.5	30.0	29.4	26.6
Not up to date in field	18.7	13.5	21.6	25.5	23.3	23.5	20.4
Leaves job unfinished	25.8	25.8	34.0	31.3	30.0	29.4	18.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VIII-A

APPROXIMATE INCOME IN RELATION TO CLASSES BEING TAKEN NOW--HIGHLAND PARKERS
(percentages of classes being taken now; N=492)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Civic and public affairs . .	-	2.2	-	-	5.0	-	-
Business and commercial .	1.2	16.5	-	2.3	145.5	41.2	145.2
General academic	17.2	6.6	10.7	4.7	145.5	217.6	41.9
Homemaking	7.3	4.4	26.8	4.7	163.6	47.1	-
Music, arts, crafts, and hobbies	14.6	6.6	21.4	16.3	13.6	105.9	6.5
Parent and family life . .	-	48.4	1.8	-	-	5.9	-
Personal improvement . .	-	3.3	7.1	-	-	58.8	6.5
Preparation for citizenship and special education . . .	2.5	7.7	46.4	9.3	13.6	23.5	64.5
Technical and vocational . .	2.5	18.8	7.1	20.9	50.0	105.9	19.4
Industrial training	-	-	-	-	-	-	-

TABLE VIII-B

APPROXIMATE INCOME IN RELATION TO CLASSES BEING TAKEN NOW--NON-HIGHLAND PARKERS
(percentages of classes being taken now; N=454)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=74)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=31)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Civic and public affairs . .	0.6	-	-	-	3.2	5.9	2.0
Business and commercial .	8.7	13.5	4.1	5.9	112.9	29.4	59.2
General academic	41.2	25.7	12.3	33.3	100.0	364.7	40.8
Homemaking	3.1	4.1	16.4	7.8	64.5	23.5	14.3
Music, arts, crafts, and hobbies	11.8	9.5	4.1	-	22.6	117.6	6.1
Parent and family life . .	-	8.1	-	-	-	-	-
Personal improvement . .	0.6	1.4	1.4	-	-	35.3	6.1
Preparation for citizenship and special education . . .	-	37.8	-	5.9	6.5	17.7	26.5
Technical and vocational . .	1.8	14.9	4.1	7.8	32.3	41.2	4.1
Industrial training	3.1	-	-	-	-	-	-

TABLE IX-A

APPROXIMATE INCOME IN RELATION TO CLASSES TAKEN IN THE PAST--HIGHLAND PARKERS
(percentages of classes taken in the past; N=492)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Civic and public affairs . .	0.4	-	-		-	-	-
Business and commercial .	0.8	6.6	5.4	2.3	45.5	35.3	9.7
General academic	0.8	-	1.8	-	18.2	23.5	25.8
Homemaking	-	7.7	-	2.3	-	5.9	9.7
Music, arts, crafts, and hobbies	6.0	3.3	3.6	9.3	9.1	76.5	16.1
Parent and family life . .	0.4	3.3	-	-	-	-	-
Personal improvement . .	0.8	-	1.8	2.3	-	17.7	6.5
Preparation for citizenship and special education . . .	0.8	1.1	5.4	4.7	4.6	-	6.5
Technical and vocational . .	1.2	2.2	1.8	2.3	-	41.2	3.2
Industrial training	0.8	-	-	-	4.6	5.9	-

TABLE IX-B

APPROXIMATE INCOME IN RELATION TO CLASSES TAKEN IN THE PAST--NON-HIGHLAND PARKERS
(percentages of classes taken in the past; N=454)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Civic and public affairs . .	-	-	-	-	-	-	-
Business and commercial .	0.6	5.4	1.4	7.8	16.1	23.5	6.1
General academic	6.8	2.7	4.1	5.9	29.0	58.8	22.5
Homemaking	-	-	1.4	-	25.8	5.9	4.1
Music, arts, crafts, and hobbies	13.1	1.4	2.7	-	93.6	5.9	4.1
Parent and family life . .	-	-	-	-	-	-	-
Personal improvement . .	0.6	1.4	1.4	-	3.2	-	4.1
Preparation for citizenship and special education . . .	-	1.4	-	2.0	-	5.9	4.1
Technical and vocational . .	3.1	4.1	6.9	2.0	16.1	4.1	10.2
Industrial training	1.8	-	1.4	-	-	-	-

TABLE X-A

APPROXIMATE INCOME IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=492)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Civic and public affairs . .	0.4	-	-	-	18.2	-	-
Business and commercial .	3.4	6.6	-	-	154.5	29.4	161.3
General academic	13.7	3.3	16.1	14.0	40.9	194.1	19.4
Homemaking	6.4	6.6	16.1	16.2	222.7	105.9	12.9
Music, arts, crafts, and hobbies	4.3	4.4	16.1	13.6	13.6	129.4	-
Parent and family life . .	26.7	-	-	-	-	17.7	-
Personality improvement . .	2.5	-	-	-	-	64.7	-
Preparation for citizenship and special education . . .	12.9	3.3	17.9	54.6	18.2	23.5	71.0
Technical and vocational . .	2.5	16.5	-	36.4	18.2	5.9	16.1
Industrial training	-	-	-	-	-	-	-

TABLE X-B

APPROXIMATE INCOME IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--NON-HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=454)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Civic and public affairs . .	0.6	-	-	-	3.2	-	2.0
Business and commercial .	3.7	12.2	2.7	3.9	100.0	82.4	51.0
General academic	35.0	10.8	27.4	5.9	151.6	394.1	22.5
Homemaking	2.5	5.4	19.2	5.9	90.3	35.3	16.3
Music, arts, crafts, and hobbies	12.5	8.1	16.4	7.8	74.2	14.1	2.0
Parent and family life . .	-	9.5	-	-	-	-	-
Personal improvement . .	-	1.4	-	-	-	64.7	2.0
Preparation for citizenship and special education . . .	15.0	4.1	13.7	11.8	-	29.4	28.6
Technical and vocational . .	1.8	16.2	1.4	11.8	16.1	-	12.2
Industrial training	-	-	-	23.5	-	-	-

TABLE XI-A

APPROXIMATE INCOME IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--HIGHLAND PARKERS
(percentages of suggestions; N=492)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=230)	3,001 to 4,000 (N=91)	4,001 to 5,000 (N=56)	5,001 to 6,000 (N=44)	6,001 to 7,000 (N=23)	7,001 to 8,000 (N=17)	Over 8,000 (N=31)
Civic and public affairs . .	0.4	-	19.6	-	-	-	3.2
Business and commercial .	3.0	28.6	26.8	14.0	68.2	41.2	119.4
General academic	14.2	1.1	21.4	-	54.6	176.5	29.0
Homemaking	3.4	3.3	12.5	20.9	213.6	29.4	25.8
Music, arts, crafts, and hobbies	10.7	4.4	-	4.7	27.3	82.4	16.1
Parent and family life . .	0.4	51.7	10.7	-	4.6	11.8	-
Personal improvement . .	1.2	2.2	5.4	4.7	-	52.9	25.8
Preparation for citizenship and special education . . .	4.3	4.4	5.4	20.9	9.1	11.8	64.5
Technical and vocational . .	4.3	8.8	-	20.9	54.6	88.2	19.4
Industrial training	-	-	-	-	-	-	-

TABLE XI-B

APPROXIMATE INCOME IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--
NON-HIGHLAND PARKERS
(percentages of suggestions; N=000)

Classes	Approximate Income (in dollars)						
	Under 3,000 (N=160)	3,001 to 4,000 (N=79)	4,001 to 5,000 (N=73)	5,001 to 6,000 (N=51)	6,001 to 7,000 (N=30)	7,001 to 8,000 (N=17)	Over 8,000 (N=44)
Civic and public affairs . .	1.8	-	-	-	-	5.9	-
Business and commercial .	5.0	29.7	9.6	15.7	51.6	76.5	34.7
General academic	35.0	8.1	21.9	2.0	132.3	294.1	34.7
Homemaking	3.7	1.4	15.1	13.7	87.1	5.9	10.2
Music, arts, crafts, and hobbies	11.2	6.8	6.9	7.8	29.0	117.6	6.1
Parent and family life . .	4.3	-	1.4	-	-	-	-
Personal improvement . .	1.8	2.7	4.1	-	6.5	47.1	6.1
Preparation for citizenship and special education . . .	3.1	6.8	5.5	9.8	3.2	11.8	20.4
Technical and vocational . .	5.6	9.5	1.4	7.8	25.8	58.8	16.3
Industrial training	1.2	-	1.4	2.0	3.2	-	-

APPENDIX H

MARITAL AND FAMILY STATUS IN RELATION TO PROGRAM DATA

TABLE I-A

MARITAL AND FAMILY STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES--HIGHLAND PARKERS
(percentages using services; N=492)

Services	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
"Over the counter" counseling	45.6	56.3	35.4	42.1
Educational guidance	13.5	6.3	4.3	5.5
Vocational guidance	13.5	2.1	12.5	8.3
Veterans' counseling	4.5	-	2.2	-
Naturalization assistance	3.3	4.1	5.4	2.8
Counseling on personal problems	3.3	2.0	3.8	8.3
Informational	14.6	29.2	32.6	31.2
Testing	1.7	-	3.8	1.8
Total	100.0	100.0	100.0	100.0

TABLE I-B

MARITAL AND FAMILY STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES--NON-HIGHLAND PARKERS
(percentages using services; N=454)

Services	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
"Over the counter" counseling	47.0	57.1	22.9	46.2
Educational guidance	11.3	14.3	15.0	3.2
Vocational guidance	12.9	-	13.1	9.7
Veterans' counseling	6.2	-	9.2	2.2
Naturalization assistance	1.5	-	6.5	7.5
Counseling on personal problems	3.1	-	2.6	3.2
Informational	16.5	28.6	28.1	26.9
Testing	1.5	-	2.6	1.1
Total	100.0	100.0	100.0	100.0

TABLE II-A

MARITAL AND FAMILY STATUS IN RELATION TO REASONS FOR ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N-48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Vocational				
Get ahead on the job	51.3	29.2	9.8	30.0
Increase income	2.6	2.0	1.2	4.0
Required to attend	21.8	39.7	9.7	25.9
Does not apply	24.3	29.1	79.3	40.1
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	40.0	41.7	14.6	24.7
Just interested	13.1	10.4	14.6	16.2
Develop philosophy of life	17.4	6.2	15.9	38.1
Does not apply	29.5	41.7	54.9	21.0
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	18.2	41.7	15.8	21.8
Get high school credit	30.5	22.9	12.2	14.6
Prepare for examination	13.0	22.9	24.4	5.7
Does not apply	38.3	12.5	47.6	57.9
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Social Advancement				
Meet people	11.3	16.7	17.1	10.9
Get ahead socially	27.0	39.7	18.2	4.4
Learn to get along with people	9.5	16.6	17.1	8.6
Be with friends	27.8	20.8	35.4	16.6
Does not apply	24.4	6.2	12.2	59.5
Total	100.0	100.0	100.0	100.0
Americanization				
Learn English	47.0	41.7	23.2	41.7
Learn American customs and laws	10.4	14.5	12.2	4.8
Does not apply	42.6	43.8	64.6	53.5
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	24.3	23.0	31.7	24.7
Become a better leader	27.0	14.5	17.1	4.8
Understand social problems	21.7	10.4	15.8	34.5
Does not apply	27.0	52.1	35.4	36.0
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	20.0	25.0	37.8	13.3
Learn about other countries	10.4	25.0	13.4	10.5
Does not apply	69.6	50.0	48.8	76.2
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Learning a Leisure-Time Skill				
Learn a hobby	20.0	39.6	28.0	32.8
Make better use of leisure	18.2	12.5	4.9	3.2
Create and make things	13.1	27.1	24.4	36.9
Does not apply	48.7	20.8	42.7	27.1
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	20.9	56.3	41.5	40.9
Fill spare time	10.4	6.2	6.1	4.1
Does not apply	68.7	37.5	52.4	55.0
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	20.0	6.2	4.9	14.1
Prepare for care of home	16.5	23.0	15.8	43.3
Learn care of children	1.8	25.0	23.2	5.7
Does not apply	61.7	45.8	56.1	36.9
Total	100.0	100.0	100.0	100.0

TABLE II-B

MARITAL AND FAMILY STATUS IN RELATION TO REASONS FOR ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Vocational				
Get ahead on the job	35.1	35.7	34.0	22.6
Increase income	16.5	7.1	22.2	12.9
Required to attend	1.5	-	4.7	5.4
Does not apply	46.9	57.2	39.1	59.1
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	46.9	42.9	47.7	34.4
Just interested	35.1	57.1	32.0	53.8
Develop philosophy of life	1.0	-	4.6	-
Does not apply	17.0	-	15.7	11.8
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	25.3	14.3	17.0	6.5
Get high school credit	14.9	-	17.6	4.3
Prepare for examination	2.6	-	9.2	10.8
Does not apply	57.2	85.7	56.2	78.4
Total	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married Dependents (N=93)
Social Advancement				
Meet people	18.0	28.6	14.4	20.4
Get ahead socially	20.1	14.3	20.2	12.9
Learn to get along with people	11.4	-	17.7	18.3
Be with friends	13.4	14.3	3.9	19.4
Does not apply	37.1	42.8	43.8	29.0
Total	100.0	100.0	100.0	100.0
Americanization				
Learn English	7.7	-	11.7	11.8
Learn American customs and laws	6.2	14.3	7.2	5.4
Does not apply	86.1	85.7	81.1	82.8
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	7.2	21.4	13.8	7.5
Become a better leader	5.7	7.1	10.4	12.9
Understand social problems	13.9	7.1	11.7	15.1
Does not apply	73.2	64.4	64.1	64.5
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	13.4	-	8.5	3.2
Learn about other countries	11.3	28.6	10.4	7.5
Does not apply	75.3	71.4	81.1	89.3
Total	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Learning a Leisure-Time Skill				
Learn a hobby	13.9	28.6	17.7	25.8
Make better use of leisure	23.7	35.7	20.3	30.1
Create and make things	19.1	28.6	11.7	20.4
Does not apply	43.3	7.1	50.3	23.7
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	25.2	42.9	17.0	30.1
Fill spare time	19.6	21.4	9.1	20.4
Does not apply	55.2	35.7	73.9	49.5
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	4.6	14.3	5.2	23.6
Prepare for care of home	7.2	14.3	4.5	4.3
Learn care of children	0.5	14.3	16.4	8.6
Does not apply	87.7	57.1	73.9	63.5
Total	100.0	100.0	100.0	100.0

TABLE III-A

MARITAL AND FAMILY STATUS IN RELATION TO REASONS FOR NOT ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
First Group of Reasons				
Not aware of program offered	38.3	41.7	30.5	29.6
Cannot afford the cost	7.0	6.3	8.5	8.1
Parking facilities not adequate	5.3	4.2	9.8	11.3
Classes not at convenient times	10.4	6.1	8.5	10.6
Classes not at convenient places	10.4	18.8	17.1	10.9
Subjects not interesting	14.7	2.1	8.5	11.3
Not interested in further education	13.9	20.8	17.1	18.2
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	6.2	4.2	7.3	17.8
Education stops when one graduates	17.4	4.2	13.4	7.0
Too tired after work	20.0	33.4	29.3	23.5
Too busy with other duties	23.4	29.2	25.6	24.3
A waste of time unless working for a definite goal	13.0	-	8.5	6.1
Fear competition	3.5	22.7	9.8	10.5
Too old to learn	16.5	6.3	6.1	10.8
Total	100.0	100.0	100.0	100.0

TABLE III-B

MARITAL AND FAMILY STATUS IN RELATION TO REASONS FOR NOT ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
First Group of Reasons				
Not aware of program offered	66.0	43.2	60.8	63.4
Cannot afford the cost	4.1	21.3	5.2	9.8
Parking facilities not adequate	3.1	7.1	5.9	2.1
Classes not at convenient times	9.8	7.1	9.7	7.5
Classes not at convenient places	3.6	7.1	0.7	7.5
Subjects not interesting	1.5	7.1	3.9	3.2
Not interested in further education	11.9	7.1	13.8	6.5
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	4.6	-	0.7	3.3
Education stops when one graduates	14.0	7.1	12.5	7.5
Too tired after work	25.5	14.0	18.5	19.0
Too busy with other duties	25.5	14.3	33.0	38.7
A waste of time unless working for a definite goal	9.8	14.3	15.0	4.8
Fear competition	4.1	7.1	1.3	7.7
Too old to learn	16.5	43.2	19.0	19.0
Total	100.0	100.0	100.0	100.0

TABLE IV-A

MARITAL AND FAMILY STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --HIGHLAND PARKERS
(percentages of desirable characteristics; N=492)

Personality Characteristics	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married Dependents (N=247)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	34.8	56.3	40.2	31.2
Friendly, enthusiastic, has sense of humor	42.6	16.6	25.6	25.6
Imaginative, informal, responsive	14.8	10.4	25.6	23.8
Ambitious, driving, serious	7.8	16.7	8.6	19.4
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	22.6	35.5	29.3	10.9
Fair and honest	33.8	27.1	20.7	34.9
Well-mannered	10.4	12.5	13.4	12.5
Neat in appearance	12.5	18.6	15.9	15.8
Cooperative	20.7	6.3	20.7	25.9
Total	100.0	100.0	100.0	100.0

TABLE IV-B

MARITAL AND FAMILY STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --NON-HIGHLAND PARKERS
(percentages of desirable characteristics; N=454)

Personality Characteristics	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	33.0	36.0	36.0	40.8
Friendly, enthusiastic, has sense of humor	40.2	43.0	36.6	34.5
Imaginative, informal, responsive	15.0	21.0	20.2	16.1
Ambitious, driving, serious	11.8	-	7.2	8.6
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	6.7	7.2	7.8	9.4
Fair and honest	41.8	21.2	44.3	44.0
Well-mannered	6.2	21.2	7.3	9.3
Neat in appearance	4.6	-	5.3	4.3
Cooperative	40.7	50.4	35.3	33.0
Total	100.0	100.0	100.0	100.0

TABLE V-A

MARITAL AND FAMILY STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of desirable techniques; N=492)

Teaching Techniques	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married Dependents (N=247)
First Group of Desirable Teaching Techniques				
Comes well prepared	22.6	35.3	22.0	27.1
Stimulates interest	22.6	31.3	18.3	19.4
Varies procedure	8.7	2.1	13.4	4.8
Sets standards	5.4	-	7.3	6.1
Gives individual help	14.7	27.1	23.2	18.6
Gives opportunity to ask questions	13.0	4.2	4.9	7.0
Guides students' work	7.8	-	7.2	5.7
Gives thorough explanations	5.2	-	3.7	11.3
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	30.4	45.9	22.0	24.3
Gives examples from experience	8.7	20.8	11.0	13.0
Knows good references	8.7	-	4.9	5.3
Encourages all students	21.7	14.6	23.2	17.4
Gives good demonstrations	11.3	4.1	3.7	11.7
Uses audio-visual aids	3.5	-	9.5	5.7
Takes time to repeat	11.3	14.6	22.0	13.4
Returns homework with notes	4.4	-	3.7	9.3
Total	100.0	100.0	100.0	100.0

TABLE V-B

MARITAL AND FAMILY STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of desirable techniques; N=454)

Teaching Techniques	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
First Group of Desirable Teaching Techniques				
Comes well prepared	7.7	21.4	14.4	15.1
Stimulates interest	25.8	28.5	30.7	26.9
Varies procedure	5.7	7.2	6.5	-
Sets standards	3.1	-	1.9	2.1
Gives individual help	24.7	7.2	18.4	25.8
Gives opportunity to ask questions	6.2	7.2	5.9	11.8
Guides students' work	10.8	-	12.4	7.5
Gives thorough explanations	16.0	28.5	9.8	10.8
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	33.5	14.3	41.8	25.8
Gives examples from experience	12.4	14.3	13.7	12.9
Knows good references	4.5	14.3	4.7	2.1
Encourages all students	23.3	21.4	23.5	29.0
Gives good demonstrations	9.8	14.3	7.8	11.8
Uses audio-visual aids	2.1	14.3	1.3	2.3
Takes time to repeat	10.3	7.1	3.9	12.9
Returns homework with notes	4.1	-	3.3	3.2
Total	100.0	100.0	100.0	100.0

TABLE VI-A

MARITAL AND FAMILY STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --HIGHLAND PARKERS
(percentages of undesirable characteristics; N=492)

Personality Characteristics	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Rude	8.7	6.3	26.8	19.4
Overbearing	13.0	43.6	23.2	18.2
Humiliating	15.7	18.8	11.0	19.0
Sarcastic	18.3	12.5	8.5	9.7
Demanding	13.9	2.1	9.8	7.7
Holds grudges	9.6	6.3	18.3	11.3
Critical	20.8	10.4	2.4	14.7
Total	100.0	100.0	100.0	100.0

TABLE VI-B

MARITAL AND FAMILY STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS --NON-HIGHLAND PARKERS
(percentages of undesirable characteristics; N=454)

Personality Characteristics	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Rude	8.2	7.2	14.5	16.1
Overbearing	11.3	-	14.5	15.1
Humiliating	17.0	7.2	16.9	25.8
Sarcastic	16.5	28.5	13.8	10.8
Demanding	15.0	21.4	15.1	10.8
Holds grudges	13.9	14.3	9.6	8.6
Critical	18.1	21.4	15.6	12.8
Total	100.0	100.0	100.0	100.0

TABLE VII-A

MARITAL AND FAMILY STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of undesirable techniques; N=492)

Teaching Techniques	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
First Group of Undesirable Teaching Techniques				
Lacks control	12.5	-	7.3	14.2
Lacks "know-how"	29.6	29.2	26.8	24.7
Shows favoritism	28.4	27.1	12.2	15.0
Seems bored	13.0	35.4	32.9	22.2
Speaks indistinctly	16.5	8.3	20.8	23.9
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	24.3	35.5	23.2	6.1
Not enough review	26.9	25.0	23.2	29.6
Impractical	20.0	14.6	14.6	25.2
Not up to date in field	7.6	20.7	12.2	23.7
Leaves job unfinished	20.2	4.2	26.8	15.4
Total	100.0	100.0	100.0	100.0

TABLE VII-B

MARITAL AND FAMILY STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of undesirable techniques; N=454)

Teaching Techniques	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married Dependents (N=93)
First Group of Undesirable Teaching Techniques				
Lacks control	8.7	21.1	9.7	12.9
Lacks "know-how"	32.0	36.0	32.7	23.6
Shows favoritism	18.6	7.2	15.1	19.4
Seems bored	24.7	14.3	22.9	24.7
Speaks indistinctly	16.0	21.4	19.6	19.4
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	24.2	7.2	16.8	17.2
Not enough review	18.1	21.4	15.9	14.0
Impractical	19.6	36.0	28.6	33.3
Not up to date in field	20.1	7.2	18.2	17.2
Leaves job unfinished	18.0	28.2	20.5	18.3
Total	100.0	100.0	100.0	100.0

TABLE VIII-A

MARITAL AND FAMILY STATUS IN RELATION TO CLASSES BEING TAKEN NOW--HIGHLAND PARKERS
(percentages of classes being taken now; N=492)

Classes	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Civic and public affairs . . .	-	4.2	-	0.4
Business and commercial . .	10.4	75.0	40.2	9.7
General academic	20.8	165.0	2.4	13.0
Homemaking	9.6	81.5	4.9	13.3
Music, arts, crafts, and hobbies	31.4	14.6	50.0	10.5
Parent and family life	3.5	14.6	13.4	4.4
Personal improvement	0.9	2.1	43.9	3.2
Preparation for citizenship and special education . .	7.8	4.2	6.1	1.2
Technical and vocational . .	16.5	37.6	39.0	12.5
Industrial training	3.5	12.5	26.8	3.6

TABLE VIII-B

MARITAL AND FAMILY STATUS IN RELATION TO CLASSES BEING TAKEN NOW--NON-HIGHLAND PARKERS
(percentages of classes being taken now; N=454)

Classes	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Civic and public affairs . . .	1.0	7.1	-	2.1
Business and commercial . .	11.3	265.0	18.4	22.6
General academic	6.7	386.0	17.6	6.5
Homemaking	5.7	143.0	27.4	37.7
Music, arts, crafts, and hobbies	3.6	143.0	11.7	14.0
Parent and family life	-	14.3	6.5	57.0
Personal improvement	1.5	28.6	1.3	8.6
Preparation for citizenship and special education . .	14.5	42.8	14.4	31.2
Technical and vocational . .	4.1	7.1	5.9	4.3
Industrial training	-	-	-	-

TABLE IX-A

MARITAL AND FAMILY STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--HIGHLAND PARKERS
(percentages of classes taken in the past; N=492)

Classes	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Civic and public affairs . . .	0.9	-	-	-
Business and commercial . .	1.7	14.6	11.0	5.3
General academic	3.5	16.7	-	1.6
Homemaking	1.7	6.3	3.7	1.6
Music, arts, crafts, and hobbies	11.3	16.7	12.2	6.1
Parent and family life	-	-	1.2	1.2
Personal improvement	4.4	4.2	1.2	0.4
Preparation for citizenship and special education . .	1.7	10.4	1.2	1.2
Technical and vocational . .	2.6	4.2	6.1	2.4
Industrial training	0.9	2.1	-	0.8

TABLE IX-B

MARITAL AND FAMILY STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--NON-HIGHLAND PARKERS
(percentages of classes taken in the past; N=454)

Classes	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Civic and public affairs . . .	0.5	-	-	1.1
Business and commercial . .	22.7	136.0	13.2	28.0
General academic	3.6	293.0	26.1	12.9
Homemaking	3.1	128.7	27.5	28.0
Music, arts, crafts, and hobbies	8.2	35.7	24.2	16.1
Parent and family life	0.5	14.3	5.9	42.0
Personal improvement	6.2	14.3	7.2	5.4
Preparation for citizenship and special education . .	1.5	71.5	8.5	25.8
Technical and vocational . .	6.2	50.0	21.6	11.8
Industrial training	-	-	-	-

TABLE X-A

MARITAL AND FAMILY STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=492)

Classes	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	27.2	16.3	30.2	9.2
General academic	8.7	181.0	132.0	7.7
Homemaking	4.4	45.9	18.3	5.7
Music, arts, crafts, and hobbies	10.4	37.6	14.6	8.9
Parent and family life	-	-	1.2	2.4
Personal improvement	3.5	2.1	8.5	-
Preparation for citizenship and special education . .	2.6	25.0	18.3	9.3
Technical and vocational . .	3.5	18.8	26.8	2.8
Industrial training	-	-	-	-

TABLE X-B

MARITAL AND FAMILY STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--NON-HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=454)

Classes	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	15.1	28.3	31.2	23.2
General academic	46.5	620.0	58.8	16.1
Homemaking	1.0	208.0	11.1	17.2
Music, arts, crafts, and hobbies	19.6	50.0	12.4	21.5
Parent and family life	-	-	0.7	6.5
Personal improvement	0.5	7.1	6.5	1.1
Preparation for citizenship and special education . .	7.2	14.3	12.4	21.5
Technical and vocational . .	5.1	7.1	10.4	6.5
Industrial training	1.0	-	3.9	9.7

TABLE XI-A

MARITAL AND FAMILY STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--HIGHLAND PARKERS
(percentages of suggestions; N=492)

Classes	Marital and Family Status			
	Single, No Dependents (N=115)	Single, Dependents (N=48)	Married, No Dependents (N=82)	Married, Dependents (N=247)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	3.5	10.4	6.1	3.2
General academic	2.6	48.0	19.5	2.4
Homemaking	1.7	4.2	3.7	3.2
Music, arts, crafts, and hobbies	17.4	-	9.8	11.3
Parent and family life	-	-	-	-
Personal improvement	3.5	-	2.4	-
Preparation for citizenship and special education . .	2.6	2.1	-	0.4
Technical and vocational . .	8.9	6.3	8.5	0.8
Industrial training	-	-	3.7	0.4

TABLE XI-B

MARITAL AND FAMILY STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--NON-HIGHLAND PARKERS
(percentages of suggestions; N=454)

Classes	Marital and Family Status			
	Single, No Dependents (N=194)	Single, Dependents (N=14)	Married, No Dependents (N=153)	Married, Dependents (N=93)
Civic and public affairs . . .	0.5	-	-	3.2
Business and commercial . .	15.0	71.5	27.4	12.9
General academic	24.2	336.0	39.8	25.8
Homemaking	11.3	21.4	15.1	9.7
Music, arts, crafts, and hobbies	6.2	128.0	12.4	16.1
Parent and family life	-	-	1.3	6.5
Personal improvement	2.1	7.1	6.5	6.5
Preparation for citizenship and special education . .	4.1	7.1	5.9	15.1
Technical and vocational . .	1.5	128.0	2.0	26.9
Industrial training	0.5	-	2.0	1.1

APPENDIX I

AGE AND SEX IN RELATION TO PROGRAM DATA

TABLE I-A

AGE AND SEX IN RELATION TO GUIDANCE AND COUNSELING SERVICES--HIGHLAND PARKERS
(percentages using services; N=492)

Services	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
"Over the counter" counseling	34.4	31.7	42.1	16.7
Educational guidance	26.6	6.4	10.5	-
Vocational guidance	18.8	31.7	21.1	-
Veterans' counseling	6.3	1.6	-	-
Naturalization assistance . .	-	7.9	10.5	-
Counseling on personal problems	3.1	4.8	-	16.7
Informational	4.7	15.9	15.8	66.6
Testing	6.1	-	-	-
Total	100.0	100.0	100.0	100.0

TABLE I-A (Continued)

Services	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
"Over the counter" counseling	40.0	44.4	53.2	9.0
Educational guidance	12.5	2.7	3.2	-
Vocational guidance	12.5	7.0	1.6	-
Veterans' counseling	-	-	-	-
Naturalization assistance	2.5	4.3	4.8	-
Counseling on personal problems	3.8	3.7	4.8	36.4
Informational	23.7	36.3	19.4	54.6
Testing	5.0	1.6	12.9	-
Total	100.0	100.0	100.0	100.0

TABLE I-B

AGE AND SEX IN RELATION TO GUIDANCE AND COUNSELING SERVICES--NON-HIGHLAND PARKERS
(percentages using services; N=454)

Services	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
"Over the counter" counseling	38.8	32.9	44.5	-
Educational guidance	11.7	7.3	7.4	-
Vocational guidance	7.2	17.1	7.4	-
Veterans' counseling	21.6	4.9	-	-
Naturalization assistance . .	0.9	6.1	11.1	-
Counseling on personal problems	2.7	2.4	7.4	-
Informational	12.6	26.9	22.2	-
Testing	4.5	2.4	-	-
Total	100.0	100.0	100.0	-

TABLE I-B (Continued)

Services	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
"Over the counter" counseling	43.7	46.1	54.0	-
Educational guidance	12.5	5.3	2.0	-
Vocational guidance	22.5	11.6	4.0	-
Veterans' counseling	-	-	-	-
Naturalization assistance	1.3	5.3	10.0	-
Counseling on personal problems	2.5	1.1	2.0	25.0
Informational	17.5	29.5	28.0	75.0
Testing	-	1.1	-	-
Total	100.0	100.0	100.0	100.0

TABLE II-A

AGE AND SEX IN RELATION TO REASONS FOR ENROLLING --HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Vocational				
Get ahead on the job	50.0	33.4	42.1	-
Increase income	17.2	23.8	10.5	-
Required to attend	7.8	7.9	5.3	-
Does not apply	25.0	34.9	42.1	100.0
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	53.2	38.1	26.3	16.7
Just interested	23.4	52.3	63.2	83.3
Develop philosophy of life	-	3.2	-	-
Does not apply	23.4	6.4	10.5	-
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	34.4	3.2	5.3	-
Get high school credit	31.3	3.2	5.3	-
Prepare for examination	7.8	15.9	15.8	-
Does not apply	26.5	77.7	73.6	100.0
Total	100.0	100.0	100.0	100.0
Social Advancement				
Meet people	10.7	14.3	21.1	16.7
Get ahead socially	31.3	15.9	-	-
Learn to get along with people	18.8	27.0	15.8	-
Be with friends	6.3	4.8	10.5	83.3
Does not apply	32.9	38.0	52.6	-
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Vocational				
Get ahead on the job	43.8	26.2	27.4	-
Increase income	10.0	9.6	3.2	-
Required to attend	2.4	1.6	1.6	-
Does not apply	43.8	62.6	67.8	100.0
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	35.0	29.4	29.0	-
Just interested	45.0	58.3	50.0	90.9
Develop philosophy of life	1.3	2.1	-	9.1
Does not apply	18.7	10.2	21.0	-
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	8.8	5.4	1.6	-
Get high school credit	13.8	3.7	14.5	-
Prepare for examination	6.3	8.6	8.1	-
Does not apply	71.1	82.3	75.8	100.0
Total	100.0	100.0	100.0	100.0
Social Advancement				
Meet people	37.4	20.9	38.7	-
Get ahead socially	13.8	10.2	9.7	-
Learn to get along with people	8.8	12.8	8.1	-
Be with friends	10.0	10.6	33.9	-
Does not apply	30.0	45.5	9.7	100.0
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Americanization				
Learn English	17.2	20.6	21.0	-
Learn American customs and laws	9.4	4.8	-	-
Does not apply	73.4	74.6	79.0	100.0
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	15.6	9.5	10.5	16.7
Become a better leader	17.2	6.4	5.3	-
Understand social problems	11.0	20.6	21.1	-
Does not apply	56.2	63.5	63.1	83.3
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	9.4	1.6	-	-
Learn about other countries	23.4	11.1	5.3	-
Does not apply	67.2	87.3	94.7	100.0
Total	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill				
Learn a hobby	11.0	11.1	26.3	-
Make better use of leisure.	20.3	27.0	26.3	100.0
Create and make things	14.1	12.7	10.6	-
Does not apply	54.6	49.2	36.8	-
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	28.1	22.2	31.6	33.3
Fill spare time	9.4	17.5	21.1	50.0
Does not apply	62.5	60.3	47.3	16.7
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	17.2	9.5	5.3	16.7
Prepare for care of home	9.4	6.4	5.3	-
Learn care of children	9.4	12.7	5.3	-
Does not apply	64.0	71.4	84.1	83.3
Total	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Americanization				
Learn English	11.3	10.2	21.0	-
Learn American customs and laws	6.3	3.2	4.8	-
Does not apply	82.4	86.6	74.2	100.0
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	8.8	10.7	6.5	-
Become a better leader	5.0	13.4	14.5	-
Understand social problems	15.0	15.5	16.1	-
Does not apply	71.2	60.4	62.9	100.0
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	8.8	4.3	12.9	-
Learn about other countries	11.2	7.5	8.1	100.0
Does not apply	80.0	88.2	79.0	-
Total	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill				
Learn a hobby	10.0	11.8	9.7	9.1
Make better use of leisure	27.5	21.4	29.0	90.9
Create and make things	15.0	19.8	27.4	-
Does not apply	47.5	47.0	33.9	-
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	13.7	19.3	21.0	27.3
Fill spare time	20.0	19.8	25.9	-
Does not apply	66.3	60.9	53.1	72.7
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	6.3	6.4	8.1	18.2
Prepare for care of home	16.3	5.9	15.4	-
Learn care of children	22.4	33.7	3.2	-
Does not apply	55.0	54.0	73.3	81.8
Total	100.0	100.0	100.0	100.0

TABLE II-B

AGE AND SEX IN RELATION TO REASONS FOR ENROLLING --NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Vocational				
Get ahead on the job	36.9	37.8	7.4	-
Increase income	27.0	23.2	22.2	-
Required to attend	4.6	6.1	11.1	-
Does not apply	31.5	32.9	59.3	-
Total	100.0	100.0	100.0	-
Cultural				
Broaden outlook	64.0	46.4	3.7	-
Just interested	16.2	36.6	48.2	-
Develop philosophy of life	1.8	2.4	14.8	-
Does not apply	18.0	14.6	33.3	-
Total	100.0	100.0	100.0	-
Educational Advancement				
Prepare for college	44.1	13.4	3.7	-
Get high school credit	32.5	7.3	3.7	-
Prepare for examination	8.1	11.0	11.1	-
Does not apply	15.3	68.3	81.5	-
Total	100.0	100.0	100.0	-
Social Advancement				
Meet people	10.9	17.1	22.2	-
Get ahead socially	35.1	19.5	18.5	-
Learn to get along with people	14.4	18.3	25.9	-
Be with friends	2.7	1.2	33.4	-
Does not apply	36.9	43.9	-	-
Total	100.0	100.0	100.0	-

TABLE II-B (Continued)

Reasons	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Vocational				
Get ahead on the job	42.5	25.3	18.0	-
Increase income	8.8	11.6	10.0	-
Required to attend	-	-	4.0	-
Does not apply	48.7	63.1	68.0	100.0
Total	100.0	100.0	100.0	100.0
Cultural				
Broaden outlook	36.3	42.1	34.0	-
Just interested	41.2	44.2	58.0	88.9
Develop philosophy of life	-	1.1	-	11.1
Does not apply	22.5	12.6	8.0	-
Total	100.0	100.0	100.0	100.0
Educational Advancement				
Prepare for college	18.8	5.3	4.0	-
Get high school credit	13.8	4.2	2.0	-
Prepare for examination	5.0	2.1	12.0	-
Does not apply	62.4	88.4	82.0	100.0
Total	100.0	100.0	100.0	100.0
Social Advancement				
Meet people	16.3	15.8	40.0	-
Get ahead socially	15.0	9.5	6.0	-
Learn to get along with people	7.5	14.7	18.0	-
Be with friends	17.5	16.8	30.0	-
Does not apply	43.7	43.2	6.0	100.0
Total	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Americanization				
Learn English	9.9	12.2	29.6	-
Learn American customs and laws	5.4	13.4	14.8	-
Does not apply	84.7	74.4	55.6	-
Total	100.0	100.0	100.0	-
Public Affairs Training				
Improve community	12.6	2.4	11.1	-
Become a better leader	14.4	17.1	14.8	-
Understand social problems	17.1	18.3	22.2	-
Does not apply	55.9	62.2	51.9	-
Total	100.0	100.0	100.0	-
International Understanding				
Learn foreign language	2.7	11.0	22.2	-
Learn about other countries	14.4	2.4	18.5	-
Does not apply	82.9	86.6	59.3	-
Total	100.0	100.0	100.0	-
Learning a Leisure-Time Skill				
Learn a hobby	11.7	25.6	25.9	-
Make better use of leisure	10.8	15.9	33.3	-
Create and make things	9.9	18.3	22.2	-
Does not apply	67.6	40.2	18.6	-
Total	100.0	100.0	100.0	-
Recreation				
Relax	12.6	15.9	37.0	-
Fill spare time	9.0	13.4	59.3	-
Does not apply	78.4	70.7	3.7	-
Total	100.0	100.0	100.0	-
Family				
Sent by family	10.8	8.5	22.2	-
Prepare for care of home	6.3	7.3	18.5	-
Learn care of children	3.6	4.9	7.4	-
Does not apply	79.3	79.3	51.9	-
Total	100.0	100.0	100.0	-

TABLE II-B (Continued)

Reasons	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Americanization				
Learn English	6.3	7.4	14.0	-
Learn American customs and laws	8.7	5.3	10.0	-
Does not apply	85.0	87.3	76.0	100.0
Total	100.0	100.0	100.0	100.0
Public Affairs Training				
Improve community	6.3	8.4	12.0	11.1
Become a better leader	2.5	4.2	4.0	-
Understand social problems	12.5	7.4	18.0	-
Does not apply	78.7	80.0	66.0	88.9
Total	100.0	100.0	100.0	100.0
International Understanding				
Learn foreign language	5.0	13.7	16.0	-
Learn about other countries	12.5	9.5	8.0	33.3
Does not apply	82.5	76.8	76.0	66.7
Total	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill				
Learn a hobby	15.0	22.1	14.0	-
Make better use of leisure	23.8	32.6	32.0	100.0
Create and make things	15.0	22.1	42.0	-
Does not apply	46.2	23.2	12.0	-
Total	100.0	100.0	100.0	100.0
Recreation				
Relax	26.3	31.6	60.0	66.7
Fill spare time	16.3	13.7	30.0	22.2
Does not apply	57.4	54.7	10.0	11.1
Total	100.0	100.0	100.0	100.0
Family				
Sent by family	1.3	8.4	14.0	44.4
Prepare for care of home	7.5	7.4	8.0	-
Learn care of children	5.0	11.6	8.0	-
Does not apply	86.2	72.6	70.0	55.6
Total	100.0	100.0	100.0	100.0

TABLE III-A

AGE AND SEX IN RELATION TO REASONS FOR NOT ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
First Group of Reasons				
Not aware of program offered	60.9	60.2	57.9	33.3
Cannot afford the cost	3.1	4.8	10.5	16.7
Parking facilities not adequate	6.3	15.9	10.5	-
Classes not at convenient times	10.9	6.4	10.5	16.7
Classes not at convenient places	-	3.2	5.3	33.3
Subjects not interesting	4.7	1.6	-	-
Not interested in further education	14.1	7.9	5.3	-
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	3.1	1.6	5.3	-
Education stops when one graduates	10.9	15.8	-	-
Too tired after work	17.2	23.8	15.8	16.6
Too busy with other duties	23.4	19.1	31.5	-
A waste of time unless working for a definite goal	18.8	12.7	10.5	-
Fear competition	6.3	1.6	5.3	16.6
Too old to learn	20.3	25.4	31.6	66.8
Total	100.0	100.0	100.0	100.0

TABLE III-A (Continued)

Reasons	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
First Group of Reasons				
Not aware of program offered	58.5	53.3	46.8	36.4
Cannot afford the cost	16.3	10.2	12.9	27.3
Parking facilities not adequate	5.0	5.9	4.8	-
Classes not at convenient times	13.8	12.8	9.7	27.3
Classes not at convenient places	1.3	6.5	-	9.0
Subjects not interesting	1.3	4.8	12.9	-
Not interested in further education	3.8	6.5	12.9	-
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	2.5	3.8	3.2	9.0
Education stops when one graduates	11.3	4.8	6.5	-
Too tired after work	33.6	20.8	17.7	27.3
Too busy with other duties	30.0	46.9	33.9	9.1
A waste of time unless working for a definite goal	10.0	8.6	4.8	-
Fear competition	6.3	3.3	11.3	18.2
Too old to learn	6.3	11.8	22.6	36.4
Total	100.0	100.0	100.0	100.0

TABLE III-B

AGE AND SEX IN RELATION TO REASONS FOR NOT ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
First Group of Reasons				
Not aware of program offered	61.3	61.0	63.0	-
Cannot afford the cost	5.4	1.2	11.1	-
Parking facilities not adequate	2.7	6.1	3.7	-
Classes not at convenient times	11.7	6.1	3.7	-
Classes not at convenient places	2.7	-	-	-
Subjects not interesting	3.6	2.4	3.7	-
Not interested in further education	12.6	23.2	14.8	-
Total	100.0	100.0	100.0	-
Second Group of Reasons				
Friends are not taking classes	1.8	7.3	3.7	-
Education stops when one graduates	18.0	12.2	14.8	-
Too tired after work	22.5	15.9	11.1	-
Too busy with other duties	22.6	32.9	29.6	-
A waste of time unless working for a definite goal	18.0	13.4	7.4	-
Fear competition	1.8	4.9	14.8	-
Too old to learn	15.3	13.4	18.6	-
Total	100.0	100.0	100.0	-

TABLE III-B (Continued)

Reasons	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50	Over 70 (N=9)
First Group of Reasons				
Not aware of program offered	63.4	65.2	70.0	33.4
Cannot afford the cost	6.3	5.3	12.0	22.2
Parking facilities not adequate	2.5	7.4	-	-
Classes not at convenient times	10.0	8.4	12.0	22.2
Classes not at convenient places	6.3	4.2	2.0	22.2
Subjects not interesting	5.0	1.1	2.0	-
Not interested in further education	6.3	8.4	2.0	-
Total	100.0	100.0	100.0	100.0
Second Group of Reasons				
Friends are not taking classes	2.5	3.2	8.0	-
Education stops when one graduates	17.4	6.3	2.0	-
Too tired after work	21.3	26.3	24.0	33.4
Too busy with other duties	35.0	33.7	24.0	22.2
A waste of time unless working for a definite goal	6.3	8.4	6.0	-
Fear competition	2.5	3.2	6.0	22.2
Too old to learn	15.0	18.9	30.0	22.2
Total	100.0	100.0	100.0	100.0

TABLE IV-A

AGE AND SEX IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--
HIGHLAND PARKERS
(percentages of desirable characteristics; N=492)

Personality Characteristics	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	26.6	39.7	47.4	66.7
Friendly, enthusiastic, has sense of humor	59.3	34.9	52.6	16.7
Imaginative, informal, responsive	9.4	15.9	-	-
Ambitious, driving, serious	4.7	9.5	-	16.6
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	10.9	22.2	5.3	-
Fair and honest	51.7	27.0	31.6	33.3
Well-mannered	7.8	11.1	10.5	-
Neat in appearance	7.8	3.2	-	16.7
Cooperative	21.8	36.5	52.6	50.0
Total	100.0	100.0	100.0	100.0

TABLE IV-A (Continued)

Personality Characteristics	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=71)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	40.0	34.2	43.5	36.4
Friendly, enthusiastic, has sense of humor	36.2	37.4	35.5	18.2
Imaginative, informal, responsive	20.0	18.7	8.1	36.4
Ambitious, driving, serious	3.8	9.7	12.9	9.0
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	12.5	7.5	9.7	27.3
Fair and honest	42.4	32.5	35.4	9.0
Well-mannered	8.8	7.5	11.3	9.1
Neat in appearance	11.3	15.0	12.9	27.3
Cooperative	25.0	37.5	30.7	27.3
Total	100.0	100.0	100.0	100.0

TABLE IV-B

AGE AND SEX IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NON-HIGHLAND PARKERS
(percentages of desirable characteristics; N=454)

Personality Characteristics	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	29.8	36.6	37.0	-
Friendly, enthusiastic, has sense of humor	37.8	40.2	40.8	-
Imaginative, informal, responsive	26.1	18.3	11.1	-
Ambitious, driving, serious	6.3	4.9	11.1	-
Total	100.0	100.0	100.0	-
Second Group of Desirable Personality Characteristics				
Can keep confidences	9.9	4.9	18.5	-
Fair and honest	36.9	46.4	40.8	-
Well-mannered	4.6	8.5	11.1	-
Neat in appearance	5.4	2.4	14.8	-
Cooperative	43.2	37.8	14.8	-
Total	100.0	100.0	100.0	-

TABLE IV-B (Continued)

Personality Characteristics	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
First Group of Desirable Personality Characteristics				
Patient, sympathetic, understanding	36.3	36.8	52.0	11.2
Friendly, enthusiastic, has sense of humor	36.3	44.3	30.0	33.3
Imaginative, informal, responsive	17.4	10.5	8.0	33.3
Ambitious, driving, serious	10.0	8.4	10.0	22.2
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics				
Can keep confidences	7.5	5.3	8.0	22.2
Fair and honest	50.0	43.2	46.0	-
Well-mannered	10.0	4.2	12.0	22.2
Neat in appearance	3.8	2.1	4.0	22.2
Cooperative	28.7	45.2	30.0	33.4
Total	100.0	100.0	100.0	100.0

TABLE V-A

AGE AND SEX IN RELATION TO DESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of desirable techniques; N=492)

Teaching Techniques	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
First Group of Desirable Teaching Techniques				
Comes well prepared	9.4	22.2	10.5	-
Stimulates interest	18.6	30.2	15.8	-
Varies procedure	6.3	3.2	5.3	16.7
Sets standards	7.8	4.8	-	-
Gives individual help	17.2	25.2	31.5	16.7
Gives opportunity to ask questions	12.5	6.4	21.1	66.6
Guides students' work	6.3	4.8	5.3	-
Gives thorough explanations	21.9	3.2	10.5	-
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	31.3	27.0	5.3	-
Gives examples from experience	14.1	12.6	21.1	33.3
Knows good references	14.1	-	-	-
Encourages all students	17.0	35.0	31.5	-
Gives good demonstrations	7.8	11.1	10.5	16.7
Uses audio-visual aids	1.6	1.6	-	16.7
Takes time to repeat	9.4	11.1	26.3	-
Returns homework with notes	4.7	1.6	5.3	33.3
Total	100.0	100.0	100.0	100.0

TABLE V-A (Continued)

Teaching Techniques	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
First Group of Desirable Teaching Techniques				
Comes well prepared	10.0	12.3	17.7	18.2
Stimulated interest	25.0	13.4	16.3	9.1
Varies procedure	1.3	4.3	11.3	9.1
Sets standards	3.8	1.6	4.8	-
Gives individual help	18.8	27.7	30.2	9.1
Gives opportunity to ask questions	12.5	17.7	4.8	18.2
Guides students' work	7.5	4.3	3.2	-
Gives thorough explanations	21.1	18.7	11.7	36.3
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	23.7	25.0	25.8	18.2
Gives examples from experience	10.0	10.7	7.5	9.1
Knows good references . . .	7.5	3.7	-	-
Encourages all students . . .	26.3	23.4	22.6	9.1
Gives good demonstrations .	10.0	16.0	16.7	18.2
Uses audio-visual aids . . .	5.0	3.7	14.5	9.1
Takes time to repeat	15.0	16.0	12.9	36.3
Returns homework with notes	2.5	1.5	1.7	-
Total	100.0	100.0	100.0	100.0

TABLE V-B

AGE AND SEX IN RELATION TO DESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of desirable techniques; N=454)

Teaching Techniques	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
First Group of Desirable Teaching Techniques				
Comes well prepared	5.4	13.4	14.8	-
Stimulates interest	18.9	39.1	29.7	-
Varies procedure	9.9	2.4	7.4	-
Sets standards	4.6	1.2	-	-
Gives individual help	18.0	17.1	18.5	-
Gives opportunity to ask questions	8.1	4.9	14.8	-
Guides students' work	15.3	6.1	3.7	-
Gives thorough explanations	19.8	15.9	11.1	-
Total	100.0	100.0	100.0	-
Second Group of Desirable Teaching Techniques				
Knows subject matter	28.8	29.3	29.6	-
Gives examples from experience	14.5	14.6	7.4	-
Knows good references . . .	6.3	3.7	7.4	-
Encourages all students . . .	25.2	34.1	29.6	-
Gives good demonstrations .	9.9	8.5	11.1	-
Uses audio-visual aids . . .	4.5	-	11.1	-
Takes time to repeat	3.6	3.7	3.8	-
Returns homework with notes	7.2	6.1	-	-
Total	100.0	100.0	100.0	-

TABLE V-B (Continued)

Teaching Techniques	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
First Group of Desirable Teaching Techniques				
Comes well prepared	8.8	14.7	18.0	22.2
Stimulates interest	16.3	29.4	30.0	44.5
Varies procedure	6.3	2.1	2.0	-
Sets standards	3.6	1.1	2.0	-
Gives individual help	30.0	21.1	32.0	22.2
Gives opportunity to ask questions	10.0	7.4	2.0	-
Guides students' work	10.0	13.7	6.0	-
Gives thorough explanations	15.0	10.5	8.0	11.1
Total	100.0	100.0	100.0	100.0
Second Group of Desirable Teaching Techniques				
Knows subject matter	36.3	34.6	24.0	11.1
Gives examples from experience	15.0	11.6	6.0	22.2
Knows good references	6.3	4.2	4.0	-
Encourages all students	20.0	25.3	30.0	44.5
Gives good demonstrations	10.0	11.6	14.0	-
Uses audio-visual aids	-	1.1	2.0	-
Takes time to repeat	12.4	8.4	16.0	22.2
Returns homework with notes	-	3.2	4.0	-
Total	100.0	100.0	100.0	100.0

TABLE VI-A

AGE AND SEX IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--
HIGHLAND PARKERS
(percentages of undesirable characteristics; N=492)

Personality Characteristics	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Rude	12.5	4.8	10.5	-
Overbearing	6.3	14.3	15.7	16.7
Humiliating	15.6	22.2	10.5	16.7
Sarcastic	14.1	15.9	-	-
Demanding	25.1	14.3	21.1	16.6
Holds grudges	7.8	11.1	21.1	-
Critical	18.6	17.4	21.1	50.0
Total	100.0	100.0	100.0	100.0

TABLE VI-A (Continued)

Personality Characteristics	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Rude	7.5	12.9	12.8	36.4
Overbearing	13.8	10.8	16.1	18.2
Humiliating	17.5	16.8	11.3	-
Sarcastic	22.4	22.5	21.0	18.2
Demanding	15.0	12.9	11.3	18.2
Holds grudges	8.8	8.1	4.8	9.0
Critical	15.0	16.0	17.7	-
Total	100.0	100.0	100.0	100.0

TABLE VI-B

AGE AND SEX IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NON-HIGHLAND PARKERS
(percentages of undesirable characteristics; N=454)

Personality Characteristics	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Rude	9.9	14.6	22.3	-
Overbearing	10.8	13.4	14.8	-
Humiliating	13.6	15.9	14.8	-
Sarcastic	11.7	15.9	18.5	-
Demanding	23.4	17.1	7.4	-
Holds grudges	17.1	4.9	7.4	-
Critical	13.5	18.2	14.8	-
Total	100.0	100.0	100.0	-

TABLE VI-B (Continued)

Personality Characteristics	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Rude	8.8	8.4	12.0	22.2
Overbearing	13.8	11.6	10.0	22.2
Humiliating	22.4	28.4	22.0	11.1
Sarcastic	15.0	12.6	18.0	-
Demanding	12.5	7.4	12.0	-
Holds grudges	17.5	7.4	6.0	33.4
Critical	10.0	24.2	20.0	11.1
Total	100.0	100.0	100.0	100.0

TABLE VII-A

AGE AND SEX IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--HIGHLAND PARKERS
(percentages of undesirable techniques; N=492)

Teaching Techniques	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
First Group of Undesirable Teaching Techniques				
Lacks control	14.1	7.9	10.5	-
Lacks "know-how"	23.4	23.8	15.8	-
Shows favoritism	20.3	15.7	10.5	33.3
Seems bored	26.6	22.2	31.6	50.0
Speaks indistinctly	15.6	30.4	31.6	16.7
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	21.9	7.9	15.8	-
Not enough review	12.5	11.1	21.1	-
Impractical	20.3	39.7	31.5	33.3
Not up to date in field . . .	15.6	17.5	5.3	66.7
Leaves job unfinished	29.7	23.8	26.3	-
Total	100.0	100.0	100.0	100.0

TABLE VII-A (Continued)

Teaching Techniques	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
First Group of Undesirable Teaching Techniques				
Lacks control	3.8	3.2	1.6	9.0
Lacks "know-how"	35.0	28.4	27.4	-
Shows favoritism	21.3	20.3	29.2	27.3
Seems bored	23.6	27.8	20.9	45.5
Speaks indistinctly	16.3	20.3	20.9	18.2
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	13.8	15.0	14.5	-
Not enough review	22.4	11.8	14.5	-
Impractical	11.3	23.0	35.5	36.4
Not up to date in field	22.5	24.6	16.1	54.6
Leaves job unfinished	30.0	25.6	19.4	9.0
Total	100.0	100.0	100.0	100.0

TABLE VII-B

AGE AND SEX IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES--NON-HIGHLAND PARKERS
(percentages of undesirable techniques; N=454)

Teaching Techniques	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
First Group of Undesirable Teaching Techniques				
Lacks control	11.8	15.9	18.5	-
Lacks "know-how"	36.9	30.4	18.5	-
Shows favoritism	13.5	11.0	18.5	-
Seems bored	19.8	22.0	18.5	-
Speaks indistinctly	18.0	20.7	26.0	-
Total	100.0	100.0	100.0	-
Second Group of Undesirable Teaching Techniques				
Assignments not clear	23.4	12.2	25.9	-
Not enough review	23.4	15.9	7.4	-
Impractical	23.4	34.1	29.7	-
Not up to date in field	8.1	12.2	22.2	-
Leaves job unfinished	21.7	25.6	14.8	-
Total	100.0	100.0	100.0	-

TABLE VII-B (Continued)

Teaching Techniques	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
First Group of Undesirable Teaching Techniques				
Lacks control	10.0	9.5	10.0	-
Lacks "know-how"	27.4	37.8	20.0	11.1
Shows favoritism	15.0	20.0	26.0	55.6
Seems bored	31.3	21.1	20.0	11.1
Speaks indistinctly	16.3	11.6	24.0	22.2
Total	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques				
Assignments not clear	22.4	16.8	18.0	-
Not enough review	18.8	9.5	12.0	-
Impractical	17.5	24.2	34.0	55.6
Not up to date in field . . .	25.0	30.6	14.0	22.2
Leaves job unfinished	16.3	18.9	22.0	22.2
Total	100.0	100.0	100.0	100.0

TABLE VIII-A

AGE AND SEX IN RELATION TO CLASSES BEING TAKEN NOW--HIGHLAND PARKERS
(percentages of classes being taken now; N=492)

Classes	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Civic and public affairs . . .	-	-	-	3.3
Business and commercial . .	64.3	25.4	5.3	-
General academic	41.4	22.2	5.3	-
Homemaking	28.6	15.9	79.0	-
Music, arts, crafts, and hobbies	44.3	15.9	52.6	-
Parent and family life	-	-	-	-
Personal improvement	2.9	4.8	21.1	-
Preparation for citizenship and special education . .	31.4	17.5	13.7	-
Technical and vocational . .	14.3	30.2	21.1	-
Industrial training	-	-	-	-

TABLE VIII-A (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Civic and public affairs . . .	-	-	-	9.1
Business and commercial . .	1.3	16.9	13.0	-
General academic	3.8	6.8	66.7	-
Homemaking	2.5	18.5	14.8	-
Music, arts, crafts, and hobbies	8.8	2.6	31.5	-
Parent and family life	1.3	23.2	1.9	-
Personal improvement	-	-	22.2	-
Preparation for citizenship and special education . .	5.0	1.5	7.4	-
Technical and vocational . .	11.3	5.8	33.3	-
Industrial training	-	-	-	-

TABLE VIII-B

AGE AND SEX IN RELATION TO CLASSES BEING TAKEN NOW--NON-HIGHLAND PARKERS
(percentages of classes being taken now; N=454)

Classes	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Civic and public affairs . . .	1.8	-	-	-
Business and commercial . .	34.2	12.2	11.1	-
General academic	37.8	72.0	33.3	-
Homemaking	9.9	4.9	48.2	-
Music, arts, crafts, and hobbies	16.2	11.0	7.4	-
Parent and family life	-	-	-	-
Personal improvement	3.6	1.2	3.7	-
Preparation for citizenship and special education . .	12.6	20.7	51.9	-
Technical and vocational . .	5.4	14.6	11.1	-
Industrial training	-	-	-	-

TABLE VIII-B (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Civic and public affairs . . .	1.3	1.1	-	-
Business and commercial . .	3.8	26.3	8.0	-
General academic	18.8	34.7	128.0	11.1
Homemaking	3.8	21.1	8.0	-
Music, arts, crafts, and hobbies	3.8	7.4	42.0	-
Parent and family life	-	7.4	-	-
Personal improvement	-	-	12.0	-
Preparation for citizenship and special education . .	3.8	2.1	6.0	-
Technical and vocational . .	5.0	10.5	14.0	-
Industrial training	-	-	-	-

TABLE IX-A

AGE AND SEX IN RELATION TO CLASSES TAKEN IN THE PAST--HIGHLAND PARKERS
(percentages of classes taken in the past; N=492)

Classes	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	4.3	12.7	10.5	-
General academic	5.7	3.2	5.3	-
Homemaking	4.3	3.2	26.3	16.7
Music, arts, crafts, and hobbies	18.6	4.8	5.3	16.7
Parent and family life	-	-	-	-
Personal improvement	2.9	-	5.3	16.7
Preparation for citizenship and special education . .	2.9	1.6	15.8	33.3
Technical and vocational . .	5.7	3.2	5.3	33.3
Industrial training	2.9	-	-	-

TABLE IX-A (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	1.3	6.3	7.4	-
General academic	5.0	-	7.4	-
Homemaking	-	-	1.9	-
Music, arts, crafts, and hobbies	2.5	6.3	13.0	9.1
Parent and family life	1.3	1.5	-	-
Personal improvement	-	-	5.6	18.2
Preparation for citizenship and special education . .	1.3	-	-	9.1
Technical and vocational . .	2.5	-	9.3	9.1
Industrial training	1.3	0.5	-	-

TABLE IX-B

AGE AND SEX IN RELATION TO CLASSES TAKEN IN THE PAST--NON-HIGHLAND PARKERS
(percentages of classes taken in the past; N=454)

Classes	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	0.9	8.5	3.7	-
General academic	8.1	10.9	11.1	-
Homemaking	2.7	-	3.7	-
Music, arts, crafts, and hobbies	6.3	-	29.6	-
Parent and family life	-	-	-	-
Personal improvement	2.7	1.2	3.7	-
Preparation for citizenship and special education . .	1.8	1.2	-	-
Technical and vocational . .	5.4	3.7	7.4	-
Industrial training	2.7	-	3.7	-

TABLE IX-B (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Civic and public affairs . . .	-	-	-	-
Business and commercial . .	5.0	5.3	8.0	-
General academic	5.0	10.5	28.0	-
Homemaking	-	8.4	2.0	-
Music, arts, crafts, and hobbies	3.8	30.5	6.0	-
Parent and family life	-	-	-	-
Personal improvement	-	1.1	-	-
Preparation for citizenship and special education . .	1.3	-	-	-
Technical and vocational . .	1.3	5.3	6.0	11.1
Industrial training	1.3	-	-	-

TABLE X-A

AGE AND SEX IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=492)

Classes	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Civic and public affairs . . .	15.7	1.6	-	-
Business and commercial . .	42.9	15.9	10.5	-
General academic	42.9	12.7	105.3	-
Homemaking	17.1	6.4	73.7	-
Mus, arts, crafts, and hobbies	18.6	20.6	21.1	116.7
Parent and family life	-	-	-	-
Personal improvement	1.4	1.6	-	-
Preparation for citizenship and special education . .	54.3	4.8	52.6	-
Technical and vocational . .	11.4	20.6	5.3	-
Industrial training	-	-	-	-

TABLE X-A (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Civic and public affairs . . .	-	0.5	-	-
Business and commercial . .	2.5	11.1	25.9	-
General academic	22.5	16.4	120.4	-
Homemaking	3.8	14.8	11.1	-
Music, arts, crafts, and hobbies	5.0	12.1	44.4	-
Parent and family life	-	3.7	-	-
Personal improvement	-	-	20.4	-
Preparation for citizenship and special education . .	7.5	-	9.3	-
Technical and vocational . .	7.5	2.6	-	-
Industrial training	15.0	-	-	-

TABLE X-B

AGE AND SEX IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE--NON-HIGHLAND PARKERS
(percentages of classes to be taken in the future; N=454)

Classes	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Civic and public affairs . . .	0.9	-	-	-
Business and commercial . .	51.4	7.3	3.7	-
General academic	13.5	30.5	40.7	-
Homemaking	17.1	7.3	33.3	-
Music, arts, crafts, and hobbies	9.0	4.9	48.2	-
Parent and family life	-	-	-	-
Personal improvement	-	7.3	-	-
Preparation for citizenship and special education . .	27.0	3.7	37.0	-
Technical and vocational . .	9.9	19.5	-	-
Industrial training	-	-	-	-

TABLE X-B (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Civic and public affairs . . .	-	4.2	-	-
Business and commercial . .	2.5	35.8	16.0	11.1
General academic	8.8	10.5	64.0	-
Homemaking	8.8	51.6	36.0	-
Music, arts, crafts, and hobbies	3.8	5.3	44.0	-
Parent and family life	-	65.3	6.0	-
Personal improvement	-	-	22.0	-
Preparation for citizenship and special education . .	15.0	4.2	8.0	-
Technical and vocational . .	10.0	4.2	2.0	-
Industrial training	-	-	-	-

TABLE XI-A

AGE AND SEX IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--HIGHLAND PARKERS
(percentages of suggestions; N=492)

Classes	Age Distribution of Males			
	16-29 (N=70)	30-49 (N=63)	50-69 (N=19)	Over 70 (N=6)
Civic and public affairs . . .	1.4	3.2	-	-
Business and commercial . .	31.4	41.3	36.8	-
General academic	58.6	62.0	163.2	-
Homemaking	15.7	1.6	57.9	-
Music, arts, crafts, and hobbies	22.9	15.9	26.3	16.7
Parent and family life	-	-	5.3	-
Personal improvement	5.7	6.4	15.8	-
Preparation for citizenship and special education . .	21.4	7.9	21.1	-
Technical and vocational . .	18.8	15.9	5.3	-
Industrial training	-	3.8	-	16.7

TABLE XI-A (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=189)	50-69 (N=54)	Over 70 (N=11)
Civic and public affairs . . .	-	-	1.9	-
Business and commercial . .	10.0	8.4	26.0	-
General academic	1.3	13.2	93.0	-
Homemaking	8.8	14.2	1.9	-
Music, arts, crafts, and hobbies	7.5	4.2	33.3	-
Parent and family life	-	-	13.0	-
Personal improvement	-	1.0	14.8	-
Preparation for citizenship and special education . .	6.3	0.5	3.7	-
Technical and vocational . .	5.0	4.2	18.5	-
Industrial training	1.3	-	-	-

TABLE XI-B

AGE AND SEX IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--NON-HIGHLAND PARKERS
(percentages of suggestions; N=454)

Classes	Age Distribution of Males			
	16-29 (N=111)	30-49 (N=82)	50-69 (N=27)	Over 70 (N=0)
Civic and public affairs . . .	0.9	2.4	-	-
Business and commercial . .	36.0	31.7	25.9	-
General academic	20.7	47.6	114.8	-
Homemaking	13.5	1.2	74.1	-
Music, arts, crafts, and hobbies	22.5	12.2	18.5	-
Parent and family life	0.9	-	3.7	-
Personal improvement	9.9	4.9	11.1	-
Preparation for citizenship and special education . .	26.1	6.1	14.8	-
Technical and vocational . .	6.3	12.2	3.7	-
Industrial training	-	2.4	-	-

TABLE XI-B (Continued)

Classes	Age Distribution of Females			
	16-29 (N=80)	30-49 (N=95)	50-69 (N=50)	Over 70 (N=9)
Civic and public affairs . . .	-	-	2.0	-
Business and commercial . .	10.0	16.8	28.0	-
General academic	1.3	26.3	100.0	-
Homemaking	8.8	28.4	2.0	-
Music, arts, crafts, and hobbies	7.5	8.4	36.0	-
Parent and family life	-	-	14.0	-
Personal improvement	-	2.1	16.0	-
Preparation for citizenship and special education . .	6.3	1.1	4.0	-
Technical and vocational . .	5.0	8.4	20.0	-
Industrial training	-	-	-	-

APPENDIX J

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO PROGRAM DATA

TABLE I-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES--
HIGHLAND PARKERS
(percentages using services; N=492)

Services	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
"Over the counter' counseling . .	35.2	55.3	51.1	49.6	34.0	39.1
Educational guidance . . .	10.8	6.4	3.3	7.2	6.0	12.6
Vocational guidance . . .	8.1	8.5	7.8	9.6	28.0	14.0
Veterans' counseling . .	-	2.1	-	0.8	2.0	1.4
Naturalization assistance . .	16.2	2.1	2.2	8.0	4.0	-
Counseling on personal problems . . .	2.7	-	5.6	6.4	6.0	4.2
Informational . .	27.0	21.3	26.7	16.0	20.0	21.7
Testing	-	4.3	3.3	2.4	-	7.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE I-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO GUIDANCE AND COUNSELING SERVICES-- NON-HIGHLAND PARKERS
(percentages using services; N=454)

Services	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
"Over the counter" counseling . .	50.1	20.0	36.1	47.3	34.4	45.5
Educational guidance . . .	10.7	-	12.7	5.5	18.8	12.2
Vocational guidance . . .	14.3	20.0	12.7	12.7	9.4	10.9
Veterans' counseling . .	7.1	12.0	1.3	1.8	9.4	7.4
Naturalization assistance . .	7.1	12.0	0.6	21.8	6.3	-
Counseling on personal problems . . .	-	8.0	3.8	1.8	-	0.3
Informational . .	10.7	24.0	30.4	9.1	21.7	23.5
Testing	-	4.0	2.4	-	-	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO REASONS FOR ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Vocational						
Get ahead on the job	24.3	23.4	28.9	44.8	34.0	39.2
Increase income	13.5	23.4	7.8	8.8	22.0	7.7
Required to attend	5.4	2.1	2.2	6.4	2.0	2.1
Does not apply .	56.8	51.1	61.1	40.0	42.0	51.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Cultural						
Broaden outlook.	32.4	42.6	32.2	41.6	24.0	40.3
Just interested .	54.1	48.9	58.9	50.4	50.0	32.9
Develop philosophy of life	5.4	-	1.1	0.8	4.0	4.9
Does not apply .	8.1	8.5	7.8	7.2	22.0	21.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Educational Advancement						
Prepare for college	2.7	6.4	5.6	16.8	4.0	21.7
Get high school credit	13.5	12.8	1.1	10.4	2.0	11.2
Prepare for examination .	21.6	6.4	5.6	12.8	14.0	3.5
Does not apply .	62.2	74.4	87.7	60.0	80.0	63.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Social Advancement						
Meet people . . .	10.8	29.8	30.0	28.0	28.0	23.1
Get ahead socially	16.2	12.8	7.8	16.0	4.0	16.1
Learn to get along with people	27.0	8.5	10.0	23.2	10.0	7.0
Be with friends .	5.4	10.6	23.3	6.4	6.0	14.0
Does not apply .	40.6	38.3	28.9	26.4	52.0	39.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Americanization						
Learn English .	27.0	8.5	5.6	27.2	8.0	10.5
Learn American customs and laws	13.5	8.5	1.1	6.4	-	3.5
Does not apply .	59.5	83.0	93.3	66.4	92.0	86.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Public Affairs Training						
Improve community	8.1	8.5	11.1	20.8	8.0	17.5
Become a better leader . .	8.1	2.1	15.6	8.0	10.0	8.4
Understand social problems	32.4	21.2	13.3	13.6	14.0	11.9
Does not apply .	51.4	68.2	60.0	57.6	68.0	62.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-A (Continued)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
International Understanding						
Learn foreign language . . .	8.1	8.5	4.4	12.8	2.0	10.5
Learn about other countries . . .	10.8	6.4	2.2	15.2	8.0	16.8
Does not apply .	81.1	85.1	93.4	72.0	90.0	72.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill						
Learn a hobby .	13.5	17.0	16.7	16.0	8.0	18.2
Make better use of leisure . .	18.9	38.4	30.0	22.4	24.0	19.6
Create and make things .	16.2	23.4	25.6	12.8	16.0	14.7
Does not apply .	51.4	21.2	27.7	48.8	52.0	47.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Recreation						
Relax	24.3	25.5	25.6	28.0	16.0	25.9
Fill spare time.	21.6	29.8	25.6	18.4	22.0	18.7
Does not apply .	54.1	44.7	48.8	53.6	62.0	55.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Family						
Sent by family .	8.1	10.6	4.4	17.6	8.0	17.5
Prepare for care of home	2.7	8.5	6.7	11.2	8.0	5.6
Learn care of children	35.1	25.5	32.2	16.0	12.0	7.7
Does not apply .	54.1	55.4	56.7	55.2	72.0	69.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO REASONS FOR ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Vocational						
Get ahead on the job	32.1	36.0	32.3	30.9	43.8	28.9
Increase income	25.0	16.0	17.1	18.2	25.0	13.5
Required to attend	3.6	8.0	3.2	5.5	-	2.6
Does not apply .	39.3	40.0	47.4	45.4	31.2	55.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Cultural						
Broaden outlook.	39.3	40.0	46.2	34.5	50.0	49.3
Just interested .	46.4	40.0	36.7	45.5	40.6	32.0
Develop philosophy of life	-	8.0	1.9	-	-	-
Does not apply .	14.3	12.0	15.2	20.0	9.4	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Educational Advancement						
Prepare for college	21.4	4.0	14.6	20.0	15.6	20.5
Get high school credit	7.1	16.0	9.5	5.5	25.0	16.0
Prepare for examination .	14.3	12.0	3.2	21.8	9.4	3.2
Does not apply .	57.2	68.0	72.7	52.7	50.0	60.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Social Advancement						
Meet people . . .	32.1	12.0	18.4	14.5	15.6	14.8
Get ahead socially	10.7	8.0	19.0	12.7	28.1	17.3
Learn to get along with people	17.9	24.0	12.7	32.7	12.5	5.8
Be with friends.	10.7	8.0	10.1	1.8	15.6	16.0
Does not apply .	28.6	48.0	39.8	38.3	28.2	46.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Americanization						
Learn English .	21.4	12.0	6.3	34.5	9.4	3.2
Learn American customs and laws	14.3	12.0	5.7	12.7	15.6	2.6
Does not apply .	64.3	76.0	88.0	52.8	75.0	94.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Public Affairs Training						
Improve community	21.4	4.0	10.7	7.3	15.6	7.7
Become a better leader . .	14.3	8.0	13.3	5.5	9.4	8.3
Understand social problems	21.4	12.0	7.6	23.6	21.9	10.0
Does not apply .	42.9	76.0	68.4	63.6	53.1	74.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE II-B (Continued)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
International Understanding						
Learn foreign language . . .	14.3	8.0	10.1	9.1	9.4	12.7
Learn about other countries . . .	10.7	8.0	10.7	5.5	12.5	17.3
Does not apply .	75.0	84.0	79.2	85.4	78.1	70.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Learning a Leisure-Time Skill						
Learn a hobby .	21.4	12.0	20.9	21.8	3.1	17.3
Make better use of leisure . .	25.0	12.0	29.7	14.5	25.0	25.7
Create and make things .	14.3	28.0	15.2	20.0	31.3	15.4
Does not apply .	39.3	48.0	34.2	43.7	40.6	41.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Recreation						
Relax	25.0	24.0	23.4	27.3	9.4	30.2
Fill spare time.	17.9	16.0	16.5	25.5	15.6	16.0
Does not apply .	57.1	60.0	60.1	47.2	75.0	53.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Family						
Sent by family .	17.9	4.0	11.4	5.5	12.5	9.0
Prepare for care of home	7.1	4.0	10.1	9.1	6.3	3.9
Learn care of children	10.7	16.0	6.3	20.0	6.3	6.4
Does not apply .	64.3	76.0	72.2	65.4	74.9	80.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO REASONS FOR NOT ENROLLING--HIGHLAND PARKERS
(percentages of reasons; N=492)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
First Group of Reasons						
Not aware of program offered	59.5	51.0	37.8	68.0	48.0	57.3
Cannot afford the cost	18.9	17.0	16.7	8.0	10.0	3.5
Parking facilities not adequate . . .	2.7	4.3	12.2	4.8	14.0	4.9
Classes not at convenient times	5.4	10.6	14.4	8.8	16.0	13.3
Classes not at convenient places	8.1	6.4	6.7	2.4	2.0	2.1
Subjects not interesting . .	2.7	4.3	2.2	2.4	4.0	4.2
Not interested in further education . . .	2.7	6.4	10.0	5.6	6.0	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-A (Continued)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Second Group of Reasons						
Friends are not taking classes	8.1	-	4.4	2.4	4.0	2.8
Education stops when one graduates . . .	2.7	10.6	8.9	7.2	12.0	7.0
Too tired after work	29.7	19.1	18.9	35.2	26.0	25.2
Too busy with other duties .	37.9	27.7	28.9	28.8	32.0	29.3
A waste of time unless working for a definite goal .	2.7	6.4	10.0	9.6	8.0	12.6
Fear competition	2.7	8.5	10.0	2.4	2.0	3.5
Too old to learn	16.2	27.7	18.9	14.4	16.0	19.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO REASONS FOR NOT ENROLLING--NON-HIGHLAND PARKERS
(percentages of reasons; N=454)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
First Group of Reasons						
Not aware of program offered	71.4	52.0	60.1	74.7	62.4	25.0
Cannot afford the cost	7.2	4.0	5.7	3.6	12.5	5.8
Parking facilities not adequate . . .	10.7	8.0	-	1.8	6.3	9.0
Classes not at convenient times	7.1	16.0	10.1	3.6	6.3	16.0
Classes not at convenient places	-	8.0	3.8	3.6	3.1	10.2
Subjects not interesting . .	3.6	-	3.8	1.8	-	9.6
Not interested in further education . . .	-	12.0	16.5	10.9	9.4	24.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE III-B (Continued)

Reasons	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Second Group of Reasons						
Friends are not taking classes	-	8.0	3.8	5.5	-	8.3
Education stops when one graduates . . .	14.3	12.0	12.0	7.3	12.5	12.2
Too tired after work	25.0	16.0	15.8	41.8	21.9	18.6
Too busy with other duties .	28.5	40.0	33.5	23.6	31.3	27.6
A waste of time unless working for a definite goal .	10.7	8.0	12.0	3.6	6.3	11.5
Fear competition	3.6	-	5.2	3.6	-	4.5
Too old to learn	17.9	16.0	17.7	14.6	28.0	17.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE IV-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--HIGHLAND PARKERS
(percentages of desirable characteristics; N=492)

Personality Characteristics	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
First Group of Desirable Personality Characteristics						
Patient, sympathetic, understanding .	59.5	31.9	26.7	50.4	24.0	39.9
Friendly, enthusiastic, has sense of humor	18.9	42.5	51.0	28.0	42.0	38.5
Imaginative, informal, responsive . .	13.5	12.8	15.6	16.0	20.0	11.8
Ambitious, driving, serious	8.1	12.8	6.7	5.6	14.0	9.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics						
Can keep confidences	13.5	4.3	10.0	28.0	4.0	14.0
Fair and honest.	35.1	38.2	27.8	29.6	46.0	30.8
Well-mannered .	2.7	6.4	14.4	7.2	8.0	7.7
Neat in appearance . . .	5.4	14.9	12.2	8.0	12.0	9.1
Cooperative . . .	43.3	36.2	35.6	27.2	30.0	26.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE IV-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO DESIRABLE PERSONALITY CHARACTERISTICS OF TEACHERS--NON-HIGHLAND PARKERS
(percentages of desirable characteristics; N=454)

Personality Characteristics	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
First Group of Desirable Personality Characteristics						
Patient, sympathetic, understanding . .	46.4	48.0	32.3	47.3	37.4	27.0
Friendly, enthusiastic, has sense of humor	35.7	28.0	38.6	34.5	50.0	39.0
Imaginative, informal, responsive . .	14.3	24.0	17.1	7.3	6.3	18.0
Ambitious, driving, serious	3.6	-	12.0	10.9	6.3	16.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Desirable Personality Characteristics						
Can keep confidences	-	12.0	8.9	12.7	9.4	4.5
Fair and honest.	57.2	40.0	42.0	45.5	40.6	37.8
Well-mannered .	10.7	12.0	7.6	-	12.5	7.7
Neat in appearance . . .	-	4.0	6.3	3.6	-	10.2
Cooperative . . .	32.1	32.0	34.2	38.2	37.5	39.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES --HIGHLAND PARKERS
(percentages of desirable techniques; N=492)

Teaching Techniques	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
First Group of Desirable Teaching Techniques						
Comes well prepared . . .	21.7	4.3	12.2	30.4	8.0	20.2
Stimulates interest	13.5	21.2	21.1	20.8	14.0	14.4
Varies procedure	-	6.4	6.7	2.4	8.0	14.0
Sets standards .	5.4	6.4	2.2	0.8	6.0	4.2
Gives individual help	18.9	29.8	22.2	20.0	30.0	23.0
Gives opportunity to ask questions . . .	18.9	14.9	17.8	9.6	14.0	10.4
Guides students' work	5.4	6.4	6.7	0.8	6.0	6.3
Gives thorough explanations .	16.2	10.6	11.1	15.2	14.0	20.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-A (Continued)

Teaching Techniques	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Second Group of Desirable Teaching Techniques						
Knows subject matter	27.0	25.5	22.3	26.4	28.0	31.4
Gives examples from experience	10.8	14.9	14.4	9.6	8.0	8.4
Knows good references . .	2.7	-	4.4	7.2	4.0	4.9
Encourages all students	18.9	23.4	21.1	28.0	26.0	21.7
Gives good demonstrations	10.8	17.0	11.1	10.4	18.0	10.5
Uses audio-visual aids . .	-	4.3	6.7	4.0	-	2.1
Takes time to repeat	27.1	10.6	17.8	11.2	16.0	14.7
Returns homework with notes	2.7	4.3	2.2	3.2	-	6.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO DESIRABLE TEACHING TECHNIQUES --NON-HIGHLAND PARKERS
(percentages of desirable techniques; N=454)

Teaching Techniques	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
First Group of Desirable Teaching Techniques						
Comes well prepared . . .	17.9	12.0	10.1	30.9	15.6	7.7
Stimulates interest	28.5	24.0	33.5	23.6	21.9	23.1
Varies procedure	3.6	8.0	3.8	1.8	3.1	6.4
Sets standards .	-	-	6.3	-	-	3.2
Gives individual help	10.7	32.0	20.9	12.7	15.6	25.0
Gives opportunity to ask questions . . .	10.7	8.0	8.2	5.5	15.6	5.1
Guides students' work	17.9	8.0	7.6	14.6	3.2	10.2
Gives thorough explanations .	10.7	8.0	9.6	10.9	25.0	19.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE V-B (Continued)

Teaching Techniques	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Second Group of Desirable Teaching Techniques						
Knows subject matter	46.6	20.0	37.3	23.6	21.9	33.4
Gives examples from experience	7.1	20.0	12.7	12.7	25.0	11.5
Knows good references . .	7.1	8.0	2.5	3.6	3.1	5.1
Encourages all students	21.4	20.0	23.4	25.5	25.0	24.3
Gives good demonstrations	7.1	16.0	13.3	7.3	9.4	9.6
Uses audio-visual aids . .	-	-	2.5	3.6	-	2.6
Takes time to repeat	7.1	12.0	3.8	18.2	6.3	9.6
Returns homework with notes	3.6	4.0	4.5	5.5	9.3	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VI-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS --HIGHLAND PARKERS

(percentages of undesirable characteristics; N=492)

Personality Characteristics	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Rude	13.5	10.6	10.0	23.2	4.0	15.1
Overbearing . . .	8.1	17.0	13.3	7.2	16.0	14.0
Humiliating . . .	29.8	12.8	13.3	20.8	24.0	13.3
Sarcastic	8.1	19.2	11.1	17.6	16.0	16.7
Demanding	16.2	10.6	24.5	12.0	6.0	16.7
Holds grudges .	13.5	17.0	10.0	4.8	8.0	7.5
Critical	10.8	12.8	17.8	14.4	26.0	16.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VI-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO UNDESIRABLE PERSONALITY CHARACTERISTICS --NON-HIGHLAND PARKERS
(percentages of undesirable characteristics; N=454)

Personality Characteristics	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Rude	7.1	16.0	10.7	21.8	15.6	10.9
Overbearing . . .	10.7	12.0	13.9	5.5	12.5	14.7
Humiliating . . .	25.0	24.0	20.9	20.0	18.8	16.0
Sarcastic	21.4	8.0	11.4	14.5	18.8	12.8
Demanding	25.1	12.0	13.9	16.4	6.3	16.0
Holds grudges . .	10.7	8.0	11.4	5.4	15.6	14.8
Critical	-	20.0	17.8	16.4	12.4	14.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VII-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES --HIGHLAND PARKERS

(percentages of undesirable techniques; N=492)

Teaching Techniques	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
First Group of Undesirable Teaching Techniques						
Lacks control	5.4	4.3	7.8	5.6	4.0	4.9
Lacks "know-how"	37.9	23.4	21.1	19.2	16.0	30.1
Shows favoritism	13.5	23.4	23.3	20.0	26.0	18.9
Seems bored	13.5	27.7	28.9	17.6	30.0	25.9
Speaks indistinctly	29.7	21.2	18.9	37.6	24.0	20.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques						
Assignments not clear	21.6	6.4	14.4	15.2	14.0	13.3
Not enough review	13.5	2.1	15.6	12.8	20.0	15.4
Impractical	27.1	36.2	22.2	19.2	20.0	18.9
Not up to date in field	13.5	31.9	23.3	16.0	14.0	19.4
Leaves job unfinished	24.3	23.4	24.5	36.8	32.0	33.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VII-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO UNDESIRABLE TEACHING TECHNIQUES --NON-HIGHLAND PARKERS
(percentages of undesirable techniques; N=454)

Teaching Teachniques	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
First Group of Undesirable Teaching Techniques						
Lacks control	7.1	-	8.2	21.8	18.7	9.6
Lacks "know-how"	14.3	48.0	35.4	23.6	25.0	30.8
Shows favoritism	17.9	16.0	17.1	16.4	6.3	21.2
Seems bored	39.3	16.0	22.8	12.7	31.3	24.4
Speaks indistinctly	21.4	20.0	16.5	25.5	18.7	14.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Group of Undesirable Teaching Techniques						
Assignments not clear	10.7	8.0	15.8	32.7	21.9	23.0
Not enough review	17.9	20.0	13.9	7.3	12.5	18.6
Impractical	42.8	24.0	27.3	21.8	34.4	20.4
Not up to date in field	10.7	32.0	21.5	5.5	18.7	21.8
Leaves job unfinished	17.9	16.0	21.5	32.7	12.5	16.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE VIII-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO CLASSES BEING TAKEN NOW--HIGHLAND PARKERS
(percentages of classes being taken now; N=492)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Civic and public affairs . .	-	4.3	-	-	4.0	-
Business and commercial .	129.7	38.3	-	0.8	64.0	5.2
General academic	72.9	91.5	8.9	8.7	48.0	27.0
Homemaking	46.0	23.4	16.7	2.6	72.0	6.0
Music, arts, crafts, and hobbies	83.8	17.0	11.1	6.0	8.0	13.5
Parent and family life . .	-	93.6	1.1	-	-	0.7
Personal improvement . .	13.5	8.5	-	-	-	7.5
Preparation for citizenship and special education . . .	59.5	23.4	28.9	3.4	6.0	3.0
Technical and vocational . .	29.7	46.8	3.3	9.5	22.0	13.5
Industrial training	-	-	-	-	-	-

TABLE VIII-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO CLASSES BEING TAKEN NOW--NON-HIGHLAND PARKERS
(percentages of classes being taken now; N=454)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Civic and public affairs . .	3.6	4.2	-	-	3.1	0.6
Business and commercial .	132.1	66.7	1.9	5.5	109.4	3.2
General academic	125.0	216.7	3.8	29.1	93.8	41.2
Homemaking	39.1	16.7	7.6	7.3	62.5	2.5
Music, arts, crafts, and hobbies	64.3	37.5	1.3	7.3	21.9	14.1
Parent and family life . .	23.3	-	-	-	-	-
Personal improvement . .	10.0	4.2	0.6	-	-	3.8
Preparation for citizenship and special education . . .	50.0	70.8	8.9	5.5	6.3	1.2
Technical and vocational . .	21.4	50.0	1.9	7.3	31.3	4.5
Industrial training	-	-	-	-	-	-

TABLE IX-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--HIGHLAND PARKERS
(percentages of classes taken in the past; N=492)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Civic and public affairs . .	2.7	-	-	-	-	-
Business and commercial .	24.3	2.1	2.2	0.8	22.0	4.5
General academic	13.5	2.1	-	-	8.0	5.2
Homemaking	10.8	12.8	-	0.8	-	0.7
Music, arts, crafts, and hobbies	13.5	29.8	2.2	1.7	24.0	5.2
Parent and family life . .	2.7	6.4	-	-	-	-
Personal improvement . .	8.1	2.1	1.1	0.8	-	2.2
Preparation for citizenship and special education . . .	8.1	8.5	-	1.7	2.0	-
Technical and vocational . .	2.7	14.9	-	0.8	4.0	3.7
Industrial training	5.4	-	-	0.8	-	0.7

TABLE IX-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO CLASSES TAKEN IN THE PAST--NON-HIGHLAND PARKERS
(percentages of classes taken in the past; N=454)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Civic and public affairs . .	-	-	-	-	-	-
Business and commercial .	25.0	4.2	0.6	9.1	15.6	2.6
General academic	32.1	33.3	1.9	18.2	31.3	9.6
Homemaking	14.3	-	0.6	14.5	25.0	0.6
Music, arts, crafts, and hobbies	25.0	58.3	0.6	38.2	65.6	5.8
Parent and family life . .	-	-	-	-	-	-
Personal improvement . .	10.7	4.2	0.6	1.8	3.1	-
Preparation for citizenship and special education . . .	10.7	-	0.6	-	-	0.6
Technical and vocational . .	21.4	12.5	1.3	7.3	12.5	1.9
Industrial training	10.7	4.2	-	-	-	-

TABLE X-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE --HIGHLAND PARKERS

(percentages of classes to be taken in the future; N=492)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Civic and public affairs . .	2.7	-	-	-	8.0	-
Business and commercial .	151.4	12.8	1.1	1.7	74.0	3.7
General academic	40.5	53.2	12.2	6.0	20.0	-
Homemaking	51.3	12.8	10.0	6.0	98.0	13.5
Music, arts, crafts, and hobbies	18.9	14.9	14.4	5.1	10.0	18.0
Parent and family life . .	-	136.2	-	-	-	2.2
Personal improvement . .	-	12.8	-	-	-	8.2
Preparation for citizenship and special education . . .	140.5	6.4	11.1	10.4	8.0	3.0
Technical and vocational . .	2.7	12.8	-	-	8.0	0.7
Industrial training	27.0	21.2	-	6.9	-	-

TABLE X-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO CLASSES TO BE TAKEN IN THE FUTURE --NON-HIGHLAND PARKERS

(percentages of classes to be taken in the future; N=454)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Civic and public affairs . .	-	-	0.6	-	3.1	-
Business and commercial .	60.7	4.2	1.9	3.6	96.8	-
General academic	67.9	133.3	7.6	5.5	90.6	12.2
Homemaking	50.0	108.3	8.9	5.5	87.5	2.8
Music, arts, crafts, and hobbies	50.0	16.7	7.6	7.3	71.8	15.4
Parent and family life . .	-	-	-	12.7	-	-
Personal improvement . .	3.6	-	-	-	43.8	0.6
Preparation for citizenship and special education . . .	135.7	62.5	12.7	25.5	-	6.4
Technical and vocational . .	7.1	75.0	0.6	1.8	18.8	3.2
Industrial training	-	-	-	21.8	-	-

TABLE XI-A

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--HIGHLAND PARKERS
(percentages of suggestions; N=492)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=39)	6-10 (N=48)	10+ (N=111)	0-5 (N=117)	6-10 (N=50)	10+ (N=127)
Civic and public affairs . .	2.7	2.1	-	-	-	-
Business and commercial .	108.1	63.8	12.2	5.2	32.0	7.5
General academic	62.2	42.6	15.6	5.2	16.0	21.8
Homemaking	-	25.5	3.3	17.4	20.0	35.3
Music, arts, crafts, and hobbies	29.7	51.1	8.9	6.9	8.0	5.2
Parent and family life . .	2.7	100.0	-	-	2.0	1.5
Personal improvement . .	21.6	4.3	6.7	1.7	-	6.7
Preparation for citizenship and special education . . .	78.4	10.6	3.3	7.8	4.0	1.5
Technical and vocational . .	27.0	31.9	2.2	8.7	24.0	10.5
Industrial training	-	-	-	-	-	-

TABLE XI-B

RESIDENCE AND HOME OWNERSHIP STATUS IN RELATION TO SUGGESTIONS FOR ADDITIONAL CLASSES AND ACTIVITIES--NON-HIGHLAND PARKERS
(percentages of suggestions; N=454)

Classes	Own Home (years of residence)			Do Not Own Home (years of residence)		
	0-5 (N=38)	6-10 (N=23)	10+ (N=152)	0-5 (N=63)	6-10 (N=31)	10+ (N=147)
Civic and public affairs . .	7.1	4.2	-	-	-	0.6
Business and commercial .	82.1	104.2	4.4	14.5	50.0	8.3
General academic	121.4	150.0	5.7	5.5	106.3	-
Homemaking	39.3	4.2	6.9	12.7	84.4	0.6
Music, arts, crafts, and hobbies	50.0	45.8	3.2	9.1	31.3	11.6
Parent and family life . .	-	29.2	0.6	-	-	-
Personal improvement . .	14.3	16.7	1.9	-	6.3	5.1
Preparation for citizenship and special education . . .	53.6	20.8	2.5	9.1	3.1	1.2
Technical and vocational . .	53.6	37.5	0.6	7.3	25.0	5.8
Industrial training	7.1	4.2	-	1.8	3.1	-

BIBLIOGRAPHY

Books

Bogardus, Emory S. Sociology. New York: The Macmillan Co., 1943.

Bryson, Lyman. Adult Education. New York: American Book Co., 1936.

Cass, Angelica W. Adult Elementary Education. New York: Noble and Noble, Inc., 1956.

Ely, Mary L., Editor. Handbook of Adult Education in the United States. New York: Institute of Adult Education, 1948.

Franklin, Benjamin. The Autobiography of Benjamin Franklin. Reading, Pennsylvania: The Spencer Press, 1936.

Grattan, C. Hartley. In Quest of Knowledge. New York: Association Press, 1955.

Kempfer, Homer. Adult Education. New York: McGraw-Hill Book Co., 1955.

Knight, Edgar W. Fifty Years of American Education. New York: The Ronald Press Co., 1953.

Pierce, Truman M., Merril, Edward C., Jr., Wilson, Craig, and Kimbrough, Ralph B. Community Leadership for Public Education. New York: Prentice-Hall, 1955.

Powell, John W. Learning Comes of Age. New York: Association Press, 1956.

Sheats, Paul H., Janye, Clarence D., and Spence, Ralph B. Adult Education. New York: The Dryden Press, 1953.

Articles

Jenkins, David H. "Introduction--Build a Better Community," Adult Leadership, IV (May, 1955), 9.

Knickerbacker, Irving R. "Leadership a Conception and Some Implications," Journal of Social Issues, XIV (Summer, 1948), 23-40.

Sanders, Irwin T. "A Study of Chilton County," Quarterly Bulletin No. 136, Alabama College (1940), 16.

Reports

Highland Park Board of Education. Board Minutes. Minutes for 1917-1918. Highland Park, Michigan, Sept. 7, 1917.

Mayer, Albert. "Occupancy Characteristics," General Characteristics of Michigan. Information from the United States Census of 1950. Unpublished study on Characteristics of Highland Park, 1954. Table 17.

Myers, Spencer. Policy Consideration. A Report to Dr. H. L. Shibler, Superintendent of the Highland Park Public Schools. Highland Park, Michigan, 1943.

Shannon, Luke. A Report to Dr. H. L. Shibler, Superintendent of Schools. Prepared by the Director of Adult Education. Highland Park, Michigan, June, 1945.

Van Sant, Thomas A. "Adult Education," in Report of the Cooperative Study of the Lincoln Schools, 1945-1946. Board of Education of the School District of Lincoln, Nebraska, 1947.

Waite, Roy. A Report to the Superintendent of Schools. Prepared by the principal of the Highland Park Evening Schools. Highland Park, Michigan, April, 1940.

Wayne University Workshop. Social Class in the Highland Park Schools. A Report prepared by a committee of teachers of the Highland Park Public Schools. Detroit, 1950.

Interviews

Black, G. M., Personal Interview, February 8, 1957.

Bull, Mrs. Hilliar, Personal Interview, February 6, 1957.

Butler, Mrs. Volney, Personal Interview, February 4, 1957.

Davlantes, Steve, Personal Interview, February 6, 1957.

Fernbach, Richard, Personal Interview, February 7, 1957.

Fromm, James, Personal Interview, February 4, 1957.

Giles, Douglas, Personal Interview, January 30, 1957.

Hathaway, Mrs. Roy, Personal Interview, June, 1956.

Jenkins, William, Personal Interview, February 4, 1957.

Mix, Mrs. Martin, Personal Interview, January 30, 1957.

Porodek, Miss Agnes, Personal Interview, May, 1956.

Shawcross, Thomas, Personal Interview, February 6, 1957.

Stock, Mrs. Thomas, Personal Interview, February 1, 1957.

Torigian, Archie, Personal Interview, February 1, 1957.

Weddell, William, Personal Interview, February 4, 195u.

AUTOBIOGRAPHICAL STATEMENT

Name: Sophie Veronica Cheskie

Birth: September 29, 1907, Kaunas, Lithuania, Europe

Education: Elementary, Cloquet, Minnesota; High School, Duluth, Minnesota; Colleges and Universities: Duluth State Teachers' College, Duluth, Minnesota (Diploma, 1928); University of Chicago, Chicago, Illinois (Degrees: Ph.B., 1930; M.B.A., 1946); Wayne State University, Detroit, Michigan (1947 to date).

Positions: Legal stenographer and clerk: Harris F. Williams Law Firm, Chicago, Illinois (1931-1934).

High School Teacher:	Minnesota schools (1934-1942) Illinois schools (1944-1945)
University Instructor:	University of Chicago Naval Training Station, Chicago, Illinois (1942-1944)
College Instructor:	Highland Park, Michigan (1946-(1948)
School Administrator:	Highland Park, Michigan (1948 to date)

Membership and Offices Held: National Education Association, Adult Education Division: Chairman, National Conference Communications' Committee (1950-1951); Member of the National Re-organization Committee (1950-1951). Michigan Association of Public School Adult Educators: Vice-President (1955-1956); President (1956-1958). Delta Kappa Gamma: Chairman Scholarship (1950-1951); Chairman Public Relations (1951-1952). United Community Services: Board of Directors (1949-1954); Vice-President (1952-1953); President (1953-1954). Young Women's Christian Association (Northern Branch): Board of Directors (1957 to date). Detroit Adult Education Council: Board of Directors (1957 to date).

Travel: United States, Canada, and Mexico (9 months, 1931). Europe: every summer 1950-1956 (except 1954) as Assistant to the Director of the Wayne State University European Study Tour in Comparative Education, Dr. William Reitz.

Publications: "A Lively Community Program," Trends in Business and Education (December, 1948).

"Community Forums," Inter-Council Newsletter (October, 1948).

"A Flexible Pattern for Adult Education," The Nation's Schools (April, 1949).

"Adult Guidance and Counseling Services," Vocational Counseling and Guidance (February, 1951). Coauthor, Dr. Homer Kempfer.

"How High Is Your Morale?" Aids for Teachers of Adults (November, 1956).

"Adult Education in Michigan," Michigan Education Journal (May, 1957). Coauthor, Dr. William Valade.