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Doubt, struggle and growth: A profile of the mature woman in the student role.

Carey Dunning Patterson

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DOUBT, STRUGGLE AND GROWTH:
A PROFILE OF THE MATURE WOMAN IN THE STUDENT ROLE

By

Carey Dunning Patterson

A Thesis
Presented to the Graduate Committee
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Professor in charge

Chairman of Department
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ABSTRACT

It is the contention of this study that the increasing number of adult women returning to college as matriculated students represents a social trend. The objective of the present research is to describe this population of re-entry women, to identify their needs, their problems, their aspirations, and their perception of self in relation to family members, relatives, and friends.

The method of obtaining data for this study was a fifty item fixed response questionnaire distributed to a local four year private woman's college and a community college. This form included ten questions for partners or for children over twelve; their responses were an additional measure of the effect of the student role.

The results indicated that the return to school is a self-initiated change in life style. The respondents saw their education as an enriching experience, and the majority of women had pragmatic goals. Three main problems existed for these older students: lack of confidence in scholastic ability; insufficient time to fulfill all responsibilities; and role conflict, the specifically 'feminine' dilemma of motherhood versus personal ambition.

The impact of the return to school was demonstrated in the following areas: confusion over the reasons for re-
entry; discrepancies between the attitudes of students and
their partners; and the unresolved areas of conflict with
members of the 'old' social networks.

The personal growth of the re-entry women can be
calculated in the expansion of their lifestyles and their
roles.
DOUBT, STRUGGLE, AND GROWTH: A PROFILE OF THE MATURE WOMAN IN THE STUDENT ROLE

CHAPTER ONE: INTRODUCTION

This paper is an exploration of some of the salient issues involved in the participation of the adult female in post secondary education. While this goal seems simple, certain complications soon become apparent. Educational policies have reflected society's ambivalence about the role and status of women; therefore, the manner in which an adult female obtains a college degree deserves careful and serious attention. In designing the present study, three diverse variables are considered. First, the concept of adult development is investigated with emphasis on the adult's potential for change over the entire life cycle. Second, cohort membership with its accompanying value system is utilized as an explanatory factor in this research. Third, the societal attitude that certain behavior patterns are appropriate to particular age categories is reviewed in relation to the assumption that post secondary education is designed for an audience of the young. Considered individually, none of these three concepts can offer an adequate explanation of the unique combination of social circumstances which has fostered female participation in adult education. Therefore, in this study, the concept of adult
potential for development will be used in conjunction with cohort membership to take into account the historical influences which have affected the changing ideology concerning age-and gender-appropriate roles.

This paper focuses on the characteristics of a particular population, the adult woman and her re-entry into higher education. The mature females who return to school are actually assimilating new experiences. This process implies a capacity to develop, and there is a paucity of systematic data on the subject of change over the entire life cycle. The attention of social scientists has been focused primarily on the early stages of life and, more recently, on the problems of the aged.

Furthermore, age norms and age expectations operate in this society as a system of social control; socialization processes impose limitations on age appropriate behavior. Those persons who disregard these restrictions are considered 'off-tme' and risk societal sanctions (Neugarten, Moore, Lowe, 1965 pp. 710-717). In contrast to these rigid restrictions is the fact that technological change in the modern economy necessitates continual improvement in the labor force and this necessitates training. Thus, environmental changes influence social changes, and traditional attitudes towards age and timing lose salience. If age norms can become less limiting, then age can become less relevant and lives can become more varied. One
consequence of the disappearance of traditional time tables is a change in focus from a set pattern of successive periods in aging to a view of a continuous cycle of development. The approach suggested in this paper emphasizes adulthood not as a succession of stages but as movement through a fluid life cycle. However, it must be stressed that change occurs at markedly different rates within a complex society. Transitions that occur within a life span vary not only with individuals but also with social and historical events. This confounding of variables illustrates the importance of considering cohort factors in cross-sectional research on adult development because each birth cohort provides its own distinctive environment for constituent members.

This writer suggest that the increasing number of adults over twenty-two who are attending college in pursuit of an undergraduate degree illustrates the concept that adulthood is as dynamic and as amenable to change as is childhood and youth. However, it is essential not to presume that the dramatic transition of school re-entry defines what is normal, nor, conversely, that the women who experience this phase are peripheral to normal areas of adult life. The point is that women beyond traditional college age can use their intellectual capabilities and are eager to return to study.
This paper is concerned with a fluid interpretation of adult development along several dimensions in both the individual and in society emphasizing the temporal order of events brought about by conflicts and resolutions. Specifically this writer advocates that the phenomena of adult education be examined through a dialectical view of development. From this perspective, the personal progress of the adult female student is achieved through discordances and subsequent synchronizations. Confrontation is considered as not necessarily of negative value because the resultant reorganization can represent a new period of development.

LITERATURE REVIEW

Life Cycle Development

The perspective of a developmental pattern in adulthood rests on the assumption "that psychological change is continuous through the life cycle" (Neugarten, 1979, p. 887). This awareness that adulthood is complex and dynamic is a relatively new concept of life structure. For several decades, behavioral sciences have shown a preference for equilibrium models (Parsons, 1974, p. 28-59). A review of the literature shows that only a few of the social scientists have placed a systematic emphasis on age and change over time. An early pioneer in studying the course
of human life, Charlotte Buhler, described five biological phases of the life cycle which related the biological progressions to external events, internal reactions, and accomplishments. In 1968, Buhler evaluated the applicability of her original theory in light of more recent data. She confirmed her hypothesis that a person's life is directed by intentionality. "The intentionality materializes in (five) phases of self-determination towards the goals which in the ideal case bring the individual's best potential to realization" (Buhler, 1968, p. 200).

Another perspective of developmental typology is described in a cross-sectional study dealing with adults in pretransitional periods. Lowenthal, Thurnher, and Chiriboga (1972) identified four particular life stages: high school, newly wed, middle-aged and preretirement. Their research noted distinctively different styles of coping with inevitable changes for males and females. Furthermore, these authors concluded that all changes, whether involving role gain or role loss, are stressful and can necessitate reassessment of resources and reorientation of goals. Of particular interest for this paper is the analysis of the difficulty women have in recognizing their own abilities. These authors state that in the era in which their interviews were conducted (1975), high school girls were uneasy about acknowledging such characteristics as "competence and self-directedness." They also stressed that mid-life women viewed personal achievement as incompatible with re-
sponsibilities to their families. Only twenty percent of the female respondents mentioned personal fulfillment as their main purpose in life, and these were women in professions, or who were widowed, divorced, or living in unstable marriages (Liwenthal et al, 1972, Chap. IV).

Other research in both the empirical description of adulthood and the building of a developmental theory over adult years is depicted in the work of George Valliant, Roger Gould, and Daniel Levinson. Each of these theorists proposes a view of development that demarcates certain stages of the adult life cycle, stating that major life events and transitions occur in order and at specified chronological times.

Valliant, like his predecessor, Erikson, who drew upon the stages of ego development, postulates that adults go through critical stages of development as they adjust to the demands of the social environment. Valliant describes the processes of adaptation in a longitudinal study of 95 male subjects through six stages of maturation (Valliant, 1977). Roger Gould conducted large scale cross-sectional research focusing on the "sequential change that takes place with time in the lives of adults" (Gould, 1972, p. 33). Significantly, Gould argues that at each stage of life issues are different and responses to them are shaped by social conditions. Daniel Levinson (1978) divides "life structure" into four eras of approximately twenty-five years placing special emphasis on the two middle sections of early and
middle adulthood, each subdivided into two periods and seen as bounded by transitions. Although the research of Levinson and Valliant dealt exclusively with male subjects, all these theorists mentioned identified certain basic assumptions. First, humans continue to develop through life in stages. Secondly, the transitional period between stages can be punctuated with crises, but this conflict can provide an opportunity for growth.

Dialectical Conflict Theories

The basic assumption of adult life cycle theory is the persistence of change throughout life with growth occurring in stages or phases. If achieving one's full potential is an acceptable goal (Buhler's "intentionality"), then challenge and change are essential means by which to achieve this potentiality. Klaus Riegel (1976) argues for a radical refocusing of the acceptance of change as a "predictable aspect of adult development." In Riegel's view, growth comes through crisis and conflict concentrating on the interaction between a changing individual and a changing world, "taking into account both individual development and cultural-historical changes" (Birren, 1977, p. 72). Riegel argues for the necessity of the dialectic approach "to explicate movements through time rather than merely to confirm conditions frozen in time" (Riegel, 1976, p. 698).
The dialectical approach has been noted through the history of sociology. Georg Simmel stressed both the connection and the tensions between the individual, and society. According to Simmel, the forms of social life impress themselves upon each individual allowing him to become specifically human. However, they simultaneously stultify his personality by repressing spontaneity. "Both the cementing and the breaking of custom constitute part of the eternal dialectic of social life" (Simmel, 1971, p. 185).

The dialectical perspective is strongly associated with Marx as derived from Hegel; this holistic approach depicts social reality in a continual state of conflict generated by opposed interests inherent in the (economic) structure of society. The resolution of this conflict however, invariably contains new conditions which eventually lead to further conflict. These ubiquitous and inevitable changes are described in three stages: thesis, the original relationship; antithesis, forces activated by certain conditions; and synthesis, a resolution of the conflict.

Dialectical sociology encompasses a broad range of perspectives. Rolf Dahrendorf rejected the "utopian" view of social equilibrium and argued that conflict is a pervasive and structural aspect of social life (Dahrendorf, 1971, p. 92-105). These diverse models of the dialectic perspective all emphasize a concept of progress through
conflicts and their resolutions in both short term and long term developments both in the individual and society. Riegel concludes that "crisis should never be exclusively negatively evaluated. Many crises represent constructive confrontations leading to new developments" (Riegel, 1976, p. 693).

Larry Hirschhorn (1977) also argues forcefully that society must reduce the emphasis on stability and permit a developmental approach reoriented to change. Citing data on marriage, divorce and work-force participation, he states that people's life cycles are becoming more variable. He stresses the need for society to be flexible, to address the inherent problems of transitions and movements. He, too, interprets dialectic contradictions in positive terms: "social development is inherently a deeply ambivalent process. . .each time people resolve the ambivalence they are the richer for it; they live in a. . .world more consistently colored with varied experiences. . ." (Hirschhorn, 1977, p. 449).

Age Norms

As noted above, some social scientists have focused upon the process of life development. While much information has been amassed on adult social behavior, little attention has been given to the life cycle in the context in which age-appropriate behavior is an important element. In placing
the female continuing education student in a frame of reference, it is essential not to overlook differentiating factors. Age and sex are characteristics which provide the individual with ascribed status because our society places great emphasis on these factors. It is important for the purposes of this paper to explore the significance of the unique set of social norms concerning the proper roles at certain ages.

Developmental theories have stressed that human beings experience major life events in basically sequential order. Regularities of change are demonstrable along biological, social, and psychological dimensions. The internalization of these concepts leads to expectations not only of what these life events should be but also when they should occur. Therefore, the end of schooling, leaving the parent's home, marriage, and occupational attainment elicit changes in identity and the incorporation of new social roles but, by themselves, for most members of society, are not traumatic situations.

Bernice Neugarten questions this concept of the "normal", expectable life cycle" (Neugarten, 1976, p. 18). Neugarten has investigated the meanings and the values with which society has invested the attributes of age. Her 1965 article concludes that, "Expectations regarding age-appropriate behavior form an elaborate and pervasive system of
norms governing behavior and interaction. . . a prescriptive
time table for the ordering of life events adhered to, more
or less consistently, by most persons in society"  
(Neugarten,; Moore,; Lowe,; 1965, p. 711). In a 1976
article, Neugarten places age norms in a three dimen-
sional perspective: historical time; life time (chronolo-
gical age); and social time, i.e., change affecting
society's attitude toward age-appropriate behavior. In her
writing, Neugarten stresses that her studies confirm that
major stresses are caused not by anticipated life events but
by events which upset the "sequence and rhythm of the life
cycle. . . when the empty nest, widowhood, etc. occur off-
time" (Neugarten, 1976, p. 20). In 1979, Neugarten con-
cludes that the timing of life events is becoming less re-
gular, causing age to lose its customary meaning. "In times
of rapid social change, age norms also change, and the
rhythm of the life cycle is altered" (Neugarten, 1979,
p. 889).

Obviously any transition requiring role discontinuities
entails marked changes for the individual involved. Foner
and Kertzer investigated two additional issues: the sources
and natures of the transitions; and the effects upon society
as well as upon the individual. Their findings challenge
previous assumptions. They conclude that life course
transitions are not "as intractable in our society as
stereotypes suggest. Secondly, both individual and societal
responses to the problems of life-course transitions tend to change the very nature of the transitions" (Foner, and Kertzer, 1978, p. 1082). These authors state that "flexibility in the system" reduces the strain of transitions for individuals and alleviates the implications for society. Another social scientist who argues for structural innovations, Norman Ryder, states that, "socialization need not mean rigidification" (p. 859). Although he describes most adult roles as located in "hierarchized structures along an age-graded continuum," he foresees the ability of society to change its structure by increasing its tolerance for "deviance" and creating incentives for innovation (Ryder, 1965, p. 843-862).

Mid-Life Concepts

For the purposes of this study the discussion of age norms must, of necessity, focus upon one age group in particular, the middle years, because national statistics confirm that the average age of the re-entry women is 39.4 years (National Council for Education Statistics, 1982). Until recently, mid-life was considered only an interlude between youth and age, but research has demonstrated it to be a particular stage in the life cycle with its own characteristic problems, responsibilities and pleasures. Thus the "average" continuing education student shares a common bond of experiences with her fellow members.
Charlotte Buhler, J. S. Slotkin and Bernice Neugarten all attribute certain characteristic behavior patterns to the period of mid-life. In Buhler's (1968) five stage sequence of life course, two stages are devoted to the study of middle age. The third stage is the "testing stage" when the individual reviews the extent to which s(he) has obtained life goals. The fourth stage is a period of "indulgence," achieving gratification. Slotkin's (1952) study expanded upon these two phases, delineating types of failures or successes. He concludes that "the problems of middle age are not intrinsic to the phase of life but are rather a consequence of certain cultural conditions" (Slotkin, 1952, p.177). Neugarten stresses that middle aged persons have different perceptions of life context than young adults. She states that mid-life adults "develop a conscious awareness of past experience in shaping one's behavior" (Neugarten, 1979, p. 139). Rather than viewing the number of years as a disadvantage, she believes that the conscious use of past experience helps account for growth and maintenance of creativity. Other studies have recorded that increased introspection characterizes the middle years. These researchers cite significant differences between men and women as they age. Men are described as becoming more affiliative and nurturant as they mature, while women show greater need for independence, becoming more outgoing and assertive (Lowenthal et al, 1972;; Neugarten, 1968; Rubin, 1980).
"Are You My Mother"

As pertains to the older female student, the significance of ascribed status due to gender cannot be exaggerated. Role qualifications are specified by societal patterns of socialization. Role differential is associated with different degrees of concern in interpersonal relationships. Stated bluntly, society tends to cast the older female in an ideal nurturing role (Hoffman, L., 1972; Rubin, L., 1981). These assumptions are reflected in the behavior of many persons interacting with the re-entry female student.

The majority of sex role research which has been conducted on women has concentrated on sociology of the family. Furthermore, the most extensive reviews have been on white middle class females. Lopata's study (1971) is an exception only to the extent that most of her respondents had worked at some point in their lives.

Until recently, the history of sex role socialization in the United States has depicted a pattern which supports the formation of dependency in girls by imposing limits upon their achievements. "Aggression and initiative are masculine prerogatives. . .passivity and receptivity are feminine prerogatives" (Cameron, 1963, p. 128). Addressing the complexity of this subject, Susan Brownmiller focuses on the sexual structures which govern femininity in all its
ambiguity (1984, p. 19). She emphasizes the historical significance of the female’s assigned contradictory characteristics of altruistic nurturance and childlike dependency (p. 236). Additionally, Lois Hoffman argues that child rearing patterns used with girls reward conformity and discourage divergent thinking, creating a female who, "does not develop skills in coping with her environment nor confidence in her ability to do so" (Hoffman, 1972, p. 128). Therefore, the stereotype of the "dependent vicarious achieving female" and the direct competitive male persists (Lipman-Blumen, 1976, p. 29).

Some role studies have dealt with the cultural contradictions of being a woman in the family and in the economy. These surveys have tried to isolate the cultural ingredients of the homebody versus the career woman and/or the college student (Rapoport and Rapoport, 1971; Erdwins, et al, 1980). There is an increasing body of literature on dual roles, notably Ginzberg's extensive research on the life styles of educated women. A significant finding is that women who work simply add this effort to their other tasks. Furthermore, virtually all the research shows that married career women need supportive husbands (Trigg and Perlman, 1976; Rubin, 1981; Rapoport and Rapoport, 1971; Ginzberg, 1966).

Thus despite the rapidly amassing data to the contrary, social constraints still continue to prescribe the bearing
and rearing of children as a woman's central task in life. So pervasive are the concepts concerning the satisfaction women experience in the maternal role that researchers who present contradictory data receive little attention. Several recent studies have cited alternative perspectives which show that the societal view of motherhood as women's most valuable achievement is idealized and unrealistic. For example, recently social scientists have begun to question the prevalent notion that the departure of the last child brings depression. Borland states that "the empty nest period as a distinct stage is a twentieth century development" (p. 117) since birth control measures and increased longevity have combined to shorten the proportion of adult life devoted to parenthood. She theorizes that the syndrome may occur only in a white middle class woman because of a unique set of "social circumstances, family values and social norms concerning woman's 'proper roles'" (Borland, 1982, p. 127).

Other research which more blatantly contradicts the concept of the nature of woman and the naturalness of motherhood state that the empty nest syndrome is a myth "with the departure of the youngest child generally anticipated with relief" (Lowenthal, Chiriboga, 1972, p. 8). Lillian Rubin argues that the "notion that women mourn the loss of their mother role does not seem to fit modern reality. No matter
what the stereotypes tell us, it is not the way women talk when you listen" (p. 228).

PERSPECTIVES OF ADULT EDUCATION

Over the past two decades, one of the most interesting developments in higher education is the change in the composition of the undergraduate college population. Since the 1960's, institutions have opened their doors to a new population of veterans, second careerists, and housewives (Austin, 1976, p. 55). However, little information exists about the specific needs and interests of these non-traditional students. One of the most significant issues is the recent appearance of a substantial number of women returning to school as matriculated students.

History of Adult Education

The paradigm for higher education was established in the mid-nineteenth century by the Morrill Act's creation of land grant colleges and universities. The basic pattern was designed for "a captive audience of young men subject to parental bidding and subsidy...expected to go from school to four uninterrupted years in higher education" (Cless, 1976 p. 19-20). That this inflexible pattern was unable to fulfill the requirements of potential students soon became apparent.

Response to social need was not a new challenge for in-
stitutions of higher learning, and adult education developed to meet the needs expressed at different periods in the history of the United States. As early as the 1880's, courses for part-time students, largely adults, began at the University of Chicago.

Starting in 1914, information on agricultural procedures was disseminated to farmers by the U.S. Department of Agriculture. During the depression years, evening colleges were initiated due to the necessity for learning while continuing to work. In the second half of this century, access to education was increased by the appearance of community colleges which were characterized by an array of adult programs and forms of technical instructions. These institutions were quick to recognize the needs of persons whose early education was inadequate, who were beyond the age of traditional school attendance, or who encountered the need for additional or recurrent training in their lives (Hesburgh, et al, 1973, pp. 34-44).

Today adult education is offered by public and private, national and local organizations which try to fulfill the educational needs of older persons. The federal government, noting this trend, has responded with a national policy in support of adult education. Title I of the Higher Education
Act of 1965 is one of the most important of two hundred aging programs designed to assist community services and provide financial aid (LOFA, 1977, pp. 361-363; Hesburgh, 1973, pp. 38-40). Data obtained from the National Center of Educational Statistics (see Appendix F and Appendix G) substantiates the fact that vast changes have occurred in the enrollment of adults in colleges and universities. In 1981, nearly 21 million persons, 13% of the total United States adult population, participated in continuing education programs, and 56% of these participants were women.

Definition of Terms

Despite the amount of literature on the subject, there is no consensus on the definition of adult education. Similarly, there is a variety of terminology such as "continuing education," "lifelong learning" and "recurrent education." For the purposes of this paper, the term continuing education will be the preferred usage, and the definition will be as follows:

"Continuing Education is offered in post secondary institutions, and refers to programs that enable adults to upgrade their education and occupational skills" (Astin, 1976a, p. 56).

Continuing Education Programs for Women

Academic programs aimed at the specific population of
older women originated in the early 1960's. Prompted by the technological advances in alien countries, the U.S. suddenly became aware of the shortage of trained personnel and the unused potential available in the traditionally housebound female. "Sensitive to both the waste of human resources and the plight of the American housewife, many women leaders in academic institutions worked to establish continuing education programs for women" (Astin, 1976a, p. 50).

Inspired by the pioneering research of the short lived Commission on the Education of Women, administered under the auspices of the American Council of Education, three different types of institutions responded to the radical idea that, "women's education might profitably have a pattern different from men's education" (Cless, 1976, p. 4). The University of Minnesota (1960), Radcliffe College (1961), and Sarah Lawrence College (1962) offered flexible structure and timing to the usual academic programs designed for young, unmarried, unemployed females. Their concept was to make higher education available to women beyond traditional age who were educable and anxious to learn. The Carnegie Corporation was the first foundation to take an active interest in this experiment in learning institutions responding to the particular needs of women. It has continued to support a variety of programs "to train and retrain mature
These early experimental programs were so successful in attracting students, there followed a rapid expansion of continuing education programs for women across the country. Since 1975, most institutions of higher learning offer degrees for part-time students, and many try to schedule classes at times and locations convenient for the non-traditional student. Far from altruistic, college administrators have noted the declining proportion of traditional students and consider the expanding number of older students as "lifesavers for money" (Leland, 1976, p. 38).

However, the major obstacle for older women remains financing. Tuition is generally too high for low income or urban women. As yet, there is insufficient support for general institutional funds. Financial aid is difficult if not impossible to obtain for part-time students. Thus program directors are unable to expand their services to include more members of lower socio-economic groups (Leland, 1976, pp. 23-41). This factor may contribute to the high percentage of white middle class females who "respond to higher education with enthusiasm, ability, and a sense of purpose" (Cless, 1976, p. 20).

Opportunities and Barriers Presented to Re-entry Women

The studies of the issue of female identity discussed earlier view this process of socialization as one in which
social groups or persons transmit values to individuals for functioning in particular roles. Rarely does such a study focus on self-induced change. Whether a woman's decision to continue her education is a response to situational or social pressures or present or anticipated financial need, school re-entry should be regarded as an activity which is the result of personal effort rather than a response to the demands of others. "A woman's decision to continue her education may be viewed as a self-initiated attempt to actively change and improve her life" (Markus, 1973, p. 1).

Certain social and economic changes are related to the growth in female participation in educational programs. Effective birth control and consequently smaller family size, early end to childbearing years, devices which lighten household tasks, longer life expectancy "make profound alterations in how and how long we live" (Rubin, 1981, p. 9). Even more important than these demographic factors is the expansion of the various life styles open to women (Firestone, 1971, pp. 485-501).

Several studies have attempted to ascertain the factors influencing a return to school and the barriers as well as the opportunities affecting post secondary education for mature women. This body of research indicates a growing awareness of the existence of the increasing number of
college re-entry women and its potential for the students and the institutions involved (Covey, 1980; Tittle, 1977,). Brooks (1976), stressing the need for effective counseling, defined the re-entry woman as in a transitional state, "resolved through a series of (seven) stages" (p. 36) from initial discontent to final goal implementation. In probing for the reasons for returning to school, Markus (1973) and Astin (1975) determined that although some older students saw additional education as a generally enriching experience, the largest body of women had a relatively specific goal in mind: obtaining a degree; training for a new career; upgrading job skills. This data contradicts a prevailing notion that women returning to school have found a useful way to keep busy. Rather, the continuing education woman seeks ways to use her education, to establish a career and enjoy its tangible rewards.

Data providing evidence on the personal characteristics of "typical" continuing education women found the majority to be relatively affluent white middle class females. These women were married and had children and generally only attended classes part time (Markus, 1973; Astin, 1976; DeGroot, 1982). Research on the similarities and differences between women with school commitments and those with primarily family commitments concluded that, "mature women students may be more flexible in sex role identities than

Any examination of college re-entry women must consider the obstacles confronting the mature women returning to the educational system. Institutional barriers which still operate to exclude older women are: admissions procedures requiring transcripts from high school; limited financial aid; difficulties in transferring credits especially with time limitations on previous college experience; and the scheduling and sequences of required courses (Leland, 1976, ppp. 23-41; Tittle, 1977, pp. 536-537).

Situational barriers are sociological, familial, and personal. Fewer women from lower socio-economic groups are likely to participate in school re-entry (Kerkhoff 1970). Family duties, especially trying to manage both home and academic responsibilities, are apt to deter a woman's return to college. Personal circumstances which act as barriers are: dependence upon the husband for financial support; lack of qualifications for a particular school; lack of knowledge of available opportunities; and, most significantly, a negative attitude of spouse, parents, employers, and friends (Markus, 1973; Astin, 1976; Tittle, 1977). The problems of meeting the demands of the role of school re-entry are exacerbated when significant others must accommodate to the new behavior pattern. The inability of the student's peer group to accept her new activity
increases stress in personal interactions. Many older women disengage from the demands of the accustomed network and seek support from those with whom they share common interests and problems (Schiavo and Rands, 1983).

Learning Capacity of Age

No discussion of the barriers confronting re-entry women would be complete without delineating the greatest hurdle an adult must overcome to assume the student role. The problem is the prevalent attitude that intellectual capabilities decline with age, a negative stereotype which permeates our culture. The conventional concept of intellectual ability is that there is a rapid growth early in life, a peak at a relatively early age, a plateau period of stability, and finally, a rapid decline in later adulthood (Cropley, 1977, pp. 53-55). The classic 1932 study of Miles and Miles comparing scores of age groups divided according to intellectual ability concluded, "the downward trend of intelligence scores as age increases is shown definitely to be a characteristic of both sexes" (Miles & Miles, 1932, pp. 47-48).

More recent research contradicts this hypothesis, arguing that the results of these previous studies had been based on questionable foundations. Cross-sectional studies had confounded individual and cultural differences, and faulty sampling methods were employed (Campbell, David, 1965, pp. 54-55; Riegel, 1977, pp. 70-102). In a 1974
study, Lunneborg, Olch, and DeWolff compared the college performance of middle-aged undergraduates (100 women, 53 men) with university freshmen. Median scores for the older students were above the 75th percentile. More fragmentary data on the scholastic ability of older people confirms this positive perception of college performance (Haltsch, 1960; and Campbell, David, 1965). Schaie and Labouvie-Vief state that earlier studies, their own included, failed to account for environmental and historical causation. These authors conclude "most of the adult life span is characterized by an absence of intellectual decline" (Schaie and Labouvie-Vief, 1969, p. 317).

ORGANIZATIONAL APPROACH

In this study the writer proposes certain methodological guideposts to aid in the interpretation of data. Specifically, this study will make use of cohort succession as an empirical process to reveal differences and similarities among the participants in the research. Additionally, a dialectic perspective is employed to emphasize contradictions and their resolutions within and among the individuals involved.

Cohort Analysis

The literature reviewed above illustrates that most of the studies have described how older adults differ from younger individuals at a given point in time. While this
research produces an accurate description, it fails to incorporate essential variables. Discrepancies, or the lack of them, in scores obtained may not be due only to the difference in age. It is essential to consider the previous life experiences of the respondents. To incorporate this important influence, several social scientists advocate analysis of cohort membership and the accompanying value system as explanatory factors in research (Schaie, 1977, pp. 558-562; Ryder, 1968). Each particular cohort reflects its own unique historical background to which its members are exposed. With the use of cohort analysis as the conceptual model to interpret data accumulated in this research, historical influences will not be masked as individual differences.

Therefore, the objective of using cohort membership as a structural category is to disentangle the effects of age change from the effects of social change. Ryder's important essay, "The Cohort as a Concept in Social Change" describes a cohort as those persons born in the same time interval and aging together. "A cohort can be defined as the aggregate of individuals who experienced the same event within the same time interval . . . each cohort has a distinctive composition and character reflecting the circumstances of its unique origination and history" (p. 845). Cohorts vary in size, in experience with disasters such as war or de-
pression, content of formal schooling, and peer group socialization (Ryder, 1968; Riley, 1973; Foner and Kertzner, 1978). The consequences of different historical and environmental contexts for successive cohorts should be considered in interpreting data which refers to people as they age and interact (Back and Bourque, 1970, p. 19). Neugarten's (1976) description of generational differences incorporates a cohort perspective when she states that middle aged parents differ from their adolescent children not only because "of the effects of having lived longer . . . but also because they were born in a different historical period and were therefore subjected to different formative experiences" (p. 17).

In discussing the place of the mature woman in education, the general consensus of the literature seems to be somewhat reluctant acknowledgement that the older student still has the capacity to learn. As stated earlier, the negative stereotype that learning ability declines with age has prevailed among scientists and laymen alike. More recent studies indicate that age differences on learning tasks result from differences in experience and education, the cohort differences (Woodruff and Walsh, 1975, pp. 424-430). However, before reaching any conclusions on the relationship between learning capacity and age, three possible sources of error must be considered: variation in
personal skills; life pattern differences; and cohort differences. Thus, apparent performance decrement may be attributable to lack of skills or to personal orientation rather than to learning ability. Similarly, a static cross-sectional analysis which cuts through the strata of successive cohorts should note that persons in each stratum differ in both life stages and cohort differences. It would be fallacious to attribute all differences or similarities to either life course patterns or cohort membership. Therefore, it is impossible to discuss with any certainty that learning capacity is affected by age without considering the performance difference between contemporary cohorts and between different age categories.

Interpretations vs. Misinterpretations

It is the contention of this study that the increasing number of adult women returning to college as matriculated students represents a social trend. Furthermore, while each individual woman is undeniably unique, women in certain age categories share a common set of problems and a common core of experience. To better understand both the individual and the social change, the process of cohort succession will be the research strategy employed in the study.

Cohort grouping makes an ideal taxonomy for categorizing data because the people within each cohort pass from birth to death "accumulating knowledge and attitudes and social
experience and undergoing biological and psychological
development and change" (Riley, 1973, p. 36). Concomitantly,
new cohorts are being born, and each successive cohort
encounters a unique sequence of social and environmental
events experiencing a different life course pattern from
other groups. In this way, different cohorts "age" in differ-
ent ways.

For all women over traditional college age, school re-
entry represents an inner struggle. Even more challenging
is the idea that the change can alter the existing structure
of their lives. But these fundamental themes which repre-
sent the commonalities of school re-entry overlay a variety
of reasons why certain women choose to incorporate a new
identity with the old. An analytical orientation based on
cohort membership can determine the causal potentiality of
otherwise isolated acts. The cohort approach derives
support from the continuity of individual life, "from the
time-specific and thus historically located initiation"
(Ryder, 1965, p. 856). Thus, the cohort record is the
aggregate of individual life histories, linking small scale
analysis with societal surveys. Ryder defines this approach
as "the dynamic compromise between mass and the individual-
the most important conception in history" (p. 859). To
carefully analyze the data amassed for this study, to
separate the personal reasons from the social reasons, the
re-entry women in this study will be divided into four categories which will be referred to as cohorts. Early Adulthood, ages 23-28; Adulthood, 29-37; Early Middle-Age, ages 38-53; Later Middle-Age, ages 54-68. Admittedly, the titles are arbitrary; obviously, the age span in the categories are unequal. The reason for the lesser number of years in the younger categories is the rapidly increasing technological changes which have bombarded the younger women "unseasoned" by the events experienced or witnessed by the members of the older groups.

**Impact of Historical Change**

Figure one represents the life course of the four cohorts described above with each cohort consisting of women born at approximately the same time. This figure also shows certain social and environmental events which have had significant impact upon women. Each succeeding cohort encounters these historical occurrences at different periods in their life cycles.

The historical and enviromental events chosen by this writer to have significantly affected persons living at specific time periods begin with World War I and the succeeding Great Depression. The devastating effects of World War II are well documented; as pertains specifically to females, World War II created a market for women in the work force and began the elimination of barriers to middle class
# Cohort Phases in Study

<table>
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<tr>
<th>WWI Great Depression</th>
<th>WWII Baby Boom</th>
<th>Korean War</th>
<th>Technological Advances</th>
<th>The Pill</th>
<th>Continuing Education Programs</th>
<th>ERA Defeat</th>
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**Figure One**

- Childhood
- Early Adulthood
- Adulthood
- Early Middle Age
- Later Middle Age

1922

1937

1950

1958
COHORT PHASES IN STUDY

<table>
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<tr>
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FIGURE ONE:

- Childhood
- Early Adulthood
- Adulthood
- Early Middle Age
- Later Middle Age

1922

1937

1950

1958
married women joining the work force (Ginzberg, 1966, pp. 7-11). While the most obvious effect of war is the mortality of participants, it transforms non-combatants as well. In the 1950's, one consequence of the Korean War extended into the intellectual realm as large numbers of young women terminated their college careers to marry the males who were drafted. These early marriages coincided with "the baby boom," and females, socialized to be self-sacrificing, married young and had large families (Bernard, 1971, pp. 85-97). This time of economic and demographic expansion was followed by years of different kinds of adjustments. New technological advances meant shortened work weeks and lightened household tasks with consequent increased leisure time. Other changes included an increasing life expectancy as health care measures improved. Technology also produced the Pill which, as an effective contraceptive, caused a marked change in fertility patterns (Ginzberg, 1966, p. 11; Rubin, 1981, p. 83).

The sixties and early seventies were years of political and social turmoil. Different segments of society loudly proclaimed their grievances. The Vietnamese War was as notable for young men's organized public resistance as for its questionable outcome. An obvious effect of this war was the peculiar poignancy of those old enough to comprehend the situation but not willing to participate. Media sources
constantly reminded the general public that the persons most active in political movements were youthful. Young people, students or unemployed, gathered in big cities and provided "a market for radical ideas and a source of followers. . ." (Ryder, 1965, p. 848).

Women, too, translated their personal feelings into a social movement. Suddenly, it seemed, women began to assert themselves, to speak up, to value their skills, to prepare to take risks. Until this decade, sociologists had not considered the possibility of women's social status as independent of the men in their lives (Lipman-Blumen, Leavitt, 1977, pp. 26-31). Thousands of women responded to the issues raised, and the movement "provided concrete help for women of every age and economic condition" (Bernard, 1971, p. 89). "At first this new feminism--the last great shout of the 1960's, was treated as a bad joke, or passed off as the cry of a few malcontents. Now . . . it is taken seriously enough to merit an articulate, highly organized, and well financed operation, i.e., the millions spent . . . to defeat the Equal Rights Amendments" (Rubin, 1981, p. 5).

A demographic element in this era was the number of teenagers. Younger than the war protestors of the sixties, this population, its swollen ranks testimony to the earlier birthrate, developed its own subculture in music, clothes, and fads. For this particular age group, courted by com-
mercial industries, the goal in life became self-gratification. The 1970's became the "me decade." Mid-life women, who had raised their families under the social edict of responsibility to others, confronted "a society which proclaimed that primary duty was to oneself" (Rubin, 1981, p. 6). These social movements raised issues and prompted a critical examination of the traditional view of women and femininity. The public was forced to question the female ethos of love and duty to family.

According to this writer's interpretation, these are the main historical influences experienced by current college re-entry women. The older cohorts have been influenced in some manner by most of the trends, with the younger cohorts having succeeding less contact with these events. The main social changes are: steadily increasing life expectancy, increasing leisure time; declining number of children per family, with concomitant early end to childbearing and child rearing; and a growing equalitarian relationship between men and women. For women, the issue of identity is paramount. Socialization practices almost guarantee a state of ambivalence. The social mandates are contradictory, simultaneously encouraging her to achieve, yet placing limits on her achievements.

The fact that individuals make choices congruent with their value orientation is illustrated in social science
research (Ryder, 1965). Younger cohorts support a wide set of options for women including controlling the size and timing of their families and expending less time and energy on home chores. Meanwhile older cohorts, whether the empty nest is viewed with despair or relief, are aware of increased longevity and expanded leisure time as some of the trends with which they must cope in a rapidly changing environment.

**Dialectical Approach**

The research discussed in the literature review studied some aspects of the factors which pertain to school re-entry for adult women. However, certain important issues have not been addressed. Among the significant issues which should be examined are the adult learner's concept of self and the world and the circumstances which affect the student's progress. Therefore, the purpose of this thesis is twofold: one, to ascertain the personal and social reasons which influence a mature woman to pursue an undergraduate degree, and second, to describe the interpersonal adjustments which accompany a change in her life style.

The theoretic premise of this paper is that the process of school re-entry should be regarded from a dialectical perspective of individual human development. The decision to return to school illustrates the dialectic procedure in personal behavior because the woman must first question her
present life style in order to explore the opportunity for change. This adult must examine the current pattern of existence, conclude that she will attempt an alternate life style, and reorganize her behavioral priorities. This behavior illustrates the classic dialectic pattern of thesis, antithesis, and synthesis, a resolution containing new and possible conflicting conditions, in the proper temporal sequence. This step toward increased self-awareness illustrates a short term situational change emphasizing individual development. This phase of the dialectical process is defined in Riegel's (1976) Manifesto for Dialectical Psychology as "inner dialectics."

A comprehensive interpretation of individual development has to consider not only the personal assimilation of new values but also the process of interaction with other individual who are intimately related to those engaged in new accommodations. These two simultaneous procedures Riegel defines as "inner" and "outer" dialectics. Inner dialectics is expressed as "assimilation and accommodation leading to reorganization of the individual's cognitive structure" (p. 697). Outer dialectics is the interaction between the person concerned and other individuals who are also engaged in various personal accommodations. Riegel argues that synchrony remains the goal and can only be achieved through continuous effort. "Development requires a
delicate synchronization between the progressions along the
different dimensions" (p. 697).

For the female student past traditional college age, numerous relationships exist with family members, employers, and friends, and these interactive situations can produce crises. Within the family unit, the "synchronization of the marriage partnership . . . has been traditionally achieved by subordinating the wife's progress to that of the husband" (Riegel, 1976, p. 694). In order for the older student to achieve new forms of "synchronizations," changes are necessary in the interaction between the individual and her social groups. When changes occur for one individual, the pattern of interaction with significant others by necessity breaks down. The resulting uncoordinated conditions can be the basis for a developmental progression to a new state of stability, in Riegel's opinion a transitory condition. In some instances, when critical changes occur and old behavior patterns collapse, synchrony is not restored, and the relationship is terminated.

The dialectical procedure is an ideal perspective through which to investigate the phenomena of the adult woman's school re-entry because this concept is founded on the basis that the world is constantly changing and equilibrium is only a temporary state of balance. Thus a return to the school experience for the adult female can be viewed
as exemplifying a dialectic confrontation since becoming a college student after age twenty-two is an act not synchronized with cultural conditions. Furthermore, this change in activity requires interactive realignments with important others.

Making Re-entry a Reality

As delineated above, in becoming a college student after the age of twenty-two, the individual woman must contend with several negative social stereotypes. One major problem is the adult students' lack of confidence in their learning ability, the fear that they cannot compete with younger students. Another cultural hurdle for wives and mothers is that socialization patterns reinforce the traditional "natural" role of motherhood and woman's adaptability to the needs of others. These are the most powerful of the societal mandates dictating socially prescribed roles. These are the issues every older student must confront if she wishes to achieve in any area, to expand her definition of self beyond the limits dictated by social expectations.

An initial critical period in the process of returning to school is the resolution of feelings of discomfort about violating these social expectations. In addition to coping with the difficulty of the decision, women also face resistance from husbands, families, and friends. Many women have, for a long period, been subverting their own needs
and interests to those of others. As soon as the change in
the woman's pattern of activity affects others, there is
usually a reaction. The partners will have to renegotiate
their manner of coordination. This step will probably
require an ability to transcend the traditional sex role
stereotypes. This synchronization of attitudinal concepts
must also include other family members, especially children
who will witness their mother in a new developmental
sequence. Numerous relationships—parents, in-laws,
friends, and neighbors—all affect the process of
interpersonal crisis resolution for the older student. The
return to school alters far more than the daily routine of
the older student. The changes in her life style set in
motion processes of realignment with those persons with whom
she has regular contact. Family members are required to
redefine their attitudes and sometimes their roles to help
with tasks traditionally accepted by the students.
Essentially, the problem is whether these persons will
resent the loss of the woman's time and attention or whether
they will take over some domestic chores.

The student's commitment to a new interest is a critical
issue not only with family but also with friends. Former
activities lose salience and the friends may see the woman's
re-evaluation of her life style as a threat to their own
situation. Simultaneously, people met in the college
environment are perceived as having a similar attitude toward scholastic endeavors. The woman returning to school may need the support and friendship of others in a similar situation. It is important to note that developmental progressions outside the family exhibit a higher degree of flexibility and independence than changes within the family where members constantly interact with one another.

OBJECTIVES OF THE STUDY

This study explores some of the social and personal reasons which correlate with an adult's desire to attend college. While the group of women re-entering college are a distinct minority, they are also a kind of pace setter. Whatever her particular age, the woman returning to school strives to utilize her skills to develop to her full potential. As noted, important changes in social mores and patterns of homemaking have been operating to increase the number and proportion of older women who return to school. Women today face a dynamic situation; the world to which they must adapt is constantly undergoing rapid changes. Education, the process of learning, taken under the initiative of the individual, is one method by which to cope with a changing environment. Women past the traditional college age have the opportunity to pursue higher education. An increasing number of women are availing themselves of this opportunity.
GENERAL THESIS

The first hypothesis is based on the assumption that certain factors increase the likelihood that an older person will acquire a student role. The process of school re-entry represents a sequential change extending over a period of time. The woman recognizes a desire for a different direction in her life; she contends with an inner struggle coping with the frightening new concept of a possible self-transformation. The internal dialectic process begins with a re-evaluation of self and reaches synthesis with the decision to return to school. This change in life style may necessitate a rearrangement of behavior patterns with significant others. Thus the woman's resolution of her personal conflict can lead to subsequent disruptive conditions which, in turn, require the re-establishment of harmony.

The data obtained by this research will be expected to support the following hypotheses.

HYPOTHESES-GROUP I

Women entering continuing education programs are highly motivated with a sense of direction.

A. These women wish to achieve independence.

B. These women find a sense of identity in the student role.

C. These women are working toward a specific goal
   1. Job preparation is more important for single, divorced, or widowed women than for married
women financially supported by their husbands.

2. Married career women have lower affiliative needs or greater economic pressure than homemakers with high income husbands.
   a. Some females consider a career as compatible with social and marital requirements.
   b. Parents of career oriented females have attitudes favorable to non-traditional behavior.

D. It is erroneous to describe all continuing education women as white, middle class, middle-aged females taking courses for personal enrichment.

General Thesis

Furthermore, changes in life circumstances are associated with changes in social participation. The experience of returning to college not only influences the new student but also affects the persons with whom she interacts. When a mature woman returns to school, new activities and roles are added to old ones, and family and friends must accommodate to these new demands. College re-entry is a transition in progress, and far more is involved than just going to classes. There are changes in the woman's self-concept (Hypothesis I), and concomitant changes in the way her family lives, in husband-wife relationship, and changes in the character of her more casual relation-
ships. The external dialectic process is evidenced in the polar attitudes exhibited by the new student and her primary groups. Balance is regained when crises are resolved or relationships are dissolved and replaced.

HYPOTHESES-GROUP II

Women entering the academic world confront personal and situational barriers.

A. Re-entry women lack confidence in their ability to succeed at academic endeavors.

B. The internalized concept of the role of wife and mother elicits guilt feelings over neglect of family and expenditure of money.

C. School re-entry affects the woman's relationships with family and social networks.

1. The reactions of husbands and family members will center around housekeeping chores and time allotments.

2. The woman's peer group (prior to school) can react negatively to the change in her lifestyle, alleging her responsibility for an alteration in the pattern of their friendship.

3. The returning woman gains support from similar others in the same situation.
General Thesis

The present study seeks to identify the type of mature woman who participates in college re-entry. To clarify the description of this particular population, this writer proposes a cohort analysis aimed at differentiating the effects of chronological age from historical and cultural change.

HYPOTHESES-GROUP III

Cohort analysis is the conceptual tool by which to examine the unique population of adult women in continuing education.

A. A review of the characteristics of re-entry women illustrates a complexity of variables to be considered: age span, diverse educational background, career continuity and discontinuity and socio-economic status.

B. Cohort membership provides a frame of reference, the effects of social change and individual differentiation.
CHAPTER TWO: THE STUDY

METHOD

The objective of the present study is to describe the population of re-entry women, to identify their needs, their problems, their aspirations, and their perception of self in relation to family members, relatives, and friends.

Procedure

Initially a pilot study to collect information about the mature woman returning to school was developed. This research was conducted through personal interviews with 37 continuing education students from a local private college and a local community college (Appendix A). Additionally, twelve administrators and professors at these institutions were interviewed to obtain their perspective on the adult learner (Appendix B; Appendix C).

The information obtained through these interviews was the basis for the questionnaire used in the current research. Specifically, the questionnaire used in this study was designed to elicit demographic information to describe the population of adult female students past traditional college age, defined in this research as 18 to 22 years old. Furthermore, the attempt was made to identify the adult learners' educational and occupational aspirations as well as their perceptions of relationships with family and friends.
The resulting instrument was pre-tested by administration to 15 women over twenty-five years of age who were currently involved in continuing education programs. With their responses as a guide the wording of certain questions was altered to avoid misinterpretation. The revised questionnaire (Appendix D) was then administered at two local colleges. All forms were anonymous; there was no names nor numbers by which to identify the participants. However, the community college forms were affixed with two staples to differentiate the responses between the two institutions.

In addition to the women contacted, the questionnaire included ten questions for spouse/partners or children over twelve. These responses were an additional measure of the effect of a new student role on family members.

Context
The institutional settings in this survey are diverse. Cedar Crest Woman's College is a small, private, suburban college with a relatively homogenous student population of eleven hundred. Cedar Crest is a four year institution which provides a bachelor's degree in a variety of disciplines. Currently, it is the only local college to offer a baccalaureate degree in nursing (BSN). Their Program Of Return to Advance Learning (PORTAL) was developed
in 1968 to facilitate the entry or re-entry of women past traditional college age into the academic world. At the time of the survey, the PORTAL program included 256 women; this number approximates one quarter of the student body.

Lehigh County Community College, a rural, two year institution offering an associate's degree, has included adults in the curricula from its inception fifteen years ago. Of the 3,600 students in attendance at LCCC at the time of the survey, 60% were over twenty-five years of age, and 70% of this number were female.

As well as the services extended to all students such as faculty advisors, career planning, and financial aid, both colleges offer support systems specifically designed for the continuing education woman. Both institutions provide child care facilities, special lounges, and peer support groups operated by 'veteran' students. For several years, LCCC has emphasized the Returning Adult Program. RAP is "a service organization designed to encourage, support, and assist adults attending college" (LCCC brochure, 1980-81). In the fall of 1983, Cedar Crest initiated the Peer Network Program providing one-to-one assistance to adults taking courses for the first time.

Despite the disparity in their organizations, both institutions demonstrate genuine interest in the non-traditional student and are committed to responding to the needs of this particular population. Their programs reflect the
areas of interest and the flexible scheduling required by women with familial and occupational commitments. Similarly, they mirror the middle-aged, middle class values of the current, local continuing education student.

Sample

The sample of 151 continuing education students consisted of 127 PORTAL students from Cedar Crest College and 24 students from Lehigh County Community College, 84% and 16% of the respondents, respectively. All PORTAL students (N=256) were contacted by mail and had an equal chance of being in the sample. Furthermore, two weeks after the initial mailing a postcard was sent to remind these students to complete and return the forms. Nearly half of the Cedar Crest students (N = 127) took part in the study. The twenty-four participants from Lehigh County Community College were volunteers who chose to complete the questionnaires left in the adult student lounge. In all, 356 questionnaires were distributed with a 42% response rate.

The great majority of the respondents (74.8%) were enrolled as part-time students, averaging two to three courses per semester depending upon credits earned per course (Science courses which required a lab were four credits; the other courses were usually three credits). Twenty-three women (15%) were attending full-time, a
course load of 15 credits, and another eleven students (7%) were classified as full-time with twelve credits because of required science courses. This classification and the stringent course requirements permitted these students access to certain types of financial aid. A final 3% of the students carried an overload with six or seven courses.

Among these respondents, 52% had returned to school after an interval of one to five years; 22% had been out of school eleven to twenty years; 13% had waited six to ten years; and 10% had re-entered after more than twenty years. One woman had returned after 35 years. For the seven respondents who transferred to Cedar Crest from community colleges, it was impossible to estimate the preceding interval since their age did not necessarily convey their scholastic history.

The level of participation among students' relatives was high; 67% (N=102) took part in this survey. The breakdown of participants was as follows: seventy-five spouse/partners, comprising 86% of these respondents; eleven daughters; ten sons; four parents; and two siblings of students.

RESULTS

The findings indicated that the continuing education women in this study were serious and determined with
pragmatic goals. These students viewed their education as beneficial to themselves personally and professionally. Although there was a disproportionate number of students with above average income, this study provided a unique opportunity to examine the educational development of adult women because of the diversity in age, former education and career continuity and discontinuity.

**Demographic Characteristics**

**Age.** The ages of the respondents ranged from twenty-two to sixty-five. The median age category was 30 to 34 years old. The age intervals 35 to 39 and 26 to 29 accounted for twenty-two and twenty percent of the students. The next category, 22 to 25, a group just over traditional college age, comprised nearly eighteen percent. Then the age curve dropped sharply to eight percent for 40-44 years old; six percent, 45 to 49; two percent, 50 to 54 years, with only one student over sixty.

One survey question dealt with the respondents' self-concept of their ages. The results were particularly interesting in comparison to the demographic description listed above (See Figure Two). There was an extremely skewed distribution of the students perception of their ages, quite independent of the actual number of years. This response is the first indication of an ambivalent attitude, a quality which reflects the contradictory messages of our culture's
Comparison of Respondents' Ages
with Perception of Their Ages

Percentage of Students

Respondents' Perception of Age

Actual Ages of Respondents

FIGURE TWO
socialization practices. Irregardless of her age, which, as stated above, ranged from 22 to 65, 56% of the respondents (N=83) classified themselves in 'early adulthood'; 22% cited adulthood; while only 17% saw themselves in early middle age. This seemingly unrealistic taxonomy could possibly be explained by taking into account our society's emphasis on youth, college being a traditional setting for youthful students, and the older woman's attempt to present herself—if only in her own eyes—in a suitable manner. "Years aren't important, a person is as young as she feels!" (Questionnaire #85). In attending college off-time, using Neugarten's terminology, a person can change the concept of her age to bring her attitude in line with her behavior. This phenomenon has been examined through research on situational control of behavior. Snyder and Monson state that, "an individual in a social situation attempts to construct a pattern of social behavior appropriate to that particular setting" (1975, p. 641).

Race. The respondents were predominantly white (96.6%). Only three participants were Hispanic, one was Asian, and one, Black. The predominance of white students might be explained by the lower response ratio from the community college, less interest in the survey among non-whites, or a disproportionately wealthy student population because without private transportation, access to Cedar Crest is difficult and access to LCCC virtually impossible.
Income. Nearly thirty percent of the Cedar Crest respondents reported annual family incomes of more than $40,000, whereas only 7% had less than $10,000. The remaining respondents tended to be in the middle income range, 17% quoted $11,000 to $19,000 per year; 23% cited $20,000 to $29,000; and 22% said $30,000 to $39,000. The community college participants reported a similar but not identical distribution. Twenty-five percent had incomes of $30,000 to $37,000; 12.5%, incomes of less than ten thousand. The other three categories were fairly equally divided. It must be noted, however, that these respondents represent a very small sample from a large population.

Marital Status. To fully understand the economic profile of these students, marital and occupational status must be considered. Fifty-eight percent of the participants were married, and an additional six percent lived with a partner. One out of four of the respondents was single; eight women were divorced; six were separated, and two were widows. A cohort difference was noted in the number and ages of children. Mothers in their forties had an average of four offspring who were teenaged or older. Most of these 'children' (67%) attended secondary school; 12% attended college; and a few were already employed. The modal number of children for women in their thirties was two, and these were likely to be preschool age (15.7%); attend elementary school (26.7%); or encompass both categories (43.4%).
Educational Status of Partners and Parents. The husbands and/or partners of Cedar Crest respondents tended to be educated businessmen or professionals: twenty-five percent held bachelor's degrees; 20%, master's; 6% had Ph.D's; and 13% were doctors or lawyers. However, the husbands/partners of LCCC participants were more likely to be in skilled trades (20%). Thirty percent of this group had only a high school diploma or equivalent. Although there were no doctoral or professional degrees represented, two husbands had bachelor's degrees, and four, master's.

In general, the parents of the respondents had less education than the husbands. Forty-three percent of the students' mothers had a high school degree; 15% a certificate from a technical school, and 10% had only a grade school education. Nine percent of the mothers had some college experience, 5% were college graduates, and four mothers had graduate degrees. When considering only the community college, the proportion of mothers' educational attainment was altered. Forty-six percent of these mothers had high school degrees, and 18% had a grade school education. One mother had some college, one a technical school degree; two had college degrees, and one a graduate degree. The fathers of respondents had less education than their wives. In the total population, 30% had high school degrees; 17% had attended high school; and 18% had finished grade school. Six percent had technical school certificates, 13% had
college degrees and 8% had graduate or professional degrees. Among community college respondents, nearly one-third of the fathers had attended high school; another third had a high school degree; and 23% had a grade school education. Two fathers had technical school certificates; and two, graduate degrees.

Occupational Status of Students' Mothers. Recent research has suggested that working mothers exert a positive influence on their daughters' occupational aspirations. Sixty-one percent (N=91) of the mothers of respondents worked while their daughters were growing up. At the time of the survey, sixty-two percent of the respondents themselves were working. However, of the students who were employed, only fifty-eight (63%) were the daughters of working mothers. Cross tabulation of these variables produced a nonsignificant chi square ($x^2 = 0.005$, p. = .745).

Summary of Demographics. A composite description of the 'average' respondent is a married, employed white woman, approximately thirty-two years old who considers herself to be in early adulthood. She has two young children; her husband is fairly well-educated, and the family has a middle to upper middle level income. In describing a typical student, it is important not to accept a "tyranny of the majority." This study also included unmarried women as well as diversity in ages and background.
Educational Background

The overwhelming majority of students had maintained high grade point averages in their previous education which sometimes spanned several intervals. Twenty-five percent had 3.5 to 4.0; forty percent had 3.0 to 3.4; another twenty-five percent, 2.5 to 2.9; eleven students noted 2.0 to 2.4; and one woman, who added that she had been forced by her father to major in a subject she disliked, had earned only a 1.5 average. The levels of former educational attainments were exceptionally diverse. All but two of the respondents had completed high school, and 15% had only high school diplomas. Twenty-three percent of the current students had one to three years of college; seven women had diplomas from technical school; eleven had associate degrees. One out of three participants (N=51) had a degree in nursing. These degrees ranged from LPN (N=3) to diploma certificates (N=7) to RN (N=37). An additional twenty-two respondents (15%) already had a bachelor's degree, and one had a master's.

Overall, 126 of the 151 respondents (83%) had had some post-secondary education before her experience with the current program. Of this group, 92 women (60%) had completed the requirements for a degree in some field. Nearly all of the women had maintained an average grade of B or better. Thus, fifty-nine respondents had not attended or had not completed college. These participants were divided as to their
primary reason, and some women cited several reasons. Twenty-five women noted lack of interest; twenty, marriage and pregnancy; twenty-three noted lack of available funds; eighteen women wanted to work; seventeen had to work; eleven merely noted personal reasons; five cited family needs; and two checked illness as interfering with college attendance.

Certain problems experienced by the adult learner in the process of re-entry can be interpreted as a lack of sensitivity to their particular needs. For example, the respondents' anxiety over the return to school was reinforced by admissions procedures requiring high school transcripts and letters of recommendation. Furthermore, in evaluating older women for admission, valid college credits from former educational experiences were sometimes rejected. These practices may actually discriminate against an older woman returning to college. (Appendix E for discussion of admissions practices).

Current Educational Status

Despite the aforementioned barriers, the women represented in this survey were persistent in their determination to get an education. One out of three of the respondents (34%) were enrolled for their first year (the community college transfers are counted in this category); 21% had attended their current college for one to two years; another 20%, from two to three years; 18% had been students for three...
to four years. Six women had been students for five or more years. It must be remembered that the vast majority of women attend school part-time and thus expanded the amount of time spent as students.

The years had not dimmed the academic prowess of these students. The grade point averages of the respondents was high. Forty percent of the respondents (N=56) had an average of 3.5 to 4.0; fifty-five percent had 3.0 to 3.4; twelve percent had 2.5 to 2.9; and four students, 2.0 to 2.4. The participants were proud of these accomplishments. In several incidences, margin notes stressed the significance of grades especially when there was a noted improvement from an earlier time. A former D student, noted above, cited knowing her own capabilities, and several mothers wrote that their "kid's grades don't come close."

Financing the Education

If grades were the tangible rewards of a students' scholastic efforts, then financing this education was the tangible cost and took its toll emotionally as well as monetarily. Forty-two percent of the participants (N=82) used various combinations of family funds, salaries, loans, and financial aid to meet their college bills. One out of three married women had husbands who were literally supportive of their education; another third used a combination of sources; the remaining married students were fairly equally
divided between jobs, savings and employee benefits. One out of three single women paid tuition bills with their salaries or tuition remission plans, and 50% combined funds from various sources, as did one half of the women who were divorced, widowed or separated, while 20% of this group used her salary. Finally, two-thirds of the women who lived with partners used combined funds to finance their educations. A cross tabulation of the variables financing education and source of family income produced \( x^2 = 65.88, p. = .001 \).

Total family income affected the re-entry process in two disparate ways. If the income exceeded forty thousand a year, then the woman's school attendance placed no severe financial strain on the family's finances. If the income was below twenty-nine thousand and the family met certain criteria, then the student was eligible for some forms of financial aid. These are the two income brackets with the highest representation. The middle income group, $30,000 to $39,000, had too much to be eligible for aid and, apparently, too little to make tuition a comfortable addition to annual costs. Women with incomes below $10,000 had the smallest percentage of school attendance. Obviously, these were people for whom all expenditures were a problem. Furthermore, past research has indicated that persons in this income level may be part of a subculture which is not motivated to gain a higher education. In fact, in this
survey, six of the eleven students in this category were women who suffered a sudden loss of income from death or desertion. Only one of the low income women had her tuition paid by her (former) husband, a specific term in her divorce settlement.

These data stressed the point that families who were eligible for loans or those who had no need of them were the two economic groups most heavily represented. Thus, family income tabulated with "re-enter because funds available" produced $x^2 = 22.7$, $p = .012$.

The empirical data above contributes additional dimensions to the portrait of the woman in continuing education programs. She was and remains an above average student. Each student was serious about attaining her education no matter how long it took. Money to finance this desire is a consideration for all the students, a personal problem for single women, and a particular obstacle for most divorced, separated and widowed women.

**Occupational Status**

At the time of this survey, fall of 1983, ninety-four of the respondents (62%) were employed, with nearly two out of three women working full-time. Among the fifty-seven women who were not working, three had left their jobs to go to school full-time; two of this group carried an overload of credits. More than one-third of the women who were not
employed chose not to indicate their reasons for not working. Among the responses received, the primary motive in staying home was personal preference. Second, the women deferred to needs of children, and no financial need to work. Only three percent of those who answered noted inadequate previous training or inability to find a job, while two percent cited partner's preference as reasons for not working. Unfortunately, these figures cannot be regarded as significant because of the low response rate. This writer believes the respondents' unwillingness to explain their reasons for staying home is an example of an ambivalent attitude toward nurturance and ambition.

As noted earlier, the majority of participants (N=94) were employed. Past research has indicated that "family income is a major determinant of a wife's decision to work or not" (Astin, 1976, p. 69). An examination of the variables of income level and employment showed $x^2 = 19.97, p. = .001$, with 73% of the students having incomes below $10,000$ employed but only thirty percent of those with incomes above $40,000$. Marital status was another factor in these statistics; only 46% of the married women, but 86% of the single women were working. These figures are not surprising since marital status affects income, $x^2 = 56.02, p. .001$.

The occupations of these respondents covered a spectrum of job placements. Cedar Crest offers a baccalaureate in
nursing, and fifty-one of the students were employed in medically oriented fields; forty-four of this group were registered nurses. Five women worked in retail; three were social workers, and another three held clerical positions. A number of jobs were held by one or two students; these vocational categories ranged from the more traditional occupations of waitress, secretary and counselor to bartender, factory worker and exotic dancer.

A large percentage of these respondents were involved in unpaid activities outside of their homes. Of the 151 women involved in this survey, 60% were active volunteers with levels of commitment varying from three to twelve hours per week. There was no frequency correlation between volunteerism and the variables of family income, age of respondents, nor employment status. In fact a cross tabulation of volunteer hours with family income produced $x^2 = 19.27, p < .10$ with 32% of the women who denoted 11 hours per week having incomes below $10,000$, while 38% of the women who had no volunteer activities having incomes over $40,000$. Although 20% of the younger women were not involved in any activities, those who did volunteer gave the most hours; 60% of the women over 37 were involved in various ventures but generally limited their efforts to three hours per week. As could be expected, 68% of the unemployed women donated eleven hours per week but so did 55% of the women who worked. Since
the participants were busy women, volunteer activity was not merely an outlet for excess time and energy. Whatever their reasons these re-entry women were active forces in their communities.

A brief summary of this information would indicate the re-entry student is an intelligent employed woman, involved in community activities, who returns to complete her education.

ATTITUDES AND PERCEPTIONS

Goals, Objectives and Dreams

The following section of the questionnaire dealt with subjective material. An attempt was made to elicit the reasons which motivated these women to take part in the school experience. The only open-ended question in the survey asked the respondents to describe their objectives in attending college. A significant issue—perhaps the most significant observation in the survey—was immediately apparent. Although, as noted, the 'typical' student was a middle class woman, she was not "dabbling in culture, seeking relief from boredom" (Astin, 1976b, p. 57); rather she was highly motivated with specific goals. The data show that 81% of the participants (N=122) had a specific objective of job preparation or career advancement.

(My objective is) to build a career for myself in which I can earn a better than average income, where I can achieve self satisfaction through development and challenges and to enter an area where I feel I'm making a contribution to our society and not doing boring, monotonous, routine work where I feel there is no
satisfaction. (Questionnaire #64, 28 years old, lives with partner, income $10,000 to $19,000).

A highlight of these findings is that the vast majority of respondents in these continuing education programs had specific occupational goals. However, the participants who were currently working showed a stronger career orientation than did those respondents whose experience with the labor market had been interrupted or postponed by marriage and childrearing. The cross tabulation of the variables importance of career with employment status produced $x^2 = 10.28, p. = .016.$

The specificity of practical goals did not rule out other factors which these women believed to be additional benefits of education. Personal fulfillment was cited by 94% of the respondents (N= 143).

My original objective was merely to obtain a B.A. degree. Since entering school, I have revised my goal to obtaining at least an M.A. or perhaps even a Ph.D. in my area of interest. I also like learning for the sheer joy of it, even though it is hard work at times. It has really given me something of value besides the acquisition of academic credit alone. (Questionnaire #142; 44 years old, married mother of four, top income level.)

The following quotes illustrate the different motivations which characterize women involved in the same endeavor.

A young (22 to 25) woman wrote:

College has made me more aware of competition, hence I can get everything I need to compete
with others. My objectives:
1. To be a better person
2. To expand my employment possibilities with a degree
3. To gain financial independence at a future time so I can better provide for my son (elementary school age).
(Questionnaire #59, single mother, lowest level income).

The fact that the continuing education programs provided the support and the training these adult women needed to acquire skills to enter (or re-enter) the labor market was demonstrated in the comments of a mother of two.

It became important to me to do something for myself. I always wanted to be a nurse and at 33 decided I was going to do it no matter what. It also became important to me to attain the Bachelor's in terms of my own sense of achievement. (#79, married, upper-level income).

The response of a fifth woman shows her acceptance of a social perception of female roles representing one of two extremes: the 'traditional' wife and mother as opposed to the full-time career woman.

(My objective is) to obtain a BSN (Bachelor of Science in Nursing). First time around I stayed home with children after graduating from college. At that time, it was believed a college graduate could always get a job. When I was ready, the times had changed. Instead of being satisfied with a menial job, I decided to start all over again, but do it 'right' this time (#115; 35 to 39 years old, middle income).
Despite the determination evidenced by the dogged pursuit of her educational goals, the re-entry woman often questions whether she has the right to meet her own needs. These feelings are reflected in the rationalization of her reasons for re-entry. Evidence of this role conflict is seen in certain comments.

I hope to find employment which will help finance the education of my two sons. I also want to be self-sufficient and able to support myself should the need arise. My education has also been for my own enrichment and self-confidence (#148; 30 to 34 years old, middle income).

Additional evidence of role conflict is demonstrated in the occupational choices of the participants. Among the women who specified a particular field, the overwhelming majority chose an occupation which stressed a capacity for nurturance. This "occupational segregation" indicates that many of these respondents still believe a major requirement of women's role is adaptability to the needs of others. Illustrative of this perspective, fifty-six of these students were working towards a BSN, ten women planned on teaching careers, five wanted to be social workers, and three had chosen to be counselors. Conversely, nine of the respondents, one out of sixteen, was earning a degree in business administration.

To summarize, in this survey, a majority of eighty-one percent of the respondents (N= 122) had a specific material objective of preparing for employment or for a better job.
To this end, the receipt of a degree was the stated objective of 78% of the students. And virtually all of the respondents (95%) sought personal fulfillment through school attendance. Analysis of the written personal objectives which stressed career development noted several subgroups—women who had to work to support or help support themselves; women who required an additional degree for advancement; and mid-life women with decreasing family demands who saw work as a viable option. Emphasizing the fact that careers were more important to women without partners, the cross tabulation of age and marital status with employment as a control variable produced $x^2 = 19.95$, $p = .011$ for unemployed women with 84% of the respondents in this category being married; and $x^2 = 32$, $p = .001$ for employed women. Similarly, a cross tabulation of the variables of family income and age with importance of career as a control produced $x^2 = 39.73$, $p = .005$ with career as very important and $x^2 = 16.63$, $p = .005$ with career as less important. In this last instance those respondents who cited careers as not important were over forty years old and had incomes above $40,000 per year. The professional benefits of additional education was an apparent motive for the participants who were working at the time of the study. Cross tabulation of the variables 'prepare for better job' and 'importance of career' produced $x^2 = 14.86$, $p = .021$. Finally, women in their forties who
had discontinued their educational and/or occupational plans to raise a family, were, at the time of the study, in a situation with decreasing familial demands on their time and energy, thus the cross tabulation of age and 're-enter because family responsibilities less' produced $x^2 = 31.08$, $p = .001$.

Factors Affecting Re-entry

Although the personally selected and implemented goals in attending college were clearly and succinctly stated, the reasons which prompted the specific act of re-entry seemed difficult for the women to pinpoint. Nearly one-third of the respondents (32.4%) did not complete this section, and many respondents chose several reasons but did not rank them in order of importance. This reaction would seem to indicate that a variety of factors not one particular event are involved in the process of school re-entry. Furthermore, it is possible that re-entry is a process which progresses from a period of discontent through a stage of investigation of options and culminates in the decision to return to school. Therefore, when asked to retrospectively enumerate the factors which influenced their re-entry, the students remembered a confused interval before their feeling were clarified. "Tasks of the preparation phase involve removing psychological blocks that prevent commitment to exploring new roles and options" (Brooks, 1976, p. 33). Among those
who answered, the most frequently cited reason (67%) for re-entry was the availability of the particular program. This response seems to indicate that the decision to return to school had been made at a prior point in time when the student assessed her capabilities. Sixty-one percent noted recommendation of others indicating that a friend and/or role model influenced their decision. More concrete factors noted were the availability of funds; this variable (chosen by 55%) when examined with family income produced chi square = 22.70, p. = .012. Thirty-five percent of the women who answered listed dissatisfaction with job as a reason for re-turning to school; 25%, lessening of home responsibilities or bored at home; 16% re-entered school because of home situations, either severe marital problems or serious illness or death.

As noted in the section above, the encouragement of others was a strong motivation for re-entry. It is not surprising that more than half of the survey participants (52.4%) learned of their college's continuing education program by 'word of mouth.' One out of four women had learned of the program through meetings or pamphlets, and 22%, through media channels.

Just as participants had more than one reason for returning to school, many women had several motives in choosing the college currently attended. For sixty-eight percent
(N = 102), the primary reason was the particular program offered. For sixty-six percent (N = 100), proximity was an important factor. Seventy women (46.4%) noted the particular major, while for 33% of the women a deciding factor was the scheduling of courses required by their major. Twelve students chose their school because of cost per credit hour, and nine, because of child care facilities. A surprise finding was that only two respondents cited friends on campus as a reason from attending a certain college. This fact would indicate that friends' recommendations were "a catalyst in their involvement" (Astin, 1976a, p. 87), but their presence on campus was unnecessary.

**Effect of the Women's Movement.**

The students' responses to the questions about the women's movement revealed a paradox. For many women in this survey, the feminist movement and the areas on which it focused represented a female conundrum, motherhood as an opposing force to personal ambition. Only five of the respondents adhered to the tradition of female dependence. However, slightly less than half (42.3%) of the students believed that ability and femininity were compatible attributes, whereas the majority of respondents admitted to attitudes of confusion over any possible combination of the qualities of self-sacrifice and competitive drive. Thus, slightly more than half of the participants (55%) cited
mixed feelings' towards the movement; forty-two percent were positive, and only 3% were negative.

There were thirteen categories investigated under the taxonomy of the women's movement. The six items which received the most positive responses were: encouraging young females to consider all career opportunities (92.4%, N = 134); becoming aware of issues involving women (86.3%); asking the family to share more household tasks (76%); becoming more ambitious (64%); feeling equal to men (61%); and believing men exploit women (53%). In contrast, less than half of the respondents agreed with the following seven statements: 42% questioned their lifestyle and goals; 30% had been reinforced in their traditional views; 26% felt their marriage had improved; 20% had been reinforced for their feminist views, and another 20% were restless and discontent; while only 14% noted they were less tolerant of traditional housewives. Another notable statistic was that only thirteen women felt their marriage had been threatened, but eleven of these women were employed. These figures give no explanation of causal relationships, whether work preceded marital problems, or whether the home situation was a motivating force behind the women finding employment. An investigation of reactions to the women's movement was examined through the variables of age, family income, marital status, and employment status.
The ambivalent attitude towards the women's movement in general was apparent under closer examination of the correlation between the specific responses and these four variables (See Table One). One fact was quite obvious. The age of the respondents, i.e. cohort membership, had little effect upon the attitudes of these students. In only one instance did the factor of age affect a result. The cross tabulation of the variable 'believe men exploit women in work situations' with 'age' approached statistical significance with $x^2 = 13.72$, $p = .089$.

A review of Table One, Factors Relating to Women's Movement, illustrates that employment status was the variable which most frequently produced statistically significant relationships. Marital status was a variable which also produced four significant results, but the correlation between this variable and the items 'increased marital rapport' and 'increased marital tension' produced artificial figures relating only to married couples.

"Family income" as a variable correlated to three questions, but the results were less significant than those obtained by 'employment status'. It is possible that the ambivalent attitudes illustrated by the responses to questions concerning the women's movement are indications not only of personal confusion over role conflict but also represent a negative reaction to certain terminology. For example, as
## TABLE ONE

### FACTORS RELATING TO WOMEN'S MOVEMENT

<table>
<thead>
<tr>
<th>Question Categories (Astin, 1976a, pp. 157-158)</th>
<th>Age</th>
<th>Income</th>
<th>Marital Status</th>
<th>Occupational Status</th>
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<tr>
<td>Attitude towards women's movement</td>
<td>5.23</td>
<td>13.89</td>
<td>8.04</td>
<td>1.36</td>
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<tr>
<td>Less tolerant of housewives</td>
<td>9.83</td>
<td>5.62</td>
<td>3.10</td>
<td>.960</td>
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<td>Feel equal to men</td>
<td>6.89</td>
<td>13.32</td>
<td>6.32</td>
<td>.642</td>
</tr>
<tr>
<td>Student is more ambitious</td>
<td>12.97</td>
<td>3.93</td>
<td>11.94*</td>
<td>14.18***</td>
</tr>
<tr>
<td>Student ask family share chores</td>
<td>7.94</td>
<td>17.14*</td>
<td>13.35*</td>
<td>6.80</td>
</tr>
<tr>
<td>Reinforced for traditional views</td>
<td>9.74</td>
<td>10.13</td>
<td>6.07</td>
<td>1.94</td>
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<tr>
<td>Questions lifestyle, goals</td>
<td>10.01</td>
<td>14.08</td>
<td>9.09</td>
<td>2.43</td>
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<td>More aware women's issue</td>
<td>11.03</td>
<td>5.49</td>
<td>6.15</td>
<td>1.72</td>
</tr>
<tr>
<td>Encourage females' careers</td>
<td>12.27</td>
<td>5.33</td>
<td>6.89</td>
<td>3.52</td>
</tr>
<tr>
<td>Increased marital report</td>
<td>4.53</td>
<td>9.31</td>
<td>17.14**</td>
<td>12.75***</td>
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<tr>
<td>Feel men exploit women</td>
<td>13.72*</td>
<td>14.26</td>
<td>1.14</td>
<td>5.71**</td>
</tr>
<tr>
<td>Student is restless</td>
<td>6.85</td>
<td>20.66*</td>
<td>5.85</td>
<td>.605</td>
</tr>
<tr>
<td>Marriage is threatened</td>
<td>4.33</td>
<td>17.95</td>
<td>25.14***</td>
<td>6.28*</td>
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<tr>
<td>Reinforced for feminist views</td>
<td>10.95</td>
<td>10.85</td>
<td>5.92</td>
<td>.479</td>
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</table>

*p < .001 = ***

*p < .01 = **

*p < .05 = *

*p < .08 = +
<table>
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<tr>
<th>Question Categories</th>
<th>(Numbers designate Chi Square)</th>
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<td>Attitude towards women's movement</td>
<td>Age 5.23  Income 13.89  Marital Status 8.04  Occupational Status 1.36</td>
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<tr>
<td>Less tolerant of housewives</td>
<td>Age 9.83  Income 5.62  Marital Status 3.10  Occupational Status .960</td>
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<tr>
<td>Feel equal to men</td>
<td>Age 6.89  Income 13.32  Marital Status 6.32  Occupational Status .642</td>
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<tr>
<td>Student is more ambitious</td>
<td>Age 12.97  Income 3.93  Marital Status 11.94  Occupational Status 14.18***</td>
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</tr>
<tr>
<td>Student who family share chores</td>
<td>Age 7.94  Income 17.14  Marital Status 13.35*  Occupational Status .680</td>
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<td>Reinforced for traditional views</td>
<td>Age 9.74  Income 10.13  Marital Status 6.07  Occupational Status 1.94</td>
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<tr>
<td>Questions lifestyle, goals</td>
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</tr>
<tr>
<td>More aware women's issue</td>
<td>Age 11.03  Income 5.49  Marital Status 6.15  Occupational Status 1.72</td>
<td></td>
</tr>
<tr>
<td>Encourage females' careers</td>
<td>Age 12.27  Income 5.33  Marital Status 6.89  Occupational Status 1.52</td>
<td></td>
</tr>
<tr>
<td>Increased marital report</td>
<td>Age 4.53  Income 9.31  Marital Status 17.14**  Occupational Status 12.75***</td>
<td></td>
</tr>
<tr>
<td>Feel men exploit women</td>
<td>Age 13.72*  Income 14.26  Marital Status 1.14  Occupational Status 5.71**</td>
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</tr>
<tr>
<td>Student is restless</td>
<td>Age 6.85  Income 20.66*  Marital Status 5.85  Occupational Status .605</td>
<td></td>
</tr>
<tr>
<td>Marriage is threatened</td>
<td>Age 4.33  Income 17.95  Marital Status 29.14***  Occupational Status 6.28*</td>
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</tr>
<tr>
<td>Reinforced for feminist views</td>
<td>Age 10.95  Income 10.85  Marital Status 5.92  Occupational Status .479</td>
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noted above, the majority of respondents (92%) stated that all occupations should be available to women, but only one out of six felt reinforced for feminist views. It seems these participants may still believe womanhood and ambition are opposing forces and are careful to disassociate themselves from a 'negative' stereotype.

For many women in the survey, career plans and motherhood pose a very real dilemma. Nearly all of the participants (98.3%) cited the importance of a career, indicating a high degree of motivation and self-direction. Single women and women already employed were twice as likely as non-working married women to rank careers as "very important." Conversely, with one exception, the nine women who felt a career was not important were unemployed married women.

These findings suggest the continuing education woman presents an image of inconsistency. At the same moment she disregards imposed limitations and drives toward a predetermined goal while simultaneously accepting social restrictions, especially attitudes of compliance and avoidance of conflict (i.e., the students are not less tolerant of traditional housewives, and only half of them believe that men exploit women). This 'strategy of survival' (Brown-miller, 1984, p. 19) is a behavior pattern which cuts across age, income, marital and employment status.
Student Assessments of Interpersonal Relationships

Of primary importance in the consideration of familial relationships is the aforementioned attitude that ambition can be at odds with nurturance. "Nurturant labor includes child care, spouse care ... putting the demands of others before one's own." (Brownmiller, p. 222). This perception of motherhood as a female's most valuable function places severe limitations on opportunities outside of the home. In developing her own identity, the mature woman must consider a re-ordering of the pattern of lives of all family members. Viewed in this context, it is not surprising that in response to 'age of children if mother works or attends school,' participants checked every category from infant to eighteen years old. Almost one-third of the respondents (31.8%) cited elementary school; twenty percent chose ages two to five; twelve percent noted infancy, and three women said eighteen. However, twenty-five women (17%) added their own criteria, 'depends on family situation.' Employed women were far more liberal about children's ages: eight out of nine cited working while the child was an infant. The respondents' perception of the trend toward change in women's roles was reflected in their actual behavior as evidenced by their employed status. However, this behavior pattern was responsible for concomitant attitudes of guilt. A cross tabulation of the variables "children's age if mother works"
with "concern over neglect" produced $x^2 = 16.14$, $p = .013$; mothers whose offspring ranged in age from infancy to elementary school experiencing the greatest problem.

A large percentage of respondents (73.9) perceived their husbands as supportive of school re-entry, actually sixty women (46.2%) rated their husbands as very supportive. Nine husbands were considered non-committal; four unsupportive; and three, very unsupportive. In this last category, one respondent included a former husband where, as noted earlier, "tuition was a major issue in the divorce settlement" (#52). An explanation for the high proportion of supportive husbands may be that many women whose husbands were opposed to school have withdrawn, and, therefore, this number may be artificially high. This reasoning applies to the constancy of partners' attitude. According to the respondents only 14% of their husbands had become less accepting of the school situation, 18% more accepting, while the attitude of two-thirds of the partners had remained the same.

A similar pattern existed among the participants with children old enough to express opinions. One half of the respondents (58%) were mothers; this figure included those women who were single parents. Seventy-seven percent of their offspring were positive; 10% not interested; and 8% were negative. Sons in early adolescence were the most resentful over perceived changes, such as a statement that he
is, "Usually negative because now he has to clean for himself" (#30). The offspring of women in their forties were mature enough to understand their mothers' efforts and furthermore were old enough that their lives were naturally diverging. These mothers reported increased respect from this age group, including long distance calls from college for help with homework.

School participation was credited with the following effects: One-third of the families were more organized and talked thing over more, although half of the respondents noted the family had less time together. Other positive effects of school involvement were: improved job status (17%) and improved marital relations (11%). Less positive effects were increased marital tension (20%) and a decrease in social activity (24%). One-third of the women did not respond to the question about marital accord, perhaps because it was a sensitive topic, or perhaps it was an unresolved issue at the time of the survey.

The family of procreation was not the only unit to affect or be affected by an adult woman's return to school. Relationships with relatives and friends were also subject to change following school re-entry. The reaction of family and friends was an important factor in a woman's adjustment to the student role. Most of the respondents (73%) believed their parents had positive attitudes towards their daughter's venture. Two out of three of the mothers were
positive; the other third was equally divided among not interested and negative. Mothers who had worked or who had some college education themselves tended to be positive while those who had not been employed or not completed high school were more likely to be negative. A correlation to fathers' education also existed. However, for either parent a 'mixed' reaction seemed to be indicative of a particular personal relationship. Overall, the siblings of older students were a little less supportive; 59% had positive attitudes, 26% had mixed feelings, 11% were not interested, but only 3% were negative. For married respondents, one out of two sets of in-laws were positive, the other 50% were divided fairly equally, among the other categories approximately 15% had mixed feelings, were not interested or were negative.

As stated, members of the students' close personal networks were predominantly supportive of her return to school. Persons with whom the students were less intimately involved were somewhat less supportive. Among family relatives, a positive attitude was held by 59%; mixed, 24%; and 15% were not interested. Fifty-four percent of the students' neighbors were positive; 15%, mixed; ;and twenty-five percent were not interested. Finally, employers were perceived to be generally supportive: 76% were positive, 9%, mixed; 12%, not interested; and 3% negative. Although only a minor percentage, the non-supportive employers created
scholastic problems for the women students by insisting upon inflexible work routines which complicated class scheduling.

Social Networks

Relatives, as noted above, were generally willing and able to accommodate the demands made when the respondents altered their lifestyle. However, the students encountered problems when interacting with friends made prior to the school experience. In the area of social networks, the ambivalence which threaded the pattern of the continuing education woman reappeared.

Nearly three-fourths of the respondents (N = 106) stated the attitude of 'old' friends was positive, and 52% (N = 79) added that their friends' support and interest was helpful. However, 68% of the students (N = 100) also stated that the amount of interaction with these friends had decreased, and seventy-five women (49%) admitted it was "difficult to find the time" for interaction. From a financial perspective, women in the income bracket $20,000 to $29,000 had the largest percentage of supportive friends (84%), but 8% of this group also reported negative reaction from significant others. Almost two-thirds (63.6%) of the students with annual incomes below $10,000 had supportive 'old' friends, with the remaining percent 'not interested.' In the $30,000 to $39,000 and over $40,000 income brackets respectively 81% and 73% perceived these friends as supportive with 13% and
20% citing friends as 'not interested.' Only two women in each of these categories noted negative reactions.

In discussing social networks, one caveat must be heeded; many respondents did not answer certain questions eliciting information on this topic. These answers, conspicuous by their absence, represent another attitude ambivalently expressed. To illustrate this premise, only twelve participants noted that the attitude of 'old' friends created stress; two checked 'no'; and 137 respondents did not reply to this question. Similarly, ninety women (60%) did not respond to the statement that maintaining contact was a problem, and seventy-four women (50%) did not say if it was difficult to find the time.

In examining the next data, it is important to remember that the survey asked only about persons met through the college experience whereas 'old' friends represented neighbors, members of clubs and recreational activities, etc. Using criteria similar to those employed by Rand and Schiavo the respondents were asked to note the manner in which they shared personal feelings with friends made prior to school and with people from the college community. Four categories were investigated: sharing confidences; asking advice; telling good news, and discussing school work. As Figure Three illustrates, the following pattern emerged. The respondents were more apt to confide in and ask advice of
Comparison of Interactions with Old and New Social Networks

Confide In

Old

New

Ask Advice

Old

New

Tell Good News

Old

New

Discuss Schoolwork

Old

New

FIGURE THREE

- often
- sometimes
- never
old friends. Good news was exchanged almost equally with old and new friends, while most discussion of school work took place with college friends.

One hundred and nine respondents (72%) noted they interacted with persons from college; twenty-five women said the time spent with these persons had increased, and eighty-four said it had remained the same since the return to school. Significantly, forty-one students did not respond to these questions. In discussing the reasons for interaction with new friends, 88% respondents cited similar interests, 55% noted similar problems, but only 23 (15%) thought proximity was a factor.

Employment was a variable affecting the social network percentages. Although the perceived supportive attitude of 'old' friends was virtually identical (72% for working women; 74% for those not employed), only two-thirds of the women who worked interacted with college people compared to 84% of those who did not work. Furthermore, fifty-one of the fifty-two employed students who replied to the question had difficulty finding time for old friends. (Note: 42 out of 94 employed persons did not respond.) Since school requirements have to be added to the demands of work and family, time was probably an important factor in these figures.

Notations in the margins of some questionnaires gave further support to the premise that the change in the students' lives affected others and prompted reactions.

"I think that for some friends, especially for those who do not have an education, my
education poses a sort of threat. Some of my friends avoid the subject and thus appear uninterested" (#143).

More negative feelings were expressed in comments volunteered by two community college students. "They (old friends) don't want to see anyone get ahead" (#137), and, even more vehement, "If they don't like it, they can eat my dust" (#140). These findings seem to verify Schiavo and Rand's research that, "the nature of the interaction is what is relevant, not the specific individual" (1983, p. 6).

Special Problems for the Re-entry Women

Three issues are particularly salient for women returning to school: low self-confidence, time management and role conflict. These are the same concerns noted by Brooks (1976) who wrote that re-entry women are in a "transitional state that is resolved in series of stages" (p. 36). The results obtained from this survey portrayed a returning student as presenting a paradoxical appearance with her accomplishments in the job market and/or volunteer experience counteracted by an extreme lack of confidence.

Fears and Doubts. Despite the determination evidenced by the dogged pursuit of educational goals, the respondents were unsure of their academic abilities. Eighty-nine percent of the students (N = 133) stated that school re-entry created anxieties, and this attitude was most frequently expressed in an acute fear of exams, noted by two out of three participants. There was a frequency correlation which approached significance between 'age of student' and 'anxiety'
The age categories thirty to thirty-four and over forty showed the highest rate of anxiety. This writer believes that the younger age category experienced stress because this group had the responsibility of young children, while for members of the older category, a long time interval had elapsed since previous schooling. This premise, that the amount of time lapsed since previous schooling would affect the older respondents' attitude concerning their ability to achieve academically, received statistical verification. A cross tabulation of the variables 'age' and 'time interval' with 'exam anxiety' as the control produced $x^2 = 79.37$, $p < .001$ for those who were concerned and $x^2 = 39.6$, $p < .001$ for those few who were not.

Although the vast majority of students mentioned that exams created a particular pressure, it was a very specific concern. Several reasons mitigated the severity of this problem. First, the strong academic records of the respondents was proof of their academic capabilities. Second, a general fear of failure, actually failing out of the program, was a concern for only 13% of the students; a minimal concern to two-third of the women, and none at all to the final 15% of the respondents.

In attempting to categorize possible scholastic problems for returning students, a list of potential difficulties was devised. Unfortunately, a number of partici-
pants omitted certain questions, so the responses recorded represent a limited percentage of respondents. The results indicated that next to exam anxiety, the second most frequently cited problem was allotment of time. Three out of four of the respondents cited difficulty in this area. This figure is confirmed by Brooks who states, "management of time is one of the primary difficulties of 'the re-entry woman'" (Brooks, 1976, p. 35). For one-third of the respondents writing papers was a particular obstacle as was the instructor's way of presenting material. One in four students had difficulty with recall ability, but there was a notable differentiation in accordance with the respondents' age. A cross tabulation of the variables 'recall ability' and 'age' produced $x^2 = 21.2$, $p. = .007$ with (55% of the students over forty years old citing recall as a problem, decreasing steadily to 16% of the youngest respondents). Other problems associated with the students' scholastic competencies were difficulty in comprehension, 16%; inadequate study skills, 15%; and inadequate past preparation, 14% with those who specified stressing math.

**Time Management**

The next section of questions dealt with social and familial stress factors. Some of these items showed a relationship to the variables of age and employment status. Overall, 'conflicting demands on time' was a major problem
for one-third (33.8%) of the respondents, while an additional 50% noted 'some trouble.' Logically, among those women who cited problems with time management, two out of three were employed. Since 126 out of 151 respondents had some degree of trouble managing time, obviously it was one of the primary difficulties confronted by these continuing education women. One divorced, working woman with a GPA of 3.8 wrote, "Time conflicts are a fact of life--getting assignments in on time--doing quality work to keep cum high" (#71).

In the area of conflict specifically between family obligations and studies, twenty-eight women (19%) cited a 'great amount' of trouble, and seventy-five (51%) noted 'some trouble.' Age was a variable affecting this family situation producing $x^2 = 33.87$, p. = .006, with the age categories 26 to 34 having the most difficulty. It should be noted that many women in these age groups were employed, and, as noted earlier, women in their thirties had the highest percentage of young children. Not surprisingly, a cross tabulation between 'marital status' and 'family/study conflicts' produced $x^2 = 31.92$, p. = .001. One in three of the women who were divorced, widowed, or separated had a 'great amount of trouble,' one in five of the women who were married or had partners; and only one in twenty of the single women. When the distribution of 'marital status' and 'family problems' was examined with 'employment' as a control
variable, the results revealed that working women with commitments outside the home, other than school, had more severe problems than unemployed women, \((x^2 = 17.47, p. = .026)\) for unemployed women with the largest percentage of non-working women having minimal problems, and \(x^2 = 20.95, p. = .051\), for employed women, with those who had no partners having a great amount of trouble.

A severe conflict between job obligations and studies was noted by only 12% of employed women, with an additional 30% noting 'some trouble.' Therefore, one out of three working women had no problems in this area. This writer assumed that this group of women established priorities and allocated certain responsibilities to other persons. As noted earlier, a decrease in time spent with significant others was a concern for some of the respondents, but rather than a cause of stress, the disapproval of friends, family or neighbors was noted as a minimal problem for nine percent of the participants, and none at all for 27%. However, nearly two-thirds of the students (62%) did not respond to this question, and the lack of response could be further indication of the desire not to acknowledge a shifting social network.

Role Conflicts

The majority of the respondents \((N = 110)\) believed that the faculty had positive attitudes towards teaching older
students. One in five respondents had minimal trouble, relating to the faculty, eight students had 'some trouble,' and only one student had a severe problem. Two points should be noted. Although this question researches a type of social interaction, virtually everyone answered. Second, these findings do not correlate with the results noted earlier that more than a third of the students had difficulty with the way the instructor presented material. Cross tabulating these two teacher variables produced $\chi^2 = 6.18$, $p = .637$; and examination of the cells shows that 34 of the 54 students who had difficulty in class still perceived the instructors as positive. It may be possible to conclude that this communication gap represents either a learning problem on the one hand, or a lack of teaching skill on the other.

Maintaining an active social life was a big problem for one in five respondents, a concern for one in three, a minimal problem for 28%, and none at all for 14%. Of interest is the fact that only seven women did not answer the question in this section, but sixty-four women had not responded to a similar question earlier in the questionnaire (question 35), asking if social life had decreased. The reason may be that the former section emphasized possible difficulties caused by school re-entry, and this latter section stressed time allotment.
Half of the respondents had no problem interacting with students of traditional college age, defined in this study as between 18 and 22 years old; another 27% experienced minimal difficulty; 16% had some problem. Only two respondents noted a great amount of trouble interacting with younger students, and both of these women were in the youngest age category, 22 to 25 years. This writer concluded that a type of sibling rivalry developed between these young career women and the traditional students. The students in the older age categories generally had less friction in their relationships, however, a cross tabulation between 'age' and 'interaction with traditional students' was not statistically significant, ($x^2 = 21.37, p. = .164$).

Inability to attend to her family's needs as fully as in the past could produce feelings of guilt and/or anxiety in these re-entry women who, as noted earlier, felt strongly about excelling academically. Perhaps because the conflicting goals produced discomfort, many of the respondents chose not to share their feelings, and, therefore, the results of the following section are not indicative of the entire population. Among those who did respond, neglect of partner was a great concern for fourteen women, of some or minimal concern to two-thirds of the respondents, and no problem for one out of five. These figures are not related to age or employment status. One in six mothers expressed
great concern for her children; one in five, some; and one in four, minimal or none. As could be expected, an examination of the distribution of 'children's age' and 'concern for children' produced $x^2 = 25.58, p < .001$. When employment status was the control variable, the cross tabulation of the variables 'concern for children' and 'conflict of family obligations' produced $x = 10.24, p = .017$ for mothers who were not employed and $x = 16.11, p = .001$ for mothers who worked. These figures illustrate the role conflict for mothers with interests outside the home.

I have overall feelings of guilt/anxiety about not performing traditional role and great resentment towards people who expect me to perform this. (College) has made me realize how difficult it is to fight tradition, also, what I am capable of is limited. Remember! Never let anything deter you! (#146)

Possible neglect of parents was a big problem for only two respondents; some problem for one out of six; minimal for 40 students, and none at all for 60. Two facts should be underscored: First, nearly all the participants answered this particular question; second, there was no relationship between the variables 'age' of student and 'concern for parent.' This writer believes that the comfortable economic situation of most of the students in the older age categories had alleviated the financial problems associated with aging parents. Finally, the question of money as a problem
elicited quite disparate responses, with 44% of the participants citing money as a definite concern, while in contrast, 56% had little or no problem. For those respondents with financial limitations, however, tuition costs were a very real concern. These financial needs of the students interfered with the family's accustomed way of life. The women felt guilty about the tangible costs to their families; another instance when their involvement in new activities challenged the stereotypic image of how a mother should behave. This attitude created painful misgivings which became a formidable obstacle to overcome. "Money! Money is the problem and whether this all worth it--will I be able to do the work I want?" (#71, divorced mother, income under $10,000).

Self Ratings and Attitudes

The questionnaire's last section for the students asked participants to rate the effects of the college experience. Eighty-five percent (N = 126) stated that college had increased their confidence and self-esteem. Seventy-eight percent of the respondents felt that college had provided direction, and the same percentage believed that due to the school experience, they were open to new ideas and were now aware of possible options in lifestyle. Seventy-three percent believed they were happier persons; while 72 felt
college participation had increased their employable skills. In the last five categories of questions, the students were less favorably disposed towards positive responses. Thus, 58% believed they had increased respect for other women. Only 14% cited school re-entry as the causal agent in seeking employment. (However, two-thirds of the participants were already in the work force.) Twelve percent of the students were depressed, six percent believed college had decreased their self-confidence, and three women believed school attendance had convinced them to stay home.

The final question asked respondents to rank how happy they were as compared to five years previously. Admittedly, happiness is a subjective state of mind at best. Furthermore, the retrospective time limit was chosen arbitrarily because it would probably mean a comparison with pre-college years. In analyzing their respective states of well-being, the respondents ended on a final note of ambivalence. Although 76% of the participants had cited untrue or very untrue to the previous statement about depression, 85% said they were happy or very happy; furthermore, although 12% were 'depressed,' as noted above, only 3% were 'unhappy.' However, the same percentage of women (13%) who were neutral about depression were also non-committal about happiness. The most logical explanation for the discrepancy in numbers is that happiness was interpreted by the respondents in a
global sense referring to their entire lifestyle, while depression was seen as involving only school participation.

"To See Ourselves As Others See Us"

In order to obtain another perspective of the older student, a ten question fixed response questionnaire for a relative of the respondent was attached to the student forms. It was hoped that the responses to this set of questions would give insight to the reaction of the family members to the woman's participation in school. The questions sought data to illustrate what changes had taken place within the families. Specifically, were there behavioral changes, and/or attitudinal changes; and, most importantly, what were the relatives' perceptions of the woman in her student role?

The first surprising result was the high percentage of responses; relatives of sixty-seven percent (N = 102) of the students took part in the survey. This level of participation can be interpreted as indicative of the interest the family has in the woman's school involvement. All categories of relatives were represented: spouse/partners, 86%; children, 7%; parents, 2%, and siblings, 1.5%. Because of the different relationships, the responses to some of the following questions were divided into subcategories when marital and familial reactions varied significantly.

In their responses, the relatives demonstrated a generally supportive attitude, an awareness of the woman's
determination, and an admiration for her perseverance.

Ninety-five percent of the relatives believed the student would complete her education, with sixty-four of the seventy-five spouse/partners giving a positive response. An even larger percentage of relatives were supportive of the idea of the woman's school attendance: 60% ranked the concept very good; and another 29%, good. Husbands voted 65% and 31% respectively. Only one husband rated school participation as 'poor' (he was from an Asian background with ethnic prejudices against females in competitive fields), and two husband/partners did not care. The husbands' reactions confirmed their wives' perception of their supportive attitude; a cross tabulation of these variables indicated a significant relationship, \(x^2 = 28.98, p. = .001\). Not surprisingly, another frequency correlation approached significance between the variables of 'attitude' and 'level of partners' education, \(x^2 = 39.96, p. = .067\). However, before concluding that continuing education women generally have supportive families, it must be noted that one-third of the students' relatives did not fill out a questionnaire, and, even more important, women with non-supportive families and/or husbands may have never attempted or quickly withdrawn from school.

One husband/partner volunteered, "(Education) is a great experience for an adult woman" (#121). Another stated, "If a 'level of partners' education, \(x^2 = 39.96, p. = .067\). However,
woman has emotional and financial support, she can do whatever she wants!" (#30). Still another wrote, "Today's woman almost has to achieve her course on life before marriage! To attempt to accomplish goals after, especially with children, is near impossible, except with my partner!" (#16). Some supportive husbands unknowingly echoed society's confusion over roles; "An adult woman needs to be educated as anyone else does" (#133), and "I want her to continue but at a slower progress, so she has more time to spend with the family" (#115).

Since the return to school, the relatives' believed their attitudes had remained fairly constant; 70% maintained the same attitude, 20% liked the idea of school better; only eight husbands like it less. The women knew their husbands well, in this instance, with the student's opinion of attitude constancy and his ranking of it producing $x^2 = 15.44$, $p = .004$.

While the partners represented in this survey were strongly supportive of the woman attending school, they were not always aware of her reasons for doing so; children, parents, and siblings were more accurate than husbands in this area. Nearly all the relatives (90%) agreed that self-improvement was an important motivation for the student (husbands, 87%); and 88% noted a college degree as a goal (husbands, 85%). These results mirror the answers of the
students, themselves. However, only two-thirds of the husband/partners cited the importance of career objectives, while 78% of the other relatives acknowledged this motivation. One in three husbands believed the woman was bored at home—twice the number of other relatives, and, more importantly, twice the number of students who noted this reason for themselves. Apparently, spouses tended to deemphasize the significance of the job market and over-emphasize the significance of the hearth.

Husbands and wives generally agreed on the appropriate age of children before a woman goes to school or work: $x^2 = 53.33, p = .024$. A point of interest is that sons and daughters cited elementary school or older as the age for offspring of working parents, perhaps as a result of being latchkey children themselves.

In investigating possible areas of change within the family, the relatives appeared less selfless in their attitudes, tending to emphasize their own personal considerations. Here, again, the women students were astute observers of their families' reactions. One-third of the relatives said that as a result of college, the children had increased respect for their mother. This attitude corresponded to the students' assessment of childrens' opinion, $(x^2 = 7.04, p = .071)$. All categories of relatives described the children as becoming more independent (66%).
and confirmed the students' statement that the family shared more household tasks, \( x^2 = 9.20, p. = .010 \). Since the woman became a student, one-third of the relatives felt the family was closer, and three out of four relatives believed that the mother's increasing scholastic expertise was beneficial in discussing homework and modeling study skills. A less fortunate correlation approached significance in regard to time allotment. The students and their families agreed that school commitments necessitated spending less time together, \( x^2 = 6.79, p. = .079 \). A poignant comment was made by a twelve year old daughter whose recently divorced mother worked and attended college, "School is great for her. It's hard to find time together, but we manage" (#52). Another daughter, expressing both support and role conflict, wrote, "I think it is good that women who have not attended college and graduated go and get a degree. More women should be going to college when the kids (if they have any) are old enough" (#70).

The next section, which dealt with the behaviors and attitudes of spouse/partners, was particularly interesting when placed in conjunction with the students' assessments of these same characteristics. It was fortunate that the degree of support was not measured by the partner's assistance with household tasks. Barely forty percent of the men stated that they had taken on more home chores. The students tended to
see their helpmates as more helpful than these men described themselves, $x^2 = 5.19$, $p = .075$. The greatest disparity of opinion involved social activities. Nearly half of the spouse/partners (47.8%) stated social life had decreased and compared with the students' opinion this was significant for its lack of significance, ($x^2 = 2.7$, $p = .609$). The cells in this cross tabulation revealed that if one member of the couple felt social activity was curtailed, the other did not. In the area of marital accord, or lack of it, the viewpoints of the couples again coincided, $x^2 = 15.04$, $p = .002$. Specifically, most students and their husband/partners shared the opinion that school involvement had not increased marital discord although there were eight couples who did agree there had been an increase of tension in their relationship. There was similar accord when considering improved relationships; eleven couples cited an increased rapport, $x^2 = 11.11$, $p = .011$. However, since the vast majority of couples already saw themselves as mutually supportive, not specifying an improvement may simply indicate an already stable relationship.

Ambivalent attitudes towards women's roles held by some of the males were apparent in responses to the next series of questions. Although 82% of the partners noted that the students had more interesting topics to discuss, one in three men felt that school should not interfere with their
lifestyle. Furthermore, two out of three men stated that school requirements actually did interfere with other activities. These results indicated that the students and their partners had different perspectives on social activities although these findings were not statistically significant. The discrepancies between responses could be due to seeing the particular situation from an individual viewpoint or possibly be evidence of a lack of communication in the relationship.

Despite confusion in some areas, all the relatives were aware of the students' sense of well-being. An investigation of the student's self-rating of her state of happiness compared to the relative's rating of her happiness produced $x^2 = 26.61$, $p = .009$. College re-entry was seen by the participant and her family to be an emotionally fulfilling experience.

Asking relatives to rate changes in the students' attitudes virtually opened Pandora's box. In general, husbands were less perceptive of the students' professed feelings than were other relatives. A cross tabulation between students' increased self esteem and perception of this attitude by all family members produced $x^2 = 9.75$, $p = .021$. However, when student's feelings and husband's perceptions were compared, the results were $x^2 = 5.61$, $p = .132$. Investigation of the cells indicated that forty
husbands were unaware that their wives felt independent. Furthermore, 47% of the husbands believed their wives had less traditional views while only 20% of the women cited this attitude. Conversely, the three students who stated their place was at home were in complete accord with their husbands. Relatives and spouses noted that students questioned their lifestyle and goals; a cross tabulation of this variable with the students' perception produced $x^2 = 12.85$, $p = .002$ with relative's opinion, and $x^2 = 9.93$, $p = .007$ with partner's opinion.

Spouses were more accurate than other relatives in realizing that school had made the students more open to new ideas, therefore, a frequency correlation of this variable with the student's attitude produced $x^2 = 12.17$, $p = .007$ with partners, and $x^2 = 8.40$, $p = .038$ with other relatives. On the topic of ambition, partners were off course again. Unfortunately, intellectual promise integrated poorly with the socialized concept of women's role. Thus, although 64% of the students defined themselves as ambitious, their family's perception was strikingly different. A cross tabulation of these variables produced $x^2 = 3.94$, $p = .139$. Even more notable, the comparison of the women's assessment with that of only the spouse/partner produced $x^2 = 2.67$, $p = .263$, with 41% of the males disagreeing with the students.
Since every relationship extracts its toll from the individuals involved, the last question asked relatives if they wanted the students to continue with their schooling. Two husbands said no. Seventy-three husbands and all the other relatives stated yes. The final positive percentage was 98%. One husband wrote, "She is exposed to the school experience—even though 15 years after I was. This has made her more interesting and aware of contemporary problems outside of the home. Has definitely brought us closer together" (#38).
CHAPTER THREE: DISCUSSION AND CONCLUSIONS

The results of this study indicate that the growing number of adult women who seek a post secondary education are highly motivated students with pragmatic objectives. It is necessary, however, to limit the implications drawn from this research to the type of population from which the data was collected.

A telescoped view of the "typical" continuing education woman in this study portrays an adult female who is relatively affluent, has had some previous post-secondary education and is an above average student. Virtually all of these women view their participation in continuing education programs as an enriching personal experience. More significantly, despite their diversity in age, marital and occupational status, and scholastic continuity or discontinuity, the return to school for an undergraduate degree is a self-initiated venture, and the vast majority of these students have specific, long term goals. This sense of purpose is of paramount importance. The women in this study have acknowledged their personal and/or professional needs and they are pursuing their educational objectives with enthusiasm and determination.

From the information obtained it would be valid to conclude that the two major problem areas for these older
students are exam anxiety and allotment of time. Regardless of their age or the interval since previous school attendance, most women felt unsure about reclaiming lost skills or learning new ones. The management of time centered on accommodating school responsibilities into the existing pattern of responsibilities. Seen in this perspective, time allotment becomes part of a larger pattern of role conflicts and underlying perceptions of female activities.

The vast majority of the students' families are supportive of the participants' scholastic efforts. Partners, children, and parents who took part in the questionnaire confirmed the women's perception that these significant others were overwhelmingly supportive of the return to school. The significance of this perceived attitude can not be overstated. However, even though both students and family members saw the school situation as favorable, the data obtained in this study clearly indicates evidence of discrepancies in their analyses of the reasons prompting the woman's return to school and her future objectives. The spouse/partners did not give the same reason for the woman's re-entry as she did. Although most female respondents cited the recommendation of others as their primary motivation and placed lessening of home responsibilities in fourth place, almost half of the partners noted the reason for re-entry as "bored at home." Similarly, nearly all of the male partners realized that the women were returning to school for self-
development and education, but one-third of these men did not or would not recognize her career objectives. These contradictions underscore the point that despite the partner's verbal encouragement, he does not share the woman's view of herself. Furthermore, this data has indicated that a large percentage of the sample are fairly affluent, and many of the spouse/partners are well educated. This experience with education and the socio-economic status make school re-entry an acceptable part of the students' lifestyle. However, when there is no compelling reason for the woman to work, these husbands were unwilling or unable to confront the women's assertion of their own needs, their wish to expand their horizons.

On the surface this attitude seems a startling anachronism to prevail in the 1980's. In actuality this behavior may represent the "flip side" of the socialization process which has trained people in a particular value system in which the woman has given priority to family needs and wishes ahead of her own. To disengage from these family members, as first orientation, is to alter the entire structure of the family.

For the middle-aged women, the older cohorts, defined in this study as thirty-eight to fifty-five, the pursuit of personal identity goes against social expectation. Despite the attitudinal changes wrought by the feminist actions more than a decade ago, most members of these two older cohorts
suffered discomfort moving toward a lifestyle of their own because they were unsure what they should ask of their families and insecure about what they can demand for themselves. The data in this study reflected the family's ambivalence; despite their protestations of loyalty, very little effort was actually expended to alleviate the woman's workload. Few husbands took on more home chores, and sons and daughters, who proudly teased about "signing Mom's 'A' papers," complained petulantly when asked to forego her chauffering services at exam time. "When their pride fades to a pout, mother's pleasure is exchanged for guilt" (Rubin, p. 128).

Guilt! This entire study has been haunted by the specter of guilt, which, in this context, represents the confrontation between the nurturant feminine role and competitive drive. Personal ambition is at odds with a sacrificial willingness to put the demands of others ahead of one's own. Civilization has long since passed the point where "active maternal nurturance is the stable core of the social order of animals that live in groups. . . ." (Brown-miller, p. 222). When childbearing and childrearing were the valuable functions a female offered, prohibitions against other work opportunities were logical. In this era reproductive capabilities are becoming increasingly tangential to society's progress. However, within the established system of values, consciousness lags far behind the physical facts and the proclamations of the "new feminism." For a
woman the cost of the decision to develop herself, to place her needs and desires ahead of, or even on a par with, her family members is guilt.

Guilt is not the province only of the middle-aged students. As noted in the results section, 62% (N = 94) of the respondents were employed, and 71% of these women reported "concern over neglect of children." As could be expected, those women with children below school age and/or in elementary school cited the greatest problems in this area. Mothers of children these ages were generally twenty-nine to thirty-seven years old, the cohort defined as adulthood. For these women motherhood, as opposed to personal ambition, presents a very real dilemma. The societal definition of motherhood is represented by the nurturant care of others, and personal ambition is dramatically opposed to this attribute. In this particular study nearly half (42 percent) of the employed women are mothers. There are costs for these energetic persons in time, energy, and in emotional stress. From their comments it seems valid to conclude that for this particular subgroup the commitment to a career means some compromise with other aspects of their life which they hold dear. Most of these working mothers are buffeted by the reverberating echoes of the demands of nurturant duties while simultaneously hearing the whispered stirrings of cultural change. Whatever their reasons for working, fear of maternal inadequacy haunted the majority of employed mothers in this study.
For these employed women the conflict over fulfilling traditional roles is difficult, and there is no simple solution. Yet, despite the guilt and anxieties, these women continue on their chosen course. Regardless of the pressures, they seem ready to take advantage of the options that exist, and anxious to expand their career opportunities by improving their education.

Womanhood vs. Women's Movement

This writer believed that women who returned to school, especially the younger cohorts and/or those who were employed, would see the women's movement as supportive of their sentiments and their struggles. However, on the issue of the feminist movement, the continuing education woman presents an image of inconsistency, and this is a pattern which cuts across age, income, marital and employment status. At the same moment that these students disregard limitations and drive toward predetermined goals, they simultaneously accept social restrictions, especially attitudes of compliance and avoidance of conflict. For example, the majority of students stated they were not less tolerant of traditional housewives, and furthermore less than half of employed women believed men exploit women in work situations (and 35% of those employed are nurses!). This writer believes that these professed attitudes are either a "strategy of survival" (Brownmiller, 1984, p. 19), or a reaction to the pejorative connotations associated with women's liberation.
Relationship Inconsistency

The participants of the study returned to school aware of certain risks in developing new and perhaps unknown parts of self, aware of potentially placing strains on relationships by making commitments outside the family. This study revealed an unexpected and unpleasant consequence which confronted many continuing education women. For the re-entry students school created a set of situational realities different from those they had been sharing with friends. Although most peers professed enthusiasm for the students expanding their intellectual skills, many students reported difficulty in maintaining contact with the social network established prior to re-entry. When the student stepped outside the boundaries occupied by her friends this new behavior may have been interpreted as unspoken criticism of the existing order of their lives. Something new was emerging in the student's life, and the members of the old social network were confounded and perhaps somewhat fearful of the change. As noted in the results section, the data obtained in the questionnaire were inconclusive because of the number of participants who did not respond to questions on this topic. This writer believes the investigation of friendship patterns was a sensitive area for the students because they are developing in a direction different from their "old friends," and this process of change was threatening to upset certain existing patterns. The lack of
responses could indicate an avoidance of the issue, a refusal to acknowledge a conflict which is developing around the students' changing role.

It is possible that ignoring the topic of problems with friendship is a signal that the students are sensitive to the attitudes held by others towards their decision to go to school. The data which were available would support the premise that the reaction of members in social networks are an important factor in the participants' assessment of the student role. Therefore, whereas most respondents did not admit to a reduction of meaningful contact with older networks, they did acknowledge the difficulties in finding time. Additionally, although support in terms of advice and shared confidences was provided, school work was seldom discussed with members of the old network. Significantly, discussion of school work was the main basis for contact within the social network formed at the colleges where attitude toward pursuit of educational activities was perceived as favorable. Obviously, the participants felt constrained about the reduction of interaction with old friends, but they were interacting with others whose interests were similar, from whom they could gain reinforcement from the commonality of their concerns.

Although the results were not statistically significant in part due to the limited response rate, there was an apparent economic relationship to network reaction. Members of the middle and upper middle economic stratas tended to be
quite supportive until the students viewed their school work as more important than the card club or the exercise class, whereas members of the working class immediately criticized this apparent challenge to their lifestyle. Of importance is the fact that it is persons now in college that are represented in the "new" network, and it is the interests and problems associated with the school experience that forms the basis for their interaction.

The discussion of the students' social network would not be complete without mention of the seeming contradiction between certain stated facts: although, as stressed above, the return to school resulted in the reformation of social networks, 61 percent of the participants cited the recommendation of others as the primary influence in their returning to school. This writer believes that this information deserves closer inspection. First, as noted in the results, one-third of the respondents did not record their reason(s) for re-entry. Secondly, the reasons prompting the return to school may be unclear to the participant herself. Linda Brooks, whose article deals primarily with homemakers, describes the process of re-entry as transitional, beginning with an initial period of discomfort "a vague and inarticulated discontent" which is resolved when the woman "finally clarifies her life and work values" (1976, p. 33).

The above section has emphasized some of the conceptions and misconceptions involved in the adult woman's
assumption of the student role. The continuing education woman has been described as determined in the pursuit of her education, pragmatic in her goals, appreciative of her family's attitude, which is supportive of her endeavors although misunderstanding her motives. Simultaneously, these women possess an impressive list of past accomplishments in occupational and/or volunteer activities combined with an acute lack of confidence in their scholastic abilities. An additional handicap is the particularly female dilemma that in responding to the desire for satisfying work and/or economic autonomy, she is denying what is often perceived to be the essential aspect of womanhood, that of self sacrifice in the care of others. Finally, not only familial adjustments but social realignments are necessitated by school re-entry as friends made prior to college view the students' move toward personal achievement as incompatible with former responsibilities and behavior patterns.

Hypotheses

Certain findings obtained in the data substantiate particular hypotheses proposed in this study. Similarly, certain hypotheses were not supported.

Hypotheses-Group I

The basic premise of Hypothesis I, that women returning to school were highly motivated with a sense of
direction, was constantly underscored throughout the data. The women who returned to college to earn their undergraduate degrees were hard-working and dedicated to their goals; a clear majority had a specific objective in job preparation or career advancement, and almost all found the education personally fulfilling.

In the subcategories of this hypothesis, on the topic of achieving independence, the re-entry women definitely planned on being functionally competent in the work world. Thus, five out of six of the respondents cited the importance of a career across all family income, marital and/or occupational statuses. An especially interesting aspect of this situation is the fact that families did not perceive the students in the same perspectives as they viewed themselves.

While it is not too surprising that, despite school re-entry, unemployed women were not seen as ambitious by their spouse/partners, it is notable that nearly two-thirds of the partners of employed women did not classify these students as ambitious. One possible explanation is that the working women were considered ambitious before school attendance, and the wording of the question was considered ambiguous.

The premise that women found a sense of identity in the student role found support in several areas. First, 95 percent of these students maintained a grade point average of 3.0 to 4.0, tangible proof of their interest and their
effort. Secondly, as noted in the results, three fourths of the students noted that because of the college experience they were happier persons, an attitude in virtually complete agreement with the relatives' perception of the students state of mind. A third measure of the older students' identification with the student role is the rapport existing between the continuing education student and the faculty, and, as noted in the results, only two students cited special problems in interaction with traditional students.

In this study, the specific objective of school re-entry was an open-ended question and can not be calculated statistically. However, it is possible to say that nearly all the students listed a particular goal which can be loosely categorized as job preparation or job improvement. Women who did not cite a career as important were over forty years old and had incomes above forty thousand dollars per year.

The premise that job preparation was more important for single, separated, divorced and widowed women was substantiated by the findings reported in the results, p. 73.

These figures stress the fact that, although in control of their lives, women alone, especially single parents, face difficult barriers in trying to obtain economic autonomy and satisfying careers.

As stated earlier, the employed women in this study wanted a career and they were interested in the tangible rewards such efforts bring. It should be noted however,
that 64.3 percent of the women with incomes over forty thousand dollars are not employed. For the respondents in this income bracket the choice of whether to work or not seemed to be determined by their partners' financial standing. The option of not having to work is generally considered an advantage; conversely, a totally flexible schedule can be seen as exacting the price of being dependent upon another. However, the working women's commitment to their careers were not made without additional costs which were described in striking contradictions. Forty-four percent of the employed students cited "infant to five years" as an appropriate age of children when a mother works. These women were supported in this attitude by their partners. However, this decision produced considerable guilt and discomfort in these participants despite their determination to persist in their careers. This data indicated it was not correct to state that working mothers have lower affiliative needs. More accurately, these women expressed ambivalent feelings about their behavior.

The hypothesis that career and marriage are considered compatible was supported by the data, which indicated that situational problems were fairly equally divided among families whatever the occupational status of the women. In the area of social activities the working students were either better organized than their unemployed classmates or expected less leisure time, since only one in four of the
employed students noted a decrease in social activities compared to half of the respondents who were not working.

For the purposes of this study school re-entry was defined as non-traditional behavior, and an effort was made to correlate parental background to this behavior. No statistically significant correlation could be made. Overall, three-fourths of the students' mothers were supportive, and two-thirds of these women had worked before their daughters were eighteen. Mothers with less than a high school education tended to have negative or mixed reactions to their daughters' re-entry but this sample was too small to be computed. As noted, the fathers were generally less supportive than the mothers, and again those with the least education were more apt to be negative.

In reference to the final premise, this writer confesses to have been in error, at least in regards to this study. The data revealed the typical continuing education student in this research to be white and middle class, and personal fulfillment is a definite benefit of her education, but, as stressed above, not to the exclusion of practical application. However, the terminology "middle-aged" definitely deserves attention. Students with ages ranging from 22 to 54 classified themselves as belonging to early adulthood. This writer believes the students' behavior is the result of several diverse influences. First, this taxonomy is a reaction to a youth oriented culture. Second, it is an attempt to bring personal attitude in line with
personal behavior, and third, it is a response to performing
"off-time." Neugarten has stated that it is not just
behavioral change, but the results of the upset sequence
which creates stress. Thus, altering the perception of
one's age alleviates the discomfort of being "off-time."

Hypotheses-GroupII

In considering the personal and situational barriers
which confronted the older student, it was hypothesized that
the adult learner would be unsure of her academic abilities
and concerned over the reduction of her commitment to
others. As discussed earlier the return to school affects
not only the students' self concept, but also her
relationships with significant others. The data from this
study indicate that when the students proceeded to develop
their educational capabilities, concomitant changes were
necessitated among those persons with whom there was a
significant amount of interaction. When, as noted, the
continuing education women make long-range plans to attain
certain goals, this in turn necessitates time commitments
outside of the home, and the students are no longer
adaptable to the needs of others, to family and friends.

For the woman who re-enters the academic world one
obstacle she faces is herself, her concern that she may be
overreaching her capabilities. Eighty-nine percent of the
students reported that exams created anxiety; women over
forty were the most concerned; women in their twenties, the
least. Naturally these are the age categories with the
longest and shortest intervals since previous school attendance. It is important to emphasize that the data indicated a very specific scholastic anxiety, fear of exams. This writer believes that it is not accurate to state that this study shows that the adult student is unsure of her academic ability. This survey dealt specifically with older students, and exam anxiety could be considered an omnipresent problem for most college students. The data does indicate, however, that exams are a genuine concern for the re-entry student.

The underlying conflict between nurture and ambition was particularly evident in viewing the information elicited from questions about concerns over neglect of family. This data supports the premise that women experience feelings of guilt due to the internalized conception of a woman's role. Not surprisingly, mothers whose offspring ranged in age from infancy to elementary school experienced the greatest problem.

Another concern crucial to family relationships was the expenditure of money. College attendance is an expensive venture, and tuition costs were a paramount concern. A general overview of this student population showed that 62 percent of the respondents were employed. From a socio-economic perspective, 60 percent to 80 percent of the women with incomes of ten to thirty-nine thousand worked but this trend reversed at forty thousand with only one-third of the women employed. These figures have a direct bearing on the
manner in which their college education is financed. Among the 94 employed women 17 percent had tuition remission plans, 19 percent worked to finance their own education, and 45 percent used a combination of sources: salary, savings, loans, scholarships, etc. Conversely, the educational cost of almost half of the unemployed women was financed by their husbands, and 36 percent from a combination of sources.

These women who returned to school were in the process of changing, developing an inner sense of self. But there were pressures, especially from the families. Those persons to whom the students turned for support were not always supportive.

The participants in this study were beset by certain mundane problems despite the proclaimed—and noted—support of their families. In actual fact, although most of these women stated they received verbal encouragement for their scholastic efforts, there was little action to reinforce it. Although 40% of the partners cited themselves at being helpful; only twelve couples agreed that the male had taken on more tasks. Only three spouses/partners actually refused to help, and they did not support the school endeavor in any manner. The others were "liberal" enough to encourage the student but apparently unwilling to wash dishes or do laundry. Although not statistically significant, husbands of employed women tended to be more willing to help around the house, and children were considerably more cooperative, as noted in the results.
Time is an entity in limited supply. How much is available and how to allot it was a source of conflict for many students and their families. The data show that a primary difficulty for these re-entry women was the management of time. The high percentage of women, 83.8 percent, noting time as a stress factor was seen by this writer as an indication that many of the students attempted to add the additional responsibilities of school work to an already full schedule of family and/or work responsibilities. Several mothers of young children commented that they studied only after their offspring were in bed. Although their stamina is impressive, their routine emphasizes the conflict, thematic in this research, over whose needs take precedence. For the participants certain items took priority, perhaps even without conscious decisions: meals, work, and study were considered essential. This attitude was obvious from the data because "setting aside time to study" was not a problem, but "management of time" was, as noted above, a great concern.

Conflicts resulted when certain items were viewed in disparate ways by different family members. Generally it was the mothers who experienced discomfort in establishing priorities, but important others nourished their doubts. The statistical results (p. 107) were confirmation of the inherent problems. The family members proclaimed support for the women's school endeavors, in their interests outside the home. The critical issue was how much time and energy
was devoted to the scholastic enterprise. The intensity of the commitment was the crux of the problem. If or when school requirements interfered with the family's accustomed life style, then the students confronted the stereotypic expectations for a wife and mother. This conflict produced guilt over the course they had chosen and anxiety over the consequences to their families ranging from reduced social activities to deep concern for the welfare of children. The reaction of friends made prior to school re-entry highlights important points uncovered in the data. It is significant that these friends who were seen as proponents of the school endeavor and professed support were, in some instances, covertly subverting the students efforts by placing demands on the student which she could no longer meet. Thus, just as the students were testing themselves, their social network was threatening to become unbalanced. The strain this situation produced was another result of limited time and establishment of priorities. "Old" friendships are meaningful, but social networks not only supply support, they also make demands. Once involved in school it is the respondents' classmates who shared the similar interests and often the similar problems. As the students in this study interacted with more people from the college they had less contact with former significant others. The reluctance of many participants to respond to questions on this topic and the contradiction obvious in emphasizing the emotional
support but noting the decrease in contact, was seen by this writer to underscore the stress the change in social networks places upon the students. The respondents in this study validated the statement of Schiavo and Rand that "changes in life circumstances are associated with changes in social participation" (1982, p. 6).

Hypotheses-Group III

In this research, cohort membership was used as a frame of reference by which to analyze the data. It was hypothesized that social change would have varying effects upon women of different ages and would produce intercohort differentiation.

A brief recapitulation of the data delineated the following general characteristics. As delineated in the results, the ages of the women in this sample spanned the years from twenty-two to sixty-five, their past educational levels varied from several years of high school to possession of Master's degrees; their incomes started below $10,000 and continued past $40,000 per year. At the time of the study 62 percent of the students were working. Those who were not employed displayed a complex pattern of career discontinuity dependent upon family needs and commitments however, more than two-thirds of those students from families of high incomes did not work. This writer believes that the determination evidenced in the educational pursuit and the objectives delineated in the responses indicate the women from middle and upper middle socio-economic levels
plan to replace their existence of "conspicuous leisure" with personal attainment. It is this writer's contention that the choice between family and career is a specifically female conundrum, the effects of the differential socialization of males and females. Furthermore, this dilemma is the problem particularly for the "privileged elite" (Rubin, p. 100) where the woman's working is not a necessity for the family and is representative of the population of this study with its large proportion of relatively affluent families.

The distinctive population of each cohort was verified in the dimensions which were reflective of its particular population and history. Family income is a case in point; forty percent of the students with incomes in the highest bracket were over forty years old. Among the respondents who reported incomes over forty thousand dollars per year there was an increase from eight percent of students in the youngest age category to sixty-nine percent of those in the two older categories. This pattern was roughly paralleled by the figures on occupational status with the percentage of women who do not work increasing from twenty-two percent of the youngest students to sixty-three percent of the oldest.

According to the data women in the two older cohorts married young and had an average of four children who were at the time of the study in their teens or older. Within these cohorts, sixty-eight percent of the respondents have their tuition paid by their husbands, and they entered
college because of the lessening of home responsibilities.

These older cohorts have aging parents, themselves members of a population who, even if currently enjoying good health, could require care for encroaching physical and/or mental disabilities. However, the data from this study indicated that parental care was not a critical issue for the respondents. This writer believes that the relative affluence of the older students may have alleviated the necessity of providing personal care.

In considering the figures cited in these cohort divisions it is important to remember that the two younger cohorts are members of the "baby boom," "a gigantic category of nearly 56 million people currently ranging in age from twenty-five to thirty-nine years old" (Business Week, July 2, 1984, p. 52). The largest percentage of students in this study were in the age category, thirty-five to thirty-nine years, and could be representative of the oldest bulge in this mass of humanity. The quantity of members in these younger cohorts in this research is the result of the soaring birthrate immediately following World War II. They have been crowded throughout their lifespan, and now there are more people than ever before competing for the same jobs. (Ryder, pp. 845-846).

Size is only one characteristic which differentiates the younger and older cohorts in this research. This study recorded a marked change in lifestyles between cohorts; the
younger women are far less likely to be married, and those who are married have limited their family size or deferred childbearing. The behavior of the women in the younger cohorts illustrates the effects of the Pill, the women's movement, and the proclivity of this age group for self realization. Of thirty-seven single students, 86 percent are under thirty years old; and among the married couples, the 13 percent who are childless are all below. Among these younger cohorts, of those who do have children, none have more than two and their ages span from infancy to early elementary school. In these cohort divisions it is not uncommon for a mother of young children to work.

Martyrs at the Sink

As stated in the results, the spouse/partners were overwhelmingly supportive. There was no statistically significant correlation between the age of the student and the partner's attitude toward her schooling. This situation was the same for both the perceived attitude and that actually reported by the partners who completed questionnaires. However, it is notable that those men who cited themselves as "unsupportive" were married to women aged twenty-six to thirty-four years old, members of the younger cohorts.

This writer believes that every spouse/partner was affected when the respondent returned to school. It seemed to take a special kind of man and/or a special type of relationship to withstand the strain of readjusting to the change in life style caused by school re-entry. The partners must love
and respect their wives and sincerely desire their happiness. However, socialization practices still clash with the man's acceptance of the student's plans to achieve her potential. Among the older cohorts the pattern of many years of practice in adjusting to each other's needs apparently made the process of school re-entry possible. Another factor was the acceptance of a college education as a plausible option in changing life styles due to high education level of partners.

Problem Areas

Re-entry

Marked differences between the younger and older cohorts were noted when investigating the reasons prompting school re-entry. However, any final conclusions would be invalid because of several important factors. First, one-third of the respondents did not participate in this section of the questionnaire, and the writer can only speculate as to what their motivations may have been. Second, many respondents cited several reasons but did not rank them in order of importance. Finally, the statistics only approached the level of significance. However, several of the results do fit a cohort analysis. Eighty percent of the women over forty years old cited "funds" as their most important reasons for re-entry. Conversely, 72 percent of the younger cohorts noted returning to school because of job dissatisfaction, and 62 percent of this group cited the recommendations of others.
Competence vs. Confidence

Cohort division is a useful analytical tool, but certain shared experiences virtually nullified their differences. In overcoming the barriers confronting an adult who returns to school, cohort differentiation was not significant. The vast majority of respondents of all ages exhibited a low level of confidence in their ability to attain scholastic competency. The fear that they might be somehow deficient haunted most of the participants; 76 percent of students aged twenty-two to twenty-five years cited "fear of exams," and 95 percent of those students over forty. Even less differentiation between cohorts was shown when considering the relationship between the continuing education woman and traditional students and faculty. Although it might seem logical that the members of the older cohorts would consider themselves to be misfits on a college campus, such was not the case. As noted in the results, most of the respondents had minimal or no problems with traditional undergraduates, and the two adult learners who did cite a "great amount" of trouble were twenty-two to twenty-five years old. In relating to their professors, 67 percent of the women in the older cohorts had no problem compared to 77 percent of those in the younger categories. In the former case, it is possible that a type of sibling rivalry existed between the younger career women and the traditional students while, in the latter instance, the college environment of the 1980's may seem somewhat alien to women whose previous education was conducted in a highly
structured atmosphere. Furthermore, conflicting demands on time was a problem for all the students. A slight variation due to cohort division existed only in that 12 percent of the students over forty noted a "great amount" of trouble compared to approximately 22 percent in each of the other age categories. The consideration of time as a problem always refers to the worry that too much of it is being taken away from other responsibilities.

As noted in the results cohort differentiation was notably apparent in considering recall ability which was a problem specifically for the older students. These students were concerned over the prevalent concept that their learning capacity was diminishing, that their ability to memorize might be fading. They did not consider themselves intellectually inferior, as indicated by their lack of concern over failing out of the program. Again the situation seemed to pivot on economic status. These women knew their previous educations had been adequate, and therefore, they did not lack necessary skills as might be the case for members of minority groups; rather their concern was that their learning skills might be rusty from disuse.

Volunteerism

In the area of volunteer activity this writer admits to a preconceived assumption that volunteerism represented the dutiful community commitments of "ladies bountiful," and the older, more affluent women would be active in these endeavors. This conjecture was completely erroneous. In fact, 32 per-
cent of the women who donated eleven hours per week had incomes below $10,000, while 38% of the women who had no volunteer activities had incomes over $40,000. Another aspect of the "bountiful image" is that volunteerism is a beneficial use of time, which in this sense would be an expendable commodity. However, as noted in the results those women who were interested in certain activities found time for them. Furthermore, there was no statistically significant cohort difference.

The premise that volunteerism was a beneficial use of excess time and energy was not supported. Yet an impressive number of respondents were active volunteers. This writer now believes that, as noted, the participants have made a decision to recognize their abilities and develop their particular talents. Volunteer activities are unsalaried, but they can be excellent learning experiences from basic skills to managerial training. While the volunteer gains this experience she also develops a reputation for reliability. In her book, *Late Bloomers*, Lois Rich-McCoy notes that ten of the twelve professional women she profiles used their volunteer experience as a stepping-stone to commercial success. Since there were no statistical correlations to age, income, or occupational status the data from this study seem to support this conclusion rather than that of Lillian Rubin who argues that volunteerism restricts women's potential to change by keeping them in noncompetitive roles (1981, pp. 160-166).

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Women's Movement

Almost two decades have passed since the feminist movement raised issues which forced a national awareness of women's grievances. Twenty years ago the members of the youngest cohort in this study were preschoolers; twenty years ago the members of the oldest cohort were adults, most of them married, and those with children worked only out of necessity. Helen Astin has stated that, "Since the primary purpose of recurrent education is to reduce inequality and offer a second chance, it is clear that women's stake in recurrent education is closely allied to their concern for equality of opportunity and equal rights, legally, educationally, and vocationally" (Astin, 1976b, p. 48).

In this study the thirteen questions concerning the women's movement attempted to ascertain which past experiences determined what type of attitude, or if the liberation movement had brought women, at least those pursuing an education, to a certain parity of perception. As noted in the results, the attitudes of the respondents were ambivalent and contradictory. One point was immediately clear: there was virtually no differentiation of attitude due to cohort membership. This writer concluded that although the younger women had grown up in a social milieu generally more favorable toward careers for women and less insistent on marriage and families, cohort membership was not a factor influencing the students' attitudes towards women's liberation. Their occupational status had a greater effect upon the respondents'
outlook, and it was the employed women who were actively engaged in competitive struggles in the work world.

A final overview of the cohort perspective of the respondents permitted the following conclusions. The most significant issue was that of continuity and discontinuity. For the older cohorts, marriage and childrearing was a serious dislocation of their educational and/or occupational desires. Only after their family responsibilities were fulfilled, when the youngest child was in secondary school, and the family income comfortable, did the members of these age categories heed inner motivation and proceed toward self-initiated accomplishments. There were several advantages available to these cohort members—they were choosing their courses and potential careers out of interest and desire; additionally, most of them were financially supported by their husbands. The two younger cohorts, in contrast, had experienced little disruption to personal objectives due to marriage and family. They had not suppressed their ambitions but were returning to school for the education necessary to advance in rewarding careers.

This writer had assumed that marked age differences in values rather than merely in income and role would be inevitable and that the impact of "feminism" on the attitudes of older women would be different from the impact on younger cohorts. However, despite their disparate developmental histories, the greatest influence was their shared experience of being exposed to clashing ideologies about the nature of
femininity and the roles of women. The data from this research indicated that the older women had found the gender roles for which they opted in their youth no longer satisfying, and, while the nurturant maternal role had retained salience for the younger women, it did not dominate their lives. The feminist ideology had apparently been incorporated with economic changes and the perceptions and expectations of women of all ages in this study had been altered.

THEORETICAL PERSPECTIVES

Life Cycle Perspectives

It is interesting to relate the findings of this study to the theoretical foundations discussed in the review of the literature. The developmental theories delineated earlier, although differing in their interpretation of change as a series of stages or as a fluid cycle, all emphasized the adult's capacity to develop throughout her life span. A basic premise of this research was that change is continuous throughout the life cycle. The participants in this study ranged in age from twenty-two to sixty-four years old, and 94 percent of this student body maintained a grade point average of 3.0 to 4.0, tangible proof of their ability to learn. The studies of Levinson and Valliant, which emphasized adult development, were concentrated on male subjects. This particular research not only described the learning capabilities of persons past traditional college age, but also delineated the proficiencies of a female student body.
Further literary investigation of society's perception of adult development revealed a general acceptance of age norms based primarily on a stereotypical concept of sequential behavior patterns. Neugarten stated that, "for a great variety of behaviors there is a span of years within which the occurrence of a given behavior is regarded as appropriate" (1965, p. 713). Thus, any person who varies from these fairly rigid patterns is considered by society, and often by the perpetrator, to be in violation of society's standards. This writer believes that it was the older students' awareness of these age norm structures which prompted the majority of participants, regardless of their ages, to classify themselves as belonging to early adulthood. Specifically, when the students defined themselves as young they were relieved of the stress associated with behavior in a deviant sequential order.

Whereas the number of years was a problem for some respondents, if only to their own self-concept, this same dimension offered certain tangible rewards. Lowenthal focused on the concept of the middle years as a normative interval in the human life span consisting of "efforts to maintain or achieve equilibrium in one's aims in life and one's behavioral patterns" (Lowenthal, Chiriboga, 1972, p. 9). This perspective is consistent with Buhler's interpretation of life as five phases of intentionality, especially the third stage of "testing" and the fourth stage of "indulgence." Similarly, Neugarten stresses the middle years as an interval
of "increased time" since the children are leaving home, and "increased stock-taking" an introspective analysis of what the person has learned in the past and how to utilize these factors in future activities. The premise of all three researchers is that, "with the passage of time life becomes more . . . enriched, not impoverished" (Neugarten, 1979, p. 891). Moreover, Lowenthal and Neugarten stressed that during their middle years men were seen as becoming more affiliative, but that middle-aged women expressed attitudes of ambition and assertiveness. The data in this study which indicated that the return to school is a self-initiated venture undertaken to develop the students' potential and, second, that these older students were determined to achieve their scholastic objectives lends support to these theories that the adult years can be a time of personal growth and fulfillment.

Dialectical Perspective

The main impediment to change in any form is adherence to traditionalism. When an adult woman seeks a post-secondary education she replaces a traditional orientation with a motivational viewpoint. The data of this study revealed the interconnections and the conflicts for the re-entry women who are acted upon at the same time that they are self-actuating.

This study has shown that various personal situations as well as societal changes have prompted the respondents to search for personal fulfillment and consider achievement roles through the process of returning to school. The act of
re-entry was an illustration of the "inner dialectic" progression described in the literature which leads to "reorganization of the individual's cognitive structure" (Riegel, p. 169). As noted above the participants tended to be vague about the reasons behind their choice of the school option and one-third of these women would not or could not select a specific reason. This writer believes that the reluctance to respond, or to clarify reasons, was an indication of the students' state of confusion. It seemed logical to conclude that school re-entry is, a transitional stage of inner crisis progressing from a discomfort with the present life style to clarification of feelings and finally exploration of alternative roles" (Brooks, pp. 33-34). Viewed in this perspective the decision to return to school represents the three stages of dialectic progression in classic form. "Outer dialectics," the accommodation of interaction between a person and significant others, was demonstrated in this study by the resolution of conflicts between the students and their families and friends. The dialectic progression was demonstrated when the reorganization of the women's lives necessitated resultant changes among family members. The family is an entity which, like its members, undergoes stress of varying kinds and responds in accordance with its adaptive resources. When the mother, especially if she has held only a nurturant role, seeks a sense of achievement elsewhere, then the family must accommodate to the changing function of this member.
According to the data in this study the respondents attained apparent synchronization in interpersonal relationships within their families. However, their relationships with friends, made prior to school, was another topic shrouded in confusion and discontent, and, again, the participants responses were evasive and/or ambivalent. Although most respondents stressed the importance of "old" friends, they also cited difficulty in maintaining contact. This writer concluded that the respondents' new life style with its different value assessments was leading the students on a pathway which diverged from that of the members of the old social network. Simultaneously, school has offered these re-entry students the opportunity to meet other women with the same interests and the same problems. The data indicated that the participants gained reinforcement from realizing the commonality of their concerns. These shared attitudes became the basis for a new social network. While it was possible that misterpretation of the questions might have affected the results, the accumulation of evidence supported the conclusion that the ambivalent attitudes displayed by the students were the result of the attempts to resolve the issues concerning the reasons for re-entry and the reorganization of social networks.

Still another example of the dialectic process can be seen in the respondents' perception of their ages discussed earlier. The consistent use of the 'young adult' classification cut across all four age categories. The population under study was, by definition, past the age of traditional
college students. Age, as noted earlier, is associated with role, and changes in role are accompanied by changes in perception of self. When a mature woman assumes a student role the difference in years between herself and the traditional students can be minimized, if only for the adult learner, by labeling herself as young, and thus resolving the conflict of being an outsider on the college campus.

These continuing education students had other problems associated with age. These respondents had been socialized to be "feminine," yet to be successful in school and in any future chosen career field, they had to exhibit the "masculine" traits of competitiveness and assertiveness. They had to be dominant rather than nurturant. The respondents in this study attempted to resolve this conflict in several ways. Some participants noted that their prospective careers would enable them to care for their children in any contingency and otherwise help finance that generation's education. Other women seemed to equate nurture inside the home with service outside it, an attitude which fostered the large percentage of students studying to be nurses, teachers, and social workers. The younger cohorts professed to regard personal and marital and maternal satisfaction not as mutually exclusive goals but as an essentially complimentary experience.

But the burden of adjusting their personal goals and their familial responsibilities lay heavily on these women, a burden of guilt. The source of this guilt was the conflict between self-fulfillment outside the home with marriage and
childrearing. The pattern for synchronization of these roles was complex and much depended upon the individual's capacity to cope with stress. It should be noted that the single mothers and the two respondents whose husbands were desperately ill were constrained by their circumstances, offered no rationalizations, and espoused pragmatic objectives.

**Measurement Issues and Supporting Data**

The use of only one method, a questionnaire, to research the subject of women in continuing education would limit the validity of any conclusions. All questionnaires are subject to bias by the researcher and misinterpretation by the participants. Multiple methods for researching a topic which do not share the same sources of error provide support for suggested premises. Nonreactive measures are unobtrusive methods of obtaining data which can supplement the information gleaned from the questionnaires. Sources outside these data can buttress some of the results of this research.

**Archival Records**

Archival records useful to this writer were available in the data collected by the National Center for Educational Statistics. Their records indicated that in 1980 39 percent of students enrolled for degree credits were over twenty-five years old. Furthermore, this government agency predicts that by 1990 this percentage will have increased to 47.5 percent of the college population. These estimates are based on figures obtained nationally from the Current Population survey.
conducted by the U.S. Bureau of Census (Appendix F). Furthermore, this agency notes that 56% of the adult learners are women and more than two-thirds of these women are employed. The highest percentage of these students are between the ages of 25 to 34; and the majority have annual incomes between twenty-five and forty-nine thousand dollars. Their main objectives in taking courses are job related, and 'personal and social'. Finally, the predominant methods of financing the education are family sources and tuition remission (Appendix G). These numbers do verify that increasing numbers of female adults, past traditional college age, are seeking post-secondary educations, and it is reasonable to conclude that the population described in this study is part of a larger phenomenon.

Mass Media

The print media, newspapers and magazines, described as, "the only dependable archives for study . . . because of their ready availability" (Campbell, Schwartz, Sechrest, and Grove, 1981, p. 119), were another nonreactive source which verified the existence of this older student population. In November of 1982 and 1983 the Philadelphia Inquirer published an entire Sunday supplement entitled, "Continuing Education: A Survey of Career Alternatives." These newspaper sections included articles extolling the virtues of a variety of programs at different institutions and applauding the scholastic performances of certain older students. Furthermore,
testimony to the financial benefits offered by these adult learners, the supplements carried advertisements for Continuing Education Programs from such diverse institutions as: Beaver College, Penn State, Bryn Mawr, Temple, Villa Nova, and the Community College of Philadelphia.

Placing more emphasis on human interest and less on financial gain, other publications noted this educational trend. "Five Ways to Wisdom," (Time Magazine, September 27, 1982, p. 66), stated "...the number of older students keeps increasing, 34 percent of students are over twenty-five."

In the spring of 1982 Cosmopolitan printed an article entitled, "Let's Hear It for the Late Bloomers" in which the writer said, "So while we applaud the early achiever, we needn't disparage those who are struggling to get their fuzzy but promising lives into focus."

Printed information was also available within the local area where this study was conducted. The Allentown Morning Call, Tuesday, November 2, 1982, as part of a series called, "Keeping up with the Future" stated that, "today adult education students want to grow in their jobs and keep up with technology." Additional records which specifically pertained to females appeared in the Bethlehem Globe-Times. On Friday, June 18, 1982 an article announced, "New Foundation is Helping Mature Women Finish College," and on Wednesday, October 27, 1982 the paper listed some problems confronting older students in a feature entitled, "College for Older Women is a Course Scattered with Hurdles." A trivia column, I. M.
Boyd, asked, "You said older women got the best grades in college, is it also true of older men?" A. "Not generally. From highest to lowest, those grades go to older women, college-age women, and then to men" (Globe-Times September 10, 1982). In complete contrast to that encouraging item, a recent feature on memory impairment stressed, "research indicates the most significant change in a healthy person's memory occurs not in old age but between thirty and fifty...affecting the ability to learn new information quickly and retain it a long time" (Globe-Times, Monday, May 7, 1984).

**Entertainment Media**

Movies, to be financially successful, must appeal to and be reflective of the public fancy. "The media concentrate on what is of current interest, and that concentration makes it possible to track many phenomena" (Campbell, et. al, p. 120). Four movies produced in the last decade support some of the premises suggested in this research.

**The Education of Rita** chronicles the events surrounding a middle-aged beautician's attempt to obtain a college degree. While the movie deemphasizes the woman's capacity to learn facts, it does emphasize the knowledge she has gained from life and her ability to apply these techniques to her advantage. In **Same Time Next Year**, the return to college is seen as part of the female lead's developmental progression toward maturity. In this particular interlude the movie depicts some of the problems an older student faces: her
difficulty in setting a personal goal, the adjustment of her family members and her lover to the necessitated changes, and her own personal reaction to the different life style. This writer believes that the portrayal of this character in jeans, boots, and poncho is a cinematic classification of "early adulthood," the media's version of a balance between behavior and attitude.

The theme of gender typing is graphically displayed in Mr. Mom; a young father of three is portrayed as the stereotypical male, who, to be truly masculine, must be incompetent in housekeeping and childrearing chores. The financial success of this 1983 "sleeper" is an indication that a large percentage of our society "still fears sex-inappropriate behavior" (Sherman 1976, p. 185) and therefore defines it as laughable. In this same vein, the academy award winning movie, Network, depicted the competent and ambitious female executive as an exceptionally unpleasant woman who was, notably, unmarried and childless, "a frightening image of femininity abandoned" (Brownmiller, p. 229). The motion pictures detailed above described masculine and feminine principles as opposite ends of a spectrum, driving ambition in linear opposition to vulnerable dependence, an illustration of but not an explanation for the problems confronting women who wish to attain personal success.

Three types of nonreactive measures were reviewed by the writer in an attempt to strengthen the methodology of the research by supplementing the information gleaned from the
questionnaire. Archival records from the NCES lent verification to the basic premise that adult women are returning to school in increasing numbers not only locally, but on a national level. Newspaper and magazine articles recorded the presence and the promise of these dedicated older students, and advertisements described programs specifically designed to attract the adult learner to a particular campus. Finally, the entertainment industry produced movies which, even as they noted school re-entry as a viable option for women, still continued to remind the audience that ambition and achievement are not "feminine" virtues.

LIMITATIONS OF THE STUDY

In considering the portrait of the continuing education women described in this study, it is essential to remember that implications drawn from these data are limited to the type of population from which this information was collected. Generalizations drawn from the observations in this research must be restricted to populations with similar demographic parameters.

The absence of any control group places severe limitations on eliminating alternative explanations for the respondents' attitudes and behavior. In the initial stages of the study it was hoped that comparisons might be made between the current continuing education students and women who had reentered and "dropped out." This procedure was not possible at either institution. Women who had participated in
programs in past years would have provided a quasi-longitudinal comparison, but the particular requirements involved in contacting alumnae precluded reaching the former students within the same time frame in which the study was conducted.

The data for this study were collected using a cross-sectional design in which the continuing education students were studied at a given point in time. Reliable conclusions about a population can only be drawn from a representative sample. As noted earlier, nearly half of the Cedar Crest PORTAL students, all of whom had an equal chance of being contacted, took part in the survey. The respondents from Lehigh Valley Community College were volunteers who chose to participate. Their sample was not proportionate to the relative size of their student body, and, therefore, there was less chance of achieving sampling results that were the same as the population value. In addition, there was the problem that non-respondents may have differed significantly from the participants; students who were not part of the sample may not have behaved in the same manner as those included.

This research is basically a descriptive study of continuing education women employing a variety of research formats to increase the probability of accurately describing the process involved when an adult female seeks a post-secondary education. This study employed participant observation, the writer's own school experience; open-ended
interviews with students, professors and administrators obtained in the pilot study which formed the basis for this research; and the fixed-response questionnaire for respondents. An additional fixed-response questionnaire designed for family members was attached to the subjects' forms; 67 percent of these forms were returned providing a different perspective on school re-entry and thereby alleviating some elements of bias.

The information obtained from these questionnaires was measured almost entirely in discrete variables. Therefore, data analysis, illustrating the probability of a relationship between variables, for the most part was limited to the chi square test of significance.

The questionnaire for respondents and family members was the main research instrument for this study. This writer believes the instrument functioned in a stable manner, obtained consistent data and can be considered reliable. Unfortunately, an instrument can function reliably and still fail to measure the desired concepts. The issue of validity refers to the degree to which the concept being measured corresponds to that which the researcher intends to measure. This study contains several 'threats to validity' (Campbell, Stanley, 1963, pp. 5-6).

History is a threat to validity. The same factors which provided nonreactive measures for the writer, the books, articles, and movies illustrating the significance of school re-entry and the stigma of sex stereotyping, could have
influenced the reaction of respondents by reinforcing or undermining the actual experience.

Instrumentation is a problem because the writer is personally biased, having been an adult learner, although an effort was made to reduce bias by careful pretesting.

Selection may have affected validity if those respondents who participated in the study were not representative of the entire population. The high percentage of affluent students and the low percentage of minority groups are cases in point. It should be noted that at the time of this study, the local area was economically depressed and the government had restricted financial aid policies. That these figures may accurately reflect the demographic distribution in the local population received confirmation from a community college administrator: "No question about it. Continuing Education is definitely a middle class phenomena."

This study has attempted to conform to the standards regarding the manner in which data is to be accumulated, analyzed, and generalized. Noted above are some of the obstructions which prevent clear affirmation of support for the hypotheses.

IMPLICATIONS

The data obtained in this study indicate that an increasing number of women over traditional college age are returning to college to obtain undergraduate degrees. This research has examined some issues of concern to these women, but there are a number of unanswered questions.
A demographic study involving disparate institutions, especially large universities and those in metropolitan areas, is needed to more accurately describe the type of adult woman interested in pursuing an education so that the colleges involved could clarify their long term enrollment plans. Research is also needed to relate re-entry education to subsequent employment patterns.

Although occupational segregation has been defined, research is needed on viable options to expand women's view of their employment potential. To this end further study on the achievement motivation of re-entry women who have successfully incorporated affiliative goals with the "feminine" image would be invaluable.

One of the most important factors affecting the success of the school venture is the perceived support from significant others, especially the spouse/partners. There was evidence in this study that many marriages with mutually supportive couples were characterized by discrepancies. An especially interesting area for further study is the "communication gap" between the students and their partners; research is necessary to disentangle the true attitudes of the students from the perceptions of their partners.

**Implications for Applications**

Re-entry women are in a transitional state of crisis in the resolution of personal and interpersonal conflicts. Institutions for whom these women represent a valuable resource might consider researching programs to reduce their
vulnerability to stress and encourage their thinking in multiple roles. Colleges and universities might consider researching ways to eliminate more specific barriers to older students: alternatives to the state mandated requirement of high school transcripts, not germane to the needs of older women and frequently difficult to access; consensus within and among colleges on the transfer of credits; and, in concession to the tight time restrictions on employed older women, insuring the availability of registrars and bursars offices and book stores during lunch hours and some evenings.

FINAL COMMENTS

The return to school is a self-initiated change in lifestyle. Virtually all the respondents saw their pursuit of education as an enriching experience, and the majority of these participants had specific long-term goals. These women performed well in school and their academic accomplishments were a source of satisfaction.

From the results obtained, it appears that three main problems existed for all the students: lack of confidence in scholastic ability as expressed in fear of exams; lack of sufficient time to fulfill all responsibilities; and a third factor in which both the others may be rooted, the basic "feminine" dilemma of motherhood versus personal ambition.

A cohort analysis employed to distinguish what was uniquely individual from what was characteristic of certain age groups cited the main differentiation between cohorts as
continuity and discontinuity. The educational progress of the members of the older cohorts' members had been dislocated by family requirements, but this interval seemed to assure their "feminine" identity, and the return to school marked a phase of determination and achievement. The number of younger cohorts were literally continuing their education, but the conflicts between fulfilling the "traditional" nurturant role and developing their own ability had not been resolved.

The impact of the return to school was vividly demonstrated in three areas, all classic examples of dialectic progression: the confusion over the reasons for re-entry, the discrepancies between the attitudes of students and their partners, and the unresolved areas of conflict with members of "old" social networks.

Helen Astin wrote that, "education is both a vehicle for and an expression of the changes occurring in society at large" (Astin, 1976b, p. 89). The adult woman who returns to school is taking advantage of the option of school participation. As with any commitment there is a cost, a cost she pays in hard work, and worry, and guilt over violating societal expectations. The women in this study struggled with the doubts and overcame the obstacles. Their personal growth can be calculated in the expansion of their life styles and their roles.
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Introduction

I am a graduate student at Lehigh University. My area of interest is the participation of adults 25 and older in educational programs.

Your cooperation in answering these questions will be greatly appreciated. All your responses are confidential on the interview form or supplementary card. You may omit any question, but the answers you supply help develop a profile of the type of mature adult who seeks a higher education.

Could you please sign this form to indicate I told you about the voluntary and confidential nature of the study?
1. What was the highest level of formal education you completed before beginning this program?
   1. High school or equivalent
   2. Professional business school
      a) secretarial school
      b) managerial training
      c) nursing school
      d) other
   3. Post secondary:
      a) some university or college credits, specify
      b) college diploma or certificate
      c) university or college degree(s)

2. How many minutes do you spend in travel to classes?
   5-9; 10-19; 20-29; 30 or more; specify

3. In your household, if there are children, how many are:
   below school age
   in elementary school
   in secondary school
   are employed
   in college
   in professional (business) school above college age
   Total

4. In providing child care, which method do you use most often?
   day care services
   relative(s)
   neighbor(s)
   facilities provided by college
   paid babysitters

5. At the present time, are you employed?
   No
   Yes
   Part-time (No. of hrs./wk.)
   Full-time
   Type of employment

6. What is (are) your reason(s) for attending college at this time? Please rank them in order of importance.
   to obtain more knowledge
   to reach a personal goal
   to prepare for a career
   to return to a career after a period of absence
   to open new career options (change career)
   to meet requirements for a diploma, certificate or degree
   to upgrade professional skills
7. How important is further education to you in terms of your present job?

Absolutely necessary for advancement and to keep informed of recent developments in the field ______
Necessary for advancement only ______
Necessary to keep informed of developments only ______
Not very important ______

8. If your present job/status does not require further education which of the categories below fits your situation:
a. Did a change in lifestyle prompt your return to school? ______
   or
b. Did you incorrectly assess your abilities when you were younger? ______
   or
c. Are you interested in attaining a personal goal? ______

9. Do you attend

full-time (15 credits) ______
part-time (number of credits) ______
over-load (16 or more credits) ______

10. Do your work or home commitments necessitate your choice of course hours?

Can take the desired course at time offered ______
Must choose a course offered: in evenings ______
                        during weekends ______
                        other ______

11. Were you able to use prior learning to accumulate credits without classes?

CLEP (College Level Examination Program) ______
Life Experience Credits ______
   in-house training programs offered by employer ______
   Manpower training ______
   correspondence courses ______
   courses through the media - T.V., radio, etc. ______
   military experience ______
   expertise in a particular field: foreign language ______
                                    music ______
                                    culinary skill ______
                                    sign language ______
 Were these credits easy/difficult to obtain? ______

12. Is your tuition cost covered by financial aid?
in full ______
in part ______
not applicable ______ (skip to #15)
13. (If applicable) What type of financial aid?

grant
scholarship
bank loan
government loan (specify)
employer assistance
tuition remission
financial assistance
leave from work with pay
other

14. Where did you obtain the loan?

through your college
through your place of business
other

This information is sought as background material and is completely confidential.

15. If you are not using, or are not completely covered by financial aid, is your tuition cost paid by

yourself
your spouse or family
in full in part

16. What is (are) your reason(s) for choosing your college:

type of programs
proximity
cost per credit hour
friends on campus
particular major offered
hours courses offered
other

17. In regard to your becoming a student, if married, is the attitude of your spouse:

supportive 1 2 3 4 5
mildly strongly
non-committal
non-supportive 1 2 3 4 5
mildly strongly

How often does your spouse discuss your education with you?

What kind of matters do you discuss?
18. If you are a parent, is the attitude of your children
   positive_____  not interested_____  negative_____ 

19. Do your children or other family members discuss your education with you?______

20. Have your friends (peer group) expressed opinions about your return to school?
   positive_____  not interested_____  negative_____ 

21. Has your return to school prompted a re-arrangement of the chores at home?
   spouse has taken over certain chores______
   children have taken over certain chores______
   student has increased his/her personal work load______
   other__________________________________________

22. Assuming the ages of traditional students to be 18-22 years, there are three possible combinations of students in your classes. Are they
   a) predominantly traditional students______
   b) predominantly older students______
   c) a distribution of tradition and older students______

23. Is the attitude of the traditional students toward the older student(s)
   a) positive______
   b) not interested______
   c) negative______
   d) varies with students and/or class______

24. Do you have an opportunity to interact with traditional students?
   a) assigned to group projects______
   b) talk before/after classes or during breaks______
   c) share notes______
   d) other________________________________________

25. Do you interact with other older students?
   a) support group designed by college______
   b) special lounge or meeting room______
   c) talk before/after class and during breaks______
   d) share notes______
   e) study together______
   f) other________________________________________
26. There have been some books and articles which mention that returning students feel stress upon re-entry. This list includes four areas with sub-categories. Which areas concern you?

a) coping with a new situation:
   i. learning study skills
   ii. interacting with different age groups
   iii. interacting with teacher and professors

b) attitude toward grades:
   i. equated with academic success
   ii. equated with proving yourself as older, more mature student
   iii. GPA necessary for financial aid

c) allotment of time and energy:
   i. job responsibilities conflict with studies
   ii. family obligations conflict with studies

d) personal attitude adjustments:
   i. feelings of fear about inability to study effectively
   ii. feelings of guilt about neglect to spouse
   iii. feelings of guilt about neglect of children
   iv. feelings of guilt about using money for school

Do you have any opinions about the items listed above which you would share with me?

Are they an accurate assessment of the situation an older student faces?

Is there anything in your study program you would like to change?
1. Defining the traditional student between age 18-23 years old, when did this institution identify the needs of the older adult for education?

2. What impetus led to the inclusion of older adults in the student body?

3. What percentage of the student body is over 23 years old?
   a. male___ female___
   b. part-time___ full-time___

4a. Are the older students included in existing programs?
b. Are the older students offered separate programs?
   daytime attendance___ weekends___ evening___

5a. Have you tailored programs to suit the needs of older students?
b. If yes, have these needs changed over the last ten years?

6. What services are offered the older students?
   advisors
   counselors
   child care
   financial aid services
   career counseling
   lounges or meeting areas
   support groups:
   student/faculty
   committees
   peer groups

7. Are equivalency exams (CLEP) an equitable assessment of academic achievement?

8. Do you think credit should be awarded for life experiences?

9a. Is the interest in adult education a middle class phenomena?
b. Has professional obsolescence necessitated additional education?

10a. Are there any problems in mixing age groups in a classroom situation?
   cooperation between different age groups
   resentment between different age groups
   status of older student on campus

b. Do the advantages of different ages outweigh the disadvantages?

11a. In general, how do you evaluate the scholastic performance of the older student?
b. Does the academic performance of the older student compare favorably with that of the traditional student?
12. What method(s) do you employ to evaluate the effectiveness of the adult education program?
   feedback from students
   feedback from professors
   community response

13. What market program(s) are employed to attract the older students?
Appendix C

The interview questions for administrators and teachers attempted to develop a description of the older student from the viewpoint of the professional whose occupation is meeting the learning requirements of the student population. Teachers and administrators agree that although mixed ages produce some problems, "the advantages far outweigh the disadvantages" (LCCC). The professors contacted stated that the diversity of ages benefitted both the younger and the older student. The younger students overall tended to be relaxed and skeptical, but the older students were generally conscientious, prompt, and well organized (CCC). The teachers at both colleges rated the older students' scholastic performance by the same academic standards as their younger classmates, and found them as good or better than the traditional students.

While administrators and teachers at both colleges expressed an awareness and appreciation of adults as students, the community college and Cedar Crest were divided on the issues of credit policies and equivalency exams. LCCC awards academic credits for these exams and for certain life experiences such as in-house training through jobs or military service. Cedar Crest will not always accept these standards, but final decisions are left to the discretion of the different departments. The scientific disciplines insist that each student take every required course, "to get the full benefit of class instruction" (Biology professor). In the
liberal art departments, some professors will accept a
College Level Examination program (CLEP) result. Students
working to obtain a degree in nursing are permitted to
"challenge" (Nursing equivalency exam) certain courses.
These credit by examination policies can save the student
considerable time and money, whereas the discouraging prospect
of losing some or all of the previously acquired credits is a
deterrent to re-entering college.
APPENDIX D

The following questionnaire focuses on women in continuing education programs. It is distributed under the auspices of Lehigh University. The data obtained will be utilized in the master's thesis of Carey Patterson, a graduate student in the Social Relations Department.

The purpose of the research is to develop an accurate profile of the woman who seeks a post secondary education. The questions investigate the opportunities and barriers presented to the mature woman managing family responsibilities and educational and occupational aspirations.

Your cooperation in answering the questions will be greatly appreciated. All responses are confidential. There are no names by which to identify the forms. You may omit any question, but the answers you supply help define the re-entry woman.

If your family includes a child twelve or older, and a spouse/partner or relative who would be willing to complete the supplementary question sheet, those answers would be beneficial to this study.

Pretests show this form takes approximately twenty minutes to execute.

Please complete the enclosed questionnaire and return it to me in the envelope supplied by December 12, 1983.

Thank you for your help with this project.
1. BACKGROUND INFORMATION

Please check the appropriate answer.

1. What is your age category?

22-25 _____ 35-39 _____ 50-54 _____ over 65 _____
26-29 _____ 40-44 _____ 54-59 _____
30-34 _____ 45-49 _____ 60-64 _____

2. Whatever the number of years, what is your perception of your age?

Early adulthood _____ Early middle aged _____ Later middle aged _____
Later adulthood _____ Middle aged _____ Old _____
Other

3. With which Ethnic group do you identify?

White _____ Hispanic _____ Other _____
Black _____ Asian _____

4. What formal education did your parents have?

<table>
<thead>
<tr>
<th>Education Level</th>
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<th>Father</th>
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</thead>
<tbody>
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<td>_____</td>
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<tr>
<td>1-3 years high school</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>High school diploma or equivalent</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>1-3 years college</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>College graduate</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Trade, business, technical school</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Some graduate work</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

5. Did your mother work while you were growing up (before you were 18)?

Yes _____ No _____

6. Are you currently?

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Single</th>
<th>Widowed</th>
</tr>
</thead>
<tbody>
<tr>
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<td>_____</td>
<td>Divorced</td>
</tr>
<tr>
<td>Separated</td>
<td>_____</td>
<td>&quot;Living together&quot;</td>
</tr>
</tbody>
</table>

Please complete other side
7. If applicable, please indicate the highest educational level attained by your partner.

1-3 years high school ____
High school diploma or equivalent ____
1-3 years college ____
Associate of Arts degree ____
Bachelor's degree ____
Master's degree ____
Doctorate (Ph.D, Ed D) ____
Professional degree (MD, DDS, LLB, etc.) ____
Trade, professional, business school ____
Other ____________________________
Not applicable ____

8. If there are children in your household, how many are in each of the following categories?

Below school age _____ Secondary school _____
Elementary school _____ Trade, professional, business school _____
College _____ Employed _____
Not applicable _____ Other ____________________________

9. What is the approximate family income?

Under $10,000 _____ $30,000 - $39,000 _____
$10,000 - $19,000 _____ Over $40,000 _____
$20,000 - $29,000 _____

II. This section deals with your education and work experience before you became a continuing education student.

10. What is the highest level of formal education you completed before beginning this program?

1-3 years high school ____
High school diploma or equivalent ____
Trade, technical, or business school ____
Nursing school (specify degree) ____
1-3 years college ____
Associates of Arts degree ____ Bachelors Degree _____
Master's degree ____
Other _____

11. What was your grade average? If your education spanned several intervals, choose a representative sample.

3.5-4.0 _____ 2.0-2.4
3.0-3.4 _____ 1.5-1.9
2.5-2.9 _____ Not Applicable _____
12. If you did not attend or complete college, indicate the primary reason.

- Funds not available ______  Lack of interest or motivation ______
- Wanted to work ______  Marriage, pregnancy ______
- Had to work ______  Illness ______
- Personal ______  Family ______
- Other ____________________________

13. Have you been involved in volunteer work?

No ______  Yes ______
If yes, indicate the number of hours committed to volunteerism.

- 1-3 hrs/wk ______  4-10 hrs/wk ______  10+ hrs/wk ______  Other ______

14. At the present time are you employed?

No ______  Yes ______

15. Please specify type of employment ____________________________

If you are not currently working, please check reason(s).

- 1 = more important  2 = important  3 = less important
- Personal Preference ______
- No financial need to work ______
- Inadequate training or experience for work ______
- Partner's objections or preferences ______
- Difficulties and costs of household maintenance and child care ______
- Children's needs and preferences; pregnancy ______
- Unable to find employment ______
- Other ____________________________

III. This section deals with questions concerning your experience with the continuing education program.

16. When you enrolled in this college, how long had it been since you took a course for credit?

- 1-5 years ______
- 6-10 years ______
- 11-20 years ______
- 21-30 years ______
- 30 or more ______
- Other ____________________________

17. How many credits are you taking?

- Full-time (15 credits) ______
- Overload (16 or more credits) ______
- Part-time (number of credits) ______
- Other ____________________________

171  Please complete other side
18. Were the academic credits you acquired previously transferred to the college you currently attend?

Yes _____  No _____  Not Applicable _____

19. Were you able to use prior credits or life experiences to accumulate credits at present school?

Yes _____  No _____

If yes, please specify:

- CLEP (College Level Examination Program)
- Challenge (Nursing Examination Program)
- Life experience credits
- Employer training
- Expertise in particular field
- Foreign language
- Music
- Culinary skill
- Other

20. If certain credits were not transferable, it was because:

- No similar course taught at college currently attended
- Previous course/exam considered inadequate preparation
- Time interval since acquisition of credits exceeded maximum allowed by institution
- Other

21. How long have you attended your current college?

- 3 months to 1 year _____
- 1-2 years _____
- 2-3 years _____
- 3-4 years _____
- 5 or more years _____
- Other (specify) _____

22. Please indicate the major source(s) for financing your education.

- Employer
- Spouse/partner
- Part-time, full-time job
- Family (parents or relatives)
- Savings, inheritance
- Investments
- Scholarship; fellowship
- Other

23. In a few sentences describe your objectives in attending college.
Without changing what you have written, please check any of the following objectives which are important to you.

To gain personal enrichment  To prepare for employment
To receive college credit  To prepare for a better job
To receive a degree  To achieve independence
To update job skills

24. Using the following scale, indicate the importance of the following factors in re-entering college.

(1 = more important; 2 = important; 3 = less important).

Dissatisfied with job  Family or marital problems
Bored at home  Serious illness or death
Lessening of home responsibilities  Encouragement and/or recommendation from others
Availability of funds  Other (specify)
Availability of program

25. How did you learn about the continuing education program at your college?

Word of mouth  Program advertising (pamphlets, meetings)
Media (T.V., radio, newspaper)  Other (specify)

26. What is your grade average currently?

3.5 - 4.0  2.0 - 2.4
3.0 - 3.4  1.5 - 1.9
2.5 - 2.9  Not Applicable

27. Please indicate the reason(s) for choosing the college currently attended:

Type of programs  Friends on campus
Proximity  Particular major offered
Cost per credit hour  Hours courses offered
Child care facilities  Other

IV. The following section includes some of your personal views and attitudes.

28. How do you feel about the women's movement?

Positively  Negatively  Mixed
29. In the list below choose the responses which characterize the effect of the women's movement on your personal attitudes. Use the following scale.

1 = Not true             2 = Don't know          3 = True

I am less tolerant of "traditional" housewives _____
I feel equal to men _____
I am more ambitious _____
I ask the family to share more household chores _____
I have been reinforced and supported in my "traditional" views _____
I question my lifestyle and goals _____
I am more aware of issues concerning women _____
I encourage young females to consider all career opportunities _____
My marriage has improved _____
I feel that men exploit women in work situations _____
I am more restless and discontent with my life _____
My marriage has been threatened _____
I have been reinforced and supported for my "feminist" views _____
Other

30. How important is it for you to have a career (in addition to home and family responsibilities)? Circle one response.

/   /   /   /   /   /   /
V. Important Important Neutral Unimportant V. Unimportant Not Applicable

31. How old do you feel the child(ren) should be before a mother works or attends school?

Infancy ____ Elementary School ____ 18 or older ____
Ages 2-5 ____ Secondary School ____ Not applicable ____
Other

32. In regard to your becoming a student, how would you describe the attitude of your spouse/partner? Circle one response.

/   /   /   /   /   /   /
Very Supportive Non-Committal Unsupportive Very Supportive
Supportive

Not Applicable _____

33. Has his attitude remained the same through your school attendance?

Remained the same _____ Become more accepting of situation _____
Becomes less accepting of situation _____

34. If you are a parent, what is the attitude of your child(ren)?

Positive ____ Not Interested ____
Negative ____ Not applicable because:
Too young ____
Too old ____
No children ____
35. Since becoming a student, which of the following has occurred?

1 = Not true  2 = Don't know  3 = True  4 = Not Applicable

Family has less time together
Children have increased respect for you
Family has become more self-reliant, organized
Children resent your involvement
Family has become closer, talk things over more
Job status has improved
Marital tensions and difficulties have developed
Social life has decreased
Marital relations improved, greater rapport
Other

36. Indicate which of the following have expressed opinions about your participation in college. How would you classify those attitudes?

1 = Positive  2 = Mixed  3 = Negative  4 = Not Interested

Mother
Father
Siblings (yours)
In-laws
Relatives
Friends
Employer
Neighbors

37. In regard to your becoming a student, how would you describe the attitude of friends made prior to your entering school.

Positive  Not interested  Negative  Other

38. Since attending college, has the amount of time spent with friends made prior to school:

Stayed the same  Increased  Decreased

39. In interacting with friends made prior to school re-entry, do you:

Confide in them  Ask their advice  Tell them good news  Discuss school work

Often  Sometimes  Never

40. In interaction with friends made prior to college, indicate which situation(s) apply to you.

No problem in maintaining contact
It is difficult to find the time
Their interest/support is helpful
Their attitude towards your student role creates stress

Please complete other side
41. Since attending school, do you interact with people from the college community?
   Yes ______  No ______

42. If yes, has the amount of time spent with these friends who participate in school:
   Increased steadily ______  Remained same ______  Decreased ______
   Other ____________________________

43. If the amount of interaction with friends who participate in school has increased, please check reason(s).
   Similar interests ______  Similar problems ______
   Proximity ______  Other ____________________________

44. In interacting with your new friends do you:

   Confide in them ______  Often ______  Sometimes ______  Never ______
   Ask their advice ______
   Tell good news ______
   Discuss school work ______

V. This section concerns areas which may present problems to re-entry students.

45. Has school re-entry created particular pressures or anxieties for you?
   Yes ______  No ______

46. If yes, what areas of academic requirements create pressures?

   Exams ______  Writing papers ______
   Speaking before a class ______  Recall ability ______
   Comprehension ______  Inadequate Past Preparation ______
   Inadequate study skills ______  Some instructors way of presenting material ______
   Allotting time to study ______
   Other ____________________________

47. How much of a problem, if any, have you had in the following areas?

   1 = Great amount  2 = Some trouble  3 = Minimal  4 = None at all

   Conflicting demands on time ______
   Family obligations conflict with studies ______
   Job obligations conflict with studies ______
   Disapproval of friends/family/neighbors ______
   Attitude of faculty toward older students ______
Fear of failure
Less time for social life
Negative reaction of traditional students (18-22 years old)
Other

48. Indicate which of the following have been of concern to you:
1 = Great amount  2 = Some trouble  3 = Minimal  4 = None at all
Feelings of guilt/anxiety about neglect of partner
Feelings of guilt/anxiety about neglect of children
Feelings of guilt/anxiety about neglect of parents/in-laws
Feelings of guilt/anxiety about using family money for your education
Other

49. Indicate the ways in which your college experience has influenced you:
1 = Very True  2 = True  3 = Non-committal  4 = Untrue  5 = Very Untrue
Provided me with direction
Given me confidence, increased self-esteem
Decreased my self-confidence
Caused me to seek employment
Developed my employable skills
I am more open to new ideas and people
Informed me of alternatives and options
Made me decide my place is at home
Increased my respect/liking for other women
I am a happier person
I am depressed
Other (specify)

50. On the whole, how happy are you with your way of life today as compared with five years ago?

/  /  /  /  /
Very Happy Happy Neutral Unhappy Very Unhappy

Thank you again for your time and help.
For spouse/partner, or child twelve years or older, or relative. This section investigates how going to school affects the family life of the adult woman student.

Please check the appropriate answer.

1. What is your relationship to the adult student?
   - Daughter (specify age)
   - Parent
   - Son (specify age)
   - In-Law
   - Spouse/Partner
   - Relative (specify)
   - Other

2. In your opinion is the adult student determined to complete her education?
   - Yes
   - No
   - Other

3. Do you think her going to school is a good idea? (Circle the answer)
   - Very good
   - Good
   - Don't care
   - Poor
   - Very poor

4. During the time this woman has been a student, has your attitude towards her schooling remained the same?
   - Same
   - I like the school situation more
   - I like the school situation less
   - Other

5. What are this woman's reasons for going to school? 1 = more important, 2 = important, 3 = less important
   - To get a degree
   - To prepare for a better job
   - To improve herself
   - She was bored at home
   - To prepare for a job
   - Other

6. In your opinion, how old should children be before a woman goes to college or work?
   - Infancy
   - Elementary School
   - Ages 2-5
   - Secondary School
   - 18 or older
   - Not applicable
   - Other
7. In the list below, please check the sentences that apply to your family since she became a student:  1 = very true, 2 = true, 3 = somewhat true, 4 = not true.

The children respect mother more ______
The family has to share more household tasks ______
The children resent mother's school involvement ______
The children have become more independent ______
The family is closer, talks about more things ______
The children discuss homework, study skills with mother _______

For spouses/partners only:
You have taken on more chores around the house ______
Social life has decreased ______
Your relationship has improved, greater rapport ______
Your relationship has developed tensions and difficulties ______
Your partner has more interesting topics to discuss ______
School attendance is fine as long as it does not interfere with our life style ______
School responsibilities conflict with other activities ______

8. In your opinion, how happy is the student compared to the time before attending school? (Circle answer)

/ / / / /
Very happy Happy Same Unhappy Very unhappy

9. In your opinion, has school attendance changed this woman's attitudes? 1 = very true, 2 = true, 3 = somewhat true, 4 = not true.

She has become more independent/assertive ______
She has less traditional views ______
She questions her life style ______
She is more open to new ideas ______
She has decided her place is at home ______
She has become aware of issues concerning women ______
She has become more ambitious ______
Other ________________________________

10. Do you personally want this woman to continue to attend school?

Yes ______ No ______ Other ________________________________

If you have any opinions on an adult woman as a student, please share them with me in a few sentences.

Thank you for your help.
Appendix E

The topic of transfers would be incomplete without mentioning the problems in this area for older students re-entering the academic world. One out of four students (24.5%) had lost some of the scholastic credits earned in her past educational endeavors, while sixty-eight of the 151 respondents had had their past records accepted in full. The reasons listed for the loss of acquired credits were: the previous course was considered inadequate (45%); no similar course was taught at the college currently attended (35%); the time interval since the previous course was taken exceeded the limit accepted by the college(s) in the survey (17%). Three of the participants noted a combination of the reasons listed above, and eleven women noted a loss of credits which can be loosely categorized as life experience.

In the area of granting scholastic credit for life or job experience, the community college was more lenient than the four year institution accepting computer training, foreign language and banking experience. Cedar Crest gave academic credit in three instances: a bilingual student; a music teacher; and a veteran of the USAF (subject matter not identified). Job experience was a serious point of contention with the registered nurses who were actively participating in their profession. Forty-three of the forty-four nurses had taken the Challenge equivalency exams in nursing which permits those who attain a certain grade to be excused from
specific courses. Only fourteen liberal arts students, and one nurse, had taken CLEP, the College Level Examination Program. This last figure does not indicate a lack of assertiveness on the part of the students. As noted earlier, only some of the departments were willing to accept this criteria.
APPENDIX F

The Condition of Education 1984 Edition

Statistical Report
National Center for Education Statistics

Edited by Valena White Plisko

U.S. Department of Education
T.H. Bell, Secretary

Office of Educational Research and Improvement
Donald J. Senese, Assistant Secretary

National Center for Education Statistics
Marie D. Eldridge, Administrator

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Table 2.2


<table>
<thead>
<tr>
<th>Fall Year</th>
<th>Total Enrollment in Thousands</th>
<th>Male Students</th>
<th>Students Under 25 Years Old (Estimated)</th>
<th>Full-Time Students</th>
<th>Under-Graduate and Unclassified Students</th>
<th>Students in Public Institutions</th>
<th>Students in 4-Year Institutions</th>
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<td>1970</td>
<td>8,581</td>
<td>58.8</td>
<td>72.2</td>
<td>67.8</td>
<td>86.0</td>
<td>74.9</td>
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<td>8,949</td>
<td>58.2</td>
<td>71.5</td>
<td>67.9</td>
<td>86.5</td>
<td>76.0</td>
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<td>56.9</td>
<td>69.5</td>
<td>65.9</td>
<td>86.2</td>
<td>76.7</td>
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<td>60.2</td>
<td>86.0</td>
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<td>58.7</td>
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<td>48.3</td>
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<td>58.0</td>
<td>86.9</td>
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<td>48.5</td>
<td>61.0</td>
<td>58.1</td>
<td>87.1</td>
<td>78.0</td>
<td>61.6</td>
</tr>
</tbody>
</table>

*Projected*  

1983: 12,377  49.1  59.4  57.1  86.7  78.5  61.0  
1984: 12,325  49.0  58.1  56.3  86.4  78.5  60.9  
1985: 12,247  49.0  56.7  55.4  86.2  78.6  60.7  
1986: 12,162  48.9  55.4  54.6  85.9  78.6  60.5  
1987: 12,136  48.8  54.4  54.1  85.8  78.7  60.3  
1988: 12,141  48.7  53.8  53.9  85.8  78.7  60.2  
1989: 12,161  48.6  53.3  53.6  85.8  78.8  60.1  
1990: 12,093  48.5  52.5  53.2  85.8  78.8  60.1  
1991: 11,989  48.4  51.3  52.6  85.6  78.8  60.0  
1992: 11,810  48.4  51.3  52.1  85.5  78.9  59.9  

*For methodological details, see Projections of Education Statistics to 1992-93. forthcoming*

In contrast to its expansion in the 1970's, higher education enrollment is projected to register some small declines throughout the 1980's and into the 1990's. The proportions of males, younger adults, and full-time students are expected to continue dropping.
Table 2.3

Trends in Total Enrollment in Institutions of Higher Education, by Sex, Age Group, and Full-Time Attendance Status: Selected Years, Fall 1970 to Fall 1992

<table>
<thead>
<tr>
<th></th>
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<td>12,426</td>
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<td>278</td>
<td>254</td>
<td>233</td>
<td>214</td>
<td>186</td>
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<td>18 and 19 years</td>
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<td>560</td>
<td>570</td>
<td>570</td>
<td>560</td>
<td>550</td>
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<tr>
<td>20 and 21 years</td>
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<td>1,501</td>
<td>1,764</td>
<td>2,081</td>
<td>1,939</td>
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<td>2,177</td>
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<td>30 to 34 years</td>
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<td>566</td>
<td>1,034</td>
<td>1,262</td>
<td>1,432</td>
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<td>898</td>
<td>1,411</td>
<td>1,589</td>
<td>1,984</td>
<td>2,289</td>
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<td>Male</td>
<td>5,044</td>
<td>5,236</td>
<td>5,789</td>
<td>6,031</td>
<td>5,918</td>
<td>5,715</td>
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<td>14 to 17 years</td>
<td>129</td>
<td>132</td>
<td>106</td>
<td>107</td>
<td>92</td>
<td>89</td>
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<tr>
<td>18 and 19 years</td>
<td>1,349</td>
<td>1,307</td>
<td>1,315</td>
<td>1,295</td>
<td>1,138</td>
<td>1,025</td>
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<td>1,129</td>
<td>1,211</td>
<td>1,287</td>
<td>1,061</td>
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<td>35 years and over</td>
<td>415</td>
<td>411</td>
<td>536</td>
<td>590</td>
<td>724</td>
<td>838</td>
</tr>
<tr>
<td>Female</td>
<td>3,537</td>
<td>3,976</td>
<td>5,497</td>
<td>6,394</td>
<td>6,218</td>
<td>6,092</td>
</tr>
<tr>
<td>14 to 17 years</td>
<td>129</td>
<td>145</td>
<td>147</td>
<td>126</td>
<td>122</td>
<td>105</td>
</tr>
<tr>
<td>18 and 19 years</td>
<td>1,250</td>
<td>1,261</td>
<td>1,333</td>
<td>1,432</td>
<td>1,234</td>
<td>1,190</td>
</tr>
<tr>
<td>20 and 21 years</td>
<td>785</td>
<td>923</td>
<td>1,060</td>
<td>1,253</td>
<td>1,016</td>
<td>980</td>
</tr>
<tr>
<td>22 to 24 years</td>
<td>493</td>
<td>500</td>
<td>749</td>
<td>943</td>
<td>852</td>
<td>762</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>292</td>
<td>431</td>
<td>792</td>
<td>932</td>
<td>965</td>
<td>867</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>179</td>
<td>227</td>
<td>503</td>
<td>702</td>
<td>769</td>
<td>815</td>
</tr>
<tr>
<td>35 years and over</td>
<td>409</td>
<td>487</td>
<td>854</td>
<td>998</td>
<td>1,260</td>
<td>1,449</td>
</tr>
</tbody>
</table>

*For methodological details, see Projections of Education Statistics to 1992-93, forthcoming

NOTE Details may not add to totals because of rounding

Continuing a trend from the 1970's, decreasing proportions of both male and female students are expected to attend college full-time. By 1992, less than half of female students are projected to be full-time enrollees, down from 65 percent in 1970.
Participation in Adult Education, May 1981

More than 21 million persons 17 years old and over participated in adult education activities in 1981, according to the National Center for Education Statistics (NCES). This figure represents almost 13 percent of the total adult population in the United States, and is one of the many findings from the fifth triennial survey of adult education, conducted by the Bureau of the Census in May 1981 as part of its Current Population Survey of 58,000 households.

Other highlights from the survey are:

- Nearly 54 percent of the adult education participants were under the age of 35; 12 percent were over 55 years old. The heaviest concentration (35 percent) of participants in adult education was in the 25 to 34 age group; approximately 20 percent of the total population in this age group took one or more adult education courses in 1981.

- Approximately 56 percent of all adult education participants were women. Among women participants, over 70 percent were working at a job, 20 percent were keeping house, and the remainder were either looking for work, going to school, or retired. Almost 96 percent of men participants were working, at the time of the survey.

- The largest group of participants in adult education were professional and technical workers, who comprised over 30 percent of those taking adult education courses. Clerical workers (18 percent) were the second most likely group to have taken an adult education course.

- Over 42 percent of adult education participants had family incomes greater than $25,000 compared to only 31 percent for the population. As the level of family income increased, the rate of participation in adult education also increased; from 6 percent for those with family incomes less than $7,500 to nearly 19 percent for those with incomes greater than $50,000.

- Over 90 percent of adult education participants were at least high school graduates compared to 70 percent for the total population. Persons having five years of college or more were most likely to have taken a course in adult education; over 31 percent of this group participated in 1981. Conversely, only 2 percent of persons with less than a ninth-grade education took an adult education course in 1981.

- The majority (72 percent) of participants in adult education lived in metropolitan areas. The South had the most participants in 1981, over 6 million. Fewer than 4 million participants lived in the Northeast United States.

Information on available tapes and the Center's statistical program, may be obtained from the Statistical Information Office, National Center for Education Statistics, 400 Maryland Avenue, SW., (1001 Presidential Building), Washington, D.C. 20202, telephone (301) 436-7900.
| AGE, BOTH SEXES | TOTAL | 17 YEARS OLD & OVER. | 18-24 YEARS | 25-29 YEARS | 30-34 YEARS | 35-39 YEARS | 40-44 YEARS | 45-49 YEARS | 50-54 YEARS | 55-59 YEARS | 60-64 YEARS | 65 YEARS & OVER | 70 YEARS & OVER | 75 YEARS & OVER | 80 YEARS & OVER | 85 YEARS & OVER |
|----------------|-------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|----------------|----------------|----------------|----------------|----------------|

**RACE/ETHNIC GROUP**

- **WHITE:** 18,965
- **BLACK:** 19,965
- **HISPANIC:** 19,965

**YEARS OF SCHOOL COMPLETED**

- **ELEMENTARY 0 TO 6 YEARS:** 19,965
- **HIGH SCHOOL 7 TO 12 YEARS:** 19,965
- **COLLEGE:** 19,965
- **9 YEARS OR MORE:** 19,965

**VETERANS (MEN):** 19,965

**ANNUAL FAMILY INCOME 1/**

- **UNDER $7,500:** 19,965
- **$7,500 TO $9,999:** 19,965
- **$10,000 TO $19,999:** 19,965
- **$20,000 TO $29,999:** 19,965
- **$30,000 TO $39,999:** 19,965
- **$40,000 TO $49,999:** 19,965
- **$50,000 & OVER:** 19,965

**LABOR FORCE STATUS 2/**

- **IN LABOR FORCE:** 19,965
- **EMPLOYED:** 19,965
- **UNEMPLOYED:** 19,965
- **NOT IN LABOR FORCE:** 19,965
- **GOING TO SCHOOL:** 19,965
- **NOT REPORTED:** 19,965

**OCCUPATION OF EMPLOYED PERSONS**

- **PROFESSIONAL, TECHNICAL & KINDRED WORKERS:** 19,965
- **SALES WORKERS:** 19,965
- **CLERICAL WORKERS:** 19,965
- **CREW & KINDRED WORKERS:** 19,965
- **OPERATIVES, EXCEPT TRANSPORT:** 19,965
- **TRANSPORT EQUIPMENT OPERATOR:** 19,965
- **SEINCE WORKERS, INCLUDING PRIVATE HOUSEHOLD:** 19,965
- **FARM WORKERS (FARMERS, MANAGERS, LABORERS & SUPERVISORS):** 19,965

**TYPE OF AREA & REGION**

- **METROPOLITAN:** 19,965
- **DOMMETROPOLITAN:** 19,965
- **NORTHEAST:** 19,965
- **NORTH CENTRAL:** 19,965
- **SOUTH:** 19,965
- **WEST:** 19,965

---

1/ **NUMBERS MAY INCLUDE NONHISPANIC MEMBERS.**
2/ **FOR THE WEEK ENDING MAY 15, 1981.**

**NOTE:** DETAILS MAY NOT ADD TO TOTALS BECAUSE OF ROUNDING.
| POPULATION CHARACTERISTIC | TOTAL | NEW | 17 TO 25 | 26 TO 35 | 36 TO 45 | 46 TO 55 | 56 TO 65 | 66 TO 75 | 75 TO 85 | 85 TO 95 | 95 TO 100 | OVER | TOTAL | NEW | 17 TO 25 | 26 TO 35 | 36 TO 45 | 46 TO 55 | 56 TO 65 |
|---------------------------|-------|-----|---------|---------|---------|---------|---------|---------|---------|---------|----------|-------|----------|-----|---------|---------|---------|---------|---------|---------|
| RACE/ETHNIC GROUP         |       |     |         |         |         |         |         |         |         |         |          |       | 21,252  | 9,758  | 3,365  | 2,075  | 1,260  | 739    | 278    | 11,999  | 2,300  | 4,123  | 8,347   | 1,581  | 962     | 490 |

| YEARS OF SCHOOL COMPLETED |       |     |         |         |         |         |         |         |         |         |          |       | 3,612   | 1,339  | 917    | 409    | 301    | 222    | 151    | 114     | 29      | 7     | 3       | 2     | 1       | 1     |

| OCCUPATION OF EMPLOYED PERSONS |       |     |         |         |         |         |         |         |         |         |          |       | 1,726   | 535    | 208    | 177    | 61     | 33     | 22     | 33     | 1,191  | 351    | 347    | 152    | 113    | 87     | 92     |

| LABOR FORCE STATUS 2/ |       |     |         |         |         |         |         |         |         |         |          |       | 17,640  | 8,603  | 1,476   | 3,701  | 2,047  | 1,219  | 641    | 120    | 8,837  | 3,123  | 3,213  | 1,889  | 1,211  | 594    | 97     |

| TYPE OF AREA & REGION |       |     |         |         |         |         |         |         |         |         |          |       | 15,387  | 6,708  | 1,218   | 2,431  | 1,501  | 859    | 516    | 191    | 8,679  | 1,711  | 3,045  | 1,728  | 1,121  | 699    | 358    |

| HOMEMETROPOLITAN        |       |     |         |         |         |         |         |         |         |         |          |       | 5,855   | 2,451  | 426     | 954    | 574    | 365    | 237    | 87     | 3,216  | 590    | 1,058  | 709    | 440    | 268    | 134    |

| NORTHEAST              |       |     |         |         |         |         |         |         |         |         |          |       | 3,747   | 1,499  | 299     | 605    | 583    | 213    | 100    | 92     | 2,095  | 406    | 735    | 402    | 314    | 158    | 78     | 12     |

| NORTH CENTRAL          |       |     |         |         |         |         |         |         |         |         |          |       | 5,741   | 2,498  | 443     | 926    | 527    | 122    | 189    | 72     | 3,293  | 658    | 1,140  | 620    | 406    | 276    | 149    | 34     |

| SOUTH                  |       |     |         |         |         |         |         |         |         |         |          |       | 8,123   | 2,946  | 471     | 926    | 614    | 243    | 217    | 56     | 3,867  | 680    | 1,148  | 731    | 442    | 269    | 117    | 38     |

<p>| WEST                   |       |     |         |         |         |         |         |         |         |         |          |       | 9,430   | 2,923  | 508     | 952    | 551    | 234    | 243    | 95     | 3,108  | 558    | 1,053  | 684    | 399    | 242    | 146    | 29     |</p>
<table>
<thead>
<tr>
<th>POPULATION CHARACTERISTIC</th>
<th>TOTAL MEN &amp; WOMEN</th>
<th>TOTAL HISPANIC</th>
<th>INTIMATE HISPANIC</th>
<th>TOTAL RURAL</th>
<th>NONHISPANIC</th>
<th>HISPANIC</th>
<th>OTHER</th>
</tr>
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<tbody>
<tr>
<td>AGE, BOTH SEXES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 YEARS OLD &amp; OVER</td>
<td>21,256</td>
<td>7,296</td>
<td>8,278</td>
<td>505</td>
<td>292</td>
<td>353</td>
<td>11,093</td>
</tr>
<tr>
<td>17 TO 24 YEARS</td>
<td>3,491</td>
<td>1,490</td>
<td>1,925</td>
<td>104</td>
<td>46</td>
<td>58</td>
<td>2,260</td>
</tr>
<tr>
<td>25 TO 34 YEARS</td>
<td>7,503</td>
<td>3,185</td>
<td>2,135</td>
<td>214</td>
<td>96</td>
<td>117</td>
<td>4,112</td>
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<tr>
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<td>2,073</td>
<td>1,870</td>
<td>98</td>
<td>49</td>
<td>49</td>
<td>2,433</td>
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<tr>
<td>45 TO 54 YEARS</td>
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<td>1,104</td>
<td>64</td>
<td>25</td>
<td>28</td>
<td>1,591</td>
</tr>
<tr>
<td>55 YEARS &amp; OVER</td>
<td>1,902</td>
<td>738</td>
<td>668</td>
<td>16</td>
<td>10</td>
<td>25</td>
<td>948</td>
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<td>65 YEARS OLD &amp; OVER</td>
<td>768</td>
<td>278</td>
<td>241</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>490</td>
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<tr>
<td>YEARS OF SCHOOL COMPLETED</td>
<td></td>
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<tr>
<td>ELEMENTARY: 0 TO 8 YEARS</td>
<td>517</td>
<td>249</td>
<td>161</td>
<td>30</td>
<td>23</td>
<td>7</td>
<td>268</td>
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<tr>
<td>HIGH SCHOOL: 1 TO 3 YEARS</td>
<td>1,942</td>
<td>630</td>
<td>1,912</td>
<td>91</td>
<td>32</td>
<td>59</td>
<td>912</td>
</tr>
<tr>
<td>4 YEARS</td>
<td>4,092</td>
<td>2,102</td>
<td>2,237</td>
<td>171</td>
<td>63</td>
<td>102</td>
<td>4,346</td>
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<tr>
<td>COLLEGE: 1 TO 3 YEARS</td>
<td>5,207</td>
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<td>54</td>
<td>3,070</td>
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<td>61</td>
<td>46</td>
<td>28</td>
<td>2,008</td>
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<td>5 YEARS OR MORE</td>
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<td>1,760</td>
<td>1,596</td>
<td>61</td>
<td>44</td>
<td>17</td>
<td>1,290</td>
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<td>VETERANS (MEN)</td>
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<td>3,330</td>
<td>200</td>
<td>96</td>
<td>88</td>
<td>(X)</td>
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<td>ANNUAL FAMILY INCOME 1/</td>
<td></td>
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<td></td>
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<td>UNDER $7,500</td>
<td>1,728</td>
<td>355</td>
<td>290</td>
<td>68</td>
<td>33</td>
<td>46</td>
<td>1,191</td>
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<tr>
<td>87,500 TO $9,999</td>
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<td>119</td>
<td>265</td>
<td>13</td>
<td>11</td>
<td>29</td>
<td>569</td>
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<tr>
<td>91,000 TO $99,999</td>
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<td>1,002</td>
<td>1,051</td>
<td>91</td>
<td>27</td>
<td>33</td>
<td>1,189</td>
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<tr>
<td>820,000 TO $299,999</td>
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<td>1,666</td>
<td>81</td>
<td>43</td>
<td>38</td>
<td>1,730</td>
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<tr>
<td>825,000 TO $499,999</td>
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<td>3,246</td>
<td>125</td>
<td>88</td>
<td>38</td>
<td>3,790</td>
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<tr>
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<td>800</td>
<td>757</td>
<td>17</td>
<td>25</td>
<td>10</td>
<td>825</td>
</tr>
<tr>
<td>NOT REPORTED</td>
<td>759</td>
<td>315</td>
<td>280</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>440</td>
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<td>LABOR FORCE STATUS 2/</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>IN LABOR FORCE</td>
<td>17,640</td>
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<td>7,821</td>
<td>674</td>
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<td>312</td>
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<td>7,364</td>
<td>412</td>
<td>186</td>
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<td>8,364</td>
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<td>456</td>
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<td>46</td>
<td>21</td>
<td>3,056</td>
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<tr>
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<td>268</td>
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<td>22</td>
<td>2,332</td>
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<td>OTHER</td>
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<td>199</td>
<td>159</td>
<td>14</td>
<td>36</td>
<td>11</td>
<td>317</td>
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<td>OCCUPATION OF EMPLOYED PERSONS</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PROFESSIONAL, TECHNICAL, &amp; KINDRED WORKERS</td>
<td>5,352</td>
<td>2,340</td>
<td>2,312</td>
<td>89</td>
<td>77</td>
<td>62</td>
<td>2,792</td>
</tr>
<tr>
<td>TEACHERS, EXCEPT COLLEGE</td>
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<td>315</td>
<td>249</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>951</td>
</tr>
<tr>
<td>COLLEGE TEACHERS</td>
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<td>6</td>
<td>7</td>
<td>0</td>
<td>73</td>
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<tr>
<td>PHYSICIANS, DENTISTS, &amp; RELATED PRACTITIONERS</td>
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<td>262</td>
<td>237</td>
<td>6</td>
<td>14</td>
<td>9</td>
<td>39</td>
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<td>HEALTH WORKERS, EXCEPT PRACTITIONERS</td>
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<td>88</td>
<td>79</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>891</td>
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<tr>
<td>OTHER</td>
<td>2,649</td>
<td>1,808</td>
<td>1,862</td>
<td>60</td>
<td>43</td>
<td>49</td>
<td>839</td>
</tr>
<tr>
<td>MANAGERS &amp; ADMINISTRATORS</td>
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<td>1,440</td>
<td>1,331</td>
<td>42</td>
<td>27</td>
<td>40</td>
<td>705</td>
</tr>
<tr>
<td>SALES WORKERS</td>
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<td>651</td>
<td>560</td>
<td>22</td>
<td>4</td>
<td>15</td>
<td>481</td>
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<tr>
<td>CLERICAL WORKERS</td>
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<td>2,100</td>
<td>1,238</td>
<td>58</td>
<td>37</td>
<td>21</td>
<td>2,677</td>
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<tr>
<td>CRAFT &amp; KINDRED WORKERS</td>
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<td>1,189</td>
<td>1,105</td>
<td>87</td>
<td>23</td>
<td>54</td>
<td>183</td>
</tr>
<tr>
<td>OPERATIVES, EXCEPT TRANSPORT</td>
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<td>475</td>
<td>301</td>
<td>47</td>
<td>11</td>
<td>34</td>
<td>303</td>
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<td>TRANSPORT EQUIPMENT OPERATIVES</td>
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<td>197</td>
<td>173</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>NONFARM LABORERS</td>
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<td>252</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>77</td>
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<tr>
<td>SERVICE WORKERS, INCLUDING PRIVATE HOUSEHOLD</td>
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<td>630</td>
<td>531</td>
<td>60</td>
<td>16</td>
<td>22</td>
<td>1,073</td>
</tr>
<tr>
<td>FARM WORKERS (Farmers, Managers, Laborers, &amp; Supervisors)</td>
<td>186</td>
<td>135</td>
<td>125</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>TYPE OF AREA &amp; REGION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>METROPOLITAN</td>
<td>15,387</td>
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<td>211</td>
<td>285</td>
<td>5,679</td>
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<tr>
<td>NONMETROPOLITAN</td>
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<td>2,697</td>
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<td>30</td>
<td>64</td>
<td>2,214</td>
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<tr>
<td>NORTHEAST</td>
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<td>1,816</td>
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<td>28</td>
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<td>2,197</td>
<td>92</td>
<td>34</td>
<td>58</td>
<td>3,008</td>
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<tr>
<td>SOUTH</td>
<td>6,135</td>
<td>2,686</td>
<td>2,329</td>
<td>257</td>
<td>41</td>
<td>99</td>
<td>3,447</td>
</tr>
</tbody>
</table>

1/ NUMBERS MAY INCLUDE NONFAMILY MEMBERS.
2/ FOR THE WEEK ENDING MAY 16, 1981.

NOTE: DETAILS MAY NOT ADD TO TOTALS BECAUSE OF ROUNDING.
### Table 4: Labor Force Status and Sex of Participants in Adult Education, by Population Characteristics: United States, Week Ending May 16, 1981

#### Population Characteristic

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Men &amp; Women</th>
<th>Men</th>
<th>Not in Labor Force</th>
<th>Total</th>
<th>Women</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age, Both Sexes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Years Old &amp; Over</td>
<td>21,252</td>
<td>9,356</td>
<td>8,939</td>
<td>368</td>
<td>17</td>
<td>199</td>
</tr>
<tr>
<td>17 to 24 Years</td>
<td>3,941</td>
<td>1,440</td>
<td>1,323</td>
<td>153</td>
<td>3</td>
<td>125</td>
</tr>
<tr>
<td>25 to 34 Years</td>
<td>7,509</td>
<td>3,359</td>
<td>3,140</td>
<td>135</td>
<td>4</td>
<td>131</td>
</tr>
<tr>
<td>35 to 44 Years</td>
<td>6,212</td>
<td>2,675</td>
<td>2,537</td>
<td>50</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>45 to 54 Years</td>
<td>2,421</td>
<td>1,240</td>
<td>1,189</td>
<td>18</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>55 to 64 Years</td>
<td>1,768</td>
<td>728</td>
<td>740</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>65 Years Old &amp; Over</td>
<td>768</td>
<td>308</td>
<td>460</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Race/Ethnic Group

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Men &amp; Women</th>
<th>Men</th>
<th>Not in Labor Force</th>
<th>Total</th>
<th>Women</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Hispanic</td>
<td>20,483</td>
<td>9,026</td>
<td>8,157</td>
<td>356</td>
<td>16</td>
<td>188</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18,674</td>
<td>7,279</td>
<td>7,056</td>
<td>284</td>
<td>15</td>
<td>179</td>
</tr>
<tr>
<td>Black</td>
<td>1,269</td>
<td>505</td>
<td>712</td>
<td>62</td>
<td>4</td>
<td>58</td>
</tr>
<tr>
<td>Other</td>
<td>510</td>
<td>242</td>
<td>268</td>
<td>9</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>769</td>
<td>353</td>
<td>416</td>
<td>12</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Years of School Completed

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Men &amp; Women</th>
<th>Men</th>
<th>Not in Labor Force</th>
<th>Total</th>
<th>Women</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 8 Years</td>
<td>517</td>
<td>269</td>
<td>249</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 to 3 Years</td>
<td>1,364</td>
<td>530</td>
<td>834</td>
<td>93</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4 to 6 Years</td>
<td>6,958</td>
<td>2,052</td>
<td>4,906</td>
<td>138</td>
<td>9</td>
<td>129</td>
</tr>
<tr>
<td>7 to 9 Years</td>
<td>5,307</td>
<td>2,237</td>
<td>3,070</td>
<td>102</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>10 to 11 Years</td>
<td>3,050</td>
<td>1,760</td>
<td>1,290</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not Reported</td>
<td>755</td>
<td>315</td>
<td>440</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Annual Family Income

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Men &amp; Women</th>
<th>Men</th>
<th>Not in Labor Force</th>
<th>Total</th>
<th>Women</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $1,500</td>
<td>1,726</td>
<td>595</td>
<td>1,131</td>
<td>102</td>
<td>4</td>
<td>98</td>
</tr>
<tr>
<td>$1,500 to $9,999</td>
<td>400</td>
<td>199</td>
<td>201</td>
<td>37</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>$10,000 to $49,999</td>
<td>2,791</td>
<td>1,012</td>
<td>1,779</td>
<td>87</td>
<td>2</td>
<td>85</td>
</tr>
<tr>
<td>$50,000 to $94,999</td>
<td>3,566</td>
<td>1,566</td>
<td>1,920</td>
<td>50</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>$95,000 to $499,999</td>
<td>5,319</td>
<td>2,517</td>
<td>2,802</td>
<td>60</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>$500,000 &amp; Over</td>
<td>1,634</td>
<td>609</td>
<td>725</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not Reported</td>
<td>755</td>
<td>315</td>
<td>440</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Occupation of Employed Persons

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Men &amp; Women</th>
<th>Men</th>
<th>Not in Labor Force</th>
<th>Total</th>
<th>Women</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, technical &amp; related practitioners</td>
<td>9,352</td>
<td>2,540</td>
<td>2,540</td>
<td>102</td>
<td>4</td>
<td>98</td>
</tr>
<tr>
<td>Teachers, except college</td>
<td>1,040</td>
<td>313</td>
<td>727</td>
<td>37</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>College teachers</td>
<td>184</td>
<td>91</td>
<td>93</td>
<td>12</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Physicians, dentists &amp; related practitioners</td>
<td>301</td>
<td>262</td>
<td>262</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Health workers, except practitioners</td>
<td>977</td>
<td>68</td>
<td>88</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Salesmen</td>
<td>2,464</td>
<td>1,605</td>
<td>1,605</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clerical workers</td>
<td>1,332</td>
<td>651</td>
<td>651</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Craft &amp; related workers</td>
<td>1,173</td>
<td>564</td>
<td>564</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Administrative &amp; support workers</td>
<td>770</td>
<td>466</td>
<td>466</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nonfarm laborers</td>
<td>742</td>
<td>270</td>
<td>270</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farm workers; farmers, managers, laborers, &amp; supervisors</td>
<td>170</td>
<td>630</td>
<td>630</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Type of Area & Region

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Men &amp; Women</th>
<th>Men</th>
<th>Not in Labor Force</th>
<th>Total</th>
<th>Women</th>
<th>Not in Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>15,367</td>
<td>6,708</td>
<td>6,059</td>
<td>256</td>
<td>15</td>
<td>141</td>
</tr>
<tr>
<td>Nonmetropolitan</td>
<td>5,965</td>
<td>2,895</td>
<td>3,070</td>
<td>113</td>
<td>2</td>
<td>111</td>
</tr>
<tr>
<td>Northeast</td>
<td>3,747</td>
<td>1,951</td>
<td>1,796</td>
<td>73</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>North Central</td>
<td>5,741</td>
<td>2,948</td>
<td>2,793</td>
<td>128</td>
<td>9</td>
<td>119</td>
</tr>
<tr>
<td>South</td>
<td>6,335</td>
<td>2,986</td>
<td>3,349</td>
<td>72</td>
<td>7</td>
<td>65</td>
</tr>
<tr>
<td>West</td>
<td>6,850</td>
<td>2,533</td>
<td>2,317</td>
<td>95</td>
<td>1</td>
<td>94</td>
</tr>
</tbody>
</table>

Note: Details may not add to totals because of rounding.
TABLE 3:

VOCATIONAL CERTIFICATE/DIPLOMA

SCHOOL CREDIT OBJECTIVES

TRADE OR PROFESSIONAL OBJECTIVES

SOURCE OF PAYMENT FOR COURSE

EMPLOYER PROVIDED COURSE FOR EMPLOYEES

AMOUNT PAID BY SELF OR FAMILY

NUMBER OF COURSES FOR WHICH AN AMOUNT WAS REPORTED

COURSE SUBJECT

<table>
<thead>
<tr>
<th>COURSE CHARACTERISTIC</th>
<th>TOTAL COURSES</th>
<th>COURSES TAKEN BY MEN</th>
<th>COURSES TAKEN BY WOMEN</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37,381</td>
<td>18,163</td>
<td>7,713</td>
<td>11,505</td>
</tr>
</tbody>
</table>

**NOTE:** DETAILS MAY NOT ADD TO TOTALS BECAUSE OF ROUNDING.

```
<table>
<thead>
<tr>
<th>SOURCE OF PAYMENT FOR COURSE</th>
<th>TOTAL COURSES</th>
<th>COURSES TAKEN BY MEN</th>
<th>COURSES TAKEN BY WOMEN</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF OR FAMILY ONLY</td>
<td>17,760</td>
<td>7,030</td>
<td>1,048</td>
<td>11,457</td>
</tr>
<tr>
<td>SELF OR FAMILY &amp; ADDITIONAL RATES</td>
<td>1,972</td>
<td>766</td>
<td>184</td>
<td>992</td>
</tr>
<tr>
<td>PUBLIC FUNDING</td>
<td>8,090</td>
<td>2,412</td>
<td>710</td>
<td>4,370</td>
</tr>
<tr>
<td>BUSINESS OR INDUSTRY</td>
<td>4,516</td>
<td>749</td>
<td>749</td>
<td>798</td>
</tr>
<tr>
<td>BUSINESS OR INDUSTRY &amp; ADDITIONAL RATES</td>
<td>496</td>
<td>67</td>
<td>87</td>
<td>154</td>
</tr>
<tr>
<td>PRIVATE ORGANIZATION</td>
<td>1,921</td>
<td>1,147</td>
<td>354</td>
<td>1,375</td>
</tr>
<tr>
<td>PRIVATE ORGANIZATION &amp; ADDITIONAL RATES</td>
<td>218</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>OTHER SOURCES ONLY</td>
<td>1,650</td>
<td>527</td>
<td>199</td>
<td>656</td>
</tr>
<tr>
<td>OTHER SOURCES &amp; RATES SPECIFIED ABOVE</td>
<td>160</td>
<td>99</td>
<td>99</td>
<td>198</td>
</tr>
<tr>
<td>DID NOT KNOW &amp; NOT REPORTED</td>
<td>267</td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td>TOTALS</td>
<td>12,287</td>
<td>6,747</td>
<td>6,540</td>
<td>13,287</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMOUNT PAID BY SELF OR FAMILY</th>
<th>TOTAL DOLLARS REPORTED</th>
<th>AVERAGE DOLLARS PER COURSE IN UNITS.</th>
<th>NUMBER OF COURSES FOR WHICH AN AMOUNT WAS REPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL DOLLARS REPORTED</td>
<td>2,166</td>
<td>1,063</td>
<td>72,101</td>
</tr>
<tr>
<td>AVERAGE DOLLARS PER COURSE IN UNITS.</td>
<td>120</td>
<td>189</td>
<td>189</td>
</tr>
<tr>
<td>NUMBER OF COURSES FOR WHICH AN AMOUNT WAS REPORTED</td>
<td>18,033</td>
<td>6,495</td>
<td>1,556</td>
</tr>
</tbody>
</table>

| COURSE SUBJECT | AGRICULTURE & RENEWABLE RESOURCES | ARTS VISUAL & PERFORMING | BUSINESS | ENGINEERING & ENGINEERING TECHNOLOGY | HEALTH, PERS | HUMAN ECONOMICS | PERSONAL SERVICES OCCUPATIONS | LANGUAGE & LITERATURE | LIFE SCIENCE & PHYSICAL SCIENCES | MATHEMATICAL SCIENCES | PHYSICAL EDUCATION & LEISURE | PHYSICAL SCIENCES | PSYCHOLOGICAL SCIENCES | PSYCHOLOGICAL SOCIAL STUDIES | PSYCHOLOGICAL INTERDISCIPLINARY STUDIES | UNABLE TO CLASSIFY |
|----------------|-----------------------------------|--------------------------|---------|--------------------------------------|-------------|----------------|-----------------------------|-------------------|---------------------------|------------------|----------------------|----------------|---------------------|------------------|------------------------|------------------|-------------------|
| AGRICULTURE & RENEWABLE RESOURCES | 649                   | 326                    | 38      | 119                    | 63          | 40              | 29                          | 44                | 123                       | 43               | 43                  | 22              | 43                  | 22               | 43                   | 22               | 43               |
| ARTS VISUAL & PERFORMING | 2,373                  | 576                    | 106     | 188                    | 112         | 47              | 47                          | 94                | 22                        | 18              | 22                  | 18              | 22                  | 18               | 22                   | 18               | 22               |
| BUSINESS | 2,594                  | 4,171                  | 460     | 1,018                  | 706         | 50              | 42                          | 53                | 1,799                      | 341              | 587                  | 280             | 233                  | 227              | 207                  | 227              | 207              |
| ENGINEERING & ENGINEERING TECHNOLOGY | 3,654 | 2,970 | 477 | 1,193 | 562 | 288 | 178 | 23 | 693 | 177 | 269 | 132 | 68 | 35 | 22 |
| HEALTH, PERS | 1,198 | 736 | 133 | 429 | 169 | 27 | 27 | 39 | 729 | 130 | 304 | 164 | 83 | 29 | 17 |
| HUMAN ECONOMICS | 941 | 369 | 88 | 60 | 18 | 8 | 8 | 16 | 269 | 53 | 153 | 71 | 36 | 18 | 9 |
| PERSONAL SERVICES OCCUPATIONS | 1,812          | 631                    | 194     | 277                    | 145         | 28              | 28                          | 46                | 1,071                      | 311              | 330                  | 171             | 134                  | 134              | 134                   | 134              | 134              |
| LANGUAGE & LITERATURE | 2,144 | 613 | 193 | 295 | 155 | 195 | 48 | 28 | 1,371 | 314 | 468 | 283 | 159 | 93 |
| LIFE SCIENCE & PHYSICAL SCIENCES | 1,209 | 906 | 197 | 226 | 101 | 39 | 20 | 10 | 611 | 163 | 261 | 121 | 56 | 26 | 10 |
| MATHEMATICAL SCIENCES | 2,577 | 1,013 | 197 | 226 | 101 | 39 | 20 | 10 | 611 | 163 | 261 | 121 | 56 | 26 | 10 |
| PHYSICAL EDUCATION & LEISURE | 3,270 | 1,013 | 197 | 226 | 101 | 39 | 20 | 10 | 611 | 163 | 261 | 121 | 56 | 26 | 10 |
| PHYSICAL EDUCATION | 2,377 | 931 | 156 | 204 | 146 | 47 | 47 | 25 | 1,756 | 324 | 650 | 349 | 168 | 82 | 44 |
| PSYCHOLOGICAL SCIENCES | 1,194 | 736 | 133 | 429 | 169 | 27 | 27 | 39 | 729 | 130 | 304 | 164 | 83 | 29 | 17 |
| PSYCHOLOGICAL SOCIAL STUDIES | 1,194 | 736 | 133 | 429 | 169 | 27 | 27 | 39 | 729 | 130 | 304 | 164 | 83 | 29 | 17 |
| PSYCHOLOGICAL INTERDISCIPLINARY STUDIES | 1,194 | 736 | 133 | 429 | 169 | 27 | 27 | 39 | 729 | 130 | 304 | 164 | 83 | 29 | 17 |
| UNABLE TO CLASSIFY | 157 | 132 | 42 | 36 | 24 | 18 | 10 | 205 | 77 | 49 | 18 | 9 |
```
### Table 4: Number of Courses Taken by Participants in Adult Education, by Race/Ethnic Group and Sex of Participant, and by Course Characteristics

#### United States, Year Ending May 1981

(Numbers in thousands.)

<table>
<thead>
<tr>
<th>Course Characteristic</th>
<th>Total Courses</th>
<th>Courses Taken by Men</th>
<th>Non-Hispanic White</th>
<th>Hispanic Male</th>
<th>Non-Hispanic Black</th>
<th>Hispanic Male</th>
<th>Other</th>
<th>Non-Job-Related Courses</th>
<th>Total Courses</th>
<th>Courses Taken by Women</th>
<th>Non-Hispanic White</th>
<th>Hispanic Female</th>
<th>Non-Hispanic Black</th>
<th>Hispanic Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Courses</td>
<td>37,761</td>
<td>16,182</td>
<td>16,296</td>
<td>892</td>
<td>439</td>
<td>555</td>
<td>21,190</td>
<td>10,363</td>
<td>10,484</td>
<td>474</td>
<td>715</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Main Reason for Taking Course

- **Job-Related Reasons:**
  - To get a new or higher paying job: 22,594 (11,202) 10,392 2,060
  - To improve or advance in current job: 16,656 (8,749) 7,970 163 220
  - Non-job-related reasons: 14,700 (7,566) 7,134 161 220
  
- **Non-Job-Related Reasons:**
  - For personal reasons: 2,326 (1,226) 1,000
  - To obtain a license or certificate: 22,534 (11,202) 11,202 10,072
  - To renew a license or certificate: 14,738
  - To obtain a license or certificate: 10,170 (5,012) 2,692 1,039 172

#### School Credit Objectives

- Elementary or high school diploma: 1,017 (233) 233
  - Vocational certificate/diploma: 1,190 (403) 403
  - 2-year college degree credit: 2,049 (911) 911
  - 4-year college degree credit: 2,531 (1,202) 1,202
  - Postgraduate or professional degree: 1,976 (928) 928
  - None of the above or not reported: 28,465 (12,366) 11,976

#### Source of Payment for Courses

- Employer is a source of payment: 2,326 (1,226) 1,000
  - Self or family: 1,190 (403) 403
  - Other: 1,017 (233) 233
  - Not known or not reported: 1,190 (403) 403

#### Source of Payment for Employees

- Employer provided course for employees: 9,260 (5,040) 4,561

#### Amount Paid by Self or Family

- Total dollars reported: 2,144,236 (1,053,257) 918,980

#### Course Subject

- Agriculture and Removable Natural Resources: 449 (226) 226
  - Arts and Humanities: 3,773 (576) 576
  - Business: 4,364 (4,171) 3,790
  - Education: 2,826
  - Engineering and Engineering Technology: 3,682
  - Health Care and Health Sciences: 3,993
  - Home Economics: 1,245
  - Language, Linguistics, and Literature: 2,182
  - Life Sciences and Physical Sciences: 1,205
  - Mathematical Sciences: 2,606
  - Philosophy, Religion, and Psychology: 2,606
  - Physical Education and Recreation: 2,606
  - Social Sciences and Social Studies: 1,929
  - Interdisciplinary Studies: 272
  - Unable to classify: 1,678

#### Note:

Details may not add to totals because of rounding.
<table>
<thead>
<tr>
<th>COURSE CHARACTERISTIC</th>
<th>TOTAL COURSES</th>
<th>TOTAL COURSES TAKEN BY MEN</th>
<th>TOTAL COURSES TAKEN BY WOMEN</th>
<th>TOTAL COURSES TAKEN IN LABOR FORCE</th>
<th>TOTAL COURSES TAKEN NOT IN LABOR FORCE</th>
<th>UNEMPLOYED KEEPING HOUSE</th>
<th>OTHER</th>
<th>UNEMPLOYED KEEPING HOUSE</th>
<th>UNEMPLOYED KEEPING SCHOOL</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>IN LABOR FORCE</td>
<td>NOT IN LABOR FORCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN REASON FOR TAKING COURSE</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>FOR PERSONAL OR SOCIAL REASONS</td>
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<tr>
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<td></td>
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<td>80</td>
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**SCHOOL CREDIT OBJECTIVES**

- ELEMENTARY OR HIGH SCHOOL DIPLOMA: 741 students, 343 taking 8-9 courses, 477 taking 11-13 courses.
- VOCATIONAL CERTIFICATE/DIPLOMA: 840 students, 444 taking 8-9 courses, 396 taking 11-13 courses.
- 2-YEAR COLLEGE/Degree Credit: 2,290 students, 1,244 taking 8-9 courses, 746 taking 11-13 courses.
- 4-YEAR COLLEGE/Degree Credit: 1,371 students, 964 taking 8-9 courses, 397 taking 11-13 courses.
- POSTGRADUATE OR PROFESSIONAL DEGREE: 154 students, 105 taking 8-9 courses, 49 taking 11-13 courses.

**SOURCE OF PAYMENT FOR COURSE**

- SELF OR FAMILY ONLY: 11,790 students, 6,931 taking 8-9 courses, 4,859 taking 11-13 courses.
- SELF OR FAMILY & ADDITIONAL SOURCE(S): 4,758 students, 2,635 taking 8-9 courses, 2,123 taking 11-13 courses.
- PUBLIC FUNDS ONLY: 960 students, 570 taking 8-9 courses, 390 taking 11-13 courses.
- PUBLIC FUNDS & ADDITIONAL SOURCE(S): 3,174 students, 1,884 taking 8-9 courses, 1,290 taking 11-13 courses.
- BUSINESS OR INDUSTRY ONLY: 1,029 students, 679 taking 8-9 courses, 350 taking 11-13 courses.
- BUSINESS OR INDUSTRY & ADDITIONAL SOURCE(S): 632 students, 396 taking 8-9 courses, 236 taking 11-13 courses.
- LABOR ORGANIZATION OR PROFESSIONAL ASSN.: 1,029 students, 679 taking 8-9 courses, 350 taking 11-13 courses.
- GOVERNMENT AGENCY: 1,371 students, 964 taking 8-9 courses, 397 taking 11-13 courses.
- PERSONAL SERVICE: 472 students, 297 taking 8-9 courses, 175 taking 11-13 courses.
- PRIVATE COMMUNITY ORGANIZATION: 373 students, 231 taking 8-9 courses, 142 taking 11-13 courses.
- PRIVATE ORGANIZATION ADDITIONAL SOURCE(S): 218 students, 132 taking 8-9 courses, 86 taking 11-13 courses.
- OTHER SOURCES ONLY: 3,166 students, 1,916 taking 8-9 courses, 1,250 taking 11-13 courses.
- OTHER SOURCES & SOURCE(S) SPECIFIED ABOVE: 181 students, 114 taking 8-9 courses, 67 taking 11-13 courses.
- OTHER: 1,130 students, 697 taking 8-9 courses, 433 taking 11-13 courses.
- NOT KNOWN OR NOT REPORTED: 1,130 students, 697 taking 8-9 courses, 433 taking 11-13 courses.

**AMOUNT PAID BY SELF OR FAMILY**

- TOTAL DOLLARS REPORTED: 150,000,000
- AVERAGE DOLLARS PER COURSE IN UNITS: 120
- TOTAL NUMBER OF COURSES FOR WHICH AN AMOUNT HAS BEEN REPORTED: 18,053

**COURSE SUBJECT**

- AGRICULTURE & RURAL LIFE: 849 students, 376 taking 8-9 courses, 473 taking 11-13 courses.
- ARTS VISUAL & PERFORMANCE: 2,373 students, 786 taking 8-9 courses, 1,587 taking 11-13 courses.
- BUSINESS: 8,564 students, 4,171 taking 8-9 courses, 4,393 taking 11-13 courses.
- EDUCATION: 2,189 students, 1,353 taking 8-9 courses, 836 taking 11-13 courses.
- ENGINEERING & ENGINEERING TECHNOLOGY: 5,484 students, 2,770 taking 8-9 courses, 2,704 taking 11-13 courses.
- HEALTH CARE & HEALTH PROFESSIONS: 3,933 students, 2,336 taking 8-9 courses, 1,597 taking 11-13 courses.
- HEALTH EDUCATION: 1,150 students, 561 taking 8-9 courses, 589 taking 11-13 courses.
- HUMAN ECONOMICS: 1,327 students, 797 taking 8-9 courses, 530 taking 11-13 courses.
- PERSONAL SERVICES OCCUPATIONS: 713 students, 496 taking 8-9 courses, 217 taking 11-13 courses.
- LANGUAGE, LINGUISTICS & LITERATURE: 2,184 students, 813 taking 8-9 courses, 1,371 taking 11-13 courses.
- LIFE SCIENCES & PHYSICAL SCIENCES: 761 students, 393 taking 8-9 courses, 368 taking 11-13 courses.
- MATHEMATICAL SCIENCES: 1,205 students, 594 taking 8-9 courses, 611 taking 11-13 courses.
- PHYSICAL EDUCATION & HEALTH: 1,029 students, 513 taking 8-9 courses, 516 taking 11-13 courses.
- SOCIAL SCIENCES & HUMANITIES: 2,377 students, 821 taking 8-9 courses, 1,556 taking 11-13 courses.
- INTERDISCIPLINARY STUDIES: 373 students, 132 taking 8-9 courses, 241 taking 11-13 courses.
- UNABLE TO CLASSIFY: 1,100 students, 600 taking 8-9 courses, 400 taking 11-13 courses.

**NOTE:** DETAILS MAY NOT ADD TO TOTALS BECAUSE OF ROUNDING.
<table>
<thead>
<tr>
<th>COURSE CHARACTERISTIC</th>
<th>SCHOOL CREDIT OBJECTIVES</th>
<th>TRADE OR PROFESSIONAL OBJECTIVES</th>
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<td>HIGH SCHOOL CERTIFICATE</td>
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**TOTAL COURSES:** 37,361

**MAIN REASON FOR TAKING COURSE**

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<tr>
<th>JOB-RELATED REASONS</th>
<th>TO GET A NEW JOB</th>
<th>IN CURRENT OR FORMER OCCUPATION</th>
<th>TO IMPROVE OR ADVANCE IN CURRENT JOB</th>
<th>OTHER JOB IMPROVEMENTS</th>
<th>NON-JOB-RELATED REASONS</th>
<th>FOR AMERICAN CITIZENSHIP</th>
<th>TO DAMAGE THE VOTE</th>
<th>SOURCES OF PERSONAL OR SOCIETAL NEEDS</th>
<th>OTHER NON-JOB-RELATED REASONS</th>
<th>NOT REPORTED</th>
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<td>638</td>
<td>1,556</td>
<td>1,166</td>
<td>1,156</td>
<td>2,044</td>
<td>2,016</td>
<td>1,230</td>
<td>1,656</td>
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</table>

**SOURCE OF PAYMENT FOR COURSE**

| ELEMENTARY OR HIGH SCHOOL | 2,551 | 5 | 504 | 8 | 9 | 1,979 | 36 | 49 | 2,847 |
| 2-YEAR COLLEGE OR TECHNICAL INSTITUTE | 7,030 | 1 | 192 | 227 | 1,226 | 351 | 79 | 4,105 | 639 | 261 | 6,130 |
| 4-YEAR COLLEGE OR UNIVERSITY | 4,415 | 5 | 506 | 287 | 1,148 | 1,106 | 1,148 | 5,394 | 411 | 849 | 5,490 |
| VOCATIONAL/TRADE OR BUSINESS SCHOOL | 4,415 | 5 | 506 | 287 | 1,148 | 1,106 | 1,148 | 5,394 | 411 | 849 | 5,490 |
| OTHER SCHOOL | 1,134 | 7 | 144 | 25 | 10 | 4,906 | 246 | 3,543 |
| TUTOR OR PRIVATE INSTRUCTOR | 1,134 | 7 | 144 | 25 | 10 | 4,906 | 246 | 3,543 |
| BUSINESS OR INDUSTRY | 1,134 | 7 | 144 | 25 | 10 | 4,906 | 246 | 3,543 |
| LABOR ORGANIZATION OR PROFESSIONAL ASSN. | 1,134 | 7 | 144 | 25 | 10 | 4,906 | 246 | 3,543 |
| GOVERNMENT AGENCY | 742 | 71 | 65 | 8 | 7 | 2,711 | 107 | 323 | 2,654 |
| PRIVATE COMMUNITY ORGANIZATION | 692 | 64 | 30 | 6 | 12 | 3,084 | 76 | 97 | 3,001 |
| OTHERS, Did not know, or not reported | 127 | 19 | 7 | 5 | 8 | 3,243 | 69 | 166 | 1,139 |
| EMPLOYER PROVIDED COURSE FOR EMPLOYEES | 9,260 | 9 | 359 | 127 | 161 | 223 | 8,371 | 630 | 932 | 7,698 |

**AMOUNT PAID BY SELF OR FAMILY**

| TOTAL DOLLARS REPORTED | 12,634 | 172,226 | 133,726 | 232,000 | 272,125 | 1,343,864 | 379,292 | 179,679 | 1,607,257 |
| AVERAGE DOLLARS PER COURSE IN UNITS | 41 | 336 | 104 | 322 | 200 | 1,093 | 259 | 160 | 105 |
| NUMBER OF COURSES FOR WHICH AN AMOUNT WAS REPORTED | 18,033 | 311 | 513 | 1,286 | 1,752 | 1,377 | 12,814 | 1,468 | 1,282 | 15,263 |

**COURSE SUBJECT**

| AGRICULTURE AND RENEWABLE RESOURCES | 449 | 1 | 10 | 10 | 13 | 4,017 | 32 | 29 | 730 |
| ART VISUAL & PERFORMING | 2,373 | 14 | 18 | 92 | 236 | 60 | 2,086 | 28 | 20 | 2,311 |
| BUSINESS | 8,064 | 51 | 329 | 627 | 719 | 438 | 6,411 | 608 | 494 | 7,698 |
| EDUCATION | 2,924 | 30 | 60 | 135 | 198 | 580 | 1,562 | 342 | 310 | 2,269 |
| ENGINEERING AND RELATED | 3,699 | 12 | 277 | 302 | 187 | 90 | 2,788 | 336 | 117 | 2,022 |
| HEALTH CARE & HEALTH SCIENCES | 3,993 | 2 | 208 | 199 | 122 | 132 | 3,391 | 357 | 1,156 | 2,689 |
| HEALTH EDUCATION | 3,540 | 5 | 148 | 188 | 221 | 58 | 1,003 | 72 | 173 | 903 |
| HOME ECONOMICS | 3,645 | 2 | 208 | 199 | 122 | 132 | 3,391 | 357 | 1,156 | 2,689 |
| PERSONAL SERVICES OCCUPATIONS | 713 | 3 | 208 | 199 | 122 | 132 | 3,391 | 357 | 1,156 | 2,689 |
| LANGUAGE, LINGUISTIC, & LITERATURE | 3,699 | 12 | 277 | 302 | 187 | 90 | 2,788 | 336 | 117 | 2,022 |
| LIFE SCIENCES & PHYSICAL SCIENCES | 1,105 | 30 | 218 | 266 | 100 | 442 | 93 | 52 | 1,059 |
| PHILOSOPHY & RELIGION, PSYCHOLOGY | 2,606 | 19 | 32 | 103 | 239 | 210 | 2,008 | 91 | 57 | 2,658 |
| PHYSICAL EDUCATION & LEISURE | 2,477 | 5 | 26 | 77 | 29 | 2,298 | 91 | 57 | 2,658 |
| SOCIAL SCIENCES & SOCIAL STUDIES | 1,029 | 9 | 44 | 234 | 217 | 179 | 1,221 | 132 | 160 | 1,607 |
| INTERDISCIPLINARY STUDIES | 377 | 164 | 3 | 12 | 197 | 7 | 6 | 29 |
| UNABLE TO CLASSIFY | 1,698 | 61 | 40 | 39 | 40 | 1,698 | 209 | 209 | 1,698 |

**NOTE:** DETAILS MAY NOT ADD TO TOTALS BECAUSE OF Rounding.
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<th>OTHER NOT REPORTED</th>
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<td>2,507</td>
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<tr>
<td>TOTAL COURSES</td>
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<td>18</td>
<td>81</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION &amp; LEISURE</td>
<td>2,777</td>
<td>351</td>
<td>398</td>
</tr>
<tr>
<td>SOCIAL SCIENCES &amp; SOCIAL STUDIES</td>
<td>1,429</td>
<td>143</td>
<td>423</td>
</tr>
<tr>
<td>INTERDISCIPLINARY STUDIES</td>
<td>2,497</td>
<td>265</td>
<td>54</td>
</tr>
<tr>
<td>UNABLE TO CLASSIFY</td>
<td>1,678</td>
<td>112</td>
<td>261</td>
</tr>
</tbody>
</table>

NOTE: DETAILS MAY NOT ADD TO TOTALS BECAUSE OF ROUNDING.
### Table 10: Number of Courses Taken by Participants in Adult Education, by Main Reason for Taking Course and by Course Characteristic

**United States: Year Ending May 1981**

#### Numbers in thousands.

<table>
<thead>
<tr>
<th>COURSE CHARACTERISTIC</th>
<th>TOTAL COURSES</th>
<th>IMPROVE PERSONAL SOCIAL</th>
<th>OTHER</th>
<th>TRAINE FOR NON-JOB-RELATED REASON</th>
<th>CITIZENSHIP</th>
<th>NOT REPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL COURSES</td>
<td>371,281</td>
<td>19,389</td>
<td>7,911</td>
<td>3,657</td>
<td>1,677</td>
<td>10,187</td>
</tr>
</tbody>
</table>

#### School Credit Objectives

- **Elementary or High School Diploma**
  - 1,027, 22, 1,010
- **Vocational Certificate of Diploma**
  - 1,400, 942, 1,390
- **2-Year College Degree Credit**
  - 2,204, 640, 2,194
- **4-Year College Degree Credit**
  - 4,862, 1,027, 4,737
- **Postgraduate or Professional Degree**
  - 1,476, 1,247, 1,276
- **None of the Above or Not Reported**
  - 28,465, 13,566, 28,546

#### Trade or Professional Objectives

- **To Obtain a License or Certificate**
  - 2,354, 1,173, 2,354
- **To Renew a License or Certificate**
  - 2,435, 1,318, 2,435
- **None of the Above or Not Reported**
  - 31,961, 13,129, 31,734

#### Provider of Instruction

- **Elementary or High School**
  - 2,651, 375, 2,508
- **Community College or Technical Institute**
  - 7,050, 1,992, 7,106
- **4-Year College or University**
  - 7,100, 3,479, 7,100
- **Vocational, Trade, or Business School**
  - 3,413, 1,783, 3,199
- **Other School**
  - 1,139, 317, 1,130
- **Tutor or Private Instructor**
  - 1,124, 843, 1,114
- **Business or Industry**
  - 5,118, 3,900, 5,479
- **Labor Organization or Professional Association**
  - 2,895, 1,416, 2,895
- **Private Community Organization**
  - 3,193, 1,158, 2,975
- **Other, Did Not Know, or Not Reported**
  - 1,378, 680, 1,378
- **Employer Provided Course for Employees**
  - 9,260, 7,563, 9,260

#### Source of Payment for Course

- **Self or Family Only**
  - 17,760, 4,858, 17,009
- **Self or Family & Additional Source(s)**
  - 1,427, 677, 1,418
- **Public Funding Only**
  - 4,402, 3,090, 4,073
- **Public Funding & Additional Source(s)**
  - 711, 298, 715
- **Business or Industry Only**
  - 6,080, 6,713, 6,113
- **Business or Industry & Additional Sources**
  - 696, 403, 696
- **Private Organization Only**
  - 1,421, 426, 1,406
- **Private Organization & Additional Sources**
  - 218, 105, 218
- **Other Sources Only**
  - 1,455, 501, 1,455
- **Other Sources & Source(s) Specified Above**
  - 180, 20, 180
- **Did Not Know or Not Reported**
  - 287, 96, 287
- **Employer Has a Source of Payment**
  - 12,287, 9,988, 12,287

#### Amount Paid by Self or Family

- **Total Dollars Reported**
  - 2,104,359, 771,694, 2,104,359
- **Average Dollars Per Course in Units**
  - 1,207, 1,191, 1,207
- **Number of Courses for Which an Amount Was Reported**
  - 16,033, 9,192, 16,033

#### Course Subject

- **Agriculture & Renewable Natural Resources**
  - 499, 261, 499
- **Arts: Visual & Performing**
  - 2,427, 2,088, 2,427
- **Business**
  - 6,968, 5,517, 6,968
- **Engineering & Engineering Technology**
  - 2,926, 1,555, 2,926
- **Health Care & Health Sciences**
  - 3,903, 4,682, 3,903
- **Health Education**
  - 1,150, 685, 1,150
- **Home Economics**
  - 1,266, 97, 1,266
- **Personal Services Occupations**
  - 573, 497, 573
- **Language, Linguistics, & Literature**
  - 2,168, 486, 2,168
- **Life Sciences & Physical Sciences**
  - 1,205, 395, 1,205
- **Mathematical Sciences**
  - 3,606, 564, 3,606
- **Physical Education & Leisure**
  - 2,477, 2,535, 2,477
- **Social Sciences & Social Studies**
  - 1,929, 904, 1,929
- **Unclassified or Not Classifiable**
  - 1,478, 649, 1,478

**Note:** Details may not add to totals because of rounding.
Methodology

Source of data. The estimates in this report are based on data collected in May 1981 from the Current Population Survey (CPS) conducted by the U.S. Bureau of the Census. This monthly sample is spread over 629 areas with coverage in each of the 50 States and the District of Columbia and includes 58,000 households. Questions relating to adult education activities were asked about each member 16 years old and over in each sample household.

Reliability of the estimates. Since the CPS estimates are based on a sample, they may differ somewhat from the figures that would have been obtained if a complete census had been taken using the same questionnaires, instructions, and enumerators. There are two types of errors possible in an estimate based on a sample survey: sampling and nonsampling.

The standard errors given in the following tables are primarily measures of sampling variability; i.e., of the variation that occurred by chance because a sample rather than the entire population was surveyed. The sample estimate and its estimated standard error enable one to construct confidence intervals, ranges that would include the average result of all possible samples with a known probability. For example, if all possible samples were selected and surveyed under identical conditions, and if an estimate and its estimated standard error were calculated from each sample, then approximately 68 percent of the intervals from one standard error below the estimate to one standard error above the estimate would include the average result of all possible samples. If size of estimate was 10,000, and the standard error was 5,000, then approximately 68 percent of the intervals would be between 5,000 and 15,000 (10,000 ± 5,000).

### Standard errors for estimated numbers of persons

(68 chances out of 100. Numbers in thousands)

<table>
<thead>
<tr>
<th>Size of Estimate</th>
<th>Standard Error</th>
<th>Size of Estimate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>750</td>
<td>42</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>1,000</td>
<td>49</td>
</tr>
<tr>
<td>25</td>
<td>8</td>
<td>2,500</td>
<td>77</td>
</tr>
<tr>
<td>50</td>
<td>11</td>
<td>5,000</td>
<td>108</td>
</tr>
<tr>
<td>75</td>
<td>13</td>
<td>10,000</td>
<td>149</td>
</tr>
<tr>
<td>100</td>
<td>15</td>
<td>25,000</td>
<td>223</td>
</tr>
<tr>
<td>250</td>
<td>24</td>
<td>50,000</td>
<td>282</td>
</tr>
<tr>
<td>500</td>
<td>35</td>
<td>100,000</td>
<td>282</td>
</tr>
</tbody>
</table>

### Standard errors for estimated numbers of courses

(68 chances out of 100. Numbers in thousands)

<table>
<thead>
<tr>
<th>Size of Estimate</th>
<th>Standard Error</th>
<th>Size of Estimate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>750</td>
<td>59</td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>1,000</td>
<td>68</td>
</tr>
<tr>
<td>25</td>
<td>11</td>
<td>2,500</td>
<td>108</td>
</tr>
<tr>
<td>50</td>
<td>15</td>
<td>5,000</td>
<td>154</td>
</tr>
<tr>
<td>75</td>
<td>18</td>
<td>7,500</td>
<td>191</td>
</tr>
<tr>
<td>100</td>
<td>21</td>
<td>10,000</td>
<td>223</td>
</tr>
<tr>
<td>250</td>
<td>34</td>
<td>25,000</td>
<td>373</td>
</tr>
<tr>
<td>500</td>
<td>48</td>
<td>30,000</td>
<td>416</td>
</tr>
</tbody>
</table>

Nonsampling errors can be attributed to many sources; e.g., inability to obtain information about all cases in the sample, definitional difficulties, differences in interpretation of questions, inability or unwillingness of respondents to provide correct information, inability to recall information, errors made in collection of data, errors made in processing, errors made in estimating values for missing data, and failure to represent all units within the sample (undercoverage).
VITA

Carey Dunning Patterson, born September 27, 1932, Baltimore Maryland.

Daughter of: James Henry Fitzgerald Dunning, Ph.D, Johns Hopkins University, 1927; and Mary Frances McPherson Dunning.

Married: Dushane Patterson, B.A., Johns Hopkins University, 1952.

Daughters: Frances Dushane (Mrs. Bernard Nemeth), B.A., Washington College; M.A., Lehigh University.
Carey Bayne (Mrs. Charles Bowyer), B.A., Lehigh University.
Ellen Bruce (Mrs. Charles Russell), B.A., Randolph Macon Women's College.
Mary Vaughn (Mrs. Daniel Cahill), B.A., University of Pennsylvania.

Education: Lehigh University M.A., Social Relations, October, 1984
Cedar Crest College B.A., Sociology, June, 1980.
Member: Delphi
Alpha Kappa Delta, president, 1978 - 1979
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