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ABSTRACT

The Non-Traditional Community College Project was developed to determine the conditions surrounding postsecondary youth and adult learning in the metropolitan St. Louis, Missouri area. This report is one of two publications resulting from the project. The 10 chapters of the report are: Survey of Postsecondary Youth and Adult Learning; Population and Sample; Would-be Learners; Conditions for Learning; Reasons for Learning and Obstacles to Continued Learning; Use of Counseling and Learning Centers; Use of Educational Opportunities and Libraries; Regional Profiles; Summary of Findings; and Conclusions and Recommendations. Twenty-nine tables provide the study data. (DB)

THE NON-TRADITIONAL COMMUNITY COLLEGE PROJECT

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SURVEY OF POSTSECONDARY YOUTH AND ADULT LEARNING

April 1, 1974

The Non-Traditional Community College Project

Survey of Postsecondary Youth and Adult Learning

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Foreword

The Non-Traditional Community College Project was developed in order to partly describe the conditions related to postsecondary youth and adult learning in metropolitan St. Louis, Missouri.

The researchers have completed a survey of adult learning and a survey of the educational opportunities and resources available in the metropolitan area.

The project was funded by:

The Fund for the Improvement of
Postsecondary Education

and

The Junior College District of
St. Louis-St. Louis County, Missouri

This publication is concerned with postsecondary youth and adult learning.

LIST OF TABLES

Acknowledgements

This publication has been developed as a result of the combined efforts of a large number of people. The Adult Learning Survey was originally developed by Educational Testing Service. The survey was modified for St. Louis by the Non-Traditional Community College Project research staff. Dr. Michael Rooney, assisted by Mr. Virvus Jones trained and supervised the interviewers and collected and coded the data for processing. Data processing was provided by The Junior College District data processing department. Mr. Robert Miller served as the systems analyst.

The survey materials and all letters were printed and mailed by The Junior College District printing department under the direction of Mr. Robert Drummond. The cover for this publication was created by Ms Doris Hallas. Mrs. Mildred Parke, serving as the project secretary, assisted in the development of data work-sheets and typed the manuscript draft. Dr. Ronald Lingle served in an advisory and editorial capacity.

The researchers will be pleased to receive comments from the readers of this publication.

Walter E. Hunter
Director
Non-Traditional Community College Project

CHAPTER I

Survey of Postsecondary Youth and Adult Learning

Introduction

One of the perpetual problems facing educators is the problem of defining the clientele to receive educational services. Community college educators have generally accepted and supported an open door policy wherein any postsecondary youth or adult is eligible to enter a community college. However, community college educators have reserved the right to set minimum entrance requirements for certain college programs...nursing, engineering, dental hygiene and so on. They have also retained the academic probation policies which specify minimum grade point averages for full-time students.

In the area of adult-continuing education, community college administrators have felt free to loosen their policies with respect to grading, class attendance, registration and admission requirements, grade point average and so on. Indeed, much of the experimentation related to new delivery systems for educational services arises within the division of adult-continuing education.

Yet, in spite of the open door policy of the community college and the expanding programs in adult-continuing education, evidence is mounting that many educationally unserved postsecondary youth and adults exist in every community.

The Commission on Non-Traditional Study* has completed and published several reports which indicate that most adult Americans can be considered

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*Diversity by Design, San Francisco, Jossey-Barr 1973, "Chronicle of Higher Education" - 5 February 1972

as potential clients for additional postsecondary learning. In general, the Commission Report suggested that postsecondary institutions are not currently meeting the educational needs and interests of non-traditional postsecondary youth and adults in the community. But the question remains whether data accumulated through a nationwide study can be applied to a single region such as metropolitan St. Louis, Missouri.

The Non-Traditional Community College Project was developed in order to determine the conditions surrounding postsecondary youth and adult learning in the metropolitan St. Louis, Missouri area. This project was designed to answer three very important questions with respect to metropolitan St. Louis, Missouri.

1. What are the educational needs and interests of postsecondary youth and adults?

2. What conditions are optimal for the delivery of educational services for postsecondary youth and adults?

3. What educational opportunities and resources are presently available for postsecondary youth and adults?

The project was supported by the Fund for the Improvement of Postsecondary Education and the Junior College District of St. Louis-St. Louis County, Missouri. The project was carried out by a full-time and part-time staff of seven persons plus extensive logistic support...printing, mailing, data processing and financial accounting from the Junior College District office. Two major activities plus several minor activities were planned by the project staff.

1. A survey of postsecondary youth and adult learning in metropolitan St. Louis, Missouri.

2. A survey of existing educational opportunities and resources in metropolitan St. Louis, Missouri.

3. A survey of adult learning in one or more target areas to detail educational needs, interests and optimal conditions.

4. A plan to carry out several experiments to test the impact of non-traditional delivery of educational services.

5. A survey of the literature related to non-traditional study and recommendations for the non-traditional delivery of educational services.

The total project report will be composed of two major publications* which will be titled as follows:

1. Survey of Postsecondary Youth and Adult Learning in Metropolitan St. Louis, Missouri.

2. Survey of Educational Opportunities and Resources for Postsecondary Youth and Adults in Metropolitan St. Louis, Missouri.

This report constitutes the first publication listed above.

Design and Procedures

The research team sought answers to a number of questions regarding the extent and nature of learning interests and needs, the optimal conditions for learning, and the present state of learning among postsecondary youth and adults. A search for methodology led the team to consider the research carried out by the Commission on Non-Traditional Study. A major part of the Commission's findings and recommendations was based on the analysis of "A Survey of Adult Learning."** The survey instrument for this activity had been developed by Educational Testing Service. Permission was subsequently granted by E.T.S. to use their survey instrument, and the research team decided to essentially replicate the Commission's study in metropolitan St. Louis, Missouri.

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* Several minor reports will be produced by members of the research staff in addition to the major reports.

** "Learning Interests and Experiences of Adult Americans" - Educational Testing Service, Berkeley, California (Prepublication Manuscript, March 1973).

A search for a representative population considered several sources including voter registration, telephone directories, J.C.D. mailing lists, census tract data, location mapping and so on. Realizing that almost any population would be less than completely representative, the team decided to use the voter registration lists as a best choice, because they were up-to-date and readily available. A random sample of the registered voter population was designated as the survey sample. The sample of at least 1,000 addressees (names) was desired so that the various subsamples...age, sex, occupation, race, education, etc., would be adequately represented. The research team was prepared to fill any gaps in information from the designated subsamples by additional data gathering methods.

Following the methods used by the Commission on Non-Traditional Study, the following activities were completed:

1. The E.T.S. Survey of Adult Learning was modified and printed for the St. Louis study.
2. A random sample of the voter population was designated by name and address.
3. Interviewers were trained in the practice of interviewing individuals.
4. Communication (letters...correspondence) was developed and validated on a small sample.
5. Data processing worksheets were developed.
6. Mailing services were arranged.

The first contact was made with the individuals named as part of the sample on 5 November 1973 by a first class letter from the President of the Junior College District. This letter briefly explained the purpose of the survey and informed the person that an interviewer would

contact the individual within a few days. Interviewers made appointments by telephone beginning during the week of 5 November 1973. Although the researchers desired to base all data collection on the personal interview, they soon discovered that other data gathering methods were necessary... telephone and/or mail. By 15 December 1973 the survey was essentially complete, and the data was ready for computer analysis. A preliminary analysis was completed by 1 January 1974 and a detailed analysis, with more than 108,000 cross-tabulations was completed by 1 March 1974. This publication is primarily concerned with the detailed analysis. In total, sixteen bound books (about 8,000 pages) of computer printout are available as data background for the investigators. These books are entitled:

1. Cross tabulation by Region.
2. Cross tabulation by Sex.
3. Cross tabulation by Age.
4. Cross tabulation by Race.
5. Cross tabulation by Age and Sex.
6. Cross tabulation by Race and Sex.
7. Cross tabulation by Race and Age.
8. Cross tabulation by Job Status.
9. Cross tabulation by Occupation.
10. Cross tabulation by Marital Status.
11. Cross tabulation by Education.
12. Cross tabulation by Region X Sex.
13. Cross tabulation by Region X Age.
14. Cross tabulation by Region X Marital Status.
15. Cross tabulation by Region X Education.
16. Cross tabulation by Region X Occupation.

Persons interested in detailed information are invited to examine any and all computer printouts which have been produced from the coded data.

CHAPTER II

Population and Sample

The St. Louis, Missouri metropolitan area is composed of the city of St. Louis and St. Louis County, Missouri. Table I partly describes the population of the metropolitan area.

TABLE I

Population Characteristics* for Metropolitan St. Louis, Missouri

Population	St. Louis City	St. Louis, County
Total	622,236	951.353
White	364,992	902,002
Black	254,191	−45,495
Percent Non-White	41%	- 4.8%
Male	206,530	324,902
Female	263,355	361,956
Percent Female	58%	53%
Persons Under 18	197,364	343,409
Persons over 18	424,602	607,944
Married Males	123,898	228,504
Married Females	130,897	231,127

*(1970 Census Tract Data, St. Louis SMSA 1972)

As indicated by Table I, the size of the St. Louis County population is about 1.5 times the size of the St. Louis city population. The county's white population is about 2.5 times the city's white population, and correspondingly, the non-white population of the city is more than five times the non-white population of the county. The county population is about 64% adult (over 18) and the city population is 69% adult. The County population is about 53% female compared with 58% female in the city. Slightly more than one million people over 18 years old live in metropolitan St. Louis, Missouri.

Sample

The random sample was quite similar to the population with respect to most demographic characteristics. Table II compares the random sample with the population with respect to selected characteristics. The sample contained a few too many non-whites and a few too many females when compared to the population. The researchers did not consider these differences large enough to require changes in the sample in that additional data collecting methods were available to fill gaps due to sample representation.

TABLE II

Comparison of Survey Sample with Population (percentages)

Characteristics	Population*	Sample**
City	39	34
N & W County	31	33
S & W County	30	32
Female	55	58
Male	45	42
White	83	76
Non-White	17	24

*(1970 Census Data) **(Respondent Sample)

The survey was delivered to 1,457 individuals of which 810 (56%) responded in a manner which made it possible to produce a usable response sheet. Some 368 (25%) individuals refused to respond for some reason or another. The interviewers were unable to contact 277 (19%) individuals of which 105 had moved from the area and 42 were unavailable due to illness or vacation. Two individuals were reported as deceased.

TABLE III

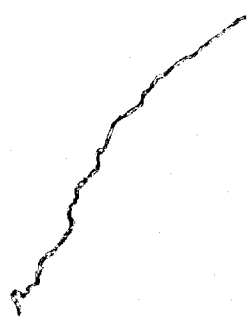
Personal Characteristics of Respondents by Region (percentages)

Characteristics	JCD	NW County	SW County	City
Sex:				
Female	58	55	61	58
Male	42	45	39	42
Race:				
White	78	87	96	47
Non-White	21	12	4	52
Marital:				
Married	70	74	80	50
Not Married	30	26	20	50
Age:				
Under 25	13	10	11	20
25-45	44	53	48	39
Over 45	43	37	41	41
Children Under 17				
None	47	39	46	60
1 or 2	35	41	36	27
3 or More	18	21	17	13

TABLE IV

Employment and Economic Characteristics of Respondents Sample by Region (percentages)

Characteristics	JCD	NW County	SW County	City
Employed?				
Full	53	56	56	45
Part Time	17	15	8	19
None	33	29	36	36
Employment:				
Unskilled	5	5	3	12
Skilled	18	20	13	22
Business	28	28	28	29
Professional	25	27	29	17
Housewife	20	20	26	12
Income:				
< $3,000	9	8	5	16
$3-$10,000	34	37	25	62
> $10,000	57	65	70	21



The data in Tables III and IV supports the hypothesis that the respondent group is quite similar to the random sample of the population. The respondent group has too many females, too few unskilled workers and perhaps too many enrolled students. However, the researchers conclude that both the random sample and the respondent group are approximately equivalent to the population of metropolitan St. Louis, Missouri. It will be difficult to say much about the non-respondents except to admit that they chose not to respond or that they could not be contacted. On the other hand the researchers will be able to say quite a lot about the respondent group in that they responded to a number of questions regarding what, how, when, where, why and why not with respect to continued learning.

Tables V, VI and VII describe the respondent sample with respect to educational characteristics, instruction received during the past twelve months, and reasons for not taking more courses.

TABLE V

Educational Characteristics of Respondents by Region (percentages)

Characteristics	JCD	NW County	SW County	City
Presently enrolled:				
Full	9	8	3	17
Part	8	8	6	9
Not enrolled	83	84	90	74
Education:				
HS or Less	49	54	36	56
Some College	27	23	29	31
Coll.Graduate	24	23	35	13
Certificate or Degree Goals:				
None	31	34	36	25
High School	7	6	3	11
License	13	12	16	11
AA	11	11	8	14
BA	19	19	17	21
MA	17	19	13	20
Doctorate	8	9	6	9
Other	3	3	5	1

TABLE VI

Recent Instruction Received by Respondents by Region
(percentages accumulated)*

Characteristics	JCD	NW County	SW County	City
Institutional:				
H.S. Coll. Grad.	17	18	13	19
Prof. or Tech:				
Tech. Mgt. Prof.	16	14	20	15
Personal Interests:	28	34	49	20
Other:	39	44	18	46

*(Does not indicate percentage of learners within respondent sample)

TABLE VII

Reasons for Not Taking More Courses by Region
(percentages)

Characteristics	JCD	NW County	SW County	City
Not Available	12	12	11	14
Dull	5	6	5	4
Not Necessary	4	2	5	5
Too Busy	36	34	44	29
Don't Enjoy	17	14	19	17
Can't Afford	25	26	23	27
Never Considered	12	14	10	12
Too Old	13	11	11	19
Other	6	7	6	3

The respondent sample may be considered as quite actively involved in work and/or postsecondary education. Many, about 17%, are currently enrolled students and most report that they are interested in pursuing further education. Almost 70% of the respondents are currently employed (full-time or part-time). The average education attainment of persons living in metropolitan St. Louis, Missouri was about 12.1 years (1970 census). This is confirmed by the respondent sample report in that the percentage of high school graduates (49%) or less is about equal to the percentage with at least some postsecondary education (51%). In spite of

respondents' interest in continued education they report that they are too busy (36%), they can't afford (25%), they are too old (13%) or that they do not know about interesting courses. Of course some respondents confessed that they did not enjoy study (17%) or that they found education dull (5%).

CHAPTER III

Would-be Learners by Selected Subsamples (percentages)

Would-be Learners in Metropolitan St. Louis

Question number one of the "Survey of Adult Learning" asked the question:

> "Is there anything in particular that you would like to know more about, or would like to learn how to do better?"

Seventy-eight percent of the respondents to the national survey responded to this question in the affirmative. Seventy-seven percent of the respondents to the St. Louis survey answered 'yes' to this question. As indicated by the information recorded in Table VIII, the affirmative answer varied by at least nine percentage points between subsamples with respect to district, age, race, education and occupation. Subsamples classified by sex and marital status only, appeared not to vary significantly.

Table VIII indicates that persons living in the city, persons reporting no postsecondary education, persons who are unemployed and/or unskilled, persons who are over the age of 45, and persons who are non-white are less likely to consider themselves as potential learners. Conversely, persons living in the county, persons who are under 45, persons who are white, educated persons and/or persons employed in a skill area are likely to indicate that they are interested in continued learning.

In spite of the differences between subsamples, however, the researchers conclude that most human beings in St. Louis desire to

continue learning...and indeed the researchers believe that the data indicates that most individuals are likely to continue to learn through traditional and/or non-traditional avenues.

TABLE VIII

Would-be Learners by Selected Subsamples (percentages)

Region:			Sex:			Occupation:		
JCD		77	Female		82	Unskilled		54
N&W County		78	Male		76	Skilled		81
S&W County		81	Age:			Business		84
City		72	Under 25		93	Professional		88
Sex X Region:			Bet.25-45		85	Housewife		79
Female	N&W	84	Over 45		69	Age X Sex		
	S&W	83	Race:			Under 25	F	95
	City	77	White		83		M	90
Male	N&W	72	NonWhite		68	Bet.25-45	F	86
	S&W	84	Marital:				M	81
	City	73	Married		80	Over 45	F	70
Age X Region:			Not Married		77		M	68
Under 25	N&W	89	Education:			Age X Race:		
	S&W	97	High School		75	Under 25	W	95
	City	93	Some College		85		Non-W	89
Bet.25-45	N&W	79	Coll. Grad.		87	Bet.24-45	W	89
	S&W	98	Job Status:				Non-W	72
	City	90	Full Time		82	Over 45	W	73
Over 45	N&W	76	Part Time		82		Non-W	40
	S&W	77	Not Employed		73	Race X Sex:		
	City	53				White	F	84
							M	80
						NonWhite	F	72
							M	62

The potential learners, 77% of the respondent group, are interested in learning more about a variety of subjects. They are interested in crafts, investments, fitness, languages, gardening, art, public affairs, science and so on...a host of subjects. In terms of the broad areas of subject or skill learning popularity, the St. Louis respondents indicated interest as follows: (in order of preference)

1. Vocational Subjects - (total count 1.59 per respondent)

   (Architecture, Business, Art, Computers, Cosmetology, Education, Engineering, Trades, Journalism, Law, Management, Medical, Nursing, Sales, Technology)

2. Hobbies & Recreation - (total count 1.05 per respondent)

   (Crafts, Arts, Flight, Safety, Sports, Games, Travel)

3. General Education - (total count 1.03 per respondent)

   (Basic Education, Biology, Writing, English, Books, Humanities, Languages, Physical Science, Social Science)

4. Home and Family - (total count 0.84 per respondent)

   (Child Development, Gardening, Repairs, Sewing, Cooking)

5. Personal Development - (total count 0.80 per respondent)

   (Investment, Occult, Psychology, Fitness, Speaking)

6. Public Affairs - (total count 0.65 per respondent)

   (Citizenship, Problems, Consumerism, Environment, Public)

Subject and Skill Areas

Table IX records the responses to the question:

> "Listed below is a wide variety of subjects and skills which people might wish to study or learn. Which ones interest you enough to spend a fair amount of time on them?"

The data in Table IX indicates that persons living in metropolitan St. Louis, Missouri are interested in learning more about a wide spectrum of subjects and/or skills. Females are more likely to be interested in business skills, child development, art, crafts, gardening, personal psychology, nursing, religion, sewing and travel. Males (contrasted to females) prefer to learn more about engineering, flight, repairs, trades,

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Note: Table IX lists 47 subject and skill areas which may interest would-be learners. Most respondents checked more than one area of interest. The table is rather large and detailed in that it lists percentages of respondent interest by subsamples.

investments, management and technology. Both females and males under 25 years old report active interest in learning more about biology, business, community problems, consumer education, creative writing, repairs, investments, law and performing arts.

Non-whites (mostly blacks) show significant interest in learning about business, skills, art, community problems, education, law, management, nursing, performing art, psychology, speaking, sewing and sports. Non-whites appear to show less interest in architecture, citizenship, engineering, environment, great books and dentistry. Whites appear to have little interest in architecture, citizenship, cosmetology and dentistry. Whites are significantly more (compared to non-whites) interested in learning about crafts, environment, flight, gardening, humanities, investments, languages, public affairs, safety, social science and travel.

Respondents living in south and west county are more likely to report preference for learning more about child care, crafts, fine arts, humanities, languages and travel. And persons living in the city seem to prefer to learn more about business skills and speaking.

Differences exist between the subsamples (occupation, marital status, education) with respect to preferences for learning more about various subjects and/or skills. However, these differences in most cases are made more complicated by overlap with subsamples of sex, race, district and/or age. A careful study of Table IX may be appropriate for the reader with a special interest in the differences between subsamples with respect to would-be learners' interests in specific subjects and/or skills.

TABLE IX

Preferred Subject & Skill Areas by Subsamples (percentages)

Subsample	Agric.	Arch.	BasicEd.	BiolSci.	BusSkl.	Ch.Devl.	Citizen	ComArt	ComProb.	DataProc.	ConsEd.	Cosmet.	Crafts	CrWrtg.	Educ.	Engr.	English	Envr.	FineArts.	FltTr.	Gardng.	Books	HomeRp.
District JCD	7	5	10	9	20	16	4	12	17	14	15	5	24	15	9	7	6	14	18	12	22	14	22
N & W County	10	5	7	10	17	13	4	8	17	14	19	4	23	14	9	8	6	16	17	12	26	14	23
S & W County	8	7	8	12	19	20	5	16	17	15	16	6	36	19	9	7	8	16	25	15	28	19	27
City	3	4	15	4	23	13	2	11	15	12	10	6	12	11	10	6	5	9	11	7	10	9	15
Sex:																							
Female	5	4	12	10	26	22	4	14	16	11	16	8	30	16	12	1	8	14	19	8	29	18	19
Male	11	8	8	8	14	8	4	9	19	18	16	2	18	14	6	17	5	15	18	17	12	9	28
Age:																							
Under 25	12	11	12	21	27	33	6	23	32	14	27	8	33	28	19	14	5	22	29	19	18	19	22
Bet.25-45	8	6	8	9	21	19	3	12	16	19	17	7	27	16	11	8	5	15	21	15	25	16	25
Over 45	6	3	12	6	17	7	4	8	13	9	12	3	19	10	5	4	8	11	12	6	21	11	21
Sex X Age:																							
F Under 25	11	6	13	22	32	40	5	27	27	8	29	10	43	29	25	2	8	25	35	17	25	24	25
Bet.25-45	5	6	10	9	26	26	4	14	14	13	16	10	32	17	14	1	7	14	21	10	32	20	20
Over 45	3	1	15	7	23	9	4	9	14	10	12	4	23	11	4	-	10	8	11	3	29	14	16
M Under 25	13	18	10	20	20	23	8	18	41	23	26	3	18	28	10	33	-	18	20	23	8	13	18
Bet.25-45	13	7	6	9	14	8	2	10	20	27	19	3	19	14	5	21	4	17	21	23	14	10	33
Over 45	9	6	9	5	12	5	4	7	12	8	12	1	16	10	7	9	8	13	14	11	12	8	26
Race:																							
White	8	6	9	10	20	17	4	12	16	14	17	5	30	16	10	7	7	17	21	13	26	17	27
Non White	4	3	16	7	23	14	2	20	18	13	10	9	8	10	11	10	6	5	9	7	8	5	9
Sex X Race:																							
Female W	6	5	11	12	25	24	5	16	15	11	17	7	37	18	13	1	8	17	22	10	36	22	23
NonW	1	1	18	5	28	16	1	7	16	10	10	13	6	10	13	2	7	3	7	3	7	4	8
Male W	12	9	6	8	13	7	4	8	19	18	18	2	19	15	6	16	5	17	20	18	13	9	34
NonW	7	6	14	8	17	11	4	15	20	17	11	4	10	11	10	21	4	7	10	13	9	7	10
Age X Race:																							
Under 25 W	17	14	9	29	21	45	9	26	38	9	35	8	45	31	23	12	6	32	41	26	26	28	32
NonW	3	5	16	8	35	13	-	19	19	22	11	8	13	22	13	16	3	5	8	8	5	5	5
Bet.25-45 W	9	8	6	9	21	20	3	13	16	20	18	6	34	18	11	8	5	18	25	17	30	18	29
NonW	3	1	16	8	23	16	-	10	19	12	12	12	7	8	10	11	7	7	9	7	9	7	12
Over 45 W	6	3	11	6	18	6	3	8	12	10	12	3	22	11	5	5	9	11	13	6	23	13	24
NonW	5	5	17	2	12	10	7	5	12	5	5	2	5	5	12	2	7	-	7	7	7	2	5
Marital:																							
Married	7	5	10	7	21	15	4	12	15	13	16	6	27	13	8	7	7	13	18	12	24	13	25
Not Married	9	7	11	15	19	19	2	13	22	16	16	5	22	21	15	8	5	17	21	12	18	18	19
Education:																							
HS/Less	5	3	13	6	23	13	4	12	15	12	15	8	21	11	8	7	7	10	12	7	20	10	20
Some College	11	7	9	16	16	21	3	14	18	17	14	4	32	20	13	9	7	17	25	17	25	16	23
College Grad.	10	10	3	34	19	18	3	12	21	16	20	2	31	22	11	7	4	22	29	20	25	23	30
Job Status:																							
Full time	10	7	10	8	18	12	5	14	17	19	16	5	24	15	8	12	6	16	21	16	19	12	29
Part time	8	5	10	13	24	25	3	9	16	13	20	8	24	23	18	5	7	15	17	15	22	20	21
None	4	4	10	10	22	19	2	11	17	7	14	16	27	14	9	2	6	11	16	4	29	15	15
Occupation:																							
Unskilled	15	3	18	3	24	6	-	3	6	12	12	6	6	3	3	6	-	12	3	3	12	-	15
Skilled	9	5	16	5	22	12	6	12	19	19	18	5	21	11	10	16	9	14	19	14	19	11	29
Business	6	5	11	11	21	17	4	16	14	18	16	7	24	21	11	6	8	12	19	12	22	16	23
Professional	10	8	3	11	19	16	5	13	20	18	19	4	32	19	11	10	4	22	27	22	21	18	30
Housewife	6	4	13	11	27	21	3	11	15	8	14	8	31	14	9	1	10	10	14	4	34	19	17

Gardng.	Books	HomeRp.	Humants.	Trades	Invest.	Journ.	Lang.	Law	Mgmt.	Med.	Dent.	Nurs.	Occult	PerfArts	Psych.	PhFitness	PhySci.	PubAffairs	PublicSpk.	Religion	Safety	Sewing	SocSci.	Sports	TechSkls.	Travel
22	14	22	18	11	21	8	16	10	16	10	6	9	8	12	18	20	8	16	12	12	12	20	9	22	14	15
26	14	23	16	11	22	8	15	10	18	13	7	10	8	9	20	23	8	17	12	10	15	22	9	25	12	14
28	19	27	25	13	25	9	20	11	14	8	6	8	9	14	17	21	10	19	10	15	12	21	9	26	18	20
10	9	15	12	9	14	7	11	10	17	9	5	8	7	12	18	16	6	11	14	10	8	18	9	13	13	11
29	18	19	20	4	17	10	17	9	13	14	4	14	9	16	22	23	6	18	11	16	13	33	9	23	7	19
12	9	28	15	23	28	7	13	13	22	6	9	3	7	8	14	17	11	14	13	6	11	5	10	22	25	11
18	19	22	27	11	24	17	19	24	23	15	14	15	16	27	28	44	13	23	15	14	19	31	18	28	19	31
25	16	25	18	15	21	7	15	12	18	12	7	9	11	13	21	22	8	16	10	10	14	23	8	26	16	13
21	11	21	16	7	21	7	14	5	15	7	3	8	3	7	13	11	6	14	14	13	7	15	7	17	11	14
25	24	25	30	11	25	20	21	25	21	19	6	21	18	32	35	48	5	27	16	14	21	43	16	36	15	40
32	20	20	19	3	16	9	16	9	14	16	6	13	12	16	23	24	7	18	8	12	15	33	4	24	-	16
29	14	16	19	1	17	6	17	4	10	9	1	14	2	10	15	11	4	15	15	21	8	28	8	17	-	20
8	13	18	20	10	23	13	15	23	26	10	26	7	15	18	15	36	23	18	15	13	15	10	20	20	23	23
14	10	33	16	36	31	4	14	17	24	6	7	2	10	7	18	19	11	12	13	7	14	6	12	28	33	10
12	8	26	13	14	26	8	11	7	20	4	5	2	3	5	10	11	9	14	13	4	7	3	6	17	20	8
26	17	27	21	13	26	9	18	11	18	10	6	9	9	13	20	22	9	19	12	13	14	23	9	25	16	18
8	5	9	9	8	6	6	6	11	13	11	5	11	5	11	15	13	6	7	12	9	7	16	10	11	10	8
36	22	23	24	4	20	11	20	9	14	14	5	13	11	17	24	26	6	22	10	18	16	37	9	27	7	22
7	4	8	8	3	4	4	6	12	11	15	2	18	3	13	15	10	4	5	15	11	4	19	10	6	7	8
13	9	34	17	25	34	7	15	13	24	5	9	3	8	7	14	17	12	15	15	6	11	3	10	23	29	12
9	7	10	8	14	8	8	6	10	17	7	10	3	7	8	15	17	8	8	8	7	10	11	11	18	14	7
26	28	32	38	14	37	21	26	28	26	10	18	17	21	34	35	48	15	31	11	14	29	34	21	34	21	40
5	5	5	8	5	-	11	8	16	18	6	5	13	8	16	16	35	8	8	22	13	3	27	13	19	16	16
30	18	29	20	17	26	8	18	13	19	13	7	8	12	14	23	27	9	19	10	11	17	26	8	31	19	15
9	7	12	11	10	8	4	6	9	12	11	4	12	7	8	17	7	6	6	10	7	7	12	9	10	10	6
23	13	24	18	8	23	7	15	5	15	7	3	8	3	6	13	11	6	16	15	14	7	16	6	18	13	16
7	2	5	2	5	7	5	5	10	10	7	7	7	-	12	10	5	5	7	7	10	10	12	10	7	5	5
24	13	25	16	13	24	7	16	9	18	10	5	8	7	10	18	19	8	17	12	12	13	21	8	22	16	-
18	18	19	22	7	17	12	14	15	15	12	9	12	11	18	20	24	7	14	11	13	11	20	13	23	13	-
20	10	20	13	11	18	7	11	8	17	12	4	9	8	9	17	18	7	12	12	10	12	21	7	19	13	11
25	16	23	29	12	23	12	20	13	17	14	12	13	9	17	24	23	11	16	12	14	12	22	11	22	17	26
25	23	30	23	14	29	9	23	16	17	5	8	7	9	16	20	25	9	24	12	15	13	20	12	32	17	20
19	12	29	18	18	28	7	15	13	25	8	7	8	9	12	18	21	11	16	15	10	12	17	9	27	21	17
22	20	21	21	7	16	14	16	17	13	14	11	14	14	15	25	27	8	17	13	17	15	28	15	21	10	19
29	15	15	19	3	13	8	15	6	7	13	3	10	5	11	17	18	3	16	8	14	11	23	7	16	7	13
12	-	15	3	12	12	3	3	6	6	9	3	6	3	3	3	6	3	-	15	12	3	12	-	6	15	3
19	11	29	17	20	21	7	13	14	22	13	8	14	11	13	15	16	14	13	18	8	15	20	9	20	27	14
22	16	23	21	10	24	13	14	11	24	12	5	12	10	15	22	27	10	17	12	9	16	23	8	30	16	21
21	18	30	21	16	31	11	21	14	20	5	9	5	11	11	22	23	10	21	11	12	11	18	14	28	16	17
34	19	17	17	1	14	6	15	4	6	14	3	9	4	8	17	20	4	19	8	17	12	30	11	18	3	12

CHAPTER IV

Conditions for Learning

Introduction

The consideration of "Conditions for Learning" leads the researchers to the heart of the non-traditional postsecondary education theme. Traditional education with a variety of excellent programs and procedures is, of course, the result of many years of development. Thus, the delivery of traditional educational services can be regarded as the dependable state-of-the-art...a condition which is generally understood by both practitioners and observers...a condition which can be replicated by practitioners in many places...and a condition which yields uniformity with respect to accreditation and crediting.

As efforts are made to provide educational services to previously unserved clients...new students in postsecondary education...practitioners are pressured to innovate, i.e., seek alternative procedures for the delivery of services. Thus, new procedures which altered traditional practice spontaneously erupted within community college instruction and counseling departments. The use of audio tutorial approaches, programmed learning, contract learning, laboratory approaches, pass-fail systems, peer counseling, student tutors, paraprofessionals, and so on became important innovations for community college educators.

Yet, the recent literature on non-traditional education suggests that additional major changes in the delivery of educational services must be developed in order to meet the needs and interests of the yet unserved non-traditional would-be learners...the new student in postsecondary

education.

Credit for Learning

In order to shed light on the needed changes in educational delivery, the researchers posed a number of questions referring to credit desired, ways, places, frequencies and willingness to pay for learning. Table X is used to record respondent answers to the following question:

> "Would you like credit toward a degree or some other certificate of satisfactory completion?"

The desire for some kind of credit varies with respect to age and race. Respondents under 25 years old (86%) and non-whites (87%) generally desire credit for learning...nearly fifty percent of each of these subsamples would prefer credit toward a recognized degree, (AA, BA, or Graduate).

Persons over 45 years old (46%), college graduates (45%) and persons living in south and west St. Louis county (40%) frequently respond that credit in the form of a degree or certificate is not an important condition for further learning.

The data recorded in Table X supports the earlier conclusion that many people desire to learn more about vocational subjects, in that 13% of all respondents would elect a skill certificate as a consequence of learning. More specifically, persons living in the city (16%), north and west county (16%), or persons who are females (16%), non-white (21%), possess no postsecondary education (18%), and/or persons who are under 45 years old (15 or 16%) frequently prefer the skill certificate to other forms of recognition for achievement.

Pay for Instruction

The researchers desired to learn if, and what, would-be learners would be willing to pay for instruction. The question referred to a course or activity (programs). Table XI is used to record responses to the question:

> "If there were a charge for this course of study or activity how much would you be willing to pay?"

Most respondents indicate that they expect to pay for instructional services. At least 80% of the respondents in all subsamples expect to pay up to fifty dollars for a course of study or activity, and at least nine percent would be willing to pay more than $200 for the course or activity they had in mind at the time of the survey.

Ways of Learning

Would-be learners frequently find it possible to select how they prefer to continue learning. Thus, the researchers desired to discover these preferences by asking the question:

> "There are many ways in which people take a course of study. How would you want to learn this area if you could do it any way you wanted?"

Table XII is used to record responses to the above question.

As might be expected, the largest percentage of respondents (37%) indicated that they preferred classes or lectures as a way to study (learn). However, conferences (workshops and institutes) (16%), discussion groups (9%) and on-the-job training (15%) combined, were selected with equal frequency (total 40%) by the respondent group. Correspondence study (2%), television, video (1%) and radio (1%), as ways of study, received only a few responses. If lectures or classes

are considered as the traditional way to learn, the researchers can conclude that more than half (65%) of the respondents prefer non-traditional ways of learning.

Non-white males (73%), unskilled workers (80%) and non-whites over 45 years old (88%) tended to select learning ways* other than lectures or classes. Members of these subsamples generally indicated preference for conferences, individual teachers or learning on-the-job.

Radio and television received a few preferred responses from all subsamples of the respondent group. This finding is similar to the conclusions of the Commission's study, which indicated that less than 1% of the respondents desired to learn via television or radio.

Places for Learning

The question relating to where one would like to go to learn and the frequency of learning activities yields interesting results. Table XIII is used to record the data collected in response to the following question:

> "There are many places people can go to study or learn. Where would you want to go to learn the area you choose in question 3?"

The largest number of respondents (16%) indicated that they would select the community college as a place to learn...fifteen percent would select a four-year college, and thirteen percent a high school. Community colleges and colleges (including graduate schools) and high schools are considered as traditional places for lea ning, the researchers can conclude that about fifty percent of the respondents would prefer a traditional place for learning. The other fifty percent appear to

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*(Perhaps this is due to prior unsuccessful experiences with the traditional lecture and classroom method of instruction)

select non-traditional places for learning...private, vocational, free school, employer, business, studio, learning center and so on.

Subsample differences exist with respect to preferred learning sites. Respondents living in the city are more likely to prefer the four-year college (21%). Younger respondents, under age 25, (30%), and non-whites (54%), also state preference for the four-year college. The community college was preferred by the housewife subsamples (21%) and by females who are between 25 and 45 years old (22%).

Learning centers were cited as preferred learning sites by at least nine percent (below high schools and colleges only) of the respondents. Females over 45 years old (16%) preferred the learning centers over all other choices except the high school (16%). Community free schools were preferred learning sites by sixteen percent of the male non-white subsample, nineteen percent of the non-whites between 25 and 45 years old and by fifteen percent of the unskilled workers.

Frequency and Length of Study

Preferred frequency of study and length of study data are recorded on Table XIV in response to these two questions:

> "How often would you want to attend classes, training sessions, or study on your own?"
>
> "How long would you want to continue your training or study in this area?"

Considering all respondents, about fifty percent would prefer to attend one or two evenings per week, twenty-seven percent would prefer one or two mornings or afternoons per week, ten percent one or two full days per week, three percent one or two weekend days and one percent summer sessions. About eighteen percent of the respondents would prefer

courses (study) which are less than three months in length of time, twenty percent would select one semester, eight percent two semesters and sixteen percent three semesters (one full year). Interestingly, twenty percent of the respondents would like to continue for one to two years and nineteen percent for a period of more than two years.

Males (62%), persons over 45 years old (56%), males over age 45 (71%), whites (55%), married (53%), full time workers (64%), business (57%), and professionals (66%), prefer evenings as a time for continued learning. Persons living in the city (35%), females over age 45 (40%), non-whites (37%), unemployed (48%) and housewives (48%), frequently select mornings or afternoons as the best time for attending a learning activity (study).

Younger respondents, under twenty five years old (56%), non-whites (57%), persons with some college (57%) indicate a strong preference for continuing their study for one, two or more years. Many older female respondents (22%), housewives (20%), full time employed (18%) and whites (20%) are interested in short periods, less than three months, for study.

Traditional vs. Non-Traditional

It is interesting to consider the preferred credit, ways, places and frequencies, reported by the respondents, with respect to either traditional or non-traditional delivery of educational services. These data indicate that at least fifty percent of the respondents prefer the more flexible non-traditional format. For example; (1) only twenty-eight percent of the respondents state a preference for a degree (Associate, Bachelor's, graduate); (2) only thirty-seven percent prefer lectures (classes) to other forms of instruction; (3) only forty-nine

percent would select a traditional postsecondary institution; (4) only thirty-seven percent would prefer days for continuing education.

TABLE X

Credit Preferences by Subsamples (percentages) (n=617)

Subsample	None	Certif.	Diploma	Skill	AA	BA	MA	Other
District JCD	30	20	2	13	5	12	11	3
N & W County	30	21	2	16	5	12	11	3
S & W County	40	25	0	8	3	11	10	2
City	25	13	6	16	8	14	14	3
Sex:								
Female	32	21	3	16	6	11	10	3
Male	33	20	2	10	3	15	13	3
Age:								
Under 25	14	19	1	15	4	22	22	3
Bet.25-45	27	17	2	16	7	15	13	3
Over 45	46	26	4	9	2	6	4	2
Sex X Age:								
F Under 25	15	22	-	20	3	18	20	2
Bet.25-45	28	16	2	16	8	14	11	3
Over 45	46	27	5	13	3	9	3	2
M Under 25	12	15	3	6	3	29	26	6
Bet.25-45	26	18	1	16	4	15	15	4
Over 45	49	25	3	4	2	9	6	2
Race:								
White	36	23	2	12	4	11	9	3
Non White	13	10	5	21	9	20	20	2
Sex X Race:								
Female W	37	22	2	13	5	9	9	2
NonW	8	11	6	27	9	21	17	1
Male W	36	23	1	10	2	14	10	4
NonW	22	9	4	11	9	18	24	2
Age X Race:								
Under 25 W	16	28	-	15	3	18	16	-
NonW	9	3	-	15	6	30	30	-
Bet.25-45 W	31	17	-	14	6	13	13	3
NonW	15	11	-	25	13	18	13	-
Over 45 W	49	27	3	8	-	6	3	-
NonW	18	18	18	18	-	6	23	-
Marital:								
Married	36	23	2	13	5	11	8	3
Not Married	24	15	4	14	5	17	18	3
Education:								
HS/Less	28	23	4	18	7	11	6	2
Some College	26	14	-	10	7	26	13	3
College Grad.	45	20	-	6	-	5	22	3
Job Status:								
Full time	31	23	2	11	6	12	11	3
Part time	26	11	2	14	2	20	21	2
None	37	21	2	16	4	10	7	3
Occupation:								
Unskilled	37	5	26	16	-	5	10	-
Skilled	18	22	3	19	6	15	11	6
Business	25	26	1	13	9	16	9	-
Professional	42	15	-	14	1	11	20	3
Housewife	46	22	3	15	5	5	3	2

TABLE XI

Willing to Pay by Subsamples (percentages) (n=605)

None	< 50	50-100	100-200	> 200
12	38	23	13	15
7	38	23	17	15
9	45	26	9	11
20	29	18	13	19
12	44	21	12	10
10	29	25	15	21
12	25	18	18	27
8	38	27	12	14
15	45	19	12	9
8	29	18	18	26
9	44	25	12	10
20	53	14	10	3
18	15	18	18	30
8	25	31	14	21
10	37	21	15	16
10	42	23	12	13
19	20	19	18	23
10	50	21	11	9
21	19	21	18	21
9	29	27	15	20
17	21	17	19	26
10	29	21	19	21
16	16	12	16	40
6	42	28	10	14
21	18	23	21	16
15	45	18	12	9
19	37	19	12	12
10	44	23	11	11
14	25	21	17	22
16	40	20	14	10
8	34	23	12	23
4	38	26	13	18
7	37	26	14	15
13	29	18	16	24
19	45	18	10	9
25	35	15	20	5
9	28	25	18	20
11	41	21	13	14
6	38	25	13	19
14	56	19	6	5

TABLE XII

Preferred Way of Study by Subsamples (percentages)
(n=615)

Subsample	ClassLec.	Conf/WkShp.	PriTchr.	DiscGroup	Travel	On-Job	Corres.	TV	Radio	ActProj.	Own	Other
District JCD	37	16	7	9	4	15	2	1	-	2	4	2
N & W County	41	14	8	5	3	16	3	1	1	1	3	2
S & W County	38	18	6	10	4	12	2	2	-	4	3	2
City	30	16	8	12	4	18	2	2	-	2	6	1
Sex:												
Female	39	15	6	7	4	17	2	1	-	2	4	2
Male	35	18	9	9	2	14	2	2	-	3	4	2
Age:												
Under 25	33	15	3	8	6	20	1	-	-	4	4	4
Bet.25-45	36	16	8	9	3	18	2	2	-	1	2	2
Over 45	40	17	8	8	3	9	2	2	1	3	6	-
Sex X Age:												
F Under 25	34	12	2	8	8	22	2	-	-	2	5	5
Bet.25-45	37	17	6	9	3	19	2	2	-	2	1	2
Over 45	43	14	9	4	4	9	3	2	2	2	8	-
M Under 25	29	21	6	9	3	18	-	-	-	-	8	33
Bet.25-45	34	15	13	8	2	17	2	2	-	1	4	2
Over 45	38	20	6	10	3	9	2	2	-	4	4	-
Race:												
White	38	16	7	8	3	15	2	1	1	3	4	2
Non White	32	14	8	11	3	20	3	2	-	1	5	1
Sex X Race:												
Female W	39	16	6	7	4	16	2	1	1	2	3	2
NonW	36	12	6	9	2	20	5	2	-	-	8	-
Male W	38	17	9	8	2	13	2	1	4	4	1	1
NonW	27	16	11	13	4	20	-	2	2	2	2	-
Age X Race:												
Under 25 W	26	14	-	11	8	19	-	-	-	6	5	6
NonW	48	13	6	-	3	23	-	-	-	-	3	-
Bet.25-45 W	38	17	8	7	-	19	-	-	-	-	-	-
NonW	29	11	10	16	-	19	-	3	-	-	3	-
Over 45 W	43	16	7	7	3	8	-	-	-	-	5	-
NonW	12	25	6	6	6	19	6	-	-	-	19	-
Marital:												
Married	38	16	8	8	3	16	1	2	1	2	3	1
Not Married	34	18	6	8	5	15	3	-	1	2	5	3
Education:												
HS/Less	36	14	7	9	2	18	3	2	1	3	4	1
Some College	36	14	9	6	4	17	3	2	33	2	4	2
College Grad.	39	22	4	11	6	10	1	-	-	2	3	2
Job Status:												
Full time	37	17	7	9	3	14	1	1	-	4	4	9
Part time	35	21	6	7	5	17	-	-	-	-	4	4
None	37	13	8	8	3	16	3	2	1	1	3	2
Occupation:												
Unskilled	20	20	15	5	5	20	5	-	-	5	5	-
Skilled	33	18	5	10	3	17	2	-	-	4	4	2
Business	39	13	11	8	3	13	3	3	1	2	5	1
Professional	43	21	5	6	3	13	-	1	-	3	3	2
Housewife	40	15	7	8	1	13	3	3	1	2	5	2

TABLE XIII

Preferred Place for Learning by Subsamples (percentages)
(n=622)

Subsample	HS	ComColl.	Voc.	4 YrColl.	GradSch.	FreeSch.	Bus.	Empl.	Religion	SocOrgn.	Corres.	Library	Studio	IndvInstr.	Home	LrngCenter	Other
District JCD	13	16	4	15	6	8	4	3	2	2	2	2	3	3	4	9	5
N & W County	11	17	3	11	7	7	3	4	1	2	3	2	4	4	5	10	5
S & W County	17	16	4	13	5	7	4	1	2	3	1	3	5	3	3	9	10
City	10	14	5	21	4	11	4	3	2	3	1	1	1	3	5	6	5
Sex:																	
Female	10	18	4	14	5	9	2	3	2	3	1	2	4	3	4	10	5
Male	16	13	5	17	6	6	6	3	-	2	2	1	2	4	4	7	5
Age:																	
Under 25	7	13	2	35	9	7	5	1	-	1	3	1	4	-	1	5	3
Bet.25-45	10	18	5	13	8	9	5	3	1	2	-	2	3	4	4	8	6
Over 45	6	14	4	8	1	7	2	3	3	4	3	2	3	3	6	12	4
Sex X Age:																	
F Under 25	8	15	3	30	10	8	3	2	-	2	3	2	3	-	2	7	2
Bet.25-45	7	11	5	13	6	9	3	4	1	2	-	2	4	4	4	9	3
Over 45	16	[illegible]	2	5	1	8	1	3	6	5	3	2	5	3	6	16	6
M Under 25	6	1	-	46	9	6	9	-	-	-	3	-	6	-	-	3	-
Bet.25-45	15	12	5	13	10	8	7	3	1	2	-	-	2	5	4	7	6
Over 45	21	14	7	12	2	5	3	4	-	3	4	3	-	4	5	9	4
Race:																	
White	14	18	3	12	5	7	4	3	2	2	2	2	3	4	4	10	4
Non White	7	6	8	28	6	13	3	4	1	4	-	-	3	1	5	4	5
Sex X Race:																	
Female W	11	20	2	11	4	8	3	3	3	2	2	2	4	3	4	12	3
NonW	4	8	9	26	8	12	1	4	1	4	-	-	3	-	6	4	6
Male W	17	14	5	14	7	5	6	2	1	2	2	1	1	5	4	8	5
NonW	11	4	7	31	4	16	4	4	-	2	-	-	2	2	4	2	4
Age X Race:																	
Under 25 W	8	18	-	24	10	10	6	-	-	-	5	3	-	-	-	8	3
NonW	6	6	-	54	9	3	3	-	-	-	-	6	-	-	-	-	-
Bet.25-45 W	10	20	3	11	8	6	5	3	-	2	-	-	4	5	4	9	5
NonW	10	8	-	11	14	19	-	3	-	-	-	-	2	-	3	5	3
Over 45 W	20	15	4	8	-	6	2	3	4	3	4	3	3	4	4	13	4
NonW	-	-	6	6	6	6	12	6	-	12	-	-	-	-	25	6	-
Marital:																	
Married	14	18	4	10	5	9	3	3	1	2	1	2	2	5	4	10	5
Not Married	10	12	3	24	8	7	4	2	2	2	2	1	6	-	3	8	5
Education:																	
HS/Less	16	18	6	10	1	-	9	2	1	5	3	1	3	5	5	8	5
Some College	4	14	2	31	6	-	7	6	2	1	1	1	2	2	3	11	4
College Grad.	13	13	1	10	15	-	7	5	1	1	3	1	5	1	3	11	6
Job Status:																	
Full time	15	15	5	12	7	7	5	4	1	2	1	1	3	3	4	9	6
Part time	10	14	2	28	6	10	1	1	1	1	-	1	2	5	2	9	3
None	10	19	3	13	3	10	2	3	2	3	2	3	5	3	5	10	3
Occupation:																	
Unskilled	30	-	5	15	5	15	5	10	-	-	-	-	-	-	10	5	-
Skilled	13	17	6	16	4	6	2	4	2	-	3	1	3	4	1	8	8
Business	13	19	3	14	3	6	5	3	1	2	1	2	4	6	6	8	4
Professional	12	13	3	12	13	8	7	1	1	3	1	2	3	1	1	11	8
Housewife	14	21	3	7	2	12	-	2	3	3	3	4	4	4	6	9	5

TABLE XIV

Preferred Frequency & Length of Study by Subsamples (percentages)

Subsample	Frequency (n=616)						Length (n=605)					
	1or2 Even.	1or2 Aftn.	1or2FlDys.	WkEnd	Ev&WkEnd	Summer	3 Mon.	1 Sem.	2 Sem.	3 Sem.	2 Yrs.	Over 2 Yrs.
District JCD	50	27	10	3	6	2	17	20	8	16	20	19
N & W County	48	29	13	1	7	1	17	17	6	19	22	19
S & W County	59	23	8	1	7	3	20	24	8	12	20	16
City	43	35	8	6	6	1	12	19	9	18	17	22
Sex:												
Female	44	24	12	2	6	2	17	21	9	16	20	16
Male	62	17	9	3	6	2	16	20	5	15	19	24
Age:												
Under 25	38	32	8	-	6	4	16	10	7	8	18	38
Bet.25-45	48	26	12	3	9	2	16	20	9	19	19	17
Over 45	56	20	28	8	3	-	18	25	5	15	22	13
Sex X Age:												
F Under 25	49	32	3	-	11	5	18	10	7	10	20	33
Bet.25-45	42	32	14	3	9	2	14	22	10	19	20	13
Over 45	44	40	12	2	2	1	22	24	7	14	22	11
M Under 25	45	33	18	-	-	3	12	12	9	6	15	47
Bet.25-45	59	15	10	4	9	3	18	16	6	18	17	25
Over 45	71	14	5	4	5	-	15	27	4	15	23	13
Race:												
White	55	25	9	2	6	2	19	23	7	15	19	17
Non White	34	37	14	6	7	2	8	10	9	20	22	29
Sex X Race:												
Female W	46	33	11	2	5	2	20	23	8	15	20	13
NonW	34	39	9	4	10	1	6	10	12	21	22	29
Male W	67	14	7	3	9	1	16	22	6	15	18	22
NonW	36	32	22	7	2	-	12	9	5	19	21	29
Age X Race:												
Under 25 W	59	19	8	-	5	-	19	14	8	6	21	27
NonW	26	56	6	-	-	6	9	3	6	12	12	57
Bet.25-45 W	51	25	11	-	5	-	18	21	8	17	17	18
NonW	36	32	15	13	7	-	8	15	12	23	27	15
Over 45 W	57	28	7	2	2	-	19	27	5	14	21	12
NonW	46	18	24	6	6	-	6	6	6	23	23	23
Marital:												
Married	53	28	9	11	6	1	18	23	8	15	20	16
Not Married	48	27	12	2	6	3	13	15	6	17	20	27
Education:												
HS/Less	45	34	11	2	5	1	17	21	7	19	19	15
Some College	45	27	15	4	3	2	7	12	9	14	29	28
College Grad.	35	16	3	2	7	2	22	24	7	12	15	19
Job Status:												
Full time	64	14	44	21	9	2	18	21	7	15	20	17
Part time	34	42	11	3	5	4	7	22	6	14	17	33
None	34	48	15	1	2	1	32	27	30	33	32	26
Occupation:												
Unskilled	40	35	15	5	5	-	16	32	5	10	21	10
Skilled	42	24	17	3	7	4	10	20	9	16	18	24
Business	57	21	9	3	7	2	19	17	9	12	24	18
Professional	66	13	5	3	10	2	19	27	4	14	17	20
Housewife	36	35	12	1	2	1	20	26	8	16	18	12

CHAPTER V

Reasons for Learning and Obstacles to Continued Learning

Reasons

Conversations with would-be learners reveal both strong reasons for wanting to continue learning and significant obstacles which impede continued learning. The researchers hope to identify the motivations for wanting to continue study and to balance these motivations against the barriers to continued study. In order to learn more about reasons for continued study, the respondents were asked to respond to the following question:

> "Still thinking about your first choice...how important are each of the following reasons to you for wanting to learn the area?"

The data in Table XV represents the totalled percentages by respondents as 'somewhat important' and 'very important' reasons for wanting to learn.

According to the data in Table XVI, ninety-two percent of the respondents report that their desire to become better informed (enrichment) is a reason for continued learning. Seventy-nine percent respond that their curiosity is a motivating factor for learning. Among the city subsamples eighty-four percent cite enrichment and seventy-one percent report curiosity as important reasons for learning. Sixty-seven percent of the city respondents report that certification (or licensing) is an important reason. City respondents frequently report a new job (62%), job advancement (55%), college degree (65%), solve problems (63%), community problems (62%), and/or meet requirements (62%), as reasons

for learning.

Females under 25 years old report that meeting new people (78%), happier persons (92%), spiritual well-being (63%), and/or routine (70%) as important reasons for continued study. Persons over 45 years old are less likely to report requirements (23%), degree (24%), or new job (27%) as reasons for learning. Non-whites frequently cite new job (73%), job advancement (66%), license (75%), employment (94%), and degree (78%), as important personal reasons for study. White respondents seem to favor enrichment (94%), curiosity (83%), and routine (71%), as reasons for learning.

Obstacles

The identification of the obstacles which prevent "would-be learners" access to continued education are worthy of careful study. The researchers sought response to the following question:

> "Many things stop people from taking a course of study or learning a skill. Circle all those things that you feel are important in keeping you from learning what you want to learn."

Table XVI is used to record the responses to the obstacles question.

In terms of the total sample, the respondents indicated that cost of instruction (38%), not enough time (37%), full-time requirements (25%), home responsibilities (24%), job responsibilities (24%), time to complete program (18%), and scheduling conflicts (15%), were important obstacles to continued study (learning). Logically, cost is cited more frequently by persons under 25 years old and by housewives. Time is cited as an important obstacle for persons living in the south and west county (52%), for white males (48%), for college graduates (60%), and professionals (59%).

Non-whites (14%), persons living in the city (24%), unskilled (24%), and the not employed (23%) cite time as an obstacle less frequently.

No child care (24%), full-time requirement (32%), and home responsibilities (40%) are reported as obstacles for females between 25 and 45 years old. Job responsibilities (37%), schedules (26%), time (40%), time to complete program (26%), and full-time requirements (26%) are frequently identified by males between 25 and 44 years old as obstacles to learning the area of interest. The barriers represented by 'hesitate to seem too ambitious' (3%), influence of friends (2%), and place to study (4%) were not frequently listed as obstacles to continued learning. Younger respondents seem to list lack of information, grades, tired of school, program requirements, credit and schedules more often than the older respondents.

It seems reasonable that planners of non-traditional education should develop programs which are supportive of the reasons would-be learners cite for continuing learning and, at the same time, diminish the impact of the obstacles which prevent continued study (learning). For example, programs for females would satisfy an enrichment requirement (94%), the happier person goal (80%), and the curiosity goal (80%), and lower the effect of cost (45%), time (37%), home responsibility (31%) and full-time requirement (27%). Programs for non-whites might feature job possibilities (73%), job advancement (66%), enrichment (76%), license (75%), degree (78%), and at least partly overcome the barrier of cost (38%) and job responsibilities (16%).

Programs for south and west county residents will be more successful if they are enriching (95%) and satisfy learner curiosity (82%). However,

south and west county residents consider time (52%), full-time loads (31%), and home responsibilities (31%), as important obstacles.

Reasons and Obstacles

The researchers know that identifying reasons and obstacles present only a first step toward meeting learning needs of would-be learners... creative programs must be developed and experimentally applied in order to make significant gains. If educational services are to be made available for non-traditional would-be learners it will be necessary to build these programs so as to overcome significant obstacles and satisfy identified needs (motivations). It can be done; it has been partly accomplished by others; it needs to be done in St. Louis.

TABLE XV

Reasons for Continued Learning by Subsamples? (percentages)
(n=572)

Subsample	New Job	AdvJob	Enrich.	Meet Peop.	Requiremts.	BetParent	Routine	License	CommProb.	Church	EmpioyRqmts.	Citizen	Degree	Culture	Belonging	Curiosity	Happier	SolveProb.	Pers.Prob.	Spiritual
District JCD	47	42	92	63	33	60	59	49	55	34	43	60	47	45	50	79	75	48	30	47
N & W County	46	42	92	65	35	58	56	50	55	33	41	63	46	44	55	81	73	45	26	40
S & W County	39	34	95	61	24	62	60	37	50	30	38	58	37	42	44	82	77	41	31	51
City	62	55	84	62	51	60	61	67	62	43	54	61	65	54	54	71	75	63	37	50
Sex:																				
Female	50	36	94	68	38	69	63	51	55	38	31	64	48	47	58	80	80	49	32	52
Male	44	51	89	55	31	47	52	47	53	30	48	56	46	42	41	73	68	46	28	38
Age:																				
Under 25	72	46	95	72	47	55	68	62	63	24	48	65	70	57	56	73	86	58	28	55
Bet.25-45	55	45	90	60	38	65	54	56	53	36	47	58	55	43	50	79	72	49	29	43
Over 45	27	35	93	63	23	54	60	32	54	37	35	64	24	43	49	82	74	41	34	47
Sex X Age:																				
F Under 25	71	40	95	78	41	59	70	62	64	30	45	69	66	59	53	74	92	56	27	63
Bet.25-45	55	41	92	63	42	74	60	57	53	39	46	61	55	43	56	72	78	48	29	47
Over 45	26	21	96	70	29	62	65	30	54	40	25	67	23	48	60	81	76	46	41	56
M Under 25	73	54	96	61	58	50	67	61	63	16	55	61	76	55	48	71	75	63	30	41
Bet.25-45	49	51	87	43	32	48	45	54	50	31	48	51	54	41	39	73	62	50	29	38
Over 45	28	49	89	56	18	44	56	33	53	34	46	60	23	28	38	82	70	35	27	38
Race:																				
White	42	38	94	62	26	57	71	43	53	33	40	59	35	42	48	81	66	45	23	44
Non White	73	66	76	58	65	58	52	75	63	37	65	61	78	50	53	63	68	62	38	51
Sex X Race:																				
Female W	45	31	96	68	32	69	65	44	53	34	35	63	32	46	58	83	81	47	22	52
NonW	74	65	78	61	67	61	53	83	65	54	69	67	79	56	57	65	72	62	31	57
Male W	37	46	92	55	22	45	53	42	52	31	45	56	39	38	38	79	47	43	24	37
NonW	71	67	74	56	63	56	51	68	59	26	60	55	76	60	50	62	65	62	45	45
Age X Race:																				
Under 25 W	62	43	98	79	40	59	77	56	65	23	45	72	62	57	63	82	85	60	28	58
NonW	82	52	88	58	60	44	46	74	56	28	54	52	86	56	42	50	87	50	27	46
Bet.25-45 W	46	39	94	59	30	62	55	50	50	32	41	55	49	40	47	82	74	45	26	41
NonW	79	74	73	59	73	72	55	81	63	49	72	65	82	54	59	65	64	65	42	56
Over 45 W	25	32	94	64	22	56	61	30	52	37	34	64	23	42	49	81	75	39	34	48
NonW	48	62	71	58	50	33	55	64	73	42	58	63	42	73	55	84	60	75	42	46
Marital:																				
Married	23	40	91	59	29	60	45	46	51	34	42	58	39	40	46	79	72	45	27	44
Not Married	63	48	92	71	47	59	67	58	61	34	47	46	66	59	58	77	80	55	39	52
Education:																				
HS/Less	55	47	91	68	42	65	61	58	60	40	49	64	48	47	59	76	78	55	35	52
Some College	48	45	91	54	42	60	55	55	55	31	45	59	61	52	47	77	77	48	29	45
College Grad.	38	30	93	60	15	50	56	30	44	27	30	56	35	37	38	85	69	35	24	38
Job Status:																				
Full time	45	51	90	60	31	54	53	47	53	31	47	61	47	43	43	78	70	45	27	41
Part time	64	48	88	65	47	56	62	69	61	33	57	55	63	48	60	70	80	56	32	59
None	45	19	95	65	35	71	66	45	54	41	28	63	40	47	57	83	82	48	34	49
Occupation:																				
Unskilled	68	56	87	47	69	40	60	54	40	47	54	50	31	33	53	63	73	53	27	67
Skilled	64	59	90	64	45	64	56	66	60	38	58	69	62	55	61	80	80	58	42	49
Business	52	45	92	63	40	65	60	55	60	35	51	63	49	45	53	77	73	48	28	49
Professional	31	42	91	59	19	45	55	38	45	26	38	53	43	38	33	83	65	39	24	38
Housewife	37	16	95	67	31	74	68	39	52	41	22	59	32	40	61	83	84	42	30	47

TABLE XVI

Obstacles Which Prevent Access to Learning by Subsample (percentages)
(n=810)

Subsample	Cost	Time	PrgTime	Credit	Attend.	Learn?	Place	ChildCare	Schedule	FullTime	NoInfo.	Trans.	RedTape	Ambitious	Idea	HomeResp.	JobResp.	LackEnergy	Too Old	LackConf.	Requiremts.	iICrs's.	Don'tEnjoy
District JCD	38	37	18	4	12	5	4	10	15	25	10	6	9	3	2	24	24	7	11	6	5	10	5
N & W County	38	34	20	5	10	5	3	9	16	26	10	14	9	4	2	26	27	9	14	6	6	13	3
S & W County	39	52	23	4	12	4	3	9	19	31	11	4	8	3	2	31	27	8	14	6	4	11	8
City	36	24	11	4	12	5	5	11	9	15	9	9	10	2	1	15	16	4	5	7	4	6	4
Sex:																							
Female	45	37	18	6	11	6	3	15	13	27	10	9	9	4	3	31	19	8	15	7	6	8	5
Male	31	41	21	2	14	4	4	4	18	23	11	2	9	2	1	17	32	7	7	5	4	13	6
Age:																							
Under 25	61	42	20	11	15	7	8	9	23	22	17	10	12	3	3	16	28	10	3	15	11	14	9
Bet.25-45	45	39	24	4	14	4	4	17	19	29	10	5	12	3	2	32	28	5	7	7	5	12	6
Over 45	24	37	13	2	9	5	2	2	8	22	8	7	5	3	1	19	19	10	20	3	3	8	4
Sex X Age:																							
F Under 25	68	43	17	13	17	9	8	11	22	19	19	9	13	1	5	21	30	8	3	17	9	11	11
Bet.25-45	51	38	24	6	11	5	4	24	16	32	9	7	11	4	3	40	22	5	9	8	6	10	5
Over 45	26	33	10	3	10	5	1	3	5	24	8	11	4	4	1	22	9	12	28	2	3	4	3
M Under 25	49	38	23	8	10	3	8	5	23	26	15	10	10	5	-	10	23	13	3	13	13	18	5
Bet.25-45	36	40	26	2	19	3	6	7	24	26	13	1	13	2	1	20	37	4	4	4	3	13	8
Over 45	22	42	16	1	9	5	2	1	11	20	8	1	6	2	1	16	30	7	12	4	2	11	4
Race:																							
White	40	45	22	5	12	5	3	9	17	29	11	5	9	3	2	28	27	9	14	6	5	11	5
Non White	38	14	10	3	12	5	5	14	10	10	8	10	11	2	2	13	16	2	4	7	4	7	5
Sex X Race:																							
Female W	47	43	21	6	11	6	3	14	15	31	11	7	7	5	3	35	20	9	18	8	6	9	5
NonW	37	13	10	5	12	4	4	17	10	10	4	14	15	1	2	14	15	2	5	6	4	6	5
Male W	28	48	24	3	14	3	4	2	20	27	11	2	10	2	-	18	36	8	9	4	4	14	6
NonW	38	17	10	-	13	6	7	10	10	11	13	4	7	4	1	13	17	1	1	8	2	8	6
Age X Race:																							
Under 25 W	63	57	28	14	17	9	6	9	31	29	21	7	12	3	3	18	35	13	4	18	15	17	9
NonW	57	16	8	5	11	3	11	8	11	11	11	11	11	3	3	13	16	3	-	11	3	8	8
Bet.25-45 W	48	48	28	5	13	4	11	17	22	34	11	4	11	4	2	39	31	6	8	7	4	12	7
NonW	38	12	15	3	16	6	5	19	12	12	7	7	16	2	2	14	19	1	3	7	6	9	4
Over 45 W	25	40	15	2	10	5	5	1	9	25	9	5	5	3	1	20	20	11	22	2	2	8	3
NonW	17	17	-	-	5	5	-	7	2	5	7	15	2	2	2	12	7	2	7	5	2	2	5
Marital:																							
Married	38	42	20	4	13	4	3	11	14	28	11	5	9	3	2	30	25	7	13	5	5	11	6
Not Married	42	31	18	5	11	6	5	8	19	20	10	9	9	3	2	14	23	9	9	9	5	8	5
Education:																							
HS/Less	41	29	18	6	12	6	5	10	10	27	11	9	10	3	2	26	19	7	16	9	7	7	5
Some College	44	38	25	4	12	5	3	14	18	22	7	6	10	3	-	23	27	5	9	4	2	12	6
College Grad.	30	60	17	2	11	3	2	7	27	25	12	1	5	3	2	23	34	10	3	3	1	17	6
Job Status:																							
Full time	34	51	23	4	15	3	4	5	20	29	10	3	12	3	2	25	40	8	10	5	5	12	6
Part time	48	29	16	4	13	6	4	9	14	21	14	5	6	5	2	18	16	4	6	7	4	14	5
None	42	23	14	5	7	6	2	18	8	22	9	12	6	3	2	26	3	8	15	6	3	7	4
Occupation:																							
Unskilled	27	24	15	3	12	3	9	6	12	24	6	9	9	3	..	9	12	3	3	21	3	9	9
Skilled	47	39	20	5	16	7	8	10	14	28	14	6	15	5	4	25	34	8	14	11	12	11	6
Business	43	41	23	3	10	4	2	10	16	29	8	4	6	4	3	30	34	7	12	5	3	11	5
Professional	30	59	24	4	13	1	2	4	25	27	12	2	11	2	1	22	37	7	7	3	2	13	5
Housewife	48	31	16	6	9	10	2	20	9	33	11	13	6	5	1	36	1	10	20	5	6	7	6

bsample (percentages)

RedTape	Ambitious	Idea	HomeResp.	JobResp.	LackEnergy	Too Old	LackConf.	Requiremts.	tlCrs's.	Don'tEnjoy	TiredSchool	Other
9	3	2	24	24	7	11	6	5	10	5	5	2
9	4	2	26	27	9	14	6	6	13	3	3	3
8	3	2	31	27	8	14	6	4	11	8	5	2
10	2	1	15	16	4	5	7	4	6	4	6	2
9	4	3	31	19	8	15	7	6	8	5	4	2
9	2	1	17	32	7	7	5	4	13	6	6	3
12	3	3	16	28	10	3	15	11	14	9	16	2
12	3	2	32	28	5	7	7	5	12	6	5	2
5	3	1	19	19	10	20	3	3	8	4	2	3
13	1	3	21	30	8	3	17	9	11	11	14	2
11	4	3	40	22	3	9	8	6	10	5	4	2
4	4	1	22	9	12	28	2	3	4	3	1	4
10	5	-	10	23	13	3	13	13	18	5	20	3
13	2	1	20	37	4	4	4	3	13	8	7	4
6	2	1	16	30	7	12	4	2	11	4	3	2
9	3	2	28	27	9	14	6	5	11	5	5	3
11	2	2	13	16	2	4	7	4	7	5	5	2
7	5	3	35	20	9	18	8	6	9	5	4	3
15	1	2	14	15	2	5	6	4	6	5	4	1
10	2	-	18	36	8	9	4	4	14	6	6	3
7	4	1	13	17	1	1	8	2	8	6	7	3
12	3	3	18	35	13	4	18	15	17	9	20	1
11	3	3	13	16	3	-	11	3	8	8	11	3
11	4	2	39	31	6	8	7	4	12	7	5	3
16	2	2	14	19	1	3	7	6	9	4	4	-
5	3	1	20	20	11	22	2	2	8	3	1	3
2	2	2	12	7	2	7	5	2	2	5	2	5
9	3	2	30	25	7	13	5	5	11	6	4	3
9	3	2	14	23	9	9	9	5	8	5	7	3
10	3	2	26	19	7	16	9	7	7	5	3	2
10	3	-	23	27	5	9	4	2	12	6	5	2
5	3	2	23	34	10	3	3	1	17	6	9	3
12	3	2	25	40	8	10	5	5	12	6	5	2
6	5	2	18	16	4	6	7	4	14	5	9	3
6	3	2	26	3	8	15	6	3	7	4	2	3
9	3	-	9	12	3	3	21	3	9	9	9	-
15	5	4	25	34	8	14	11	12	11	6	4	5
6	4	3	30	34	7	12	5	3	11	5	5	4
11	2	1	22	37	7	7	3	2	13	5	6	2
6	5	1	36	1	10	20	5	6	7	6	2	1

CHAPTER VI

Use of Counseling and Learning Centers

Introduction

An emerging model for the delivery of postsecondary educational services has been developed around the community based Counseling and Learning Center. Minnesota Metropolitan College* and the Community College of Vermont* use the Counseling and Learning Center as the best facility for the delivery of educational services. Counseling and Learning Centers are frequently located in public libraries, high schools, community centers, storefronts, police stations and so on... they have three things in common.

1. They are located at convenient neighborhood sites within the community.

2. They are used to facilitate the delivery of those educational services needed within their unique community.

3. They are supported by and coordinated by an established educational institution or organization.

Counseling and Learning Centers have not been widely used in metropolitan St. Louis, Missouri. Perhaps their need has not been felt because of the large number of schools, colleges, universities and organizations in the area. Certainly, the citizens of greater St. Louis, Missouri would not need to travel far to find some educational opportunities available. (The second publication of the Non-Traditional Community College Project will catalog the educational opportunities and resources available to persons living in metropolitan St. Louis, Missouri).

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*These centers are described in recent literature...many other examples are available in this country and in England.

The researchers have attempted to answer the question regarding the need for neighborhood counseling and learning centers. It is easy to present the logic for providing comprehensive and flexible post-secondary education services through neighborhood centers. It is also easy to argue for cooperation between and among postsecondary institutions through neighborhood centers.

Use of Counseling and Learning Centers

The last question of the survey was concerned with the probable use of counseling and learning centers by would-be learners. Table XVII contains the data collected from respondents in answering the following question:

> "If an educational counseling and learning center were available in your neighborhood would you use the center? Circle all that apply to you."

The four responses on the survey were:

1. For Information about educational opportunities in St. Louis.
2. For Educational Counseling and Guidance.
3. For Instruction and Learning.
4. Would not use.

The respondent sample generally endorsed the use of the counseling and learning centers. Overall seventy-four percent of the respondents indicated that they would use counseling and learning centers. This percentage overlaps with the percentages of would-be learners (77%) within the respondent sample. The respondents indicated that they would use the counseling and learning centers for instruction and learning (51%), for educational counseling and guidance (28%), and/or for information about

educational opportunities (27%).

Female respondents (76%) indicated slightly more interest in the counseling and learning centers than male respondents (65%). Non-white respondents (82%) cited a preference center use more frequently than whites (69%). Younger respondents (85%) indicated that they would use the counseling and learning center more often than respondents over 45 years old (60%). Interestingly, college graduates were slightly less likely to respond that they would use counseling and learning centers than those respondents with some or no postsecondary education, (differences not large). Skilled workers (84%) and business workers (78%) indicated that they strongly favored the use of counseling and learning centers compared with unskilled workers (70%), professionals (68%), and housewives (63%).

Both females and males under 25 years old indicated strong preference to use the counseling and learning centers for instruction (68 & 59% respectively).

Based on the response to the question referring to the use of counseling and learning centers, the researchers conclude that most of the would-be learners would use the centers for information and/or counseling and/or instruction.

Educational Counseling and Guidance

In order to expand on the counseling and guidance function, the researchers asked the following question:

> "People often need information and advice before beginning a course of study or during a course. Some people find it helpful to talk with a professional counselor at a school or college or at a university,

government or social agency. Others would rather talk with employers, friends or members of their families. With whom, if anybody, would you want to discuss each of the matters listed below?"

1. Availability of educational programs
2. Paying for studies
3. Enrollment procedures
4. Planning a degree program
5. Choosing a course
6. Improving study habit or techniques
7. Employment possibilities as a result of training
8. Uses of training or study

Table XVIII is used to record the information gained by the above question.

Would-be learners prefer to seek advice of teachers or counselors with respect to educational questions such as available programs (82%), enrollment (83%), planning a degree (67%), selecting courses (62%), and improving learning habits (65%). They would seek advice from their employer or friends or nobody with respect to the question of paying for studies (12%, 26% or 30%, respectively) or the question of the result of training (38%, 5%, or 25%, respectively).

Differences exist among the subgroups composing the respondent sample. Generally respondents under 25 years old indicated that they would seek advice of professionals more frequently than older respondents. Non-whites also indicated a preference for professional advice compared to whites with respect to educational matters. Younger persons and non-whites also preferred the advice of professionals on matters of the results and uses of training. Persons over 45 years old, college graduates, whites, frequently report that they would not seek advice on educational matters or the use of training.

The data available in Tables XVII and XVIII are helpful to educational

planners. Based on the data available in this chapter the researchers conclude:

1. That would-be learners prefer to seek the advice of professional teachers and counselors in order to reach conclusions regarding educational matters.

2. That would-be learners would use the services of Counseling and Learning centers for information, for counseling and for learning.

3. That neighborhood counseling and learning centers would have a high probability of providing needed educational services for many would-be learners.

The writers have repeatedly asserted that new learners need new types of educational services. It seems that educational counseling and learning centers may provide the appropriate vehicle for the provision of new educational services. Counseling and Learning Centers would overcome some of the obstacles which presently impede continued learning by many postsecondary youth and adults in St. Louis. Counseling and Learning Centers would lower the importance of the obstacles of information, transportation, time, schedule and red tape. These centers would also overcome some of the psychological barriers which are associated with comprehensive educational institutions.

TABLE XVII

Use of Counseling and Learning Centers by Subsamples (percentages)
(n=810)

Subsample	Would Use	Infor.	Counsel	Instr.
District JCD	72	27	29	51
N & W County	73	22	29	50
S & W County	68	28	23	50
City	74	31	31	54
Sex:				
Female	76	29	30	59
Male	65	27	27	45
Age:				
Under 25	84	43	46	64
Bet.25-45	77	34	28	58
Over 45	60	15	19	42
Sex X Age:				
F Under 25	87	46	38	68
Bet.25-45	83	34	38	65
Over 45	63	14	17	46
M Under 25	80	41	51	59
Bet.25-45	71	35	27	50
Over 45	56	16	20	37
Race:				
White	69	26	26	51
Non White	82	36	36	59
Sex X Race:				
Female W	76	26	28	57
NonW	84	37	40	64
Male W	62	25	25	43
NonW	74	34	31	52
Age X Race:				
Under 25 W	85	40	40	68
NonW	84	51	49	59
Bet.25-45 W	73	33	32	56
NonW	94	37	40	67
Over 45 W	60	14	18	42
NonW	53	17	17	40
Marital:				
Married	69	26	27	50
Not Married	77	31	32	58
Education:				
HS/Less	75	26	28	56
Some College	75	34	40	55
College Grad.	61	27	23	43
Job Status:				
Full time	64	31	29	55
Part time	79	34	41	55
None	63	20	22	49
Occupation:				
Unskilled	70	18	27	54
Skilled	84	34	37	62
Business	78	33	31	58
Professional	68	25	27	47
Housewife	63	20	23	52

TABLE XVIII

Educational Advice by Subsamples (percentages)
(n=589)

Subsample	Avail.Programs				Pay				Enroll Studies				Planning Degree				Select Courses				H
	Couns.	Emplyr.	FrFamly.	NoOne	Couns.	Emplyr.	FrFamly.	NoOne	Couns.	Emplyr.	FrFamly.	NoOne	Couns.	Emplyr.	FrFamly	NoOne	Couns.	Emplyr	FrFamly.	NoOne	Couns.
District JCD	82	1	6	8	32	12	26	30	83	2	3	11	67	2	4	27	62	4	13	21	65
N & W County	83	2	6	9	32	13	23	31	85	2	2	11	67	1	2	29	66	3	12	19	68
S & W County	78	4	7	10	21	11	31	37	79	2	3	16	62	3	5	31	53	6	14	27	60
City	87	2	6	5	46	12	23	19	86	3	4	6	76	2	5	17	69	4	12	15	66
Sex:																					
Female	81	2	8	8	32	7	34	26	83	2	4	11	70	2	5	23	63	4	14	20	62
Male	84	3	4	8	31	18	14	37	84	3	2	12	64	3	2	31	60	5	12	23	67
Age:																					
Under 25	96	2	2	2	45	16	25	15	92	2	2	3	87	1	3	11	69	5	12	16	66
Bet.25-45	84	2	6	7	28	15	26	21	84	2	4	11	72	3	4	20	63	4	13	21	64
Over 45	74	4	8	14	31	9	20	41	78	3	2	17	70	2	4	28	57	4	14	26	64
Sex X Age:																					
F Under 25	93	2	3	2	46	9	34	11	93	2	2	3	84	2	4	11	63	7	14	16	58
Bet.25-45	83	2	8	7	29	8	40	22	85	1	5	9	74	2	6	18	65	3	14	18	65
Over 45	69	4	11	15	30	5	24	41	72	3	3	21	52	1	5	42	57	2	14	27	60
M Under 25	100	-	-	-	44	22	16	19	91	3	3	3	90	-	-	10	75	-	9	16	74
Bet.25-45	85	3	5	7	26	21	12	40	82	3	2	13	71	4	2	23	59	5	12	24	63
Over 45	78	5	5	12	32	12	16	40	83	3	1	13	47	3	3	46	56	7	13	24	68
Race:																					
White	81	2	7	10	26	11	27	35	83	2	2	13	64	2	3	30	59	4	13	23	64
Non White	89	5	5	1	58	15	19	8	87	5	5	2	85	3	5	6	74	4	12	10	67
Sex X Race:																					
Female W	79	2	8	10	23	8	36	30	82	2	3	14	67	3	4	26	60	4	13	23	62
NonW	89	3	8	-	65	6	27	4	89	2	7	2	84	-	9	7	75	3	15	7	63
Male W	83	3	5	9	27	16	16	41	84	2	2	13	60	2	3	35	57	5	13	25	65
NonW	90	7	-	2	51	27	8	13	85	10	3	3	87	8	-	5	72	5	7	15	72
Age X Race:																					
Under 25 W	95	2	2	2	36	16	28	20	90	2	3	5	81	2	3	14	64	5	12	14	64
NonW	97	0	3	0	63	7	26	4	97	3	-	-	96	-	-	4	73	3	13	10	64
Bet.25-45 W	82	2	7	9	21	13	32	33	84	1	3	12	70	2	3	24	59	5	14	22	62
NonW	91	4	5	-	58	17	17	7	87	4	7	2	85	4	7	4	79	2	7	11	75
Over 45 W	74	3	8	14	30	7	21	41	78	2	2	18	50	2	4	45	57	4	12	27	65
NonW	77	20	7	7	41	22	11	22	60	20	10	10	5	4	9	9	53	13	27	7	36
Marital:																					
Married	79	3	8	10	26	12	28	33	82	1	3	14	62	2	5	31	57	5	14	24	63
Not Married	90	3	3	3	44	11	20	25	87	4	3	5	81	2	2	14	71	4	11	15	67
Education:																					
HS/Less	83	4	7	7	35	11	27	27	86	3	3	7	67	2	4	26	64	5	14	17	70
Some College	84	1	7	7	41	12	21	26	83	2	4	11	75	3	4	17	67	4	10	19	71
College Grad.	79	3	5	13	18	14	29	40	78	-	1	20	61	1	3	35	52	4	14	30	50
Job Status:																					
Full time	83	4	5	8	29	16	20	35	84	3	3	11	66	3	4	27	60	5	14	21	65
Part time	91	2	4	2	46	11	26	17	92	3	1	4	75	1	5	19	69	4	12	16	62
None	76	1	11	12	27	5	39	29	77	2	5	16	65	8	29	34	59	4	13	24	64
Occupation:																					
Unskilled	79	16	-	5	40	20	33	7	94	6	-	-	60	-	-	40	67	6	22	6	53
Skilled	93	2	2	2	42	11	17	29	82	4	4	4	75	3	5	17	70	5	11	14	79
Business	83	1	6	9	38	11	24	27	86	2	3	9	69	3	5	23	62	6	10	21	62
Professional	81	4	7	9	22	17	21	41	85	-	1	14	62	2	2	33	55	3	15	26	58
Housewife	70	1	13	16	20	6	41	33	73	1	4	22	62	-	3	35	57	3	14	25	63

(percentages)

Planning Degree				Select Courses				Habits				Results				Uses			
Couns.	Emplyr.	FrFamly	NoOne	Couns.	Emplyr	FrFamly.	NoOne	Couns.	Emplyr.	FrFamly.	NoOne	Couns.	Emplyr.	FrFamly.	NoOne	Couns.	Emplyr.	FrFamly.	NoOne
67	2	4	27	62	4	13	21	65	2	7	26	32	28	5	25	53	20	6	21
67	1	2	29	66	3	12	19	68	1	4	26	31	35	3	30	53	17	5	25
62	3	5	31	53	6	14	27	60	1	8	31	28	36	6	30	49	24	6	22
76	2	5	17	69	4	12	15	66	5	10	19	37	45	6	12	59	20	8	13
70	2	5	23	63	4	14	20	62	2	9	26	36	38	4	22	55	20	7	18
64	3	2	31	60	5	12	23	67	3	4	26	26	39	6	29	48	21	6	25
87	1	3	11	69	5	12	16	66	3	10	20	43	46	1	9	67	25	3	6
72	3	4	20	63	4	13	21	64	1	7	28	29	44	6	21	54	21	7	19
50	2	4	28	57	4	14	26	64	4	5	26	29	28	3	39	44	18	6	32
84	2	4	11	63	7	14	16	58	5	14	22	43	48	-	9	68	21	5	5
74	2	6	18	65	3	14	18	65	-	10	25	34	41	6	19	56	20	7	16
52	1	5	42	57	2	14	27	60	3	6	31	34	26	3	36	45	17	8	29
90	-	-	10	75	-	9	16	74	-	6	19	43	43	3	10	65	28	-	7
71	4	2	23	59	5	12	24	63	1	4	32	23	46	7	24	47	23	8	22
47	3	3	46	56	7	13	24	68	5	4	22	24	29	4	43	43	18	4	34
64	2	3	30	59	4	13	23	64	1	7	28	30	36	5	28	49	21	6	24
85	3	5	6	74	4	12	10	67	8	8	17	39	50	4	6	68	19	8	4
67	3	4	26	60	4	13	23	62	1	9	28	35	36	3	25	53	21	5	21
84	-	9	7	75	3	15	7	63	6	12	18	39	48	7	5	70	12	14	4
60	2	3	35	57	5	13	25	65	1	5	29	23	36	7	33	44	20	7	28
87	8	-	5	72	5	7	15	72	10	3	15	38	54	-	8	66	29	-	5
81	2	3	14	64	5	12	14	64	2	14	21	43	47	2	9	64	24	3	8
96	-	-	4	73	3	13	10	64	7	7	21	43	47	-	10	74	22	4	-
70	2	3	24	59	5	14	22	62	-	7	31	28	41	7	25	50	22	7	21
85	4	7	4	79	2	7	11	75	2	8	14	40	52	6	2	67	20	8	6
50	2	4	45	57	4	12	27	65	2	5	28	29	26	4	41	43	18	5	33
5	4	9	9	53	13	27	7	36	36	9	18	25	50	8	17	60	10	20	10
62	2	5	31	57	5	14	24	63	2	7	28	30	35	6	30	50	18	7	24
81	2	2	14	71	4	11	15	67	2	8	22	37	48	2	13		25	4	12
67	2	4	26	64	5	14	17	70	3	9	19	35	40	5	20	58	20	6	16
75	3	4	17	67	4	10	19	71	2	6	20	38	36	4	21	60	15	5	19
61	1	3	35	52	4	14	30	50	-	6	44	19	38	6	37	37	26	7	30
66	3	4	27	60	5	14	21	65	2	8	26	26	44	5	25	46	25	7	21
75	1	5	19	69	4	12	16	62	4	8	26	35	44	4	18	64	19	4	12
65	8	29	34	59	4	13	24	64	1	6	29	39	24	6	30	57	12	7	24
60	-	-	40	67	6	22	6	53	6	-	41	53	33	-	13	64	21	-	14
75	3	5	17	70	5	11	14	79	2	6	13	29	50	7	13	66	17	3	13
69	3	5	23	62	6	10	21	62	3	12	23	29	45	3	23	52	23	6	18
62	2	2	33	55	3	15	26	58	-	6	36	23	36	6	33	37	26	7	30
62	-	3	35	57	3	14	25	63	1	5	31	40	20	4	36	54	13	6	27

CHAPTER VII

Use of Educational Opportunities and Libraries

Current Learners

About seventeen percent of the respondent sample report that they are presently enrolled in postsecondary education (9% full time, 8% part time). About fifty-six percent indicate that they use the public library.

Information with respect to the current enrollment of the respondents in postsecondary education is recorded in Table XIX.

As might be expected, a large percentage of the under 25 years old subsample (42%) report that they are enrolled as full-time students. In like manner twenty-nine percent of those who are employed part-time and twenty-two percent of the some college subsample are also full-time students. Unexpectedly, about twenty-four percent of the non-white subsample* reported that they are currently enrolled as part-time or full-time students.

Use of the Library

The researchers were interested in finding out, if and how the citizens of metropolitan St. Louis, Missouri used the public libraries. Table XX records the data collected in response to the following questions:**

"Do you use the public library?"
"How often do you use the public library?"
"How do you use the public library?"

The data in Tables XIX and XX support the hypotheses that many people

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* Further check on this subsample reveals that 22% of the non-white respondents were under 25 years old compared to 11% of the white respondents.

** Librarians will be interested in a close examination of the complete printouts. These printouts contain details regarding library use by all subsamples.

in St. Louis use the educational opportunities and resources available. Younger adults (71%) report use of the library more frequently than adults over 45 years old (46%). Non-whites (34%) appear to use the library less than whites (61%). College graduates (71%) report library use more often than members of the no-postsecondary education subsample (49%). As would be expected, the younger respondents frequently report use of the library for recreation, information or personal purposes.

TABLE XIX

Postsecondary Enrollment by Subsamples (percentages)
(n=772)

Subsample	Full Time	Part Time	No
District JCD	9	8	83
N & W County	8	8	84
S & W County	3	6	90
City	17	9	74
Sex:			
Female	9	6	85
Male	9	9	81
Age:			
Under 25	42	12	44
Bet.25-45	6	10	84
Over 45	1	4	95
Sex X Age:			
F Under 25	40	11	49
Bet.25-45	5	8	87
Over 45	1	3	95
M Under 25	46	15	38
Bet.25-45	8	12	79
Over 45	1	5	94
Race:			
White	5	7	88
Non White	24	11	66
Sex X Race:			
Female W	5	6	89
NonW	24	7	69
Male W	5	8	87
NonW	23	15	62
Age X Race:			
Under 25 W	28	17	55
NonW	65	8	27
Bet.25-45 W	4	8	88
NonW	15	14	71
Over 45 W	1	4	95
NonW	3	5	92
Marital:			
Married	3	6	91
Not Married	22	10	68
Education:			
HS/Less	6	5	88
Some College	22	10	68
College Grad.	6	11	83
Job Status:			
Full time	4	9	87
Part time	29	7	64
None	8	4	87
Occupation:			
Unskilled	6	3	91
Skilled	5	11	83
Business	10	8	82
Professional	7	11	83
Housewife	1	4	95

TABLE XX

Use of the Public Library by Subsamples (percentages)

Subsample	Frequency of use						Purpose of Use							
	Weekly	TwiceMonth	3TimesMon.	6TimesMon.	Yearly	Infreq.	School	Bus	Recr.	Pers.	Informa.	Office	Book	Phone
District JCD	13	21	31	16	7	11	13	8	21	40	29	1	5	6
N & W County	14	25	32	11	5	12	14	10	23	41	27	-	7	7
S & W County	9	21	35	21	6	7	11	10	26	52	26	1	5	7
City	19	16	21	16	10	17	14	5	12	25	22	1	2	3
Sex:														
Female	14	23	29	18	6	10	14	5	24	43	30	-	8	8
Male	12	19	33	13	9	13	12	13	20	39	31	1	1	4
Age:														
Under 25	18	23	28	11	8	8	34	9	24	44	30	-	3	7
Bet.25-45	13	21	34	16	8	8	14	9	25	46	35	-	5	6
Over 45	11	19	28	16	6	19	6	9	18	34	25	-	4	4
Sex X Age:														
F Under 25	26	16	24	14	8	10	35	5	24	43	27	-	3	9
Bet.25-45	13	26	34	20	3	5	15	6	27	49	35	-	11	8
Over 45	9	21	24	17	9	19	6	4	19	35	23	-	6	4
M Under 25	11	30	33	7	7	7	33	13	23	46	33	-	3	5
Bet.25-45	13	16	34	12	14	10	13	13	22	43	34	1	1	4
Over 45	12	18	32	16	4	18	5	14	16	33	27	1	1	4
Race:														
White	11	22	34	16	6	10	12	11	26	47	35	1	6	8
Non White	22	19	17	14	10	18	18	2	6	20	14	1	2	1
Sex X Race:														
Female W	11	25	32	19	5	8	13	7	29	50	34	-	10	9
NonW	24	15	17	15	7	21	21	1	5	20	16	1	3	1
Male W	12	17	36	13	8	13	10	16	23	43	36	2	1	5
NonW	16	28	16	12	16	12	14	4	7	20	13	-	1	1
Age X Race:														
Under 25 W	14	20	37	12	6	8	29	11	29	52	34	-	3	11
NonW	33	18	15	11	11	11	43	3	16	30	22	-	3	3
Bet.25-45 W	12	24	35	16	6	7	13	11	32	56	41	1	9	8
NonW	20	17	26	20	11	6	16	1	3	19	14	1	2	1
Over 45 W	10	20	31	18	7	14	6	10	20	36	27	1	4	5
NonW	6	25	-	6	6	56	-	5	2	12	10	-	2	-
Marital:														
Married	12	23	31	16	7	11	9	10	24	45	32	1	6	7
Not Married	16	18	31	16	7	12	23	6	19	35	27	-	3	6
Education:														
HS/Less	11	22	24	18	9	16	7	5	17	35	24	1	6	5
Some College	21	19	35	13	3	6	18	11	25	48	36	1	3	7
College Grad.	13	22	38	14	7	7	24	16	29	53	40	-	5	9
Job Status:														
Full time	10	18	39	14	7	13	13	13	20	41	30	1	4	7
Part time	12	28	26	15	8	9	24	7	21	40	25	1	8	5
None	17	23	21	20	7	11	10	3	25	46	32	-	6	7
Occupation:														
Unskilled	11	11	11	11	41	-	3	-	3	12	6	-	6	-
Skilled	13	15	33	15	7	18	8	3	18	35	29	1	3	4
Business	11	28	32	12	7	9	11	11	21	40	30	-	7	6
Professional	12	16	38	19	7	7	26	22	25	54	34	1	5	10
Housewife	9	31	24	21	7	9	4	4	31	52	36	-	8	6

CHAPTER VIII

Regional Profiles

Geographical Regions

The data available may be stratified with respect to three geographical regions; north and west county, south and west county and city. These regions correspond approximately with the service areas of the three colleges of the Junior College District. The adult population of the three regions are about the same and the respondent sample corresponds with 35% north and west, 35% south and west and 30% city. Table XXI is used to record several basic characteristics.

TABLE XXI

Basic Characteristics of Respondents (number)

	North & West	South & West	City
Sex (n=768)			
Female	151	163	132
Male	122	103	96
Age (n=773)			
Under 25	28	30	45
Bet. 25-45	145	129	89
Over 45	93	99	95
Race (n=764)			
White	235	258	106
Non-White	34	12	110
Marital (n=767)			
Married	203	217	113
Not Married	70	53	111
Children (n=752)			
None	105	124	128
One or two	109	97	58
Three or more	55	46	30
Income (n=659)			
Under $ 7,000	42	35	83
Bet.$7-$15,000	112	102	71
Over $15,000	92	102	20
Occupation (n=652)			
Unskilled	12	1	20
Skilled	46	33	38
Business	66	69	49
Professional	65	72	28
H/Wife-Retired	48	63	21

The characteristics of the respondent subsamples from the three regions varies in some important ways. The percentage of female respondents (61%) from the south and west region is somewhat higher than the average (58%) for the entire respondent sample. The city respondents were generally younger (20%, under 25 years old) compared to the north and west and south and west subsamples. The city subsample was about fifty-two percent non-white compared to twelve percent non-white for the north and west subsample and four percent for the south and west subsample. The percentage of married respondents varied with the north and west subsample at seventy-four percent, the south and west subsample at eighty percent and the city subsample at fifty percent.

Correspondingly the city subsample respondents report fewer children than the two county subsamples. The city subsample respondents are more likely to have an income under $7,000 per year and are more likely to be employed in an occupation requiring little recognized skill.

To summarize the city subsample varies with respect to sex, age, race, marital status, number of children, income and occupation. The two county subsamples do not appear to vary greatly except with respect to reported occupation and race.

Comparisons between regional subsample respondents may also be made by construction of several three-way matrixes*...Region X Sex and Region X Age are considered in this chapter.

Region X Sex

The question of interest in continued learning was answered by the Region X Sex respondent subsamples about equally...females and south and

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*Matrixes which include Region X Education, Region X Occupation, Region X Marital Status are also available but not summarized in this chapter. A Region X Race matrix is not available because most non-whites live in the city.

west region subsamples generally indicate greater interest in continued learning, but the differences are not great. Table XXII is used to record selected information regarding preferred learning conditions of the six Region X Sex subsamples.

TABLE XXII

Preferred Learning Conditions by Region X Sex Subsamples (percentages)*

	Female			Male		
Conditions	N & W	S & W	City	N & W	S & W	City
Credit (n=603)						
No credit	34	38	21	25	42	31
Certificate	40	33	37	34	35	20
Degree	23	26	32	33	19	44
Ways (n=601)						
Lecture/Classes	43	41	30	40	34	31
Conf/WkShops	12	18	15	17	19	18
On-Job	18	13	21	15	13	15
Places (n=607)						
High School	9	12	9	11	24	13
College	35	39	38	39	26	45
Centers	22	17	21	11	17	13

*Percentages will not sum to 100% because some data are not reported in the Table.

The information recorded in Table XXII indicates that the City X Female subsample more frequently prefer credit in the form of a certificate or degree when compared to other Region X Sex subsamples. Generally, the north and west subsamples indicate a preference for lectures/classes as a way of learning. Other differences with respect to ways, places and credit between Region X Sex subsamples do not appear to be great.

Respondents prefer to learn in colleges (including community colleges, colleges and universities) compared to other locations. However, high schools and centers combined, are selected as often as colleges as suitable locations for continued learning.

Selected reasons for wanting to continue learning with respect to Region X Sex subsamples are recorded in Table XXIII. The reasons have been grouped under headings such as knowledge, personal goals, social activity, fulfillment, etc., to increase the clarity of the data.

TABLE XXIII

Reasons for Learning by Region X Sex Subsamples (n=555) (percentages)

	Female			Male		
Reasons	N & W	S & W	City	N & W	S & W	City
Knowledge Goals						
Enrichment	94	98	86	90	92	86
Curiosity	82	80	78	80	83	63
Fulfillment Goals						
Better Parent	72	69	63	37	51	56
Happier Person	75	82	83	69	67	65
Social Activity						
New People	69	65	70	60	53	52
Belonging	60	50	66	47	35	39
Escape						
Routine	58	65	69	60	53	52
Problems	26	35	37	26	25	36
Personal Goals						
New Job	50	42	63	42	34	61
Job Adv.	34	29	51	52	42	62
License	49	41	70	52	31	63
Degree	47	41	63	46	30	66
Social Goals						
Comm. Prob.	54	50	66	55	49	57
Citizenship	65	61	67	59	54	55
Solve Prob.	52	38	63	36	43	63
Religious Goals						
Church	36	32	51	31	27	33
Spiritual	45	56	57	34	40	42
Cultural Goals						
Own Culture	48	41	58	38	42	48
Comply/Requirements						
Educational	36	29	66	35	15	45
Employer	35	35	55	50	43	53

The motivation given by "would-be learners" to continue learning are quite diverse. The desire to know, to gain knowledge, to satisfy curiosity appear to be a prime reason by respondents in all Region X Sex subsamples. The City X Male subsample responded less frequently that curiosity was a

reason, however, this difference does not appear to be large. Generally, the City subsamples (City X Female and City X Male) cited personal goals... job, license, degree, and compliance to requirements more frequently than the four County X Sex subsamples. North and West X Female and South and West X Female subsamples frequently list fulfillment goals...better parent-wife and happier persons as motivations for continued learning. The City X Female subsample seem to indicate religious reasons for learning more often than the other Region X Sex subsamples.

Cultural goals (learning more about one's own culture) appear to be more important to the respondents in the City X Female subsample than to the respondents in the other five subsamples.

Table XXIV includes information related to the obstacles which are frequently cited as barriers to continuing learning. These obstacles are grouped under four headings for easier interpretation.

As displayed in Table XXIV the City X Female subsample is less likely to cite time and cost barriers as obstacles to continued learning. In fact the City subsamples generally report fewer obstacles to continued education. Perhaps this is because they are, on the average, younger and/or more frequently non-white. The four County X Sex subsamples frequently list 'responsibility barriers' especially home responsibilities (County X Female) and job responsibility (County X Male) as obstacles to continued education. Respondents in the two South & West X Sex subsamples cite 'not enough time' more often than respondents from the other four Region X Sex subsamples. The two County X Male subsamples list 'institutional barriers...available courses, attendance requirements, schedules, information available,' more frequently than the other four Region X Sex subsamples.

TABLE XXIV

Barriers to Continued Learning by Region X Sex Subsamples
(percentages) (n=768)

Time & Cost Barriers	Female			Male		
	N & W	S & W	City	N & W	S & W	City
Cost/Educ.	50	45	39	26	33	35
Enough Time	34	53	20	34	57	32
Time Require.	22	23	7	19	26	18
Not Full Time	29	34	16	23	30	17
Personal Barriers						
Too Old	18	18	7	10	9	3
Low Grades	7	7	7	6	4	6
Transport.	7	5	14	2	2	4
Don't Enjoy	3	8	4	4	10	4
Too Tired	3	4	6	5	9	6
Responsibility Barriers						
Home Resp.	32	40	17	18	18	13
Job Resp.	23	20	11	32	40	24
Child Care	15	13	16	3	4	5
Institutional Barriers						
Avail. Courses	9	9	7	17	15	4
Attend.Require.	10	12	11	12	14	16
Schedules	13	16	10	19	24	9
Information	10	10	10	11	12	9
Red Tape	11	6	10	7	10	11

Region X Age

The survey data has been arranged so that the nine Region X Age subsamples may be identified. The subsamples are:

North & West County X under 25 years old
North & West County X between 25 & 45 years old
North & West County X over 45 years old

South & West County X under 25 years old
South & West County X between 25 & 45 years old
North & West County over 45 years old

City X under 25 years old
City X between 25 & 45 years old
City X over 45 years old

Table XXV includes some selected subjects and skills with respect to the nine Region X Age subsamples.

The desire to continue learning seems to decrease with increasing age...a high of ninety-seven percent of the South & West County X under 25 years old subsample through a low of fifty-three percent of the City X over 45 years old subsample (data not included in tables). A discussion of what respondents want to learn has appeared elsewhere in this publication. Therefore, the writer will not detail the forty-eight subject and/or skill areas with respect to the nine Region X Age subsamples in this chapter. Generally, younger adults tend to select all subject and skill areas more frequently than older adults. Postsecondary youth and adults living in the county subsamples indicate interest in learning more about academic subjects and hobbies and crafts, arts and fitness most frequently. Whereas, postsecondary youth and adults living in the city appear to select practical subjects such as business skills and basic education more often than the County X age subsamples.

TABLE XXV

Preferred Subject or Skill Areas by Region X Age Subsamples
(percentages)

	Under 25			Between 25-45			Over 45		
Subject or Skill	N&W	S&W	City	N&W	S&W	City	N&W	S&W	City
Basic Educ.	11	13	11	3	8	17	12	8	17
Bus. Skills	18	23	36	20	22	24	15	17	20
Comm. Probl.	43	40	20	14	17	19	15	13	12
Crafts	27	60	18	24	41	13	21	26	10
Environment	36	27	11	12	20	13	16	10	5
Humanities	29	43	16	12	26	16	18	20	7
Trades	4	23	7	12	16	18	12	6	4
Investments	39	30	11	21	26	16	20	27	16
Nursing	21	23	7	9	8	11	10	6	7
Psychology	21	40	24	22	20	21	17	9	14
Fitness	43	53	38	25	25	13	15	8	9
Sewing/Cooking	29	27	36	23	29	13	18	12	16
Travel	43	40	18	8	19	11	15	17	8
Technical	11	30	18	12	18	22	14	16	4

TABLE XXVI

Preferred Learning Conditions by Region X Age Subsamples
(percentages)

Conditions	Under 25			Between 25-45			Over 45		
	N&W	S&W	City	N&W	S&W	City	N&W	S&W	City
Credit									
No Credit	8	14	17	26	33	21	43	55	38
Certificate	44	40	26	35	33	38	45	33	39
Degree	44	32	53	36	30	37	10	11	19
Ways									
Lecture/Class	38	24	36	39	39	28	4[illegible]	41	29
Conf/WkShop	15	10	18	12	20	17	1[illegible]	18	14
On-Job	19	17	23	22	15	19	8	7	14
Places									
High School	4	7	9	9	12	10	14	25	12
College	61	39	69	39	38	37	23	24	22
Centers	12	21	7	17	15	20	22	17	22

Table XXVI is used to record information regarding preferred conditions for learning with respect to Region X Age subsamples.

The desire for credit decreases as age increases for all nine Region X age subsamples. However, one can conclude that the three city subsamples cite preference for some credit...certificate, diploma or degree, slightly more frequently in all age categories. All subsamples indicate a preference for lectures or classes as a way of learning. However, conference (workshops) and on-the-job combined nearly match or exceed the preference for lectures in all nine Region X Age subsamples.

Respondents under 25 years old from the North & West County and City Regions list a strong preference for colleges, community colleges and universities as places to learn. High schools and/or learning centers are frequently preferred by all age group respondents in the South & West County and by older respondents from the North & West County and City regions.

Table XXVII includes information regarding reasons for wanting to continue learning with regard to Region X Age subsamples.

TABLE XXVII

Reasons for Learning by Region X Age Subsamples
(percentages)

	Under 25			Between 25-45			Over 45		
Reasons	N&W	S&W	City	N&W	S&W	City	N&W	S&W	City
Knowledge Goals									
Enrichment	100	96	90	88	95	84	95	95	86
Curiosity	84	82	55	79	82	73	84	81	82
Fulfillment Goals									
Bet. Parent	70	48	50	57	68	72	53	58	46
Happier Person	87	83	87	70	74	72	72	78	68
Social Activity									
New People	84	69	66	60	59	61	67	61	62
Belonging	64	54	55	53	41	59	54	46	46
Escape									
Routine	72	76	58	50	57	58	57	60	67
Problems	12	38	31	26	27	37	32	34	40
Personal Goals									
New Job	72	55	86	53	43	69	26	25	30
Job Advment.	54	30	54	41	38	64	39	28	41
License	63	48	74	60	40	75	30	28	41
Degree	72	55	81	53	42	77	25	22	26
Social Goals									
Comm. Prob.	80	48	62	48	49	66	57	50	56
Citizenship	76	62	61	58	52	65	66	66	57
Solve Prob.	41	52	61	46	37	72	39	39	49
Religious Goals									
Church	24	21	27	32	29	54	40	34	38
Spiritual	50	61	53	33	48	54	49	49	42
Cultural Goals									
Own Culture	59	59	55	42	35	56	41	43	49
Comply/Requiremts.									
Educational	44	36	57	39	25	59	27	16	31
Employer	52	35	58	45	40	62	33	35	40

Few notable differences seem to exist between the Region X Age subsamples except as follows; Escape, N&W X Under 25 (12%); Church, S&W X Under 25 (21%); Educational Requirements, S&W X Over 45 (16%); New job, City X Under 25 (86%); License, S&W X Between 25-45 (40%); etc. Most reasons listed are most frequently cited by younger respondents, however, these differences are not great.

TABLE XXVIII

Barriers to Continued Learning by Region X Age Subsamples
(percentages)

	Under 25			Between 25-45			Over 45		
Obstacles	N&W	S&W	City	N&W	S&W	City	N&W	S&W	City
Time & Cost Barriers									
Cost of Educ.	50	80	56	45	46	46	28	23	21
Enough Time	43	60	29	32	59	20	33	49	28
Time Reqrmts.	25	33	9	24	29	19	15	16	6
Not Full Time	25	33	13	27	36	22	26	28	12
Personal Barriers									
Too Old	3	7	0	8	8	3	25	23	10
Low Grades	21	13	13	7	6	8	2	4	3
Transportn.	4	10	13	4	4	7	7	3	12
Don't Enjoy	4	17	7	5	8	4	1	6	3
Too Tired	11	27	13	4	4	7	1	2	2
Responsibility Barriers									
Home	18	17	16	33	40	20	17	26	12
Job	29	43	13	32	27	21	19	25	12
Child	11	10	7	14	17	22	3	0	3
Institutional Barriers									
Avail. Courses	14	17	11	16	11	7	8	12	3
Attend. Reqrmts.	18	13	13	13	12	17	6	13	9
Schedule	25	30	18	19	22	15	9	13	2
Information	18	20	16	12	10	8	7	10	8
Red Tape	11	17	9	12	10	16	6	3	6

Table XXVIII is used to display information regarding obstacles to continued education by Region X Age subsamples.

Younger respondents with few exceptions, compared to older respondents more frequently list time and cost barriers as obstacles to continued learning. Respondents of all age groups living in the county list the responsibility obstacles more often than respondents living in the city. Institutional barriers such as schedule, information and red tape are frequently cited by younger respondents compared to older respondents. Respondents within the S&W X less 25 subsample appear to list that they are too tired or that they don't enjoy study more often than respondents from the other

eight subsamples.

Summary

The information in this chapter has been arranged in a different manner so as to shed further light on the characteristics of postsecondary youth and adult learning by geographical region. An examination of the several Tables indicates some difference between Region X Sex subsamples (and Region X Age subsamples). However, the differences are not usually large. The researchers point out that the similarities are more striking than the differences.

The data clearly indicate that a large percent of all subsamples may be considered as would-be learners. These potential learners have listed preferences with respect to area of their learning interest, (these preferences are listed by district as part of Table IX in chapter III).

The respondents have also indicated the conditions under which they prefer to continue their learning. These conditions vary from traditional through non-traditional with the most important requirement being that of flexibility. Some respondents prefer lectures and classes, others prefer discussion groups, self study, mediated learning, conferences, on-the-job learning and so on. Some respondents prefer evenings, but others select daytime hours or weekends or summer periods. Some opt for degrees or certificates...others don't want or need any recognition of achievement.

The motivations for wanting to continue learning vary from very practical reasons such as new job or job advancement through learning so as to satisfy one's curiosity or to improve an individual's spiritual state.

Barriers to continued learning also vary from cost and time obstacles

through insufficient energy obstacles.

The researchers recommend that practitioners, who are responsible for developing new educational services, study the information which has been analyzed for this publication. Such study should be helpful in the following ways:

1. Help to identify would-be learners' interests.
2. Help to describe the conditions for learning preferred by would-be learners.
3. Help to identify the reasons for wanting to continue learning by would-be learners.
4. Help to identify the barriers to continued learning by would-be learners.
5. Help to describe the personal characteristics of would-be learners.
6. Help to describe the regional profile of would-be learners.

CHAPTER VIX

Summary of Findings

Table XXIX is used to record selected summary statistics. These data confirm that the population of would-be learners in metropolitan St. Louis, Missouri is very large. Extrapolation to the greater St. Louis population of approximately one million youth (over 18) and adults leads the researchers to conclude that more than 600,000 (77%) postsecondary would-be learners live in the Junior College District service area. The researchers may also conclude that about half of these potential learners desire to continue their education in rather traditional ways...in classes, on-campus and in the evenings, and about half of these potential learners desire to continue their education in non-traditional ways...off-campus, various times, on-the-job, in conferences and in learning centers.

Both U.S. Census data and the Survey of Adult Learning support the fact that about 170,000 (17%) youth and adults in the metropolitan area are presently engaged in learning on a full time or part time basis. Currently enrolled learners are usually under 25 years old. Among the current learners the percentage of non-white (25%) and persons living in the city (26%) is larger than the percentage of current learners living in the county... N&W (16%) and S&W (9%)

The percentage of would-be learners varies some between the subsamples. If the currently enrolled learners can be subtracted from the would-be learners these percentages of potential learners would vary as follows:

Not Enrolled Would-be Learners

Residence		Occupation		Age		Education	
JCD	60	Unskilled	45	Under 25 - 49		HW/Less	64
N&W County	62	Skilled	65	Between 25-45 - 69		Some Coll.	53
S&W County	72	Business	66	Over 45 - 64		Coll.Grad.	70
City	56	Professional	71	Sex		Race	
Employment		Housewife	74	Male	58	White	72
Full Time	69	Marital		Female	67	NonWhite	29
Part Time	46	Married	71				
Not Empl.	59	Not Married	45				

Based on the data derived by subtraction, the researchers conclude that certain subsamples may be considered as relatively fertile ground for marketing postsecondary education.

The following comparisons may be made with respect to the identified subsamples:

1. Residence

   A higher percentages of not enrolled would-be learners live in south and west county (72%) compared to the city (56%). Small differences exist between residence subsamples with respect to learning ways, places, times or use of counseling and learning centers.

   Reasons for learning among city dwellers is more likely to be job related (58%) and degree oriented (65%).

   Time is more likely to be reported as an obstacle to continued learning by south and west county residents.

   A greater proportion of the city subsample (26%) report that they are currently enrolled in postsecondary education.

2. Sex

   More females (67%) apparently can be considered as not enrolled would-be learners than males (58%). Males and females appear not to differ significantly with respect to learning ways, places, for learning, reasons for learning, current enrollment or use of counseling and learning centers. Would-be male (62%) learners state a preference for evenings as a time for continued learning compared to females (45%).

Females (45%) indicate that costs of education serve as a barrier to continued learning more frequently than males (31%).

3. Race

The members of the white subsample are more likely to be considered as would-be learners (72%). However, members of the non-white subsample are more likely to be currently enrolled in postsecondary education (25%). Non-whites frequently cite job related reasons (70%) for continued learning, and whites indicate that the acquisition of information (94%) is an important reason for continued learning. Whites are more likely to consider time (45%) as an obstacle to learning compared to non-whites.

4. Age

The percentage of would-be learners who are not now enrolled is larger for the older subsamples (69% and 64% respectively).

Younger would-be learners more frequently select mainstream places, daytimes, and degree seeking reasons compared to older would-be learners. Age apparently is not a factor with respect to preferred ways of learning or use of counseling and learning centers.

Cost of education (61%) is a significant barrier for members of the younger subsample.

5. Marital Status

A larger proportion of the married subsample may be considered as would-be learners (71%) who are not presently enrolled. The marital subsamples do not greatly differ with respect to ways, places, times, reasons, obstacles and use of counseling and learning centers.

6. Employment and Occupation

Unskilled workers are less likely to consider themselves as would-be learners (45%) compared to the other four occupational categories. Part-time workers (36%) are more likely to be currently enrolled learners compared to full-time workers (13%). Professionals and full-time workers frequently cite time (59% & 51%) as an obstacle and would prefer to continue learning in the evening (66% & 64%). Employment and occupational subsamples do

not greatly differ with respect to ways, places and use of counseling and learning centers.

7. Education

Few significant differences exist between the education subsamples with respect to ways, places, times, reasons, obstacles and use of centers. The members of the college subsample are more likely to be enrolled (32%) and are more likely to select a mainstream (traditional college) place for learning.

The summary statements above have tended to identify the differences and similarities between and among subsamples. The researchers restate that the interest in continued learning among youth and adults in metropolitan St. Louis is great.

If postsecondary institutions are willing to accept the task of providing education for the unserved "would-be learners," a new level of cooperation will be needed. The researchers conclude that no one institution has the capability of meeting the needs identified...perhaps the hundred or more institutions can partly meet the educational needs of the 600,000 would-be learners.

TABLE XXIX

Summary Statistics (percentages)

	Residence				Sex		Race		Age 25-			Marital		Employment			Occupation					Education		
	JCD	NW	SW	Cty	M	F	W	NW	25	44	45	M	NM	FT	PT	NE	UN	SK	BU	PR	HW	HS	CO	GR
Sample Char.	100	33	32	34	42	58	76	24	15	49	36	69	31	46	17	37	5	20	30	23	23	57	21	22
Wld-be Lrnrs.	77	78	81	72	76	82	83	68	93	85	69	80	77	82	82	73	54	81	84	88	79	75	85	87
Lrng.Ways:																								
Classes	37	41	38	30	35	39	38	32	33	36	40	38	34	37	35	37	20	33	39	43	40	36	36	39
Conf.	16	14	18	16	18	16	16	14	15	16	17	16	18	17	21	13	20	18	13	21	15	14	14	22
On-Job	15	16	12	12	14	18	15	20	20	18	9	16	15	14	17	16	20	17	13	13	13	18	17	10
Other	29	28	28	32	28	30	29	28	31	29	30	30	29	32	28	30	40	31	32	25	28	31	29	28
Lrng.Places:																								
M-Stream	50	46	51	49	52	47	49	47	64	49	29	47	54	49	48	45	49	50	49	50	44	45	55	51
Peripheral	50	54	48	51	48	52	50	53	36	51	70	52	44	50	51	55	50	50	50	50	55	55	45	49
Lrng.Times:																								
Evenings	50	48	59	43	62	45	55	34	38	48	56	52	48	64	34	34	40	42	57	66	36	45	45	35
Other	50	50	40	57	38	55	45	65	61	52	44	47	51	36	66	66	60	58	42	34	64	55	54	65
Resns/Lrng:																								
Job	45	44	35	58	47	42	40	70	59	50	31	31	55	48	56	35	62	62	49	36	26	53	46	34
Informatn.	92	92	95	84	89	94	94	76	95	90	93	91	92	90	88	95	87	90	92	91	95	91	91	93
Degree	47	46	37	65	46	48	35	78	70	55	24	39	66	47	63	40	31	62	49	43	32	48	61	35
Pers.Probs.	30	26	31	37	28	32	23	38	28	29	34	27	39	27	32	34	27	42	28	24	30	35	29	24
Obsts/Lrng:																								
Costs	38	38	39	36	31	45	40	38	61	45	24	38	42	34	48	42	27	47	43	30	48	41	44	30
Time	37	34	52	24	41	37	45	14	42	39	37	42	31	51	29	23	24	39	41	59	31	29	38	60
Full Time Respons.	25	26	31	15	23	27	29	10	22	29	22	28	20	29	21	22	24	28	29	27	33	27	22	25
Lack Infm.	10	10	11	9	11	10	11	8	17	10	8	11	10	10	14	9	6	14	8	12	11	11	7	12
Pay:																								
Nothing	12	7	9	20	10	12	10	19	12	8	15	10	14	7	13	19	25	9	11	6	14	16	8	4
Up to $50	38	38	45	29	29	44	42	20	25	38	45	44	25	37	29	44	35	28	41	38	56	40	34	38
More/$50	48	55	45	50	61	43	48	58	62	53	40	46	61	55	56	36	40	61	48	56	30	44	57	58
Enrolled:																								
F-Time	9	8	3	17	9	9	5	24	42	6	1	3	22	4	29	8	6	5	10	7	1	6	22	6
P-Time	8	8	6	9	9	6	7	11	12	10	4	6	10	9	7	4	3	11	8	11	4	5	10	11
Not-Enrld.	83	84	91	74	82	85	88	65	46	84	95	90	67	87	64	87	90	84	81	81	95	88	68	83
Centers:																								
Informatn.	27	22	28	31	27	29	26	36	43	33	15	26	31	31	34	20	18	34	33	25	20	26	34	20
Counseling	28	30	23	31	27	30	26	36	46	28	18	25	32	29	41	22	27	37	31	38	23	28	40	23
Learning	51	50	50	54	45	59	51	59	64	58	42	51	59	55	55	49	54	62	58	47	52	56	55	43

CHAPTER X

Conclusions and Recommendations

Introduction

Faced with the on-rush of everyday problems, student schedules, enrollment, faculty involvement, affirmative action, budgeting, statewide planning, governance and so on...postsecondary institutions find it difficult to consider, let alone initiate, radical changes in operations. Yet change is needed if postsecondary institutions are to meet the needs of the many non-traditional would-be learners in the metropolitan St. Louis, Missouri area. The information collected by the researchers, working with the non-traditional community college project, clearly indicate that thousands of potential clients for postsecondary education live in and near St. Louis, Missouri. These would-be learners should be considered, in marketing terms, as potential clients. But like most potential clients these would-be learners are usually reluctant to initiate contact with an institution. This reluctance is often based on incorrect or inadequate information regarding educational services offered by postsecondary institutions.

Equal Access

If the educational services provided by postsecondary institutions are to be equally available for traditional and non-traditional learners alike, these services must be; (1) as comprehensive as possible, and (2) as flexible as possible. These two characteristics result from two basic hypotheses which seem to be supported both by experience and by the research described in this publication.

1. As postsecondary educational services become more comprehensive in nature the number of clients served increases.

2. As postsecondary educational services become more flexible in nature the number of clients served increases.

The researchers realize that the above characteristics (or hypotheses) do not constitute a startling outcome, rather, these characteristics are directly related to the basic decisions educators have been required to make each academic year. If a single institution attempts to do nearly everything for nearly everyone, it will end up spreading its resources so thin that it is able to do very little for very few. The researchers conclude that both comprehensiveness and flexibility goals cannot be attained by a single institution.

However, metropolitan St. Louis, Missouri is richly blessed with many postsecondary institutions...schools, community colleges, colleges and universities. These organizations, in total, most likely possess the capability of providing the comprehensive postsecondary educational programs required by would-be learners in the area. For example, at this time:

1. Schools and community colleges provide vocational education, hobbies and recreational education, general education, home and family education and personal development education

2. Community colleges and colleges provide academic education in a wide spectrum of subjects and levels.

3. Colleges and universities provide professional education in many areas...engineering, medicine, social work, teaching, sciences, law, dentistry and so on.

Thus, the researchers conclude that comprehensiveness of programing is not presently a problem which must be overcome in order to deliver educational services to the would-be learners identified by this research.

Equal access to postsecondary educational programs for non-traditional would-be learners does, however, present a significant problem. This research indicates that access to postsecondary education is not equally

available to persons of different social-economic backgrounds. Nor is access equal for persons with differing personalities. Obstacles of cost, time, travel, information, responsibilities, scheduling, red tape, grades, failure, etc., present barriers in a differential manner to would-be learners. In order to equate access to educational opportunity, educators must find ways to lower the obstacles to educational opportunity, as much as possible by increasing the flexibility of the delivery of educational services.

Examples of Flexible Programs

The writers of this publication believe that flexibility may be increased significantly without decreasing the cost-effectiveness of educational services. Many community colleges, and other institutions, are already utilizing programs which increase flexibility. Some examples of these programs follow:

1. Off-Campus Instruction is provided by many colleges. Such instruction may utilize a library, an industrial site, a store front, a high school or even an apartment complex. In any case the instructor(s) usually travel from a campus to meet a class at the off-campus location. This type of instruction costs about the same as on-campus instruction.

2. Self-Directed Learning opportunities are provided by the colleges of the Junior College District. This program is designed to individualize student learning through the development of a unique learning contract. The learning contract is mutually developed by a teacher and a student. The contract specifies the course outcomes, the learning activities which must be completed by the student, the schedule of conferences between the student and the teacher and the nature and dates of the course evaluations. When the contract is completed, the teacher awards grade and credit based on successful student achievement. This type of instruction costs about the same as on-campus, in-class instruction.

3. Correspondence Study is available through several St. Louis colleges and universities. Under this mode of operation

students usually receive lesson materials through the mail. These materials are completed by the student, mailed in for evaluation, evaluated by a teacher and returned to the student. When the lessons have been completed and evaluated, the student usually takes a comprehensive examination. Grade and credit are based on student achievement as measured by lessons completed and the examination(s). This type of instruction usually costs a little less than on-campus, in-class instruction.

4. Short Term Workshops, (conferences, seminars) are used by some postsecondary institutions. These activities have the advantage of providing the learner with a total immersion experience in the concept(s) to be learned. These intense experiences are usually highly motivating and often produce results (achievement) not easily matched by other learning arrangements. These instructional modes usually cost about the same as on-campus, in-class instruction.

5. Packaged Learning materials are gaining in use by non-traditional learners. At this writing a number of "stand alone courses" are available via the packaged route. Packages usually contain audio-visual materials, printed materials, learning activities and practice materials. Credit and grade are awarded by demonstrated competency through testing. This mode of operation has many advantages in that each student moves at an individual rate and most students achieve at a higher level. The cost of this type of instruction is less than on-campus, in-class instruction.

6. Television Instruction is available in St. Louis via Channel 9 and via two commercial channels. The Junior College District has assembled several TV programs for open air instruction. In addition the district has used TV to teach police officers using the area police microwave TV system. Costs for developing programs are quite high. However, economies of scale are available as more students are enrolled in credit courses. At this time quite a few quality TV courses are available from several national agencies. Even though the St. Louis survey indicated little interest in TV instruction, experience in other cities indicates that this mode is viable and can result in making education available to more persons.

7. Amplified Telephone Instruction is a successful technique which has been used by the Junior College District and by other colleges. This mode of instruction allows the teacher to address groups of students at distant locations. The

system is usually two-way so that students can ask questions. The cost of this instruction is about the same as the cost of on-campus, in-class instruction.

8. The Library-College mode of instruction as envisioned by Dr. Louis Shores is similar to the Junior College District's Self-directed Learning Program. In the library college students are essentially self-directed in that they use the library, laboratories and conference rooms as they pursue college courses. Each course is based on a defined set of competencies and recommended learning activities. Instructors in the library college lecture once or twice each semester on subjects not readily available in other forms. Instructors and students work together so that students gain the competencies required for college credit. The cost of library college instruction is about the same as on-campus, in-class instruction.

9. Individualized Learning is used by some community colleges as a most flexible mode of instruction. Under this mode students may register any day of the year and, of course, may graduate (or drop out) any day of the year. Each course is available in a packaged format. Instructors and instructor aides remain in their academic or skill area, helping students as necessary as they proceed through their course(s). When students achieve the requirements of a course unit or the entire course the instructor(s) validates this achievement for appropriate credit. Student achievement under this operational mode may result from on-campus and/or off-campus learning. Individualized instructional costs are about the same as on-campus, in-class costs.

10. On-the-Job education may involve a cooperative arrangement between a college and a business or industry. Or it may involve the utilization of an adjunct instructor who possesses the unique background required to assist students in the learning of specified competencies. In either case on-the-job learning is appropriate for many non-traditional learners. The costs of such instruction is probably about the same as on-campus, in-class instruction.

The writer has attempted to describe some alternate forms of delivering postsecondary instruction. In most cases these instructional modes are more flexible than scheduled, on-campus, in-class instruction. The utilization of these modes of instruction may help overcome the obstacles which prevent many non-traditional would-be learners from continuing their education. The

alternate forms of instruction described are workable...indeed they are presently being used by many postsecondary institutions.

Recommendations

The recommendations which follow are based on the research findings that conclude that several hundred thousand would-be learners now live in metropolitan St. Louis, Missouri. The researchers recommend:

1. That the Junior College District encourage the schools and colleges in metropolitan St. Louis, Missouri to develop programs which provide comprehensive and flexible learning opportunities for postsecondary non-traditional learners. Such programs should be developed so as to lower the effect of the barriers which impede continued learning for non-traditional would-be learners.

2. That the Junior College District initiate a cooperative marketing approach to postsecondary educational opportunities. This approach requires cooperation between and among postsecondary institutions with respect to courses and programs available. The approach also requires referrals and cooperative enrollment of students in courses and programs.

3. That the Junior College District develop at least three Counseling and Learning Centers. These centers would be located in high traffic shopping centers. They would be staffed by counselors and advisors from the three colleges. Counseling and Learning Centers would provide the following services:

    a. Information about postsecondary education available in metropolitan St. Louis.

    b. Educational counseling and guidance.

    c. Registration for on-campus courses and programs (both JCD colleges and other cooperating colleges and schools).

    d. Off-campus instruction to include off-campus classroom instruction, self-directed learning, amplified telephone, packaged learning, workshops, etc., (instruction originating from the three community colleges and other cooperating schools, colleges and universities).

e. Testing to include placement tests, competency evaluation, diagnostic tests, College Level Examinations (CLEP) and so on.

4. That the Junior College District allocate the funds necessary to initiate and maintain the marketing approach to postsecondary education. And, at the same time, vigorously seek foundation support to underwrite the expansion of the marketing effort to include the many schools, colleges and universities in a cooperative metropolitan St. Louis effort to make postsecondary education equally available to all youth and adults.

5. That the Junior College District continue research related to postsecondary youth and adult learning and that the results of this research be used to improve the delivery of educational services in metropolitan St. Louis, Missouri.