

Lindenwood University

Digital Commons@Lindenwood University

Theses

Theses & Dissertations

2002

The Adult Student in Higher Education and Training

Kathlee DeSpain-Rogers

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/theses>



Part of the Education Commons

**THE ADULT STUDENT IN
HIGHER EDUCATION AND TRAINING**

Kathleen DeSpain-Rogers, B.S.

**An Abstract Presented to the Faculty of the Graduate
School of Lindenwood College
in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Communications**

2002

ABSTRACT

This thesis will focus on the needs of the adult or nontraditional student. An in-depth look at how non-traditional students came to be and how higher education is accommodating them today and tomorrow.

Before 1944, adult students were not commonplace on college campuses. At that time even high school graduation was a rare achievement. However, The Servicemen's (and women's) Readjustment Act of 1944, better known as "The GI Bill," changed all that. The Act provided many benefits but it is best known for giving former soldiers, both male and female, a chance at a college education or a degree from a trade school.

In the 1950s and 1960s the non-traditional students were outnumbering the traditional students. The adult students brought much knowledge and wisdom to class and they were focused on goals. As a result, in the early 1970s accelerated courses for adults only were born. Many were evening classes, and on occasion, a few weekend programs. Friends University, a small Quaker College in Wichita, Kansas, was saved from extinction by adding adult classes to its curriculum.

College and degrees may not be for everyone. There are people in blue-collar supervisory positions who need communication and listening skills more than a degree. Toastmasters International is an organization that has been filling that need for nearly three quarters of a century.

In the past five years distance learning has exploded onto the scene and as a result education is experiencing some stark changes. As a result, the traditional college now is commonly referred to as the “brick college.” The distance learning is referred as the “click college.” Many colleges are almost being forced to add distance learning to their curriculum or they run the risk of closing and losing out to colleges who do. Those colleges offering traditional and distance learning are known as “brick and click colleges.”

In the 21st century there will be a need for checks and balances or quality control if education is to do its job of educating society. A challenge lays at the college portals, be it “click,” “brick,” or “brick and click.”

THE ADULT STUDENT IN
HIGHER EDUCATION AND TRAINING

Kathleen DeSpain-Rogers, B.S.

A Culminating Project Presented to the Faculty of the Graduate
School of Lindenwood College in Partial
Fulfillment of the Requirements for the
Degree of Master of Arts in Communications

2002

COMMITTEE IN CHARGE OF CANDIDACY:

Professor Michael Castro, Chairperson and Advisor

Adjunct Assistant Professor Tom Dehner

Assistant Professor Charlene Engleking

DEDICATION

This project is dedicated to every adult student, the sacrifices they have made and the professors that have cheered them on.

ACKNOWLEDGEMENTS

There are many people the author expresses her sincere gratitude to but are too numerous to mention. In particular, are all of her fellow former adult students who shared their thoughts with her and her many friends who gently prodded with “How is that paper coming?” However, she would be remiss without thanking Mr. and Mrs. John T. Cherry, Christine Cherry Cernik, MDPC; and Dr Joseph A. Cernik for introducing her to Lindenwood University.

Table of Contents

PREFACE.....	vii
INTRODUCTION.....	1
THE GI BILL	1
FAMOUS PEOPLE WHO HAVE USED THE GI BILL	8
ADULT PROGRAMS FOR ADULT STUDENTS	12
ADULT CLASSES SAVE A COLLEGE FROM CLOSING ITS DOORS.....	13
TUITION ASSISTANCE FOR ADULT STUDENTS.....	17
STATEMENT OF PURPOSE	18
REVIEW OF LITERATURE.....	20
THE INTERNET	28
BOOKS	34
STATEMENT OF HYPOTHESIS.....	37
SELECTIVE REVIEW AND EVALUATION OF RESEARCH	38
OVERVIEW	38
INTERVIEWS.....	38
TV PROGRAMS	41
RESULTS	47
ALTERNATIVES TO NIGHT SCHOOL	47
Survey	48
TOASTMASTERS INTERNATIONAL	62

DISCUSSION	74
WORKS CITED.....	83

Preface

“The Adult Student”--Why this subject? The author received all of her college education as an adult student in night school and finished her bachelor’s degree with the weekend format from Southern Illinois University at Carbondale. She has always felt there is truly a difference in the adult student versus the traditional “preppy”, particularly since she was thirty-six years old when she began pursuing a degree in earnest.

In 1993 the author was offered a chance to teach a course, BUS121, Introduction to Word Processing, at Belleville Area College (BAC) at Belleville, Illinois. That college is now Southwestern College of Illinois (SWIC). She was delighted and accepted. The course was required for anyone seeking an Associate’s Degree in data processing, or any type of office automation. It was a three-hour lecture course with no hands-on computer experience. The purpose of the class was to familiarize the students with the terminology they would be using in the more advanced hands-on computer classes. Concepts were also introduced such as integrity of copyrighted data.

When the students arrived in class the first night and the author went over the syllabus, one student would always ask, “When will we be working on the computer?” When told there would be no hands-on experience, the students would always look at one another as if they were exchanging cryptic, telepathic messages.

To augment the lecturing, the author would show videos to underscore and reinforce the knowledge and facts given pertaining to the evening’s material.

These came from various libraries the author had researched. Surprisingly, there were some excellent videos on the subject topic, and from her perspective “seeing was believing.” However the favorite video was the immortal classic made by Dr. Morris Massey, University of Colorado at Boulder, titled You Are What You Are Because of Where You Were When.

That particular video was created in the late 1970s and was a staple for all psychology and marketing classes, as well as many others, until the late 1980s. The author’s first exposure to it was at a Federal Employed Women’s (FEW) Conference in 1978. It is safe to say that not one person left the conference unmoved by Dr. Massey’s remarks. In the video, he took each generation, in ten-year increments, and discussed the significant emotional events of that particular time period, and how it shaped the values of that period’s people. It crescendos in the 1970’s period when he relates how a young female student brought a bike into the school, threw it against a wall, and let it slide to the floor, scratching “his” wall in its way to the floor. He told how he literally stomped it to pieces as he hollered to the bike’s owner, “You break my toys and I will break yours.”

The author’s 1993 class consisted of twenty-three women of all different ages. The class discussions flowed very well and on occasion were quite rollicking. An entire class period was set aside for the Massey tape with an explanation that the ten year-old child Dr. Massey wants them “to catch and talk to” is now age twenty-five and to please not be offended if they are from Waco, Texas. It is only his way of getting their attention. She also explained that the video had nothing to do with word processing but when the students were in their respective offices, working with different aged co-workers, they would see the significance of the video. Seventy five percent of the class was still in their seats

at dismissal time because they wanted to see the end, which came ten minutes later. Two young women between ages nineteen and twenty-two worked on something else and didn't pay any attention. Their loss!

In 1995 and 1996 the class was cancelled due to lack of enrollment and in 1997 the name had been changed to "Introduction to Office Support." In 1997 the class had only one student over the age of twenty-five. The other students were in their early twenties and obviously resented being in the class. Their idea of class discussion was sitting with arms folded over the chest and answering questions with as few words as possible.

The author had found a lengthy article in The Wall Street Journal explaining how con artists obtain people's banking information, how identities are stolen, and several other interesting things—the perfect ingredients for a rousing class discussion! Had this been any of the previous classes discussing this article, class would have extended well beyond dismissal time—just like the time the Massey video was shown in the previous classes.

Unfortunately, there was not much of an improvement in the quantity or quality of class discussion that evening. However, after much prodding the author did extract from one student how she was upset with the local newspaper, the Belleville News Democrat, for printing a column in the Sunday edition revealing whose houses sold, for how much, and to whom they sold. From what little the student was willing to reveal, it is assumed the newspaper information prompted an ex-wife to pursue her share of house profits.

Why was this class so blasé? Was it the age group? It is probably safe to say that students of their particular age group grew up with joysticks in their hands and with that in mind probably felt they were overly advanced for this

course. In an effort to get the students involved and some adrenaline running, the author decided to let each take a chapter of their own personal choice from the text book, give a ten to twenty minute presentation of their own personal experience and how this text book information applied to their own personal work place. They all had jobs except one student and a video on spread sheets was found for her to show to the class. That created even less enthusiasm but was still worth continuing.

The author had taken a conversational Spanish class at the same college a few years before this and the Spanish instructor used the same approach. It was effective, fun, and with perseverance it would work for this class. Wrong!

One evening the author received a call from the school's coordinator. She explained that, "Some of the students have complained that they are being required to teach the class." The author explained the purpose of the presentations and the coordinator referred the author to some of the other instructors for ideas. The class rocked along until December when it was completed with a great sigh of relief.

What was the problem here? Was it the age group? Was it the author's approach? That is something she is still trying to determine. As a parting thought, BAC, which is now Southwestern Illinois College (SWIC) gives a standard English and Math test when students return to school to make sure their skills are matched to the prospective class and to make sure they are not put in a class that is too elementary or advanced for their particular skills. Perhaps that should be done with computer classes as well.

It was this class that brought the author face to face with the reality that adult students are different from the younger traditional student. Perhaps the

students in the last class didn't have the work experience behind them to have the enthusiastic discussions that the previous classes of older students had enjoyed.

The purpose of this work is to determine what can be done to make better use of the adult students' experience, time, and talents. Are there other alternatives to night school? The weekend class format will be discussed along with the pros and cons of the Internet and alternatives for those who need personal development but not necessarily college.

Chapter I

INTRODUCTION

What is the definition of the adult college student? There are many but authors Karen Eifler and Dennis Potthoff described the adult college student in their article in the Journal of Teacher Education this way:

They attend more than one institution for a degree, attend part-time, have multiple family and professional commitments, are not financially dependent on parents, reflect no predominant socioeconomic status, and represent all racial groups. (Eifler and Potthoff 187)

The GI Bill

When did the adult student begin to appear in the nation's colleges? Milton Greenberg, in his book The GI Bill, The Law That Changed America explains that it was immediately following World War II. In the Introduction to his book he has the following to say:

The Servicemen's Readjustment act of 1944, brilliantly dubbed "The GI Bill of Rights" by the American Legion, was one of the most important, successful, lasting, and in retrospect, almost romantic contributions to American History. The law made available to sixteen million veterans of World War II immediate financial support of unemployment insurance, generous educational opportunities ranging from vocational job training to higher education, and home ownership. This combination of opportunities changed the social and economic landscape of America. It was the American Dream come true. (9)

Many of those veterans grew up in the hard times of the depression. Few had a high school education and even fewer lived in family owned homes. To quote Milton Greenberg, "The future was uncertain but each had a major 'ace in the hole'--the GI Bill of Rights."

The birth of the GI Bill could be credited to the American Legion, a veterans advocacy group. In 1943, they were holding their twenty-fifth annual convention at the Mayflower Hotel in Washington DC. Harry W. Colmery, an attorney from Kansas and a World War I veteran drafted the essence of the law on the back of hotel stationery. It was called, "a bill of rights for GI Joe and GI Jane." It was later dubbed the GI Bill of Rights and later called, "The GI Bill."

The elements of the GI Bill were:

- Readjustment allowances while unemployed
- Educational opportunity in colleges and universities
- Vocational education and on-the-job training
- Loans for purchase of a home, farm, or business

The term "GI" is an abbreviation for "Government Issue" which refers to the standardization of military regulations and equipment. The term "GI" and "bill of rights" are two powerful images.

The bill was put before Congress in January 1944 and then President Roosevelt signed it in June that same year. It became The Servicemen's (and women's) Readjustment Act of 1944.

Between January and June 1944, the bill created much concern and controversy. The American Legion put pressure on Congress by using radio spots narrated by wounded veterans and short film clips in movie theaters. A

major radio address by their national commander of the Legion warned that the returning veterans could “Make our country or break it” and “restore our democracy or scrap it.”

William Randolph Hearst, a controller of a major chain of newspapers, and was a real ally of the Legion. Author Joseph Goulden stated, “He was the most powerful press man in America. When William Randolph Hearst snapped his fingers, things happened around the country. He made this a full court press issue.” Goulden also stated that, “In a time without television the strong support of a newspaper was something to be taken seriously. As a result, Hearst was one of the proponents in passing the GI Bill”(12).

However, on the opposing side of the bill were educators. Many of them felt it was a threat to higher education standards. Unions were concerned about the continuing protection of closed shops and bankers feared government involvement in loans.

The passage of the bill introduced a new term, which was the most precarious and was the portion that almost killed it, “The 52-20 Club.” The “Club” was a readjustment allowance of twenty dollars per week for up to fifty-two weeks. There was a great deal of fear of unemployment and the 52-20 Club calmed many fears.

Veterans recall that twenty dollars was a lot of money in 1945. For example, fifteen cents would buy cigarettes, beer, milk shakes, a movie ticket, and put gasoline in the car. Some veterans refused to join the “club” looking at it as a form of welfare, something that was beneath them. For those who did apply for the 52-20 Club it was only used for an average of seventeen weeks--a very pleasant surprise to the opponents who were so sure that the program would be

abused. In the end less than twenty percent of the estimated cost of the program was actually spent (18).

America taking care of its veterans was not a new idea. Care and benefits had been paid to the disabled veterans but taking care of the able bodied was something new. After WWI, discharged veterans were given sixty dollars, a train ticket home, and a promise of a \$500 bonus payable in 1944 (24).

Five million men served in WWI with 117,000 deaths and 200,000 wounded. The pressure was on for a veteran's bonus. In 1924 the president and congress authorized it. In reality it was only a twenty-year endowment that a veteran could borrow against, payable in 1944.

The bonus was prepaid in 1936 in the midst of a prolonged and monstrous depression. The stock market crash of 1929, coming just eleven years after the war, stunned the nation, The Great Depression, which followed the Crash, led to the historic 1936 "Bonus March" when twenty thousand desperate veterans from all over the nation arrived in Washington, DC demanding early payment of the bonus. Their confrontation with police prompted President Herbert Hoover to call out the Army. The "Bonus Army" came under attack by the U.S. Army and became, according to the author, "one of American history's tragic moments in which the U.S. Army used guns and tanks against the former member of the military services"(25).

The Great Depression lasted until 1939 when war broke out in Western Europe bringing an economic surge about in the United States. However, the Japanese attack on Pearl Harbor in December of that year plunged the nation into war. Nearly sixteen million, including 350,000 women were serving in the military. Many women who had never worked before went to work in jobs

supporting the war effort. The Depression was over and the nation was turned into an industrial giant. The war dragged on but what was to be done with sixteen million soldiers when ended? Enter the educational opportunities afforded by the GI Bill (31).

President Roosevelt, among others, estimated that college enrollments would increase by only 150,000 per year and grow to 600,000 or 700,000 by the time the law expired in 1956. These figures were based on past experience and statistics. But how did they arrive at them?

Prior to World War II, high school graduation was a rare achievement and at that time many Americans had only a tenth grade education. Prior to 1940, colleges were mostly private, small, liberal arts, elitist, white, and Protestant. A married student was cause for dismissal and having a child in school, married or otherwise, was unthinkable (35).

There didn't appear to be much interest in higher education until an article appeared in an August 1945 issue of The Saturday Evening Post, entitled "GIs Reject Education." However, by 1947, there were 1,153,000 veterans registering for college and the GI Bill accounting for forty-nine percent of all enrollments. During the time frame of the GI Bill over 2,200,000 veterans went to college. About 500,000 would not have been able to attend had it not been for the GI Bill. However, those figures do not take into account the 3,500,000 veterans who attended other institutions of higher learning such as business schools, trade schools, art and drama schools, and even high school. Another 1,400,000 were involved in on-the-job training programs and 690,000 in farm training (36).

The education benefits were like no other. Any veteran who had who served for as little as ninety days was entitled to one full year of education, in

addition to a period matching the veteran's time actually in the service up to a period of forty-eight months. The Veterans' Administration (VA) paid the school for books tuition, fees and books.

The veteran received a monthly check from the government to cover his living expenses for the time he was in school. A single veteran received fifty dollars per month, but if he/she were married they received seventy-five per month plus an extra fifteen dollars per month per child. By today's standards, that sounds like pocket change. However, at that time the average family's monthly bills were: rent, twenty-five dollars; utilities, ten dollars; and food, forty-three dollars (39).

How receptive were educators to the GI Bill? They were cautious but the presidents of Harvard and the University of Chicago made no secret of their opposition. Harvard's president, James B. Conant feared unqualified people would takeover the university. Robert M. Hutchins of The University of Chicago was outright hostile, and speaking through an article in Collier's Magazine announced the GI Bill to be unworkable and all of the universities would be, as a result, turned into "educational hobo jungles." Naturally, the article inspired a great deal of hostile fodder from around the country requiring Collier's to print a long response from Veteran Alfred Kuenzli who was a medically discharged former Marine stationed in the South Pacific and University of Notre Dame Student under the GI Bill. In part, Mr. Kuenzli replied that he found the University of Chicago president's article to be "disillusioning and fallacious" and suggested that the colleges as well as the veterans required rehabilitation (39).

In 1947, both university presidents had to retract their observations. James Conant had to label the veterans "the most mature and promising students

Harvard has ever had.” The veterans adjusted very well to civilian student life but the professors had to adjust to mature and knowledgeable students. For the first time most of the professors were dealing with, “Oh, professor, I know about that, I was there” (44).

For the first time colleges were faced with two different kinds of male students. The younger male student was away from home for the first time and looking for a good time, and, of course, girls, girls, girls. The veteran had already “been there and done that” and wasn’t interested in the usual college trappings such as fraternities and pep rallies. They felt that they lost a few good years to the war and they were there to get an education and a well paying job. They were goal oriented.

During the highest enrollment years, fifty percent of all enrollments and almost seventy percent of registered male students were veterans. However, forty percent of those veterans went to only thirty-eight major colleges and universities. They preferred the more professional training the larger, more renowned universities could provide as they looked for careers as engineers, scientists, doctors, dentist, accountants, lawyers, and teachers. Unfortunately, that left many smaller liberal arts colleges with empty space (44).

The law was non-discriminatory, as it included female veterans also. June A. Willenz writes in her book, Women Veterans: America’s Forgotten Heroines, that many of the females didn’t realize the law applied to them. Greenberg quoted her as saying:

Women who have always been in the support of their children, their husbands and their families, I think, have an identity as having a supportive role. And many of the women that I spoke to and interviewed, World War II women, many women thought of

themselves in supportive roles, that that's what women should do. Their roles are supportive and the country needed them, so they were supportive. And believe it or not, many of them after the war, did not think of themselves as veterans. And we know that because some of them said they didn't know they were eligible for veteran's benefits. An astonishing thing because on the whole, the veteran's benefits system, under the GI Bill, was pretty equal. (104)

Unfortunately, no records were kept on women's use of the various parts of the GI Bill by the Veterans' Administration because their numbers were considered too small. The expectations of the women veterans and the general public was that women had served for patriotic reasons and could be expected to become wives and mothers. Many of the women were unaware of their eligibility or made no claim to it even if they went to school (97).

Famous People Who Have Used The GI Bill

Kay O'Grady remembers hearing about a chance to join the military and "My first thought was, oh boy, this is my ticket out of Wisconsin." She was interested in fashion and decided to go to fashion art school. "The GI Bill was my one chance of doing this." Had it not been for that training she would have been a seamstress on an assembly line in a factory (97).

The very first applicant to apply for the educational benefits was Don A. Balfour, who, after leaving the service, became owner of an insurance agency, a part time student at Washington University, and editor of the school newspaper. He went to the Veterans Administration to do a story on the GI Bill the day after President Roosevelt signed it. He signed up for the benefits on the spot. Rather

then spending years of part time studying, he resigned from his two thousand dollar a year job, went to college full time, free, with fifty dollars a month for expenses. Balfour was quoted:

That was the best time of my life. I didn't have to work all day and go to school at night and then study late and not get any sleep. I could do nothing other than study and learn. It was a great pleasure. (50)

Time Magazine featured a college football star, Bob Chappius of the University of Michigan on its cover of the November 3, 1947 edition. Chappius had been a radioman and gunner on a bomber aircraft and was shot down over Italy. He was rescued and hidden for several months by Italian partisans. Seventy percent of the players on the team that year were attending college with the GI Bill as their ticket. They were the 1947 winners of the Rose Bowl. The Michigan team did not win the Heisman Trophy that year. It was won by another GI Bill recipient, Johnny Lujak, of Notre Dame University. Lujak served three years as a naval officer (50).

Many famous people are where they are today due to the GI Bill. One is Nobel Prize winner and National Medal of Science recipient Leon Lederman.

I wanted to go to graduate school and I wanted to study physics, and while I was in Germany—the German, the European war had ended and it didn't look as if I was going to be sent to Japan or to the other war, and that was winding down, too. That's when I applied to graduate school knowing that there was the GI Bill and that I could see surviving that way.

I also had a lot of savings because I was paid every month, and I didn't know—I never collected that money. Mostly I lived on poker winnings and, you know, meals were free, and you didn't really have any needs there.

I applied to the GI Bill. You had to be discharged before you could actually get it, but I did make applications and I applied to a number of graduate schools, but most intensely at Columbia University.

Some of the people I had met at MIT were professors at Columbia, so I pulled that, “you know, don’t you remember we pall’d around at MIT and I was there”and so on and so on. And whether it helped or not, I don’t know—but I did get accepted, and it was, in fact, helpful to get a quicker return home if you were accepted to a graduate school, and that was another incentive to get out of occupying Germany. (41)

Singer Harry Belafonte also profited from the GI Bill. He said:

The GI Bill commanded of institutions that veterans be given opportunity...there would be no government subsidy if they didn’t open their doors to GIs...For black participants, the single most important thing in our lives was a subsidy that would help us go to school. Without that subsidy there would be no other resource, as a classic fact of history. What the GI Bill did was it gave us the qualifications or the credentials to compete for jobs that would ultimately lead us into the middle class...Once we had access to education, to knowledge, to skill we could upgrade ourselves. (45)

The Continental United States wasn’t the only place the GI benefits could be used. According to the Veterans Administration 5,800 veterans were studying in forty-five countries under the GI Bill. Art Buchwald, noted humorist and columnist spent time as a student in Paris after enrolling at the University of Southern California. His comments are,

I think the GI Bill was one of the greatest things America did, as well as the Marshall Plan. It created a generation of people who were hard working, that cared, and could appreciate education after having been through the war. I just think enough credit had not been given to what they did for these kids. I think what the country did was invest in its GIs and it paid off. I resent the fact that it’s been called some sort of welfare program when, in fact, it

was an investment. I have found out in America over the years, if something works, it doesn't get any publicity. I don't know where I would have been without the GI Bill. (83)

Andrew Brimmer, economist, former member, and first black member of the Federal Reserve Board, earned a Ph.D. degree at Harvard with his GI benefits. That was an event for him that he "treasured more than the day Lyndon Johnson appointed me to the Federal Reserve." He also states,

The black schools that really benefited disproportionately were the small black liberal arts colleges, unrelated to the state-many of them church related. Now they could compete for students who could come, not needing scholarships from the institution, bringing their GI Bill benefits. They had their own funds for stipend, they got tuitions paid, and the institutions got some grants. Now while we've concentrated on the benefits to college students, we must remind ourselves that most of the students who got benefits under the GI Bill did not go to colleges and universities. They went to specialized training schools and so on. And so many of the black institutions that wouldn't qualify as colleges and universities were able to offer training where the training qualified, although not strictly in academics. So many blacks got skills through these kinds of programs. So the benefits of the GI Bill were pervasive (68).

It is important to remember that the GI Bill not only applied to colleges, it included business schools, trade schools, drama and art schools, and on occasion, high schools. Without the GI Bill, the "silver screen" may never have seen nor heard of Walter Matthau, Tony Curtis, and Rod Steiger. They used their GI Bill to study drama at the New School for Social Research in New York.

The GI Bill was a means of rewarding American citizens, both men and women, for their military service. As time passed the veterans of the Korean and Vietnam conflict received significantly less, both in education and home loans than their World War II predecessors.

The GI Bill continued to evolve. The Vietnam Conflict left bad memories and while there was no longer a draft, the recruits for an all-volunteer force were hard to come by. As a solution, the Veterans Educational Assistance Program was enacted in 1976. Efforts to enact a new temporary GI Bill began in 1984 and in 1987 President Reagan signed it into law designating it as permanent. It is known as the "Montgomery GI Bill" in honor of Representative G. V. "Sonny" Montgomery of Mississippi who led the effort for many years (105).

Thanks to the GI Bill, adults were in college in droves, becoming permanent fixtures, and out number the traditional students. However, that was only the beginning (107).

Adult Programs for Adult Students

As mentioned above, the teachers noticed that the students who were formerly military were more focused and with different goals than their traditional college counterparts. Unfortunately, it wasn't until the 1970s when some colleges decided to have adult classes for the non-traditional students.

As an example, Southern Illinois University at Carbondale (SIUC) began a program in 1973 known as Workplace Educational Development (WED) which will be discussed in detail in a later chapter. The program offers a Bachelor's Degree in a weekend format specializing in education, training, and development. Classes are held both Saturday and Sunday every other weekend. The student can earn his/her Bachelor's Degree in one year provided the student meets all of the prerequisites. The requirement for admission is having three years of work

experience before enrolling. The weekend format is becoming a popular means of course delivery.

What makes SIUC's program unique is that it only meets on military installations across the United States. However, it is not restricted or exclusive to the military. Anyone who lives in the area or is willing to drive the distance is welcome to enroll in the program.

Adult Classes Save a College From Closing Its Doors

Carolyn Martin, an English Professor at Friends University wrote an article in Adult Learning titled, "A Small, Struggling College finds A Savior In Adult Programming." Her work is an excellent example of adult education and how an adult education program can help a college or university. In this case it actually saved the university and kept it from completely closing.

In 1990 and 1991 Friends University in Wichita, Kansas was in serious financial difficulty after serving the people of South Central Kansas for nearly a century. Programs were being cut, faculty reduced, and the university's radio station was closed.

Friends University opened in September 1898 with fifty-three students. Its only building, a centerpiece on the horizon as one motors West from Wichita on Highway 54, was a gift from James M. Davis, a wealthy Saint Louis businessman, to The Society of Friends, the Quakers. As the years passed more buildings had been added but were falling into disrepair. The question was "Where was the money going to come from?"

Despite the financial problems they did reopen the Alumni Auditorium in

the campus main hall, which according to Carolyn Martin, indicated the school was financially fragile but the strong spirit of the school was intact. Even though the school boasted about its small class sizes and loyal alumni, the 1980's enrollment was only in the 700 to 850 range. By 1984 the enrollment was only 761. It was obvious to the staff that something had to be done and soon.

In an effort to save the school, Friends University embarked on a controversial new program, an accelerated degree completion program in human resource management (HRM). Many were aware that there was a segment of the Wichita population that had completed some college hours but who, due to life's unpredictable circumstances, had never obtained a degree. The question was, "What if we were to offer a high-quality, full-time program that could meet at night?" "Could we reach these people?"

Those people were reached. The first class met in May, 1985 and the fall semester enrollment yielded fifty-two students. The classes grew, several new degree completion programs were developed, and total enrollment figures began to rise. Vice-president of Academic Affairs, Dr. Bob Dove stated "We were in the right place at the right time with the right programs."

Unfortunately, Friends University's financial problems were still not over. In a desperate attempt to keep the university open there was still some downsizing. However, through the turmoil, enrollment continued to rise with 1,534 students in 1991, 1,684 in 1992, and 1,819 students in 1993. Along with this astounding success a new philosophy of conservative financial management was embraced on campus. The school was turning around and debt was under control but it didn't stop there.

In the fall semester of 1996, the new College of Business building opened

on campus and new programs were added. Friends University now offers five degree-completion programs including business management, computer information systems, organizational management and leadership, quality systems management, and criminal justice. The university also offers a two-year Associate's Degree through the Program for Adult College Education (PACE) and ten Master's Degree programs. They are all offered at night. Many of these programs are now offered at satellite locations in Liberal, Dodge City, Hutchinson, Garden City, Shawnee Mission, and Topeka, Kansas and Independence, Missouri.

Martin quotes Dr. Robert Dove, Friends University's interim president during 1990-1991 downsizing, as saying, "The addition of adult programming helped herald a fabulous, fantastic turnaround of resources."(22) The university went through many changes and a few were unexpected. With the addition of so many nontraditional students, the student body became increasingly diverse. The increase in numbers also put a strain on the staff, administration and faculty as everyone struggled to keep up. Offices began to stay open later had have Saturday hours. The facilities became used more at night than during the day. What was "typical" changed completely, and people had to create a new way to serve a new, and growing population.

Friends University had created a new market niche and in order to survive in that new niche they would have to work with local businesses to tailor their programs to their needs and needs of their employees. As a result, advisory boards were set up for several degree programs and a staff member was put on site at Boeing to serve the Friends' students who are Boeing employees.

What has made Friends University's adult program so successful?

Actually, the incredible success of adult education was a surprise to many on campus. However, the culture of the university was able to adapt fairly quickly to the changes. This adaptation has been one of the keys to success. Also, the programs are thriving because of the following:

- Local business and industry support the efforts by paying at least part of their employee's tuition, and on some occasions, all of it.

- Wichita's population has enough people with a need for nighttime scheduling to support the programs

- The university's administration took a risk and offered something completely different from what had been offered before. Friends University's pioneering attitude still exists and allows them to adapt quickly to new opportunities in the community.

- The faculty was willing to reserve judgment on the issues of scaled-back general education requirements and life learning/professional technical credit.

Assessment figures of all kinds are now beginning to support these changes.

Professor Martin's final thoughts are:

There has never been a time when the adult programs have not had to deal with controversy. Adult programming undergoes more scrutiny than any other programming on or off campus. And sometimes, valid questions are raised and problems are uncovered. If these programs had been hidden away and allowed to take on a life of their own, they would surely have failed. It is because they have remained academically honest that they have been successful. Cutting corners, making deals, and ducking criticism will kill any program, not just those designed for adult students. (22)

Professor Martin's article appeared in the summer, 1998. Since that time Friends University continues to prosper. Their PACE (Program for Adult College Education) offers courses arranged in blocks of three compatible classes, two that meet one evening each week and a third that meets every other Saturday morning. Courses are also available during an eight-week term each summer and classes have been expanded to include distance learning. The scheduling format permits students to enroll in a full academic load and receive quality classroom time with a minimal number of trips to campus.

There are many colleges that have done what Friends University has done in regards to adult education. What makes their situation so unique is the fact that it was done as a last resort to save the university and it continues to prosper beyond their wildest dreams.

Tuition Assistance For Adult Students

The breakthroughs in tuition assistance have come almost as quickly as the changes in non-traditional education. It is difficult to keep abreast of the changes but Kelly Smith wrote an article for Money Magazine "New Ways to Finance Adult Classes." According to Ms Smith's research, "Nearly half of the fifteen million students taking undergraduate and graduate credit courses at U. S. colleges and universities are over twenty-five; half are enrolled part time. As a result, the federal government and private lenders have come up with new ways to help part timers and distance learners soften the financial blow of going back to school"(26). These items will be discussed further in Chapter Five.

Ms Smith reports one advantage non-traditional students have over

traditional students is the fact that eighty-six percent of the large companies will foot some or all of the non-traditional students' tuition—providing it is job related. For adult students providing their own tuition, interest on student loans is tax deductible providing the adjusted gross income is below sixty thousand dollars for joint filers and forty thousand dollars for single filers.

Now is an exciting time for returning to college. Arthur Levine, President of Teachers College of Columbia University, states in his article, "Higher Education Changes" to be discussed further in Chapter Five:

Several major forces today have the power to transform the nation's colleges and universities: shifting demographics, new technologies, the entrance of commercial organizations into higher education, the changing relationships between colleges and the federal and state governments, and the move from an industrial to an information society. In addition, the convergence of publishing, broadcasting, telecommunications, and education is blurring the distinction between education and entertainment. A variety of knowledge producers will compete to create courses and other educational services, to develop new ways to distribute knowledge, and to engage larger audiences. (Levine B-10)

Statement of Purpose

The purpose of this work is to explore where the non-traditional/adult students have come from, their current situation, and what the future appears to be for them. Newer trends will also be explored and discussed, such as an in-depth look at week-end courses and distance learning. For the individual such as the "blue collar" worker in a supervisory position who doesn't particularly need a degree but needs to hone his communication skills, Toastmasters International

will be discussed as an adult learning alternative. Never has so much education been available to so many for so little.

CHAPTER 2

REVIEW OF LITERATURE

Today's adult student is dealing with many issues. The following article may sometimes reflect the education issue at home.

Van Buren, Abigail. "Dear Abby, Mom's College Degree Hurt Her Family" (Belleville News-Democrat, July 26, 1998, Section C, p. 8). A student's son wrote Van Buren complaining about his mother's hurt feelings when no one in the family was willing to attend her commencement ceremony. He stated the entire family made sacrifices because the house was constantly in disarray; her social life declined and there was no time for family. He was particularly irritated that she was near retirement age and the degree was too late to help her advance in her career. Van Buren replied with a staunch "shame on you," was supportive of the mother, and told the son he should be proud of his mother. The reply's final statement said, "It's never too late for education."

The following to articles by Edwin McDowell and Robert Lewis have nothing to do with education. However, they are indicative of today's older adult with respect to how they perceive the aging process and how they will be enjoying their retirement years. If the people in the following articles went back to the classroom imagine what they could contribute with their experiences.

McDowell, Edwin. "Many Older Vacationers Shun The Tour Bus for the Chairlift" (New York Times, New York, Feb 20, 1999, Column Name: "Travel Industry Finds Adventure Is Now Ageless.") This article is indicative of "The Silent Generation" mentioned in John Boulmentis's article, "What Can I Do With a Degree In Adult Education, Revisited." The silent generation has come alive

and is enjoying traveling and doing things they were never able to do before. Their health is better, they are living longer, the mortgage has been satisfied, and their children's student loans are now paid. The article mentions the 70-Plus Ski Club in Schenectady, N.Y. which has 14,800 members, He mentions octogenarians are riding elephants in India, horseback riding in Costa Rica and bungee jumping in New Zealand. If these people went back to the classroom imagine what they could contribute with their experiences.

Lewis, Robert "Boomers To Reinvent Retirement" (AARP Bulletin, June 1998, Vol. 38, No. 6, p. 1). Lewis explores the changes in the ways that retirement is being approached. He gives numerous examples of people who have retired and began new careers. Retirement ages were younger each year until 1985 when the retirement ages stabilized and now the trend seems to be higher.

The following articles by John Boulmetis, Kathleen Wagschal, and Ann Nordstrom appear to be in agreement that there are two types of adult students—the Gen Xers and the Baby Boomers. Nordstrom categorizes students as "self directed professional" and "career seekers." It is Nordstrom's opinion that colleges have priced themselves out of the traditional students market and adults are the only ones who will be able to afford college. This theory has been demonstrated in Chapter I when adult education saved Friends University.

Boulmetis, John. "What Can I Do With a Degree In Adult Education? Revisited" (Adult Learning, Spring 1998, Vol 9, No. 3, p. 24). John Boulmetis is a professor and coordinator of the graduate program in adult education at the University of Rhode Island. He observed that the students entering the graduate programs were anywhere from twenty to seventy years old. He noted three different generations: the silent generation (the older students), the baby boomers,

and the generation Xers. In 1989 he conducted a survey on 169 graduates of the Master of Arts program in adult education at that same university. He states his findings were very helpful to faculty who were advising or recruiting students into similar graduate programs all over the country. One of the more profound statements he made was, "One effect these new graduate students have had on the graduate students from the baby boomer generation is that all prospective students now approach graduate education very self-oriented and wanting to know what's in it for them." When Boulmetis speaks of seventy year-old adult students he supports the findings of Lewis and McDowell's preceding articles.

Wagschal, Kathleen "I Became Clueless Teaching The GenXers" (Adult Learning, Spring 1997) . Wagschal talked about her experience teaching Baby Boomers (those born between 1943 and 1960) as opposed to the GenXers (born between 1960 and 1980). The commitment she had seen in her adult students has changed. The Xers, after getting college degrees seemed to take five years instead of four and had no job prospects after finishing. The baby boomers were confident of finding jobs and usually found them. She also talked about resentment between the two groups in her classes. Each group felt the other had it easier.

Nordstrom, Ann D. "Adult Students a Valuable Market to Target" (Marketing News, Vol 31, no. 19, Sep 15, 1997, p. 20). Nordstrom states that most colleges and universities have priced themselves out of the traditional student market and adult learners are perceived as their lifesaver. She cites a survey by the National center for Education Statistics stating that the total number of adult students increased from thirty-two percent of the overall student population in 1991 to forty percent in 1995. Adults appear to be motivated by the

desire to advance, change, or begin a new career. However, many enroll in an educational institution because their employer required them to do so. She states that there are two types of adult students: self-directed professional and tentative career seekers. Their concerns are flexibility: will they be able to drop out as well as drop back into programs? Will a variety of subjects be available? Is there a tailored version of traditional student services such as housing, health care, financial aid, and job placement services dealing with school, work, and family life? Quality and costs are the other concerns. What is the academic reputation and prestige of the institution and will the educational experience be worth the cost? Nordstrom says, "It's a seller's market."

The following two articles by Elizabeth Tice and Ian Dinmore are perfect examples of the experience adults bring to class and Dinmore gives a prime example in his article about the plight of a widow.

Tice, Elizabeth. "Educating Adults, A Matter of Balance" (Adult Learning, Fall (1997) Vol 9, Issue 1, p 18). Tice, a faculty member of a large university that offers only degrees for working adults, explains that programs developed especially for adults are growing at a tremendous rate. According to her figures as well as the The Arizona Republic (1996), which she has quoted, the number of college students over the age of forty has tripled since 1970. She explores the debate over the traditional claiming that "learning only occurs at the feet of the master" and the opposite argument that adults should be completely self-directed and probably already know much of what a college degree requires. In the article she discusses achieving a balance between the two theories and suggests how.

Dinmore, Ian. "Interdisciplinary and Integrative Learning An Imperative

for Adult Education” (Education, Spring 1997, Vol 117, No. 3, p. 452-467).

Dinmore focuses on the rich experiences that adults bring with them to the classroom, which the younger traditional students only learn from books. He also points out that what an adult student has learned from one personal crisis in his/her life would take five or six courses for the traditional college student to even understand the situation. It is his idea that this type of education should be integrated with the traditional education because there is no education like living. Dinmore cites a case of a young woman suddenly losing her husband in an accident. With no means of supporting herself and her young daughter, she decided to open a bed-and-breakfast. Her establishment was successful and she was able to support herself and her daughter. Dinmore asks what could she learn from a death and bereavement course that she does not already know from her experience. However, the class and the experience equates to interdisciplinary and integrative learning. The bed-and-breakfast owner would be an asset to that type of class.

Eifler, Karen and Potthoff, Dennis E. “Nontraditional Teacher Education Students: A Synthesis of the Literature” (Journal of Teacher Education, May-June 1998, Vol. 49, No 3, p 187-193). Eifler and Potthoff are on the staff of the University of Nebraska at Kearney. Eifler is a lecturer whose specialties include new teacher development, education criticism, and social studies education. Porthoff is an associate professor whose specializations include portfolio assessment, field experiences, and new teacher development. Their article explores works by other educators such as Kyle, 1979; Aslanian, 1996; Knowles, 1992; Melichar, 1994; Dill, 1994; Sapin-Piane, 1993; Camp and Heath-Camp, 1992; as well as some of their own works they had done, Eiffer, 1997; Potthoff

and Anderson, 1994. It deals mostly with the non-traditional education teacher who is older; either completed or changed careers and entered the teaching field. Their description of the non-traditional student is: "They attend more than one institution for a degree, attend part-time, have multiple family and professional commitments, are not financially dependent on parents, reflect no predominant socioeconomic status, and represent all racial groups." They feel that the studies they have cited confirm their theory. In their study they point out the various sources of teachers. For example, a male teacher who is former military and an expert in his field may be shocked at the lack of discipline in the schools in comparison to the military and may expect the same performance of younger students that he experienced with military personnel. They conclude, "Teacher educators clearly have much to learn about working with adults who have rich life experiences yet are novice teachers with novice teacher's needs."

The author found the above article by Karen Eifler and Dennis E. Potthoff particularly meaningful since some of her education was acquired on a military installation. Most of the teachers were military members at the top of their fields but not trained teachers. Some understood the plight of the younger military student, but some did not and expected a great deal from the student—more than a trained teacher would have.

The following articles were excellent "how to" articles which any adult student could and will relate to. Charles Bakes gives his suggestions about adults sitting at children's desks while Tara Fenwick and Jim Parsons explain about how adults handle evaluations.

Backes, Charles E. "The Do's and Don'ts of Working With Adult Learners" (Adult Learning, Jan/Feb 1997, Vol 8, No. 3 p. 29-31).

Charles E. Backes, Ph.D., is an associate professor, Valdosta State University, Department of Vocational Education, in Valdosta, Georgia. An overview of his suggestions for making learning enjoyable for both adult student and teacher are as follows: Provide a comfortable learning environment--don't expect adults to sit at childrens' desks. Identify commonalties and respect diversity. Provide handouts to allow greater attention to subject without the distraction of taking notes. Use examples and anecdotes to bridge concepts and ideas. Provide adequate breaks. Keep the class moving, stick to the schedule and allow student input into discussions. Keep homework to a minimum. Don't place a higher value on the subject matter than on the learner.

Fenwick, Tara J; and Jim Parsons. "Autobiographical Reflection: Using Experience to Create More Authentic Evaluation", (Adult Learning, Spring 1998, Vol 9, No. 3, p. 21). The authors encourage teachers to look to their own learning backgrounds to remember what has helped them in order to help their students. Students become discouraged when they are given a self-directed study then they are evaluated by criteria the teacher failed to share with them during the project. The authors explain that adults need to be evaluated with greater care than evaluating children. Children automatically know they are in a subordinate role and can accept the evaluation. However, with adults a power imbalance is created when one adult evaluates another. Generally, adults do not subordinate themselves enthusiastically. Unless the criticism protects the sense of self, it creates distrust and dislike. The article offered many suggestions for helpful evaluations.

Newsom, Ron. "Living By the Principles of Adult Education: What We Can Learn From Bonaro Wilkinson Overstreet" (Adult Learning, Spring 1998,

Vol 9, No. 3 p. 26-27). Bonaro Wilkinson Overstreet was an adult educator who lived from 1902 - 1985. For 50 years, she insisted that the individual can begin to change his or her thoughts, attitudes and behaviors, but must also work with other adults in a mutual collaborative effort. She believed adults' education was not only an occupation and a way of living but also a state of mind that determines how a person will handle whatever work happens to be his/hers. She earned national distinction as a teacher, lecturer, and writer but remained devoted to adult education and the concept of learning through publications, lectures and individual discussion. She promoted adults learning in a non-judgmental approach. She was quoted, "There comes a point where the world's peril turns into every individual's responsibility."

Newsome explores several arguments. Much of the research on learning in the workplace suggests that today's increasingly technical and scientific society demands more complex thinking on the part of the work force. Yet, as the educational needs of the work force increase, American workers are under prepared for the workplace. They are unable to perform basic tasks because of poor English and math skills. As a result the public school curriculum needs to be upgraded and standardized so that employers will have a stable and qualified work force from which to draw. Adult education is expected to fill the gap by giving workers the basic skills that the secondary schools failed to provide. Newsome discusses how the hierarchy with in the American work place has been realigned making each individual worker responsible for his or her output. And he also explores another model of efficiency, the Taylorian model, where each task is broken down into the smallest component possible so that each individual would have no direct responsibility for the whole. Nevertheless, today's

management, he concludes, still maintains that only through the maintenance of direct responsibility for product can quality improve and outputs grow.

The Internet

The author chose ten articles to demonstrate the pros and cons of Internet learning. Dan Carnival tells how Boise State University offers a “boot camp” to aid their on-line students while Linda Grubbs and Mick Lockey admit that it is more complicated than it appears despite its popularity. Danielle Svetcov reports in Forbes, “We are undertaking a social experiment on the grandest scale.” Shari Caudron quotes a student as saying “The only thing I gained from the on-line courses was a better understanding and use of the Internet. However, Jon Spayde tells in his article how he wanted to experience “going to school in his pajamas.” He did it and liked it. One can gather anything they want from the articles: pro or con, but it is safe to say “The jury is still out” on Internet learning.

Rezendes Khirallah, Dians, “Are On-line Degrees Worth The Trouble” (Information Week, Issue 853, Sep 3, 2001, p.59). The following item is a monthly column in which questions regarding careers in information technology. The question was posed, “How can I determine the best on-line university for an MBA/MIS program, and the value of the education and the diploma itself?” “How important is the name of the institution vs. the education imparted?”

Rezendes Khirallah responded that education and on-line, in particular, has come a long way since correspondence schools were advertised on matchbook covers. She explained that these programs are a boon to full-time employees, the disabled, and people who live far from a good university. She also pointed out that a growing number of highly respected universities are offering on-line

degrees but she stressed that a traditional program still carries more weight with most employers. Also in the article, Mary Jane Range, president of recruiting firm BTS Search, is quoted as saying, "While the value of any education—on-line or in-class—is indisputable, don't be surprised if a significant number of institutions fail to wow your would-be employers." On the other hand, it would be hard to argue, though, that an on-line MBA from the London School of Economics (at \$125,000) should be viewed any less favorably than an in-class MBA from a state college. Her advice is to determine what is wanted from an MBA—credential or connection? One should choose reputable universities, learn all that can be learned about them, and get references from fellow grads before enrolling.

Carnival, Dan. "A "Boot Camp" Helps New On-line Students" (The Chronicle Of Higher Education Washington, Feb. 18, 2000, Vol. 46, No 24, p. 54) In the spring of 1999, Boise State University has required that all on-line students complete a web-based orientation to familiarize them with new software for the university's on-line education program. Participation in the "boot camp" helped program participants learn to rely on one another to solve problems that arise in the course. One school official was quoted as saying, "The vast majority of schools that have distance education don't do anything like this. We really take pride in, if you want to call it that, customer service." The program helped Boise State University cut their dropout rate in half as well as reduced the workload of the university's technical-support staff. Ms Shepard ran through drills on software, titled Lotus Learning Space. The training was required to take an online course that would lead to the completion of her master's degree in instructions and performance technology at Boise State. The boot camp also taught

participating students how to send e-mail messages and how to insert graphics into documents and class assignments, among other skills.

Grubbs, Linda and Lockey, Mick, "GenSmart: The Pluses and Minuses of E-learning" (PC World, Vol. 18, No. 11, p. 116-123). Grubbs and Locke are editors for PC World and they explore the advantages and disadvantages of on-line learning. They agree that it is more complicated than it appears and sounds. Regardless of its complexity, it is a booming business as well as the college of the future. Proponents are touting its cost effectiveness and convenience and explain that the course materials can be brought directly to the students' desktop. Incredibly some of the courses are free. There is a choice of taking a course with a live instructor where questions may be asked and the student can participate in a discussion with the teacher in real time. The other choice is to navigate a self-paced course at the students' convenience. There are scores of e-learning sites on the Internet, most of which fall into two basic categories: service providers and content providers. Service providers (sometimes referred to as portals) partner with business and provide a focus where students can find an array of training-related resources. Content providers develop and sell customized training courses in response to specific information the customer provides. Businesses use this information to measure whether their training investment increases productivity and/or profits.

Spayde, Jon "College At Home" (Modern Maturity, Jul/Aug 2001, Vol 44n, No 4, p. 61-62). The author has a bachelor's and a master's degree from Harvard and Stanford, respectively, and wanted the experience of wearing pajamas, sitting at his computer and going to college—all at the same time. With much surfing he found the university and sent an e-mail to the professor to learn

more about the course. He was impressed with her immediate response and the good relationship he was able to develop as opposed to hardly being able to track down his Harvard and Stanford professors. He was enrolled with just the click of a mouse and tapping in his credit card.

Svetcov, Danielle "The Virtual Classroom Vs. The Real One" (Forbes, Sep 11, 2000, p. 50-54). Millions of dollars--and soon to be billions--are being invested in the on-line education market. Analysts at Thomas Weisel Partners, a merchant bank in San Francisco, estimate a \$10 billion virtual higher education market by the year 2003 and an \$11 billion corporate-learning market by the same year. That equals \$21 billion from almost nothing and it gets the attention of investors. John Chambers, the CEO of Cisco Systems, refers to online education as the "killer app" of the Internet. As of this writing, there were 2,363,670 students enrolled in on-line education and the number continues to grow at an alarming rate. In order for new schools to compete with the established more private capitol must be invested. The area of on-line learning growing the quickest is the corporate training program. Doug Levin, a senior research analyst at the American Institute for Research who has been researching technology for the Department of Education since 1995 states, "We are undertaking a social experiment on the grandest scale. There is every reason to believe that it (online education) is something we should be doing but you have to recognize that we are inventing it as we go." In higher education, the Establishment is moving quickly to embrace the Internet. In December 1999, the National Center for Education Statistics (NCES) of the U.S. Department of Education released a new national survey on what it calls "distance learning" in higher education. In 1997-98 almost forty-four percent of all higher education institutions offered distance courses.

Larger institutions are moving fastest: eighty-seven percent of those with over 10,000 students offered distance classes, while only nineteen percent of institutions with fewer than 3,000 students offered the program.

Gubernick, Lisa and Ashlea Ebeling, "I Got My Degree Through E-mail" (Forbes, Vol 159, No, 12, p. 84). The article was a collage of different opinions about the "cyber university" and the costs of traditional college versus the on-line college. It also provided insight about how cyber universities function and examples of types of students attending on-line universities. Cyber-college is discussed as a highly effective means of providing continuing education in a fast-changing world. One of the more vocal Internet proponents, Peter McPherson, a former commercial banker and now president of Michigan State University, states:

Market pressure is going to force educators think to about things unconventionally. Every sector of business that has gone through this struggle has always said, "We can't do it." That's what health care said, that's what the automobile companies said. But the markets do work, and change does come. (85)

Anonymous "Editorial" (The Chronicle of Higher Education Apr 7, 2000, Vol 46, No. 31, p. 43). Mesa Community College chemistry professor John M. Zikopoulos' on-line introductory chemistry course is discussed. In his own view, the on-line course was unsuccessful because of his own teaching style and lack of familiarity with the on-line teaching software as well as his perception of distance education. There are some teaching styles that do not fit in on-line classrooms.

Caudron, Shari "Evaluating E-Degrees" (Workforce, Vol. 80, no. 2, Feb 2001, p.44). The article discusses the issue of how human resource professionals

should regard job candidates with on-line degrees. One person featured was Alex Zai, vice-president of store operations and international development for PakMail Centers of America, Inc. Because his job was so demanding he enrolled in the University of Phoenix Global MBA Program. He describes his education as “mediocre at best.” He rarely received feedback on his work, had no interaction with the other students, and felt his writing skills were better than those of his instructors. He explains, “The only thing I gained from the on-line courses was a better understanding and use of the Internet”(45).

Monroy, Tom. “On-line College? It’s A Matter Of Degree” (Interactive Week, Jun. 5, 2000, Vol. 7, Issue 22, p. 108). The article is mostly opposing or wait-and-see views, at best. The article opens by explaining that anyone with access to the technology can open an education web site. There is no legal requirement for an education institution to be licensed or certified. At the time the article was written there were 350 U.S. Colleges offering bachelor’s, master’s and doctorate degrees entirely on the Internet. Students at unlicensed, unaccredited institutions are usually not eligible for federal student loans or employer reimbursement. Such diplomas may not be acceptable to an employer or another educational institution for transfer credit or admission. Bill Weinhoff, vice president of training and development at Snelling and Snelling’s 350 employment agencies has the following to say, “Virtual-college degrees? It’s like to wild, wild West out there—a whole new frontier. We haven’t seen too many on-line degree holders yet, but we will soon. Until then, strap yourself in.” (Monroy 108).

He is still not sure about on-line degrees. Among the recruiters at Snelling and Snelling's offices, they may still be viewed as "mail-order degrees," especially in non-technical areas such as the liberal arts. The article pointed out that on-line degrees are not for every student, especially undergraduates

Steinberg, Don "The Lowdown On Online" (Modern Maturity, Jul/Aug 2001, Vol 44, No 4, p. 63). Steinberg outlines the technical necessities for on-line courses. This includes getting the computer with at least a Pentium system, with thirty-two megabytes of memory, and finding the web site of the chosen school. Finally one starts learning and, in Steinberg's words, "Make the grade." He explains that many not-for-credit courses are done on the honor system. However credit courses may require the student to take a proctored final at the college since they like to know if the student and the person taking the final are the same.

Books

Greenberg, Milton, "The GI Bill The Law That Changed America Lickle Publishing Inc. Milton Greenberg's book was a companion piece to a television program by the same name featured on the PBS Channel. That program became the inspiration for the topic of this project. It explained how the GI Bill came into law and the circumstances of the time. Many of the GIs were products of the depression with very few had a high school education and many more never had a job. By passing this law they were granted access to education and GI home loans to house them and their families upon return to civilian life. The future was uncertain for the majority of World War II's soldiers but the GI Bill became, according to the book, their "ace in the hole." With that law, college doors were

open to adults.

Marriam, Sharon B., and Rosemary S. Caffarella. Learning in Adulthood: A comprehensive Guide. 2nd ed. The Jossey-Bass Higher and Adult Education, Ser. 3. San Francisco: Jossey-Bass Inc, 1999. The authors discuss how social and cultural influences inspire specific interests and needs and how race, class, and gender affect the outcome of their studies and contribute to a broader social implication.

Knowles, Malcolm S. Higher Adult Education in the United States: the Current Picture, Trends, and Issues. The American Council on Education, 1969. Washington D.C., 1969. The 105-page study was originally commissioned by the Committee on Higher Adult Education of the American Council on Education to assess the current adult student situations in American higher learning institutions according to the current trends and issues with respect to the university's role. It also enabled the council to make responsible and accurate recommendations concerning the direction higher education was taking as it approached year 2000. It was being faced with competition for the first time and from corporate giants. Xerox, Time, General Electric, to name a few. These companies had entered into the education arena and were offering programs in business management and other fields that traditionally belonged to institutions of higher learning. Such developments led the study to conclude that it was time for colleges and universities to face survival issues.

Brookfield, Stephen D. Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. Alan B. Knox. The Jossey-Bass Higher and Adult Education Ser. 3. San Francisco: Jossey-Bass Inc, 1987. Brookfield describes critical thinking as a productive and positive activity with

different components: identifying and challenging assumptions; challenging the importance of context; imagining and exploring alternatives; and achieving reflective skepticism.

Knowles, Malcolm S. The Modern Practice of Adult Education From Pedagogy to Andragogy, Cambridge, The Adult Education Company, New York, 1980. Malcolm Knowles discusses the new thinking in education and the concept of lifelong learning. Andragogy is premised on at least these four crucial assumptions about the characteristics of mature learners: 1) their self-concept moves from one of being a dependent personality toward being a self-directed human being; 2) they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning; 3) their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and 4) their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness

Apps, J.W. The Adult Learner On Campus: A Guide for Instructors and Administrators. Cambridge, New York, 1981. J. W. Apps offers eight exemplary teaching principles for teachers working with adults returning to college. Teachers are advised to know the biographies of their students, to use learners experiences as class content, to integrate theory with practice, to provide a climate conducive to learning, to offer variety in format and techniques, to provide feedback, to help learners acquire resources and to be available to learners for out-of-class contacts.

Statement of Hypothesis

The author found a great deal of information about the adult student. The common thread is that the adult student brings much more knowledge and experience to class than the traditional student. These articles appear to be in line with Malcolm Knowles, Stephen Brookfield, and J. W. Apps. Some authors are in agreement that a few colleges have priced themselves out of business and programs for adult students have made them solvent again. There are many changes and it appears that the Internet may revolutionize education. However, from the articles referencing Internet learning one might say, "The jury is still out."

CHAPTER III

SELECTIVE REVIEW AND EVALUATION OF RESEARCH

Overview

The most compelling information the author found was the survey she conducted at her Alma Mater, Southern Illinois University at Carbondale (SIUC) to determine the goals of the students in a weekend program. In addition to that was a segment on 60 Minutes where the Internet learning was discussed in depth. Fro the person needing communications skills but not a degree, Toasmasters International will be discussed.

Interviews

Southern Illinois University at Carbondale (SIUC), Scott Air Force Base Campus. SIUC has a satellite campus at Scott Air Force Base, Illinois, offering a one-year program titled Workforce Education and Development (WED). The uniqueness of this program is the meeting times on are alternating Saturdays and Sundays. For adult students going to college full time while putting in forty hours a week at a job, it represents an alternative to late nights when the quality of the cognitive senses are questionable.” While the program is on military installations it is not restricted to anyone or exclusive to the military as question number two in the survey indicates. The survey was conducted on Saturday, December 2, 2000 at the SIUC Scott Air Force Base Campus with the permission of Dr. Beth Freeburg. The professors of the classes surveyed were Dr. Walston, Dr. Pepple, Dr. Hoffee and Ms Allen. Eighty-four students responded to the questionnaire.

Freeburg, Dr. Beth. Personal interview, 27 November 2001. Dr Freeburg is the Program Coordinator for Southern Illinois University Carbondale's (SIUC) Department of Workforce Education and Development (WED). She explained that SIUC originally set up the program in 1973 as a means of helping military personnel with a suitable learning schedule. The military works around the clock and night classes are not any more desirable than day classes. The weekend class was born and is tremendously successful. Dr Freeburg mentioned that it is not easy finding teachers willing to teach the weekend format because of the intense planning that it requires.

Chittum, Tina. Personal interview, February 4, 2002. Ms Chittum is a single thirty-five year old woman from Wichita, Kansas. She finished her degree in the summer of 2002 after completing adult education courses at Southwestern University in Winfield, Kansas, a small town South of Wichita. She has also completed adult education courses at Friends University and Newman University (formerly Sacred Heart Academy) in Wichita. She has the following to say:

I would say that Friends, Newman University, and Southwestern, or any of the universities that offer the evening/weekend adult education courses are conducive (to my goals). I have taken on-line courses but prefer the interaction in the classroom. I think that you can learn much more in a classroom environment because you can share ideas and experiences. I have also taken Saturday classes but try to avoid them as much as possible. The weekends are mine and I'm a little selfish with whom and how I spend my weekends. The night classes typically start at 5:00 p.m. or 6:00 p.m. and range in length from two to four hours per class. The difference that I have noticed is the semester lengths. I chose to return to Southwestern because I could graduate sooner because the semesters last only six weeks per course. I am enrolled in the Professional Studies Program. I can double up if I choose to.

Atkins, Mark. Personal Interview, November 6, 2001. Mr. Atkins was a student in the Southern Illinois University at Carbondale's one-year weekend program in 1998. He found it to be much more desirable than evening classes. "It was demanding and it was a sacrifice but to have it done in one year. I even recommended it to my friends. What was really great was ending up with the same classmates you started out with and we became close friends." He is currently seeking a Master's degree on the Internet in instruction performance technology. On the Internet, the diversity of the students is interesting. In his on line class, his instructor is in New Zealand and one student is in Japan. He also pointed out that in his on-line class he will never be required to go to the campus at Boise State University and yet the costs are \$1,354. per class. He shared two terms applying to on-line learning: "asynchronous" and "synchronous." The former means the on-line class is always open and the latter means that the student has to be at his/her computer at a certain time.

Konicki, Kenneth. Personal interview, September 15, 2001. Ken Konicki is an Air Force Academy graduate and received his master's degree from Harvard in 1990. He was about five years older than most of his classmates but did find a difference in attitude. Since he still owed the Air Force some years for his college education at the Air Force Academy he wasn't in the job market but found the plight of those who were very interesting. For example, the graduating students were very much sought after by companies. However, the students only planned to be with a company two years and then move onto another. The companies, in turn, felt the same way. Loyalty was not an esteemed commodity.

Heilig, Leslie. Personal interview, November 2, 2001. Ms Heilig shares some of her views as a member of Toastmasters International and explains how

beneficial Toastmasters' training has been to her in her career. This will be discussed later in Chapter Four.

Newgent, Lorraine. Personal interview, November 3, 2001. Ms Newgent shares some of her insight in the advantages of Toastmasters. By trade, Ms Newgent is a retired registered nurse who worked as a school nurse. She was the first woman to serve as Toastmasters District Governor for District Eight covering western Missouri and eastern Illinois.

Todd, Marina. Personal interview, March 28, 2002. Mrs. Todd, a retired government employee shared an experience in her work place when Toastmasters training came to her rescue.

TV Programs

“Online U” Narr. Leslie Stahl. 60 Minutes. CBS. KMOV, St Louis, Mo. Feb 25, 2001. Ms Stahl discussed college classes versus the internet with a young single mother named Vickie Esposito, Arthur Levin, President of Columbia Teachers College, and John Chambers, CEO of CISCO Systems, per Ms Stahl, “the most respected executive in the field of technology.” She also interviewed Ms Carol Fungler-Rollee, an opponent of Internet learning.

According to the University of Phoenix, home of the largest enrollment for Internet courses, the traditional student only makes up sixteen percent of the college population. (60 Minutes) The University of Phoenix will be discussed in depth in a later chapter.

How do adults differ from the mainstream, traditional student? There is one word that sums up the adult student: the term is “andragogy.” Malcolm S. Knowles defined it in his book, The Modern Practice of Adult Education, “As the

art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children”(34).

Over the years teachers in both elementary and secondary schools began to report that they were using some of the andragogy concepts in some cases and producing superior learning. It was decided that pedagogy and andragogy were two terms at the end of a spectrum and were most useful when not used as dichotomous. Andragogy was redefined into four areas: concept of the learner, role of the learner’s experience, readiness to learn, and orientation to learning. Knowles sums it up by saying:

Andragogy is premised on at least these four crucial assumptions about the characteristics of learners that are different from the assumptions of pedagogy, the teaching of children. As individuals mature:

1. Their self-concept moves from one of being a dependent personality toward being a self-directed human being;
2. They accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning.
3. Their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and
4. Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness.(55)

In Stephen D. Brookfield’s book, Understanding and Facilitating Adult Learning he discusses six principles of effective practice in facilitating learning. These are stand-alone principles without consideration to marketing, budgetary or administrative tasks:

1. "Participation in learning is voluntary; adults engage in learning as a result of their own volition." It is something in their personal life that brought them to school, such as job loss or divorce but they are there by their own choice.

2. "Effective practice is characterized by a respect among participants for each other's self-worth." There should be no behaviors, practices, or statements that belittle students that involve emotional or physical abuse. Increasing adults' sense of self-worth underlies all facilitation efforts.

3. "Facilitation is collaborative." Teachers/facilitators and students are engaged in a cooperative system in which, at different times and for different purposes, different group members will assume leadership and facilitation roles. This process is used for diagnosis of needs in setting of objectives and curriculum development.

4. "Praxis is placed at the heart of effective facilitation." Students and teachers are involved in a continual process of activity, reflection upon the activity, analysis of activity, new activity, over and over, again. An example of this would be discovering an entire new way of interpreting one's work, personal relationships, or political allegiances.

5. "Facilitation aims to foster in adults a spirit of critical reflection." By coming together in an educational environment, students learn to appreciate the values, beliefs and behaviors and ideologies are culturally transmitted. Through this experience many of the adults will begin to question many aspects of their personal, professional, and political lives.

6. "The air of facilitation is the nurturing of self-directed, empowered adults." Such self-directed, empowered adults see themselves as proactive individuals engaged in a continuous re-creation of their personal relationships,

work worlds, and social circumstances rather than as reactive individuals or to victims of circumstance. Stephen Brookfield has the following to say about voluntary participation.

The fact that adults engage in an educational activity because of some innate desire for developing new skills, acquiring new knowledge, improving already assimilated competencies, or sharpening powers of self-insight has enormous implications for what facilitators can do. First and foremost, the educator has no need to spend a great deal of time and energy dealing with outright defiance, veiled opposition, or studied indifference among learners. These who teach adults in the evening and children or adolescents during the day (as I did for a period) constantly refer to the difference in satisfaction and fulfillment derived from working with the two groups. Because adult's motivations to learn are high, the facilitator is prompted to expend a similarly high level of effort and ingenuity in designing educational experiences and in teaching. Adults' willingness to learn also means that they are less likely to resist participatory learning techniques such as discussion role playing, games, small-group work, and collaborative analysis of personal experiences. (11)

Another idea shared by Brookfield in the quest for good facilitation is setting a climate for learning. He imparts:

One of the most daunting and difficult (but essential) tasks of the facilitator is to set a climate for learning and to assist in the development of a group culture in which adults can feel free to challenge one another and can feel comfortable with being challenged. Without such a climate or culture, teaching-learning encounters run the risk of becoming nothing more than exchanges of entrenched opinion and prejudice, with no element of challenge and no readiness to probe the assumptions underlying beliefs, behaviors, or values. It is useless to run a staff development workshop in which participants compliment each other, repeat the public norms of the organization, and confirm prejudices but never address fundamental differences in philosophy or practice. What is valuable however, is the honest expression of differences in an atmosphere where challenge and dissension are accepted as part of

the educational process. (13)

What is the role of the facilitator/teacher in adult learning? Stephen Brookfield cites the works of G.E. Jensen, in his article "Socio-Psychological Foundations of Adult Learning" In I. Lorge, H.Y. McClusky, G.E. Jensen, and W.C. Hallenbeck (eds.), Psychology of Adults. (Washington, D.C.: Adults Education Association of the USA, 1963), who outlined twenty-nine guiding principles for adult instructions. He identified certain socio-psychological conditions for effective formal instruction, centering on the need to establish a group climate that would encourage problem solving and task interactions. He advised teachers to inspire disagreement among group members as a way of discouraging patterns of dependency and to grant to adults' experiences a full measure of credibility.

Stephen Brookfield also cited J.W. Apps's eight teaching principles for teachers working with adults returning to college. Those items include: knowing the biographies of their students, using learners' experiences as class content, integrating theory with practice, providing a climate conducive to learning, offering variety in format and techniques, providing feedback, helping learners acquire resources, and being available to learners for out-of-class contacts.

Combined with the Jensen and Apps studies, Brookfield states:

It is to achieve this goal of encouraging adults to undertake intellectually challenging and personally precarious ventures in a non-threatening setting that has caused teachers of adults to devote so much attention to the discussion method. A peer learning group can exhibit undesirable tendencies, such as the exclusion and silencing of deviant opinions, but it can also be a powerful support for adults who wish to experiment with ideas, opinions, and alternative interpretations and to test these out in the company of others engaged in similar quest. As therapy groups of all kinds

have illustrated, adults are prepared to admit to doubts, anxieties, and inadequacies, provided they feel themselves to be in the presence of peers who will listen to their testimonies in a supportive, non-judgmental manner. (135)

CHAPTER IV

RESULTS

Alternatives To Night School

Chapter four will explore three alternatives to night school. Some colleges offer weekend programs and one will be looked at in depth. Education via the Internet is here to stay and is referred to by many names such as “distance learning,” “e-learning,” and “click university.” How it compares to in-person classes will be discussed. For the people who don’t need formal education but do need training in communications skills, an international organization will be discussed—Toastmasters International.

Are there any alternatives to night school? Yes, and this chapter will look at two of them. Some colleges have weekend formats. As an example, Southern Illinois University at Carbondale (SIUC) has a satellite campus at Scott Air Force Base, Illinois, offering a one year program titled Workforce Education and Development (WED) with a specialization in education, training, and development.

SIUC has offered the program on military installations for the past twenty-eight years and it is touted as one of the largest programs of its kind in the United States. Its WED program is “committed to continuous improvement in human performance and learning to prepare professionals for careers in workforce education, corporate training, development, and technical and occupational environments.”

While the program is on military installations it is not restricted to anyone or exclusive to the military as survey question number two below indicates. The

survey was conducted on Saturday, December 2, 2000 at the SIUC Scott Air Force Base Campus with the permission of Dr. Beth Freeburg. The professors of the classes surveyed were Dr. Walston, Dr. Pepple, Dr. Hoffee and Ms Allen.

Survey

QUESTIONNAIRE FOR SIUC STUDENTS

The following questions are designed for adult college students who are attending a weekend program. The results will be used as research for a thesis, titled "The Adult Student In Higher Education and Training" which will become part of Lindenwood University's Library. If you feel any of the questions are too personal, feel free not to answer it.

1. What brought you to this type (weekend format) of program?
 - a. Convenience
 - b. Class hours
 - c. Program duration
 - d. Other
2. What is your occupation (If military please include career field)?
3. How does this program relate to your career goals?
4. In consideration of your personal lifestyle, how has this program been more beneficial for you than evening classes?
5. If you have a family, have they been more supportive of this type of program as opposed to evening classes.
6. In regard to time management, are you able to get more (household chores, etc.) done with this program format than an evening program?
7. What have you enjoyed the most about this program class format?

8. What have you enjoyed the least?
9. What, if anything, would you like to see changed?
10. What was the greatest personal sacrifice you had to make in order to attend classes here?
11. Is your employer supportive of your college pursuits and/or contributing to your tuition?

Results of Questionnaire:

Eighty-four students responded to the questionnaire. The questions and answers follow:

“1. What brought you to this type (weekend format) of program?”

(Some gave more than one answer.)

- a. Convenience: 44%
- b. Class hours: 19%
- c. Program duration: 67%
- d. Other: 3%

One student wrote in, “See reverse.” On the back the student wrote,

This is the only bachelors degree program I could find that did not require a course in Statistics and Probability. When I found that out, I knew this program was especially for me.

Another student wrote on the survey,

I tried attending a four-year night school program. It was an exhausting forty-five-minute trip each way. Coming home was the worst because of my night vision but this is perfect. There is nothing quite like coming to class refreshed after a decent night's sleep and driving to and from class in daylight. I work Monday through Friday so traditional classes are out of the question.

“2. What is your occupation?” Fifty-two percent of the classes were military members and thirty-seven percent were civilian. The remaining respondents were between careers. A cross section of civilian occupations listed were: two office managers, chemical sales representative, automotive instructor, teacher’s aid, retail store manager, service advisor in the automotive industry, server at Bob Evans’ Restaurant, water plant operator, social worker, banking operations, physical therapist assistant, customer training specialist at Boeing, office efficiency administrator, surgical technician, inventory control specialist for a commercial priming company, dock supervisor, personnel manager, medical practice manager, home visitor (education), hydraulic mechanical instructor, maintenance supervisor, paralegal, receptionist, legal secretary, cosmetologist, two customer service representatives, student liaison coordinator at Southwestern Illinois College (SWIC), radiological technologist, Federal employee/financial management, retail clerk, assistant administrator in the educational field, program director in aquatics, and a medical assistant.

“3. How does this program relate to your career goals?” Twenty seven percent were seeking careers in the training field or were already in it and wanting a degree to specialize. Seven percent were seeking careers in human resources and fourteen percent were looking for career advancement. Five percent were preparing for a new career upon retirement and another five percent were planning on human resources career. There was a myriad of answers to this question. Some of the answers were: “This degree will assist me by upgrading my current position at the University.” A motivated young lady replied with, “Since my goal is to get out of Bob Evans it (this program) is my goal.” Another respondent replied with, “It has directed me in a new career path.”

“4. In consideration of your personal lifestyle, how has this program been *more* beneficial for you than evening classes?” Many of the students answered with more than one answer. However, seven percent responded that it was too tiring to attend evening classes after working a full day and nineteen percent felt that weekend courses gave them more time to complete homework assignments. Thirty seven percent said evening classes took away too much family time and this program allowed for more family time. Seven percent of the respondents said childcare was easier to obtain on weekends and/or the spouse would baby sit at no cost. One student said this schedule allowed her to attend another college at night to acquire some prerequisite courses.

“5. If you have a family, have they been more supportive of this type of program as opposed to evening classes?” Fifty one percent of the respondents said their families were very supportive of the weekend program and an additional twenty-four percent of the respondents stated their families would be supportive of any educational endeavors. The remaining twenty-five percent either didn't know or had not taken any evening classes.

“6. In regard to time management are you able to get more accomplished (household chores, etc.) with this program format than an evening program?” Forty-six percent said “yes” they were able to get more accomplished but percent said “no” they were not able to accomplish more. However, the majority of that nineteen percent felt the lack of accomplishment was due to the amount of homework. Four percent were undecided and the other thirty-one percent had a myriad of answers.

“7. What have you enjoyed the most about this program/class

format?” (Many students had more than one answer and lots of enthusiasm was shown in their answers.) Twenty- nine percent responded that they enjoyed contact with their classmates, nineteen percent enjoyed the instructors, four percent mentioned the teamwork and class interaction, and ten percent mentioned learning and meeting new friends. Twenty-six percent said they enjoyed the weekend schedule. The remaining twelve percent of answers were various shared thoughts.

“8. What have you enjoyed the least?” Sixty-six percent responded to the large amount of work and homework. Nineteen percent regretted lost family time. Nine percent felt there was a lack of clarity in assignments, particularly the independent study. Four percent (three students from Little Rock, Arkansas) mentioned the long drive and having to stay overnight. Two percent said they enjoyed everything and “no problems.” One student mentioned no availability of school officials.

“9. What, if anything, would you like to see changed?” Fourteen percent said they would like the professors to give examples of what is expected of them on the independent projects and more complicated assignments. Eleven percent felt the need for more contact and interaction with professors and another eleven percent were satisfied with the program and felt nothing should be changed. The other sixty-four had very diverse thoughts pertaining to class size, better job placement information, and the order of the classes. For example one student mentioned that the human resource class should be taught first instead of last in the curriculum. There were also concerns about the non-availability of a computer lab.

“10. What was the greatest personal sacrifice you had to make in

order to be here in college?” Family time was at the top of the list at forty-three percent. Tuition cost: ten percent; personal time: ten percent, missing Sunday church services; four percent; sleep: four percent; and three percent felt they had sacrificed nothing. The remaining twenty-two percent were a variety of answers.

“11. Is your employer supportive of your college pursuits and/or contributing to your tuition?” Sixty-four percent of the respondents said their employers/commanders were supportive as in working around their class schedules and fourteen percent responded that theirs were not. Twenty-two percent responded that their superiors were partially supportive. Of all the respondents only forty-seven were receiving tuition assistance from their employers.

What is so desirable about this program and what does the survey indicate about the adult student? There is much information in the first question, “What brought you to this type of program?” Sixty-seven percent of the respondents stated that the one-year duration of the program was their purpose in being in it. Another forty-four percent responded to “convenience.” It is important to keep in mind that many gave more than one answer. When asked how the program related to their career goals, only twenty-seven percent said they were in the training career field. The majority appeared to be undecided but knew that the WED program would allow them to upgrade in their current career fields. Thirty-seven percent said evening classes took away too much family time and the weekend program allowed for more family time and better choices in childcare.

In the final analysis the survey says,

We are willing to work at education that is short in duration but long in information. Convenience is important and we expect

homework but no more than necessary. Don't tell us what you want in the form of homework but give us an example and details—we will do the rest. While we are enjoying the class camaraderie and making new friends we are sacrificing family time and we expect some type of payoff. (SIUC Survey)

What about the Internet as a college campus? The TV news show, 60 Minutes aired a segment in February 2001. Leslie Stahl reported, "High tech entrepreneurs are betting millions of dollars that more and more of a new breed of student will make the Internet their campus." A trade show was featured, "On-line Learning 2000 Convention and Expositions", and the 'gold rush' was on display. Scores of companies were there to show off their start up cyber schools. A few were Jones International University, Capella University and the University of Phoenix

The University of Phoenix is fully accredited and the largest private college in the United States. It has more students on-line than on campus. Leslie Stahl interviewed Arthur Levin, President of Teachers College at Columbia, who stated, "The image of the college student is someone between the ages of eighteen to twenty-two, attends college full time and lives on campus. Today that student makes up sixteen percent of the college students. The rest are older, attending part time, working full time, many are single parents (60 Minutes).

As an example, a thirty-two year-old single mother of three was featured. Her name is Vickie Esposito and she commutes daily by ferry from Staton Island to her job in New York City's financial district. The show was careful to point out that Ms Esposito had never been to Arizona, yet she is an on-line student at the University of Phoenix. It showed her putting in her eight hours a day—or more, going home, preparing dinner and lunches for the next day, helping children with their homework, and, finally, the children's bedtime ritual. After all

that is done, she peacefully sits down to her computer, logs on, and with the click of a mouse, attends “college.” She will have her degree in five years at the cost of \$400 per course. Her boss is picking up the cost of her education.

Ms Stahl sat down to the computer with Ms Esposito in her apartment, after the children were in bed and looked at the studies. It was a math class with the names of fifteen students listed. Each student was required to submit a resume so the students and professor would know something about each other. Students like the on-line idea so much that Phoenix has become the largest private college in the United States with the largest number of on-line students but it has one other distinction. The student can also invest in the college as well. It is traded on NASDAQ (60 Minutes).

Arthur Levin, President of the Columbia Teachers College stated,

Higher education is looked at as the next health care investment opportunity. People are saying ‘Give me the same relationship with my college as I have with my bank, supermarket, and ATM. I want greater service, convenience, 24-hour access, high-quality instruction at low cost and don’t charge me for anything I am not using.’ At current costs of \$300 billion it could be the next health care. ‘Give me the same service from college as I get from my bank—prime instruction.’(60 Minutes)

Other colleges are scrambling. Duke University has the same program. The students only see professors for a few days per semester. The on-line MBA is \$70,000 for a twenty-month program which is actually much more expensive than an on-campus program. John Chambers, CEO of CISCO Systems, and per Leslie Stahl, “the most respected executive in the field of technology,” says “No university can afford not to be there. If colleges don’t come to this they will be out of business in twenty years. If they don’t change the students are not going to

be there. If you don't change you get left behind." Ms Stall interrupted with "even Harvard, Yale, and Stanford?" Chambers replied, "Yes, even Harvard, Yale, and Stanford."

Robert Beardall, Chancellor at the University of California at Berkeley worries that schools jumping on the Internet bandwagon do not know where it is taking them. Beardall says about CISCO's John Chambers, "He's in the Internet business and I am in the education business. How do we make certain the degree is really worth the degree and we don't have the diploma mills on-line? I don't think chat rooms and virtual discussions are the functional equivalent of being in a classroom." Stahl pointed out to Beardall that many educators agree on-line college isn't as rich, complete, and fulfilling as on-campus.

Another interviewee was Carol Funger-Rollee who returned to school twelve years ago when the Internet was not an option and has now completed her PhD. She is an English professor at Georgetown University and truly one of the Internet College's most vocal opponents. One of her first remarks was a spicy,

The education on the Internet is like sex on the Internet. You can get it on-line but it is a lot better in person. My biggest fear is when adults, particularly like me—I was twenty-eight and working full time, will see it (on campus classes) as a self-indulgent, irresponsible choice to go to on-campus classes. They will be lured to the Internet as the responsible thing to do. As long as there are parents with deep pockets there will be in-person education. I just don't want to see it just for the elite. I want to see it having more democratic representation. (60 Minutes)

When Stahl pressed Ms Funger-Rollee about a single woman with a full-time job and children, she replied that there would always be that chasm where your education would not be quite as good as the on-campus education.

However, Ms Esposito, the single mother from New York said, "I was a little skeptical about an on-line degree but once I have my degree in my hand, who is going to know the difference?"

Student teacher interaction--or the lack of--was another area Ms Fungler-Rolee felt very strongly about. She mentioned that she enjoyed teaching and there was nothing quite like seeing the reaction in a student's eyes when something was registering in his/her mind. "I like to read eyes. How do I do that on the Internet—and furthermore, how do I care about someone I don't know?"

Stahl mentioned that when another (nameless) college president was asked how much time was spent discussing on-line courses, the college president said, "That is all we talk about."

Leslie Stahl and 60 Minutes did an excellent job in their segment of introducing mainstream America to the Internet and e-learning but what is really going on behind the scenes at the University of Phoenix? Linda Grubbs and Mick Lockey explained it in greater detail in their article in PC World in November 2000. They discovered several things in their research.

According to their article "The Pluses and Minuses of E-learning" economist Milton Friedman doesn't think higher education should be a monopoly of not-for-profit institutions. He states,

Profit making businesses are inclined to be more responsive to the customers. Institutions are ran by faculty, and the faculty is interested in its own welfare. The question is 'Why competing institutions have not grown up which are private and for profit?
(116)

According to the same article, the University of Phoenix is a for-profit enterprise. It costs Phoenix on-line \$237 to provide one credit hour of cyber-

education, as opposed to \$486 per hour for conventional education at Arizona State. The big difference is teaching salaries and benefits--\$247 per credit hour for Arizona State as opposed to \$46 for Phoenix. Why the difference?

Arizona State professors get an average salary of \$67,000 per year. The typical University of Phoenix on-line faculty member is part-time and is paid \$2,000 a course, teaching from a standardized curriculum. Could Phoenix be called an academic sweatshop where intellectuals toil for mere pittance? Never!

All of the Phoenix On-line faculty members have masters or doctoral degrees. Some do research and publish papers and books. Most of the professors have full-time jobs in the professions they teach, keeping them in touch with current issues and trends in their specialties. For them, teaching is a source of income and/or stimulation. For example, accounting classes are taught by practicing CPAs. Finance classes are taught by MBAs.

As for any of the on-line universities, course materials and prices for a class on the same subject can vary quite broadly. As an example, a complete Excel 2000 course at one site may cost \$250, but at another site, the same Excel 2000 class may be divided into smaller components, and each lesson may cost as little as \$20. In comparison to a traditional instructor-led class costing \$385 in the San Francisco Area, makes e-learning appear to be a bargain.

They also discovered scores of e-learning sites on the Internet, most of which fall into two basic groups: service providers and content providers. Service providers (occasionally referred to as portals) partner with businesses and provide a focus where students can find an array of training-related resources. Content providers, on the other hand, develop and sell custom-designed training courses in response to specific information the customer provides. Customized

packages may include provisions for student assessments, such as performance tracking and progress reports. Businesses use this information to measure whether their training investment increases productivity and/or profits.

If a student seeks specialized training on company specific information such as sales and marketing procedures, a content provider will suit him/her best. However, if the students need stand alone, general-interest courses in areas such as word processing, spreadsheets, or Web-page design, he/she will need a service provider. Grubbs and Lockey are careful to point out that the line between the two categories is becoming increasingly blurred, and some sites offer both types of training.

Many e-learning classes are designed to let the student learn at their own pace and many offer classes in almost any subject one can think of, be it plumbing, gardening or business software applications. Learn2.com is an educational site that offered free courses in 1999. Instruction format includes engaging graphic illustrations that help clarify the subject matter. Classes in such business applications as word processing, spreadsheets and presentations, cost as little as \$20. However, this site is not without a problem.

Learn2.com offers a huge selection of classes but finding them can be extremely frustrating. Channel headings along the top navigation bar serve to identify the free classes, but the student must go to the Learn2 Store to find a complete list of courses. In addition the student will need to download a proprietary plug-in before taking some classes, an inconvenience that, fortunately, many e-learning sites have abandoned.

DigitalThink customizes the content Fortune 1000 companies such as Adobe and Charles Schwab use. The site has a library of courses it designs, such

as Microsoft 2000 Certification. While it is more expensive than other content providers, Digital Think is intelligently designed and well organized. Finding a particular course among its two hundred offerings was a cinch thanks to easy-to-follow links. Most of the classes are for information technology professionals, but the student can also find a small selection of classes about using desktop application. Expect to pay \$99 to \$1000 for a class, depending on the topic and the student's starting level.

Headlight.com offers 3000 on-line training classes targeting small to medium-size businesses. Peter Mellen, a co-founder of Headlight.com, explains how the site helps you to choose among its offerings:

Users are given the opportunity to take a skills assessment test prior to taking certain classes to help identify gaps in learning. Course recommendations are made based on the test results, and are kept in a password-protected user profile. Users can access their profile, and take quizzes as often as they wish. (Grubbs and Lockey 118)

Jean-Paul Blajadia, the Alfa tech engineer who took a course with Headlight.com, found this feature helpful. In addition to its handy preassessment test, Headlight.com presents an interaction that is easy to navigate. The search bar at the top of the home page to locate classes is easy to use.

EduPoint.com offers some classes that have an academic focus. Its clean design features a searchable database of 1.5 million classes, including 100,000 on-line options. The on-site classes are available through four thousand schools such as Northwestern University and California Polytechnic state University. However, one can search for local classes by entering their zip code. Most classes offered at EduPoint.com are academic, but the site also offers training in typical

office applications such as Word and Excel. What makes EduPoint.com different from other e-learning sites that partner with schools is that EduPoint.com helps the students determine whether the credits they will earn by completing a class are transferable to other accredited schools.

EduPoint.com's class prices vary depending on whether or not an instructor is present and on the level of interaction between the student and the instructor. Students can expect to pay university prices if they take a class for credit. If they are learning on their own time, without an instructor, they can expect to pay as little as ten dollars per class.

Where does this all lead? According to Elliot Masie, founder of the Masie Center, an educational think tank in Saratoga Springs, New York, says that e-learning has yet to reach its potential. "Right now, the hype, pressure, and anxiety are ahead of where the technology is." He further doubts that e-learning will compete with the richness of experience that the traditional classroom provides for at least another five to ten years and that successful e-learning must present three features to users:

Well-structured content, the ability to do more than read, and a place to go when you're confused or have questions. Currently only a few of the products do this fully, though we are seeing a trend towards this in newer offerings. (Grubbs and Lockey 119)

Peter Squire, president of the board of directors for the Information Technology Training Association, a trade association for IT professionals, says,

As e-learning becomes more mainstream, we'll start seeing the advent of enough good content to get the attention of the general public. It has to be available as just-in-time content, not scheduled. It has to be 'chunkable' into five to ten minute segments that allow

users to stay on task. They have to be able to get in and get out. (Grubbs and Lockey 120)

Toastmasters International

What about the person in the workplace who feels he/she is missing something? That could be the person who already has a degree but needs something more or it may be the blue collar worker not needing a degree but needing better communicating skills. As an example, the blue collar supervisor in a verbal altercation with an employee. The supervisor is in a position where he/she needs to "think on his/her feet." That ability is something that only comes with practice.

There are many activities and valuable organizations outside of formal education, which have proven to be effective learning vehicles. Probably the best known organization is Toastmasters International.

Toastmasters International is a worldwide, nonprofit organization founded in Los Angeles, California, in 1924, by Ralph Smedley, PhD. At that time he was Executive Director of the YMCA. Toastmasters are dedicated to promoting better communications by teaching speaking and listening skills in a positive and supportive environment.

Members are often very quick to explain that joining Toastmasters International was the most valuable thing they have ever done for themselves. It has been pointed out that in a survey when given the choice of giving a speech or jumping out of an airplane with a parachute most people would opt for bailing out of the airplane

Unfortunately, there is a real fear about joining Toastmasters because it is felt that it is for experts only. No one thinks to ask themselves, "How and where

did the experts get their expertise?" Each club usually appoints a publicity chairman who acts as liaison between the club and the media to announce location and time of meetings in the local newspapers. The coverage consists of a short column giving a synopsis of the last meeting, including the names of the participants and the winners of the weekly awards. It will also give the details of the next meeting. This recognition not only reinforces the members' confidence but when John Q. Public reads it and recognizes a name, and the idea, "Well, if he can do it so can I," is planted. This is particularly effective in smaller towns where everyone seems to know everyone else. It gets the message across that "Yes, Mr. Public, even people like you belong to Toastmasters."

In all other organizations the president's job is most important but not at Toastmasters--it is the sergeant at arms' job. It is that person's duty to make sure all guests and visitors are met at the door with warm handshake and welcome. If visitors do not become members a club will soon collapse as for many people the idea of visiting a Toastmasters Club is intimidating. A warm welcome is imperative to dispel this notion and intimidation.

A Toastmasters meeting is usually a dinner meeting at a restaurant and will begin with the president calling the meeting to order. Most of the business is dispensed with and put before a board except for business the members need to vote on. This makes the meeting more pleasant, educational, and less business-like.

Following the very short business portion the president introduces the toastmaster of the evening who introduces all participants and keeps the meeting running in an orderly fashion and on time. The first person introduced is the grammarian who introduces the word of the evening that is to be used by all

speakers or they are fined twenty-five cents at the end of the meeting for not using the word of the evening. He or she also listens to everyone's grammar and calls attention to it at the end of the meeting when the toastmaster calls for the grammarian's report. The grammatical faux pas is mentioned but the "perpetrator's" name is not.

Table Topics is the next portion of the meeting and is designed to give all members who are not on the scheduled program a chance to speak. The table topics master will have four to six topics selected in advance and randomly call on members who are not already on the program to speak from one and one-half to three minutes on a specific subject. It may be current events or something mundane. This is excellent training for situations everyone finds themselves in where they are required to think on their feet without stammering or using "ah"s.

Guests are greatly relieved when they are told that they will not be called upon to speak unless they choose to participate. Yet, when they learn that the table topics portion is completely impromptu, they are awed. It is this portion of the Toastmasters meetings that inspires the members to keep up with current events because current events comprise about ninety-five percent of table topics subjects.

The next portion consists of three to four prepared speeches lasting from five to seven minutes. The educational vice president tries to plan a beginner and an advanced speaker at the same meeting, enabling a guest to see how members progress. Each speaker is assigned an evaluator to evaluate their speech after all the speakers have finished. This is always done in a very positive manner.

The evaluator, the person who evaluates the speaker, makes very positive suggestions for improvement as well as what he liked most about the speech.

Some clubs have a white paintbrush they give as an award to the least effective evaluator. This signifies that the evaluator "whitewashed" the speech and didn't give the speaker enough suggestions for improvement.

At the end of the meeting the members will take the preprinted ballots next to their plates and vote for the best table topic speaker, best speaker, best evaluator, and best entertainer. Some clubs will have even more awards, including the above mentioned whitewash award, but those four are standard.

Toastmasters have different types of clubs although they follow the same format with the same goal. The majority of clubs in the St. Louis Metro East Area are social clubs. That is to say they are not affiliated with a corporation and the members are from various backgrounds. The corporate clubs are affiliated with a corporation, which acts as the club's sponsor. All employees are given the option to visit or join and are allowed extra time from work to attend meetings which will meet before, during, or immediately following work.

In addition to the corporate and social clubs, District Eight, the district covering Eastern Illinois, Western Missouri, and the St. Louis Metro East Area, has three prison clubs consisting only of inmates. Two clubs are at the Jefferson City Correctional Center, a maximum security prison in Jefferson City, Missouri, and the other is in the medium security prison at Potosi, Missouri. Both clubs at Jefferson City, Alpha Toastmasters and Omega Toastmasters, have been so successful that there is a movement within the Illinois and Missouri prison systems to charter Toastmaster clubs within all the prisons. The two Jefferson City clubs operate independently of each other.

The Omega club was chartered for the men in protective custody down in "the hole." These are the prisoners who have done the heinous crimes and with

the prison caste system being what it is, they need protection from the other prisoners. The Alpha club is comprised of the remaining prisoners. The positive nature and structure of Toastmasters has given the prisoners some positive goals and for the first time in many of their lives they are acquiring communication skills, which are enriching their lives even in prison. According to Lorraine Newgent, former Toastmasters District Eight Governor,

These are men who have come from the lowest economic class. They are uneducated but with the help of Toastmasters their interpersonal relationships within the prison have improved. The awards/ribbons they win at the meetings are decorating their walls. They have something to look forward to on a weekly basis that they didn't have before. (Newgent, Interview)

Prison meetings are not held in the lobby-or whatever a prison would have comparable to it. They are held down in the prison. When guests from outside of the prison arrive, they surrender all personal belongings, and sharp objects. Even a Toastmaster's name badge is surrendered because it has a pin on the back. Ms Newgent related the following about her required visit to the prison as Toastmasters District Eight Governor:

Visiting the prison was an awesome experience. I have never been told that I could not wear my Toastmasters pin but I was told that I could not have anything that could be used as a weapon. Yet as we were escorted through the first set of gates and hearing them clang behind me it had a ring of finality. When I went through the second set and they clanged shut behind me, I felt more like one of the prisoners and I could relate to them better because I became one of them. Overall it was a positive experience. They are very interesting to talk to and they cherish the awards they win. They tell you that is the only thing they have ever won in their lives (Newgent, Interview).

Some of the other corporations in the St. Louis area and the clubs they sponsor are: Southwestern Bell, Southwestern Bell Toastmasters; Western Union, Smooth Talkers Toastmasters Club, Federal Reserve Bank, Federal Reserve Toastmasters; Union Pacific Railroad, Rail Chatter Toastmasters; Master Card, Master Toasters; Enterprise Rent-a-car, Rent-a-toast; State Farm Insurance Company, Good neighbor Toastmasters; MEMC Electronics, High Tech Talkers; and Shelter Insurance Company, Shelter Insurance Sunrise Toastmasters, which meets early in the morning before work.

Toastmasters International's organizational structure is quite simple. The entire international organization begins at the club level. Five or six clubs will comprise an area. Three or four areas will comprise a division and several divisions will comprise a district. The districts report directly to International Headquarters in Mission Viejo, California. There are clubs all over the world. According to Charles Rodgers, former International Director, the University of Moscow, The USSR, has three Toastmasters clubs on their campus.

A monthly magazine called The Toastmaster is mailed to each member in every club. It is filled with information ranging from how to do public relations, speech preparation and hints for running productive meetings. The districts have a quarterly letter that is sent out to all officers in each club in their own area.

Most policy and by-laws generated from Toastmasters International is sent down to the members through the district newsletter, which is passed on to members at the club meetings. It also covers most district events that are held twice a year in the fall and spring. It is at these two functions where the finals of the two annual speech contests are held. The annual humorous speech contest is at the fall conference and the International Speech Contest, sometimes dubbed,

"the serious speech contest" is held at the spring conference. However, the annual international convention is discussed in the magazine, The Toastmaster, from the international headquarters.

The international convention and district functions are always held in different locations. This is to generate public awareness and interest. People in California are not interested nor do they hear about a convention going on in New York. However, when it is in their own backyard that is exposure and the best kind of advertisement.

In the last several years Toastmasters in the St. Louis Metro East Area has had to work harder to keep their membership lists strong and viable. In the late 1970s and early 1980s all the clubs were stronger and highly attended. At that time they were comprised mostly of middle-aged people at the top of their careers, and beyond, their children were grown, and money and baby-sitters were no problem. In 2001, few of those members are left. Today, the group is now comprised of younger adults with children at home, whose concerns are tight budgets and baby-sitters. With the new dual career household, spare time and economics are now factors. The well attended fifteen dollar a plate dinner in a restaurant has been changed to a lightly attended free coffee and dessert function at the town hall in order to get the younger members to attend. This has been very effective since most people like to bring spouses and resent paying thirty dollars for dinner with no choice of what to eat.

Toastmasters International has some extremely successful community programs. One is the Youth Leadership Program for teenagers between thirteen and sixteen years old. This is a six to eight week program and can be conducted in a school or a club setting using materials from Toastmasters International and

has proven to be an excellent public relations tool. It has also provided an excellent opportunity for the adult Toastmasters to try newly acquired teaching skills.

It is not uncommon for a student who is barely earning passing grades to earn "A"s and "B"s after Toastmasters training. Even though these teenagers are too young to join Toastmasters, unless they are eighteen, the parents can see what it has done for their children and wonder, "What could it do for me?" Members have joined for that reason.

The structure of the Youth Leadership Program is similar to the same program for the adults-just more compressed. Regular members as well as leadership program participants start with speech manuals. The speeches have a sequence from basic to complex. The first one is the "Ice Breaker" speech. It is the speech that introduces the person to the group. It is about them and what they want the club to know about them. It is an easy speech because it is something the new members are already experts on--themselves. For some it is their life history, for others it's family and for some it is hobbies. It is this speech that gets them on their feet before the audience and speaking as an expert.

The second speech is called, "Be in Earnest," which is a topic that the speaker feels very strong about. Like the icebreaker, it is something the speaker is almost an expert on and all it requires is organization. After the second speech, the remaining speeches become increasingly more demanding but for five to seven minutes, it isn't a trauma.

When all the speeches in the manual are completed, the club secretary fills out the necessary paper work and mails it to the International Headquarters. The member is notified of his or her CTM status, which means Toastmasters

International as a Competent Toastmaster classifies them. There are other levels beyond CTM but that is always the first goal.

It is interesting to talk to members about their achievements. Leslie Heilig works at Scott Air Force Base as a transportation specialist with the United States Transportation Command Headquarters, has a bachelor's degree, and is a member of the O'Fallon Toastmasters Club in O'Fallon, Illinois. When the author asked her how Toastmasters had helped her in her career, she had the following to say:

Some time late spring of 1994, my boss informed me that the upgrade for my position he had been working for (for at least a year, if not more), had finally come through. He was confident enough about it to tell me in all good faith, and even gave me an effective date. Everything looked good to go. A week or two later, he called me back in with disappointing news that the promotion had been retracted by his boss's boss because he had not gotten to review it before it went to personnel, and this guy felt our shop was too grade-heavy. As the issue was not a reflection on my own merits. I had earned this and I certainly could not take this without a fight, so I set out to make the speech of my life. I had recently earned my CTM (competent toastmaster), so I reviewed all my materials, especially for speaking earnest and organizing my speech. I was going to this guy's boss, who was an SES-2 (Senior Executive Service-2 or the civilian equivalent of a two-star general), certainly one to be well prepared for. I made my appointment, informed the other supervisors in my chain (to try to keep it friendly with them), and worked my speech so I could sit down one-on-one with the SES, and tell him my case without notes. As it turns out, he had never been informed about this by the guy who pulled my promotion. It seems to me, if I am in a position to hire/fire/pull promotions, I'll most certainly keep my boss informed--that did not happen in my case. When I finished having my say with the SES, he asked if I really felt strongly about this--to which I said most definitely. He then asked that I let him review it and get back with me. This meeting was in September 1994. I promptly sent a thank-you e-mail with a summary of our meeting. Before long, I had a desk audit which led to the promotion to GS-12 in time for Christmas. (That is an increase of approximately \$800 per month in salary.) I must believe that the

skills I polished in my club helped me prepare for the meeting with the SES, and that was my last chance for getting that promotion-I would have otherwise been looking elsewhere (Heilig, Interview).

Another member of the O'Fallon Toastmasters Club, Mr. Al Ott, has a bachelor's degree in business administration but explains that two out of three of his promotions at Mallinckrodt, Inc. were due to his Toastmasters experience.

The things I learned in Toastmasters led to two promotions while I was employed at Mallinckrodt, Inc. For the first one I was required to make a presentation proposing changes to the engineering department. I was the purchasing manager and reported to the maintenance manager but I was asked to make the presentation due to my Toastmasters experience. There was a large group including the Vice-President of Manufacturing. The presentation went so well the changes were accepted. For the second promotion, the boss was asking me weekly over lunch what I wanted and I kept telling him I wanted his job. I really felt that I would have to have a couple more promotions before I would have his job. One day, as I came back from lunch I was called into the boss's office and told that I was being promoted to his job. It was, no doubt, due to my presentation abilities that I learned at Toastmasters. (Ott Interview)

A former Toastmasters member said it best when comparing Toastmasters experience to a college education. Her name is Marina Todd who is retired and as she puts it, "enjoying my golden years." She has the following to share about a work experience and how Toastmasters training came to her rescue.

Back in 1972 my husband was military and we had just moved to Anderson Air Force Base on the Island of Guam. I had just left my Toastmistress Club and already had my bachelor's degree. The boss had some beautiful avocados on his desk that I had commented on. Actually, I asked him whom he knew that I didn't know. A few minutes later I was summoned to his office filled with men with smug looks of expectation on their faces. The boss handed me one of the avocados and said, "Honey, we just

circumcised the Jolly Green Giant and we want you to have the best part.” Naturally, the laughter went on for what seemed like an eternity. My Toastmistress training shifted into high gear and I remembered, “They are laughing--this is recoup time for me.” When the laughing subsided, I said “Thank you, but if this is all you got from the Jolly Green Giant perhaps we should give it back.” I was clutching the avocado as I said it but you should have seen the looks on those men’s faces when they heard my recovery. I felt so victorious when I left that office. I knew, at that moment, that it was Toastmistresses and not my degree that got me through that incident. I thought, “Wow, it took a degree for me to qualify for this job but it took Toastmasters training to help me cope with it” (Todd, Interview).

At the time Marina Todd joined Toastmistresses, it was the women’s branch of Toastmasters International. In the 1970s the clubs begin to converge and do away with the Toastmistresses Clubs.

While the situation Ms Todd talks about would be totally unacceptable in today’s office environment, it was typical of the early 1970s. It also demonstrates the importance of being able to communicate and think on one’s feet. Toastmasters provided her as well as the other Toastmaster members that were interviewed, with something formal college did not and perhaps prepared her for a situation that college would not have provided.

How is Toastmasters different from a college course? It is ongoing and hands-on training. It lasts for as long as the member chooses to belong to the organization. In comparison, a college course only lasts so long with instruction in a very controlled environment. For example, if one is giving a speech in a formal classroom as part of a college course, chances are the room is going to be quiet and free of distractions. However, at a Toastmasters meeting, the speaker may be giving a speech as a waitress is taking meal orders or while dishes are being cleared. As difficult as that may sound, the training under those conditions

can only strengthen the speaker's skill.

When one finishes a college speech course, it is completed, a grade is assigned, and finality sets in. However, in Toastmasters, the member has the option of continual participation, learning, practice and speech competitions if the member so desires.

Toastmasters are an example of informal training and education. It is certainly in line with the expectations and needs expressed in the author's SIUC survey of weekend students—studying only what they feel they need to know and acquiring skills that they will use.

CHAPTER V

DISCUSSION

This chapter will explore the future of higher education and some of the forces in higher education that are shaping the “brick universities” (traditional), “click universities”(Internet), and “brick and click universities” (combination).

It is the end of the first year of the new millennium. (Agreed, some people will say the year 2000 was the first year.) The adult student is nothing new to the educational scene. However, there is one tremendous change and that is the Internet, e-learning or distance learning. This area of education, currently marketed primarily to adult learners, is something almost unheard of ten years ago. The new “Electronic campus” raises the questions, where is it going to take education and how is the diploma going to be looked up on by perspective employers? It is probably too early to determine.

In a previous LCIE class at Lindenwood University, one professor said, “The computer is the tool of the isolationist.” That remark struck a chord with the author. As an example, the business world is extremely dependent on e-mails versus telephone calls. And, yes, the workers have become very isolated. Ninety percent of the author’s communication with her boss is by e-mail so she won’t interrupt his train of thought.

Most adults who have taken the time to get their education will speak of the sacrifices, yet they will speak of the camaraderie, rousing classroom discussions, and the friendships that were forged in the classroom. What kind of memories are the Internet graduates going to have? A computer screen?

Robert Beardall, Chancellor at the University of California at Berkeley worries that schools jumping on the Internet bandwagon do not know where it is taking them. When Arthur Levine, President of the Columbia Teachers' College, said on the 60 Minutes' segment, "On-line U", "Higher education is looked at as the next health care investment opportunity." Health care may have been or still may be an investment opportunity the Internet University can be compared to but will it be in the same mess health care is in here the United States? For example, it appears that the insurance companies are running health care and telling the doctors what to do and how to practice medicine. Is that where on-line education is going to be in a few years? And, will Internet providers be telling educators what and how to teach?

Arthur Levin also said people (as in the public) are saying, "Give me the same relationship with my college as I have with my bank, supermarket, and ATM. I want greater service, convenience, twenty-four hour access, high quality instruction at low cost and don't charge me for anything I am not using."

Elliot Masie, founder of the Masie Center in Saratoga Springs, New York, probably said it best about Internet learning. "Right now, the hype, pressure, and anxiety are ahead of where the technology is" and he doubts that e-learning will compete with the richness of experience that the traditional classroom provides for at least another five to ten years.

The Internet as a classroom may have some redeeming qualities and a place in education. For courses that are considered an "exact science," such as math, and providing the student has an aptitude or is mathematically inclined, why not. What could be discussed in a math class? No one can argue with an equation.

Night school is definitely the most popular and most available means of education for adults. Most colleges are prepared for them by having snack bars and cafeterias. There is nothing quite like a cup of coffee to stay alert for the duration of a night class. Unfortunately, due to the demand for evening classes, some colleges have overextended themselves in regard to classroom space. As a result they borrowed space in neighboring high schools. There were no cafeterias for the night students and the parking lots were poorly lighted with no security personnel.

As an example, until Southwestern Illinois College built their addition, they used Belleville East High School for night classrooms. The East High campus is enhanced with many trees, shrubs, and as a daytime campus it is very nicely landscaped. As a campus for night school students it is another matter. The parking lot is very poorly lighted; the buildings are set back a long way from the parking lot; and the entrance cannot be seen from the street. In addition to that, the creek behind the school had been the scene of a high profile murder that had all students on edge. If the student was going to be late or had to leave early there was a great deal of concern about walking to their car alone. Some didn't come to class at all if they were going to be late or have to leave early. There is just something about "safety in numbers."

If a college is going to have makeshift accommodations then there needs to be some extra services offered such as extra security and at least provisions for coffee or soft drinks. There were no provisions for this by SWIC at Belleville East High School. However, there is a remedy for that situation without any cost to either school.

The students at any high school—not just Belleville East—are always looking for fundraisers. Where there are no means of coffee or soft drinks this would be an excellent opportunity for a class or school club to set up the proverbial bake sale and sell coffee and/or soft drinks to go with the baked goods. This would be welcomed by the students and would probably bring at least seventy-five percent profit as opposed to selling items door-to-door, that few people want or need, for twenty to fifty percent profit

The weekend format is the first choice of the author because school is the only obligation the student has that day. The students may have done the usual tasks on the home front but they have not already put in a day on the job with scenarios still playing in their minds. They usually arrived refreshed and with a receptive attitude. It is unfortunate that it is harder to find professors who are willing to participate in this type of format because it is so demanding. It takes much more work to plan for two days every other week versus planning for three or four hours per week.

One activity that took place in the weekend format that didn't take place in an evening format was the ninety-minute lunch hour. Many of the students brought their lunch and this became a time of studying together and sharing ideas as well as building camaraderie and friendships.

In this age of technology that we are living in, it is very hard to say where the adult student will go from here but there will always be a place for them whether it is distance or traditional classroom learning. However, Arthur Levine, President of Columbia University Teachers' College, has raised some very thought provoking questions in his article, "The Future of Colleges: Nine

Inevitable Changes” which appeared in the Oct 2000 issue of The Chronicle of Higher Education. He has the following to say:

Several major forces today have the power to transform the nation’s colleges and universities. Those of us who work in higher education are already all too familiar with those forces: shifting demographics, new technologies, the entrance of commercial organizations into higher education, the changing relationships between colleges and the federal and state governments, and the move from an industrial to an information society. In addition, the convergence of publishing, broadcasting, telecommunications, and education is blurring the distinction between education~and entertainment. A variety of knowledge producers will compete to create courses and other education services, to develop new ways to distribute knowledge, and to engage larger audiences. (Levine B11)

Arthur Levine is concerned with the realities he has mentioned and asks, “What will happen to higher education as we know it?” The nine changes he sees are:

1. “Higher-education providers will become even more numerous and more diverse.” The survival of the less-selective private colleges will be increasingly threatened by both domestic and foreign for-profits institutions, as well as non profit competitors like libraries and museums that also have entered the educational arena. For example, the Saint Louis Public Library now offers computer courses to the public. Technological capabilities are encouraging the rise of global universities, which transcend national boundaries. The most successful institutions will be those that can respond quickest and offer a high-quality education to an international student body.
2. “As a result, we should expect new brand names and a new hierarchy of quality in higher-education institutions.” There is controversy as to why a

credential from Microsoft University or the British Open University is less prestigious than one from a state college. Yet, how can minimum standards be determined and monitored in an international environment? How should quality control mechanism, such as accreditation, be redesigned?

3. "Three basic types of colleges and universities are emerging." They are brick universities, or traditional residential institutions; click universities, or new, usually commercial virtual universities, like UNEXT.com and Jones International University; and brick and click universities, a combination of the first two. While consumers enjoy the convenience, ease and freedom of the on-line schooling, they also want an area where they can interact with fellow students and obtain face-to-face assistance and advice.

4. "Higher education is becoming more individualized; students, not institutions will set the education agenda." Students will come from diverse backgrounds with a widening variety of educational needs. The new technologies will allow them to acquire their education any time and any where including on campus, at the office, or at home. Each student will be able to choose the form of instruction and courses most consistent with how he or she learns. The institutions will have to determine how to provide services for students with such heterogeneous backgrounds and individualized education goals.

5. "The focus of higher education is shifting from teaching to learning." Colleges currently emphasize a commonality of process based on time spent in class. The credits are earned and when enough credits are earned the degree is awarded. Due to the increasing number of educational providers, the individualization of education and the growing student body's diversity, commonality of process may become lost. The focus will shift to the outcomes

that students achieve. Time will become the variable and learning the constant.

6. "The traditional functions of higher education could become unbundled." Teaching is the only service colleges find to be profitable. Research, like sports brings in money for only a small number of institutions. Service is rarely remunerative. For-profit and other new providers in higher education are only interested in teaching and will compete with "brick" colleges solely in the realm of instruction. When the colleges lose out to their new competitors, financial support from both government and private sources for research and service will be lost.

7. "Faculty members will become increasingly independent of colleges and universities." The most renowned faculty members, those able to attract tens of thousands of students in an international marketplace, will become like rock stars. With a worldwide market in the hundreds of millions of students, a talent agent will be able to bring to a professor a book deal with Random House, a weekly program on the Public Broadcasting System, commercial endorsement opportunities, and a distance-learning course with a for-profit company in a million dollar package.

8. "Degrees will wither in importance." Today, a degree signifies a period of successful college attendance; the class rank indicates the relative success of the student; and the name of the college marks the quality of the degree. But, what about tomorrow? With the change in emphasis from institutional process to educational outcomes, degrees will become far less meaningful. A transcript of each student's competencies, including the specific information that the student knows or the skills that he or she can perform, will be far more desirable.

9. “Dollars will follow the students more than the educators.” With the growth in educational providers and the emphasis on outcomes, public and private financial supporters will increasingly invest in the educational consumer rather than the expanding organizations that offer collegiate instruction. It is possible that federal and state aid, that currently supports Institutions of higher education, will be transferred directly to students. If such a trend were to come to pass, it will add to the enormous questions about how standards of quality are ensured among the increasing number of new providers.

Arthur Levine’s final thoughts in his article appearing in the Chronicle of Higher Education are:

What I have described is, in some sense, a ghost of Christmas future. While the trends are no more than one individual’s halting attempt to predict things to come, I have no doubt that the forces buffeting higher education today are powerful and will change it considerably. My fear is that America’s colleges will ignore them and the important questions that they demand we confront—or that, simply through complacency for the glacial speed of our decision-making processes, we will fail to respond in time to help shape tomorrow.

In the early years of the Industrial Revolution, the Yale Report of 1828 asked whether the needs of a changing society required either major or minor changes in higher education, the report concluded that it had asked the wrong question. The right question was, “What is the purpose of higher education?”

All of the questions that I’ve raised have their deepest roots in that fundamental question. Once more faced with a society in motion, we must not only ask that question again, but must actively pursue answers, if our colleges and universities are to retain their vitality in a dramatically different world. (Levine B11)

Higher education as it has been known yesterday and today, will be quite

different tomorrow. Despite the changes and the expansion it is undertaking, it definitely belongs to everyone, with something for everyone who is willing to put forth the effort. Whether it is the Internet, weekend format, or educational organizations such as Toastmasters International, a college education and/or training will be within the grasp of everyone.

Works Cited

- Anonymous "Editorial" The Chronicle of Higher Education Apr 7, 2000, Vol 46, No. 31, p. 43.
- Apps, J.W. The Adult Learner On Campus: A Guide for Instructors and Administrators. Cambridge, New York, 1981
- Backes, Charles E. "The Do's and Don'ts of Working With Adult Learners" Adult Learning, Jan/Feb 1997, Vol 8, No. 3 p. 29-31.
- Boulmetis, John. "What Can I Do With a Degree In Adult Education? Revisited" Adult Learning, Spring 1998, Vol 9, No. 3, p. 24.
- Brookfield, Stephen D. Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. Alan B. Knox. The Jossey-Bass Higher and Adult Education Ser. 3. San Francisco: Jossey-Bass Inc, 1987.
- Carnival, Dan. "A "Boot Camp" Helps New On-line Students" The Chronicle Of Higher Education, Washington, Feb. 18, 2000, Vol. 46, No 24, p.54.
- Caudron, Shari. "Evaluating E-Degrees" Workforce, Vol. 80, no. 2, Feb 2001, p.44.
- Cohn, Cathy "Beat the Clock" Riverfront Times, May 9-15, 2001, p. 40.
- DeSpain-Rogers, Kathy. "Public Relations and Toastmasters International" diss., LCIE, Lindenwood College, 1996.
- Dinmore, Ian. "Interdisciplinary and integrative learning An Imperative for Adult Education," Education, Spring 1997, Vol 117, No. 3, p. 452-467
- Eifler, Karen, and Dennis E. Potthoff. "Nontraditional Teacher Education Students: A Synthesis of the Literature" Journal of Teacher Education, May-June 1998, Vol. 49, No 3, p 187-193
- Fenwick, Tara J, and Jim Parsons. "Autobiographical Reflection: Using Experience to Create More Authentic Evaluation", Adult Learning, Spring 1998, Vol 9, No. 3, p. 21
- Greenberg, Milton, The GI Bill The Law That Changed America Lickle Publishing Inc.

- Grubbs, Linda, and Mick Lockey. "GenSmart: The Pluses and Minuses of E-learning" PC World, Vol. 18, No. 11, p. 116-123.
- Gubernick, Lisa, and Ashlea Ebeling. "I Got My Degree Through E-mail" Forbes, Vol 159, No, 12, p. 84.
- Hiemstra, Roger, and Burton Sisco. Individualizing Instruction: Making Learning Personal, Empowering, and Successful, Alan B. Knox. The Jossey-Bass Higher and Adult Education Ser. 3. San Francisco Jossey-Bass Inc, and Oxford, 1980
- Knowles, Malcolm S. Higher Adult Education in the United States: the Current Picture, Trends, and Issues. The American Council on Education, 1969. Washington D.C., 1969
- . The Modern Practice of Adult Education From Pedagogy to Andragogy, Cambridge, The Adult Education Company, New York, 1980
- Levine, Arthur E. "The Future of Colleges: Nine Inevitable Changes" The Chronicle of Higher Education, Oct 27, 2000, p B10
- Lewis, Robert "Boomers To Reinvent Retirement" AARP Bulletin. June 1998, Vol. 38, No. 6, p. 1.
- Martin, Carolyn "A Small Struggling College Finds a Savior in Adult Programming" Adult Learning. Summer 1988, Vol. 9, No. 4, p. 21-23.
- Marriam, Sharon B., and Rosemary S. Caffarella. Learning in Adulthood: A Comprehensive Democrat, Mar 22, 2001, p. B1 Guide. 2nd ed. The Jossey-Bass Higher and Adult Education, Ser. 3. San Francisco: Jossey-Bass Inc, 1999
- Massey, Morris E., Phd. "You Are What You Are Because Of Where You Were When" Magnetic Video Corporation, Farmington Hills, Michigan
- McDowell, Edwin. "Many Older Vacationers Shun The Tour Bus for the Chairlift" New York Times, New York, Feb 20, 1999, Column Name: "Travel Industry Finds Adventure Is Now Ageless."
- Monroy, Tom. "On-line College? It's A Matter Of Degree" Interactive Week, Jun. 5, 2000, Vol. 7, Issue 22, p. 108
- Newsom, Ron. "Living By the Principles of Adult Education: What We Can Learn From Bonaro Wilkinson Overstreet" Adult Learning, Spring 1998, Vol 9, No. 3 p. 26-27.

- Nordstrom, Ann D. "Adult Students a Valuable Market to Target" Marketing News, Vol 31, no. 19, Sep 15, 1997, p. 20.
- Rezendes Khirallah, Dians, "Are On-line Degrees Worth The Trouble" Information Week, Issue 853, Sep 3, 2001, p.59.
- Smith, Kelly. "New Ways to Finance Adult Classes." Money Magazine, Oct 2001, Vol 8, Issue 2, p 25
- Spayde, Jon "College At Home" Modern Maturity, Jul/Aug 2001, Vol 44n, No 4, p. 61-62.
- Steinberg, Don "The Lowdown On Online" Modern Maturity, Jul/Aug 2001, Vol 44, No 4, p. 63.
- Svetcov, Danielle "The Virtual Classroom Vs. The Real One" Forbes, Sep 11, 2000, p. 50-54.
- Tice, Elizabeth. "Educating Adults, A Matter of Balance" Adult Learning, Fall (1997) Vol 9, Issue 1, p 18.
- Van Buren, Abigail. "Dear Abby, Mom's College Degree Hurt Her Family" Belleville News-Democrat, July 26, 1998, Section C, p. 8
- Wagschal, Kathleen "I Became Clueless Teaching The GenXers" Adult Learning, Spring 1997