



LETTERS TO THE EDITOR

TYPICAL RESPONSES TO THE "EMPEROR'S CLOTHES"

Dear Sir:

The article, "The Emperor's Clothes," (July) was extremely well done . . . to the point that I feel a little "bare."

I would like to continue being exposed to such provocative and thoughtful writings . . .

ELLIS D. HILLMAR
Assistant Director
Institute for Business
and Community Development
University of Richmond
Richmond, Virginia

Dear Sir:

"The Emperor's Clothes" is one of the most significant articles to appear in the *Training and Development Journal* within recent years

R. R. REGNIER
Sr. Employee Development Analyst
Arizona Public Service Company
Phoenix, Arizona

GOULETTE SEATING

Dear Sir:

I have read with great interest George Goulette's article ("Physical Factors to Consider When Training Adults") in the July issue of the *Journal*.

Although I can only agree with the views on the physical factors affecting adult learning discussed by Mr. Goulette, I feel that he has overlooked one additional and very important factor, viz, classroom furnishings.

Adults ("groans," if you will), have special requirements for seating. Specifically, the standard wooden chair, with or without surface, is totally unsatisfactory if only that it is grossly uncomfortable — physically and emotionally — to the adult. Physically, because the adult's "padding" is not what it used to be, and physical discomfort can mitigate against his learning no matter how good the material is and how stimulating the instructor. Emotionally, wooden chairs can be reminiscent of school rooms of the past, considering that the student is in an adult learning environment, it is strongly felt that school-type seating is a

negative factor with respect to adult learning.

Ideally, seating should be padded, be able to swivel, have arm rests, and be sturdy enough to permit "rocking." A satisfactory substitute can be *contoured* metal or high-impact plastic chairs. Writing surfaces in this setting are provided by seminar-type tables, i.e., 18" wide, 72" long and with no more than two persons at a table. There is sufficient flexibility to permit moving furniture around in the classroom to meet requirements for a number of different settings.

If I have opened a Pandora's Box, so be it.

ROBERT M. SELZMAN
Director, University College
John Carroll University
Cleveland, Ohio

GOULETTE LIGHT LEVELS

Dear Sir:

In reference to George Goulette's article, "Physical Factors to Consider When Training Adults", in the July issue of the *Journal*, your recommended lighting levels appear to be rather low.

The *IES Lighting Handbook*, Fourth Edition, Second Printing, 1968, in Figure 9-53 on page 9-56 says for school classrooms, reading: Good printed material, 30 fc; chalkboards, 150 fc, general lighting, 20 fc. These are *minimums* and should be increased for adults. In lecture rooms, general lighting, 70 fc, demonstration areas, 150 fc.

In our classrooms for adults we try to have 100 fc at the task area. In our drafting classroom 250 fc.

I assume the 10 fc and 20-25 fc figures were type errors. If not, I would be interested in the source of information.

JAMES A. SAYER
Education and Training
Tektronix, Inc.
Beaverton, Oregon

GOULETTE RESPONSE

As I explained in a letter to Mr. Sayer, I secured my information from the same source as he did, but through some

horrible (I should say dumb) mistake I didn't use the correct figures in my article. His are correct and thanks to him.

How could I have slighted our seats! Heavens knows I get enough criticisms about hard seats. I should have discussed this matter and the writing surfaces as Mr. Selzman suggests. Thanks to him too.

Little has been written about the physical factors which should be considered when dealing with adults in classes, training, etc. I hope we get other comments from your readers so that ultimately we'll have a fairly complete list of these factors and what should be done about them.

GEORGE GOULETTE

USES STEWART SUPERVISORY EVALUATION

Dear Sir:

My purpose for writing you is to tell you how much I value the "Training

and Development Journal." Its content is a valuable source of reference and new knowledge. As an example, the April 1970 edition carried an article entitled "Determining First-Line Supervisory Training Needs" by William Stewart. The Tables listing various supervisory tasks and frequency of performance rating seemed to be natural tools for me to use along with our Supervisory Management Training. From them I prepared a self-evaluation sheet by which each supervisor could rate his performance in the various tasks at the time of the Supervisory Management Training and then six months or more later to see if there was any improvement in the weak areas.

I wish to emphasize that I value my ASTD membership very highly, particularly in helping me to keep abreast of training developments.

M. L. GREINER

Training Coordinator
Simplot Chemical Co., Ltd.
Brandon, Manitoba

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