

SENIOR ADULT EDUCATION: PARTICIPATIVE
MOTIVATIONAL FACTORS AT AN OKLAHOMA
COMMUNITY COLLEGE

By

BILLY LEWIS COOPER

Associate Degree in Science
Murray State College
Tishomingo, Oklahoma
1956

Bachelor of Science in Aerospace Engineering
University of Oklahoma
Norman, Oklahoma
1958

Master of Business Administration
Georgia State University
Atlanta, Georgia
1970

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
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Thesis Approved:

O. S. Phillips
Thesis Adviser

Mona W. Kriegel

William E. Leggett

Jack B. Burton

Harold Higgins
Ernest W. Suggs

N. N. Durden
Dean of the Graduate College

964132

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CHAPTER I

INTRODUCTION

The education of senior adult retired persons has received very little attention until very recently. Past efforts have been centered primarily in church organizations, civic clubs and other formal and informal social and religious organizations. According to Atchley (1), the education system in the United States is both youth and job oriented with such education continuing to receive the principal public support in terms of commitment of human and financial resources. Continuing education of working aged adults receives token public support but senior adult education has been largely ignored by educators and governmental policy makers alike. The Oklahoma State Plan, as originated by the Special Unit on Aging, for aiding the elderly with funds from the Aging Americans Act of 1965 lists the only priority in education for the aged as being food nutrition (2). The plan appears to emphasize material well-being over all other needs. However, the Unit on Aging has been instrumental in providing funds for operation of educational programs in senior centers and community colleges. The fiscal 1975 plan shows funding of 101 senior citizens programs and 11 model projects in Oklahoma from funds received through the Aging Americans Act of 1965.

Statement of the Problem

The problem that this study dealt with was the lack of a body of knowledge to guide educators and other interested persons in the identification, development and implementation of educational programs for effectively serving the needs of senior adults. It appears that present efforts to design learning experiences for the senior adults are based upon methods of trial and error with intuition playing a large part in selection of course offerings and operational procedures.

Purpose of the Study

The purpose of this study was to identify demographic and motivational factors affecting participation in senior adult education classes and activities. Achievement of this purpose was accomplished by answering these questions.

- 1) Who is attracted to a senior adult education program?
- 2) What are the reasons given by the participants for attending?
- 3) To what degree have the individuals participated in educational activities in the past?
- 4) What is the present level of participation by the individuals and what about plans for the future as related to factors of mental health and purpose in life?
- 5) How does participation relate to various needs models such as those suggested by Maslow and Bengston?
- 6) How are the participants grouped when compared by social status, level of income, level of education and factors of mental health and purpose in life?

- 7) What is the level of activity of senior adult education participants?
- 8) What is the relationship between activities and implications for use of media in education?
- 9) How do youths compare to senior adult participants in desire for social interaction?
- 10) How do youths and senior adult participants rank educational needs?

Need for the Study

The importance of research into senior adult needs and desires is called for due to both political and social reasons. Senior adults, those 65 years of age and older, now compose 9 percent of the U.S. population and 12 percent of the population in Oklahoma according to Atchley (1). The U.S. Bureau of Census (3) has estimated that the 65 and older population of the U.S. will approach 12 to 13 percent by the year 2000. Politically, a voting group of this size will demand and receive increased attention at local, state and federal government levels, especially when it is considered that persons in the 65 and above age group vote with considerably greater frequency than do persons in the 20-30 age group (4).

Social reasons will cause society to give more thought to the mental and emotional well-being of the elderly in years to come. Earlier retirement age combined with extended lifespan means that education will probably be expected to assume a larger role in the lives of senior adults in the U.S. The Handbook of Adult Education in the United States (5) expresses the need to furnish the elderly with

means to keep mentally alert as well as furnishing physical and material needs. Elwood (6) says that due to the fact that retirement and old age are inevitable a majority of people require some kind of preparation training and guidance in order to successfully adapt to these two states.

The defining of the purposes and needs for educating of older people has only recently received the attention of educators. Stanford (7) states that there are four primary purposes for educating the elderly. The first is to help the older person adjust to the problems common to old age. The second is to help the older person maximize available resources. The third reason is to allow the elderly to gain satisfaction from mastery of new knowledge or skills. The final reason is to provide a richer social experience for the elderly.

Barriers to senior adult education also exist. The Carnegie Commission on Higher Education (8) lists five barriers to education for the older student. The list includes such barriers as:

- 1) Procedural - prerequisites, grading, testing, etc.;
- 2) Environmental - curfews, traditions, waiting lines;
- 3) Psychological - prejudgement of the older student;
- 4) Financial - little assistance for the older person;
- 5) Institutional - regular curriculum, days only, etc.

Atchley (1) also sees the barrier of the older adult whose public education did not prepare him to enjoy college-level study. He also sees the decrease in college emphasis on liberal arts as being a barrier. He says that the liberal arts portion of the curriculum contains the courses of most interest to the elderly.

The need for a study involving the motivational factors influencing participation in senior adult education programs is apparent when educators and school administrators attempt to design, develop and implement a program for senior adults. Present efforts by educators are based primarily on intuition and experience gained from trial and error methods. Systematic research of existing senior adult education programs will hopefully outline some of the basic motivational factors that will aid in future efforts to create educational programs that will both appeal to and fulfill the needs of senior adults.

Assumptions, Limitations and Scope

Assumptions of the Study

1. Individuals enrolled in educational programs designed to attract senior adults are representative of others who would be attracted to such programs in the future.
2. The participants at a community college in an urban area are representative of participants that could be found at other urban community colleges in Oklahoma and the southwestern part of the United States.
3. Answers by participants regarding demographic factors and attitudes toward life are truthful and representative of students that one would find in similar urban community colleges.

Limitations of the Study

1. Implications of this study may not be applicable to schools located in more rural areas.

2. The study may not be applicable to community colleges or other schools in other regions of the U.S. due to differences in perceived value of education by local residents.
3. There were a limited number of students in the study who were from ethnic groups other than Caucasian.

Scope of the Study

1. The study dealt with only the participants at one community college located in an urban environment.
2. The study dealt with a senior adult program where there was no tuition fee charged for instruction.
3. The amount of demographic data gathered from each participant was limited by considerations of time and mental recall without benefit of verification by family members or other personal records.

Definition of Terms

Adult Education--A term that includes all educational programs for adults who have assumed some of the major responsibilities of adulthood such as job, family, voting, and driving a car; who are no longer full-time students but who engage on a part-time basis in a systematic and sustained program designed to alter knowledge, skills, and attitudes.

Affect Balance Scale--An attitude scale designed to measure the psychological well-being of various age groups.

Age, Chronological--Time measured by the number of years lived.

Aging--A general term used for various biological, psychological and social processes whereby an individual acquires the socially

defined characteristics of old age.

Aging Americans Act of 1965--An approved and funded act of the U.S. Congress administered by the Department of Health, Education and Welfare through various state and private agencies.

Frankl's Existential Vacuum--A lack of perceived meaning in personal existence and manifested by the symptom of boredom.

Gerontology--A field of investigation comprised of the results from various traditional disciplines and professions directed toward the processes of aging and their consequences.

Interest--A demonstrated preference or preferences between alternative modes of overt behavior and characterized by a choice between activities, persons, places, things or experiences.

Motivation--The internal energy and drives that are aroused or stimulated by experience and opportunity for experience.

Need--A gap between a present and a changed set of circumstances as perceived to exist by the individual and/or by others.

Old Age--A stage of the life cycle socially defined or typified by increasing frailty and disability; much introspection and concern over the meaning of life; distinct awareness of approaching death; financial and physical dependency; isolation, boredom, and loneliness.

Older Person--Conceptually, an individual in the later maturity or old age stages of the life cycle. Socially, people are usually classified as older if they are chronologically sixty-five or older. Legally, there are several chronological ages which are used to define people as old, beginning as early as forty-five.

Purpose-in-Life Test--An attitude scale designed to measure the degree to which subjects experience Frankl's existential vacuum.

Retirement--The period following a career of job-holding, in which job responsibilities and often opportunities are minimized and in which economic wherewithal comes by virtue of having held a job for a minimum length of time in the past.

Retirement Education--Any educational activity, either formal or informal, entered into by an older person during retirement.

Retirement Processes--The processes whereby the individual prepares for, accomplishes, adjusts to, and lives out his retirement.

Senior Adult--For the purpose of this study it will designate those persons in the Oscar Rose Junior College non-degree program who consider themselves as retired from their work occupation.

Senior Center--A voluntary organization for older people which offers its members a range of services (recreation, nutrition, education, transportation, referral, etc.) and which has a specific facility for this purpose.

Social Gerontology--A subfield of gerontology dealing with the developmental and group behavior of adults and with the causes and consequences of having older people in the population.

Special Unit on Aging--The administrative department of the Oklahoma Department of Institutions, Social and Rehabilitative Services with assigned responsibility for administration of the funds received from the Aging Americans Act of 1965 by the State of Oklahoma.

Day College Students--For the purpose of this study it will designate those regular day-time students who are attending Oscar Rose Junior College courses which offer degree credit hours.

Social Distance--The degree of sympathetic understanding that subjects feel exists between themselves and members of other groups.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to identify demographic and motivational factors affecting participation in senior adult education classes and activities. Consideration of the purpose of the study resulted in the review of literature being reviewed according to the following areas: (1) Program and Participation Studies, (2) Demographic Characteristics, (3) Psychological Scales, and (4) Conceptual Models.

Program and Participation Studies

Booth (9) conducted an analysis of 1957 Bureau of Census data to investigate various demographic patterns associated with participation and non-participation in adult education programs. He calculated the ratios of participants to non-participants while examining independent variables such as age, education level, occupation, employment status, sex, location of residence and race. He found that participants were most likely to be under 45 years of age, at least high school graduates, of high occupational status, in the labor force, male, living in an urban environment and Caucasian. Booth's search of psychological and sociological research indicated to him that there was a lack of necessary theoretical framework to determine reasons for the results of his analysis.

Johnstone and Rivera (10) reported in 1965 on one of the largest research projects ever undertaken in the field of adult education. Under the sponsorship of the National Opinion Research Center they led a team of researchers in conducting in-person interviews of 13,293 households. Their interviewing pointed toward answering twenty research questions. These questions were concerned with such items as how many adults engaged in educational activities, what did they study and why did they study. They also investigated methods of study, preferred institutional settings, effects of family responsibility on participation, potential audience size, adequacy of facilities and future outlook for adult education. This was an exhaustive and large study; it gave primary emphasis to working adults in the 20 to 60 year old age group. Information on senior adults over 65 years of age was of little concern to the researchers.

Sarvis (11) conducted a study of the educational needs of the elderly in the State of Washington in 1972. His study concentrated on community colleges in Washington and was based upon the results of questionnaires sent to both college administrators and older persons who had attended educational programs at colleges and senior centers. His findings were that educational needs are diverse for the elderly but intensity of need is diminished with respect to younger subjects. He found that older adults feel a need to contribute something of value to society; a sense of worth. He further concluded that those older adults who attend senior centers regularly placed a high value on the activities and that courses which charged a minimal tuition were valued more than ones with no fees. Appendix H of this study lists approximately 100 course titles of interest to senior adults, and these titles

agree with many of those seen in other educational programs for senior adults offered throughout the United States.

Newberry (12) did a study in 1959 of previous research involving participants and participation in adult education. He found that the first study was done by Gallop in 1945 and the next one was by the Bureau of the Census in 1957. His search found one study by Clark and Sloan of education programs offered by industry for benefit of employees. This review of research revealed two types of studies: those that studied the characteristics of participants and those that sampled a population to determine differences between participants and non-participants. Again, this study confirmed that adult education participants were most likely to be found among the more highly educated and those individuals with high economic and occupational status. The study also revealed that information on participants existed primarily for working aged adults between 20 and 60 years of age. There were no reported findings of research of older people as participants in educational programs.

Riley and Foner (13) conducted a study in 1965 that summarized many demographic characteristics of the elderly U.S. population. Their study revealed a need to answer a number of research questions with regard to the experiences of colleges and universities that admit retired persons to classes without payment of fees. Also, to answer questions in regard to response to senior adult course offerings as well as effects on faculty, classroom situation and on other students was an objective of Riley and Foner's study. These researchers found a lack of information existed with respect to the questions in 1965.

Eklund (14) proposed in 1969 an educational program development for the post-retirement years. His research studies concluded that findings on motivation of senior adults were inconclusive and presented a concern to professional educators due to the lack of consistent, dependable motivational factors that could guide effective programming for continuing adult education. Other findings of his study are that the persons reaching 65 can expect to live an additional 13-16 years in sufficiently good health to permit continuance of major activities. He found that there were indications of definite increases in measured intelligence up to age 60 and attributed such to relevancy and recency of the individual's educational experience, health and socioeconomic status. He also concluded that stress points such as retirement or death of a spouse provide incentive for further education. This study revealed that senior adults feel a need to be needed and that a serious defect exists in the social structure of the U.S. due to the absence of relevant and useful things for older people to do. He suggests that education has a part to play in correcting this defect. Those seen as responsible for education of the elderly include colleges, employers, unions, local secondary schools, community arts and recreation centers and churches. He foresees a vast educational potential of the mass media to bring formal education into the homes of older persons.

Volunteer associations are today providing a number of educational opportunities for senior adults. Appendix A is a letter from an administrator of the Institute of Lifetime Learning program in California. The letter reports that there are 30 Institutes on a national basis and that the parent organizations for the Institutes, the National

Retired Teachers Association and the American Association of Retired Persons, also sponsor seminars for training manpower to work with senior adults. The Long Beach Institute's course catalog (15) lists approximately 30 different courses offered for local senior adults. These courses charge a \$12.00 tuition for 10 hours of instruction and a certificate is awarded to those individuals attending 80 percent of the classes. The Institute of Lifetime Learning was the largest nationwide program for senior adults as offered by a volunteer association uncovered in this review of literature.

In Oklahoma City the St. Luke's Methodist Church (16) conducts a program for senior adults each Friday. The program attracts some 700 to 900 people each Friday and is financed by the church. The program has a full-time church staff member assigned to the program. The activities include a luncheon each Friday as well as courses of interest to senior adults. The course offerings and titles are similar to those of the Institute of Lifetime Learning and the Oscar Rose Junior College Senior Adult Education program. The Oklahoma City office of the Areawide Aging Agency directory (17) lists one other church-related program in the area, the Northside Community Enrichment program operated on Thursdays from September through May each year and sponsored by eight north Oklahoma City churches composed of Catholic, Methodist, Episcopal, Presbyterian and Lutheran denominations. Atchley (1) mentions one other source of aid to senior adult education and that is the work in community education sponsored by the Mott Foundation.

Review of literature on existing educational programs for the elderly resulted in one interesting response, Appendix B, from the National Council of Senior Citizens, Inc. The letter from the association stated that the Council did not consider itself primarily an educational organization but rather a political activist organization. The letter did mention a monthly newspaper sent out to members that contained information affecting the well-being of senior citizens. It would appear that such information service could be considered educational and that the Council may be providing an educational service through the mass medium of the newspaper.

The Areawide Aging Agency directory (15) lists three colleges in the Oklahoma City area as providing educational programs for the elderly. The schools are Oscar Rose Junior College, Oklahoma City Southwestern College and South Oklahoma City Junior College. No information could be located regarding the levels of participation or persons attracted to these college-based programs.

Korim (17) has conducted a survey of community and junior colleges in the United States to determine the level of activity for senior adult education programs. He has suggested some guidelines for program implementation and operation and has issued a challenge to the nation's 1100 community and junior colleges to provide services to senior adults. His guidelines are of a general nature with very few specific suggestions to help the educator in selecting course offerings, notifying the prospective participants or staffing and financing an on-going program. This study does suggest that community and junior colleges offer other types of services for the senior adults besides providing courses. He suggests assistance for the elderly with respect to nutrition,

transportation, health, employment, counseling, information referral, recreation, social and cultural activities.

One of the largest programs, in terms of senior adults served, is a community college program offered by a cooperative of eight New York City colleges (18). The course catalog lists the operation as being composed of 58 educational centers, 80 courses and involving some 2000 participants each semester. This program is financed under a Title III grant of the Older Americans Act of 1965 and requires no tuition fees from the participants.

Universities have made some contributions to the education of senior adults. Kauffman (18) has studied the program and the participants of the University of Kentucky Donovan Scholars program. His findings reveal that the program has the participants enrolling in regular college courses offered by the University of Kentucky but without tuition fees being charged the senior adults. His study of the participants revealed that they were primarily interested in courses of English, art, history and education. The participants were rather well educated: 86 of 117 had completed some college work prior to becoming Donovan Scholars and 50 of the 117 were teachers just prior to retirement. The participants in this sample are not typical of the average aged population, and the results of this study would be difficult to utilize in establishing a community college program for subjects who are lower in social, educational or occupational status.

Reeder (19) conducted a study in 1971 regarding the education of senior adults by the extension service of universities. The results of the study indicated only one out of thirty-one educational institutions surveyed had any educational program primarily for the senior adult.

The one exception was the North Carolina State University which had a Department of Aging and a rather comprehensive program for the elderly through its extension division. The primary reason given by other universities for not having programs was that the elderly were hard to reach. Reeder concluded that the university extension services were interested in young homemakers, youth, cattle and hogs, but not the elderly.

The literature research of studies of programs serving the educational needs of the elderly and studies regarding who might be expected to participate in community college programs, if they were available, revealed little information to enable educators and governmental planners to make sound judgements based upon foreknowledge.

Demographic Characteristics

Atchley (1) in Chapter 16, entitled Community, reported on a number of demographic factors regarding the elderly and the effects of the factors on the abilities of the elderly to function in the society of today. He concluded that as a population the elderly are at a lower economic status, less mobile, less well educated, spend more on health maintenance and are less well housed than are younger segments of the population. Implications of the factors on education of the elderly must surely be considered when designing and implementing such programs.

The U.S. Bureau of the Census (20) in 1973 revealed that 13.5 million households in the U.S. were headed by a person 65 or older. The results indicated that 45.3 percent of the households were headed by couples, husband and wife, 9.8 percent were by males alone and 33.3

percent by females alone. The remainder of households were headed by males other than husband and females who lived with their families. The 43.7 percent of elderly households where the male or female lived alone has implications for education to perform a social function if not an information transfer function. Another report of the Bureau of the Census (21) contains a large amount of demographic data on the senior adult population and is current for years up to about 1970. The average lifetime increases for the elderly from 1900 to 1969 indicate that having a sizable population of persons over 65 years of age is a phenomenon of only the last few years. Implications here are that it has become necessary only during the past 20 to 30 years to be concerned with the well-being of senior adults over 65 years of age because prior to that there were so few to be concerned about. Educational attainment of senior adults is presented also for the years since 1957 and a projection is made through the year 1990. The elderly will apparently increase in education attainment in the coming years but will always lag behind the younger generation.

Census data for Oklahoma are contained in a U.S. Bureau of the Census report (22) regarding population and housing. This information should prove helpful in making comparisons between persons enrolled in local educational programs and state population norms. The data are current for the year 1970.

Psychological Scales

Psychological scales should prove helpful when analyzing the participants in existing senior adults' education programs. It is expected that such analysis, when combined with demographic

characteristics of the participants, may offer guidance in developing a model of motivational factors affecting the educational needs of senior adults.

Moriwake (23) conducted a validity study in 1973 with aged samples utilizing the Affect Balance Scale. She found that scale to be highly valid in discriminating between normal and psychiatric outpatient groups. When compared with other scales such as the Rosow Morale Scale and Nine-Item Mental Health Scale, the Affect Balance Scale was determined to be the best over-all predictor of psychological well-being.

Lewis (24) made a study in 1971 of a number of elderly subjects utilizing the Purpose-in-Life (PIL) Scale. His excellent discussion of the PIL indicates that this scale is highly valid for older subjects and does measure what has been called "noogenic" neurosis or loss of meaning or loss of purpose in life. The PIL has been subjected to a number of empirical tests of validity, reliability, and its relationship to a variety of other variables (25).

Acuff and Gorman (26) and Acuff, Ibtihaj and Allen (27) have conducted a number of studies utilizing the PIL with elderly subjects and have calculated or summarized PIL mean scores and standard deviations for nine different groups of individuals. These reports conclude that occupational careers lose their ability to provide meaning with official retirement and approaching death. The implications for education to provide meaning and purpose could be of great help to a number of senior adults.

Miller (28) reports on the usefulness of a scale developed by Emory S. Bogardus in about 1933 to measure social distance or degree of social acceptance that exists between given persons and certain

social groups. It is believed that this scale could prove helpful in analyzing the degree of social acceptance, or lack thereof, between senior adults and young college students, generally 18 to 25 years of age, going to school on the same campus. Acceptance of each other may have a great deal to do with participation in community college programs.

Classification of participants according to occupational status may also prove helpful in analyzing the backgrounds of participants in senior adult education programs. Bourdette (29) has suggested a modification of a widely utilized occupational scale. This scale appears to be very complete and has been modified to account for most occupations found in central Oklahoma, including one for Tinker Field workers.

Conceptual Models

Conceptual models of needs that motivate individuals may prove helpful in defining a model to describe educational motivation for senior adults. Maslow (30) has defined a five level model of human needs. In order of priority he explains the five levels or steps to be basic physiological needs, safety and security, belonging and social activities, esteem and status and finally self-realization and fulfillment. The implications of this model might aid in determining the specific educational programs and course offerings based upon determining one's position in the needs levels.

Bengston (31) has also proposed a behavioral model for successful aging and it closely agrees with that by Maslow. Byron (32) studied a number of participants in senior adult education programs in Georgia

and she concluded that individuals had one of three basic goals when enrolling in courses. She observed that the motives were either to improve work or employment situation, for cultural growth or for self-expression.

The three models of need might all form into one model that had material maintenance as its first level, social expression as its second level, and ego satisfaction as its third level. If this were the case, it might aid educators in developing programs for the elderly.

Summary

After reviewing the literature in this area it is apparent that there is a lack of knowledge regarding existing community college programs for senior adults as well as a lack of factual information regarding the participants in such programs. Demographic data plus appropriate psychological tests and motivational models would appear to offer the tools necessary to describe programs, participants and factors of motivation that would aid in planning and implementing educational activities for senior adults.

In view of this review, it seems appropriate to investigate the questions previously stated in Chapter I.

CHAPTER III

METHODOLOGY

The purpose of this study was to identify demographic and motivational factors affecting participation in senior adult education classes and activities. To accomplish this purpose it was necessary to identify a group of senior adults to be studied, design test instruments to gather the needed information on each participant and then to determine the correct statistical technique for analyses of the accumulated data obtained from the test instruments and from enrollment records available at the institution or organization where the participants were enrolled.

The Population

Senior adults enrolled at the Oscar Rose Junior College (ORJC) in Midwest City, Oklahoma in the fall of 1974 and the spring of 1975 constituted the population of the study. This program had begun at ORJC in the fall of 1972 and had continued each semester with enrollment approaching 300 participants during 1974/1975. The program had been funded each semester under a Title III grant from the Older Americans Act of 1965. The participants were organized into classes of their interest with all class participants being retired senior adults and no tuition being charged. Contact with young college students at ORJC was limited to occasions and places other than senior adult classes.

See Appendix C for a more detailed description of the Senior Adult Education Program and typical courses offered by Oscar Rose Junior College.

One objective with respect to population was to attempt to gather information on each participant in the program during the fall semester of 1974 and the spring semester of 1975 so as to encompass the entire population in the sample. Data gathering was accomplished by a series of in-class meetings with participants and by a mail follow-up with those enrollees who were absent for some reason during the visits to the classes in each semester. All in-class visits, in excess of 30 each semester, were made by the researcher. A questionnaire, Appendix D, was administered to each participant during the fall 1974 semester. During the spring 1975 semester, the questionnaire administered in the fall of 1974 was administered to all participants enrolled for the first time in the program during the spring 1975 semester. Another questionnaire, Appendix E, was administered to those participants who had completed the fall 1974 questionnaire during the fall semester. Again, questionnaires were mailed to each participant who was enrolled in the spring 1975 semester but was not present for the in-class sessions with the researcher.

One additional questionnaire, Appendix F, was administered to Oscar Rose College day students enrolled in courses of history and English and meeting at approximately the same time as the senior adult program. Students in this group were below 30 years of age, working toward degrees in various fields and were thought to possibly have some contacts with the senior adult participants at the ORJC library and student center. Questions asked of the young college students were

similar to those asked of the senior adults who were enrolled in both the fall 1974 and spring 1974 semesters.

Design of Test Instruments

The various questionnaires developed for data gathering were designed to provide measures of demographic characteristics, attitudes and preferences, psychological information and social distance. The questionnaire design was intended to result in a questionnaire that had the features of being easy to understand, simple to answer, non-threatening and capable of being completed in 30 minutes or less.

Questions asked in the demographic sections involved such factors as previous educational experience, economic and occupational status, health, housing, age, sex and a number of other areas of interest. Psychological testing was accomplished by use of the Affect Balance Scale and the Purpose-in-Life test as previously described in Chapter II. A modification of the Bogardus Social Distance Scale was also utilized with senior adults who were enrolled during both semesters as well as with the young college subjects.

Data Analysis and Statistical Procedures

The sum of all questionnaires resulted in a rather sizable quantity of data being available to the researcher. The data of an objective form was tabulated on computer cards to aid in sorting and statistical analysis. See Appendix G for a detailed description of tabulated questionnaire items and card column numbers. Two data cards were required for each of the subjects completing the long questionnaire, Appendix D.

The descriptive nature of the study made it necessary to do frequency analysis and percentage distribution for each of six distinctive categories of senior adult participants and also for the young college students surveyed. Variable means and medians were also computed in a number of cases. The data was further isolated by frequency analysis and percentage distributions for discrete categories in the North-Hatt Prestige Scale.

Pearson product moment correlations were made for all variables involving interval data. Output from these calculations revealed the product moment coefficient and level of significance.

Chi-square test was used for comparison of ratings of perceived educational needs between young and senior adult subjects. The .05 level was chosen as the minimum level at which results would be considered significant.

The computer facilities and previously programmed statistical programs of the OSU Computer Center were used to facilitate the data analysis. The specific name of the computer program was SAS, Statistical Analysis System.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This chapter is devoted to presenting and analyzing the data collected in the study. The first section of this chapter will deal with the method of data collection and the return rates of various questionnaires. The second section will then consider appropriate parts of the data to answer the ten research questions in Chapter I.

Background and Return Rates

The in-class meetings with the senior adult participants were conducted by the researcher with a brief statement regarding the purpose of the study and the implications that the study might hold for future educational efforts by community colleges. No detailed explanations of the questions were given, and as little guidance was given by the researcher as was possible. The average time for completion of the questionnaire in Appendix D was approximately thirty minutes and was accomplished during a regular class period. There was very little complaint, except from bridge classes, regarding either the loss of class time or the length of the questionnaire. Interruption of the bridge classes was met with some opposition and resulted in one class of about 12 people insisting on completing the questionnaire at home and returning it at the next class session.

Some confusion existed in the minds of five to ten people in the spring semester as to whether they had completed the questionnaire during the previous fall semester. An attempt was made to assure that no person completed the same questionnaire twice, but the loss of memory by a few may have resulted in one or two duplications.

The most severe problem encountered by the senior adult participants was in understanding how to score a continuum such as existed in the Purpose-in-Life (PIL) scale of section III, Appendix D. The PIL scale appeared to present no problem to the younger college students in answering their questionnaire. One additional problem existed for the senior adult women when it came to answering the questions relating to occupation and financial information. It appears that many women gain their status from their present or former husband's occupation and are reluctant or not sure when answering these questions. Many women informed the researcher that they were housewives and that the questions relating to when they retired revealed that the researcher didn't know that housewives never retire.

The questionnaire utilized to gather information from the day college students, Appendix F, was not accomplished with the researcher in the class, but was completed during the class time with the regular instructor distributing and collecting the questionnaires. Respondents to this questionnaire were enrolled in various degree programs and were attending general education courses that met at approximately the same time as the separate senior adult program.

Four hundred and forty senior adult participants were enrolled in the combination of fall 1974 and spring 1975 semesters. Of this group, 327 completed the long form questionnaire, Appendix D, for a return

rate of 74.3 percent. One hundred and thirty participants in the spring were repeat participants from the previous fall semester, and the return rate for the short form questionnaire, Appendix E, was 76.9 percent with a return of 100 questionnaires.

One hundred and thirty day college students completed the questionnaire of Appendix F in eight separate classes. Classes surveyed included one history class, two political science classes and five English classes. Due to the general education nature of each class, it was believed that the students represented a cross-section of the entire student body with respect to age, background and educational pursuits.

Analysis of Research Questions

The purpose of this study was to identify demographic and motivational factors affecting participation in senior adult classes and activities. Achievement of this purpose was accomplished by answering the ten research questions presented in Chapter I.

Question 1

Question 1 had to do with the demographic profile of participants in the senior adult education program at Oscar Rose Junior College for the fall 1974 and spring 1975 semesters. The question from Chapter I is repeated here:

- 1) Who is attracted to a senior adult education program?

The results are presented in Tables I through XXVII. Demographic variables are compared in the tables for six different classifications of participants: for the total group, for the 65 year old and older

group, for men, for women, for married, and for widowed participants. In some cases, data are included for the day college students who participated in the study.

Presented in Table I are data concerning the sex of participants. The data indicate a sex ratio of 60 men per 100 women for individuals 65 years old and older in the program. By comparison, the sex ratio for the Oklahoma City Standard Metropolitan Statistical Area (SMSA) is 66 men per 100 women for the same age group according to the Bureau of the Census (33). According to Atchley (1) married men make up 71 percent of the U.S. male population in the 65 year old and older age category, while 90 percent of the male participants at ORJC are married. He also reports that 19 percent of the male population in the 65 and older age category are widowed, while this study reveals that three percent of the ORJC male participants are widowed. In the case of women participants in the ORJC program, 55 percent are married and 37 percent are widowed, which compares to 37 percent and 52 percent, respectively, for the U.S. female population 65 years of age and older.

Presented in Table II is the marital status for participants in the ORJC program. By comparison the Oklahoma City SMSA population for the 65 and over age group reveals 50 percent are married and 37 percent are widowed, according to the Bureau of the Census (33).

Presented in Table III is the racial composition of the ORJC senior adult education program. Negroes are 8.5 percent of the Oklahoma City SMSA population, while composing 1.6 percent of the population of ORJC participants, according to the Bureau of the Census (33). In the combination Del City and Midwest City SMSA, Bureau of the Census (33), Negroes compose 0.5 percent of the population. Later discussion

TABLE I
CHARACTERISTICS OF SENIOR ADULTS
ACCORDING TO SEX

Sex	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	91	28.6	47	37.3	91	100	--	--	82	39.8	3	3.5
Female	227	71.4	79	62.7	--	--	227	100	124	60.2	84	96.5
No answer	9	--	4	--	--	--	--	--	5	--	4	--

TABLE II
CHARACTERISTICS OF SENIOR ADULTS
ACCORDING TO MARITAL STATUS

Marital Status	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Married	211	65.5	71	55.0	82	91.1	124	55.6	211	100	--	--
Widowed	91	28.3	49	38.0	3	3.3	84	37.7	--	--	91	100
Separated	1	0.3	0	0	0	0	1	0.5	--	--	--	--
Divorced	16	5.0	9	7.0	5	5.6	11	4.9	--	--	--	--
Single (never married)	3	0.9	0	0	0	0	3	1.3	--	--	--	--
No answer	5	--	1	--	1	--	4	--	--	--	--	--

TABLE III
CHARACTERISTICS OF SENIOR ADULTS
ACCORDING TO RACE

Race	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	1	0.3	1	0.8	0	0	1	0.5	0	0	0	0
Negro	5	1.6	2	1.6	1	1.2	4	1.8	3	1.5	1	1.2
Oriental	0	0	0	0	0	0	0	0	0	0	0	0
White	304	98.1	119	97.6	84	98.8	212	97.7	201	98.5	85	98.8
Other	0	0	0	0	0	0	0	0	0	0	0	0
No answer	17	--	8	--	6	--	10	--	7	--	5	--

of Table XXVII will reveal that the majority of ORJC participants live within the Del City and Midwest City SMSA.

Presented in Table IV are the age distributions and mean ages for the various groups of participants. It will be noted that the widowed group is older, on the average, than the other groups and that the distribution approaches a normal shaped curve for each group.

Presented in Figure 1 is the age distribution in the form of a bar chart. Among the widowed group it will be noted that 35 percent are in the age range of 71-80 years.

Presented in Tables V, VI and VII are estate values, yearly income, and sources of income for the participants. Estate values for the majority of participants at or above the \$20,000 figure are indicated in Table V. Atchley (1) points out that while the elderly tend to own more and owe less than younger people (under 55 years of age), home ownership is the most common asset and that liquid assets as a form of supplemental incomes are usually not available, particularly for those older people who need supplemental income the most.

Presented in Table VI is the yearly income distribution for the participants in the ORJC program. A recent study by Louis Harris and Associates, Inc. (34) shows that the median household income for the public 65 years and older is \$4,500 per year. For ORJC participants in the same age category the median income is \$6,500 per year. It should be noted that the median income for the widowed group at ORJC is slightly less than \$3,500 per year. Bureau of the Census (21) definitions give the poverty threshold level income figures of \$3,424 for families of two persons and \$1,931 for individuals living in metropolitan areas in terms of 1971 dollars. The ORJC participants are above

TABLE IV
CHARACTERISTICS OF SENIOR ADULTS ACCORDING
TO AGE DISTRIBUTION

Age on Jan. 1, 1975	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
48-50	3	1.2			1	1.1	2	1.3	2	1.2	0	0
51-60	60	24.2			23	26.4	35	22.7	52	31.0	4	6.3
61-70	137	55.2			48	55.2	86	55.8	92	54.8	35	55.6
71-80	46	18.5			15	17.2	29	18.8	22	13.1	22	34.9
81-91	2	0.8			0	0	2	1.3	0	0	2	3.2
No answer	79	--			4	--	73	--	43	--	28	--
Mean age on Jan. 1, 1975	64.85		69.87		64.63		64.94		63.33		69.14	

Note:
As a percentage of
their own group.

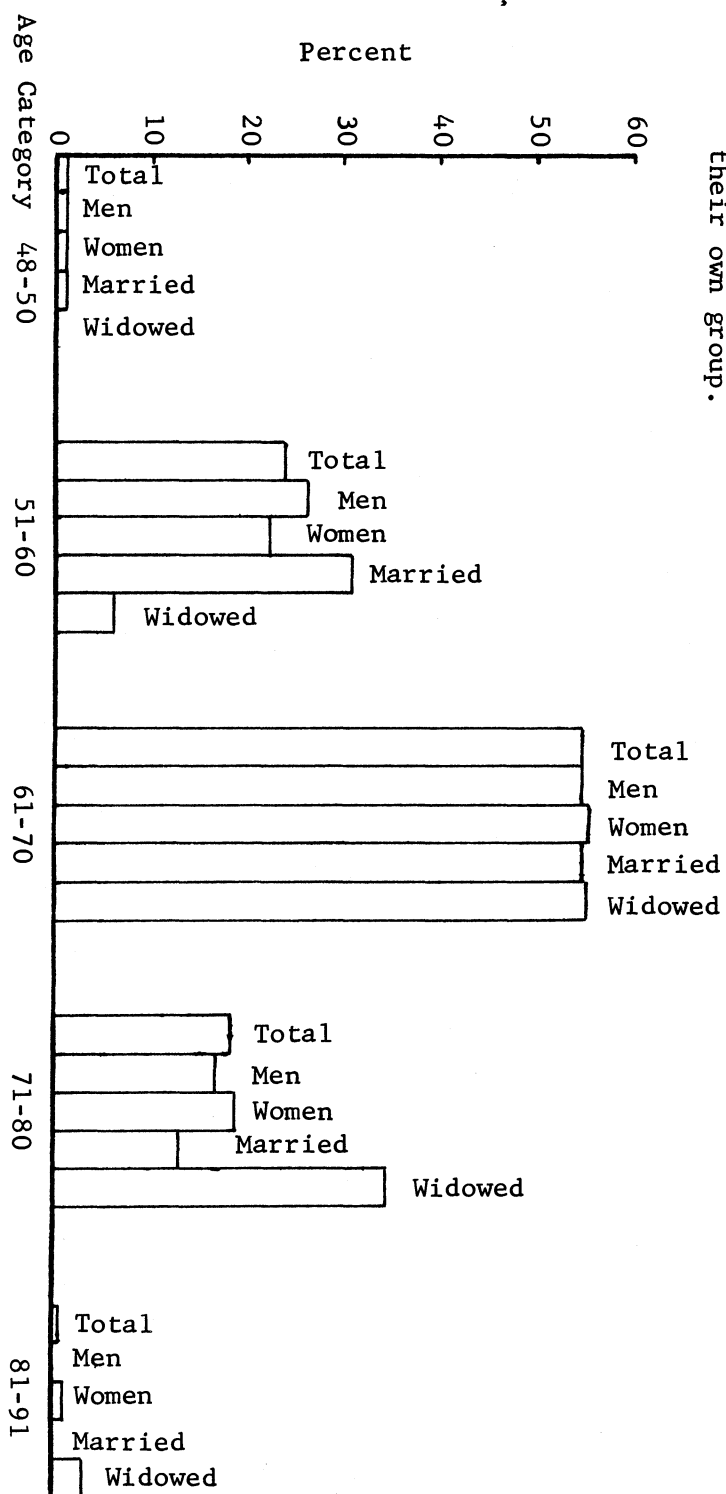


Figure 1. Age Distribution of Senior Adult Participants

TABLE V

ESTATE VALUES OF SENIOR ADULTS

Estate Value	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
About \$20,000	61	21.7	20	17.5	12	13.5	48	25.5	38	20.2	18	24.7
> \$20,000	172	61.2	74	65.0	70	80.5	98	52.1	136	72.3	26	35.6
< \$20,000	48	17.1	20	17.5	5	5.7	42	22.4	14	7.5	29	39.7
No answer	46	--	16	--	4	--	39	--	23	--	18	--

TABLE VI
PRESENT YEARLY INCOME OF SENIOR ADULTS

Present Yearly Income (dollars)	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
< 3,000	30	10.1	12	10.0	2	2.3	27	13.4	3	1.5	24	30.4
3,000-3,999	32	10.8	18	15.0	6	6.8	26	12.9	10	5.1	17	21.5
4,000-4,999	31	10.4	15	12.5	11	12.5	20	9.9	18	9.2	9	11.4
5,000-5,999	18	6.1	12	10.0	2	2.3	15	7.4	8	4.1	9	11.4
6,000-6,999	23	7.7	10	8.3	9	10.2	14	6.9	15	7.7	6	7.6
7,000-7,999	26	8.8	10	8.3	8	9.1	18	8.9	20	10.2	6	7.6
8,000-8,999	26	8.8	9	7.5	9	10.2	17	8.4	22	11.2	2	2.5
9,000-9,999	25	8.4	8	6.7	10	11.4	13	6.4	23	11.7	2	2.5
10,000-14,999	60	20.2	22	18.3	22	25.0	37	18.3	54	27.6	3	3.8
15,000-19,999	17	5.7	2	1.7	4	4.5	12	5.9	14	7.1	1	1.3
>20,000	9	3.0	2	1.7	5	5.7	3	1.5	9	4.6	0	0
No answer	30	--	10	--	3	--	25	--	15	--	12	--
Mean yearly income	\$7,295		\$6,650		\$8,136		\$6,876		\$8,474		\$4,715	

these figures for a majority of the people and families.

Sources of income are presented in Table VII. The Harris (34) study determined that 89 percent of the U.S. 65 and older population received social security benefits, five percent received veteran's assistance, 29 percent received work pensions, 19 percent received income from investments, four percent received aid from children, and seven percent received old age assistance from the States. These sources of income for the U.S. population 65 and older are considerably lower than for the ORJC participants except for the social security benefits, which is near the same percentage.

Presented in Tables VIII, IX, and X are the health conditions of the participants as they view their own health, the health of their spouses, and the health of peers. Atchley (1) presents data that indicate that 81 percent of the U.S. population 65 and older suffer some chronic health condition. If the ORJC participants are correct in their assessment of their own health and that of their spouses, then maybe the 95.2 percent for average or better rating, when compared to peers, is correct and would indicate that the health of participants is somewhat better than that of the 65 and older population of the U.S.

Presented in Table XI is an indication of the concerns of participants in the ORJC program. The Harris (34) study presents a rating of "very serious" problems for the 65 and older population of the U.S. and indicates that 21 percent of the population would rate health as a "very serious" problem. While the wording in this study was "greatest concern", it did indicate that 53.4 percent rated the item of health as the item of greatest concern. Finances represented a primary concern for only 10.2 percent of the ORJC participants, while representing some

TABLE VII
SOURCES OF FAMILY INCOME OF SENIOR ADULTS

Sources of Family Income	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%		%	#	%	#	%	#	%
Social security	202	65.2	112	87.5	50	55.6	136	64.4	113	55.9	79	90.8
Veterans' pension	43	13.9	14	10.9	15	16.7	28	13.3	35	17.3	8	9.1
Work pension	180	58.1	70	54.7	69	76.7	108	51.2	132	65.3	37	42.5
Investments	104	33.5	47	36.7	39	43.3	63	29.9	73	36.1	25	28.7
Aid from children	1	0.3	1	0.8	0	0	1	0.5	0	0	1	1.1
State old age assistance	2	0.6	1	0.8	0	0	2	1.0	0	0	1	1.1
Other	74	23.9	29	22.7	15	16.7	57	27.0	53	26.2	16	18.4
No answer	17	--	2	--	1	--	16	--	9	--	4	--

TABLE VIII
RATING OF ONE'S OWN HEALTH BY SENIOR ADULTS

Rating of One's Own Health	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Excellent	53	16.6	27	21.3	16	17.5	37	16.9	32	15.5	18	20.2
Good	120	37.6	45	35.4	32	35.1	84	38.4	82	39.8	28	31.5
Average	91	28.5	33	26.0	24	26.4	64	29.2	56	27.2	27	30.3
Fair	42	13.2	19	15.0	14	15.4	26	11.9	27	13.1	13	14.6
Poor	13	4.1	3	2.3	5	5.6	8	3.6	9	4.4	3	3.4
No answer	8	--	3	--	0	--	8	--	5	--	2	--

TABLE IX

RATING OF ONE'S SPOUSE'S HEALTH

Rating of One's Spouse's Health	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
Excellent	22	10.5	8	11.4	6	7.2	16	15.2	21	10.1	--	
Good	81	38.6	25	35.7	38	45.8	41	39.0	79	38.2	--	
Average	58	27.6	24	34.3	26	31.3	30	28.5	58	28.0	--	
Fair	37	17.6	9	12.9	11	13.3	26	24.8	37	17.9	--	
Poor	12	5.7	4	5.7	2	2.4	9	8.5	12	5.8	--	
No answer	117	--	60	--	8	--	105	--	4	--	--	

TABLE X
COMPARISON OF HEALTH OF SELF VERSUS PEERS

Health of Self Versus Peers	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Better	148	37.0	61	48.8	35	39.8	109	49.8	93	44.9	43	50.0
Average	142	45.1	58	46.4	44	50.0	95	43.4	97	46.9	38	44.2
Worse	25	7.9	6	4.8	9	10.2	15	6.8	17	8.2	5	5.8
No answer	12	--	5	--	3	--	8	--	4	--	5	--

TABLE XI
GREATEST CONCERN OF SENIOR ADULTS

Greatest Concern	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Health (Own or Spouse's)	160	53.3	63	53.4	55	64.0	102	49.5	119	60.4	33	41.8
Finances	26	8.7	12	10.2	5	5.8	20	9.7	11	5.6	14	17.7
Children	31	10.3	7	5.9	4	4.7	27	13.1	20	10.2	8	10.1
Age and Death	11	3.7	5	4.2	7	8.1	4	1.9	5	2.5	3	3.8
Lack of Being Useful	72	24.0	31	26.3	15	17.4	53	25.8	42	21.3	21	26.6
No answer	27	--	12	--	5	--	21	--	14	--	12	--

32 percent of the U.S. population 65 and older. It would appear that the higher income level of the ORJC participants has moved their concern onto their own health or the health of their spouse. The lack of being useful concern was 26.3 percent for ORJC participants and compares to 23.4 percent for the 65 and older population of the U.S. as determined by the Harris (34) study.

The formal education levels of the ORJC participants is presented in Table XII. The median educational attainment for ORJC participants is 11.7 years of schooling, which compares to 8.7 years for the U.S. population 65 and older according to a 1973 report of the U.S. Bureau of the Census (21).

Grouping of the ORJC participants according to fine categories based upon the modified North-Hatt Prestige Scale (Appendix H) is presented in Table XIII. Housewives were considered as a separate category for comparison purposes. The percentages in each classification of participants for a given category of the Prestige Scale would indicate nearly equal representation among men, women, married and widowed as well as for those 65 and older. The one exception might be the relatively lower percentage representation of women and widowed in the medium category, but even this might be explained by the larger representation of both groups in the housewife category.

The religious involvement of participants in the ORJC program is presented in Tables XIV, XV and XVI. The one characteristic that would appear to be distinctive would be the relative increase in importance of religion for all groups and especially for the men. The increased importance of religion, as perceived by the participants, when compared to that at age 40 is somewhat confirmed by the Harris (34) study which

TABLE XII
FORMAL EDUCATION OF SENIOR ADULTS

Years Completed	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
6	1	0.31	0	0	0	0	1	0.4	0	0	1	1.1
7	1	0.31	0	0	0	0	1	0.4	0	0	0	0
8	21	6.52	10	7.81	9	10.11	12	5.4	13	6.22	7	7.8
9	10	3.10	2	1.56	1	1.12	8	3.6	6	2.87	3	3.3
10	24	7.45	9	7.03	3	3.37	20	8.9	13	6.22	10	11.1
11	17	5.28	9	7.03	4	4.49	13	5.8	10	4.78	6	6.7
12	128	39.75	48	37.50	37	41.57	86	38.4	85	40.67	34	37.8
13	22	6.83	6	4.69	5	5.62	17	7.6	17	8.13	3	3.3
14	32	9.94	12	9.38	7	7.87	24	10.7	20	9.57	7	7.8
15	8	2.48	3	2.34	3	3.37	5	2.2	6	2.87	2	2.2
16	27	8.38	14	10.94	11	12.36	16	7.1	19	9.09	8	8.9
17	10	3.10	6	4.69	3	3.37	7	3.1	5	2.39	4	4.4
18	15	4.65	6	4.69	4	4.49	10	4.5	11	5.26	4	4.4
19	3	0.93	1	0.78	1	1.12	2	0.9	2	0.96	1	1.1
20	3	0.93	2	1.56	1	1.12	2	0.9	2	0.96	0	0
No answer	5	--	2	--	2	--	3	--	2	--	1	--
Median			11.7									

TABLE XIII

PRESTIGE CATEGORIES OF SENIOR ADULTS

Prestige Scale*	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
Very High (89-100)	3	0.94	2	1.54	3	3.37	0	0	3	1.4	0	0
High (78-88)	65	20.38	32	24.62	17	19.10	46	20.81	39	18.84	23	25.56
Medium (65-77)	118	36.99	56	43.08	44	49.44	68	30.77	86	41.55	24	26.67
Low (55-64)	54	16.93	22	16.92	19	21.35	34	15.38	33	15.94	15	16.67
Very Low (1-55)	13	4.08	5	3.85	6	6.74	7	3.17	10	4.83	3	3.33
Housewife	66	20.7	13	10.0	0	0	66	29.9	36	17.39	25	27.78
No answer	8	--	0	--	2	--	6	--	4	--	1	--

*Based upon North-Hatt Prestige Scale.

TABLE XIV
RELIGIOUS PREFERENCE OF SENIOR ADULTS

Religious Preference	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Protestant	279	86.9	112	87.5	78	86.7	193	86.9	182	87.5	79	88.7
Catholic	29	9.1	13	10.2	8	8.9	21	9.5	18	8.7	7	7.9
Jewish	1	0.3	0	0	1	1.1	0	0	0	0	0	0
Other	12	3.7	3	2.3	3	3.3	8	3.6	8	3.8	3	3.4
No answer	6	--	2	--	1	--	5	--	3	--	2	--

TABLE XV
IMPORTANCE OF RELIGION AT AGE 65 AND OLDER
COMPARED TO AGE 40

Importance Now Compared to Age 40	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
More important	142	44.94	61	48.03	48	53.33	89	41.01	95	45.89	39	45.35
Less important	14	4.43	8	6.30	3	3.33	10	4.61	7	3.38	6	6.98
About the same	160	50.63	58	45.67	39	43.34	118	54.38	105	50.73	41	47.67
No answer	11	--	3	--	1	--	10	--	4	--	5	--

TABLE XVI
BELIEF IN LIFE AFTER DEATH

Belief in Life After Death	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	285	91.35	114	91.20	81	90.00	196	91.59	189	92.65	76	90.48
No	27	8.65	11	8.80	9	10.00	18	8.41	15	7.35	8	9.52
No answer	15	--	5	--	1	--	13	--	7	--	7	--

showed increasing attendance rates at church or synagogue for individuals up to approximately age 79.

Presented in Tables XVII, XVIII, XIX and XX are indicators of individual independence and mobility of the ORJC participants. It is revealed in Table XVII that approximately 90 percent of the 65 and older group live in their own independent households. This percentage compares to 75 percent for the U.S. population 65 and older according to Atchley (1). If living in their own apartments is also considered independent households, then the figure for ORJC participants is greater than 95 percent.

The interaction of senior adult ORJC participants and their children is presented in Table XVIII. The Harris (34) study revealed that 81 percent of the 65 and older U.S. population, who had living children, had seen the children within the past week. This will compare to only 57 percent for the ORJC participants. Family relationships, if measured by frequency of contact, would appear to be less for the ORJC participants when compared to the general population in their same age categories.

It is revealed in Table XIX that slightly more than 90 percent of the 65 and older ORJC participants drive an automobile. ORJC participants, on the whole, would appear to be attending classes without dependence on either friends, family or public facilities being required for transportation.

Table XX appears to correlate with the automobile driving characteristics of Table XIX. One exception would show that while some 20 percent of the widowed do not drive, only 4.5 percent do not do their own shopping.

TABLE XVII
DOMICILE OF SENIOR ADULTS

Domicile	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
In own home	295	91.61	115	89.84	88	97.78	198	88.79	205	97.6	72	80.90
In apartment	15	4.66	7	5.47	1	1.11	14	6.28	3	1.4	8	8.99
With children	8	2.48	5	3.91	0	0	8	3.59	0	0	7	7.87
With a friend	0	0	0	0	0	0	0	0	0	0	0	0
Home for retirees	0	0	0	0	0	0	0	0	0	0	0	0
In mobile home	4	1.24	1	0.80	1	1.11	3	1.34	2	1.0	2	2.25
No answer	5	--	2	--	1	--	4	--	1	--	2	--

TABLE XVIII
FREQUENCY OF SEEING CHILDREN

Frequency of Seeing Children	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
Every day	65	23.05	23	21.10	18	22.22	47	24.35	42	21.76	22	28.95
Once a week	102	36.17	39	35.78	32	39.51	67	34.72	73	37.82	24	31.58
Once every two weeks	24	8.51	8	7.34	5	6.17	19	9.84	12	6.22	9	11.84
Once a month	30	10.64	11	10.09	5	6.17	23	11.92	23	11.92	6	7.89
Holidays, birthdays and special occasions	24	8.51	12	11.01	11	13.58	12	6.22	18	9.33	6	7.89
Once a year	36	12.77	16	14.68	9	11.11	25	12.95	25	12.95	9	11.84
Never	1	0.40	0	0	1	1.23	0	0	0	0	0	0
No answer	45	--	21	--	10	--	34	--	18	--	15	--

TABLE XIX
SENIOR ADULTS WHO DRIVE A CAR

Drive a Car	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	291	90.94	115	90.55	88	98.88	195	87.84	198	95.2	71	79.78
No	29	9.06	12	9.45	1	1.12	27	12.16	10	4.8	18	20.22
No answer	7	--	3	--	2	--	5	--	3	--	2	--

TABLE XX
MOBILITY OF SENIOR ADULTS AS SHOWN BY
DOING OWN SHOPPING

Do Own Shopping	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Yes	308	95.95	123	96.85	84	93.33	215	96.85	200	95.7	85	95.50
No	13	4.05	4	3.15	6	6.67	7	3.15	9	4.3	4	4.50
No answer	6	--	3	--	1	--	5	--	2	--	2	--

The previous background of ORJC participants is presented in Tables XXI, XXII, XXIII and XXIV. These data indicate that the participants tended to spend their lives after age 20 in communities of larger size than those in which they spent the first 20 years of their existence.

Tenure in their present community, Table XXIII, reveals that over 55 percent of the 65 and older participants have been in the present community for more than 21 years.

Presented in Table XXIV are data that show that slightly more than 70 percent of the 65 and older participants spent at least 21 years in the occupation that they held at retirement. It is interesting to note that only approximately 20 percent of the 65 and older participants spent 41 or more years in the same occupation.

Family structure of the ORJC participants is presented in Tables XXV and XXVI. The group of men in the program would appear to have fewer children and grandchildren than would other groups. It may be significant that the widowed, who are primarily women, who have no children is considerably a greater percentage than for other groups.

Geographic dispersion of the ORJC participants is presented in Table XXVII. The item of significance here is the local nature of participation. While the program has received wide publicity in the mass media of the Oklahoma City SMSA, the data reveal that over 50 percent of the participants live within 2.5 miles of the ORJC campus and in general live either in Midwest City or Del City. Distinctions within the groups analyzed in this study reveal that the 65 and older group live slightly farther from the ORJC campus, as compared to the total of

TABLE XXI
SIZE OF COMMUNITIES IN WHICH SENIOR ADULTS
LIVED TO AGE 20

Setting to Age 20	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Rural	126	39.25	51	39.84	39	43.4	82	36.94	82	38.9	36	40.00
Town < 10 K	116	36.14	50	39.06	34	37.8	79	35.58	75	35.5	35	38.89
City < 50 K	31	9.66	11	8.59	4	4.4	26	11.71	21	10.0	9	10.00
> 50 K < 100 K	17	5.30	6	4.69	4	4.4	13	5.86	10	4.7	6	6.67
> 100 K	31	9.66	10	7.81	9	10.0	22	9.91	23	10.9	4	4.44
No answer	6	--	2	--	1	--	5	--	0	--	1	--

TABLE XXII
SIZE OF COMMUNITIES IN WHICH SENIOR ADULTS
HAVE LIVED SINCE AGE 20

Setting Since Age 20	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Rural	27	8.52	16	12.6	4	4.55	23	10.45	16	7.73	10	11.4
Town < 10 K	53	16.72	21	16.5	13	14.77	40	18.13	28	13.53	22	25.0
City < 50 K	81	25.55	28	22.1	23	26.14	55	25.00	55	26.57	19	21.6
> 50 K < 100 K	67	21.14	26	20.5	17	19.32	48	21.82	42	20.29	20	22.7
> 100 K	89	28.08	36	28.3	31	35.23	54	24.55	66	31.88	17	19.3
No answer	10	--	3	--	3	--	7	--	4	--	3	--

TABLE XXIII
TENURE IN PRESENT COMMUNITY

Tenure in Present Community	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
0-1 years	14	4.39	3	2.36	6	7.14	8	3.62	10	4.90	1	1.14
2-5 years	31	9.72	18	14.17	4	4.76	27	12.22	10	4.90	18	20.45
6-10 years	29	9.09	10	7.87	6	7.14	22	9.95	20	9.80	9	10.23
11-20 years	86	26.96	26	20.47	21	25.00	61	27.60	54	26.47	28	31.82
20-30 years	105	32.92	41	32.28	34	40.48	69	31.22	76	37.25	22	25.00
31-40 years	39	12.23	21	16.54	10	11.90	27	12.22	27	13.24	8	9.09
41-50 years	5	1.57	5	3.94	3	3.57	2	0.90	4	1.96	1	1.14
Over 50 years	5	1.57	3	2.36	0	0	5	2.26	2	0.98	1	1.14
No answer	8	--	3	--	7	--	6	--	7	--	3	--

TABLE XXIV
TENURE IN RETIREMENT OCCUPATION

Tenure in Retirement Occupation	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
1-10 years	28	9.18	13	10.16	4	4.60	22	10.53	17	8.63	10	11.63
11-20 years	66	21.64	23	17.97	12	13.79	51	24.40	45	22.84	16	18.60
21-30 years	104	34.10	39	30.47	29	33.33	73	34.93	67	34.01	29	33.72
31-40 years	64	20.98	28	21.88	29	33.33	34	16.27	41	20.81	16	18.60
41-50 years	31	10.16	20	15.63	10	11.49	20	9.57	23	11.68	7	8.14
51-60 years	10	3.28	4	3.13	2	2.30	8	3.83	3	1.52	7	8.14
61-70 years	2	0.66	1	0.78	1	1.15	1	0.48	1	0.50	1	1.16
No answer	22	--	2	--	4	--	18	--	14	--	5	--

TABLE XXV
NUMBER OF CHILDREN OF SENIOR ADULTS

Number of Children	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
0	38	11.95	19	14.96	9	10.11	28	12.7	18	8.57	15	16.7
1	69	21.70	26	20.47	18	20.22	47	21.4	42	20.00	24	26.7
2	96	30.19	39	30.71	28	31.46	66	30.0	71	33.81	22	24.4
3	64	20.13	23	18.11	20	22.47	43	19.6	47	22.38	14	15.6
4	29	9.12	11	8.66	9	10.11	19	8.6	19	9.05	8	8.9
5	11	3.46	5	3.94	2	2.25	9	4.1	7	3.33	3	3.3
6	4	1.26	1	0.79	0	0	4	1.8	1	0.48	3	3.3
7	1	0.31	1	0.79		0	1	0.5	1	0.48	0	0
8	4	1.26	2	1.58	1	1.12	3	1.4	3	1.43	1	1.1
9	2	0.63	1	0.79	2	2.25	0	0	1	0.48	0	0
No answer	9	--	3	--	2	--	7	--	1	--	1	--
Means	$\bar{X} = 2.22$		$\bar{X} = 2.16$		$\bar{X} = 2.31$		$\bar{X} = 2.20$		$\bar{X} = 2.30$		$\bar{X} = 2.03$	

TABLE XXVI

NUMBER OF GRANDCHILDREN OF SENIOR ADULTS

Number of Grandchildren	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
0	70	22.5	26	21.1	26	29.5	42	19.5	47	22.9	15	17.0
1	19	6.1	8	6.5	7	8.0	12	5.6	14	6.8	4	4.5
2	53	17.0	12	9.8	16	18.2	35	16.3	41	20.0	11	12.5
3	26	8.4	10	8.1	7	8.0	18	8.4	16	7.8	9	10.2
4	26	8.4	13	10.6	8	9.1	18	8.4	18	8.8	6	6.8
5	17	5.5	11	8.9	6	6.8	11	5.1	12	5.9	5	5.7
6	24	7.7	8	6.5	4	4.6	20	9.3	15	7.3	9	10.2
7	13	4.2	8	6.5	2	2.3	11	5.1	3	1.5	8	9.1
8	9	2.9	4	3.2	1	1.1	8	3.7	7	3.4	2	2.3
9	10	3.2	5	4.1	2	2.3	7	3.3	6	2.9	4	4.5
10	11	3.5	1	0.8	1	1.1	10	4.7	8	3.9	2	2.3
11	9	2.9	4	3.2	1	1.1	7	3.3	5	2.4	3	3.4
12	7	2.3	4	3.2	1	1.1	5	2.3	3	1.5	4	4.5
13	1	0.3	1	0.8	0	0	1	0.5	0	0	0	0
14	1	0.3	1	0.8	0	0	1	0.5	0	0	1	1.1
15-19	10	3.2	5	4.1	3	3.4	7	3.3	6	2.9	4	4.5
20-24	2	0.6	1	0.8	1	1.1	1	0.5	0	0	1	1.1
25-30	4	1.2	2	1.6	2	2.3	2	0.9	4	2.0	0	0
No answer	16	--	7	--	3	--	12	--	6	--	3	--
Means	$\bar{X} = 4.54$		$\bar{X} = 5.97$		$\bar{X} = 3.86$		$\bar{X} = 4.80$		$\bar{X} = 4.25$		$\bar{X} = 5.36$	

TABLE XXVII
GEOGRAPHIC DISPERSION OF SENIOR ADULTS

Home Location, Miles From School	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
0	4	1.3	2	1.6	1	1.1	3	1.4	3	1.5	1	1.2
1	34	10.7	7	5.6	9	10.0	22	10.1	24	11.7	9	10.4
2	90	28.4	37	29.4	25	27.8	63	28.9	54	26.2	28	32.2
3	66	20.9	23	18.3	19	21.1	46	21.1	40	19.4	18	20.7
4	18	5.7	8	6.4	7	7.8	11	5.0	14	6.8	3	3.5
5	24	7.6	6	4.8	9	10.0	13	6.0	21	10.2	3	3.5
6	9	2.8	4	3.2	0	0	9	4.1	3	1.5	5	5.7
7	12	3.8	5	4.0	2	2.2	10	4.6	9	4.4	3	3.5
8	10	3.2	6	4.8	1	1.1	8	3.7	6	2.9	3	3.5
9	1	0.3	0	0	0	0	1	0.5	0	0	1	1.2
10	14	4.4	9	7.1	5	5.6	9	4.1	7	3.4	5	5.7
12	2	0.6	1	0.8	1	1.1	1	0.5	2	1.0	0	0
13	6	1.9	3	2.4	3	3.3	3	1.4	5	2.4	1	1.2
14	4	1.3	4	3.2	2	2.2	2	0.9	3	1.5	1	1.2
15	9	2.8	3	2.4	1	1.1	8	3.7	4	1.9	4	4.6
16	1	0.3	1	0.8	1	1.1	0	0	1	0.5	0	0
17	4	1.3	3	2.4	1	1.1	3	1.4	3	1.5	1	1.2
20	4	1.3	1	0.8	1	1.1	3	1.4	3	1.5	1	1.2
25	2	0.6	1	0.8	1	1.1	1	0.5	2	1.0	0	0
30	2	0.6	1	0.8	1	1.1	1	0.5	2	1.0	0	0
60	1	0.3	1	0.8	0	0	1	0.5	0	0	0	0
No answer	10	--	4	--	1	--	9	--	5	--	4	--
Means	$\bar{X} = 5.04$		$\bar{X} = 6.06$		$\bar{X} = 5.14$		$\bar{X} = 5.08$		$\bar{X} = 5.05$		$\bar{X} = 4.64$	
Median	2.5		2.8		2.5		2.5		2.5		2.3	

all participants, and the widowed live slightly closer to the ORJC campus.

Question 2

Question 2 had to do with reasons given by persons in the ORJC program for participation. The question from Chapter I is repeated here:

- 2) What are the reasons given by the participants for attending?

It would appear that this question can best be answered by determining how the participants heard of the program and benefits of the program as perceived by the participants. It is revealed in Table XXVIII that information provided by friends and newspapers possibly had the primary roles in influencing the participants to enroll. Information provided through church or other organized groups was also helpful, with television and radio apparently the least influential as far as program information dissemination.

Presented in Table XXIX are the benefits of the ORJC program participation as perceived by the participants. The making of new friends would seem to be the greatest perceived benefit and indicates the relatively greater importance of social benefits when compared to skills or decision making benefits.

Question 3

Question 3 deals with the past levels of participation in the ORJC program. The question from Chapter I is repeated here:

- 3) To what degree have the individuals participated in educational activities in the past?

TABLE XXVIII
SOURCE OF PROGRAM INFORMATION

Heard of Program Via:	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Friends	180	57.0	71	55.9	50	56.2	123	56.2	116	56.6	52	59.1
Newspapers	123	38.9	51	40.2	35	39.3	86	39.3	84	41.0	33	37.5
Television	33	10.4	15	11.8	7	7.9	21	9.6	22	10.7	9	10.2
Radio	11	3.5	6	4.7	3	3.4	7	3.2	7	3.4	4	4.5
Church or Other Organization	55	17.4	26	20.5	14	15.7	40	18.3	31	15.1	17	19.3
No answer	11	--	3	--	2	--	8	--	6	--	3	--

TABLE XXIX
BENEFITS OF PROGRAM PERCEIVED BY SENIOR ADULTS

Perceived Benefits	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Information acquired	189	64.7	82	70.7	52	65.8	131	63.6	119	62.3	51	63.0
New friends	215	73.6	90	77.6	59	74.7	151	73.3	140	73.3	61	75.3
New skills	160	54.8	63	54.3	37	46.8	120	58.3	102	53.4	48	59.3
Decisions affected	67	22.9	29	25.0	16	20.3	50	24.3	46	24.1	18	22.2
New opportunities	106	36.3	46	39.7	28	35.4	75	36.4	66	34.6	31	38.3
Affected future plans	132	45.2	56	48.3	35	44.3	93	45.2	87	45.5	34	42.0
No answer	35	--	14	--	12	--	21	--	20	--	10	--

As was previously discussed when reviewing Table XII, the formal educational level of ORJC participants is considerably above the national population averages for the same age level. Presented in Table XXX are data to show that the average participant has been in the ORJC program for more than two semesters. Widowed participants appear to have participated for more semesters than the other groups considered, with some 20 percent having been in the program for five or more semesters. This would compare to only six percent of the men having participated for five or more semesters. The 65 and older appear to have a number of long-time participants with approximately 16 percent of their group participating five or more semesters.

Presented in Table XXXI are data showing the activities, other than classes, in which the ORJC senior adults participate. Additional data are included for the day college students at ORJC as determined by the questionnaire of Appendix F. The senior adults would appear to prefer cultural events, such as concerts, plays, and art shows, and social events, such as parties, dances, and programs at ORJC. The significant detail of Table XXXI would appear to be the considerably greater participation in ORJC events by senior adults when compared to the day college students. Attendance at athletic events is the only area of extracurricular activities where day college students participate at a greater rate than the senior adults.

Question 4

Question 4 deals with the subject of present levels of participation in the ORJC program and plans for the future. The question from Chapter I is repeated here:

TABLE XXX
SENIOR ADULT PARTICIPATION AT
OSCAR ROSE JUNIOR COLLEGE

Number of Semesters at ORJC	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
1	136	45.95	45	38.14	43	52.44	92	44.66	99	49.50	28	36.36
2	55	18.64	18	15.25	10	12.20	42	20.39	38	19.00	13	16.88
3	48	16.22	21	17.80	13	15.85	33	16.02	33	16.50	13	16.88
4	25	8.45	15	12.71	11	13.41	12	5.83	15	7.50	8	10.39
5	19	6.42	10	8.47	2	2.44	17	8.25	8	4.00	10	12.99
6	8	2.70	6	5.08	3	3.66	5	2.43	4	2.00	3	3.90
7	5	1.69	3	2.54	0	0	5	2.43	3	1.50	2	2.60
No answer	31	--	12	--	9	--	21	--	11	--	14	--
\bar{X}	2.257		2.636		2.122		2.296		2.095		2.688	

TABLE XXXI
ACTIVITIES PARTICIPATED IN OTHER THAN CLASSES

Activities Participated in at ORJC Other Than Classes	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>		<u>Day College Students</u>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Sporting events	18	6.06	11	9.24	11	13.25	5	2.43	16	8.16	0	0	21	16.28
Cultural events	112	37.71	52	43.70	25	30.12	82	39.81	77	39.29	32	39.51	32	24.81
Social events	44	14.81	19	15.97	10	12.05	33	16.02	25	12.76	17	20.99	11	8.53
Other	25	8.42	10	8.40	6	7.23	18	8.74	15	7.65	8	9.88	9	6.98
None	152	51.18	55	46.22	48	57.83	100	48.54	99	50.51	40	49.38	76	58.91
No answer	30	--	11	--	8	--	21	--	15	--	10	--	1	--

- 4) What is the present level of participation by the individuals and what about plans for the future as related to factors of mental health and purpose in life?

Presented in Table XXXII are data showing the number of classes that ORJC participants were enrolled in at the time the questionnaire was completed. The data show that the widowed group tend to enroll in more classes than do other groups with which they are compared. From Table XXXI it can be noted that the widowed group as a percentage attend more cultural and social events at ORJC than do the other groups, and information in Table XXXII says that the same is true for senior adult classes.

Future plans of the participants are given in Table XXXIII. Travel appears to be more in the plans of the participants than do the other items of consideration. The widowed group do rate plans for further education at about equal with plans for travel. The consideration of Affect Balance scores and Purpose in Life scores would indicate some correlation between those groups' percentages for "no plans" and lower scores as well as higher scores and percentages indicating definite plans for work, travel and education.

Question 5

Question 5 deals with the subject of possible relationships existing between ORJC program participation and needs models as previously suggested by Maslow (30) and Bengston (31). The question from Chapter I is repeated here:

- 5) How does participation relate to various needs models such as those suggested by Maslow and Bengston?

TABLE XXXII

NUMBER OF CLASSES SENIOR ADULTS ARE CURRENTLY ENROLLED IN

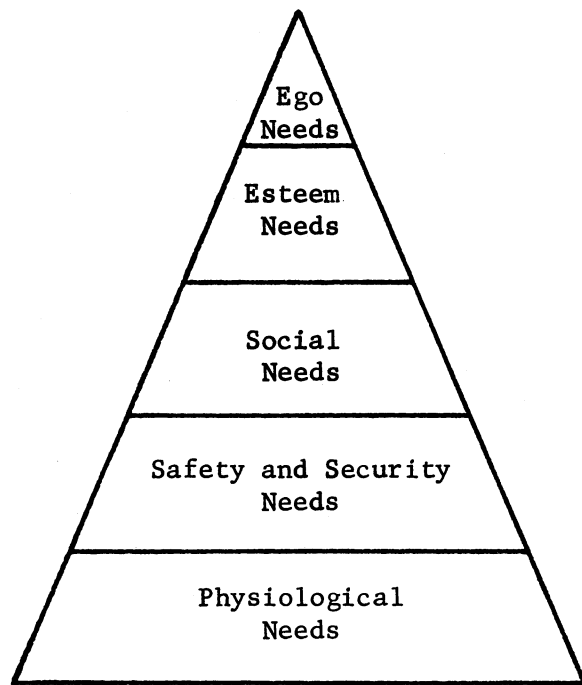
Number of Classes Enrolled in Current Semester at ORJC	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
1	92	30.98	35	29.91	29	36.25	60	28.71	63	32.14	21	25.93
2	84	28.28	31	26.50	21	26.25	62	29.67	55	28.06	23	28.40
3	69	23.23	31	26.50	19	23.75	48	22.97	49	25.00	18	22.22
4	32	10.77	10	8.55	7	8.75	24	11.48	22	11.22	9	11.11
5	10	3.37	4	3.42	2	2.50	8	3.83	4	2.04	4	4.94
6	5	1.68	2	1.71	1	1.25	4	1.91	3	1.53	2	2.47
7	1	0.34	0	0	0	0	0	0	0	0	1	1.23
8	2	0.67	2	1.71	0	0	2	0.96	0	0	1	1.23
9	2	0.67	2	1.71	1	1.25	1	0.48	0	0	2	2.47
No answer	30	--	13	--	11	--	18	--	15	--	10	--
\bar{X}	2.411		2.530		2.263		2.455		2.276		2.741	

TABLE XXXIII
FUTURE PLANS OF PARTICIPANTS

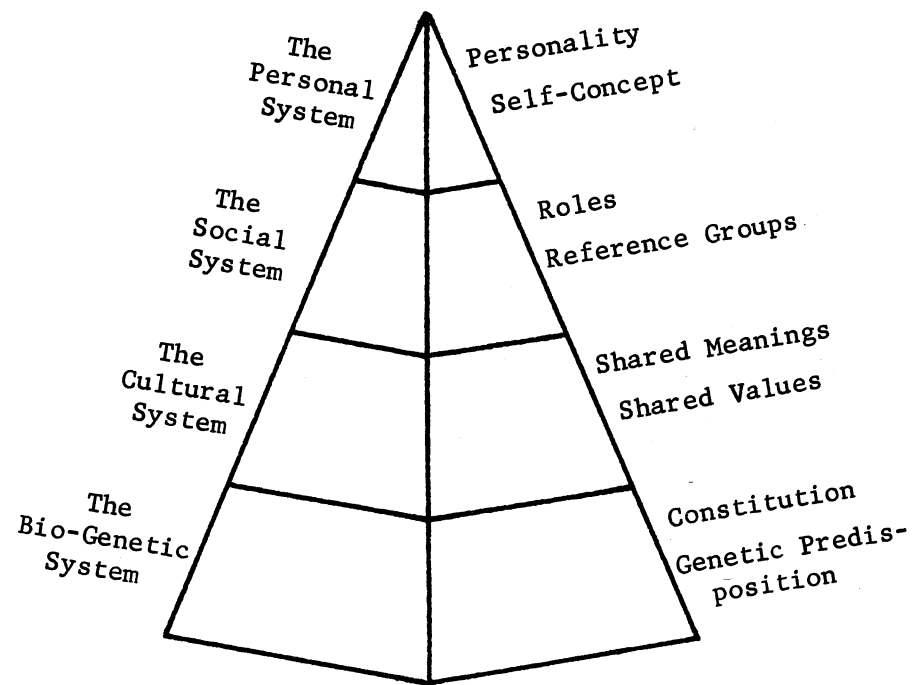
Future Plans	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Work	85	27.24	32	25.81	29	34.12	55	25.11	56	27.59	19	22.09
Travel	203	65.06	79	63.71	61	71.76	137	62.56	145	71.43	45	52.33
Education	178	57.05	69	55.65	44	51.76	127	57.99	119	58.62	44	51.16
No plans	37	11.86	11	8.87	6	7.06	31	14.16	20	9.85	16	18.60
Other plans	70	22.44	33	26.61	17	20.00	49	22.37	43	21.18	19	22.09
No answer	15	--	6	--	6	--	8	--	8	--	5	--
\bar{X} Affect Balance	7.7		7.8		7.8		7.6		7.9		7.4	
\bar{X} Purpose in Life	115.3		116.8		115.3		115.3		116.6		114.9	

Presented in Figure 2 is a graphic description of the needs of all humans as viewed by both Maslow and Bengston. Maslow (30) concludes that a person must fulfill the lower needs in the triangle before progressing on to the needs fulfillment in the upper portion. While he admits that data do not exist to quantify fulfillment to each stage, he concludes subjectively that in the U.S. some 90 percent of the physiological needs are being attained by people but he suspects that less than 10 percent of the ego needs are being so fulfilled; thus the triangular shape of the needs model. Bengston proposed a very similar triangular model to describe "successful aging" as he views the term. In both cases there is a lack of objective data to support the models as anything more than theoretical ideas.

During the spring semester of 1975 the ORJC program was analyzed according to enrollment figures for various class arrangements. Courses such as economics, math, sewing, typing, appliance repair and physical fitness were thought to appeal to physiological needs. These courses contained 153 students. Courses such as history, psychology, travel, bridge, chess, hobby sharing, plus home and garden improvement appear to fulfill social needs and do in fact offer a great deal of personal contact and conversation. These courses contained 219 students. Courses such as photography, playhouse, painting, music, as well as writing and other artistic and creative courses appear to address their appeal to fulfillment of ego or personal satisfaction needs. Courses providing for apparent ego or self-fulfillment needs contained 360 students. The courses appear to be able to be contained in one of three categories: one, personal physical or financial gain; two, social contact and interpersonal relationships; and three, ego or



Maslow's Model



Bengston's Model

Figure 2. Needs of All Humans

self-satisfying types of experiences with worth being viewed primarily by the participant. This evidence leads to Figure 3.

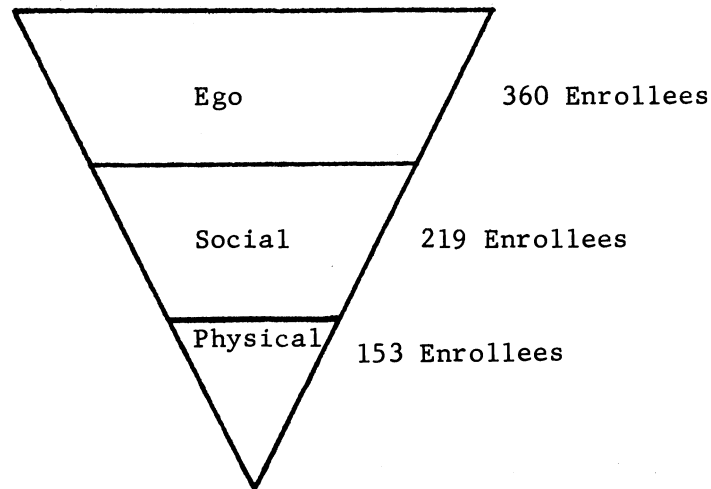


Figure 3. Model for Educational Experiences

Figure 3 is an attempt by the researcher to propose an educational model for senior adults, and it may well apply to other age groups, whereby areas of unfulfilled needs, such as suggested by Maslow and Bengston, form opportunities for educational participation by the senior adults. Enrollment patterns at ORJC would suggest that unfulfilled needs occur at higher levels in Maslow's triangle and that when given a free choice the senior adults will attempt to fill these needs through educational experiences.

Question 6

Question 6 addresses itself to searching for areas of correlation between participation in educational programs and various social and demographic factors. The question from Chapter I is repeated here:

- 6) How are the participants grouped when compared by social status, level of income, level of education and factors of mental health and purpose in life?

Presented in Table XXXIV are mean values for various factors as distinguished by categories of the North-Hatt Prestige Scale, previously discussed when considering Question 1. Distinctives of these data appear to be the inverse relationship existing between Prestige Scale values and the score of both the Affect Balance and Purpose in Life Scales. Another distinctive would be the percentage representation difference between men and women as Prestige Scale values change. The data reveal that 73 percent of the people in the range of 78 to 88 scale values are women while 27 percent are men. The relationships come closer together as scale values decrease.

Figure 4 is a correlation matrix summary of factors found to have Pearson Product Moment correlation levels of significance at the 0.05 level of probability. The symbols in the body of the figure represent the six groups that were considered from within the ORJC participants. The inclusion of a symbol indicates that the relationship was significant at the 0.05 level of probability for the particular group which that symbol represents. A negative sign in front of the symbol indicates that the relationship is significant at the 0.05 level of probability but that the relationship is an inverse one. That is, while one

TABLE XXXIV
SOCIOECONOMIC ANALYSIS OF SENIOR ADULTS

Factors	Prestige Very High > = 89	Prestige High 77-88	Prestige Median 65-77	Prestige Low 55-64	Prestige Very Low < = 54
No. of individuals	3	65	118	54	13
\bar{X} Education	16.67	15.23	12.34	11.54	11.69
\bar{X} Family income	\$10,170	\$7,677	\$7,739	\$6,654	\$6,500
\bar{X} Past participation	1.67	2.27	2.20	1.70	2.00
\bar{X} No. of classes currently enrolled	2.67	2.25	2.32	2.39	1.82
\bar{X} Affect Balance	7.0	7.68	7.99	7.26	8.5
\bar{X} Purpose in Life	106.0	113.6	116.8	116.1	121.7
\bar{X} Age	64.67	65.92	64.63	63.52	65.50
	<u>Number</u> <u>Percent</u>	<u>Number</u> <u>Percent</u>	<u>Number</u> <u>Percent</u>	<u>Number</u> <u>Percent</u>	<u>Number</u> <u>Percent</u>
Sex:					
Male	3 100	17 27.0	44 39.3	19 35.8	6 46.2
Female	0 0	46 73.0	68 60.7	34 64.2	7 53.8
No answer	0 --	2 --	6 --	1 --	0 --
Marital:					
Married	3 100	39 60.9	86 74.1	33 61.1	10 76.9
Widowed	0 0	23 35.9	24 20.7	15 27.8	3 23.1
Separated	0 0	0 0	1 0.9	0 0	0 0
Divorced	0 0	1 1.6	4 3.4	6 11.1	0 0
Single (never married)	0 0	1 1.6	1 0.9	0 0	0 0
No answer	0 --	1 --	2 --	0 --	0 --

	FORMED	YRINCO	ORDIST	PPART	NOCL	AB	PIL	ATORJC	CHURCH	VOSOTS	RECRT	TV	READ	CLUB	HOBBY	AGE	PRESTIGE
FORMED	XXXX	TXMW ⊕ Δ	TW ⊕	- ⊕ Δ			-M - ⊕					TW ⊕	W				TXMW ⊕ Δ
YRINCO	TXMW ⊕ Δ	XXXX	TX	-M		X				TW		TW	TW Δ	Δ	TX	-T-X-M-W - ⊕ - Δ	TMW ⊕
ORDIST	TW ⊕	TX	XXXX			M				T			T ⊕				⊕
PPART	- ⊕ Δ	-M		XXXX	TXMW ⊕ Δ		TW ⊕	TW			W ⊕		TXM ⊕	T ⊕		TMW ⊕	
NOCL				TXMW ⊕ Δ	XXXX		T Δ	TXM ⊕ Δ					⊕				
AB		X	M			XXXX	TXMW ⊕ Δ					-T-X-M - ⊕				- Δ	
PIL	-M - ⊕			TW ⊕	T Δ	TXMW ⊕ Δ	XXXX	T Δ	TW	TM Δ	TM					⊕	
ATORJC				TM ⊕	TXMW ⊕ Δ		T Δ	XXXX	T ⊕					⊕			
CHURCH							TW	T ⊕	XXXX	TMW Δ			TXW ⊕	W	W	TW	- ⊕
VOSOTS		TW	T				TM Δ		TMW Δ	XXXX	TMW ⊕	TXMW ⊕	TXMW ⊕ Δ	W	TM ⊕		
RECRT				W ⊕			TM			TMW ⊕	XXXX	TXW ⊕ Δ	TW ⊕		TMW ⊕		- ⊕
TV	TW ⊕	TW				-T-X-M - ⊕				TXMW ⊕	TXW ⊕ Δ	XXXX	TXMW ⊕ Δ	T Δ		-T-W- ⊕	
READ	W	TW Δ	T ⊕	TXM ⊕	⊕				TXW ⊕	TXMW ⊕ Δ	TW ⊕	TXMW ⊕ Δ	XXXX	W ⊕	TMW ⊕	TX	⊕
CLUB		Δ		T ⊕					W	W		T Δ	W ⊕	XXXX			-X
HOBBY		TX							W	TM ⊕	TMW ⊕		T MW ⊕		XXXX		- Δ
AGE		-T-X-M-W - ⊕ - Δ		TMW ⊕		- Δ	⊕		TW			-T-W- ⊕	TX			XXXX	
PRESTIGE	TXMW ⊕ Δ	TMW ⊕	⊕						- ⊕		- ⊕		⊕	-X	- Δ		XXXX

SYMBOLS:

T= Total
X= 65 and Older
M= Men
W= Women
⊕ = Married
Δ = Widowed

NOTES:

Inclusion of a symbol in the figure indicates that a significant relationship exists for the group with significance at the 0.05 level.
A minus sign (-) indicates an inverse significant relationship for the group.

VARIABLES CONSIDERED:

FORMED = Formal education level (years completed)
YRINCO = Yearly income (dollars)
ORDIST = Distance of residence from ORJC campus (miles)
PPART = Past participation in ORJC program (semesters)
NOCL = Number of classes currently enrolled in
AB = Affect Balance scale
PIL = Purpose-in-Life Scale
ATORJC = Time spent in activities at ORJC (hours/week)
CHURCH = Time spent in church (hours/week)

VOSOTS = Time spent in visiting with friends and family (hours/week)
RECRT = Time spent in recreation (hours/week)
TV = Time spent watching television (hours/week)
READ = Time spent reading (hours/week)
CLUB = Time spent attending club meetings (hours/week)
HOBBY = Time spent with hobbies (hours/week)
AGE = Age of the participants (years)
PRESTIGE = North-Hatt Prestige Scale

Figure 4. Factors Having Pearson Product Moment Significance

of the variables is increasing the other is decreasing, as well as the reverse being true.

As an example of interpretation of Figure 4, consider the following discussion of a few factors. Consider the effects of various factors on past participation (PPART) of individuals in the ORJC program. Formal education (FORMED) is seen to have a significant correlation with past participation for married persons (●) but to be an inverse relationship. In other words, the higher the level of former education for married persons, the lower the level of past participation as measured by number of semesters of previous enrollment. Formal education is also seen to relate significantly to past participation for widowed (▲) persons but here the relationship is positive. That is, the higher the level of formal education the higher the level of past participation. Yearly income (YRINCO) is seen to correlate significantly for men (M) in the program, but again the relationship is an inverse one. One can continue on through Figure 4, in the manner just described, for relationship between each of the 17 variables determined by the study. All variables involve interval data.

Data of significance in Figure 4, for purposes of educational program planning, would appear to be the relationship between Purpose in Life scores and past and present levels of program participation plus the relationship between hours spent in activities at ORJC (ATORJC) and past and present levels of program participation. It should further be noted that a positive significant relationship exists between the age of participants and levels of past participation.

Question 7

Question 7 is concerned with the daily activities of ORJC participants. The question from Chapter I is repeated here:

- 7) What is the level of activity of senior adult education participants?

Presented in Table XXXV are data for the ORJC participants regarding their estimates of how many hours they spend in various activities each week. If it could be assumed that the average senior adult spends eight hours per day in sleep and another six hours in preparing food, eating, cleaning dishes and other household chores, then the ORJC participants have accounted for the remaining 10 hours in each day. Television would appear to have considerable appeal to senior adults, with each individual reporting the watching of approximately 12 hours each week. This estimate by ORJC participants is in close agreement with the 2.2 hours each day as determined by the Harris (34) study. The reading response of ORJC participants of between 10 and 12 hours each week also agrees with 11.2 hours each week reported by the Harris study.

The relatively larger percentage of time spent by the men on hobbies is also noted in Table XXXV as well as the relatively larger percentage of time spent by the widowed in club attendance.

Question 8

Question 8 deals with the relationships that might exist between the activities of senior adult participants and possible implications for the use of media in education. The question from Chapter I is repeated here:

TABLE XXXV
ACTIVITY ANALYSIS OF SENIOR ADULTS

Activities--Mean Hours Per Week	Total		65 and Older		Men		Women		Married		Widowed	
	#	%	#	%	#	%	#	%	#	%	#	%
ORJC	3.82	5.76	3.77	5.59	3.28	4.63	4.14	6.38	3.60	5.56	4.17	6.03
Church	4.00	6.03	4.26	6.31	3.80	5.37	4.10	6.32	3.81	5.89	4.42	6.39
Visit friends	7.34	11.06	7.79	11.54	8.88	12.54	6.55	10.10	7.74	11.96	5.93	8.58
Recreation	7.82	11.78	7.48	11.08	8.28	11.69	7.79	12.01	7.94	12.27	7.93	11.47
TV	12.10	18.23	11.22	16.62	12.03	16.99	12.13	18.70	11.93	18.43	12.57	18.18
Reading	7.90	11.90	8.49	12.58	7.40	10.45	8.08	12.46	7.19	1.11	9.26	13.39
Club	3.93	5.92	4.21	6.24	4.50	6.35	3.81	5.88	2.73	4.22	6.32	9.14
Hobby	8.78	13.23	8.98	13.30	12.07	17.05	7.32	11.29	9.10	14.06	7.88	11.40
Other	10.67	16.08	11.28	16.72	10.57	14.93	10.93	16.85	10.68	16.50	10.67	15.43
Total	66.36	100	67.48	100	70.81	100	64.85	100	64.72	100	69.15	100

- 8) What is the relationship between activities and implications for use of media in education?

Figure 4 was previously discussed in response to Question 6 and also contains the correlations between various activities and past and present levels of participation (see page 76). Table XXXV also contains data which indicate the relative levels of importance of various activity factors to the senior adult participants in the ORJC program. Conclusions based upon Figure 3 and Table XXXV will be reserved for Chapter V of this study report.

Question 9

Question 9 relates to a comparison of day college students' and senior adult participants' desire for social interaction. The question from Chapter I is repeated here:

- 9) How do youth compare to senior adult participants in desire for social interaction?

Presented in Table XXXVI are data indicating that over 90 percent of the senior adult participants in the ORJC program desire often or occasional contact with teenagers and young adults for over 90 percent of the enrollees. An attempt was made to modify the Bogardus Social Distance Scale to make it applicable for determining social distance between age groups. The Bogardus Scale, see Miller (28), has been utilized since 1933 and has been found useful in quantitative measurements of social distance between racial and ethnic groups. To the knowledge of this researcher, no previous attempts to modify the Bogardus Scale for quantitative measurement of social distance between age groups has been attempted. Standard scores for the Bogardus Scale

TABLE XXXVI

DESIRE FOR YOUTH ASSOCIATION BY SENIOR ADULTS

How Often Senior Adult Would Like To Be Associated With Teenagers And Young Adults	<u>Total</u>		<u>65 and Older</u>		<u>Men</u>		<u>Women</u>		<u>Married</u>		<u>Widowed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
Often	110	35.83	44	36.97	28	32.56	78	36.62	74	36.63	30	36.59
Occasionally	173	56.35	67	56.30	52	60.47	117	54.93	116	57.43	43	52.44
Seldom	20	6.51	8	6.72	5	5.81	15	7.04	10	4.95	7	8.54
Never	4	1.30	0	0	1	1.16	3	1.41	2	0.99	2	2.44
No answer	20	--	11	--	5	--	14	--	9	--	9	--

reveal that racial means quotients for select racial and ethnic groups are as follows:

Americans (U.S. white)	1.08
Germans	1.61
Italians	1.89
Poles	2.07
Jews	2.15
Russians	2.56
Negroes	2.74

Interpretation of the quotients reveals that the higher the quotients, the greater the social distance or tendency toward possible conflict or lack of cooperation that might exist between the U.S. population as a whole and certain groups within that population.

While no standard score presently exists for the modified Bogardus Scale used in this study, it is interesting to note that the senior adults gave a mean score of 1.92 when asked to state an acceptance level with respect to teenagers and young adults, while the day college students showed slightly more tolerance toward the senior adults with a mean score of 1.87.

Question 10

Question 10 had to do with ranking of educational needs by day college students and ORJC participants. The question from Chapter I is repeated here:

- 10) How do youths and senior adult participants rank educational needs?

Presented in Table XXXVII are data to indicate that there is a significant difference between the items rated first in terms of perceived educational needs when comparison is made between day college students and ORJC senior adult participants. The difference can be seen to come from the day college student's desire to prepare for work and the senior adult desire to be with and enjoy people.

TABLE XXXVII
CHI SQUARE ANALYSIS OF PERCEIVED EDUCATIONAL
NEEDS BY DAY COLLEGE STUDENTS AND
SENIOR ADULT PARTICIPANTS

Classification	To Enjoy People	To Accomplish Something	To Prepare For Work	To Make the Best of a Situation	Chi Square
Day college students	19	29	29	18	14.8*
Senior adult participants	23	19	4	9	

* Significant at the 0.005 level of probability.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to identify demographic and motivational factors affecting participation in senior adult education classes and activities. This purpose was accomplished by setting forth ten research questions and then utilizing various questionnaires to gather information from participants enrolled in a community college program especially designed to appeal to senior adults. The purpose was also accomplished by the gathering of select information from day college students at the same college for use in comparison with the senior adults.

There were a total of 327 senior adults who completed a detailed questionnaire during the fall 1974 semester and the spring 1975 semester. Of the original group who completed the detailed questionnaire in the fall semester, 130 completed a shorter questionnaire in the spring which gathered information concerning social distance and ranking of perceived educational needs. In addition, 130 day college students at the college completed a version of a questionnaire which was very similar to the short form completed by the senior adults in the spring semester.

The data revealed that the senior adult participants at Oscar Rose Junior College, Midwest City, Oklahoma, are considerably more mobile than their age counterparts in the nation and that their yearly income places them well above the average senior adult in the U.S. The ORJC participants are also considerably better educated than others their age and confirm the fact pointed out in Chapter II that those who go to school and continue their education during their adult years are those who have completed more education in their youth.

Men attend the ORJC program in smaller proportion to their number than do women. The widowed who attend the program are almost all women.

The primary benefits of the ORJC program appear to be the social contact that it provides and the outlet for self-fulfillment and ego satisfaction. Work related motives appear to have little effect on the participants.

The senior adult participants at ORJC appear to participate in school related extracurricular activities in greater percentage than the day college students.

When considering plans for the future, ORJC senior adults rate travel as first preference and education as second. Less than 20 percent of the participants stated that they had no plans for the future.

The use of needs models such as those proposed by Maslow (30) and Bengston (31) appear to offer guidance for educators in designing educational programs for senior adults. An analysis of class enrollment data, where enrollment involves complete freedom of choice, revealed that the senior adults are attempting to satisfy personal needs, through education, in areas where the previously mentioned needs models

would predict that low levels of fulfillment exist for the population in general. With an affluent and relatively healthy group of senior adults, the need fulfillment through education gets its largest enrollments at the ego or self-fulfillment level.

The lower scores on both the Affect Balance Scale and the Purpose-in-Life Scale are associated with the highest levels of the North-Hatt Prestige Scale. This would suggest that loss of a prestigious role status has some effect on both mental health and purpose in life. Education as a means of role transition at retirement is possibly one benefit of senior adult education programs.

Correlations between participation in the ORJC program and certain demographic and social factors reveal that the longer a person is enrolled in the program the more likely he is to enroll in a larger number of courses each semester. Also, number of classes participated in and score on the Purpose-in-Life test are significantly correlated. Identification of groups with high Purpose-in-Life scores would appear to be prime recruiting areas for senior adult education activities. It was also noted in the correlation study that the older the senior adult participant, the more likely he is to have participated for a number of semesters. In other words, the older a participant, the less likely he is to be a casual attender from semester to semester, with possible withdrawal periods.

While television does play an important part in the lives of senior adults in the ORJC program, it is by no means a major activity and does not consume a large percentage of the senior adult's daily time. Prospects for educational activities for senior adults by means of television, reading, and hobby activities appear to be

excellent possibilities. This will assume that persons who plan and direct such activities can overcome the idea that education must take place in a classroom environment at a fixed time and place.

Both day college students and senior adult participants at ORJC appear to desire and will tolerate interaction between their two groups. The separation of the two programs at ORJC appears to work adversely to this stated desire. Increased involvement between the groups outside of the classroom could be utilized to break down the age segregation at ORJC. Involvement in the senior adult program at ORJC appears to be somewhat proportional to involvement by the senior adults in school related extra-curricular activities.

There is a considerable difference in the way that senior adults and day college students rank perceived educational needs. It would appear to be very difficult to structure classroom situations that would satisfy both groups at the same time. Separate classes for senior adults and day college students would appear to work best, just as ORJC has planned the program, but with increased attempts to integrate the two groups outside the classroom.

The one negative aspect of the ORJC program is the limited geographic appeal and low levels of enrollment outside of the Midwest City and Del City areas. Neither transportation nor financial limitations appear to be a problem for the ORJC participants, yet a majority live within 2.5 miles of the ORJC campus. Percentage-wise the program is attracting Negroes at a larger rate than they represent in the Midwest City and Del City areas, but the program is not reaching out far enough to attract the larger percentages of minorities and low-income in the Oklahoma City area. The enrollment pattern noted in this study

suggests that a system of satellite campuses throughout the Oklahoma City area may be necessary.

Conclusions

This section is devoted to reporting conclusions that can be made on the basis of the data collected in the study. These conclusions are gained from utilizing the data to answer the ten questions of Chapter I.

1. Demographic characteristics of the participants in the ORJC Senior Adult Education Program reveal that as a group the participants live close, the majority within 2.5 miles, to the ORJC campus. The participants have a higher education, are more mobile and independent, have higher yearly incomes, and are in average or better health than the U.S. population of the same age. The participants also report a renewed interest in religion over that level of interest at age 40.
2. Friends and newspapers form the primary source of information regarding the program. The primary benefit of the program, as perceived by the participants, is that it has provided a means for establishing new friendships.
3. With the exception of sporting events, the ORJC senior adults attend cultural and social events at the school in greater percentage than do the day college students who are seeking a degree. The widowed tend to have participated in more semesters of the program than other categories of senior adults.
4. Plans for the future center about travel and further education. The widowed give less consideration to travel plans than do

other categories of senior adults, but this could possibly be explained by the lower level of yearly income available to the widowed or lack of a traveling mate.

5. Enrollment figures for the spring 1975 semester indicate that senior adults are more likely to enroll in courses that support ego or self-fulfillment needs than they are for those in the area of physiological needs. Successful identification of needs may be the key to successful program development and implementation at colleges and universities.
6. Participation in the ORJC program appears to correlate well with Purpose-in-Life scores. Increasing levels of participation are predicted with increasing age. This participation with age trend would seem to discount any theory that predicted a desire on the part of the senior adult to slow down and withdraw from activities.
7. Television, reading and hobby activities appear to be activities of importance to participants in the ORJC program. The actual amount of time spent in each of these activities varies between one and two hours each day.
8. The interest that senior adult participants in the ORJC program have in television, reading and hobby activities would appear to offer alternative methods of education and not limit educational presentations strictly to the classroom at a fixed time and place.
9. There is a stated desire on the part of senior adult participants for interaction with youth. An attempt to determine social distance between day college students and senior adults

indicates a fairly high level of acceptance by both groups and would suggest that they might be much more acceptable to each other than each group is with respect to certain racial minorities. Age mixing on the campus would not appear to present a problem for either day college students or senior adults.

10. The educational objectives of day college students and senior adults appear to be quite different. Integration within common classes would appear to possibly work to the disadvantage of both groups. It would appear that age integration could best be achieved outside of the formal classroom environment. The work goals of the day college students and the social goals of the senior adults would not be expected to provide common end results; therefore, their goals could not be satisfied in a common class for both groups. It would appear that the degree programs aimed at preparing youth for work would not appeal to senior adults and the non-degree programs aimed at establishment of friendships for senior adults would not appeal to day college students.

Implications

This section is devoted to reporting of subjective implications related to the study. These implications are based upon the data gathered, experiences and observations made in the process of gathering the data, and experiences of the researcher in developing and implementing adult education programs.

The demographic characteristics of ORJC participants do not appear to be representative of the majority of senior adults in the U.S.

population. They are well educated, mobile and have yearly incomes considerably above the poverty level. The significant element in demographic characteristics appears to be the very local geographic area from which the program attracts participants. At first examination it appears that there are very few Negroes in the program, but upon closer analysis it is revealed that 1.6 percent of the participants are Negroes while only 0.5 percent of the population of Midwest City and Del City are Negroes. It could be stated that the program is not attracting minorities and low-income individuals in Oklahoma City, but it also is not attracting the white majority or high-income individuals from Oklahoma City. Providing of transportation to ORJC may appear to be one solution, but it is not at all clear that this would solve the problem.

Discussion in Chapter II pointed out that other studies had determined that participators in adult education programs are normally the well educated who are familiar with and in the habit of going to school. This would certainly appear to be the case with ORJC participants. The desire on the part of educational administrators to develop programs for the less educated elderly may be dealing with a set of internal values in such individuals that do not place a high value on education or with biases on the part of educators which eliminate the opportunity or desire on the part of such individuals to participate. To many educators it would appear that those individuals who could possibly benefit the most from education are the ones who will not participate.

Analysis of the high yearly income levels of ORJC participants reveals that they are comparable to other senior adults in their

collection of income from Social Security but that the large increment over other senior adults, in the nation as a whole, comes from work pensions and investments. Data from the Harris (34) study reveal that very few senior adults in the general population have income from investments.

The concern about health on the part of men participants suggests that education could work with the men to possibly evaluate their health and then work with them on a program of health maintenance. Another method to attract and serve men might be to capitalize on the hobby interest of men. Men also appear to have a renewed interest in religion, over that which they experienced at age 40, and this would appear to offer a possibility for education. Men are not enrolling in the ORJC program in percentages equal to their numbers in the general population, but there appears to be a number of programs and subject matters that would aid in their recruitment.

The length of tenure in the present community and tenure in the occupation that participants had at retirement indicate that these senior adults have been rather fixed in terms of both geographic location and occupational choice. The present concept in the United States of changing jobs and moving from one location to another at frequent intervals may bring an entirely different type of individual, one with a different value system, into the senior adult ranks by the end of the present century. The increasing level of education that is expected of senior adults in the year 2000 also holds a possibility for increased interest in education by the senior adults over the next few years.

Based on the data of this study, it would appear that if a new senior adult program were to be started in a college, advertisement of

the program in newspapers would be a first choice and notification through churches and clubs would be second. After the program gets started it would appear that word-of-mouth advertising from senior adults in the program to their friends would yield good publicity for the program.

One of the implications of this study is that the use of media such as television and reading offers additional opportunities for educators of senior adults. Even though this is a fact it should also be noted that while both of these educational media could convey content and information, they are both impersonal media and require little or no interpersonal contacts with teachers or peers. With the interest of senior adults to satisfy social needs and establish new friendships through educational experiences, television and reading as educational media may appeal to only a very small percentage of the senior adults in the nation.

The interest of senior adults in involvement in extracurricular activities at the college is noteworthy. At ORJC the senior adults participate in such activities in larger percentage, to their number, than do day college students. It is also noted that those senior adults who are involved in the extracurricular are also more heavily involved in the senior adult program. The desire on the part of senior adults for involvement in the whole school program is one worthy of consideration by educators. One has to question whether a senior adult program would be more successful on a community college campus or on one of the more traditional residential colleges or universities. A community college is normally attracting a large number of part-time students who commute, sometimes many miles, to and from classes.

Traditionally the community college has not supported a large and diversified extracurricular program for its students. On the other hand, the residential college or university has normally attempted to provide a social and cultural program in addition to an educational instruction program.

Presented in Table XXXIV (page 75) was information on the differences in mean scores on the Affect Balance (AB) and Purpose-in-Life (PIL) tests for various groupings of the North-Hatt Prestige Scale. It is implied that an inverse relationship exists between the AB Scale and the Prestige Scale as well as the PIL Scale and the Prestige Scale. It is interesting to note that most well adjusted, high AB scores, and those scoring the highest on the PIL, are at the low end of the Prestige Scale. This would suggest that the role loss experienced during retirement is greatest for those individuals who occupied the highest levels on the occupational scale during their working lifetime. It is suggested that education may have more to offer the high prestige group in terms of role adjustment than it does for the low occupational prestige group. Further study would be necessary to quantify the gains by both groups.

The question of whether educators should mix classes with both senior adults and day college students is one that deserves attention. Implications of this study are that they should not, due to the difference in needs expressed by each group. Senior adults desire social contact and ego satisfaction, while day college students at ORJC are interested in content knowledge for work applications and as an aid in obtaining a job upon graduation. At Oklahoma State University senior adults have been offered the opportunity to audit regular college

classes at no charge, but up to date very few have taken advantage of the opportunity. It may be that such an opportunity really does not meet the needs objectives of senior adults due to class and course orientation toward satisfying the needs of younger job seekers.

Recommendations

In reflecting upon the study, there are some recommendations that can be made to offer guidance for future work in providing educational opportunities for senior adults. There are also some recommendations for further study that should be made. These recommendations are based upon the results of the study and on the researcher's experience of studying senior adults as well as experience in planning educational activities for other groups of adult learners:

1. Providing a program for retired persons within the operation of a community-junior college is most beneficial from the point of view of participants, teachers and school administrators. A program which is organized separately from that normally designed for degree-seekers would appear necessary if satisfaction of senior adult perceived needs is to be fulfilled.
2. Promotion of the senior adult program through means of newspapers, club meeting announcements as well as word of mouth from one senior adult to another would appear to maximize enrollments.
3. Careful selection of key personnel, including instructors, would appear to be critical in development of a large and on-going program. Oscar Rose Junior College has apparently done

- an excellent job in this area. Additional study is needed to determine the optimum criteria for selection of teachers and administrators to work with senior adult education programs.
4. The limited geographic drawing area would appear to require a greater dispersion of programs within a metropolitan area. Here, the development of educational programs within churches, senior citizen centers and public buildings may offer a college the opportunity to develop satellite campuses outside its primary campus.
 5. A similar study to this one should be done in churches and senior citizen centers in order to understand motivational factors of lower income and less well educated senior adults.
 6. Further study should be made with the proposed educational needs model suggested in Chapter IV (see pages 68, 71-73). Enrollment analysis of other senior adult education programs should refute or verify the model.
 7. Further validation studies of the modified Bogardus Social Distance Scale should be made to establish its usefulness in quantifying age barriers and tolerance levels.
 8. Additional efforts should be made to attract men to the program. This could possibly be done by emphasis on studies in religion and classes developed around hobby activities and interests.
 9. While transportation does not appear to be a problem for present participants, a study of the needs of other senior adults and a pilot program to provide transportation to and from ORJC for senior adults who do not own or drive an

automobile is recommended.

10. An experiment to integrate senior adults into classes with day college students and subsequent evaluation of the experiment is recommended.
11. While the number of minority participants in the present ORJC program is small, it is recommended that study of minority senior adults be made so that their education needs and participative motivational factors might be determined.
12. The apparent inverse relationship between Affect Balance Scale and Prestige Scale as well as Purpose-in-Life Scale and Prestige Scale need further study with large samples in each area of the Prestige Scale.
13. Senior adult education programs should be implemented, and then subjected to research studies, on college campuses where the students are primarily in residence at the college and where many social and cultural events are available to the elderly. Such investigation would hopefully confirm or disprove the findings of this research report.
14. With the apparent interest and planning for travel rating high on the list of future plans for senior adults, it is recommended that educators implement and study travel programs for meeting the needs of senior adults.

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APPENDIX A

LETTER OF INSTITUTE OF LIFETIME
LEARNING PROGRAM

*The
Institute of
Lifetime
Learning*

A Service of

**NATIONAL RETIRED TEACHERS ASSOCIATION
AMERICAN ASSOCIATION OF RETIRED PERSONS**

BERNARD E. NASH, Executive Director

215 Long Beach Boulevard, Long Beach, California 90802/(213) 432-5781

September 17, 1974

LEROY E. HIXSON, Dean

Mr. Bill Cooper, Supervisor
Technology Extension
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Cooper,

Thank you for your recent inquiry about the resources already available for educational programs for older persons.

Under separate cover we are sending you a packet of materials describing some of the philosophy, concept and methodology of the Institute of Lifetime Learning, together with sample materials of some currently existing community programs.

The Institute of Lifetime Learning works on a national basis in cooperation with other educational institutions to help them offer specialized programs for older adults, either under the name of the Institute of Lifetime Learning or without the affiliation. We also are cooperating with colleges and universities conducting special two-day seminars for professionals and para-professionals on the techniques of working with older adults not only in terms of developing programs, but also in teaching methods themselves. These services are available without charge through the courtesy of our parent organizations, the NRTA and the AARP. We have staff consultants who we will assign to work with you if you select a date at least two months in advance at which time you will assemble the leaders most interested in such a program. Such planning sessions should be not less than two hours in length. Furthermore, such meetings are exploratory and do not commit anyone to anything. On the other hand, if they should plan to further develop any phase of the program, our services are available on a continuing basis without charge to the extent our staff and time will permit.

We do not have any packaged programs as such that are available for distribution. We believe the best education is on a face-to-face basis built around individual needs in local communities.



Mr. Bill Cooper

2 -

September 17, 1974

Our consultation service is based upon our observations and learnings on a national scale, over ten years of experience.

We have often developed programs and then turned them over to either organization for administration. Such is the case with our home study program. A brochure describing such is enclosed herein.

Our nationwide network of some thirty-odd Extension Institutes represents a form of direct delivery of educational services for older people, either independently or in cooperation with educational institutions. However since we cannot begin to serve the needs in terms of direct delivery, we feel our next most important service is to train other people through these two-day seminars, who in turn will develop good, sound senior citizen programs in their own respective communities. We can probably serve more older people indirectly than we can directly through the means of these training seminars. However even these are conducted on a self sustaining cost basis and nearly always in cooperation with an existing educational institution, or in some cases, a consortium of institutions.

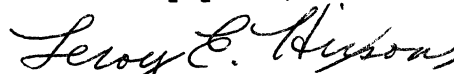
The NRTA/AARP has a regional office in Dallas, Texas which is the closest field office that we have to your location. We have a specialist on the staff there in the person of Dr. Lorraine Clark who is well qualified to tell about the Institute of Lifetime Learning. Dr. Clark's address is:

312 Noel Page Building
6400 North Central Expressway
Dallas, Texas 75206

She will be glad to give you personal service, or if there is a conflict in schedule notify my office and we shall see if we can arrange a personal visit.

Hoping this will be of some help to you and we will look forward to hearing from you again. With best wishes,

Sincerely yours,



Leroy E. Hixson
Dean

LEH:hmm

cc: Clark
Linegar
Johnson

Keeling
Nunn
Buckingham

Fitzgerald
Thomas
Holcomb

APPENDIX B

LETTER OF NATIONAL COUNCIL OF
SENIOR CITIZENS PROGRAM

PRESIDENT

NELSON H. CRUIKSHANK
Washington, D. C.

FIRST VICE PRESIDENT

MATTHEW DEMORE
Washington, D. C.

SECOND VICE PRESIDENT

WALTER NEWBURGER
Congress of Senior Citizens
of Greater New York

THIRD VICE PRESIDENT

DAVID MILLER
UAW Retirees Council,
Detroit, Michigan

FOURTH VICE PRESIDENT

JAMES CARBRAY
Whittier, California

SECRETARY-TREASURER

ANDREW W. L. BROWN
Detroit, Michigan

PRESIDENT EMERITUS

EMERSON O. MIDYETT
San Francisco, California

National Council of Senior Citizens, Inc.

1511 K Street, N.W.

Washington, D. C. 20005



Telephone: (Area Code 202) 783-6850

September 27, 1974

STAFF:

WILLIAM R. HUTTON
Executive Director and
Director of Information

RUDOLPH T. DANSTEDT
Assistant to the President

LAURINE A. PEMBERTON
HUGH D. LAYDEN
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Comptroller

EDWIN W. MURPHY
STEVE RADABAUGH
Information Assistants

MRS. DEFFIE A. ROBERSON
Membership Assistant

GARY F. CAPISTRANT
Research Assistant

Mr. Bill Cooper
Supervisor
Technology Extension
Oklahoma State University
Crutchfield Hall 103
Stillwater, OK 74074

Dear Mr. Cooper:

In response to your recent letter to our Executive Director William R. Hutton, I feel that it is necessary to explain to you what the National Council of Senior Citizens is, and is not.

The National Council of Senior Citizens does publish a regular monthly newspaper to all of its members. However, this newspaper is designed to inform them of national, regional, and local issues affecting the well-being of senior citizens.

We are not primarily an educational organization, but a political activist organization. I am enclosing a copy of our latest monthly newspaper, Senior Citizens News for your information so that you might better understand what our organization is all about.

If there is anything else I can do to help you after you read that paper, please let me know.

Sincerely,

Steven L. Radabaugh
Information Assistant

SLR/ams

Enc.



APPENDIX C

OSCAR ROSE JUNIOR COLLEGE SENIOR ADULT
EDUCATIONAL SERVICES

OSCAR ROSE JUNIOR COLLEGE

SENIOR ADULT EDUCATIONAL SERVICES

WHAT IS SENIOR ADULT EDUCATIONAL SERVICE?

Senior Adult Educational Services provides tuition free college courses for permanently retired persons. In addition those who enroll in at least one course have the use of library facilities at no cost and will be admitted to all college activities free of charge.

HOW DO I ENROLL?

A special enrollment session will be held at Oscar Rose Junior College Tuesday, January 7 at 1:30 p.m. in the Theatre. Classes can be selected from those listed in the following pages. You may enroll in as many classes as you wish. Additional information may be obtained by calling Oscar Rose Junior College Center for Continuing Education and Community Services 737-6611, extension 282 or 283.

HOW CAN THE PROGRAM BE OFFERED TO PERMANENTLY RETIRED PERSONS AT NO CHARGE?

Oscar Rose Junior College, through the Center for Continuing Education and Community Services, identified a need for a program for senior adults in this community. Oscar Rose Junior College received a grant from Title III of the Older American Act from the Department of Health, Education and Welfare. The State funding agency is the Department of Institutions, Social and Rehabilitative Services, Special Unit on Aging in Oklahoma City. The money received through the grant plus the resources provided by Oscar Rose Junior College makes it possible to provide the much needed and deserved service to permanently retired persons.

This publication, printed by D & D Printing is issued by Oscar Rose Junior College as authorized by Dean Underwood. Three thousand copies have been prepared and distributed at NO cost to the taxpayers of the state of Oklahoma of \$370.00

OSCAR ROSE JUNIOR COLLEGE

SENIOR ADULT EDUCATIONAL SERVICES

Spring 1975

Spring 1975

DEPT.	NO.	COURSE TITLE	DAY	TIME	ROOM	INSTRUCTOR
HUM	2091	Oklahoma History	Monday	1:20-2:20	BS 118	McMichael
SOSC	2091	Present-day Economic Issues	Monday	1:20-2:20	ES 103	Carter
HUM	2090	Photography	Monday	1:20-2:20	ES 113	Reeves
HUM	2091	Playhouse 65	Monday	2:30-4:00	TH 102	Brumfield
HUM	2091	Ceramics	Monday	3:40-5:40	FA 110	Kincannon
HUM	2090	Silversmithing	Mon.-Wed.	1:20-2:50	ES 121	Staff
MATH	2100	Basic Math	Tuesday	2:30-3:30	BS 212	Hodge
SOSC	2091	Psychology	Tuesday	12:10-1:10	BS 118	Dick
HUM	2091	Beginning Spanish	Tuesday	1:20-2:20	BS 118	Houser
HMEC	2100	Cut and Sew	Tuesday	1:20-3:30	ES 103	Austin
BA	2101	Beginning Typing	Tues.-Thurs.	2:30-3:30	BS 205	Smith
BA	2101	Intermediate Typing	Tues.-Thurs.	2:30-3:30	BS 205	Smith
HUM	2091	Beg. Creative Writing	Tuesday	2:30-3:30	BS 118	Barber
HUM	2091	Advanced Painting	Tuesday	3:40-5:40	FA 110	Wells
SOSC	2091	Arm Chair Travel	Wednesday	1:20-3:20	LH 100	Stark
HUM	2091	Sr. Adult Comm. Chorale	Wednesday	2:30-3:30	FA 106	Brewer
HUM	2091	Advanced Creative Writing	Wednesday	2:30-3:30	BS 118	Barber
ETEC	2091	Rock & Mineral Collection	Wednesday	3:30-4:30	ES 113	Millsap
HMEC	2100	Advanced Bridge	Wednesday	3:40-4:40	BS 212	Scott
SOSC	2091	Creative Crafts	Wednesday	3:40-4:40	FA 110	Webb
SOSC	2100	Chess	Wednesday	7:00-9:00	SC 8	Snow
HUM	2091	Intermediate Spanish	Thursday	12:10-1:10	BS 118	Houser
HMEC	2300	House & Garden	Thursday	1:20-3:30	LH 100	Burkes
HMEC	2300	Cake Decorating	Thursday	1:20-3:30	ES 103	Lawson
HUM	2091	Groat Books	Thursday	1:20-2:20	BS 118	Houser
HMEC	2100	Beginning Bridge	Thursday	2:30-3:30	BS 212	Hawkins
HUM	2091	Basic Painting	Thursday	3:40-5:40	FA 110	Wells
MUS	1010	Beginning Guitar	Thursday	3:40-4:40	FA 106	Puckett
MUS	1020	Advanced Guitar	Thursday	5:00-6:00	FA 106	Puckett
ETEC	1000	Small Appliance Repair	Thursday	1:20-3:30	ES 121	Staff
PE	1401	P. E. Activities	Friday	9:00-10:30	Gym	Semore
STSR	1400	Library Participation	ARR			
STSR	1500	Sr. Adult Comm. Service	ARR			
HUM	2100	ORJC Fine Arts Guild	ARR			

OSCAR ROSE JUNIOR COLLEGE
6420 S.E. 15th
Midwest City, Oklahoma 73110

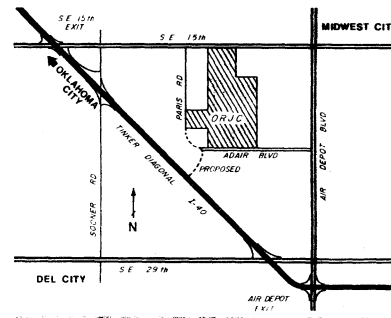
OSCAR ROSE JUNIOR COLLEGE



Oscar Rose Junior College is a comprehensive community college, striving to service the complete needs of its communities at every economic and social level.

A variety of services are provided round-the-clock and year-round to meet the needs of all students. Four functions of ORJC are academic transfer, occupation oriented training, community service and continuing education.

The college is located in suburban Oklahoma City in Midwest City and primarily serves communities in eastern Oklahoma County.



Degrees

Three types of associate degrees are offered at Oscar Rose Junior College—Associate of Art, Associate of Science and Associate of Applied Science. Students can pursue any degree by following the prescribed course of study in either a two-year academic transfer program or an occupation oriented program. Certificate programs are also available.

Accreditation

Oscar Rose Junior College is fully accredited by the Oklahoma Regents for Higher Education and is advancing on schedule with North Central Association for colleges and universities for full status. Up to 64 credit hours can be transferred to any state institution and are generally accepted at institutions throughout the United States.

BUSINESS More students choose to enter the business field than any other at Oscar Rose Junior College. An AA degree is awarded in business administration. AAS degrees are awarded in accounting, business administration, business data processing, court reporting, secretarial administration, general, legal or medical office administration, real estate/insurance, mid-management, logistics mid-management and legal assistant/administrator.

ENGINEERING / SCIENCE Up-to-date scientific equipment and modern laboratories are found in the engineering/science division. AS degrees are awarded in biological science, chemistry, mathematics, physics, pre-engineering, pre-dentistry, pre-medicine, pre-pharmacy and pre-nursing. AAS degrees are awarded in aeronautic technology, instrumentation technology, aerospace technology, air traffic control management, electromechanical, electronics, industrial drafting and design and mechanics.

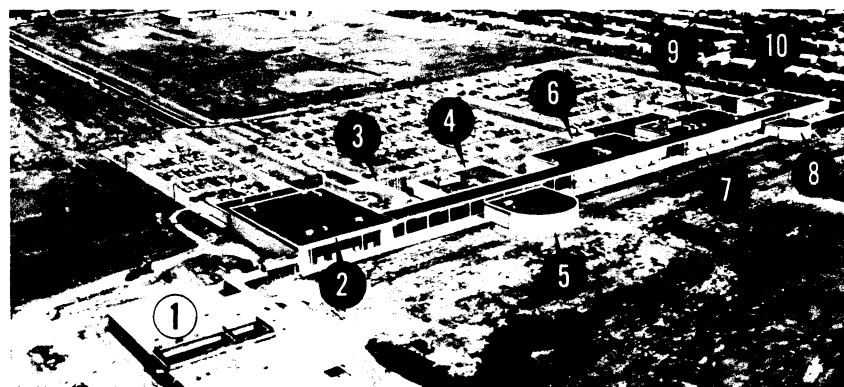
HEALTH OCCUPATIONS Five allied health education programs leading to the Associate in Applied Science degree are offered at ORJC. All are recognized by national agencies for accreditation or approval, and graduates meet the academic requirements for eligibility to apply for the necessary state and/or national examinations. Programs are dental hygiene, dietetic technology, medical laboratory technology, radiologic technology and respiratory therapy.

HUMANITIES Covering the literary and artistic spectrum, the humanities division offers six programs leading to the AA degree. Programs include art, English, foreign languages, journalism, music and speech and drama.

SOCIAL SCIENCES Social sciences division offers programs leading to both the AA and AS degrees. Programs are home economics and physical education for the AS degree; and early childhood guidance, history, political science, psychology, sociology and social services; corrections for the AA degree.

COMMUNITY SERVICE Flexible programs in the Center for Continuing Education and Community Service seek to meet the needs of the community by providing seminars, short courses, credit and non credit courses and talk-back television courses. Many are offered in the evenings to accommodate full-time working participants. A Senior Adult Education Program, sponsored by ORJC for permanently retired individuals, is highly successful. Courses are generally scheduled in the afternoons for the senior adults.

STUDENT SERVICES / ACTIVITIES Services outside the classroom and centered around the student are provided at Oscar Rose Junior College by the Student Affairs Office in financial aids, guidance services, health service, student activities and varsity athletics. A list of loans, grants, scholarships and on- and off-campus jobs is kept in the Financial Aids Office. A combination of any of these may be given if the student shows a need.



Key

1. Student Center
2. Gymnasium
3. Johnson Plaza

4. Fine Arts
5. Theatre

6. Business/
Social Science/
Administration

7. Engineering/
Science

8. Lecture Hall
9. Maintenance

10. Learning
Resources
Center

Admission Requirements

Oscar Rose Junior College has an "open-door" policy, welcoming any person to enroll who has graduated from high school, holds a GED certificate or transferred from another institution. High school or college transcript and ACT scores are needed. These requirements do not apply to persons enrolling in non-credit courses or the Senior Adult Education Program.

When enrolling for the first time, each student is given a counselor for advisement; thereafter, the student is given an advisor in his major field. Special counselors are designated for veterans and vocational rehabilitation students.

Fees

Fees are assessed by credit hour, and installment payments or extension of credit are not allowed. Fees presently in effect are:

College District	\$ 7.25 per hour
Out-of-District	10.00 per hour
Out-of-State	18.50 per hour

Students also pay \$1 per credit hour student service fee, 50 cents per hour Student Center fee and lab fees when specified.

Facilities

Nine buildings comprise the present campus of Oscar Rose Junior College. Two more buildings are on the drawing boards, and future plans call for construction of two other buildings to follow.

Present facilities, including equipment, total approximately \$6 million. Existing buildings are the Student Center, Gymnasium, Fine Arts, Theatre, Business/Social Science, Administration, Engineering/Science, Lecture Hall, Learning Resources Center and Maintenance.

(See above campus photo and key.)

FOR FURTHER INFORMATION:

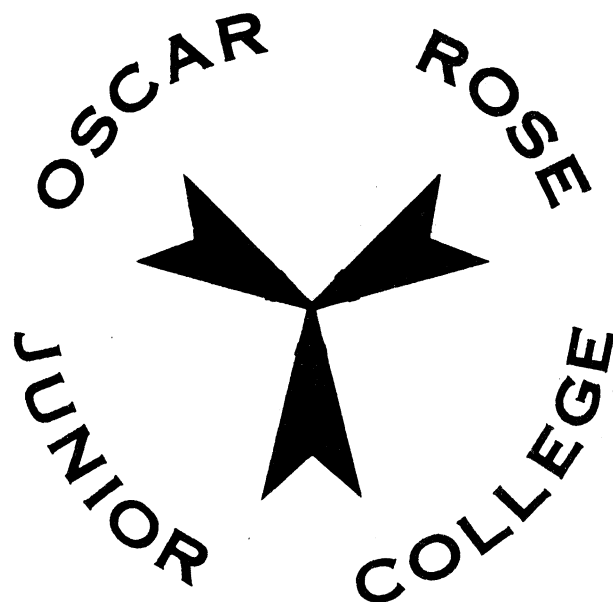
Oscar Rose Junior College
6420 S.E. 15th Street
Midwest City, Oklahoma
73110

405 / 737-6611



APPENDIX D

QUESTIONNAIRE FOR SENIOR ADULT EDUCATIONAL
SERVICES PROGRAM



SENIOR ADULT
EDUCATIONAL SERVICES

An educational program for
permanently retired persons.

SENIOR ADULT EDUCATIONAL SERVICES

OSCAR ROSE JUNIOR COLLEGE

This survey is conducted by the Midwest Council on Aging and you are part of a select group of several hundred persons who are asked to participate. The questions that follow are simple and will take only a few minutes to answer. Please answer every question as accurately as possible. However, do not sign your name anywhere on the questionnaire. We are only interested in the candid responses of the group as they are collectively pooled together. Thus we can most efficiently work to meet the needs of our senior adults and our community.

SECTION I

DIRECTIONS: We are interested in the way people are feeling these days. Looking at your present life situation, have you ever felt: (Check the appropriate spaces)

	Yes	No
1. Particularly excited or interested in something?	___	___
2. So restless you couldn't sit long in a chair:	___	___
3. Proud because someone complimented you on something you had done?	___	___
4. Very lonely or remote from other people?	___	___
5. Pleased about having accomplished something?	___	___
6. Bored?	___	___
7. On top of the world?	___	___
8. Depressed or very unhappy?	___	___
9. That things were going your way?	___	___
10. Upset because someone criticized you?	___	___

SECTION II

11. Your sex: _____ (male or female)

-2-

12. Your marital status (check one of the following):

_____ married and living with spouse. _____ widowed.
 _____ separated. _____ divorced. _____ single (never married).

13. Number of children _____. Number of grandchildren _____.

14. How often do you see one or more of your children? (check one of the following):

_____ every day _____ at least once a month
 _____ at least once a week _____ only on holidays, birthdays, and
 special occasions.
 _____ at least once in two weeks _____ at least once a year
 _____ never

15. Your race (American Indian, Black, Oriental, White, Other): _____.

16. Place of birth: _____; _____; _____; _____;
 If born on Write in Write in Write in
 farm check community county state
 _____. (Write in).
 Write in Country if
 other than U.S.

17. In which type of setting did you live most of your life up to 20 years of age (Check one).

(1) Rural _____
 (2) Town under 10,000 _____
 (3) City under 50,000 _____
 (4) City 50,000 to 100,000 _____
 (5) City 100,000 and over _____

18. The State where you lived most of your life up to 20 years of age.
 (Write in). _____

-3-

19. In which type of setting have you lived most of your life from age 20 to present? (Check one).

- (1) Rural _____
- (2) Town under 10,000 _____
- (3) City under 50,000 _____
- (4) City 50,000 to 100,000 _____
- (5) City 100,000 and over _____

20. The State where you have lived most of your life from age 20 to present.
(Write in).

21. How long have you lived in the community you now live in?
(Write in). _____

22. Approximate number of years of formal education received in schools:
(Circle one number)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

(Examples: completion of elementary school generally means 8 years of formal education; completion of high school generally means 12 years of formal education; completion of college generally means 16 years of formal education).

23. Your occupation before retirement (Examples: carpenter, teacher, housewife, etc):

24. Number of years in this occupation: _____.

25. Approximate date of your retirement: _____. (The year and month if possible).

Your age at retirement: _____.

-4-

26. Your present yearly family income
(check the closest)

☐ under \$3,000
☐ \$3,000 to \$3,999
☐ \$4,000 to \$4,999
☐ \$5,000 to \$5,999
☐ \$6,000 to \$6,999
☐ \$7,000 to \$7,999
☐ \$8,000 to \$8,999
☐ \$9,000 to \$9,999
☐ \$10,000 to \$14,999
☐ \$15,000 to \$19,999
☐ \$20,000 and over.

27. Sources of family income:
(check appropriate spaces)

☐ Social Security Benefits
☐ Veteran's Pension
☐ Pension from your work
☐ Investments
☐ Financial aid from children
☐ Old Age Assistance from State
☐ Other (Specify, if possible)

28. The total estate value (savings, home value, automobile, stock, bonds, real estate, etc) of persons in your age bracket are on the average about \$20,000. How would you estimate your estate value? (Check appropriate space).

☐ about \$20,000
☐ more than \$20,000
☐ less than \$20,000

29. Do you drive a car? (yes or no) _____.

30. Do you do most of your own shopping for food and clothing? (yes or no) _____

31. Where do you live? (check appropriate space below)

<input type="checkbox"/> in your own home	<input type="checkbox"/> with a friend or friends
<input type="checkbox"/> in your own apartment	<input type="checkbox"/> in a home for retirees or senior adults
<input type="checkbox"/> with your children	<input type="checkbox"/> in a mobile home or trailer house.

-5-

32. Approximately how far do you live from Oscar Rose Junior College in miles _____.
33. How would you evaluate your health? (check one of the following)
 Excellent ____; Good ____; Average ____; Fair ____; Poor ____.
34. If you are living with your spouse, how do you evaluate his (or her) health? (check one of the following)
 Excellent ____; Good ____; Average ____; Fair ____; Poor ____.
35. Your religious preference is which of the following? (check one)
 Protestant ____; Catholic ____; Jewish ____; Other ____.
36. Is religion more important or less important to you now than at the time you were 40? (check one)
 (1) More important ____
 (2) Less important ____
 (3) About the same ____
37. Do you believe in life after death? (check one)
 (1) Yes ____ (2) No ____
38. Of the following items, which one causes you the greatest amount of concern? (check one)
 (1) Health (my own or spouse's) ____
 (2) Finances ____
 (3) Children ____
 (4) Age and death ____
 (5) Lack of being useful ____
39. How did you hear about the Senior Adult Educational Program at Oscar Rose Junior College? (check one or more of the spaces below)
 From friends ____; From the newspaper ____; From television ____;
 From radio ____; Through your church or some other organization ____.
 (If so, please specify _____.)

-6-

40. Has the Senior Adult Program in which you have been participating at Oscar Rose Junior College had any effects or impacts in your life and/or retirement in any of these areas? If possible, please be specific, and add your comments?

Information acquired _____.

New friends made _____.

New skills acquired _____.

Your decisions affected _____.

New opportunities opened _____.

Your future plans _____.

41. How many semesters have you participated in the Oscar Rose Senior Adult Educational Services? _____

42. How many classes are you enrolled in this semester at Oscar Rose Junior College? _____

43. What activities are you participating in at Oscar Rose Junior College other than your class work? (check appropriate spaces below)

_____ Attending sporting events

_____ Cultural activities (concerts, plays, art shows, etc)

_____ Social activities (parties, dances, programs, etc)

_____ Other

_____ None.

44. How many hours do you spend each week in the following leisure time activities? (Put approximate number of hours in appropriate spaces below)

_____ attending Oscar Rose

_____ watching TV

_____ attending church activities

_____ reading

_____ visiting with friends and family

_____ attending club meetings

_____ recreation (fishing, sewing, etc.)

_____ hobbies

_____ other (?))

-7-

45. What are your future plans? (check appropriate spaces below)

_____ work
_____ travel
_____ more education

_____ no plans for future
_____ other. Please specify: _____

46. Have you any suggestions for improving the Senior Adult Educational program?

47. How often would you like to be associated with teenagers and young adults?

_____ often
_____ occasionally

 seldom
 never

48. Compared to other persons my age, my health is:

_____ better _____ average _____ not as good

SECTION III

For each of the following statements, circle the number that would be most nearly true for you. Note that the numbers always extend from one extreme feeling to its opposite kind of feeling. "Neutral" implies no judgment either way. Try to use this rating as little as possible.

49. I am usually

1	2	3	4	5	6	7
completely			(neutral)			exuberant,
bored						enthusiastic

50. Life to me seems:

7 6 5 4 3 2 1
always exciting (neutral) completely routine

-8-

51. In life I have:

1	2	3	4	5	6	7
no goals or			(neutral)			very clear
aims at all						goals and aims

52. My personal existence is:

1	2	3	4	5	6	7
Utterly mean-			(neutral)			very purposeful
ingless, without						and meaningful
purpose						

53. Every day is:

7	6	5	4	3	2	1
constantly new			(neutral)			exactly the
and different						same

54. If I could choose, I would:

1	2	3	4	5	6	7
prefer never			(neutral)			like nine more
to have been						lives just like
born						this one

55. After retiring, I would:

7	6	5	4	3	2	1
do some of the			(neutral)			loaf completely the
exciting things						rest of my life
I have always wanted to do						

56. In achieving life goals I have:

1	2	3	4	5	6	7
made no progress			(neutral)			progressed to
whatever						complete fulfillment

57. My life is:

1	2	3	4	5	6	7
empty, filled			(neutral)			running over with
with despair						exciting good things

-9-

58. If I should die today, I would feel that my life has been:

7	6	5	4	3	2	1
very worthwhile			(neutral)			completely worthless

59. In thinking of my life, I:

1	2	3	4	5	6	7
often wonder why I exist			(neutral)			always see a reason for my being here

60. As I view the world in relation to my life, the world:

1	2	3	4	5	6	7
completely confuses me			(neutral)			fits meaningfully with my life

61. I am a:

1	2	3	4	5	6	7
very irrespon- sible person			(neutral)			very responsible person

62. Concerning man's freedom to make his own choices, I believe man is:

7	6	5	4	3	2	1
absolutely free to make all life choices			(neutral)			completely bound by limitations of hered- ity and environment

63. With regard to death, I am:

7	6	5	4	3	2	1
prepared and unafraid			(neutral)			unprepared and frightened

64. With regard to suicide, I have:

1	2	3	4	5	6	7
thought of it seriously as a way out			(neutral)			never given it a second thought

-10-

65. I regard my ability to find a meaning, purpose, or mission in life as:

7	6	5	4	3	2	1
very great			(neutral)			practically none

66. My life is:

7	6	5	4	3	2	1
in my hands and I am in control of it			(neutral)			out of my hands and controlled by external factors

67. Facing my daily tasks is:

7	6	5	4	3	2	1
a source of pleasure and satisfaction			(neutral)			a painful and boring experience

68. I have discovered:

1	2	3	4	5	6	7
no mission or purpose in life			(neutral)			clear-cut goals and a satisfying life purpose

APPENDIX E

REPEAT QUESTIONNAIRE FOR SENIOR

ADULTS, SPRING 1975

SENIOR ADULT EDUCATIONAL SERVICES

OSCAR ROSE JUNIOR COLLEGE

This survey is conducted by the Midwest Council on Aging and you are part of a select group of several hundred persons who are asked to participate. The questions that follow are simple and will take only a few minutes to answer. Please answer every question as accurately as possible. However, do not sign your name anywhere on the questionnaire. We are only interested in the candid responses of the group as they are collectively pooled together. Thus we can most efficiently work to meet the needs of education and our community.

SECTION I

DIRECTIONS: We are interested in the way people are feeling these days. Looking at your present life situation, have you ever felt? (Check the appropriate spaces)

	Yes	No
1. Particularly excited or interested in something?	___	___
2. So restless you couldn't sit long in a chair?	___	___
3. Proud because someone complimented you on something you had done?	___	___
4. Very lonely or remote from other people?	___	___
5. Pleased about having accomplished something?	___	___
6. Bored?	___	___
7. On top of the world?	___	___
8. Depressed or very unhappy?	___	___
9. That things were going your way?	___	___
10. Upset because someone criticized you?	___	___

SECTION II

11. Your sex: _____ (male or female)

-2-

12. Place of birth: _____; _____; _____; _____;
 If born on Write in Write in Write in
 farm check community county state
 _____. (Write in).
 Write in Country if
 other than U.S.
13. The State where you have lived most of your life from age 20 to present.
 (Write in). _____
14. Approximate date of your retirement: _____. (The year
 and month if possible).
15. Has the Senior Adult Program in which you have been participating at
 Oscar Rose Junior College had any effects or impacts in your life and/
 or retirement in any of these areas? If possible, please be specific
 and add your comments?
- Information acquired _____.
- New friends made _____.
- New skills acquired _____.
- Your decisions affected _____.
- New opportunities opened _____.
- Your future plans _____.
16. How many semesters have you participated in the Oscar Rose Senior Adult
 Educational Services? _____
17. How many classes are you enrolled in this semester at Oscar Rose Junior
 College? _____
18. What activities are you participating in at Oscar Rose Junior College
 other than your class work? (check appropriate spaces below)
- _____ Attending sporting events
- _____ Cultural activities (concerts, plays, art shows, etc)
- _____ Social activities (parties, dances, programs, etc)
- _____ Other
- _____ None.

-3-

19. How many hours do you spend each week in the following leisure time activities? (Put approximate number of hours in appropriate spaces below)

_____ attending Oscar Rose	_____ watching TV
_____ attending church activities	_____ reading
_____ visiting with friends and family	_____ attending club meetings
_____ recreation (fishing, sewing, etc)	_____ hobbies
	_____ other (?)

20. Have you any suggestions for improving the Senior Adult Educational program?

SECTION III

Please check the following statements that describe relationships that you feel you would tolerate between yourself and young college students.

_____ to full participation in my campus social activities and at my parties.
 _____ to membership in my social group and club.
 _____ to my floor if I lived in multi-story student housing.
 _____ to a different floor if I lived in multi-story student housing.
 _____ to inclusion in my classes.
 _____ to their own special classes on campus.
 _____ as visitors only at my college.
 _____ would exclude them from my college.

-4-

SECTION IV

Please rank the following from 1 to 4 in order of importance of educational activities to you at the present time. One (1) is the most important and four (4) is the least important item.

<u>CONDITION</u>	<u>RANKING</u>
A. To be with and enjoy people.	_____
B. To accomplish something that gives me a feeling of satisfaction.	_____
C. To prepare for future work opportunities.	_____
D. To make the best of my present situation.	_____

APPENDIX F

DAY COLLEGE STUDENTS SURVEY

COLLEGE STUDENT SURVEY

OSCAR ROSE JUNIOR COLLEGE

This survey is conducted by the Midwest Council on Aging and you are part of a select group of several hundred persons who are asked to participate. The questions that follow are simple and will take only a few minutes to answer. Please answer every question as accurately as possible. However, do not sign your name anywhere on the questionnaire. We are only interested in the candid responses of the group as they are collectively pooled together. Thus we can most efficiently work to meet the needs of education and our community.

SECTION I

DIRECTIONS: We are interested in the way people are feeling these days. Looking at your present life situation, have you ever felt: (Check the appropriate spaces)

	Yes	No
1. Particularly excited or interested in something?	_____	_____
2. So restless you couldn't sit long in a chair?	_____	_____
3. Proud because someone complimented you on something you had done?	_____	_____
4. Very lonely or remote from other people?	_____	_____
5. Pleased about having accomplished something?	_____	_____
6. Bored?	_____	_____
7. On top of the world?	_____	_____
8. Depressed or very unhappy?	_____	_____
9. That things were going your way?	_____	_____
10. Upset because someone criticized you?	_____	_____

SECTION II

11. Your sex? _____ (male or female)
12. Your age: _____

-2-

13. Your race (American Indian, Black, Oriental, White, Other): _____.
14. Your major at Oscar Rose Junior College: _____.
15. In which type of setting have you lived up to the present. (Check one)
- (1) Rural _____
 - (2) Town under 10,000 _____
 - (3) City Under 50,000 _____
 - (4) City 50,000 to 100,000. _____
 - (5) City 100,000 and over _____
16. The State where you have lived up to the present. (Write in) _____.
17. Approximately how far do you live from Oscar Rose Junior College in miles _____.
18. Your religious preference is which of the following? (Check one)
- Protestant _____; Catholic _____; Jewish _____; Other _____.
19. How many credit hours are you enrolled in this semester at Oscar Rose Junior College? _____
20. What activities are you participating in at Oscar Rose Junior College other than your class work? (check appropriate spaces below)
- _____ Attending sporting events
 - _____ Cultural activities (concerts, plays, art shows, etc)
 - _____ Social activities (parties, dances, programs, etc)
 - _____ Other
 - _____ None
21. How many hours do you spend each week in the following leisure time activities? (Put approximate number of hours in appropriate spaces below)
- | | |
|---|-------------------------------|
| _____ attending Oscar Rose | _____ watching TV |
| _____ attending church activities | _____ reading |
| _____ visiting with friends and family | _____ attending club meetings |
| _____ recreation (fishing, sewing, etc) | _____ hobbies |
| | _____ other (?) |

SECTION III

Please check the following statements that describe relationships that you feel you would tolerate between yourself and retired senior adults.

- _____ to full participation in my campus social activities and at my parties.
- _____ to membership in my social group and club.
- _____ to my floor if I lived in a multi-story student housing.

-3-

- _____ to a different floor if I lived in a multi-story student housing.
- _____ to inclusion in my classes.
- _____ to their own special classes on campus.
- _____ as visitors only at my college.
- _____ would exclude them from my college.

SECTION IV

Please rank the following from 1 to 4 in order of their importance as educational activities to you at the present time. One (1) is the most important and four (4) is the least important item.

<u>CONDITION</u>	<u>RANKING</u>
A. To be with and enjoy people.	_____
B. To accomplish something that gives me a feeling of satisfaction.	_____
C. To prepare for future work opportunities.	_____
D. To make the best of my present situation.	_____

APPENDIX G

COMPUTER CARD COLUMN RESERVATION

Card Column Reservation for Data

Item	Column Number Card 1
Identification No.	1- 5
Sex	6
Marital Status	7
No. of Children	8- 9
No. of Grandchildren	10-11
Visits to Children	12
Race	13
Residence to Age 20	14
Residence from Age 20	15
Tenure of Present Residence	16-17
Formal Education	18-19
Years in Occupation	20-21
Date of Retirement	22-25
Age at Retirement	26-27
Yearly Family Income	28-29
Source of Family Income	30-33
Estate Value	34
Drive a Car	35
Personal Shopping	36
Type of Residence	37
Distance from ORJC	38-39
Participants' Health	40
Spouse Health	41
Religious Preference	42
Religious Importance	43
Religious Belief	44
Primary Concern	45
Source of Information on Program	46-50
Affect of Program	51-56
Past Participation	57
No. of Classes Presently Taking	58
Activities at ORJC	59-60
Future Plans	61-64
Association With Youth Preference	65
Comparison of Health With Peers	66
Affect Balance Test Score	67-68
Purpose-in-Life Test Score	69-71

Card Column Reservation for Data

Item	Column Number Card 2
Identification No.	1- 5
Hours Attending ORJC	7- 8
Hours Attending Church	9-10
Hours Visiting Friends and Family	11-12
Hours in Recreation	13-14
Hours Watching Television	15-16
Hours Reading	17-18
Hours Attending Club Meetings	19-20
Hours in Hobbies	21-22
Other Hours of Activities	23-24
Age of Participants	30-31
Prestige Scale Value	32-33

APPENDIX H

NORTH-HATT PRESTIGE SCALE

APPENDIX H

MODIFIED OCCUPATIONAL RATINGS¹

<u>Occupation</u>	<u>Score</u>
President of U.S.	96
U.S. Supreme Court Justice	96
Physician	93
State Governor	93
Veterinarian	93
Cabinet Member in the Federal Government	92
Diplomat in the U.S. Foreign Service	92
Mayor of a Large City	90
Astronaut	89
College Professor	89
Scientist	89
Something in Science	89
United States Representative in Congress	89
Banker	88
Government Scientist	88
Admiral	87
County Judge	87

¹Original scale by Paul K. Hatt and C. C. North in Delbert C. Miller, Handbook of Research Design and Social Measurements. New York: David McKay Co., Inc., 1964, pp. 108-110.

<u>Occupation</u>	<u>Score</u>
Head of a Department in a State Government	87
Minister	87
Architect	86
Chemist	86
Dentist	86
Lawyer	86
Member of the Board of Directors of a Large Corporation	86
Nuclear Physicist	86
Priest	86
Psychologist	85
Civil Engineer	84
Electrical Engineer	84
Engineer	84
Air Force Pilot	83
Airline Pilot	83
Artist	83
Artist Who Paints Pictures That Are Exhibited in Galleries	83
Professional Baseball Player	83
Anthropologist	82
Owner of Factory That Employs About 100 People	82
Sociologist	82
Accountant for a Large Business	81
Biologist	81
Geologist	81
Musician in a Symphony Orchestra	81
Professional Business	81

<u>Occupation</u>	<u>Score</u>
Talented Pianist	81
Army Officer	80
Captain in the Regular Army	80
Coast Guard	80
Dramatics	80
Fashion Designer	80
Building Contractor	79
Counselor in Large School	79
Dancing Teacher	79
Economist	79
Forest Ranger	79
Public Relations	79
Home Economist	79
Physical Therapist	79
Jet Engineer	79
Job Analyst	79
Pharmacist	79
Registered Nurse	79
Agronomist	78
Commercial Art	78
Choral Director	78
Professional Worker	78
Public School Teacher	78
Teacher	78
Teacher and Counselor	78
Vocational Teacher	78

<u>Occupation</u>	<u>Score</u>
County Agricultural Agent	77
Railroad Engineer	77
Farm Owner and Operator	76
Official of an International Labor Union	75
Radio Announcer	75
Newspaper Columnist	74
Owner-operator of a Printing Shop	74
Computer Programmer	73
Drafting	73
Electronics	73
Electrician	73
Federal Government Agriculturist	73
Lab Technician	73
Librarian	73
Peace Corps	73
Technician	73
Skilled Craftsman	73
Undertaker	72
Mortician	72
Reporter on a Daily Newspaper	71
Buyer	69
General Business	69
Government Job	69
Interior Decorator	69
Manager of a Small Store in a City	69
Owner of a Machine Shop	69

<u>Occupation</u>	<u>Score</u>
Owner of a Small Business	69
Auctioneer	68
Bookkeeper	68
Dairy Farm	68
Farming	68
Key Punch Operator	68
Language Interpreter	68
Insurance Agent	68
Office Job	68
Merchandise and Secretary	68
Tenant Farmer--One Who Owns Livestock and Machinery and Manages the Farm	68
Traveling Salesman for a Wholesale Concern	68
Secretary	68
Typist	68
Playground Director	67
Policeman	67
Railroad Conductor	67
Mail Carrier	66
Carpenter	65
Painter	65
Aircraft Mechanic	63
Automobile Repairman	63
Auto Parts	63
Diesel Engineer	63
Diesel Mechanic	63
Plumber	63

<u>Occupation</u>	<u>Score</u>
Car Mechanic	62
Garage Mechanic	62
Local Official of a Labor Union	62
Mechanical Work	62
Owner-operator of a Lunch Stand	62
Skilled Laborer	62
Army Skilled Man	60
Assembly Line	60
Corporal in the Regular Army	60
Factory Worker	60
Machine Operator in a Factory	60
Welder	60
Airline Stewardness	59
Barber	59
Beautician	59
Hair Dresser	59
Model	59
Practical Nurse	59
Work in Hospital	59
Clerk in a Store	58
Seamstress	58
Streetcar Motorman	58
Fisherman Who Owns His Own Boat	58
Culinary Arts	54
Milk Routeman	54
Race Car Driver	54

<u>Occupation</u>	<u>Score</u>
Restaurant Cook	54
Truck Driver	54
Hunting Guide	53
Lumberjack	53
Filling Station Attendant	52
Singer in a Night Club	52
Singer and Comedian	52
Singer	52
Tinker Field Worker	51
Construction	51
Babysitting	50
Ditch Digger	50
Farmhand	50
Oil Field	50
Coal Miner	49
Taxi Driver	49
Railroad Section Hand	48
Restaurant Waiter	48
Dock Worker	47
Night Watchman	47
Clothes Presser in a Laundry	46
Soda Fountain Clerk	45
Bartender	44
Janitor	44
Sharecropper--One Who Owns no Livestock or Equipment and Does Not Manage Farm	40
Garbage Collector	35

<u>Occupation</u>	<u>Score</u>
Street Sweeper	34
Shoe Shiner	33
Housewife	01

VITA

Billy Lewis Cooper

Candidate for the Degree of

Doctor of Education

Thesis: SENIOR ADULT EDUCATION: PARTICIPATIVE MOTIVATIONAL FACTORS AT
AN OKLAHOMA COMMUNITY COLLEGE

Major Field: Higher Education Minor Field: Technical Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, November 11,
1935, the son of Mr. and Mrs. William Taylor Cooper.

Education: Graduated from Wynnewood High School, Wynnewood,
Oklahoma in 1954; received the Associate Degree in Science
from Murray State College, Tishomingo, Oklahoma in 1956;
received the Bachelor of Science in Aerospace Engineering
degree from the University of Oklahoma, Norman, Oklahoma with
a major in Aeronautical Engineering in 1958; received a
Master of Business Administration degree from Georgia State
University in 1970; completed requirements for the Doctor of
Education degree at Oklahoma State University, Stillwater,
Oklahoma in December, 1975.

Professional Experience: Aerodynamics engineer, Boeing Airplane
Company, Wichita, Kansas, 1958-1961; Senior aerodynamics
engineer, Lockheed-Georgia Company, Marietta, Georgia, 1961-
1970; Supervisor, Technology Extension, School of Technology,
Oklahoma State University, Stillwater, Oklahoma, 1970-
present.

Professional Organizations: Beta Gamma Sigma, Oklahoma Technical
Society, and American Society for Engineering Education.