

SELECTED ATTITUDES AND ATTRIBUTES OF STUDENTS
65 YEARS OF AGE AND OLDER
ENROLLED IN COLLEGE

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN SOCIOLOGY
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF
ARTS AND SCIENCES

BY
BEVERLY BARCUS, B.S.

DENTON, TEXAS
AUGUST, 1975

ACKNOWLEDGEMENTS

It is impossible to adequately express my gratitude to all those who contributed either directly or indirectly to making this thesis a reality. It could not have been accomplished without the encouragement and guidance of my thesis committee, Dr. Ethelyn Davis, Dr. Rodney Albert, and Dr. Marie Fuller. I especially thank Dr. Fuller whose enthusiastic direction was a constant source of inspiration to me, both professionally and personally. Special thanks go also to Dr. Don Rice and Grayson College for granting me permission to study the group of students who comprised the respondents of this research.

I gratefully acknowledge my dear friends Joan Totten, Phyllis Davis, and Marilyn McJimsey, as well as Cathryn Barcus, all of whom have been supportive in ways too numerous to count.

I dedicate this thesis to my children, Paige and Mary Mikel Barcus and to my parents Mr. and Mrs. Ray Blount in loving appreciation of their understanding, support, and encouragement.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	v
Chapter	
I. REVIEW OF THE LITERATURE	1
II. METHODS AND PROCEDURES	24
III. ANALYSIS OF DATA	40
IV. CONCLUSIONS AND IMPLICATIONS	77
BIBLIOGRAPHY	89
APPENDIX A	93
APPENDIX B	107

LIST OF TABLES

Table	Page
1. Distribution by Age and Sex	45
2. Distribution by Sex and Marital Status	47
3. Distribution by Sex and Religious Affiliation . .	48
4. Distribution by Sex and Retirement Status	49
5. Distribution by Sex and Educational Attainment	52
6. Self-Assessment of Present State of Health Among Male and Female Respondents	56
7. Transportation Most Often Used	57
8. Present Living Arrangements According to Sex . .	68

CHAPTER I

REVIEW OF LITERATURE

Introduction

Interest in studies of the aging and their needs continues to gain momentum. This interest has stimulated much thought, discussion and research. The purpose of this study is to examine the attitudes and attributes of a group of older people who have chosen to return to college after the age of 65. In doing so, it is important to examine a variety of variables which seem to have an effect on the possibility of continuing education at this stage of life.

Sociological research in the field of gerontology leads us to believe that the desire, or lack of desire, to remain active (and possibly pursue further education) will be greatly influenced by variables of age, sex, marital status, present state of health, occupation, transportation, previous education, past and present levels of participation in both formal and informal group activities, present living arrangements, self-perception, and life satisfaction. This study has been an attempt to gain formation identifying the attitudes and attributes possessed by those who are presently active late in life and enrolled in a continuing education program.

Educational Programs

Our society is geared to "drop-out" retirement. Mental deterioration has long been assumed to be a part of growing old. But in recent years, school boards, universities, retirement associations, and local senior citizens' groups across the country have found that many older people are eager for mental stimulation and activity. More and more older people are taking advantage of continuing education. What are the factors that encourage or discourage an older person in this area of possibilities and opportunities?

In the literature and existing research, pertinent variables related to continuing education of the aged have been examined. These included transportation, health, patterns of social interaction, levels of participation, adjustment to retirement, life satisfaction and availability of educational programs.

There is little doubt that more and more of our older citizens are becoming interested once again in those "sacred halls of ivy." More than four and one-half million senior citizens are members of the American Association of Retired Persons-National Retired Teachers Association. Eleven years ago, the AARP-NRTA started the Institutes of Lifetime Learning in order to promote educational programs especially geared to the needs of older people. The two large institutes in Washington, D.C., and Long Beach,

California, each enroll about twelve hundred students and serve as experimental centers where new programs are developed. The smaller "extension" institutes, started four years ago, now enroll some one thousand five-hundred students in twenty communities.¹

In Pinellas County, Florida, thirty percent of the residents are 65 years old or older. In 1968, the Pinellas County school system started offering courses in languages and history to senior citizens at Petersburg Junior College. The junior college has since expanded its program. Over two-hundred students are enrolled in courses ranging from para-psychology to botany. Another four hundred are enrolled in non-credit off-campus courses.

Sidney Colen, director of the Retirement Condominium where many of the students live, envisions an Extension University with top educators conducting adult courses leading to a "Bachelor of Living" degree.²

The Mirror Lake Adult Center in St. Petersburg is for people who cannot afford tuition. (It is for people who are not interested in regular "college" courses leading to a degree.) An "All About Aging Workshop" was offered. One of

¹K. Cole, "Golden Oldies: Senior Citizens Go Back to School," Saturday Review of Education 1 (February 1973): 41-44.

²Ibid.

the teachers at Mirror Lake, Robert Davis, maintains that in societies where people live longer, older people work. They gain rather than lose status.¹

Louis Meeth, director of adult education for the Pinellas County school system, believes that adult education should meet the needs of the community. Done properly, the later education experience may serve many purposes: (1) provide the joy of learning; (2) combat loneliness; (3) make the student feel useful. Meeth also feels that the reason some adult education courses have not been successful is that they do not offer what the students are interested in learning.

Curriculum

David Fellows, director of Continuing Education at St. Petersburg College, Florida, maintains that adult education is a very sophisticated area--no longer remedial education as it once was. He believes that older people want to catch up on things they missed. The key to success in these programs seems to be subject matter. According to Fellows, these students do not want to learn about aging for they feel it is too depressing. They are interested in creative writing, law for the layman, or defensive driving--

¹Ibid.

things that will aid them in daily living.¹

Changing Levels of Performance

Even though many similar educational programs are springing up over the United States, there are obvious problems which must be considered. Realizing the importance of the subject matter is only one of the major hurdles. The people involved are the primary concern. The level of performance from this particular age group must also be examined.

Some of our knowledge of the way in which performance changes with age stems from the Nuffield Research Unit on the Problems of Aging. A. T. Welford points out that there are difficulties in adult training. These difficulties include: (1) in manual skills, speed requirements produced strain; (2) in memory skills, there are problems of mental interference characterized by distracting stimuli which cause forgetting; (3) in learning, the older person is depressed by situations which he finds difficult to comprehend, yet unmotivated by those which he regards as child's play. Stress is laid upon the importance of keeping these people interested in something but the manner of presentation and subject matter have great influence on success or failure

¹Ibid.

of training programs or continuing education.¹

Transportation

Assuming that it is possible to design an adult education program that could meet these problems of subject matter and performance, there would still be a number of factors that could decide the success or failure of such a program. Obviously, transportation is a major consideration. In this country, public transportation, no longer a paying proposition, is on the decline in all but our largest cities. The needs of the elderly are not considered in most decisions about public transportation.

Older people fall into two categories with regard to transportation: those who have it, and those who don't. According to Robert C. Atchley, about 46 percent of those people over 65 have their own cars. For the other 54 percent, transportation is a problem and could be a viable factor in limiting their pursuit of any type of activity, as well as their independence.

Cost of transportation is an important factor. In this country, there are roughly ten million older people who are hampered by the cost of transportation. Some of the solutions that are being tried are public subsidy to improve

¹Eunice Belbin and R. M. Belbin, "New Careers in Middle Age," Middle Age and Aging (Chicago: The University of Chicago Press, 1970), pp. 341-46).

bus schedules and routing, use of volunteer drivers, and non-profit transportation by senior citizen groups and churches.

Transportation problems for older people are basically the following: (1) poor public service; and (2) a low-income older population.¹ The ideal transportation plan for older people would have to include (1) lower fares; (2) public subsidies; and (3) reasonable routing. There is no question that transportation is a great source of difficulty for our older people--one difficulty that might prevent some of the potentials for adult education programs.

Self-Perception

Further assuming that attractive and meaningful programs are possible and that adequate transportation can be provided, there are still other difficulties to be contemplated. How the older person perceives himself is of utmost importance, especially in terms of adjustment to aging, health, and levels of social interaction with family, friends, neighbors, and secondary organizations.

Health

Old age is accompanied by a decline in physical fitness and an increasing experience with bodily aches and

¹Edmund J. Cantelli and June L. Schmelzer, eds., Transportation and Aging (Washington, D.C.: U.S. Government Printing Office, 1970).

and pains. Each person makes his own accommodation and adjustment to his changing body. An important factor then becomes how a person regards his health. There is no marked decline with age in the proportion of old people who feel their health is good. About the same proportions of persons in every age category say their health is good.¹ (It is interesting to note that persons over 80 still living at home are more optimistic about their health than persons in their 70's.) Men are more likely than women to say their health is good.

The logical question arises: on what basis do older people evaluate their health? According to Shanas, this self-evaluation is highly correlated with their reports of restrictions on mobility, their sensory impairments, and their overall incapacity scores. Shanas also found that people who had poor health reported frequent loneliness.

Social Isolation

In a study by Marjorie Fiske Lowenthal, it was found that people who had always been "loners" were not as likely to be depressed by isolation as those older people who suddenly found themselves alone. Late-developing isolation may be linked with mental disorder but may be more of a

¹Ethel Shanas et al., "The Psychology of Health," in Middle Age and Aging (Chicago: The University of Chicago Press, 1970), pp. 212-19.

consequence than a cause; physical illness seemed to be the critical antecedent to both the isolation and the mental illness. The point to be made is this: a continuing educational program for older people could possibly eliminate the social isolation that many experience in their later life.¹

In a study done by Ethel Shanas, it was learned that living alone, with its effect on reducing the number of social contacts of old people, is more important than illness in producing reports of loneliness or alienation. Old people living alone are more likely than other old people to say time passes slowly.

Sociologist Talcott Parsons has considered the role of illness. Shanas's findings substantiate Parsons' theory that to be ill is "inherently undesirable" in the United States where activism is stressed.

According to Parsons, the sick person has an obligation to recover, to put himself in the care of those who are qualified to help him. He must continue to be able to achieve, or in the instance of the aged, to remain active. If the old person is not active, he feels he is in "poor health."

Parsons says that illness is, therefore, a kind of

¹Marjorie Fiske Lowenthal, "Social Isolation and Mental Illness in Old Age," in Middle Age and Aging (Chicago: The University of Chicago Press, 1970), pp. 220-34.

alienation in American society. The passivity and dependence involved in illness are also characteristics of behavior which are counter to the activism of American society.¹

Parsons continued by saying that people who say their health is poor are more likely than persons who say their health is good to report that they are lonely. Time passes much more slowly for those in poor health than it does for those who say their health is good. It is apparent that irrespective of the old person's living arrangements, self-assessment of health affects feelings of loneliness. According to Shanas, people who think they are sick are more lonely and alienated than those who think they are well. The strong relationship between self-judgement of health and the index of incapacity suggests that perhaps, overall, it may be the feeling of poor health that brings with it feelings of loneliness. In the United States, for the young, achievement is stressed; for the older person, activity is stressed.² This emphasis on activism must indeed be followed up with programs which will provide means of participation and interaction, hopefully avoiding loneliness and some instances of "poor health."

¹Talcott Parsons, "Definitions of Health and Illness in the Light of American Values and Social Structure," in Patients, Physicians, and Illness, ed. E. Gorley Jaco (New York: The Free Press of Glencoe), p. 216.

²Shanas, "The Psychology of Health," pp. 212-19.

Neighborhood Interaction

Irving Roscow found that older people's friends vary directly with the proportion of older neighbors available, that older people choose to have friends their own age and that residential proximity does not result in significantly more friendships between younger and older people. He also shows that their morale is affected by the age density of the neighborhood, depending upon their previous disposition. If they have always been isolated, they are more satisfied with a neighborhood of low density. If they have not been isolated, they prefer a living arrangement of greater density.¹

Friends and neighbors are important sources of primary relationships in later life. Numerous friendships among older people are related to high density of older people in the neighborhood (among other things). Age peers seem to have priority as potential friends. "Friend" is one of the roles that older people can hang onto indefinitely. The demands of the friend role are flexible and can be adjusted to fit the individual's capability in terms of health and energy. It is the greatest source of companionship next to that of spouse.

In Roscow's study, older people had more friends

¹Irving Roscow, Social Integration of the Aged (New York: Free Press, 1967).

when there were more older neighbors in the neighborhood, and these friends were drawn from among their age peers. The implication of this finding is that in terms of fighting social isolation among older people, it is apparently better to have a dense concentration of older people than a cross-section of the general population in the neighborhood. Therefore, for the older person who lives in a neighborhood of young people, it would seem important that they find some other source for developing relationships within their age cohort.

Family Interaction

"Having a spouse is one of the greatest possible assets in terms of successful adjustment to aging."¹ Unfortunately, losing a spouse is frequent and often serves as an obstacle to adjustment in old age. Most widowed older people substitute platonic relationships with men and women friends. For older people, the deepest primary relationships come from kin, according to Robert C. Atchley.

Unlike most other institutions, the family allows the older person to remain a full participant. Most older people are married and living with their spouses, but as age increases, progressively more of them, particularly women,

¹Robert C. Atchley, The Social Forces in Later Life: An Introduction to Social Gerontology (Belmont, California: Wadsworth Publishing Company, 1972), p. 308.

are widowed. Widowhood is difficult to cope with. Most respond to widowhood by increasing their involvement in various activities.

Older parents with adult children tend to see their children often and to regard these as their most important relationships. The more autonomous the parent, the better the relationship, but when the time comes, most children take up the responsibility for their aged parents.¹

The grandparent role is one that most older people enjoy, but for most of them, it is pursued out of interest in the children or a desire to have fun with them and is not a meaningful primary relationship. The sibling role seems to be more important in later life than it is in middle age, particularly as a substitute for lost friends and spouses.

Changes in family structure over the past fifty years have reduced the chances that kin can provide a substantial reservoir of potential relationships. Smaller families mean fewer aunts, uncles, cousins, siblings, children and grandchildren. In the light of what Atchley has said, it seems very important to have some means for establishing these platonic relationships, which are used as substitutes for other lost relationships.

A study by Sussman and Burchinal points up a major

¹Ibid., p. 320.

revision in sociological theories concerning the family and how the older person fits into its structure. The theory that the isolated nuclear family is the prevailing and functional form of the family in an industrialized society is shown to be in error; and the modified extended kin family is described as the most typical and most functional, that is, a family system with complicated networks of aid and service activities in which nuclear units are linked together both vertically and horizontally.¹

In terms of exchange of family services, no one generation comes off clearly as giver or receiver. Family values, family functions, and family dynamics all reflect some distance expected between generations. On the other hand, as a practical matter, it is obvious that there is a great deal of contact and mutual aid among the generations.

Major activities of this network are that members give to each other financial aid and goods of value, and a wide range of services at specific times and under certain conditions. The network is used among middle class families as a principal source of aid and service when member families or individuals are in personal difficulty, in times of disaster and crisis. Some situations cannot be handled

¹Marvin B. Sussman and Lee Burchinal, "Kin Family Network; Unheralded Structure in Current Conceptualization of Family Functioning," in Middle Age and Aging, Bernice L. Neugarten, ed. (Chicago: The University of Chicago Press, 1970), pp. 247-254.

by the nuclear unit alone. In such situations, there are mutual expectations of going to the aid of kin. In many instances, everyday or weekly activities link together the members of the kin family network. Joint participation in leisure time activities is possible because of reduction of the work week. Visiting among kin is facilitated by high speed highways and other conveyances of a modern transportation system. Constant communication among kin members is possible by the widespread adoption on all class levels of the telephone as a household necessity. The feasibility of the kin network in modern society is due to the existence of modern communication and transportation systems which facilitate interaction among members.¹

Activity and Life Satisfaction

Research by Bruce Lemon and others investigated the relationship between types of social activity and life satisfaction and studied it among a sample of individuals moving into a retirement community. The research considered three activity types: informal (social interaction with relatives, friends and neighbors); formal (social interaction in formal voluntary groups); and solitary (watching television, reading, and hobbies of a solitary nature). In this study, it was found that only one type of activity

¹Ibid.

(informal activity with friends) was significantly correlated with life satisfaction.¹ This finding deserves further consideration.

A study by Jere Hoar found that out of 200 aged persons, only 38 percent indicated that all of each day was "free time." Space-time activities diminished in number and changed in nature as age increased. The respondents seemed to be enthusiastic voters. More than half had membership in one or more organizations, but membership dropped off as age increased. Most of the respondents used the telephone daily, and much of their time was used for reading and gardening.²

Research has highlighted the areas of "objective need" which ought to be met by social or medical provision. Roscow and Breslaw constructed a Guttman scale of functional health for the elderly.³ These studies show that good health in the elderly is related to higher levels of activity and that higher levels of activity seem to

¹Bruce Lemon, et al., "An Exploration of the Activity Theory of Aging: Activity Types and Life Satisfaction Among In-Movers to a Retirement Community," Journal of Gerontology, 27:4 (February 1972), 511-23.

²Jere R. Hoar, "Reading, Listening and Viewing Behavior of the Aged: An Inventory of the Mass Communications, Habits and Preferences of 200 Aged Persons in Oxford, Mississippi," Sociology and Social Research, pp. 157-63.

³Irving Roscow and Naomi Breslaw, "A Guttman Health Scale for the Aged," Journal of Gerontology, 21:4 (October 1966).

perpetuate good health. There would seem to be a strong relationship between these two variables.

Frederick G. Acuff did a study of retired clergy and emeritus professors. Acuff found that level of income, presence of spouse, nearness of children, living arrangements, good health, and continued activity have a positive influence on successful adjustment to retirement. Using a twenty-item Likert Scale Measurement of Life Satisfaction, Acuff found that both groups had remained active and indicated high levels of satisfaction with life.¹

Need for Research and Alternate Programs

Jonas and Jonas centered a study on the problems of retirement. Exploring in depth the biological, behavioral, and psychological impact of aging, the authors present a practical and optimistic program for reintegrating this "lost class" of Americans to make beneficial use of the older generation's expertise and to provide the continued involvement and consequent intellectual and spiritual growth that is the mainspring of dignity, allowing men and women to remain "young till they die."² The program suggested

¹Frederick G. Acuff, "Retirement, Meaning and Adjustment: The Emeritus Professor and Retired Clergy of a Southwestern State," Ph.D. Dissertation, University of Missouri, June 1967.

²David J. Jonas and Doris G. Jonas, Young Till We Die (New York: Coward, McCann and Geoghegan, Inc., 1973).

includes widely based research institutions, education through universities, psychological preparation, continued backing of the "Late Start" program (National Retired Teachers' Association) providing some "natural" late occupations through local historical societies, supplemental income through part-time work in government programs, library aides, and volunteer work in drama societies, orchestras, cultural groups, and anti-pollution efforts.

Juanita Kreps has presented an interesting and unique theory concerning lifelong allocations of work and leisure. She believes that people might be better satisfied and more fulfilled throughout life if our work and leisure were more dispersed. People, young and old, would be alternating in and out of a work-play-education cycle throughout life.¹

With 20 million people, 17 percent of the voting population over 65, retirement (and what happens afterward) is becoming a top priority issue.² A few universities have set up research projects attempting to define the actual state and actual needs of the elderly population. Among these universities are the University of Oregon and

¹Juanita M. Kreps, Lifelong Allocations of Work and Leisure (Washington, D.C.: Social Security Administration, 1968).

²Jonas and Jonas, Young Till We Die.

Portland State University which have instituted both long-term and short-term training programs in an effort to determine suitable methods of preparation for retirement. Similar investigations have been undertaken by Cornell University, University of Florida, Institute of Gerontology of the University of Michigan, Wayne State University, George Washington University, North Texas State University Center for Studies in Aging, and Grayson County College, Sherman, Texas.

In 1969, the Administration on Aging provided funds for the National Gerontological Society to establish a committee on research and development of goals in social gerontology. The objectives were to survey existing research; to recommend subjects it considers worthy of the support of public and private funding; and more specifically, to make recommendations in the areas of (1) work, leisure, and education; (2) living arrangements for older people; (3) social services for older people; and (4) the economics of aging.

Commissioner John B. Martin, Jr., of the Administration on Aging, testified before a Senate Committee and emphasized the projected needs for planning, coordination, and training for programs dealing with our older people. His conclusion was that the need for personnel with specialized knowledge in the field of aging had reached emergency

proportions. An immediate all-out effort on the part of Government and educational institutions is essential if the situation is to be improved.¹

Major Theories of Aging

There are many theories of aging in the field of social gerontology. While it will not be the purpose of this study to test these theories, it is appropriate that they be discussed. These theories serve as a foundation for research.

The three major theories are (1) the disengagement theory, (2) the activity theory, and (3) the continuity theory. This is not to imply that other theories are not useful, but rather that they are less frequently encountered. Gerontologists are not in agreement as to which of these theories provides the best description of social reality.

The Disengagement Theory is the most controversial of the theories, and involves a two-pronged definition. First, the theory as defined by society says that society disengages from the older individual, thus phasing young people in and old people out. Newell² looked upon

¹Ibid.

²David S. Newell, "Social-Structural Evidence for Disengagement," in Growing Old, eds. Elaine Cumming and William E. Henry (New York: Basic Books, 1961), pp. 37-74.

disengagement as half of the inevitable withdrawal of older people and society from each other. The second facet of the Disengagement Theory suggests that the individual willingly withdraws from activities. The older individual recognizes that his knowledge and skills are decreasing, he relinquishes his roles, and finds contentment in symbols of the past.

The Activity Theory is perhaps the commonest in terms of serving as a guide for action, yet it is the theory which has received the least amount of formal consideration. This theory holds that the norms for old age are the same as those for middle age, and that the older person should be judged in terms of a middle aged system for measuring success.¹ It is a continuous effort to stay middle aged.

A third major theory has begun to emerge in recent years--that of the Continuity Theory. It contends that in the process of becoming an adult, the individual develops habits, commitments, preferences, and a host of other dispositions that become a part of his personality. As the individual grows older, he maintains continuity in his habits and preferences. Therefore, knowledge of the past behavior

¹Robert J. Havighurst, "Successful Aging," in Richard H. Williams, Clark Tibbetts, and Wilma Donahue (eds.) Processes of Aging (New York: Atherton Press, 1963), vol. 1, pp. 229-30.

patterns of an individual is a prerequisite for predicting adaptation to aging.¹

Background of Present Research

The idea for this research effort came about as the result of an experimental program that was started in September of 1974. It was at that time that Grayson County College in Sherman, Texas, initiated an adult education program for people over 65 years of age. The course of non-credit study extended over a nine month period from September, 1974 to May, 1975.

In order to make this program as meaningful as possible, it became obvious that information concerning the students and their needs would be most advantageous in planning for the future. Grayson College has at present applied for a Federal grant of one million dollars in order to sustain this program. It is hoped that the data collected for this study will be of some benefit to the college.

Summary

The review of the literature has included a survey of currently existing adult education programs, their strengths and weaknesses, and research in related areas that

¹Atchley, The Social Forces in Later Life, p. 308.

affect the success of such programs.

It is on the basis of this previous research that this study will be conducted. The need for adult education programs has been stressed. A curriculum of sophisticated, well-planned subject matter that meets the needs of the people has been emphasized. It is obvious that in terms of performance there are some difficulties of learning for this age group. Transportation is a major difficulty for the elderly. There seems to be a strong relationship between health, loneliness, and social isolation. Older people establish relationships in terms of age preference, and certain situations are more conducive to the establishment of these relationships, such as a continuing education program for this age group.

Successful adjustment to aging comes more easily with a living spouse, but there are many possible substitutes. The importance of deep primary relationships with kin are most important. There is a need for a network system of aid between the elderly and their children.

The exploration of aging in terms of biology, behavior, and psychology suggests the need for adult educational programs to channel expertise and encourage involvement of the elderly. The need for education of people to work in the field of gerontology has been underlined.

The present research project is two-fold: (1) to determine the attitudes and attributes of older people returning to school, examining their life patterns and needs; and (2) to evaluate the experimental program of adult education at Grayson County College.

CHAPTER II

METHODS AND PROCEDURES

Introduction

The present chapter is devoted to a discussion of the research problem and purpose. A description of the community and respondents, definition of variables, and method of data collection are also included.

Research Problem

This research project was to assess patterns of attitudes and attributes among a group of students 65 years of age and over currently enrolled in Grayson College in Sherman, Texas. The data collected in this survey were compared with findings of a similar study of retired clergy and emeritus professors done by Frederick Gene Acuff in a doctoral dissertation. Data also were compared with state and national census data concerning people the same age who are not enrolled in college. An attempt was made to answer the following research questions.

Research Questions

1. In what ways do the respondents differ from other people of the same age not enrolled in school?

2. What is the degree of social interaction of the respondents?
 - a. With neighbors?
 - b. With relatives?
3. What is the relationship between life satisfaction and degrees of interaction?
4. How do respondents compare with retired professors and clergymen in terms of life satisfaction?
5. What is the relationship between type of living arrangement (alone, with others) and life satisfaction?
6. What is the difference in life satisfaction between male and female respondents?
7. What is the relationship between level of education and life satisfaction?
8. What are the attitudes of respondents toward involvement in a continuing educational program?
9. How do the respondents perceive themselves and how do they feel others perceive them?

Research Purpose

The purpose of this study was two-fold: (1) to determine the attitudes and attributes of the students enrolled in a continuing educational program and to see how they differ from those not enrolled; and (2) to evaluate the educational program.

The need for quality adult education programs has been emphasized in the literature and existing research. The educational program under study in this project is experimental in nature. It was the desire of Grayson College to improve and expand the current programs. In order to do so, two things were needed. First, an in-depth study of the courses to determine the needs and interests of the students was desired. Second, the college had applied to the Federal government for a grant of one million dollars to sustain their program and one of the goals of this study was to provide supportive and pertinent information to the college and the Federal government. Further, this research has attempted to investigate the consequences of the adult education program in terms of its effect on the lives and attitudes of the students. In this thesis, an effort has been made to measure changes of patterns in attitudes with regard to the time before the group enrolled in school, during school, and implications for the future. In addition, comparisons were made (of attitudes toward retirement, friendships, family, activity, health, school, and life satisfaction) between the students enrolled and those of the same age not enrolled in college.

Description of Sherman, Texas

The city of Sherman is located in Grayson County,

Texas, approximately sixty miles north of Dallas, and fourteen miles south of Red River, separating Texas and Oklahoma. The major geographic reference point is Lake Texoma, eighteen miles north of Sherman. It should be noted that Sherman is an old town and at one time was a railroad center. It is a town of great tradition and historical significance, having been established in 1846.

Population and Labor Force

The city of Sherman has a population of 30,400, and Grayson County has a population of 84,500. The population within a 30-mile commuting radius, including urban and rural, is 123,600. In Grayson County, there are 4,367 men and 6,580 women for a total of 10,947 who are over the age of 65.

Within the total population distribution, the total labor pool within the community is 32,390, with 90 percent employed, the highest concentration being in semi-skilled jobs. The hourly wages range from \$2.75 per hour for laborers to \$7.50 per hour for tool and die makers. There are 25 major industries (firms employing 40 persons or more).

Sherman Community Services

Sherman has six grade schools, two junior high schools, one high school and one parochial school, with a total enrollment of 9,592 students. Thus, more people 65 years and older live in the county than the number of

young people enrolled in Sherman Public Schools. Sherman has one community college, Grayson College, with an enrollment of 3,340, and a nationally known 4-year liberal arts college, Austin College, with an enrollment of 1,200.

Sherman residents are served by one daily newspaper, four radio stations, and one television station. Sherman has two hospitals and 74 physicians. Of a total of 45 churches, 16 are of the Baptist denomination.

The city features 17 parks, 3 public swimming pools, 12 public tennis courts and 3 golf courses. The average cost of a two-bedroom home is \$18,000, and \$25,000 for a three-bedroom home. There are numerous apartment complexes with an average rent of \$150.00 per month. Also one government subsidized apartment complex varies the rent fee according to the renter's pension (old age or disability pension).

Transportation

Intra-city transportation in Sherman consists of one taxi company. There is no intra-city bus service; however, one mini-bus service for senior citizens is furnished by the Texoma Regional Planning Commission. Inter-city bus service is provided to Sherman by two major bus companies. Air service is provided by charter from either Sherman Municipal Airport or Grayson County Airport.

Description of Grayson College
Adult Education Program

In the past year, Grayson College enrolled over 100 students 65 and older in an experimental program of adult education. Their course of non-credit study extended over a nine month period corresponding with the regular school semesters. Each department in the college planned a one month study plan giving the students a choice between three courses in each department. The courses included music, art, engineering, science, health, business, history, mathematics, sociology, psychology, and technical occupations. The students were not tested or graded in any manner. The college provided transportation to the students in the form of buses which picked up at major locations in Sherman and Denison, Texas. The classes were taught by the faculty of the college on a voluntary basis. These classes met two afternoons each week from 1:00 o'clock to 4:00 o'clock. There was no tuition or any other fee charged the students.

Variables and Operational Definitions

Previous research in the field of gerontology leads us to believe that the desire, or lack of desire, to remain active (and possibly pursue further education) will be greatly influenced by variables of age, sex, marital status, present state of health, occupation, transportation, previous education, past and present levels of participation

in both formal and informal group activities, present living arrangements, self-perception, and life satisfaction. This study has been an attempt to gain information identifying some of the attitudes and attributes possessed by those who were active late in life and enrolled in a continuing education program. The pertinent variables are discussed below.

Sex

Both males and females were enrolled in the program. Comparisons of characteristics were made on the basis of sex. (See Appendix A, Question 1.)

Age and Perception of Age

Respondents were asked if they felt younger or older than their years. A comparison was made between their actual calendar years and their perception of how old they feel they were.

(See Appendix A, Questions 61 through 64.)¹

Health

Respondents were asked how they viewed their own state of health and how they compared it to others not attending school.

(See Appendix A, Questions 14 and 15.)

¹All questions can be found in Appendix A.

Marital Status

This study sought to determine the marital status of the respondents. Their patterns were compared to others in the same age cohort not enrolled in school.

(See Appendix A, Question 3.)

Occupation

Occupations of respondents and their spouses were used as an important source of identification material. Occupations were scored by use of the "Occupational Prestige Ratings in the United States."¹ Scores ranged from 34 points for a shoe shiner to 93 points for a physician. Specific information concerning income was not asked.

(See Appendix A, Questions 6 and 7.)

Transportation

Respondents were asked about their main source of transportation, and if transportation is a problem for them.

(See Appendix A, Question 59.)

Previous Level of Education

Respondents were asked about their (and their spouses') previous level of education. The question asked

¹Robert W. Hodge et al., "Occupational Prestige in the United States," American Journal of Sociology, The University of Chicago Press, November, 1964, pp. 286-302.

for the last grade completed in school.

(See Appendix A, Questions 8 and 9.)

Levels of Social Interaction with Family, Friends, and Neighbors

Respondents were asked how often they were in communication by telephone, letter, or visits with their family, friends, and neighbors. They were also asked where this communication and interaction occurs.

(See Appendix A, Questions 24 through 39.)

Levels of Social Participation in Secondary Organizations

This research investigated both present and previous levels of participation in organizations such as church, civic groups, clubs and lodges, to ascertain their earlier patterns and present patterns.

(See Appendix A, Questions 40 through 49.)

Respondents were also asked about their participation in voting at local, state and national levels. They were given two points for an "always" or "often" response at each level (which would be a total of six points for a positive response in all three). The respondents were given a score of one point for a "hardly ever" or "never" response at each level (which would be a total of three points for a negative response in all three). It would be possible to have a score of four or five if the responses were mixed with

positive and negative answers.

(See Appendix A, Question 57.)

Present Living Arrangements

Respondents were asked if they lived alone or with others, and if they owned or rented their homes. Questions were asked concerning the age distribution and density of older people in their respective neighborhoods.

(See Appendix A, Questions 16 through 21.)

Reasons for Returning to School

Each respondent was asked why he or she returned to school and what effect it had had on his life in terms of personal consequences and changes in outlook. They were also asked what they perceived as the difference between themselves and others who have not returned to school and what effect school might have on future activities.

(See Appendix A, Questions 67 through 75.)

Life Satisfaction

Included as a part of the research instrument was a 20-item Likert Scale of Life Satisfaction, which is a measure of attitudes and adjustment. Their scores were compared to a sample of emeritus professors and retired

clergymen in a dissertation by Frederick G. Acuff.¹

The Life Satisfaction was scored in two different ways. It was first scored giving a numerical value of 4 to the most positive response (showing the most satisfaction) down to a numerical value of 1 to the most negative response (showing the least satisfaction). The highest possible score was 80, and the lowest possible score was 20. The Likert scaling responses included agree strongly, agree somewhat, disagree somewhat, and disagree strongly.

Since the Life Satisfaction measurement in the Acuff dissertation had only two possible responses for each question (agree or disagree), it was necessary to convert the first scoring to one that would correspond with Acuff's scores, thereby allowing comparisons between that study and this one. Acuff gave a "satisfied" response a numerical value of 1 and a dissatisfied response a numerical value of zero.

To achieve the necessary conversion for comparison, all "satisfied" responses in this study (those answers with a numerical value of 3 or 4) were given a corresponding score of 1. All "dissatisfied" responses in this study (those responses with a numerical value of 1 or 2) were

¹Frederick G. Acuff, "Retirement, Meaning and Adjustment: The Emeritus Professor and Retired Clergy of a Southwestern State," Ph.D. Dissertation, University of Missouri, June, 1967.

given a zero. The highest possible score was 20, and the lowest possible score was zero.

(See Appendix A, Questions 76 through 95.)

In summary, the variables in this study are sex, age, health, marital status, occupation, transportation, previous education, levels of social interaction, levels of social participation, present living arrangements, reasons for returning to school, life satisfaction, levels of purpose, and attitudes of these students enrolled in the Grayson College program.

Procedures for Data Collection

The data for this study were collected in a classroom session through the structured questionnaire.

(Appendix A) It was initially administered verbally on a face-to-face basis with 50 students who had been enrolled for one complete semester. It was later administered to 31 students who had either been absent or had recently joined the program, making a total of 81. There was a noticeable difference in the enthusiasm between the two groups. Those receiving the initial face-to-face verbal instruction seemed to be much more enthusiastic than those who received the instrument and completed it at home alone. Since the entire group was asked to complete the research questionnaire, there was no random sample. A total of 81 questionnaires

was completed and returned. Of the 81 questionnaires, all were adequately answered and kept for analysis.

Instrumentation

The structured instrument used in this research project was an interview schedule with a total of 95 questions designed to elicit attitudes and background material. (See Appendix A.)

Questions 1-15 covered general background information, including sex, age, marital status, religious affiliation, employment, occupation, education, retirement status, and state of health.

Questions 16-24 asked for information concerning present living arrangements, neighborhood composition and visiting patterns with neighbors.

Questions 25-33 requested information about interaction and communication with relatives and children, either by letter, telephone, or personal visits.

Questions 34-39 asked about interaction and communication with friends either by letter, telephone, or personal visits, and where this interaction takes place.

Questions 40-47 concerned levels of participation in secondary groups such as church, clubs, social gatherings, and senior citizens' groups.

Questions 48-60 asked questions concerning free time,

frequency of participation in games, hobbies, and television. Also the respondents were asked what newspapers they read, if they had a telephone, how often they used their telephone, how often they voted, and what form of transportation they used.

Questions 61-65 concerned the respondents' self-perception in terms of age, if they felt they had changed in the last fifteen years, and if so, how.

Question 66 was an open-ended question asking what the respondents perceived as the difference between themselves and others their age who were not participating in the program.

Questions 67-72 asked questions concerning the program. They were asked how they heard about it, their reasons for attending, how they liked attending, what courses they liked best, and what courses they were interested in that were not now being offered. In addition, they were asked if they would prefer to be working toward some type of degree.

Questions 73-75 asked if the respondents felt that the program was having any personal effect on their life, effect on future activity, and if they intended to continue in the program.

The last 20 questions, numbered 1 through 20, were the Life Satisfaction Scale.

Procedures for Data Analysis

Descriptive statistics as well as correlational procedures were used in the analysis of the data. In describing the sample as well as in comparing the respondents to census data, means and percentages were employed. Analysis of research questions numbered one through eight was made employing Pearson's correlation coefficient. Assumptions underlying Pearson's correlation coefficient are as follows: linear relationship between variables, homoscedasticity, and interval level measures.

A major advantage of Pearson's correlation coefficient is its widely accepted use in several fields, therefore allowing comparison of different studies. In the present study, a question arises as to the possible violation of the underlying interval level measure assumption. Some of the measures in the present study may be considered ordinal, however, in light of the manner in which others¹ have treated similar measures it was decided to use the Pearson correlation coefficient. The correlation coefficient in this study should be interpreted as an estimate of the relationship among the variables and as a descriptive measure.

¹Melvin Seeman, "On the Personal Consequences of Alienation and Work," American Sociological Review, 32:2 (April 1967):276-77.

CHAPTER III

ANALYSIS OF DATA

Introduction

The purpose of this chapter is twofold: (1) to describe the 81 individuals 65 years of age and older who are currently enrolled at Grayson College in a continuing education program; and (2) to present the results from the analysis of the data. In so doing, each research question (as presented in Chapter 2) is restated and answered accordingly.

The Respondents

The group of respondents in the present study was comprised of 26 percent males (21), and 74 percent females (60). The mode age for both male and female groups was between 70 and 74 years, with three females who were between 85 and 89 years of age. The mean and median age for both groups was 72. Out of the 21 males, 76.2 percent (16) were married. In contrast, of the 60 females, only 30 percent (18) were married. Most of the women, 56.7 percent (34), were widows but only 14.3 percent (3) of the men were widowers. Two males were divorced in comparison with five females.

The group was 100 percent white and over 93 percent Protestant. With a few exceptions, the majority, 74 percent (60) were fully retired. There were 19.8 percent (16) who were semi-retired.

In regard to educational attainment, 21 percent (17) completed grades 7-9, 12.3 percent (10) had some high school, and 19.8 percent (16) completed high school. About 2.2 percent (18) of the group completed college. Of the entire group, 4.9 percent went to trade school and 9.9 percent (8) went to professional school or beyond four years of college. Thus, wide variations were found in educational attainment among the respondents.

The respondents were average to low on the occupational rating scale with only a few scores in the "professional" category. They were in good health and had no problems with transportation. In regard to living arrangements, most of the men lived with a spouse; most of the women lived alone.

Research Questions

In the following section the research questions originally presented in Chapter 2 will be discussed. The questions are presented in order and findings from analysis of the data are given.

1. In what ways do the respondents differ from other people

of the same age not enrolled in school?

2. What is the degree of social interaction of the respondents?
3. What is the relationship between life satisfaction and degrees of interaction?
4. How do respondents compare with retired professors and clergymen in terms of life satisfaction?
5. What is the relationship between type of living arrangement (alone, with others) and life satisfaction?
6. What is the difference in life satisfaction between male and female respondents?
7. What is the relationship between level of education and life satisfaction?
8. What are the attitudes of respondents toward involvement in a continuing educational program?
9. How do the respondents perceive themselves and how do they feel others perceive them?

In conjunction with the presentation of analysis of data, state and national statistics will be presented in order to compare the respondents to the general population.

Demographic Differences

Research Question Number 1 asks: In what ways do the respondents differ from other people of the same age not enrolled in school? The following comparisons in regard to

demographic characteristics were made.

Distribution by Age and Sex

For the purpose of this study, it was assumed that the general population in this age cohort was not enrolled in college. According to the 1970 census, one in every 10 persons in the United States is 65 years old or older. This accounts for 20 million men and women. Of those 20 million persons, 11.6 million are older women and 8.4 million are older men--a sex ratio of almost 139 older women per 100 older men.¹

In this twentieth century, the percentage of the United States population aged 65 and over more than doubled (from 4.1 percent in 1900 to 9.9 percent in 1970), while the number increased more than sixfold (from 3 million to 20 million). At present death rates, the older population is expected to increase 46 percent to 29 million by the year 2000. If the present low birth rate continues, these 29 million will be 10.6 percent of the total population of 271.1 million. If the birth rate increased significantly, this 29 million would represent 8.9 percent of a total

¹U. S. Department of Health, Education and Welfare, Social Rehabilitation Service, Administration on Aging, Facts on Aging, AOA Publication No. 146 (Washington, D.C.: Government Printing Office, 1970).

population of 322.3 million.¹

In Grayson County, there are 10,947 total number of residents 65 and older. Of that total, 6,580 are older women and 4,367 are older men. This accounts for 12.5 percent of the total Grayson County population.² These statistics show that in Grayson County (Texas) there is a higher ratio of persons 65 and older than there is nationally.

Table 1 shows that the present sample is disproportionately comprised of 74 percent females and 26 percent males. These percentages would indicate that the ratio of older women to older men in this group of respondents is higher than is the national average. All but seven individuals in this group of respondents would be cohorts of the 20 million persons who are 65 years of age and over.

¹U. S. Department of Health, Education and Welfare, Office of Human Development, Administration on Aging, New Facts about Older Americans, DHEW Publication No. (SRS) 73-20006, June, 1973.

²U. S. Department of Commerce, Bureau of the Census, Social and Economic Statistics Administration (Washington, D.C.: Government Printing Office, 1970).

TABLE 1
DISTRIBUTION BY AGE AND SEX

Age	Sex				Total	Percent
	Male	Percent	Female	Percent		
55-59	0	0	2	3.3	2	2.5
60-64	1	4.8	6	10.1	7	8.6
65-69	7	33.3	15	25.0	22	27.2
70-74	11	52.4	19	31.7	30	37.0
75-79	2	9.5	8	13.3	10	12.3
80-84	0	0	4	6.6	4	4.9
85-89	0	0	3	5.0	3	3.7
90 & over	0	0	0	0	0	0
No answer	0	0	3	5.0	3	3.7
	N=21	100	N=60	100	N=81	100

Distribution According to Marital Status

The national statistics on marital status among the aged show that most older men are married, most older women are widows, and there are more than four times as many widows as widowers. Almost two-fifths of the older married men have wives under 65 years of age.

In 1968, the states that participated in the reporting program for marriages reported 13,210 brides and

28,554 grooms aged 65 and over. Less than 10 percent of these marriages were first marriages for previously single men or women. Most were remarriages, and most were men or women who were previously widowed.

National statistics show that in 1972, of all men 65 and over, 77 percent were married, 15 percent were widowed, 1.8 percent were divorced, and 5.5 percent had never married. In comparison, of the women 65 and older, 38.1 percent were married, 52.8 percent were widowed, 2.5 percent were divorced, and 6.6 percent had never married.

A part of this disproportion may be explained in terms of life expectancy. At age 65, life expectancy is 15 years, 13 years for men but over 16 years for women. This sex difference in life expectancy starts at birth so that in the 65 and over group, there are 140 older women per 100 older men and the disparity continues to grow.¹

The statistics in Table 2 show that the respondents of this study conform closely to the national average. Almost 57 percent of the older women are widows with only 30 percent of the older women still married. About 76 percent of the men are married, while only 14.3 percent of the men are widowed.

¹U. S. Department of Health, Education and Welfare, Office of Human Development, Administration on Aging. New Facts about Older Americans. DHEW Publication No. (SRS) 73-20006, June, 1973.

TABLE 2

DISTRIBUTION BY SEX AND MARITAL STATUS

Marital Status	Sex				Total	Percent
	Male	Percent	Female	Percent		
Married	16	76.0	18	30.0	34	42.0
Widowed	3	14.3	34	56.7	37	45.7
Separated	0		0		0	
Divorced	2	9.5	5	8.3	7	8.6
Never married	0		3	5.0	3	3.7
	N=21	100	N=60	100	N=81	100

Racial Distribution

The Administration on Aging figures show that although white persons make up less than 90 percent of the population, they comprise 92 percent of the older population due to racial differences in life expectancy. Of the respondents of this survey, 100 percent were white.¹

Distribution by Sex and Religious Affiliation

National figures show that most individuals 65 and over are Protestant, followed by Catholic and Jewish respectively. Those same groupings are found among the

¹Ibid.

respondents in this study to a point. There were only Protestants and Catholics (plus one "other") which was not specified as is shown in Table 3.

TABLE 3
DISTRIBUTION BY SEX AND RELIGIOUS AFFILIATION

Religious Affiliation	Sex				Total	Percent
	Male	Percent	Female	Percent		
Protestant	19	90.5	57	95.0	76	93.8
Catholic	1	4.8	3	5.0	4	4.9
Jewish	0	0	0	0	0	0
None	1	4.8	0	0	1	1.2
Other	0	0	0	0	0	0
	N=21	100	N=60	100	N=81	99.9

Retirement Status

The national figures for labor force participation show that in 1970, only about 25 percent of men 65 years of age and over were in the labor force. For women 65 years of age and over, the figures showed less than 10 percent were still participating in the national labor force.

More than 3.1 million or about 16 percent of older people are in the labor force--either working or actively

seeking work. They make up 3.4 percent of the United States labor force. Less than a quarter of the older men (2 million) and less than a tenth of the older women (1.1 million) are in the labor force. Large proportions of those employed are in low-paid work.¹ Table 4 shows the distribution of the respondents according to sex and retirement status.

TABLE 4
DISTRIBUTION BY SEX AND RETIREMENT STATUS

Retirement Status	Sex				Total	Percent
	Male	Percent	Female	Percent		
Fully retired	16	76.2	44	73.3	60	74.0
Semi-retired	5	23.8	11	18.3	16	19.8
Not retired	0	0	2	3.3	2	2.5
No response	0	0	3	5.1	3	3.7
	N=21	100	N=60	100	N=81	100

None of the respondents were employed on a full-time basis. Of the group, 10 (8 women and 2 men) were employed on a part-time basis.

¹Ibid.

Income

Because of the personal nature of the investigative situation and because it was the desire of the investigator not to embarrass any of the respondents, information regarding income was intentionally omitted. However, because it is an important aspect of the life of an older person, information regarding income of the general population over the age of 65 is hereby presented. It is assumed that the respondents would not differ greatly from these statistics.

In 1971, about 850 thousand couples in the United States with 65 and over heads of household had incomes of 10 thousand dollars or more. Some 1.6 million older couples had incomes between \$5,000 and \$10,000. Almost 1.1 million couples (one in five) had annual incomes under \$3,000 (\$58 a week). In Texas, 34.9 percent of persons over 65 live on incomes below the poverty level compared with national statistics which showed that in 1971, 50 percent of the same age cohort lived on incomes under \$4,931 a year.

National figures for 1971 show that almost 22 percent (4.3 million) older people lived in households with incomes below the poverty threshold. Almost 2.6 million or 60 percent of these poor were living alone or with nonrelatives; of these, more than 2.1 million were women, mostly widows.

Of the almost 2.6 million poor persons of all ages, 16 percent were 65 and over.¹

Given the knowledge of the level of education and job distribution, it would seem likely that the respondents would conform to national figures.

Educational Level

The 1970 census data figures for educational attainment showed that 50 percent of the older people had only an elementary education or less. Eight men and eight women out of every 100 older people 65 years and over had none or less than five years of school and were categorized as illiterate. The respondents, as shown in Table 5, have a higher level of educational attainment than does the national average. Of the respondents, only 3.7 percent of the men and women had an elementary education or less, and only 1 male had no education. Almost all (96.3 percent) of the total group had more than an elementary education.

¹Ibid.

TABLE 5

DISTRIBUTION BY SEX AND EDUCATIONAL ATTAINMENT

Educational Level	Sex					
	Male	Percent	Female	Percent	Total	Percent
No school or less than 6th grade	1	4.8	2	3.3	3	3.7
Grades 7-9	5	23.8	12	20.0	17	21.0
Some high school	0	0	10	16.7	10	12.3
Completed high school	7	33.3	9	15.0	16	19.8
Some college	2	9.5	10	16.7	12	14.8
Completed college	3	14.3	7	11.7	10	12.3
Trade school	0	0	4	6.7	4	4.9
Professional or beyond	3	14.3	5	8.3	8	9.9
No answer	0	0	0	0	0	0
	N=21	100	N=60	100	N=81	100

Occupational Level

Respondents were asked what their previous occupation had been. Using the "Prestige Ratings on Occupations," each

respondent was given a score for his previous occupation.¹

The scores ranged from 93 for a physician to a 34 for a shoe shiner. The average score on the Rossi Occupational Rating Scale was 71.

Many of the respondents were housewives who had occupational scores of zero. When considering only those respondents who had occupations, the mean score was 68.9. In this frame of reference, there is little difference in the mean scores between the Rossi scale and this group of respondents who had had an occupation.

Description of Health

State of health is an important influence on the older person's participation in social roles, life satisfaction, and general life situation. About 85 percent of older persons not in institutions have one or more chronic conditions, but only 20 percent have an interference with their mobility; 8 percent have some trouble getting around alone, 6 percent need a mechanical aid to move around, and about 5 percent are home-bound.

Older people have a 1 in 4 chance of being hospitalized during a year, twice as great as for under-65

¹Robert W. Hodge, Pearl M. Seigel, and Peter H. Rossi, "Occupational Prestige in the United States," American Journal of Sociology, 70 (November, 1964):286-302.

people. The proportions with more than one hospitalization during a year and the number of days in multiple hospital stays is also greater for older people. Once in the hospital, older people stay twice as long as do younger people (17.5 vs. 8.7 days).

Older people have 50 percent more physician visits than do the under 65 (6.7 vs. 4.8 visits) with a higher proportion of the visits within the last 6 months since the last visit. Interestingly enough, the aged see a dentist much less frequently than do younger people. Half of the older population has either not seen a dentist for 5 or more years or has never visited a dentist. Proportionately, older people go for dental examinations about half as frequently as do the younger, but three times as frequently for denture work. Older people are twice as likely to wear glasses and 13 times as likely to use a hearing aid.¹

The national data just presented suggest a number of chronic illnesses and frequent visits to the doctor. In the present study, the state of health of the respondents was evaluated by the respondent himself.

The respondents of this study were asked to rate their own health in two ways. First, they were given the

¹U. S. Department of Health, Education, and Welfare, Office of Human Development, Administration on Aging, New Facts about Older Americans. DHEW Publication No. (SRS) 73-20006, June, 1973.

choices of (1) good, (2) fair, (3) poor. Then they were asked to compare their health to other people their age. The choices were: (1) healthier, (2) about the same, and (3) less healthy.

The findings showed that 65.4 percent (53) felt their health was good, 32.1 percent (26) said their health was fair, and 1.2 percent (1) felt health was poor. About 58 percent (47) said they were healthier than others their age, 34.6 percent (28) about the same, and 3.7 percent (3) said they were less healthy than others their age.

Table 6 shows the self-assessment of the present state of health of the respondents according to sex. It would seem by the findings of the self-assessment of the respondents, the level of activity, and the national figures, that this group is above the national average in terms of good health.

TABLE 6

SELF-ASSESSMENT OF PRESENT STATE OF HEALTH
AMONG MALE AND FEMALE RESPONDENTS

State of Health	Sex					
	Male	Percent	Female	Percent	Total	Percent
Good	12	57.1	41	68.3	53	65.4
Fair	9	42.9	17	28.3	26	32.1
Poor	0	0	1	1.7	1	1.2
No answer	0	0	1	1.7	1	1.2
	N=21	100	N=60	100	N=81	100

Transportation

Availability or access to transportation is one of the main problems for older people. It is an important factor which influences the older person, especially in regard to participation, activities, and life satisfaction. It also determines whether or not the aged person gets to such needed services and facilities, such as doctors, clinics, and shopping centers.

On the national level, about 46 percent of the population 65 and over had no problems with transportation (that is those who can own and operate an automobile).¹

¹Ibid.

In Table 7, it is shown that 84 percent of the respondents have their own cars. This is a much higher percentage than the general population. As noted in Chapter I, the college provides transportation for the respondents to the campus.

TABLE 7
TRANSPORTATION MOST OFTEN USED

Form of Transportation	Frequency	Percent
Own car	68	84.0
Friend only	6	7.4
Walk only	1	1.2
Public only	0	0
Friend and public	2	2.5
Friend, public and walk	2	2.5
No response	1	1.2
	N=81	100

Levels of Social Interaction

Research Question Number 2 asks: What is the degree of social interaction of the respondents?

In order to establish a standard measurement of interaction, each respondent was scored in terms of his own

involvement and communication with friends, neighbors and relatives. To arrive at these scores, the responses to Questions 24, 26, 28, 36, and 37 of the research instrument were totaled. (See Appendix A.) In this case, the lower the score, the greater the degree of interaction. Since a response of 1 would indicate "daily" interaction, a score of 5 would be the highest possible level. In other words, the greater the amount of interaction, the lower the score. A score of 5 on each of the questions would indicate a "seldom" or "never" answer. A score of 25 (5 on each question) would indicate the lowest possible degree of interaction.

The method for scoring social interaction was described in Chapter II. However, to review, the range was from zero to 25 with a high score showing low interaction. Given the scoring procedures, a negative sign on the Pearson Coefficient would show a high relationship between the variables and a positive sign on the Pearson Coefficient would show a negative relationship between the variables.

For the respondents in this study, the mean interaction score was 13.5 with a standard deviation of 4.94. This would place most of them in the middle of the scoring range and seem to indicate "average" or about weekly interaction with neighbors, relatives, and friends.

Interaction with Neighbors

In this group of respondents, almost 90 percent (71) lived in a house that they owned, and over 55 percent (45) felt that their neighbors knew each other very well. In over 65.4 percent (53) of these neighborhoods, there were people of mixed ages. The majority of the respondents, 58 percent (47), indicated they visited at least weekly with their neighbors. About 16 percent visited daily and 42 percent visited weekly.

Interaction with Immediate Family and Relatives

About 71 percent of this group had relatives living in the area of Grayson County. Approximately 37 percent (30) visited with relatives on a weekly basis, followed by 24 percent (20) who visited relatives monthly. Forty four percent (36) of the respondents said they were in communication with relatives by telephone or letter weekly. Almost 50 percent of the group felt they spent about the same amount of time with relatives as they did when they were 50 years of age.

Over 50 percent of the respondents had 2 or 3 living children. About 45 percent (37) of the group had one to three children living in the area while 29 percent (24) did not have any children living in the area. The remainder of the group either did not have children or did not answer the

question. Of these, 21 percent (17) saw their children weekly and 24.7 percent (20) saw their children monthly. However, over 50 percent of the group were in communication with children by telephone or letter weekly or more.

Interaction with Friends

Over 80 percent of the respondents indicated they had more than four close friends. The majority, 74 percent (60) said that their friends were made up of mixed ages. About 61 percent saw their close friends weekly or more and were in communication by telephone or letter daily or several times a week. They revealed that they saw their friends at home, church, school, and clubs. Of the group, 50 percent saw their friends with about the same frequency as when they were 50 years of age.

Participation in Secondary Group Activities Other than School

Over one-half of the group reported that they attend church once or twice a week for worship services. Only 3.7 percent (3) in the group do not attend church at all. The majority of the respondents (50 percent) specified that they belong to one or two organizations that meet once or twice a month. About 61 percent (50) belong to at least one senior citizens group. Fifty-two of the respondents reported that their level of participation in these groups was about

the same as when they were 50 years of age. According to Robert C. Atchley, about 4 percent of people 65 and older belong to voluntary groups.¹ About 68 percent of the respondents of this study belong to a senior citizens group. They are much more involved in such groups than is the general population.

Other Uses of Time

Of the entire group, 64.2 percent (52) indicated that they play games. Of that number, about 42 percent play on a weekly basis. About 46 percent reported having one to three hobbies. Most of them spend from 1 to 5 hours per week on those hobbies.

All but one of the respondents had a telephone and television. Of the group, 71 percent indicated that they spent between one to four hours a day watching television. About 60 percent said they used the telephone four or more times each day. Nearly 75 percent of the group disclosed that they always, or as often as possible, vote in local, state and national elections.

Summary of Levels of Social Interaction

The respondents of this study had a high level of interaction. Almost all of the group were home owners in a neighborhood of people of mixed ages. These people seemed to visit frequently. The majority of the group have friends,

relatives and children in the area with whom they were in close communication. Most of the group attended church regularly and over half belonged to one or two organizations. A large number played games and had at least one hobby. All but one watched television and used the telephone many times each day. Three-fourths of the group indicated that they always vote in all elections.

Relationship Between Life Satisfaction and Degree of Interaction

Research Question Number 3 asks: What is the relationship between life satisfaction and degrees of social interaction?

A number of different measures were related to life satisfaction. Each of these measures used will be discussed below.

Having devised a method for scoring, acquiring a mean, and a standard deviation for social interaction, an identical procedure was followed to derive the same for the life satisfaction measurement. All life satisfaction scores from the research instrument (see Appendix A) were used. The highest possible score was 80. The life satisfaction mean was 59.8 with a standard deviation of 9.6. It will be recalled from the previous section that the procedure for deriving the interaction score was to total the responses to questions 24, 26, 28, 36, and 37 (see Appendix A) of the

research instrument. Using the statistical formula for Pearson's Correlation Coefficient to measure association between life satisfaction and social interaction, a correlation of .18 was revealed, which means that in the group of respondents, there was a slight relationship between their interaction score and life satisfaction score.

The following inverse relationships were found between certain other variables and life satisfaction. There was a slight correlation (.28) between respondents' return to school and their life satisfaction. A mild correlation (.29) between frequency of visits with neighbors and life satisfaction was found. While it would have seemed that there would be a relationship between visits with children and life satisfaction, no strong association was revealed. A minimal relationship (.21) between number of children in the area and life satisfaction was indicated. Respondents who were parents with children living in the area seemed to be slightly more satisfied than those who were parents and did not have children living in the area. A correlation of .27 between the number of memberships in senior citizens groups and life satisfaction was shown. Membership in senior citizens groups seemed to contribute to their satisfaction. There was a correlation of .24 between hours spent on hobbies and life satisfaction. A correlation of .21 between having a telephone, a correlation of .27

(using the telephone) and life satisfaction was found. Life satisfaction was moderately and inversely correlated ($-.34$) to the amount of free time the respondents indicated they had. The more free time they had, the less satisfied they were.

Summary of Life Satisfaction and Degrees of Interaction

The group under study was active and healthy; they had average to high life satisfaction scores. It would seem that the fact that they had "little free time" was the key to their satisfaction in life. Of the female respondents, 68 percent indicated they had little or no free time. Of the male respondents, 52 percent indicated they had little or no free time. When the relationship between life satisfaction and a number of other variables was considered, the highest association was found in regard to "free time" with the less free time, the higher the satisfaction. The relationship between life satisfaction and other variables all showed less than a .30 correlation.

Comparison of Respondents to Retired Clergy and Emeritus Professors in Regard to Life Satisfaction

Research Question Number 4 asks: How do respondents compare with retired professors and clergymen in terms of life satisfaction?

As has previously been stated in Chapter II, the twenty-item Likert Scale Life Satisfaction Measurement was included in the research instrument administered to the respondents. (See Appendix A.) This measurement was scored and compared to findings in the Acuff dissertation.¹ The same measurement had been given to emeritus professors and retired clergy of a southwestern state. The samples in the Acuff study differed from the respondents in this study particularly in regard to educational attainment and socioeconomic status. The Acuff samples rated higher in both instances. Only men were surveyed in the Acuff study in contrast to both sexes studied in this survey. In the Acuff study, 49 percent had earned terminal degrees--Ph.D. or equivalent.

It may be recalled that the Life Satisfaction was studied two different ways. The scoring procedure (see Chapter II), designed to correspond with the Acuff scoring, had a possible high score of 20 and a possible low score of zero. In the Acuff study, the Life Satisfaction mean score was 12.4 and the standard deviation was 4.4. Formally retired professionals in that study were relatively homogeneous on adjustment, life satisfaction, and purpose in life.

¹Frederick G. Acuff, "Retirement, Meaning and Adjustment: The Emeritus Professor and Retired Clergy of a Southwestern State," Ph.D. Dissertation, University of Missouri, June, 1967.

Between profession differences did appear. Professors and clergymen, matched on the more ideal socio-personal conditions, did differ significantly. Clergymen scored higher. The differences appeared to center in religion and occupational role continuity.

In the present study, the Life Satisfaction mean score was 13.31, and the standard deviation was 4.4. It would seem that the difference in educational attainment and socio-economic status had very little to do with how the respondents felt in terms of life satisfaction, as compared to the Acuff samples. Even though the respondents of the present study had less education and surely less income, they scored slightly higher in their satisfaction with life.

Living Arrangements and Life Satisfaction

Research Question Number 5 asks: What is the relationship between living arrangements and life satisfaction?

According to 1972 census data for the United States, almost 5 percent or approximately one million older people lived in institutions of all kinds. Most older persons lived in a family setting.

In the non-institutional population, the numbers of older men and of older women living in a family setting were about the same (6.9 million each), but since there are many

more older women than older men (140 per 100) the proportion of older men in family settings was more (84 percent) than women (59 percent). More than one-third of all older persons (6.1 million people--1.4 million men and 4.7 million women) lived alone or with non-relatives (41 percent of all older women but only 17 percent of all older men). Within the older population, the proportion living in family settings decreases rapidly with advancing age.¹

In comparison, Table 8 shows that among respondents of this survey, more live with a spouse, and more live alone than the national averages. To clarify, the national figures show 17 percent of the males (65+) living alone compared to 23.8 percent in the present study. Nationally, 84 percent of males (65+) live with a spouse; in this study, 71.4 percent of the males live with a spouse. For females of this survey, 61 percent live alone compared with 41 percent nationally. Only 23 percent of the women respondents lived with a spouse compared with 59 percent nationally.

¹U. S. Department of Health, Education and Welfare, Office of Human Development, Administration on Aging. New Facts About Older Americans. DHEW Publication No. (SRS) 73-20006, June, 1973.

TABLE 8

PRESENT LIVING ARRANGEMENTS ACCORDING TO SEX

	Sex				Total	Percent
	Male	Percent	Female	Percent		
Alone	5	23.8	37	61.7	42	51.9
Spouse	15	71.4	14	23.3	29	35.8
Children	0	0	2	3.3	2	2.5
Spouse and children	1	4.8	4	6.7	5	6.2
Friend	0	0	0	0	0	0
Relative	0	0	2	3.3	2	2.5
No answer	0	0	1	1.7	1	1.2
	N=21	100	N=60	100	N=81	100

In this study, the majority of the males lived with a spouse while the majority of the females lived alone. Since the females actually scored slightly higher than males in life satisfaction, there appears to be no relationship between their present living arrangements and life satisfaction. This is supported by the actual correlation of .13 that appeared on the computer correlation matrix.

Life Satisfaction for Male and Female Respondents

Research Question Number 6 asks: What is the difference in life satisfaction between male and female respondents?

Very little difference was apparent between male and female respondents in regard to life satisfaction. On the life satisfaction scale of 80 possible points, the men scored 56 while the women scored 58.5. This is in spite of the fact that other differences in the life style of male and female respondents might lead to the expectation of differences in life satisfaction. For example, most men were married while most of the women were widowed or single. However, the women reported they had less free time than did the men. In summary, there appears to be no difference in the sexes in regard to life satisfaction.

Life Satisfaction and Level of Education

Research Question Number 7 asks: What is the relationship between level of education and life satisfaction?

Table 5 pointed out the distribution of educational attainment for the respondents. It was also noted that of the males, 33.3 percent had finished high school and 28.6 percent had graduated from college. For the female respondents, 15 percent had completed high school, 16.7

percent had some college, and 20 percent had graduated from college. The other 50 percent of the females had only completed elementary school or had some high school.

The educational attainment of the male respondents was obviously higher than that of the females. It may be also obvious that many of the females in the study were housewives with little education and no occupation.

There was a moderate correlation of .33 between the respondent's education and the spouse's education. A mild correlation (.42) between educational attainment and occupational rating was found. There was a correlation of .33 between education and number of meetings attended. Still there seemed to be very little relationship between educational attainment and life satisfaction (.12).

Attitudes of Respondents Toward a Continuing Education

Research Question Number 8 asks: What are the attitudes of the respondents toward involvement in a continuing educational program?

In light of the fact that there seemed to be no association between life satisfaction and previous educational attainment, it is important to emphasize the positive attitudes of the respondents toward the educational program in which they were currently involved.

The research instrument included a section of questions specifically designed to aid Grayson College in the evaluation of the program. (See questions 67-75, Appendix A.) (The responses to these questions were hand tallied and not coded for the computer.)

The primary reasons given by the respondents for returning to school were learning, association with others, and enjoyment. When the respondents were asked how they had heard about the program, 20 reported that they had learned about it through a friend, 10 had read about it in the newspaper, 8 had heard it announced on the radio, 5 had heard it on television, 5 had learned of it at church, and 13 had been informed at a club meeting.

They unanimously agreed that they did not prefer to be working toward a degree. The respondents indicated that they enjoyed the school "a lot" and that it had helped them in many ways, such as learning, and making new friends. In response to the question, "do you intend to continue in Grayson College next year," all but one said "yes." The one female who replied negatively had indicated that she was only interested in studying music and thought she would do it elsewhere. Every respondent expressed gratitude to the college for the opportunity that had been provided that allowed them to return to school.

Respondents' Self-Perception and How They
Felt Others Perceived Them

Research Question Number 9 asks: How do the respondents perceive themselves, and how do they feel others perceive them?

When given the choices of young, middle age, or old, the majority of the respondents rated themselves as middle age. (It is interesting to note that the mean age for the group was 72.) Over 60 percent of the group said they felt "younger" than other people approximately their calendar age. Of the female respondents, 40 percent felt they had changed "hardly at all" in the last ten years, and 46.7 percent felt they had changed "somewhat." Of the male respondents, 23.8 percent felt they had changed "hardly at all," and 61.9 percent felt they had changed "somewhat." Given the choices of (1) physically, (2) mentally, (3) spiritually, and (4) emotionally, both male and female respondents thought they had mostly changed physically followed by spiritually.

When asked what they perceived as the difference between themselves and others their age not attending school, they cited three main differences: (1) not interested; (2) already busy in something else; (3) too lazy.

Perhaps the fact that this group tends to see itself as "younger," healthy, and having changed very little is indicative of their attitude toward life.

Autobiographies

As a supplement to the information gathered in the research instrument, the students who were enrolled in a creative writing class were asked to write an autobiographical sketch. The majority of the respondents seemed to enjoy this assignment. About 15 completed the sketch. Some wrote a paragraph while others wrote three or four pages.

They wrote about where they were born, their childhood, the hard times, their parents and siblings, their marriage, their children, and their travels. While it was hoped that the papers would shed some light on their feelings toward the educational program, they mostly concentrated on their earlier life experiences.

One woman related that she could read at the age of four. She wrote of typhoid epidemics and crop failures, causing the family to move often and her own poor attendance in school. She told how she was taught at home by a 21-year old cousin. She refers to herself as "a good old has been," and continues by saying "Life gets tedious, don't it, but never dull or uninteresting."

Fairly typical of the attitudes toward the program were the comments by a 70-year old man. He said, "This school deal is the most wonderful thing that ever happened to a group of elderly people like we are and I personally want to

thank Grayson College, all the sponsors and teachers that have taken part, for all they have done." He ends his paper by saying, "I started to school when I was 7, and am still going at 70. Maybe some day, I'll graduate!"

Summary

This chapter has presented the results of the data analysis relating to the research questions. It has also been an attempt to describe in some detail the respondents of this survey, to point out how they differ from, and are similar to, others their age not enrolled in the educational program they attend.

In summary, in Grayson County, there is a higher percentage of people over the age of 65 than there is shown in statistics for the nation. In regard to marital status, the respondents conform to the national pattern. Fewer of the respondents are in the labor force than figures show for the general population. While the respondents could not be considered highly educated, they do have a higher level of education than those shown in the United States census data; however, their occupational prestige score corresponds closely to the average on the Rossi scale.

The respondents are not only healthier than the general population but are much more mobile. With 84 percent having their own car, it is obvious that they do not have

the transportation problems that plague so many older people.

The respondents were homeowners who enjoyed frequent visits with their neighbors of all ages. They had many friends, relatives, and children living nearby and were in fairly frequent contact with those groups. This group was fairly active in church, clubs, and hobbies. They had good voting records and made frequent use of telephones and televisions.

The group saw themselves as middle aged, but younger than others their age, and felt they had changed only "slightly" in the last 10 to 15 years. Those changes were mainly physical and spiritual.

It was anticipated that Interaction and Life Satisfaction scores would show a very strong correlation. The correlation between the two was only .18. Given the way the measures were scored, a positive sign for the correlation coefficient indicates a negative relationship between interaction and life satisfaction. Although the correlation was rather low, a negative relationship was contrary to that expected, and the reason for such finding is not evident. However, there was a strong inverse relationship between life satisfaction and amount of free time. There was no real difference between males and females in regard to life satisfaction. This seemed revealing when considering that

there were more women than men and that the men lived with a spouse and the women were widows who lived alone. In comparison to the retired clergy and emeritus professors of the Acuff study, the respondents scored ever so slightly higher on the life satisfaction measurement but not enough to be of significance. All respondents were enthusiastic about their school experience. All but one planned to continue if nothing major occurs to prevent their return.

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

Introduction

The purpose of this chapter is to present conclusions drawn from the findings in the analysis of the data. These conclusions will be compared with those of previous studies and the implications will be considered. Limitations of the study will be discussed and suggestions for future research will be offered.

Conclusions and Implications

The present study investigated the attitudes and attributes among students 65 and over currently enrolled in Grayson College. In order to more fully understand the objectives and student needs, it was necessary to examine other similar adult educational programs.

As reported earlier in the survey of the literature, Louis Meeth, a director of adult education in Florida, felt that done properly, the later educational experience may serve many purposes: (1) provide the joy of learning; (2) combat loneliness; (3) make the student feel useful. The respondents of the present study indicated that the program at Grayson College had done exactly those things for

them. They stated their reasons for going to school as being, to be with people, to learn, and enjoyment.

David Fellows pointed out the importance of a sophisticated approach in the planning of the adult education program; no longer should it be merely a remedial "catch up." He felt that the key to success was subject matter that really interested the students.

This idea was further supported by A. T. Welford who advocated a "stress-free" curriculum. The respondents of this study indicated they were in agreement with Fellows and Welford. They indicated that they wanted courses they could enjoy and that did not put pressure on them; they unanimously felt that they did not prefer to be working toward a degree and that they did not want to be graded in any traditional manner.

According to Robert C. Atchley, transportation was and is a major problem for older people. Census data showed that only 46 percent of the people over 65 have their own cars. The respondents under study did not have problems with transportation. Of the group, 84 percent had their own cars and it was not a consideration for those not having a car since Grayson College provided bus service to the campus.

It was also pointed out in the literature, that how an older person perceives himself is of utmost importance, especially in terms of adjustment to aging, health and

levels of social interaction with family, friends and neighbors, and secondary organizations.

Shanas found that people who had poor health reported frequent loneliness. Shanas's findings substantiated Parson's theory that illness is a kind of alienation in American society. They both felt that in our country, activity is stressed for the older person, and that those who are healthy are usually active and this prevents loneliness. The respondents of this study were both healthy and active which kept them from being lonely and socially isolated.

Roscow's study found that older people's friends vary directly with the proportion of older neighbors available. He also showed that morale was affected by the age density of the neighborhood. The findings of the present study do not substantiate Roscow's findings. The respondents reported that their neighborhoods were heterogeneous in terms of age and that they visited often and knew each other well.

Atchley spoke of the importance of family. He pointed out that the family allows older persons to remain full participants. He also addressed himself to the difficulties of widowhood, saying that most of the older people respond to widowhood by increasing their involvement in activities. Since this group of respondents was largely

made up of widowed women who were probably seeking activity, it would seem that this study supports Atchley's contention. Further, this group, both male and female, for the most part, had children and relatives in the area with whom they were in frequent contact.

Sussman and Burchinal maintained that the prevailing and functional form of the family in our industrialized society is the modified extended kin family. Upon examination, the respondents of this study bear out this idea. They were very much involved with relatives besides their children.

In Bruce Lemon's study, it was found that only one type of activity (informal activity with friends) was significantly correlated with life satisfaction. In the present study, informal activity with friends was an important source of social interaction. The strongest correlation in terms of life satisfaction was the inverse relationship between "free time" and satisfaction. The less free time they had, the more satisfied they were.

In Jere Hoar's study of 200 aged persons, 38 percent indicated that all of each day was "free time." The majority of the respondents in the present study indicated that they had "little or no free time" and as has been stated, this seemed to be a key to their adjustment and satisfaction.

Using the Acuff study as a basis of comparison for life satisfaction, the respondents were slightly more satisfied with life than were the retired clergy and emeritus professors. Although there was not an impressive difference between the scores of the Acuff samples and the respondents of this study, it is important to remember the diversity in the educational attainment and probably the socio-economic background of the respondents in each study.

Jonas and Jonas centered their study on the problems of retirement. They advocated beneficial use of the older generation's expertise. The majority of the respondents in the present study were fully retired. Of this group, 16 percent (13) retired for health reasons, 3.7 percent (3) said there was no job available, 24.7 percent (20) wanted to for pleasure, 13.6 percent (11) had to retire because it was compulsory in the company, and 42 percent (34) chose not to answer the question. When asked how much they enjoyed retirement, 59.3 percent (48) said they enjoyed it a lot, 14.8 percent (12) said "fairly well," 4.9 percent (4) said "not at all" and 13.6 percent (11) did not answer the question.

Juanita Kreps presented a unique idea concerning life long allocations of work and leisure, alternating work-play-education. While it is not specifically what the present respondents were aware of doing, it might seem that

they supported the Kreps suggestion without knowing it.

The respondents of this study have been described as healthy, active, mobile, independent, alert, adjusted and satisfied with life. They have expressed their enjoyment of the program which was provided for them by Grayson College. There is no doubt that the people involved in this educational program recognize its value. While it is the hope of this writer that this active group will continue in the Grayson College program, it also seems that perhaps the very people who need the program the most are not currently involved. There are large numbers of people in this age group in the Grayson County area who may not be active, mobile, adjusted to their aging, or satisfied with life. These may be the people who could benefit the most from such a program.

Perhaps as the program matures, its far reaching potential will be realized. Grayson College has made a significant and impressive effort to reach the older people of the area. Community support and financial assistance from other sources will help to further this effort. Perhaps even more important is the necessity of a genuine concern for and understanding of the older people in our society and a sincere desire to meet their needs.

Major Theories in Aging

It has been previously stated that this study was not an attempt to test any of the major aging theories. However, it is interesting and pertinent to discuss them briefly in regard to the findings of the survey. As was pointed out earlier, the three major theories (discussed in Chapter I) were these: (1) the disengagement theory; (2) the activity theory; and (3) the continuity theory.

Since the Disengagement Theory says that society disengages from the older individual and in turn the individual willingly withdraws from activities, it would be difficult to accept any part of this theory in light of this study's findings. The society has definitely not disengaged from these individuals nor have they willingly or unwillingly withdrawn from society. The individuals in this study do not appear to have relinquished their roles nor do they find their contentment in symbols of the past as Newell suggested. When they were selected, it was known the respondents were active to the extent of attending school, but they proved to be active in many other areas of life also.

The Activity Theory, as explained in the opening chapter, suggested that the norms for old age are the same as those for middle age and that the older person should be judged in terms of a middle aged system for measuring success. It is supposedly a continuous effort to stay

middle aged. Although the respondents of this study viewed themselves as middle aged, they also expressed evidence of physical changes which limit their activities, in comparison to what they once did. They did indicate that they did not want their current education to be a pressure situation. While they have maintained a high level of activity and interaction, it would be presumptuous to say that they are involved in an effort to stay middle aged or to judge them by middle age norms.

The third theory, the Continuity Theory, contends that in the process of becoming an adult, the individual develops habits, commitments, preferences and other dispositions that become a part of his personality. As the individual grows older, he maintains continuity in his habits and preferences. Therefore, knowledge of his past behavior patterns are a prerequisite for predicting adaptation to aging.

It would seem that the individuals investigated in this survey would more nearly support the contentions of the Continuity Theory than the other two theories cited. They specifically indicated that their levels of activity, habits, preferences, and patterns of behavior conformed to their past and that they had changed very little, if at all. To the extent that they had changed, they acknowledged most often physical and spiritual changes.

One of the main goals of this study was to describe the attitudes and attributes of the respondents, those students over 65 currently enrolled in Grayson College. They were found to be white, Protestant, with strong family ties. They were healthy, active, moderately educated, mobile, independent, alert, well adjusted and satisfied with life.

In research question number one, it was anticipated that this group would differ in many ways from the general population. They did. They were healthier, more mobile (in regard to transportation), more educated, more secure (in terms of home ownership). This would seem to be related to their successful adjustment and life satisfaction.

It was supposed that there would be strong correlations between these attributes and life satisfaction; however, there was a rather low association. As has been previously stated, the strongest correlation appeared between "free time" and life satisfaction; the least free time they had the more satisfied they were.

Limitations

The most obvious limitation of the present research study was the inability to generalize from the findings to other populations. What is true for this group would not necessarily be true of other groups. Further, since this

was not a random sample, conclusions must be considered with care due to the uniqueness and experimental nature of the groups.

In some instances, statistical measurements were used for which the data did not entirely meet the underlying assumptions. However, it will be recalled that this was to compare previous use of the same statistical measures in a similar study.

A third limitation of this study was the unavailability of comparable census data from the local area, although state and national data were used. Data from the local area which were available were not always broken down into age categories that would have been compatible with this study.

The study might have been strengthened through the comparison of this group of respondents to a group of the same age not enrolled in the program.

Suggestions for Future Research

A longitudinal study based on the design of the present study would be advantageous. It would then be possible to measure the specific effects that the educational program may have on the respondents.

There is a good possibility that in the future there will be more programs similar to the one at Grayson College.

Perhaps it would be interesting and informative to compare students enrolled at different schools.

A study of two groups, one enrolled in school and one not enrolled in school, would strengthen the data and findings.

Summary

The students 65 years of age and older at Grayson College were active, involved and evidenced high satisfaction with life. Their attitudes toward the continuing education program were highly favorable. Perhaps future development of such programs by many schools may provide continued involvement throughout the life span, and allow for intellectual and spiritual growth, and for aging with meaning and dignity.

BIBLIOGRAPHY

BIBLIOGRAPHY

Articles

- Acuff, Frederick G. "Retirement, Meaning, and Adjustment: The Emeritus Professor and Retired Clergy of a Southwestern State." Ph.D. Dissertation, University of Missouri (June, 1967).
- Belbin, Eunice, and Belbin, R. M. "New Careers in Middle Age." Middle Age and Aging. Edited by Bernice L. Neugarten. Chicago: The University of Chicago Press, 1970, pp. 341-46.
- Cole, K. "Golden Oldies: Senior Citizens Go Back to School." Saturday Review of Education 1 (February 1973): 41-44.
- Havighurst, Robert J. "Successful Aging." Processes of Aging. Edited by Richard Williams, Clark Tibbetts, and Wilma Donahue. New York: Atherton Press, 1963, pp. 229-30.
- Hoar, Jere R. "Reading, Listening and Viewing Behavior of the Aged: An Inventory of the Mass Communications, Habits and Preferences of 200 Aged Persons in Oxford, Mississippi." Sociology and Social Research, pp. 157-63.
- Hodge, Robert W. et al. "Occupational Prestige in the United States." American Journal of Sociology. Chicago: The University of Chicago Press (November 1964), pp. 286-302.
- Kreps, Juanita M. Lifelong Allocations of Work and Leisure. Washington, D.C.: Social Security Administration, 1968.
- Lemon, Bruce, et al. "An Exploration of the Activity Theory of Aging: Activity Types and Life Satisfaction Among In-Movers to a Retirement Community." Journal of Gerontology 27:4 (February 1972): 511-23.
- Lowenthal, Marjorie Fiske. "Social Isolation and Mental Illness in Old Age." Middle Age and Aging. Edited by Bernice L. Neugarten. Chicago: The University of Chicago Press, 1970, pp. 220-234.

- Newell, David S. "Social-Structural Evidence for Disengagement." Growing Old. Edited by Elaine Cumming and William E. Henry. New York: Basic Books, 1961, pp. 37-74.
- Parsons, Talcott. "Definitions of Health and Illness in the Light of American Values and Social Structure." Patients, Physicians, and Illness. Edited by E. Gorley Jaco. New York: The Free Press of Glenco, p. 216.
- Roscow, Irving, and Breslaw, Naomi. "A Guttman Health Scale for the Aged." Journal of Gerontology 21:4 (October 1966).
- Seeman, Melvin. "On the Personal Consequences of Alienation and Work." American Sociological Review 32:2 (April 1967): 276-77.
- Shanas, Ethel, et al. "The Psychology of Health." Middle Age and Aging. Edited by Bernice L. Neugarten. Chicago: The University of Chicago Press, 1970, pp. 212-19.
- Sussman, Marvin B., and Burchinal, Lee. "Kin Family Network; Unheralded Structure in Current Conceptualization of Family Functioning." Middle Age and Aging. Edited by Bernice L. Neugarten. Chicago: The University of Chicago Press, 1970, pp. 247-54.
- U. S. Department of Commerce, Bureau of Census, Social and Economic Statistics Administration. Washington, D.C.: U. S. Government Printing Office, 1970.
- U. S. Department of Health, Education, and Welfare, Office of Human Development, Administration on Aging. New Facts About Older Americans. DHEW Publication Number (SRS) 73-20006, June 1973.
- U. S. Department of Health, Education, and Welfare, Social Rehabilitation Service, Administration on Aging. Facts on Aging. AOA Publication Number 146. Washington, D.C.: U. S. Government Printing Office, 1970.

Books

- Atchley, Robert C. The Social Forces in Later Life.
Belmont, California: Wadsworth Publishing Company,
1972.
- Cantelli, Edmund J., and Shmelzer, June L., eds. Transportation and Aging. Washington, D.C.: U. S. Government Printing Office, 1970.
- Carp, Frances, ed. Retirement. New York: Behavioral Publications, Inc., 1972.
- Havighurst, R. J.; Munnichs, J. M. A.; Neugarten, G.; and Thomas, H., eds. Adjustment to Retirement: A Cross-national Study. The Netherlands: Royal Van Gorcum Ltd., 1970.
- Jonas, David J., and Jonas, Doris G. Young Till We Die.
New York: Coward, McCann and Geoghegan, Inc., 1973.
- Neugarten, Bernice L. Personality in Middle and Later Life.
New York: Atherton Press, 1964.
- Roscow, Irving. Social Integration of the Aged. New York: Free Press, 1967.

APPENDIX A

GRAYSON COUNTY COLLEGE STUDENT QUESTIONNAIRE

GENERAL BACKGROUND

1. Sex Please check.
 ☐ Male
 ☐ Female
2. Date of Birth: Month _____ Day _____ Year _____
3. Marital Status Please check.
 ☐ Never married
 ☐ Married
 ☐ Divorced
 ☐ Widowed
 ☐ Separated
4. What is your religion? Please check.
 ☐ Protestant
 ☐ Catholic
 ☐ Jewish
 ☐ None
 ☐ Other, please specify _____
5. Are you employed at the present time? Please check.
 ☐ Full-time
 ☐ Part-time
 ☐ Not employed
6. What is or was your occupation?

7. If ever married, what is or was your spouse's occupation?

8. What was the last grade you completed in school (before entering Grayson County Junior College)? Please check.
 ☐ No school
 ☐ Grades 1-6
 ☐ Grades 7-9

- ☐ Some high school
- ☐ Completed high school
- ☐ Some college
- ☐ Completed college
- ☐ Trade school
- ☐ Professional or beyond 4 years of college
- ☐ Other, please specify _____

9. If ever married, what was the last grade your spouse completed in school? Please check.

- ☐ No school
- ☐ Grades 1-6
- ☐ Grades 7-9
- ☐ Some high school
- ☐ Completed high school
- ☐ Some college
- ☐ Completed college
- ☐ Trade school
- ☐ Professional or beyond 4 years of college
- ☐ Other, please specify _____

10. Prior to your enrolling here, did you get your education all at once or by going back to school from time to time?

- ☐ All at once
- ☐ Went back from time to time

11. Are you fully retired, semi-retired, or not retired? Please check.

- ☐ Fully retired
- ☐ Semi-retired
- ☐ Not retired

If not retired, please skip to Question 14.

If retired, please answer the questions below.

12. If you are retired, how much do you enjoy it? Please check.

- ☐ A lot
- ☐ Fairly well
- ☐ Only a little
- ☐ Not at all

13. If you are retired at present, what was the reason? Please check.

- ☐ Poor health
- ☐ No job available
- ☐ Wanted to for pleasure
- ☐ Compulsory in Company
- ☐ Other, please specify _____

14. Would you say you are healthier, about the same, or less healthy than other persons your age?

☐ Healthier
☐ About the same
☐ Less healthy

15. How would you describe your present state of health?
 Please check.

☐ Good
☐ Fair
☐ Poor

We want to ask you some questions about your present living arrangements and your neighbors.

16. In what town do you live? _____

17. How long have you lived in that town? _____

18. What is the population size of the town you have lived in most of your life? _____

19. What type of housing do you live in? Please check.

☐ Apartment
☐ House
☐ Other, please specify _____

20. Is it?

☐ Rented
☐ Owned

21. Do you live alone or with someone? Check all that apply.

☐ Alone ☐ Friend
☐ Spouse and children ☐ Relative
☐ Spouse only
☐ Children only

22. How well do you think the people in your neighborhood know each other?

☐ Very well
☐ Not so well

23. Would you say that most of the people in your neighborhood are older than you, about the same age as you, younger than you, or all different ages? Please check.

☐ Older ☐ Younger
☐ Same ☐ Mixed ages

24. How often do you visit neighbors?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never

Now, we would like to ask you some questions about your immediate family and relatives.

25. Do you have relatives living in this area?

- ☐ Yes
- ☐ No

26. How often do you visit relatives?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never

27. Would you say you spend about the same amount of time with relatives as you did when you were 50?

- ☐ More time
- ☐ About the same
- ☐ Less time

28. How often do you communicate by telephone or letter with any of your relatives?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never

If you do not have children, please skip to Question 34.
If you do have children, please answer the following questions:

29. How many children presently living do you have? _____

30. How close does your nearest child live? Please check.

- ☐ Same house
- ☐ Same town
- ☐ Less than 50 miles
- ☐ 50 miles or more
- ☐ No children
- ☐ No living children

31. How many of your children live in the Grayson County area? _____
32. How often do you see any of your children?
____ Daily
____ 2 or 3 times a week
____ Weekly
____ Monthly
____ Yearly
____ Other, please specify _____
33. How often do you communicate by telephone or letter with any of your children?
____ Daily
____ 2 or 3 times a week
____ Weekly
____ Monthly
____ Yearly
____ Other, please specify _____

To give us an idea of how much time you spend with other people, we would like to ask you a few questions concerning your friendships:

34. How many really close friends do you have? Please check.
____ None
____ One
____ Two
____ Three
____ Four or more
35. Would you say that most of your friends are older than you, about the same age, younger than you, or all different ages?
____ Older
____ Same
____ Younger
____ Mixed ages
36. How often do you see your close friends?
____ Daily
____ Two or three times a week
____ Weekly
____ Monthly
____ Yearly
____ Other, please specify _____

37. How often do you communicate by telephone or letter with any of your close friends?

☐ Daily
☐ Two or three times a week
☐ Weekly
☐ Monthly
☐ Yearly
☐ Other, please specify _____

38. Where do you see your close friends? Check all that apply.

☐ At home
☐ At church
☐ At school
☐ At clubs
☐ Other, please specify _____

39. Would you say you spend about the same amount of time with friends as you did when you were 50?

☐ More time
☐ About the same
☐ Less time

We are interested in how you use your time when you are not at Grayson College.

40. About how often do you go out to church meetings?

☐ Twice a week or more
☐ Weekly
☐ Monthly
☐ Rarely
☐ Never

41. What church activities do you participate in? Check all that apply.

☐ Worship
☐ Teach Sunday School class
☐ Choir
☐ Circle
☐ None
☐ Other, please specify _____

42. Would you say you participate in church activities about the same amount as you did when you were 50? Please check.

☐ More
☐ About the same
☐ Less

43. About how often do you go out to social gatherings of any type?
☐ Twice a week or more
☐ Weekly
☐ Twice a month
☐ Monthly
☐ Rarely
☐ Never
44. Excluding church activities, to how many organizations such as clubs or lodges, do you belong?
☐ None
☐ 1-2
☐ 3-4
☐ 5 or more
45. How many meetings held by these organizations (excluding church) did you attend in the last 30 days?
☐ None
☐ 1-2
☐ 3-4
☐ 5 or more
46. Would you say you participate in social gatherings about the same amount as you did when you were 50?
☐ More
☐ About the same
☐ Less
47. Are you a member of any Senior Citizens groups?
☐ Yes Which? _____
☐ No
48. What games do you play? _____

49. How often do you play any of these games?
☐ Daily
☐ Weekly
☐ Monthly
☐ Rarely
☐ Never
50. What hobbies are you involved in? _____

51. About how much time each week do you usually spend on these hobbies?
☐ hours

52. Please check below the newspapers you read regularly.
☐ None
☐ Sherman Democrat
☐ Denison Herald
☐ Dallas paper
☐ Fort Worth paper
☐ Other, please specify _____
53. Do you have a T.V.?
☐ Yes
☐ No
54. If you have a T.V., about how much time each day do you usually spend watching it?
☐ hour or hours
55. Do you have a telephone?
☐ Yes
☐ No
56. About how often do you use a telephone?
☐ Never
☐ Daily
☐ Twice a day
☐ 3 or 4 times a day
☐ 5 times or more a day
57. If you vote, how often do you vote in each type election below?
- | <u>National</u> | <u>State</u> | <u>Local</u> |
|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Always | <input type="checkbox"/> Always | <input type="checkbox"/> Always |
| <input type="checkbox"/> Often | <input type="checkbox"/> Often | <input type="checkbox"/> Often |
| <input type="checkbox"/> Hardly ever | <input type="checkbox"/> Hardly ever | <input type="checkbox"/> Hardly ever |
| <input type="checkbox"/> Never | <input type="checkbox"/> Never | <input type="checkbox"/> Never |
58. If you do not usually vote, why not? _____
59. What form of transportation do you usually use?
☐ Own car
☐ Friends' car
☐ Bus
☐ Taxi
☐ Walk
☐ Other, please specify _____

60. On the average, how much free time do you have each day?

- ☐ A lot
☐ A little
☐ Very little
☐ None

We would now like to ask a few questions concerning your perception of yourself, and how you feel others perceive you.

61. How do you think of yourself in terms of age?

- ☐ Young
☐ Middle aged
☐ Old

62. In relation to most people approximately your calendar age, do you feel younger, about the same, or older?

- ☐ Younger
☐ About the same
☐ Older

63. How do you think your friends and relatives think of you in terms of age?

- ☐ Young
☐ Middle aged
☐ Old

64. How much have you changed in the last 10 or 15 years?

- ☐ Hardly at all
☐ Somewhat
☐ A good deal

65. In what ways do you feel you have changed in the last 15 years?

66. What do you perceive as the difference between yourself and others your age who are not participating in this program at Grayson College?

Now, we would like to ask you some specific questions about your participation in the program at Grayson College:

67. How did you hear about the program? Check all that apply.

- ☐ Friend
- ☐ Newspaper
- ☐ Radio
- ☐ T.V.
- ☐ Church
- ☐ Club
- ☐ Other, please specify _____

68. What were your reasons for participating in this program? Please rank in order of importance to you, with rank 1 being most important:

- ☐ Enjoyment
- ☐ To be with people
- ☐ To learn
- ☐ To have something to do
- ☐ To pursue an occupation
- ☐ Other, please specify _____

69. How do you like attending Grayson College?

- ☐ A lot
- ☐ Quite a bit
- ☐ Only a little
- ☐ Not at all

70. What courses are most interesting to you? Check four favorites.

- ☐ Fine Arts (music, art)
- ☐ Technical occupations
- ☐ Engineering
- ☐ Science
- ☐ Health
- ☐ Business
- ☐ History
- ☐ Math
- ☐ Sociology
- ☐ Psychology
- ☐ Other, please specify _____

71. Is there any course not being offered that you would be interested in taking?

- ☐ Yes. Please specify _____
- ☐ No

72. Would you prefer to be working toward some type of degree?

☐ Yes

☐ No

73. What effect do you think returning to school is having on you personally (that is, have you noticed any change in yourself)?

74. What effect do you think returning to school will have on your future activity?

75. Do you intend to continue in Grayson College next year if such courses are offered?

☐ Yes

☐ No. If not, why not? _____

Here are some statements about life in general that people feel differently about. Would you read each statement on the list and circle the answer which most appropriately fits your feelings.

1. As I grow older, things seem better than I thought they would be.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
--	-------------------	-------------------	----------------------	----------------------

2. I have gotten more of the breaks in life than most of the people I know.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
---	-------------------	-------------------	----------------------	----------------------

3. This is the dreariest time of my life.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
---	-------------------	-------------------	----------------------	----------------------

4. I am just as happy as when I was younger.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
--	-------------------	-------------------	----------------------	----------------------

5. My life could be happier than it is now.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
6. These are the best years of my life.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
7. Most of the things I do are boring or monotonous.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
8. I expect some interesting and pleasant things to happen to me in the future.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
9. The things I do are as interesting to me as they ever were.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
10. I feel old and somewhat tired.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
11. I feel my age, but it does not bother me.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
12. As I look back on my life, I am fairly well satisfied.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
13. I would not change my past life even if I could.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
14. Compared to other people my age, I've made a lot of foolish decisions in my life.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

15. Compared to other people my age, I make a good appearance.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
16. I have made plans for things I'll be doing a month or a year from now.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
17. When I think back over my life, I didn't get most of the important things I wanted.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
18. Compared to other people, I get down in the dumps too often.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
19. I've gotten pretty much what I expected out of life.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
20. In spite of what people say, the lot of the average man is getting worse, not better.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

Thank you very much for making this study successful. If you would care to make comments below, please do so.

APPENDIX B

MASTER CODE SHEET

Code Number

GRAYSON COUNTY COLLEGE STUDENT QUESTIONNAIRE

COL. 1, 2, and 3--used for code identification number

GENERAL BACKGROUND

C4 _____ Sex Please check.
1. Male
2. Female

C5 _____ Age
1. 55-59
2. 60-64
3. 65-69
4. 70-74
5. 75-79
6. 80-84
7. 85-89
8. 90 and over
9. No response

C6 _____ Marital status
1. Never married
2. Married
3. Divorced
4. Widowed
5. Separated
9. No response

C7 _____ What is your religion?
1. Protestant
2. Catholic
3. Jewish
4. None
5. Other, please specify _____
9. No response

C8 _____ Are you employed at the present time?

1. Full-time
2. Part-time
3. Not employed
9. No response

C9 _____ What is or was your occupation?

This column is blank. See column 73 and 74.

C10 _____ If ever married, what is or was your spouse's occupation?

This column is blank. See column 75 and 76.

C11 _____ What was the last grade you completed in school (before entering Grayson County Junior College)?

1. No school or less than 6th grade
2. Grades 7-9
3. Some high school
4. Completed high school
5. Some college
6. Completed college
7. Trade school
8. Professional or beyond 4 years of college
9. No response

C12 _____ If ever married, what was the last grade your spouse completed in school?

1. No school or less than 6th grade
2. Grades 7-9
3. Some high school
4. Completed high school
5. Some college
6. Completed college
7. Trade school
8. Professional or beyond 4 years of college
9. No response

C13 _____ Prior to your enrolling here, did you get your education all at once or by going back to school from time to time?

1. All at once
2. Went back from time to time

C14 _____ Are you fully retired, semi-retired, or not retired?

1. Fully retired
2. Semi-retired
3. Not retired
9. No response

If not retired, please skip to Question 14.

If retired, please answer the questions below.

C15 _____ If you are retired, how much do you enjoy it?

1. A lot
2. Fairly well
3. Only a little
4. Not at all
9. No response

C16 _____ If you are retired at present, what was the reason?

1. Poor health
2. No job available
3. Wanted to for pleasure
4. Compulsory in Company
5. Other, please specify _____
9. No response

C17 _____ Would you say you are healthier, about the same, or less healthy than other persons your age?

1. Healthier
2. About the same
3. Less healthy
9. No response

C18 _____ How would you describe your present state of health?

1. Good
2. Fair
3. Poor
9. No response

We want to ask you some questions about your present living arrangements and your neighbors.

C19 _____ In what town do you live?

1. Sherman
2. Denison
3. Grayson County area
9. No response

- C20 _____ How long have you lived in that town?
1. Under 1 year
 2. 1-5 years
 3. 6-10 years
 4. 11-15 years
 5. 16-20 years
 6. 21-25 years
 7. 26-30 years
 8. More than 30 years
 9. No response
- C21 _____ What is the population size of the town you have lived in most of your life?
1. Urban (2500-20,000)
 2. City (over 20,000)
 3. Rural (less than 2500)
 9. No response
- C22 _____ What type of housing do you live in?
1. Apartment
 2. House
 3. Trailer
 4. Other
 9. No response
- C23 _____ Is it?
1. Rented
 2. Owned
 9. No response
- C24 _____ Do you live alone or with someone? Check all that apply.
1. Alone
 2. Spouse and children
 3. Spouse only
 4. Children only
 5. Friend
 6. Relative
 7. Combination of nuclear family/friend
 8. Extended family
 9. No response
- C25 _____ How well do you think the people in your neighborhood know each other?
1. Very well
 2. Not so well
 9. No response

C26 _____ Would you say that most of the people in your neighborhood are older than you, about the same age as you, younger than you, or all different ages?

1. Older
2. Same
3. Younger
4. Mixed ages
9. No response

C27 _____ How often do you visit neighbors?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never or seldom
9. No response

Now, we would like to ask you some questions about your immediate family and relatives:

C27 _____ Do you have relatives living in this area?

1. Yes
2. No
9. No response

C29 _____ How often do you visit relatives?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never
9. No response

C30 _____ Would you say you spend about the same amount of time with relatives as you did when you were 50?

1. More time
2. About the same
3. Less time
9. No response

C31 _____ How often do you communicate by telephone or letter with any of your relatives?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never
9. No response

If you do not have children, please skip to Question 34. If you do have children, please answer the following questions:

C32 _____ How many children presently living do you have?

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven or more
9. No response

C33 _____ How close does your nearest child live?

1. Same house
2. Same town
3. Less than 50 miles
4. 50 miles or more
5. No children
6. No living children
9. No response

C34 _____ How many of your children live in the Grayson County area?

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven or more
9. No response

C35 _____ How often do you see any of your children?

1. Daily
2. 2 or 3 times a week
3. Weekly
4. Monthly
5. Yearly
6. Other, please specify _____
9. No response

C36 _____ How often do you communicate by telephone or letter with any of your children?

1. Daily
2. 2 or 3 times a week
3. Weekly
4. Monthly
5. Yearly
6. Other, please specify _____
9. No response

C37 _____ How many really close friends do you have?

1. None
2. One
3. Two
4. Three
5. Four or more
9. No response

C38 _____ Would you say that most of your friends are older than you, about the same age, younger than you, or all different ages?

1. Older
2. Same
3. Younger
4. Mixed ages
9. No response

C39 _____ How often do you see your close friends?

1. Daily
2. Two or three times a week
3. Weekly
4. Monthly
5. Yearly
6. Other, please specify _____
9. No response

C40 _____ How often do you communicate by telephone or letter with any of your close friends?

1. Daily
2. Two or three times a week
3. Weekly
4. Monthly
5. Yearly
6. Other, please specify _____
9. No response

- C41 _____ Where do you see your close friends? Check all that apply.
1. At home
 2. At church
 3. At school
 4. At clubs
 5. Other, please specify _____
 6. All above
 9. No response
- C42 _____ Would you say you spend about the same amount of time with friends as you did when you were 50?
1. More time
 2. About the same
 3. Less time
 9. No response
- C43 _____ About how often do you go out to church meetings?
1. Twice a week or more
 2. Weekly
 3. Monthly
 4. Rarely
 5. Never
 9. No response
- C44 _____ What church activities do you participate in? Check all that apply.
1. None
 2. Worship only
 3. Worship and 1 event
 4. Worship and 2 events
 5. Worship and 3 events
 6. Worship and 4 events
 7. Worship and 5 or more
 9. No response
- C45 _____ Would you say you participate in church activities about the same amount as you did when you were 50?
1. More
 2. About the same
 3. Less
 9. No response
- C46 _____ About how often do you go out to social gatherings of any type?
1. Twice a week or more
 2. Weekly
 3. Twice a month
 4. Monthly

5. Rarely
6. Never
9. No response

C47 _____ Excluding church activities, to how many organizations such as clubs or lodges, do you belong?

1. None
2. 1-2
3. 3-4
4. 5 or more
9. No response

C48 _____ How many meetings held by these organizations (excluding church) did you attend in the last 30 days?

1. None
2. 1-2
3. 3-4
4. 5 or more
9. No response

C49 _____ Would you say you participate in social gatherings about the same amount as you did when you were 50?

1. More
2. About the same
3. Less
9. No response

C50 _____ Number of Senior Citizens Groups a member of.

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven or more
9. No response

C51 _____ Do you play games?

1. Yes
2. No

C52 _____ How often do you play any of these games?

1. Daily
2. Weekly
3. Monthly
4. Rarely
5. Never
9. No response

C53 _____ Number of hobbies involved in.

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven or more
9. No response

C54 _____ About how much time each week do you usually spend on these hobbies?

1. None
2. 1-5
3. 6-10
4. 11-15
5. 16-20
6. 21-25
7. 26-30
8. More than 30
9. No response

C55 _____ Number of newspapers read regularly.

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more
9. No response

C56 _____ Do you have a T.V.?

1. Yes
2. No
9. No response

C57 _____ If you have a T.V., about how much time each day do you usually spend watching it?

1. Less than 1 hour
2. 1 to 2 hours
3. 3-4 hours
4. 5-6 hours
5. 7-8 hours
6. 9-10 hours
7. More than 10
9. No response

C58 _____ Do you have a telephone?

1. Yes
2. No
9. No response

C59 _____ About how often do you use a telephone?

1. Never
2. Daily
3. Twice a day
4. 3 or 4 times a day
5. 5 or more times a day
9. No response

C60 _____ If you vote, how often do you vote in each type election below?

		<u>Code Exact Score</u>	
<u>National</u>		<u>State</u>	<u>Local</u>
2. Always		2. Always	2. Always
Often		Often	Often
1. Hardly ever		1. Hardly ever	1. Hardly ever
Never		Never	Never

Voting Score

1. Three
2. Four
3. Five
4. Six
9. No response

C61 _____ If you do not usually vote, why not? _____

Reasons for not voting:

1. Lack of interest
2. Transportation problems
3. Uninformed of issues and candidates
9. No response

C62 _____ What form of transportation do you usually use?

1. Own car
2. Friend only
3. Walk only
4. Public only
5. Motorcycle or bike only
6. Public and walk
7. Friend and public
8. Friend, public, and walk
9. No response

C63 _____ On the average, how much free time do you have each day?

1. A lot
2. A little
3. Very little
4. None
9. No response

We would now like to ask a few questions concerning your perception of yourself, and how you feel others perceive you.

C64 _____ How do you think of yourself in terms of age?

1. Young
2. Middle aged
3. Old

C65 _____ In relation to most people approximately your calendar age, do you feel younger, about the same, or older?

1. Younger
2. About the same
3. Older
9. No response

C66 _____ How do you think your friends and relatives think of you in terms of age?

1. Young
2. Middle aged
3. Old
9. No response

C67 _____ How much have you changed in the last 10 or 15 years?

1. Hardly at all
2. Somewhat
3. A good deal
9. No response

C68 _____ In what ways do you feel you have changed in the last 15 years?

1. Physically only
2. Mentally only
3. Spiritually only
4. Emotionally only
5. Physically and mentally
6. Physically and spiritually
7. Physically and emotionally

- 8. All the above
- 9. No response

C69___First digit of Life Satisfaction score (Barcus)

C70___Second digit of Life Satisfaction (Barcus)

C71___First Digit of Life Satisfaction (Acuff)

C72___Second digit of Life Satisfaction (Acuff)

C73___First digit of Respondents' Occupational score

C74___Second digit of Respondents' Occupational score

C75___First digit of Spouse's Occupational score

C76___Second digit of Spouse's Occupational score