

DOCUMENT RESUME

ED 198 303

CE 027 968

AUTHOR Hiemstra, Roger; Brown, Victor H.  
TITLE Eldercollege 1978/79.  
PUB DATE 79  
NOTE 157p.

EDRS PRICE MF01/PC07 Plus Postage.  
DESCRIPTORS \*Adult Programs; Aging (Individuals); College Programs; \*Continuing Education; Courses; Demonstration Programs; Needs Assessment; \*Older Adults; Postsecondary Education; Program Descriptions; \*Program Development; Program Evaluation; Retirement; Student Needs

IDENTIFIERS Eldercollege; Iowa State University

ABSTRACT

This document describes the development of the Eldercollege program at Iowa State University and the demonstration program in spring 1979 and also contains various program materials as appendixes. The narrative portion begins by focusing on the assessment of college-level education needs for older and retired persons in central Iowa, one of the initial steps in the planning and programming of Eldercollege. A second section describes the spring 1979 demonstration program which offered the course Foreign Cultures, and two topical forums--Elder-assemblies--in which older and retired persons received college-level instruction and discussed topics of mutual interest and concern. Other brief sections concern external and internal funding of the program, graduate student involvement, and conclusions and recommendations. Appendixes, amounting to over two-thirds of the document, include (1) a Proposal to Develop "Eldercollege": Credit and Non-Credit College-Level Learning Opportunities for Older Adults, (2) plan of work and funding documents, (3) opinionnaire and cover letter, (4) opinionnaire data, (5) registration form, (6) syllabus for course in Foreign Cultures, and (7) Eldercollege Evaluation (form and results) by students in Foreign Culture course. (VLB)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED198303

*Eldercollege 1978/79*

*by Roger Hiemstra and Victor H. Brown.  
Ames, Iowa  
Iowa State University  
Alumni Association  
1979*

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roger Hiemstra

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

896 12027 CE027 968

*Roger Hunt*

CONTENTS

|   |    |
|---|----|
| INTRODUCTION AND ELDERCOLLEGE PLAN OF WORK,<br>AUGUST 31, 1978  | 4  |
| ASSESSMENT OF COLLEGE LEVEL EDUCATION NEEDS<br>FOR OLDER PERSONS IN CENTRAL IOWA  | 6  |
| I. Purpose  | 6  |
| II. Questions to be Answered Relating to Planning<br>and Programming ELDERCOLLEGE for 1979-80 and<br>Near Future Years                  | 6  |
| III. Facts and Assumptions Upon Which the<br>Assessment was Based   | 7  |
| IV. Design, Development and Use of the<br>Needs Assessment Instrument   | 8  |
| V. Limitations of the Data  | 9  |
| VI. Uses of the Data  | 10 |
| VII. Data Analysis  | 11 |
| DEMONSTRATION PROGRAM, SPRING OF 1979   | 18 |
| I. Program Planning   | 18 |
| II. The 1979 Spring Program   | 18 |
| III. Program Promotion  | 19 |
| IV. The Program   | 20 |
| V. Older Person Involvement in ELDERCOLLEGE -<br>Planning and Needs Assessment and Student<br>Evaluation of the Foreign Cultures Course | 21 |
| VI. Pertinent Staff Comments Relating to<br>Program Evaluation  | 22 |
| EXPLORATION OF EXTERNAL AND INTERNAL FUNDING OF ELDERCOLLEGE<br>IN 1979-80 AND THEREAFTER   | 24 |
| GRADUATE STUDENT INVOLVEMENT IN ELDERCOLLEGE ACTIVITIES AND<br>NEEDS ASSESSMENT   | 26 |
| ACCOUNTING FOR THE EXPENDITURES OF GRANT FUNDS  | 26 |
| CONCLUSION AND RECOMMENDATIONS  | 28 |
| APPENDIX A: A proposal to Develop ELDERCOLLEGE: Credit<br>and Non-Credit College Level Learning Opportunities<br>for Older Persons      |    |
| APPENDIX B: ELDERCOLLEGE Plan of Work and Funding Documents,<br>1978-79   |    |

- APPENDIX C: Initial Projection of ELDERCOLLEGE Development,  
Spring of 1978
- APPENDIX D: Housing Areas and Participation Activities  
From Whom Mailing and Membership Lists of  
Persons 65 and Over Were Requested
- APPENDIX E: Principle References
- APPENDIX F: ELDERCOLLEGE Opinionnaire and Covering Letter
- APPENDIX G: Information on the Use of Human Subjects in  
Research Approved Form
- APPENDIX H: Opinionnaire Data: All Respondents (237);  
Men (73); Women (163); Net Market (36)
- APPENDIX I: ELDERCOLLEGE Registration Form; Spring 1979
- APPENDIX J: Syllabus: Course in Foreign Cultures.  
ELDERCOLLEGE; Spring, 1979
- APPENDIX K: ELDERCOLLEGE Course Completion Certificate
- APPENDIX L: International Dinner Program  
ELDERCOLLEGE: Spring, 1979
- APPENDIX M: ELDERCOLLEGE Evaluation: Students, Foreign Cultures  
Course, Spring, 1979

INTRODUCTION AND  
ELDERCOLLEGE PLAN OF WORK, AUGUST 31, 1978

A proposal, dated April 10, 1978, was submitted to the I.S.U. Alumni Association in the spring of 1978 requesting financial support for pilot development of ELDERCOLLEGE. A copy of the proposal is provided with this report as Appendix A.

Following discussions, a revised 1978-79 plan of work and an operating budget of \$14,000 were agreed upon about August 31, 1978. Subsequently, a supplemental budget was developed and approved to cover the period of October 1, 1978 to July 31, 1979. One copy each of the revised plan of work, the proposed budget and the signed supplemental budget are included as Appendix B.

June 1, 1979 Assistant Dean Larry Ebberts, College of Education, requested an additional two months before closing the budget (400-06-02) to permit effective completion of activities. The ELDERCOLLEGE account was closed on August 31 instead of July 31 because of the need to accomodate billing by the Extension office in Scheman and to pay for typing the final report.

Beginning in September, 1978, The College of Education began the development of ELDERCOLLEGE as a higher education alternative for older persons desirous of learning activities.

During the project period, a part-time staff of three (Victor H. Brown, Research Associate; Marjory Thompson, Secretary/Registrar; Jodi Engel, Graduate Assistant) assisted Dr. Roger Hiemstra, Section Leader of Adult and Extension Education, in planning, needs assessment, and program coordination. Collectively, the time of the three-part-time persons that was devoted to ELDERCOLLEGE approximated 12.5 person-months. In addition, Drs. Richard Deems, Anton Netusil, and Penny Ralston provided consultation and evaluation services.

The fall and winter quarters were utilized in program planning, developing a needs assessment survey process, and organizing the first course offerings. The spring quarter centered around two activities: 1) the collection of the needs assessment data from 237 randomly selected persons in or near Ames; 2) the implementation of a class in foreign cultures.

Thirty students were members of the course and classes were held at the Scheman Center. Both students and instructors were enthusiastic about the course.

An international dinner was held as a concluding event. The dinner was well attended, enjoyable and inspirational. President Parks and several other high ranking staff and faculty were among the 70 persons in attendance.

Activities during the summer months have included analyzing the survey data, working with an ELDERCOLLEGE advisory committee, evaluating the project, and planning for future years. The remainder of the report will detail project activities associated with the revised 1978-79 plan of work which consisted of the following steps:

- a. Conduct an assessment of college-level educational needs for older people in central Iowa.
  1. Design and complete general survey of large sample.
  2. Design and conduct intensive interviews of a smaller sample.
- b. On the basis of the needs assessment results, plan demonstration programs of credit/non-credit college-level courses for Spring, 1979, and long range programs for 1979-80 and beyond.
- c. Conduct two demonstration credit/non-credit courses for the elderly at the Scheman Center during Spring, 1979, and evaluate in a preliminary way their effectiveness.
- d. Maintain liaison with the elderly community by establishing a broadly based advisory counsel and utilize it in planning the needs assessment, educational programs, and their preliminary evaluation.
- e. Explore possibilities of external and internal funding of ELDERCOLLEGE in 1979-80 and thereafter.
- f. Involve graduate students in adult and extension education in carrying out continuing education activities and related research whenever possible.

ASSESSMENT OF COLLEGE LEVEL EDUCATION NEEDS  
FOR OLDER PERSONS IN CENTRAL IOWA

I. Purpose

The purpose of the needs assessment was to obtain data that could be used in:

- a. Planning and programming ELDERCOLLEGE for the spring of 1979 and long-range programs for 1979-80 and beyond.
- b. Producing a research plan for University development of an innovative re-participation model for planning and programming educational opportunities for older persons based on needs that are generated by retirement and aging related change.

II. Questions to be Answered

Questions to be answered relating to the planning and programming of ELDERCOLLEGE, campus credit and non-credit course programs for 1979-80 and near future years are as follows:

- a. What are the learning needs and preferences of persons 65 and over in the Ames area that could be met by University sponsored college level credit and non-credit courses on campus and what is the extent of the gross market for such instruction?
- b. What are the insurmountable obstacles encountered in and by persons 65 and over with expressed needs and desires for college-level credit and non-credit courses that, in essence preclude their participation in such programs and to what extent do these obstacles diminish the potential gross market for such instruction in the Ames area.
- c. What is the potential 65 and over market in the Ames area for college-level credit and non-credit formal classroom instruction and what are the participation characteristics of the market?
- d. Taking into account expressed needs and preferences and profiled participation characteristics, what formal non-credit course programs seems appropriate for 1979-80 and years beyond?

### III. Facts and Assumptions Upon Which the Assessment Was Based

The assessment of educational needs of older persons in central Iowa was undertaken as one of the initial steps in the planning and programming of ELDERCOLLEGE. Appendix C is the first set of planning milestones developed. The milestones were part of a flow chart prepared by Victor H. Brown.

The assessment that was conducted in the Spring of 1979 was aimed at obtaining some understanding of the needs and preferences of retired persons. It was based on the following facts:

- a. Life long learning of human beings is an established fact. McClusky (1974) reported that the elderly, in general, who have positive feelings about themselves and their potential, are active, intelligent and involved. Hiemstra, in several research efforts, has established that most people are interested in, need, want to and do learn throughout the life span even if they have to self-plan and support their efforts. Ames and the near vicinity have a large number of persons who are older, retired, and potential participants in formal lifelong learning opportunities.
- b. I.S.U. has only token educational programming and services tailored specifically for retired and older persons.
- c. To date, little thought has been given anywhere in the United States to the development of a preventative program aimed at the positive preparation of older persons for aging and for retirement related change.

The assessment was also based on the following assumptions:

- a. Older and retired persons in the Ames area are a unique group in that a very large number have entered or soon will enter retirement with a positive attitude, a vigor, and a will to participate extensively in the affairs of life around them including University credit and non-credit higher education and program elements specially developed for their use.
- b. Most members of this group, as unique as it may be, are still faced with the fact that retirement brings with it changes in living patterns. It is assumed that, for some, this creates problems and for others, it does not.



- c. For many people, and probably most, the central tasks of life (particularly paid work that supports both men and women, husbands and wives) change with retirement and have to be replaced by other paid work or activity if these individuals are to remain active and healthy without becoming prematurely frail, isolated, unhealthy and in need of constant and longterm care.
- d. A re-participation program or model of Leadership and Learning activities is needed that will help the majority of older persons retain positive feelings about themselves and assist them in minimizing a variety of problems by providing transitioning activities designed to replace or partially replace paid work and other activities from which they are displaced by retirement.
- e. If a reliable adult and peer leadership cadre can be formed and financial support can be programmed, the model can be developed.
- f. College level, residential courses at I.S.U. will be the initial step in the development of such a model; such a program of courses also will help identify and educate the leadership that is necessary to implement the model.

#### IV. Design, Development and Use of the Needs Assessment Instrument

- a. Based on work statement definitions, facts and assumptions, the population to be surveyed (older persons in central Iowa) was established as persons 65 and over in Ames and townships within a commuting area of 10 miles who are registered voters. Because the voter lists are only available to persons and organizations for political purposes, the idea of using these lists had to be abandoned and an alternative method of defining and developing the survey population had to be developed. Use of the voter lists was abandoned only after exhaustive efforts on the part of all concerned (including the University Legal Counsel) were taken to obtain the lists legally. The alternative method chosen was the solicitation of names, addresses and telephone number of persons 65 and over from "participation" agencies and organizations. This effort resulted in the development of a card file of 2,100 participation-minded individuals. Appendix D is a list of housing areas and participating activities from whom mailing and membership lists for persons 65 and over were requested.

- b. Based on the statement of work, facts and assumptions, a survey of principal references (Appendix E), first hand observation and analysis of the University of Kentucky Donovan Scholars program and discussions with several local professionals, an ELDERCOLLEGE opinionnaire was developed and tried. "Participating" older persons from Northcrest and the Senior Citizens Center provided trial use services. Professors Hiemstra and Netusil critiqued each stage of development. Appendix F is a copy of the completed opinionnaire.
- c. Based on the population of 2100 (750 men, 1350 women), the computer center developed a random sample for the assessment -- 210 of the male population and 390 of the females..
- d. After completion of the opinionnaire, approval for its use in the ELDERCOLLEGE needs assessment was obtained from the University committee on the Use of Human Subjects in Research. Appendix G is a signed copy of the approval.
- e. On or about February 25, 1979, 600 opinionnaires were mailed to the selected sample. 260 responded to this mailing. 237 of the returns were determined to be useable (73 men and 164 women).
- f. On or about June 6, 1979, coding and key punching the data were completed. Because of several difficulties, a satisfactory editing run of the data did not become available until July 25, 1979.

#### V. Limitations of the Data

- a. The method used for collecting names, telephone numbers and addresses for the 65 and over "participation" population is considered to be suitable. However, because of refusals and procrastination, an estimated 300 attainable names from housing areas and activities were not available when the sample was selected. Also in the same vein, return of opinionnaires was called for in late winter and early spring. In telephone follow-ups (repeated calls), about 60 non-respondents could not be reached, leading to the assumption that they were out of town or just missed repeatedly by the caller. With a more complete population, a larger sample and an increased number of responses, slightly different

results and a better picture of the "market" and characteristics of that market could have been developed. Early fall and late spring appear to be more appropriate times for assessment.

- b. The validity of the data is limited by the thoroughness of respondents in answering opinionnaire questions. Also, the validity is a function of degree of sameness in question interpretation. While each opinionnaire was carefully edited and some were discarded because of faulty data, there was no way to control the affects of minor omissions and some observable differences in interpretation among respondents.
- c. Trial use of the opinionnaire led to the conclusion that persons with a high school education or higher could read and respond reliably and validly using the instrument independent of an interviewer. 89% of the respondents have a high school or better education, which indicates that it is readable and interpretable by that group. However, nothing is known about the 340 non-respondents other than their age group and sex. Thus, at this writing, it is not known whether non-response was due to being "threatened" or "overwhelmed" by the opinionnaire as was the case for three non-high school graduates in trial use or related to non-participation, social status, education, sex or a combination of these. The conducting of intensive interviews of a smaller sample was not accomplished because neither time nor resources (money and people) were available to do so. This assessment needs to be completed when time and money are available to do so to further purify the ELDERCOLLEGE market picture.
- d. The framework for asking relevant questions pertaining to re-participation and learning needs of retired and older persons is limited by the fact that this is the first attempt to frame these two entities in the development of an educational model. Therefore, the opinionnaire should be considered merely the most essential elements of the framework.
- e. Even though resources were limited, plans to accomplish the intensive interviews were abandoned only when trial use of the opinionnaire indicated that most of the potential ELDERCOLLEGE credit/non-credit course market could in all probability read and respond to it without interview.

## VI. Uses of the Data

The data are and will be useful in the following ways:

- a. For developing an in-residence college level credit and non-credit course learning program for retired and older persons in the Ames commuting area.
- b. Serve as second generation guidance for use in conceptualizing, designing and developing a "Landgrant University Leadership and Learning Activities Re-participation Model," a statewide I.S.U. led outgrowth of ELDERCOLLEGE.
- c. Provide data for faculty and student mini-research projects.

## VII. Data Analysis

Results from all useable opinionnaires for all variables for the 237 respondents collectively, for men and women separately and for the net market are provided as Appendix H for review as appropriate. Analysis information necessary to answer questions posed in the purpose section is included herein. Answers to the questions will complete this section. Conclusions, inferences to be drawn from the needs assessment results and recommendations will be included at the end of this report.

Question a. What are the learning needs and preferences of persons 65 and over in the Ames area that could be met by the University sponsored college-level credit and non-credit courses on campus and what is the extent of the gross market for such instruction?

Responses to the following opinionnaire inquiries were used in formulating an answer to this question:

- a. Would you take part in University sponsored educational activities that would help you cope more effectively with a situation or situations troublesome to you (as a retired person)?
- b. Please check one of the following that best describes your learning needs: (among others) taking part in University classes for retired persons for the sheer joy of learning; preparing for volunteer work.
- c. Check learning settings that appeal most to you: (among others) classroom courses for University credit; University non-credit courses tailored for retired persons.

Affirmative responses and preference checks were as follows for the 237 who responded.

- |    |     |       |   |
|----|-----|-------|---|
| a. | 114 | 48.1% | University education to help with coping needs.                   |
| b. | 86  | 36.3% | University classes for retired persons for sheer joy of learning. |
| c. | 15  | 6.3%  | Preparing for volunteer work.                                     |
| d. | 13  | 5.5%  | Preference for University courses for credit.                     |
| e. | 77  | 32.5% | Preference for University non-credit courses in the classroom.    |

Respondents 65 and over that checked one or more of the above needs and preferences totaled 126 and were identified as the "Gross Market" within the survey sample for credit/non-credit courses on campus at I.S.U.

Question b. What are the insurmountable obstacles encountered in and by persons 65 and over with expressed needs and desires for college-level credit and non-credit courses on campus and to what extent do these obstacles diminish the potential gross market for such instruction in the Ames area?

In question 9 of the opinionnaire, respondents were asked to identify which of 25 listed obstacles originally listed by Hiemstra (75) that might stop them from taking part in I.S.U. sponsored learning activity of any kind regardless of setting.

To better understand the affect of "obstacles" on the gross market for credit/non-credit courses, each of the obstacles was classified as "surmountable" or "insurmountable". In this situation, insurmountable obstacles are those that could not be removed by staff and faculty by effective promotion, planning and programming and would or could not be removed by prospective students in most instances.

Insurmountable obstacles are:

- a. Strict attendance requirements.
- b. Not enough time.
- c. Home responsibilities.
- d. Health is bad.
- e. Don't have enough stamina.
- f. Not enough confidence in my ability.
- g. Too old to learn.
- h. Friends/family do not like idea of my taking part in courses.

To determine the effect of obstacles on the gross market of 126 in the sample, respondents in that group who checked one or more of the insurmountable obstacles were eliminated. The net effect on the gross market within the sample is a reduction to 36. This is considered to be the net market within the sample.

Question c. What is the potential 65 and over market in the Ames area for college-level credit and non-credit formal classroom instruction and what are the demographic and participation characteristics of this market?

If the net market percentage of 6.00% within the sample of 600 were applied to the needs assessment population of 2100, the potential market among Ames area persons for college-level credit and non-credit courses is 126. If the Net Market in the group of respondents below 65 were added to the 36, the figure becomes 42, the net market 7%, and the potential market is projected at 147.

The real issue here for University and Alumni Association to ponder is the long range ability of this institution to overcome some of the known or conjectured unsurmountable obstacles. Could counseling programs be established specifically for older persons that would help adult learners upgrade their confidence and reorganize their daily activity for greater efficiency? Will support services be available within settings like Green Hills to counter health and stamina problems to the point that residents can participate in desired learning activities? Could Colleges like the College of Education provide student interns or trained facilitators with the skills necessary to work with negative home or peer group pressures? Can the administrative machinery of I.S.U. be redesigned so that more mechanical requirements are not perceived as time barriers.

If the answers to questions like those above are positive in nature, then the potential market becomes much larger than 147. In reality, or more nearly 1/2 of the respondents answered in the affirmative regarding the desire for University training. The total needs assessment population has the potential of yielding up to 1,000 or more students. When you add to this the unknown but promising potential of those living within driving distance of Ames, those who will reside in Green Hills, and those living throughout the state who would enroll in off-campus courses\* the market takes on staggering proportions.

\*An extension specialist living in Fort Dodge is eager for ELDERCOLLEGE courses in the Fort Dodge area. She believes she could fill 2-4 courses in the next year.

Essential demographic and participation characteristics of the potential market as indicated in sample data are as follows:

Demographics

Average age 71.08. See profile, page 3 of Appendix H

15 men, 21 women, 16 married, 12 widowed, 8 single

Education: Post Graduates 31%, College Graduates 17%

Some College 22%, High School Graduates 14%

86% live in Ames the year around

53% travel frequently to homes of relatives and friends,

39% go sightseeing frequently in the U.S. and 39% travel extensively in the U.S. and abroad

Situations that Market Respondents Indicated Have or Will Cause Problems for them in Retirement (Top five of fifteen)

Cost of living in this area

Transportation availability to go to and from activities

Change of living habits following retirement

Separation from younger age groups

Making ends meet on a fixed income

Work, Learning and Other Participation Activity

47% are retired or will retire as higher executive or professionals, 33% from technical/clerical/skilled positions. Only 10% of the women indicated that they are strictly homemakers.

33% are in some kind of part-time paid work in retirement. 64% are not or cannot work or did not respond. One person works full time.

39% indicated no interest in work in retirement; 33% are interested in part-time paid employment; 25% participate in volunteer work and only one person would like to work full-time.

Organizations in which "market" respondents participate regularly and percentages are:

Church, 67%; Volunteer, 31%; Service Clubs, 19%; Sisterhoods, 19%; Lodges, one person; Senior Citizen Center, 6%; Congregate Meals 6%; 28% checked other and indicated various other organizations.

Ranking hobbies are hand and shop craft, 19%; reading, writing and research, 14% and recreation, 11%. Hobbies are wide and varied. 31% participated in pre-retirement training. 22% have participated in educational activity since retirement. 69% reported undertaking one learning project this past year; 33% reported two such projects. 80% of the projects were undertaken for self-improvement.

Learning Needs

81% indicated that they would take part in I.S.U. educational activities that would help in coping effectively with situations that are troublesome in retirement. 47% indicated that their chief learning need is University non-credit courses for the sheer joy of learning. 19% need instruction that provides guidance in dealing with retirement problems. 11% want to prepare for volunteer work and 8% for paid work. 39% prefer to learn in University non-credit courses, 36% through activity experiences, 30% from another person, 22% in self-study using prepared instruction, 22% on-the-job (by doing), 27% via TV and 8% in University non-credit courses. (Each person was asked for three preferences).

Learning Preferences

Course preference by expressive and instrumental breakdown and showing overall rank order for the top 10 of 41 is as follows:

| RANK | INSTRUMENTAL                      | RANK | EXPRESSIVE                     |
|------|-----------------------------------|------|--------------------------------|
| 1    | Exercise and Aging                | 3    | Tourism and Your Travel Dollar |
| 2    | Tax Benefits and Older Persons    | 4    | World Cultures                 |
| 8    | Wills and Estate Planning         | 5.5  | Music Appreciation             |
| 8    | Stretching Your Retirement Dollar | 5.5  | Modern Religions               |
| 8    | New Opportunities in Retirement   | 8    | Geneology                      |



### Learning Obstacles

Surmountable obstacles to participation in I.S.U. sponsored learning activity regardless of setting (those checked by over 10% of the market group) were:

|  |     |
|--|-----|
| Don't like to go out at night                              | 39% |
| Courses I want do not seem to be available                 | 25% |
| Cost   | 22% |
| No transportation available                                | 22% |
| Don't know what I'd like to learn                          | 19% |
| No information available on where I can go for what I want | 14% |

Note: the "market" did not check any of the insurmountable obstacles, i.e., health bad, strict attendance, etc..

Question d. Taking into account expressed needs and preferences and profiled characteristics, what formal non-credit course program seems appropriate for 1979-80 and years beyond?

ELDERCOLLEGE programs of credit and non-credit courses on campus should be developed with the following characteristics of the potential market in mind:

- a. Prospective students, as a group, are retired or soon to be retired men and women 65 and over who are very well educated and are or were highly successful members of the nation's workforce. A very high quality, non-credit course program which is specifically designed to meet both instrumental and expressive needs of older persons will be required to attract them and retain their interest.

- b. Many of the market group are frequent travelers both in summer and winter. ELDERHOSTEL attracts some of the market group in the summer. Cold and inclement weather conditions are a winter deterrent to good attendance. Therefore, the periods of highest market potential are fall and spring.
- c. Change in living habits, cost of living, transportation and health are or will be the predominant problems of the market group in retirement. This infers the need for instrumental courses dealing with the "living" related problems and the programming of transportation for I.S.U. sponsored non-credit courses on campus. Eight of the first eighteen courses selected by the market group in the course interest section of the opinionnaire were living related courses. 81% indicated interest in instruction that would help them cope with living related problems.
- d. The market group is highly participation oriented and their activities are varied. About one third of them work part-time after retirement. About one fourth are volunteers. Organizational participation is wide and varied except for church which over 70% attended regularly. Hobby interest varies with hand and shop crafts, reading and research and recreation ranking highest of those catagorized.
- e. Very few prospective students are interested in courses for credit on campus. The major portion of those interested in non-credit courses are about equally divided in regard to preference for instrumental and expressive oriented courses. Non-credit course preferences are also quite varied.

Based on the expressed needs, preferences and profiled characteristics of the Ames area market, appropriate non-credit course offerings for 1979-80 and years beyond could be selected from the following titles:

Instrumental

- Physiology of Exercise for Older Persons: Class and Laboratory
- Leisure and Recreation: Concepts and Services for Retired and Older Persons
- Sociology of Leisure and Recreation in Retirement
- Economic Aspects of Retirement and Aging
- Political Socialization, Retirement and Aging

Counseling Older Persons: A Classroom and laboratory course for Providers and Peers recruits for volunteer posts in Ames area. Survey results do not support the offering of this course to retired persons, but a separate review of the situation this past spring led to the conclusion that a CEU course could be organized and conducted in the Ames area for both providers of service to the Elderly and recruited peers.

Legal Aspects of Retirement.

Medical Care in Retirement Years.

New Opportunities in Retirement: A course development workshop. Selected faculty, Retired Persons and Graduate Students. (Product: A course syllabus.)\*

### Expressive

Educational Travel Workshop: Retired persons with Coordination by the International Educational Services Office and with Alumni Association consultation. (Product: A paper or brochure for publication.)

Music Appreciation: The History of Song.

Art Experiences for Older Persons--Orientation

World Cultures.

International Relations.

Modern Religions.

Conversational Spanish.

Creative Expression.

Taxonomy, Biology and Conservation of Midwest Birds.

Astronomy--Myth or Science

### Elderassembly

Because of the varied needs and preferences of the market group, a forum type series of meetings could be arranged along with courses that are offered each ELDERCOLLEGE period to accommodate those interested in varied subject matter. Such an assembly could be managed by a committee of participants and staff to assure the appropriate programming of topics.

\*In and of themselves, the two workshops (New Opportunities and Educational Travel) may not be considered college level courses. However, college level effort would be required to develop a course syllabus in one instance and a brochure in the other. Both products would certainly find use in programs elsewhere.

## DEMONSTRATION PROGRAM, SPRING OF 1979

### I. Program Planning

The 1978-79 plan of work called for planning demonstration programs of credit/non-credit college-level courses for the spring of 1979 based on needs assessment results.

From literature review, information received first hand at the University of Kentucky and local informal analysis, it was concluded that no special effort should be made in the spring of 1979 to actively promote increased attendance of older persons in courses for credit or in an audit status.

The analysis referred to above revealed that persons 65 and over show increased interest in auditing courses or taking courses for credit if the following incentives are present:

- a. Free parking is available on campus.
- b. Courses for audit are offered free or at reduced tuition rates.
- c. Registration services (including arranging for space available in case of audit) are provided by staff.

The decision not to promote enrollment in courses for credit or in an audit status in the spring of 1979 was made when it was realized that nothing could be done without I.S.U. administration and Board of Regents approval to offer prospects the two most important incentives--free parking and reduced or free tuition.

Non-credit course offerings were planned without benefit of the needs assessment results. Because there were both avoidable and unavoidable delays in the needs assessment process, data were not available until after the spring program to be offered was firmed up and advertised.

### II. The 1979 Spring Program

The demonstration program that was offered, in the Spring of 1979 was based on criteria laid down and that which is known to have worked in other programs:

- a. College level courses
- b. Courses and forums (assemblies) specifically tailored for older persons. (New School, New York; Fromm Institute, University of San Francisco; University of Kentucky).
- c. Both expressive and instrumental instruction.
- d. Retired and older person involvement in planning and programming.
- e. University faculty participation without having to pay for portions of contract time.

The spring course offerings were so programmed to test faculty and staff (campus) reactions to ELDERCOLLEGE without creating administrative problems to which there might not have been immediate solutions.

The resulting program of instruction and faculty is presented in Figure 1. The program included a course in Foreign Cultures and a topical forum-- ELDERASSEMBLY, in sections. The idea of the forum was to offer retired and older persons an assembly in which to receive college-level instruction and discuss topics of mutual interest and concern.

### III. Program Promotion

Because of the modest amounts of operating funds, staff time and meeting space available to support the program and in view of the limited experience of both staff and faculty in working with older persons in an instructional setting, promotion was geared to attract no more than 100.

Articles announcing the program appeared in the Iowa State Daily and the Ames Tribune. A combination flier/registration form (Appendix I) was disseminated throughout the community at the following places:

- a. Northcrest Retirement Center
- b. Regency Apartments
- c. Senior Citizen Center
- d. Food satellite centers in Story County
- e. Grocery stores
- f. Churches

Helen Lebaron Hilton, Retirement Counselor, announced the program and offerings in her newsletter. Finally, the program was advertized in the Ames Tribune. Figure 1 is a copy of the advertisement.

#### IV. The Program

Thirty persons registered, most for the Foreign Cultures course. Persons interested in ELDERASSEMBLY agreed to attend the Foreign Cultures course.

The course was conducted at Scheman as scheduled, usually in a different room each class period. One session had to be held in the Collegiate United Methodist Church.

Appendix J is a copy of the course syllabus.

Appendix K is a sample of the certificate of course completion given to each attendant.

Parking was very adequate. Faculty participation materialized as scheduled and library and media services for faculty and staff was thorough and efficient.

An international dinner culminated course activities. A copy of the dinner program is provided as Appendix L. The dinner was catered by the Memorial Union food service staff.

Scheman staff support was excellent.

Faculty and staff support was outstanding. Those who participated as Instructors and speakers in the Foreign Cultures course are identified below by department and topic. They are:

| NAME                  | DEPARTMENT  | TOPIC  |
|-----------------------|---|--|
| Alan Wilt             | Associate Professor, History<br>643 Ross                                | Middle East Today  |
| David Bruner          | Professor, English<br>429 Ross  | Literature of Black Africa   |
| Norma Wolff           | Temp. Instructor, Sociology and<br>Anthropology, 120 East Hall          | Art of Africa  |
| Karl Friederich       | Associate Professor, JCML<br>117 Press                                  | Impact of Communication<br>Technology on People and<br>Society         |
| Charlotte Bruner      | Associate Professor, Foreign<br>Language, 300H Pearson                  | Literature of Black Africa   |
| Michael Whiteford     | Associate Professor, Sociology<br>and Anthropology, 302 East Hall       | Early Latin America Culture  |
| Steffen Schmidt       | Professor, Political Science<br>549 Ross                                | Developmental Problems in<br>Latin America                             |
| Shu Min Huang         | Assistant Professor, Sociology<br>and Anthropology, 17A East Hall       | China (History)  |
| Adrian Bennett        | Associate Professor, History<br>639 Ross                                | China (current)  |
| R. J. VanIten         | Associate Dean, Sciences and<br>Humanities Administration<br>218 Carver | Impact of Technology on<br>Third World Cultures                        |
| Daniel Zaffarano      | Vice President for Research<br>201 Beardshear                           | Welcome address to International<br>Dinner attendees                   |
| H. Martin Limbird III | Coordinator, International<br>Educational Services<br>E.O. Building     | World Travelling, Presentation<br>to International Dinner<br>attendees |

V. Older Person Involvement in ELDERCOLLEGE Planning, Needs Assessment and Student Evaluation of Foreign Cultures Class

At several junctures, older persons were consulted in the development of the opinionnaire and in regard to planning the spring program and advertizing the program to be offered.

The chief consultation and the most meaningful assistance came from Dr. Helen Hilton, I.S.U. Retirement Counselor, Gertrude Chittendon, Ph.D. retired and Glenn Holmes and Elizabeth Coulter of the Ames Senior Citizen Center.

An ELDERCOLLEGE committee was formed from members of the first ELDERCOLLEGE class. Members of this group met with Dr. Hiemstra and others to discuss the administration of the Foreign Culture class and plan for future offerings. Members of this committee were Helen Brosier, Edward Allen, Lyle Vandecar, Gertrude Chittendon, Illian Hammer and Victoria Brown.

Appendix M is a copy of the evaluation form for the pilot ELDERCOLLEGE course on which the evaluations of the students are summarized. Also, representative and significant comments and recommendations are listed.

Twenty four persons of the thirty enrolled completed evaluation forms and returned them by mail to the ELDERCOLLEGE office. Nineteen rated the course excellent overall; four rated it very good and one said it was poor.

Class members were particularly pleased with the college-level subject matter (unified theme), the high quality of instruction and the extremely efficient administration of the class by Ms. Jodi Engel, a graduate assistant and Ph.D. candidate.

The most prevelant criticisms included annoyance with the small print of handouts and library books, and the fact that the course was scheduled too soon after lunch and thus interferred with naptime. The confusion caused by having to look for a different room in Scheman each class period was also mentioned often. Also, several noted that there were no introductions at the beginning of class.

Three of the twenty four evaluation respondents showed interest in participation in credit courses. Eleven indicated that they would audit classes if "all they had to do was to be at class on time." They were divided on whether campus classes should be offered to retirees at reduced rates.

Fifteen of the twenty four believed that there should be a social event with each ELDERCOLLEGE session. Some wanted it at the beginning. Most thought

it should be scheduled at the end.

#### VI. Pertinent Staff Comments Relating To Program Evaluation

Ms. Jodi Engel prepared a report of the administration of the pilot course and programming effort for Roger Hiemstra. Much of what she submitted is included in this report.

The most significant administrative weakness cited in Ms. Engel's report was the inadequacy and tardiness of program advertizing. There is little doubt in the minds of both commenting older persons and staff members involved that more adequate publicity and advertizing would have resulted in an increased enrollment sufficient to fill a section of the ELDERASSEMBLY and thus have provided an opportunity to try the forum format.

As a result of Ms. Engel's observations and experiences, she developed the following set of suggested guidelines to be used in check-list fashion in future programming. "Weeks" listed are weeks prior to start of program period.

- 10th Week
  - a. Line up courses and faculty
  - b. Reserve rooms
  - c. Send letters to prior participants announcing courses and give them one week lead time for pre-registration
  - d. Get library card for ELDERCOLLEGE
  - e. Prepare brochure sketch
- 9th Week
  - a. Complete brochure. Distribute
  - b. Run ad in Ames Tribune...use Saturday edition for three consecutive Saturdays.
  - c. Prepare registration form for office use
- 8th Week
  - a. Send letter to faculty asking for reading lists and equipment needed for presentations
- 7th Week
  - a. Begin to collate reading lists and get call numbers from library
- 6th Week
  - a. Distribute brochures to grocery stores
- 5th Week
  - a. Contact faculty for reading lists and equipment lists again
  - b. Finalize course outlines
- 4th Week
  - a. Send letter to participants encouraging them to car pool. Send it with a list of other members who have registered for same course in order that car pools and Cy-Ride pools can be formed.



- 3rd Week      a. Check with Scheman to make sure there will be no parking problems and that permits may be obtained if they are needed.
- 2nd Week      a. Mail out course outline with letter to participants telling them exact times and places for the meetings during their course sessions
- 1st Week      a. Check out library books on extended loan.  
Get books to central place for use all quarter.

2 days before: check with speaker for first session to see if they need anything; call Scheman to make sure equipment is ready

Ms. Marjory Thompson performed the dual function of office Secretary and Registrar. Most of her time was spent in the details that accompany needs assessment projects -- collecting personal data on the needs assessment population, opinionnaire handling, followup and transferring respondent data to coding sheets for keypunching. In addition, she helped Ms. Engel with much of her detail work. Her efforts in the performance of all tasks were outstanding.

There was little or no time left to develop a registrar system for ELDERCOLLEGE during this program period. Neither is such development deemed necessary until credit/audit administration policies and procedures are established.

EXPLORATION OF EXTERNAL AND INTERNAL  
FUNDING OF ELDERCOLLEGE IN 1979-80 AND THEREAFTER

No firm solution to external and internal funding of ELDERCOLLEGE for 1979-80 and thereafter was found during the period covered by this grant. However, certain facts and assumptions that will be helpful in further study of this problem emerged from exploration this year.

Facts are as follows:

- a. Federal and State funds are not now available nor can they be expected in any quantity in the near future, and on a continuing basis to support a preventative type education program for older persons. Most of the funding in the aging network and in Education is used in the frail elderly and longterm care areas. Dr. Martin Sicker, Deputy Commissioner of the Administration on Aging (AOA) indicated to Iowa Gerontology Project persons this past winter in Iowa City that AOA would be receptive to funding the development of a Re-participation Model. Development was emphasized.
- b. Title IA matching funds are available through extension to strengthen community service programs of colleges and universities in assisting persons in solution of community problems. Continuing Education support in 1980 will include Preparation for Retirement/Senior Citizen Needs and Economic and Social Change. Since University goals and objectives for ELDERCOLLEGE have not yet been developed and since the present program envisions only campus class offerings, there is little likelihood of Title I funding support this year. Also, this source has no potential for permanency at this time.
- c. Programs such as ELDERCOLLEGE cost money just the same as any other University sponsored program. Most of the same and even some different costs accrue in such an operation. The most expensive of these different costs is direct--reduced or free tuition for students. Minimizing student costs is required if students are to be attracted.
- d. The development of an endowment to support ELDERCOLLEGE is considered the only viable solution to the formation of a funding base for operation of ELDERCOLLEGE on a continuing basis. Besides individuals, the community

of contributors to such an endowment would include corporations, companies, associations and enterprises that are interested in increased longevity and prolonged good health among older persons. Life insurance, food, transportation, travel, real estate, medical and drug firms are prime prospects.

- e. Before endowment development can begin, ELDERCOLLEGE goals and program objectives have to be authored and approved University-wide in order that a saleable product is available for fund raisers. The goals and objectives need to describe a University re-participation model that will service the 65 and over community of the state, a campus led extension program.

The assumptions are as follows:

- a. The University will support development of a re-participation model.
- b. Some company or foundation or a combination of sources will fund a three-year program of model development in the amount of \$200,000.
- c. The three-year program will include endowment fund raising in the amount of at least \$1,000,000.
- d. Endowment interest and modest student fees when combined with funding relief accruing from pooling resources and programming with others such as the University of Mid-America, the Extension Service (personnel and facilities statewide, CEU courses, etc.), the aging network and community organizations should result in a fairly sound funding base for the ELDERCOLLEGE campus and re-participation program.
- e. Projecting success in the above endeavors and development of a workable model, additional grant funding, both federal and private, could be expected progressively and consistently to augment this base.

GRADUATE STUDENT INVOLVEMENT IN ELDERCOLLEGE  
ACTIVITIES AND NEEDS ASSESSMENT

Three graduate students were involved in the 1978-79 ELDERCOLLEGE program. Jodi Engel, a Ph.D. candidate in Educational Psychology, administered almost all phases of the demonstration program and did so with exceptional efficiency and effectiveness. Many members of the class in Foreign Cultures cited her effectiveness and expressed their appreciation in their end-of-course evaluations. Bayo Ajala, a Nigerian graduate student, assisted Ms. Engel and in the ELDERCOLLEGE office. Robert Judd, an assistant to Roger Hiemstra, provided computer programming services.

ACCOUNTING FOR EXPENDITURE OF GRANT FUNDS

The chart that follows on page 27 is the accounting for utilization of grant funds received from the Alumni Association for 1978-79 operation of ELDERCOLLEGE through August 31. \$200 was encumbered for typing and printing of the final report, which will be finished in September.

Funds in the amount of \$14,000 were provided. Copies of the revised Budget request (7-31-78) and the approved Supplemental Budget for ELDERCOLLEGE are included in Appendix B (Account Number 400-06-02).

This account was opened on October 1, 1978 and was closed for expenditure purposes on August 31, 1979.

|                               | SUPP<br>BUDGET | BUDGET<br>COMPATIBLE<br>WITH DEPT'L<br>STATEMENT | DIRECT<br>COSTS<br>4/30/79                          | DIRECT<br>COSTS<br>THROUGH<br>7/31/79 | BUDGET<br>BALANCES<br>7/31/79 | AUGUST<br>EXPENDITURE<br>PROTECTION | BUDGET BAL.<br>PROJECTION<br>PROJECT<br>TERMINATION | PROJECTED<br>PROJECT BALANCE<br>AT TERMINATION  |
|-------------------------------|----------------|--|---|---------------------------------------|-------------------------------|-------------------------------------|---|---|
| Salaries                      | \$ 8,800       | \$8,800 (010)                                    | \$6,578.84  | \$9,285.71                            | \$ 484.71-                    | \$ 500.00<br>(\$397.08-)*           | \$ 588.63-  | *See July Dept'l<br>Statement. M.<br>Thompson paid in<br>error. She appeared<br>in 1979-80 Univer-<br>sity budget. Budget<br>correction Form 111<br>submitted Aug. 22<br>to remove her from<br>University Budget.<br>Amounts in paren-<br>thesis will be<br>returned to<br>400-06-02 account<br>\$1,548.25 is<br>total. |
| Stipends                      | 1,000          | 1,000 (031)                                      |   |                                       | 1,000.00                      |                                     | 1,000.00  |   |
| Benefits                      | 1,780          | 1,780<br>(011-017)                               | 1,232.00  | 1,789.79                              | 9.79-                         | 96.50<br>(151.17-)*                 | 44.88   |   |
| Equipment                     | 622            | In "Other"                                       |   |                                       |                               |                                     |   |   |
| Supplies                      | 248            | 248 (035)  | 444.29  | 505.59                                | 257.59-                       | 20.00                               | 277.59-   |   |
| Travel                        | 250            | 250<br>(050-051)                                 | 250.00  | 250.00                                |                               |                                     |   |   |
| Publications                  | 600            | In "Other"<br>(Printing &<br>Postage)            |   |                                       |                               |                                     |   |   |
| Computer Time                 | 400            | 400 (038)  |   | 44.62                                 | 355.38                        | 40.00                               | 315.38  |   |
| Other                         |                |  |   |                                       |                               |                                     |   |   |
| International<br>Dinner       |                |  |   |                                       |                               | 390.00-                             | 390.00-   |   |
| Bldg. Rental                  | 300            | 300 (103)  |   |                                       | 300.00                        | 301.00                              | 1.00-   |   |
| Printing                      |                | 400 (071)  | 147.31  | 164.29                                | 235.71                        | 30.00                               | 205.71  |   |
| Postage                       |                | 200 (042)  | 103.03  | 132.08                                | 67.92                         |                                     | 67.92   |   |
| Typewriter                    |                | 150 (103)  | 140.50  | 140.50                                | 9.50                          |                                     | 9.50  |   |
| Telephone                     |                | 472 (041)  | 169.59  | 233.28                                | 238.72                        | 20.00                               | 218.72  |   |
| Freight Expense               |                |  | 13.50(060)  | 13.50                                 | 13.50-                        | 13.50                               | 26.00-  |   |
| CASH RECEIPTS<br>(Cumulation) |                |  | (\$10 sub-<br>tracted<br>from<br>supplies<br>April) |                                       |                               |                                     |   | \$ 445.00   |
| TOTAL (Budget)                | \$14,000       | \$14,000   | \$9,076.06  | \$12,559.36                           | \$1,440.64                    | \$862.75                            | \$577.89  | \$ 577.89   |
| PROJECTED PROJECT BALANCE     |                |  |   |                                       |                               |                                     |   | \$1,022.89  |

## CONCLUSIONS AND RECOMMENDATION

### I. Conclusions

Conclusions that can be drawn from review of the modest 1978-79 ELDERCOLLEGE program and analysis of the needs in the Ames area are as follows:

- a. There is a market of about 150 persons 65 and over in the Ames commuting area that are interested in and would prefer to attend college-level credit and non-credit courses if provided on campus in the spring and fall of each year. The number that are interested in and prefer courses for credit is very small and there is limited interest in non-credit courses when viewed singularly as a program.
- b. Appropriate college-level non-credit instrumental and expressive course programs can be provided effectively by the College of Education (Adult and Extension Education Section) that would fulfill the needs and preferences of this market if appropriate funding support can be programmed.
- c. Results of the needs assessment show that participation oriented persons in the Ames area are uniquely vigorous, positive and participate extensively in the affairs of life. Unique as this group is, they expressed needs and preferences for University sponsored, learning activity in several modes and setting (in addition to campus courses) that would assist them in adjusting to retirement, in coping with "living" related problems and in continuing to live productive and interesting lives. If the Ames group has such need, then it can be hypothesized that there is a similar or greater need for a multi-faceted preventive learning program throughout the state, the basis for re-participation model previously described.
- d. Analysis of data beyond that which is necessary for this report will provide guidance for framing a more sophisticated and useful opinionnaire for gathering data upon which to base development of a re-participation model. For example, the extent of additional markets of older persons who need and prefer TV, self-study and activity oriented instruction can be projected using computation procedures and criteria equally as

simple and straight forward as those used in estimating the campus formal course market. In addition, such statistical treatments as Chi Square tests of differences between market and non-market responses to all variables can be used along with other analysis steps in verifying the soundness of market determination procedures for each instructional setting.

- e. Neither the development and sustained operation of ELDERCOLLEGE as a campus formal course program nor the expansion of the effort to include the development of a re-participation model can proceed without University approval and statement of policy.
- f. No funding base is presently identifiable to support either or both expansions on a sustained basis. The only viable solution to the problem appears to be development of an endowment fund. If such fund-raising were supported, it would, no doubt, need to be sold and promoted as solicitation of funds to support preventive (re-participation) education and training for Iowa retired and older persons both on-campus and through extension since I.S.U. is a landgrant University.
- g. The 1978-79 ELDERCOLLEGE experience, when coupled with studies such as those conducted by Hiemstra, The Older Adult and Learning, University of Nebraska (75) and Ralston, The Relationship of Self-Perceived Educational Needs and Activities of Older Adults to Selected Senior Center Programs: A community Study (78) can be used by the College of Education (Adult and Extension Education Section) in conceptualizing and coordinating the development of a Landgrant University Leadership and Learning Activities Re-participation Model, an educational program for retiring, retired and older persons.

## II. Recommendations

- a. Since there is limited interest in campus college-level credit and non-credit course programs for retired and older persons in the Ames area and since the lack of funds prevent full exploration of the nature of the interest which does exist, it must be recommended that efforts to expand the ELDERCOLLEGE be terminated and the present pilot effort be disestablished.

- b. Conversely, in view of the case that can be made for University development of a re-participation oriented educational program for retired and older persons of the state, it is recommended that the College of Education (Adult and Extension Section) be encouraged and authorized to coordinate the development of such a program which would begin with preparation of a proposal to obtain outside funding for the support of three years of University program development and endowment fund raising.



APPENDIX A

A PROPOSAL TO DEVELOP  
"ELDERCOLLEGE":  
CREDIT AND NON-CREDIT COLLEGE-LEVEL  
LEARNING OPPORTUNITIES  
FOR OLDER ADULTS

Roger Hiemstra  
Adult and Extension Education Section  
College of Education  
Iowa State University

Submitted to the Iowa State  
University Alumni Association

April 10, 1978

### The Need

That the human being is capable of learning until death is now an established fact. McClusky (1974) reports that the elderly, in general, are active, intelligent, and involved people who have positive feelings about themselves and their potential. That the human being is interested in and desirous of learning opportunities throughout life also has been supported by considerable research (Hiemstra, 1975). However, equal educational opportunity for the elderly at this point in time is more a myth than a reality. Furthermore, educational opportunities at the college or university level are almost non-existent.

There are several problems facing older adults, for example, that go beyond the lack of opportunity. Transportation problems, mobility limitations, health limitations, and financial restrictions are some of the inhibitors. Some cognitive-related inhibitors, such as declining memory potential, slowness in certain types of responses, and difficulty with long, sequentially-related learning, also exist. Fortunately, most known inhibitors to learning can be compensated for by knowledgeable instructors and administrators.

The need to provide learning opportunities for the elderly is further magnified in the Ames and Story County, Iowa, area. Currently, almost 7000 people reside in Story County who are 65 or older and another 2000 are in the 60-65 age range. In addition, the Iowa Office for Planning and Programming predicts that Story County will experience a 40-50 percent increase in these age groups by the year 2000. Looking at the whole state

of Iowa, there currently are approximately 400,000 people age 65 and older. In fact, Iowa now is surpassed only by Florida in the percent of its population over 65.

There also exists evidence of the interest by local elderly toward participating in educational activities: Dean Helen LeBaron Hilton, Director of the Iowa State University Retirement Counseling Program, reports that retired Iowa State University faculty have participated regularly and enthusiastically in learning activities she has coordinated. Mr. Glenn Holmes, Professor Emeritus at Iowa State University and a leader in the Ames Senior Citizens Center, reports that the elderly participants in Center activities are most eager for additional learning opportunity. A summer residential non-credit learning experience for elderly at the Scheman Building, The Summer Elderhostel, received excellent evaluative comments from the participants. In addition, the Iowa State University Alumni Association has received support of the notion to establish a retirement facility, and the future residents will require a variety of social and intellectual opportunities.

Subsequently, a tremendous need and opportunity exists at Iowa State University to establish a year-long formal program of credit and non-credit level instruction. The program participants are in need, the College of Education and the total University is committed to serving the older person, excellent resources for learning are available, and instructional expertise is abundant. This proposal outlines the establishment of "Eldercollege" to serve older adults and requests a minimal level of dollar support to initiate and carry out its operation. Additional support will be sought from other sources as the need increases.

## The Proposal

It is proposed that the College of Education through its Adult and Extension Education Section establish "Eldercollege". Figure 1 displays the proposed administrative structure for "Eldercollege". The Dean of the College of Education will serve as the administrative officer for "Eldercollege" in terms of budget, personnel, and general administrative decision-making. The Iowa State University Interinstitutional Gerontology Policy Board, the Director of the Iowa State University Retirement Counseling Program, the Director of University Extension, and the Director of the Iowa State University Alumni Office will serve as informal advisors to "Eldercollege" staff in terms of policy and procedure. The normal administrative chain for any instruction-related decision making of a credit nature will be through the regular Departmental structure. A community-based advisory council made up of older adults, some of whom will be Iowa State University alumni and retired staff members, will assist the "Eldercollege" staff in needs assessment, program planning, and program evaluation. In addition, the leader, Extension Courses and Conferences, will provide liaison services to "Eldercollege" in terms of advising on the usage of Scheman Building and other facilitating services for the various learning opportunities.

"Eldercollege" will have as its major purpose the provision of credit and non-credit, college-level learning opportunities for older people throughout the year. This purpose can be more fully described in terms of the following major goals to be accomplished:

1. The provision of a variety of year-long learning opportunities at the college level of instruction.

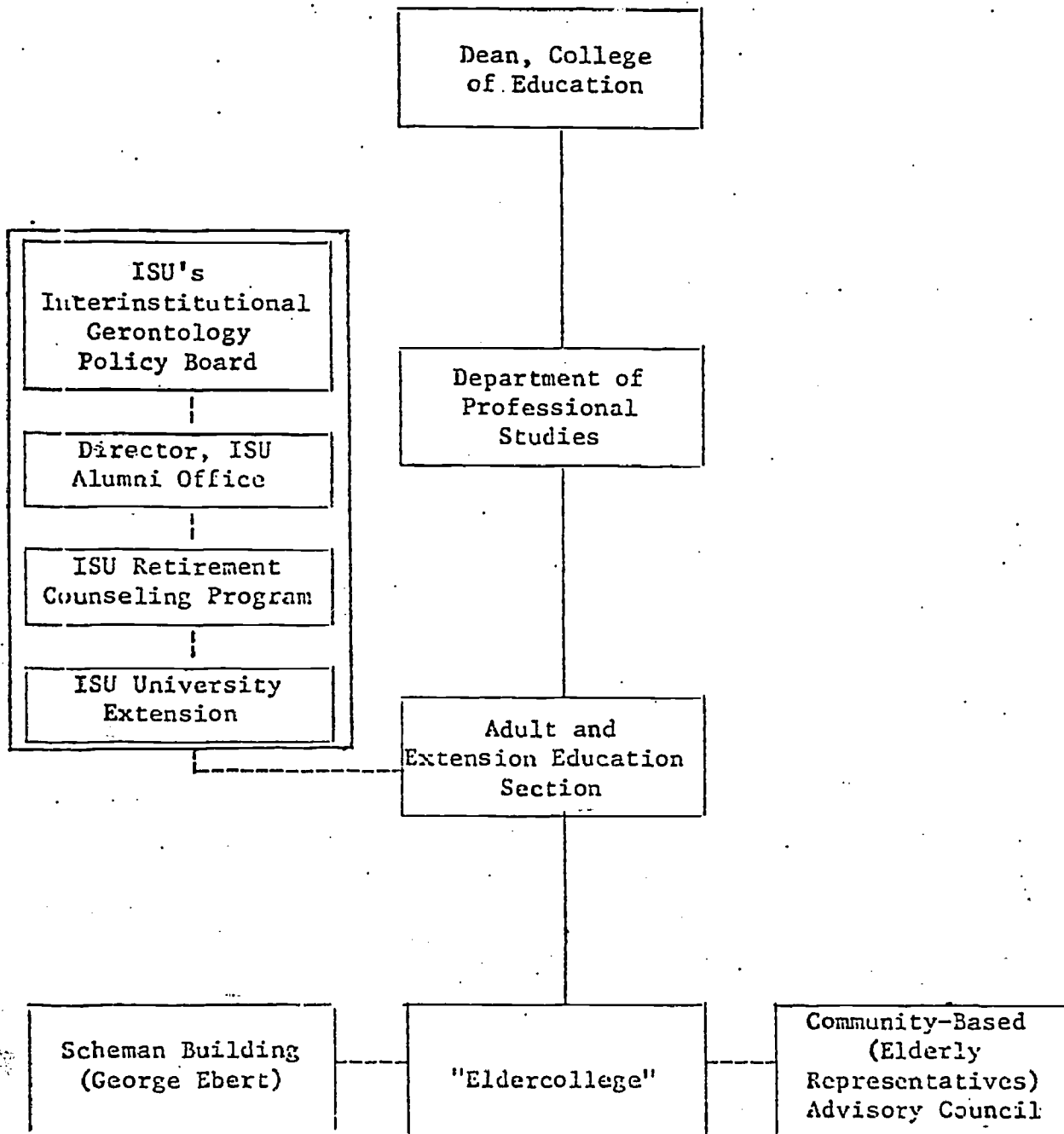


Figure 1. Proposed "Eldercollege" Administrative Structure

2. The continuous evaluation of the "Eldercollege" program for purposes of improving the opportunities including research on learning theory and instructional methodology as they relate to the older person.

3. The provision of service opportunities for Iowa State University current and retired faculty, teaching opportunities for qualified community residents, and laboratory or practicum experiences for advanced graduate students in Adult and Extension Education or other gerontology-related programs.

As shown in Figure 1, "Eldercollege" will be housed administratively in the College of Education. There are several important benefits of such an arrangement. Of primary importance is its "home" location within the College of Education. The College, with its commitment to serving the elderly, to the field of continuing education, and to improving instruction, will provide the necessary linkages to leadership, support personnel, resources, and knowledge crucial to the overall success of "Eldercollege". Resources within the College, such as the counseling education program and the Research Institute for Students in Education, can be tapped to meet special needs of the older learner or to promote a better understanding of the older learner. Another important reason is the professional competence and experience obtained by the staff and advanced graduate students of the Adult and Extension Education Section. The Section's focus on the preparation of professional continuing educators and the expertise of several staff members with gerontology-related programming will contribute immediate leadership to "Eldercollege" programs. In addition, the resources of Scheman Building will facilitate all activities.

## Objectives of "Eldercollege"

The following are the ongoing objectives proposed for "Eldercollege":

1. Provide continuous and various credit and non-credit, college-level learning opportunities at Scheman Continuing Education Building to older adults in the Ames, Story County, and surrounding areas.
  - a. Provide programming based on assessed needs and interests.
  - b. Obtain qualified instructional staff from faculty, retired faculty, and qualified non-faculty.
  - c. Provide continuing education and training related to working with older adult learners to instructional staff.
  - d. Continuous evaluation of the learning opportunities in terms of learning theory and instructional effectiveness.
2. Provide a variety of intellectual opportunities specifically for residents of the proposed Iowa State University retirement facility.
3. Provide an opportunity for advanced graduate students in Adult and Extension Education (and from other areas) to carry out continuing education activities related to the provision of learning opportunities for older adults.
4. Carry out research on older adult learning and the instruction of older adults.
5. Evaluate the "Eldercollege" approach to working with older persons in terms of it serving as a national model of how a university can be of service to an area and disseminate information about "Eldercollege" nationally.



Activities

The following are some of the activities to be carried out by

"Eldercollege" staff:

1. Assess the needs and interests of older persons within the driving proximity of Iowa State University, including retired alumni who would consider moving to a retirement facility, in terms of credit and non-credit; college-level learning.
2. Work with the Iowa State University Interinstitutional Policy Board, the Director of the Iowa State University Retirement Counseling Program, the Director of the Iowa State University Alumni Office, the Director of University Extension, the Dean of the College of Education, and the Leader, Extension Courses and Conferences at Scheman Building, to develop procedural and policy guidelines.
3. Form and work with a community-based advisory council representative of the elderly population in assessing needs and developing programs for "Eldercollege".
4. Contact, contract with, and provide instructional assistance to interested faculty, retired faculty, and qualified non-faculty instructors.
5. Disseminate information about "Eldercollege's" learning opportunities as widely as possible.
6. Provide various credit and non-credit, college-level learning opportunities each quarter at Scheman Building.
7. Continuously evaluate the learning opportunities in terms of knowledge about learning theory and instructional effectiveness.

8. Carry out research on and disseminate information nationally about "Eldercollege".
9. Involve Adult and Extension Education graduate students (and other interested graduate students) in "Eldercollege" activities as a part of their professional preparation.
10. Seek ways of expanding "Eldercollege" to a wider audience as the needs and resources dictate.

### The Facilities

All initial "Eldercollege" learning opportunities will be offered at the Scheman Building. This location and resource is ideal for several reasons:

1. Easy access by automobile or Cy-Ride.
2. Excellent parking facilities and parking lot lighting.
3. Easy access to the building and all floors by elevator for wheelchair or other restricted mobility learners.
4. Comfortable classroom seating, excellent classroom lighting, easily accessible media resources, and snack bar facilities.

Classroom resources will be made available at Scheman Building on Tuesday, Wednesday, and Thursday afternoons and Wednesday evenings for "Eldercollege" courses beginning the fall quarter, 1978. These facilities will be expanded as needs and resources dictate.

### Resource Needs

1. Staffing. The College of Education will contribute some faculty time. Dr. Roger Hiemstra, Professor and Section Leader, Adult and Extension Education, and Director of Research and Development in Gerontology

and Lifelong Learning, will serve as the overall administrator of "Eldercollege" activities and will spend approximately 10 percent of his time on this endeavor. Dr. Milt Brown, Associate Professor and Section Leader, Higher Education, and Associate Professor, Adult and Extension Education, will spend approximately 10 percent of his time serving as the assistant administrator and coordinating the involvement of graduate students in "Eldercollege" activities. Dr. Pat Keith, Associate Professor, Adult and Extension Education and Sociology, will devote approximately 5 percent of her time coordinating any research activities associated with "Eldercollege".

The crucial need is for support staff. It is estimated that the following support staff will be required to carry out programming activities beginning September, 1978:\*

- a. One full-time graduate assistant or part-time faculty professional employed 12 months a year, to assist with identifying and training staff, assessing needs, coordinating the delivery of programs, and evaluating all learning activities.
  - b. One half-time secretary, employed 12 months a year, to perform clerical duties, assist with registration and bookkeeping activities, etc.
2. Travel support. At least four similar models, one at Arizona State University, one at the Fromm Institute of Lifelong Learning in San Francisco, one at the University of Kentucky, and one at the Institute for Lifelong

---

\*A part-time graduate assistant has been employed for the spring term, 1978, through a special grant by the Graduate College. He is initiating some of the planning and development.

Learning in New York, have been identified. It is anticipated that valuable assistance could be provided to the "Eldercollege" staff in planning and development by a staff member visiting these sites. In addition, some in-state travel will be needed to contact and involve alumni and other interested persons.

3. Building Rental and Instructor Fees. It is anticipated that little income will be generated through "Eldercollege" activities in the initial years of operation; however, needs assessment activities have shown that older people desire quality, college-level learning opportunities as opposed to the arts and crafts opportunities frequently available through community colleges or other community agencies. Subsequently, quality instructors and classroom resources will require supplemental support.

4. Operating support. Support will be needed for telephone, paper supplies, typewriter, postage, and miscellaneous costs.

Budget Request

Personnel:

|  |         |
|--|---------|
| Graduate Assistant (full-time) or Faculty member (part-time) | \$7000  |
| Secretary (half-time)  | 4200    |
| Fringe Benefits  | 2200    |
| Travel   | 2000    |
| Building Rental and Instructor Fees                          | 10900   |
| Operating Support  | 2800    |
| Income from student fees                                     | (1600)  |
|  | \$27500 |

It is our belief that the "Eldercollege" idea is a good one, exciting in concept and rewarding in potential. We seek the initial funds to support its operation.

#### References

Hiemstra, Roger. The Older Adult and Learning. Research Report. Lincoln, Nebraska: Department of Adult and Continuing Education, University of Nebraska, 1975.

McClusky, Howard. "Education for Aging" The Scope of the Field: Perspectives for the Future". In Learning for Aging, ed. Stanley Grabowski and W. Dean Mason. Washington, D.C.: Education Association of the USA and ERIC Clearinghouse of Education, ca, 1974.

APPENDIX B

ELDERCOLLEGE

Revised 1978-79 Plan of Work

7-31-78

- a. Conduct an assessment of college-level educational needs for older people in central Iowa
  1. Design and complete general survey of a large sample.
  2. Design and conduct intensive interviews of a smaller sample.
- b. On the basis of the needs assessment results, plan demonstration programs of credit/non-credit college-level courses for Spring, 1979, and long range programs for 1979-80 and beyond.
- c. Conduct two demonstration credit/non-credit courses for the elderly at the Scheman Center during Spring, 1979, and evaluate in a preliminary way their effectiveness.
- d. Maintain liaison with the elderly community by establishing a broadly based advisory counsel and utilize it in planning the needs assessment, educational programs, and their preliminary evaluation.
- e. Explore possibilities of external and internal funding of Eldercollege in 1979-80 and thereafter.
- f. Involve graduate students in adult and extension education in carrying out continuing education activities and related research whenever possible.

ELDERCOLLEGE  
Revised 1978-79 Budget Request  
7-31-78

|                          |          |
|--------------------------|----------|
| Personnel                |          |
| Graduate Assistants      | \$6,000  |
| Secretary (1/3-time)     | 2,800    |
| Fringe Benefits          | 1,500    |
| Operating expenses       | 2,050    |
| Building rental          | 300      |
| Instructors fees         | 1,000    |
| Travel                   | 500      |
| Income from student fees | <200>    |
|                          | <hr/>    |
| TOTAL                    | \$14,000 |



F Acct. ELDERCOLLEGE Contract No. 1-20

of Contract: From Oct 1, '78 To July 31, '79 Grant Amount \$12,000  
28-33 34-39 40-49  
 reimbursable:  Fixed Price:  Overhead Rate: 56-59 Type Contract 77-78 79-8

Project Leader: Roger Hiemstra Address: 229 Curtiss Hall  
1-20 28-47

Administrative Department: Professional Studies BB  
48-67 79-80

| Name             | Title              | Base | Total Salary | Salary From Budget |
|------------------|--------------------|------|--------------|--------------------|
| Victor H. Brown  | Research Associate |      | \$6000*      |                    |
| Margery Thompson | Secretary          |      | \$2800       |                    |
|                  | Instructor fees    |      | \$1000       |                    |

|   |           |
|---|-----------|
| Total Salaries (*9 monthly payments, Oct through July, Feb leave of absence)      | \$ 8800   |
| Hourly Wages  | 1000      |
| Stipends (Instructor fees)  | 1780      |
| Benefits-Annuity, State Ret., Fed., OASI, Ins. [A,B (19.3; E&H 22.2; Grad \$750)] | 250       |
| Travel (telephone M/21.23/T \$25; typewriter)                                     | 622       |
| Equipment   | 248       |
| Material - Supplies   | 600       |
| Publication Costs   | 400       |
| Computer (building rental)  | 300       |
| Other   |           |
| Indirect Expense (Computed as follows):   |           |
| Total   | \$ 14,000 |

| Balance of Funds                                  | Amount | Date |
|---|--------|------|
| Balance 1 July                                    | \$     |      |
| Contract amount or anticipated payments plus date | \$     |      |
| of payments or contract date                      | \$     |      |
|   | \$     |      |
|   | \$     |      |
| Total   | \$     |      |

*[Signature]*  
 Department Head  
 10-13-78  
 Dean  
*[Signature]* for Academic Affairs  
*[Signature]* for Business & Finance

Purchasing - Cards Needed: AA On every New Acct. BB Plus Budget Card: Amount -- 1-10  
 Account --- 21-27 Cod --- 79-80

10-27-78



APPENDIX C

Initial Projection of ELDERCOLLEGE Development

Spring of 1978

Conduct cursory review of the literature and make observations and other appropriate inquiries to determine if Adult Educators feel that there is a real need for college instructional programs for retirees 65 and over in the U.S.

State whether (on the basis of this review and knowledge of ISU, the quality of life in the community and makeup of the retiree population) a need for College for Elderly exists at ISU, and if so define the need in terms of philosophy, law and human rights.

Conceptualize this need at ISU (ELDERCOLLEGE).

Propose an administrative home for and financial ways and means of establishing ELDERCOLLEGE at ISU. (Proposal to Alumni Association)

Document establishment of and initial funding for ELDERCOLLEGE.

Develop and obtain approval of an organization structure showing how ELDERCOLLEGE can and will function officially and cooperatively with the rest of the University.

Develop ELDERCOLLEGE planning and programming model (closed loop diagram) showing how ELDERCOLLEGE will be operated and managed using systematic, scientific principles of planning and programming.

Survey the Literature in detail to determine the extent to which there is consensus among publishing and researching Adult Educators that a real need exists for Higher Education for Elderly and what is being done and to what extent to provide for the need.

Conceptualize ELDERCOLLEGE in detail on the basis of findings from the Literature Survey (why, what, where, who, when and how)

Obtain ISU faculty and administration approval of the concept and the potential changes that will accrue if the concept becomes a program

Develop a needs assessment sub-set to the planning and programming model in terms of the approved concepts, individuals, ISU community and state.

Determine, by unobtrusive means, the extent of need in the Ames area using the sub-set.

Develop detailed ELDERCOLLEGE objectives based on the unobtrusive assessment and literature review.

Develop a one-year pilot program for the instruction, research and skilled work force program elements using the initial assessment and objectives as the basis.

Develop and put into motion "ELDERCADRE" (skilled workforce) program element by beginning immediately to identify and pool individuals 65 and over with special skills that are useable within the University, extension or in related areas around the state. Only individuals who still want to and can work on project, piece or hourly basis will be so pooled.

Begin and continue to sell ELDERCADRE services to ISU staff and faculty, the Governor's Planning and Programming staff, etc. (as soon as work force of sufficient quantity and quality materialize).

Develop and ELDERCADRE management plan and procedures (while in the process of pooling and selling) that is acceptable to both CADRE members and employees and that simplifies and expedites programming of services.

Develop a tentative three-year line item program of instruction, research and management requirements to be used to show expansion potential and to determine if there will be ISU Administration and Alumni Association support in the event that a quality program is put into place and does in fact attract a sizeable number of quality and motivated persons. (This could happen quickly in Ames and is the reason for the unobtrusive approach).

Assess needs openly, deliberately and thoroughly if there is administration support.

Use the assessed needs results to update and improve the tentative three-year plan.

Modify the needs assessment sub-set, based on usage experience, to ready it for improved use in the future.

Develop and put into motion the ELDERCOLLEGE program management element plan.

Develop and put into motion the ELDERCOLLEGE Research program element. Develop a three-year projection.

Develop a proposal, as the initial research effort, to obtain business, industry or government sponsorship in the form of a grant, for the development and validation of a comprehensive model that can be followed by any Higher Education institution in systematically programming for Education for the Elderly (This would firm up a first class effort, an ISU hallmark).

Develop and put into motion a formative and summative evaluation overlay to the three year program which features an audit trail of the methods and procedures used in conceptualizing, developing and improving ELDERCOLLEGE, such audit trail to be used in the verification/validation of processes that become a part of the comprehensive model developed under the research grant.

Develop a way to automate and computerize the identity, address and telephone number of all persons 65 and over in Boone and Story County. Do this with government and University assistance to insure compliance with the right of privacy act (List needed for research that can and will be programmed).

Develop and put into motion with other parts of the University a plan for programming ELDERCOLLEGE enrollee participation in the traditional courses (Include philosophy, concept, restrictions, elderly involvement good and bad, constraints, implications for and action required for changing rules and laws, counseling, registration/registrar procedures, faculty and learning research, scholarships, special/audit/credit/space available policy and procedures).

Develop, and put into motion and keep updated, a three-year plan for non-traditional courses, seminars, forums, luncheon programs; teacher/lecturer/speaker support for this activity; salary, fee, honorariums required for the people support of the activity.

Develop, and put into motion with the University, Library utilization for ELDERCOLLEGE persons on a continuing basis. (Develop "equal rights" policy and procedures whether traditional/non-traditional participants).

Conduct all program elements and overlaid process/summative evaluation in concert and continuously, analyzing and programming improvement within the model as and when appropriate with applicable University staff/faculty or within ELDERCOLLEGE.

Conduct external/formative evaluation when ELDERCOLLEGE products (ELDERCADRE, ELDERCOLLEGE course completion periodic reports) become available.  
Analyze and adjust ELDERCOLLEGE plans and programs as appropriate as expeditiously and as often as necessary.

APPENDIX D

Housing Areas and Participation/Activities From Whom  
Mailing and Membership Lists for Persons 65 and Over Were Requested

Housing areas

Northcrest  
University Towers\*  
Sheldon-Munn Hotel  
Eastwood Apartments  
Regency Five

Service Clubs

Kiwanis  
Lions\*  
Rotary  
Optimist Club  
Moose  
Elks  
Ames Women's Club  
Knight's of Columbus

Senior Citizens Groups & Organizations

Senior Citizens Center  
Congregate Meals Program (Ames)  
RSVP  
NARF  
AARP  
Retired Teachers

Church-related Groups

Churches (Received all but two)  
Masons  
PEO (8 chapters in Ames)  
Eastern Star\*

University-related

Alumni Association, I.S.U.  
Faculty Women's Club  
Emeritus Faculty  
Retired Staff

Other

VFW\*  
American Legion\*  
DAR\*  
Garden, Camping Clubs\*

Business Retirement Lists

Donnelly\*  
3M\*  
Barn's\*  
Sunstrand\*

\*Lists not obtained for various reasons. Chiefly "Right of Privacy" policy  
not to give out, procrastination.

APPENDIX E



PRINCIPLE REFERENCES

- Beane, Richard W. Basic Systems and Procedures. American Management Association Extension Institute. 1975.
- Bergevin, Paul. A Philosophy for Adult Education. The Seabury Press. New York. 1967.
- Biesty, Patrick M. Senior Citizens Analysis of Needs (SCAN). Morris County Department of Aging. Morristown, New Jersey. 1977.
- Bradish, Damaris, Associate Dean, Home Economics Extension (Project Director). Retirement Education Center Library (A Bibliography). University of Missouri. Lincoln University Extension Service. 1977.
- Brotman, Herman B. Facts and Figures on Older Americans: An Overview, 1971. Washington, C.D.: Administration on Aging, U.S. Department of Health, Education, and Welfare, 1972.
- Byrn, Darcie and Others. Evaluation In Extension. H.M. Ives and Sons, Incorporated. Topeka, Kansas. 1959.
- Coward, R. T. and Kerckhoff, R. K. The Rural Elderly: Program Planning Guidelines. North Central Regional Center for Rural Development. Iowa State University. 1978.
- de Beauvoir, Simone. The Coming of Age. Putnam's. 1972.
- DeCrow, Roger. New Learning For Older American: An Overview of National Effort. Adult Education Association of the U.S.A. Washington, D.C. 1976.
- Drewes, Caroline. A School for Seniors (The Fromm Institute For Lifelong Learning): Where Lifelong Learning Is An Always Thing. Sunday Examiner and Chronicle. San Francisco. February 6, 1977.
- Eklund, Lowell. "Aging and the Field of Education." Aging and Society. Edited by Matilda White Riley, John W. Riley, and Marilyn E. Johnson. New York: Russell Sage Foundation. 1969.
- Frank, Lawrence K. "Education for Aging." Education for Later Maturity. Edited by Wilma Donahue. New York: Whiteside, Inc., 1955.
- Graboswki, S. M. and Mason, W. D., Editors. Education for the Aging: Living With a Purpose as Older Adults Through Education: Overview of Current Developments. Eric Clearinghouse on Adult Education. Syracuse University. Syracuse, New York. 1974.
- Hiemstra, Roger P. "The Older Adult's Learning Projects." Educational Gerontology. Volume 1, No. 4, October-December, 1976.
- Hiemstra, Roger P. The Older Adult and Learning. Research Report. Lincoln, Nebraska. Department of Adult and Continuing Education. University of Nebraska. 1975.

- Hiemstra, Roger P. "Continuing Education for the Aged: A Survey of Needs and Interests of Older People." Adult Education. XXII (Winter 1972) 100-109.
- Hiemstra, Roger P. The Educative Community. Professional Educators Publications, Incorporated. Lincoln, Nebraska. 1972.
- Hiemstra, Roger P. "Educational Planning for Older Adults: A Survey of 'Expressive' vs. 'Instrumental' Preferences," International Journal of Aging and Human Development, 4, 1973, 147-156
- Hiemstra, Roger P. Identifying "Success" Characteristics In Self-Directed Learners. Occasional Paper No. 2, Adult and Extension Education Section, Department of Professional Studies, College of Education, Iowa State University. 1978.
- Hixson, Leroy E., "Non-Threatening Education for Older Adults." Adult Leadership. XVIII (September, 1969) 84-85.
- Hindrickson, Andrew and Barnes, R. E. The Role of Colleges and Universities In The Education of the Aged. Ohio State University. College of Education, Columbus. 1964.
- Jacobs, H. L.; Mason, W. D.; and Kaufman. Education for the Aging-A Review of Recent Literature. AEA. 1970.
- Kaufman, Earl, Ed. D., Retired Director, Council on Aging. University of Kentucky. The New Generation of College Students. Paper prepared for the Dean's Reception, Fairleigh Dickenson University, Madison, New Jersey, April 27, 1974.
- Knowles, Malcolm. The Modern Practice of Adult Education. Association Press. New York. 1970.
- Londoner, Carroll A. "Survival Needs of the Aged: Implications for Planning and Programming." Aging and Human Development. 11 (May, 1971) 113-117.
- Lassey, William R. Leadership and Social Change. University Associates. Iowa City, Iowa. 1973.
- Mager, Robert F. Goal Analysis. Fearson Publishers, Incorporated. Belmont, California. 1972.
- Maslow, Abraham H. The Farther Reaches of Human Nature. The Viking Press. New York. 1971.

- Maslow, Abraham H. Eupsychian Management: A Journal. (Published in Irwin Dorsey Series in Behavioral Science). Richard D. Irwin, Incorporated and the Dorsey Press. Homewood, Illinois. 1965.
- Maslow, Abraham H. Motivation and Personality. Harper and Brothers. New York. 1954.
- McClusky, Howard Y. "Education and Aging." Mimeograph, 1972.
- Myran, Gunder A.; Huber, Robert; and Sweeney, Sean M. "Senior Citizens Services in Community Colleges." Research and Report Series. V. East Lansing, Michigan: Kellogg Community Services Leadership Program. 1971.
- Peterson, David A. "Education and the Older American." Adult Leadership. XIX (February, 1971). 263.
- Ralston, Penny Ann. The Relationship of Self-Perceived Educational Needs and Activities of Older Adults to Selected Senior Programs: A Community Study. Unpublished Doctoral Dissertation, University of Illinois. 1978.
- Rathe, Alex (Editor). Gantt On Management (Henry L. Gantt 1861-1919). Guidelines For Today's Executive. AMA and American Society of Mechanical Engineers. New York. 1961.
- Reich, Charles A. The Greening of America. New York. Random House. 1970.
- Report of a Special Task Force To The Secretary of Health, Education, and Welfare. Work In America. The MIT Press. Cambridge, Mass., 1973.
- Riley, Matilda White and Foner, Anne (eds.). Aging and Society. Volume I. An Inventory of Research Findings. New York: Russell Sage Foundation, 1968.
- Smith, Robert M; Aker, George F.; and Kidd, J. R. (eds.). Handbook of Adult Education. New York: The Macmillan Company, 1970.
- Tibbitts, Clark. "Preface." Handbook of Social Gerontology. Edited by Clark Tibbitts. Chicago: University of Chicago Press. 1960.
- Toffler, Alvin. Future Shock. New York. Random House. 1979.
- Tough, Allen. The Adult's Learning Projects, Research in Education Series No. 1. Toronto: The Ontario Institute for Studies in Education, 1971 .
- The 1971 White House Conference on Aging. Toward a National Policy on Aging. Final Report, Volume 11. Washington, D.C. Superintendent of Documents, U.S. Government Printing Office. 1972.

- Twente, Esther E. Never Too Old: The Aged in Community Life. San Francisco. Jossey-Bass. 1970.
- U.S. Bureau of the Census. "Educational Attainment: March, 1972." Current Population Reports. Series P-20, No. 243. Washington, D. C.: U. S. Government Printing Office, 1972.
- U.S. Congress. Senate. Special Committee on Aging. Developments in Aging: 1972 and January-March, 1973. Report No. 93-147. Washington, D.C.: U.S. Government Printing Office, 1973.
- U.S. Department of Health, Education, and Welfare. National Center for Education Statistics. Participation in Adult Education: Initial Report, 1969, by Imogene E. Okes. Washington, D.C.: U.S. Government Printing Office, 1971.
- Warr, Peter and Wall, Toby. Work and Well-Being. Penguin Books. Harmondsworth, Middlesex, England. 1975.
- Wasserman, Ira M. "The Educational Interests of the Elderly: A Case Study." Educational Gerontology. Volume 1, No. 4 October-December. 1976.
- Webb, E. J. and Others. Unobtrusive Measures: -Non-Reactive Research In the Social Sciences. Rand McNally and Company. Chicago. 1970.
- Williams, R. H.; Tibbetts, Clark; Donahue, William. Processes of Aging. Atherton Press. New York. 1963.

APPENDIX F

Dear

As the Adult and Extension Section Leader, College of Education, Iowa State University, one of my tasks is to develop ELDERCOLLEGE, a University sponsored program for retired and older persons.

ELDERCOLLEGE will begin operation in the spring of 1979 as a special purpose, pilot program for persons 65 and over in the Ames area.

The opinionnaire that is attached to this letter is being used to assemble information from you and others. Data collected in this manner will be studied in determining how ELDERCOLLEGE should be developed.

Your responses will be held in strictest confidence and your name will not be associated with the report of combined responses in any way.

Your assistance in this effort is vital to the success of ELDERCOLLEGE and will be greatly appreciated.

Please complete all questions and all sections of the opinionnaire as soon as possible and return it to me in the addressed and stamped envelope which is enclosed.

Sincerely,

Roger Hiemstra, Ph.D.  
Adult and Extension Leader  
Professional Studies  
College of Education  
Iowa State University

RH:mjt

Enclosures (2)

ELDERCOLLEGE OPINIONNAIRE

IOWA STATE UNIVERSITY

We all recognize that retirement brings about changes in living patterns for practically everyone. For some, this change creates problems and for others it does not. For many, the central tasks of life change with retirement and have to be replaced with other activities if people so affected are to remain active and healthy. To help us develop a pattern of this change in the Ames area, please answer all questions in all four sections of this opinionnaire. Both sides of each page are used for questions. Please turn this sheet over to page 2.

OPINIONNAIRE

ID NO. \_\_\_\_\_

SECTION A Situations Affecting Retired Persons

1. The following situations have a bad affect on many older and retired persons. Please check (✓) those that have or will cause problems for you in retirement.

- a. Change of living habits following retirement.
- b. Health.
- c. Making ends meet on a fixed income.
- d. Cost of living in this area.
- e. Responsiveness of community leaders to the needs of older persons.
- f. Separation of older and retired persons from other older persons in many of life's activities.
- g. Separation of older and retired persons from other age groups in most of life's activities.
- h. Too much leisure time.
- i. Not enough leisure time.
- j. Opportunities for older and retired persons to work outside the home.
- k. Lack of information about services for older and retired persons.
- l. Availability of transportation to go to and from activities.
- m. Feelings of others that retired and older persons need special attention because of age.
- n. Other (Please indicate situation) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now look again at the problems you checked. Decide which are the most serious problems that you face in retirement, then put a second check mark in front of your "most serious" choices.

Go to Page 3



Did you complete all of Page 2?

2. Please check (✓) "yes" or "no" to the following questions.

- a. Have you ever attended training sessions that were conducted to help people prepare more thoroughly for retirement? YES \_\_\_\_\_ NO \_\_\_\_\_
- b. Have you attended any education activity since you became 65 years of age that was designed to help you deal more effectively with one or more of the problem situations in question one. YES \_\_\_\_\_ NO \_\_\_\_\_
- c. Would you take part in university sponsored educational activities that would help you cope more effectively with a situation or situations troublesome to you? YES \_\_\_\_\_ NO \_\_\_\_\_

SECTION B Work and Other Participation Activity

3. Given a central office that matches work activity with retired persons wanting work, check (✓) one of the following work situations that would most appeal to you. Remember, please check just one (1).

- \_\_\_\_\_ a. Full-time work for pay.
- \_\_\_\_\_ b. Work as paid consultant.
- \_\_\_\_\_ c. Part-time paid work in your speciality.
- \_\_\_\_\_ d. Volunteer work for which you are qualified or for which you could be trained.
- \_\_\_\_\_ e. Swapping work with others with no money exchanged.  
(Example: House repairs by you in exchange for preparation of your income tax return).
- \_\_\_\_\_ f. None of the above (Explain) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Did you complete all of Page 3?

4. From the following list, check (✓) those activities or organizations in which you participate regularly.

- a. Senior Citizens Center
  - b. Service Club (Rotary, etc.)
  - c. Lodge (Elks, etc.)
  - d. Sisterhood (PEO, etc.)
  - e. Congregate meals
  - f. Church/Synagogue
  - g. RSVP/other volunteer programs
  - h. Other (If you check other, please identify the activity or activities.)
- 
- 

5. Almost everyone undertakes one or more new learning projects each year. Three examples of learning projects and the method used in learning each are shown below.

| <u>Learning Project</u> | <u>Learning Method</u>                    |
|-------------------------|---|
| Golf                    | Learned by myself                         |
| Conversational Spanish  | Learned from an instructor in a classroom |
| Macrame                 | Learned from a friend                     |

Please list at least two topics that you studied or things you learned to do last year.

| <u>Learning Project</u> | <u>Learning Method</u> |
|-------------------------|------------------------|
| 1.                      |                        |
| 2.                      |                        |
| 3.                      |                        |
| 4.                      |                        |

Did you complete all of Page 4?

6. Do you have a hobby or hobbies? If so, what is it/are they?

---

If you do not have a hobby, leave the space above blank and proceed to question 7.

SECTION C Learning Needs and Preferences

7. Please check (✓) one of the following that seems to best describe your learning needs.

- a. Acquiring a skill for use in paid work.
- b. Improving or obtaining new homemaker skills.
- c. Obtaining guidance in how to deal with retirement problems.
- d. Taking part in University classes for retired persons for the sheer joy of learning.
- e. Preparing for volunteer work. (Examples: tutor, counselor)
- f. Have no learning needs.

8. The following is a list of settings in which people learn. Check (✓) up to four settings that appeal most to you.

- a. Classroom courses for University credit.
- b. University non-credit courses tailored for retired persons.
- c. Courses presented on television or radio.
- d. Self-study using prepared instructions.
- e. Activity experiences (Example: duplicate bridge lessons, art lessons, craft workshops)
- f. Learning from another person.
- g. Learning on the job.

Now, look again at the learning settings you just finished checking. Decide which one of the four settings is your favorite way of learning. Identify your favorite by putting a second check (✓) mark in front of it.

Turn ~~This~~ Sheet over to Page 6

Did you complete all of Page 5?

9. Which of the following obstacles might stop you from taking part in Iowa State University sponsored learning activities of any kind regardless of the setting. Check (✓) any that apply to you. Please go through both columns.

- |   |   |
|---|---|
| <input type="checkbox"/> Cost   | <input type="checkbox"/> Courses I want don't seem to be available    |
| <input type="checkbox"/> Not enough time  | <input type="checkbox"/> Too much red tape in getting enrolled        |
| <input type="checkbox"/> Home responsibilities  | <input type="checkbox"/> I don't have enough energy or stamina        |
| <input type="checkbox"/> Job responsibilities   | <input type="checkbox"/> I don't enjoy studying                       |
| <input type="checkbox"/> Don't like to go out at night                                  | <input type="checkbox"/> Courses often are not interesting            |
| <input type="checkbox"/> My health is bad   | <input type="checkbox"/> No transportation available                  |
| <input type="checkbox"/> No place to study or practice                                  | <input type="checkbox"/> I'm tired of school and classrooms           |
| <input type="checkbox"/> Not confident of my ability                                    | <input type="checkbox"/> I don't meet requirements to begin a program |
| <input type="checkbox"/> I'm too old to begin learning                                  | <input type="checkbox"/> No way to get credit for a degree            |
| <input type="checkbox"/> Don't know what I'd like to learn                              |   |
| <input type="checkbox"/> Courses I want aren't scheduled when I can attend              |   |
| <input type="checkbox"/> Strict attendance requirement--like to come and go as I please |   |
| <input type="checkbox"/> No information about where I can get what I want               |   |
| <input type="checkbox"/> Amount of time required to complete a course or program        |   |
| <input type="checkbox"/> Friends or family don't like the idea of my taking courses     |   |

Turn to page 7.

Did you complete all of Page 6?

10. Which of the following courses would interest you enough for you to enroll if you knew that each course would be well taught; would cost no more than \$10; would meet only once a week; would be no more than three months in length and that you would have transportation to and from the classroom site for each class session? Please check (✓) courses of interest in both columns.

|  |  |
|--|--|
| <input type="checkbox"/> Astronomy: From Myth to Science         | <input type="checkbox"/> New Opportunities in Retirement                     |
| <input type="checkbox"/> Stretching Your Retirement Dollar       | <input type="checkbox"/> International Relations                             |
| <input type="checkbox"/> The Archaeology of Mexico               | <input type="checkbox"/> Financial Aspects of Retirement                     |
| <input type="checkbox"/> Conversational Spanish                  | <input type="checkbox"/> Basics of Lip Reading                               |
| <input type="checkbox"/> Films and Photography                   | <input type="checkbox"/> Medical Care in the Retirement Years                |
| <input type="checkbox"/> Modern Religions                        | <input type="checkbox"/> Fundamentals in Investing                           |
| <input type="checkbox"/> Three Black Authors                     | <input type="checkbox"/> Tourism and Your Travel Dollar                      |
| <input type="checkbox"/> Outdoor Flora                           | <input type="checkbox"/> Tax Benefits for Older Persons                      |
| <input type="checkbox"/> Wills and Estate Planning               | <input type="checkbox"/> Counseling Older Adults                             |
| <input type="checkbox"/> Leisure Activities for Retirement Years | <input type="checkbox"/> Legal Rights of Older Clients                       |
| <input type="checkbox"/> Nature Photography                      | <input type="checkbox"/> Art Appreciation                                    |
| <input type="checkbox"/> Reading Efficiency                      | <input type="checkbox"/> The Nature of Prejudice                             |
| <input type="checkbox"/> Sex and the Older Person                | <input type="checkbox"/> Beginning Painting                                  |
| <input type="checkbox"/> Introduction to Crafts                  | <input type="checkbox"/> Laws Affecting the Aged                             |
| <input type="checkbox"/> Music Appreciation                      | <input type="checkbox"/> Role of Grandmothers and Grandfathers in the Family |
| <input type="checkbox"/> Mid-Western Birds                       | <input type="checkbox"/> Creative Expression                                 |
| <input type="checkbox"/> Exercise and Aging                      | <input type="checkbox"/> Genealogy--How to Trace Ancestors                   |
| <input type="checkbox"/> Advanced Crafts                         | <input type="checkbox"/> TV Production                                       |
| <input type="checkbox"/> World Cultures                          |  |
| <input type="checkbox"/> Living in a Computerized World          |  |
| <input type="checkbox"/> Plant Identification                    |  |
| <input type="checkbox"/> Retirement Lifestyles                   |  |
| <input type="checkbox"/> Volunteer Work Opportunities            |  |

Turn this sheet over to page 8.

Did you complete all of Page 7?

SECTION D Personal Information

Please fill in the following blanks.

11. Age \_\_\_\_\_ 12. Sex \_\_\_\_\_

13. Highest level completed in school. (Check (✓) only one)  
\_\_\_\_\_ no school \_\_\_\_\_ high school graduate  
\_\_\_\_\_ some elementary school \_\_\_\_\_ some college  
\_\_\_\_\_ completed elementary school \_\_\_\_\_ college graduate  
\_\_\_\_\_ some high school \_\_\_\_\_ post graduate work

14. MEN ONLY: Major profession or occupation from which you retired or will retire eventually. \_\_\_\_\_  
WOMEN ONLY: Major profession or occupation from which you retired or will retire eventually (homemaker included). \_\_\_\_\_

15. Marital status: Married \_\_\_\_\_ Widowed \_\_\_\_\_ Single \_\_\_\_\_

16. If retired, what, if any, work have you engaged in for pay since your retirement? \_\_\_\_\_

17. Which best describes your residential status and plans?  
\_\_\_\_\_ a. Live in Ames area the year around; only leave for short periods of time.  
\_\_\_\_\_ b. Live in Ames area; winter in a different climate.  
\_\_\_\_\_ c. Live in Ames area; summer in a different climate.  
\_\_\_\_\_ d. Live in Ames area now but intend to move to another location soon.

18. Which one of the following best describes your travel activities?  
\_\_\_\_\_ a. Do not travel at all.  
\_\_\_\_\_ b. Travel to and from homes of relatives and friends.  
\_\_\_\_\_ c. Take sightseeing tours of the United States.  
\_\_\_\_\_ d. Travel extensively within United States and abroad.  
\_\_\_\_\_ e. Saving up for a guided tour abroad.  
\_\_\_\_\_ f. Other (Please describe) \_\_\_\_\_

PLEASE USE THIS SPACE FOR COMMENTS AND/OR RECOMMENDATIONS

---

---

---

---

---

APPENDIX G

INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH  
IOWA STATE UNIVERSITY

(Please follow the accompanying instructions for completing this form.)

1. Title of project (please type): ELDERCOLLEGE: A Special Purpose Program  
of Higher Education for Persons 65 and Over

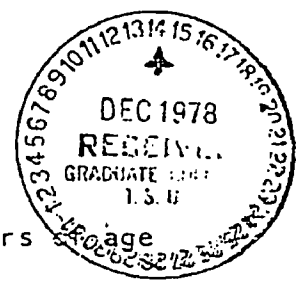
2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

Dr. Roger Hiemstra 12/11/78 X [Signature]  
Typed Name of Principal Investigator Date Signature of Principal Investigator  
229 Curtiss Hall 294-2163  
Campus Address Campus Telephone

3. Signatures of others (if any) Date Relationship to Principal Investigator  
Mr. Vic Brown 12/11/78 Research Associate 102 N. Quad  
[Signature] 1 Eldercollege Project Phone 294-8789

4. ATTACH an additional page(s) (A) describing your proposed research and (B) the subjects to be used, (C) indicating any risks or discomforts to the subjects, and (D) covering any topics checked below. CHECK all boxes applicable.

- Medical clearance necessary before subjects can participate
- Samples (blood, tissue, etc.) from subjects
- Administration of substances (foods, drugs, etc.) to subjects
- Physical exercise or conditioning for subjects
- Deception of subjects
- Subjects under 14 years of age and (or)  Subjects 14-17 years
- Subjects in institutions
- Research must be approved by another institution or agency



5. ATTACH an example of the material to be used to obtain informed consent and CHECK which type will be used.  
 Signed informed consent will be obtained.  
 Modified informed consent will be obtained.

6. Anticipated date on which subjects will be first contacted: 1 2 79.  
Anticipated date for last contact with subjects: 6 30 79.

7. If Applicable: Anticipated date on which audio or visual tapes will be erased and (or) identifiers will be removed from completed survey instruments:  
not applicable Month Day Year

8. Signature of Head or Chairperson Date Department or Administrative Unit  
X [Signature] 12/11/78

9. Decision of the University Committee on the Use of Human Subjects in Research:  
 Project Approved  Project not approved  No action required  
George G. Karas 2/19/79 [Signature]  
Name of Committee Chairperson Date Signature of Committee Chairperson



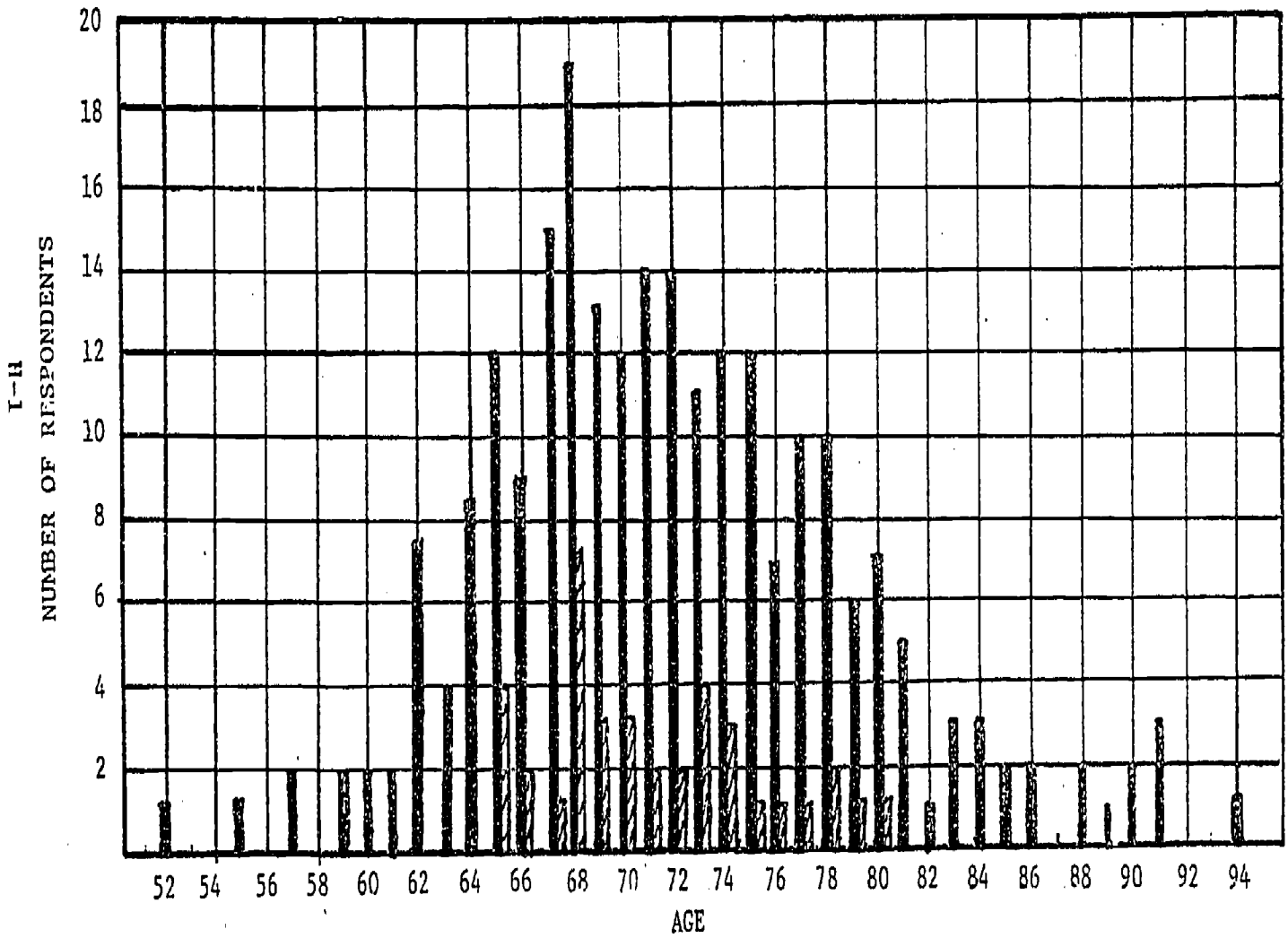
APPENDIX H

Table of Contents of Appendix H

Opinionnaire Data: All Respondents (237); Men (73); Women (163); Nat Market (36)

Note: Because of computation error not corrected, 163 vice 164 women were recorded.

| Category/Variable   | All Respondents | Men | Women | Market | Appendix Page |
|---|-----------------|-----|-------|--------|---------------|
| <u>Demographics</u>   |                 |     |       |        |               |
| Average Age, Age Profile  | X               |     |       | X      | H-1           |
| Marital Status  | X               | X   | X     | X      | H-2           |
| Education   | X               | X   | X     | X      | H-3           |
| Residential Situation and Plans   | X               | X   | X     | X      | H-4           |
| Travel Activities   | X               | X   | X     | X      | H-5           |
| <u>Situations Affecting Retired Persons</u>   |                 |     |       |        |               |
|   | X               | X   | X     | X      | H-6           |
| <u>Work, Learning and Other Participation Activity</u>  |                 |     |       |        |               |
| Position from which retired, will retire  |                 | X   | X     | X      | H-7           |
| Paid Work After Retirement  | X               | X   | X     | X      | H-8           |
| Work That Would Appear in Retirement  | X               | X   | X     | X      | H-9           |
| Organizations in Which Participation is Regular   | X               | X   | X     | X      | H-10          |
| Hobbies   | X               | X   | X     | X      | H-11          |
| Pre-Retirement Training   | X               | X   | X     | X      | H-12          |
| Post-Retirement Training  | X               | X   | X     | X      | H-12          |
| Current Learning Projects and Learning Methods  | X               | X   | X     | X      | H-13<br>H-14  |
| <u>Learning Needs, Preferences and Obstacles</u>  |                 |     |       |        |               |
| Willingness to Participate in University sponsored Education to Help With Retirement Problems | X               | X   | X     | X      | H-15          |
| Learning Needs  | X               | X   | X     | X      | H-16          |
| Learning Setting Preferences  | X               | X   | X     | X      | H-17          |
| Formal Course Preferences   | X               | X   | X     | X      | H-18a/H-18c   |
| Obstacles to Learning Regardless of Setting   | X               | X   | X     | X      | H-19a/H-19b   |



Age Profile N=237 All Respondents 52 through 94 Average Age 71.89

Age Profile N=36 Net Market 65 and over Average Age 71.08

| MARITAL STATUS | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | NET MARKET<br>(N=36) |    |      |
|----------------|----------------------------|-----|------|---------------|----|------|------------------|----|------|----------------------|----|------|
|                | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N  | %    | Rank                 | N  | %    |
| Married        | 1                          | 121 | 51.1 | 1             | 65 | 89.0 | 2                | 56 | 34.4 | 1                    | 16 | 44.4 |
| Widowed        | 2                          | 83  | 35.0 | 2             | 5  | 6.8  | 1                | 77 | 47.2 | 2                    | 12 | 33.3 |
| Single         | 3                          | 33  | 13.9 | 3             | 3  | 4.1  | 3                | 30 | 18.4 | 3                    | 8  | 22.2 |
|                |                            |     |      |               |    |      |                  |    |      |                      |    |      |
|                |                            |     |      |               |    |      |                  |    |      |                      |    |      |

H-2

73

73

| HIGHEST LEVEL COMPLETED IN SCHOOL | ALL RESPONDENTS |    |      | MEN  |    |      | WOMEN |    |      | NET MARKET |    |      |
|-----------------------------------|-----------------|----|------|------|----|------|-------|----|------|------------|----|------|
|                                   | Rank            | N  | %    | Rank | N  | %    | Rank  | N  | %    | Rank       | N  | %    |
| Some Elementary                   | 6.5             | 5  | 2.1  | 7    | 3  | 4.1  | 6     | 2  | 1.2  | 6.5        | 1  | 2.8  |
| Completed Elementary              | 6.5             | 5  | 2.1  | 5.5  | 4  | 5.5  | 7     | 1  | 0.6  | 6.5        | 1  | 2.8  |
| Some High School                  | 5               | 16 | 6.8  | 5.5  | 4  | 5.5  | 5     | 12 | 7.4  | 5          | 4  | 11.1 |
| Completed High School             | 3               | 45 | 19.0 | 3    | 11 | 15.1 | 3     | 33 | 20.2 | 4          | 5  | 13.9 |
| Some College                      | 1.5             | 62 | 26.2 | 2    | 13 | 17.8 | 1     | 49 | 30.1 | 2          | 8  | 22.2 |
| Completed College                 | 4               | 42 | 17.7 | 4    | 7  | 9.6  | 2     | 35 | 21.5 | 3          | 6  | 16.7 |
| Post Graduate Work                | 1.5             | 62 | 26.2 | 1    | 31 | 42.5 | 4     | 31 | 19.0 | 1          | 11 | 30.6 |
|                                   |                 |    |      |      |    |      |       |    |      |            |    |      |
|                                   |                 |    |      |      |    |      |       |    |      |            |    |      |

H-3

80

81

| RESIDENTIAL SITUATION AND PLANS                      | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |     |      | NET MARKET<br>(N=36) |    |      |
|--|----------------------------|-----|------|---------------|----|------|------------------|-----|------|----------------------|----|------|
|  | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N   | %    | Rank                 | N  | %    |
| Live in Ames Year Around<br>Leave only short Periods | 1                          | 207 | 87.3 | 1             | 61 | 83.6 | 1                | 145 | 89.0 | 1                    | 31 | 86.1 |
| Live in Ames, Winter Elsewhere                       | 2                          | 18  | 7.6  | 2             | 8  | 11.0 | 2                | 10  | 6.1  | 2.5                  | 2  | 5.6  |
| Live in Ames, Combinations                           | 3                          | 6   | 2.6  | 4             | 1  | 1.4  | 3                | 5   | 3.0  | 4                    | 1  | 2.8  |
| Live in Ames, Will Move to New Location              | 4                          | 4   | 1.7  | 3             | 3  | 4.1  | 5                | 1   | 0.6  | 2.5                  | 2  | 5.6  |
| Live in Ames, Summer Elsewhere                       | 5                          | 2   | 0.8  | -             | -  | ---  | 4                | 2   | 1.2  | -                    | -  | ---  |
|  |                            |     |      |               |    |      |                  |     |      |                      |    |      |
|  |                            |     |      |               |    |      |                  |     |      |                      |    |      |

H-4

| TRAVEL ACTIVITIES*  | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |     |      | NET MARKET<br>(N=36) |    |      |
|---|----------------------------|-----|------|---------------|----|------|------------------|-----|------|----------------------|----|------|
|   | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N   | %    | Rank                 | N  | %    |
| Travel to and from Homes of Relatives and Friends   | 1                          | 142 | 59.9 | 1             | 35 | 52.1 | 1                | 106 | 65.0 | 1                    | 19 | 52.8 |
| Sightsee, U.S.  | 2                          | 70  | 29.5 | 2             | 22 | 30.1 | 2                | 48  | 29.4 | 2.5                  | 14 | 38.9 |
| Travel Extensively, Abroad/U.S.   | 4                          | 52  | 21.9 | 3             | 15 | 20.6 | 3                | 37  | 22.7 | 2.5                  | 14 | 38.9 |
| Do Not Travel At All  | 5                          | 16  | 6.8  | 5             | 5  | 6.8  | 5.5              | 11  | 6.7  | -                    | -- | ---  |
| Saving up for Guided Tour Abroad  | 6                          | 12  | 5.1  | 6             | 1  | 1.4  | 5.5              | 11  | 6.7  | 5                    | 1  | 2.8  |
| Other   | 3                          | 40  | 16.9 | 4             | 10 | 13.7 | 4                | 30  | 18.4 | 3                    | 5  | 13.9 |
| *Many respondents checked more than one activity. The one most descriptive was requested. |                            |     |      |               |    |      |                  |     |      |                      |    |      |
|   |                            |     |      |               |    |      |                  |     |      |                      |    |      |

H-5

| SITUATIONS AFFECTING RETIRED PERSONS<br>ADVERSELY                             | ALL RESPONDENTS<br>(N=237) |    |      |                       |    |      | MEN<br>(N=73) |    |      |                       |   |      | WOMEN<br>(N=163) |    |      |                       |    |      | NET MARKET<br>(N=36) |    |      |                       |   |      |
|---|----------------------------|----|------|-----------------------|----|------|---------------|----|------|-----------------------|---|------|------------------|----|------|-----------------------|----|------|----------------------|----|------|-----------------------|---|------|
|   | Problems                   |    |      | Most Serious Problems |    |      | Problems      |    |      | Most Serious Problems |   |      | Problems         |    |      | Most Serious Problems |    |      | Problems             |    |      | Most Serious Problems |   |      |
|   | Rank                       | N  | %    | Rank                  | N  | %    | Rank          | N  | %    | Rank                  | N | %    | Rank             | N  | %    | Rank                  | N  | %    | Rank                 | N  | %    | Rank                  | N | %    |
| Cost of Living, This Area   | 3                          | 35 | 21.5 | 1                     | 25 | 15.3 | 3             | 8  | 22.2 | 1                     | 6 | 22.2 | 3                | 35 | 21.5 | 1                     | 25 | 15.3 | 3                    | 8  | 22.2 | 1                     | 6 | 22.2 |
| Health  | 2                          | 36 | 22.1 | 2                     | 23 | 14.1 | 3             | 8  | 22.2 | 6                     | 2 | 5.6  | 2                | 36 | 22.1 | 2                     | 23 | 14.1 | 3                    | 8  | 22.2 | 6                     | 2 | 5.6  |
| Change in Living Habits, etc.   | 5                          | 29 | 17.8 | 5                     | 10 | 6.1  | 1             | 11 | 30.6 | 4                     | 3 | 8.3  | 5                | 29 | 17.8 | 5                     | 10 | 6.1  | 1                    | 11 | 30.6 | 4                     | 3 | 8.3  |
| Transportation  | 1                          | 37 | 22.7 | 3                     | 22 | 13.5 | 3             | 8  | 22.2 | 2                     | 5 | 13.9 | 1                | 37 | 22.7 | 3                     | 22 | 13.5 | 3                    | 8  | 22.2 | 2                     | 5 | 13.9 |
| Making Ends Meet, Fixed Income  | 4                          | 33 | 20.2 | 4                     | 15 | 9.2  | 5             | 7  | 19.4 | 4                     | 3 | 8.3  | 4                | 33 | 20.2 | 4                     | 15 | 9.2  | 5                    | 7  | 19.4 | 4                     | 3 | 8.3  |
| Feeling of Others that Older Persons<br>Need Special Attention Because of Age | 7.5                        | 18 | 11.0 | 12                    | 2  | 1.2  | 7             | 4  | 11.1 | -                     | - | -    | 7.5              | 18 | 11.0 | 12                    | 2  | 1.2  | 7                    | 4  | 11.1 | -                     | - | -    |
| Lack of Information About Services  | 9                          | 17 | 10.4 | 8.5                   | 5  | 3.1  | 11            | 2  | 5.6  | 8.5                   | 1 | 2.8  | 9                | 17 | 10.4 | 8.5                   | 5  | 3.1  | 11                   | 2  | 5.6  | 8.5                   | 1 | 2.8  |
| Separation from Other Younger Age Group                                       | 6                          | 19 | 11.7 | 6                     | 9  | 5.5  | 7             | 4  | 11.1 | 4                     | 3 | 8.3  | 6                | 19 | 11.7 | 6                     | 9  | 5.5  | 7                    | 4  | 11.1 | 4                     | 3 | 8.3  |
| Too Much Leisure  | 11.5                       | 14 | 8.6  | 10                    | 3  | 1.8  | 7             | 4  | 11.1 | 8.5                   | 1 | 2.8  | 11.5             | 14 | 8.6  | 10                    | 3  | 1.8  | 7                    | 4  | 11.1 | 8.5                   | 1 | 2.8  |
| Not Enough Leisure  | 7.5                        | 18 | 11.0 | 8.5                   | 5  | 3.1  | 11.5          | 1  | 2.8  | -                     | - | -    | 7.5              | 18 | 11.0 | 8.5                   | 5  | 3.1  | 11.5                 | 1  | 2.8  | -                     | - | -    |
| Responsiveness, Community Leaders   | 10                         | 15 | 9.2  | 12                    | 2  | 1.2  | 11            | 2  | 5.6  | -                     | - | -    | 10               | 15 | 9.2  | 12                    | 2  | 1.2  | 11                   | 2  | 5.6  | -                     | - | -    |
| Opportunity for Older Persons to Work   | 13                         | 12 | 7.4  | 7                     | 7  | 4.3  | 9             | 3  | 8.3  | 8.5                   | 1 | 2.8  | 13               | 12 | 7.4  | 7                     | 7  | 4.3  | 9                    | 3  | 8.3  | 8.5                   | 1 | 2.8  |
| Other (various)   | 11.5                       | 14 | 8.6  | 12                    | 2  | 1.2  | 11            | 2  | 5.6  | 8.5                   | 1 | 2.8  | 11.5             | 14 | 8.6  | 12                    | 2  | 1.2  | 11                   | 2  | 5.6  | 8.5                   | 1 | 2.8  |
| Separation from Other Older Persons   | 14                         | 9  | 5.5  | 14                    | 1  | .6   | 13.5          | 1  | 2.8  | -                     | - | -    | 14               | 9  | 5.5  | 14                    | 1  | .6   | 13.5                 | 1  | 2.8  | -                     | - | -    |

116



| PROFESSION OR OCCUPATION FROM WHICH RETIRED OR WILL RETIRE | MEN (N=73) |    |      | WOMEN (N=163) |    |      | NET MARKET (N=16) |   |      | NET MARKET (N=20) |   |      |
|--|------------|----|------|---------------|----|------|-------------------|---|------|-------------------|---|------|
|  | Rank       | N  | %    | Rank          | N  | %    | Rank              | N | %    | Rank              | N | %    |
| Higher Executive/Professional                              | 1          | 39 | 53.4 | 1             | 56 | 34.4 | 1                 | 8 | 50.0 | 1                 | 9 | 45.0 |
| Lower Executive  | 5.5        | 2  | 2.7  | 8             | 1  | 0.6  |                   | 1 | 6.3  | 5                 | 1 | 5.0  |
| Administrative Personnel                                   | 7.5        | 1  | 1.4  | 7             | 3  | 1.8  | -                 | - | -    | -                 | - | -    |
| Clerical/Technical   | 2          | 16 | 21.9 | 3             | 35 | 21.5 | 3                 | 2 | 12.5 | 2                 | 6 | 30.0 |
| Skilled  | 3          | 7  | 9.6  | 5             | 8  | 4.3  | 2                 | 3 | 18.8 | 5                 | 1 | 5.0  |
| Semi-skilled   | 5.5        | 2  | 2.7  | 6             | 6  | 3.7  | 4.5               | 1 | 6.3  | 5                 | 1 | 5.0  |
| Unskilled  | 4          | 3  | 4.1  | -             | -  | -    | -                 | - | -    | -                 | - | -    |
| Homemaker  | -          | -  | -    | 2             | 36 | 22.1 | -                 | - | -    | 3                 | 2 | 10.0 |
| No Response  | 7.5        | 3  | 4.1  | 4             | 18 | 7.5  | 4.5               | 1 | 6.3  |                   |   |      |
|  |            |    |      |               |    |      |                   |   |      |                   |   |      |
|  |            |    |      |               |    |      |                   |   |      |                   |   |      |

H-7

| PAID WORK SINCE RETIREMENT                          | ALL RESPONDENTS<br>(N=273) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |     |      | NET MARKET<br>(N=36) |    |      |
|---|----------------------------|-----|------|---------------|----|------|------------------|-----|------|----------------------|----|------|
|   | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N   | %    | Rank                 | N  | %    |
| Blank/None  | 1                          | 157 | 66.0 | 1             | 50 | 68.5 | 1                | 106 | 65.0 | 1                    | 23 | 63.9 |
| Part-time Salaried, Old                             | 2                          | 30  | 12.7 | 2             | 11 | 15.1 | 2                | 19  | 11.7 | 2                    | 8  | 22.2 |
| Part-time Salaried<br>New Occupation or Profession  | 3                          | 23  | 9.7  | 3             | 5  | 6.8  | 3                | 18  | 11.0 | 3                    | 2  | 5.6  |
| Full-time Salaried, Old Occupation<br>or Profession | 4.5                        | 7   | 3.0  | 7             | 1  | 1.4  | 4                | 6   | 3.7  | -                    | -  | -    |
| Project, Salaried New Profession<br>or Occupation   | 4.5                        | 7   | 3.0  | 5             | 2  | 2.7  | 5                | 5   | 3.1  | 5                    | 1  | 2.8  |
| Full-time Salaried, New Occupation<br>or Profession | 6                          | 5   | 2.1  | 5             | 2  | 2.7  | 6.5              | 3   | 1.8  | 5                    | 1  | 2.8  |
| Self-employed Expert                                | 7.5                        | 3   | 1.3  | 5             | 2  | 2.7  | 8                | 1   | 0.6  | 5                    | 1  | 2.8  |
| Self-employed Skilled                               | 7.5                        | 3   | 1.3  | -             | 0  | 0.0  | 6.5              | 3   | 1.8  | -                    | -  | -    |
| Project, Salaried, Old Occupation<br>or Profession  | 9                          | 2   | 0.8  | -             | 0  | 0.0  | 9                | 2   | 1.2  | -                    | -  | -    |
|   |                            |     |      |               |    |      |                  |     |      |                      |    |      |
|   |                            |     |      |               |    |      |                  |     |      |                      |    |      |

8-H

| WORK THAT WOULD APPEAL IN RETIREMENT | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | NET MARKET<br>(N=36) |    |      |
|--------------------------------------|----------------------------|-----|------|---------------|----|------|------------------|----|------|----------------------|----|------|
|                                      | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N  | %    | Rank                 | N  | %    |
| None of Those Listed or Blank        | 1                          | 114 | 48.1 | 1             | 29 | 39.7 | 1                | 85 | 52.1 | 1                    | 14 | 38.9 |
| Volunteer Work Qual/Trained          | 2                          | 51  | 21.5 | 3.5           | 8  | 11.0 | 2                | 42 | 25.8 | 2                    | 9  | 25.0 |
| Part-time Paid Work/Spec             | 3                          | 48  | 20.3 | 2             | 23 | 31.5 | 3                | 25 | 15.3 | 3                    | 8  | 22.2 |
| Work as Paid Consultant              | 4                          | 12  | 5.1  | 3.5           | 8  | 11.0 | 4.5              | 4  | 2.5  | 4                    | 4  | 11.1 |
| Swapping Work                        | 5                          | 7   | 3.0  | 5             | 3  | 4.1  | 4.5              | 4  | 2.5  | -                    | -  | -    |
| Full-time Paid Work                  | 6                          | 5   | 2.1  | 6             | 2  | 2.7  | 6                | 3  | 1.8  | 5                    | 1  | 2.8  |
|                                      |                            |     |      |               |    |      |                  |    |      |                      |    |      |
|                                      |                            |     |      |               |    |      |                  |    |      |                      |    |      |

6-11

96

H-10

| ORGANIZATIONS IN WHICH PARTICIPATION IS REGULAR | ALL RESPONDENTS (N=273) |     |      | MEN (N=73) |    |      | WOMEN (N=163) |     |      | NET MARKET (N=36) |    |      |
|---|-------------------------|-----|------|------------|----|------|---------------|-----|------|-------------------|----|------|
|   | Rank                    | N   | %    | Rank       | N  | %    | Rank          | N   | %    | Rank              | N  | %    |
| Church/Synagogue                                | 1                       | 152 | 64.1 | 1          | 40 | 54.8 | 1             | 111 | 68.1 | 1                 | 24 | 66.7 |
| Other (Miscellaneous)                           | 2                       | 82  | 34.6 | 2          | 18 | 24.7 | 2             | 63  | 38.6 | 3                 | 10 | 27.8 |
| Sisterhood (PEO, etc.)                          | 3                       | 34  | 14.3 | -          | -  | -    | 3             | 34  | 20.9 | 4.5               | 7  | 19.4 |
| Congregate Meals                                | 4.5                     | 29  | 12.2 | 5.5        | 5  | 6.8  | 6             | 11  | 6.7  | 6.5               | 2  | 5.6  |
| RSVP/Other Volunteer                            | 4.5                     | 29  | 12.2 | 7          | 3  | 4.1  | 4             | 25  | 15.3 | 2                 | 11 | 30.6 |
| Senior Citizen Center                           | 6                       | 28  | 11.3 | 5.5        | 5  | 6.8  | 5             | 22  | 13.5 | 6.5               | 2  | 5.6  |
| Service Clubs                                   | 7                       | 23  | 9.7  | 3.5        | 13 | 17.8 | 7             | 10  | 6.1  | 4.5               | 7  | 19.4 |
| Lodge (Elks, etc.)                              | 8                       | 17  | 7.2  | 3.5        | 13 | 17.8 | 8             | 4   | 2.5  | 8                 | 1  | 2.8  |
|   |                         |     |      |            |    |      |               |     |      |                   |    |      |
|   |                         |     |      |            |    |      |               |     |      |                   |    |      |

| HOBBIES                   | ALL RESPONDENTS<br>(N=237) |    |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | NET MARKET<br>(N=36) |    |      |
|---------------------------|----------------------------|----|------|---------------|----|------|------------------|----|------|----------------------|----|------|
|                           | Rank                       | N  | %    | Rank          | N  | %    | Rank             | N  | %    | Rank                 | N  | %    |
| Miscellaneous             | 1                          | 61 | 25.7 | 1             | 23 | 31.5 | 2                | 38 | 23.3 | 1                    | 12 | 33.3 |
| Hand/Shop Crafts          | 2                          | 58 | 24.5 | 3             | 13 | 17.8 | 1                | 44 | 27.0 | 2                    | 7  | 19.4 |
| Reading/Writing/Research  | 3                          | 38 | 16.0 | 4             | 8  | 11.0 | 3                | 30 | 18.4 | 3                    | 5  | 13.9 |
| Recreation                | 4                          | 30 | 12.7 | 2             | 16 | 21.9 | 5                | 14 | 8.6  | 4                    | 4  | 11.1 |
| Gardening                 | 5                          | 25 | 10.5 | 5             | 5  | 6.8  | 4                | 20 | 12.3 | 6.5                  | 2  | 5.6  |
| Art Production/Collection | 6                          | 10 | 4.2  | 6             | 4  | 5.5  | 6.5              | 6  | 3.7  | 6.5                  | 2  | 5.6  |
| Spectator Activity        | 7                          | 7  | 3.0  | 8             | 1  | 1.4  | 6.5              | 6  | 3.7  | 6.5                  | 2  | 5.6  |
| Culinary Arts             | 8.5                        | 4  | 1.7  | -             | -  | -    | 8                | 4  | 2.5  | -                    | -  | -    |
| Travel                    | 8.5                        | 4  | 1.7  | 7             | 3  | 4.1  | 9                | 1  | 0.6  | 6.5                  | 2  | 5.6  |
|                           |                            |    |      |               |    |      |                  |    |      |                      |    |      |
|                           |                            |    |      |               |    |      |                  |    |      |                      |    |      |

| EDUCATION AND TRAINING PARTICIPATION                           | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |     |      | NET MARKET<br>(N=36) |    |      |
|--|----------------------------|-----|------|---------------|----|------|------------------|-----|------|----------------------|----|------|
|  |                            | N   | %    |               | N  | %    |                  | N   | %    |                      | N  | %    |
| Pre-Retirement Training  |                            |     |      |               |    |      |                  |     |      |                      |    |      |
| Yes  |                            | 49  | 20.7 |               | 19 | 26.0 |                  | 30  | 18.4 |                      | 11 | 30.6 |
| No   |                            | 179 | 75.5 |               | 51 | 69.9 |                  | 127 | 77.9 |                      | 24 | 66.7 |
| No Reply   |                            | 9   | 3.8  |               | 3  | 4.1  |                  | 6   | 3.7  |                      | 1  | 2.8  |
| Education Activity Since 65 to Help<br>With Problem Situations |                            |     |      |               |    |      |                  |     |      |                      |    |      |
| Yes  |                            | 34  | 14.3 |               | 11 | 15.1 |                  | 23  | 14.1 |                      | 8  | 22.2 |
| No   |                            | 178 | 75.1 |               | 54 | 74.0 |                  | 123 | 75.5 |                      | 28 | 77.8 |
| No Reply   |                            | 25  | 10.5 |               | 8  | 11.0 |                  | 17  | 10.4 |                      | -  | -    |
|  |                            |     |      |               |    |      |                  |     |      |                      |    |      |
|  |                            |     |      |               |    |      |                  |     |      |                      |    |      |

H-12

| CURRENT LEARNING PROJECTS        | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |     |      | NET MARKET<br>(N=36) |    |      |
|----------------------------------|----------------------------|-----|------|---------------|----|------|------------------|-----|------|----------------------|----|------|
|                                  | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N   | %    | Rank                 | N  | %    |
| PROJECT 1                        |                            |     |      |               |    |      |                  |     |      |                      |    |      |
| Learning for Self-Improvement    | 1                          | 120 | 50.6 | 1             | 34 | 46.6 | 1                | 85  | 52.1 | 1                    | 19 | 52.8 |
| Blank, No Response               | 2                          | 103 | 43.5 | 2             | 32 | 43.8 | 2                | 71  | 43.6 | 2                    | 11 | 30.6 |
| Personal/Family Competence       | 3                          | 8   | 3.4  | 4             | 2  | 2.7  | 3                | 6   | 3.7  | 3.5                  | 3  | 8.3  |
| Occupation/Profession Competence | 4                          | 6   | 2.5  | 3             | 5  | 6.8  | 4                | 1   | 0.6  | 3.5                  | 3  | 8.3  |
| Social/Civic Competence          | -                          | -   | -    | -             | -  | -    | -                | -   | -    | -                    | -  | -    |
| PROJECT 2                        |                            |     |      |               |    |      |                  |     |      |                      |    |      |
| Blank, No Response               | 1                          | 165 | 69.6 | 1             | 60 | 82.2 | 1                | 105 | 64.4 | 1                    | 24 | 66.7 |
| Learning for Self-Improvement    | 2                          | 59  | 24.9 | 2             | 8  | 11.0 | 2                | 51  | 31.3 | 2                    | 10 | 27.8 |
| Occupation/Profession Competence | 3.5                        | 5   | 2.1  | 3.5           | 2  | 2.7  | 4                | 3   | 1.8  | 3.5                  | 1  | 2.8  |
| Personal/Family Competence       | 3.5                        | 5   | 2.1  | 5             | 1  | 1.4  | 3                | 4   | 2.5  | -                    | -  | -    |
| Social/Civic Competence          | 5                          | 3   | 1.3  | 3.5           | 2  | 2.7  | -                | -   | -    | 3.5                  | 1  | 2.8  |
|                                  |                            |     |      |               |    |      |                  |     |      |                      |    |      |
|                                  |                            |     |      |               |    |      |                  |     |      |                      |    |      |

H-13

71-H

| LEARNING METHODS USED IN CURRENT<br>LEARNING PROJECTS | ALL RESPONDENTS<br>(N=237) |     |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |     |      | NET MARKET<br>(N=36) |    |      |
|---|----------------------------|-----|------|---------------|----|------|------------------|-----|------|----------------------|----|------|
|   | Rank                       | N   | %    | Rank          | N  | %    | Rank             | N   | %    | Rank                 | N  | %    |
| PROJECT 1   |                            |     |      |               |    |      |                  |     |      |                      |    |      |
| Blank, No Response                                    | 1                          | 103 | 43.5 | 1             | 32 | 43.8 | 1                | 71  | 43.6 | 1                    | 11 | 30.6 |
| Self-Planned  | 2                          | 46  | 19.4 | 2             | 18 | 24.7 | 4                | 28  | 17.2 | 3                    | 7  | 19.4 |
| Group-Planned   | 3                          | 41  | 17.3 | 3             | 11 | 15.3 | 2.5              | 30  | 18.4 | 4.5                  | 5  | 13.9 |
| One-on-One  | 4                          | 39  | 16.5 | 4             | 8  | 11.0 | 2.5              | 30  | 18.4 | 2                    | 8  | 22.2 |
| Material Resources                                    | 5                          | 8   | 3.4  | 5             | 4  | 5.5  | 5                | 4   | 2.5  | 4.5                  | 5  | 13.9 |
| PROJECT 2   |                            |     |      |               |    |      |                  |     |      |                      |    |      |
| Blank, No Response                                    | 1                          | 167 | 70.5 | 1             | 60 | 82.2 | 1                | 108 | 66.2 | 1                    | 24 | 66.7 |
| Self-Planned  | 2.5                        | 24  | 10.1 | 2             | 7  | 9.6  | 3                | 17  | 10.4 | 2.5                  | 4  | 11.1 |
| One-on-One  | 2.5                        | 24  | 10.1 | 4             | 2  | 2.7  | 2                | 21  | 12.9 | 2.5                  | 4  | 11.1 |
| Group-Planned   | 4                          | 16  | 6.8  | 4             | 2  | 2.7  | 4                | 14  | 8.6  | 4.5                  | 2  | 5.6  |
| Material Resources                                    | 5                          | 5   | 2.1  | 4             | 2  | 2.7  | 5                | 3   | 1.8  | 4.5                  | 2  | 5.6  |



| WILLINGNESS TO PARTICIPATE IN<br>UNIVERSITY SPONSORED EDUCATION TO<br>HELP WITH RETIREMENT PROBLEMS | ALL RESPONDENTS<br>(N=237) |      | MEN<br>(N=73) |      | WOMEN<br>(N=163) |      | NET MARKET<br>(N=36) |      |
|---|----------------------------|------|---------------|------|------------------|------|----------------------|------|
|   | N                          | %    | N             | %    | N                | %    | N                    | %    |
| Yes   | 114                        | 48.1 | 41            | 56.2 | 72               | 44.2 | 29                   | 80.6 |
| No  | 102                        | 43.0 | 27            | 37.0 | 75               | 46.0 | 6                    | 16.7 |
| No Reply  | 21                         | 8.9  | 5             | 6.8  | 16               | 9.8  | 1                    | 2.8  |
|   |                            |      |               |      |                  |      |                      |      |
|   |                            |      |               |      |                  |      |                      |      |

H-15

| LEARNING NEEDS                     | ALL RESPONDENTS<br>(N=237) |    |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | NET MARKET<br>(N=36) |    |      |
|------------------------------------|----------------------------|----|------|---------------|----|------|------------------|----|------|----------------------|----|------|
|                                    | Rank                       | N  | %    | Rank          | N  | %    | Rank             | N  | %    | Rank                 | N  | %    |
| No Learning Needs or Blank         | 1                          | 93 | 39.3 | 1             | 28 | 38.3 | 1                | 66 | 40.5 | 5                    | 3  | 8.3  |
| University Classes/Joy of Learning | 2                          | 86 | 36.3 | 2             | 23 | 31.5 | 2                | 62 | 38.0 | 1                    | 17 | 47.2 |
| Guidance, Retired Problems         | 3                          | 18 | 7.6  | 3             | 7  | 9.6  | 3.5              | 11 | 6.7  | 2                    | 7  | 19.4 |
| Preparing for Volunteer Work       | 4                          | 15 | 6.3  | 6             | 3  | 4.1  | 3.5              | 11 | 6.7  | 3.5                  | 4  | 11.1 |
| Improve Homemaking Skills          | 5                          | 14 | 5.9  | 4.5           | 6  | 8.2  | 5                | 8  | 4.9  | 3.5                  | 4  | 11.1 |
| Acquire Skill for Paid Work        | 6                          | 11 | 4.6  | 4.5           | 6  | 8.2  | 6                | 5  | 3.1  | 5                    | 3  | 8.3  |
|                                    |                            |    |      |               |    |      |                  |    |      |                      |    |      |
|                                    |                            |    |      |               |    |      |                  |    |      |                      |    |      |

91-16

| LEARNING SETTING PREFERENCE            | ALL RESPONDENTS (N=237) |    |      |                   |    |      | MEN (N=73)         |    |      |                   |    |      | WOMEN (N=163)      |    |      |                   |    |      | NET MARKET (N=36)  |    |      |                   |   |      |
|--|-------------------------|----|------|-------------------|----|------|--------------------|----|------|-------------------|----|------|--------------------|----|------|-------------------|----|------|--------------------|----|------|-------------------|---|------|
|  | Settings Preferred      |    |      | Favorite Settings |    |      | Settings Preferred |    |      | Favorite Settings |    |      | Settings Preferred |    |      | Favorite Settings |    |      | Settings Preferred |    |      | Favorite Settings |   |      |
|  | Rank                    | N  | %    | Rank              | N  | %    | Rank               | N  | %    | Rank              | N  | %    | Rank               | N  | %    | Rank              | N  | %    | Rank               | N  | %    | Rank              | N | %    |
|  |                         |    |      |                   |    |      |                    |    |      |                   |    |      |                    |    |      |                   |    |      |                    |    |      |                   |   |      |
| Activity Experiences                   | 1.5                     | 77 | 32.5 | 1                 | 34 | 14.3 | 2                  | 25 | 34.2 | 6                 | 4  | 5.5  | 1                  | 52 | 31.9 | 1                 | 29 | 17.8 | 2                  | 13 | 36.1 | 2.5               | 6 | 16.7 |
| University Non-Credit Courses          | 1.5                     | 77 | 32.5 | 3                 | 30 | 12.7 | 1                  | 26 | 35.6 | 1                 | 13 | 17.8 | 3                  | 50 | 30.7 | 3                 | 17 | 10.4 | 1                  | 14 | 36.9 | 1                 | 8 | 22.2 |
| Learning From Another Person           | 3                       | 73 | 30.8 | 2                 | 33 | 13.9 | 4                  | 18 | 24.7 | 3                 | 8  | 11.0 | 2                  | 55 | 33.7 | 2                 | 24 | 14.7 | 3                  | 11 | 30.6 | 2.5               | 6 | 16.7 |
| Self-Study Using Prepared Instructions | 4                       | 57 | 24.1 | 4                 | 21 | 8.9  | 3                  | 24 | 32.9 | 4                 | 7  | 9.6  | 5                  | 33 | 20.2 | 4                 | 14 | 8.6  | 5.5                | 8  | 22.2 | 4                 | 4 | 11.1 |
| Course Presented by TV/Radio           | 5                       | 56 | 23.6 | 6                 | 17 | 7.2  | 5                  | 16 | 21.6 | 5                 | 6  | 8.2  | 4                  | 40 | 24.5 | 5                 | 11 | 6.7  | 4                  | 10 | 27.8 | 5.5               | 2 | 5.6  |
| Learning on the Job (By Doing)         | 6                       | 38 | 16.0 | 5                 | 19 | 8.0  | 6                  | 12 | 16.4 | 2                 | 10 | 13.7 | 6                  | 25 | 15.3 | 6                 | 9  | 5.5  | 5.5                | 8  | 22.2 | 5.5               | 2 | 5.6  |
| Classroom Courses, University Credit   | 7                       | 13 | 5.5  | 7                 | 7  | 3.0  | 7                  | 4  | 5.5  | 7                 | 3  | 4.1  | 7                  | 9  | 5.5  | 7                 | 4  | 2.5  | 7                  | 3  | 8.3  | 7                 | 1 | 2.8  |

21-11

| COURSE PREFERENCE                       | ALL RESPONDENTS<br>(N=237) |    |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | LEARNING FORM | NET MARKET<br>(N=36) |    |      |
|---|----------------------------|----|------|---------------|----|------|------------------|----|------|---------------|----------------------|----|------|
|   | Rank                       | N  | %    | Rank          | N  | %    | Rank             | N  | %    |               | Rank                 | N  | %    |
| Tax Benefits for Older Persons          | 1                          | 76 | 32.1 | 1             | 25 | 34.2 | 1                | 51 | 31.3 | Instrumental  | 2                    | 14 | 38.9 |
| Tourism and Your Travel Dollar          | 2                          | 66 | 27.8 | 4             | 18 | 24.7 | 2                | 48 | 29.4 | Expressive    | 3                    | 12 | 33.3 |
| Exercise and Aging                      | 3                          | 61 | 25.7 | 5.5           | 15 | 20.5 | 3                | 46 | 28.2 | Instrumental  | 1                    | 15 | 41.7 |
| Wills and Estate Planning               | 4                          | 55 | 23.2 | 2             | 22 | 30.1 | 6.5              | 33 | 20.2 | Instrumental  | 8                    | 7  | 19.4 |
| Stretching Your Retirement Dollar       | 5                          | 54 | 22.8 | 3             | 20 | 27.4 | 5                | 34 | 20.9 | Instrumental  | 8                    | 7  | 19.4 |
| Genealogy--How to Trace Ancestors       | 6                          | 45 | 19.0 | 15            | 9  | 12.3 | 4                | 36 | 22.1 | Expressive    | 8                    | 7  | 19.4 |
| Leisure Activities for Retirement Years | 7                          | 44 | 18.6 | 8.5           | 13 | 17.8 | 9                | 31 | 19.0 | Instrumental  | 16.5                 | 5  | 13.9 |
| Medical Care in the Retirement Years    | 8                          | 43 | 18.1 | 8.5           | 13 | 17.8 | 10               | 30 | 18.4 | Instrumental  | 16.5                 | 5  | 13.9 |
| New Opportunities in Retirement         | 9                          | 42 | 17.7 | 5.5           | 15 | 20.5 | 12               | 27 | 16.6 | Instrumental  | 7                    | 7  | 19.4 |
| World Cultures                          | 10                         | 41 | 17.3 | 16            | 8  | 11.0 | 6.5              | 33 | 20.2 | Expressive    | 4                    | 11 | 30.6 |
| Mid-Western Birds                       | 11                         | 39 | 16.5 | 24.5          | 6  | 8.2  | 8                | 32 | 19.6 | Expressive    | 16.5                 | 5  | 13.9 |
| Music Appreciation                      | 12                         | 36 | 15.2 | 19            | 7  | 9.6  | 11               | 29 | 17.8 | Expressive    | 5.5                  | 9  | 25.0 |
| Fundamentals of Investing               | 13                         | 34 | 14.3 | 7             | 14 | 19.2 | 15               | 20 | 12.3 | Instrumental  | 36.5                 | 1  | 2.8  |
| Art Appreciation                        | 14                         | 30 | 12.7 | 24.5          | 6  | 8.2  | 13               | 24 | 14.7 | Expressive    | 12                   | 6  | 16.7 |
| International Relations                 | 14                         | 30 | 12.7 | 10.5          | 12 | 16.4 | 19               | 18 | 11.0 | Expressive    | 16.5                 | 5  | 13.9 |
| Modern Religions                        | 16                         | 29 | 12.2 | 10.5          | 12 | 16.4 | 22               | 17 | 10.4 | Expressive    | 5.5                  | 9  | 25.0 |

H-18a

| COURSE PREFERENCE CONT.                             | ALL RESPONDENTS<br>(N=237) |    |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | LEARNING FORM | NET MARKET<br>(N=36) |   |      |
|---|----------------------------|----|------|---------------|----|------|------------------|----|------|---------------|----------------------|---|------|
|   | Rank                       | N  | %    | Rank          | N  | %    | Rank             | N  | %    |               | Rank                 | N | %    |
| Conversation Spanish                                | 17.5                       | 27 | 11.4 | 12.5          | 11 | 15.1 | 24.5             | 16 | 9.8  | Expressive    | 12                   | 6 | 16.7 |
| Plant Identification                                | 17.5                       | 27 | 11.4 | 24.5          | 6  | 8.2  | 15               | 20 | 12.3 | Expressive    | 27.5                 | 3 | 8.3  |
| Laws Affecting the Aged                             | 19                         | 26 | 11.0 | 24.5          | 6  | 8.2  | 15               | 20 | 12.3 | Instrumental  | 27.5                 | 3 | 8.3  |
| Legal Rights of Older Clients                       | 20.5                       | 25 | 10.5 | 19            | 7  | 9.6  | 19               | 18 | 11.0 | Instrumental  | 12                   | 6 | 16.7 |
| Reading Efficiency                                  | 20.5                       | 25 | 10.5 | 12.5          | 11 | 15.1 | 29               | 14 | 8.6  | Expressive    | 36.5                 | 1 | 2.8  |
| Creative Expression                                 | 22.5                       | 24 | 10.1 | 24.5          | 6  | 8.2  | 19               | 18 | 11.0 | Expressive    | 16.5                 | 5 | 13.9 |
| Volunteer Work Opportunities                        | 22.5                       | 24 | 10.1 | 32            | 4  | 5.5  | 17               | 19 | 11.7 | Instrumental  | 27.5                 | 3 | 8.3  |
| Outdoor Flora                                       | 24                         | 23 | 9.7  | 19            | 7  | 9.6  | 27               | 15 | 9.2  | Expressive    | 27.5                 | 3 | 8.3  |
| Financial Aspects of Retirement                     | 25.5                       | 22 | 9.3  | 29            | 5  | 6.8  | 22               | 17 | 10.4 | Instrumental  | 36.5                 | 1 | 2.8  |
| Retirement Lifestyles                               | 25.5                       | 22 | 9.3  | 14            | 10 | 13.7 | 31.5             | 12 | 7.4  | Instrumental  | 27.5                 | 3 | 8.3  |
| Beginning Painting                                  | 27                         | 21 | 8.9  | 29            | 5  | 6.8  | 24.5             | 16 | 9.8  | Expressive    | 27.5                 | 3 | 8.3  |
| The Archaeology of Mexico                           | 28.5                       | 20 | 8.4  | 19            | 7  | 9.6  | 31.5             | 12 | 7.4  | Expressive    | 21.5                 | 4 | 11.1 |
| Role of Grandmothers and Grandfathers in the Family | 28.5                       | 20 | 8.4  | 35            | 3  | 4.1  | 22               | 17 | 10.4 | Instrumental  | 32.5                 | 2 | 5.6  |
| Astronomy: From Myth to Science                     | 30                         | 19 | 8.0  | 24.5          | 6  | 8.2  | 30               | 13 | 8.0  | Expressive    | 16.5                 | 5 | 13.9 |
| Advanced Crafts                                     | 32                         | 18 | 7.6  | 35            | 3  | 4.1  | 27               | 15 | 9.2  | Expressive    | 36.5                 | 1 | 2.8  |
| Living in a Computerized World                      | 32                         | 18 | 7.6  | 19            | 7  | 9.6  | 33               | 11 | 6.7  | Expressive    | 27.5                 | 3 | 8.3  |

H-18b

H-18c

| COURSE PREFERENCE CONT.  | ALL RESPONDENTS<br>(N=237) |    |     | MEN<br>(N=73) |   |     | WOMEN<br>(N=163) |    |     | LEARNING FORM | NET MARKET<br>(N=36) |   |      |
|--------------------------|----------------------------|----|-----|---------------|---|-----|------------------|----|-----|---------------|----------------------|---|------|
|                          | Rank                       | N  | %   | Rank          | N | %   | Rank             | N  | %   |               | Rank                 | N | %    |
| Introduction to Crafts   | 32.                        | 18 | 7.6 | 35            | 3 | 4.1 | 27               | 15 | 9.2 | Expressive    | 32.5                 | 2 | 5.6  |
| Basics of Lip Reading    | 34                         | 16 | 6.8 | 29            | 5 | 6.8 | 35               | 11 | 6.7 | Instrumental  | 21.5                 | 4 | 11.1 |
| Films and Photography    | 35.5                       | 15 | 6.3 | 32            | 4 | 5.5 | 35               | 11 | 6.7 | Expressive    | 21.5                 | 4 | 11.1 |
| Nature Photography       | 35.5                       | 15 | 6.3 | 32            | 4 | 5.5 | 35               | 11 | 6.7 | Expressive    | 21.5                 | 4 | 11.1 |
| The Nature of Prejudice  | 37                         | 12 | 5.1 | 38            | 2 | 2.7 | 38               | 9  | 5.5 | Expressive    | 27.5                 | 3 | 8.3  |
| Counseling Older Adults  | 38                         | 11 | 4.6 | 39.5          | 1 | 1.4 | 37               | 10 | 6.1 | Instrumental  | 36.5                 | 1 | 2.8  |
| Three Black Authors      | 39                         | 7  | 3.0 | 39.5          | 1 | 1.4 | 39               | 6  | 3.7 | Expressive    | --                   | - | ---  |
| Sex and the Older Person | 40                         | 4  | 1.7 | 37            | 3 | 4.1 | 40               | 1  | 0.6 | Expressive    | 36.5                 | 1 | 2.8  |
| TV Production            | 41                         | 0  | 0.0 | 41            | 0 | 0.0 | 41               | 0  | 0.0 | Expressive    | --                   | - | ---  |
|                          |                            |    |     |               |   |     |                  |    |     |               |                      |   |      |
|                          |                            |    |     |               |   |     |                  |    |     |               |                      |   |      |

| OBSTACLES TO LEARNING<br>REGARDLESS OF SETTING                 | ALL RESPONDENTS<br>(N=237) |    |      | MEN<br>(N=73) |    |      | WOMEN<br>(N=163) |    |      | SURMOUNTABLE/<br>INSURMOUNTABLE<br>OBSTACLES           | NET MARKET<br>(N=36) |    |      |
|--|----------------------------|----|------|---------------|----|------|------------------|----|------|--|----------------------|----|------|
|  | Rank                       | N  | %    | Rank          | N  | %    | Rank             | N  | %    |  | Rank                 | N  | %    |
| Don't like to go out at night                                  | 1                          | 90 | 38.0 | 4             | 18 | 24.7 | 1                | 71 | 43.6 | Surmountable by holding classes in daytime             | 1                    | 14 | 38.9 |
| Strict attendance requirement--like to come and go as I please | 2                          | 71 | 30.0 | 2             | 21 | 28.8 | 2                | 50 | 30.7 | Insurmountable   | -                    | -  | -    |
| Not enough time  | 3                          | 67 | 28.3 | 3             | 19 | 26.0 | 3                | 48 | 29.4 | Insurmountable   | -                    | -  | -    |
| Don't know what I'd like to learn                              | 4                          | 54 | 22.8 | 1             | 25 | 34.2 | 6                | 28 | 17.2 | Surmountable by providing counsel and good information | 5                    | 7  | 19.4 |
| Cost   | 5                          | 45 | 19.0 | 5             | 15 | 20.5 | 5                | 29 | 17.8 | Surmountable with better information                   | 3.5                  | 8  | 22.2 |
| Home responsibilities  | 6                          | 39 | 16.5 | 6             | 12 | 16.4 | 8                | 27 | 16.6 | Insurmountable   | -                    | -  | -    |
| No transportation available                                    | 7.5                        | 34 | 14.3 | 20            | 3  | 4.1  | 4                | 30 | 18.4 | Surmountable, transport part of plan                   | 3.5                  | 8  | 22.2 |
| My health is bad   | 7.5                        | 38 | 16.0 | 7             | 11 | 15.1 | 8                | 27 | 16.6 | Insurmountable   | -                    | -  | -    |
| I don't have enough energy or stamina                          | 9                          | 33 | 13.9 | 13            | 6  | 8.2  | 8                | 27 | 16.6 | Insurmountable   | -                    | -  | -    |
| Not confident in my ability                                    | 10                         | 29 | 12.2 | 16            | 5  | 6.8  | 10               | 23 | 14.1 | Insurmountable   | -                    | -  | -    |
| I'm too old to begin learning                                  | 11                         | 27 | 11.4 | 8             | 8  | 11.0 | 11               | 19 | 11.7 | Insurmountable   | -                    | -  | -    |
| Job responsibilities   | 12                         | 21 | 9.7  | 10            | 7  | 9.6  | 12.5             | 16 | 9.8  | Surmountable   | 11                   | 1  | 2.8  |
| I don't enjoy studying   | 13                         | 20 | 8.4  | 10            | 7  | 9.6  | 14               | 13 | 8.0  | Surmountable   | 11                   | 1  | 2.8  |
| Amount of time required to complete a course or program        | 14                         | 19 | 8.0  | 20            | 3  | 4.1  | 12.5             | 16 | 9.8  | Surmountable   | 8                    | 2  | 5.6  |
| Courses I want don't seem to be available                      | 15                         | 15 | 6.3  | 10            | 7  | 9.6  | 17               | 8  | 4.9  | Surmountable   | 2                    | 9  | 25.0 |
| Courses often are not interesting                              | 17                         | 13 | 5.5  | 13            | 6  | 8.2  | 19.5             | 7  | 4.3  | Surmountable   | 11                   | 1  | 2.8  |
| Too much red tape in getting enrolled                          | 17                         | 13 | 5.5  | 13            | 6  | 8.2  | 19.5             | 7  | 4.3  | Surmountable   | -                    | -  | -    |

H-19a

| OBSTACLES TO LEARNING<br>REGARDLESS OF SETTING<br>CONTINUED   | ALL RESPONDENTS<br>(N=237) |    |     | MEN<br>(N=73) |   |     | WOMEN<br>(N=163) |   |     | SURMOUNTABLE/<br>INSURMOUNTABLE<br>OBSTACLES | NET MARKET<br>(N=36) |   |      |
|---|----------------------------|----|-----|---------------|---|-----|------------------|---|-----|--|----------------------|---|------|
|   | Rank                       | N  | %   | Rank          | N | %   | Rank             | N | %   |  | Rank                 | N | %    |
| No information about where I<br>can get what I want           | 17                         | 13 | 5.5 | 16            | 5 | 6.8 | 17               | 8 | 4.9 | Surmountable                                 | 6                    | 5 | 13.9 |
| I don't meet requirements to<br>begin a program               | 20                         | 12 | 5.1 | 16            | 5 | 6.8 | 21               | 6 | 3.7 | Surmountable                                 | -                    | - | -    |
| Courses I want aren't scheduled<br>when I can attend          | 20                         | 12 | 5.1 | 20            | 3 | 4.1 | 15               | 9 | 5.5 | Surmountable                                 | 11                   | 1 | 2.8  |
| I'm tired of school and<br>classrooms                         | 20                         | 12 | 5.1 | 18            | 4 | 5.5 | 17               | 8 | 4.9 | Surmountable                                 | 7                    | 3 | 8.3  |
| Friends or family don't like<br>the idea of my taking classes | 22                         | 4  | 1.7 | 22            | 2 | 2.7 | 23               | 2 | 1.2 | Insurmountable                               | -                    | - | -    |
| No way to get credit for a<br>degree                          | 23                         | 3  | 1.3 | -             | 0 | 0.0 | 22               | 3 | 1.8 | Surmountable                                 | 11                   | 1 | 2.8  |
| No place to study or practice                                 | 24                         | 1  | .04 | -             | 0 | 0.0 | 24               | 1 | .06 | Surmountable                                 | -                    | - | -    |
|   |                            |    |     |               |   |     |                  |   |     |  |                      |   |      |
|   |                            |    |     |               |   |     |                  |   |     |  |                      |   |      |

H-19b

110

113



APPENDIX I

NAME \_\_\_\_\_ AGE \_\_\_\_\_

ADDRESS \_\_\_\_\_  
PHONE \_\_\_\_\_

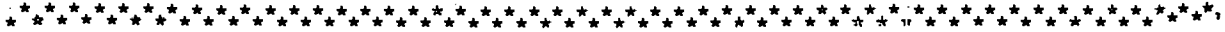
I WISH TO ENROLL FOR: (Please check )

- ELDERCOLLEGE COURSE (Wednesdays, 1:30-3:00) FOREIGN CULTURES \$5.00\* \_\_\_\_\_
- ELDERASSEMBLY I (Tuesdays, 1:30-3:00) SECTION A \$5.00\* \_\_\_\_\_
- (Tuesdays, 7:00-8:30) SECTION B \$5.00\* \_\_\_\_\_
- ELDERASSEMBLY II (Thursdays, 1:30-3:00) SECTION A \$5.00\* \_\_\_\_\_
- (Thursdays, 7:00-8:30) SECTION B \$5.00\* \_\_\_\_\_

\*Fees for people age 64 and younger are \$25 per course unless spouse of registered person 65 or older.

PLEASE ATTACH FEE WITH THIS APPLICATION BLANK.  
ENROLLMENT IS LIMITED FOR THE ELDERCOLLEGE AND ELDERASSEMBLY PROGRAMS.  
ENROLLMENT WILL BE ON A FIRST COME, FIRST SERVE BASIS.

RETURN REGISTRATION FORM AND FEE TO: ELDERCOLLEGE, 102 Quadrangle N  
Iowa State University, Ames, Iowa 50011




ELDERCOLLEGE  
102 Quadrangle N  
Iowa State University  
Ames, Iowa 50011  
1-515-294-8789

ELDERCOLLEGE STAFF:

- Roger Hiemstra  
Project Director
- Victor Brown  
Research Associate
- Jodi Engel  
Program Director
- Marjory Thompson  
Registrar

## ELDERCOLLEGE

A SPECIAL PURPOSE PROGRAM FOR RETIRED AND OLDER ADULTS



SHEMAN BUILDING  
IOWA STATE CENTER  
IOWA STATE UNIVERSITY

MARCH 6 - MAY 16, 1979

I-1

ELDERCOLLECE - COURSE IN FOREIGN CULTURES  
 Begins: Wednesday, March 7 - 1:30-3:00 p.m.

|              |      |  |   |
|--------------|------|--|---|
| Scheman      | 3/7  | Mr. Don Gustofson, Dir.<br>Alumni Service  | Welcoming Address   |
|              |      | Dr. Shu Min Huang  | China   |
| Fireside Rm. | 3/14 | Dr. Adrian Bennett   | China   |
| Scheman      | 3/21 | Dr. Michael Whiteford  | Early Latin American Cultures                                 |
| Scheman      | 3/28 | Dr. Steffen Schmidt  | Development Problems in Latin America                         |
| Scheman      | 4/4  | Dr. Karl Friederich  | Impact of Communication Technology on<br>People and Societies |
|              | 4/11 | EASTER WEEK - NO CLASSES   |   |
| Scheman      | 4/18 | Dr. Charlotte Bruner<br>Dr. David Bruner   | Literature of Black Africa                                    |
| Scheman      | 4/25 | Ms. Norma Wolff  | Art of Africa   |
| Scheman      | 5/2  | Dr. Alan Wilt  | Middle East Today   |
| Scheman      | 5/9  | Dr. R. J. VanIten  | Impact of Technology on Third World Cultures                  |
| Scheman      | 5/16 | INTERNATIONAL DINNER*<br>Dr. D. J. Zaffarano, Dean of Graduate College<br>Representative of International Educational Ser. | Summarizing Remarks<br>Keynote Address                        |

\*\*\*\*\*

ELDERASSEMBLY I

SECTION A - Meets at 1:30-3:00 p.m.  
 SECTION B - Meets at 7:00-8:30 p.m.

Begins: Tuesday, March 6, 1979

|             |             |  |  |
|-------------|-------------|--|--|
| Scheman     | 3/6         | Dr. Roger Hiemstra<br>Project Director   | Welcoming Address  |
|             |             | Mr. Carl Hamilton  | Contemplating Our Heritage   |
| Wesley Hall | 3/13        | Dr. George Beran   | World Food Issues  |
| Scheman     | 3/20        | Dr. Robert Dahlgren  | Wild Life Research in Action: Ecology<br>of the Ring Neck Pheasant |
|             | 3/27        | Dr. Steven Richardson  | Gem Mineral  |
| Scheman     | 4/3         | Harriet Adams<br>Professor Emeritus  | A Walk with Christian Petersen: Art at<br>Iowa State University    |
|             | 4/11        | EASTER WEEK - NO CLASSES   |  |
|             | 4/17 to 5/8 | Classes to be arranged by Student Committee  |  |
| Scheman     | 5/16        | INTERNATIONAL DINNER*<br>Dr. D. J. Zaffarano, Dean of Graduate College<br>Representative of International Educational Ser. | Summarizing Remarks<br>Keynote Address                             |

\*\*\*\*\*

ELDERASSEMBLY II

SECTION A - Meets at 1:30-3:00 p.m.  
 SECTION B - Meets at 7:00-8:30 p.m.

Begins: Thursday, March 8, 1979

|             |              |  |   |
|-------------|--------------|--|---|
| Scheman     | 3/8          | Dr. Roger Hiemstra<br>Project Director   | Welcoming Address                                 |
|             |              | Dr. Norman Jacobson  | The Role of Livestock in World Food<br>Production |
| Wesley Hall | 3/15         | Dr. Jean Adams   | Contemporary China: Focus on Economy              |
| Scheman     | 3/22         | Dr. Arnold Paulson   | The Family Farm: Its Future                       |
|             | 3/29         | Ms. Dorothy Foley  | Travel for Learning                               |
|             | 4/5          | Dr. Carl Bleye   | Musica Antiqua: What Is It?                       |
|             | 4/12         | EASTER WEEK - NO CLASSES   |   |
|             | 4/19 to 5/10 | Classes to be arranged by Student Committee  |   |
| Scheman     | 5/16         | INTERNATIONAL DINNER*<br>Dr. D. J. Zaffarano, Dean of Graduate College<br>Representative of International Educational Ser. | Summarizing Remarks<br>Keynote Address            |

\* A small fee will be assessed for the International Dinner I-2

APPENDIX J

COURSE IN FOREIGN CULTURES

SPRING - 1979

# ELDERCOLLEGE

A SPECIAL PURPOSE PROGRAM FOR RETIRED AND OLDER ADULTS



SCHEMAN BUILDING  
IOWA STATE CENTER

IOWA STATE UNIVERSITY

MARCH 6 - MAY 16, 1979

Dear Participant:

Welcome to the first ELDERCOLLEGE program: A Course in Foreign Cultures. The following course outline provides you with the name, office address and office phone for each lecturer who has volunteered to team teach this course. Suggested readings are also included.

We have provided you with university call numbers beside the individual books and articles on the reading list. We are also making every effort to have as many of the readings as possible available to you after each class period to be checked out for a period of one week. At the close of the course they will be returned to the University Library system.

#### Parking at the University Library

We have been informed that age can no longer be used as criteria by which to provide a discriminatory policy relative to parking for people in University programs for educational purposes. However, it is the University Traffic Committee policy to accommodate learners unique needs where access is a problem. To this end it is possible for ELDERCOLLEGE participants to receive medical disability or mobility permits. I will quote from the letter received by our office from Kenneth A. Brewer, Chairperson, University Traffic Committee:

1. They must individually show medical disability or mobility restrictions as certified by Dr. Furman of the Student Health Service in order to be eligible for medical space access.
2. There are currently two medical reserved spaces at the northwest corner of the Hub Traffic Office Building, and, if there are large numbers of your participants needing medical reserved spaces for Library access, the Parking System would be most happy to provide such additional spaces.
3. All of the participants will have to qualify for parking access as any other staff or student member would which means they must either be eligible for a staff or student permit or use the meters and pay the appropriate fee.

In accordance with point 2, if you are applying for a medical disability/mobility permit or already have one, please call the ELDERCOLLEGE office so we can request an increase in the number of spaces close to the Library that will be available for your use.



Dr. Shu Min Huang  
17A East Hall  
294-7348

TOPIC: CHINA

Dr. Adrian Bennett  
639 Ross (History)  
294-1373

ISU Library  
CALL NUMBER

AUTHOR

TITLE

|                       |                 |  |
|-----------------------|-----------------|--|
| DS721<br>N622d        | Ida Pruitt      | A Daughter of Han: The Autobiography of a Chinese Working Woman<br>Stanford University Press<br>Stanford<br>1967 (reprint of 1945 edition) |
| HQ668.95<br>W831h (L) | Margery Wolf    | The House of Lim: A Study of a Chinese Farm Family<br>Prentice-Hall<br>Englewood Cliffs<br>1968  |
| DS715<br>W3394        | William Watson  | Early Civilization in China<br>McGraw-Hill<br>New York<br>1968   |
| DS735 (R)<br>E48      | Mark Elvin      | The Pattern of Chinese Past<br>Stanford University Press<br>Stanford<br>1973   |
| DS721<br>B632C        | Derk Bodde      | China's Cultural Tradition:<br>What and Whither<br>Holt, Rinehart & Winston<br>New York<br>1957  |
| DS721<br>SM51V4       | Arthur M. Smith | Village Life in China<br>Little, Brown<br>Boston<br>1970 (reprint of 1899 edition)   |
|                       | Fei Hsiao-tung  | Peasant Life in China<br>Routledge<br>London<br>1939   |
| DS774<br>C3913        | Jean Chesneaux  | Peasant Revolts in China, 1840-1949<br>W.W. Norton<br>New York<br>1973   |
| DS777.53 (R)<br>B41C  | Jack Belden     | China Shakes the World<br>Harper, Monthly Review Press<br>New York<br>1970   |
| DS775 (R)<br>B513     | Lucien Bianco   | The Origins of the Chinese Revolution, 1915-1949<br>Stanford University Press<br>Stanford<br>1971  |



| <u>ISU Library<br/>CALL NUMBER</u>              | <u>AUTHOR</u>    | <u>TITLE</u>   |
|---|------------------|--|
| DS735<br>F3 (R)<br>1971<br>City Library 951     | John K. Fairbank | The United States and China<br>Harvard University Press<br>Cambridge<br>1959   |
| HD866<br>H596F                                  | William Hinton   | Fanshen: A Documentary of Revolution<br>in a Chinese Village<br>Monthly Review Press<br>New York<br>1966   |
| HC428.<br>Y3<br>F4,Q62                          | Fei Hsiao-tung   | Peasant Life in China<br>Routledge<br>London<br>1939   |
| DS777.53<br>J63P                                | Chalmers Johnson | Peasant Nationalism and Communist<br>Power: The Emergence of Revolutionary<br>China, 1937-1945.<br>Stanford University Press<br>Stanford<br>1962 |
| DS777.53 (R)<br>P373                            | Graham Peck      | Two Kinds of Time<br>Houghton Mifflin<br>Boston<br>1950 (Rev. ed. comprising first<br>half of the original 1967)                                 |
| DS775<br>Sn61r2<br>City Library<br>951<br>C1938 | Edgar Snow       | Red Star Over China<br>Random House, New York 1938<br>Paperback: Grove Press 1961<br>Rev. and enlarged ed.: Grove<br>Press 1968                  |
| E183.8<br>C5<br>T45                             | James C. Thomson | While China Faced West: American<br>Reformers in Nationalist China<br>1928-.937<br>Harvard University Press<br>Cambridge<br>1969                 |
| DS777.55 (R)<br>H553                            | William Hinton   | Turning Point in China<br>Monthly Review Press<br>New York<br>1972   |
| DS777.55 (R)<br>M455<br>1977                    | Maurice Meisner  | Mao's China<br>McMillan and Co.<br>New York<br>1978  |
| DS779.26 (L)<br>T48<br>City Library<br>951.05   | Ross Terrill     | The Future of China<br>Dell Publishing<br>New York<br>1978   |

Dr. Michael Whiteford  
302 East Hall  
294-8212

TOPIC: EARLY LATIN AMERICAN CULTURES

ISU Library  
CALL NUMBER

AUTHOR

TITLE

CC1  
AR28

Richard MacNeish

"Speculations about How and Why  
Food Production and Village Life  
Developed in the Tehuacan Valley,  
Mexico."  
Archaeology  
24(4):307-315, 1971

E51 (R)  
Un3b  
#143

John Rowe

"Inca Culture at the Time of the  
Spanish Conquest"  
Handbook of South American  
Indians  
Vol. 2, pp. 201-209 and 323-330  
1946

\* \* \* \* \*

Dr. Steffen Schmitt  
549 Ross  
294-3825

TOPIC: DEVELOPMENT PROBLEMS OF LATIN  
AMERICA

ISU Library  
CALL NUMBER

AUTHOR

TITLE

JL960  
W9

Gary Wynia

Politics of Latin American  
Development

Dr. Karl Friederich  
117 Press Building  
294-4340

TOPIC: IMPACT OF COMMUNICATION  
TECHNOLOGY ON PEOPLE  
AND SOCIETIES

ISU Library  
CALL NUMBER

AUTHOR

TITLE

|                          |                                  |  |
|--------------------------|----------------------------------|--|
| CB427<br>F116d           | Don Fabun                        | The Dynamics of Change   |
| CB430<br>R67             | Theodore Roszak ed.              | Sources  |
| HM258<br>C76c            | Lucian W. Pye, ed.               | Communications and Political<br>Development  |
| HM221<br>T226            | Francis R. Allen<br>et. al.      | Technology and Social Change   |
| HM101<br>B45<br>1976 (R) | Warren G. Bennis<br>et. al. eds. | The Planning of Change: Readings<br>in the Applied Behavioral Sciences             |
| HD82<br>H1210            | Everett E. Hagen                 | On the Theory of Social Change:<br>How Economic Growth Begins                      |
| HM101<br>SP42h           | Edward H. Spicer ed.             | Human Problems in Technological<br>Change  |
| HN17.5<br>T64 (R)        | Alvin Toffler                    | Future Shock   |
| CB478<br>B917n           | John G. Burke                    | The New Technology and Human<br>Values   |
| T20<br>S65               | Daniel Lloyd Spencer             | Technology Gap in Perspective:<br>Strategy of International<br>Technology Transfer |
| HM101<br>038<br>1968     | William F. Ogburn                | On Culture and Social Change   |

Dr. Charlotte Bruner  
300H Pearson  
294-4275

TOPIC: AFRICAN LITERATURE

Dr. David Bruner  
429 Ross  
294-8446

The following series of references to African Literature are all available on tape in the Media Resource Center in the lower level of the University Library.

Each Roman Numeral in the outline corresponds to a half hour of taped story time. The Roman Numerals also refer to sides of a tape. In order to access the particular story you want it is necessary to provide the media desk with the following call number:

PL8010  
B7X  
Plus side number of the  
tape you want

For example, if you wish to hear the story "Things Fall Apart" by Chinua Achebe, you would provide the desk with

PL8010  
B7X  
Side 4

THE TALKING STICKS  
CONVERSATIONS ON AFRICAN LITERATURE  
BY  
DAVID AND CHARLOTTE BRUNER

- I. Introduction: Interview by Ed Weiss
- II. African proverbs  
African Proverbs  
Ashanti Proverbs (R.S. Rattray)
- III. African folk tales:  
African Folk Tales (Susan Feldman)  
African Mythology (Geoffrey Parminter)
- IV. Chinua Achebe and Things Fall Apart  
Other works: No Longer at Ease  
Arrow of God  
A Man of the People  
Beware Soul Brother (poems)  
Girls at War (short stories)  
Critical essays and interviews
- V. Joseph Abruquah and The Catechist  
Other works: The Torrent
- VI. The Imposed Language in West Africa: Anglophone and Francophone
- VII. Bernard Dadié and Climbié  
Other works: Afrique debout (poems)  
Légendes africaines  
Le page noir (tales)  
La ronde des jours (poems)  
Un Nègre à Paris (autobiographical essay)  
Patron de New York (autobiographical essay)  
Homme de tous les continents (poems)  
La Ville ou Nul ne meurt (Rome)  
Thogo'Gnini, Beatrice, Voix dans le Vent (plays)
- VIII. Camara Laye and L'Enfant Noir (trans. The Dark Child or The African Child)  
Other works: Le Regard du Roi (trans. Radiance of the King)  
Dramous (trans. A Dream of Africa)  
Essays, interviews
- IX. Commitment and Camara Laye: Radiance of the King, Dream of Africa
- X. Sembène Ousmane and Les Bouts de Bois de Dieu (trans. God's Bits of Wood)  
Other works: O pays. mon beau peuple!  
Le Docker Noir  
Voltaïque (trans. Tribal Scars, short stories)  
Harmattan (novel)  
Le Mandat et Vehi Ciosane (trans. The Money Order and White Genesis, two short novels)  
Xala (satirical novel and movie in progress)  
Tauw, Imitai, Xala, Le Mandat (films)

- XI. Sembène Ousmane and the French African cinema.
- XII. Drama in the African tradition: Folk art, festivals, mime, illustrated by stage directions of Wole Soyinka, The Lion and the Jewel.
- XIII. Wole Soyinka and The Lion and the Jewel  
 Other works: Five Plays  
Kongi's Harvest (drama)  
Madmen and Specialists (drama)  
The Interpreters (novel)  
The Man Died (autobiography of prison experience.)  
 Poems, essays, translations
- XIV. Efua Sutherland and drama in Ghana: Tahinta, Foriwa  
 Other works: Vulture, Vulture  
Edufa  
 Plays and poems in Akan, English
- XV: Ama Ata Aidoo and Anowa  
 Other works: The Dilemma of a Ghost (play)  
No Sweetness Here (short stories)  
 Poems
- XVI: Amos Tutuola and The Palm-Wine Drinkard  
 Other works: My Life in the Bush of Ghosts  
Simbi and the Satyr of the Dark Jungle  
The Brave African Huntress  
Feather Woman of the Jungle
- XVII: Themes of common concern in African writing, illustrated by poetic selections of various writers and various countries.
- XVIII: René Maran and Batouala  
 Other works: Le Livre de la Brousse  
Un homme pareil aux autres  
Le Petit Roi de Chimérie  
Le Coeur Serré  
Le Livre du Souvenir (poems)  
 Other novels, histories, poems
- IXX: Ferdinand Oyono and La Vie de Boy (trans. Boy! or Houseboy)  
 Other works: La Vieux Nègre et la Médaille (Old Man and the Medal)  
Chemin d'Europe
- XX: Ayi Kwei Armah and The Beautiful Ones Are Not Yet Born  
 Other works: Fragments  
Why Are We So Blest?  
 Short stories, poems, (fourth novel announced)

- XXI Mongo Beti and Mission Terminée-(Mission-to Kala)  
 Other Works: Ville Cruelle  
Le Pauvre Christ de Bomba  
Le Roi Miraculé (King Lazarus)  
Main Basse sur le Cameroun  
Remember Reuben
- XXII James Ngugi and The River Between  
 Other Works: Weep Not, Child  
A Grain of Wheat  
The Black Hermit (play)
- XXIII Grace Ogot and The Promised Land and Land Without Thunder  
 Reading: Geoffrey Parrinder, African Mythology  
 Film: White Man's Country
- XXIV Popular Market Literature
- XXV Cyprian Ekwensi and Onitsha  
 Works: People of the City  
Jagua Nana  
Burning Grass  
Beautiful Feathers  
Lokotown and other stories  
Iska
- XXVI Elechi Amadi and The Great Ponds  
 Other Works: The Concubine  
Sunset in Biafra
- XXVII South African Literature--a contrast
- XXVIII Dennis Brutus and Letters to Martha  
 Other Works: Sirens, Knuckles, Boots  
Poems from Algiers  
A Simple Lust  
Essays, Speeches, Criticism
- XXIX Peter Abrahams and Tell Freedom  
 Other Works: Dark Testament  
Mine Boy  
Song of the City  
Path of Thunder  
Wild Conquest  
A Wreath for Udomo  
A Night of Their Own  
This Island Now  
Return to Goli (essays)
- XXX Richard Rive and Emergency  
 Other Works: Short stories (Quartet) etc.

- XXXI Ezekiel Mphahlele: and Down Second Avenue  
 Other works: The African Image  
The Wanderers  
 (articles, essays, book reviews, anthologies)
- XXXII Bessie Head and When Rainclouds Gather  
 Other works: Maru  
A Question of Power
- XXXIII Lewis Nkosi and The Rhythm of Violence  
 Other works: Home and Exile  
 TV series of interviews with African writers
- XXXIV Alex La Guma and In the Fog of the Season's End  
 Other works: A Walk in the Night  
 four short stories in Quartet
- XXXV AFRICAN LITERATURE ASSOCIATION  
 Oswald Mtshali "In the Island of Heroes"
- XXXVI South African Voices  
 Mogane Wally Serote "No Baby Must Weep"  
 Keorapetse Kgositsile "Open Letter"; "For Zeke and Dennis"  
 Dennis Brutus "Sequence for South Africa"  
 Cosmo Pieterse "Love Exile Land"; "To White South Africa"
- XXXVII Franz Fanon and North Africa  
 Literary Works: Peau Noire, Masques Blancs (Black Skin, White Masks)  
Les Damnés de la Terre (The Wretched of the Earth)  
Pour la Révolution Africaine (Toward the African Revolution)
- XXXVIII Dennis Brutus interviewed by the Bruners
- XXXIX Albert Memmi and The Dominated Man (L'Homme Dominé)  
 Other Works: La Statue de Sel (Pillar of Salt)  
Agar (Strangers)  
Portrait du Colonisé, preceded by Portrait du Colonisateur  
 (The Colonizer and the Colonized.)  
Portrait d'un Juif (Portrait of a Jew)  
La Libération du Juif (Liberation of the Jew)  
L'Homme Dominé (Dominated Man)  
Scorpion



FROM R. B. Lindemeyer *RL*  
Media Resources Center

SUBJECT: TALKING STICKS SERIES; DUPLICATION AND DISTRIBUTION

With reference to our recent conversations regarding duplication and distribution of this series, here are the particulars of how we're prepared to handle orders.

Orders should be sent directly to:  
Media Resources Center  
121 Pearson Hall  
Iowa State University  
Ames, Iowa 50010

Tapes are only for sale, rentals or previews not available.

Orders should indicate tape format desired, either  
1/4" full track recording @ 7 1/2 ips  
or

Standard audio cassette  
and should include title of each program episode, address to which materials should be sent and either a bonafide institution purchase order or payment in advance.

Orders will be sent prepaid anywhere in the United States or Canada within two weeks.

Prices ----

|           |        |
|-----------|--------|
| 1/4" tape | \$6.00 |
| Cassette  | \$4.50 |

Ms. Norma Wolff  
120 East Hall  
294-8411

TOPIC: ART OF AFRICA

ISU Library  
CALL NUMBER

AUTHOR

TITLE

N7380  
W5  
1971b

Frank Willett

African art. The best well-written, non-technical introduction to the traditional arts of Africa. Written by an anthropologist.

NB1080  
F304

William Fagg and  
Margaret Plass

African Sculpture, an Anthology. A small book of photos with short interesting commentaries by two art historians.

NX588.75  
T47

Robert Farris  
Thompson

African art in motion. An art historian looks at African art in cultural contests, not in the museum.

N1  
.A3

AFRICAN ARTS. A periodical with a wide range of articles and color photos on topics ranging over traditional and contemporary African arts and crafts.

\* \* \* \* \*

Dr. Alan Wilt  
643 Ross  
294-6646

TOPIC: MIDDLE EAST TODAY

ISU Library  
CALL NUMBER

AUTHOR

TITLE

DS62.8  
P45  
1971

Don Peretz

The Middle East Today  
Holt, Rinehart & Winston  
New York  
1978

DT107  
.825  
834

Raymond W. Baker

Egypt's Uncertain Revolution Under  
Nasser and Sadat  
Harvard University Press  
Cambridge  
1978

DS125.3  
B37  
A331970

David Ben-Furion

Ben-Gurion Looks Back; Talks With  
Moshe Perlman  
Simon & Schuster  
New York  
1965

David Astor  
Valerie Yorke

Peace in the Middle East  
Transworld  
London  
1978

READING LIST FOR DR. ALAN WILT Cont.

| <u>ISU Library<br/>CALL NUMBER</u> | <u>AUTHOR</u>  | <u>TITLE</u>  |
|------------------------------------|--|---|
| DS119.7<br>C66<br>1973             | John K. Cooley                                       | Green March, Black September:<br>The Story of the Palestinian Arabs<br>Frank Cass<br>London<br>1973 |
| DS119.2 (L)<br>D86                 | Trevor N. Dupuy                                      | Elusive Victory: The Arab-Israeli<br>Wars 1947-1974<br>Harper<br>New York<br>1978                   |
| HD9560.5<br>J26                    | Neil H. Jacoby                                       | Multinational Oil: A Study in<br>Industrial Dynamics<br>Macmillan<br>New York<br>1974               |
| DS128.1<br>L36<br>1974b            | Walter Laqueur                                       | Confrontation: The Middle East and<br>World Politics<br>Bantam<br>New York<br>1974                  |
| DS127<br>L319r                     |  | The Road to Jerusalem: The Arab-<br>Israeli Conflict<br>Macmillan<br>New York<br>1968               |
| DS62.8<br>M345<br>1978             | Peter Mangold  | Superpower Intervention in the<br>Middle East<br>St. Martin's<br>New York<br>1978                   |
| DS62.8<br>M344                     | Joseph J. Malone                                     | The Arab Lands of Western Asia<br>Prentice-Hall<br>Englewood Cliffs, N.J.<br>1973                   |
| DS247<br>A13<br>08                 | Christine Osborne                                    | The Gulf States and Oman<br>Croom Helm<br>London<br>1977  |
| DS119.7<br>Q7                      | William B. Quandt<br>Fuad Jabber<br>Ann Mosely Lesch | The Politics of Palestinian<br>Nationalism<br>University of Calif. Press<br>Berkeley<br>1973        |
| DT107.82<br>AL1r                   | Anwar al-Sadat                                       | Revolt on the Nile<br>John Day<br>New York<br>1957  |

READING LIST FOR DR. ALAN WILT Cont.

ISU Library  
CALL NUMBER

AUTHOR

TITLE

DS126.5 (12)  
S158

Nadav Safran

Israel: Embattled Ally  
Harvard University Press  
Cambridge  
1977

DS84  
Sa31m

K.S. Salibi

Modern History of Lebanon  
Praeger  
New York  
1965

HD9576  
N36  
S73

Joe Stork

Middle East Oil and the Energy  
Crisis  
Monthly Review Press  
New York  
1975

DS119.7  
T777

Elias H. Tuma  
Haim Darin-Drabkin

The Economic Case for Palestine  
St. Martin's  
New York  
1978

HC537  
G3  
V36

Brian VanArkadie

Benefits and Burdens: A Report  
on the West Bank and Gaza Strip  
Since 1967  
Carnegie Endowment  
New York  
1977

ARTICLES/JOURNALS/DIRECTORIES

HN740  
Z9  
S62

James A. Bill

"Iran and the Crisis of '78"  
Foreign Affairs  
Winter 1978/79  
pp. 323-348

AP2  
.C934

Current History  
January, 1979  
Entire issue devoted to Middle  
East

AP2  
.F761.

Walter J. Levy

"The Years that the Locust Hath  
Eaten: Oil Policy and OPEC Deve-  
lopment Prospects"  
Foreign Affairs 57  
Winter 1978/79 pp. 287-305

DS41  
IM584

The Middle East and North Africa:  
Survey and Directory  
Europa Publications  
London 1948ff  
Published Annually

DS41  
IM586

Middle East Journal  
1947ff  
Published Quarterly

Dr. Richard VanIten  
409 Ross  
294-4-7276

TOPIC: IMPACT OF TECHNOLOGY ON  
THIRD WORLD CULTURES

ISU Library  
CALL NUMBER\*\*

AUTHOR

TITLE

Ed Schumacher

Small is Beautiful  
Harper Torch Books  
Paperback 1973

Jacques Ellul

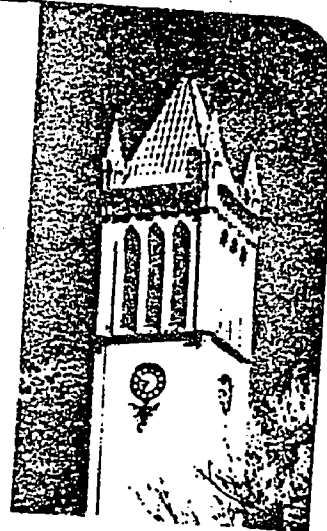
The Technological Society  
Vintage Book  
Paperback 1964

\*\*Five copies of each of these books are available on the  
ELDERCOLLEGE book cart. Used copies of these offerings  
are available at the University Bookstore for under \$3.00.



APPENDIX K

# Iowa State University



THIS IS TO CERTIFY THAT

\_\_\_\_\_ attended the Iowa State University program

from \_\_\_\_\_ to \_\_\_\_\_



*Ray H. Hester*

*Vivian S. Fajonmarina*

APPENDIX L



W. Robert Parks, President, Iowa State University  
James H. Hilton, President Emeritus, Iowa State  
University  
George C. Christensen, Vice President, Academic Affairs  
Carl Hamilton, Vice President, Information and Development  
Wayne R. Moore, Vice President, Business and Finance  
Daniel J. Zaffarano, Vice President, Research  
Dean, Graduate College  
Virgil Lagomarcino, Dean College of Education  
John S. Ahmann, Chairman, Professional Studies  
Roger Hiemstra, Section Leader, Adult and Extension  
Education  
Carol Anderson, Assistant State Leader, Cooperative  
Extension Service  
Martin Limbird, Coordinator, International Educational  
Services  
Dorothy Foley, Assistant Coordinator, International  
Educational Services  
Helen L. Hilton, Retirement Counselor

PROGRAM

INTRODUCTIONS OF ADMINISTRATOR  
ELDERCOLLEGE FACULTY

DINNER

WELCOME

#### FACULTY OF ELDERCOLLEGE

Adrian Bennett, Associate Professor, History  
Charlotte Bruner, Associate Professor, Foreign Languages  
David Bruner, Professor, English  
Karl Friederich, Associate Professor, Journalism and  
Mass Communications  
Shu-Min Huang, Assistant Professor, Sociology and  
Anthropology  
Edward A. Powers, Professor, Sociology  
Steffen Schmidt, Associate Professor, Political Science  
Richard VanIten, Associate Dean and Professor  
Science and Humanities, Philosophy  
Michael Whiteford, Associate Professor, Sociology  
and Anthropology  
Alan Wilt, Associate Professor, History  
Norma Wolff, Instructor, Sociology and Anthropology

BRINGING THE WORLD TO YOUR DOOR

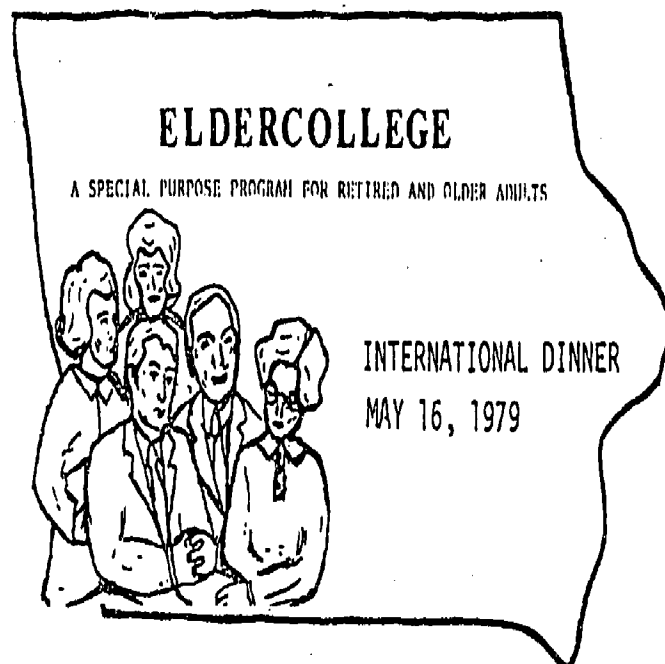
INTERACTION WITH DINNER PARTICIPANTS

#### STAFF FOR ELDERCOLLEGE

Victor H. Brown, Research Associate  
Jodi Engel, Program Coordinator  
Marjory Thompson, Secretary & Registrar  
Adebayo Ajala, Graduate Assistant

## "PIONEER" ELDERCOLLEGE PARTICIPANTS

Edward S. Allen  
Geraldine Bowen  
Helen Brosier  
Victoria Brown  
Irene H. Buchanan  
Hester Chadderdon  
Premo Chiotti  
Gertrude Chittenden  
Janet Dethloff  
Helen Gant  
Billy George  
Marie Gesler  
Illean M. Hammer  
Ruth Harris  
Louise Haug  
Helen Hoover  
Margaret J. Kelly  
W. J. Ketcham  
Harriet T. McJimsey  
Gilma Olson  
Alice Pierre  
Isabelle P. Reed  
Jane Saddler  
Violet Schneider  
Dean W. Stebbins  
Patricia Stewart  
Edith Sunderlin  
Lyle Vandecar  
Mary L. Voigt  
Mona E. Wright



146

147

L-2

The International Resources Center  
Office of International Educational Services  
E. O. Building, Iowa State University  
Ames, Iowa

**Q. WHAT IS THE INTERNATIONAL RESOURCE CENTER?**

- A. A part of the Office of International Educational Services at Iowa State University
- A. A collection of Culture Kits from over 100 countries including the following materials:

Involvement items such as:

Shoes  
Hats  
Musical Instruments  
Games  
Clothing and Textiles  
Utensils  
Spices and Condiments  
Arts and Crafts

Dolls  
Cookbooks  
Maps  
Posters  
Pictures  
Slides and Cassette Tapes  
Resource Material

- A. A center where volunteers from the campus, the community, and the state share their international experiences through the creation of educational Culture Kits.
- A. A learning workshop for Iowa State students in global awareness education

**Q. WHO USES THE INTERNATIONAL RESOURCE CENTER?**

- A. Iowans from all parts of the state. The Center loans items to the following:
- Schools  
Community Groups  
ISU Students  
Campus Organizations

Teachers in Training  
Extension Groups  
Church Groups  
4-H Clubs  
Scouts  
Foreign Nationals  
...and many more

**Q. HOW CAN YOU OBTAIN FURTHER INFORMATION ABOUT MATERIALS AVAILABLE FROM THE INTERNATIONAL RESOURCE CENTER?**

- A. Write: The International Resource Center  
Office of International Educational Services  
E. O. Building  
Iowa State University  
Ames, Iowa 50011  
or phone: 515-294-1120

**Q. HOW CAN YOU HELP FURTHER GLOBAL AWARENESS THROUGH THE INTERNATIONAL RESOURCE CENTER?**

- A. Loan or donate items collected from your international experiences. This is an opportunity to share your global learning experiences with other Iowans.
- A. Volunteer your time to develop materials which have been loaned or donated to the International Resource Center.
- A. Designate the International Resource Center as the recipient of your next contribution to the Alumni Achievement Fund. Gifts of money are used to purchase items which will enhance the Culture Kits.

APPENDIX M

June 6, 1979

Dear Pioneer Eldercollege Participant:

Thank you again for helping support the first edition of Eldercollege this past Spring Quarter. Attached is a brief questionnaire relative to the Spring programming efforts and the project in general. As plans are underway for Fall programming, we would appreciate you completing this evaluation and comment form so we may take your wishes into consideration for future programming efforts.

A stamped and addressed return envelope is enclosed for your convenience. We hope to begin advertising for Fall in the near future and would encourage early pre-registration. We will send you advance information through the mail as soon as it becomes available. We hope you and your friends will join us again.

Sincerely,

*Roger Hiemstra*

Roger Hiemstra, Project Director  
Eldercollege

*Jodi Engel*

Jodi Engel, Program Coordinator  
Eldercollege

ELDERCOLLEGE EVALUATION

PLEASE MARK WITH AN X ON THE LINE BELOW EACH STATEMENT OR QUESTION  
HOW YOU FEEL ABOUT THE STATEMENT. THERE IS AMPLE ROOM FOR YOU TO  
COMMENT ON ANY STATEMENT IF YOU WISH TO ELABORATE YOUR RESPONSE. THANK  
YOU FOR TAKING THE TIME TO COMPLETE THIS. PLANS ARE CURRENTLY UNDERWAY  
FOR THE COMING YEAR. THE OFFICE IS OPEN PART-TIME THIS SUMMER FOR  
~~QUESTIONS OR COMMENTS. PHONE 294-8789.~~

1) IN GENERAL, HOW WOULD YOU RATE THE QUALITY OF THE PROGRAM?

Poor 1 \_\_\_\_\_ 4 \_\_\_\_\_ 19 Excellent

Representative

Comments: Classes seemed to drag; maybe not my thing (1)  
For me personally, it was all I had hoped for.  
A very fine beginning.  
Done well.  
I appreciated the depth of the lectures

2) IN GENERAL, HOW WOULD YOU RATE THE FACILITIES FOR CLASSES?

Poor \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 17 Excellent

Representative

Comments: O.K., but the same room each time would help.  
Parking a problem at times.  
Scheman is a wonderful building . . . .  
Occasionally, a larger room would have been better.

3) IN GENERAL, HOW WOULD YOU RATE THE ACCESSIBILITY OF READING MATERIALS?

No answer: 3

Poor \_\_\_\_\_ 3 \_\_\_\_\_ 3 \_\_\_\_\_ 15 Excellent

Representative

Comments: Have poor eyesight; did not try any books.  
A bit hard to get after class.  
Readings appropriate, print too small.  
Who could complain about a person looking up materials and  
bringing them to you?

4) IN GENERAL, DID YOU LIKE THE IDEA OF CHANGING SPEAKERS WEEKLY?

No answer: 1

No

23 Yes

Representative

Comments: One could not provide insights received from all.  
Variety makes courses interesting.  
Some (of speakers) could have held interest for two or  
or three meetings.  
All were excellent; I would like more on China.  
Would not object to the same speaker each week if they  
were all enthusiastic and well-grounded.

5) IN GENERAL, DID YOU LIKE THE IDEA OF A UNIFIED THEME THROUGHOUT THE SESSION?

No answer: 1

No

23 Yes

Representative

Comments: Yes, since the theme was so broad. Actually, culture has  
no limits for me.  
Yes and next year could be a continuation.

6) IN GENERAL, DID YOU FIND THE ELDERCOLLEGE STAFF ACCESSIBLE?

No answer: 3

No

1

20 Yes

Representative

Comments: Had difficulty getting Jodi by phone.  
Didn't need to contact, but it would have helped.  
Had to leave early each period; cannot answer question.  
Jodi was great, always there ahead of time.  
Each seemed willing to stay longer and talk to individuals.

7) IN GENERAL, DID YOU FIND THE ELDERCOLLEGE STAFF COOPERATIVE AND HELPFUL?

No

2

22 Yes

Representative

Comments: Very.  
Very much so.  
Everyone was very warm.  
You are beautiful people.

8) IN GENERAL, DID YOU FIND THE LENGTH OF CLASSES ACCEPTABLE?

|           |   |    |   |          |
|-----------|---|----|---|----------|
| Too Short | 1 | 22 | 1 | Too Long |
|-----------|---|----|---|----------|

Representative

Comments: Would like two hours, but that would be too long for speakers.  
 Proper length, just right. (4)  
 Break might have helped; sleepy time of day.  
 Meet a little later; allow for naps. (4)  
 Yes, but more time for discussion.  
 Most of time too short; no time for discussion.  
 Could have been longer.

9) IN GENERAL, DID YOU FIND THE OUTLINE HELPFUL?

|         |   |   |   |         |
|---------|---|---|---|---------|
| Not too | 4 | 5 | 4 | 11 Very |
|---------|---|---|---|---------|

Representative

Comments: Good to know what to expect.

10) IN GENERAL, DID YOU FIND HAVING THE NAMES AND ADDRESSES OF PARTICIPANTS HELPFUL?

|    |   |   |   |        |
|----|---|---|---|--------|
| No | 3 | 2 | 1 | 18 Yes |
|----|---|---|---|--------|

Representative

Comments: No effort to introduce people.  
 Helped some of us pool rides.  
 No way to get names connected with list.  
 Perhaps introductions at beginning would have been helpful.  
 People always interesting. This is a contact that you need more and more as you grow older.  
 I'm not a sociable person, so I did not want to know anyone else in the class.  
 So-so; interested in knowing who was taking advantage of this fine program.  
 No, because I don't easily warm up to people.

11) IN GENERAL, HOW WOULD YOU RATE THE TECHNICAL-PROFESSIONAL LEVEL OF THE PRESENTATIONS?

|                |    |                |
|----------------|----|----------------|
| Over our heads | 24 | Too elementary |
|----------------|----|----------------|

Representative

|                        |  |
|------------------------|--|
| Comments: About right. | Even complex---in a way that I understood. |
| Excellent.             | Excellent, clear, stimulating.             |
| Well done.             | Just right.                                |
| Very good.             |  |
| Quite acceptable.      |  |
| Adequate.              |  |



12) IN GENERAL, HOW WOULD YOU RATE THE SIZE OF THE CLASS?

Too small 24 Too large

Representative

Comments: Fine.  
Little smaller, more discussion (4).  
Just right.  
Thirty people makes for more variety.  
Makes no difference.  
Twenty-five is a good number.

13) IN GENERAL, HOW WOULD YOU RATE THE COST OF THE COURSE?

Too cheap 7 4 13 Too expensive

Representative

Comments: I could pay more. I would pay more.  
I could pay more--others might not be able to.  
Felt I was given much more than I should for cost.  
Very inexpensive; individual ability to pay would vary greatly.  
Just right. If raised would eliminate participants.  
It could be a little higher.  
Certainly worth a great more than we paid.  
The staff should know if the fee is adequate.

14) IN GENERAL, WOULD YOU LIKE AT LEAST ONE SOCIAL EVENT ASSOCIATED WITH  
THE ELDERCOLLEGE PROGRAMS IN THE FUTURE (like the International Dinner)?

No opinion: 1

No 5 3 15 Yes

Representative

Comments: A "plus".  
My family enjoyed the evening too.  
Not necessary, can get elsewhere.  
Better at first to get acquainted (3).  
Tea sufficient.  
A standup tea would be excellent, at first.  
Dinner was delightful. Let's do it again.

15) IN GENERAL, DO YOU THINK THE COURSES SHOULD BE OPEN TO ANY ADULT  
45 YEARS OF AGE AND OLDER?

Do not know: 1

No 5 2 3 13 Yes

Representative

Comments: Having a mix of retired, non-retired may not be good.  
Probably discrimination to prohibit on basis of age.  
Don't think 45-60 would submerge retired, but could observe that.  
I like the idea; classes might get too large.

I'd say 60 and over.  
 I feel courses should be for persons of retirement age.  
 This is too great an age spread.  
 For ELDERCOLLEGE, 45 is too young.  
 60 . . . . I've already lived through those years.  
 Let's keep it for elders.

16) WOULD YOU ENROLL FOR REGULARLY SCHEDULED COURSES ON CAMPUS FOR CREDIT  
 IF THE ELDERCOLLEGE OFFICE WOULD HANDLE THE REGISTRATION AND ALL YOU  
 HAD TO DO WAS GO TO THE CLASS ON TIME?

No 20 1 3 Yes

Representative

Comments: Probably not.  
 Do not need the credit.  
 Do not care for credit.  
 The spirit is willing, but the flesh is weak.  
 Too strenuous to study for credit.  
 Do not want to commit myself to such a long series.

17) WOULD YOU ENROLL FOR REGULARLY SCHEDULED COURSES ON CAMPUS FOR AUDIT  
 IF THE ELDERCOLLEGE OFFICE WOULD HANDLE THE REGISTRATION AND ALL YOU  
 HAD TO DO WAS GO TO THE CLASS ON TIME?

No answer: 2

No 8 3 11 Yes

Representative

Comments: If I went to regular classes, I'd rather go for credit.  
 Transportation a problem.  
 Depends on my husband's travel schedule.  
 Yes, if something could be done about parking.  
 Depends on subjects available.  
 Depends on time courses offered.  
 That would be wonderful.  
 Do not want to commit myself to such a long series.

18) DO YOU THINK ISU SHOULD OPEN CLASSES ON CAMPUS THAT HAVE NOT FILLED  
 WITH PAID STUDENTS TO RETIREES AT A MUCH REDUCED FEE RATE?

No 6 1 4 2 11 Yes

Representative

Comments: Perhaps it should on basis of financial need.  
 Perhaps. I would not enroll.  
 Sounds like a good idea. By all means.  
 Not sure such a mix would work.

Do not think that we should expect working people to pay  
our way.  
Doesn't sound practical to me.  
Should have privilege at no cost.  
Decision for the administration and faculty.

19) WAS HAVING THE LIBRARY BOOKS AVAILABLE IN DR. HILTON'S OFFICE IN  
SCHEMAN AN ADVANTAGE TO YOU DURING THE WEEK?

No answer: 1

No 3

7

13 Yes

Representative

Comments: Didn't know that they were available.  
Easier to get to them after class.  
Involved in other things; did not use the service.  
Books available were old; would have read more if current.  
I did not use the service.

20) Use the space below and on the back for any more comments or thoughts  
you might wish to share with our office. Thank you.

Went well for first attempt; topics, tempo and lectures  
appropriate for retirees.  
Lectures of unusually high quality.  
I would be glad to know what the staff thought about us.  
ELDERCOLLEGE bound to be a huge success in my opinion.  
I wish to thank everyone who made this course possible.  
My special thanks to Jodi for her excellent work.  
Contacts with Jodi and Roger Hiemstra were very pleasant  
and they are to be commended. Thank you for making  
ELDERCOLLEGE possible.  
The enthusiasm and lively presentations of the teachers  
kept me interested.....Presenters used many visual aids.....  
I hope the ELDERCOLLEGE program will be continued. My  
thanks to Jodi Engel and Roger Hiemstra.  
Many of us do not hear well, so the use of the microphone  
is desirable....one at the Methodist church was particularly  
difficult.  
The lectures were of unusually high quality. It was amazing  
how much they packed into the short period.  
This was an excellent idea--well planned and a real pleasure  
and satisfaction to participate in. One of the many  
advantages Ames and its University can offer.  
I would appreciate it is the classes could be held in the  
morning instead of after lunch---course was excellent, stimu-  
lating and broadening....thank you, Ms. Engel, for your direction.  
It was so well organized and coordinated.  
Another course might well involve questions of policy and ethics.

Two of the more comprehensive comments:

When Jodi Engel passed the word to the class that Dr. Beran had room in his regular class on "World Food Production" I went immediately, joined the group which met Tuesday and Thursday. I was absolutely fascinated and took the exams along with the regular students. I couldn't understand why no one else responded. The professors and the students as well never ceased to tell me how glad they were to have me there. My suggestion on the ELDERCOLLEGE thing would be to mix the Senior Citizen into every regular class where there is room. In the case of World Food Production there was room for at least 4 more but I was the only one to respond.

I thoroughly enjoyed the China topic. I was out of town during the presentation of Latin American culture. Africa has not been a favorite topic for me so the literature offerings were not too interesting. I would have loved to know more about MORE art of the continent, not just the small area the graduate student was kind enough to describe for us. I wanted to know more background to what she offered us, too. The Middle East is so important and there is so much more to know about it. I did not learn enough. I would vote for a whole course in that area. By the time we reached the Impact of Technology on Third World Cultures I was sure that would be dullsville. Dr. VanIten proved to combine an excellent pace with intriguing bits of information and allowed us to widen our horizons considerably with his lively presentation. He could have gone on for hours. I would have listened.