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UNDERSTANDING THE ASPIRATIONS OF THE ELDERLY
AS A PRELUDE TO MARKETING PUBLIC EDUCATION

A Dissertation Presented

by

JAMES J. NOLAN

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements of

DOCTOR OF EDUCATION

May 1992

School of Education

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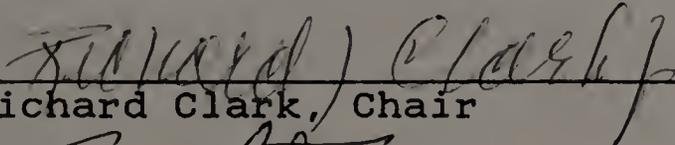
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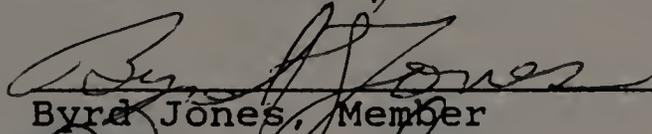
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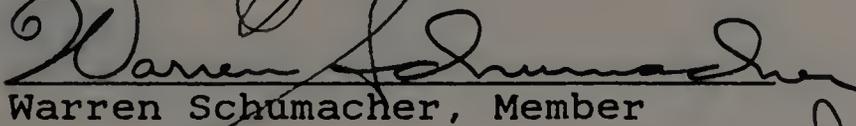
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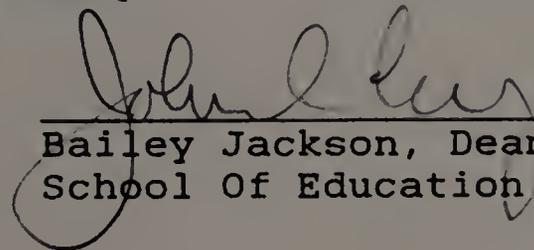
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ABSTRACT

UNDERSTANDING THE ASPIRATIONS OF THE ELDERLY
AS A PRELUDE TO MARKETING PUBLIC EDUCATION

MAY 1992

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This study explores ways for public schools to build political support among elderly citizens by responding to their concerns and needs. Basic marketing principles, used by industry to increase a corporation's market share, are applied to fit the context of local school districts and the elderly.

Literature reviews of marketing, the elderly, the needs of the elderly, and elderly issues in other institutions are included in this work.

This study focused on people who are over the age of sixty-five living in Wareham Massachusetts. Once the demographics of this segment were identified, the needs, wants, and desires of the individuals in this segment were explored through the use of a survey and by conducting interviews. Included in the appendix is a marketing plan for the Wareham Public Schools, which is intended to address the needs, wants, and desires of the elderly in Wareham Massachusetts and to illustrate an approach that could be implemented elsewhere.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

A. Introduction

This study is motivated by the author's desire to prepare an environment within public education that offers school systems a strategy for sharing resources with the elderly to meet more of their needs as they continue to age. It is hoped that, through implementation of concepts that evolve from this study, senior citizens will be more inclined to provide school systems with needed financial and political support and at the same time enrich the primary mission of the schools in the process. The issue of obtaining additional support from the elderly community is vital; public education must compete more aggressively for limited resources. No longer can public education rely on autonomy and seemingly unlimited funding to accomplish its mission.

Public education may be viewed from the perspective of marketing. In order to obtain additional resources, any organization must apply a systematic marketing plan to satisfy the needs of the consumer through an exchange. The focus of this work is the elderly population in Wareham Massachusetts. In this case, the Wareham Public Schools will serve as the organization. The consumer is the elderly in the Wareham community. The exchange is the receipt of financial and political support from the elderly for an environment within public education geared toward their

needs. This project entails the development of a knowledge base about senior citizens from which an overall marketing plan can be developed. This knowledge base plan will center on the Wareham Public Schools, but will be designed so that appropriate elements can be transferred to other school systems.

Many questions are being asked of public education today. Will public education prepare young people for the major issues to be encountered in the twenty-first century? Will public education become the hallmark of a strong viable America? According to educational consultant Willard Daggert, there is a growing gap between what society demands of its high school graduates and what the present public education system is preparing these youngsters for.¹ Without the resources to accomplish its mission, public education will not be able to successfully respond to its many challenges.

What is the mission of public education? Many have defined the role of public education and its goals around the idea of preparing productive citizens. The Wareham School's mission is to " . . . help students expand their capabilities to the fullest in all aspects of social, emotional, physical, and intellectual development."² The many strategies proposed for achieving goals are challenging. As American society becomes diverse and as technology continues to drive our world, a more educated work force is required. The Hudson Institute study

Workforce 2000 confirms the growing complexity of most jobs.³ According to the report, by the year 2000, traditional unskilled jobs will constitute twenty-seven percent of jobs created between 1985 and 2000. This compares with forty percent of the jobs existing in the mid-1980s. It is anticipated that forty-one percent of the new jobs will require average or better skill levels, a percentage which is up from twenty-four percent.⁴ The demands on today's public schools are formidable.

B. Resources for Public Education

It can be argued that public education does not need additional resources to do the job. In 1986 the cost per pupil in Japan was thirty-two percent lower than the cost per pupil in the United States while Japanese standardized test scores in mathematics and science exceeded those in the United States by thirty-eight percent.⁵ In New Hampshire, per pupil expenditures are lower than those in Massachusetts, while test scores are higher.⁶ In 1986, the per pupil cost of a Catholic school education was \$2055, while the per pupil cost of education on a national level was \$3491.⁷ Many feel that the cost to educate a child in the public schools is excessive.

There is the opposing argument. The annual cost of tuition, at Boston University in 1991 was approximately \$14,950.⁸ This is far greater than the cost to teach a child for one year in the public schools. The American Association of School Administrators in 1991 published a

services at previous levels.¹² This reduction in local aid from the state continued into 1991 and 1992.

In 1988, the cities and towns of Massachusetts received forty-four percent of their revenue from the local tax levy, thirty-four percent from state aid, sixteen percent from local receipts and six percent from other sources (Figure 1).

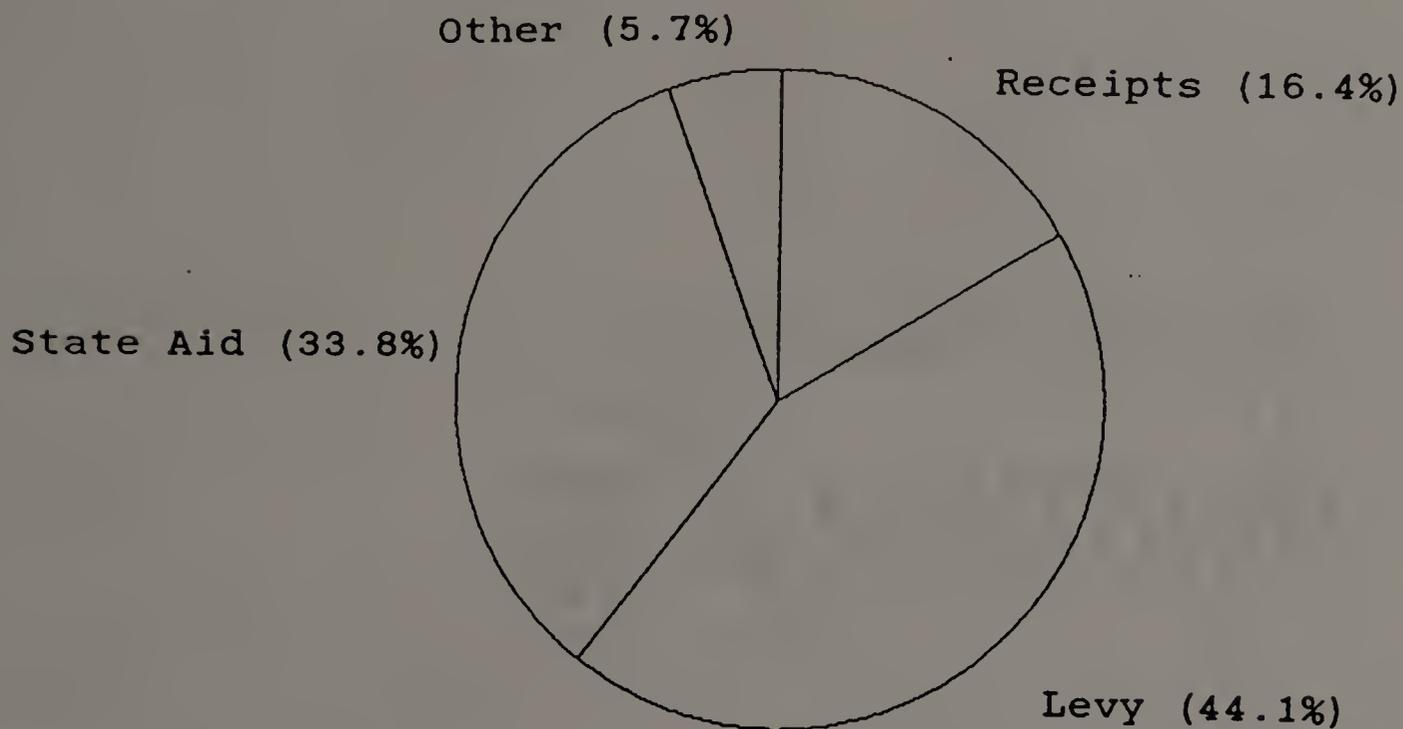


Figure 1. Sources of Revenue, Massachusetts Cities and Towns, 1988¹³

According to the Town Treasurer in Wareham, the town received only twenty-eight percent of revenue from the state in 1991 while it received fifty-four percent of revenue from local tax receipts. Today, cities and towns have raised fees or local receipts for specific services to an extent that there is significant resistance from the public to increase that piece of the pie through raising taxes. The state government is cutting back its portion. According to

the report, "Winning The Nineties," an economic strategy prepared for the Governor of Massachusetts' Economic Summit in January 1990, Massachusetts cut taxes on individuals and businesses seven times between 1983 and 1988.¹⁴ Cities and towns can raise property taxes by only two and one-half percent per year. With inflation far exceeding two and one-half percent, one solution for schools today is to continue to operate as in the past while eliminating and reducing programs. Or, districts can look to other sources for additional support.

This support can come from two areas. One is direct financial aid. The other is from political support to allow the federal, state, or local governments to raise additional taxes in support of education. One aspect of the quest for additional political support will be addressed in this work.

Public scrutiny of public schools has increased. Fiscal autonomy is not available to protect school budgets. Schools must compete more aggressively with other entities for money, and, in the near future, will be competing more than ever with other schools for students. All town departments must compete with each other to get their piece of the budget pie. Battles for funds to run schools, common in city councils and on town meeting floors, are more acute because of the current struggle.

President George Bush has initiated a strategy for American education to permit the youth of this country to become more competitive in the next century. The

President's plan, America 2000: An Education Strategy, is intended to move America toward national goals that he has set forth. The "America 2000" strategy depends upon the strong and long term commitment at many levels which include businesses, office-holders, the media, medical and social services, civic and religious groups, law enforcement officials, and caring adults.¹⁵ However, a financial commitment from the federal government to support these goals has not been forthcoming.

C. Marketing

Marketing, which is found primarily in the private sector, should be an integral part of a school's function. According to the American Marketing Association, marketing is defined as "the process of planning and executing the conception, pricing, promotion, and the distribution of ideas, goods, and services to create exchanges that satisfy individual and organization objectives."¹⁶ This is different from public relations, the transmitting of favorable information about a product or service to the prospective buyer. Marketing is more sophisticated.

Public education must be marketed. In their book, "Strategic Marketing for Educational Institutions," Philip Kotler and Karen F.A. Fox provide the following definition of marketing. "Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve instructional objectives.

Marketing involves designing the institutions' offerings to meet target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate and service the markets."¹⁷

This definition includes "target markets" and "needs." Target markets are specific areas of concentration to focus organizational efforts. The needs of these markets must be identified. Only then can an organization effectively "market" its product.

According to educators F. Black and F. English, communities rarely speak in one voice. Because of this, school districts should consider several constituencies or markets.¹⁸ This market segmentation allows each to be studied to determine its needs. Needs, in relation to a product or service, will vary for different segments.

As for a product, it must have value. For example, the Hull School System, a small school system in Massachusetts, defined the product of public education to be the development of an educated child who will be a moral person, a socially responsible citizen, and a productive member of society.¹⁹

Because of the variety of services public education provides to youngsters, several subsidiary products can be developed which will further benefit the community. Schools have multiple facilities which include classrooms, conference rooms, auditoriums, athletic fields, and gymnasiums. Furthermore, school systems generally have

transportation systems and cafeteria systems which suggest additional products. A critical ingredient of the marketing model is the product, and effective marketing of that product depends upon the product's quality.

D. The Elderly

The elderly population is increasing faster than any other segment in our society. The over sixty-five population has multiplied three times faster than the population at large. In addition, the number of Americans over sixty-five continues to grow by about one-half million people per year and within a decade, life expectancy may increase from over seventy-five to eighty.²⁰ Twelve percent of the population in the United States is over sixty-five years old. People in this age group own twenty-five percent of the homes of which eighty-three percent of these home are without mortgages. Only twelve percent of this group are considered poor, a percentage slightly lower than those who are less than sixty-five years old.²¹ The elderly have tremendous political leverage as they are numerous and they vote. With a roll of over thirty million, the American Association of Retired Persons (AARP) is second only to the Roman Catholic Church as the largest membership group in the nation. One in every five voters is a member of AARP.²²

In order for schools to obtain additional political support, educators should address this group of people. The elderly, because of their leisure time and community orientation, suggest an attractive possibility for

generating needed support for public education which no longer can rely on a constituency of parents who have a direct interest in high quality schools.

Yet, marketing public education to the elderly poses some real problems. In today's private sector market place, when the buyer and seller meet, there is instant gratification when the transaction is complete. The seller has the money and the buyer has the product. In the public sector, the problem is much different. A person pays taxes but does not receive instant gratification. The taxpayer may never need a fireman and might not need the services of a policeman. The money from taxes that goes into public education may not realize its potential for many years. A kindergarten child may not be a "productive member of society" for thirteen years, when that person goes to work upon graduation from high school. If the person decides to be a physician, this productivity may not begin until more than twenty years after kindergarten. When a person of age sixty-five is asked to fund elementary education for a product that will become productive when that person is in his or her eighties, it is a tough sell. Not only will it be unlikely that the elderly will receive an increase in public benefits from this investment, but an increase in income is remote. Many will not live that long.

To market effectively, the needs of the significant market segments must be identified. The needs and interests of the elderly are many and varied. According to David

Wolfe, in his book Serving The Ageless Market, senior citizens have the following four characteristics:

1. Creativity and intellectual involvement.
2. Desire to share experience and wisdom.
3. Vitality and productivity.
4. Compassion for others and concern for the world around them.²³

Ken Dychtwald's book Age Wave talks about the changing demographics in America and focuses on the increasing numbers of the elderly. Because Americans are living longer and because the number of Americans considered to be elderly is growing at such a rapid rate, Dychtwald suggests that an opportunity exists for all citizens, whether in the private or public sector, to respond to their needs, desires, and lifestyles, be it for profit or for a better society. He says that, in addition to an increase in longevity, the elderly are becoming more active largely due to adequate pensions, social security, and medicare. There is an increase in the number of retired people who are healthy, active, interested in meeting people, and interested in trying new things. The needs of people over sixty-five, as Dychtwald cites,²⁴ can be grouped into the following five categories: social, physical, educational, financial, and psychological.

1. Social

The social needs of the elderly include the need for involvement with other people, including people of their age

as well as young people. Dychtwald talks about "reinventing the family" which evolves from a change in society. Earlier forms of family life two centuries ago focused around survival needs of youthful tribes. Today, these survival needs would be met by adults socializing with adults, relationships that combine and skip generations, and "family-type relationships bound together by choice as well as by blood and obligation."²⁵

Senior citizens want acceptance from young people. The elderly need to have relationships with others that will bring warmth and affection. In addition, they need to have relationships which can be acquired in a variety of ways including participation in clubs, volunteering, and teaching.

2. Physical

As one ages, the body does not function as well as it used to. Good health and relief from suffering are great needs of older people. Home care, avoidance of accidents, and long-term care are concerns of many people over sixty-five. Improved hearing, improved eyesight, and improved mobility are very significant to an older person's lifestyle.

3. Educational

Older people have a thirst for learning. They want to know more about their world, especially as it relates to them. They need to know about legal issues, medical issues, insurance, and retirement. In addition, senior citizens

want to learn more about computers and have demonstrated a need to acquire additional capabilities in reading comprehension. Many still want to become literate.

4. Financial

Financial areas of concern for the elderly include retirement income, insurance, consumer behavior, and the financing of health care. This group of people also wants to learn about income-generation schemes and are very concerned about their role in the work force alongside younger workers.

5. Psychological

Regardless of age, humans have many psychological needs. Senior citizens want to avoid depression and they want to seek emotional support from those around them. There is a significant need to improve self-esteem as well as to control stress. The elderly want to avoid isolation. They have a need for happiness, which includes fun and humor.

When the needs of the elderly in any given community are more clearly determined, educators can begin the task of identifying what school systems have to offer that address those needs.

E. The Town of Wareham

The Town of Wareham Massachusetts was selected for three reasons. First, the researcher understands the town quite well, having been Assistant Superintendent of Schools in Wareham for two years and currently holding the position

of Superintendent of Schools. Secondly, an increase in taxes is needed to provide adequate municipal services. However, there is a widely held perception that the elderly in Wareham will reject any effort to increase taxes. Lastly, the town's population of citizens over the age of sixty-five is approximately 4500 out of 18,000 citizens. This means that approximately one-fourth of the voting population in Wareham is made up of senior citizens.²⁶ The overall population has grown at a rate of one percent every four years²⁷ and is expected to continue this growth.²⁸ There are six mobile home developments in Wareham which are predominantly residences of senior citizens.

Its school system consists of three elementary schools (K-5), a middle school (6-8), and a high school (9-12). The total population has been increasing while the school population had been decreasing steadily since 1980. In 1991, the school population increased nine-tenths of one percent. By understanding the baby-boom from 1946 to 1964 and the weak echo of the current birth rate, the plight of schools, as traditionally approached, becomes clearer. The response to the elderly must be put in context of historical events. Wareham must deal with this issue.

Wareham has a limited industrial base, a significant low income population, and a sizeable elderly community. In 1989, only ten percent of the jobs in Wareham were in the manufacturing sector.²⁹ In 1991, this percentage dropped to eight percent.³⁰

Wareham is the fourth poorest community in Massachusetts when measured by the percent of low and moderate income families in the town. In 1991, fifty-seven percent of Wareham families fell in the low to moderate income category. Eight percent of the families fell below the poverty level.³¹

For the school system, marketing appears to offer one approach to attract more resources.

F. Potential Support for Public Education

Public surveys indicate support for increasing the funding of education. On the national level, sixty-seven percent of those surveyed at the 1989 Annual Meeting of the U. S. Chamber of Commerce felt that government spending for education and training should be increased. This far exceeded the nine other program areas identified.³² (Figure 2.) The Louis Harris Polling Organization conducted a survey in 1986 which correlates with one the Boston Globe conducted in 1983 which indicated that seventy-two percent "strongly favor" increased spending on the public schools. According to a Boston Globe editorial at the time, "of those surveyed, 'most indicate their willingness to increase their taxes for a range of children's programs,' including education."³³

In January of 1990, the Washington Post and ABC News asked 1500 randomly selected adults, "Suppose the defense budget is reduced. I'm going to read you a few things that might be done with the money. Please tell me which of these

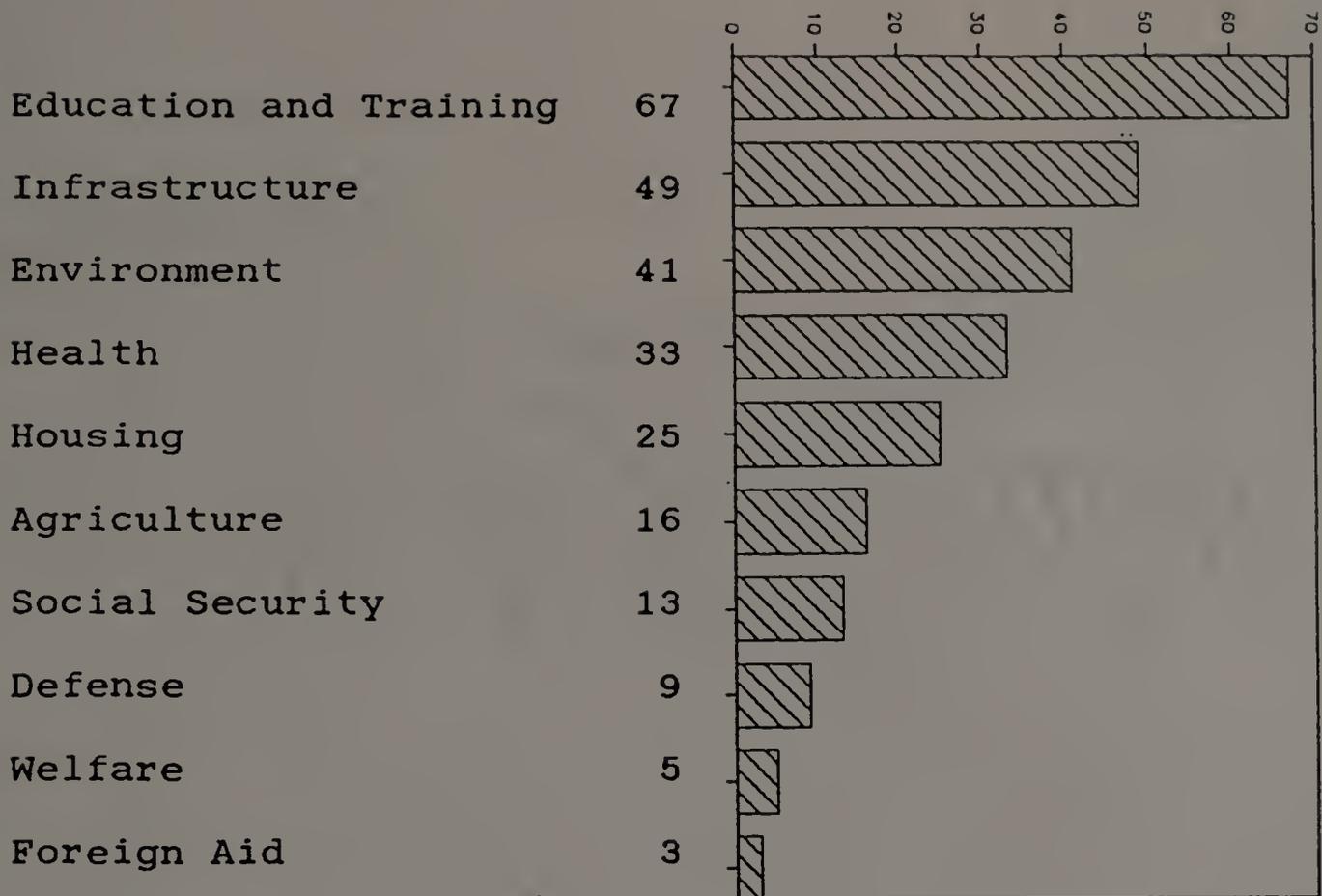


Figure 2. 1989 U.S. Chamber of Commerce Survey
Percent Favoring Increase in Government Spending

things you would like to see most of the money spent on."

Nine areas were mentioned. The most frequent answer was

"Improve public education and the schools." It was the answer of twenty-four percent of those interviewed. Far

down the list, eighth of the nine, was "Reduce Taxes" which was the answer of but five percent of those surveyed.³⁴

(Figure 3.)

In 1985, the Hull Massachusetts School Department took a random survey of voters in the Town of Hull as to their perception of education in the town. Every eighth voter on

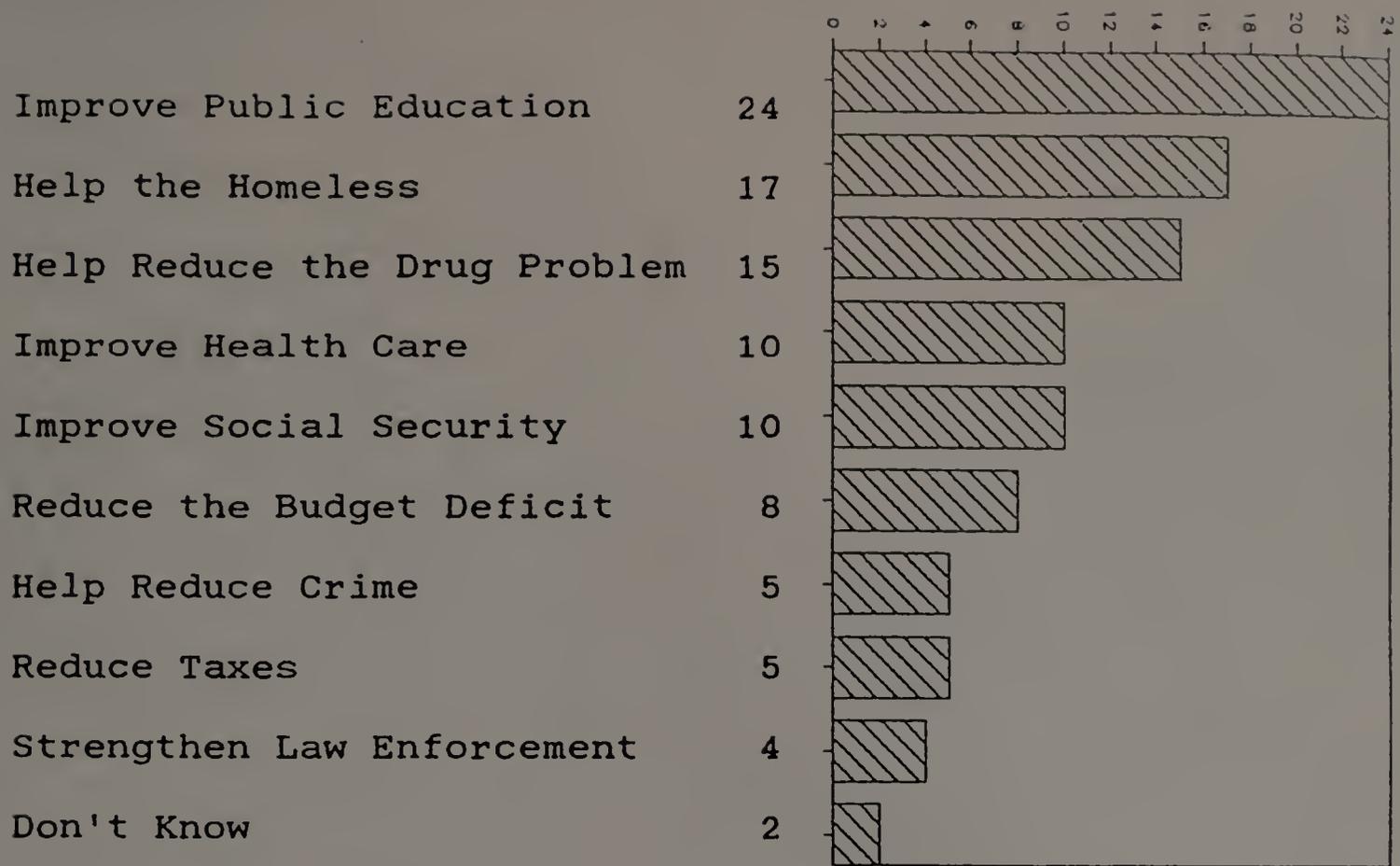


Figure 3. 1990 ABC/Washington Post Survey
Percent Recommending Reallocation of Defense Spending

the registration list was mailed a survey. Of the 800 surveys mailed, 100 were returned. Fifty-one percent of those who returned the survey said they wanted to increase the school budget. Twelve percent disagreed with increasing the budget. The remainder had no opinion.³⁵

The elderly population has not indicated an above average support for public education at this time. In November of 1990, a referendum was presented to Massachusetts voters to limit taxes. The AARP asked its membership to reject this ballot question.³⁶ It did not present its case by citing potential cutbacks in public education. Instead, it warned its membership about problems

the elderly might face due to a reduction in medical assistance, limitations in public safety, cutbacks in transportation, and issues which would endanger the environment. Voters decisively rejected the referendum, but not necessarily because the elderly supported public schools. Marketing to this important segment is essential.

G. Marketing Public Education

According to Erling Clausen, President of the American Association of School Administrators, a Gallup Poll on Public Attitudes towards Education taken in January 1990 asked the question, "What would Americans be willing to pay higher taxes to support?" Clausen said, "Number one on the list, with a resounding sixty-three percent was education, a landslide by any other standard. Other polls confirm this national commitment."³⁷

John Boyle, who conducted the Harris survey in 1986, concluded that "even if the public seems interested in a new product, that doesn't mean that they will buy it. The client still has to market it. All we can tell him is that the public is not turned off by the product. The clients have to demonstrate leadership, advertise the product, and sell it. The public will just not roll in."³⁸

An overall marketing process has several elements. In 1986, the Association of School Business Officials of the U.S. and Canada published Marketing Techniques for School Districts which summarizes key questions:

- a. What do we have that is marketable?

- b. What do we have that people want?
- c. What do we have that people need?
- d. What weaknesses do we have in the marketplace?
- e. What strengths do we have in the marketplace?
- f. How can we let people know what we are doing?
- g. Who is our competition?
- h. What resources will be needed?³⁹

By answering the above questions for each constituency, school administrators can develop a marketing plan. The process should begin by focusing on a single constituency and then target other possibilities that seem plausible. This work will be designed to provide a basis for linking one constituency, the elderly, with public schools. This study will assume that resources of the existing public education system, K - 12, can serve as a vehicle to provide services as well as opportunities for the elderly. The study will explore psychological, financial, educational, social, and physical needs of the elderly population, as well as additional needs that emerge during the study.

This work presents a detailed process for understanding needs and aspirations of elderly in one community that might lead to a successful marketing plan. Although focusing on the elderly in Wareham Massachusetts, it is hoped that the process and plan will have application for other cities and towns throughout the United States.

Following is a review of literature, the methodology used in the study, and an analysis of the research. The

work is then summarized. A comprehensive marketing plan for the Wareham schools, which focuses on the elderly population, is contained in APPENDIX E.

CHAPTER 2

LITERATURE REVIEW

The literature review provides insight into marketing strategies, needs and aspirations of older citizens, and organizational strategies currently in use which attempt to address those needs. The literature pertains to marketing principles and strategies specifically designed for public education. Even though there was considerable literature pertaining to marketing education from the standpoint of private and post-secondary schools, little addressed K-12 in the public sector.

A growing body of studies discuss the elderly in the United States. Because they are a significant new market for the commercial sector, much attention is paid to this segment. Also, some literature outlines programs and plans that the educational community has developed for the elderly population.

Literature concerning how other organizations deal with the problems of the elderly is also available. These organizations include post-secondary educational institutions and businesses.

A. Marketing

Accordingly to a standard text by Lipson and Darling, in order to market effectively an organization must

1. analyze their environment,
2. make appropriate measurements,
3. develop a product, and then

4. develop services to advertise, sell, and install that product.⁴⁰

Organizations must continually maintain an awareness of needs in potential markets. In addition, the packaging, promotion, and appropriate public relations for the product must be considered. Lastly, the organization must maintain a constant supply of goods and services.

Several additional issues will affect marketing processes. Tony Alessandra states, in The Art of Influencing People Positively, that organizations must build trust with clients, understand clients, allow clients to make their own decisions, and permit clients to impose their solutions to solving problems with consultation from the seller.⁴¹

Marketing plays a pivotal role in an organization. Anderson and Cateoria, in Marketing Insights, state that the company is no longer the center of business.⁴² This means that the needs of the consumer must drive the company. In like manner, schools must look to the needs of their customers. The customer is the focus. Schools must think and act the same way as businesses.

School leaders should adopt marketing strategies as they plan for the future. Peter Drucker, in Innovation and Entrepreneurship, discusses the entrepreneurial principals necessary in the public sector if agencies, including public schools, are to be successful. The Wall Street Journal cited Drucker as the dean of this country's business and

management philosophers. In preparing a book about the economic future of the United States, he presents marketing issues which must be addressed in the years ahead. The author states that innovation will be essential in order to compete in any future marketplace. This innovation must meet the needs of industry as well as society. He claims that social innovation is the most important of the two as we organize the systematic abandonment of outworn social programs and obsolete public service institutions.⁴³

Markets change rapidly from demographic and technological perspectives. Futurist Marvin Cetron, in The Great Job Shakeout, forecasts what industries and jobs will be viable in the future. Written as a guide for employment opportunities during the coming decade, this document gives guidance in developing strategies people can employ to be successful in the years ahead.⁴⁴

Technology will change the industrial landscape because manufacturing and service industry jobs have the potential to be automated. Cetron argues that individuals and businesses should begin retraining immediately. People must conduct appraisals of themselves, their homes, jobs, finances, and their families. According to Cetron, significant unemployment will occur for those that do not prepare for the future industrial environment. Schools must provide the skills required in the years ahead.

Cetron provides future industry demographics and economic issues America must deal with in the 21st Century

and notes that corporate giants will prosper while mid-size companies will "wither and die." Cetron cites the agricultural industry, where sixty percent of present mid-size farms will be gone by the year 2000. Furthermore, he predicts that the airline industry, which had ten carriers in 1989, will consolidate to three carriers in 2001. Presently twenty-five hotel chains control half the hospitality industry. By 2000, he predicts that there will only be three or four.

Smaller companies will provide more personal services due to a decline in mid-size companies. Giant corporations will need fewer accountants, computer professionals, and lawyers. People in those fields must look at becoming consultants for smaller firms that are predicted to flourish in order to give consumer's personal services unavailable from giant conglomerates.

It is imperative that educators look to the future and consider the changing environment if education is to market effectively. Cohen, in Restructuring The Education System: Agenda for the 1990's, indicates that if education is to improve in this country, it must receive support from the community.⁴⁵ Education can not do it alone. The report by Sheff, Enlightened Self-Interest, A Case Study Approach to Developing a Marketing Plan for Public Schools concludes that an effort to market public education will have a positive effect. Marketing will bring more community

involvement and ultimately more resources to the school systems.⁴⁶

The most essential element that an organization must have is an outstanding product according to a 1987 report from the Harvard Business Review, by Finn.⁴⁷ Winning the Brain Race, by Kearns and Doyle, provides a perspective to educators so that they might improve their product. Kearns and Doyle give a plan to reform education in time for the 21st Century. This plan is based on the premise that America is failing in its preparation of youth for today's and tomorrow's world. The authors suggest that the education community follow what successful corporations have done by permitting education to function in a free market society and by placing heavy emphasis on marketing options to parents and students.⁴⁸

The value of the product, the education of children, is questioned in a 1983 report by Achilles and Lintz, Public Confidence in Education: A Growing Concern in the 80's. Achilles and Lintz presented the paper at the Annual Meeting of the Mid-South Educational Research Association in Nashville Tennessee, in November of 1983. The authors focus on the work of the Phi Delta Kappa Commission, Developing Public Confidence in Public Schools. They document the decline in confidence that public education has experienced over the past fifteen years. The report stresses that improved communications by school officials, better public

relations, and marketing, are measures that would bring back this confidence.⁴⁹

Marketing Techniques for School Districts, by John Lane, is a comprehensive report that provides direction to school systems that want to market their product. According to Lane, the product is the education of youth. Before beginning to implement their marketing effort, educators should ask the the nine questions posed by Lane and listed in Chapter I.⁵⁰ Mary Nebsen, in an article Marketing and the Management of Public Schools, indicates that educators are not product oriented. She says that educators are not responsive to the needs of the market. She makes twelve suggestions for the development of a marketing program:

1. Analyze the present situation.
2. Develop a marketing plan.
3. Develop a customer philosophy
4. Create an organizational image.
5. Create a high level marketing position.
6. Obtain top level support.
7. Develop good internal communications.
8. Develop good external communications.
9. Decide what to communicate to the media,
non-parents, and to others.
10. Develop product differentiation by communicating
special or unique programs.
11. Develop a feedback system.
12. Lobby for what you want to get.⁵¹

William J. Banach, from the Macomb Intermediate School District in Clemens, Michigan, prepared a report, "You Deserve a Break Today - So Start Marketing Schools." The report in the journal Thrust for Educational Leadership, October 1979, tells school administrators that it is essential that marketing plans be developed in order to gain support for education. The author cites many positive areas of public education that should be communicated to the public in an effort to obtain additional political and financial support.⁵² A later report by Banach outlines a comprehensive view on how to market education. The 1982 work indicates that the marketplace has changed as evidenced by an erosion in public confidence, fewer clients, more single parent families, a changing workplace, technological changes, and changes in values. Banach says that educators must listen to the needs of its customers by conducting consumer orientations and developing the schools that the public wants.⁵³

An essential ingredient to the process of marketing is to obtain a needs assessment. In 1984, the School Trustees Association published a report written by Bruce Campbell which is an excellent reference for school administrators. The document provides guidelines for obtaining needed community input in order to do a needs assessment prior to conducting the marketing. The report, How to Conduct A Community Survey, A Manual for School District Personnel, is a guide for educators who are developing marketing plans.

Campbell's work discusses why and how to obtain public opinion on public education. Campbell stresses the importance of knowing your community before beginning to develop any plan. He says that educators should understand that each community is unique.⁵⁴

Information on how to set up a questionnaire, sample, collect, and process data is also contained in this book. The questionnaire should be clear and then tested before any survey is undertaken. The survey should be of a randomly selected population, conducted in a relatively short time frame, and processed to give educators an unbiased picture of that which is surveyed. The goal of the book is to provide a short practical guide to those working in public education who are interested in conducting a survey.

An additional step in the process of developing a marketing plan is segmenting the market. According to Black and English, in What They Don't Tell You in Schools of Education About School Administration, the community rarely speaks in one voice.⁵⁵ Because of this, the community must be divided into several constituencies or markets. This is called market segmentation. Each segment must be analyzed to determine how a particular product will satisfy a defined need.

One such segment is the elderly. In 1989, The Center for Mature Consumer Studies at the College of Business Administration, Georgia State University, published a report Elderly Consumers, which states that older consumers are not

as likely to complain about unsatisfactory services. They will accept newer technology just as readily as younger people, and will demonstrate a spirit of giving. It is important to study older people, their needs and their wants.⁵⁶

Marketing has taken on a very significant role in higher education. Raymond Taylor, in his work, Perceptions of Academic Deans Toward Selected Marketing Approaches to Higher Education, describes how marketing became vitally important as higher education changed over time.⁵⁷ In the 1950's and 1960's higher education went through a period of great prosperity. A report from Princeton University states that from 1957 to 1968 Princeton received more money for capital needs and current programs than it had raised in its entire 212 year history. In the 1970's, when enrollments stabilized and resources declined, higher education turned to marketing as a means to acquire the needed resources.

David Penner, in Applying Marketing Concepts to Seventh-Day Adventist Secondary Education, states that marketing in education has been productive and worthwhile when performed properly.⁵⁸ A. R. Krachenberg, in "Bringing the Concept of Marketing Higher Education" from The Journal of Higher Education in May 1972, indicates that marketing gives negative connotations such as hard sell tactics of used-car salesmen. This has given higher education reason to reject this concept.⁵⁹ Brent Knight and Dennis Johnson, in "Marketing Higher Education" in the Winter 1981

Educational Record, states that marketing has many positive potentials for higher education. They say that marketing emphasizes quality in education and that it forces colleges to understand and capitalize on the things they do best.⁶⁰

This brief review of marketing suggests that educators should look at the changing environment in society and plan for it. An essential ingredient is the development of a quality product that can be marketed. Another, no less important, is to acquire the understanding of the needs of the community and to implement a strategy to segment the market in order to market to each segment effectively. One such segment is the elderly.

B. The Elderly

The elderly are an important group in our society as their numbers are growing at a rapid, accelerating rate. One of the most notable works which discusses the elderly is the book The Age Wave, by Ken Dychtwald. This book focuses on the population over the age of sixty-five and describes its potential as a group with enormous economic and political clout. According to Dychtwald, as life expectancy continues to rise, there is a continued shift to an older population. This shift is creating a major change in our society, one we must be prepared for if we are to meet the challenges of the future. Older people will have increasingly more political power as their group expands. Dychtwald says, that when the baby boomers advance into their fifties and sixties, they will become the demographic

group that sets the political agenda and dominates election outcomes.⁶¹

Education is also an important factor in the life of the elderly. Dychtwald suggested that returning to school will become common among older people. Some universities are building specialized adult communities which focus on lifelong learning.

A study of issues involving the elderly include the The Empire of AARP, by Gabor, which indicates that the American Association of Retired Persons is a "growing army" of nearly one in every five voters, a fact lost on few campaigners in election years.⁶² This dovetails with Dychtwald's writings. He calls this trend "the most important trend of our time." He states that the elderly population is, "the most important politically and financially influential group America has ever seen."

A study in 1990 by AARP in Massachusetts reveals that because persons sixty years and older register and vote in much higher proportions than any other group, older people comprise as much as forty to fifty percent of the actual voters in many elections.⁶³ AARP has also described a demographic profile of the elderly and predicts significant future growth. This report provides an insight into the elderly's marital status, their living arrangements, and their geographic distribution. Older men were nearly twice as likely to be married as older women and half of older women were widows. According to AARP, eighteen percent of

men over the age of sixty-five live alone while forty-three percent of women over sixty-five live by themselves. Persons sixty-five or older are less likely to change residence than other age groups and they were less likely to live in metropolitan areas than younger persons. About thirty-one percent of older persons live in central cities and forty-two percent live in suburbs.

Charles Schewe, of the University of Massachusetts, emphasizes the importance of working with this group. In his document, "Effective Communication with Our Aging Population," Schewe indicates that we must not ignore this constituency in planning marketing strategies for the future. According to Schewe, "Recent research has shown that older people recall pictures better than words and words better than nonsense syllables. It is suggested that pictures, then words, offer greater levels of concreteness and are less taxing on the elderly's processing functions." The author stresses that those that desire to market to the elderly must enhance communications with them.⁶⁴

As older people increase in numbers and become increasingly more important, marketing people must understand how the elderly differ from traditional younger markets. In Role Transitions in Older Adults: A Marketing Opportunity by Schewe and Balazs, many marketing opportunities for businesses are presented. These opportunities arise from the fact that the elderly have a high degree of disposable income. As their lives change, so

do their needs. "Empty nesters" focus on spending more on services than on things and retired people tend to travel more. The aging population will require more health care. Marketing plans should be developed to address the new roles of elderly consumers.⁶⁵

These new marketing issues can cause problems for organizations that do not understand the characteristics of the elderly marketplace. A report by the United Seniors Health Cooperative, funded by the W. K. Kellogg Foundation in 1989, cites ten mistakes that they had made in their efforts to market health services to the elderly. These errors include the following:

1. We confuse "need" with "effective demand."
2. We did not listen to our market.
3. We did not define our market clearly enough.
4. We underestimated the time and resources needed for marketing.
5. We did not consider the competition.
6. We were product-driven instead of market-driven.
7. We confused the purpose and form of our services.
8. We had trouble abandoning our "lemons".
9. We avoided stringent cost controls until it was almost too late.
10. We were not clear about the business we were in.⁶⁶

This powerful market segment will have a significant influence on the future of society. An understanding of the elderly is essential to any organization that wishes to

attract resources from this segment. The needs and aspirations of the elderly must be understood in order to realize an increase in resources from the elderly.

C. Needs of the Elderly

As noted in Chapter 1, Wolfe, in Serving the Ageless Market, outlines characteristics of the elderly which include creativity, involvement, the desire to acquire wisdom and experience, the desire to share wisdom and experience, vitality, productivity, and compassion for others.⁶⁷ Dychtwald in Age Wage, describes a wide array of needs and desires of senior citizens which can be organized into five categories: social, physical, educational, financial, and psychological.⁶⁸ These categories and their respective needs are indicated below.

1. Social

The social needs of the elderly include the need for them to be involved with people of their age as well as younger people. This involvement arises because, according to Dychtwald in Age Wave, the structure and purpose of the American family has changed.⁶⁹ He indicates that the basic social unit has been changing continually and what once were fundamental relationships, no longer exist. He cites that there is a lower ratio of children to parents, an increase in widowhood, and an increase in number of women of caregiving age entering the labor force. Senior citizens, who formerly relied on family for support and social interaction, now must look to other sources to answer this

need. Spotts and Schewe in Communicating to a Mature Market: Principles From Behavioral Sciences, confirm this. They state that with advancing age, "changes occur in the older person's interpersonal contact and community development."⁷⁰ They continue to say that an older person's inclination to help others is greater than that of a person who is younger. In the report, The Impact of Changing roles on the Mature Consumer, by Balazs and Schewe, it is said that widows enjoy the company of others.⁷¹

As reported in Wolfe's Serving The Ageless Market, the need to "love and belong" must be looked at from a different perspective.⁷² The elderly need to have relationships with others that will bring warmth and affection. AARP published a report Truth About Aging, which states that "meaningful personal relationships are as important in the later years as they are in youth. The desire for satisfying companionship, both emotional and physical, is perhaps even greater in later years."⁷³ This can be found through participation in new activities where new relationships can be established. Such activities would include participation in senior citizens clubs, volunteering, and teaching.

According to the "Center for Mature Consumer Studies Newsletter", College of Business Administration, Georgia State University, people over the age of fifty-five demonstrate a spirit of giving.⁷⁴ Older adults give money and time, especially to religious organizations. The Center reports that senior citizens develop opportunities to

socialize. In addition, the Center says they feel better about themselves, an additional basic need according to Maslow, as noted in Wolfe's Serving The Ageless Market.

Some of the possible answers to the social needs and desires of the elderly are outlined below.

A dissertation in 1988 by Hermine Burris, entitled Design and Implementation of an Intergenerational Program that Fosters Creativity and Learning for Preschool Children, confirms that the elderly can develop positive relationships with children.⁷⁵ This dissertation concerns community involvement, community programs, and day care. The object of the program was to improve young people's attitudes toward older people and to seek positive comments from older people about intergenerational programs. Children showed a seventy percent increase in positive attitudes toward older people. Interviews with older people elicited one hundred percent positive feelings about the program. Strengths of the program for the elderly included their feeling more useful to society. The elderly did not indicate any negative feelings. This program helped to improve the attitudes of older people toward children as the result of one to one relationships. One program consisted of elderly people reading story books to preschoolers which depicted the elderly in positive activities. Additional activities, which utilized the existing skills of the elderly, included programs involving art and music.

There is evidence that the elderly will be a source of teachers in the years ahead. According to the 1987 report, Education's Greatest Untapped Resource: Second Career Scientists and Engineers, the elderly represent a major source for the supply of educators as we approach the 21st century. According to data gathered from this nine month study the authors concluded,

"At a time when the nation is alarmed over the shortage of qualified science and math teachers in public schools, the National Executive Service Corporation has discovered an untapped resource, an ever abundant supply of career professionals nearing retirement who have expressed a willingness to teach."⁷⁶

A 1986 study by Robert Gundling, Bridging the Gap Between Generations, An Intergenerational Program Between A Public School, A Senior Center, and Two Private Nursing Home Facilities, describes a program where young children interacted with the elderly. The interaction consisted of meetings, telephone conferences, pen pal programs, visits to nursing homes, and story telling to four-year-old children.⁷⁷

An additional report by Billye Joyce Fine in 1986, Recruit, Train, and Involve Retired Senior Citizens As Volunteer Aides in the Preschool Program, also supports using senior citizens to assist teachers. In this case, the area of assistance is the teaching of a phonetic discovery

pre-school curriculum using retired senior citizens as teachers.⁷⁸

2. Physical

As one ages, the body does not function as well as it used to. According to Truth About Aging, a publication of AARP, physical changes and the loss of health are perhaps the most feared aspects of growing older.⁷⁹ The report states that older persons require health care more often and longer than young people. Spotts and Schewe, in Communicating With the Elderly Consumer: The Growing Health Care Challenge, note that as the elderly population lives longer, the health care needs of this group will expand.⁸⁰ The authors continue to say that chronic health conditions of senior citizens are major problems. In addition, they say that the average time spent in hospitals increases as one's age increases.

Good health and relief from suffering are great needs of the older people. According to Dychtwald in Age Wave, the probability of death or illness from heart disease is one hundred and fifty times greater than the risk at the age of thirty-five.⁸¹

Home care issues, avoidance of accidents, and long term care are concerns of many people over sixty-five. Improved hearing, improved eyesight, and improved mobility are very significant to an older person's lifestyle. Some methods that the elderly could employ to deal with their health needs follow.

If I Knew Then What I Know Now - Exercise Cautions

concerns exercises senior citizens should perform. This report describes cautions the elderly must be aware of, but suggests that the elderly will have a propensity for conducting exercises. Ruth Lindsey completed this work in 1987.⁸²

Accidents and Alcohol Abuse Among Older Americans, by Boris Blai Jr., states that the elderly need greater knowledge about health problems.⁸³ The elderly are more prone than younger people to more frequent accidents and injuries. Conditions that make the elderly more vulnerable include diseases, medication, alcohol, pre-occupation with problems, and drowsiness. Additional health issues include poor eyesight, poor hearing, arthritis, neurological diseases, and impaired coordination. The author cites a need of the elderly to have a better understanding of these medical issues.

3. Educational

Older people have a thirst for learning. They want to know more about their world, especially as it relates specifically to them. This is consistent with one of Maslow's fundamental needs, the need of "self actualization." The AARP in College Centers for Older Learners, notes that "older Americans today participate in educational activities in record numbers and in greater proportions than ever before."⁸⁴ Gerald Heeger, Dean of New York University's School of Continuing Education, according

to an article by Anne Bianchi in "Modern Maturity Magazine", states,

"With the emergence of longer healthier lifespans and the end of mandatory retirements, the multitude of options for older Americans is both exhilarating and exciting. Continuing education becomes a way of sorting out ideas, interests, strategies, and choices." They need to know about legal, medical, insurance, and retirement issues. In addition, senior citizens want to learn more about computers as well as how to acquire additional capabilities in reading comprehension.⁸⁵

AARP's Making America Literate states that more than twenty million adult Americans cannot read and three million adults have never attended school.⁸⁶

In 1987, Carol Barnes conducted a study of older students in college programs. The report, titled A Survey of the Characteristics of Participants in the College Centers of Older Learners, concludes that older people in college programs are usually better educated, retired, in fairly good health, and in middle to high income brackets. Individuals that are not served are minorities, people in poor health, people of low income, poorly educated individuals, and those lacking adequate transportation.⁸⁷ Many elderly do not participate because they are uncomfortable on college campuses or are fearful of academic participation. However, the study reports, those who do attend such programs enjoy the experience.

Some possible solutions to the educational needs of the elderly are outlined below.

Many senior citizens must deal with the problem of literacy. Bella Jacobs, in her study about tutoring older adults in literacy programs, Literacy Education for the Elderly Project, concludes that literacy is an important issue with our older population and that it can be taught to senior citizens.⁸⁸

The same strategies employed with youth cannot be used to teach to older learners. A report by Mark H. Anshel, The Use of Cognitive Strategies To Enhance Motor Skill Acquisition and Retention in the Elderly, was conducted in 1983.⁸⁹ His study found that the only differences between the young and the elderly are differences in shifts in nutrition, education, public health, and attitudes, and are not due to aging. The primary objective of cognitive strategy for older persons is to make novel stimuli more salient, more meaningful, and more familiar to the learner. This will expedite the rate which information is perceived, stored, retrieved, and then put into action. This document provides an insight to strategies which can be used to teach the elderly.

Lori L. Temple wrote a report in 1987, The Development of Computer Confidence in Seniors, which analyzes a test conducted to determine the degree of computer literacy in adults. Students were given a twelve hour computer confidence course. Seniors showed the expected increase in

literacy but not the expected decrease in anxiety. Computer knowledge was taught in lecture format while computer application was taught using an experiential, hands on approach. According to the author, future investigation must be conducted to determine how to reduce anxiety levels. It was recommended that computers be made available on a regular basis to the elderly and that they should establish social networks with each other using computers. Once instructors found that computers had been made available, they found an ample supply of seniors interested in learning how computers can enhance their lives. Results have indicated that older computer users have both the willingness to explore the functions of computers and the ability to use computers to enhance daily functioning.⁹⁰

4. Financial

Wolfe, in Serving the Ageless Market, states that older adults have a need for quality and will spend their money for quality in lieu of quantity. He continues to say that senior citizens have a desire to be productive. It is this productivity that could give way to their ability to acquire quality.⁹¹ However, Dychtwald, in Age Wave, says that "people live longer and retire earlier."⁹² These two concepts are the foundation of the elderly's financial needs and desires. Added to that is one of Maslow's basic human needs, "safety and security."

Financial areas of concern for the elderly include retirement income, insurance, consumer behavior, and

financing health care. This group also wants to learn about income generation schemes. They are very concerned about their role in the work force. Eugene Carlson, in "'Graying' Market May Not Be So Golden," written in the Wall Street Journal, says that more than half of those interviewed in a Wall Street Journal survey said that they are not as comfortable financially as they were during their working years.⁹³ Carolyn Shaw Bell in the Boston Globe in 1990 stated that the "total income and average income show a group of older people who are as well off as younger people, but real hardships also exists for the elderly."⁹⁴

"Multi-Trend," a quarterly publication of the Lincoln National Life Insurance Company, in the fall of 1989, notes that "there is a growing need for each individual to properly plan his/her financial future."⁹⁵

The elderly also must deal with the job market. They must understand issues surrounding the acquisition of a job and keeping a job. A hearing was held before the Subcommittee on Health and Long Term Care in the U.S. House of Representatives in 1987. The text of the hearing, entitled Ability is Ageless, alludes to the skills the elderly have, maintain, and that can be of value to them and society.⁹⁶ This hearing discussed the accomplishments of Herbert Browne, a chemist and scholar who received the Nobel Prize for work done well after the age of sixty-four. He received the Nobel Prize at the age of sixty-seven.

Job and training opportunities for older workers are contained in the report, Using a Lifetime of Experience, a 1990 document from AARP in Washington D. C.⁹⁷

5. Psychological

Maslow's hierarchy of needs as noted in Wolfe's Serving The Ageless Market, include self esteem, love, belonging, safety, and security.⁹⁸

Senior citizens have great psychological needs. They want to avoid depression and they want to seek emotional support from those around them. Wolfe says, "Most seniors want to continue producing something of value, for that is the only route to self esteem." The elderly want to avoid isolation as Dychtwald said in Age Wave.⁹⁹ The use of their increased leisure time demonstrates the elderly's need for happiness. Most recently, in conversation with Charles Schewe of the University of Massachusetts, there are indications of a great need for spirituality.

Nancy Katz, in her article "Staying Alert Can Mean Staying Alive," noted that Ellen J. Langer, professor of Psychology and Social Relations at Harvard University, has developed evidence that many elderly may die prematurely, simply as a result of mental stagnation. She states that the elderly need mental challenges.¹⁰⁰

In 1986 Judith L. Smith, described a program involving college centers for older learners.¹⁰¹ The elderly population is an untapped student body of "learned learners." This report deals with motivation and

information about meeting needs in addition to outlining strategies that one can use to launch such a center. Elderly students participate in short courses, receive no grades, and like to meet in discussion groups. To develop such a program, broad community support is a necessity. This support should include school administration staff and persons familiar with the field of gerontology. A 1981 survey provided insight into the courses in which senior citizens were most likely to enroll. There are two categories. Some courses such as philosophy, religion, and language offer a continued sense of meaning. Others provide a sense of control or coping such as physical education, health care, business courses, and home economics. Intellectual and creative pursuits generate a sense of accomplishment and improve self esteem. People learn throughout their lives building on life experiences. Learning and performance continues at a high level for most older adults until at least the age of seventy. Most older learners do not seek degrees but seek courses that are directly applicable to their interests and needs.

In 1985, Janice E. Sims Johnson presented a study entitled Music in the Creative Lifestyles For the Elderly. She concludes that music activities for the elderly can stimulate creativity and help develop independence, self confidence, and a sense of accomplishment. She feels that music can certainly be included in the curriculum for the elderly to answer emotional needs.¹⁰²

Technology, an area that addresses educational, social, and psychological needs of the elderly, can help the elderly through the use of television. A 1987 study by Gerald Straka, Older People and Communication Technology, confirmed that television, especially cable television, is a tool which should be used to communicate to the elderly.¹⁰³

Communications is an integral part of the marketing process. He found that older people are more positive in their attitudes toward television than are younger people. One-third of the elderly in the study applied for cable television with the prospect of receiving specific programs. Light entertainment programs, along with news and information programs, lead the list of the most popular programs. Local channels, sports channels, and information channels were the favorite channels. With few exceptions, all interviewed stated that their daily routine did not change since they had been connected to cable television. After further questioning, however, they indicated that their viewing time had been altered to the effect that television was now watched at other times during the day. The report stated that their total viewing time had increased.

Some of those interviewed indicated that cable television had an effect on their interpersonal communication. Television viewing could be a substitute for primary communication. The majority of those interviewed

looked upon television as being more truthful than a newspaper.

The elderly's needs, be they social, physical, educational, financial, or psychological can be answered through various resources public schools can offer. These needs can be answered through interaction with children, exercising, and lifelong learning. With the needs and aspirations of the elderly population identified, literature was reviewed that gave insight to how other institutions have dealt with this growing segment of the market place.

D. Elderly Issues and Other Institutions

Since it has been determined that the elderly have a need for further education, literature was reviewed concerning how other institutions have dealt with elderly. Some schools now depend upon the adult market for their survival in this post-baby-boom era. Women's colleges spotted the opportunity early. In 1978, Smith College started to recruit older students when women's colleges began losing prospective students to schools that were going coed. This was reported in a Newsweek article by Connie Leslie and Timothy Noah, "The Graying of the Campus."¹⁰⁴ Leslie and Noah also stated that thirty-seven percent of the students at the University of Cincinnati were over twenty-five years old. This occurred after the university developed a program of actively seeking older students. According to the article, Northeastern University offers

classes at fourteen different locations. Northeastern makes the faculty come to the areas where there are students.

Several colleges have developed programs under the title, "College Centers for Older Learners." These programs are for older adults interested in educational, cultural, and social opportunities. Here older people develop new talents and pursue new interests. The report by Judith Smith, College Centers for Older Learners, outlines typical program characteristics which are listed below.

1. There are no prescribed programs as participants determine their own requirements.
2. Courses are not graded in an attempt to eliminate competition.
3. Activities are designed specifically for the older student.
4. Time schedules are flexible which allow freedom of lifestyles for the older students.
5. The older students share classes with people of their own age.
6. All college facilities are available to the older students, including libraries, swimming pools, and cafeterias.
7. Instructors come from retired faculty, community resource people, and fellow students.
8. The social aspects of student life are an integral part of the program for the older learners.

9. Fees for these programs are either nonexistent or very low.¹⁰⁵

Smith's report provides an insight into recruiting and financing. First, school administrators must take an inventory of school resources to understand what schools have available for such a program and determine what may be needed. School administrators would then select key persons, including older people, who would set up such a program. According to Smith, one successful method of recruitment was to meet with community leaders at a breakfast or a luncheon to discuss the potential program. This meeting would not only provide the base for obtaining leadership, but would be the beginning of establishing a base for prospective students.

Funding for such programs usually begins with seed money from the college sponsoring the program. Additional revenue would come from enrollment fees. However, funds can come from grants or agencies which serve older people.

Another organization that has successfully involved older people is the Peace Corps. A report, Peace Corps Training and Older Volunteers, Training for Development, was prepared for the Peace Corps in 1985 in an attempt to recruit and train older people for their program.¹⁰⁶ The Peace Corps program deals with people who must leave their communities for service elsewhere. The Corps provides significant training to deal with issues the elderly face. One such area is self confidence. Training for these elderly volunteers promotes self esteem and gives the senior

citizens the confidence that they can succeed at something new.

An important ingredient to the success of their efforts is the formation of a network of friends who will support the elderly in their new work. In addition, proper supplies must be provided for this group to minimize any frustrations that might occur. An important component in training older Peace Corps members is to provide them with all possible assurance and reassurance that they are performing competently. Although these people may have been confident about previous experiences, they must have successful experiences in the new ventures if they are to continue in the program. Their successes must be measured by their own standards so that they can attain realistic goals. Consideration must be given to the many health issues the elderly face. In addition, the environment of the corps must allow for people who are aging. Much consideration should be given to insure that they can see and hear. The program must also deal with any lack of physical mobility.

The learning environment should be paced to permit the older learner to acquire and understand the material presented. According to the report, one's capacity to learn does not decrease with age, although the teaching style and pace of the instruction may need to be adjusted. In addition to presenting the material at a regulated pace, consideration must be given to insure that the material is

relevant, in order to reduce the potential of failure. The fear of failure must be removed from the older learner.

The Peace Corps recommends adherence to the learning issues cited above which should be used in development of instruction for the elderly.

Several companies have made major efforts to provide opportunities for older citizens to receive intellectual stimulation as well as additional income. The American Association of Retired Persons published a report in 1988 entitled Using the Experience of a Lifetime.¹⁰⁷ This report tells of many corporations that provide opportunities for older people. For instance, Texas Refinery Corporation in Fort Worth feels that older workers are the firm's most highly motivated and successful workers. Five hundred members of the sales force are in their sixties, seventies, and eighties. Their loyalty and reliability have enabled many of them to become top producers and earners. Kelly Service, Inc. has a special recruitment effort geared toward older persons and retirees. Kelly feels that these employees are successful in their organization because they are trainable and because they enjoy the flexible work schedule that this temporary office work provides.

The flexibility of older employees is the reason that Control Data attracts older workers to perform temporary work for the corporation. Control Data gives their employees the opportunity to learn new jobs in the middle of their careers and conducts a course that facilitates the

employee's ability to change careers. According to Dychtwald's Age Wave, older employees at Control Data are eager to put their new skills and ideas into action.¹⁰⁸ The publication Using The Experience Of A Lifetime cites several corporations that have effectively dealt with the issue of elderly employees.¹⁰⁹ Some additional examples follow.

General Electric is a company where forty-two percent of the professional engineering staff will be eligible for retirement within the next ten years. Key employees are being urged to teach courses and work with younger employees to insure that vital skills are not lost when key employees retire. Training of workers at Crouse-Hinds ECM in New York is provided to upgrade the skills of long-time employees. The company offers training to workers of all ages in order to keep up with technological change. The majority of trainees are between the ages of forty-five and sixty-five.

Because of changes in technology, older workers at AT&T and Pitney Bowes are both students and teachers. They report that the employees' response to these two avenues has been enthusiastic.

McDonalds Corporation has designed a special program called McMasters where older workers are trained. This program began as a partnership with the Maryland State Office on Aging. McDonalds retains approximately seventy-one percent of the older employees trained.

With retirement on the horizon for so many workers due to the growing numbers of people nearing retirement age and

because of many companies encouraging early retirement, several companies have developed reduced work schedules for older workers to ease the transition. This allows the prospective retiree to pursue activities which permit personal growth and possible new careers after retirement. Xerox has a plan which permits employees to obtain a leave of absence to conduct volunteer work in a community.

One reason people retire is that the skills that they developed when they were younger are no longer appropriate to the needs of the future. According to Ken Dychtwald in Age Wave, the fastest growing type of education in America is corporate-sponsored training.¹¹⁰ Janet Norwood, Commissioner of the U.S. Bureau of Statistics, said, "The changes in our economic structure will require more skill, not less, more education, not less."¹¹¹

Companies including IBM, Pitney Bowes, and Levi Straus provide funds for retirees to take courses, some of which may lead to new careers. Some 9000 retirees at IBM participated in the company's Retiree Education Assistance Program. This corporate sponsored program provides up to \$5000 in tuition aid to employees and their spouses during the three years before retirement and the two years after retirement. According to Dychtwald, people use the money to study everything from real estate to bridge, from painting to carpentry.¹¹²

These options are examples of creative ideas that organizations, including higher education and corporations,

are implementing to answer some of the needs of the increasing numbers of older people.

The literature reviewed indicated that marketing can be effective for schools to use to seek support. The marketing literature revealed that to market successfully, the market must be segmented. A large, significant segment of the market is the elderly population. This group was studied. A further marketing strategy is the process of determining the market's needs. Literature reviewed provided several needs of senior citizens. It was learned that many of these needs can be addressed through resources available to public schools. Further reading revealed that other institutions have instituted programs to address elderly needs. This literature confirmed that public schools can answer needs. It also provided various strategies and methods that public schools could employ to deal with those needs.

CHAPTER 3

METHODOLOGY

A. Methodology of Study

The process of identifying the needs, wants, and desires of the elderly population in the present study included three steps; a survey, interviews, and a review of results by a focus group.

1. Survey Attitudes of the Senior Citizens

The attitudes of the senior citizens in Wareham toward children and public education were explored by conducting a survey of a sample of Wareham residents over the age of sixty-five. The survey process included the following:

a. Development of Survey Instrument

The researcher designed a survey instrument to determine the attitudes of the elderly in Wareham toward children and toward public education and in order to select a sample for subsequent interviews (APPENDIX C). The survey was short and printed in large type so that it would be easy to read and understand. A brainstorming process, aided by a computer program, "IDEA TREE," was used to develop questions. This computer program allows one to pose a question and enter it and related questions into the computer. A hierarchy of questions can be developed using this program and a "tree" of related questions can be printed (APPENDIX A). To begin the process, the author posed the question, "Will the elderly support public education?" This was considered the prime question in the

brainstorming process because an affirmative answer to this question would be the jumping off point to learn the attitudes of senior citizens toward children and public education. Thirty-four additional questions evolved during the brainstorming.

The following four major questions emerged from the process:

- i. At this time, how important are children in your life?
- ii. Would you give money towards the future of children?
- iii. How important is public education to you?
- iv. Would you give some of your time to the children of Wareham?

In addition, three secondary questions surfaced in the process:

- i. Do you feel that the future of children will have an impact on your future?
- ii. Is education the most essential social service?
- iii. Do you feel responsible for future generations?

In order to create a survey instrument that respondents could record their answers in a Likert type scale, the questions were altered to make the following seven statements.

- i. Children are very important to me at this time.
- ii. Public education is important to me.
- iii. Education is our most important social service.

- iv. The future of children will have an important impact on my life.
- v. I feel responsible for future generations.
- vi. I would be willing to give some of my time to help children.
- vii. I would be willing to give support for a child's education.

The respondents were asked to record their feelings about each statement by filling in the appropriate box in a Likert type scale which indicated:

Strongly agree

Agree

Do not agree

No Opinion

It was noted on the survey instrument that the results would be kept confidential. There was a provision on the form that allowed respondents to note their name and telephone number if they would like to be interviewed.

Prior to finalizing the questions on the survey, it was reviewed individually by three people over the age of sixty-five who did not live in Wareham. These persons provided suggestions to improve the clarity of the instrument; the wording of the questions was revised accordingly. The survey instrument is contained in Appendix B.

b. Conduct of Survey

A random sample of the elderly population was identified to receive the questionnaire. The census listing of all citizens over the age of sixty-five was obtained from the Town Clerk's Office in Wareham. This list contained the names and addresses of 4209 people out of the approximately 4500 senior citizens who live in the town. The listing included all persons who responded to the 1990 census which was in the process of being updated and purged by the Town Clerk's Office. It did not contain the name of each person in Wareham over the age of sixty-five but the Town Clerk considered it to be eighty-five percent accurate. Every twenty-first name on the list was selected for the mailing in order to obtain two hundred random names and addresses. The goal was to have a response rate of at least twenty percent.

Each mailing included an introductory letter (see Appendix B), the survey instrument (Appendix C), and a return self-addressed stamped envelope.

The survey was conducted over a three week period. A post office box in Wareham was rented for the period so that the respondents would feel more comfortable completing the instrument.

3. Establishment of Elderly Needs, Wants, and Desires Through Interviews

The needs, wants, and desires of the elderly who live in Wareham were determined by conducting "Standard Open-Ended Interviews" with eight senior citizens in

Wareham. The process was conducted in accordance with procedures contained in Qualitative Evaluation Methods by Michael Q. Patton.¹¹³

a. Selection of persons to be interviewed.

The researcher wanted to determine the needs, wants, and desires of elderly in relation to children and schools. People who answered "Strongly Agree" to one of the fundamental questions were candidates for interviews. People who answered "Disagree" were also candidates for interviews. The four fundamental questions were:

- i. At this time, how important are children in your life?
- ii. Would you give money towards the future of children?
- iii. How important is public education to you?
- iv. Would you give some of your time to the children of Wareham?

The reason that those interviewed came from the pool of elderly who either "Strongly Agree" or "Disagree" was the desire of the researcher to obtain a wide range of views as well as to learn the needs, wants, and desires of people who felt strongly about the respective questions. It is these individuals that will most likely either provide support for education or be firm in not supporting schools. The goal of this phase of the project was to learn what these individuals feel about schools and children in order to ultimately develop an appropriate marketing plan. An

understanding of the needs from a person favorable to public education or favorable to children would give insight into what techniques could be implemented to obtain support from those most likely to give it. An understanding of persons who are not inclined to support public education or children would allow educators to develop techniques which might attract support from these people and at the same time learn how difficult it will be to obtain that support.

Fifty-six percent of the forty-eight respondents contained names and telephone numbers of persons willing to be interviewed. Of this group, those that answered a question, "Strongly Agree" or "Disagree" were identified. The researcher randomly selected one person from each group of people that answered "Strongly Agree" to be interviewed. Every third person identified was called to arrange an interview. Because only one person answered "Disagree" to Questions 1, 2, and 3, that person was selected. Two persons answered Question 4 "Disagree." The person selected to be interviewed was arbitrarily selected.

The number of persons eligible to be selected for interviews is contained in Table 1.

b. Conduct of interviews.

Each of the eight persons selected was interviewed for approximately sixty minutes. Each person interviewed was told that the the entire interview would be kept confidential and that their name would not be a part of the

record. The audio from each interview was taped magnetically for later analysis.

Table 1
Summary of Potential Interview Pool

	Strongly Agree		Disagree	
	Total	Gave Name	Total	Gave Name
Question 1	26	9	1	1
Question 2	32	11	1	1
Question 3	26	9	2	1
Question 4	14	7	6	2

The interviews were conducted to obtain those needs, wants, and desires of the elderly that related to the elderly's connections with children and public education. The researcher intended to answer the following eight questions after the subset of needs had been identified.

- i. What do schools have that is marketable to the elderly?
- ii. What do we have that elderly people want?
- iii. What do we have that elderly people need?
- iv. What weaknesses do schools have in the marketplace?
- v. What strengths do schools have in the marketplace?
- vi. How can we let senior citizens know what we are doing?
- vii. Who is our competition?

viii. What resources will the schools need?¹¹⁴

To obtain answers to the above issues, the interview was conducted in accordance with recommendations set forth by Patton in Qualitative Evaluation Methods.

Interviews began with the researcher asking if the person to be interviewed would consent to the interview and agree to sign the "Written Consent Form." They were then told that the interview would be strictly confidential.

The researcher then told the person to be interviewed the purpose of the interview which was to learn their thoughts about public education and what they saw as their needs, wants, and desires. They were then asked the respective fundamental question which was used in the selection of that interviewee. This was followed by asking the person why they held that opinion on the fundamental question.

Patton suggested open-ended probe questions. These were followed up by detail questions which were designed to clarify responses to the open-ended questions.

Probe questions relevant to the pertinent fundamental question were asked. These probe questions are contained in Appendix D. After hearing the answers to the probe questions which related to the pertinent fundamental question, specific detail oriented follow up questions were asked. These follow up questions were the basic "who," "where," "what," "when," and "how" questions. The next phase of questioning focused on the interviewee's needs,

wants, and desires. Once again probe questions, contained in APPENDIX D., were followed by detail-oriented follow up questions.

All interviews were conducted according to guidelines that Patton suggested which encouraged elaboration on answers to each question. All persons interviewed were allowed to discuss any area they desired.

The information obtained from the interviews was recorded on audio tape. Answers to each probe question asked were transcribed from the tapes. Specific comments and direct quotes which pertained to the needs, wants, and desires of the individuals interviewed were also transcribed.

4. Meeting with Elderly Focus Group

After the above surveys had been analyzed, the results were shared in a ninety minute meeting with a focus group of five senior citizens in Wareham. These persons were senior citizens who frequented the Senior Citizen's Center. They were selected because they were considered to be active in various social and political activities in the town. They knew the town and they knew many other senior citizens. The information gleaned from the literature review and from the surveys was presented to the group. They were asked for their input in an attempt to provide verification of the results obtained from the literature review, the survey, and the eight interviews. They were told that all comments

would remain anonymous and were asked to be frank and answer the following questions:

i. As a senior citizen, have you ever said, "There must be a way to make my life easier?" Please identify those concerns for me.

ii. If you had the opportunity to improve your way of life using the Wareham Public School System, what things would you suggest?

iii. If you had the opportunity to improve your way of life through education, what would you suggest?

iv. Of the suggestions you just made, which would be your highest priority?

v. If your recommendations were implemented, what specific value or benefits would you realize?

vi. If your recommendations were implemented, what school resources do you feel would be needed?

vii. As you look into the future, using your crystal ball, how do you see your life changing and what additional support and services will be needed?

B. Limitations

This work had several limitations, the most significant being time and money. A sole researcher with limited financial resources is not able to conduct research on a wide scale. These two issues, as well as possible bias by the author, are outlined below.

1. Time and Financial Limitations

a. Survey Instrument

The survey instrument was limited to seven questions to make it easily answered and to simplify analysis. Thus, the range of questions was limited, as was the range of responses.

b. Survey

The survey was conducted in a single town. The census listing was not completely accurate as it was in the process of being updated by the Town Clerk's Office. Thus, caution must be exercised in generalizing the results.

c. Selection of those to be interviewed.

The survey elicited responses from forty-eight of the two hundred individuals in the survey sample. Of the forty-eight, twenty-seven gave their addresses and phone numbers indicating that they would be interested in being interviewed. Those who indicated that they disagreed were limited. Little is known about the demographics of the persons who responded to the survey although it was determined that sixteen of the twenty-seven respondents, or fifty-four percent who agreed to be interviewed, were women. Of those who received mailings, one hundred and nine of the two hundred, or fifty-five percent, were women. There appears to be no clear way to determine whether or not clear differences existed between respondents and non-respondents.

d. Interviews

Since the researcher is the Superintendent of Schools in the town where the research was conducted, it is possible that the subjects of the research provided answers they felt the Superintendent wanted to hear.

2. Researcher's Bias

The researcher strongly believes that the most important issue of our time is the education of children. In addition, the researcher believes that all people are responsible for providing this education. Furthermore, the researcher believes that community support, brought about by an increase in community awareness of schools, will help to bring about an increase in support for public education. The researcher also feels that schools belong to the entire community and are not just for children; all citizens have a direct stake in public education.

These biases shape in part, what has been read, asked, and said, and therefore can reasonably be expected to influence results.

CHAPTER 4

ANALYSIS OF RESEARCH

A. Analysis of Survey Questionnaire

The seven page questionnaire described in Chapter 3 was mailed to two hundred elderly citizens out of a population of four thousand two hundred and nine people in Wareham who were over the age of sixty-five. Forty-eight people, or approximately twenty-five percent of the population sampled, responded. Of the sample surveyed, fifty-five percent were women. According to the Town Clerk's Office, sixty percent of the elderly in the town are women. The sample was taken from the census report of the town of Wareham where persons were randomly selected. Persons answering the survey were not required to identify themselves. The researcher compiled the results to determine the degree of support for children and public education in Wareham from the population sampled.

Questions one through four were intended to determine the attitudes of the respondents; questions five through seven were intended to determine to what extent the respondents would provide support for children and schools. The results are indicated in Table 2. and in Table 3.

Responses to questions one through four clearly demonstrated that the respondents sampled were very supportive of children and education. Well over ninety percent responded that children and education are important

Table 2

Survey Results
(reported as percentages)

	STRONGLY AGREE	AGREE	DISAGREE	NO OPINION	DID NOT ANSWER QUESTION
1. CHILDREN ARE VERY IMPORTANT TO ME AT THIS TIME.	54	42	2	2	0
2. PUBLIC EDUCATION IS IMPORTANT TO ME.	67	31	2	0	0
3. EDUCATION IS OUR MOST IMPORTANT SOCIAL SERVICE.	57	37	4	2	2
4. THE FUTURE OF CHILDREN WILL HAVE AN IMPORTANT IMPACT ON MY LIFE.	30	38	13	19	1
5. I FEEL RESPONSIBLE FOR FUTURE GENERATIONS.	26	36	15	23	10
6. I WOULD BE WILLING TO GIVE SOME TIME TO HELP CHILDREN.	8	21	42	29	10
7. I WOULD BE WILLING TO GIVE SUPPORT FOR A CHILD'S EDUCATION.	14	14	39	33	12

Table 3

Summary of Survey Results

		Those with Positive Attitudes		Those with Non-Positive Attitudes	
		Strongly Agree or Agree		Disagree or No Opinion	
		Pct.	No.	Pct.	No.
1.	Children are very important to me at this time.	96%	46	4%	2
2.	Public education is important to me.	98%	47	2%	1
3.	Education is our most important social service.	94%	43	6%	3
4.	The future of children will have an important impact on my life.	68%	32	32%	15
5.	I feel responsible for future generations.	62%	29	38%	18
6.	I would be willing to give some time to help children.	29%	11	71%	27
7.	I would be willing to give support for a child's education.	28%	10	72%	26

and will be important to them in the future. However, when asked about assuming some responsibility for the future of children, this percentage dropped to sixty-two percent. Less than thirty percent said they were willing to actively do something for children. When asked if they felt responsible for future generations, fifteen percent said that they did not. Forty-two percent said that they would not be willing to give some time to help children. Thirty-nine percent said that they would not be willing to give support for a child's education.

Although almost all of the respondents said that children and education were important, only about one-third were willing to do something to support children and education. It is clear from a marketing standpoint that even though the elderly have a positive attitude toward children and education, they need to be convinced of the need to contribute. However, it must be noted that approximately one-third of the elderly said they would support children and schools.

B. Interviews With the Elderly

To determine the needs, wants, and desires of the elderly in relation to public education and children, the researcher conducted interviews with eight senior citizens in Wareham. Each person surveyed was asked if they would agree to being interviewed. Twenty-seven of the forty-eight or fifty-six percent agreed to be interviewed. Of the twenty-seven that agreed to be interviewed, sixteen were

women. Persons selected to be interviewed had answered "strongly agree" or "disagree" to one of the first four questions which were considered to be the fundamental questions. One "strongly agree" and one "disagree" from each of these questions was asked to be interviewed. These people were interviewed because the researcher wanted to learn from people with diverse views.

Table 4. indicates each interviewee's answer to the appropriate fundamental questions.

Table 4
Interviewee's Survey Responses

Interview	Question	
1	1	Strongly Agree
2	2	Strongly Agree
3	3	Strongly Agree
4	4	Strongly Agree
5	1	Disagree
6	2	Disagree
7	3	Disagree
8	4	Disagree

The substance of these interviews is reported below.

1. Interview A

The initial interview was with a tall stately gentleman who began by stating that he was pleased to have been asked to be interviewed about his feelings towards children. I asked him if children were important to him at this time.

He emphatically stated that they were. When I told him of the potential relationship between public education and the elderly, he smiled and told me that he felt that well-educated children were the basis of everything we have in this country. He stated that education helps to reduce crime and keep kids off the streets. This man went on to say that drop outs, years ago, were caused by a lack of sports. "Sports keep kids in school where they can learn and become better citizens," he said.

I asked him what children influenced his life now. He said that he had three grandsons in this school system, one grandson in college, a grandson in high school, and a granddaughter who is eleven. He said, "I know some children in my neighborhood but I am not close to them. I like children."

I asked what he could do to provide support for his grandchildren. He said that it was difficult prior to their going to college. In college he gave them help. Their father, however, is the primary contributor to their financial support. He said that his son is a Wareham High School graduate who has a good income and has five thousand people working for him. His son's wife went to Wareham High School then to the University of Massachusetts. According to him, they both received a good education. He said, "My son did not do too well in his last two years in high school but has continued his education."

Then I asked him how he saw the role of a child helping him today. He said that children can be courteous and that education is the basis for it. He went on to say, "Children make me feel good. An unselfish kid makes me feel good. Education is going to make our country a better country. This is why we are as great as we are. We are an educated country, we have always been that way. That has been our goal."

I asked him how he saw his role in helping children. I asked, "If educating children makes for a better country, how do you see yourself being helpful to children?" His answer was that he is the type of person who, at a Red Sox game, will buy some tickets for some kids he does not know. This makes him feel good. He said,

"Kids then say, 'There are some nice people in the world.' If you can do for kids and not just expect from them all of the time it is important. This makes me feel good."

I asked him what he saw as his most important need in his life? His response was that his needs are not great at this time in his life. He and his wife have travelled considerably. He has been active in the Masons and the Shriners.

"I am active in these groups because they do so much good. They don't publicize it. We provide free hospitalization for burn victims and for children who are born that can not talk," he said.

He continued, "I have no financial worries. I am chairman of the trustees of my church. I have to be active."

I then inquired as to his physical needs. He told me he likes to be active. "I can't just sit and watch the tube," he commented.

"I enjoy being with young people. We love people our age or older but we pick as friends, people who are our age or younger. I have seen people go to Florida; in three years or so they became old people because of the older friends they associate with."

When asked of his educational needs he told me that if he did go back to school, he would like to learn finances. He stated that he is seventy one years old. When he graduated from Wareham High School he wanted to go to law school. His father dropped out of school in the seventh grade and told him that he needed no further education beyond high school. "I bought a restaurant," he said, "and sold it at a big profit. I then bought a market in Florida and sold it later for a big profit."

"Have you ever thought about teaching or sharing experiences?" I asked. He responded,

"I would like to do it about two hours per day. I would prefer young people. I could teach them the basics of life, what is right and wrong. If an older person talks to a younger person about the older person's past experiences, it will help the younger person."

He told me that his daughter is a teacher and that he does a lot of reading.

I then asked him if he had any interest in learning about computers. He straightened up and with a big grin said that he definitely would. He commented, "My son talks a lot about computers and my grandchildren use computers." He was clear that if he a chance, he would like to learn about computers. When asked if he watched a lot of television he said no but watched what his wife watched.

I concluded by thanking him for helping me with this project and he told me that he was very grateful for the opportunity. He wished me success in my effort to develop a link between the senior citizens and children.

2. Interview B

Interview B. was with a very active eighty-two-year-old woman who has strong convictions and is upbeat about life. She was interviewed in her living room with soft orchestra music coming from her stereo, playing in the background. Her home is one of many in a large mobile home park.

I inquired if public education was important to her at this time and she said very much so. Her response was that children are the product of education and those that receive a good education will be able to help others.

I then asked, "From your experience, what can money do for a child?" The woman told me that she feels that children have a desire for things they want but do not need and that they have to be taught the value of money. I asked

if she believed that their desires and needs were the same? She answered, "No, they are different. Their needs are what you look out for. Their desires are theirs." When asked what does a child really need, she responded,

"Children need a home and love. Food is one big thing, along with social life, schooling, and compassion. In fact, they need everything they get in the school that they should get in the home, but don't get in the home."

I then asked her, "What did you mean about their need for love?" The woman told me that children need someone to speak kindly to them, put their arm around them once in a while, and give them a compliment on what they have done. She continued to say that children need to be thanked for things and that we should express our warm feelings for them.

When asked what part money plays in the needs for children she said, "You should budget money for them. Teach them to live within their budget." I asked, "Do people outside the home have a responsibility to invest in a child?" The woman responded, "Definitely they do, but they don't adhere to it. Two thirds of the people won't give to children." "Why is it that they don't," I asked. "Blood relationship is entirely different. For example, I think foster parents treat children like a commodity," she said.

When asked if senior citizens would provide something for children, she said,

"Yes, they will do it gladly. The door must be opened to them. They have lost the contacts with children, with a lot of children. They have got to be introduced to that generation."

"Do they want to be with children?" I asked. She said, "Yes, a lot of them do. We had three or four teachers in our social group and they would work in areas where they can be with children because they don't have them in their homes." She continued, "People who had children that have grown up like to work with children. But if you had a family of two or three and that family hasn't gotten along, the parent and the child did not get along, there will be a different attitude in the older person. The parent got rid of them and they don't want them to come back again. Those people who had children will give to children, even give money." I asked her if her mother always had an interest in children and she answered me saying, "Always, it never went away. She died when I was eighteen. We were first and foremost in her thoughts."

I then inquired if she thought that there was a connection between social security and children. At first she did not understand the question. When I clarified it, she said that social security should be taught to children because it was their security later on.

"Children must understand that because of social security I can't give them \$100 today. They must start

their savings today and don't expect much from the person who is getting social security. It is a confusing question," she said.

I then asked the woman if she thought that when children go to work they will be able to generate money to pay for senior citizens' social security. She answered, "It should be there but the money they put into social security now will not be their money when they need it in the future."

"Do you see that the money social security puts out today is the money people put into it thirty years ago or is it the money that is coming in today?" I asked her. She responded, "Today's money. There is not enough money in social security today except for the money the youth and the public are now putting into it."

"If we put into the labor force people with good job skills, will it improve the economy?" I asked her.

"Definitely," she said. "It will help the economy. A child must be able to balance his check book, drive an automobile, obey the laws, know what a computer means in business, and then you will get far better results from them. They will improve the economy."

I then inquired as to what her most important social need was at this time? She told me, "People." The woman said,

"I need people that inspire me and want to talk. I want to go and be with them to create entertainment for others. I want to be with people who want to be

productive." She then said, "Seventy-five percent of your retired people are worth more than the younger people. They have more knowledge on everything and can give more."

"Do senior citizens have a social need to meet with other people?" I asked.

"Absolutely. They want someone who will lead them into maybe a different world, to see a different life, do different things. I have a need to be with other people. It is my life. I have a need to give. I have satisfaction to know that I have given. I have a need to help others. I volunteer. I have a need to communicate. I use the phone all the time."

I then inquired as to her most important educational need. She told me that she would like to get into the computer field and know how to handle a computer. "I have never used one," she said. She continued, "I have a fear of the computer. Ever since the word computer came, that's one area I would like to learn." I asked her if she would like to teach something and she said that she would, but only in her field which was horticulture. "I am too many years away from teaching the A,B,C's."

My next question concerned her financial needs.

"Right now I am not worried about financial needs. I am worried about being able to continue to drive. My eye is bad. Medical insurance is a big need." "What is your most

important physical need," I asked. She quickly responded, "Good health. If you have your health you have everything." "If the school system had gyms open for senior citizens, would they go over there?" I inquired.

"Absolutely; it is 'off limits for them right now. They feel that they are not welcome. This is a thing most of us feel, that when we walk into a school, we shouldn't be there. There is a feeling that a school is meant for youth, not that it is for all of your years of your life."

I asked her if senior citizens would come into the schools between 3 to 5 PM and she told me she thought that they would. She said,

"They would come every day. They could have line dancing and education. There are a lot of men that would like to get into wood working and mechanical work." She continued, "People would come in for cooking, computers, and dietary instruction." She then looked at me seriously and said, "A single person doesn't cook the way they used to. Where do we find out how to cook for one? What do I do with leftovers? If there is a new way to show us how we can cook and live, fine, I'd love it."

When asked about the time 3 to 5 in the afternoon, she told me that she gets uptight in the afternoon sitting at home.

"The walls close in on me. If I knew that there was somewhere I could go or something I could do at 3 PM to increase my self knowledge, I would welcome it," she said.

I asked, "What if we sent a school bus around to pick you up?" She answered that in some instances people would take the bus, but two thirds of them would car pool. People in mobile home parks work together."

"Could the senior citizens teach?" I asked. She said, "Yes they do some of it now. Anything they can do themselves will be of interest to others."

She concluded the interview saying that if the schools were open from 3 to 5 PM, senior citizens could be served a light supper at 5 PM. The spry woman said, "I think they would love it."

3. Interview C

The kitchen of this eighty nine year old woman's home was the scene of the next interview. I started off asking this mother and grandmother what her most important social service was and she told me the schools were, although the police were also important. "Education is very important. The mothers and fathers should take more interest in their children's homework." I asked her how important education is to her in relation to other social services? She replied again that the police department is an important service.

"How important are schools to you?" I asked. "Schools are very important. A high school diploma is very important," and continued, "I used to help out at the

schools and hospitals." I asked her if she had any time to volunteer now and she said she did not. "I can't do it because I am handicapped. I can't lift or lean over. I don't have a car and I don't drive," she said. She told me that she did not want to get tied down to certain things.

I asked her what home-bound senior citizens could do for children and she responded, "I don't think they would do anything. They don't want to do things like this when they become senior citizens. People my age want to be waited on today."

When asked how important children were to her at this time she said that her grandchildren were important. "Have you had a chance to sit and talk with any young children other than your grandchildren?" I inquired. She said only one, a neighbor. I asked if she would like to meet other young children. She said, "No. I couldn't take it. I don't have the drive to do this kind of thing."

"What is your most important social need?" was the next question. She told me,

"I need friends but I have no need to meet new friends. I have all I want. I am a very independent person. I talk to one blind friend on the phone. If she wants to talk I will talk with her because she is lonesome. Even this gets tiresome. I don't have the strength for children."

When asked what her most important physical need was at this time, she told me that she had no needs. "My family is

so good to me. I have no problems. Eighty-nine is too old to start something." I responded, "Do you want to learn anything?" She answered,

"No. You might find that going to school is too much for you." The woman continued, "My family never had any money. I feel that children should get away from home to grow up and become independent. I also want to say that mothers should give up those fancy organizations and concentrate on family."

"Would you like to tell some parents that?" I asked.

"Yes I'd tell them quick. I could not make a speech. I could write something that a parent should do, though. Parents do not spend enough time with their kids and homework." She then said, "I don't want to get involved now. I am enjoying old age. I am very happy. I can do as I please. I am very independent. Every woman should be independent."

I then asked her about her financial needs.

"I was concerned with my abatement," she said. "Your husband comes first, the church and the country are important. I am not as bad off as some others. I am lucky. You must have a sense of humor."

When asked if she watched television, she told me that she watched "McNeil Lehrer", news, and educational television. She also watches the local cable channel. She does not read the paper all the time because the news is on television.

"Would you watch a show on TV featuring senior citizens?" was my next question. "I might watch but I would not want it to raise my blood pressure," she responded.

"Would you mind if taxes were raised for the education of children?" I inquired. "No," she said. She believes that the funding of education and town services is "just right" at this time. She said, "I do not want them to touch my pension." She told me that her most important psychological need was going to church.

"The best thing to do is mix with people and listen to them. That is the way to learn." She continued,

"Education is most important. We should always listen to children and always praise them."

When I asked her what she would write if she were asked to write a note to a class in a school, she told me that she did not have anything to offer and commented, "I am too old fashioned." I then asked, "What if you had a pen pal who is a child?" Her answer was, "They wouldn't like that. You should always go to the person and talk to them." The interview concluded with her saying,

"I don't think you will get to first base with the fathers. You should concentrate with the mothers. They don't know where their children are at night. They are not strict enough."

As I was leaving the house, she asked me if I wanted a slice of banana bread and, of course, I accepted the offer. She opened her freezer and found that the loaf of banana bread

she had recently baked was frozen. She "forced" me to take the entire loaf home to my family. I did not argue. It was delicious.

4. Interview D

Interview D. was with a seventy-three-year-old-woman who thanked me for asking her to participate in this study. I asked her if she thought that the future of children would have an important impact on her life. Her response was that children will be responsible for contributing to her social security and that is of great concern. She went on to say that children do not need money at this time but that senior citizens do. She told me that their most important needs can be answered with attention and love and that it doesn't cost anything to smile. "Do they need smiles?" I asked. She said,

"Definitely. If you let children know they are important, it will help them. I enjoyed reading to little children in school. It was fun. I like to hug kids and talk to them. We should not talk over them." "Would you invest money in children?" I inquired. She told me, "I would think they are worth it. They are the future generation."

When asked if she thought that there is a connection between the social security system and children she stated that children coming up are going to be paying into it. "My son is paying in to what I am getting," she said. I followed with the question, "Do you think that the higher

skills that a child obtains in school will help the economy? She answered, "Yes, as they get smarter and learn things, they will do things. You can never learn enough." When asked if the people she associates with believe this too, she said that she had heard some people say that it is up to children to decide if they want to learn. "Why do they say this?" I asked. She said, "Maybe it is their outlook in life, maybe a lack of patience, maybe they never had children." I then said, "Why do you love kids?" Her answer was, "I was one once and also had a family. I have grandchildren and great grandchildren. I like cuddling." My next question was, "If your taxes were increased for children, would you feel bad about that?" She responded, "No, if I could afford it. To me that wouldn't be wasted. The kids need it. Some people say the children have everything, though." "What would senior citizens who are on fixed income think about this?" I inquired. Her answer was, "You have to expect taxes to go up. I wouldn't mind paying extra." When asked where else she would spend extra money, she told me that she would put it into her home. "I may not need extra curtains but at this age you say 'why not.' You might be gone tomorrow."

The woman was asked if senior citizens, living on a fixed income, with costs going up, had anything extra. She did not know and said,

"I think some might have a little extra, some don't. They say they don't have money but

they do go on day trips. Others can't. I have heard a lot of seniors say, 'I have worked all my life and I will take all I can get.' I don't think that is right."

When asked if the majority of seniors think that way she responded that she felt that a lot of them think that way. She continued and said, "Quite a few say 'We're seniors and should get what discounts we can.'"

I next asked her what her most important social need was and she told me that it was being with her family. She said, "I enjoy my family. I like being with other senior citizens. People need people. We need someone to talk to."

She told me that her most important physical need was her health and that she did not exercise enough. If exercising programs were convenient she would exercise more. "What if there were an exercise program at 3 PM in town, would you go?" I asked. She said, "Definitely."

When I asked her what her most important educational need was she told me that she would like to learn something about computers. She continued, "The main thing is to read and write. That is what people need." I asked her if she would like to teach children. Her response was, "I don't know what I could teach. I only went through high school. I had two children. I have to learn to express myself better."

When asked about her most important financial need, she said, "When you get over seventy like me, the big need is

security." Her most important psychological need is to keep up with her family. She stated, "I also help out my neighbor. I visit her and make her laugh. Things will bother me but I don't show it. People don't want to hear my problems." "Do you watch a lot of television?" I asked. She told me that she loves to read but does watch "48 Hours" in order to learn. She continued, "Sometimes I will watch kids on local cable. I might like to watch seniors in an interview program."

I asked her if she thought seniors would use schools from 3 PM on. She thought they might, but that they would need transportation. I followed, "What if they were served a hot meal at 5 PM? Would they like that?" She responded,

"Yes, very much. Some will not go out at night though, because they don't want to drive. Maybe if they were picked up by a bus they would go. That is a good idea."

I concluded and asked her what senior citizens might be able to do to help parents, and she said that they could volunteer to babysit until parents get home and could help children after school with projects.

5. Interview E

Interview E. was with a woman in her late sixties who gave the researcher the impression that she believed that a relationship between youngsters and senior citizens is a good thing but when asked if children were important to her at this time she said they were not. She indicated that she

had no relationships with young people at this time. She did say that the education of children was very important. I asked her, "What do you think of the idea that education improves a child's future?" She told me, "Of course. Without an education, a child is lost from the start. The more one grows to love education and learning it will make the youth strive to be a better person." I then asked, "When does this education begin in a child's life?" She told me that it began in the first grade. She continued, "A child must have a healthy foundation in first, second, and third grade. When we went to school we enjoyed school." She said that she enjoyed the challenge of learning, and continued, "At home today we don't have the incentive for learning. Parents today don't help kids the way they used to. It is not their fault because they are so busy."

She told me she had three children and indicated that it must be very difficult for a young woman to go to work today.

I then asked her if education is important to the child's future, and if it is not being supported by the home as it used to be, whose job is it to support education now? Her response was that it is the parents' job and that teachers have to extend themselves more. "Maybe the school hours should be extended by one hour. Bring in the children who need special help for that hour," she said. I asked her how you would pay for that extra hour and she told me she

thought there would be volunteers willing to do this work. "Are there people in town who would do this?" I asked. She answered,

"Maybe. There are former teachers now volunteering in other areas. We only volunteer one day per week now. Some people who have had business or typing experience could help children. CCD uses volunteers although not many are senior citizens."

I asked, "Why are senior citizens not CCD teachers" and she said, "I tried it. I couldn't cope with the kids. They were smarter than I was. I never had any training." I countered by asking her if she could teach arithmetic in the second grade if she were asked. Her answer was that she could do that but would need training.

My next question was, "What do you think of the idea that the health of the state depends on healthy schools?" She said, "I think it is most important. Many children are aiming lower today. It is frightening. Television is a bad influence." I then inquired, "Will education help the life of the poor?" She told me that it would.

"Should the state or the town provide more money for schools?" She answered my question saying,

"It might be a good idea for the town to earmark money for schools. Everyone who has children in schools would be in favor of this. I don't pay taxes because I am not wealthy, but if I did, I would not complain about spending on education."

"Who are the people who are complaining about spending on schools, and why are the senior citizens on fixed income reluctant to spend on education?" I asked her. Her response was succinct.

"Pure selfishness", she said. "If they pay taxes, they must have income over what I have, which is social security. I think that it is OK to tax a certain level of social security. I would not have a problem with taxing social security for schools."

When asked what her most important social need is, she said that she wanted to be useful to society, have some companionship, and be active. I asked her if most of the seniors felt this way. She said, "They must be approached. People who are retiring today have more money than those in past years and don't feel the need for services like the Council on Aging." I asked her how she would approach these people and she did not know. "Eventually, after a few years, they will be bored with retirement. Maybe then," was her answer. I asked her what her most important social need was and she responded that it was health. She said, "Maybe exercise is my most important need." In answer to my question regarding opening up the schools for senior citizens between 3 and 5 PM, she said she would go to the schools for exercise. "I used to belong to a walking club." "What about 3 to 5 PM as a time of day," I inquired.

"One or two days per week would be good. We can swim in the pool at Massachusetts Maritime Academy two days

per week now. The schools could do something for the seniors, and they could give something back to the schools."

I asked her if people would stay at the school if supper were served at 5 PM. She answered,

"I think a load of them would. They would not have to go home and cook. In this town the schools do not invite the senior citizens to the schools for lunch in the child's lunch room. They charge \$1.25 at the seniors' center in Wareham and \$.50 in Marion."

"What do you consider your most important educational need?" I asked. Her answer was, "I could always learn something. I would like to teach something. I would like to learn computers. Our children's conversation goes over my head." When asked about her most important financial need she told me that it was income. Her rent was not too high but, "To get my lawn cut is high." She went on to say that her most important psychological need was to volunteer. This woman concluded the interview saying,

"Grandparents are raising children today and will fight for their education. The best present you could give to a grandparent is an education for their grandchild. By the way, the Wareham schools and students have definitely improved over the years."

6. Interview F

The sixth interview was with a gentleman who lives in the senior citizens park in Wareham. The man was very proud

of his two children and two grandchildren. I began the discussion asking him how important public education was to him. He said that he did not think it too important to him at this age. He said that he did not think that he would want to be part of any school activities. He told me, however, that children were important to him. He said, "They are our future citizens. They will be running this country in the future." I inquired if he ran into children during the day. He answered me, "No. I live in the senior citizens park. We see them at the pier sometimes and we talk to them." I asked, "Do they seem to be good kids?" "Yes," he said, "Very respectful. It is good for me to be with children. It gives me a lift." "How are children helpful to society?" I asked. "They help us by being nice to us and talking to us. Children are very outgoing and are basically honest. They speak what is basically on their minds. They are not phonies."

I continued, "Do you see how children can help other senior citizens?" He told me that children could go to nursing homes, especially those children that do not have grandparents because they would benefit from the give and take. I asked him if he thought that elderly in nursing homes mind children visiting? He said, "No, they look forward to it. It is like looking forward to pets. My wife and I consider ourselves Junior Seniors. We help them with their Bingo."

I then asked him if he saw children at the mobile home park. He responded, "On Sundays and holidays. If you are nice to them, they will be nice to you." "Why do some senior citizens not like children?" I inquired.

"If you like yourself, you will like others, including children. Most seniors who don't like children, don't like anybody around them. It is people in general they don't like. I think children might be able to break that barrier down," he answered.

"How could we get children to break that barrier down?" I asked. He suggested that we should extend hours of visiting. "This might happen over time." I then said, "Children have a lot of problems. What could senior citizens do for children?" The gentleman said,

"Children don't have enough club facilities. Seniors could then meet them and discuss their problems. There is no formal meeting place to get together. A recent fair run by high school kids was attended by seniors. Everyone got along fine."

I then asked, "What is your most important social need?" He responded, "Volunteering every day for seniors. This fills my day." He went on to say that his most important physical need was walking. He now has a bad foot and exercises at home. As for his educational need, he said he had none. He told me he did a lot of reading, mostly Reader's Digest and the daily newspaper. As for television he said he watches "Matlock," news, "Meet the Press," and

local cable. I asked him if he would like to teach something. "Not now," he said. "If I was approached, I might volunteer to teach. I could teach the elderly communications. I suppose I would rather teach children. They have an open mind, unlike seniors."

When asked about his most important financial need he said, "I don't pay taxes. I pay \$200 per month for water, sewerage, and garbage collection. I get a good pension from the government." I asked him if he were asked to spend money for children through taxes would he be willing to do this. He said, "I guess, the better education we give them, the better tools we would have to run the country." "Is that a common opinion of senior citizens?" I asked. He responded, "I think most seniors love children. Most of those at the mobile home park are grandparents and feel the same way."

He told me that his most important psychological need was not spirituality. "I am not a churchgoer. Volunteering is important," he said.

I then asked him what he thought about using the high school from 3 to 5 PM. He answered,

"This is a good idea if you could provide the funding. You would have to circulate the news. The day care program, three days a week at the Senior Citizens' Center, is too short. They would come out of the house if they could get a ride. After lunch they could take a nap and afternoons would be good."

"What about supper at 5:30 PM, would people come?" I asked him. "Yes," he said. "They would not have to cook. I pay \$1.25 a day for lunch. We now pay \$1.00 per day for the van. Senior citizens would not pay more." "Would you learn computers if that was offered?" I asked. "Yes," he said. "My one regret is that I don't know computers."

7. Interview G

The next interview was with a young looking senior citizen who was very opinionated and wanted to contribute to this study. I began the interview and asked her if she thought that education was our most important social service. She hesitated and said that health care was the most important social service today. She said, "Our health is so important and the costs associated with health care are so high. Senior citizens have to concern themselves with health care."

When asked what she thought about schools improving a child's future, she said, "I am one hundred percent for it. It is absolutely necessary for a person to have an education in order to live properly in this world." I then asked, "What do you think about the health of the state being dependent upon education?" She responded saying that it is a must. "How important are public schools to you now?" I asked. "They are necessary," she responded. I then asked her if there were anything she might be able to do to help schools? Her response was that there should be a better understanding and connection between senior citizens and

students. "It is a two way street. There are things they can do to help the seniors. For instance, they could stop and take out the seniors' rubbish without being asked," she said.

I then asked her if she ran into children in the course of the day. "I see my grandchildren regularly," she replied.

"There are two boys down the street. I have a good paper boy. We talk. My grandchildren want me to go with them on trips. When grandparents are out of town, you could have foster grandparents. Children do not bother me."

I asked her if she felt that education is important to improving the life of the poor. She said, "Absolutely. If they don't have any knowledge, they can't help themselves. They need it for nutrition, to get value out of life. They need to know music and about plays." "Should the state or the town increase taxes to provide more money for schools?" I asked. She said,

"In certain areas, yes. I don't resent any taxes I pay for schools. I feel that some areas don't need money for schools. Brookline High doesn't need money for schools. Wareham should have put more money into teaching than into building a new school. They need more involved teachers. We must have the best people there are so that our children will be able to go somewhere in life. They must have the proper teachers.

To get the proper teachers we must pay more."

I asked her what her most important social need was. She said that it was to be with her grandchildren. "I have three in Wareham, three in Connecticut, two in Newton, two in North Carolina, and one in Maine."

She said that her most important physical need was walking. She has a vegetable garden and a flower garden. "I do quilts for AIDS babies," she commented.

"The school department should be doing something about AIDS babies and make quilts. I would provide a study on AIDS and talk about AIDS quilts for babies. Third graders in other towns are working on similar projects."

I asked her how seniors could help in this effort in schools. She said, "They could get it started. They could get information to a leader to do it. The seniors could come into the schools and help."

"What is your most important educational need?" I asked. She responded, "I want to learn history, psychology. I am not capable of teaching. I could teach people how to make quilts, however." "Would you get involved with kids in a botany class," I asked her. "No," she said. When I asked her what her most important financial need was she said, "Not housing. Taxes! I wouldn't want to give up my home because I owe taxes. An increase in taxes would hurt." I then asked, "What if your taxes were increased for

education?" She said that that would be all right if they could show her a way not to increase taxes in another area.

I inquired, "What if your taxes were earmarked for schools?" She said, "To run schools, not to build schools. Students don't need high class schools, they don't have high class homes. They do need high class education."

She told me that her most important psychological need was spirituality. "I have a need because of surrounding things going on in my life," she said. "It is very difficult at my age."

I then asked her how the community could use school facilities. She told me that seniors would use an exercise program. "There should be more than walking on the high school track," she said. "Would you go to a school for supper?" I asked. She answered, "Yes, but I wouldn't stay out too late. Most seniors don't want to go in the dark." I asked her if seniors would use the schools from 3 to 5 PM. She responded,

"This has been the dream of seniors in Wareham. I think a lot of people would be there for supper. They have to pay \$1.00 for the van. They get short changed. If you offered enough they might pay \$1.00. They might even come out in winter if they had transportation. They could be notified through the churches. Very few seniors do not go to church. Churches are neglecting seniors. The older you get, the more you want to go to church. That is your pipeline." She continued, "In

Carver, children have a food kitchen for the elderly who are poor. They have a Valentine's Day Prom and every student takes a senior citizen to the Prom."

She concluded saying that she hoped that someday there will be a connection between the schools and the senior citizens.

8. Interview H

The final interview was with an elderly man who spoke gently and sincerely. He did not seem to be well that day but was more than willing to participate in the study. The interview began when I asked him if he thought that the future of children would have an impact on his life. He said no, his life is pretty well over and that there was little that children could do to make his life much better. I asked him if he had children or grandchildren. He said he had a lot of them. "Do you volunteer?" I asked. He said he used to. He said,

"I don't go on the trips because I don't have any money. I volunteer at the rest home. I serve ice cream and sing a few songs. I don't want to take on any more, therefore I would not want to volunteer for children. I have had it. I don't want to be tied down."

I asked him if there was anything he would like to do for children.

"There are a lot of things I'd like to do for myself," he said. "If I had my way I'd go places I haven't been or get a new car. I'd like to go somewhere different

and break the routine. I would go on a day trip but could not afford to go on a three-day trip."

"Would you mind having children on the same trip as seniors?" I asked. "I wouldn't mind it," he said. "Those that wouldn't like it are lonely and don't get anything out of life." I then asked, "If you had the time and money, what would you like to do for children in schools?" "I'd like to see them get ahead," he responded. "I am on a fixed income, it is rough today." I then asked, "Do you feel that you, as a senior citizen, have a responsibility to support schools?" He answered, "Not really. There is nothing I can do to help schools." I asked him what advice he would like to give a child.

"I'd like to steer them on the right track," he answered. "You don't have to go to college. You learn by experience. You need to know two things in this world. It is not what you do, it is how you do it, it is not what you say, but how you say it. Children won't listen."

When asked what his most important need was, he told me that he likes to get out of the house. He said, "The walls close in. I like to play cards at the Senior Citizens' Center to pass the time away. I go home from the Senior Citizens' Center in the afternoon." "Would you come out after 3 PM to play cards?" I asked. "Yes," he said.

"What is your greatest physical need?" I asked him. "I square dance and bowl," he answered. "I am eighty years old. I sing."

I then inquired if he would like to learn something? His response was that he should have learned it years ago. "I might like to learn a musical instrument," he said.

"What is your most important financial need," I asked. He answered, "Not housing. I don't have a pension. I am on a fixed income." I then asked, "What if the state took some of your money and put it toward kids?" He said, "If they took any of my money I would not know what to do. I would be in New York on the streets. My car is very expensive. It is eleven years old."

I asked him what his most important psychological need was. He said he had none. The interview came to an end as he seemed very weary. He said he appreciated my questions and was grateful for being asked to help.

C. Analysis of Interviews

The interview with the eight senior citizens brought out their attitudes toward children and their propensity for providing support for children and education. In addition, the interviews provided the researcher with the needs, wants, and desires of those interviewed. The results of these interviews are contained below.

1. Attitudes Toward Children

Those interviewed that had a positive attitude toward children, felt that children could make a contribution to

their lives. One said that it made him feel good when he helped a child. Two indicated that children would contribute toward their social security and their future financial independence. One senior citizen stated that support should be given to her grandchildren because of their importance to her.

From a negative standpoint, one person said that the responsibility for children was not hers; she was critical of teachers and high taxes. One person interviewed said that public education was not important even though he conceded that today's children would be running the country some day. Another said that schooling was important but she would not be in a position to provide any support. Lastly, a person said that the future of children would have no impact on his life. He liked being with children but stated that there was nothing he could do to help them.

These interviews indicated that people will tell you that children and schools are important. Those that support children have had a past relationship with children as a parent or teacher, or have a solid interest in their grandchildren. Those that did not have such relationships would not or could not give active support.

2. Needs, Wants, and Desires

Persons interviewed was asked about their specific needs in each of five areas: physical needs; educational needs; financial needs; social needs; and psychological

needs. A summary of these responses is continued in the Tables 5. to 10.

To summarize, those interviewed expressed a need to be with other people, to be active, to exercise, and to walk. Clearly, there is a desire to learn about computers. With limited financial needs indicated, twenty-five percent of them expressed a concern for taxes. The respondents have also indicated a need to volunteer their time to others. Lastly, there is a need for these people to be with their grandchildren, along with being active and being with others.

In addition to answers to the specific questions outlined above, many additional interesting comments came out of these interviews. Some said that they would be interested in doing some teaching, mostly relating some of their life experiences with the young. There was also an interest in teaching quilting, horticulture, and woodworking, although it was not strong. There also was an interest in watching television, and the shows that were most categorized were "serious shows" like news and panel shows. There was an interest in seeing shows involving senior citizens.

A major idea that evolved from the study was that senior citizens might like to use the school's gymnasium facilities. As this idea unfolded there was considerable interest from most respondents in using all of the school's facilities between the hours of 3 PM and 6 PM. There was a

Table 5
Social Needs

A	to be active with people my age
B	to meet new people including children
C	to be with friends, not to meet new people
D	to be with family, especially grandchildren
E	to be with companions
F	to volunteer
G	to be with grandchildren
H	to play cards

Table 6
Physical Needs

A	to be active and not stay at home
B	to have good health
C	no needs
D	good health and exercise
E	exercise
F	to walk
G	to walk
H	to square dance

Table 7

Educational Needs

A	to learn about computers
B	to learn about computers
C	no needs
D	to learn about computers
E	to learn about computers
F	no needs
G	to learn history and psychology
H	no needs

Table 8

Financial Needs

A	no needs
B	no needs
C	concerned about tax abatements
D	social security
E	income
F	no needs
G	taxes
H	no needs

Table 9

Psychological Needs

A	to give to others
B	to have good health
C	to have support from family
D	to volunteer time
E	to volunteer time
F	to volunteer time
G	spirituality
H	no needs

Table 10

Most Important Need

A	no major needs
B	to be active in the community
C	to have support from family
D	to be with people
E	to be with grandchildren
F	to be active
G	to be with and hear from grandchildren
H	to get out of the house

consensus that seniors would be willing to come out at that time provided that transportation was made available to and from the facilities. There was a feeling that seniors who had taken a nap after lunch would have the energy to do something in the late afternoon, be it exercising, learning, or teaching. The idea of opening the school cafeteria at 5 PM for those that came to the school seemed to have widespread support.

There is definitely a link between the elderly and the schools, as well as between between the elderly and children. However, as the survey indicated, there are many obstacles to be overcome before senior citizens feel a need to provide support for schools.

D. Review With Senior Citizens' Focus Group

Five elderly citizens from the Senior Citizens' Center were invited to participate in a discussion on the findings noted above. The discussion, which went on for ninety minutes, began with the researcher asking the group to comment on ways their lives could be made easier. There was a consensus that transportation was a significant problem. They enjoyed getting out of their homes, but because of limited access to transportation, they were dependent upon someone else to provide them with rides. The one person that owned an automobile also shared the same concern because of the unreliability of the automobile and the cost to repair it when it was not working. It was not a new car.

They all agreed that they would use the resources of the schools if these resources were made available to them. Additional education was important to three of the five people, who seemed excited about the prospects of possibly going back to school. The remaining two people did not feel it important to return to school, but indicated that they knew of friends who might enjoy going to classes. Those who wanted to go back to school said that learning about computers was a priority. One reason for learning about computers was to feel more comfortable when talking to younger people. During this discussion, the two who indicated that they did not want to go back to school, began to express an interest in doing so. They asked questions about the degree of difficulty of the course, and if the researcher thought they had the capability to learn something that was so "foreign" to them.

The entire group continued to indicate that they would like to go to school if such training was made available.

The idea of providing evening meals at school was discussed at length. In addition to transportation being a concern, some of them felt that the cost of the meal had to be low. It was agreed that if the cost could be kept under two dollars, senior citizens would take advantage of such a program. One of the seniors asked why they could not use the schools during mid-day for lunch. When told that this was possible, they began to explore ways that they could get to the school. They then inquired if they would be

permitted to interact with students. Three said they definitely would help out in the schools if asked. They indicated that they would not want to work with high school students, preferring to work with elementary school youngsters.

The conversation turned to their relationships with children. They unanimously agreed that children were very important to them. However, it became apparent after additional discussion, that only three would be willing to make sacrifices for young people. One woman, who said she had little money, would be willing to give some of her money toward the education of youth. Two others said that they would be willing to volunteer time in the elementary schools but could not give money. Those who were reluctant to sacrifice for children said that their current expenses were too high to allow them to pay additional taxes for education, even though they said that the education of children was important. These two people did not want to volunteer because they felt that they did not have enough energy to interact with young people. The three who were willing to help had brought up families and had grandchildren. The other two did not have grandchildren and had not worked with youngsters to any significant degree in past years.

In summary, there was agreement that schools would make a great resource for seniors and their colleagues. The most significant agreement came with the idea of allowing elderly

citizens to use the new Wareham High School for computer training, for exercise programs, and for evening meals. Transportation was a concern, but some indicated that those living in mobile home parks in Wareham would be able to find their own transportation through car pools. They agreed that the Council on Aging would be an excellent focal point for developing a relationship between the schools and the elderly community.

It was also confirmed that income and taxes were a problem and that they would find it difficult to provide additional resources to the schools at this time.

The focus group supported many of the comments that those who had been interviewed had made. Three significant concepts came from this discussion. The first was that those that had previous relationships with children were more inclined to provide support for children, while those who had not been involved with children in their earlier years, would not be good candidates for providing support for youngsters. The second point was that the more they learned about a service, the more interested they became in the service. This was demonstrated in the discussion about computer training, and in the discussion about going to lunch in the schools. The final point was that they all clearly agreed that children were important to them. However, it was apparent that, even though some people will say children are important, it does not necessarily mean

that they will support children, either financially or by volunteering time.

The researcher's conclusion from meeting with the focus group was that the elderly can be marketed to through a program to make them aware of available services. This marketing should be focused on senior citizens who have been associated with children in the past. They all agreed that marketing to senior citizens was essential.

CHAPTER 5

SUMMARY AND IMPLICATIONS

Around 300 BC the Greek philosopher Diogenes proclaimed, "The education of youth is the foundation of every state."¹¹⁵ A senior citizen in Wareham Massachusetts made a similar statement when interviewed during this project, "Education is the basis of everything we have in this country."

As stated earlier, this work is intended to address the issue of increasing political and economic support for public education. The researcher began the project with an aim to develop strategies for increasing political support of public education through marketing. A review of literature on the elderly revealed that this segment of the population is growing at a rapid rate and its political power is becoming increasingly significant. The study disclosed that the amount of disposable income of this group of people is substantial. When the literature revealed the potential support or lack of support from the elderly population, the project began to take focus. Because of the immense size of this segment in the United States, the project was limited to researching the elderly community in a small town, Wareham Massachusetts.

The literature disclosed to the researcher that the elderly are not a latent, inactive group of people but a set of individuals, many of whom are active, vibrant, eager to learn, and eager to get involved. Marketing literature

revealed that it is possible to develop a marketing strategy to increase the level of support from this segment of the marketplace. Fundamental marketing principles apply to public education as well as to any other organization wishing to increase its market share. The literature confirms the researcher's view that there is a connection between marketing, public education, and the elderly. The researcher learned that the elderly should not be considered inactive and dormant. People over the age of sixty-five have many active, exciting years ahead of them and they want to make the most of those years.

One paramount concept revealed in the marketing literature was, that in order to sell successfully, the organization must have a quality product. Organizations that have marketed successfully to the elderly have developed products that answered the senior citizens' needs. These organizations included post secondary institutions that developed courses and seminars for the elderly. Public education would also have to develop products using existing resources. These products would evolve from the school's capacities to teach, learn, transport, and feed.

The marketing strategies revealed in the literature review suggested that the market be segmented and that a sampling of this segment be studied through a survey and through interviewing. The survey revealed that the elderly thought highly of children, but that only a limited number of seniors were willing to sacrifice for the future of

youth. The researcher was surprised at the high number who said that children were important to them, but they would not want to, or be able to, provide time or money toward the future of children. This disparity between willingness and capacity implied the possibility that a marketing strategy might increase the level of support.

The interview process confirmed that even though one felt that children were important, there was a reluctance to give support. However, those that wanted to help youth were strong in their belief that they have an obligation to help. One said, "We haven't been asked." It is through a marketing strategy that they can be "asked." An additional concept revealed through the interview process was that elderly who had previously had a relationship with children, either as having been a parent and now a grandparent, or having been a teacher, were more apt to give support to public education. This suggests a strategy of keying the marketing program toward grandparents and retired teachers.

An attempt was made to determine the needs, wants, and desires of senior citizens through a review of the literature and through the interview process. Following the interviews, there was little doubt that this segment of the population still wanted to learn, and surprisingly to the researcher, learn about computers. They also indicated that a good time for them to "come back to school" would be in the late afternoon. This led the researcher to attempt to determine if the elderly would want to have their evening

meal at the school. The senior citizens interviewed thought this to be a good idea, especially if transportation could be made available. The marketing process made the connection. This is an example of public schools addressing the needs and wants of the elderly. Senior citizens would then have a vested interest in public education.

Many have stated the importance of education throughout time. As we approach the twenty-first century, we see a continuous erosion of support for the education of youth. Peter McWalters, Superintendent of Schools in Rochester, New York, has stated that there is an overall lack of regard for children in this country.¹¹⁶ The reasons for this lack of support for children and education are many and complex. However, there are two realities that this project addressed. First, in Massachusetts, in 1981, fiscal autonomy for public education was removed. This meant that funding for schools, previously controlled by elected school committees, must now be appropriated at either Town Meeting or by referendum at the ballot box, where voters can choose directly to approve or reject money for the public education of children. The second phenomenon is the steady growth in the number of people over sixty-five years of age. The increasing size of this segment of the population will have significant impact at the ballot box, and will shape the future of America for many years to come.

Connections between what the elderly desire and what the school system can provide have been made. The

researcher developed a marketing plan which outlines a system for the development of channels of communications between the schools and the elderly.

This plan begins with the school system designating a coordinator of elderly services to begin the process of identifying various products that schools have available. These products include the school's transportation system, its food service capability, and the ability of the school to offer courses to the elderly. Some courses would include computers, history, psychology, and financial services. Additional potential products are the use of school gymnasiums as potential exercise facilities, the provision of capabilities for the senior citizens to volunteer in classrooms, and the development of a community service program where students can provide services beneficial to the elderly.

These products can be marketed after they have been developed to the point that they are considered excellent. The marketing strategy begins with the establishment of a mission statement and the outlining of short and long term goals. The planning process includes a determination of the resources that the school system has available to service the elderly. This market would be targeted by focusing on senior citizens who have had previous experiences dealing with children as mothers, grandmothers, and as former teachers. A message to this subset of the elderly would be directed to this segment through various media, including

newsletters, newspapers, cable television, and announcements in churches. The elderly would be encouraged to use the schools for the various services that the schools can offer.

The costs for these services would be included in the school budget and presented to the Town Meeting. This marketing plan would be deemed a success if senior citizens at Town Meeting demonstrate their support for the school budget and convince the Town Meeting to support the school's budget. A detailed plan, designed to tell senior citizens that they are important to the functioning of public education and that they can be part of a quality school system, is contained in APPENDIX E.

This growing political force of senior citizens will have a reason to insure that education in America will be a growth industry. Senior citizens will be able to see that services for children will grow alongside services for their colleagues. A plan such as this, if successfully implemented, will signal an increase in support for children and McWalters' statement will be of a time past. A plan such as this has the potential to significantly improve public education. It is hoped that the senior citizens in America will echo the proclamation heard in Greece, some twenty-three centuries ago, "The education of youth is the foundation of every state."

APPENDIX A

"IDEA TREE" QUESTION DEVELOPMENT

Will elderly support education?

5

Do elderly like children?

Is investing in children important?

Are schools important for children?

Are children impt. to future of elderly?

Do they have money to invest in children?

Can education improve a child's future?

3

Do they know any children?

Will they invest in children now?

What could you do for schools?

Are children helpful to them/society?

Is your social security linked to children?

Should the state/town incr. funding

Does children's future impact on their future

Is an economy with good jobs impt. to you

Is health of state depend on healthy schools

Should they help children?

Should children have skills for those jobs?

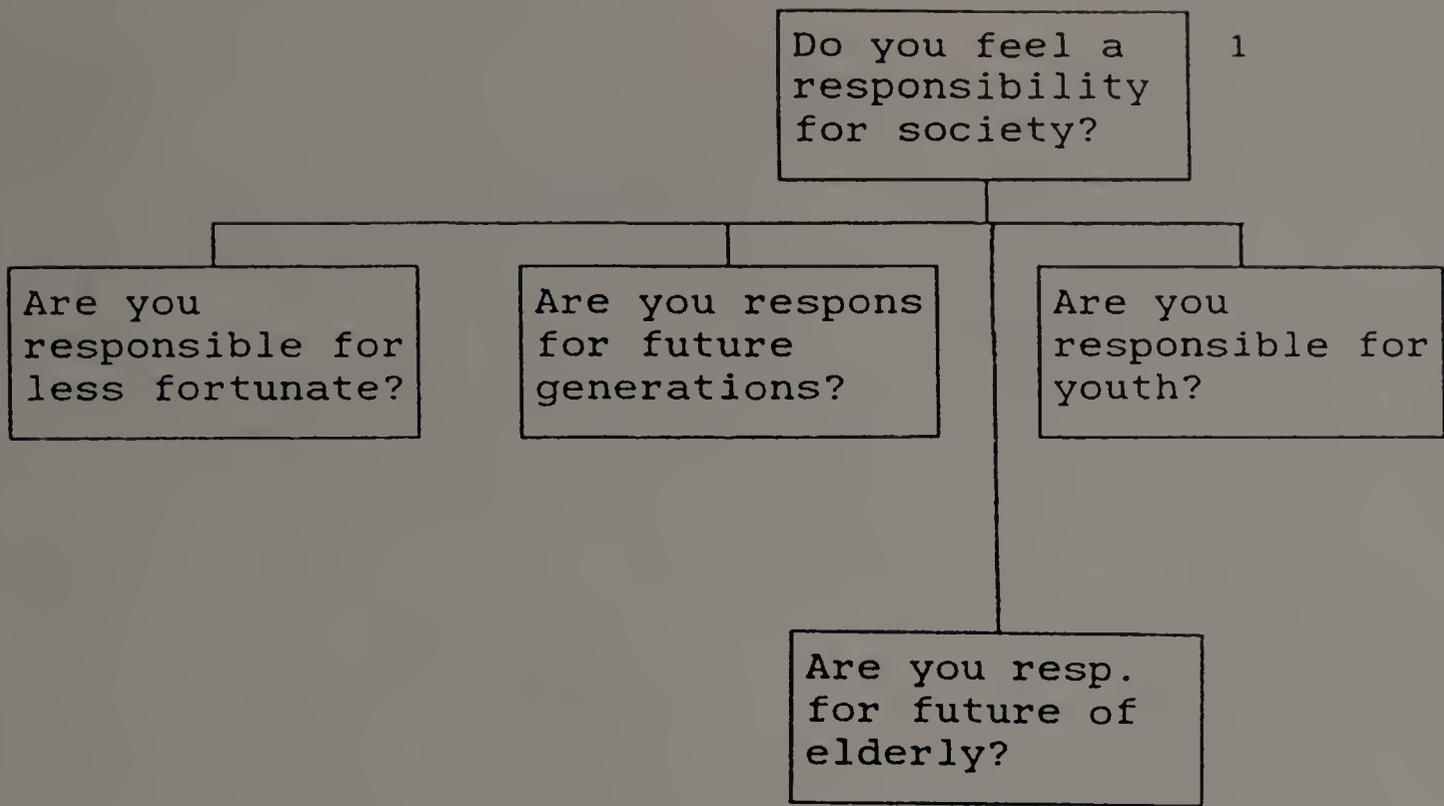
2

Is educ impt to improving life of the poor?

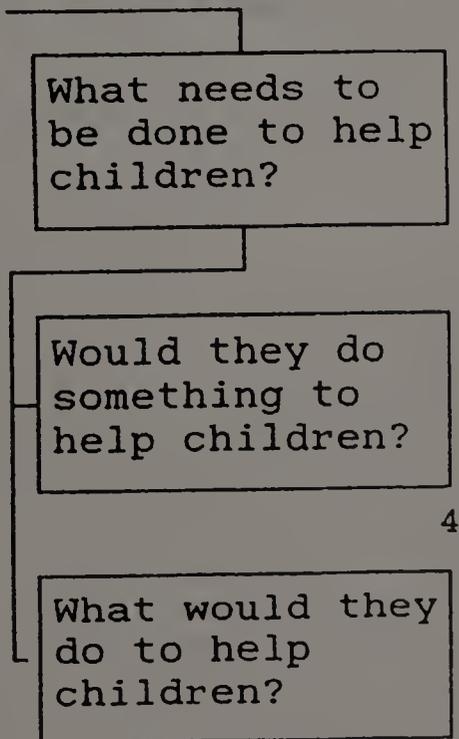
Do you feel a responsibility for society?

Is educ the most essential social service?

Will qual educ help to rebuild state's econom



5



What could you do for schools? 1

Volunteer time

Give money

What would they do to help children? 1

Would you invest in time

Would you invest money for children?

What resources do you have for children?

How much money would you invest?

APPENDIX B

LETTER TO PROSPECTIVE SURVEY RESPONDENTS

P.O. Box 401
Wareham, MA 02571

April 9, 1991

Dear Sir/Madam:

I am a doctoral student at the University of Massachusetts and am doing research on relationships between senior citizens and children.

This project is being conducted in cooperation with the Superintendent of Schools in Wareham and is intended to help school systems to provide services and support to senior citizens. None of the costs of this project is being paid with public funds.

I would appreciate it if you could take a few minutes to answer the following seven questions. Please return it in the next few days. Your answers will be kept strictly confidential.

Thank you for your assistance.

Sincerely,

James J. Nolan

APPENDIX C

SURVEY INSTRUMENT

APPENDIX D

INTERVIEW OUTLINE

INTERVIEW OUTLINE

A total of eight persons were interviewed. Two people were interviewed who had divergent answers to the central question in Category I. Two more were interviewed who had opposing answers to the central question in Category II. Two from Category III and two from Category IV were interviewed, again because they had opposing answers.

Category I

The Central Question was, "At this time, how important are children in your life?"

The Probe Questions were:

1. What children now influence your life?
2. How do you think children are helpful to society?
3. How are children helpful to senior citizens?
4. Would you comment on how you see the role of children impacting on your future?
5. How can you be of help to children?

Category II

The Central Question was, "Would you give money towards the future of children?"

The Probe Questions were:

1. Could you tell me of any vital needs that children have that money could answer?
2. What are your thoughts about investing money in children?
3. What do you feel about a connection between your social security and children?
4. What do you feel about the relationship between the job skills that children should have in the future and the economy?

Category III

The Central Question was "How important is public education to you?"

The Probe Questions were:

1. What do you think of the idea that education improves a child's future?
2. What do you think of the idea that the health of the state depends on healthy schools?
3. Is there anything you might be able to do to help schools?
4. Do you feel that education is important to improving the life of the poor?
5. Should the state or the town increase taxes to provide more money for schools?

Category IV

The Central Question was "Would you give some of your time to the children of Wareham?"

The Probe Questions were:

1. Do you have time available for volunteer work?
2. What might interfere with your being able to give time to the schools? (ex. transportation, health, lack of interest, lack of confidence.)
3. Can you indicate any resources you might have that would be helpful for children?
4. If you were asked and had the time, what would you like to do for children in schools?
5. Do you feel any responsibility to help out in the schools?

All eight persons interviewed were asked the following Central Question: "What are your needs, wants and desires at this time?"

The Probe Questions were:

1. What do you consider your most important social need at this time? (ex. to communicate to others, to meet with others your age, to meet with younger people).
2. What do you consider your most important physical need at this time? (ex. health, health care, exercise).
3. What do you consider your most important educational need at this time? (ex. to learn (what?), to teach?)
4. What do you consider your most important financial need at this time? (ex. income, housing, taxes, insurance?)
5. What do you consider your most important psychological need at this time? (ex. communications, family support, to help others, volunteering, spirituality).

APPENDIX E

MARKETING PLAN

MARKETING PLAN TO THE ELDERLY IN WAREHAM

The following is a marketing program to the elderly in Wareham Massachusetts. This is but one plan for one community. It is possible that alternative plans could be developed for this community, as well as additional plans for other communities.

A. Elderly Needs Assessment

The first step in the marketing plan was to conduct a needs assessment of the elderly citizens in Wareham. A comprehensive needs assessment process is contained in Chapters 3 and 4. Following the determination of the elderly's needs, the researcher interviewed school administrators in order to understand the capacity of the the school system to provide additional services.

B. Administrator Interviews

In order to understand the characteristics of the Wareham School System, several school administrators were interviewed, including the Adult Education Director, the Director of Food Services, the Director of Transportation, and the school principals.

An attempt was then made to relate the functions of the schools with needs the elderly in Wareham had expressed. The interviews with the administrators revealed many relevant factors.

Because the high school closes prior to 3 PM daily and does not reopen until 7 PM for evening school, it was felt

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An attempt was then made to relate the functions of the schools with needs the elderly in Wareham had expressed. The interviews with the administrators revealed many relevant factors.

Because the high school closes prior to 3 PM daily and does not reopen until 7 PM for evening school, it was felt

that this facility could be opened to senior citizens from 3 PM to 6 PM. Seniors would have the use of the gymnasium and access to classrooms during this time. During the winter, when basketball teams use the gymnasium at the high school almost every afternoon, the newly renovated gymnasium at the Middle School would be an excellent alternative site.

Since the new Wareham High School is a modern high technology school with a significant computer capability, computer training could be conducted here. However, funding would have to be found for the instructor. This would be true for other courses that the senior citizens might want. The school's transportation system could be used to bring the seniors to the school, but again funding would have to be found, as seniors have indicated that \$1.00 per day for round trip transportation is as much as they can afford.

The cafeteria could be opened between 5 PM and 6 PM for an evening meal, but again, funding is a problem. Seniors who go to lunch at the Senior Citizens' Center now pay \$1.25 for that meal. According to the director of the Center, there was considerable resistance from the seniors to raising the price.

The elementary schools have the potential to bring senior citizens into classrooms to read to children. This had been tried in the past but was discontinued because of a lack of initiative from the school administration. This program certainly could be brought back. One administrator made a suggestion that elementary cafeterias be used during

student lunches by setting aside a few tables for seniors. The Director of Cafeteria Services confirmed that this would be possible.

A suggestion was made that senior citizens could go on selected field trips with the younger students when extra space is available. It was felt that this would give young and old an opportunity to spend quality time together on the bus and at the destination of the trip.

Lastly, it was suggested that social studies curriculum concerning gerontology issues would benefit from using senior citizens as guest lecturers. The seniors could also be guest lecturers in other courses where they could lend their expertise. It was agreed that the potential to involve senior citizens in schools is great and that the responsibility to do this should be assigned to one individual in the school system. This individual would work closely with a member of the elderly community, most likely a person who is involved with the Wareham Council on Aging.

C. Preparation for the Development of the Plan

The next step in the development of a marketing plan involved answering the following eight questions. The answers to these questions came from interviews conducted with the senior citizens and the school administrators.

1. What do schools have that is marketable to the elderly?

Schools have to deal with children and teachers. Schools have buildings, gymnasiums, classrooms, cafeterias, and transportation capabilities.

2. What do schools have that elderly people want?

Many elderly like children and want to be with children. In addition, schools have large facilities that taxpayers support. Senior citizens want access to these facilities. The elderly want to learn about computers, a common item found in schools today. Many teachers are computer literate and have the capability to teach computers to senior citizens.

3. What do we have that elderly people desire?

The elderly desire to be physically active. Schools have gymnasiums that the elderly can use to maintain their health through exercising. Senior citizens desire a place to go in order to stay active. Many school programs can be created to cultivate the involvement of the elderly in the schools. Such programs would include reading to children and talking to children about various experiences the elderly have had. Senior citizens have time on their hands and enjoy volunteering.

4. What weaknesses do we have in the marketplace?

Schools today are seen as areas of great cost to the taxpayer. Senior citizens are aware of these costs and are reluctant to share their limited resources, even though they feel that the education of children is important. In addition, there is a perception among the elderly that schools are out of bounds to senior citizens. According to some elderly interviewed, senior citizens feel they are intruding when they are in a public school.

5. What strengths do schools have in the marketplace?

Clearly, senior citizens see schools as important to the future of this country. As one interviewee said, "Education is going to make our country a better country. This is why we are as great as we are. We are an educated country. We have always been that way." Most senior citizens share this concept. Furthermore, a school system is generally the town's largest employer, has the largest cafeteria system in the community, and operates the largest transportation system in the town. Schools have large, generally well maintained and staffed facilities, which contain classrooms, laboratories, shops, cafeterias, outdoor recreation areas, and gymnasiums.

6. How can we let senior citizens know what we are doing?

Senior citizens can be contacted through the local Council on Aging and local cable television. The town voter registration listing is also a method of communicating to the senior citizens as it provides the ages of registered voters. Mailings could be made to seniors. Senior citizens must be invited into the schools to see the facilities that, incidentally, they paid for. They would also have an opportunity to interact with children whom they consider important. One interviewee suggested that senior citizens can be reached through local churches and stated that most of the people who go to church today are the elderly.

7. Who is our competition?

Our competition comes from demands upon their disposable income. Senior citizens have disposable income but use it frugally. The elderly must also deal with increasing costs of rent, clothing, insurance, especially health insurance, and transportation. They feel that they are taxed to the limit and that additional taxes will be difficult to pay. Even though they feel that taxes earmarked for education are a good use of tax money, it will be difficult for them to provide money for education because it takes funding from other services including nursing home care and police protection.

8. What resources will schools need?

School systems need to develop an environment attractive to senior citizens. A program coordinator must be designated to work with senior citizens to develop a mutually beneficial relationship. Schools will have to provide children with an awareness of elderly issues so they will have a better understanding of this increasingly growing segment of the marketplace. There is a need for schools to set aside times and places for the elderly to use school facilities.

D. Development of Marketing Plan

The marketing plan which follows was prepared to allow the Wareham School System to better relate to the needs of the elderly. The plan lays out several steps, which, if executed in a coordinated way, should result in significant elderly involvement in schools.

An inventory of resources available to the Wareham Public Schools was used as the cornerstone of the plan.

These resources include personnel, facilities, and curriculum. In addition, the plan contains various techniques that other educational institutions and businesses employ to provide services to the elderly. Community resources were included in the marketing plan. The techniques were obtained following a review of available literature and include educational programs conducted for the elderly and educational programs conducted by the elderly. Each of these resources and each of these techniques were related to a corresponding need that had been previously determined and prioritized by a needs assessment.

Available resources and techniques were combined to provide a series of steps that the Wareham school community could implement. The initial steps were those that required little cost and had significant payback. Those that had higher costs were targeted for implementation at a later date.

The description of these steps includes the feasibility, time frame, and estimated cost of implementation. In addition, the plan includes a description of the personnel required to develop each element, as well as the personnel needed to make the element operational. A summary of each element of the plan and its relative importance was included.

E. Marketing Plan

1. Overview

The plan was developed to engender political support from the elderly in Wareham for the public schools. It reflects the needs, wants, and desires of the town's elderly as determined through a needs assessment and supported by a review of the literature.

2. Selection of Coordinator

The school system should designate an individual to coordinate such a program. This person must be marketing oriented and have a special interest in working with senior citizens. The coordinator would have a stipend and be responsible for the overall conduct the program. The coordinator should then establish a relationship with the Town's Director of the Council on Aging. The Council on Aging has programs in place, but because of budget constraints, many of these programs have been curtailed. This initiative by the school system will be immediately beneficial to the schools. The "seniors" will sense that the school department cares about them and will see the potential for expanding services as the two agencies begin to work together.

Assets that the school system and the Council on Aging already have in common are facilities for food preparation and vehicles to provide transportation. Both offer educational programs as well as exercise opportunities for their respective clientele.

3. Product Development

This phase of the marketing plan is very crucial. A marketing plan will not be successful if the organization's product is not of high quality. In addition to the product being of high quality, it must also answer the needs of the consumer. A product that does not meet these two tests will not sell. There are five products that can be developed in the Wareham Schools that would address the needs outlined in Chapter 4. A description of these products follows.

a. Use of the New Wareham High School

The Wareham School Department completed the construction of a new high school in July 1991. This \$17,300,000 facility was designed to provide students in Wareham with a school that will address student needs well into the twenty first century. The building, considered the most modern school in Massachusetts, has a large technology capability with computers, telephones, and video monitors in each classroom. In addition, the school has a modern cafeteria, a large gymnasium, a uniquely designed music room, and an auditorium that is completely handicapped accessible.

Seventy-five per cent of the funding for Wareham High School came from state funds. All of the people in Wareham shared the remaining funding.

This school, like most high schools, closes down operations at approximately 3 PM. In Wareham, an extensive adult education evening program begins at 7 PM. The first

"product" for the senior citizens would be the opening of Wareham High School for the use of senior citizens from 3 PM to 6 PM daily. The elderly would begin to feel that this facility is not just for young people but is for all the people in the town.

The school department would provide the transportation required to bring the seniors to the school at 3 PM and return them to their homes at 6 PM. School buses and handicapped vans would be used. After-school buses for children could be used to pick up the elderly on their return trip. Buses returning athletes to their homes after practice could also be used. Those that use the transportation would pay for part of the cost. Door-to-door service would cost more than having a central depot. The cost to the rider should remain between \$1.25 and \$1.50 per round trip. The cost of the bus is approximately \$25.00 per hour plus the cost of a driver which is \$11 per hour. One vehicle for three hours would cost the town approximately \$100 per day. To break even, some seventy people would have to use the service daily. Initially, this number is optimistic. If thirty people used the service daily, the net loss to the school department would be about \$1000 per month. This item would be inserted into the school budget, earmarked for senior citizens, and voted at town meeting. Such an issue would be a first test for senior citizens to rally behind a school budget which would provide a service exclusively for them.

Part of this product would include serving food to them in the school's cafeteria. This evening meal would cost each senior \$1.50 and be competitive with that charged the youngsters during the day. This service would not have a bearing on the school budget and would pay for itself.

Seniors who want to get out in the afternoon after a long slow day or an afternoon nap will now have the opportunity to go to the new high school. This product is an answer to the needs that the elderly expressed in order to be active and to be with other people.

b. Develop Courses for the Elderly

Through the cooperative efforts of the Coordinator of the Council on Aging, a curriculum for the elderly should be developed. The curriculum should include courses designed to satisfy the needs and the desires of the elderly as expressed in the needs assessment, eg. courses or seminars in computers, history, psychology, health, income generation, taxes, and financial security.

i. Computers

A request should be made of a high school teacher in the business department to develop a computer course for senior citizens. The goal of a computer course would be to familiarize senior citizens with the operation of a computer and to develop their confidence in its use. One objective would be to enable senior citizens to compose brief letters on the computer. Later, as the senior citizens gain a proficiency in

writing short letters on the computer, they would be encouraged to use the computer lab for additional letter writing. Not only would the senior citizens learn what a computer can do, they would be encouraged by their success with the computer, and communicate more frequently.

ii. History and Psychology

A member of the social studies department should develop these courses which would be conducted in a seminar environment. Groups of approximately ten to fifteen senior citizens could meet on a regular basis with a person who would support and encourage them to communicate effectively.

The extensive array of video material now available on historical and social subjects makes this type of course particularly appropriate for this population who enjoys watching television. They would be able to talk with each other and a facilitator could guide them. Psychology issues would also be presented to them in a similar manner.

iii. Financial Security, Income Generation, and Taxes

A seminar series covering these and other related topics could be held on a regular basis. A teacher from the school system, who is well versed in these areas, would be invited to prepare a curriculum dealing with these issues. The senior citizens would be invited to the school to meet in a seminar environment

where financial topics would be presented and discussed. As additional topics begin to surface, the instructor would present them or invite specialists in these subjects to assist.

Teachers from the school system would initially conduct the courses. As senior citizens display their own expertise in various areas, they would be invited to present their own seminars. The school system's Elderly Coordinator and the Director of the Wareham Council on Aging would coordinate these seminars. All courses would be given in the high school using appropriate facilities. Computer labs would be used to teach about computers and word processing. Senior citizens would use the computers after they had acquired the appropriate expertise. Comfortable classrooms or seminar rooms would be used for lecture presentations. The extensive video distribution capability of Wareham High School should be incorporated into all courses and seminars.

Teachers presenting material to the senior citizens should receive training on methods of instruction for elderly persons, which differ from methods used at the public school (K-12) level. These differences include using written materials with bold text, slower moving lectures, provisions for the hard of hearing, and above all, patience with students who have not been to school for a long time. Course or seminar sessions should be kept to a maximum of thirty minutes. During the period 3 PM to 5 PM, three such sessions could be scheduled, surrounded by appropriate

breaks. The senior citizens would have options to attend any of the three sessions.

The cost to the school system to run these seminars would be the remuneration for the instructor. The average hourly rate of a teacher in Wareham approximates twenty dollars per hour. Three instructors working two hours per day, five days per week would cost six hundred dollars per week, or approximately twenty five-hundred dollars per month. Over a ten month period, the cost of this program would be approximately twenty-five thousand dollars. This item would be placed in the school department budget and senior citizens would be asked to support it. This amount could be prorated according to course demands. Texts with large print would also be a needed expense.

c. Exercise Programs

The elderly of Wareham have indicated a need for exercise to keep them healthy and active. Wareham High School has a large modern gymnasium. This facility is available during the fall and the spring between the hours of 3 PM and 5 PM. During the winter season, when the basketball teams are using the gym, the newly renovated gymnasium at the nearby Wareham Middle School would be available. Also, there are gymnasiums in the two large elementary schools in Wareham that could be used.

A physical education instructor would be invited to develop a curriculum for the senior citizens which would include various exercise programs and aerobics. Square

dancing could be included in this curriculum. The high school outdoor track, located within the school complex, would be incorporated into the program for walking and jogging. The cost for this program would be that of the instructor which again would be approximately one hundred and twenty dollars per week or about eight thousand dollars per year. Senior citizens would have to support this cost in the school budget. No additional costs are anticipated.

d. Volunteering

Many elderly want to give some of their time to others. The public school setting is a very appropriate place for seniors to volunteer their services. The first step would be to survey the professional staff of the school system as to their interest in obtaining volunteers. Once this is determined, an effort would be made to obtain an inventory of those who would like to volunteer and what would they be interested in doing. The areas where senior citizens could volunteer include reading to young children, assisting teachers as aides, and helping to supervise playgrounds and cafeterias. Additional areas would include meeting with youngsters to discuss career opportunities and the importance of continuing one's education. Senior citizens could also help youngsters develop an understanding of aging. The school system's Elderly Coordinator along with the Director of the Council on Aging would maintain the inventory of school needs and the names of senior citizens, their capabilities, and their interest in providing services

to youth. There would be no cost to the school system to involve the senior citizens in a volunteer program, and potentially there could be savings.

e. Noon Cafeteria Services

Wareham has five school cafeterias servicing the youth in the town. These cafeterias are fully staffed and function every school day serving nutritious meals to students. Each facility has the capacity to serve additional people. Senior citizens could be invited to each school to have lunch. The cost of a lunch would be \$1.35 per day, only ten cents more than the senior citizen's center charges. Since the schools are in four locations in the town, the requirement for transportation would be minimal. This program would not require additional funding from the school budget and would be self sufficient. Seniors would be made to feel welcome in the schools and have an opportunity to interact with the students daily.

f. Conduct Seminars on Gerontology

The elderly coordinator for the school system would develop a curriculum for teachers and students in the school system. This curriculum would be coordinated with the school system's Director of Curriculum. Various issues that flow from the growth of the elderly population would be presented to the teaching staff and administrators. It is important that staff members develop an appreciation of the needs and wants of senior citizens and the impact this segment of the population will have on their profession. It

is imperative that the staff understands the necessity of providing services to the elderly.

Students in the school system at all levels, K-12, should receive instruction concerning the elderly at various times during the school year. This instruction would consist of visits from senior citizens at the elementary level, seminars on gerontology at the secondary level, and visits by students to nursing homes in the town. Educators and senior citizens must help students develop an understanding of the elderly so that they will see senior citizens as a vibrant, contributing segment of society. Educated students will then be able to interact with the elderly in a respectful and productive manner throughout their lives.

g. Community Service Program for Children

To enhance the relationship between children and senior citizens, the school would develop a Community Service Program. Various functions that children can perform for the elderly could be developed through consultation with the Director of the Senior Citizens' Center. These functions might include children visiting nursing homes, helping the elderly with putting out their rubbish, shoveling driveways during the winter, and helping out at the Senior Citizens' Center. The youngsters could also assist cafeteria workers serving the elderly in the schools.

4. Marketing the Products

With the marketing research completed and the products developed, the final step is the marketing of public education to the elderly in Wareham Massachusetts. This effort consists of several activities which are described below. The first paragraph of each section outlines the steps in a generic fashion. Other school systems could replicate these steps. The remaining paragraphs in each section are specific recommendations for the Wareham Schools. This plan should not be developed by a single person or the administration. It should be developed by those that must make it work, including teachers, various non-teaching staff members, and members of the elderly community.

a. Setting Overall Goal

i. In order to place this effort in focus, it is essential that specific measurable and attainable goals be established. People from the school system who will be able to make the marketing program a viable operation would perform the goal setting. A task force could then be developed with members coming from the teaching staff, administration, food service, and transportation. In addition, the task force would include members of the elderly community, persons active in the Council on Aging, and senior citizens involved in town political matters.

ii. The goal of the marketing project in Wareham would be to involve the elderly in the public schools on a daily basis in order to obtain political and financial support for

the funding of the public school system in Wareham during the upcoming school year.

b. Developing a Mission Statement

i. The task force would establish the mission of the schools in relation to the elderly community. This mission should be concise, clear, and easy to communicate.

ii. The mission of the Wareham Public Schools includes providing educational services for the elderly community and acquiring support of public education from the elderly community for all people in Wareham.

c. Development of Long Range Goals

i. Goals must be set for the next three to five years in order to develop a closer relationship between the senior citizens in the community and the school system. This long range plan would be an overall guideline for the efforts of this task force.

ii. The long range goal for this task force in Wareham would be to have, in three years, a political action committee of senior citizens, who will lobby for the support of public education. This goal will be met when a school budget, containing substantial funding for senior citizens' activities, is passed at Town Meeting through the efforts of this political action committee.

d. Development of Short Range Goals

i. Specific goals must be set for the next six to twelve months in order to develop a closer relationship between the senior citizens in a community and the school

system. Specific activities which would provide services to the elderly should be documented. These activities should be scheduled so that those with the greatest impact and the least amount of effort are conducted first. Each activity must be attainable and the results from the activity must be measurable. It is essential that each activity be conducted in a way that it can be expanded or reduced depending on the results obtained. The activity may even be discontinued if substantive results are not attained in a reasonable amount of time.

ii. Specific short range goals for the Wareham Public Schools would include the development of activities that do not include significant funding. These activities are:

(a) Open Wareham High School from 3 PM to 5 PM during the school year for use by the Council on Aging. The Council or the "seniors" themselves would provide transportation. Senior citizens would use the gymnasium, classrooms, and conference rooms as applicable. They would set their own agenda.

(b) Provide cafeteria services for the senior citizens on a limited basis at the high school from 5 PM to 6 PM.

(c) Invite senior citizens to have meals at the elementary schools at noon time during days that school is in session.

(d) Initiate a book purchase project in conjunction with the American Library Association and the American Association of Retired Persons (AARP). Through this

project, the school libraries would acquire resources regarding the elderly.

(e) Invite the senior citizens in Wareham to communicate to the schools their personal areas of expertise which they would like to share with children. In addition, acquire names of elderly citizens who would be interested in volunteering their time. An inventory of elderly resources should be entered into a computer for future use.

(f) The task force would obtain materials from AARP for review. These would include:

- i. Community Television, A Handbook for Production, Developed by the AARP and the National Federation of Local Cable Programmers
- ii. Tomorrow's Choices, Preparing Now for Future Legal, Financial, and Health Care Decisions
- iii. College Centers for Older Learners
- iv. The Truth About Aging, Guidelines for Accurate Communications.
- v. New Roles in Society: Aging into the 21st Century
- vi. Learning Opportunities for Older Persons
- vii. Using the Experience of a Lifetime
- viii. The AARP Audiovisual Library
- ix. Becoming a School Partner
- x. Making America Literate
- xi. AARP Publication & A/V Programs: The Complete Collection 1991

(g) Develop educational programs for the upcoming school year which will provide for computer instruction.

(h) Prepare a transportation system which will bring senior citizens to and from the schools as appropriate.

(i) Prepare a budget to provide services to the elderly in the upcoming school year. This budget should be made an integral part of the school's budget to be presented at the Annual Town Meeting.

e. Identification of Necessary Resources

i. Resources needed to accomplish the six to twelve month goals are to be established. These resources would include both personnel and financial resources. The personnel identified in this process should be people who buy into the mission statement developed earlier. The budget for each activity should be reasonable. Any activity that involves substantial funding should be tested in the six to twelve month period and, if found to be successful, targeted for the next school year. The school budget for the upcoming school year should contain funding for all efforts by the school to provide services for the elderly.

ii. Resources required for the short range should be minimal, as funding for elderly services would not be included in the present school budget. People are the key resource to develop the plan. Money for school personnel to meet in a task force setting is currently available and would be used. No attempt should be made, in the short

term, to provide additional school funding for these purposes. Funding for elderly services should be obtained in the next school year and be appropriated at Town Meeting. All materials indicated in 4.ii.(f) above can be obtained at no charge from AARP, 1909 K Street NW, Washington, D.C. 20049. These publications can be obtained in volume at no charge if they are for classroom use.

f. Identification of Publics

i. Publics or market segments that should be addressed in the effort to accomplish the six to twelve month goals need to be established. These publics would include internal publics such as teachers, cafeteria workers, and students. The external publics would include senior citizens who were former teachers, grandparents who have children in the local schools, and elderly who might want to be "adopted" by a student.

ii. Internal publics in Wareham would, first of all, include the teachers. The overall marketing plan should be presented to the staff in an attempt to create an awareness that senior citizens are vital to the educational process. Cafeteria personnel should be targeted, as their services can be made available to the elderly, and they should understand the importance of their role in making senior citizens feel comfortable in the school setting.

The senior citizens targeted should be those who were teachers, grandparents, and those who live in mobile home communities in Wareham. It is these segments of the elderly

marketplace that can be focused upon as the marketing process begins.

g. Development of Message

i. The task force would develop the message that the school system wants to give to senior citizens. It must be concise and clear.

ii. The Wareham Public Schools should give the following message to the elderly community in Wareham. "The Wareham Public Schools' role is to provide quality education to the entire community, including senior citizens. The schools in Wareham belong to everyone and everyone should feel free to use them."

h. Media Mix for Communicating Message

i. Task force attention must be paid to the use of media that will be used by schools to communicate services to the elderly. Use of direct mail, telemarketing, and television advertising, radio, and newspapers should be considered. In addition, face to face marketing should be included in the mix. Additional ways to get the message out include advertising events at the local churches, sending out mailings using the Council on Aging mailing list, communicating on local cable television, and developing a mailing list obtained from the the voter registration list available at town halls.

ii. The message about the schools' efforts to involve the elderly in the educational process in Wareham can be communicated as follows:

- i. Press releases should be made to the print media including the Wareham Courier, The New Bedford Standard Times, and The Brockton Enterprise. The Boston Globe is also a resource that should be used.
- ii. Continental Television in Wareham should be made aware of the marketing effort. They will tape meetings of the planning committee for later showing. Announcements concerning activities for "seniors" at the school system would be shown on Bay 8 Cable TV in Wareham.
- iii. Senior citizens who worship at the various churches in Wareham should be asked to meet with their respective pastors and seek approval for the dissemination of pertinent information concerning the schools and the elderly.
- iv. The mailing list of one thousand names, that the Council on Aging created for their monthly newsletter, should be used. In addition, a mailing list of names of persons over sixty-five years old should be created from the voter registration list available at Wareham Town Hall. Approximately four thousand names will appear on the list.
- v. The high school's art department should prepare signs announcing activities between

the schools and the elderly. These signs would be posted throughout the town in stores, mobile home parks, churches, and other areas that senior citizens frequent.

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