
nity, the nursing home, and the residents. Planning is carefully structured and realistic priorities established as soon as possible.

3. Quality and professionalism are vital components of the program. Educators in intergenerational relationships and early childhood activity usually provide the guidance for participating residents, staff, and other volunteers from the community. The state child care director usually has input as well.
4. The child care center director/teacher and staff are selected early in the planning phase.
5. Decisions regarding budget, reconstruction, compliance with licensing requirements, cooperation with other community groups, and preparation of manuals, brochures and public relations are the responsibility of the task force. It also determines the allocation of time and money, and fundraising procedures.
6. The programs are supported by sliding-scale rates for the children who attend the center. Special foundation funding, estate-planning programs, trusts, and scholarships augment the center's financial resources.
7. The age range and number of children who will attend the center is determined by the task force, but is guided by state regulations and often exceeds them in student-teacher ratios, services offered, volunteers participating, and supplementary intergenerational activities.
8. Evaluations and follow-up studies provide opportunities to observe and study the interactions, problems, and reactions of both the elderly and the children.

The types of child care provided in these centers include before-and-after school care, summer care only, infant care, full-time preschool programs, and many others which reflect unique community needs not met by other local child care centers.

The director/teacher generally screens residents who have indicated an interest in participating in the program as either volunteer or paid assistants. The screening process is multi-faceted, and begins with

an in-depth survey and evaluation of each resident who wants to participate. The evaluation includes a medical/staff history, a friend/family individual and group evaluation, and an assessment of the individual's interests, needs, experiences, capabilities, and limitations.

In addition to professional staff and residents, other volunteers include student teachers from local universities, high school students, and retired professionals from the community.

After residents have been selected to participate in the program, they prepare for their work with the children by completing an extensive education program comprised of lectures, media presentations, visits to pre-schools, and information about children's needs and interests. Continuing education programs are provided for all volunteers and staff on a regular basis.

Child care centers are not suitable for every nursing home because some residents are not child-attuned, some administrators have other priorities, or the community's interaction is only beginning. However, in long-term care facilities where child care centers have been established, acceptance and understanding evolve. When the old and very young share listening, gardening, crafts, storytelling, and other activities, there is a mutual sharing and enrichment, and an exchange of ideas resulting in acceptance, empathy, and increased feelings of self-worth for both generations.

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III. Intergenerating In the Schools

Intergenerational Programs in Education

by
Anita M. Stowell

The fragmentation of the extended family, the breakdown of neighborhood support systems and the emphasis on age-segregated social organizations have substantially decreased the opportunity for establish-



ing meaningful contacts between the old and the young. Families are growing apart and many young children are losing contact with their grandparents and other significant older persons.

The problem is compounded by most schools, which offer children limited opportunities to learn about aging and employ few people over 65. Teachers, as well as parents, are often misinformed about the aging process and inadvertently reinforce negative attitudes about older persons.

By providing intergenerational education experiences, schools can become a primary influence in changing children's perceptions of themselves in relation to the aging process. With minimal cost and effort, aging can be integrated into many existing courses such as health, social studies, home economics, and literature without overextending the curriculum.

Intergenerational experiences involve the sharing of skills, knowledge or experiences between young and older persons. Intergenerational programs can be designed for the day-care, pre-school level through the post-secondary level. Program content can be academic, recreational or experiential. Program focus can be two-dimensional, with both age groups sharing mutually enriching experiences or one group providing services to the other.

There are many advantages for the school system that undertakes an intergenerational educational program. Volunteers and/or part-time older employees can:

- provide personalized attention to students with problems;
- provide a new perspective by adding a sense of history; and
- teach children how lifestyles change over time.

Intergenerational programs offer unique advantages to children and young people, helping them:

- gain first-hand knowledge about older persons' skills, physical capabilities and diversity;
- benefit from the feeling of being loved and wanted; and
- develop love for and trust in an older adult.

The older generation benefits as well from:

- the freshness and idealism of youth, which can stimulate older persons to renew their faith in life and humankind;
- fresh perceptions and a succession of surprises;
- part-time commitments to working with children that help keep them "in touch" and develop new competencies and skills; and
- the opportunity to make new friends their own age who share their interests and help counteract the feeling of a contracting circle of friends.

Lessons to Be Learned

Based on the experiences of schools that have been involved with intergenerational projects, individuals and groups who are planning intergenerational education experiences should:

- involve senior citizens in the initial planning of the programs;
- capitalize on the strengths of both the seniors and the children;
- communicate with the seniors frequently so everyone fully understands the program's goals and activities;
- make the program environment as comfortable as possible;
- draw upon community resources to plan and operate the program; and
- devote careful attention to planning and designing the project by starting small and building on success.

The future of intergenerational projects looks bright. Declining student enrollments, coupled with increased economic pressures, have forced schools to look at non-traditional approaches to education. Intergenerational programs encourage more efficient use of resources and enrich the lives of all participants.

Intergenerating in San Francisco's Public Schools

by
Eve Siegel

It's early morning, just before class at Mark Twain Alternative High School in San Francisco. Students sprawl in their chairs, combing their hair, chewing gum and talking loudly. The door opens and a large man with long gray hair and a comfortably lined face enters and smiles warmly at a few of the students, then strides to the podium.

The man, an actor from the American Conservatory Theater, is Sydney Walker, age 68. He answers a variety of questions, including "How do you relate to a whole audience as you perform?" In reply, he looks directly at one girl and says, "What I try to do is focus on one person at a time, giving that person all my attention. Right now, I'm sending you all my love and energy. Perhaps you've never in your life received all someone's love, all someone's entire attention." The girl stares at him, fascinated, and he gently adds, "And now, because you're not accustomed to having so much love all to yourself from one person, I'll look at someone

else." In a short time, everyone in the room is wholly involved in this remarkably interactive, intergenerational experience.

Sydney Walker is a participant in the SEER (Seniors Enriching Educational Roles) Project, which involves people age 60 and over from a multitude of professional, social and ethnic backgrounds. They share their life experiences, skills, and interests with students in San Francisco's public schools. In more than half of the city's 106 schools, from kindergarten through high school (plus child care centers), 200 SEER volunteers age 60-90 work as tutors with learning-disabled and non-English speaking students. They serve as computer science instructors, art and music project leaders, career counselors, library assistants, knitters, chess players, storytellers, career and personal role models, friends and huggers.

When the SEER Project began in 1979 many school administrators and teachers feared that older people might not make a long-term commitment or have the stamina to work with active young people. But as California's Proposition 13 reduced the money for classroom aides, and the number of parent volunteers declined, schools were forced to turn to non-traditional sources of volunteers.





When the SEER Project was piloted five years ago by the nonprofit agency San Francisco School Volunteers (SFSV), its mandate was a citywide outreach program to encourage San Francisco's over 60 population to volunteer in the schools.

During the Project's first year, its staff (full-time coordinator, part-time assistant, and part-time secretary) identified 25 older volunteers already working in the schools and gradually recruited 35 more.

But prospective volunteers, no matter how enthusiastic they were about working with students, had their own concerns. Why should schools welcome them? What if they weren't qualified to handle current instruction methods? Would they be able to maintain the pace? What if they became ill and had to stop work for a time. Some volunteers also expressed concerns about working with high school students and the availability of transportation. Older men were concerned about participating in what was, for them, a very unfamiliar role.

By the end of the program's second year, volunteers numbered 85, and the overall retention rate was 80%. School requests were greater than project staff could meet.

Volunteer evaluations were equally positive. "I don't know what I do for them, but they (the children) do everything for me," said an articulate 79-year-old who started tutoring Asian newcomers at a neighborhood school after her husband's death. A self-proclaimed "official school hugger," she currently tutors three days a week, goes on field trips, and is an outspoken supporter of the school.

SEER Project staff have evolved two recruitment strategies. The first, a citywide effort designed to attract older volunteers, is a centralized process directed from the SEER office. The second, designed to recruit volunteers who meet the specific needs of requesting schools, is directed by the school, with SEER staff providing training and materials.

Central office recruitment is similar to that of other urban senior school volunteer programs around the country and includes the use of electronic media, print media, training workshops and older volunteer speakers.

Within the past two years program staff have also focused on helping schools help themselves. SEER and other SFSV staff hold annual training sessions for all school volunteer coordinators to plan for the recruitment, placement, and recognition of community volunteers. SEER staff also meet with school coordinators and teachers to develop recruiting strategies tailored to their locations and student needs.

SEER interview data shows that many older volunteers prefer schools near where they live — both to strengthen neighborhood connections and to minimize transportation problems. The first step in senior outreach is to identify grandparents and older friends of school students or their parents who live nearby. Articles about volunteer opportunities in the school newsletter can be helpful. So can "Grandpersons Days," when older people are invited to school for refreshments, to meet with the principal and teachers, and to take part in classroom activities.

Volunteering is often a challenge for people who haven't seen the inside of a public school for 45 or 50 years. Once potential volunteers get inside, they see that there are many ways they can help students, and many are willing to sign up and return for service.

Knowing about the community services older people use — church groups, senior activity centers, libraries, and neighborhood organizations — is an important part of attracting older volunteers. For example, talking with members of a church-sponsored senior sewing circle is a direct way to recruit volunteer needlework instructors. The group might want to open its circle to include younger people at the church site. Many SEER volunteers are delighted when they can teach children traditional skills that aren't typically taught in schools.

Retaining volunteers is critical. Placements endure when teachers understand exactly what kind of services they require from older volunteers and then provide the appropriate materials, instruction, support and recognition. SEER volunteers average three years of service, with 10-40 hours per week on the job; more than 20% have worked five years or more. These statistics compare favorably with corporate volunteers, college students, and parent volunteers.

Many older volunteers see their role in school as a long-term commitment. They perceive schools for what they are: community resources, which in the words of one older volunteer "mix together people of all cultures and ages with all kinds of ideas."

Life-Long Learners Together: A Program of Intergenerational Education

by
Esstoya Whitley
Ruth Duncan

Grandpa Dock opened his hand, revealing a hundred years of wrinkles, to take the baby chick from six-year-old Renee. Smiling through his tears, he said, "Honey, I haven't held a baby chicken in 85 years."

Grandma Norma is 75. She won the spelling bee contest. As she spelled, the children cheered her on. Now she is their favorite spelling teacher and they have begun to recognize the value of spelling words correctly. Children carry their weekly *Scholastic Magazine* to her and she leads their discussion of current events.

Eighty-year-old Grandpa Emery taught art to the children one day a week throughout the year. The fact that he became an artist by taking a correspondence course impressed the children. Of course, he teaches more than art. One day, he was teaching the children how to draw the American flag. As he drew one with thirteen stars, he told them about the American Revolution and explained the changes in the number of stars over the years.

Grandma Henrietta felt she did not know enough to teach the children because her education had been so limited. "I want to know enough to teach the children," she said. "Will someone help me?"

The second graders and children now in upper grades who had been in the program, along with parents and aides, all rallied to help her. She has reached her goal but continues her studies, demonstrating that learning is a life-long process.

Over the years, the Adopt-a-Grandparent program has become a prime example of intergenerational education. A visit may include the adopted grandparents, the adopted grandchildren and their genetic parents, younger brothers and sisters, university students, and teachers' aides. According to one child, "We help them and they help us. They teach us things and we teach them things." A grandparent chortled, "They give you a big kiss and crack you up."

For the children, the Adopt-a-Grandparent program is both an academic and psycho/social experience. The elders teach the children individually in a special, loving way. The children are motivated by having someone interested in them other than their parents and teachers. They write letters and poems to grandparents daily and hand deliver them. They are developing a positive view of aging, recognizing the beauty in all ages, and learning about life as directly as possible.


At the same time, the visits from the children enrich the lives of the elderly. One foster grandmother commented, "A nursing home is not a place to die. It's a place to live. Working with these children rekindles the need to learn, to grow, to help."

Nursing home staff report that the residents eat better, sleep better, interact more positively with each other and their own families, and take more pride in their appearance. "Adults stop coming but the children don't. Nothing keeps them away. Even if it's pouring rain they come," Grandma Henrietta remarks.

A special relationship develops quickly between the grandparents and the children. The grandparents have plenty of time and patience and are not upset by the children's mistakes, or bothered by schedules. A child can spend as much time as he or she needs with grandparents to acquire a skill or grasp a new concept.

Grandparents also have a special wisdom that affects children's behavior. They do not hesitate to correct them and require them to pay attention. If a child was having a problem, Grandpa Denton would often take a child for a walk or a quiet talk.

Incorporating the goals of intergenerational education into the curriculum for elementary children is becoming more and more important. As a storehouse of experience and wisdom, older persons can be a resource of incalculable value. They are a unifying force



in a society that often stresses the individual and segregates generations.

Many retired people prefer living in adult-only communities, and their preference for interaction with their age peers should be respected. And in nursing homes, there are those individuals who choose not to be "adopted" — which is their privilege. But in the Adopt-a-Grandparent program, both children and the elderly volunteer to participate, and the rewards are mutual. The program encourages each generation to relate in a loving, caring way, and to promote strength, health and life in the other.

Intergenerational education is not an alternative to the extended family; it is a variation that brings joy to young and old.

IV. Growing Together in the Community

Reconnecting the Generations Through Continuing Education

by
Karen K. Cherwony
Nancy Z. Henkin
Adelaide G. Sugarman

"The phenomenon of segregation by age and its consequences for human behavior and development pose problems of the greatest magnitude for the Western world in general and for American society in particular." (Bronfenbrenner, U., *Two Worlds of Childhood*, Pocket Books, p. 52, 1973).

Age-related stereotypes plague our society and contribute to the growing tension between generations. A major reason for the persistence of these stereotypes is the lack of meaningful contact between persons of different ages. Children frequently grow up with limited exposure to older people, develop unhealthy myths and fears, and find themselves unprepared for the changes and adjustments they will make over a lifetime. Middle-aged persons often lack models to



emulate for successful aging and may face the post-retirement years with trepidation. The elderly, when segregated from the mainstream of society, can lose the meaning of their past experiences and their stake in the future. The isolation of one age group from others deprives all people of perspective on their own lives, as well as exposure to the resources, skills, and experience of people at other stages in the life cycle.

In an attempt to reconnect people across generational borders, the Institute on Aging at Temple University, Philadelphia, has developed a unique model for cross-age learning. Each summer, from 1980-1985, intergenerational learning retreats have been held at Temple's Ambler, Pennsylvania campus. These week-long residential retreats were designed to: provide participants with an innovative educational and cultural experience; foster communication among persons at different life stages; break down age-related myths and stereotypes; and serve as a demonstration project for other local and national intergenerational activities.

The 60 to 70 persons involved in each retreat were diversified in age, race, ethnic background, socioeconomic status, and education. Ranging in age from 14 to 93, the participants were recruited from Philadelphia area high schools, colleges, community organizations, and senior centers. Individuals were selected for their ability to communicate effectively and/or their demonstrated leadership abilities.

Program Components

The retreats were planned by intergenerational advisory committees, which hoped to develop stimulating educational programs and design activities to encourage interaction among the different age groups. To achieve this mixture, the program was divided each year into three distinct but integrated components: academic sessions, core groups, and recreational/cultural activities.

The *academic* component involved carefully selected Temple University faculty from a variety of disciplines and resource people from the community. Although the content included formal college-level presentations, an informal, experiential teaching style was used to maximize student involvement. The topics discussed included intimacy, sexuality, stress management, nutrition, and loss and grief.

Classroom sessions were complemented by *age-integrated core groups*. These support groups, each consisting of 12 participants and a professional facilitator, became closely-knit intergenerational family units. The groups met daily to provide participants with an opportunity to personalize some of the issues raised in the academic classes and to share life experiences. A climate of trust developed as group members began to disclose personal feelings, fears, and needs. In one class, both a young and a middle-aged member revealed that they would choose to end their lives rather than face a period of disability and dependence. The caring expressed by older members as they attempted to help these younger individuals cope with their fears of aging brought the group to a deeper level of understanding and intimacy.

Recreational and cultural activities added a third major component to the program. Swimming, tennis,

and hiking provided participants with physical exercise and a variety of theatrical, musical, and dance performances were offered during the evenings.

Evaluation

The retreats were evaluated through the administration of pre-retreat questionnaires and post-retreat evaluations designed by an independent evaluator.

Reactions from each of the participating age groups were overwhelmingly positive. Participants expressed enthusiasm about their new across-age friendships, cited the warmth and understanding they both gave and received, and felt emotionally and intellectually enriched by the intergenerational experience. The younger group commented positively on gaining wisdom from the older people; the middle group cited increased self-understanding, and the older group delighted in the openness of youth and the opportunity "to give the young our experiences in life."

One factor contributing to the success of the retreats was the collaborative learning/teaching relationship between participants and staff, and among participants as a group. The flow of information, shared experiences, emotional support and intergenerational wisdom transcended academic, gender, and age boundaries. Participants were encouraged to share individual resources and talents with others in a teaching/learning partnership.

It is clear that these retreats are effective models for intergenerational learning. Most learning theorists agree that people learn best when they are personally engaged in their own re-education, and that experiential learning most often results in the internalization and ongoing maintenance of desirable change. During the six intergenerational retreats, participants not only explored age-related myths and stereotypes, they also made personal discoveries and changes through living, learning and playing among individuals whose ages spanned eight decades.

Conclusion

To offer the retreats as catalysts for other intergenerational activities, several follow-up actions were initiated. A videotape presentation, created from the



1980 experience, has been shown at various meetings to stimulate other intergenerational projects. In addition, participants from all retreats have formed an association dedicated to the development of ongoing intergenerational experiences for an expanded population. They have conducted one-day workshops and initiated a telephone resource project, and are currently developing social action plans. Consultations with local public and private schools have stimulated the development of curricula that incorporate aging content and experiences.

There is no doubt that the time has come to alter the societal structures that contribute to the perpetuation of age segregation. Programs such as the intergenerational retreat can serve as models to stimulate cross-age dialogue and confront age-related myths and stereotypes.

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The Dance Exchange: Dance as the Common Ground

by
Bob Fogelgren

"I used to be shy and timid. Then I started to dance with the Dance Exchange, and all of a sudden I was blossoming," says a woman in her eighties. She began dance class, then became part of the performing troupe, and continues to attend dance class regularly. She does use every opportunity to see the world and comment about it. Of all the older people dancing, this woman has developed the most ideas about choreography. She conceptualizes dances frequently, saying, "Wouldn't it be fun if we could make a dance about . . ."

So begins a chapter in *Teaching Dance to Senior Adults*, by dancer-choreographer Liz Lerman. The book continues, "One day we were in the car and she started exclaiming about the beautiful white house with the rickety fence. I did not see one. Then she

pointed skyward, and it was apparent she was gazing at the clouds. She laughed and said, 'I think some people would say I'm crazy the way I look at things; everyone except you. You encourage it, and I have so much fun because I see the dance in everything.'"

The Dance Exchange is an innovative, non-profit arts organization whose integrated approach to artistic development and community involvement provides a powerful model for expansion of the arts into community life. It was founded in 1976 by Lerman as a way to implement her belief that "dance is for everyone." The Dance Exchange reaches out to people regardless of their age, sex, or social background through four program components: the Dance Exchange Performance Company, Dancers of the Third Age, Evenings of Exchange, and community classes.

The *Dance Exchange Performance Company* is a professional troupe whose dances usually involve both dialogue and movement. Works presented by the company draw their inspiration from literature, personal experience, philosophy, and social, cultural, and political issues. *Dancers of the Third Age* is a unique company composed of people 60 or older. Its development resulted from classes and workshops for senior adults in the Washington, DC area. Founded in 1975, it is the longest ongoing senior adult modern dance company in the country. *Evenings of Exchange* is an interdisciplinary forum for artists to present work, discuss the creative process, and receive audience feedback. *Community classes* reach children, adults, and the elderly, and are an integral part of the organization.

Classes are held in such diverse places as Children's Hospital National Medical Center, and the Roosevelt Center for Senior Citizens in Washington, DC, and focus on the concept that dance belongs in everyone's life. Teaching is tailored to the ability, expectations, and needs of participants. Each of these components interacts within the Dance Exchange organization. For example, Dancers of the Third Age perform regularly with the Performance Company, and community classes are taught by Performance Company members.

The intergenerational quality found in all aspects of the organization is particularly apparent in the activities of the senior adults. The programs enable these individuals to interact with teachers during classes,

and with children during presentations by the Third Age and Performance Company productions.

Benefits for Older and Younger Dancers

Harry, age 84, says there is no generation gap in his group of oldsters and youngsters, and that dancing allows people to mix and share and talk. Thelma, age 80, joined the Roosevelt group after the death of her husband, and claims that the experience gave her a new life. John, a former Navy officer, says he enjoys meeting young dancers, and even stays in touch with younger persons who leave the program. Many of the older people say they come to meet the children, and some are eager to teach them dance steps. Mary, who is in a wheelchair, does her best to take part, and says that many children learn that handicapped persons do not need to be excluded from group activities. Other older dancers have overcome loneliness and conquered depression and physical ailments such as arthritis.

The senior adult audience is supportive and affirming, and able to provide strong, loving attention — and criticism when it is needed. Young persons learn expression, concentration, and safety precautions from the elders, and the elders often depend on the young for cues.

Younger dancers find many reasons to work with older persons. Many improve their dancing, their performance, their teaching, their attitudes, and the meaning of their lives. One young dancer remarks, "I've never been so loose. I've never been able to feel so light when I jump, or get my leg so high. I feel so good while I'm dancing."

"It makes a difference to me to be with people my grandparents' age. They have a lot to teach me, and their stories are amazing," a young dancer says. The intergenerational experience becomes even more apparent during performances where three or four generations are on stage dancing together. The sense of community is intense, and for some it is the only time when they experience intergenerational activities.

On another level, the young people sometimes feel as if they are the elders' only contact, other than TV, with the outside world. The older people are eager to discuss city politics, dance world happenings, or family tidbits that younger dancers are willing to share.

The Dance Exchange program demonstrates that the senior center can offer a place where young and old can learn to dance better, where teachers can learn to teach dancing, and where dancers of all ages can bring the gift of their art to a receptive audience.

From Liz Lerman, Teaching Dance to Senior Adults, 1984. Courtesy of Charles C. Thomas, Publisher, Springfield, IL.

Becoming a Better Grandparent

by
Robert Strom
Shirley Strom

There is considerable evidence that older people are interested in self-improvement, especially if it affects their status within the family. In recent years, grandparents have been replaced by a continuous array of professional advisors and surrogates. While the consequence of this shift in the source of guidance and care on which parents rely is unclear for children, the consequence for grandparents is certain. Their loss of obligation has left them with an ambiguous role. They may begin to assume that their experience no longer matters, and that their ideas are of no value. Families do a disservice to grandparents by alleging their importance and then failing to use their talents.

Educators can help older persons understand their rights, roles and responsibilities as grandparents by designing a curriculum to support grandparents. We have chosen this approach at Arizona State University. Our program consists of 15 sessions at senior centers in Sun City and Scottsdale, Arizona. The men and women who participate in *Becoming a Better Grandparent* represent various ages, ethnic backgrounds and income levels. They come together for 90 minutes each week to learn about sharing feelings and ideas, asking children questions, improving storytelling, self-evaluation, and volunteer service.



Shared Feelings and Ideas

Sharing feelings is the basis of intimacy, and self-disclosure permits us to unload emotions for the sake of mental health. Grandmothers and grandfathers have much to gain by sharing anxieties, hopes, observations and satisfactions with other grandparents to inform, challenge and reassure one another in their mutual quest to attain a respected role. Therefore, each of our sessions begins with small group disclosures guided by trained facilitators.

Grandparents encounter a variety of problems and enjoy different levels of support. Some live alone while others can still rely on a mate. Many are separated from their adult children by distance, divorce or misunderstanding. Some assume complete responsibility for raising grandchildren, while others experience guilt for refusing to help with this task. A majority of the grandparents we encounter are pleased with their present situation while a few report it to be continuously disappointing. To accommodate a range of personal needs and interests, some of the discussion topics are optional.

After the discussion period, each of the facilitators provides feedback to the entire group. The course leader then presents a mini-lecture about the topic with an emphasis on helpful suggestions.

Asking Children Questions

The rapid pace of change in America guarantees that successive generations have fewer growing-up experiences in common. Boys and girls today encounter circumstances that are unique to their age group. Consequently, adults should learn directly from children what childhood is like now or they enlarge the risk of being ignored as a source of guidance. Even a casual observer of our age-stratified society can see that children are turning more and more to each other for advice. This situation is not likely to change unless parents and grandparents learn to establish a respectful dialogue with youngsters.

As a general rule, anyone seeking a guidance role should first become a good listener because people accept advice more readily from persons who listen to them. But where children are concerned, the greater

problem is often getting them to say anything. We have observed that few grandparents know how to elicit conversation from boys and girls. Asking good questions is perhaps the most important skill grandparents need for intergenerational sharing. Accordingly, our program teaches questioning methods which respect the experience of children. For example, watching television together is a common family experience and an excellent way to learn about the impressions, understandings and values of grandchildren. Intergenerational televising can be enriched by providing grandparents with appropriate questions which reveal what children are seeing and what is escaping their view. By calling attention to details children do not see, grandparents can provide the benefits of a broader perspective.

Improved Storytelling

Because long-term memory does not decline much with age, older persons can recall events and emotions that occurred many years ago. This is why grandparents have always been a first-hand source of information about the past. The way grandparents tell stories depends on their personalities and individual style. What matters more than the storytelling method is the story content.

Like all historians, grandparents must identify the experiences which most deserve to be shared. But family mobility, divorce, and other factors combine with conflicting child and grandparent schedules to minimize the time available for sharing. If grandparents are to convey certain lessons, they must go beyond the practice of spontaneous storytelling to include planned storytelling as well.

Until children reach a particular level of cognitive ability, usually at age 12 or 13, they cannot understand distant time. For this reason, most of the family stories directed to preteenagers should center on the childhood experiences of their own parents. But, because people consider events in their own lives to be just as important as the events reported by grownups, young people need to relate their experiences as well. Our program encourages mutual storytelling because this practice enables both generations to better understand and respect each other.

Self-Evaluation

Grandparents want to think well of themselves. But the respect they desire is difficult to attain because it depends on fulfilling a relatively undefined role. They aspire to success but lack a common set of reasonable criteria for self-evaluation. Grandparents need norms of constructive behavior so their roles can become more influential and satisfying.

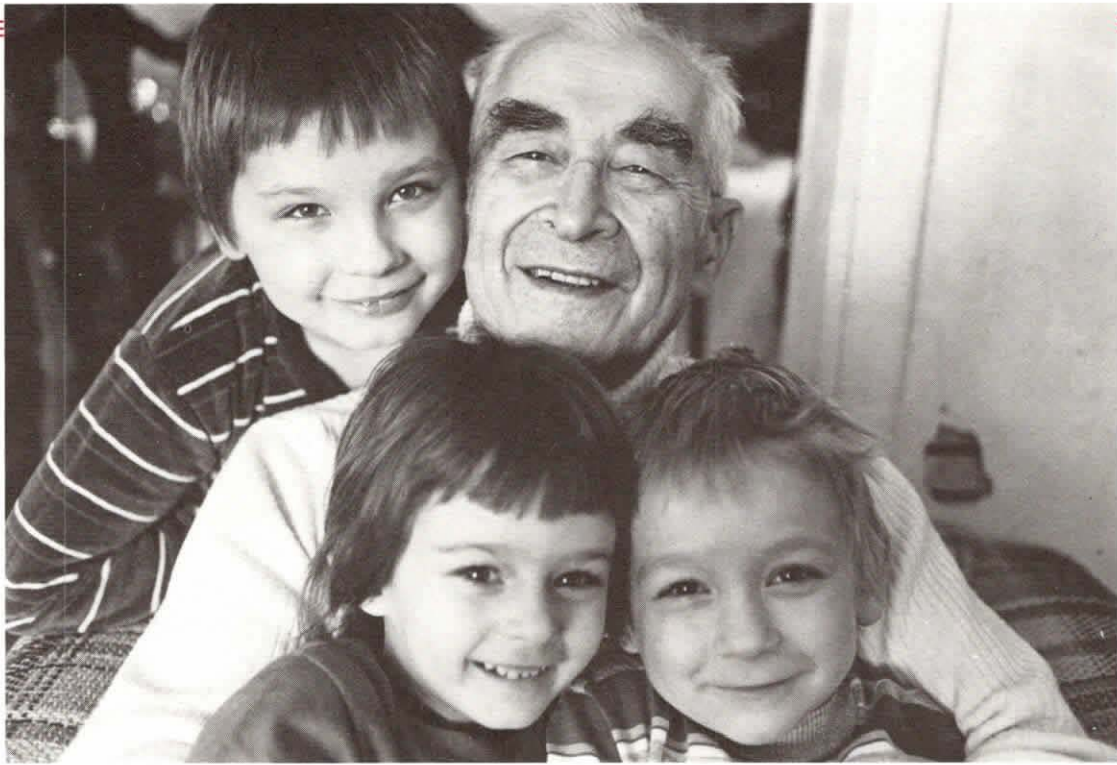
Our method for focusing self-evaluation begins with grandparent groups brainstorming a list of the rights they feel are appropriate for themselves. These sessions confirm that part of the price grandparents pay for not having clearly defined roles is the unreasonable denial of certain rights. In general, we find considerable agreement among grandparents about their desired rights:

- visitation with grandchildren when there is a divorce;
- communication with grandchildren when separated from them by distance;
- opportunity to express personal feelings, including childrearing advice; and
- the ability to choose a lifestyle of one's own preference.

This same group brainstorming procedure followed by individual goal setting is used to help grandparents define their responsibilities to:

- model the wise use of leisure time, including community service;
- help grandchildren get to know their parents as children;
- understand current childrearing practices to more fully participate in family development; and
- share resources with grandchildren that parents might not possess.





Volunteer Services

The volunteer component of our curriculum is recommended primarily for grandparents who are retired. To improve self-impressions these individuals need to recognize that retirement does not end their responsibility to society. The reality is that, however long we live, our obligations to others is what generates their respect for us. As more retired grandparents abandon inactivity, the younger members of society must help decide what the elderly can provide and which roles they fill effectively.

Now that many mothers of school-aged children are employed outside the home, senior citizens have become a major volunteer source. In the classroom, elderly volunteers check homework, listen to students read, and provide tutorial assistance. The stimulation of interaction with children helps prevent loneliness and depression. And, by directly helping youngsters,

these older volunteers can favorably revise the stereotype that old people are a selfish group who want respect without responsibility. For the 80 percent of elder persons who are grandparents, volunteering at school presents an opportunity to learn more about their grandchildren and other children their age.

Grandparents need to have a well-defined constructive role in our society. A relevant curriculum examines customary grandparent practices that can be revised as well as certain new functions that are yet to be accepted. Significant change can be expected when grandparents learn to show respect for grandchildren and thereby gain respect themselves, when they recognize the need to find out children's views as a precondition for expressing their own, and when they decide to demonstrate a mature concern for others. The emerging role is a more difficult one, but the personal growth it requires can make the grandparent experience more worthwhile than ever before.

Teaching-Learning Communities: An Investment in Learning and Wellness

by
Carol R. Tice

Teaching-Learning Communities (T-LC) is an intergenerational program in the Ann Arbor, Michigan, Public Schools that involves older volunteers in an arts and humanities exchange with children ages 5-12. Among the positive gains for the children are increased self-esteem, development of practical and theoretical skills, heightened appreciation for cultural and historical values, and positive attitudes toward aging. A recent adaptation of the program in the Chicago Public Schools shows promise as a positive element in the prevention of teenage pregnancy.

Use of the program as a wellness promoter for the volunteers is not new. Studies supported by the Charles S. Mott Foundation in the early 1980s revealed that older participants perceived improved physical and mental health while participating in the T-LC program. The older participants also found their relationships with family and friends more satisfying during the time they were participating in the intergenerational activities (Brahce, 1980).

The T-LC program is designed for public school settings. While libraries, museums, health care facilities, churches, and synagogues are possible (and successful) sites, public schools have carried out the major initiatives in developing cross-generational exchanges.

The T-LC program was begun in 1970 in the Ann Arbor Public Schools to meet the multiple learning and emotional needs of school children ages 5-12. The program grew out of the challenge a small school was facing as it integrated black and white children. When T-LC began, voluntarism in this school was minimal.

The program began in an art class. Older adults were invited to school one afternoon and asked to bring an example of their own handiwork to share with the children. The informal setting encouraged easy interchange between the children and adults. Within a short time the older people were not only showing and talking about their crafts, they were also demonstrat-

ing the skills needed to create them. The wisdom and expertise of these older people quickly triggered the enthusiasm of the children, and the program has continued on a weekly basis from that time.

The T-LC program apprentices hundreds of children to volunteer "grandpersons." The elders, who live in their own homes and apartments as well as nursing and retirement homes, are a multi-ethnic group. Their social and educational backgrounds vary considerably, and their ages range from 60-94. The array of projects has included fine arts, creative writing and poetry, photography, film making, nutrition and cooking, gardening, and storytelling.

The T-LC program differs from traditional volunteer tutorials in which teachers set goals, define tasks, and monitor and evaluate progress. T-LC encourages the older volunteers and the children to initiate their goals together and design plans to meet them. The teachers provide the curriculum setting and encourage participants to explore and discover areas of interest within that context and share them with the entire class and other volunteers. Throughout the process the concepts of cooperation and community are strengthened. The program has been replicated and adapted in 50 states and seven countries including Australia, Canada, China, and Japan.

Community aides in their middle years complete the intergenerational equation by bringing their unique expertise and perspective. Aides are often women who face an "empty nest" at home. The T-LC program provides them a place to use their highly developed nurturing skills while they rehearse adaptive techniques they need for their own successful aging.

Evaluations were originally funded by the Michigan Council for the Arts and ESEA Title IV-C to identify the learning benefits to children. Positive outcomes were found in basic academic performance and in the art curriculum. Reading, science, and mathematics teachers reported gains in motivation and concentration among children who were weak in these skills prior to participation in the T-LC program. Test scores improved for some children. One elementary teacher remarked, "Children who need quick responses get them in small groups around a grandperson. There's often a lasting effect — as the students feel better



about themselves, they grow more patient and diligent in academic work."

While visiting the program in 1976, Dr. Margaret Mead declared it a success:

"A new note has been struck in education with the T-LC concept at work in public schools. They have found a way for older people to make the virtues of an earlier age available to children today.

"For the last hundred years it is the grandparents who have seen more change than any generation in the history of the world. Grandparents have become the living repositories of change, living evidence that human beings can adjust, can take in the enormous changes which separate the pre-1945 generation from those who were reared after the war.

"We are the people who can assure you that change is possible. It is the older people in this society who know that something can be done because we were alive during the Depression, and we saw what state the world got into; and then we saw what could be done about it. We lived through all the things that were done about it and we know that something can be done."

(Public address: "Young & Old: A Sharing of Values Through the Arts," Ann Arbor, MI.)

For children and youth who live with the pressures of a changing family structure, a fast-paced technological society, and even the threat of nuclear war, the active presence of long-living people can be deeply reassuring.

Traditional crafts help to heighten the developmental process. According to Dr. Mead,

"There are very few places where a child has the opportunity to begin a task and follow it through its intermediary disciplines to completion. When young and old work together in traditional crafts, this process in continuity is learned in a way that is visible and rewarding to both generations. Schools are ideal places for this exchange to happen. A warm, safe and friendly environment close to home is provided for the older person. The young people gain careful, patient attention under which they thrive." (Interview with the author.)

The child learns the heritage and discipline of traditional cultural expressions while the older person derives the satisfaction of becoming the transmitter. In addition to teaching hand skills and traditional crafts, the older person also plays the role of the early village story teller. The relaxed apprentice-like atmosphere provides ample opportunity for the elder to relate both personal and community oral histories in a natural informal manner.

A primary example of this activity occurred recently in a Chicago neighborhood where the younger sisters of pregnant teenagers participated in a summer intergenerational program. The girls were selected because they were considered to be at high risk for early teenage pregnancy. The group leader introduced a large pile of brightly colored scraps of material and showed the girls a quilt completed by two high school students. Almost immediately the girls began to overcome their initial hostility toward each other and the leader, and inquired about making a quilt of their own. When asked if they had ever sewn before, three-quarters of the group replied that they had never even threaded a needle.

A few days later, older volunteers were brought from a nearby nursing home. At first the older people watched and said little. But before long, one man began showing one of the girls a quick way to cut straight and even quilt blocks. The man had spent many hours cutting similar squares for his grandmother nearly 80 years ago. He remarked that he had not thought of that pleasant activity for many years.

As the group of girls and older people continued working on their quilts, someone suggested a design with words and symbols that reflected common values. Words such as Love, Friends, Peace, Joy, and Family were quickly offered as important values from the group. Interesting and valuable conversations between the generations began spontaneously as each new stimulus was introduced. Friendships began to develop.

The Chicago Public Schools, alarmed at the epidemic proportions of teenage births in 1980 (10,000 per year under the age of 19), is well aware of the increased cost in educating the children of children. The increased rate of child abuse among emotionally immature parents (mostly single mothers try-

ing to make it alone) perpetuates itself into the next generation, and perhaps generations beyond.

Educators have long understood the need for a better link between accumulated information and its application toward the betterment of humankind. For example, people working with teenagers know that increased sex education does not in itself prevent teenage pregnancies. The decision to assume sexual responsibility is personally involving and cannot be made with one's mind alone.

To reduce teenage parenthood, the Chicago Public Schools, with assistance from the Ounce of Prevention Fund, are fostering T-LC intergenerational programs as a part of their Parents Too Soon Initiative. The program emphasizes knowledge, access to community supports such as helpful adults, and empowerment for girls to make decisions toward sexually responsible behavior.


In other communities the T-LC approach is being used in programs designed to prevent alcohol and substance abuse. Some evidence suggests that the intergenerational exchange also may help to deter adolescent suicide.

Margaret Mead often spoke of the need to understand the past to make decisions about the present and the future. In an article on "Grandparents as Educators," (*Saturday Evening Post*, March, 1977) Dr. Mead addressed the need for establishing a continuity with the past.

"The next twenty-five years are going to be demanding ones if growing chaos is to be ordered again upon a greener earth, now seen as one planet in a solar system where there is no other life. The strength that comes from a sense of continuity with the past and hope for the future is sorely needed. Our over-graded schools, our patterns of zoning which condemn people to live within narrow socio-economic and age segments, all introduce dangerous discontinuities. We will need every institution we can find or invent to keep society from disintegrating along age lines"

Making a decision to link the old and young in educational and service areas does more than bridge a generation gap. A healing process is set in motion that





enables us to confront challenges and find a way to go beyond fear, cynicism, and despair.

When we create environments and opportunities for our elders to share their experiences and wisdom with the young, we strengthen the values of our younger generations. When we invite children to interact with older people in school and other community settings, we encourage a sense of responsibility among the young and a sense of optimism among all ages about the future of our society.

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Chapter Four: Directory of Program Briefs and Resources

The creative genius of hundreds of individuals and organizations that realize the value of interaction between generations has led to the development of a variety of unique intergenerational programs. The first section of this chapter offers a glimpse of more than 50 of these programs, which are divided into four categories: Learning About Aging; Young Serve the Old; Young and Old — Growing Together; and Old Serve the Young. The contact persons listed after each entry has agreed to offer information and advice to others interested in establishing similar programs.

The chapter's second section lists national organizations committed to the establishment and ongoing implementation of intergenerational exchange and interaction with their members. We have identified the contact person at the national level who is responsible for programming activities that reach across the generations. If you would like to become involved in a program sponsored by one of these organizations, contact your *local office*. If the individual at that level is unable to assist you, contact the national office.

A directory of agencies which might be involved in intergenerational initiatives has been prepared by AARP and is available from the Elvirita Lewis Foundation. The directory includes the contact person, address and telephone number for the following agencies in each state, territory and the District of Columbia: The Governor's Office on Voluntary Services; State Office on Aging; State ACTION Agency; State Education Coordinator of Intergenerational Programs; State Superintendent of Education; and the State Director of Higher Education.

Learning About Aging

CLASP (Children Learning About Aging in a Structured Program)

This curriculum for students in grades 4-8 is designed to teach *basic* skills using aging education as a framework. It provides children with knowledge

about aging to help destroy myths and prepare them for their own aging, as well as enable them to develop skills for coping with, enjoying, and understanding aging in themselves and others. CLASP includes regular visits by elders, a living history program, inservice training for teachers, and information for community groups.

Materials include an aging education training kit; a series of curriculum guides with scope and sequence charts; recommended activities for language arts, mathematics, science, and social studies; and a test packet for grades seven and eight.

John Pini
Director
Project CLASP
Rockland Public Schools
Rockland, MA 02370
(617) 878-1349

Old Enough to Care

By drawing parallels to their own life experiences, high school students who participate in this series become familiar with a variety of aging issues. Involvement in this curriculum also enables students to see the similarities between their concerns and those of older persons, and suggests ways the two generations can support and encourage each other during their unique periods of change.

Old Enough to Care consists of six 15-minute video segments, classroom discussions, and activities that center around a continuing story of the developing relationship between four major characters: a 75 year-old widow of five months who is trying to decide what to do with the rest of her life; an 18 year-old basketball star whose injured knee has frustrated his plans to play professional ball; a retired tailor who is alone and lonely; and a 16 year-old girl who is attempting to establish some independence from her overly protective father.



A teacher's guide and student materials were developed for use in several curricular areas such as home economics, human growth and development, social studies, psychology, and contemporary issues.

This program was broadcast on public television in various parts of the country during the 1984-85 academic year. For program information, call your local public television station. To rent or purchase curricular materials for films, contact:

Agency for Instructional Technology
Box A

Bloomington, IN 47402

(800) 457-4509 (Except Hawaii, Alaska and Indiana)

(812) 339-2203 (call collect)

Teaching and Learning About Aging

This project is designed to train and assist elementary and secondary school teachers in integrating education about aging into the general curriculum for grades K-12, and to promote opportunities for contact between people of different ages.

Heavy emphasis is placed on inservice programs which raise teachers' awareness of the need for education about aging; provide teachers with knowledge about aging; enable teachers to develop plans for teach-

ing about aging; and provide opportunities for intergenerational cooperation and interaction.

A 30-hour course covering such topics as attitudes about aging, the aging process, demographic change, and the availability of print and audiovisual resources for aging education is offered annually in Acton, Massachusetts, and is available to school systems anywhere in the country at a reasonable cost.

While the course was originally intended for teachers, many social workers, clergy, nurses, and librarians have enrolled in the TLA classes and adapted the learning to their specific professions. The project director and staff are available for workshops, presentations, and consultations tailored to a group's specific needs.

A variety of teacher resources and curriculum materials have been published. They include *Education for Aging: A Teacher's Sourcebook*; *Ageism in Literature: An Analysis Kit for Teachers and Librarians*; *Math Activities for Teaching About Aging (Grades 9-12)*; *Understanding Aging (Grades K-6)*; as well as other materials.

Fran Pratt

Director

TLA Project

Center for Understanding Aging, Inc.

Conant School Bldg.

Acton, MA 01720

(617) 264-4700 ext. 5656

Young Serve the Old

The Adults' Health and Development Program

For nine Saturdays each semester, college students who are either volunteering or taking a course for credit join volunteers from the community to work with older persons in a holistic health program. About one-third of the older adults are institutionalized, one-third are Hispanic, and one-third are non-Hispanic community members who vary in their health and well-being status. Using a five-step process, program staff work one-to-one with older persons to create a program



which will lead to better health and greater life satisfaction.

First, the program assesses each older person, identifying areas of physical, psychosocial, and medical stress in that person's life. Identified issues include: Alzheimer's disease, Parkinson's disease, diabetes, coronary problems, and many others. Next, volunteers creatively design a plan of action to intervene, reduce stress, bring about a healthy response, enhance self concept, and develop friendships for each individual. The activities which emerge from this creative planning range from swimming to bicycling to trampoline activity. Third, volunteers implement each plan of action within a relationship of trust and caring, which often evolves into a deep friendship. Fourth, the program evaluates the activity, noting whether it brought about the desired outcome. Finally, the plan of action is modified, based upon the evaluation.

A typical Saturday begins at 8:00 a.m. when students receive 1½ hours of training, followed from 9:30 – 11:00 a.m. by an individual activity period during which volunteers conduct their one-to-one interaction plans. From 11:00 until noon older persons can participate in either the "Health Education Hour" during which lectures and small group discussions address such topics as nutrition, bereavement, and intimacy and aging, or they can choose to participate in an intensive counseling group. The day ends with lunch.

At least once during each intervening week, the volunteers telephone their older friends to provide ongoing contact and remind them of the next Saturday session.

Recently, Camp AHDP, a health and well-being camp for older adults was developed, modeled after the campus program. It runs for four, five and seven day sessions in the fall and spring.

Training is available for others who are interested in implementing a similar program.

Dan Leviton
Director

The Adults' Health and Development Program
University of Maryland
College Park, MD 20742
(301) 454-3295

Gerontology Internship

Medical students who had completed their first year of study immersed themselves in a six-week summer internship to raise their awareness of the needs, feelings, problems, and strengths of older persons. Students visited with their frail elderly clients in senior centers, private homes, and hospitals. They helped the clients complete complicated paperwork for their various medical and social benefits, ran errands, arranged dental and medical appointments, explained tests and other medical procedures, and often progressed from client relationships to friendships.

In addition, students participated in a weekly seminar and discussion with medical school faculty and other guest lecturers. Students received stipends for their internship activities.

Hirsch Ruchlin
Professor
(212) 472-8021

Alice Ullmann
Associate Professor
(212) 472-5259

Department of Public Health
Cornell University Medical College
New York, NY 10021

Home Activities Project

The Associated YM-YWHA's of Greater New York sponsored this demonstration program to ease the effects of isolation on homebound older persons. High school and college students, whose coursework included the study of aging, were recruited and trained to make weekly or twice-weekly visits to clients who had been referred by social workers at participating agencies such as Meals-on-Wheels and senior centers.

The program helped non-institutionalized older persons, who ranged in age from 65 to 90, to develop or redevelop an interest in creative handiwork, engage in intellectual activities, and rebuild a connection to their communities and local services.

Home Visiting Handbook of the Home Activities Program, a guide for volunteers who work with the elderly, is available for \$5.00 from:

Richard B. Schwartz
Director of Older Adult Services
Associated YM-YWHA's of Greater New York
130 East 59th Street
New York, NY 10022
(212) 751-8880

Human Services — Care of the Aging

In their new vocational/technical high school (The Edison Career Center) Montgomery County Public Schools have planned an adult day care center staffed by students under the direction and supervision of a home economics teacher. Older persons from the local community will come to the center for four hours a day, four days a week; participate in activities planned and implemented by the students; have lunch; and enjoy the companionship of peers and young people alike.

Students who are interested in working with older persons enroll in a three-credit course which meets for three hours each day throughout the semester.

The class format consists of several components. One day a week the class meets as a whole for orientation to the unit being covered. They spend the remainder of the time working in small groups of five. Within these small groups the students rotate through a three-phase cycle, with each part of the cycle lasting for two days. Students either plan activities to be carried out with the group's older members, implement the planned events, or conduct independent research and study using Learning Packets provided by the instructor.

This instructional, experiential program prepares students to assist aged persons with a variety of personal, social, and business affairs, as well as activities for daily living. Eight units, with two to five competencies each, make up the curriculum. Topics covered include: an introduction to aging; health issues of the aging; social, intellectual, emotional, and physical changes; self concepts; and creativity. An additional unit entitled "Center Management" is included in the curriculum. It deals with human relations, safety, care for the facility environment, administration and staff

issues, family and center interactions, communication skills, and career development. The Learning Packets are competency-based and provide the bulk of the academic component of the program. They direct the students to the reading, written work, and activities required to successfully complete a unit of study.

Mary Aldridge
Edison Career Center
12501 Dalewood Drive
Wheaton, MD 20906
(301) 942-1935

Multidisciplinary Health Seminars for the Elderly

The project is designed to create multidisciplinary teams of students from a broad range of health-related areas to develop participatory health service seminars for older persons. Included among these disciplines are: medicine, nursing, pharmacy, nutrition, dental hygiene, and physical therapy (under development).

These workshops offer specific information important to the understanding of an illness, and foster skills and attitudes which empower older participants to take an active, central role in promoting their own health, rather than simply receiving services passively. Under the direction of a qualified supervisor, workshops are offered at nursing homes, senior centers, day care centers, a group health association, and as an outpatient service of an acute care hospital.

Donald L. Spence, Director
University of Rhode Island
Kingston, RI 02881
(401) 792-2792

SISTA (Students in Service to the Aging)

Working in cooperation with a local high school, the program director held a day-long conference on youth and aging where students and older persons discussed a variety of topics from economics to dance. Following the conference, interested youth were invited to become a part of the volunteer team and were scheduled



Silver Threads Among the Gold

This after-school program consists of hour-long weekly visits to neighborhood nursing homes by children ages 8-12. The children spend the first half-hour participating in such events as crafts, games, music, and exercise with the physically active residents. They spend their second half-hour visiting with bed or room-bound residents. Field trips to the symphony, zoo, and high school drama productions, as well as eating excursions for pizza and banana splits are also arranged with the young people acting as escorts.

An offshoot of this program is CARE (Classrooms Adopting Residential Elders). Through CARE, a class of students and an individual resident of a nursing home maintain monthly contact — sending cards, making crafts, and visiting. Some classroom activities have included working on a quilt and creating a “family scrapbook” in which children place notes and pictures of themselves for the elderly friend to enjoy.

Basic information on the nursing home environment and the aging process is provided to help orient the children. In addition, local health agencies assist in educating the young visitors about such conditions as stroke, heart attack, and diabetes.

This program has been implemented in schools, Scout troops, Camp Fire, and community groups in Oregon, Canada, and Costa Rica.

A book entitled *Silver Threads Handbook: A Guide to Intergenerational Contact* is available for \$3.00.

Judy Sheppard
Silver Threads Among the Gold
17360 Southeast Tenyck
Sandy, OR 97055
(503) 668-6182

for training in order to provide services to older persons in the community. The two-hour training program, which was held during the school day twice a week for a three-week period, covered a variety of subjects including: myths and realities of aging; physical and psychological aspects of aging; and role playing which simulated disabilities the students were likely to encounter among older persons.

Having been properly trained, students were assigned to work with the older persons who had been identified and recruited to participate in the program. The students provided services which the older participants, because of various disabilities, could not accomplish on their own. These included: defrosting freezers, cleaning bathtubs, dusting under beds, bathing pets, and many others. Students were assigned one person to visit once a week for at least one hour for a period of six weeks or more, and received no pay for their services.

The supervision was maintained by the director through a “day-after-the-visit” telephone conversation with the students and periodic contact with the older persons. One benefit of this weekly household chores and friendly visitation program was the development of lasting friendships between young and old.

Barbara B. Willams
Eastern Montgomery County
MH/MR/DA Case Management Office
426 Pennsylvania Avenue, Suite 1
Fort Washington, PA 19034
(215) 643-5155

Take Care of Yourself

This program, developed at George Washington University, provides an interdisciplinary-team approach

to health care education and participation for older persons at community sites, including nursing homes, nutrition sites, and senior centers.

Medical students prepare and present health education lectures on issues that interest older persons. These issues include first aid; informed use of health care systems; drug use; and prevention, detection, and treatment of diseases common among older persons. The lectures are integrated with a movement/exercise class taught by students from the Department of Human Kinetics and Leisure Studies. Students also provide an opportunity for participants to discuss how they feel about their health.

To prepare for their work with the older participants, students attend weekly seminars where experts in gerontology and geriatrics give guest lectures, problem-solving discussions are held, and students share their feelings about aging.

A slide/tape show entitled "Take Care of Yourself," which describes the program, is available for presentation by university personnel.

Dr. Jeanne Snodgrass
Department of Human Kinetics and Leisure Studies
George Washington University
Building K-Room 203
Washington, DC 20052
(202) 676-6280

Youth Visitation and Accident Prevention Programs

Caseworkers in a variety of agencies concerned with older persons identify frail and isolated clients who have requested a friendly visitor. Students from area high schools are then recruited, trained, and assigned to these clients, and are supervised by a caseworker.

In the course of their friendly visiting, the volunteers assess the clients' living conditions to determine the level of home safety. When a repair is needed, student volunteers complete a job order which leads to immediate repairs. Home repairs are made by Gerri-Pare,

Inc., a privately funded agency that employs retired mechanics and craftsmen to install grab bars, place skid-proof floors in bath tubs, and repair faulty wiring, appliances, and furniture.

Available materials include a caseworker packet, curriculum guide, student packets, and worksheets.

Steven Weiner
Council of Jewish Organizations in Boro Park
4616 13th Avenue
Brooklyn, NY 11219
(212) 436-1550

Young Volunteers in Action (YVA)

Young people age 14-22, who are enrolled in school at least part-time, are provided an opportunity and encouraged to become community volunteers through this ACTION-sponsored program. Local nonprofit sponsoring agencies such as United Way, the American Red Cross, school systems, voluntary citizen groups, and others receive grants up to \$20,000, with the understanding that they will recruit and successfully place 200 young volunteers who will provide 10,000 hours of community service. In fiscal year 1984, Young Volunteers in ACTION had \$1.1 million for funding.

Currently, there are 64 YVA projects around the country, many of which have an intergenerational component in which youth serve older persons. Activities include home winterizations, nursing home visitation, and Adopt-a-Grandparent programs.

Grants are awarded for one year, with the possibility of a second year extension. Subsequently, the community (through private sector support, government financing, and other sources) is encouraged to continue the project.

Barbara Wyatt
Director
Young Volunteers in Action
ACTION
806 Connecticut Avenue, N.W.
Washington, DC 20525
(202) 634-9410

Young and Old: Growing Together

Aldre i Skolan (Elder Volunteers in School)

Orebro, a small community in the middle of Sweden, has become involved in intergenerational programming, and two particularly interesting projects have emerged. The first is a book of photos put together by school children and retired persons — *Fotojakten* (The Photohunting). This collection of photos provides a pictorial and social history of working class people in a Swedish community. The photos were collected by children and others who visited older neighbors and relatives, asking them to lend the photographs. Those who donated the photos explained them, and the search became an exciting oral history project which provided opportunities for communication between the generations. Additional volumes of the book are expected to result from this ongoing intergenerational project.

The second program resulted in the production of a videotape which addresses a variety of issues that portray the emotional similarities of young and old people, as well as the differences in their attitudes and behaviors. Teens and retired persons worked for 10 weeks writing the script, learning to use the cameras, acting, and editing. Finally, the retirees and the youth travelled throughout the Orebro area, sharing and discussing the video with other youth.

Roland Nolin
Generationer Tillsammans
Tallbacken
71600 FJUGESTA
International telephone number
46 585 20231

Artful Grandparenting

Children and their grandparents enroll together for three two-hour classes at The Baltimore Museum of Art. After visits to the museum's galleries, participants



engage in mutual experiments with related creative activities in printmaking, portraiture, drawing, and stitchery under the guidance of an art educator.

Working side-by-side, and helping each other with identical projects, both generations have an ideal opportunity to develop a very special relationship.

Bodil Ottesen
Education Department
The Baltimore Museum of Art
Art Museum Drive
Baltimore, MD 21218
(301) 396-6320

Book Purchase Project

Members of local AARP chapters or other elder groups join with high school students, librarians, teachers, and/or other community groups to select and purchase non-stereotypical books that contain a realistic message about aging. The books are then donated to local schools and public libraries.

A free kit containing a colorful poster and a 15-page booklet is available. The booklet describes the project's purpose, steps for getting started, ideas for reaching the community, a sample news release, and a selected annotated book list.

Book Purchase Project
Program Department
The American Association
of Retired Persons
1909 K Street, N.W.
Washington, DC 20049
(202) 728-4375

Close Harmony — An Intergenerational Chorus

This 30-minute documentary film captures the essence of an intergenerational chorus where students in grades four and five join with older persons from an adult day care center to perform a community concert. The film shows how interaction between the two age groups evolves from separate rehearsals to letter exchange, face-to-face meeting, eating, laughing, and rehearsing for the concert — a celebration in song.

The originator and director of the chorus is available for speaking engagements, conferences, consultation, and workshops. Her presentations are adapted to meet the specific needs of her audience, including the steps necessary for implementing an intergenerational chorus and adaptation of materials for use by intergenerational programs.

Arlene Symons
% OCTAVES
1490 East 22nd Street
Brooklyn, NY 11210
(718) 252-7561

College Clearinghouse for Volunteers

The University of Rhode Island sponsors a program that provides students with opportunities for direct service activities in the community. An Administration

on Aging training grant provided some initial support to this program, which focuses on older persons.

As a part of this volunteer effort, students work in partnership with participants from Seniors Helping Others (SHO), which provides older members of the community with an opportunity to offer their services as volunteers. Students register with the clearinghouse and are matched with individuals who request volunteer services.

Donald Spence
University of Rhode Island
Kingston, RI 02881
(401) 792-2792

Common Ground

Students enrolled in a junior high school agricultural class and participants in a senior center spend six Saturdays learning the fundamentals of gardening techniques, then spend the remainder of the growing season cultivating their gardens.

This vegetable garden/nutrition program encourages people to grow their own produce to help fight inflation and improve personal health.

Brenda Funches
Program Manager
University of California Cooperative
Extension
2615 South Grand Avenue
Suite 400
Los Angeles, CA 90007
(213) 774-4341

Cross Generational Project

Cross Generational House, located on the campus of Bucknell University, was the focus of this program. Students who were interested in intensive interaction with older persons, and local senior citizens who were interested in spending time with young people lived together in a residence hall (house), sharing the responsibilities for cleaning, cooking, and maintenance.



At the same time, the seniors and youth became intimately involved in each others' lives by sharing in the everyday, informal unplanned interactions of a caring, living situation.

Older persons occasionally accompanied a student to a class or recreational event. A few of the seniors enrolled in classes for credit, and others served as consultants or guest lecturers in history, physical science, or sociology classes.

Daily meals were shared in the dining hall to provide students with an opportunity to interact with their peers and to afford elders an opportunity to interact with students other than those with whom they lived.

In addition to serving as a residence, the Cross Generational House became a community gathering place on Sundays when lunch was prepared for students, faculty, staff, and local residents who gathered to share a meal and engage in informal discussions.

The project's final component was an outreach program in which students visited older persons who were not likely to come to the on-campus house due to health, transportation, or other problems.

This program is no longer in operation, but *Youth and Aging*, an unpublished book which describes the project, is available for the cost of reproduction (approximately \$30.00).

Douglas Candland
Bucknell Cross Generational Project
Bucknell University
Lewisburg, PA 17837
(717) 524-1200

Foxfire

The Foxfire Learning Concept provides a structure in which high school youth learn about and become involved with older people by conducting extensive interviews. They talk with them about their youth, learn their vanishing crafts and skills from an earlier era, and often develop lasting relationships.

The young people document their friendships by writing articles, taking pictures, and participating in the production of a quality magazine. This process

enables the students to develop a wide range of academic skills, including written and oral communication, math, language, and small-business education. At the same time, they establish significant intergenerational friendships.

Instructional Development and Economic Affairs Services, Inc. (IDEAS), a nonprofit organization dedicated to the planning and implementation of innovative program models, provides local schools with planning assistance, training workshops, technical support, and matching seed monies. IDEAS has been instrumental in catalyzing scores of successful Foxfire-inspired projects around the country.

Available materials include: *Foxfire Books*, which provide a sampling of the work of students; *Moments*, which describes the philosophy and central learning process that underlies the Foxfire Learning Concept, and is intended for teachers; and *You and Aunt Arie*, the student companion text to *Moments*, which reflects the participating student and teacher perspectives and skills learned through the Foxfire experience.

The *Foxfire Film* introduces students, teachers, and the community to Foxfire. This 21-minute, color, 16mm film is available through:

McGraw-Hill Films
Princeton Road
Hightstown, NJ 08520

Diane Minick
IDEAS
Magnolia Star Route
Nederland, CO 80466
(303) 443-8789

Friendship Across the Ages

This program is part of the 75th anniversary celebration of Camp Fire, and is designed to build an ongoing friendship link between Camp Fire youth and older adults. The project helps both youth and the elderly by involving them in a two-way exchange of love and learning. The emphasis is not on doing "for," but on sharing experiences "with" one another.

Both Camp Fire youth and the older participants are encouraged to spend at least six months doing activities together, and the youth are encouraged to make lasting records of their activities, such as a scrap book or slide show, to keep as a memento of their friendship.

A program guide which describes the project, how to get started, suggested activities, resources, and other items of interest is available. This program is easily adaptable for other youth groups.

Karen Bartz
Director of Program Services
Friendship Across the Ages
Camp Fire, Inc.
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950

Generations Day Care

This day care center, located in a nursing home, serves children age six weeks to six years. The nursing home and day care center are separately administered, private, non-profit corporations, but cooperation and communication between their directors has led to joint planning of activities for children and residents, as well as joint in-service sessions for staff members.

Special relationships develop between the children and residents as a result of three types of interaction: spontaneous events; daily activities such as exercise classes, baking, arts and crafts, and celebrations of birthdays and holidays; and special outings such as park visits and trips to the circus.

An information packet is available for \$5.00. It includes sample forms, a summary of activities, sample Minnesota licensing regulations, and sample center policies and procedures.

Paulette Klatt
Director
Generations Day Care, Inc.
200 Park Lane
Buffalo, MN 55313
(612) 682-3612

Growing Up — Growing Older

Three 15-minute film vignettes, an eight-page discussion guide, and six student activity sheets make up this educational packet which focuses on three themes in the aging process. The first theme, "More Than a Memory," establishes a common ground between generations by pointing out the similarities of growing up "then" and "now." The second theme, "The Gift of Time," illustrates the changes and constants in aging, and shows that the feelings and needs of young and old are often similar. The third theme, "To Find a Friend," develops the idea that we all need friends and draws the generations together to share time, memories, and real relationships.

A critical component of this educational program for youth ages 9-11, is the participation of older visitors who come into the classroom, view "trigger films" with the youth, respond to questions generated by the films, and share appropriate life experiences. A two-page guide helps the older visitor to achieve this goal.

These films and support materials are available for free loan from:

Sears Foundation Film Library
Modern Talking Pictures
Scheduling Department
500 Park Street, North
St. Petersburg, FL 33709
(813) 541-7571

Harbor Springs Friendship Center

This unique senior center, located in the heart of a senior high school, provides opportunities for youth and older persons to mingle on a regular basis. The center is an inviting, comfortable place where students are welcome to visit and spend time with older people. While senior citizens are not required to become involved with students and teachers, nor teachers and students with senior citizens, interaction between the two generations takes place regularly. For example, in the spring of 1984, the school computer club won national recognition for its course in which students taught the seniors how to use computers. And the seniors' presence in the school extends far beyond the



confines of the center. They act as cheerleaders at pep rallies, participate in the annual Spanish Club talent show, and are invited and encouraged to use all of the school's resources, including the library, gymnasium, cafeteria and art room. In addition, they can take classes, tutor students, give guest lectures and participate in drama productions.

This is a cost-effective program that provides for a multimillion dollar senior citizen center with little additional cost to local taxpayers. The cost of heat, lights, audiovisual and office equipment, maintenance, secretarial, teaching and food service staff are some of the benefits provided for by the school district when a senior center is located within an existing and functioning school facility.

Bob Doan
Community School Director
327 E. Bluff
Harbor Springs, MI 49740
(616) 526-5385

HISTOP (History Sharing Through Our Photographs)

This intergenerational program is relatively easy and inexpensive to implement, short in duration, and readily adaptable to school, church, scouting and community organizations, and camps.

Family photographs are the sharing medium between older persons and youth. The youth prepare for the sharing sessions by creating a "Photo Family Tree," learning about the history of photography, and participating in the "Corbett Family Mystery," which helps them understand and value the importance of labeling family photos.

Older persons prepare for the event by gathering personal photos that express important events in their lives, and preparing an informal presentation for the children. Through this process, they learn how to preserve, label, and interpret their photographs.

The most essential program component is the time spent by the youth and seniors sharing their life histories through the use of photographs. They gather in small groups that consist of one adult and three to 10

children. The children begin the session by explaining their "Photo Tree" to the group. Next, an older person begins his/her presentation by making a simple statement about a photograph such as, "This is a picture of me helping on the farm when I was 10 years old." As the story continues, the children raise questions and conversation and sharing ensue. As a result, each individual story, rooted in personal and historical experience, becomes significant to each member of the group.

The *Histop Manual* may be obtained from the Michigan Council for the Humanities for \$9.50.

Nancy Rosen
HISTOP Project Director
1910 Torquay
Royal Oak, MI 48703
(313) 280-2536
OR

Michigan Council for the Humanities
Nisbet Bldg., Suite 30
1407 So. Harrison Road
East Lansing, MI 48824
(517) 355-0160

Intergenerational Arts Program

Bringing children and older persons together to actively experience and investigate the arts through singing, dancing, theater, poetry, storytelling, and video interviews is the major objective of this program.

A relevant theme such as journeys, family roles, or fantasies is selected and provides the common thread which connects the various art activities. Once a week for one and one-half hours, the children and seniors work together on original products which are shared with the school and community in a public presentation at the end of the 10-week interaction period. While both age groups experience the arts in a new way through this program, they also learn to "re-view" each other with open minds and hearts.

The program's co-directors are available to help other interested agencies or schools design and imple-

ment appropriate intergenerational arts programs for their communities.

Lindsay Beane and Esther Kaplan
Co-Directors
"Intergenerational Arts Program"
Arts in Progress, Inc.
12 Brown Terrace
Jamaica Plain, MA 02130
(617) 524-1160

Kansas State University — Generations Together

The heart of this program involves 10 visits between an older person and a child aged 4-10 years old. Their one-to-one exchange centers around such key issues as affection and friendship, conflicts, generosity, sadness and grief, family, and heritage. During each visit, the youngster and older person talk about a key topic; join in activities which promote a better understanding of the concept; write, draw, or paste pictures in their "grand books;" and grow in their special friendships.

"Grand books" are exchanged at the end of the visiting period, but a second unique record of their interaction, the journals, are not. Each journal, written by the older person, is a record of personal thoughts and observations about the child and each visit. The older person is encouraged to imagine his/her young friend as an adult, and direct comments to that "imagined adult." Each journal is given to the child's parents who are instructed to present it to the child when

he/she reaches adulthood. Both "grand books" and journals can be special treasures with lasting value.

An 11-page guide is available which outlines how to begin, goals, activities, and suggestions for the "grand book" and journal entries.

A version of *Generations Together* for use by elders and children in correspondence rather than direct contact will be available in the summer of 1985. Titled "Grandletters," the program will focus on strengthening relationships through an exchange of letters.

Chuck Smith or Zoe Slinkman
Extension Home Economics
Umberger Hall
Kansas State University
Manhattan, KS 66506
(913) 532-5780

LINC (Living Independently Through Neighborhood Cooperation)

This neighborhood-based intergenerational helping network, which works closely with a community's formal service system, provides "frail elderly" an opportunity to receive personal care services, act as volunteer caregivers, develop new friendships, and increase life satisfaction.

Project LINC organized residents of all ages into neighborhood helping networks and developed an exchange bank of services and skills which neighbors wanted to donate or receive. When a participant requested a service, LINC contacted individuals who were listed as service providers until an available neighbor was located. If the need could not be met by a volunteer, the professional staff responded to the request. Services donated to older participants included transportation with an escort; telephone reassurance; Intergenerational Companion — a program involving students from local high schools; assistance with household tasks; shopping and meal preparation during illness or emergencies; and respite care for caregivers.

Services provided by older participants included child care, animal care, translating, receiving packages, waiting for repairpersons, vacation assistance, mending, tutoring, and household repairs.



An important conclusion from LINC was the realization that no generation is totally dependent or independent, but that all generations are *interdependent*.

The *Project LINC Manual* explains how the project was developed, implemented, and evaluated through the co-sponsorship of a neighborhood senior center. Church groups or other civic organizations can adapt the program to their own needs.

Jon Pynoos
Institute for Policy and Program Development
Ethel Percy Andrus Gerontology Center
University of Southern California
Los Angeles, CA 90089-0191
(213) 743-5981

Morgan Memorial Fresh Air Camp

For more than 20 years, seniors and youth have been sharing the facilities at this Goodwill Industries camp near Boston, Massachusetts. Each age group enjoys separate activities such as swimming, fishing, and field trips, but there is also ample opportunity for intergenerational mingling.

While no one is forced to interact with children, many older people choose to help with arts and crafts, visit sick children in the infirmary, and join in singing, carnivals, and campfires with youngsters. On several occasions, grandparents have brought a grandchild with them to camp. During the day, each goes about his individual activities, but at night they reunite to sleep in the same cabin.

Joanne Hoops
Director
Morgan Memorial Fresh Air Camp
95 Berkeley Street
Boston, MA 02116
(617) 357-9710
(617) 249-2578

Once Upon a Mind

Children's literature is the vehicle used in this program to strengthen relationships between adults and children. Parents and grandparents are encouraged to

use story time as an opportunity to draw closer to their children (grandchildren) by talking with them and helping them to cope with life's issues, by conveying to their children their own personal values and illustrating concepts they think are important. More than 8,000 parents, grandparents, and teachers have participated in the training program.

The Once Upon a Mind Leader Notebook addresses the significance of storytime in a child's life; outlines the program's goals and objectives; suggests ways in which libraries, civic groups, parents, grandparents, and schools can implement the program; and provides outlines for five different workshops: The Importance of Family Storytime, Brother-Sister Relationships, Courage and Fear, Sharing, and Sex Education.

The project cornerstone is a 96-page parent handbook entitled *Once Upon a Mind: Using Children's Books to Nurture Self-Discovery*. It includes guidelines for choosing and reading children's literature, a step-by-step sequence for introducing children's books, a brief review of 81 books recommended for children ages 3-8, ideas for discussing each book's theme, and activities associated with concepts presented in the book.

The Once Upon a Mind Quarterly is an additional resource that discusses specific topics such as sibling relationships, fear, death, and grandparenting.

Chuck Smith
Human Development Specialist
Extension Home Economics
Umberger Hall
Kansas State University
Manhattan, KS 66506
(913) 352-5780



Project JOY (Joining Older and Younger)

Once or twice a month, students in elementary schools visit with older persons in nursing homes and senior centers to share and enjoy intergenerational contact.

Hands are the symbol of this project. Participants often spend their time together involved in creative arts activities, oral history projects, gardening, and other hands-on projects which help form lasting friendships.

The older participants can choose to visit the classroom either once or on a regular basis. There they serve as guest speakers, story tellers, or tutors.

In addition to its visiting aspects, JOY provides an in-depth aging awareness curriculum, pen-pal program, teacher training, and parent awareness sessions. A model pilot intergenerational summer camp, involving one-hundred youngsters and older adults, was implemented during summer, 1985.

A newsletter and 10-page handbook are available. The project director is also available for consultation and technical assistance.

Hilari Hauptman
Project JOY
6421 Telegraph Avenue
Oakland, CA 94609
(415) 655-8945

STOP-GAP (Senior Outreach Program on Growth and Aging Problems)

The use of drama as a therapeutic tool for improving physical, mental, emotional, and social functioning is the unique contribution of this intergenerational theatre group to older persons, adolescents, and children.

Staff members of host agencies such as nursing homes, day care centers, and convalescent hospitals work with STOP-GAP staff to tailor drama therapy to the unique needs of facilities' clients. Short plays centering around themes such as loss of independence, assertiveness, recovery from illness, death and dying,

con games, role reversal and others emerge from the joint planning efforts of the two groups. These programs, which include music, humor, and role playing, stimulate discussion and thought, allowing participants an opportunity to focus on problems in a non-threatening group activity. As a result of this therapeutic interaction, participants are helped to develop a realistic and positive self image and self expression.

The group's actors/discussion leaders range in age from 20s to 80s.

In addition to drama therapy, STOP-GAP presents realistic and entertaining productions in schools, community centers, senior centers, and nursing homes. It also provides workshops to increase public awareness of the problems and joys of growth and aging.

Finally, drama workshops for the elderly — which include play reading, theatre history and appreciation, play writing, and improvisation are taught by STOP-GAP staff.

A book of plays written by STOP-GAP is available for purchase.

Debbie Zuver
P.O. Box 484
Laguna Beach, CA 92652
(714) 838-5344

Tale Spinners

To dispel destructive stereotypes and myths about aging and to present a positive image of older persons and the aging process, this multi-generational, multi-ethnic theatre company performs plays about aging-related issues. As a professional theatre company dealing exclusively with aging-related issues, Tale Spinners brings persons age 17-78 together to improve the quality of life for all age groups.

Many original plays have emerged from this company. "Somebody Knows Your Name" addresses the problem of neighborhood crime; "Elderly Gentlemen Seek" considers shared housing for the elderly; a revival of the 1850s medicine show is captured in "Medicine Show." In addition to plays, oral histories are collected and performed by older members of the



company. Topics such as the California earthquake, work, and travel are recalled and performed.

Several books and plays are available upon request.

Jeanne Bogardus
Fort Mason Center
Building C
San Francisco, CA 94123
(415) 776-8477

TAP (Touch America Project)

TAP is a special volunteer program through which youth ages 14-17 can work and learn more about America's natural resources by participating in local public service projects.

This partnership of business, youth, community and nonprofit organizations, and federal natural resources agencies identifies and responds to local community needs. Supervised by older adult advisors, youth are involved in projects such as developing urban gardens, rebuilding piers, maintaining campgrounds, constructing camp trails, stabilizing drainage ditches, and many others.

Older persons are invited and encouraged to volunteer in TAP by helping to organize and promote a project, providing educational programs for the youth, and by acting as on-site supervisors.

For more information on how to become involved in your area, write or call:

Stan Gaylord
TAP
P.O. Box 2000
Washington, DC 20036
800-368-5748

Youth Conferences with Older Americans

These conferences consist of youth and older persons who gather for a one-day meeting for open discussion, idea sharing, and dialogue about common problems, concerns, and interests, and important community issues. The day is usually sponsored by a local high school's Student Council, National Honor Society, club, or class. Teachers and counselors assist student

planners, and community organizations and businesses lend support by providing refreshments, advertising space, and other necessary assistance. Older persons co-chair discussion groups with the students.

Seniors and youth alike gain new insights and make surprising discoveries about what they have in common as a result of these conferences.

For those who want to plan a youth conference, a free booklet is available entitled *Planning a Local Youth Conference With Older Americans*. This short guide provides background information on youth conferences, suggests discussion topics, contains a "Charter for Older Americans," offers a step-by-step outline for planning a conference, and provides a sample conference program schedule.

Youth Conferences With Older Americans
% National Association of Secondary
School Principals
Division of Student Activities
1904 Association Drive
Reston, VA 22091
(703) 860-0200

Old Serve the Young

Across the Generations

Senior volunteers work at the Capital Children's Museum in Washington, DC, providing children with hands-on experiences in the "Mexico" exhibit where they learn to make their own yarn paintings and paper flowers. They introduce the children to the "City Room" where they help them assume the roles of various municipal occupations. The "Simple Machines" room offers the children an opportunity to experiment with pulleys, levers, and gears under the watchful eye of an older volunteer, and finally, in "Pattern and Shape" the youngsters are challenged to think about color and spatial relationships. In addition, the older volunteers work with the children in a variety of museum-related activities including a Community Day where the neighborhood is invited in to experience the museum; Halloween carnivals; Congressional Family Night; and a variety of other events.

Older persons who are unable to come to the museum provide essential behind-the-scenes support by mending materials and supplies, making items for special projects, addressing invitations, and preparing special mailings. A staff person from the museum works with the activity director of a nursing home to carry out these projects.

For older persons who don't want to work with children, but *do* want to volunteer at the museum, a place is provided in the museum's administrative offices.

All volunteers are trained in two phases. First, they participate in an orientation to the museum, which familiarizes them with the facilities and basic procedures. Next, they are trained to work with the children in specific exhibits. They are also reimbursed for the cost of transportation and meals.

Across the Generations: Senior Citizen Volunteer Programs, describes how to implement your own museum program. It is available from:

Andrea Peters
Volunteer Coordinator
Capital Children's Museum
800 Third Street, N.E.
Washington, DC 20002
(202) 543-8600 ext. 215

El Arte de Los Mayores Y/and Art for the Students

This bilingual, intergenerational program is designed and administered jointly by Performing Tree, Inc., a private, nonprofit art education service organization, and the Los Angeles Unified School District. The program is designed to help junior high-aged Hispanic youth discover and cherish the culture and tradition within themselves and their families through interaction with senior artisans.

Older Hispanic artists who are actively practicing a craft that accurately represents their culture were identified and matched with a bilingual artist already involved in the school. The older artists provided the students with background information on the art form, its meaning and significance; shared with the youth experiences which expressed the lifestyles of

master craftspersons; and taught the youngsters their craft techniques.

The students learned four indigenous crafts: paper cutting, which provides decorations for birthday celebrations; hat and skirt making for folkloric dance; Peruvian pottery making, painting with brushes made from their own hair; and creating authentic Mexican bread dough designs.

Through their interaction with the older artists, the students learn to be proud of their heritage.

Beth L. Cornell
Performing Tree, LAUSD
1320 West Third Street
Los Angeles, CA 90017
(213) 482-8830

Elders Adopt Tiny Tots

The director of activities and the resident council of a nursing home decided to invite children from a nearby child care center to visit with residents at the nursing home once a month. During the visits, the





elderly and children ate lunch together, worked on projects such as making kites and watching puppet shows, and genuinely enjoyed each other's company.

After a few months, the residents voted to raise money to buy the food and prepare the children's lunches themselves. In addition, they provided the day care center with children's exercise records to thank them for coming. Finally, the resident's council decided to surprise the children with a playhouse.

The council had plans drawn up for the house, acquired the help of a volunteer who supervised the project, raised the \$525 needed for materials, and worked on the playhouse in secret twice a week from October through May. A formal unveiling celebration was held and the playhouse was taken to the child care center where the children could enjoy it each day.

Joan Betzold
Manor Health Care
10720 Columbia Pike
Silver Spring, MD 20901
(301) 593-9600

Family Friends Project

The special focus of this program is families caring for chronically ill or severely disabled children. "Family Friends" are volunteers who are at least 55 years old, who are recruited, trained, and supervised to work on a one-to-one basis in a family's home. They provide special attention and care for the children, and help family members deal with some of the stress associated with long-term care for children who have special needs.

A nine-month commitment is required from each older volunteer who spends at least one-half day each week with a child, sharing a variety of activities including hobbies, sports, learning new skills, doing homework, talking, listening, and developing a rewarding friendship.

NCOA, the sponsoring agency of this demonstration project, reimburses Family Friends for expenses such as supplies and transportation costs.



Meridith Miller
Family Friends Project
National Council on the Aging
600 Maryland Avenue, S.W.
West Wing 100
Washington, DC 20024
(202) 479-1200

Fishing with a Friend

Senior adults and trainable, mentally retarded youth joined together in this four-phase event. First, older persons were trained in techniques for teaching their handicapped friends the basic skills of fishing. In addition, sessions were held to enable seniors to interact comfortably with the youngsters. Next, the older fishermen went to the youngsters' schools to work with them in a hands-on pre-training effort. Then, on fishing day, the handicapped youth, matched with their senior friends, used their newly-developed skills during an enjoyable day of fishing. The final aspect of this exciting event was a "fish bake" where the youth cooked their own foil-wrapped fish over a charcoal fire, and all enjoyed a tasty meal.

Eva O'Brien
Recreation Supervisor
Essex County Department of Parks
Recreation and Cultural Affairs
115 Clifton Avenue
Newark, NJ 07104
(201) 482-6400

Folk Art Fair

This day-long event, held in a school gymnasium, brings young and old together to learn from one another by reliving old art, crafts, music, and skills.

Older craftspersons who have been invited to participate set up their demonstration on tables that line the periphery of the school gymnasium. Students enter the fair in one-hour shifts, are greeted by a 15-minute musical presentation by the older artists and craftspersons, and spend the remaining 45 minutes participating in hands-on demonstrations that interest them. These demonstrations range from learning to wash on a washboard, to tying flies for fishing, to creating corn husk dolls and yodelling. Following the fair, the older participants are often asked to return to the school to provide further instruction for students and parents. The local school principal and staff, parent-teacher organizations, and Retired Senior Volunteer Program staff join in planning, implementing, and funding the fair.

Mary Stamstad
RSVP of Dane County
540 West Olin Avenue
Madison, WI 53715
(608) 256-5596

Foster Grandparents — Early Intervention Program

The Early Intervention Program focuses primarily on assigning Foster Grandparents to children 0-6 years of age in home-based and center-based (Head Start, Association for Retarded Citizens, etc.) early intervention and infant stimulation programs.

The primary purpose is to provide Foster Grandparent services as one resource available at the earliest time to families with developmentally disabled children, thereby helping to prevent institutionalization, to offer program and family support, and to maximize child development.

Foster Grandparents work under the direction of a teacher, therapist or case worker and are involved in the implementation of the individual educational plan for each child. Individual, personalized attention on the part of the Foster Grandparents has proven highly

effective in creating growth in self-concept development, daily living skills, speech skills, social and environmental awareness and basic learning. In addition, Foster Grandparents can be effective in providing support for parents in home placements.

Joseph LaLonde
Project Director
Foster Grandparent Program
Sunmount Developmental Disabilities Services Office
Tupper Lake, NY 12986
(518) 359-3311

Grandparents Go to Jail


Eleven foster grandparents work with juveniles age 16-21 who have been tried and convicted as adults. Each grandparent works with four inmates on a daily basis to help them develop basic academic, vocational, and office occupational skills which will prepare them for gainful employment. An equally important aspect of this program is the "listening ear" which the elder provides. By offering basic emotional support and someone to talk to, the grandparent enters into a trust relationship with the young person.

Special training for working in a medium-security correctional facility is provided for each foster grandparent.

Chris Parsons
Foster Grandparent Coordinator
Eight CAP, Inc.
904 Oak Turk Lake
Greenville, MI 48838
(616) 754-9315

Intergenerational Life Experience

Older adults help learning and orthopedically disabled students age 12-22 become as independent as possible within the limits of their disabilities. Adults help students develop practical skills for daily living, such as personal hygiene, cooking, housecleaning, laundry, restaurant dining, leisure activities, and photography. In addition to filling an academic need, this program fills an equally important relationship need for many of the young people who live in foster



facilities. These youth develop skills they would not have without help from the seniors who work in this program.

Harriet Gusman
Claremont Unified School District
2080 North Mountain Avenue
Claremont, CA 91711
(714) 624-9041 ext. 335

Intergenerational Programming in Libraries

To encourage reading among children, and the sharing of reading and library experiences between children and senior citizens, the South Bay Cooperative Library System originated this program as a special summer activity. Subsequently, it was incorporated into the year-round library services. Each library in the system decided how it would implement the intergenerational program, and a variety of unique activities emerged. Among the activities, older persons help children to select books and listen to them read; lead story hour; demonstrate doll-making; teach youngsters how to make and use old-time toys; and play games.

The *Intergenerational Programming in Libraries Manual* provides background information on how to start your own program; presents sample brochures and other publicity materials; offers outlines for workshops; and explains the role of the senior volunteer. The manual also identifies special programs, films, bibliographies, and other resources. It is available for \$6 prepaid from:

South Bay Cooperative Library System
2635 Homestead Road
Santa Clara, CA 95051
(408) 984-3278

For additional information contact:

Janice Yee
Supervising Librarian, Children's Services
Santa Clara County Library
1095 North 7th Street
San Jose, CA 95112
(408) 293-2326

Parent Aide Program/ Battered Women's Shelter

The Hampton Department of Social Services, the Virginia Peninsula Council on Battered Women/Domestic Violence, and the Foster Grandparent Program have combined their efforts to minimize abuse and neglect to families and children.

Three Foster Grandparent Program volunteers serve as Parent Aides making home visits to those families identified by the Homemaker Unit of the Hampton Department of Social Services. The Parent Aides spend four hours a day in the home, assisting the parent in home management skills, parenting and developing communication skills. Both the parent and the children benefit from the intervention of the Parent Aide. Once a week, the Parent Aides engage in a support group meeting with the Homemaker Unit Staff to share the developments and advances made with their families. Each Parent Aide is assigned two families.

Three Foster Grandparents are also assigned to the Virginia Peninsula Council on Battered Women. The Foster Grandparents spend four hours a day at the Battered Women's Shelter and assist the parent in parenting and communication skills and give special one-to-one attention to the children at the Shelter. They participate in the Children's Program and take part in many activities with the children while the parent is in court, visiting Social Services, etc. The primary aim of the Foster Grandparent Program at the Battered Women's Shelter is to aid in the development of good parenting skills and to provide love and affection to the children.

Michael Moore
Foster Grandparent Program
1320 LaSalle Avenue
Hampton, VA 23669
(804) 722-7931

People Helping People

Sacramento Regional Occupation Program (ROP) enlists senior adults in its effort to provide vocational opportunities to high school students and young adults to help prepare them to enter the workforce with

marketable skills. The talents of seniors are used to enhance the work of the instructor. Working one-to-one, each older person helps a student learn skills for specific types of work, including upholstery, electronics, banking, and many others. The seniors also act as tutors, teaching basic skills to those students who need them, and provide emotional support and motivation.

Older volunteers receive inservice training in the concepts of math, reading, interpersonal skills, and behavior modification.

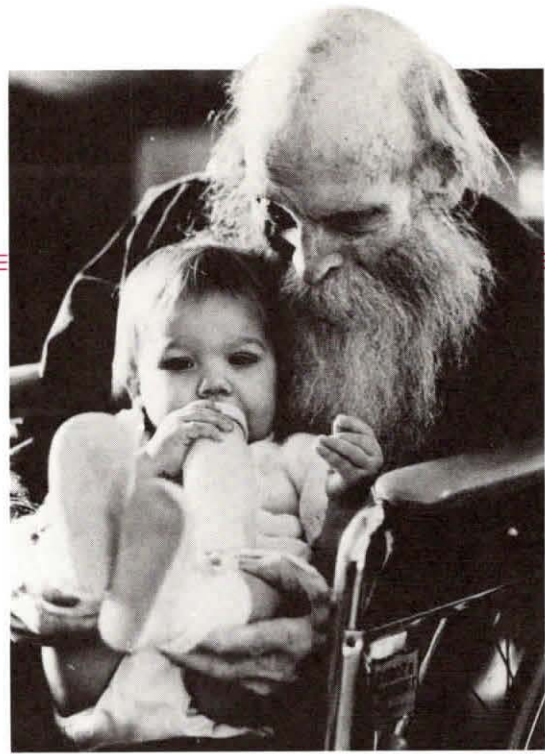
Jack C. Jenkins
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 366-2581

Project Caressing

Anthropologists have found that in societies where infants are touched, held, and carried, the incidence of violence is much less than in societies where infant care is restricted to merely feeding and changing. With this in mind, "Project Caressing" was established.

Infants and toddlers from two months to two years are held, soothed, rocked, and enriched by the love and attention provided by older volunteers in "caressing rooms" which can be set up in senior centers, community centers, residential hotels, libraries, hospitals, or nursing homes. The room needs very few material things — some rocking chairs, a rug, a changing table, and soft lights are the basic supplies needed to create a serene and soothing atmosphere. Here, older volunteers and children spend an hour or more together on a regular basis. Confidence, trust, and a bonding relationship often develop between a particular "grandparent" and infant as a result of this warm, loving, caressing interaction.

Laurie Sayeg, R.N.
Project Caressing, Our Ultimate Investment
P.O. Box 1224
Glendale, CA 91205
(818) 956-5788



REAP (Retirement with Enrichment, the Arts and Purpose)

Project REAP is a program of the National Committee, Arts with the Handicapped (NCAH), an educational affiliate of the John F. Kennedy Center for the Performing Arts. NCAH serves as the nation's coordinating agency for the development of ongoing quality programs to integrate the arts into the education of disabled children, youth, and adults. The major effort of NCAH is the Very Special Arts Festival Program (VSAF), which serves over 750,000 disabled in all 50 states, the District of Columbia, and Puerto Rico.

Project REAP enlists the talents of retired educators and other interested older persons to provide arts experiences to disabled youth. The older adults are provided with awareness and educational training about the types of disabilities they will encounter and training in adapting their art forms to the special needs of the students. REAP volunteers are placed in settings most acceptable to them, and work in the arts with handicapped persons once a week.

Lindsey Sheehy
Project REAP
National Committee, Arts
with the Handicapped
JFK Center for the Performing Arts
Education Office
Washington, DC 20566
(202) 332-6960 TTY--(202) 332-3989



School Age Parenting Program

Through this special program, pregnant youth and teenage parents are able to complete their high school education in a regular school setting while they gain parenting skills. Students are enrolled in this two-phase program two periods each school day. During one period, teens attend a class that teaches such topics as child development, parenting skills, economics, and homemaking. The second period is spent in the Infant/Toddler center interacting with the children. Here, the new parents use the skills from their class to care for the children of all the students in the program.

This program, which has been in operation for four years, uses the services of two foster grandparents who spend 4½ hours each day helping the youngsters who are three weeks to four years old. These older volunteers serve as role models and friends, grandparenting both the teens and their children.

Luella Carn
Home Economics Department Head
Altoona Area High School
Altoona, PA 16602
(814) 946-8275 Principal's Office
(814) 946-8306 Home Economics Office
(7:00 - 8:30 a.m. and 1:00 - 3:00 p.m.)

SEASONS (Senior Experts and Speakers on Numerous Subjects)

This program helps answer a constant plea from teachers who are looking for specialists who can come into the classroom to speak and provide demonstrations in many areas of the curriculum, from skeletons to local history. The program currently consists of two major elements: the Museum Outreach Program and the Speakers Bureau.

In the Museum Outreach Program, docents from Ventura County Historical Museum provide a one-hour classroom presentation. This outreach project offers three excellent programs to elementary school students including demonstrating the preparation of foods eaten by the Chumash Indians; understanding and

using tools made and used by the Chumash Indians; and the dress, music, and objects of a typical day on an early California rancho. All of these programs are well received because the topics they cover are part of the school's regular curriculum.

The Speaker's Bureau component taps the expertise and experience of senior citizens who are willing to share their time and knowledge with students in grades K-12. Older speakers cover topics that range from the history of the gold rush, to basic square dancing, to written communication in business. Senior speakers provide an outline of their presentations indicating the major topics to be covered, length, supplies and materials needed, and any other information they feel the teacher should know in advance. Following each presentation, each teacher completes an evaluation form.

Donna Coffey
Tri-Tec Center
535 East Main Street
Ventura, CA 93009
(805) 652-7373

Senior Mentors for Creative Students

Creative children in grades 2-11, who do not qualify for participation in gifted and talented programs, are matched with older volunteers who stimulate and encourage them beyond the limitations of the traditional classroom setting.

Students are screened and selected for participation through an adaptation of the Torrence Creativity Test and an inventory of interests. Likewise, the seniors take the same creativity test and complete an adult inventory of interests. Based on areas of interest, seniors and students are matched on a one-to-one basis and work together to design a project to be completed in 6-10 weeks.

Mentors are trained to develop an understanding of creativity, identify components of a creative project, and develop skills for working with children.

Through their work together, mentors and students develop mutual respect for each other. The mentors

recycle their creative talents, while students learn that creativity and learning are lifelong pursuits.

Anne French
Coordinator of Volunteer Services
School Board of Broward County
1320 S.W. 4th Street
Ft. Lauderdale, FL 33312
(305) 765-6061

SMILES (Senior Motivators in Learning and Education Services)

Retired volunteers work in the classroom to supplement and enrich the ongoing efforts of professional educators. These older persons tutor children in basic skills, help with handicapped students, provide career guidance, share hobbies, and help with record keeping, bulletin boards and special events. Along with learning new skills, the children have the added benefit of learning to work and communicate with caring adults, and to value the wisdom and extensive resources of older persons.

Older volunteers are carefully trained and placed to use their experience and skills as well as to meet their own needs and those of the school children.

Hazel B. Ellison
Coordinator
SMILES Senior Volunteer Program
Salt Lake City School District
440 East First South
Salt Lake City, UT 84111
(801) 328-7345

Senior Scientists and Engineers (SSE)

SSE is a pilot project sponsored by the American Association of Retired Persons (AARP) to benefit the community through the continued use of older scientific and technical personnel, while it enriches the retirement activities of senior scientists and engineers through challenging volunteer opportunities. Presently, SSE operates only in the metropolitan Washington, DC area.

SSE's members are a part of AARP's National Volunteer Talent Bank and are involved in the development

of their own community service projects. They also work with existing volunteer placement bureaus to encourage the placement of senior scientists and engineers in appropriate volunteer positions with public or nonprofit agencies.

Charlotte Nusberg
Staff Director
Senior Scientists and Engineers
AARP
1909 K Street, N.W.
Washington, DC 20049
(202) 662-4927

Tennis Twosome

Elderly persons were trained by a county park tennis instructor in techniques for instructing handicapped youth in tennis. Then, supervised by the school physical education teacher, the elders worked with the handicapped youth in physical education classes, teaching them to play tennis with a Nerf Ball. These weekly classes were held for two months. At the end of the training, doubles teams made up of the elderly person and his/her handicapped friend competed in a day-long round-robin elimination tournament. Trophies were awarded to the winning team at the end of the day.

Several activities were scheduled for those awaiting their rounds, as well as for those who had completed their games. A square dance completed the day's events.

Eva O'Brien
Essex County Department of Parks
Recreation, and Cultural Affairs
115 Clifton Avenue
Newark, NJ 07104
(201) 482-6400

Volunteer Talent Bank (VTB)

The AARP Volunteer Talent Bank is designed to provide potential volunteers with appropriate opportunities, and to help programs find the right individuals to meet their needs. Older persons who want to



volunteer can complete a Talent Bank registration form and forward it to the AARP Volunteer Talent Bank office in Washington, DC. There, potential volunteers are matched with suitable volunteer positions. A wide variety of positions are available nationwide through AARP programs, as well as opportunities with other organizations. This volunteer-to-placement matching process identifies interests, skills, geographic location, and other important information. When a referral is made, both the volunteer and the placement location are notified; the volunteer is under no obligation to accept a referral unless he/she wants to.

Programs that need volunteers should contact the Talent Bank directly for referral policies and procedures. Persons age 50 or older who want to volunteer can contact the AARP Volunteer Talent Bank to request a registration packet.

AARP Volunteer Talent Bank
1909 K Street, N.W.
Washington, DC 20049
(202) 728-4818

National Organizations

Administration on Aging
Marzina Brown
Aging Program Specialist
Health & Human Services, North Building
330 Independence Avenue, S.W.
Washington, DC 20201
(202) 472-7222

American Association of Retired Persons
Leo Baldwin, Manager for Special Projects
1909 K Street, N.W.
Washington, DC 20049
(202) 728-4375

American Home Economics Association
Carol Parrish
Director, Center for Families
2010 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 862-8300

American Red Cross
Gwen Marshfield
Assistant Director for Program Development
Youth Services
17th & D Street, N.W.
Washington, DC 20006
(202) 693-3635

B'nai B'rith Youth Organization
Susan Gross
International Director of Program Services
1640 Rhode Island Avenue, N.W.
Washington, DC 20036
(202) 857-6633

Boys Clubs
Frederick T. Miller
Assistant National Director
771 First Avenue
New York, NY 10017
(212) 557-8583

Boy Scouts of America
Franklin H. Collins
National Director of Programs
1325 Walnut Hill Lane
Irving, TX 75062
(214) 659-2451

Camp Fire, Inc.
Karen Bartz, Director of Program Services
4601 Madison Avenue
Kansas City, MO 64112-1278
(816) 756-1950

Foster Grandparent Programs
ACTION Agency
Jack Kenyon, Chief
806 Connecticut Avenue, N.W.
Washington, DC 20525
(202) 634-9349

Foster Grandparent Programs
National Association of FGP Directors
Rita Katzman, President
FGP of Wayne County
9851 Hamilton Avenue
Detroit, MI 48202
(313) 883-2100 ext. 229

4-H
Joel Soobitsky
National 4-H Program Leader
4-H Youth Programs Extension Service
U.S. Department of Agriculture
Washington, DC 20250
(202) 447-6536

Future Homemakers of America
Marilyn Osborn
Director of Programs
1910 Association Drive
Reston, VA 22091
(703) 476-4900

Girls Clubs
Jane Quinn
Director of Program Services
205 Lexington Avenue
New York, NY 10016
(212) 689-3700

Girl Scouts of America
Eva Scott
Consultant, National-International Relations
830 Third Avenue
New York, NY 10022
(212) 940-7500

Junior Achievement
Frank Evans
550 Summer Street
Stamford, CT 06901
(203) 359-2970

National Association of Secondary School Principals
Terry Giroux
Director, Student Activities
1904 Association Drive
Reston, VA 22091
(703) 860-0200

The National Association of State Units on Aging
Diane Justice
Director of Public Policy
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West Wing, Suite 208
Washington, DC 20024
(202) 484-7182

The National Council on the Aging, Inc.
Catherine Ventura-Merkel
600 Maryland Avenue, S.W.
Washington, DC 20024
(202) 479-1200

National School Volunteer Program
Dan Meranda, Director
701 North Fairfax Street
Alexandria, VA 22314
(703) 836-4880

Project Head Start
Rossie Kelly
Health & Human Services
P.O. Box 1182
Washington, DC 20013
(202) 775-7782

Retired Senior Volunteer Programs
ACTION Agency
Alfred Larsen, Chief
806 Connecticut Avenue, N.W.
Washington, DC 20525
(202) 634-9353

Retired Senior Volunteer Programs
National Association of RSVP
James Rummel, President
Project Directors
3614 Bryant Avenue, South
Minneapolis, MN 55409
(612) 827-8158

Senior Companion Programs
ACTION Agency
806 Connecticut Avenue, N.W.
Washington, DC 20525
(202) 634-9351

Senior Companion Programs
National Association of SCP Project Directors
Nancy Doctor, President
P.O. Box 630
Owensboro, KY 42302
(502) 686-1617



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Chapter Five: Annotated Bibliographies

General

Miller, James H., Yupo Chan and Bennie Martin. **A Bibliography on Transportation for Elderly and Handicapped Persons**. University Park, PA: The Pennsylvania Transportation Institute in cooperation with the Gerontology Center, the Pennsylvania State University, 1978.

Transportation topics are divided into the following categories: background and history; administration and planning; transportation operational procedures or activities; equipment and facilities; and miscellaneous lists such as organizations and bibliographies.

Monroe, Margaret E. and Rhea Joyce Rubin. **The Challenge of Aging: A Bibliography**. Littleton, CO: Libraries Unlimited, Inc., 1983.

This annotated list of non-technical books for laypersons is divided into subsections grouped around life tasks that older adults confront as they move from middle age to retirement to old age. Topics include: major change (widowhood, isolation, dying); adjustment (retirement, new lifestyles, change in health); and opportunity (leisure, self-actualization, perspective building).

Moss, Walter G. (Ed). **Humanistic Perspectives on Aging: An Annotated Bibliography and Essay**. Ann Arbor, MI: Institute of Gerontology, University of Michigan, 1976.

Entries are divided into four sections: aging around the world (non-fiction, past and present); reflections of the aging (autobiographies by older authors); literature on aging and old age (drama, essays, novels, poetry, short stories); reflections on death. Film and videotape resources are also cited.

Montclair State College. **Aging Bibliography**. Upper Montclair, NJ: National Multimedia Center/National Adult Education Clearinghouse, 1977.

Items include the following: general and specialized texts; client-use literature and instructional programs;

group leader and teaching guides; research documents and project reports; and handbooks and guidelines for program establishment and implementation.

Tamir, Lois M. **Communication and the Aging Process: Interaction Throughout the Life Cycle**. New York: Pergamon Press, 1979. pp. 155-177.

Books and articles cited discuss communication topics through the life cycle from infancy to old age.

Worthy, Edmund H., Carol Eisman and Rene Wood (compilers). **Voluntary Action and Older People: An Annotated Bibliography**. Washington, DC: The National Council on the Aging, Inc., 1982.

Among the 100 items cited are works that have policy implications, materials that provide an overview for understanding the context of either self help/mutual aid or voluntarism by older people, and resources that contain the results of controlled research and program evaluations.

Curriculum

California Department of Education. **Education About Aging**. Sacramento, CA: California Department of Education, 1977.

Compiled as part of a special project designed to help teachers develop curricula on concepts of aging for children, this bibliography is divided into two sections: resources on the background of aging, and resources to help children understand the aging process and other people in society.

Critchell, Mary and Jacki Locker. "Bibliography: For an Intergenerational Approach to Teaching and Learning." **Toward the Learning Society: Guide to Help Communities Implement Intergenerational Learning Programs**. Ann Arbor, MI: Teaching-Learning Communities, 1979.

Seven sections provide extensive background resources for developing intergenerational experiences. The categories are: an anthropological view; the aging

process, developing awareness and sensitivity; adult education/adult learning; intergenerational learning/teaching; volunteers; art and education; and materials available from Teaching-Learning Communities.

Duke University, Center for the Study of Aging and Human Development. **Keyword Index to Training and Educational Resources in Aging**. Tenth Edition. Durham, NC: Duke University Medical Center, 1980.

This document provides designers and planners of training in the field of aging with information about existing training and educational materials. The resources are indexed according to "browsing categories" as well as the "keyword" method. The browsing categories are arranged by broad subject areas and provide detailed descriptions of each document. The keyword section is arranged alphabetically, to help the user access a document at several points. The keyword categories include: audiovisual resources; volunteer programs, educational and training materials; secondary and elementary education curricula, course outlines and educational materials; and intergenerational programs.

McDuffie, Winifred. **Bibliography of Materials Available for Loan**. Binghamton, NY: Intergenerational Teaching Resource Center, Binghamton Association of Young Children, 1980.

Entries include children's literature that depicts aging-related issues.

McDuffie, Winifred. **Intergenerational Understanding Begins With the Young — A Bibliography: Intergenerational Approaches in Early Childhood Education and Listing of Films with Intergenerational Themes**. Binghamton, NY: NAYEC, 1980.

This collection addresses ageism issues in children's literature; children's attitudes towards aging; and rationale and procedures for the development of aging curricula and intergenerational programming. The films listed are appropriate for staff training and community education for intergenerational activities and program development.

Meany, Dave, and Rita King. **Curriculum on Aging: Bibliography of Books and Films, Agencies and Organizations**. San Diego, CA: Office of the San Diego County Superintendent of Schools, 1982.

This bibliography is part of an educational kit, *Curriculum on Aging*, developed to help children in grades K-6 develop positive attitudes towards aging in their own lives and a greater understanding and appreciation of people of all ages —especially older persons. "Curriculum infusion methodology" is used to incorporate activities into the normal educational requirements and curriculum of each grade level. The volume is divided into four sections: a bibliography on aging for teachers and other adults; a bibliography on aging for children grades K-6; films about aging; and organizations and agencies concerned with aging.

Spencer, Mary (compiler). **Learning About Aging**. Chicago: American Library Association, 1981.

This bibliography provides materials and information to help secondary teachers develop curricula on aging. Entries are categorized under seven headings: resource materials for teaching about aging; textbooks for teachers and students; the human condition; aging from a social perspective; aging and literary arts; an overview of aging; and audiovisuals about aging. All entries are annotated and suggestions are provided for the most effective use of materials.

Newman, Sally, et. al. **Aging Awareness: An Annotated Bibliography**. Pittsburgh, PA: Generations Together. University of Pittsburgh, 1982.

This 83-page book reviews more than 400 articles and books that contribute to the reader's understanding, awareness and recognition of a senior citizen in today's society. The resources are divided into six sections: Aging and Society; Attitudes Toward Aging and the Elderly; Intergenerational Themes in Literature; Intergenerational Experiences Involving Elderly Volunteers; Teaching About Aging; and The Elderly in Children's Books.

Pratt, Fran. **Education for Aging: A Teacher's Sourcebook**. Acton, MA: Teaching and Learning About Aging, 1981.

Each chapter contains a list of footnotes as well as recommended books and articles for further study. In addition, an annotated bibliography lists general references, curriculum materials, audiovisual materials, and organizations involved in intergenerational programs.



Pratt, Fran. **Realistic Portrayal of Aging: An Annotated Bibliography**. Acton, MA: Teaching and Learning About Aging, 1981.

This bibliography includes a selection of fiction and nonfiction reading materials that present aging and the aged realistically. Books that present death as part of the life cycle are also included. The entries are grouped into three age-appropriate categories: kindergarten through third grades; fourth through sixth grades; and seventh grade through adult.

Reiff, Brenda, (ed). **An Annotated Bibliography in Gerontology**. ND: Institute of Gerontology and Geriatric Medicine, University of North Dakota, 1978.

Resources which are useful in the development of college-level curricula in a variety of disciplines are included. A review of literature on courses, units, and teaching about aging is also provided. Finally, a section on the older volunteer and volunteer programs lists resources which enable older persons to be more effective volunteers and provide agencies with suggestions on how to use older persons' skills.

Smith, Gary R. **Teaching About Aging**. Denver, CO: Denver Center for Teaching International Relations, 1978. pp. 59-63.

While the bibliography is general, it provides background information which supports the cognitive, affective, and skills objectives covered in classroom activities for students grade 6-12.

Stamstad, Mary. **Clearinghouse on Intergenerational Programs and Issues: Resource Guide**. Madison, WI: RSVP of Dane County, Inc., 1981.

This collection of books, magazines, journals, conference reports, unpublished papers, newsletters, newspaper articles, pamphlets, booklets, and media is divided into four categories: intergenerational; aging curriculum for schools; handbooks and resources for school aging programs; and attitudes on aging. A quarterly newsletter, "Intergenerational Clearinghouse News on Programs and Issues," provides updated information on programs.

Ulin, Richard O. **Teaching and Learning About Aging**. Washington, DC: National Education Association, 1982.

This book is particularly useful for teachers who are interested in learning the rationale and procedures for incorporating aging education into their curriculum. Two chapters are especially relevant: "Recent Curriculum Developments" provides an extensive description of available materials, and "Aging Education and the Generation Gap" lists successful intergenerational programs from around the country. Other items in the bibliography include: what the young know about aging, which aging issues can be taught and learned, and children's literature and aging.

Audiovisuals

Albyn, Mildred V. (ed). **About Aging: A Catalogue of Films**. Los Angeles: Ethel Percy Andrus Gerontology Center, University of Southern California, 1979, 1981 supplement.

Designed for teachers and administrators who are implementing aging education curricula and intergenerational programs, this filmography provides one of the most comprehensive lists of available audiovisual materials. Included are content descriptions, technical information, and availability information about nearly 500 feature length and short films as well as filmstrips, slides, and videocassettes.

Duke University, Center for the Study of Aging and Human Development. **KWIC's Film Forum**. Durham, NC: Duke University, 1976-79.

These pamphlets review films and rate each one on a continuum from "poorly designed" with conceptually weak and inaccurate assumptions, to "average" which most people would find satisfactory for use, to "excellent" which are the best films by comparison to other available materials. Each list provides the following information: title, content, technical description, availability, subject matter, perceived purpose, recommended audience, suggested use, and overall rating.

Frisch, Connie Furniss and Roberta Grace Setzer. **Bibliography/Filmography: Ethnicity and Aging**. Salt

Lake City, UT: University of Utah Gerontology Program, 1982.

Materials concerning 12 ethnic groups in 10 geographic locations are described in this book, which is an excellent source for those who are interested in developing programs and curricula for use with ethnic groups, and in broadening the general public's understanding of aging in various societies and cultural groups.

Hirschfield, Ira S. and Theresa N. Lambert (Ed). **Audiovisual Aids: Uses and Resources in Gerontology.** Los Angeles: The Ethel Percy Andrus Gerontology Center, University of Southern California, 1978.

This monograph addresses the effective use of audiovisual aids to improve teaching and training in gerontology. It is designed to acquaint professionals with a wide variety of media and appropriate selections for specific instructional purposes. Detailed descriptions and resource evaluations are provided. In addition, media evaluation forms are provided for films, poetry, music, pictures, and posters.

Kelly, Mary Margaret (compiler). **Building a Basic Film Library: A Guide for Gerontology Departments.** Denton, TX: Center for Studies in Aging, North Texas State University, 1980.

This filmography suggests a core list of 56 films, slides, and filmstrips useful for college and university gerontology classes. Alphabetical and subject heading lists are provided along with technical, distribution, and purchase information.

Porchert, Colette (compiler). **Films on Aging.** Milwaukee, WI: Interfaith Program for the Elderly, 1978.

Content description, availability, and subject area lists are provided for all entries.

Clearinghouses

AgeLine Database. National Gerontology Resource Center, AARP, 1909 K Street, N.W., Washington, DC 20049.

AgeLine is a bibliographic database of gerontological literature produced by the American Association of Retired Persons and made accessible for online searching by Bibliographic Retrieval Services (BRS). The database includes citations with abstracts to over 16,000 journal articles, books, federal research projects, and government documents related to aging. Literature describing local programs is indexed for easy retrieval. Intergenerational relationships, programs, and research are among the many topics covered in the database.

Clearinghouse on Elementary and Early Childhood Education (ERIC). University of Illinois College of Education, Urbana, IL 61801.

A selection of articles on intergenerational programs, planning, and research is available from ERIC.

Clearinghouse for Elementary and Secondary Aging Education (CESAE). Box 5112, Tennessee Technological University, Cookeville, TN 38501.

CESAE provides a communication network and resource center for pre-college educators; gathers and maintains information on K-12 aging education programs and curricular materials; and publishes a semi-annual newsletter which summarizes the state of the art and reviews effective new curricular materials.

CESAE's intergenerational bibliography includes publications, articles, and books that discuss rationale, programs, research studies, and books about the old for young children.

Intergenerational Clearinghouse. Retired Senior Volunteer Program of Dane County, Inc., 540 W. Olin Avenue, Madison, WI 53715.

This clearinghouse gathers and disseminates information on ACTION programs that are involved in intergenerational projects. In addition, information on research, articles, pamphlets, bibliographies, handbooks, and audiovisuals has been compiled. A quarterly newsletter, *Intergenerational Clearinghouse: News on Programs and Issues*, contains project ideas and program updates.



Program Directories

Murphy, Mary Brugger. **A Guide to Intergenerational Programs.** Washington, DC: National Association of State Units on Aging, 1984.

This directory describes current programs from around the country. It provides information about program developers, resources, and materials which are helpful in program design. The book is divided into 10 sections: child care; elementary and secondary education; higher education; vulnerable youth; political action and community planning; arts, humanities and enrichment; home sharing; grandparenting; chore service/employment; informal and community supports. Each section contains a brief overview, program descriptions, and sources and resources.

Ventura-Merkel, Catherine and Elaine Parks. **Intergenerational Programs: A Catalogue of Profiles.** Washington, DC: The National Council on the Aging, Inc., 1984.

This catalogue contains more than 90 profiles of intergenerational programs that demonstrate distinct ideas or strategies which have potential for replication. Each profile includes information on the program sponsor, the area served, a program description, funding sources, and information about materials published by or about the program. The profiles are divided into five categories according to their major focus: arts and humanities; education; health and social services; social/recreational; research and planning.

Young and Old Together: A Resource Directory of Intergenerational Programs in California. Sacramento, CA: California State Department of Education, Parent Involvement and Education Project, 1983.

This directory provides information about programs which create a "mutually beneficial alliance between senior citizens and youth." It also provides information about program ideas, funding sources, and contact persons involved in the projects. The directory is divided into six sections: school-based intergenerational programs; community/agency-based intergenerational programs; employment-based intergenerational programs; child care programs that use senior citizens; resources; and an intergenerational bibliography.



**American Association
of Retired Persons**



**The Elvirita Lewis
Foundation**

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