



older people would emerge. These needs, once identified and classified into groups, were then to be assigned to specialists as topics for background papers. Later the papers for each needs area would be assigned to different technical committees. These technical committees, each composed of experts and older people, were then responsible for culling from the background papers issue statements which had surfaced from the specialists' treatment of the needs expressed in the local community forums.

The last phase—the definition of issues in each of the needs areas—was to be completed by the beginning of 1971. Between January and May 1971, the resultant issues statements were to be submitted to two different streams of activity. On the one hand, during this period Community White House Conferences on Aging and State White House Conferences on Aging were to be held consecutively. First, the Community White House Conferences on Aging would give rise to policy proposals dealing with the issues in each of the needs areas. These policy proposals would then go to the State Agencies on Aging Task Forces, where they would be collated and transformed into policy recommendations. Finally, these policy recommendations would then be fed into each of the State White House Conferences on Aging, from which state recommended policy would come.

On the other hand, during the same period, National Organizations Task Forces would also consider the needs areas and the issues statements prepared by the technical committees, making their determinations of recommended policy without the use of an intermediary group. From these two streams of activity, policy proposals and recommended national policy were to come. In this way, the activities of all task forces would build toward the objectives of the conference itself.

From the two streams delineated above, the policies recommended would be fed into the fourteen technical committees—one for each needs area. These committees would be responsible for compiling and organizing the policy recommendations in workbooks for each needs area, with recommended and alternate policy recommendations on each issue. A first needs areas group comprised: income; health; housing and environment; nutrition; education; employment and retirement; retirement roles and activities; transportation; and spiritual well-being. A second needs area group included: planning; training; research and demonstration; services, programs and facilities; and government and nongovernment organizations. These workbooks with the issues and compiled policy recommendations would then comprise the

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basis of the November-December 1971 White House Conference on Aging. The third year—1972—would be the follow-up or implementation year of the conference, some account of which is given later in this paper.

During the summer of 1970 nearly 400 national organizations responded to invitations to participate in the conference. The ALA was among those responding, and agreed to participate in the planning and to name delegates to the conference. During the period of preparation for the conference there were a number of problems, some related to budget difficulties in underwriting expenses for ALA's delegates, and some rising from uncertainties as to how many delegates actually would be allowed to national organizations. To start out, the authors of this paper served as ALA's representatives and worked as members both of Education Task Force #1, and of the Task Force of National Organizations.

There followed a series of meetings of the Education Task Force #1, and of a smaller steering committee which dealt with some of the complex problems of definition and clarification which were needed before the task force could complete its work, and on which South and Drennan both served.

The National Organizations Task Force on Education #1 met for the first time on February 2, 1971 in an all-day session to orient all national organization representatives to the purposes of the task forces, as well as to the goals of the conference. These conference goals were:

1. To increase public awareness of the needs of older people;
2. To bring about the formulation of a realistic national policy;
3. To encourage greater commitment to the aged by voluntary organizations;
4. To delineate a clearer and stronger role for the Commission on Aging;
5. To bring about stronger and more effective state agencies on aging;
6. To provide for more systematic planning and programming at the community level;
7. To allow for older people to assume the responsibility for meeting their own needs, and for contributing to the community;
8. To propose new legislation at the federal level; and
9. To provide for pilot demonstrations.

Representatives of national organizations learned that the product desired from the conference was not so much recommendations for long-range goals or specific program actions, as policy recommendations—these being broad principles or plans for action (e.g., legislation

to be enacted for funding preventive health service programs for older people). Again, the process from which the policies would arise would be: (1) a consideration of the needs which had been identified, (2) the consideration of issues which would have to be resolved in order to attain fulfillment of needs, and (3) the drafting of policy proposals which would resolve these issues.

Some of the criteria against which these policies would have to be tested were: (1) compatibility with the values of older people, (2) clarity, (3) feasibility, (4) realism in terms of cost, (5) likelihood of support, (6) benefit to other elements of the population, and (7) location within the responsibility for action by public or private agencies.

There had also been a request for each organization to submit a general position paper. The ALA's official position in the field of aging was the statement, "The Library's Responsibility to the Aging," which was revised and adopted by the board of directors of the Adult Services Division in 1970.\* This statement was an attempt to determine the needs and services for the aging, and to encourage local libraries to meet these needs in ways appropriate to their local situation.

Immediately after the first National Organizations Task Force meeting, Drennan and South decided to pursue two routes of action. The first was to involve the Bureau of Libraries and Educational Technology in an awareness of the activities of the White House Conference and its implications for libraries and librarians; the second was to involve more librarians in the task force activities.

With this intent, a report was sent to the associate commissioner of the U.S. Office of Education's Bureau of Libraries and Educational Technology, Burton E. Lamkin, on the education task force and library involvement in this effort. Then a member of the ALA headquarters staff, the chairman of the Adult Services Division Committee on Library Service to an Aging Population, and librarians and other interested individuals, mainly from the Maryland-Washington, D.C. area, were invited to discuss appropriate librarian involvement in the endeavor. Lawrence Carlson, chairman of the Task Force on Education #1, and representing the Institutes of Lifetime Learning, a service of the National Retired Teachers' Association and American Association of Retired Persons, and Wilma Donahue, a representative of the White House Conference on Aging staff and the Administration on Aging, were present as consultants. The plan of operation for the conference was clarified,

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\* The 1971 revision of this statement is quoted in Javelin's paper in this issue. The addition appears as the ninth responsibility.

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and possible activities, statements and publicity which could be undertaken by the ALA were discussed. The result of this meeting was the distribution and/or publication of announcements, letters, etc., to involve librarians in activities at state and local levels. ALA already had produced a leaflet, "A Guide to Library Cooperation," which received wide distribution.<sup>2</sup>

In addition, Burton E. Lamkin, in response to a request from U.S. Commissioner of Education, Sidney Marland, for a statement of his action priorities for 1971-72 and 1972-73, placed library services to the aging on his list of priorities. A small intra-bureau committee was set up to respond to this bureau priority. Suggestions which came from this small task force were: a nationwide survey of the extent of commitment of libraries to serving the aging, and a library pilot demonstration project of library services for the aging. During the early spring of 1971, Lamkin followed up on these suggestions. In this case the librarians were not waiting to be prodded into action by the findings of a national conference.

Sponsorship of the survey of existing library services to the aging was assumed by the Cleveland Public Library and the work was contracted out to a research firm—Booz, Allen and Hamilton. This national survey was scheduled to be completed early enough to provide up-to-date information on the scope and extent of library services to the aging for distribution to the delegates to the national conference; this was accomplished in the brochure described later in this paper.

Another suggestion, that of a demonstration project for library services to the aging, was also receiving much attention in the Office of Education during this period. The aim was to persuade an association of older people to undertake the design and implementation of such a demonstration. This was in keeping with what had become the policy of the entire White House Conference—go to the people for whom you are designing the services, get them both to state their needs and to assist in designing the means of implementing a solution. Work on this project was to continue through the summer and fall of 1971 before coming to fruition, as a joint project of the Institutes of Lifetime Learning and the Bureau of Libraries and Educational Technology.

During this period the smaller steering committee of the Task Force on Education #1, on which South and Drennan were also serving, worked to define (1) the word "education," (2) the position of education in relationship to other needs areas, (3) the real issues involved in the education needs of the aging, (4) the need for preretirement edu-

cation and education for aging, and (5) the realistic parameters of the task of policy formulation for satisfying the education needs of the aging.

The results of these deliberations were instrumental in guiding the task force to its final policy proposals. Some of the most important are, therefore, presented here: "education" as considered by the task force was to be defined *either* as "learning for survival and for self-development," *or* as "learning to live—participation and involvement—learning includes companionship because of the need for gregariousness, personal growth, adjustment, and reconstruction of experience." It was recognized that these definitions bore little resemblance to those commonly used by educators. "Retirement" was to be defined as "the change from a work orientation, with its economic implications, to a more nonwork orientation, with different economic implications."

The parameters under which policy would be formulated were defined as: (1) to provide accessibility to learning situations for individual retirees, (2) to educate society at large to a realistic view of the needs and realities of old age, (3) to bring about institutional change, and (4) to carry out research in all the above-mentioned areas. It was further realized that there should be two key elements: an openness in accessibility to learning situations for the aging, and the development of a change in philosophy on policy on aging.

In the final working meeting of the entire Task Force on Education #1, library services were particularly mentioned as an essential action item necessary to the future of education of older people. Such an action item was adopted by the task force before the end of the meeting. However, when the report was synthesized and collated with the report of Education Task Force #2 which had met in Chicago, the recommendation was placed as a formal policy proposal reading: "We recommend that the Library Services and Construction Act be expanded to include an additional title to provide library services for the Aging."

When the Technical Committee for Education compiled the State and National Organizations Task Forces' policy statements, it was seen that special funding for library services for the aging had been expressed as a priority need by many states at their state conferences for the White House Conference on Aging. The result was that the recommendation stated above for a special title under the Library Services and Construction Act went into the National Conference Workbook on Education unchanged as a policy recommendation. (The complete re-

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port of both Education Task Forces appears in the appendix to this article.)

Among the background recommendations of the first White House Conference in 1961 had been a general recommendation concerned in part with libraries: "Develop special library services and activities about and for Aging in the local public and private libraries under government and voluntary auspices; provide Aging education programs in community leisure-time services, recreation and group work facilities and agencies and all agencies and activities serving the elderly."<sup>3</sup>

By the time of the conference, some perspectives on the status of library services to older adults in the 1960s were becoming available. The research team for the *National Survey* of library services, sponsored by the Cleveland Public Library and funded by the U.S. Office of Education, had raced to complete the preliminary brochure which would furnish the delegates with a sketch of current library services specifically designed for older adults. Through the generosity of the Cleveland Public Library, 2,500 copies of *Opportunity and Potential: The Public Library's Response to the Older Citizen*<sup>4</sup> were briefly available; the brochure was so popular that in one conference evening it had become rare.

While the completed study was to appear later in the year, the brochure gave some view of the posture of public libraries in relation to services to older adults. Some of the exemplary programs cited had grown out of the concern of particular librarians, the U.S. Office of Education and the Administration on Aging. While more exemplary programs could be identified, the authors admitted that there had been a serious lag in development since the 1961 White House Conference.

The parent study, *National Survey of Library Services to the Aging*, was to report that those public libraries considered to have relatively advanced programs for older adults were giving such programs a low priority relative to program development activity for other age groups.<sup>5</sup> From the sample, less than 0.5 percent of all funds were budgeted for specific programs for the aging.

The *National Survey* noted that state librarians, too, gave the lowest program development priority to the aging. The budgets of the state library agencies for programs for the aging totalled less than \$400,000, including an undetermined amount of federal funds, in the decade between the two White House Conferences.

Federal funds for libraries had rarely been allocated for service to the aging. Those programs that could be identified were estimated at

less than \$2 million since 1967. From 1967 to 1971, the Library Services and Construction Act had contributed an estimated \$1.3 million, or 0.4 percent of total appropriations. About \$300,000 or 0.3 percent of the total amount appropriated by the Older Americans Act had been directed to assisting library purposes during the same period.

During the 1960s a satisfactory development had been inhibited, the *National Survey* argued, by these factors:

Lack of recognition of services to the aging in the federal, state and local public library plans, programs and organizational structures.

Lack of adequate interest, awareness and understanding by local communities and public libraries of the aging and the library's potential in meeting such needs.\*

General financial stringencies facing most public institutions, including the public library, resulting in inadequate public and philanthropic funds for developing and testing new programs of service to the aging and providing adequate numbers and types of materials, such as large-print books.

The need, in many localities, for improved or modernized facilities and equipment which accommodate group activities and special events for the aging.<sup>6</sup>

The survey enlarged upon reasons for failure to attain optimum development. Twenty public libraries having the largest numbers of aging in their service areas averaged slightly over one-half a full-time equivalent employee for 10,000 aged. In these selected libraries 63 cents per capita was expended on the group concerned. (For all libraries responding the expenditure averaged 19 cents per capita.)

A few outstanding libraries had been able to transcend public, professional and governmental apathy to mount exemplary programs for older citizens. While their efforts were reassuring, the public library's achievement as an institution in the decade between conferences had not approached the ardent hopes that the library conferees had held in 1961. One reason for this failure to meet expectations can be found, the authors believe, in some of the contradictions of the social policies of the 1960s.

White House conferences are gatherings of advocates and, like weddings, they are inspiring ceremonies whose successes (or lack of them) will be realized later. The Administration on Aging was an achievement of the 1960s. Medical assistance was also a positive contribution.

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\* It was the writer's observation that many, perhaps most, of the older delegates at the conference exhibited a sturdy independence and a reluctance to claim "something for nothing," arguing rather that their contribution to American society was so self-evident that the formation of interest group activity would be somewhat unnecessary.

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The congress, particularly the senate, through its Special Committee on the Aging, had maintained a strong interest in the federal assistance role.

But the social legislation of the years of the Great Society tended to minimize the needs of older adults. Much of this legislation was aimed at assisting poor people. Although the retirement date for older adults is too often a ticket to instant poverty, most new social programs did not specifically relate to strengthening the life chance of older adults.

Another irony obtained. The small number of librarians in local, state and federal agencies who had convened in Washington, D.C. in 1961 as advocates for stronger older adult services could not initiate or sustain such a leadership role. Many of them had their attention directed to legislatively mandated antipoverty programs of the 1960s. The cadre of library leaders and committed practitioners with a social orientation were too few to support a continuing interest, particularly a voluntary interest, in the needs of the older adult when other important legislative programs endowed with substantial federal resources were requiring a good deal of public administrative attention. In sum, the perceived needs of older adults were not central to a stronger library services program. However, survival factors placed upon older persons were becoming more critical. In 1967, 20 percent of the aged were poverty stricken, only 5 percent had more than \$10,000 in annual income and most (57 percent) could not attain a moderate income of \$4,000 annually per couple.<sup>7</sup>

A couple in the 65-69 age bracket, having an income of slightly over \$4,000 a year could look forward to the probability that, like that of couples who had entered their seventh decade, their income would have shrunk to \$3,000 when they reached those years, and that later in that decade, they would be making do with \$2,800 annually.

#### THE SECOND WHITE HOUSE CONFERENCE ON AGING IN OPERATION

The second White House Conference on Aging opened in Washington on Sunday evening, November 28, 1971, and concluded at noon, Thursday, December 2. Some 3,000 representatives attended this conference, whose precursor had been convened by President Eisenhower in January 1961, in the closing days of his administration.

As a result of the policy planning choice of conference officials which laid emphasis on the attendance of the aging themselves as delegates, librarians, like other persons representing concerned supporting groups, were not numerous. By the opening day of the conference,

ALA, finding itself limited to two delegates where it had hoped for four, sent as its official representatives the chairman of the Committee on Library Service to an Aging Population, Leslyn Schmidt, and Ira Phillips, executive secretary, Association of Hospital and Institution Libraries, ALA, who between them had carried much of the responsibility for preparations for the conference in the library field. South and Drennan retained their conference status by attending as appointees of the U.S. Office of Education, with the latter serving with Eleanor Dolan as education technical support from the Office of Education in the subsection meeting. Delegates in these sections soon became aware, whatever their educational concern, that survival factors, as they came to be called, had critical priority for the conference in general. Nutrition, housing, medical aid, income and retirement policies were factors that could not but capture the concern of all the delegates.

Yet early in the week, Education Subsection Five participants were discussing needs that related directly to library services. Information services sufficiently detailed and responsive, furnished through a delivery system specifically designed to assist older adults, were identified by participant after participant as a felt need without reference to the library as a place from which such services might originate.

Adult education opportunities with relevant course content, hours of presentation and accessibility site also had high participant interest. In general the issues with which the Education Subsection Five were asked to deal did not evoke intense debate. One, however, aroused strong disagreement, and one evoked wide approval. Issue 6 read: "Should education (a) place emphasis on the development by older persons of greater collective (group) influence (or power) in political processes in meeting their needs or (b) should it concentrate mainly on instruction in more effective use of political processes on an individual basis?"<sup>8</sup>

The origin and intent of issue 6 were questioned. Opposition was especially pronounced to the seeming suggestion that older adults should form themselves into a conscious pressure group utilizing education as a means for collective action. The idea struck many as unconscionable. The subsection opted for an individual "civics" approach to education and political process. In doing so, the delegates were expressing the characteristically high value they consistently placed upon personal independence and their need to see themselves as free-standing individuals.

The educational issue devoted to libraries which surfaced in Education Subsection Five drew general interest. This was the issue originally

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expressed as an endorsement of special program assistance to library services for older adults, to be contained in an amendment to the Library Services and Construction Act. The continuing concern of the delegates during three days of subsection meetings, that opportunities for life-long learning be strongly enhanced, could not but reinforce their perception of the need for an accompanying statement on library services for older adults. Tuesday afternoon the delegates of the subsection worked out an amplified statement of need to accompany the amended LSCA recommendation. This is the statement that appears in the final recommendations:

Public libraries serve to support the cultural, informational and recreational aspirations of all residents at many community levels. Since older adults are increasingly advocating and participating in lifetime education, we recommend that the public library, because of its nearby neighborhood character be strengthened and used as a primary community learning resource. Adequate and specific funding for this purpose must be forthcoming from all levels of government and most importantly from private philanthropy.

We recommend further that the Library Services and Construction Act be amended to include an additional title to provide library services for the older persons.<sup>9</sup>

The library recommendation received overwhelming approval at the Education Section meeting of December 1.

The method for financing an amended Library Services and Construction Act title, however, produced much discussion. One viewpoint advocated that state or local matching funds should be required as a condition of eligibility for the proposed legislation. A second viewpoint held that a minimal requirement of matching assistance should prevail, and a third viewpoint was that no matching should be required. The vigorous debate in the subsection reflected the sturdy independence expressed on issues throughout the conference. When the vote was taken to close the debate, the language agreed upon for presentation to the full section was as follows: "Where matching funds are required for Federal education programs aimed to assist older persons, it is recommended that life long contributions toward building this country by the now elderly be considered as suitable compensation in lieu of 'matching funds.'"<sup>10</sup> The "in lieu of matching" proposal drew a vigorous floor fight in the session of the general education section. Two voice votes gave indistinguishable results and finally the only teller vote of the session produced a victory for the "no matching" requirement.

One other issue aired by nearly all the conference delegates was that of assigning a federal agency with responsibility for concern for the elderly and determining the status of that agency or agencies. The problem was a difficult one, and the Education Section's solution cannot be said to be clearcut. Essentially the section voted to make the Administration on Aging an independent agency within the Department of Health, Education and Welfare while urging the creation of a "Division of Education for Aging" within the United States Office of Education.<sup>10</sup>

In his remarks at the closing session, President Nixon said he regarded the conference as a beginning. To assure its accomplishment he announced the appointment of conference chairman Arthur Flemming to direct a continuing unit to oversee the implementation of conference recommendations. Librarians departing in the general bustle could consider that a very specific recommendation had been included to strengthen library services for older adults.

#### SINCE THE CONFERENCE ENDED

Since the conference, several other beginnings have occurred within the federal government. In the House of Representatives, Congressman Brademus introduced the Comprehensive Older Americans Services Amendments of 1972 (HR 15657) as an amendment of the Older Americans Act of 1965. The Committee on Education and Labor gave favorable consideration to the proposal. The amendment passed the house and senate. Three amendments relating to library services to older Americans were contained in the legislation:

A new Title IV would be added to the Library Services and Construction Act authorizing the Commissioner of Education to carry out a program of grants to the State for older readers services. . . . The grants could be used for:

- the training of librarians to work with the elderly,
- the conduct of special programs for the elderly,
- the purchase of special library materials for use by the elderly,
- the payment of services for elderly persons who wish to work as assistants on programs for the elderly.<sup>11</sup>

The legislation also amended the National Commission on Libraries and Information Science Act to enable the commission to conduct surveys and analyses of the library and informational needs of elderly persons. On October 30, 1972, President Nixon withheld approval of the Older Americans Act amendments. In his objections to the amendments he held that although he supported some of the goals of the legislation

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he had the following objections: "The Older Americans Act includes a range of narrow categorical service programs which would seriously interfere with our effort to develop coordinated services for older persons."<sup>12</sup>

A further beginning was made when the Bureau of Libraries and Learning Resources (then the Bureau of Libraries and Educational Technology) moved to attain Associate Commissioner Lamkin's priority of strengthening library services to older adults through agreements with the Cleveland Public Library, with the State of Rhode Island, and with the Institutes of Lifetime Learning.

The Cleveland Public Library had completed its initial survey of library services to older adults; the Office of Education renewed its contract to the library, enabling it to make a more comprehensive examination of such services. This second survey has recently been published as the *National Survey of Library Services to the Aging (Second Phase)*, December 1972. In agreement with the State Library of Rhode Island, the bureau was able to furnish assistance for the creation of experimental library delivery systems to aged patients in selected mental and custodial institutions. Deirdre Donahue was selected by the state as project director for the research and demonstration effort. The implementing phase of the project was planned for completion in late June 1973. In line with its plan to involve older adults in the conduct of their own activities, the bureau joined with the Institutes of Lifetime Learning in the demonstration of innovative styles of library programming for older citizens in urban and rural areas of Kentucky, plans for which are mentioned earlier in this paper.

No final assessment can yet be made of the results of the 1971 White House Conference on Aging. Much remains to be done at all levels of government and in all ranks of society. For one who had the privilege of meeting and working with the delegates of the conference there remains no doubt that they have made their argument and exhibited the ability to respond to the survival needs and to nurture their own spiritual resources and those of all older adults.

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## Appendix

### REPORT OF EDUCATION TASK FORCES #1 AND #2

#### *Preamble*

In making recommendations for a National Policy on Aging, the Task Forces on Education emphasize certain qualifications and general principles.

While we are responsible for policy statements on education, we point out that millions of older people today exist under the most degrading circumstances on an income that stifles rather than stimulates interest in education or any creative activity.

Older people are inordinately preoccupied with the ominous problems facing them—low income, cost of health care which is constantly rising, inadequate and short-supply housing accommodations priced within their income range, minimum employment opportunities, transportation problems, and lack of resources for maintaining and strengthening their independence in living.

It will be hard to believe that we are serious about educational problems, if we fail to recognize that Social Security benefits must be vastly increased, and that the demeaning aspects of Old Age Assistance must be eliminated.

Many of the problems of the aging, as with the problems of the young and middle aged, grow out of the complexities of a technological culture in which the speed of social change is increasing exponentially.

We reaffirm in the strongest terms the historic American principle that every citizen has a right to the best educational opportunity possible and we claim this right for the aging.

The attack on the problems of the aging is not merely a question of stimulating government or private agency action. It is a matter of sensitizing the nation to a human situation whereby our cultural life is being deprived of the vital contribution of experience, talent and judgment to be gained from the aging while millions of our senior citizens are deprived of their right to cultural enrichment, human dignity and growth.

We strongly affirm that any attempt to deal with the problems of the aging must include their voices in every step of the decision-making process.

We would remind the delegates of this Conference and the National Administration that the measure of the seriousness of this expression of national concern will and must be judged by the level of government expenditures appropriated to work on these problems as will the vitality and creativity of the voluntary and private agencies that address themselves to this concern.

#### *Integrated Policy Recommendations on Education*

*Issue 1:* If public expenditures for education for older people are increased, should the size of the expenditures be related to: (a) the proportion of older people in the total population, or (b) their remaining life expectancy?

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**Policy Proposal:** We recommend as a national policy the reaffirmation of the basic right of all Americans to education, and that this be reflected in a higher amount of public expenditures allocated for education of the aging based on their needs and interests and related to the proportion of the older people in the total population.

**Alternate Policy Proposal:** Provide funds within each community (community decision as to apportionment) for creating education opportunities in the communities for older people.

*Issue 2:* Should money and manpower devoted to providing educational opportunities have a higher priority among the various services provided for older people than is now the case? Or, should education for older people be allowed to remain at its currently low level of emphasis and support in relation to support for health services, housing, etc.

**Policy Proposal:** We recommend it be national policy to promote the quality of life for older people and enhance their effectiveness in contributions to society by giving increasing recognition to their educational needs and by making education an integral part of all programs designed for them.

**Alternate Policy Proposal:** None

*Issue 3:* Should responsibility for initiating, supporting, and conducting education for older people be vested in the established educational system, beginning with the U.S. Office of Education and extending through State educational agencies to universities, community colleges, and local school districts? Or, should the responsibility be placed with specialized agencies serving older people, the Administration on Aging, State agencies on aging, and corresponding agencies at the community level?

**Policy Proposal:** We recommend it be national policy that the U.S. Office of Education initiate and support education for older people conducted by educational systems of the states, municipalities, community colleges, universities, local school districts and voluntary agencies.

**Alternate Policy Proposal:** We recommend it be national policy to vest responsibility for initiating, supporting and coordinating education for older people within one centralized agency at the Federal, State and community levels.

*Issue 4:* Should education for older persons be: (a) conducted apart from or (b) integrated with education for persons at other ages?

**Policy Proposal:** We recommend it be national policy that education for older people be provided separately or integrated with education for persons of all ages according to how needs of older people may be served best.

**Alternate Policy Proposal:** None

*Issue 5:* In view of the limited financial resources available, which should receive the highest priority: (a) research and innovation, or (b) expansion of existing programs having a demonstrated record of success?

**Policy Proposal:** We recommend it be national policy to provide funds for research including identifying needs, demonstration, experimentation, innovation, and evaluation in education for the aging.

**Alternate Policy Proposal:** None

*Issue 6:* Should education (a) place emphasis on the development by older persons of greater collective (group) influence (or power) in political processes in meeting their needs or, (b) should it concentrate mainly on instruction in more effective use of political processes on an individual basis?

Policy Proposal: We recommend it be national policy that educational programs be instituted by the appropriate groups, as part of other educational activities, to educate the elderly in the effective use individually of the political system to meet their needs.

Alternate Policy Proposal: None

*Issue 7:* In the light of scarce financial and manpower resources, which should be given the higher priority: (a) educational services to those most ready and most in the habit of participating, or (b) education for those hidden, relatively unknown and difficult to reach?

Policy Proposal: We recommend it be national policy that educational opportunities be afforded all older people, with special effort made to reach those who for reasons of low income, health or social circumstances or ethnic status are less likely to respond voluntarily.

Alternate Policy Proposal: None

*Issue 8:* Should available facilities, manpower, and funds be used for educational programs designed and offered by educators to the elderly on the basis of their presumed needs and interests? Or, should such support be available only when older people request educational services and participate in developing them, or develop and conduct the program themselves?

Policy Proposal: We recommend it be national policy that decisions relative to policy formulation and implementation for the education needs and interest of the aging be based on procedures and practices which assure full and adequate participation of the aging population at every level. Further, that the older people be encouraged to use their special skills and wisdom in meeting the educational needs of other age groups, and that they be honored and rewarded commensurately for such services.

Alternate Policy Proposal: None

#### *Additional Policy Proposals*

Following are additional policy proposals which developed during the meeting of the two Task Forces. While they relate generally to the Background Paper, they are not in response to the "Issues" presented in the Workbook, nor have we found it necessary to state the issues in the format used in the Workbook.

*Issue 9:* Pre-retirement education

Policy Proposal: We recommend it be national policy to expand and/or establish retirement education programs, using a variety of delivery systems, to help all people prepare for aging and its special challenge as an integral part of preparation for the entire life span, dealing with both psychological adjustment and the more obvious coping problems.

Alternate Policy Proposal: We recommend it be national policy to ex-

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pand and/or establish retirement education programs within such critical areas as government, industry, labor, voluntary organizations or services, and elsewhere as determined by local conditions and situations. These programs to include training in gerontology, development of standards of training, program design, and techniques for evaluating the effectiveness of retirement education activities.

*Issue 10:* Special training and funding needs in education for the aging.

Policy Proposal: We recommend it be national policy to establish and fund nationwide training programs for teachers, counselors and program directors to advise and assist them to help change attitudes of younger people toward older people, to deal effectively with consumer problems, and to cope with such other critical areas as family relationships, changing role responsibilities, increasing dependency and approaching death.

Alternate Policy Proposal: We recommend it be national policy that public funding through a system of grants be made available to professional and allied professional schools to develop courses on aging in their curricula; that a system of national scholarships be made available for continued learning by older citizens; and that public institutions of higher learning be advised to open their doors without discrimination to persons 60 years old and over for continued involvement in education.

Alternate Policy Proposal: We recommend that the Library Services and Construction Act be expanded to include an additional title to provide library services for the aging.

*Issue 11:* Television and other delivery systems.

Policy Proposal: We recommend it be national policy to require the Federal Communications System to make channels available for education for the aging, and further, that the U.S. Office of Education be required to develop Educational Television programs dealing with aging and retirement education, using in part at least, the SESAME STREET approach, and that all information and entertainment media be encouraged and supported from public and private funds to develop formal and informal programs for aging.

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