

a guide to LIBRARY COOPERATION

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1971

WHITE HOUSE CONFERENCE ON AGING

***prepared for the White House Conference on Aging, 1971, by the
American Library Association, 50 E. Huron St., Chicago, Ill. 60611***

THE PRESIDENT in calling the 1971 White House Conference on Aging, said:

"I hope it will fully consider the many factors which have a special influence on the lives of the aging and that it will address precise recommendations not only to the Federal Government but also to the government at other levels and to private and voluntary sectors as well."

Before, during, and after the Conference, many people, both lay and professional, will need and want to be better informed on all aspects of aging. This guide suggests ways in which all types of libraries can contribute through the special services only they can provide.

THE LIBRARY'S RESPONSIBILITY TO THE AGING

Aging has daily personal implications for every person in our society. The social, economic, and biologic problems resulting from the process of aging place responsibilities on all types of libraries, especially the public library. Libraries serve their communities by:

1. Contributing to a positive attitude toward aging and the aged;
2. Providing information and education on aging and its problems for professionals and laymen who work with this group, and for those who are retired.
3. Facilitating the use of libraries by the aged through improved library design;
4. Providing library service appropriate to the special needs of all the aged, including the homebound and the institutionalized;
5. Utilizing the potential of the older person as a volunteer to reach his peers;
6. Employing older adults in programs designed specifically to serve the elderly;
7. Involving the elderly in the planning process when designing special services and programs for older adults;
8. Working with other agencies and groups concerned with these needs and problems;
9. Continually exploring ways of making these services more effective.

Libraries should experiment with new materials and services as well as make continued use of traditional library materials and services; should maintain adequate standards; and should use innovative techniques and programs to reach the aged who can no longer be served effectively as a part of integrated adult services.

NEW THREE YEAR PLAN

The Prologue Year — 1970

- This is the year when older Americans will speak out on their needs as they see them. Their voices will be heard in thousands of communities — in forums, hearings, and meetings across the nation.
- The ideas advanced and needs described in the Forums, as well as information from other sources, will be forwarded to Washington. Technical committees will draw on these materials to prepare background papers. The papers will provide a backdrop for the recommendations to be worked out during the Conference year of 1971.

The Conference Year — 1971

- This is the year when policy recommendations will be developed—first in community and state White House Conferences during the first half of 1971. The recommendations from the Conferences, with recommendations proposed by national organizations, will be forwarded to the Technical Committees. New background papers will be drafted. They will provide the foundation for the work of the national White House Conference in November 1971. From this Conference will come the final and “precise recommendations” requested by the President for federal, state, and local government action and private and voluntary action.

The Post-Conference Year — 1972

- This is the year when follow-through begins: the plan of action for the 1970's. If the Conference goals are achieved, a new national policy on aging will have been developed in the deliberations of the Conference Year. Now the drive for greater public awareness in and concern for the needs of older Americans will be intensified. Action by federal, state, and local governments will be sought. Requests will be stepped up for a stronger commitment by national organizations serving older people and for more involvement in their own behalf by older people themselves.

From *Fact Sheet* issued May, 1970. Office of Communications,
White House Conference on Aging

(Continued)

WHO will need library service? / For what purposes?

Older Americans — participating in forums, meetings, and hearings

The General Public — of all ages

Members of the State and Local Committees for the White House Conference on Aging

Members of Organizations — of the local units of the several hundred national voluntary organizations participating in the White House Conference on Aging, and of other organizations concerned with the needs of the aged and aging

Staff Volunteer and Professional — of agencies and institutions, public and private, serving the needs of the aged and aging

Delegates to the White House Conference on Aging

to plan effective pre-conference discussions of the problems affecting the aged and aging

to prepare for participation in the White House Conference on Aging

to recognize the significance of the topics it deals with

to interpret the news of the White House Conference on Aging

to understand the recommendations of the White House Conference on Aging

to relate local situations to the recommendations

to take informed action to implement the recommendations of the White House Conference on Aging

WHAT PEOPLE WILL NEED TO KNOW

The Conference objectives outlined in the White House Conference on Aging Act (P.L. 90-526 include:

- (1) Assuring middle aged and older persons equal opportunity with others to engage in gainful employment which they are capable of performing; and
- (2) Enabling retired persons to enjoy incomes sufficient for health and for participation in family and community life as self-respecting citizens; and
- (3) Providing housing suited to the needs of older persons and at prices they can afford to pay; and
- (4) Assisting middle-aged and older persons to make the preparation, develop skills and interests, and find social contacts which will make the gift of added years of life a period of reward and satisfaction; and
- (5) Stepping up research designed to relieve old age and of its burdens of sickness, mental breakdown, and social ostracism; and
- (6) Evaluating progress made since the last White House Conference on Aging, and examining the changes which the next decade will bring in the character of the problems confronting older persons . . .

* * *

The subject content of the White House Conference on Aging will be organized under nine needs for older people including:

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|-------------------|-------------------------------|
| I. Income | VI. Employment and Retirement |
| II. Health | VII. Education |
| III. Nutrition | VIII. Roles and Activities |
| IV. Housing | IX. Spiritual Well-being |
| V. Transportation | |

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hardware as photocopying, automatic systems, including computer applications. Sensitivity, the LTA student is introduced to the Library's information function, his role in relation to that of the professional; and to the use of such accessories as microforms and teaching machines.

The last course, by Richard Smith and William Tucker concentrates on the library media we have called audiovisual. From graphics, through projections and transmissions, the student learns to operate and maintain equipment related to films, filmstrips, slides, transparencies, opaques; to discs and tapes. There is considerable attention to data processing, to the organization of a media center, and to media production.

In overview, these are some of the dimensions of the *Tex-Tec* syllabi. I believe any junior college, undertaking LTA education needs to begin with something like this program. Suggestions for practice, field work, observation are described throughout, and innovated in the work-study and skills laboratory ideas.

Tex-Tec has, besides, placed the LTA program in the Junior College educational climate. Any one who has worked in this movement that began at Joliet, Illinois some years ago is caught up by the courage of the community College prospect. I happen to believe in College for all, philosophically, historically, educationally. Repeatedly I have written and spoken my dissent with the elitism position of the Ivy League. The Junior College is boldly designing a post-secondary program that believes all high school graduates are higher educable.

LIBRARY EDUCATION BELONGS IN THE JUNIOR COLLEGE

If for no other reason, library education belongs in the community junior college. It is the faith of our profession that learning of all mankind should be continuous from birth to death. In what other setting in our entire educational system is the climate more appropriate for the beginning of a library career. The someone's land of library opportunity is the American junior college. And the someone who will spur our profession to its rendezvous with destiny could well be the new generation of Library Technical Assistants.

(Note: This speech was delivered by Dr. Shores at the Library Technical Assistant Workshop sponsored by Appalachian State University, North Carolina Department of Community Colleges, North Carolina Library Association, and Central Piedmont Community College which was held on the Central Piedmont Community College campus on May 11, 1970.)

CONFERENCE ON AGING

(Continued)

"Each of the nine Committees dealing with needs also will consider ways of meetings needs, which are called *Needs Meeting Mechanisms*. The mechanisms will be the subjects as well for separate and overall study." Five of the Technical Committees will deal specifically with these studies.

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|---------------------------------------|--|
| (1) Planning | (4) Training |
| (2) Facilities, Programs and Services | (5) Government and Non-Government Organization |
| (3) Research and Demonstration | (Continued) |

THE LIBRARY — where it's at!

A checklist for the librarian in preparation for special services before, during, and after the White House Conference on Aging

TO PROVIDE SERVICES IN RELATION TO THE WHITE HOUSE CONFERENCE

- | | we
are
ready | can
do
quickly | must
begin
to plan |
|---|--------------------------|--------------------------|--------------------------|
| 1. Confer with agencies in the community which serve the aged about: | | | |
| a. Local activities planned, such as meetings of WHC committees, study programs, publicity programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Key people—older adults, delegates, committee members, subject specialists | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Kinds of materials and services likely to be needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Areas of library-agency cooperation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Confer with all other librarians in the community—public, school, college and university, hospital and institutional, special — to insure availability of all resources, cooperative planning of activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Locate appropriate materials for purchase, or to borrow. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Organize information on community activities and resources of special importance in relation to WHC | | | |
| a. Calendar of meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Program resource file, speakers, panel members; films, charts, materials, available from other agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Bulletin board for special information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Publicize the availability of such information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Prepare a collection of materials of particular use to clubs, organizations, and agencies in the community with special interest in the needs of the aged and aging. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Inform club presidents and program chairmen of the availability and use of such materials for programs, committee work, and study | | | |
| a. Mail an informative brochure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Call a meeting in the library to introduce the materials, and to demonstrate their use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Invite each delegate and local committee member to visit the library to examine materials and discuss services, either individually, or at a designated time for the entire group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Use the library's publicity program — newspaper space or radio or TV time — to provide information on WHC topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Sponsor or co-sponsor with other agencies and organizations — meetings, discussion series, audio-visual programs on WHC topics ☐ ☐ ☐
11. Provide reading lists and exhibits of use and interest for the general public of all ages. ☐ ☐ ☐

(Note: Limited copies of this "Guide" are available on request at \$5.00 for 50 copies from Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.)

NEW NORTH CAROLINA BOOKS

(Continued)

PAUL GREEN. *Home To My Valley*. Chapel Hill: The University of North Carolina Press, 1970. 140pp. Illus. \$5.95.

There are nearly two dozen delightful little stories of Paul Green's childhood in Hartnett County here in his *fortieth* published work. The common little events which he relates are not unlike the things which happened to most North Carolinians forty or fifty years ago, more or less, or stories which they heard with great delight. But Paul Green has the happy knack of recalling and recording them in a homespun style that is very appealing. Preaching that seemed endless, personal feuds over a worthless strip of land, cornbread and molasses, corn shucking, and delightful stories about people that might have been true: they are among the simple themes. They are folklore-like and will bring back happy recollections to some readers and create a longing for a return of "the good old days" in others.

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RICHARD O'CONNOR. *O. Henry, The Legendary Life of William S. Porter*. Garden City: Doubleday & Company, Inc., 1970. 252pp. Illus. \$6.95.

Many, perhaps all, of O. Henry's works are now in the public domain and new editions of the stories of Greensboro-born William Sydney Porter are beginning to appear. A renewed interest in his writings seems to be accompanied by a new interest in the man himself. This book is not a full biography of O. Henry, in spite of the subtitle. After a brief review of the first years of his life, author O'Connor devotes most of his work to the final eight years when most of O. Henry's writing was done. It is an interesting and a readable book which bears evidence of careful research on most points. However, we would question his description of Greensboro as a mountain town.

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BRUCE and NANCY ROBERTS. *A Portrait of Appalachia, Where Time Stood Still*. New York: Crowell-Collier Press, 1970. Illus. 115pp. \$5.95.

Very realistic, typical pictures which suggest the beauty as well as the hardships of Appalachia occur on almost every page of this book. This frontier country which still retains many frontier features is described with sympathy and understanding. The friendship, devotion to duty, and respect for the past which the residents of this region have are discussed with something akin to nostalgia; the poor diet, lack of medical care, rare opportunities for personal