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RESEARCHING PROBLEMS IN AGING:
THREE DOCUMENTARIES FOR CLASSROOM USE

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Andra Lynn Scott

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of the requirements for

Master's degree in Telecommunication

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RESEARCHING PROBLEMS IN AGING:
THREE DOCUMENTARIES FOR CLASSROOM USE

By
Andra Lynn Scott

A THESIS

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Director of Thesis

ABSTRACT

RESEARCHING PROBLEMS IN AGING:
THREE DOCUMENTARIES FOR CLASSROOM USE

By

Andra Lynn Scott

This thesis consists of two major components: first, three one-half hour, videotaped documentaries, each one dealing with a distinct problem of older Americans, and second, this written and bound text containing information on and rationale for the grant under which the programs were produced, an explanation of the intended use of the tapes, a discussion of the issue addressed and problems and procedures encountered in the production process, a statement of evaluation of the quality and viability of the tapes along with a listing of individuals and agencies who have leased or purchased any or all of the programs. A script for each show is included, as well as a bibliography of the sources used in the researching of the three program topics.

The videotaped programs are on file and available through the Department of Telecommunication, Communication Arts Building, Michigan State University.

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CHAPTER I

INTRODUCTION

In the past, interest in human growth and development has been focused on the earlier stages of life, on youth. In general we have been lead, either directly or tacitly, to believe that old age is something to be dreaded and feared, a time of uselessness, idleness, mental and physical deterioration, and illness. As a collective whole and as individuals, the elderly have been made the brunt of mindless jokes and have been subjected to traditional stereotypes and myths surrounding old age. Or, worse yet, they have been ignored altogether.¹

But things are changing. The sheer number of elderly people in America is forcing attention to be focused on their problems and needs. Increased life expectancies stemming from medical advances and modern health care practices are affecting the make-up of the population of the United States. The elderly are now the fastest growing group in this country.² Predictions based on this population explosion vary, but we're told that the proportion of people in the U. S. over 65 years of age could

¹Barbara Silverstone and Helen Kandel Hyman, You and Your Aging Parent (New York: Pantheon Books, 1976), pp. 6-8.

²Robert N. Butler, M. D., Why Survive? Being Old in America (New York: Harper & Row, 1975), p. 16.

represent as much as 33 percent of the total population by the year 2000.³

The size of this group, plus the fact that voting patterns consistently show turn-outs at the polls are higher for older voters than for younger ones, has not gone unnoticed by the politicians.

Over the past 15 years major efforts have been made to improve the welfare of elderly Americans, starting with the first White House Conference on Aging in 1961 and the establishment . . . of the U. S. Senate Committee on Aging. In 1965 came the passage of the Older Americans Act and the creation . . . (of) the Administration of Aging. Legislators are constantly considering new bills to benefit the elderly, . . .

The rising interest in the elderly is not limited to legislative circles alone. Programs for the elderly are featured in the popular press. . . . TV and documentary films are beginning to show the many faces of old age and make the general public stop and think about the needs of the elderly. Professionals in public and private agencies are trying to meet these needs and provide more supportive services. Social planners are contemplating more comprehensive health services and second careers to make the retirement years more meaningful, less empty. Even the building and architectural fields are dreaming up new communities geared to the life of older people.⁴

Some inroads have been made for older Americans. But the prejudices and biases persist, even among older people themselves, nurtured on ignorance of the potentials, realities, and needs of old age. A long-range and continuing effort has to be made in our society to increase understanding of the aged and their needs. Since most of the current, negative view of old age represents a basic lack of knowledge, some means of information dissemination must be established to educate the general population and older people themselves on the facts related to aging

³Richard Nelson Bolles, The Three Boxes of Life (Berkeley, California: Ten Speed Press, 1978), p. 357.

⁴Ibid., Silverstone, pp. 7-8.

and the requirements of the elderly.

The Grant

It was with such a goal in mind, and prompted by the lack of appropriate materials on videotape or film, that a grant⁵ was applied for, and received, through the Michigan Department of Education by Ellen Sullivan, Director of the Center for Aging Education, Lansing Community College, Lansing, Michigan. The grant proposal was developed in cooperation with two other Michigan institutions: C. S. Mott Community College in Flint, represented by Stephany R. Diana, Coordinator of Older Student Programs and Gerontology Curriculum; and Grand Rapids Junior College in Grand Rapids, represented by Dr. Robert Riekse, Professor of Political Science and Sociology. Along with these three individuals, Irene Kazieczko, Assistant Director of the Center for Aging Education at LCC, also acted as an advisor for the grant.

The overall objective of the grant was to develop the foundations for a communication network of information on gerontological problems and issues. To accomplish this, several components were proposed: workshops, information sharing meetings, a newsletter, a taskforce to set up the actual information sharing network among community colleges in Michigan (and perhaps elsewhere), and three one-half hour video programs dealing with three separate topics on aging. The Center for Aging Education approached the Instructional Media Department at Lansing Community College in regard to production

⁵"Foundations for a Statewide Model for Aging Education in Michigan," Title I-A, Higher Education Act grant. Ellen Sullivan, grant initiator, Program Director, Center for Aging Education, Lansing, Community College, Lansing, Michigan, April 24, 1978.

of these programs, and through this Department I worked as writer and producer of all three.

As producer I had sole responsibility for all research, scripting, and production planning and decision making and implementation, including the choosing of on-camera interviewees and talent, dates and locations for shooting, music, graphics, program format and design, and all scheduling of crew and equipment, as well as directing all remote shooting and final editing of the programs. By the time the project was completed, I had also acted as floor manager, teleprompter operator, equipment carrier, driver, and general all around "gopher."

Intended Audience

Perhaps the first question I faced was in deciding exactly who would be the primary audience for the tapes and, therefore, to whom I would be primarily addressing the information. In general, the purpose of the tapes was to "raise community awareness"⁶ of particular needs and concerns of the aged. The grant itself stated that ". . . older adults are the primary target group for the proposed programs. . . ."⁷ But it also recognized that aging education is ". . . particularly pertinent for families of the elderly. . . . (as) families and especially children of the elderly . . . commonly seek out services and information for their aged parents. Therefore, children of older adults have interest in and need for information as do the elderly themselves."⁸

⁶Ibid., p. 5.

⁷Ibid., p. 2.

⁸Ibid., p. 3.

Additionally, the purpose of the grant in general and the video portion in particular was to address ". . . the need for communication and information dissemination related to aging education. . . ."9 Aging education is defined as ". . . but not limited to: education for older adults; education and training of those persons who are working with or plan to be employed in serving older persons; and educational activities for a general population about the aging process. Information about aging issues is important to educational service providers as well as to older adults themselves."10

Obviously, there was a variety of people who for a variety of reasons at one time or another might view the tapes (older adults, their families and other interested parties; gerontological educators and service providers; and younger segments of the population who, of course, some day would move into place as senior citizens, hopefully at least somewhat educated to the problems and solutions involved in the aging process). Given this variety, it appeared the audience for the tapes might be simply termed "general viewing audience."

In considering the uses to which the tapes would be put, a general viewing audience also seemed to be the group that I had to consider: First, the tapes were to be presented to local television stations as public service programming. Second, perhaps the most long lasting potential of the tapes lay in plans to use them as instructional aids in gerontological conferences, training seminars, informational workshops, and regular classes sponsored by Lansing

⁹Ibid., p. 3.

¹⁰Ibid.

Community College, C. S. Mott, and Grand Rapids Jr. College. Third, the tapes were to be made available through purchase or lease to other educational institutions or interested public or private agencies.¹¹

Despite an always varying audience with an unpredictable age range and a multiplicity of purposes and reasons and situations for viewing the tapes, I felt it imperative that they be created in such a way that the programs would present a strong identification factor for the older adult.

The definition of the "older adult" varies, of course. Some will say that the youth culture in this country has made age 30 "over the hill." The U. S. Department of Labor classifies workers 45 years old and over as "older workers"¹² and more likely, therefore, to suffer age discrimination in the process of a job search. For years age 65 has been a rather official entrance level into "old age," a spillover from its being the retirement age on which social security is figured. (Actually it was arbitrarily chosen in 1889 by Otto von Bismarck when, as Chancellor of the German Empire, he set into motion the first on-record national "old age" pension program. America followed suit in 1935 when Roosevelt signed into law the Social Security Act, also adopting the age of 65.¹³) According to the Older Americans Act of 1965, individuals must be 55 and older to benefit from various programs set

¹¹As outlined by Ellen Sullivan, Director, Center for Aging Education, Lansing Community College, Lansing, Michigan, during an informational meeting, November 27, 1978.

¹²Interview with Denis Gray, Director, Job Corps, Tri-County Office on Aging, Lansing, Michigan, September 13, 1979.

¹³"Retiring at 65: An Arbitrary Cut-off that Started with Three Men." Dun's Review, October 1977.

up to aid the elderly.¹⁴ Ellen Sullivan's response as to who constituted the older adult was those who are "about 50 and over."¹⁵ For purposes of the three programs, I thought of my "identification factor" in terms of a viewer who would be around 60 years and older. In my mind, this meant that the people I put on camera, who would be imparting the information I felt relevant, should also be about that age.

The Medium

Before the finalization of the grant, a decision had to be reached, and for purposes of the grant had to be justified, as to what would be the most effective medium to present programs dealing with issues on aging. In a meeting with Ellen Sullivan and Irene Kazieczko from the Center of Aging Education and Dr. Lee Thornton, Program Director for Television Operations, Instructional Media Department, Lansing Community College, it was made clear that film would be prohibitively expensive.¹⁶ According to Dr. Thornton, film would also present problems in securing the needed equipment and crew, if the programs were to be produced through the Instructional Media Department. The project advisors for the grant were unanimously not in favor of a slide-tape presentation, feeling it to be too static and

¹⁴Older Americans Act of 1965, As Amended, History and Related Acts, Administration on Aging, Office of Human Development Services, U. S. Department of Health, Education, and Welfare, Washington, D. C.

¹⁵Interview with Ellen Sullivan, Director, and Irene Kazieczko, Assistant Director, Center for Aging Education, Lansing Community College, Lansing, Michigan, November 29, 1978.

¹⁶A figure of \$1,000 per minute for film was quoted, that figure obtained from a member of the cinematography faculty at Lansing Community College.

limited in its appeal and potential. Video tape, then, seemed to be the obvious answer from the points of view of desirability, cost, and facility availability. Considering the way in which the programs were to be used, video also seemed to be the likely medium. As stated in the grant:

One effective and cost-efficient means for reaching older adults, especially those not already tied to the service system, is by broadcast TV or cable TV. A well-produced and effectively-advertised television program disseminated from strategic points across the state has the potential to impact on nearly every home in the state of Michigan. Programs designed for older adults could serve not only to highlight training opportunities and identify state services, but also to create a general public awareness of aging problems and the resources available to meet those problems.¹⁷

The Format

I planned the same basic format for all three shows: a documentary style, straightforward presentation, using a combination of three major sources of information:

First, edited statements from on-camera interviews with older people who had themselves faced the issues and who had experienced the problems with which the programs dealt;

Second, edited statements from on-camera interviews with "experts" in the particular field or subject matter being discussed;

Third, a narrator to be used both on camera and as audio voice-over to supply any vital information which might not show up in the interviews and to act as a "bridge" in moving from one sequence to another. I viewed the use of the narrator as a security factor for

¹⁷Ibid., "Foundations for a Statewide Model for Aging Education in Michigan," p. 2.

me, the one element within each script over which I had complete control.

To keep as much control, as well, over the on-camera interviews, I did all of the questioning myself. I preferred, however, not to appear in any of the shows. A common technique in television, one that certainly facilitates the editing of an on-camera interview, is for the cameraman, after the actual interview has been shot, to collect a few basic cut-aways which include the interviewer: establishing two-shots of the interviewer and the person being interviewed; shots of the interviewer alone, nodding, asking the questions over again which had been presented during the shooting; and so forth. In editing, these shots are inserted where cuts have to be made in the interview.¹⁸ I opted against this technique for at least two reasons: First, I felt I had three topics so laden with information it was going to be difficult as it was to cover each of them in the allotted one-half hour program. The appearance of an interviewer asking questions was, I felt, superfluous and a waste of precious seconds. Second, as I mentioned, I wanted to control the on-camera interviews, but I did not choose to be the narrator of the series. I was uncomfortable with the thought of the narrator and the interviewer being two different people. How would I explain who that interviewer was? where did she come from? where did she go? how was she connected?

All that was really vital and necessary to make the information

¹⁸This is a basic technique commonly used in local and national news reporting and in programs such as CBS' 60 Minutes or in other magazine format shows.

flow was the comments made by those who would be interviewed and by the narrator. I did not feel the need to specify the questions that had to be asked in order to elicit those comments.

CHAPTER II

THE FIRST PROGRAM: "EDUCATION FOR LIFE!"

The Topic: Education for the older learner, the necessity and benefits of education for aged Americans.

The Goal: The issue of education for older adults is laced with problems and misconceptions and aging myths. The overall goal of this first program was to present a new definition of education as a life-long learning process and thereby to debunk the old definition which saw education as something just for the young, as primarily a training ground for a specific field of work or a particular job, and to present some reasons for and advantages of the concept of lifelong learning.

The Problem Addressed

Richard N. Bolles has referred to the life activities of the average person in terms of three periods:

"That's the way it goes in our culture: education, work, retirement -- the Three Boxes. First an "orgy of learning," then an "orgy of working," and finally an "orgy of leisure."¹⁹

The definition of education has traditionally been involved with the first "box" or period in a person's life. It has been something for the young, a basic and general training ground at first, eventually zeroing in on areas of one's own choosing, specific learning for a specific job or career. For some, "completing" one's education has meant obtaining a high school diploma, perhaps some additional vocational training; for others it included a college degree. At any

¹⁹Ibid., Bolles, p. 335.

rate, at some point quite early on in one's life, "getting an education" ended, and the second period, "going to work," began. The first period was subservient to the second and represented a proportionately smaller part of one's total life span. Similarly, the third period, "retirement/leisure," was considered to be of a shorter duration than the second.²⁰

Life altogether should not, of course, be segmented into these distinct periods of education, work, leisure. All three should run concurrently and continuously throughout as much of one's life as possible. This is not to say that education does not serve the traditional purpose of preparation and training for a job or career. But it does mean that education can be and must be much more.²¹

Continuing education is considered among educators and gerontology experts to be a major community need and goal, a right of all age groups, a way in particular for older people to achieve a full and meaningful life, a way for each of us to develop potential all through our lives.²² Unfortunately, an unqualified acceptance of the right, legitimacy, and appropriateness of older people to engage in education meets with an array of barriers.

The persistence of the traditional definition of education

²⁰Ibid., Bolles, pp. 5-10.

²¹Interview with Dr. Howard Y. McClusky, Professor Emeritus, Office of Community Adult Education, University of Michigan, Ann Arbor, Michigan, January 23, 1979.

²²Dr. Howard Y. McClusky, Education: Background Issues for the 1971 White House Conference on Aging (Washington, D. C., GPO, February, 1971).

is one of those barriers. As long as it is seen solely as the method by which one pursues employment, education cannot be regarded as a legitimate activity for someone who is about to leave or has already left the work world.

Education has a significant and powerful role to play in helping older people deal with an entire range of problems and needs which are characteristic of one's later years: financial, health, activities and social contact, the need to feel useful, to achieve, to express oneself, to obtain certain skills, to learn to cope with the changes, traumas, and problems that appear later in life.²³

Even if it is admitted that such needs might be met through education, there is another immediate barrier established in our society, and that is "ageism," prejudice against the elderly. We have established a set of myths about age which are particularly difficult to overcome. In the youth culture of America, these myths are summed up in one old and popular (but inaccurate and self-defeating) axiom, which has been inflicted on us all: "You can't teach an old dog new tricks."

It has become imperative to impress upon educational systems and institutions, service providers, older people themselves, and the general public that learning is not the prerogative of youth, that people can and must learn all through their lives, and that encouragement as well as opportunities must be provided.

²³Ibid., McClusky, Education....

Older people are often their own worst enemy. Having been brainwashed into believing that they lose their capacities as well as their need to continue learning, they become afraid even to try. They do not consider education as an option open to them.²⁴

To make matters worse, very often an older person has been away from the educational setting for 30, 40, even 50 years, and still defines education as "readin', writin', and 'rithmetic." Many do not realize the variety of subjects available, particularly at a community college level. A good proportion of people over 65 never finished high school, some may have only an eighth grade education, some even less. They simply have never thought of themselves as being part of a higher education environment, much less doing well in it, even excelling in it.²⁵

For this first program, I decided to focus in on two major themes: First, I felt I had to explain why education is necessary and vital for older people, why the lifelong learning concept is so important; and I would do this with the interviews with aging education experts. Second, I would state the problems involved in getting older people back into an educational setting; and I would accomplish this via firsthand accounts by older people who had experienced the fears and traumas and hesitations about re-entry into an educational situation.

²⁴ Ibid., interview with Sullivan and Kazieczko.

²⁵ David A. Peterson, "The Role of Gerontology in Adult Education," in Learning for Aging, edited by Grabowski and Mason (Washington, D. C.: Adult Education Association of the U.S.A., 1974), pp. 44-45.

Matters of Production

On-Camera Interviews: The Experts

By the time I was ready to shoot these interviews, I had a first rough script. It was made up simply of pages of paragraphs, each one containing some major point culled from the research which would have to be addressed by someone -- experts, older people, or the narrator -- in the final edited program.

There were two obvious and excellent people to whom I turned as my on-camera experts: Since I had spoken with both of them at length, I felt I could almost anticipate what they would say on camera.

With Ellen Sullivan I had an individual who was extremely articulate and knowledgeable in the overall field of aging education as well as someone who was a dedicated advocate of lifelong learning and rights for the aged. Perhaps the only strike against using her on camera was her age. I felt the need for a strong identification factor to run through all three programs. To me this translated to using older people on camera. I didn't want a viewer in his or her fifties or sixties, seventies or older to think, "How would she know what is good for someone my age" or "How could she understand how I feel," etc. Ellen's interview, however, was informationally so clear and concise that it minimized the disadvantage of her age. What disadvantage there was, if any, was balanced out by her appearance in tandem with the second expert, Dr. Howard Y. McClusky, Professor Emeritus at the University of Michigan.

Dr. McClusky was over 70 years old and was a nationally recognized and highly regarded authority in the field of continuing

education and adult learning. In 1971 he had written the background paper for the White House Conference on Aging, a paper that subsequently became a classic statement on the problems and needs involved in continuing education.²⁶ Initially I set up an appointment simply to talk with Dr. McClusky about the concept of lifelong learning and to gain some insight on how to structure the program. He agreed during the course of that first talk to be interviewed on camera.

We set a date for the remote crew to go down to his departmental offices at the University of Michigan. I explained to him that basically I wanted him to cover the same information he had given me during the course of our first talk. He asked for and I mailed to him a copy of the specific questions which I would pose. I left the option open, of course, to follow any leads in his answers and pursue certain areas or ask questions that might come to mind during the interview.

Supplying such a list ahead of time sometimes helps in a taping. It can aid a person in preparing crisp, concise answers that zero in on important areas and can prevent any great deviation from the points to be covered. It can even allow an interviewee to make suggestions for added questions that will elicit further pertinent facts and statements.

What I had after talking with Dr. McClusky for an hour on camera was an interview longer than visualized, with much more information that I had anticipated. Had I taken more than four 15-minute

²⁶Ibid., McClusky, Education....

video tapes, the interview would not have been halted when it was.

A large shooting ratio is normally a luxury. With Dr. McClusky's interview, it made scripting and editing difficult for me. What he said and the way he said it made nothing on the tapes trivial. The basic answers I needed seemed scattered in a flow of words spoken from his years of dedication to his field. The basic barebone facts needed for a one-half hour program were difficult to extract from their context. No matter how I arranged them, the words I chose to use in the program didn't do justice to the interview itself, or the man who was doing the talking.

If I had had more experience both with interviewing and the whole production process, I might have realized some of the structural problems of the interview, and I might have been more forceful and able in drawing out the answers and information I needed, asking questions a second time or probing for a shorter statement in places. I too often became a passive listener instead of an active interviewer.

Despite the small amount of material I would be able to use in relation to what had been recorded, one important point remained: the validity of Dr. Howard McClusky's appearance on tape and his comments on the vital issues with which I was concerned.²⁷

Because Ellen was more of a known quantity to me, and because she was so close at hand and available, I had purposively planned her taping for after Dr. McClusky's. Hopefully, her statements would supplement his. If I had left any gaps, she would be able to fill them in; if I needed any clarification or elaboration, she could supply it.

²⁷ Dr. McClusky died in 1982. In talking with Ellen Sullivan, I learned that Education for Life! may well be his only on-camera interview existing at this time.

On-Camera Interviews: The Older Learners

On the Lansing Community College campus there is a club known as the "OWLS," an acronym for "Older, Wiser, Learning Students," a group of senior age, past and present LCC students, who hold their meeting once a month at the college. When I began looking for older students with whom I could talk, both on and off camera, I asked Ellen Sullivan, who was the club's advisor, to arrange for me to visit one of the OWLS' meetings. I also asked her to have the students stand up one by one and introduce themselves and briefly tell the group how long they had been taking classes, why they had begun taking them, and which classes they had been enrolled in.

With a usual attendance of 40 to 60 people at these meetings, such a rundown would give me a valuable introduction to a good number of people in a minimal amount of time, not having to find and meet with a large number of people individually. I would be able to get at least a cursory look at each of the people in the group, see how they acted, hear what they sounded like, as well as learn what they had to say about their educational experiences at LCC.

I took fast, cryptic notes in shorthand as each person spoke, later transcribing the material on the typewriter. After the meeting, I met casually with several of the OWLS, getting some viewpoints about education, asking some of the same questions I had posed to my experts, always taking notes in shorthand which were later transcribed.

A few days later I sat down with Ellen and Irene to go over the list of students from the OWLS meeting. As both of these women

work closely with many and most of these older students, they could offer valuable input and suggestions on the several whom I had chosen as seemingly strong possibilities for on-camera interviews. Eventually the list narrowed down to a more manageable number. I spoke with approximately 15 individuals. What I was searching for was a few older students who could articulate their educational experiences, whose stories about re-entry into and being involved in an educational setting would include some of the classic fears and hesitations older people often have about seeking formal schooling in later years. (Basically such reasons include a fear of being in a strange place; of literally getting lost; of being the oldest one in a classroom; not being able to do the work or not understanding what was being said; meeting with ridicule from friends or family members, etc.²⁸) I felt it important to include at least one or two people who seemed at first glance to be "unlikely" college potential. Added to the list of criteria was also the simple fact of the availability of the person at the time and place I could schedule a crew. In the end I scheduled seven interviews, actually shot six, and used statements from only four of these older students.

I also interviewed an LCC instructor who was teaching classes for the Center for Aging Education in convalescent homes in the area under an outreach program. Tom Northey was a former Lansing School System teacher. I knew when I first spoke with him that he would be excellent as an on-camera interviewee. And although he actually qualified as an "older student," being a firm believer in always enrolling in a class or two, I wanted to show him on camera in his

²⁸S. R. Diana, "Higher Education: A Viable Leisure Time Activity for Older Adults," C. S. Mott Community College, Flint, Michigan, April, 1976. (Mimeographed.)

role as teacher, working with people in wheelchairs and with canes, very old, some quite incapacitated, but still involved in a formal learning situation.

For all of these interviews, I used the same basic list of questions, reasoning that by doing so I would gain a good editing latitude. I would be able to pick and choose among the answers, combining some, taking the best versions, and so forth. Because I had pre-interviewed each person before going on camera with them, I could also ask personal and more individualized questions of each. I believed that if these people had a chance to get to know me a little, we might both be more at ease once we were actually being taped.

With some people, this seemed to be true. But the mere presence of camera and crew changed some of my older students. I learned that only up to a point can you insure a good interview. Someone who sits in their living room or in your office and converses easily and glibly can stiffen and freeze when put on camera, and stay stiff and frozen no matter how many tricks you use to loosen them up.

One question came up for which I personally did not find a comfortable answer: If you interview someone on camera, are you obligated to use them in the final program? Professionally the answer is "of course not." You always do what is good for the program. But from my own standpoint, I felt when I asked someone to be a part of the production, I had cost them time, effort, and probably gas money, and I was not at ease in excluding them in the end.

Two interviews which had been shot were not used at all in the final edited program. One was excellent, but the tape suffered

a technical problem -- an audio buzz which had not been discernible during shooting. The other was simply too poor an interview to offer any sort of valuable segment. Both people were contacted, told about technical difficulties, apologized to, and thanked.

Perhaps the most frustrating part of the interviews was the scheduling, which always became a somewhat artful juggling of a variety of schedules: mine, crew members', the equipment, and the interviewee (which sometimes meant an older person with transportation problems). On one occasion, having my interviewee come into the studio helped the scheduling problem, as at that point studio time was not so dear as was remote equipment availability. But seeing someone in an environment of some sort, other than a limbo or cameo lit studio, was more interesting on the screen.

Remote locations posed the usual questions: where? which way to point the camera? were there windows? were there curtains or shades at the windows that could be drawn? what time of day would it be - would the sun be streaming in? what was the power availability - how many outlets, how many circuits, was there a circuit breaker? would there be extraneous noise? would there be problems getting permission to be there? was there parking nearby?

Having to wait in line for equipment and crews always put me under a time bind. Rather than setting up all individual interviews, I arranged at one point for three of the older students to meet at the same place with slightly staggered arrival times. Shooting in one of the lounges on the LCC campus, we had room enough to turn the camera in different directions and reset the lighting in order to achieve a different background for each of the three people.

I audio taped each interview with a small cassette recorder, transcribed it, and then timed it almost sentence by sentence. Once I began to develop my final script, I was able to estimate the length of almost any statement or portion or combination thereof. I also used the transcripts in logging the video tapes, noting tape location of the beginnings of answers and various midpoints, the video description for the shot (close-up, medium shot, long shot, zooms, etc.), and various notes to myself.

The audio cassettes had an added advantage -- they forced me to listen to myself during the interviews, and they taught me the mistakes I was making. They gave me very pointed, poignant lessons in the art of interviewing.

Production Problems

There are always problems - some can be overcome, some you live with, right into the final edited copy of the program. In producing, one tends to envision a program one way before and during production, and it can be somewhat disconcerting, even disappointing, in the end to see it on a monitor looking quite different -- simplified, modified, and perhaps less professional -- from your mental picture of it. As producer, one may know all the reasons for the differences between the envisioned and the reality: problems with equipment, the lost cutaways, the interviews you could not get or that soured, the things you gave up because you ran out of time, all the compromises you had to make. Nevertheless, in the end, it is often difficult to realize you are at the end, the project is finished, and there is nothing more that you can do.

Shooting. We had only one color camera for shooting on this first program (an Hitachi FP 3030). When I began taping in January of 1979, it was bitter cold. The camera batteries simply could not withstand the weather and would die within two to ten minutes after rolling tape. I felt urgently in need of cutaway shots, but between sparse equipment availability and the short life of the camera once it was in my possession, cover shots became very dear.

I tried powering from my car battery, using a cable and connector designed to fit the cigarette lighter, but the video produced this way was noisy and unusable. I tried shooting through the car windows, but the shots were plagued with unsatisfactory tints and reflections.

Problems with shooting cannot, of course, all be blamed on faulty equipment or the weather. Color-balance shifts, crooked or ill-composed shots, too little roll time for editing requirements, shots not long enough, too little head room, too much head room, distracting backgrounds, things growing out of heads and ears, over-exposed scenes, under-exposed scenes.... We are all capable of making mistakes. When the cameraman makes them, as producer you either accept the imperfections and live with the shots, or live without them because they are simply unacceptable; or if they are vital you reschedule and reshoot them because you have no choice.

By the time I reached editing, I was still unhappy about the quantity, sometimes the quality, of cutaway material. I had more than enough interview material to present the particular points I felt had to be made. And from my edit script it was apparent that where I

needed a cover shot, I had one; and that where I might want to break up some long sections of interview, I sometimes had the shots to do so. Still, it seemed as if the "talking heads" were in control during a disproportionate amount of the thirty minutes. Whereas I might have one eight-to-twenty-second shot that would do the job, it would have been nice to have two or three or four shorter shots to add interest and pacing to the show.

Time. At the LCC television facility, there was no such thing as a cameraman who had no other duties, and mine was not the only show being produced. With no appreciable experience either in producing in general or in working at the LCC channel, I initially overestimated vastly how quickly things could be done and underestimated the lead time I should have anticipated in setting shooting dates. Scheduling a crew and equipment was one thing; scheduling them on a day when my interviewees could be available was another. And the difference between these two could be as much as a month. I came out of shooting for the first program at a point on my calendar where I thought I would be well started on my research for the second show.

Narration. Shooting the narration proved to be the most lingering and frustrating problem of all. Originally I had preferred having a man do the narration. The majority of people appearing throughout the program were women. (It is a normal majority in our society -- women as a whole outlive their male counterparts by about seven years. Since women also tend to marry men older than themselves, the likelihood of a wife surviving her husband becomes even greater.²⁹)

²⁹Ibid., Silverstone, p. 106.

I felt a male narrator would have a tendency to offset the number of women appearing. The script also required an older person to narrate, keeping in line with the point of view of a strong identification factor.

Three people suggested to me a gentleman who was involved with the American Association of Retired Persons. I phoned him, explained the project, sent him a copy of the script (which he even read in part for me during another phone conversation), and felt very secure in my choice of him as narrator. In the studio, however, my choice became an obviously unfortunate one.

The set was a simple affair: The narrator was seated in a high director's chair (we had no monies for props; I purchased it myself), semi-limbo lit. Some distance in back of him, also limbo lit, was the title of the show on a large graphic card which was suspended between two posts. The studio at that time, very frankly, did best when at its darkest, lights concentrated on as small a subject area as possible. There was no cyc, only unattractive flats, and an equally unattractive linoleum floor. One of the studio lights was scrimmed with a "cookie," spilling a mottled effect on the back flat.

Camera One was used to begin on the title card, zoom out to draw the narrator into the shot as he began to speak, and cut back and forth with the second camera during the narration. Unfortunately, the lights bothered the narrator's eyes to the point he literally could not adjust at all to them. He could not look at the camera and could

not read the teleprompter. We tried some readjusting, but it did not help him. In the end we pulled out and used two soft boxes, illuminating the whole area in flat, ugly light. Any effect the set might have had was completely wiped out with this new arrangement. It looked totally unacceptable, but it seemed to be the only solution for the moment.

Even the less harsh arrangement of lights, however, did not improve the narrator's performance or television presence. As easy-talking and articulate as he had been on the phone, and as willing as he was to help with the program, once on camera he was obviously reading the copy, and was reading it poorly to the point almost of comedy.

Each section required take after take until we finally declared it "finished". But I knew that nothing I had on tape was usable. The department program director, Lee Thornton, agreed when he saw but a few seconds of it.

At his suggestion, I contacted Jacqueline Partney in the Public Relations Department of Lansing Community College. Jackie, I learned, had done professional television advertising work in the past, and still did a good amount of radio announcing. She said she would enjoy being back in front of a camera again, came over to our offices that afternoon, expertly read through the copy, and returned the next day to put it on tape.

Jackie's performance was almost flawless, but there were other problems. With the cameras we had available for studio use at that time (an Hitachi FP 3030 and a JVC Model CH-1800), it was

virtually impossible to execute a smooth zoom from the title card to Jackie. There was also a "ghosting effect" from Jackie's blonde hair against the dark limbo lit set. The narration, although audio excellent, was still visually unacceptable. At that point, however, it was the best that we could do. And the program was edited using this narration.

Editing. I had allowed a week and a half for editing, and initially that seemed to be more than enough time. At that point the chief engineer for the television channel, Michael Winsky, was also the primary editor. Better than anyone else, he could work with the equipment -- making dim scenes seem brighter, overexposed scenes darker, cutting high contrasts to more tolerable levels, adjusting color phasing and saturation, adjusting system phase, checking each edit for technical quality, and so forth.

Often we would be trying to edit and Mike would also be running the channel and handling master control for a studio production in progress. As good as he was in handling all three jobs at one time, under such circumstances, editing a thirty-minute program came to seem like an interminable process. Therefore, we planned a "blitz" session, beginning on Friday, March 2, 1979, and working straight through the following Monday.

In August, when it came time to shoot the narration for the second show, the decision was made to reshoot the first narration also. I arranged two "sets" in my own living room. There we could take as much time as we liked, arrange anything we wanted to arrange, and have equipment and crew ready for both scripts.

The shooting was reasonably successful. It remained, of course, to re-edit the first show, and it was imperative to do so immediately. Between August 13 and 24, Mike Winsky and I once again worked through the script. I had a second, much improved version of Education For Life!, but one in which certain technical flaws and inferiorities were inherent. Short of reshooting, they were simply built in.

The encouraging factor, on the other hand, was that Ellen Sullivan and the other project advisors had been using the tape (the first version) and had all along been very enthusiastic about the production of it.³⁰ Amid all the technical difficulties, the information was there, and the tape was serving its intended purpose as an instructional aid in classes and conferences and workshops. (Eventually it would run, along with the second and third tapes, on all local television channels³¹ as public service programming.)

³⁰Letter from Ellen Sullivan, Director, Center for Aging Education, Lansing Community College, and project advisor for the grant under which I produced the three programs concerned in this thesis, to Dr. Lee R. Thornton, Program Director, Television Operations, Instructional Media Department, Lansing Community College, Lansing, Michigan, concerning evaluation of the project.

³¹WKAR-TV, Channel 23; WILX-TV, Channel 10; WJIM-TV, Channel 6; LCC Cable Television Channels 33 (Lansing) and 21 (East Lansing).

CHAPTER III

THE SECOND PROGRAM: "WHERE CAN I GO WHEN I CAN'T GO HOME?"

The Topic: Housing options for older people, with some advantages and disadvantages of each option.

The Goal: Most older people prefer to stay in their homes, and many have the financial ability and physical and mental health to do so. But others for one reason or another must make a change in their living arrangement. The overall goal of this second program was to present a look at housing possibilities and the psychological effects of making a move.

The Problem Addressed

The issue of housing for the elderly can be looked at from the view of the effect of the present housing situation on an older person and also the effect a move will have on that person. Dr. Francis Carp in her extensive research on living conditions among the elderly found much dissatisfaction among older people and a feeling that their lives could be improved if they had a better place to live:

. . . it now appears that moving to a new environment can markedly improve satisfaction with housing and living arrangements over the long run as well as the short. . . . Provision of new living environments does seem to have a significant effect on other aspects of well-being, a means of improving the quality of life among older people.³²

The elderly, however, often are not aware of this positive potential. In other surveys, not in agreement with Dr. Carp's

³²Francis M. Carp, "Impact of Improved Housing on Morale and Life Satisfaction," The Gerontologist, December 1975, p. 515.

research, the findings show the elderly in general as having more positive attitudes towards their living arrangements.³³ But in interpreting such data it is noted that older people seem to perceive other situations in their lives as the problem: Low income makes it impossible for them to relocate; therefore, low income is the culprit which makes them unhappy, not their housing situation. Or older people in poor health blame an ailment for their discomfort; but the ailment in fact might not be a real problem at all if that person had proper housing given his or her circumstances.³⁴

In discussing the quality and quantity of housing, one necessarily must deal with an array of related issues: the need for and availability of support services, transportation needs, nutrition, psychological aspects of aging, the trauma involved in realizing a move is inevitable, financial status, need for companionship and activity for older people, need for independence, health aspects, family relationships, security considerations, and so forth. Any discussion of housing for the elderly requires also some discussion of such subjects. In order to address the overall issue of where one should live, the program also had to touch on a list of other aging issues.

There is a misconception in many minds that if you live long enough, you will probably end up in a nursing home. But the fact is that less than 5 percent of the population over 65 live in nursing

³³Charles S. Harris, research coordinator, Fact Book on Aging (Washington, D. C.: The National Council on Aging, Inc., 1978), pp. 201-2.

³⁴Ibid., p. 202.

homes. The other 95 percent lives in some other, more independent, housing arrangement.³⁵ Many are homeowners and are content to remain where they are. But some of these older homeowners will have to face the decision of whether to sell their home and move to other quarters. The classic situation is the elderly couple, or widow or widower, who no longer are able to maintain or afford, and are no longer in need of, the big old rambling family homestead. It has become an inconvenient, even dangerous, place to live, with long, steep stairways, now unused rooms, and so forth.³⁶

Even where the necessity and practicality of a move might be obvious, however, the familiar house and neighborhood, whatever shape they might be in, seem to afford a certain (though sometimes false) sense of familiarity and security. The home very often is a strong tie with the past, an identification with all that a person ever was, ever worked for, ever loved. To move is an amputation of body from self.³⁷ The admission that one should or must make a change can act as a psychologically negative signal. It is an admission of aging, of losing vitality or control over one's circumstances, a failure to be able to maintain financially one's lifestyle.³⁸

As a rule, situations don't change overnight for older people;

³⁵ Ibid., Butler, p. 3.

³⁶ Ibid., Butler, p. 103.

³⁷ Ibid.

³⁸ Interview with Norman Foley, Vice President, Real Estate Mortgage Department, Old Kent Bank and Trust, Grand Rapids, Michigan, March 19, 1979.

they change gradually. When a house was first purchased, it might have been part of a very nice neighborhood, which through the years may have deteriorated. Older people are easy, therefore common, victims of crime. Some become virtual prisoners in their own homes, afraid to go out even during the day. Economically, physically, and psychologically, the impact of crime against the elderly can be and often is more severe and devastating than it is for the younger population.³⁹

Another reason for moving is often dictated by physical problems, of either oneself or of a spouse. The responsibilities very simply are too much to handle.⁴⁰

A person's mental health is also sometimes at stake when a person tries to maintain the old house and way of life. Sometimes the price is extreme loneliness and lack of companionship, the likelihood of a deepening isolation, problems with depression, and lack of attention to basic nutritional needs.⁴¹

The choice of housing sometimes boils down to the matter of ownership. To many of the older population in our society, there is something nearly sacrosanct in the fact of ownership. Living in a rented home or apartment would be an untenable arrangement, regardless of any benefits involved.⁴²

³⁹ Ibid., Butler, pp. 300-303.

⁴⁰ Interview with Henry Roestler, Manager, Luther Village, Grand Rapids, Michigan, March 19, 1979.

⁴¹ Ibid.

⁴² Ibid., Butler, p. 104.

Obviously, there is no one, universal housing solution for the older person, and there are many factors that dictate the need and the decision to move and where. For the second program I chose to present a listing and discussion of what I found to be the basic housing options. In talking about them I wove in excerpts from interviews with older people, relating their life situations, the various reasons they made a move, and the adjustments they had faced, as well as excerpts from interviews with experts in the field of housing for the aged. The options I chose were the following:

1) Remaining in one's own home. It is important for each of us to remain as independent as possible for as long as possible. For those whose life situation permitted it, this option was obvious.⁴³ The show was not aimed at this group. In the introductory narration for the program, there is a passing remark about staying in one's own home.

2) The "sun belt" retirement. Some people plan in advance to make a move and know exactly where they want to go. Again, the program was simply not geared to this group, and in the beginning there is a brief remark acknowledging this as a plan for which some people opt.⁴⁴

3) Moving in with adult children. This is a controversial plan and, I felt, had to be discussed. As the narrator points out, this can be a viable option. But the majority of opinions I came across ran counter to the idea for a variety of reasons. At one time

⁴³ Minna Field, Aging with Honor and Dignity (Springfield, Illinois: Charles C. Thomas, 1968), pp. 100-101.

⁴⁴ Your Health and Your Home (New York: Grosset & Dunlap, 1977), p. 74.

the extended family might have been the norm. Now, it is not. Family responsibility for "its own" is caught up in a tangle of custom, law, and general attitude. From a very practical point of view, it is often difficult to deal with. The pure cost may be too exorbitant for a young family. With today's life spans, a family conceivably could have to care for four grandparents, or even great-grandparents. Young families are often very mobile; the older relative may not wish to relocate along with them. Family homes are now smaller and more compact than years ago. And there are many sociological-psychological pressures brought to bear on both the older person and the adult children and grandchildren: loss of independence and privacy, loss of family status, possible resentment, crowding, difference in value systems and lifestyles, feelings of uselessness by the older member of the family, and so on.⁴⁵

4. Living in one's home with support services. Such services can include a visiting nurse, housekeeper, meal supplier, home repair or personal hygiene aide, a check-in phone call service, or transportation to and help with errands or appointments. But again the advantages of being able to stay in one's home with this sort of help has to be balanced against some definite disadvantages. In many areas there is a shortage of such help, or programs that are in place are linked to tenuous government grants. Some older people may actually not be comfortable with the idea of being dependent on

⁴⁵Ibid., Butler, p. 406.

help from strangers. And there still remains the possibilities of loneliness and isolation, accidents, fearfulness, idleness.⁴⁶ Again, I didn't want to spend a great deal of time on this option, but I felt it had to be at least mentioned.

5. Buying a smaller home. Factors such as cost and maintenance are the advantages in this option. But a person's basic situation might not change very dramatically. I felt it had to be mentioned, but its value in the script was as a lead-in for the next option.

6. Buying a mobile home. If smaller, more convenient quarters provided an answer, then a mobile home was one possibility for low cost, efficient living, with the added feature of ownership, so important to so many people. A little more time was devoted to this option. As viable a choice as it seemed, there was a need to dispel the old images of "trailers" and transient, flimsy living. I began going through the Yellow Pages listing of mobile home parks and talking with various managers about seniors living in their parks. There was one, Countryside Village, near Perry, Michigan, which very actively catered to older people in particular. I talked with several residents living there and to manager Sharon Britten. I also spoke with the director of the Mobile Home Division in the Commerce Department for the State of Michigan, Steven Zamiara. Eventually, I interviewed Sharon Britten on camera, and also three older residents of Countryside Village.

⁴⁶Ibid., Butler, pp. 139-73.

7. Renting an apartment. Assuming everyone has an idea of what apartment living is all about, I simply let the narrator point out some things to consider in choosing a complex.⁴⁷

8. Buying a condominium. This was the natural next step from a discussion about apartments, defined as something that was like an apartment but with the addition of ownership. I didn't feel it required a great deal of explanation, but the concept was not so pervasive then as it has become since, and I allowed a small amount of time for it.

9. Living in federally funded public housing. Perhaps the most successful component of the federal housing program has been the housing for the elderly. Structures have been designed and built for ease of living, safety, security, independent living, convenience, and so forth. According to the Department of Health, Education, and Welfare, this public housing has to meet certain standards, provide specific support and nutrition services and personal assistance for residents, and be available to anyone 62 years of age and older (as well as handicapped and temporarily disabled individuals) who met minimum income levels. All residents pay 25 percent of their incomes, regardless what that income is.⁴⁸ There are some major drawbacks to the option, the most serious being the lack of its availability. Construction has never kept up with the need and demand

⁴⁷ Joan Adler, The Retirement Book, A Complete Early-Planning Guide to Finances, New Activities, and Where to Live (New York: William Morrow & Company, Inc., 1975), pp. 90-91.

⁴⁸ Ibid., Older Americans Act of 1965, As Amended, History and Related Acts.

of the elderly. It called for more time in the script as many people do not seem to be at all aware of public housing, or have a wrong impression of it as being inhabited by a "bad element." Time has shown that those complexes occupied by older people are well cared for and have suffered little deterioration.⁴⁹ I spoke with several residents, some individually, some in groups, in two different complexes, and interviewed one of the managers (Tanja Graham, Oliver Towers, Lansing, Michigan). Eventually I did two on-camera interviews, only one of which was used in the final edited program.

10. Living in a retirement home. This last option received a lion's share of time, simply because since their appearance in the fifties and sixties, there has been a great deal of controversy surrounding them. Many people have misconceptions about retirement homes; others know nothing of them at all. Some of the early developers were involved in exploitive and fraudulent schemes. Within gerontological circles there were, and are, many who feel strongly about mainstreaming older people, and they saw retirement homes as a sequestered world. To be sure, some people might not be happy in a retirement home. But for the many residents with whom I spoke, it was an ideal solution. Some who were less than enthusiastic about their new living arrangement when they first arrived found eventually that it was less important where they lived than how they lived. I interviewed several people at Luther Village, a retirement home in Grand Rapids, Michigan, and put several of them on camera. Likewise I spoke with and did an on-camera interview with the manager, Henry Roestler. The

⁴⁹Ibid., Butler, pp. 115-16.

appearance of all these individuals was intended to describe life in a retirement home and to dispel the false notion many people have that "retirement home" and "nursing home" are identical entities.⁵⁰

I very purposively avoided inclusion of nursing homes as one of the options. As a rule, institutionalization of that sort is not an "option," per se; it is a necessity. There were other options, also, that were mentioned in the research -- co-ops, special non-profit sponsored apartments, small-home communities -- but most of these were merely outgrowths of the basic options I had chosen.

Matters of Production

On-Camera Interviews: The Experts

The housing "expert" among the grant project advisors was Dr. Robert Riekse, Professor of Political Science and Sociology at Grand Rapids Junior College. Dr. Riekse had developed and taught courses in gerontology for the College, as well as for numerous gerontological programs for community service agencies. Through his contacts with these programs and agencies, he had become concerned with the issue of housing for the aged. It was with an interview with Dr. Riekse that I began researching the second program. After giving me an overview of the problem and some of the possible solutions, he referred me to two other gentlemen.

The first was Norman Foley. As Vice President of Real Estate at Old Kent Bank and Trust in Grand Rapids, he was not professionally involved with the field of gerontology. But he had come to be regarded

⁵⁰Ibid., interview with Henry Roestler.

in the Grand Rapids area as a knowledgeable and articulate expert de facto on the subject of housing for the elderly.

He had been injected into the arena on a personal level, having to deal with the problems of his own aging parents. Because of his background in real estate and housing, and with his active concern over the problems, and the information he had accumulated, he had taken part in various projects in the Grand Rapids area to develop programs dealing with subjects of interest to the elderly.

In our initial interview⁵¹ Foley spoke easily about the problem, sharing with me what he had learned through his talking and reading and studying and also through his own family experiences. He agreed to be interviewed on camera, preferring to come to Lansing to our studio. That second interview was very much a twin to the one in his office. He expressed some very sensitive thoughts on aging and the trauma involved for many people in their making a move from an old home. He referred to the various housing alternatives available, noting advantages and disadvantages of each. I felt I would be able to use his comments almost all the way through the show if needed.

The second person I contacted at Dr. Riekse's suggestion was Henry Roestler, the manager at Luther Village retirement home. As with Norman Foley, I knew the argument could be made that Mr. Roestler's professional credentials were not in gerontology and that there might be more suitable experts to discuss the elderly. I reasoned that I needed interviews on camera with people who had expertise and experience

⁵¹Ibid., interview with Norman Foley.

in and sensitivity toward the housing dilemma of the elderly. Both men easily met those qualifications. There was nothing I found in my research which I wanted in the script that these two men were not aware of and were not saying to me. I saw no reason to look beyond them for on camera interviews with experts.

I set up the date for the studio for Norman Foley and made appointments with Henry Roestler to return on two occasions to Luther Village. I wanted to speak with him on camera, of course, but also with several of the residents, and I wanted to do some general exterior and interior shooting of the complex.

On Camera Interviews: The Older People

In the first show I had the OWLS Club at Lansing Community College as a resource to tap to find older learner interviewees. As I began the second show, I didn't have any apparent similar single resource. In order to present the several housing options, I had to do separate research on each one and find people who could speak about each one. What I was able to accomplish in one meeting of the OWLS took several trips to various locations for this program on housing. My narrator and housing experts could give enough information on several of the options -- staying home, buying a smaller house, renting an apartment -- as I wanted to say little about some of them. But others I wanted discussed more thoroughly and through first-hand accounts.

Luther Village turned out to be for the second show very much what the OWLS had been for the first. When I requested the names of a few residents who might be good for the on-camera interviews,

Henry Roestler and his staff put together a list of twelve people. I met with these people in a group interview,⁵² first to learn about their own personal stories -- why they had come to Luther Village, how they felt about this lifestyle, what they perceived as advantages and disadvantages, and what their life there was like -- and second, to have an opportunity to make some assessment of each individual as to who might be good on camera. There were four people who said little if anything, and didn't seem to be eager to share their history with me or the group. The other eight were totally cooperative and very enthusiastic about helping in the project. I hadn't planned on shooting eight interviews, but I decided I would rather have too much material on tape than too little. As with the first show, I was aware of the limited cutaway shots I could have. If the show were to be to a large degree a "talking head" proposition, I could at least vary the number of heads doing the talking.

About three weeks after this initial meeting, I returned with crew and equipment to shoot the prearranged interviews. One of the people did not show up, five of them I shot in the same room, one at a time. I didn't worry about a staggered schedule this time, as I had when I arranged three interviews at the same location at basically the same time for the first program. Everyone wanted to stay through the entire shooting and watch as each took a turn on camera. I had some misgivings about having this kind of an "audience," but no one seemed at all inhibited by the arrangement and the interviews went well. I asked the same questions I had presented in the group discussion, and I could pretty much anticipate the answers I would get.

⁵²Interview with residents of Luther Village, Grand Rapids, Michigan, April 12, 1979.

One of the eight residents I interviewed individually as he sat, palette in hand, by his latest oil painting, a hobby which after 25 years he had again picked up after moving to Luther Village. The interview was very honest and very useful. A second member of the original group I chose to interview alone, also. She was newer at the home, somewhat shy I thought with the others, and I felt it would be best to talk with her in her room. It would also give me a chance to get some shots of the living quarters. She had a wonderful story to tell, and her reflections on having to leave her home would have had valuable identification for many older people watching. But once on camera, she was just too shy. I did not use her interview in the final edited script for the second show.

Concurrent with working on the retirement home option, I was of course dealing also with the other housing choices. I did extensive calling and talking with people regarding mobile home living for the elderly. At Countryside Village I found a mobile home community especially geared to seniors. In addition to an on-camera interview with manager Sharon Britten, I spoke individually with three residents. Two of these were excellent interviews contentwise but because of an audio buzz unusable. The third person was nervously talkative and verbose. In editing her transcript, I couldn't make her statements fit either into the content or the time frame. To present the information on mobile home living, I depended on the material I had on tape with Sharon Britten, and also comments made by Norman Foley.

I also spoke with a number of people living at two public

housing complexes. Here more than anywhere else I ran into problems. The residents were simply not willing to talk about their past or about life at the complex. They were all very happy and very grateful to be living there (especially considering the long lists of people waiting to get into public housing units). But they were reticent and uncomfortable with the idea of going on camera.

Two of the people with whom I spoke finally agreed to be interviewed for the program (not, I think, because they particularly wanted to but because they realized I needed help). The first person on camera did not really give me information that I needed and could use. The second, however, was a very gracious lady who spoke to me openly about the advantages to her of public housing and gave me some observations about the other options, living with your children in particular.

I learned once again how difficult it is to gauge who would be as glib while being interviewed on camera as off. I went over audio tapes of the interviews to evaluate my own performance as an interviewer and to see what I might have done differently to facilitate the exchange.

Once again, I worked from a few basic questions that were posed to almost everyone: what had led them to where they now lived, why they had chosen a particular housing option, the advantages and disadvantages for them, and advice to anyone facing a move, etc.

Once again, also, I faced what was always an uncomfortable situation for me -- interviewing someone on camera and finding no need for the material, or not being able to use it, in the program.

Many of the people led comfortable but relatively uneventful lives. The prospect of being interviewed for a television production was of some importance to them, as was the feeling that their opinion was being sought. I was aware of the potential for disappointment.

Scheduling the interviews for this program was complicated by the somewhat greater number of people to be interviewed and by the distances sometimes involved. Given the crew and equipment availability and the deadlines for the programs, plus my own schedule, the group interviewing helped to facilitate getting everything on tape I wanted and needed.

As each shooting was completed, I transcribed what had been said, logging the tapes on the transcribed page and timing the interviews sentence by sentence.

Production Problems

Scripting. One of the first things that occurred to me as I began researching this program was the magnitude of material that I was accumulating and which, of course, could not be included in the program given its time frame. I had chosen ten options that would have to be at least mentioned in the script. A half-hour documentary could easily have been built on any one of them. I had to choose how much time to devote to each one, and that varied from one or two sentences by the narrator to several minutes of interview material and cutaways.

During the research and writing it was necessary to remember that I needed to pick and choose only skeletal information on each option. The final program was primarily to be used to outline the

housing options and to introduce some of the problems inherent in the area of housing for the elderly. It would be used primarily in classes or group sessions as a discussion spur. It was not and could not be an encyclopedia in and of itself on the subject of housing options for older people.

In my first draft of a final edited script, I had approximately an hour long program. The cut, rewrite, re-time process went on page by page, sentence by sentence, until the program approached the 30-minute mark.

Technical. Numerous interviews had been lost to the vagaries of our equipment. In a small facility, and one that is part of an academic institution, there is no budget to allow for new equipment whenever one sees the need. The television program at Lansing Community College was growing steadily, but under its economic restraints never rapidly. Michael Winsky, the chief engineer, was also the primary editor, and also the head maintenance person, and also a part-time faculty member, and also a cameraman on occasion, and so on and so on. There simply was not enough time in his schedule to devote the level of maintenance required by aging equipment that was kept in constant use.

In one of the Grand Rapids remotes, one of the crew members literally sat on the ground and held the cable connection together that linked the camera and deck, as a second crew member did the shooting. We did not have a monitor to take on remote. To check on material just shot, we would have to play it back through the camera. We were plagued by audio noise not detectable until

after we returned to the station and had the chance for a proper playback. Reviewing material after a shoot became a somewhat nervous ritual - would we have clean video? clear audio? proper color balance?

Time. Scheduling the crew, equipment, and people wasn't classified in my mind as a "problem" any more as it was with the first program. It was simply what had to be dealt with, and the difficulties of getting everything together at all quickly were exacerbated by the fact the equipment and personnel in the Instructional Media Department were shared by the channel and studio, classes, students, and other departments on campus.

The cooperation I had from everyone in the Department was tremendous. I was new to IMD, and the nature of my position, working on a grant through the Center for Aging Education, necessarily made me somewhat of an outsider.

This was, perhaps, the first time the Department had been involved in a project of this scope. Indeed, it had not previously been in a position technically to allow involvement in such a project. I think people wanted it to work, and as a result they were willing to try to do whatever was needed.

Narration. Jackie Partney had agreed to narrate all three shows, and when the decision was made to reshoot narration for the first program, she unhesitatingly agreed.

I began scouting possible locations, wanting to avoid the studio if possible. One excellent possibility was one of the old homes on the LCC campus. The beautiful hardwood paneling made

an excellent background. But at that time there was reconstruction going on that made shooting in the house impossible. I finally chose my own home, had Jackie bring an extra outfit, set up two areas which we could light, brought in crew and equipment, and shot both narrations in one afternoon.

Editing. The change in the set for the narration meant a change in the introduction for each show. Originally I had planned to have the titles incorporated into the set in the studio. Now I had to have a graphic card prepared for each title so that it could be keyed over video at the beginning of each program. This caused some slight delay, but obviously the real situation that put us behind in editing the second program was the fact we had to re-edit the first with the newly re-shot narration.

For two weeks in August, Michael Winsky and I worked sporadically on the first program, two hours here, an afternoon there, wherever our schedules would gel with each other and the equipment availability.

Also adding to the delay was vacation periods and the fact that in November a new editing system would be in place and would be worth waiting for. The old system (a Convergence ECS-1B) was a basic simple event, back space editor and was tolerable, but it couldn't begin to compete with the features of the new set-up (a Z-6B by Video Master), a multi-event computer controlled editor. As we waited for the new piece of equipment to arrive, I continued the initial work and research on the third program.

When the second program was finally finished, I again faced an evaluation meeting. The second show was viewed by Ellen Sullivan,

Irene Kazieczko, Dr. Robert Riekse, Dr. Lee Thornton, Jacqueline Partney, and myself. I was more worried about this program, knowing how much material I had cut from the script. For someone seeing it for the first time, would it be choppy and disconnected? Would there be missing information that I had simply read in? Had I included too much information or allowed too much time for one option and not enough for others?

The program met with enthusiastic approval. As with the first program, project advisors talked of being able to put it into use immediately.

At Jackie Partney's suggestion, "Where Can I Go When I Can't Go Home?" was eventually submitted to the annual award competition of the Lansing Advertising Club. Judged by a panel of advertising professionals from around the Midwest, the program earned a meritorious "Addy Award" for public service broadcasting.

CHAPTER IV

THE THIRD PROGRAM: "ALTERNATIVE TO RETIREMENT: LIFELONG LIVING"

The Topic: Issues of retirement - problems, the need for planning, the importance of activity.

The Goal: Many problems connected to retirement are tied in with attitudes toward old age in general. Others are a product of the event itself and an individual's own life situation. The goal of this third program was to address the problem of negative myths and stereotypes of aging and of retirement, to compare old with new definitions of retirement, and to look at three major areas of retirement planning: financial, health, activity. In discussing the last area, activity, re-employment in retirement is singled out for discussion as it has, for a variety of reasons, become a particularly important subject.

The Problem Addressed

Retirement is a multifaceted subject which can be approached from the point of view of individual problems or as a social phenomenon. It is a relatively modern social pattern which has emerged as a product of industrialized society. Within such a society, certain conditions must be present: First, the life span of the people must be sufficiently long to include years after a certain retirement age, normally assumed to be 65. Second, the economy must be such that it can, on a regular basis, afford to lose the experience and productivity of its older workers. Third, systems of social security, health insurance, and pensions for those older workers must

be in place to offer at least some minimum support in retirement.⁵³

At one point the problems of retirement were thought to be purely economic issues, answered by the advances made in pensions, social security, and health insurance programs for the aged. But there is now more emphasis placed on the social-psychology of retirement, the adaptations which must be made upon retirement, the deleterious effects caused by disruption of the work role in one's life, even the physiological repercussions of the change.⁵⁴

For the third program, the definition of and attitude toward "retirement" seemed to be a basic and underlying issue in itself, and an obvious place to begin. To some people the concept is a positive one: a well-earned time of leisure, a respite from years of hard work, freedom finally to carry out a long-awaited plan. But for others, retirement is a painful, traumatic, wrenching away from one's life work, from purposeful living. For those to whom retirement is not particularly a welcomed event, there is the chance that retirement from the job also means retirement from life.⁵⁵

For some individuals there is a sort of stigma attached to retirement. It is a chronological manifestation of and a synonym for "old age." And in America, old age is looked upon as somewhat of an inevitable tragedy. It

". . . reminds us of our own mortality. It demands our energy and resources, it frightens us with illness and deformity. It is an affront to a culture with a passion for youth and pro-

⁵³Gordon F. Streib and Clement J. Schneider, Retirement in American Society (Ithaca, New York: Cornell University Press, 1971), pp. v-viii.

⁵⁴Ibid.

⁵⁵Ibid., Adler, p. vii.

ductive capacity. We are so preoccupied with defending ourselves from the reality of death that we ignore the fact that human beings are alive until they are actually dead.⁵⁶

The term "sixty-five and over" has unmistakably borne a generally negative image in our society, and it isn't just the younger generations who are guilty of "ageism", ". . . the notion that people become inferior because they have lived a specified number of years."⁵⁷ Many older people, having grown up with that ageism, are not only the victims but the perpetrators as well of the negative myths and stereotypes associated with old age.⁵⁸

For some people the negative effects of and attitudes towards old age are staved off by virtue of their job. As long as they are working, they are protected. One's worth is a product of one's work life. They are productive, creative, useful, functioning.... But upon retirement, that individual also is left prey to the myths and stereotypes:

The Myth of Aging -- Everyone over 65 is pretty much the same.

The Myth of Unproductivity -- Older people are not productive, active, creative.

The Myth of disengagement -- Older people prefer to disengage in life, withdraw from all contacts, not care what is going on.

⁵⁶Ibid., Butler, p. xi.

⁵⁷Maggie Kuhn on Aging, a dialogue edited by Deiter Hessel. (Philadelphia: The Westminster Press, 1977).

⁵⁸Louis Harris and Associates, Inc., The Myth and Reality of Aging in America (New York: The National Council on Aging, Inc., 1975), p. 47.

The Myth of Inflexibility -- Older people become less responsive to innovation and change, less able to adapt.

The Myth of Senility -- Senility and its attendant forgetfulness and confusion is an inevitability with the onset of chronological age.⁵⁹

And so on and on the myths go. And since retirement is viewed as the entrance into old age, it often inherits all the stigmas, misconceptions, myths, and stereotypes of old age itself. It has become important to impress upon the American public a new and more positive outlook on aging and on retirement, to see both of these concepts in a more positive light, to see retirement not as retiring from something, but to something.⁶⁰

One way to arrive at this more positive outlook, and to help insure a successful and meaningful retirement, is through retirement planning. Books, articles, and interviews on the topic all reflect an array of subjects that should be considered, preferably well in advance of the actual day a person leaves the job.

In researching this program and reviewing these various subjects, it again became apparent as in the housing program that each area could be the subject for a half-hour documentary: attitudes toward retirement, psychological aspects of retirement, financial concerns, health matters, housing and location decisions, family relationships, recreation and activity, meaningful use of time, legal affairs, mandatory versus voluntary retirement, the right to work.... Obviously, all these subjects could not be addressed in the program, nor even

⁵⁹ Ibid., Butler, pp. 7-9.

⁶⁰ Interview with Les Perino, instructor of retirement planning seminars for the Center of Aging Education, Lansing Community College, Lansing, Michigan, September 24, 1979.

effectively touched on. In my readings, however, three areas seemed to stand out as the most vital areas of concern: finances, health, and activity. In addition to addressing the questions of attitudes toward aging and retirement and the matter of old and new definitions of the word, I knew I would have to bring these three areas into the script.

In talking to retired people who are working, there is a variety of reasons they will give as to why they are not enjoying a retirement of pure leisure. Probably the most commonly stated reason is money. Working even part time offers a supplement to social security, pensions, and so forth. Unless a person is among the nation's wealthiest two percent or so, income during retirement will be less than when that person was working. It sometimes is reduced by as much as half. Although expenses also decrease (though usually not in the same proportion as income), the Bureau of Labor statistics estimate that a person will need about 70 to 80 percent of the former working income to maintain the same standard of living after retirement as before.⁶¹

Finding themselves living on a fixed income during a period marked by serious inflation, many people simply have to go back to work in order to exist. Others, however, seek out employment for other reasons. They wanted something to do, enjoyed the socializing aspects of work, needed the chance for daily contact with people, liked the feeling of usefulness.

⁶¹Ibid., Adler, pp. 193-94.

Ironically, it seems in talking about retirement, one must address the question of re-employment. Psychologically it is an important element in many peoples' lives. It also becomes a factor in considering physical health. Without something to do, without some meaning or purpose in life, a sense of worthlessness inadequacy, nonidentity can develop, followed by an apathy or depression or inertia.

For some there is an emotional and physical condition known as the "retirement syndrome," characterized by anxiety and depression. . . . Some individuals are particularly affected. Men and women who are otherwise perfectly healthy sometimes develop headaches, gastro-intestinal symptoms, oversleeping, irritability, nervousness and lethargy in connection with retirement. These conditions may even manifest themselves before retirement they worsen if one does not find a satisfactory life style and work supplements after retirement. . . . Without purpose, a sense of inadequacy can evolve and what some have called "senile" behavior may follow unless the condition is prevented or reversed.⁶²

Some individuals, of course, can find meaning to their lives without a job. They attend classes, pursue hobbies, volunteer work, travel, and so forth. But for some, particularly the "workaholic," nothing but an actual job seems to make life worthwhile.

Others need a job as an escape, a way to get away from home, sometimes as the best solution to saving a marriage. Marriage, the research shows, comes under a tremendous strain during the early weeks and months of a retirement.

After thirty or forty years of life together, it would seem that two people would have come to know each other

⁶²Ibid., Butler, p. 76.

as intimately as possible and, assuming that the marriage has been a relatively stable one, there would be few surprises left. But there may be plenty of surprises in the postretirement period, the greatest one probably being that they do not know each other quite so well after all husbands and wives usually function independently of each other They are physically in each other's presence only in the evenings and on weekends In the postretirement years, their hours together are limitless. Unless they have prepared themselves in advance with activities and routines to share together or ones which will take them in different directions for some time at least, they may face each other twenty-four hours a day, seven days a week, Saturdays, Sundays, and holidays.⁶³

When the field of employment for retirees and older people is introduced, you are once again facing the issues of myths and stereotypes. "Older people should not be hired because they are less effective than their younger counterparts." Negative contemporary views about productivity and creativity in one's later years paint an unfair and inaccurate picture about the abilities of older people to work and certainly interfere with their right to work.

What could they (older workers) do if they were not systematically inhibited by their culture? They have been found to be as productive as, or more productive than, younger people. In point of fact, studies from the 1940s to the present document the continuing high efficiency of older workers as well as their reliability, lower turnover, and low absenteeism⁶⁴

The validity of an inverse relationship between age and creativity is highly questionable. History abounds with examples of individuals who retained their capacity to think and create, to produce something fresh and new and exciting. Think of Michaelangelo, Goethe, Tennyson, Verdi, Tolstoy, Freud, Rubinstein. And creativity in later years is not reserved for just a few such extraordinary

⁶³Ibid., Silverstone, pp. 98-101.

⁶⁴Ibid., Butler, p. 76.

individuals. There are many people in everyday life who are bright, alert, resourceful, adaptive, active, and all the more creative by virtue of the years of experience they have to call upon.⁶⁵

In all areas of retirement, the bottom line is planning. Plan for financial security, for activities, for developing new interests and self-employment possibilities. Do this planning during the work years. This is the advice that comes from experts. The more planning a person does, the more he or she will be aware of the pitfalls as well as the long-awaited advantages of retirement.⁶⁶

In addressing the topic of retirement, and in trying to narrow it to a thirty minute program, I felt it boiled down to a definitive matter. By defining it in the traditional sense of stopping work, and comparing that with the new definition of retiring "to" something, I necessarily had to introduce the myths and stereotypes towards aging, and then debunk them for what they are: myths and stereotypes. Retirement is not the end of the line. Because employment is a very important aspect of retirement, I felt it deserved a good share of time in the program, especially since it also gave opportunity in the script for further discussion of the false notions of the aged.

⁶⁵Ibid., Butler, pp. 76-79.

⁶⁶Ibid., interview with Les Perino.

Matters of Production

On-Camera Interviews: The Experts

Since the Center for Aging Education at Lansing Community College sponsors numerous seminars and classes (both on campus for college credit and off campus for businesses and industry in the community) which deal with retirement and retirement planning, I asked Ellen Sullivan for her recommendation of an "expert" in the field. Her first suggestion, and the person I used, was Les Perino.

Les held a Masters degree in Social Work, Specialist in Aging, from the University of Michigan, and he applied his training in gerontology in his work with the state Department of Social Services, Office of Adult Services. Additionally, he was a part-time instructor at LCC, teaching seminars and classes in retirement planning.

I sat in on one of his classes as a way of introducing myself to him and the topic, and spoke with him afterwards. A few days later, on camera, he fluently and knowledgeably answered questions about retirement, the need for planning, the areas to be considered by retirees, and the psychological aspects of retirement and aging.

Les brought to the program his expertise in gerontology and, perhaps more importantly, the knowledge he had gained through his contacts in his classes with a myriad of people and experiences.

In addition to Les, I interviewed two other people on camera as "experts" on the subject. One was Janice Colville, Project Director for the Senior Aides Program, a service offering part-time jobs to older people, established through the Capital Area Community Service office in Lansing, Michigan. The second person was Denis Gray, the originator and Director of Job Club, an employment placement and training program for older people, operating within the Tri-county Office on Aging in Lansing.

Both of these people were very young, in their late twenties or early thirties, and in that respect I wondered if I were not violating my intention to have older people always talking to older people in order to maintain an identification factor. I thought perhaps a better alternative would be to interview a number of retirees, some who were working, some who wanted to work but had not been able to find jobs, and some who did not want or need to work. Unfortunately, I didn't have the luxury of seeking out several such individuals because of the time it would take to do so. The project was running behind at this point. Janice and Denis, despite their ages, could speak from a tremendous log of experience with older people who sought employment. By interviewing them, I could do in two interviews what would take a great deal of time to do with a number of people.

Because they both had to deal extensively with people in the community, as they attempted to find jobs for older people, they could also give firsthand accounts of the reasons for discrimination against the older worker.

On-Camera Interviews: Retirees

Retirees are not difficult to find. I could have arranged innumerable interviews with people to talk about "successful" and "unsuccessful" retirements, the importance of planning, the surprises in retirement, and so forth. Again, however, I had to deal with a time restraint, the project deadline.

Given a second time restraint, the length of the program itself, I decided against presenting the views of an "unsuccessful" retiree or retirement. The program was based on the assumption that we need to free ourselves of the old definition of the word "retirement" as merely the stopping of one's active work life. I wanted to interview retirees on camera who were examples of the concept of lifelong living, people who regardless of the reason they retired now led active, vital, purposeful lives.

Again, I depended on the Center for Aging Education for suggestions of possible interviewees. Ellen Sullivan, Irene Kazieczko, and Less Perino all gave me names of candidates. Three of the people appear in the program.

Arselia Ensign, a former state employee who dealt with the handicapped and disabled in her work, "left" her job (she prefers not to use the word "retired") in order to begin a unique project. Working as a volunteer, but putting long full days into the nonpaying job, she established a service called the PAM Assistance Center for Handicapped and Seniors.⁶⁷ She referred to it as "her glorious gamble." The Center was actually a collection and display of aids for the physically and mentally disabled and was intended for use by disabled

⁶⁷"PAM" is an acronym for Physically-impaired Association of Michigan.

individuals themselves, by service providers, staff people from the school districts, occupational therapists, and anyone interested in handicapper affairs. It was a new concept in this country, fashioned after a similar project in England.

Arselia unqualifiedly represented the ideas of continuing activity, meaningfulness, service, creativity, productiveness. She was bright, articulate, and enthusiastic. Retirement for her was a matter of finding enough hours and resources to put into her project.

The other two people to go on camera were a husband and wife, Versile and Jerri Babcock. After almost 30 years with the county sheriff's department, Versile Babcock had had no plans to retire, until his doctor ordered him to do so. For him, the change in lifestyle was somewhat of a shock. He had been totally devoted to his work. What got him through was the fact that he retired to something: a very active photography business which he ran out of his home. One of the important points about lifelong living is the necessity of building interests and activities all through your life, things on which you can depend and build after retirement.

Versile was a good example not only of someone who had faced the trauma of forced retirement, but who had, like Arselia, shaped an active, productive, happy life.

Having his wife, Jerri, involved in the interview gave me the opportunity to talk about the potential problems that arise in having a retired spouse home all day, the difficulties in going back to work after several years away from a job, the concerns over money,

and some basic views and reflections on what retirement is and how it had affected their lives.

In addition to these three retirees, I also included in the third program a couple of short segments from a man-on-the-street remote. Because of the issue of attitudes toward aging being so important to any discourse on retirement, I thought a collection of statements from people giving their view of growing old and of retiring would be interesting. I went on campus for the remote, trying for the most part to get opinions from younger people. I wanted to use these statements in a strong juxtapositioning with what the expert, the retirees, and the narrator would say. Almost without fail, the younger people on campus made comments that illustrated the negative or frightened view of aging that is so prevalent in our society. "After retirement you just sit around and do nothing" seemed to be a strong consensus.

Production Problems

Technical. The equipment seemed more cooperative in the shooting I did for this last program. I did learn a few specialized lessons, like the wisdom of occasionally carrying extra fuses: The PAM Center is located in an old house with no circuit breaker. We had to delay shooting the interview with Arselia Ensign while I ran to buy more fuses as the crew tried to divide the power drains of lights and equipment.

Altogether I did not seem to have the frustrations of malfunctions, dead batteries, bad power cords, and so forth, which had

plagued the other two programs. The studio was equipped with two new cameras (Hitachi FP-1011B) which were available for use in shooting Jackie Partney in the third narration and for Les Perino when I interviewed him. Also, of course, we had a new editing system, which had been in place for the second show.

Time. My original problems with time involved the arranging and scheduling of interviews, both in the studio and for remotes, and the delays that went along with that task. With this third program I had just one major time problem -- I was past due the grant deadline. Fortunately that deadline was a somewhat lenient matter, and it had boiled down to "finish it as soon as possible." Originally all three programs were to have been finished in September 1979. Because of delays from crew and equipment, scheduling problems, technical failures, and mostly from reshooting the first narration and then having to re-edit the entire program, I basically was just beginning the research on the third program by September.

Scripting. With all three program topics, I had to begin by researching a very broad subject and narrowing it down to a manageable focus. This narrowing down process seemed particularly difficult in the third program. The further I read, the more issues that appeared. The information did not seem to begin repeating itself right away as it had in the first program. It seemed difficult to leave anything out. The issues were all so interconnected, one aspect hinging on the one before, and the entire subject hinging on attitudes toward aging. In order to talk about retirement planning, I had to look at the entire scene: attitudes towards old age, feelings

about one's work, financial aspects, health of a worker and of a retiree, activities.

Reserving a particular block of time in the script for continued employment in one's retirement years on the one hand seemed like a sensible thing to do, given its importance in the research. On the other hand it also seemed almost like trying to switch subjects mid-stream, to move away from the declared topic at some point well into the program.

In a thirty minute program, one can barely discuss a single topic well, much less attempt to explore a second. There was much information on employment for seniors that was vital and useful and interesting. I tried to include only that information which would enhance and underscore the already established themes in the show. I tried mainly to address a few questions: Why would older people want to work -- financial needs, need for activity and meaningfulness, the social features, the family relationship aspects, etc.

Editing. There were two major projects due for editing at the same time -- both of which were past their due dates. This third program for the grant project was one of them. Two other people were being trained on the Z-6 editor, but Mike Winsky was still the only person independently able to operate the system. The demands on his time were such that editing was not completed until mid-January 1980.

CHAPTER V

EVALUATION OF THE PRODUCTION

Evaluation of this project fell basically into four provinces. First, certain specifications had to be met which were set forth in a proposal for a "creative" thesis as submitted to the Department of Telecommunication at Michigan State University. According to the M. A. Students' Handbook (1980-81) for that Department, any creative thesis project in order to be acceptable must attain a certain level of excellence. "This normally means that it will have recognized value for some segment of human society, that it will be competently executed, and that it will accomplish effectively its intended purpose." The final judgment of the viability of the three video tapes and this accompanying text rested with Dr. Robert Schlater as Thesis Director.

Second, in addition to being produced as a thesis project, the three programs were, of course, an integral part of the grant received by the Lansing Community College Center for Aging Education. The premise of that grant project was that educational systems must be responsive to the needs of the community. As the older population becomes a proportionately larger and larger segment of our society, an increasing amount of program development for older adults must take place. It is particularly appropriate for such programs to originate at the community college level, in keeping with the community college mission of lifelong education and sensitivity to community

needs. The video component of the grant was included as a way to reach a broader and larger audience with the message of each program. The extent of the success of the programs to meet the requirements of the grant was a matter of evaluation by Ellen Sullivan as Director of the Center for Aging Education, as primary author of the grant, and as the individual who not only would use the video tapes in various classes and seminars at LCC but also would oversee their sale, lease, and use by other individuals, institutions, and agencies.

A third area of evaluation was the function of Dr. Lee Thornton as Director of Television Operations in the Instructional Media Department at Lansing Community College. As it was through that Department that the actual production would take place, it was up to him to make an appraisal of the resulting video tapes, both from a technical and a content point of view. Similarly, it fell upon him to weigh my overall performance as a producer and to assess the various decisions I had made in the course of my work on the project.

Both Ellen Sullivan and Dr. Thornton submitted letters of evaluation to the Thesis Director, Dr. Robert Schlater, which are included in Appendix D.

The fourth proof of the quality, relevance, and efficacy of these programs lies in their usefulness as instructional aids, the stated purpose of the video portion of the grant. The programs have been broadcast and cablecast, as was called for in the grant, but more importantly have been frequently employed in conjunction with classes, seminars, workshops, conferences, and the like, both by the three cooperating colleges involved in the grant (LCC, C. S. Mott, and Grand Rapids Jr. College) and by other schools and service agencies in

Michigan and other states. In addition to references made in the letter by Ellen Sullivan as to various uses to which the three programs have been put, a listing may be found in Appendix D of those who have leased or purchased all or any of the tapes.

APPENDIX A

SCRIPT FOR THE FIRST PROGRAM,
"EDUCATION FOR LIFE!"

Baby on floor, CU of face	(Intro music)
	<u>Narrator (VO):</u> (Music under)
	For each of us, learning begins the moment we are born.....
ZO to show baby, reaches for clock	<u>/Little by little</u> , the world comes into focus,
CU of baby's hands of clock	<u>/and bit by bit</u> , we begin to explore it.
LS of children running on sidewalk outside of school	<u>/(Music crossfade)</u>
	Formal learning traditionally has begun around age five.
MS, children going into school	<u>/It's off to school</u> we go, and there we stay until around age (music out)
CU, hands on top of book, ZO and pan to MS, listening as student sits in class	<u>/eighteen. Some</u> will then go on for further schooling, some will get a job. At any rate the end purpose of all that learning has always been to find for each of us a
Man with monitors and electronic equipment	<u>/vocation for which</u> we are suited. For years, that was the basic definition of education.
Woman at office desk	<u>/But something</u> has happend to that definition. It is no longer restricted to a certain age or single purpose. When we speak of education now, we are talking about an ongoing thing: lifelong learning, or <u>/- Education for Life!</u>
Title graphic	
Narrator graphic	(Music)

Narrator (On Camera): (Music out)

Education for Life! There are a couple of meanings to that title. On the one hand it means education for mental and physical vitality and spirit. On the other hand, it refers to a time span: education throughout a person's lifetime.

Sullivan (On Camera):

It simply means not putting up barriers to a time at which one might take part in educational experiences, that they are open throughout life, and really need to be. We are beyond a time now when you can go and get educated, and go and work, and retire. I think we need to put those three periods of life, if you will, together more and spread education throughout the beginning, the middle, and the end, rather than bunching it in the middle.

LS, Z0 from people coming out of college building

/(Music under and out)

Narrator (V0):

Perhaps nowhere has the change been so visible as in the community colleges.

Older couple coming down
hall

It's not exactly an invasion, but
there's someone else showing up on
campus these days.....

Woman and younger student
walking toward camera

/People in their 40s, 50s, 60s, and
even people right into their 90s are
going back to school. And this
/changing complexion of the student
population reflects the change in the
traditional views of education.

Font:

Dr. Howard Y. McClusky
Prof. Emer., U. of M.

McClusky (On Camera):

I think that because so many people
associate going to school and getting
a job, that when you become retired
therefore going to school is not
important. I think that this is one
of the reasons why not. But that's
changing, that's changing. And I think
it's changing because learning after
you retire adds so much to your life, to
your wisdom, to your understanding, to your
enjoyment of life, and also adds to your
ability to take care of your own affairs.
You've got a lot of things to learn even
after you retire. So education as an
option, I think, is growing and it's
terribly important.

Sullivan (On Camera):

I think as we see the development of more encouragement toward lifelong learning, the development of more programs to bring older people into the schools and to adjust the schools so they are more receptive to having older people in them, we'll begin to see more participation by older people and by people of all ages, beyond the traditional school age of 18, up to 18, or 21.

Narrator (On Camera):

Unfortunately, many older people don't see formal education as an option open to them at their age. Many are unaware of the opportunities that are available to them. Or if one is aware of the opportunities, often there are barriers that hamper or prevent attendance.

Sullivan (On Camera):

There are a number of factors involved in the fact that there are not a lot of people participating in educational opportunities. In the first place, they may not see school or the educational

setting as a way of getting to what they want. They may have a specific practical need, and perhaps don't know that that might be something that could be met through an educational experience. So the first thing is seeing a relationship between what their needs are, what they might be able to gain from an educational experience. And in order to do that, they have to know what is available, and that sometimes can be a problem, just knowing what's open to them. Secondly, there are in cases, some cases, physical barriers or geographic barriers. You know something's available, but you may not have a way to get there. /Or you may not have the money, if there's a cost involved to pay for it. Or you may not be able to pay that cost because of other constraints on your income. /And then, finally, I think there's simply what we call a psychological barrier to kind of feeling that you may not be able to do it, you may not be as capable as is necessary, the kind of idea that everyone who is in school is smarter than you are and

Tuition sign
Line of people waiting
Money passed to cashier

Ellen on camera

that you are not going to be able to keep up with them. So that there's the barrier of just getting in there and proving to yourself that you really can do the kinds of things that are required to be a successful student.

Margaret Masterson (On Camera):

Oh, I had a lot of fears. When I went into my first class, my apprehensions were just awful, because I did feel that I was an older person. And I said to myself, "Am I infringing on the younger

Pan shot, Margaret in class

/generation? Because I looked around at all these young faces. But during the break one of the young students in the class came up to me and talked to me, /got into a very nice conversation. And I found myself relaxing. And little by little I have relaxed. The more courses I take, the more relaxed I've become.

Margaret on camera

Marcella Rose (VO):

If you go down here, you become so aware immediately that there are all age levels. You stand in a registration line, for example, and you see every age and every kind of a person. /So you know that you can't

Registration shots:
middle age man waiting,
worker points him in
direction to go next

Marcella on camera

look strange to anyone, that you are just part of the crowd, that it can be accomplished, it is not intimidating in any way.

Isabele Mullen (On Camera):

Well, I thought I might get lost, that was the biggest thing, not knowing anything about the building. I think that was my biggest fear, that I couldn't find where I wanted to go. But then after you get in here and everything is so well marked and everybody is so helpful, why it just wasn't bad at all.

Narrator (On Camera):

Many older people never finished, perhaps never attended, high school, and feel intimidated at the prospect of going back to school. It is often difficult for someone who has memories of what education was over 40 or 50 years ago to understand what education is now, what kinds of things are available now, what that education could mean to them, and how it could help them.

Sullivan (On Camera):

If you think about a situation, an example, of a person who may be 65 years old today, if that person had completed high school even, which is not the average of a person who is 65 today, but if that person had completed high school even, he or she would have a very different image of what school was like if the last time they were in school, for example high school age is 18, and that puts it nearly 50 years, 45 years, ago. Think about how education has changed in the last 45 years to what we have today in terms of special services, special programs, and a different approach I think in the classrooms. And I think it's a little easier to understand why people in that age group, who don't have any recent experience, would be less inclined to think about coming to school for a learning experience.

Narrator (On camera):

One of the initial, and certainly one of the most formidable barriers many

older people face is one society has inflicted on us all. We've been programmed to believe that: "You can't teach an old dog new tricks."

McClusky (On Camera):

You can teach an old dog new tricks!
In fact, I would argue that some tricks an old dog can learn better than the young one. We have some evidence to show there are some things that an older person does -- as long as he is healthy -- we have some evidence to show that he's better on some things.

Sullivan (On Camera):

All of the research indicates that the ability to learn does not decline with age, that in fact old dogs can learn new tricks, and old people too, if they have the proper stimulation and the right kind of setting in which to learn. We do know, for example, that it's more difficult for older people to function in a situation in which there is pressure -- I think that's true for all of us -- or in which there is a time

requirement. It may take them a little longer to do some of the same kinds of things. But they still have the same capabilities, in fact, sometimes increased levels of creativity.

Margaret Masterson (On Camera):

Well, my biggest problem at first was my memory, trying to remember what I had learned. Sometimes I would get a mental block I think. But I'm gradually overcoming that. And I think that could be attributed to a certain amount of nervousness, rather than any loss of memory. Just a little uptight about things. I'm really overcoming that.

Marcella Rose (On Camera):

I'm proud of it myself. I don't miss an opportunity to say that I'm taking courses. And I've never had anyone give any indication they thought it was a foolish thing to do.

Narrator (On Camera):

We don't intentionally place ourselves in a position of probable failure.

Because as a group we have collectively internalized the false attitude that older people cannot learn, older people, believing they are incapable, all too often are not likely to jeopardize themselves by joining a class. But many people have found that ability and competency do not begin to decline at 40 and disappear altogether around 65.

Margaret Masterson (On Camera):

I just love this feeling of having acquired more education. That gives me a lot of satisfaction. /And I can see even in my own writing that I've been doing a great improvement because I've learned enough to know what was wrong with my writing, places where I had rambled, and so forth. I've brought it all together now. And I think I'm doing a good job on my writing.

CU, Margaret's hands, writing
Z0 to show her in classroom

Tom Northey (On Camera):

We have quite a few people that are nervous about anything that smacks of education. They might have had some unpleasant experience in the past in

the educational field. Or they lack confidence. They don't realize the fact that experience is a wonderful educator. And even though they may not have been very good in algebra in 9th grade, that doesn't have anything to do with education after you have had life experience. It's amazing how much confidence experience should give you.

Marcella Rose (On Camera):

You know if other people can do it, you can do it. And I always test it out that way: If others can do it, I can do it. And you just fall in and gradually it becomes very familiar and you wonder why you ever were apprehensive at all.

Narrator (On Camera):

Age per se is not an inevitable disadvantage in the learning process. In some cases, it presents a distinct advantage.

McClusky (On Camera):

I would say a person who has lived a little bit and who has known what it

means to succeed and knows what it means to fail and to recover from failure and loss, is probably in better shape to be a philosopher than a person who has not known what it means to marry, to lose some children, and to have other children, and to go on and on and on, do you follow me? I think there could be an excellent case for the fact that in some--properly speaking, an older person has a little advantage in learning.

Margaret Masterson (On Camera):

Yes, because something will come up in class that because of my chronological age I have experienced things that younger people have not experienced. And sometimes I meet some of my fellow classmates in the cafeteria, and we sit down and talk about such things. So I find it interesting.

Marcella Rose (On Camera):

I really think age is an asset. Now I'm coming to that -- everyone is a little taken aback when they are aware that they

are aging. But still when you think about it, there are many things that you have acquired in the aging process, memories alone, and opinions that you have arrived at and have made part of yourself. To me, these are things you can offer to other people, because you have a vantagepoint that younger people don't have. And to me these are good qualities. Every age presents its own advantages. The things that one has acquired through living many many years are assets that they can perhaps pass on to someone else.

Narrator (On Camera):

Older people, unacquainted with the college scene, who think it might be interesting to take a class and who believe, even if secretly, that maybe they can learn a new trick or two, may nevertheless feel baffled at the prospect of how and where to start. It is important to realize that most of the thoughts and fears and problems which keep an older person from enrolling in a course were shared at one time or another both by other older people, who did finally become involved in school

"Advising and Counseling"
signs and tables, counselor
talking with student

again, and by younger students as well.
Doing something for the first time, at
any age, isn't easy. /And at any age, we
often need a little help and encouragement.
And that help and encouragement is
available.

Isabele Mullen (VO):

Isabele on camera

That's what made it so nice. Every-
body made it so easy. /There wasn't
any trouble at all. I didn't feel bad
or have any apprehensions at all.

Herb Rubinstein (On Camera):

Well, it's no problem at all, because
for one thing there is sort of a pre-
paratory course for people coming into
college, community college, for the
first time, a way of orienting them to
where things are, how things go, where
they can expect to find some help to
work their way thru the system.

Narrator (VO):

LS, woman in shawl, shot
low behind two wheelchairs
which frame the shot of
woman. ZI to her.

Sometimes the barriers are more concrete,
physical ones. Some people physically

Tom Northey passing out
booklets

cannot go to a classroom. /And in some
cases now, the classroom is going to
those people.

Tom on camera

Tom Northey (VO):

This is growth. Use it or lose it!

/If you want to keep it, you have to keep
exercising the mind. And so this is a
way of doing it, you see. By exercising
the mind, by taking courses, by reaching
out, by touching new worlds. I mean,
there are so many things that are out
there that are for us. Take advantage
of it. /It's a chance for these people
to get together, to share, to care for
one another. And I hope that in some
way they'll get something in a new
experience as a result of this.

Tom pointing to booklet,
talking. Slow ZO to MLS
of Tom, people by the wall
in wheelchairs listening

/And I've gotten to know some of these
people from coming here to class. And
/when I come in, I can greet them. They
know me. /Now they're a part of my
life, and I'm part of their life, which
is really a very good purpose.

Tom talking with woman, ZO

MCU of woman in wheelchair,
she smiles and looks to right
Two ladies, listening, laugh
then smile

....

Narrator (On Camera):

Given the facts that education is no longer something exclusively for the young, that opportunities are available, and that in general the older adult is totally capable of learning, whether he or she knows it or not, the only question that one might have to grapple with is why take courses, why bother? There are some very good, very important, very proven reasons. In a paper written for the 1971 White House Conference on Aging, Dr. Howard McClusky submitted what has become a classic statement on the reasons for lifelong education. He stated that education is a means of helping older people meet four basic needs. The first of these is a coping, or survival, need.

McClusky (On Camera):

Some of the most effective education for older people that I know of is health education. The person who is diabetic prone, educating him how to avoid or how to recover from it. The person who is prone with high blood pressure to a stroke, education for that. Education

for physical fitness, exercise or diet, education for the management of your money, consumer education, make it go better and education possibly for second careers to improve your income. Tax, financial affairs, etc. Now these are called survival, coping. In other words the person at age 60 is by no means -- has settled all the problems he is going to face. So he needs a lot of help on these problems.

Narrator (On Camera):

A second important need which education can serve is the expressive need, learning something just for an intrinsic interest in it, just for the fun of it.

McClusky (On Camera)

There's a lot of things a person wants to do just because he's interested and he hasn't been able to do it. All his life he's had to keep his nose to the grindstone and now this is his chance.

Narrator (On Camera):

The third need is a need to be useful. Older people are a tremendous, often

untapped, resource. Education can provide training for volunteer work or second careers or part-time work, so that society may benefit from their experience.

McClusky (On Camera):

The need to contribute to society and to be useful, that goes on despite the fact that they're not employed any more.

Narrator (On Camera):

Fourth is a need for older people to become educated in the legislative process, to learn how to be an effective voice in the laws that will affect them.

McClusky (On Camera):

The need to influence. Because their power is declining, they have a great need to reestablish their influence. These are the four needs I have stated in my White House paper.

Narrator (On Camera):

Some older people take a class for specific information or skills or training, some simply because it

sounds fun or interesting or challenging. The reasons are as varied as the people are themselves.

Tom Northey (On Camera):

Generally a younger person is trying to get educated for a particular purpose. And sometimes that purpose is just to graduate, or just to get a job. If you are older, you are not interested in graduating, you're interested in fun, in learning, just learning because its fun to learn, it's fun to have something out there that you never had experienced before.

Margaret Masterson (On Camera):

Well, to begin with I'm writing a sort of life history in a way. I call it "Reminiscences in Retirement" and it covers everything that happened in my life from the earliest point of my remembrance, which would be from about the year 1908. So I took the English courses because I wanted to really write this little story in a nice, interesting manner and do it properly.

Isabele Mullen (On Camera)

Well, I thought as you get older, you know, you don't want to get stale. I thought this would be a good way to keep my mind active, and pursue something that I'm interested in.

Mrs. Chegwidden (VO):

Chegwiddens and others jogging
on indoor track

When my husband went to Ingham Medical Center, Dr. Baird recommended this course and he said that I could also enroll.

Both doing first exercise

/We had always done a lot of things together, and I thought it would probably be very good for me too.

Both doing second exercise

/So I enrolled, and it's just done wonders for me, too.

Chegwiddens on camera
together for interview

/I never dreamed, you know, I'd have the stamina I have now.

Harry Chegwidden (On camera with Mrs. Chegwidden):

As a matter of fact, I didn't think I would be alive this long to tell you the truth.

(Her): He's doing more now than before he had the attack.

(Him): I think I'm in better shape now than before I got sick.

(Her): That's right. We both are.

(Him): I lost 40 pounds besides, and this class has really helped in that tremendously also.

Both doing sit-ups

(Her): /It's not just your physical being, it's your mental attitude, too. It really does a lot for you. I wouldn't stop it, I wouldn't stop it for anything.

Both on camera

(Him): /No, from now on this is it. I would recommend this to anyone.

Marcella Rose (On Camera):

Certainly in my case, inasmuch as I wasn't on a prescribed program, I was taking them just for the mental or intellectual stimulation I got out of it.

Isebele Mullen (On Camera):

And I think the association with younger people, I like that. It's nice to be with people your own age, but I also like to be with young people, too. And

I like this competition in the class.
And, oh, just getting out and doing
something different, so you don't get
into a rut.

Herb Rubinstein (On Camera):

Well, I was supposed to make a mid-
career change decision about two and
a half years ago. And after much
consideration I decided I would like
to go into a nursing program and get
my RN. So I began preparatory courses.

Margaret Masterson (On Camera):

I got this from a lot of my friends:
They feel that, why am I wasting my --
what they would consider -- wasting my
time at this time of my life when I
don't have to go out and make a living
or anything like that. But I look at
it this way: I feel that it's very good
for your mental and physical well-being
to keep on studying. In other words, I
value study for that reason. It keeps
your mind stimulated, and when your
mind is stimulated, your body is usually
in good shape, too. /The study is hard,

Margaret in class, ZI to CU,
listening, concentrating

yes, the study is hard. But this is the nice part that I value in retirement, that I have the time to give to it.

Tom Northey (On Camera):

I just took them for what I call mind activation, and to push out my horizons. Because you can narrow your horizons in and the world gets tighter and tighter around you. If you don't go out and do something different, get a new experience, push out. And so if it's a new experience, that's what I'm after, not something, you know, something I've done before. I want something new!

Narrator (On Camera):

Because of increased knowledge of nutrition and medicine and physical fitness, people are living into their later years in greater and greater numbers. It is estimated that by the year 2000 as much as one quarter of our population will be in an age group of 60 years and older. And with the cries of "30 and out" and even "20 and out," a larger and larger

proportion of this group can be expected to be retired, and retired at increasingly younger ages.

McClusky (On Camera):

The laws, the statutes, push older people aside, retirement and so on, and therefore push them into circumstances where they are inactive and where being inactive they are more likely to deteri -- there's no question, no question at all but that inactivity tends to lead to more rapid deterioration.

Herb Rubinstein (On Camera):

I saw it happen to a great uncle of mine at the age of 45. He retired and three years later he was dead. He had nothing else to occupy his mind. This was in New York City and there certainly was no dearth of schools to which he could have gone thru, you know, adult education courses or whatever. But it never occurred to him. I believe, I know, that the thing that keeps people going after they are working less or working not at all is mental activity.

Tom Northey (On Camera):

There are two different types of people I would like to describe in later years. One of the individuals comes to later years and says, "Oh, if I only had," and the other individual says "Gosh I'm sure glad I did." And I want to live a life of "I sure am glad I did."

McClusky (On Camera):

It's very important that we educate older people to be as lively and as constructive and productive and happy and fulfilling as possible as models to young folks. If young people look and see this great group of older people sitting around in wheelchairs and say "what the hell is the use of going on, I'm going to stop off about age 50" -- you see, the alternative is not very good, you know. So I would say you can make an excellent case for the fact that education and enrichment of life in the later years is a massive job for society.

Sullivan (On Camera):

I guess one of the things I would think about as we are talking about education and aging education for older people, is that we're talking about an opportunity for people to learn, to grow, and to do that in the way that is most acceptable to them. I think it's important to offer options to everyone. And in this case we are talking about older people, older students.

McClusky (On Camera):

Life at its best at the end of life is going to be the guide for education all the way up to that time. What can education do to make it best? We have never had a criterion like that before, in the history of education.

Narrator (On Camera):

It is myopic to view education as something exclusively for the young, as simply the means whereby one is trained to earn a living. That is, of course, one of the purposes of education, But learning is also a personal thing, a

means of personal development and
fulfillment and involvement.

(Music under)

At its best it is: Education for
Life!

Credit roll over video
sequences as needed:

(Music)

Chegwiddens exercising
Chegwiddens jogging
Northey passing out booklets
ZI to lady in shawl
Northey talking with lady
Instructor
Margaret writing

APPENDIX B

SCRIPT FOR THE SECOND PROGRAM,
"WHERE CAN I GO WHEN I CAN'T GO HOME?"

Begin with pan of white house

(Intro music, music under)

Narrator (VO)

Home! That word can mean so much. (Music out) Perhaps for an older person in particular it's more than just a place, any place, where you live. The self and the home become inextricably connected. Home is where the heart is. It's where precious memories are -- years of them! It's a way and a routine of life. Some will live and finish out their lives in their own home. But others, for one reason or another, will have to move from it. And at that point, they are faced with a question: (Music under) "Where Can I Go when I Can't Go Home?"

(Music in)

Shots of houses:

Square frame brick

Smaller green house

Wooden square frame with
woman

Blue house with gingerbread

Farmhouse with "For Sale" sign

Narrator (On Camera): (Music out)

Some people may plan in advance to make a move after retirement. They may have decided that a retirement community in the Sun Belt areas of Florida or Arizona or California is the style of life they want. But the majority are content to stay put. For most of us the prospect of change is difficult. For an older person, who perhaps had little intention of making a change, the realization that some new living arrangement is inevitable can be a traumatic realization.

Norman Foley (On Camera):

Font: Norman Foley
Real Estate-Mortgages
Old Kent Bank & Trust

The impact of a change like this is more than just changing physical circumstances. It is a public notice to others that a change is taking place. And at that time of life, people begin to analyze what it is about their present situation that may force the change.

Henry Roestler (On Camera):

Font: Henry Roestler, Mgr.
Luther Village Retirement Home

The young couple, getting married and buy a home and raise a family and stay in the home until one or the other either dies

or becomes incapacitated, or lives to the point where they no longer want the responsibility of caring for a piece of property. Their incomes are restricted. And so they find they are at a point of having to make a choice of spending considerable dollars in trying to maintain themselves in a home or finding an alternative to that lifestyle.

Atta Olthouse (On Camera):

Well, the reason why I decided to leave my home was because my husband died and I was left with all the responsibility. And I did stay there for several years after he passed away. And I had children around too who would be glad to take me. But we decided, all of us together, that it would be better to go to a home, a residential home, if we could find one suitable. And then my responsibility would be lifted from my shoulders.

Jim Wagner (On Camera):

Both of us are in our 80s. And my wife's becoming a little confused. And she wasn't capable of taking care of the

house properly and we began thinking, oh, a year ago, of moving.

Sara Van Dyke (On Camera):

My husband was a stroke patient, and he has been for four years now. And I took care of him all this time. And it was getting too hard for me to take care of him and take care of all the rest of my responsibilities. Well, one day some friends of mine took me out to lunch and they started suggesting that probably I should do something about it, you know, make a change of some kind. I didn't know exactly what to do. I said, "Well, what shall I do?"

Theresa Nagel (On Camera):

I don't know, I just felt the responsibility of a house was a little bit too much. And I felt I should have more companionship. And I just felt I was getting to an age where I should be in a place where if I became ill I would be taken care of to a certain extent.

Narrator (On Camera):

Some may think the next best thing to being able to stay in your home would be to move in with your children. This can be a viable option, and sometimes it works very well. But it is not so popular or successful a notion as many think.

Foley (On Camera):

Almost without exception I think that absolutely it is the last resort. And I have talked with so many people, and the main problem is that as long as the facilities are available and people want above all to retain a sense of independence for as long as possible, it is such an indication of dependency when one does move in with their own children with families, and then you have two generations to cope with. In many cases the physical facilities are not adequate, simply not a large enough place for them, and too dissimilar in interests, too different periods of life, too different concepts, observations. And I think from a psychological point of view, the

relationship between parent and child never changes in some respects. And that is, "I really know what's best for them to do."

Bernice Yard (On Camera):

I had beautiful children, lovely sons, and lovely daughters-in-law, couldn't be better to their mother than they have been. But I think that every person should be getting adjusted to married life by themselves with no inlaws around. You feel strange and I have the feeling they feel strange too. And especially when there are grandchildren, I think that's dreadful, having to grow up with their grandmother.

Atta Olthouse (On Camera):

My children all made me welcome in their homes at any time for any length of time, but I decided against that right away. Because I'm independent and I wanted to be by myself.

Tilt up steps, Z0 to show
house at top

Old woman sitting alone on
porch of square frame house
Z0 from MS of her

Narrator (VO):

For all the emotional comfort and security
an old, familiar home is supposed to
provide, the reality might be a far
different story.

/Living alone with one's memories can be

a lonely existence. Family, friends,
often a spouse, are gone. An older person
can become homebound, depressed, lonelier
than ever, and isolated.

Mamie Eastwood (On Camera)

I was very very unhappy and lonesome.
I didn't like eating alone so I'd fix
my lunch up by the television on a TV
table. Very lonely. I was depressed.
Finally I got a heart attack.

Roestler (On Camera):

Many older people live independently but
literally starve themselves to death
because they just don't want to prepare,
it's just too much bother to prepare,
a decent, balanced meal for yourself all
the time. Many people coming in really
have no physical disability other than
their diet just hasn't been balanced. Once
they overcome that lack, they perk right up.

"Bad" neighborhood	<p><u>Narrator (VO):</u></p> <p>While the memories inside an old home stand still, the neighborhood outside is changing, all too often for the worse.</p>
CU, smokestacks and antennas	<p><u>/As industry and business encroach on residential areas, property values go down and crime rates go up. An older</u></p>
Drive-by shot of neighborhood	<p><u>/person, being a vulnerable target, is one of the most likely victims.</u></p> <p>Fear, real and imagined, keeps many elderly people literal prisoners in their own homes, afraid to venture out even for a walk to the store.</p>
Theresa on camera	<p><u>Theresa Nagel (VO):</u></p> <p>My neighborhood was a very good neighborhood when we bought the house.</p> <p><u>/And I had a very sweet old lady living next to me. She was dependent on me. I looked in on her every day. And she was robbed one night right while she was in bed. That gave me the thought -- and I mentioned it to her -- I said "We've gotta get out of here." And they never touched me, I never was robbed, I never was mugged going to the store or anything. But that gave me a little fear.</u></p>

Foley (On Camera):

The matter of physical security, break-ins and so forth, we know how extensive this is in all areas, not restricted to any particular area you might logically think is subject to that. My house in my area was broken into within six months after I moved in, forcible entry type of thing. And that's a pretty -- that's a feeling that never quite leaves you, that that situation could happen again.

Narrator (On Camera):

If the old home has disadvantages, it also offers a comforting familiarity and predictability. For some it might be possible to remain at home with some supportive services. Provided by various agencies, these might include a visiting nurse; a housekeeping, home repair, or personal hygiene aide; perhaps just a friendly phone call or visit once a day, or transportation to an appointment or to help with shopping.

Lady helping older woman
out of car in front of
apartment building

Meal carrier volunteer comes
out of offices with cooler,
puts in car

....

Carrier gets out of car with
meal, crosses street

Another house, no one comes
to door, trying to see in
window

Narrator on camera

Homebound Meals or Meals on Wheels is
a particularly valuable support service.

/Besides providing a balanced meal for
those who cannot fix it for themselves,
there is the added benefit of someone's
/checking on an older person daily. If
no one comes to the door, perhaps some-
thing is wrong, and it's checked out.

....

/Very often this little bit of help will
work to keep a person at home. But
sometimes the problem is more complex.
Sometimes a little bit of help is not
a good enough hedge against loneliness,
not enough for the sake of safety, and
security.

Roestler (On Camera):

People can live in their home and be
totally isolated from the community.
Meals on Wheels can be delivered, a
nurse can stop in, but this is a brief
contact. The rest of the day they may
be sitting home all day by themselves
hour after hour, with nothing but their
radio or television, no live contact,
unless their family is responsible and
concerned and makes some effort to be

there. But even that can't be on a daily basis.

Narrator (On Camera):

It might be enough for an older couple or an individual simply to move from the rambling old homestead to a smaller home. Besides offering economics in heating, insurance, and other expenses, it would be easier to clean and maintain. If a smaller dwelling is the answer, /mobile home living might also be an option worth looking into.

Trailer in mobile home park

Foley (VO):

The fact that perhaps 20 percent of all the housing in the U. S. is mobile homes is a significant factor.

This is the only remaining so-called low-cost housing. It provides all the advantages of a smaller, more compact

Drive-by shots in mobile home park

/space. And yet the unit is detached and somewhat removed, it's all relative, from your neighbor.

Woman comes out on porch of trailer, gets dog off leash

The facilities can be really first class. It isn't like it was 10, 15, 20 years ago. These units are beautiful, they are very well done. The market value is holding

Woman walking alongside garden by trailer, picking weeds now and then

up. You have a limited investment.

Sharon Britten (On Camera):

Font: Sharon Britten, Mgr.
Countryside Village

Once they move into a mobile home, it's pretty stable. They can be pretty certain what it's going to cost them. Most of them pay cash for their mobile homes, so they just have the lot rent and their utilities. And the utilities are much less than what they are in a home.

Man washing his trailer

/The biggest thing is the maintenance factor. In a mobile home, it's very simple to clean your house, inside and

Lady weeding, yardwork

/your yard outside. You don't have the yard that most of your senior citizens start out with. What I find is that they like the rules and regulations.

That's why they move in to begin with:

Man lifting something into
wheelbarrow

/the neatness, there's no trash about, homes have to kept up.

Sharon Britten on camera

/Normally in a mobile home park you pay the park rent and that covers the trash, sewer, your water, the taxes, the snow removal, the grounds maintenance.

Two men talking by trailer

/They have the time to be neighborly because they are senior citizens, they aren't out working.

Sharon Britten on camera

/If someone is ill, a neighbor will pitch in, and bring some food over, or they will run someone to the doctor. It's just everybody knows everybody.

"Rec Room" sign, ZO to show front of clubhouse

/And then in a park you find a lot of community activities. This is a real plus for mobile home living.

Foley (On Camera):

I think a classic is a friend of mine who owns three of them. He says where else can I have the standard of living with one on a lake in northern Michigan, one in a beautiful park in suburban Grand Rapids area, and one in Florida. And his total investment is so nominal that you wouldn't believe it

Narrator (On Camera):

An apartment, too can provide independent living in one's own quarters, with relief from all that owning a home brings with it. /You might choose a high rise with security provisions and elevators....

Panorama shot from top of ramp, Lansing Towers

/or a garden level, where there are no stairs to climb....In any case, location is important: /What is the surrounding

ZO from doors of a one-story complex

Multi-style complex

neighborhood like? How close is it to family, friends, and activities. /Is there public transportation nearby...? /or shopping facilities within walking distance?...stores?...a bank?... /a church?... What is the age make-up of the residents?

Bus stop

CU of bank sign, ZO and pan shopping center

LS of church

Narrator on camera

/Cost, of course, is usually the most important consideration: what is monthly rent? does it include utilities? can you estimate what increases will be in the coming years? To some this matter of rent is the only drawback to apartment living. It is simply anathema to pay rent for use of someone else's property.

Foley (On camera):

Some people simply can never accept the idea they are paying rent to someone.

"Verndale" condo complex sign

/The answer is a condominium, which is simply owning in effect your own housing unit, which is part of a high density housing, which is like a housing complex.

Backs of the condos, porches, chimneys, etc.

/It can be separated by walls on either side, which would be like a townhouse.

Condo units, pond

It can be like an /apartment, but you

Condos in background, boy
on bike

Z0 to LS of Colonial condos

own your unit, so you have the advantage of increase in appreciation of the value of the property, but still you have the security of living in a complex which has people about you for that added protection and security provisions, and so on, /and availability of all the facilities that usually accompany high-density housing. And still you do what you want to within your own unit. You own it, /you get a deed to it. And that has a strong appeal to a lot of people.

Narrator (On camera):

LS of Oliver Towers from ramp

The elderly living on a fixed income must devote an excessive share of it to housing. It is the heaviest financial burden for most older people, generally claiming over a third of their total budget. For at least a few low-income elderly, federally funded public housing programs have provided /structures designed for ease of living, safety, security, and aesthetic appeal.

Bernice Yard (On Camera):

Well, after retirement my income was not sufficient to have an apartment by myself, and so I kept reading things in the paper about this.

Sign for Oliver Towers, building behind

/And then I decided I was going to file application, which I did, before they'd even turned a shovel in here.

Bernice on camera

When I was shown the place for me, 504, why I had a bedroom! And that just nearly took me off my feet. I thought I was next to heaven. Because I'd only asked for just one room.

Bernice walking in courtyard, downtown traffic in background

/It's in a very central location, it's close enough that you're able to walk different places if you care to, that's one of the things. And the way that they keep the house clean. /We have wonderful laundry facilities, with no pay, which I think -- that's unheard of really. Don't know of another place that's like that. And we're always warm.

Bernice on camera

/There's always nice fellowship. Very nice people who are superintendents of the building and so forth. /The income takes care of me here, all my own needs,

Bernice talking with woman doing gardening work

Bernice on camera

paying my own rent, and my own food, and so forth, which makes you feel independent, keeps you living long I think.

Narrator (On Camera):

For any area, there is a Local Housing Authority which administers the public housing program and determines eligibility of individuals who apply. Residents pay 25 percent, whatever that might be, of their income, and enjoy the advantages of an independent way of life, social contacts, activities, fellowship, and safe, decent housing at a reduced rate.

/Probably the biggest drawback to such public housing is simply the shortage of it. Although both government and /privately sponsored construction of public housing for seniors is going on, a glance at the waiting lists shows /it is too sparsely available and too slow in the coming to meet the need and demand.

....

It is a fundamental idea that an elderly couple or single person should live as

ZO from CU of "Cedarway Family/Elderly" housing sign, shows construction site

Pan past 2 construction men to "Village Green Senior World" sign

Construction site, LS, Riverfront complex

Narrator on camera

independently as possible as long as possible. With all the housing options discussed so far, a certain high level of health and ability have been assumed. So long as a person remains healthy and active and happy, these arrangements may suffice nicely. If, though, they do not meet the level of support a person might eventually need or want, a retirement home setting can be a solution. Of all the choices we've considered, this one might seem the most foreign.

Theresa Nagel (On Camera):

I had no idea of what it was going to be like. I had gone through Holland Home; I had a few old friends there. And never gave it too much thought about going there myself. I just considered I was too young. But just like I said, after my husband passed away and a few bad winters by yourself you know, you can't get out....

LS Luther Village, pan

Roestler (V0):

The majority, great majority, probably 95 percent of the homes for aged or retirement centers are church or fraternally sponsored.

I think that most retirement homes would require that a person be well aged, ambulatory, fairly alert mentally, and under the state requirements 62 years of age.

Roestler on camera

/I guess the easiest definition of a retirement community or home for the aged is a congregate setting where there are a number of services available such as dining room, where food is served on a regular basis three times a day, where you have services of a housekeeping staff, where you have an organized program of social services, activities, skill developments, and of course a maintenance department. I guess that really indicates a kind of total living environment, where people do not have to be concerned with the everyday amenities of living.

Sign by office "Please
sign out" etc.

Jim Wagner on camera

Jim Wagner (On Camera):

It's as near to home life as you can get. This is a retirement home and you have to accept certain /rules and regulations. But on the whole it's a very convenient thing. You /don't have any responsibility as far as the home is concerned. You have a change of linens, towels, and so forth, every Monday, just as regular. And our rooms are cleaned by the housekeeping crew once a week. And everything is kept up spic and span, you can see it in the halls. They are continually keeping this place immaculate.

Louisa Preston (On Camera)

You are so secure here. You know if you are ill or have an accident or anything, you'll be taken care of immediately. You won't have to wait. And when you live in an apartment, by yourself, like I said a minute ago, you might be sick for a week and longer but no one bothers to look in to see why. Here it's right away. If you don't go down to your dinner, why they want to know why, and find out.

Atta Olthouse (On Camera):

I've always been very busy, and I didn't want to go somewhere where I'd have to be in my room alone with no responsibilities. I didn't want a lot, but I wanted a few. And here you can do that.

Roestler (On Camera):

I like to think that what we would like to see is our people having individual independence but with a dependable support system. In other words if they want to do, if they want to go shopping,

Luther Village bus pulls
away from front door area

/that's a decision they can make and

we'll have a system that will permit

Roestler on camera

them to make that decision and go

shopping. /I think this kind of life can

be a neat kind of life for an older

person. It can meet the needs of

particular people in a very unique way.

Resident in beauty parlor
at Luther Village

/It's a caring, Christian community, in

which people can develop a sense of

security and yet one of "I'm still my

own boss." And you know, if you can do

that when you are 80, 90, 95, I think

that's kinda neat.

Narrator (On Camera):

To some, the necessity to move is obvious, the decision relatively simple. But for others the very idea seems like a confusing, traumatic amputation of one's self from a family homestead and a way of life.

Mamie Eastwood (On Camera):

Well, at first I was very very unhappy. I thought no I couldn't live here the rest of my life in one room. I'd call my sister and say "you have to come for me. I just cannot live here."

Jim Wagner (On Camera):

It was quite an ordeal. You know there's a sentiment connected with it. You have all the things you've lived with for years and years. They become kinda valuable to you, and you just hate to part with them.

Roestler (VO):

When you have to dispose of a whole houseful of furniture, all the things

ECU, old clock, pictures
behind. ZO from clock

you've gathered for 60 years of married life, all the things that remind you of children and your family, everything, you have to condense that in one room, that's a traumatic time. That's a disadvantage in moving here. But balancing that is the new opportunities that open up.

Mamie Eastwood (On Camera):

Shot in dining room, pan

I think the main advantage is the companionship that you have, other people to visit with and talk with. You aren't alone. /You know, it's no fun sitting down and eating all alone. You're just too lonesome. That's why here you go down to the dining room, you see people, you visit and talk with people, and there are so many activities here that you don't have time to get lonesome.

Sara Van Dyke (On Camera):

Many people ask us whether it wasn't much of a traumatic experience for us, you know such a big change. I said no, it wasn't for me because I was

just so relieved to get an easier life you might say, you know, and so we just feel we didn't make a mistake at all. We're happy here. Everybody's wonderful. Wonderful fellowship. And we just couldn't wish for more.

Foley (On Camera):

Most people would probably on an absolute choice basis prefer to stay in their own homes as long as they can conveniently. But on the other hand, when they recognize some of the things we have talked about, the economic aspect, the size, the conveniences, the transportation, everything else that's involved, some of the alternatives become quite attractive.

Narrator (On Camera):

The housing options we've touched on here are by no means a complete cataloging of the possible alternatives, nor have we discussed all the pros and cons needed for making a decision. Any move is going to be governed by each individual's

situation, both current and with an eye on the future: the kind of life-style sought, the importance of being close to family or old friends, one's health and the level of need for support services, plus the pure availability of the type of housing desired in the locality one chooses. With such individual considerations in mind, a person should investigate as thoroughly as possible any facility that seems to meet personal requirements.

Foley (On Camera):

On anything involving high density housing, and I'll include mobile home parks because it's a management situation, and condominiums, and retirement homes, the key to that outside of the physical facilities is the quality of the management, the quality of the management. And the way way you find out about that is to talk to people who are there. They will give you honest, straight answers and that's how you can tell, plus your own observations.

Narrator (On Camera):

There is, of course, no one, easy answer to "Where can I go when I can't go home?" But there's comfort in knowing that others have faced the same question and have eventually found not only that they adapted to a new environment, but that they began to thrive on it. If part of one's self was left behind, there was another part and a new self yet to be discovered. The old house may have had the ties and memories of yesterday, but the new one offered opportunity today and (music under) tomorrow for greater comfort, security, friendship, activities, and happiness.

Credit roll over video
sequences, as needed

(Music)

Bernice walking in courtyard
Dining room, Luther Village
Mamie walking into Luther Village
Woman walking along by trailer
Construction site, public housing
Jim Wagner, painting
Man washing trailer
Meals on wheels delivery
Lady helping older lady out of
car
Old house, for sale sign

APPENDIX C

SCRIPT FOR THE THIRD PROGRAM,
"ALTERNATIVE TO RETIREMENT: LIFELONG LIVING"

(Open with drum cadence, marching effect.)

Work scenes:

Morning traffic

Secretary

Soft drink delivery

Construction workers

Men coming out of Olsmobile gates

(Drums stop abruptly with whistle)

Fade up on empty wooden rocking chair, limbo lit in studio

(Clock ticking)

Fade to black

(Ticking stops)

Narrator (On Camera):

Dictionary definitions of the word "retirement" can sound so simple: the stopping of one's work. And so often they carry such negative connotations: retreat, withdrawal, separation of oneself, removal from active service, going into privacy or seclusion. Unfortunately, many people, of all ages, either have not thought of retirement at all or share these simplified conceptions and negative definitions.

"Man on the Street"
interview excerpts

1. -----Gee, I don't really have that many ideas. I never thought about it that much.
2. When you get to a certain age and you don't want to work any more, if you have the money you can just sort of relax and take life easy for the rest of your life.
3. Just sit back and relax and enjoy the sunset and -- that's about it.

4. Most people just, there's nothing for them to do. They just sit around and get old.

5. I think a lot of old people once they retire they, maybe they have the money but they just, they don't feel like they're doing anything worthwhile any more. They don't have anything that they have to do.

6. Retirement is a harsh word for an older generation that unfortunately seems to be forgotten once they have retired. They are just sort of put out of the picture.

Narrator (V0):

Bismarck picture #1,
on horse

/In 1889 Otto von Bismarck, as Chancellor of the German Empire, set into motion what was, as of record, the first national old age pension program.

Bismarck picture #2,
tilt up to face

/What was not on record was his reasoning for choosing 65 as the retirement age. Bismarck was himself 75 years old,

Bismarck picture #3,
ECU of face

/and as Chancellor, Premier, and Foreign

FDR picture signing act,
20

Minister, he demonstrated no desire for retirement himself. /In 1935, the United States adopted the same arbitrary age of 65 with passage of the Social Security Act.

Narrator on camera

/An unfortunate psychological association resulted in this acceptance of the so-called "normal retirement age". Though there was nothing biologically significant about age 65, it became an unchallenged signal point, the official entrance into "old age," a milestone marking the end of one's work-life and productivity.

LS of Les on set during
interview, listening

/Les Perino is coordinator of a seminar in retirement planning for the Center for Aging Education at Lansing Community College.

Les Perino (On Camera):

Probably the traditional view of retirement is that which you have to do at a particular point in time, normally 65, when social security is going to be the normal way in which you get income to maintain yourself after retirement.

Narrator (On Camera):

Retirement is undergoing a pretty extensive face-lifting. It's no longer a time for withdrawal and retreat to the rocking chair for a "well-deserved rest." Perhaps the first step in thinking about and planning for retirement, and actually doing it, is to put aside all the old definitions and misconceptions. In their place, redefine retirement as freedom, time, adventure, usefulness, involvement, fun, and a new beginning.

LS, 2-shot of Mr. and Mrs. Babcock

/Versile Babcock retired as Chief of Detectives after 30 years of service with the county sheriff's department. It wasn't by choice he decided to retire; it was by doctor's order.

Mrs. Babcock (On Camera):

I don't think we really thought about it years ago, you know. My husband always worked and I was home taking care of the family and we didn't give a lot of thought to retirement until my husband's health got so bad and then

we started thinking. But I always thought of retirement as you stop working, and it isn't that at all. It's just another -- I don't know how to explain it, but it's just doing something different. It certainly isn't stopping working.

Versile Babcock (On Camera):

I always thought that retirement meant to slow down, sit down and watch TV, and so on. And I said, "Hey, that's not for me." The first thing I did was throw away the alarm clock, and that didn't make any difference. I still get up about the same time. The biggest surprise is that I catch myself, or I did, getting up in the morning, getting dressed, shave, and shower, eat my breakfast, and find myself out at the sheriff's department, going in the front door. And I'd say, "Hey, what am I doing here?" It's something you do automatically after thirty years; you don't just walk away from something. And I still listen to police

calls with scanners, and I had -- carry one in the car occasionally and listen to what's going on. And -- these things, that there's quite a sh -- not a shock, but quite an experience to stop something that you've done and you don't do it any more. It's like vacation but you should go back to work.

Narrator (On Camera):

In planning, there are three major areas that most people are concerned with: financial security, health, and activity. When the question arises about retirement planning, the first thing that invariably comes to mind is financial security.

"Man on the Street"
interview excerpts

7. For retirement? Well, I'll have to consider enough, you know, that I would have enough pension to keep me, keep me living happily so I'd have enough income when I did retire.

8. I guess my main concern right now is the fact that when you retire, you

are limited, your income is fixed.

Your taxes are steadily going up, the cost of living is going up, if you want to travel, gas is going up.

9. I'll just have to think about my needs, what I would need, what would be necessary, instead of all the things I wanted, and that would be kinda a drag, not being able to have the things I want.

10. I think the financial aspect really comes into it, because there's no way that social security and many retirement plans can really cover inflation, a lot of it is financial consideration.

11. I think mostly, and especially in the future, it will be mostly financial. Aged Americans now, they have a very hard time living on the income that they have, and especially with inflation, fixed income is very hard nowadays.

Versile Babcock (On Camera)

I think the biggest thing that worried me about retirement is financing: How are we gonna live on a pension? And, and Jerri says, "Well, I'll keep working for a couple of years." And I still wondered.

Les Perino (On Camera):

They've tried to build into the Social Security Act an annual increment to account for inflation, and this is helping somewhat. But, inflation when it runs rampant, it just doesn't catch up, the purchasing power just becomes smaller and smaller, and they become further and further behind. That's hurting many people.

Mrs. Babcock (On Camera):

Of course, this is just one of my gripes right now, this pension he gets. The pension isn't all that bad, but there's no cost of living increase built in there. Unless something drastic would change, that pension will be the same for years and years, and I don't think that's right.

ECU of headline and
article: "Inflation
Protection"

Narrator on camera

Narrator (VO):

/The first inroads have been made to build some protection into fixed incomes. But even so, more than ever it is important to plan for financial security. /Finances, however, are just one facet. Retirement means more than just money planning. Health is a second major area that almost everyone must think about. There are two aspects of health in regard to retirement: One is a general statistic, people in general are living longer because of improved knowledge of nutrition and medicine. The other is a personal aspect. Since we all have greater chance of living longer, each of us must also face the possibility of many years of life in retirement. It can represent as much as one-third of a total life span. And no matter how long life is, it is never so long that we can afford to waste any of it.

Les Perino (VO):

Old photo, factory workers

/In the early days, there were very few who lived till old age. They worked

Les on camera

till they died. And as the Industrial Revolution took effect and unionization /with it's retirement benefits and social plan coming in, people were given that choice to have. And as the health and advance of medical science lengthened people's life span, people were given this almost this gift now of more time for retirement.

Narrator (On Camera):

Health isn't just how you feel at the moment. It's also a matter of health habits in the past and the future. In health, as in finances, the earlier your commitment, the better, but one is never too old to begin a program of good health. Regular checkups, moderation or abstinence in the use of alcohol and tobacco, and a proper diet are all recognized as important for good health. But exercise is called the miracle drug of all age groups. /It not only gets and keeps the body in physically good shape, it acts as a sort of psychotherapy, helping to maintain a sense of satisfaction, mental

Men in gym on stationary
bikes

Two men on weight lifting
machine

alertness, and emotional relaxation.

/The best part of it is that it's never
too late to start moving.

Narrator (On Camera):

The third major area of retirement is one most often ignored or not fully realized; and that's activity. What are you going to do in retirement? Retirement is supposedly the leisure period of one's life. But leisure time is not synonymous with idle time. The important element for successful retirement is the same as the ingredient for successful living at any age: to have some real meaning or purpose.

Les Perino (On Camera):

They don't see giving up work as a loss if they are thinking about substituting something for it in retirement. For the person who had nothing planned for retirement, and all he sees is all this free time, with which he doesn't know what to do -- he has no plans for filling that free time -- we tell them in the

program, as soon as you retire you are going to pick up 50 bonus hours every week that you are going to have free for you to do with as you please, 50 hours! That's a healthy part of the week. Some people will have, I mean they've got 100 hours planned for the 50 they have available. Others have nothing planned. They think generally in terms of, "Well, I'm going to relax or I'm going to fix up the house or I'm going to do this or that." But they don't have sense of what those hours are, how they are going to be used. And that's sad. And that's, they see that as loss. There are people who go into retirement and they see it, they really fear it, because they don't know what they are going to do with themselves.

Arselia Ensign (On Camera):

Busy-ness just to be busy is not the answer. That would feel like being on a treadmill, running away from yourself and really thinking about yourself in respect to your entire lifetime. That

to me would be almost as futile as the rocking chair. It has to be more meaningful than that.

Narrator (VO):

Arselia Ensign is one of those who did have a plan for all those extra hours. As a state employee, she worked on behalf of the handicapped. As a retiree from the state, she continued that work by starting the PAM Assistance Center.

LS, Arselia at table with display of handicapper items

Arselia Ensign (On Camera):

I retired so I could get this show on the road. I was enjoying my work at the State Department. I certainly enjoyed the people I was doing things with. But the opportunity to start this as a creative venture and as something that would bring me closer to the people again was just too enticing. I simply had to do it.

Shot of Arselia and assistant with various pieces of equipment

/We have here on display aids and equipment of an educational nature and also of a therapeutic nature, some physical aids. And it is a rotating kind of

Arselia on camera

thing. You might come one day and see a lot of things relating to recreation and a little later in the month things focusing on reading or on mobility or we're hoping to get more into things relating to deaf people. There's no limit to where we can go with it. /I am really quite unaware of being retired. I didn't even allow myself the luxury of sleeping in that first Monday morning because I was just dying to get down here and start putting this whole thing together for the handicapped.

Versile Babcock (On Camera):

And this is one thing that we decided, we would not get ourselves into a rut, that we would have different things going on, something new, something exciting, something different.

Narrator (On Camera):

Retirement is a good time to learn new skills, investigate new areas. But it's also good to walk into retirement with

some activities already in the works,
hobbies or projects or skills acquired
and used over the years.

Arselia (On Camera):

I guess I never thought about retire-
ment. I've always been busy and I
always expect to be busy. And I feel
that everything I've done, I've tried
to be building on things I've done before.

Versile Babcock (On Camera):

For thirty years I was in the public eye,
you might say. Then all of a sudden I'm
not in the public eye any more. But
this is where photography helped me.
I still get up and meet the every day
person. And this is what I love.

CU of oval picture of horses,
ZO to show him working on
enlarger stand

/....(pause)

I enjoy restoring oldtime photographs,
bring them back to life. Something
that is history that could be lost. And
it's a real challenge cause every one,
every picture, is a new challenge. I
completed last year making 450 oldtime
photographs for the Historical Commission,
restoring them back to life. /There's not

Mr. and Mrs. Babcock on camera

not enough hours in the day, because I still don't have the windows painted to the garage. There's so many things that I want to get done because I'm just too busy. There are not enough hours in the day, and I forget what day it is. And this is the biggest problem about retirement. You forget what day Sunday is because you don't get a day off any more, so you can gauge the week.

Arselia Ensign (On Camera):

I think people need to think of their lives as sort of a consecutive stream of events that -- you don't really need to mark the milestones, if you just keep developing and doing the things that you know how to do and like to do.

Les Perino (On Camera):

People are becoming heavily involved in volunteer activities, finding this an outlet, I think, their sense or need to be useful. It also fills in that extra leisure time they have, but it fills it in a meaningful, giving kind of way. And

there's nothing, I think, really better than the sense that what you are doing is meaningful to someone else, in the sense of helping.

Narrator (On Camera):

Ironically, one of the activities people in growing numbers are turning to in retirement is employment.

Cover shot of Denis Gray

/Denis Gray is the originator of Job Club, an employment and training service geared specifically for the older person.

Denis Gray (On Camera):

Most people I guess have the stereotype that everyone, when -- as they get older, can't wait to leave the work force and that people don't basically want to work, as retirement and working seem to be contradictions. What we've found is that there's a fairly large segment of that group of retirees or prospective retirees who are very interested in finding work and would like to keep working. We've had people who are forced retirees who have, you know the law just recently changed, moved it up to 70. Some of

these people were let out of their jobs at 65 because of the law. Some of them were voluntarily retired. They all seem to have a kind of constellation of reasons for going back, but they're different. There's financial. Some of them feel like they've got a skill or it's something they can do real well. They'd like to keep doing it. Some of them like the personal contact, social contact, that work usually affords. There's a number of kind of rationales for going back, and people tend to be different.

Narrator (VO):

Cover shot of Janice Colville

As Director of a senior aides program which offers part-time employment to senior citizens who meet certain age and income guidelines, Janice Colville also works with seniors who seek employment after retirement.

Janice Colville (On Camera):

The finances I would say is the basic motivating factor for seeking out

employment. This is what I've learned at least from the senior aides program. When people come in, when they come in and are seeking out employment, I ask them why. The first thing is finances. The second reason that is stated to me is that, "I need something to do, I want to be with other people," the social aspect of it, the interaction with other people. Many of these people are isolated.

Denis Gray (On Camera):

One reason which I hadn't anticipated but I've heard a number of times is the situation where either the husband and wife or one or both of them works their whole life and they are used to having a schedule and are very comfortable with the schedule where they're together maybe 5 or 6 hours a day and on weekends. And they found that being thrown together 16 hours a day, 7 days a week, starts causing problems.

Les Perino (On Camera):

Ah, yes, how to adjust to this person now with 50 hours of free time around. That, if he doesn't know what to do, -- you know what he's going to do, he's going to be around the house, he's going to start interfering in the household routine, going to start kibitzing, offering suggestions on how to do things better at home. I think it's been shown that marriage comes under a greater stress after retirement for, I think, these reasons.

Mrs. Babcock (On Camera):

I think maybe if I was home all day long, it would be different, because I hear women say that. When their husbands retire, it completely upsets their routine at home. And see, I don't have that because I'm still working.

Janice Colville (On Camera):

In the senior group right now, many of these women have been full-time

homemakers since they were married.
 Going out and getting that job can
 be, is, very traumatic for them.

Mrs. Babcock (On Camera):

It was terrible, it was terrible.
 Because -- of course I worked before
 I was married, you know, I always
 enjoyed working. But then I stayed
 home and raised the children. And
 I've never had a lot of self-confidence.
 And being home and then going back to
 work, it was terrible. But I was
 determined, and so I feel that I've
 done the best that I could with the
 amount of training that I've had.

Versile Babcock at desk,
 gets out phone book, dials,
 talks

/So for right now, it's a good arrange-
 ment for us, because Vers can go along
 at his own pace here at home, I'm not
 there to interfere, and it just works
 out the best for us. /And not only that
 but if I wasn't working and something
 would happen to Vers, it would be an abso-
 lute disaster. Because my experience of
 being out with the public I think has
 made me a stronger person, and I would

at least know some answers that I wouldn't know otherwise, you know.

Denis Gray (On Camera):

A lot of our people are looking for part-time jobs, and so to say they don't like retirement I think is pushing the point. They do like a lot of the free time they have and they enjoy the freedom of being able to do other things, and some of them are taking outside courses and stuff that they've always wanted to take, but it doesn't fill everything that they want, whether it be financial or otherwise, working some of the time is a nice option for them.

Narrator (On Camera):

For the person who never planned to go back to work after retiring, or the person who never developed any skills on which he or she might rely, finding some sort of work, for a variety of reasons, may not prove so easy. Perhaps the most devastating deterrant of all is one society places on older individuals.

Les Perino (On Camera):

We tend to think in terms of youth; we tend to think in terms of being vital, being active, and looking upon old age, which is associated with retirement, as something to be feared, something to be dreaded, something to be avoided if at all possible. So that's a negative fact that affects people's thinking as they look ahead. And they tend to think of retirement in negative terms when they are younger. The other side of that thought is the emphasis on youth in this country with its affiliated stress with youth equalling vitality and productivity and then how society looks upon people who are retired, who are no longer young and no longer, quote, productive, and we tend to look down on people who are older or retired. We tend to think, you know, we put them on the shelf. They've done their bit and they're not much use any more. We give them the rocking chair, we give them the Florida vacation. But we don't see them in a positive, productive way. So I think that element is in our society, and I

it's, it comes from an over-emphasis on a value for youth, or youthfulness. You see it in ads, you see it in ads. You see it in television shows. They look upon age in a negative way. And that's affecting I think not only how we look upon old people but it's making old people look upon themselves negatively. They're picking this up from the society, from the environment, and communicating to themselves negative images of what age and retirement are.

Janice Colville (On Camera):

One of the stereotypes that comes to mind right away, that old people are slow, they can't handle their work. You become a certain age and your learning, the learning stops, it starts declining or decreasing. Those are stereotypes, those are myths. An older person may not have that quick reflexive action that a young teenager or child may have. But they also, but they do have the durability. They can endure over a longer period of time. If you want to --

a lot of research that has been carried out on absenteeism, you will find that the rate of absenteeism for older people is much less than for younger people.

Denis Gray (On Camera):

There's been a tremendous amount of research done on this in the economics field, within gerontology, in psychology, all of which, you know, debunks those stereotypes. The older worker is typically found to be -- there's a range of older workers' performance, just like there's a range within younger people, and in general that range is comparable to and parts of that range superior to the average worker.

Les Perino (On Camera):

Probably people identified leisure time with retirement in times past. It's thought of as a time when you are able to give up working, which occupies it in terms which weren't too pleasing to you, doing things you had to do to earn a living to support your family and

yourself. And you thought in terms of retirement as giving up work and "now I can relax," you know, the rocking chair mentality. "I can leave the job, and now just do nothing. I can fish." And people have found, sadly, that you can't fish away retirement. It would be very boring to do just one thing. And so people are becoming much more aware of the wide variety of options that are available in terms of using their free time now.

Narrator (On Camera):

Successful retirement now seems to have as its common denominator a sense of purpose, meaningfulness, and challenge. Perhaps the one thing that should be retired is the word itself, at least in its traditional sense. Retirement is not a break with one's past; it is merely a new season, an extension of everything a person has done during his lifetime. One's needs and wants, pleasures, reactions, and feelings do not stop or change on retirement day.

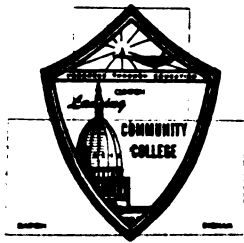
A life should consist of the same elements at any age: learning, working, and leisure. All of these are as important in the years after 50 or 60 as in the years before. The most effective alternative of all to (music under) retirement is simply: lifelong living.

Credit roll over video sequences:

(Music)

Construction workers
Oldsmobile workers
Exercise bikes
Arcelia Ensign
Mr. and Mrs. Babcock
Versile Babcock in office
Versile Babcock working on photos

APPENDIX D
STATEMENTS OF EVALUATION
AND LISTING OF USERS



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(517) 483-1179

May 20, 1983

Robert Schlater, Ph.D.
Professor
Department of Telecommunication
Michigan State University
East Lansing, MI 48824

SUBJECT: Andra Lynn Scott Thesis Project
Production of Three Aging Education Videotapes

Dear Dr. Schlater:

Andra Lynn Scott has asked me to describe for you, from my perspective, her involvement in the aging education videotape project for which she is seeking credit toward her master's thesis. I believe it would be most useful to provide that information in three areas: 1) intent of the project; 2) Andra's involvement and role in the project; and 3) the utilization of the programs to date.

INTENT OF THE PROJECT--From October 1, 1978 to September 30, 1979, Lansing Community College was involved in a consortium project to develop "Foundations for a Statewide Model for Aging Education in Michigan." A part of the project involved production of video programs on selected issues of later life. Three issues selected for attention were educational opportunities in later life, planning for retirement, and housing options for older persons.

The video portion of the project was designed to deliver information to an expanded older adult audience through television. This component was developed in response to the need for broader outreach to older adult audiences. The plan was to produce three videotapes which would fit a standard broadcast segment of thirty minutes, but which could later be used for community-based programming to groups of individuals.

Using primarily techniques of remote video production, Ms. Scott conducted interviews and scripted information gathered from experts, individuals and families within the program emphases selected. Because of a late start on the project and equipment failures along the way, the three 30-minute, 3/4" cassette videotapes were completed in March 1980. The videotapes are available from the Center for Aging Education at Lansing Community College for group presentations, cablecast, or broadcast use. They have been shown on network television, on-cable television, and have been used in community presentations in the local area, in other areas of Michigan and in other states.

Robert Schlater, Ph.D.

May 20, 1983

ANDRA'S INVOLVEMENT/ROLE IN THE PROJECT--During the Center for Aging Education's early discussions with the Instructional Media Department at Lansing Community College, Andra Scott was suggested as a producer for the programs. After extensive discussions with Ms. Scott about the content and approach for the programs, production began with Andra as the producer. She was also responsible for all research and scriptwriting for the project.

At that time, Ms. Scott asked me if I had any objections to her using the productions as a thesis project. I felt that this could only benefit the project. Andra has a special interest in the issues of aging, and she worked well with the content experts and older persons who were involved as resource people. In every instance she researched the content areas carefully under the direction of the project consultants, and provided appropriate translations to script and video content.

My understanding throughout the project was that these programs would be used as a thesis project in order for Ms. Scott to complete her master's degree at Michigan State.

UTILIZATION OF PROGRAMS--The three videotapes that were produced during the project have been used for a variety of purposes. They have been shown on broadcast television in local origination slots to local audiences. They have been cablecast on the LCC Channel 33 network a number of times and have been used in other areas for cablecast. The most notable example of this cablecast use was in the Kansas City cable network where more than 100,000 people had access to the programs during 1981. The programs have also been available for rental or sale the past three years, and have been used by a variety of educational institutions, community groups and organizations throughout the country. The tapes have also been included in a catalog of aging materials prepared by the University of Southern California for distribution on a national basis, and have been shown at national gerontological meetings. The programs have had an impact beyond the grant project because of the College's continuing commitment to dissemination and distribution of the materials.

I am enclosing a brochure that describes each of the individual programs and provides information on how to obtain copies for use. This is the brochure that we use to continue to promote the use of these programs. We have had positive responses from those who have used the programs throughout the country, as indicated by both our written user evaluation forms and verbal responses.

The project has been a valuable experience for us as a college program, and the videotapes have been useful to many others throughout the country. I believe that Andra's involvement as producer, and her special commitment to the content and quality of these programs has been a major factor in their success.

Please contact me if I can provide any further information or background on this project effort.

Sincerely,

Ellen N. Sullivan

Ellen N. Sullivan, M.S.W., Specialist in Aging
Center for Aging Education Program Director

dd

Enclosures (2)

"WHERE SHOULD I GO

WHEN I CAN'T GO HOME"

OBJECTIVES OF THE PROGRAM:

To present a broad range of housing options available to older adults.

To discuss the reasons for a change in living arrangements.

To describe each individual housing option.

DESCRIPTION OF THE PROGRAM:

Through narration and interviews with resource experts and older persons, housing options available to older adults are discussed and illustrated. Examples shown were taped primarily in the Lansing and Grand Rapids (MI) areas to provide visual examples of housing types.

Reasons for moving and the positive and negative aspects of each housing option--retirement community, move in with children, move to smaller home, mobile home, apartment, condominium, public housing, retirement home--are discussed. The options surveyed in the videotape represent the broad range of housing options; all may not be available in every area.

Resource experts interviewed on tape include: Norman Foley, Vice President, Old Kent Bank, Grand Rapids, Michigan and Henry Roestler, Manager, Luther Village, Grand Rapids, Michigan.

DISTRIBUTION POLICY

The three videotapes, as described, are available at cost since support for the project was provided by a grant of federal funds under Project IMPACT of the Higher Education Act of 1965, Title I, Community Service and Continuing Education, administered by the Michigan Department of Education.

RENTAL AND PREVIEW FOR PURCHASE:

The charge for rental or preview for purchase is \$10 for each videotape.

The rental/preview for purchase charge will be waived for persons in the Lansing Community College area who pick up and return the videotape(s).

To rent or preview the videotapes, please contact:

Center for Aging Education
Lansing Community College
500 N. Washington Sq., Box 40010
Lansing, MI 48901
(517) 483-1179

PURCHASE:

The charge for purchase is \$50 for each videotape or \$125 for all three, plus a \$10 shipping/handling charge.

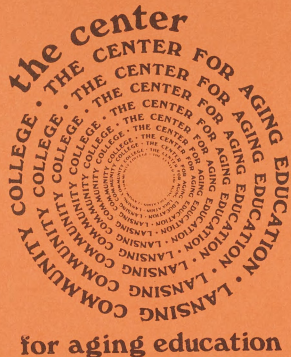
To purchase, please contact:

Instructional Media Department
Lansing Community College
500 N. Washington Sq., Box 40010
Lansing, MI 48901
(517) 483-1670

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Philip J. Gannon, President, Lansing Community College



Video Tapes



Lansing Community College

Established in September 1975, the Center for Aging Education (CAE) at Lansing Community College is a coordinating center and clearinghouse in education for aging. During 1978 and 1979, Lansing Community College was involved in a consortium project with Grand Rapids Junior College and C.S. Mott Community College (Flint) to develop "Foundations for a Statewide Model for Aging Education in Michigan". A part of the project involved production of video programs on selected issues of later life.

The tapes described in this brochure were produced by the Lansing Community College Instructional Media Department in conjunction with aging education staff at the three consortium colleges.

Each tape is a 3/4" color, VHS videocassette, 30 minutes in length.

Support for the project was provided by a grant of federal funds under Project IMPACT of the Higher Education Act of 1965, Title I, Community Education, administered by the Michigan Department of Education.

"EDUCATION FOR LIFE"

OBJECTIVES OF THE PROGRAM:

To redefine the meaning of education, not as something exclusively for the young or job training, but as a life-long personal concept.

To state and enforce the fact that older people can learn, contrary to popular misconceptions and myths.

To stress not only that older people can learn, but also that the life-long learning concept of education is important for meeting the continuing needs of older people.

DESCRIPTION OF THE PROGRAM:

Dr. Howard McClusky (Professor Emeritus in Education, University of Michigan) and Ellen Sullivan (Program Director, Center for Aging Education, Lansing Community College, Lansing, Michigan) talk about the importance of lifelong learning, the problems often involved with reentry into the educational setting after years away from it, the needs that can be met through education, and what education in one's later years can mean.

In addition, older students talk about their own experiences in returning to school - why they went back, problems they encountered, and what it has meant to them at a personal level.

"ALTERNATIVE TO RETIREMENT" LIFELONG LIVING"

OBJECTIVES OF THE PROGRAM:

To discuss some of the misconceptions of what retirement actually is.

To discuss some of the issues and problems that must be dealt with in retirement planning.

To discuss working after retirement and to touch on some of the problems involved in re-employment.

DESCRIPTION OF THE PROGRAM:

Beginning with the views of younger people who see retirement and retirement age as a negative point in life, the show explores retirement as a positive extension of growth and activity. The three primary areas discussed are financial, health, and activity planning. Retirement planning is presented by retirees themselves as a matter of looking at new choices among available options. One important option is work. Reemployment is discussed with the originator of a local job club-- a placement and training program for older people--and by the director of a senior adult work program.

Resource experts interviewed on tape include: Les Perino, a coordinator of seminars in retirement planning at Lansing Community College, Lansing, Michigan, Denis Gray, originator of Job Club, Lansing, Michigan and Janice Colville, Director, Senior Aides Program, Lansing, Michigan.

Videotapes

In conjunction with the Lansing Community College Instructional Media Department, three videotapes have been produced for broadcast or informational use. Partial support for production was provided by a grant under Project IMPACT of the Higher Education Act of 1965, Title I, Community Service and Continuing Education, administered by the Michigan Department of Education. Each is in color, thirty minutes in length, and available in ¾" U videocassette format for sale or rental. They are available for use free of charge to those in the LCC district.

1) "Education for Life"

Looks at the importance of lifelong learning, the problems often involved with re-entry into the educational setting after years away from it, the needs that can be met through education, and what education in one's later years can mean. Includes an interview with the late Dr. Howard McClusky, University of Michigan Professor Emeritus, and older adults who have become active learners.

2) "Alternative to Retirement: Lifelong Living"

Explores retirement as a positive extension of growth and activity. The three primary areas discussed are financial, health, and activity planning. Retirement planning is presented by retirees themselves as a matter of looking at new choices among available options. One important option is work. Reemployment is discussed with the originator of a local job club—a placement and training program for older people—and by the director of a senior adult work program.

3) "Where Should I Go When I Can't Go Home"

Through narration and interviews with resource experts and older persons, housing options available to older adults are discussed and illustrated.

Reasons for moving and the positive and negative aspects of each housing option—retirement community, move in with children, move to smaller home, mobile home, apartment, condominium, public housing, retirement home—are discussed. The options surveyed in the videotape represent the broad range of housing options; all may not be available in every area.

CONTACT THE CENTER IF YOU WOULD LIKE TO:

- Receive more information on our classes and seminars
- Suggest a gerontology workshop or seminar topic
- Make an appointment for gerontology advising
- Rent or buy one of the Center's videotapes.
- Receive more information about the OWLS or tuition awards
- Have your name placed on the Center's mailing list

Center for Aging Education
Lansing Community College
419 N. Capitol Avenue
Box 40010
Lansing, Michigan 48901
(517) 483-1179

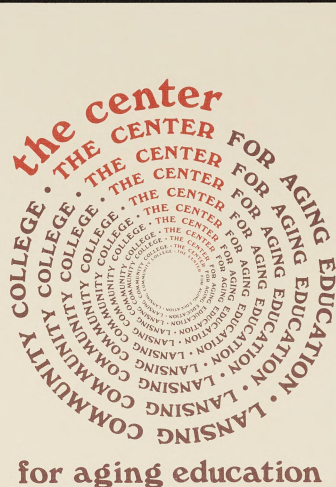
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Philip J. Gannon, President, Lansing Community College

Center for Aging Education
Lansing Community College
419 N. Capitol Avenue, Box 40010
Lansing, Michigan 48901



general information



Lansing Community College

THE CENTER

The Center for Aging Education provides education, training, educational services and applied research services in aging. It is a coordinating center and information clearing-house for programs aimed at the following audiences:

- 1) *persons preparing for careers in gerontology, who wish to gain entry-level competencies in gerontological fields such as nursing home administration, senior adult program direction, older adult outreach services, and senior adult advocacy;*
- 2) *persons already employed in gerontological services, who want to improve their professional competencies;*
- 3) *persons in middle years who must do life/career planning in preparation for active "retirement" years;*
- 4) *older adults seeking opportunities—through learning—to develop or renew skills, acquire new knowledge or explore life options; and*
- 5) *general audiences of all ages who wish to explore aging as it relates to themselves, their families, and their communities.*

The Center is located in Room 207 of the Old Central Building, 419 North Capitol Avenue, Lansing, Michigan. The Center's phone number is (517) 483-1179. The Center is open Monday through Friday, 8 a.m. to 5 p.m. Evening and weekend appointments are also available on request.

PROGRAM AREAS

Degree Curricula

The Center offers both a Certificate in Gerontology and a Gerontology Specialty Option within the Human Services Associate Degree Program. Three terms of field placement are included in both programs. During field placement the student works at an agency or organization serving older adults. Gerontology courses and the field placement experience are taught and supervised by Center for Aging Education staff.

Gerontology Certificate of Achievement

The Certificate is designed for already-degreed persons who wish to "gerontologize" their skills and for those who wish to begin their college studies by focusing on the field of aging. The 45-credit program includes a 30-credit core curriculum supplemented by gerontology specialty study courses and field placement.

Associate Degree in Human Services Gerontology Specialty Option

The Associate Degree program is designed for students already working in, or for those preparing to work in the field of human services. The 90-credit program includes 48 credits of general education, 12 credits of human services core courses and 30 credits of gerontology specialty core and field placement courses.

Gerontology Workshops/ In-Service Training

Workshops, seminars and other gerontology training programs are offered in response to identified community needs and interests. A number of workshops have been coordinated as part of the training program needs identified by the Tri-County Office on Aging and local service providers and agencies. Programs such as Community Service Advisor,

Counseling Older Adults, Medication and Alcohol Use Among Older Adults, and Working with the Confused Older Adult have been offered.

Special Seminars

CAE staff develops seminars tailored to the needs of individual agencies, groups or businesses. Contact the Center for more information.

Pre-Retirement Planning

Pre-retirement/life planning seminars which focus on critical issues to consider *before* retirement are conducted by the Center. Topics include: A Personal Retirement Plan, Opportunities in Retirement, Where to Live, Health and Well-Being, Legal Affairs, Adjustment and Activities, Income Planning, Budget Planning and If You Are Alone.

A seminar focusing on pre-retirement planning programs has been developed for employers. Also, consultation is available to area employers in the implementation of pre-retirement/life planning programs for their employees.

Opportunities for Older Persons

Seminars

Seminars for older adults have been designed to meet their needs in an ever-changing society. Seminar topics have included updating driving skills, issues facing the older adult, leadership skills, program planning, and legal rights.

Tuition Awards

A tuition award program is administered by the Center for Aging Education. Persons 60 years of age and older who meet moderate income guidelines are eligible to apply. Priority is given to residents of the College district. All awards are dependent upon the availability of funds.

OWLS—Older, Wiser, Learning Students

The mature student organization at Lansing Community College—The Older, Wiser, Learning Students (OWLS) is open to all LCC students and their guests who are interested in exploring learning opportunities. A special invitation is extended to those fifty years of age and older.

The purpose of the group is to promote communication and learning exchange among mature adult students, college staff and community members. Contact the Center for information about meeting dates.

Opportunities for Community Members

Courses and short-term seminars are offered by the Center for those interested in learning more about aging. Of particular interest has been "As Parents Age: A Seminar for Families."

GERONTOLOGY ADVISING

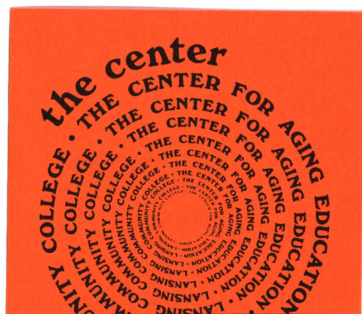
Academic advising is available to persons interested in pursuing career training in gerontology. Persons employed in gerontological services who wish to improve their competencies through in-service training programs may also consult with Center staff. Staff members are available to older adults seeking information on educational opportunities. Gerontology advising supplements the regular general advising program of the college.

Appointments for advising are available between 8:00 a.m. and 5:00 p.m. Monday through Friday. Evening appointments may also be scheduled.

LEARNING RESOURCES

General Resources

The Center houses a collection of print and other media resources on aging issues and gerontology.





LANSING COMMUNITY COLLEGE
A Quarter Century of Quality Education

May 19, 1983

Dr. Robert Schlater
 Department of Telecommunication
 Communication Arts Building
 Michigan State University
 East Lansing, Michigan 48824

Dear Bob:

In the Fall of 1978, I assigned Andra Scott to produce three thirty minute video tape documentaries on topics of interest to the older adult. Funded by a grant from the Michigan Department of Education and working in conjunction with the LCC Office for Aging Education, Andra was asked to do background research, to write the scripts, design, shoot, and edit the video tape programs.

The three programs were: Education for Life! Where Can I Go When I Can't Go Home? and Alternative to Retirement: Lifelong Living. As Executive Producer, I was responsible for overseeing the quality of the project and for insuring that all three programs met the project objectives. I can say without reservation that Andra exceeded project expectations, both in terms of the quality of the script and the execution of the video.

As you know, Bob, video production utilizing both studio and remote production requires a significant effort in arranging all the variables. Andra successfully coordinated statewide resources to assemble programs which yet today have relevance to older adults. The series has been viewed favorably by many organizations around the country and has received recognition for its production value.

Let me emphasize that in this production project, Andra researched and wrote the scripts and coordinated all video production. If I can provide you with any further information, please do not hesitate to call me.

Yours very truly,

Lee R. Thornton, Ph.D.
 Director, Media Technology

Names of agencies, institutions, and individuals who have leased one or more of the three programs (and subjects of the specific programs involved):

Publications/Media Program (Education)
 Andrus Gerontology Center
 University Park
 Los Angeles, California

Michigan Media (Education)
 Ann Arbor, Michigan (Housing)
 (Retirement)

Foundation to Assist California (Housing)
 Teachers
 Los Angeles, California

Non-Print Media (Education)
 College of DuPage (Housing)
 Glen Ellyn, Illinois (Retirement)

Development Office (Retirement)
 Kalamazoo College
 Kalamazoo, Michigan

Macomb Community College (Education)
 Warren, Michigan

Programs and Services for Older (Education)
 Persons
 Belleville Area College
 Belleville, Illinois

University of the State of New York (Education)
 State Education Department
 Albany, New York

Dr. Carol Lucas, Commissioner (Education)
 Town of Hempstead
 Department of Services for the Aging
 Hempstead, New York

Pre-retirement Planning Project (Education)
 State University of New York
 at Buffalo
 Buffalo, New York

Betty Brigham (Education)
 Concord, Michigan

- State University of New York (Retirement)
 at Buffalo
 Buffalo, New York
- Sears, Roebuck & Co. (Housing)
 Sears Tower
 Chicago, Illinois
- International Center for Social (Housing)
 Gerontology
 Washington, D. C.
- Heritage House for Gerontology (Retirement)
 Services
 Pasadena, California
- Media Services, Learning Resources (Retirement)
 Center
 Tompkins-Cortland Community College
 Dryden, New York
- Graduate Gerontology (Education)
 College of New Rochelle
 New Rochelle, New York
- Social Science Department (Retirement)
 Nazareth College of Rochester
 Rochester, New York
- Ken Crittenden (Retirement)
 Palo Alto, California
- Instructional Resource Center (Retirement)
 Kean College of New Jersey
 Union, New Jersey
- Learning Resources Center (Retirement)
 Kalamazoo Valley Community College
 Kalamazoo, Michigan
- Minnesota Board of Aging (Housing)
 204 Metro Square
 St. Paul, Minnesota
- Tri-County Mental Health Center (Retirement)
 North Kansas City, Missouri
- University of Alaska (Education)
 Fairbanks, Alaska (Housing)
 (Retirement)

F. R. Polk Library (Retirement)
 University of Wisconsin - Oshkosh
 Oshkosh, Wisconsin

Straits Area Community Education (Education)
 St. Ignace, Michigan (Housing)
 (Retirement)

Philip Morris, Inc. (Retirement)
 New York, New York

Aims Community College (Education)
 Greeley, Colorado (Retirement)

Names of agencies and institutions who have purchased one or more of
 the three programs (and subject of the specific programs involved):

Elgin Community College (Housing)
 Elgin, Illinois

Library/Media Center (Education)
 Alverno College
 Milwaukee, Wisconsin

Lincoln Land Community College (Education)
 Springfield, Illinois

College of DuPage (Housing)
 Glen Ellyn, Illinois

State University of New York (Education)
 at Buffalo
 Buffalo, New York

Sears, Roebuck & Co. (Housing)
 Sears Tower
 Chicago, Illinois

Pre-retirement Planning Project (Retirement)
 State University of New York
 at Buffalo
 Buffalo, New York

University of Utah (Education)
 Gerontology Program (Housing)
 Salt Lake City, Utah (Retirement)

Pine Rest Christian Hospital	(Education)
Grand Rapids, Michigan	(Housing)
	(Retirement)
Foundation to Assist California	(Housing)
Teachers	
Los Angeles, California	
Rancho Santiago Community College	(Education)
District	(Housing)
Santa Ana, California	(Retirement)

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