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**An intergenerational approach to community education and
action: A case study**

Kaplan, Matthew Samuel, Ph.D.

City University of New York, 1991

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A

AN INTERGENERATIONAL APPROACH
TO COMMUNITY EDUCATION & ACTION:
A CASE STUDY

by

MATTHEW S. KAPLAN

A dissertation submitted to the Graduate Faculty in
Psychology in partial fulfillment of the
requirements for the degree of Doctor of
Philosophy, The City University of New York.

1991

c 1991

Matthew S. Kaplan

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This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

April 24th, 1991.
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Abstract

AN INTERGENERATIONAL APPROACH TO
COMMUNITY EDUCATION AND ACTION:
A Case Study

by

Matt Kaplan

Adviser: Professor Roger Hart

In our increasingly age-segmented society, young and old people often misunderstand each other. Moreover, age-segregated settings and activity patterns limit opportunities for intergenerational mutual support and cooperation. In the creation of new community settings, even when there are opportunities for community involvement, dialogue and negotiation rarely span the generations.

This dissertation aimed to demonstrate and evaluate the incorporation of a structured set of intergenerational activities, involving children and senior adults, into a school-based community planning project.

The primary data source was the implementation of a new urban studies curriculum for a 6th grade class focusing on the Long Island City waterfront, an area in New York City facing large-scale development initiatives with, as yet, little community participation. Along with eight senior adults recruited through local senior citizen centers to work with the class, the students were engaged in neighborhood exploration, communication, and urban planning exercises, culminating in publicized recommenda-

tions for improving life in Long Island City.

Pre/Post test questionnaires and interviews were used to examine attitudinal and behavioral changes occurring in the participants through the course of this curriculum and in the attitudes of professional planners and policy makers toward the involvement of young people and senior citizens. A detailed log was kept for all phases of the study and is used extensively to both illustrate and expand upon the formal findings. Supplementary observations from subsequent projects in Mount Vernon, NY and East Harlem, NY are also presented.

This dissertation also reports on the evolution and application of an intergenerational special events approach developed as a preliminary community participation technique geared primarily toward youth and senior citizens.

Curriculum evaluation data provides support for the fundamental premise of the Neighborhoods - 2000 project model -- that children and senior adults have many neighborhood hopes and concerns in common and this commonality can serve to promote intergenerational understanding and concurrent learning about community development dynamics and issues. The heightened interest in community development issues, however, did not appear to translate into an enhanced readiness to personally seek out and take part in community activism endeavors.

ACKNOWLEDGEMENTS

Since the Long Island City - 2000 project (herein LIC - 2000) first took form in January 1987, it evolved fairly rapidly as both a research project and an innovative direct service project, thanks to the interest and support of several organizations inside and outside the Long Island City neighborhood. These organizations and staff people that helped activate the project deserve mention.

(a) City University of New York Graduate Center

The author's Dissertation Committee, consisting of Roger Hart (Chair), David Chapin and Bret Halverson, gave the author invaluable advice at each stage of the project and commented on numerous drafts of this dissertation. The Outside Readers, consisting of Lee Rivlin and Cindi Katz, reviewed and provided valuable feedback on a near-final draft of this document.

Without the involvement and support from Alan Gartner and Hilry Fisher of the Office of Sponsored Research, and Roger Hart, Director of the Center for Human Environments, LIC - 2000 would never have attained the status of a legitimate project in the eyes of funding sources, City agencies, and some community organizations. This affiliation with CUNY facilitated funding from the New York City Youth Bureau and consideration by other potential funders. It is worth mentioning that all of the individuals mentioned above gave unconditional support to

a graduate student who struggled to assume the nontraditional role of community researcher/activist.

(b) New York City Youth Bureau

Roberto Soto, Assistant Executive Director, encouraged the Center for Human Environments to develop and submit a request for "supplementary funds," which was subsequently approved by the Youth Bureau. While providing needed monetary support for the author (as Project Director), this funding was vital in paying for materials and staff for the "Community Mural Day" event. It also added a sense of legitimacy to the LIC - 2000 project.

(c) New York City Board Of Education - School District #30

The foresight, interest and support provided at first by Andrea Pack, Early Childhood Coordinator, and later by Bee Flaig, Coordinator of Education in Human Values, Angelo Gimondo, Community School District Superintendent, and Philip Zimmel, Principal of P.S. 76, made the school curriculum component of the LIC - 2000 project possible.

(d) Pratt Institute

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"Futures Festival."

Sunela Jayewardene, a fifth year architecture student, received additional internship credit for her involvement in the school-based component of this project.

(e) The Queens College Urban Studies Program

Gloria Lisa Garcia, a student in the Queens College Urban Studies Program, heard about the LIC - 2000 project through a friend and managed to work out internship credits through her program for her involvement in the school-based component during the Spring 1988 semester.

Ms. Garcia and Ms. Jayewardene played important roles in the planning and implementation of each project phase and evaluation strategy.

(f) Long Island City Interblock Association and St. Mary's Senior Citizen Center

These two organizations deserve recognition for their role in seizing upon the LIC - 2000 concept and helping to shape it into something of value for the members of these groups and for the rest of the community. They were the first supporters of this project and remained its most determined backers.

(g) ARC Audio Visual: Steve Stein, President

ARC Audio Visual reproduced, at no charge, copies of the tapes of the "reminiscence interviews" that students conducted with the senior adults. Each student received a tape, which proved invaluable in helping them develop historical theme reports based on these interviews.

I would also like to acknowledge the statistical consultation provided by Yael Bat-Chava, computer programming assistance for the "mental map" analyses provided by Selim Iltus, and editorial help from Kristen Richards.

On a personal note, special thanks to my friend and chiropractor Mark Goldenberg who mended a lower back injury occurring at an inopportune time in the project. This enabled me to continue to run the project and transport necessary supplies and materials to and from class each week.

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Title: **An Intergenerational Approach to
 Community Education and Action:
 A Case Study**

SECTION I - BACKGROUND TO THE STUDY

**Chapter 1:
Introduction**

A - Overview

Youth and senior adults share neighborhoods but live in different worlds. Today's living, recreation and learning activities increasingly separate people according to their age. This separation limits the opportunities for intergenerational contact and collaborative community planning from which both seniors and youth could benefit. At the same time, these two groups of people have in common a high degree of dependency on the quality of the local environment because of their limited mobility.

This dissertation reports on the development, implementation and evaluation of a demonstration project designed to facilitate collaboration between youth and senior adults on neighborhood development and civic awareness issues. First implemented in Long Island City (Queens, New York City) in January 1987, this intergenerational program model, called "Neighborhoods-2000," was conceived as a series of field-intensive environmental education and action projects, with activities based in elementary schools and community settings such as parks and community centers in many

different neighborhoods.

This dissertation focuses predominantly on the pilot project in Long Island City, entitled "Long Island City-2000" (herein LIC - 2000). Several anecdotes are included from subsequent Neighborhoods - 2000 projects conducted in Mount Vernon (Westchester, NY), now in its second year of operation, and in East Harlem (New York City). (See Section V, "Postscript: Other Neighborhoods-2000 Projects.")

Section II-5, entitled "Demonstration of a Special Events Strategy for Promoting Intergenerational Urban Planning," describes the community-based component of this program model. Specifically, this section concentrates on the planning and implementation of two special events in Long Island City; "Community Mural Day" and "Futures Festival," both of which functioned as preliminary community organizing tools. Through these events, residents of all ages came together to create and display models, murals, and other exhibits depicting popular images and ideas for future neighborhood development.

The primary data source for this dissertation, however, is the evaluation of the school-based component of the Long Island City - 2000 project which was implemented during the 1987-88 school year with a 6th grade class and eight senior adults recruited through local senior citizen centers. This urban studies

curriculum consisted of a series of neighborhood exploration, communication, and urban planning activities conducted in 22 lessons, from January to June 1988. Activities included: land-use mapping, photographic neighborhood surveys, reminiscence interviews where seniors recounted their community memories and experiences, autobiographical walking tours, model building of the "ideal" neighborhood, and presentations developed for community planners and human service professionals to highlight project participants' concerns about local development issues.

The benefits of the urban studies curriculum for youth and senior adult participants are explored in this dissertation in terms of environmental learning, evidence of tolerance and understanding between generations, sense of civic responsibility and community, interest in and knowledge of community affairs, and participants' plans for future involvement in community activities and events.

This investigation is intended to function as an evaluation study of a demonstration project. Though various intergenerational programs have already been designed to facilitate fun, friendship, learning, and solutions to social problems (Ventura-Merkel, Liederman, & Ossofsky, 1989), the approach developed here signifies a new model; the structuring of intergenerational

connections for the purpose of promoting community awareness and "active citizenship."

B - "Participatory Action Research" Orientation

Looking to the social science research literature for clues as to how to go about promoting a participatory community development process in Long Island City, an area in New York City facing large-scale development initiatives with as yet little community participation, the "participatory action research" tradition appeared most promising. With theoretical and practical roots in the work of Lewin (Lewin, 1946; Wormser, 1949) and Friere (Friere, 1970; Bock, 1980; Rahman, 1982), participatory action research is a model for combining research and action in a manner that is liberating in intent and participatory in process. Furthermore, it stands out as a relevant approach for identifying and addressing inequities in people's resources and rights to engage in environmental decision-making processes.

The participatory action research approach has been used successfully to: combat racism (Lewin, 1946); enhance a third world community's ability to feed itself (Mtuma, 1982); enhance children's abilities to critically evaluate and influence community dynamics (Baldassari, Lehman, and Wolfe, 1987); and stimulate a community to identify and work collaboratively to solve its social problems (Wormser, 1949). In each of these examples, the research

framework emerged according to the participants involved, their needs, and spontaneous and interim results and activities geared toward meeting their needs. These projects served to affirm the perceptions of the participants and their rights to be involved in the creation of their environments.

Since there were time and resource limitations for this dissertation, only modest ideas for intervention could be entertained as opposed to developing an ongoing community project, such as the program described in Mtuma (1982), which would involve intensive long term efforts at penetrating local affairs and maintaining a sustained community organizing effort.

The author, referred to in this dissertation as "project director," helped Long Island City residents and community organization administrators conceive of, implement, and document an intervention aimed at enhancing community resident involvement in local decision-making processes. To reflect the project's purpose, i.e., to promote input from residents in determining their neighborhood's future, the project was named "Long Island City - 2000" ("LIC - 2000").

Long Island City posed an interesting community activist challenge. The Port Authority of New York and New Jersey, with support from the Department of City Planning, had developed the "Hunter's Point Waterfront

Redevelopment Plan," a megaplan for a \$1.5 billion renovation of a currently under-utilized waterfront site area (Gruzen et al., 1986). Yet this plan, which called for a complete overhaul of Hunter's Point (described more fully in Section III-7A[1], "Site Selection Criteria"), had been developed with little community input.

The predominant perception held by local residents and human service organization administrators who were interviewed at the onset of this project is that the development process was proceeding in a non-participatory manner and that most local residents were ill-informed about local urban planning procedures and proposals.¹ Along with the sketchy information available to people about the City's plans, many respondents, particularly Long Island City residents, expressed feelings of frustration, confusion, and suspicion in regard to who is planning what for the neighborhood.

C - Infusing the Project with an Intergenerational Thrust

In the preliminary series of interviews with local residents and community group administrators about local

¹ The urban planning process has, however, met official guidelines for community development and citizen involvement. Representatives of The Department of City Planning and the Port Authority claim that the Hunter's Point Waterfront Redevelopment Project has adhered to the Uniform Land Use Review Process (ULURP). Accordingly, there have been various public hearings, Community Board review procedures, and neighborhood assessment procedures (including adherence to the City Environmental Quality Review process).

needs, the project director detected a rift between local youth and older adults in terms of their perceptions of each other's community needs. Local youth felt that senior adults want only passive recreational opportunities (which was not corroborated by the seniors) and this conflicted with adolescent "hanging out" behavior. Seniors, on the other hand, were not too sure what today's youth want and expressed a concern that there were not enough constructive activities to keep neighborhood youth occupied.

Concern over this initial finding led to the decision to develop a central intergenerational collaboration component for the LIC - 2000 project. Henceforth, the Neighborhoods - 2000 concept came to signify an intergenerational participatory urban planning model: the simultaneous promotion of intergenerational communication and support and participatory community planning and development.

With this in mind, the project director began to explore programmatic ideas for infusing this community participation project with an intergenerational thrust, by reading more about intergenerational relationships and programs, community participation strategies, and urban environmental education programming, and through speaking to human service professionals experienced in setting up intergenerational projects.

D - Sequential Methodology

The chosen methodology reflects the underlying participatory philosophy described above. To achieve the goal of developing an intergenerational group capable of working toward self-initiated, well-informed community change, methods were selected to engage young and old residents of Long Island City in critical reflection and discussion of local environmental planning issues.

This research project developed in steps, with each step being developed from the findings and ideas generated from previous steps. The first step consisted of a series of exploratory interviews, group presentations, and planning meetings with community organization directors and members, urban planners, human service professionals, and City agency administrators. Through these initial meetings, a short term strategy was developed to: attribute legitimacy to the Long Island City -2000 project as a "direct service" (for the community); begin enhancing community awareness of planning issues; and help generate ideas for and attract attention to future events and components of the project.

Results of the initial meetings and organizing activity suggested that a "Community Mural Day" event would be a popular first event in the neighborhood. Furthermore, the planning and implementation of the mural event, and a subsequent "Futures Festival" event, provided

some useful information about the topic of interest: intergenerational participatory community planning. Finally, some of the data generated from these events about intergenerational group dynamics was useful for structuring the development, implementation and evaluation phases of the school-based curriculum.

The local school district of the New York City Board of Education (#30) accepted the project director's proposal to jointly develop an urban studies curriculum for a sixth, seventh or eighth grade class which would utilize several senior adults in guiding the class through a series of neighborhood exploration and planning exercises focused on the future of the Long Island City waterfront. Seventh and eighth grades later were ruled out because the junior high school schedule would not accommodate the two hour block of time (once a week) required for the curriculum.

The project director met extensively with school board administrators and staff at local senior citizen organizations to design project activities that would utilize senior adult volunteers as co-investigators in a school-based urban planning project. All parties were enthusiastic about this idea and promised their cooperation for the 1987-88 school year.

The final curricular format evolved to accommodate the input of the Community School District Superintendent and

other school district administrators, the School Volunteer Program District Coordinator,² the principal, the teacher, and the project director's CUNY dissertation committee.

E - Research Objective

Each phase of the Long Island City - 2000 project, from the initial planning meetings to the implementation of the school-based curriculum, was designed to have research significance as well as provide a service for the people of Long Island City. The general research questions are:

- What are the interests and abilities of youth and senior adults in examining and influencing urban development processes?
- What is the potential for intergenerational collaboration to facilitate community concern and lead to community improvements?
- Can an intergenerational urban planning project promote intergenerational understanding and respect?

Although a school-based program is limited in terms of its potential impact on other community settings, it can be seen as an ideal base through which to attain the analytical objective of this dissertation: to explore and evaluate the benefits of the intergenerational collaboration and cooperation component of a group engaged in a critical urban planning process.

² The New York City School Volunteer Program is a Board of Education program which functions to recruit and train members of senior citizen organizations for work in local schools.

Thus, it emerged that the primary component of this research would be the implementation of an inter-generational urban studies project with an elementary school class in Long Island City. The overall framework of the curriculum is presented in Appendix A; a more descriptive overview of the rationale underlying each curricular activity is presented in Section III-7A[4] ("Considerations in the Development of the Curriculum"); and a review of the actual procedures followed and results from each exercise are presented in Section IV-9A ("Description and Self Evaluation for Each Project Activity").

Chapter 2: Literature Review and Conceptual Framework

This dissertation can be viewed as an effort to merge three distinct progressive social movements: participatory urban planning, intergenerational program development and urban environmental education. These three movements have not been previously merged in a single project. For example, in reviewing the community participation literature, it was apparent that, in most cases, such projects rarely address intergenerational group processes.

This section consists of a review of the importance of each of the movements mentioned above for helping people become responsible, contributing members of society. Although the following literature review indicates that each of these trends has developed largely in isolation of each other, a rationale will be presented to conceptually and practically integrate them, thus supporting the implementation and evaluation of LIC - 2000.

A - Citizen Participation in the Urban Development Process

Over the past two decades, the goal of incorporating citizen participation into the urban development process has emerged as an important urban planning consideration. (Rosenbaum, 1978). However, "authentic" participation, where results are not predetermined and participants have a degree of autonomous power, is rarely seen (Arnstein, 1979). Typically, urban development professionals are

able to meet official requirements for community participation without really giving "participants" a chance to consider or generate alternative plans which differ from the professional's envisioned environment or program (Rosenbaum, 1978; Seaver, 1968). Though people are encouraged to get involved, the professionals and government agencies typically have the power to determine how, with what resources, and when.

The "advocacy planning" tradition (Peattie, 1968; Piven, 1970; Davidoff, 1965) has found limited acceptance in most cities and it has been argued that, even within advocacy planning projects, people often have limited opportunities to actively create, experience and explore the built environment (Breitbart & Peet, 1973).

There is, however, an identifiable group of participatory environment-behavior researchers and activists, with roots connected to various urban design and social science fields, who work to promote "user" participation in a variety of settings including: mental institutions and group homes (ARC Inc., 1978), senior citizen centers (Bakos, Bozic, Chapin, & Neuman, 1980), housing (Turner, 1978; Wooley, 1985), work environments (Brandow & McDonnell, 1981), and children's environments (Hart, 1987; Nicholson, 1974; Swaback, 1986; Wolfe &

Rivlin, 1987; Ward & Fyson, 1976; and Ward, 1978).¹

There are numerous accounts of positive transformations of people and environments occurring as a result of participatory design and planning techniques such as gaming techniques, scored walks, group facilitation graphics, modeling, mapping and local organizing techniques. Some of the benefits attributed to the participatory process in the planning, development and management of environments are: the expression of local interests (Rich & Wandersman, 1983); the psychological benefits of self help (Stokes, 1981); the facilitation of supportive social network ties (Illich, 1974); increased knowledge of environmental development issues (O'Riordan, 1976); enhanced user satisfaction and loyalty (Wooley, 1985); and a reinforcement of community responsibility and resourcefulness (Francis, Cashden, & Paxon, 1981).

Iacofano (1985) presents a topology of the individual, social, organizational and environmental benefits often attributed to participatory decision-making processes (see Chart 1, Appendix B). However, Iacofano concludes that the research evaluating the effectiveness

¹ Accordingly, there are various working groups of designers, planners and social scientists who participate in international conferences to examine and promote participation as an alternative to traditional approaches to societal planning, development and management. (For a review of some of these groups see: the three issues of Childhood City Newsletter on participation, 1980-82, and the Participation Network Newsletter put out by members of the Environmental Design Research Association, 1983-86.)

of participatory decision-making processes is weak and inconclusive. He notes Rosener's (1978) assessment of the accumulated knowledge on participation as remaining fragmented and unreliable, and commends Wandersman's (1981) concern about the "lack of research on 'mediating variables' that influence the outcome of participation processes" (Iacofano, 1985, p. 257).

Despite the absence of an integrative body of literature evaluating participatory processes, justification can be found in the United States democratic philosophy which calls for citizens to display a sense of civic responsibility and to be involved in local affairs. Facilitators of community participation projects work to bridge the gap between this philosophy and the reality of community planning procedures, particularly in large cities, where they are often so technical that "lay people" frequently get confused and discouraged (Kaplan, 1981).

There are several community-based approaches for enhancing residents' "access" to community planning dynamics. One model is the "community charette," where an architect works intensively, and in an interactive manner, with community residents to plan a facility or area (Klein, 1987).

A more permanent mechanism aimed at promoting community awareness is the "Urban Studies Center" (Ward &

Fyson, 1973; and Childhood City Newsletter, 1981) which is found in many urban areas in Great Britain. These centers serve to dynamically involve local children and youth in documenting community resources through activities such as community surveys, photography and drawings.

Also in neighborhoods across Great Britain, we find the emergence of "Technical Aid Centers" (BEE, 1987), a mechanism in which professional planners and planning students help active community groups initiate and complete community development projects. The technical assistance that community groups receive often takes the form of professional advice about handling local government policies, legal requirements and the technical aspects of environmental design and implementation.

One of the limitations of the community charette, Urban Studies Center and Technical Aid Center community participation models is that they all too frequently translate into mono-generational endeavors. The Technical Aid Center mechanism, for example, is geared primarily towards bringing professional adult planners together with adults who do not have the planning skills. Similarly, an Urban Studies Center might empower local youth to redesign a local park without involving senior adults who also use the park space, though perhaps less frequently.

It appears as though the increasing trend toward age

segregation in modern Western society (discussed in Newman, 1983) has infiltrated the way community participation projects are conducted. The recognition of the intergenerational nature of community development issues provides a strong rationale for involving residents of all age groups in community-level participatory processes. Accordingly, there is a need to incorporate into community participation projects sets of activities and techniques to generate intergenerational dialogue and cooperation.

B - The Intergenerational Movement

New residential, educational and recreational patterns of living in modern American society have resulted in a decrease in meaningful interaction between the young and the old (Hechinger, 1977; Newman, 1983; and Stearns, 1989). Woodward and Kornaber (1985) note that few adolescents enjoy regular and intimate contact with adults, including their grandparents and aunts and uncles. This trend towards intergenerational separation is considered by social theorists to have various negative consequences, including:

- a reduction in the extent and quality of children's social support networks (Kalish, 1969; Crites, 1989);
- a reduction in the extent and quality of elderly people's social support networks (Newman & Brummel, 1989);
- an increase in feelings of loneliness experienced by elderly people (Newman, 1980) and, in the absence of a network of support, increased vulnerability to depression (Cohen, 1978);
- an increase in the younger generation's negative perceptions of the elderly (Jantz et al., 1976);
- an increase in myths and stereotypes that youth and the elderly hold for each other (Harris et al., 1975);
- an increasing unfamiliarity with the aging process as a natural process in the continuum of life (Newman, 1980).

Over the past two decades, there is a growing body of literature describing connections between the following three trends: the growing separation of the generations; the decline in life satisfaction among older persons; and

the increase in negative stereotypes toward the aged and aging among younger people (Newman, 1985).

The pattern towards intergenerational segregation is further aggravated by demographic trends. Elderly people are the fastest growing portion of the U.S. population. As of 1990, over 31 million people have reached the age of 65 (Generations Together, 1986). Yet, despite this growth in numbers, the "special group status" of senior adults for housing, health care, economic support and transportation has served to further isolate the nation's elderly from other age groups (Newman, 1980). Accordingly, adolescents, who are in need of adult guidance and relationships, typically find little opportunity for meaningful exchanges with senior adults.

Although today's youth and senior adults experience different sets of challenges, they do share the common, sometimes alienating, experience of being out of the labor force. This lack of financial clout enhances the vulnerability of both groups to rapid neighborhood changes and consequent displacement pressures.

Under certain circumstances, there are efforts to bring young and elderly people together. In recognizing the negative effects that the trend toward the separation of the generations has on young and elderly people, intergenerational programming has been introduced as a relatively new concept in the fields of human

development, education and social gerontology (Newman, 1983). The National Council on the Aging has defined "intergenerational programming" as activities or programs that increase cooperation, interaction or exchange between any two generations. It involves the sharing of skills, knowledge or experience between old and young" (Thorp, 1985, p.3).

Newman (1983) defines "intergenerational programs" as "planned activities and experiences that are designed to bring generations together for their mutual benefit" (p. 1). The focus of most intergenerational programs, including the project evaluated in this paper, is on developing activities and experiences that bring together people under 17 and people over 60.

Young people and seniors have been linked program-matically in a variety of settings and in a variety of ways. Some of the intergenerational experiences being developed in senior and youth centers and in schools,¹ museums, and libraries include activities related to physical fitness, the arts (including music, creative drama, and dance), meals and outings, learning about various academic topics, cooking, and hobbies (Strunz &

¹ According to a 1982 survey conducted for the National School Volunteer Program, over 1,000,000 older residents volunteer in this country's urban, suburban and rural public schools (Newman, 1989).

Reville, 1985).

There is a growing volume of handbooks and manuals that describe how to implement various intergenerational program models (e.g., Beverly Foundation, 1984; Johnson & Siegel, 1980; Kramer & Newman, 1986; Newman et al., 1987; Reed & Spieker, 1982; Thorp, 1985; and Ventura-Merkel & Lidoff, 1983). Such publications are intended to assist with the replication of successful model programs.

One prevalent type of intergenerational program is the "reminiscence" or oral history project, whereby youth are trained in interviewing skills and conduct life history interviews with senior adults. The end product of such interviews is usually a tape or a written documentation of the senior's life history (Brookdale Center for the Aging, 1986). The process has many benefits. The elderly receive companionship and attention. The telling of one's life history can be seen as a validation of one's being. This is particularly important for the lonely or depressed senior adult (Brookdale Center for the Aging, 1986). In turn, participating youth receive a sense of history and an opportunity to learn about "real life" issues, albeit in a passive manner.

Intergenerational programs are designed with a clear goal of promoting relationships that will help either the young, the old or both groups of participants. The underlying premise is that such programs provide a social

service to the participants, including the participants providing the service.

Intergenerational programs can be placed into three categories: programs where children or youth help seniors; programs where seniors help children or youth; and programs where young people and elderly people work together to accomplish a joint goal (Strunz & Reville, 1985).

This third category of intergenerational programs runs parallel with the current trend in the human services field, away from the expectation that people who are in need of help should passively receive services. In the development of both youth services and elderly services, an increasing emphasis is placed on providing rather than receiving. This is reflected in the motto of the American Association of Retired Persons (AARP): "To Serve, Not to Be Served" (Strunz & Reville, 1985). A similar spirit of service is evident in the national youth service movement (Noah, 1986), which focuses on providing youth with opportunities for conducting essential human and environmental improvement services. Despite age, people generally want to feel needed and useful.

The idea of intergenerational programming is growing quickly, as can be seen by the emergence over the past five years of sourcebooks (see above), conferences, and a national coalition called "Generations United," launched

by the National Council on the Aging and the Child Welfare League of America.

Intergenerational programming can be seen as an approach for addressing the problems experienced by today's youth and senior adults. The social science literature has traditionally emphasized the negative experiences of both age groups. For youth, the themes of alienation, frustration and lack of connection are prevalent (Coles, 1966; Sennett, 1970). Similarly, senior adults are frequently described as having problems relating and fitting into the world around them.

Proponents of the "disengagement" theory (e.g., Cumming & Henry, 1961) suggest that as people age, they gradually withdraw from social relationships and activities. Lawton and Nahemow (1973), however, propose an alternative view of aging, whereby instead of looking at aging as a universal process, growing old is seen as a continual adaptation to external environmental demands and situations and internal capabilities. Thus, with proper supports and activity opportunities, old age does not have to be socially isolating; it can be a positive phase of life marked by enriching life experiences. The positive potential associated with aging is emphasized by groups like the Grey Panthers and authors such as Myerhoff (1980) who describe senior centers full of life.

Although there are subsets of both population groups

that are very involved in local affairs, there is clearly a need to develop new mechanisms to engage or re-engage youth and senior adults in social and community activity.

However, as with any endeavor in the human services field aimed at bringing diverse groups together, there is no substitute for careful program planning, training and evaluation. Seefeldt (1987) warns that not all intergenerational programs produce positive relations between generations. Although many programs report positive outcomes in terms of increased understanding of, and improved attitudes toward, other generations and increased life satisfaction (e.g. Newman, 1985), Seefeldt notes that increased contact between old and young has also been found to stimulate negative attitudes between generations (e.g., see Auerbach & Levinson, 1977). She partially attributes such inconsistent results to differing research methodologies, samples, and types of programs and contacts.

Seefeldt also suggests that there is a parallel to Amir's (1969) findings about promoting positive attitudes and relationships in inter-racial groups. To promote positive outcomes when there is planned contact between diverse groups:

- there should be equal status between the members of both groups;
- the contact should be of an intimate, rather than casual nature;

- the contact should be pleasant and rewarding for both groups; and
- functional interaction should be taking place, with both groups involved in goal-setting and participation in important activities. (Amir, 1969, pp. 338-339).

Since young and old often receive inadequate attention in our society, with a degree of uncertainty shrouding their status, particular attention should be given to developing modes of interaction that support the dignity of participants. Accordingly, planned intergenerational interaction should be designed so that each group is prepared for and perceives benefit from engaging in the interaction.

Aside from program development concerns, the field of intergenerational programming is endangered by the recurrent publicity of the "intergenerational inequity" theme (e.g. Lamm, 1985; and Longman, 1985), which raises the concern that excessive Social Security and Medicare spending and other benefits for the elderly are being provided at the expense of the young. Leaders of the Generations United coalition fear that intergenerational programs and activities "generally only receive favorable local notice, while the marketers of generational conflict are achieving increasing national attention" (Generations United, 1988). Kingson, Hirshorn, and Cornman (1986) note that although flawed and extremely narrow, the "intergenerational inequity" perspective has received excessive

media exposure and framed much of the public and political debate on social policy.

At the same time, there is also a growing body of support for the opposite point of view; i.e., that setting funding priorities need not and should not set generations against each other. In recognizing the interdependence of the generations, youth and senior citizen advocates are increasingly supporting intergenerational program approaches to social problems customarily thought of as "youth problems," e.g. teen pregnancy, or "senior adult problems," e.g., long term health care needs of a growing elderly population (Moody & Disch, 1988; Nathanson, 1989).

The intentional grouping of young and elderly people for the purpose of meeting social needs is a promising direction for the intergenerational programming field. Another promising set of intergenerational alliances would be in the realm of societal and community planning where, for the most part, both groups have limited opportunities for involvement. Since youth and senior adults share and are concerned about many of the same community settings, this commonality can provide a focal point for meaningful intergenerational collaboration.

The Close Up Foundation has recently published a guidebook on intergenerational citizenship programs aimed at stimulating responsible participation in the democratic

process. However, the emphasis of these programs is to bring youth and senior citizens together to learn about, rather than influence, societal problems. For instance, one Close Up program involved bringing together high school students and older adults from three Florida cities in a study of the national debt (Close Up Foundation, 1989).

Although this type of approach is important as a mechanism for helping youth and senior citizens expand each other's understanding of real societal problems, it falls short of promoting open-ended two-way dialogue and social/ environmental/ community change. Accordingly, "citizenship" is typically viewed as an educational rather than an action-oriented concept.

The next section on "School-Based Urban Environmental Education" provides some clues as to how to use the concept of experiential learning to incorporate a social/ community change emphasis into an intergenerational citizenship program.

C - School-Based Urban Environmental Education

Environmental education in the United States generally focuses on natural systems. Urban environmental education is rare, but even more rare is urban environmental education which promotes students' participation in the urban planning process. In the U.K., such curricula have developed in the schools alongside the government's call for increased public participation in urban planning beginning in the 1970's. The intellectual grounding for this British urban environmental education movement comes from the British planner Patrick Geddes. Geddes argued that urban environmental education was fundamental to civic responsibility (Ward & Fyson, 1973).

Neighborhood residents who are effective in developing and implementing change on the local level typically have strong communication and negotiation skills. Yet, people do not suddenly display ability or inclination for promoting community improvement efforts. To encourage neighborhood residents to become interested and involved in civic affairs, it is necessary to first expose them to the local issues and community dynamics and the means for dealing with them. This exposure should ideally begin in one's early formal educational experiences.

Unfortunately, the mainstream educational model for school learning in effect "shields" students from real

world experience. Students are typically expected to passively take in information. Accordingly, the traditional educational process, which is primarily a "book learning" experience, has been criticized for failing to educate youth about the diversity of lifestyles, jobs, citizenship responsibilities and other real world elements with which they must come to terms outside the school building (Bloom, 1987; Bruner, 1971; and Nyere, 1967).

An alternative to the traditional educators' "back to basics" plea, is the experiential education movement which calls for an educational experience that is more engaging, participatory, and relevant to the lives of students. Beginning in the late 1960's, a growing number of educators began speaking of the need for schools and communities to "interpenetrate" each other (Foshay, 1973). Yet, this did not necessarily translate into a substantial increase in student input in the educational process (Lorenzo, 1983).

There are two general perspectives for incorporating community resources into the educational process. One process utilizes predetermined community experiences to teach students about topics which are part of the formal educational agenda. For example, the High School Geography Project (Association of American Geographers, 1971) outlines a series of field trips and class exercises

to teach children about topics such as map reading. The community is the teacher's tool for conveying his/her lesson plans. Use of this model results in class activities and products that are fairly predictable. (Also, see Keith, 1976.)¹

The other perspective for infusing community resources into the educational process, upon which the Long Island City - 2000 curriculum is based, aims to provide students with dynamic community experiences that stimulate creative and inductive thought (Ward & Fyson, 1973; Bishop 1983; Baldassari, Lehman, & Wolfe, 1984; Friere, 1970; and Hart & Perez, 1981). The underlying intent of this approach is to enhance students' awareness of community issues and encourage them to participate in community improvement endeavors. This differs radically from the relatively passive educational model described above. Resources for learning are everywhere and, accordingly, this perspective serves to bring these resources into the formal educational process (Illich, 1971).

Advocates of this approach do not try to prescribe a rigid set of curriculum guidelines. Instead, the goal of preparing students to take an active role in community

¹ Since many publishers have developed pre-packaged modules for using the community as a teaching tool (Foshay, 1973), class projects of this type are relatively easy to implement.

affairs is translated into the creation of opportunities for students to explore and intervene in community dynamics firsthand.

Although perhaps not dominant in the world of mainstream education, there are many examples of innovative school-based student neighborhood planning projects (reviewed by Baldassari, Bjorklid, Hart, Lockett & Moore, 1981), youth community service programs (e.g., the Youth Leadership Program, conducted in the Los Angeles school system and sponsored by the Constitutional Rights Foundation), internship programs (Moore, 1983), and other youth involvement initiatives (National Commission on Resources for Youth, 1981; Newton, 1989; and Ward & Fyson, 1973).

These school-based experiences typically prepare youth for many of the challenges they will meet as action-oriented, responsible citizens. These programs typically do not, however, expose students to the multi-generational dimensions of everyday life. They lack an inter-generational component, except perhaps within the youth-helping-seniors framework. As a result, the potential for using senior adults to provide children with insights into human relationships and the historical context of community development often go unrealized.

Even when administrators wish to develop multifaceted intergenerational experiences, they are often

stymied by the rigid philosophy and bureaucracy of school systems. Perrone (1973), for example, describes his fight to implement a speakers program of Indian elders in a school in the Southwest. The project was strongly opposed by the school board because of concern about the elders' "credentials."

In sum, the challenge of designing engaging experiential community education programs goes beyond developing unidimensional experiences whereby students "utilize" community resources. A more adequate preparation for the multi-faceted challenges youth face outside of the school building would involve youth in interactive and cooperative endeavors with diverse populations of their community, including senior adults, without denying them the crucial experience of influencing the issues and dynamics they study.

SECTION II - PRELIMINARY PROJECT DEVELOPMENT

Chapter 3: Project Development Strategy for Long Island City-2000

The initiation of the LIC - 2000 project was based upon a simple community participation concept. The project director was concerned, and the preliminary results described below justify this concern, that the City's massive development plans for Long Island City, did not reflect the hopes and concerns of local residents.

Preliminary LIC - 2000 plans and activities were developed according to action research principles. The initial strategy was for the project director to engage local residents of all ages and administrators of local youth, senior citizen, civic organizations and City agencies in interviews, group meetings and informal discussions for the purpose of identifying local issues and concerns and exploring program development options.¹

The following three considerations were useful in helping to guide the project director's efforts in planning and conducting the preliminary project development meetings.

- Work with all relevant groups

In initiating the LIC - 2000 project, an emphasis was

¹ Once the school-based component of the project was mapped out, traditional program evaluation techniques were incorporated into the research methodology (see Section III, "The Study"), and less emphasis was placed on the action research orientation described in this section.

placed on: identifying and meeting with a broad range of people who live and work in, and plan for, Long Island City; providing all interested parties with a constant flow of information about the project development process; and avoiding the exclusion of any faction of the neighborhood.

- Attribute legitimacy to everybody's neighborhood concerns and comments about community participation

An important ethnographic fieldwork principle is that the researcher listen to, without passing judgement, the thoughts and feelings of the respondents (Spradley, 1979). Thus, in all of the preliminary neighborhood discussions, the questions were open-ended and structured to elicit responses about people's ideas and attitudes toward participatory urban planning and intergenerational collaboration.

- Clarify and emphasize the direct service aspect of Long Island City - 2000

In spite of the project director's original intention to refrain from overstructuring the project before meeting community residents and activists, the directors of neighborhood groups were reluctant to express interest in the project until they could see direct service implications of the project's concepts for the neighborhood. The preliminary project development strategy of organizing special events (see Section II-5) addressed this desire for immediate clarification of the project's direct service implications.

Chapter 4: Preliminary Research Methods & Results

A series of open-ended interviews and group discussions were conducted with a wide range of relevant persons. They had two purposes: (1) provide ideas on how to design the project and determine with whom to work, and (2) provide some baseline data on what relevant city officials, community organizers and residents think of youth participation in planning before the project begins, to be compared with their responses to identical questions at the end of the project. The diverse group of respondents included: community organizers and community group directors, urban planners, human service professionals, City agency administrators, and community residents, particularly youths and senior adults.

Although the meetings and presentations described below vary in form and content, most of the respondents were asked the same two general questions:

- What are your basic hopes and concerns for the future of the Long Island City waterfront?
- Do you think young people have anything useful to contribute to the urban planning process?

The results from the preliminary interviews and meetings indicate that those who live and work in Long Island City perceive the waterfront's development as imminent in the foreseeable future. Although respondents expressed very rich and exciting images of potential

development scenarios for Long Island City, described in this chapter, there was also ambivalence as to how residents' concerns fit into the neighborhood planning decision-making dynamics. Respondents, including local youth, felt that the concept of local youth participation in neighborhood planning made sense in the abstract, but was an obscure goal given the bureaucratic and political aspects of formal neighborhood development procedures.

A - Interviews with Community Organizers
and Community Group Directors

Five exploratory interviews were conducted with local community organizers and administrators associated with the Long Island City Interblock Association, the Hunter's Point Community Development Corporation, St. Mary's Youth Center and St. Mary's Senior Citizen Center. Questions focused on identifying their perceptions of Long Island City, eliciting programmatic ideas for involving youth and seniors in local planning endeavors, and obtaining their support for LIC - 2000. The idea of a project which would help them review, criticize, and perhaps supplement the City's plans with ideas and plans generated by community residents, clearly intrigued these respondents. Each of these respondents made it clear that they recognized the lack of community input as a flaw in the urban development process occurring in Long Island City which could have some disastrous consequences for the

community. Yet, the concept of "community participation" was not enough to elicit their support for LIC - 2000.

Four of these respondents offered their support and expressed a desire to participate in the project once the discussions focused more specifically on community events and school-based programming ventures that would directly provide community residents with a recreational experience and/or service. This positive response suggested that at least a few significant local service organizations would be willing to contribute staff time to help design and manage the project, and perhaps help in the subsequent recruitment of local residents for project activities.

B - Discussions with Urban Planners

The project director met with three urban planners who have a participatory urban planning orientation² to discuss ways in which to introduce project participants to community development concepts and enhance their abilities to visually communicate their neighborhood improvement ideas. These planners noted that when working in a participatory manner with people who are not familiar with urban planning concepts and issues, it is important to first allow them to "explore" urban planning issues rather than to begin with presentations from "expert"

² These professionals were approached because they had written extensively about the theory and practice of participatory planning at the community level.

professional planners. The goal is to allow participants to identify and express their own concerns and ideas, not to indoctrinate them with the planning notions and concepts that are adhered to by the planning community.

Accordingly, the first activity chosen for the school-based component of the LIC - 2000 project involved the children and senior adult participants in a hands-on landscape design model-building exercise (see Appendix A for an overview of the "Design the Ideal Neighborhood" model-building exercise).

These respondents also emphasized that for each project activity, whether it is in a community or school setting, the project director's role should be that of "facilitator" or "animator." This involves stimulating the participants to consider a wide range of local development issues and emerge with their own conclusions; not to provide instruction about a predetermined set of issues or present ready-made solutions.

C - Interviews with Human Service Professionals

Four interviews were conducted with human service professionals who are knowledgeable about planning and implementing intergenerational programs. Each of these respondents directed programs which included an intergenerational component, and which received substantial support from City agency, university, or city-wide non-profit organization sources. These interviews focused

primarily on issues related to the recruitment and retention of senior adult volunteers, the logistics of program implementation, the strengths and weaknesses of various types of intergenerational program models and techniques to promote intergenerational communication and cooperation rather than just contact.

Meetings with the four human service professionals were valuable in identifying a project with achievable goals. One tangible suggestion was to pilot the project in only one school. A focus on implementing the Long Island City - 2000 curriculum in one school would be more conducive for establishing a concentrated, uncomplicated demonstration and evaluation project than if the curriculum were implemented in two or three schools.

Another recommendation made by one of the human resource professionals, who has set up many intergenerational projects, was to recruit seniors who are relatively healthy and mobile. He noted that although frail elderly people might be more isolated and perhaps in greater need for participating in an intergenerational project, they are harder to recruit and less likely to attend group meetings regularly. This suggested that there would be some tension between the project's underlying participatory ideology that nobody should be excluded and the constraints of setting up and running a viable project with limited resources.

D - Meetings with City Administrators

Nine meetings were held with City Agency administrators: the local planner for the Department of City Planning, four representatives from the two local community boards, and four administrators of the local school board of the Board of Education.

The local planner for the NYC Department of City Planning was asked to describe the potential value of input from local youth and senior adults regarding waterfront development issues. The planner indicated that they could perhaps help specify the nature of the plaza space that was generally prescribed by the "Hunter's Point Waterfront Redevelopment Plan" and that she would be receptive to such input.

The meetings with the district managers of two community boards proved to be useful in terms of obtaining their support and assistance for meeting other community public service professionals and for publicizing the LIC-2000 plans. One district manager personally called the local newspaper to make sure the first LIC - 2000 special event would get press coverage (see Section II-5A).

E - Meetings with Community Residents

Five group presentations, workshops and planning meetings were conducted with community residents to elicit community interest and involvement in planning and conducting Long Island City - 2000 activities.

One group workshop was held with 12 teenage members of the St. Mary's Youth Center. The focus of this 90 minute session was on the future of Long Island City. Youth were asked about their hopes for the future of their neighborhood and to describe what they thought elderly residents want for the future.

The St. Mary's youth noted that they would like to see water rides, a job fair, local train/ferry, movie theatre, mall, gymnasium, fair/carnival, small hospital, Sesame Place type of playground, library, YMCA, bowling alley, fast food restaurants, baseball and basketball facilities, and concerts.

In response to the questions "What do you think elderly people need from the community environment?" and "What are they (elderly people) like?", the St. Mary's youth expressed negative views toward elderly people. The predominant view was that seniors only want benches to sit on and talk to each other ... with no kids around to make noise. The only other comment about senior adults' needs was made by one youth who felt they would probably like a funeral parlor in the neighborhood. In response to the question, "Do you think there is any potential for designing environments that might meet both your needs?", the answer from the youth was a resounding "No!"

Two meetings were conducted with the members of the St. Mary's Senior Citizen Center. The first was a

presentation at one of the organization's monthly general membership meetings which was attended by thirty-five senior citizens. The goal was to introduce the LIC - 2000 project and to stimulate discussion about the environmental issues that were important to the seniors. Once the form of a special event was determined (see next section), a second meeting was held with 10 seniors who volunteered to help organize and conduct this event.

In discussing the seniors' desired waterfront development plans, some of the themes mentioned included: more low and moderate income housing, a local hospital, library, gold fish pool, fruit and vegetable market, local funeral parlor, supervised sports activities for children and a local public school. There was a strong interest in reviving P.S. 1, the local school which was closed down in 1976 and converted into a cultural arts center. Their interpretation of youth's needs revolved around sports and school.

Like the youth from the St. Mary's Youth Center, some of the seniors from the St. Mary's Senior Citizen Center made derogatory statements about "today's youth"; e.g., "They don't show enough respect" and "They are too spoiled." This tension between the St. Mary's youth and senior adults is consistent with the literature on intergenerational relations which describes the lack of understanding that people have about the needs and lives

of people in other generations.

However, not all of the seniors were negative. A few participants on the "Community Mural Day Planning Committee" (the name eventually used to identify this group of 10 senior volunteers) expressed concerns that there were not enough organized activities for youth in the neighborhood. Yet, even these seniors expressed some uncertainty about what local youth want from the local environment.

Presentations were also made at general membership meetings of the two main community civic organizations to introduce people to the Long Island City - 2000 project and to get their ideas for project activities. The participants at these presentations reiterated many of the points made at the meetings with local youths and senior citizens (see above), such as the need for more recreational facilities and organized recreational activities, and several signed up as volunteers for planning and implementing LIC - 2000 project activities.

F - Some General Themes from the Interviews

Respondents from each of the above categories were unanimous in suggesting that youth can indeed make a valuable contribution to neighborhood planning for the future of the neighborhood. Most of the adults who were asked this question, however, added a comment about how unrealistic this idea was in the context of City bureau-

cracy and local politics. The District Manager of one of the Community Boards stated, "By the time anybody pays attention to what they are saying, they won't be children anymore." In contrast, the young respondents did not reflect this cynicism in their affirmation of their rights to be heard by those making decisions about local affairs.

Group discussions with the St. Mary's Youth Center and the St. Mary's Senior Citizen Center yielded valuable information about how local youth and seniors perceive the local environment as well as each other. Although both groups displayed a great deal of energy and innovative thinking in expressing their desires, these group meetings revealed a lack of concern (on the part of the youth) and limited understanding (on the part of the youth and the seniors) about the environmental needs of people in other generations. This finding supports the literature on intergenerational programs which emphasizes the misinformation, misunderstanding and, at times, lack of respect between the generations.

The results from the preliminary interviews were valuable in terms of suggesting a strategy for developing Long Island City - 2000 into a project that is both a "real service" (as defined by local community organizers, community group directors and local residents) and a contribution to the fields of participatory urban planning and intergenerational programming.

Chapter 5:
Demonstration of a Special Events Strategy
for Promoting Intergenerational Urban Planning

As was noted in the Introduction (Section I-1), the primary component of this research is the implementation and evaluation of an intergenerational urban studies project with an elementary school class in Long Island City. This section presents the intergenerational special events strategy that preceded the school-based component of LIC - 2000 and helped inform the development of the school-based initiative and establish LIC - 2000 as a legitimate direct service program from the perspective of local residents and service providers.

Drawing upon the results from the preliminary community interviews and meetings described above, the project director, college interns, and interested representatives from local youth, senior citizen and civic organizations organized two highly visible community participation events in Long Island City, the "Community Mural Day" and the "Futures Festival." This section will recount the circumstances and results of these special events which were organized over an eight month period, from March to December 1987.³

³ A third event, the "Dreams for the Future Festival," took place in Mount Vernon, NY as part of "Mount Vernon - 2000," successor to LIC - 2000. This event, organized over a seven week period during the Summer of 1989, is discussed briefly in Section V along with data from other Neighborhoods - 2000 project activities. Publicity obtained from the Mount Vernon-

These special events served to:

- enhance the awareness that community residents across the age spectrum have in relation to planning issues;
- provide residents with an opportunity to publicize their local development concerns;
- provide useful information about intergenerational community planning processes; and
- generate ideas for, and attract attention to, future events and the school-based component of Long Island City - 2000.

In the planning stages, both Long Island City -2000 special events quickly grew in popularity as it became clear to local community organizations that these events would provide educational, supportive, and enjoyable experiences for residents of all ages.

A - Organizing a "Community Mural Day" Event

(1) Planning:

One of the initial ideas for a kick-off event for the LIC - 2000 project was a "Community Mural Day," which would bring together local residents of all ages to communicate and paint their images for the future of the Long Island City waterfront. When approached with the Community Mural Day idea, three of the five community organization director respondents offered to help recruit participants and assist with the planning. (At this point, two of these directors also offered to assist in

2000 event is presented in Figures 7 and 8 (Appendix C).

the development and implementation of the school-based curriculum).

The Community Mural Day event took place on July 11, 1987 at Murray Playground, a local park which is centrally located and heavily used by community residents regardless of ethnic group or age. Event organizers purchased 10 8'X4' sheets of homosote, a cardboard-like substance which is ideal for mural painting, dozens of sketch pads, 11 gallons of paint (assorted colors), over 100 paint brushes (various sizes), and dozens of pencils and dark blue markers.

The intent was to create five different murals, each by an intergenerational group. Each group was assigned a "facilitator," a human service or urban planning professional whose function was to promote interaction and negotiation between the muralists as they planned and painted the murals.

To heighten people's enjoyment of this event, volunteers from St. Mary's Senior Citizen Center arranged for free hot dogs, sandwiches and cold sodas for participants. There was also a jazz band arranged for by the Parks Department. (Realizing that there probably is no type of music which appeals equally to all generations, a few of the senior adults, young adults and teenagers who helped plan the event worked out a "compromise" with the project director: jazz.)

(2) Process:

To stimulate participants to reflect on their perceptions and desires for the Long Island City waterfront before beginning to paint the murals, the facilitators led the groups through an exercise in which they focused on the design and operation of Murray Playground. This exercise served to prompt participants to reflect upon and communicate with each other about their environmental perceptions and needs. After this exercise, facilitators stayed with their groups to stimulate group mural planning discussions and preliminary sketching before the mural painting stage.

Several artists and urban planners were also on hand during the day to provide specific and general advice, particularly to encourage those people who felt uncomfortable putting things down on the homosote surface in anything other than pencil. To help people visualize the Long Island City waterfront, several large maps, borrowed from the Department of City Planning, were prominently displayed.

There was a certain amount of variation in the orientation of the event planners and facilitators. People helping to plan and conduct the event were split between those with arts and urban planning backgrounds and those with human service/social science backgrounds. People in the former group were primarily concerned about

the physical composition and aesthetics of the murals on which they worked. People in the latter group were more focused on the process underlying the creation of each mural. The result was an event which was both an artistic endeavor and a cooperative exploration of human values for community living.

By the end of the day, five murals depicting utopian neighborhood images developed by the participants were completed. Four were 16 feet long and one was 8 feet long. Three of the five murals were created by intergenerational groups, with participants ranging in age from seven to over 60.⁴

Each of the murals conveyed a series of messages about local concerns and hopes. For example, many participants felt that one of the basic limitations of Long Island City is that there are not enough activities for youth and senior adults. Among the recreational facilities muralists depicted were: a pool, movie theatre, carousel, arts and cultural amphitheater, ice skating rink and a multi-generational recreation center. Many of these facilities were designed to be accessible to people with physical limitations.

⁴ The extremely hot weather hindered the participation of seniors in the last two murals which were in direct sunlight and painted during the hottest part of the day. The fourth mural was created by people from five to approximately 40 years of age. The fifth mural was created predominantly by 10 to 13 year olds.

Another major theme expressed was the desire for more greenery in the local environment. One group incorporated an urban forest into their plan.

Several groups of muralists emphasized the importance of community pride and identity. In thinking about how Long Island City should appear to Manhattan in the future, one group decided to place a massive, gleaming arts and cultural center directly on the waterfront. Another group used bright colors to display their images of Long Island City against a backdrop of grey, monotonous highrises representing Manhattan. Many participants felt strongly that Long Island City's development pattern should not simulate the large scale development of Manhattan.

Muralists also focused on community services. Scenes depicted futuristic monorails, ferries, hospitals, libraries, schools, shopping malls, and parking facilities.

After each mural was completed, the participants were gathered and interviewed on tape about the underlying assumptions, values and hopes for the future which they incorporated in their mural. Photographs were also taken at this stage as well as throughout the day.

The project director's intention was to store the murals for the rest of the summer and then find a community setting appropriate for a permanent or semi-

permanent display.⁵

(3) Conclusions:

The Community Mural Day event was successful in several ways. The mural painting medium proved to be suitable for stimulating participants of all ages to express themselves while, at the same time, providing an enjoyable recreational experience, another goal of the event. With enthusiasm, participants consumed the hotdogs, sandwiches and sodas. Many people also remarked on how much they enjoyed neighborhood get-togethers, particularly when there is a good band.

The event planning process proved to be an effective way to gauge community interest and sentiment in regard to the waterfront. The project director made key local contacts, many of whom exposed their agendas, concerns and interests for the future of Long Island City.

The participatory organizing strategy whereby community residents planned and conducted all aspects of the event, from the selection of the mural medium to the

⁵ A proposal to display these murals on the construction site of the new Citicorp building in Hunters Point was rejected by Citicorp. Currently, only two of the five murals are on display; in May 1988, the St. Mary's Senior Citizen Center put these murals up in the "games room."

The "Futures Festival," the second community event which is described in a subsequent section, served as a forum to display these murals and several other presentations about residents' desires for the future of the Long Island City Waterfront. This event took place on December 12, 1987 in the basement of St. Mary's Church.

distribution of food at the event, generated local enthusiasm for the project.

People were allowed to get involved in the day's activities on their own terms. For example, an elderly local activist came late and wanted to help in any way except painting on the murals. To help with the research aspect of this project, she was given an extra tape recorder to interview muralists about what they were doing and how they felt about the event. She thoroughly enjoyed this task and did a wonderful job gathering information about participants' perceptions of the neighborhood and their involvement in this event.

The success of the mural event, and the recognition of the participants' work in articles published by two local papers (see Figures 1-2, Appendix C), helped provide the project with a sense of legitimacy in the neighborhood. Local residents and workers gained confidence in the project director's intentions and abilities and expressed interest in participating in future components of the project.

B - The Long Island City - 2000 "Futures Festival" Event

(1) Overview:

To maintain local interest in the community development process and intergenerational programming generated by the "Community Mural Day" event, the project

director chose to organize a second community event.⁶ The goals of this event, which was ultimately called the "Futures Festival," would be the same as those of the prior event; to help neighborhood residents learn about the lives and community needs of residents in age groups other than their own, and to serve as a mechanism to express their needs and concerns to those who are responsible for making local planning decisions.

Approximately 300 residents of Long Island City and surrounding neighborhoods took part in the Futures Festival event on Saturday, December 12th, 1987 at St. Mary's Church in Hunters Point. Schools and community groups were systematically contacted and invited to participate. For each contact, emphasis was put on the project's neutrality in terms of the development versus no development controversy which has been brewing over the last 10 years and, more specifically, the City's waterfront development proposal.

The Community Mural Day event involved participants in a one-day process whereas the "Futures Festival"

⁶ The initial project planning strategy was to implement the school-based component of the LIC - 2000 project following the "Community Mural Day" event. This was not possible because the Board of Education administrators were not available to help plan the curriculum due to summer vacation schedules. Although this gap in project continuity would not have endangered the dissertation research facet of the project which is tied directly to the curriculum (see, Section III - 6, "Statement of Aims"), it threatened to compromise the project's community education and action goals.

involved participants in an exhibition preparation period lasting 10 weeks which, in itself, was intended to facilitate dialogue between community residents. Also, in comparison to the Community Mural Day event, more emphasis was placed on inviting and involving City planners, politicians and the media. In attendance were the Director of the Queens Office and the local planner of the Department of City Planning, a State Assemblywoman and reporters from Newsday and the Western Queens Gazette.

Four architectural student interns from Pratt Institute helped local organizations, schools, and individuals develop sixteen different displays. Each participating group or individual used the media of their choice to communicate their message(s). Some developed visual presentations, while others communicated their neighborhood concerns through theatrical skits, songs, interactive model-building (described below) and other forms of expression.

(2) Engaging the Schools:

In working to solicit "Futures Festival" project submissions and presentations from local schools, the project director met with New York City Board of Education administrators (School District #30). In a brainstorming session at the school district headquarters, presentation ideas included historic exhibits, poetry and writing contests, a "design and build your dream house"

competition, model building and opinion surveys.

Following this meeting, the school district administrators presented these project possibilities to the principals of the local schools. Ultimately, three schools submitted displays which included murals, models and panoramas.

Relationships were formed between project staff (i.e., project director and college interns), and several key school district personnel, which later proved invaluable for planning and implementing the school-based component of the project.

(3) The Model as Participatory Tool:

One of the prime attractions for the Futures Festival was a neighborhood model, built by 15 neighborhood teenagers from the Mary's Youth Center who worked closely with the LIC - 2000 project staff,⁷ and several adult volunteers over a six week period. The completed model, 12 feet by 14 feet in size, represented a 15 block area (scale: 1"=20').

In order to accomplish the ambitious task of building an accurate model of the Long Island City waterfront in this short period of time, the teenagers and the college interns needed help. Structured into the model-building activity was assistance from several local professional

⁷ Two architectural student interns from Pratt Institute, Solena Gutierrez and Virginia Borkoski, were the key staff members who worked on this model.

urban planners and a senior adult who had model-building experience erecting models of Japan to inform World War II bombing operations. At different points throughout this model-building period, these adults worked with the participating teens for whom this was a completely unique and challenging experience.

The group decided to build the model with flexibility so that other Futures Festival participants could explore design options with the teenagers by moving the various structures around.

Once technical procedures for building the neighborhood structures out of cardboard were well established, LIC - 2000 staff began to stimulate conversation around how the teens felt the community should be developed in order to meet their needs. Ideas began to flow which were recorded for later use. They suggested parks and playgrounds, special ways to get to the waterfront (including access to various types of boats), places to shop and "hang out" (movies, arcades, etc.), playing fields for sports, and low scale housing.

The completed model was set up in a round table format, with space for 30-60 people to stand around it. As people arrived at the December 12th, 1987 event, the model was drawn to their attention. Once a crowd had gathered around the model, we formally presented the process of its development and introduced the teens who

participated in its construction. They identified areas of development that met their needs and areas that did not.

To introduce a dialogue about alternative design options, the teenagers began the process of rearranging some of the model components and introducing new components which they had constructed before the event. Afterwards, other participants joined in as they began expressing their own ideas about how to meet community needs and, using the model, considering new design configurations. For example, one adult moved some of the buildings around to provide for better pedestrian access to the waterfront. An urban planning consultant placed a recreation center that he had previously designed for the Futures Festival on the model's waterfront area.⁸

The following points illustrate some of the situations and issues encountered in utilizing this model-building strategy to engage youth in community development discussions with local adult residents:

- The planning materials stimulated interest. The maps and model building supplies helped generate the teens' attention and focus on their model display and the Futures Festival event in general.

⁸ This individual had created a hanging four story model of an imaginative multi-activity recreation center for display at the "Futures Festival." At the request of the project director, he conferred with the teenagers before the event and agreed to provide them with a smaller scale model of his center which would fit into the teenagers' scale model of the waterfront.

- With only six weeks to complete the model, the teenagers needed guidance and structure in work organization. The best progress was made when they worked in different groups for different functions; measuring, drawing, cutting, and gluing. (This system was not imposed on them; they chose it over several other alternatives presented by the interns such as having each individual work on various tasks at a time.)
- With explanation and demonstration from the Pratt Institute architectural student interns, the "street-wise" teens from the St. Mary's Youth Center were able to learn complicated model-building skills including changing scale from the 1" = 20' maps.
- The main difficulty in working with the teenagers stemmed from their disbelief that the adults attending the "Futures Festival" would actually listen to their ideas. This sometimes short-circuited their enthusiasm and led to erratic attendance for half of the group. Particularly during difficult tasks or work sessions requiring much work, the teens would occasionally discourage each other with comments such as "Why are we doing this anyway? Nobody is going to listen to what we have to say." Without having had prior opportunities for formally expressing their community concerns, the teen participants needed constant support and encouragement during the model-building phase.
- Completion of the model and its presentation at the Futures Festival, where approximately 50 people (including the Director of the Queens Office of the Department of City Planning) stood around the model and actively discussed Long Island City development scenarios for 45 minutes, provided the teens with a sense of accomplishment and displayed to adults a positive image of the teenagers' capabilities.
- It may have been premature to bring in adult design professionals when the teens were at a point where they were only just beginning to understand the purpose of the event and had not yet been able to establish a consensus on those messages they, as a group, wished to communicate to the outside world. Consequently, the teens were not receptive to the feedback and model-building assistance offered by some of the adult professionals. The adult planners and the project staff apparently overlooked a very important principle of adolescent development. A recurring theme in the literature about youth and youth programs is the

adolescent's need to exercise initiative and independence. One of the primary causes of youth disengagement from organized community programs, for example, has been found to be domineering adult leaders (see Lipsitz, 1980; Konopka, 1976; and National Commission on Resources for Youth, 1981).

- The high school-aged youth responded incredibly well to the Pratt Institute college interns but they were somewhat intimidated by the professional planners who wished to help. They frequently asked the project director about the interns' work hours, but seemed to avoid prolonged contact with the adults. The interns functioned as "buffers," helping to bridge the gap between the youth and the adult model-builders.

C - Conclusions

The "human story" begins with an examination of Hunters Point as an insular, stable community which holds intense meaning for those who live in it. The displacement, which some people predict will occur as a result of the planned neighborhood development, would come with a cost. Peter Marchette, a 16 year old community resident, was quoted in the Newsday article, "They're going to knock down all the houses, including mine" (Cummings, 1987).

The "hidden story" of gentrification is the disruption of and damage to the lives of the displaced, not only in regards to being physically displaced, but also in terms of the loss to their sense of continuity and personal identity which have been linked with the area. Long term residents, in particular, would be most vulnerable because they are the ones who most readily associate this neighborhood with the events of their individual, family and group lives (Stone, 1982).

To a limited degree, these events helped convey to the public an alternative message about development. In contrast to stories about real estate development deals, local planning politics and profiles of urban development agencies, the several newspaper articles about these events emphasized the perceptions of community residents (see Figures 1-6, Appendix C).

Participation in these events occurred around visual media, i.e., murals, models, etc. This helped provide participants, despite age or experience level, with a common denominator for discussion and debate. In contrast, more traditional opportunities for community participation, such as those provided by the New York City Community Board system, place those who are inexperienced in City government dynamics at a disadvantage (Kaplan, 1981).

The visual nature of these events also helped clarify and isolate specific areas of concern. For example, the model built by the St. Mary's teenagers clearly illustrated development opportunities offered by an abandoned railroad right of way, large tracts of vacant waterfront land and vacant factory buildings.

The intergenerational nature of these events enriched the discussion of community needs, design options and planning issues. One spontaneously developed role by several senior adults was that of "historian." They ex-

plained to youth that suggestions for a hospital, library, ferry service to Manhattan, and additional residential tree-lined blocks were not new at all. The neighborhood once had, and unfortunately lost, many such facilities.

The idea of a one-day festival in many ways contradicts the need to develop a truly full-time, broadly based participatory framework for community development. In a neighborhood like Long Island City, where the development pressure has become extremely intense, it would be unrealistic to expect two one-day community events to have a major impact on planning dynamics.

However, it would also be a mistake to trivialize any process which enables and stimulates community dialogue about local planning issues where virtually none had existed before. Community development is more than bricks and mortar. It also goes beyond the dynamics surrounding urban development agencies, politicians, and developers.

The goal of each event was to generate a "discovery" atmosphere; an atmosphere where residents of all ages could become more aware of local development dynamics and issues. In this regard, the special events approach proved to be a valuable community participation tool, but it is only a beginning. Without additional mechanisms for engaging local residents in continued dialogue and participatory planning activities, the value of this short term opportunity for input is transitory.

SECTION III - THE STUDY

Chapter 6: Statement of Aims

The primary purpose of this research is to assess whether certain curricular goals, which are more fully discussed below, have been achieved. (For a detailed review of the curricular goals, see Section III-7A[4], "Considerations in the Development of the Curriculum," and for an overview of the curriculum, see Appendix A.)

A - Community Awareness & Civic Concern

The curriculum was designed to promote participants' creative community exploration and involvement, ingredients of community education which some environmental educators would contend are essential (see Section I-2C, "School-Based Urban Environmental Education").

The curriculum evaluation is devised to determine potential changes in the participants' geographical knowledge of their community; sense of "civic responsibility"; "sense of community" (including sense of "connectedness" to other people in the community); interest in and knowledge of community affairs and the urban planning process; and their plans for future involvement in community activities and events.

The evaluation is also designed to explore the intergenerational nature of civic awareness and concern; i.e., the way certain community planning issues are

perceived by local residents across the age spectrum to be relevant to their lives and worthy of concern and perhaps action.

B - Intergenerational Understanding

A major proposition underlying the development of Long Island City - 2000 was the belief that intergenerational communication and cooperation could be enhanced by heightening people's awareness of local planning issues which affect all age groups. Accordingly, this investigation is intended to assess changes in the student and senior adult participants' level of tolerance, understanding of, and attitude toward, people in other generations. This research also aims to depict the interactive dynamics occurring between the young and elderly participants when articulating their needs to each other and negotiating these needs to develop alternative community plans.

C - The Urban Planning Value of the Project

Although the participants' ideas may have merit, this does not necessarily translate into an impact on the neighborhood or an impact on the decision-makers. This study was designed to ascertain the project's impact on participants' urban planning and communication skills, and on their potential to influence urban planning professionals

and local public officials to consider their concerns.¹

In sum, this evaluation is geared toward answering three questions:

- Does the intergenerational urban studies curriculum enhance student and senior citizen understanding and concern about community development issues?
- Can this curriculum enhance meaningful collaboration and mutual understanding between youth and senior adult participants?
- Can this type of school-based project yield a positive influence on community development dynamics?

An additional goal of this research is to identify those intensive fieldwork and classroom experiences which prove to be most useful for generating learning opportunities for students and seniors. Those activities which most readily meet the learning and neighborhood improvement objectives described in this section will be more fully developed in subsequent intergenerational projects in Long Island City and other neighborhoods.

¹ It should be kept in mind that a six month school-based project is a very limited intervention in light of the grand scale neighborhood development dynamics already in motion in Long Island City. Therefore, when assessing the impact of this project on local planning dynamics, the emphasis is entirely on community awareness and concern, particularly with regard to urban planning issues related to the needs of youth and senior adults, rather than on the achievement of any actual environmental change.

Chapter 7: Research Design

A - Program Design and Implementation

The school-based component of the LIC - 2000 project was implemented in a Long Island City elementary school with a class of sixth grade students and a group of eight senior adult volunteers. The project involved a series of exercises, activities and presentations which are outlined in Chart 2 ("Project Overview," see page 72) and Appendix A, and described in detail in Section IV-9A, "Description and Results for Each Project Activity."

(1) Site Selection Criteria:

Long Island City, a neighborhood in Queens County, New York City, was selected as the project site because it met the following site selection criteria:

- a community facing large scale development forces that appeared to be beyond the control of its residents;
- a community encountering a set of urban development issues which have significance for residents of all age groups;
- a community with local human service and civic organizations displaying interest in taking a leadership role in a drive for enhanced community participation.

Figure 9, on the following page, presents Long Island City in relation to the five boroughs of New York City. Figure 10, on the subsequent page, displays the three primary Long Island City neighborhoods and the location of several relevant organizations referred to in this dissertation.

Figure 9: Map of New York City.

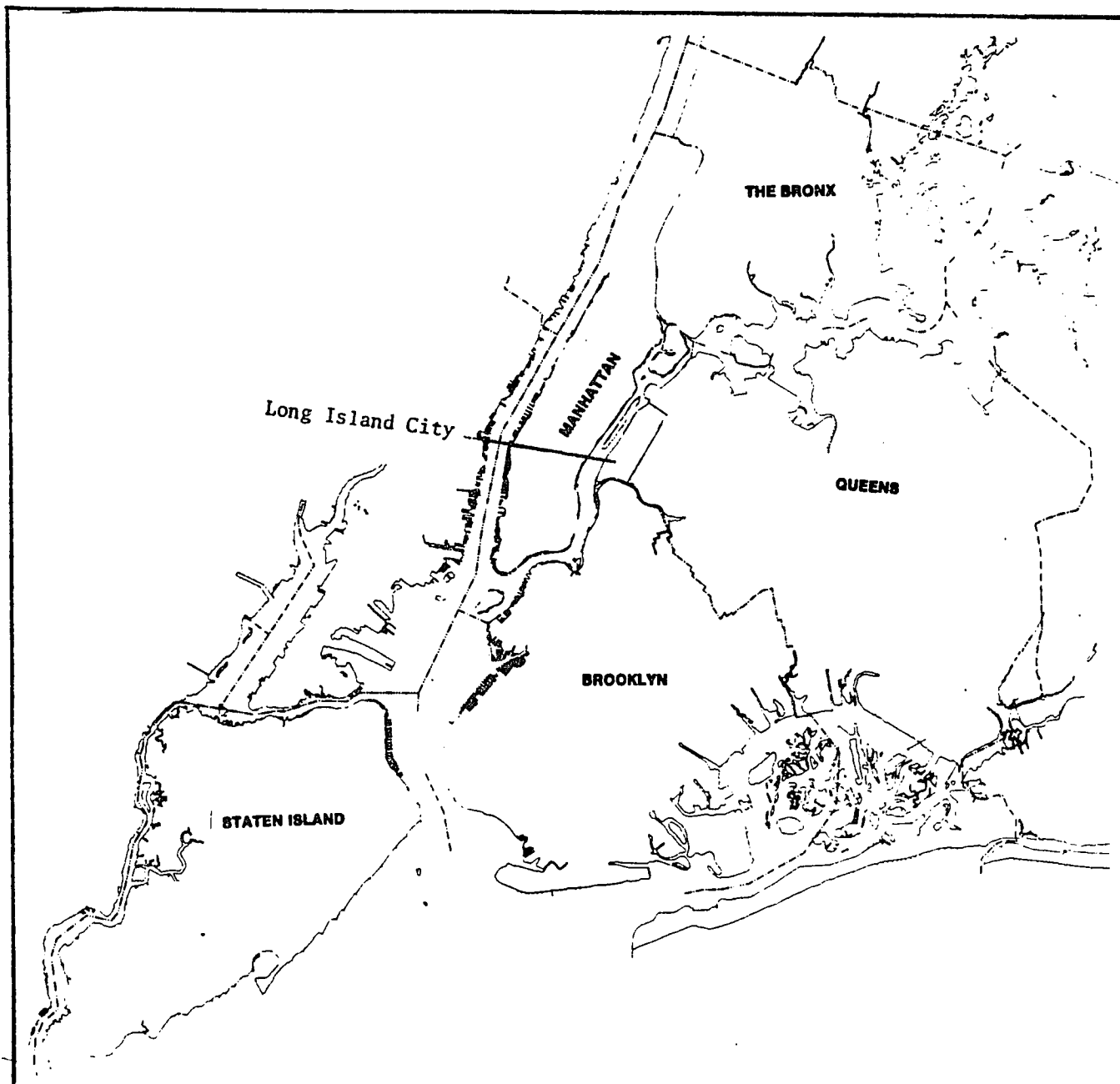
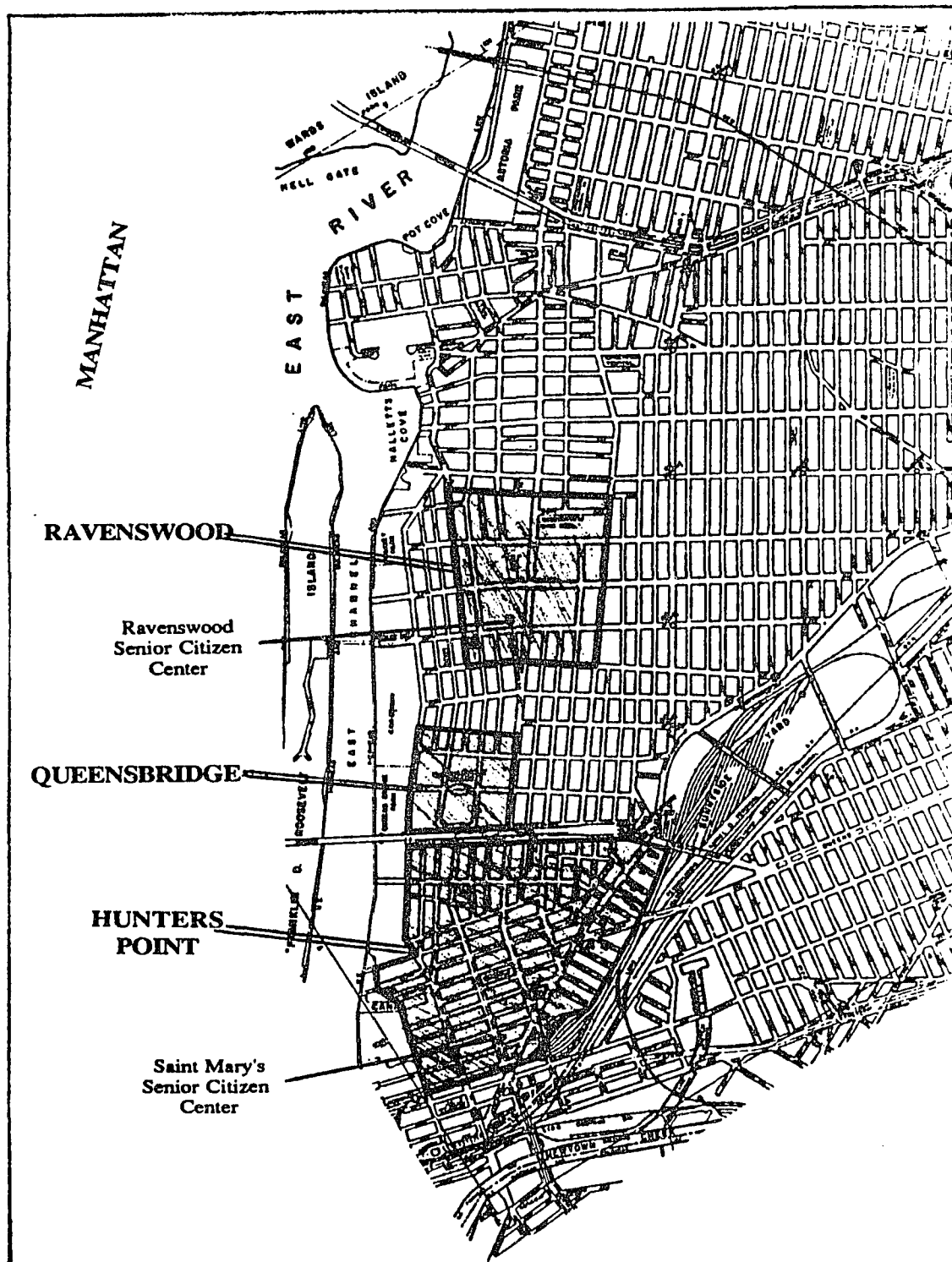


Figure 10: Map of Long Island City.



With the completion of a 44-story Citicorp tower a few blocks away from the Hunter's Point Waterfront Redevelopment Site,¹ and the spiralling increases in real estate values, all parties seemed to agree that the Hunter's Point waterfront and the surrounding area will have undergone many changes by the year 2,000. Most of the Long Island City residents and workers interviewed in the preliminary project development phase of this project felt that there is a need for development; as of 1987, Long Island City had no public schools, libraries or health facilities and only limited access to the East River waterfront along its western boundary.

However, there was also a good deal of concern about the lack of community involvement in determining this rapid and powerful development process. With a pro-development City government and local community board, a growing group of developers descending on available neighborhood parcels of land and a waterfront redevelopment plan which would most probably generate massive displacement,² the requests from community residents and

¹ This site, which is bounded by the East River on the West, 5th St. on the East, the Newtown Creek on the South and the Queensboro Bridge on the North, is the location targeted for massive development plans developed by the NYC Department of City Planning and the Port Authority of NY/NJ (See Introduction, Section I-1).

² There are elements to the Hunter's Point Waterfront Redevelopment Plan that suggest the benefits of the conceived improvements are not intended for the majority of the residents of the small community of Hunter's Point

community groups for amenities and low and middle income housing were in danger of going unheard. It was precisely this specter of a massive development process unfolding without significant community input which provided the most powerful rationale for implementing this project in Long Island City.

Another aspect of Long Island City which made it an ideal site in which to establish an intergenerational urban planning process was the extensive support offered by local human service and civic organizations (see Section II-4, "Preliminary Research Methods and Results").

(2) School and Class Selection Criteria:

The selection of a local school was based on two criteria:

- a school which draws its students largely from Long Island City;
- a principal who is supportive of the project's philosophy of community involvement.

Children from Hunters Point attend either local Catholic schools or go to the public schools at the other

(approximately 5,000 residents), most of whom are in the lower socio-economic class. The plan which includes 5,000 units of waterfront residential development overseeing Manhattan, hotel facilities and new public amenities, with large connecting plazas, suggests a devised process of radical gentrification which would serve to raise real estate values and displace many of the long-time residents. This would, in effect, cater to the growing population of affluent white collar people whose numbers have been gradually increasing in Long Island City since the late 1970's.

end of Long Island City because there are no public schools in the Hunters Point region of Long Island City. P.S. 76, though on the Long Island City - Astoria borderline, is the main public school attended by Hunter's Point students. Since this school best met the demographic criteria for site selection, the ideological characteristics of the principal became secondary. The principals' approval and support were obtained in a preliminary meeting attended by the principal, project director, Director of the Center for Human Environments (City University of New York Graduate Center) and several Board of Education administrators.

Class selection was based upon teacher selection criteria. At the same meeting in which the school principal approved the project, a request was made to work with a teacher who had strong communication skills, was supportive of senior adult volunteer involvement in the classroom and at ease with the project's "hands-on" community exploration emphasis and orientation toward local activism. The principal assigned one of the three 6th grade teachers in the school.

At the time, it was thought this teacher had volunteered but it subsequently emerged that coercion from the principal was the major force. This became a major stumbling block in certain phases of the project.

(3) Recruiting Senior Citizen Volunteers:

Senior adults were recruited through two local senior citizen centers: St. Mary's Senior Citizens Center and the Ravenswood Senior Citizens Center. Additionally, the Retired Seniors Volunteer Program, the Board of Education's NYC School Volunteer Program and LaGuardia Community College, a local community college with a strong adult education program, helped publicize this project as a volunteer opportunity for local senior adult residents.

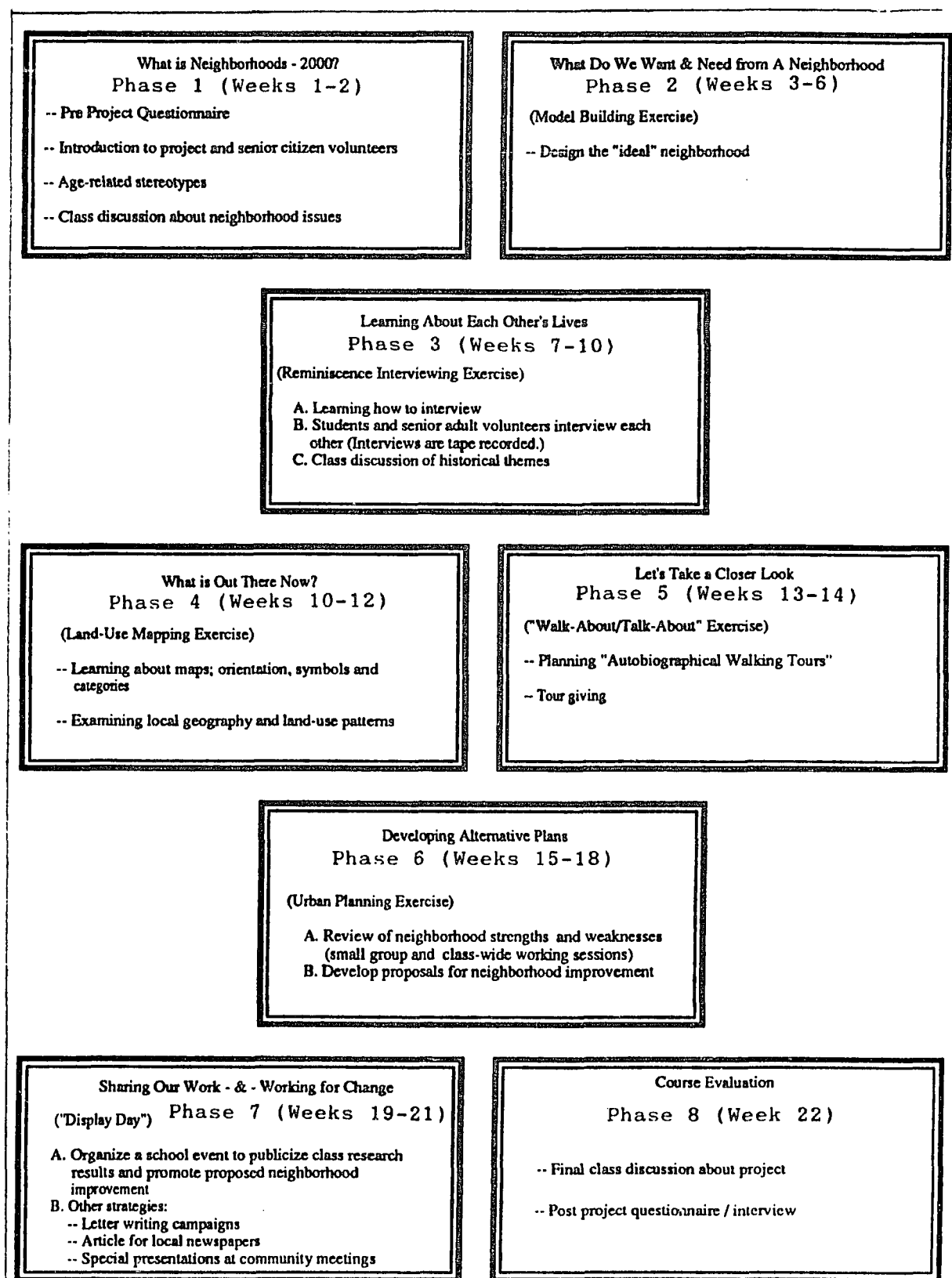
In recruiting senior adults for the project, the project director emphasized two points:

- The volunteers would not be asked to do anything for which they were not prepared. Before meeting the sixth graders, the seniors would receive an orientation to modern day schooling and a training workshop on techniques for communicating and working with children, both conducted by the local NYC School Volunteer Program Coordinator and the project director;
- Senior adult volunteers would get the opportunity to develop their own urban planning skills in addition to improving their ability to work with children.

(4) Considerations in the Development of the Curriculum

As was noted in Section III-6, "Statement of Aims," the general goals underlying the design of the project were to enhance the participants' level of: community awareness and civic concern, intergenerational understanding, and involvement in local affairs. Before implementing the program in January 1988, however, the curriculum presented in Chart 2 on the following page evolved to incorporate the input of the school principal,

Chart 2: Neighborhoods - 2000 Project Overview.



the class teacher³ and school district administrators, all of whom were encouraged to consider ways to utilize school and community resources and integrate project activities into the 6th grade core curriculum.

Ultimately, a program developed which consisted of 22 class sessions, each taking place one morning each week from 9:00 a.m. to 11:00 a.m. For one half hour before and after each session, the project team (consisting of the project director and two college interns) met with the senior adult volunteers to review and plan project activities.

The number of sessions allotted for each phase varied from one to four weeks depending upon the skill and interest level of the students and senior adults and time constraints. At the beginning of the project, a tentative schedule of activities was developed with the teacher which was flexible enough to allow for slower participants to receive extra attention and catch up to the rest of the class. The actual weekly sessions in LIC - 2000 are shown on Chart 2 (see page 72).

³ The importance of obtaining teacher input and support in the design and implementation of a curriculum which they would carry out is all too often underestimated (Halverson, 1979). Assistance was sought from the teacher in identifying and making linkages with school resources such as the library and computer room, and in finding ways to utilize the Long Island City - 2000 curriculum to partially fulfill the requirements of the 6th grade social studies curriculum.

To help in the planning of each activity, the senior adult volunteers provided information during the post-class debriefing meetings as to what they felt was being and still could be accomplished.

A major consideration in the ordering of curricular activities was the need to allow project participants to develop their planning skills and clarify their local development concerns before meeting urban planning and human service professionals. The concern was that if the professionals came into the project at the beginning, this might stifle creativity and indoctrinate the group with the status quo. Also, it was important to establish right from the start that this project belonged to the participants and would reflect their hopes and concerns.

The concept that tied the distinct curriculum segments together into one program was "neighborhood exploration"; each activity was designed to focus the participants on the neighborhood's past, present and/or future. The curriculum was also interdisciplinary in nature. The intent was to make linkages, where possible, with what the students did in connection to their social studies, art, language studies and, to a lesser degree, mathematics and science curricula.

The remainder of this section outlines and provides the rationale for each phase of the LIC - 2000 curriculum.

Phase 1: Pre-Project Questionnaire, Introduction to the Project and Preliminary Discussions about Issues Related to Neighborhood Development and Aging

Before the project participants met each other, the students received the pre-project questionnaire and the senior adults were interviewed. In the initial two LIC-2000 sessions in which the students and seniors worked together (Appendix A, Phase I), several group discussions were conducted about Long Island City development trends, the meaning of "neighborhood," and aging-related issues such as age-based stereotypes. These sessions provided data on the participants' understanding of neighborhood development and aging-related issues and helped inform the participants about the project.

These first discussions were intended to function as an "ice-breaking" device (between and within the generations) and as a reassurance to participants that they would determine what they develop in this project.

Phase 2: "Design the Ideal Neighborhood" Model Building Exercise

Students were divided into five small groups, each with one or two senior adult volunteers, to develop neighborhood models that depict their desires for community living. The intent of the "Design the Ideal Neighborhood" model-building exercise (Appendix A, Phase II) was to stimulate students and senior adult volunteers to think creatively about neighborhood planning and to

begin experimenting with design options.

An important consideration in designing urban planning exercises aimed at stimulating creativity is to present the participants with a broad range of materials with which they could work (Nicholson, 1976). Thus, in introducing participants to the model-building exercise, a variety of materials (of different shapes, textures and sizes) were provided along with encouragement to bring in their own materials.

To help orient participants to the links between physical design issues and human values, social relationships and work and recreational pursuits, each group was asked to extensively discuss their community living concerns, goals and settings at the beginning and end of this exercise.

Phase 3: Reminiscence Interviewing Exercise

The next activity was the "Reminiscence Interviewing Exercise" (Appendix A, Phase III). Intergenerational reminiscence projects usually consist of children interviewing senior adults, with a focus on specific events, times or general life histories. The focus of these interviews was on the seniors' sense of community and environmental experience. The intent was to promote student respect for the experiences of the senior adults, and "set the stage" for focusing on the neighborhood's future by first focusing on the past.

This activity was included in the project to indicate to students how they might make better use of the skills and knowledge of the seniors when they subsequently work together on developing alternative plans for their neighborhoods.

Phase 4: Landuse Mapping

For this activity (Appendix A, Phase IV), the class was split into intergenerational groups, in which they colored large Department of City Planning landuse maps according to landuse functions. Additionally, each student was given the homework assignment of determining and considering the appropriateness of the landuse function of sections which they were not able to classify in class. The intent of this activity was to orient project participants to the distribution of landuse functions in their neighborhoods and to stimulate critical thought about what is missing or what should be changed in surrounding neighborhoods.

Phase 5: Walking Tours

For the next stage of the curriculum, "Auto-biographical Walking Tours" (Appendix A, Phase V), the senior adults and youth developed and served as guides for walking tours of Long Island City. Although three walking tours were developed, for Ravenswood, Queensbridge and Hunters Point, the class visited only

Ravenswood.⁴

The walking tour planning and touring process was intended to enhance the students' and senior adults' familiarity with local geography and to facilitate intergenerational conversations about environmental perceptions. Another goal of this phase of the project was to improve participants' map reading and observation skills in relation to the built environment.

Phase 6: Developing Alternative Plans

In the next phase of this curriculum, participants developed charts, models, sketches, poems and collages to illustrate their desires for neighborhood change (Appendix A, Phase VI). The intent was to stimulate participants to critically review neighborhood conditions and give them an opportunity to apply what they had learned about neighborhood development issues from the previous curriculum activities.

Phase 7: Publicizing Participants' Ideas: Display Day

To enable project participants to share their alternative neighborhood plans with other community residents and those people who were responsible for making

⁴ The tour to Queensbridge was rained out and time considerations prohibited the re-scheduling of this tour. The tour to Hunters Point would have required a bus or an extended class session to allow for walking the one mile distance to and from the school. The district office could not arrange for the bus, and the teacher refused to make special arrangements for an extended class session.

neighborhood planning decisions, the project was designed to culminate in a Display Day event (Appendix A, Phase VII). This communication component is important because, as Baldassari, Lehman, and Wolfe (1987) note, when participants of an experiential education curriculum are provided with the opportunity to share their work with others, particularly when their work has implications for neighborhood change, they are more likely to take pride in their work and attribute a sense of legitimacy to their findings.

Phase 8: Course Evaluation

To further add to the data provided by the questionnaires (for students) and interviews (for senior adults), project participants took part in a final class discussion which was intended to elicit their thoughts and feelings about the project (Appendix A, Phase VIII).

B - Data Collection and Analysis

(1) Evaluation Criteria:

The curriculum was evaluated on several levels:

- Its impact on youth and senior adults' outlook on, knowledge of and interest in the community and community development issues;
- The facilitation of enhanced mutual understanding between youth and senior adult participants;
- The promotion of youth and senior adult involvement in community affairs.

In addition to the focus on the curriculum itself,

this evaluation includes consideration of the project participants' final neighborhood improvement plans and urban planning concepts on the basis of their relevance to local problems and the needs of local residents.

(2) Research Procedures & Data Analysis:

**Comparing Pre- and Post- Project Questionnaires/
Interviews:**

The primary method used to determine the impact of the curriculum on the criteria mentioned above involved comparing the pre- and post- project questionnaires and interviews. (See Appendices D[1] and D[2] for the pre-project questionnaires given to students and the pre-post project interviews conducted with the senior adult volunteers, respectively, and Appendix E for the post-project questions not included in the pre-project instruments.)⁵

As a control group, another sixth grade class in the same school answered the same pre- and post project questionnaires. The project and control groups did not vary significantly according to home neighborhood or age. (For more information about similarities and differences between these groups, see Section IV-8).

⁵ The ideal situation would have been to interview each student as well as each senior adult. However, there was an insufficient amount of time to conduct such an extensive interviewing process.

The questionnaire and interview data were treated similarly in terms of the data analysis procedures described below.

These instruments included a variety of questions about participants' understanding and concern for their neighborhoods and for people in other generations. The questionnaires and interviews included a Trust in Young/Old People scale (derived from the Brookdale Center on Aging, 1984) and a scale derived from Osgood, Suci & Tannenbaum (1957) and Marks, Newman & Onawala, R. (1985) which measures attitudes toward youth/senior citizens. Together, data from these sections depict changes in participants' attitudes toward the young/ elderly occurring as a result of this project.

The pre- and post project interviews with the senior adults included questions about self esteem in addition to the same questions asked of the students about their attitudes toward, and understanding of, youth (seniors) and neighborhood issues. The self esteem survey (Appendix D[2], Part 3), derived from Rosenberg's Self Esteem Survey (Brookdale Center on Aging, 1984), was designed to obtain a sense of the volunteers' general well-being and level of self confidence.

During the post- project questionnaires/interviews, the participants were asked to assess the educational value and their level of satisfaction with each component of the curriculum and for the curriculum as a whole (Appendix E).

The responses to the qualitative questions on the

pre- and post project questionnaires (for students) and interviews (for senior adult volunteers) were content analyzed. Scaled questions were tested for the degree of significance of changes between the pre- and post project responses made by the participants. For the scaled questions, analysis of variance (ANOVA) was the predominant statistic and for the qualitative data, loglinear analysis was used.

Loglinear analysis was used to test for pre- versus post- project differences for the project group, while controlling for pre- versus post- project changes in the control group. This analysis is, in effect, a series of chi square tests which correspond to "models" that identify the nature of pre-/post- test and within/ between group variation.

It should be noted that the loglinear statistical test of significance becomes progressively more stringent for small sample or cell sizes. Since the nature of this dissertation involved small sample and cell sizes, it was particularly difficult to statistically arrive at significant relationships using loglinear analysis.

Observations and Written Documentation by the Project Staff:

Another evaluative tool was the detailed ongoing observation and documentation conducted by the project director, interns and teacher focused on the group

processes occurring throughout the project. Most of the discussions, tours and presentations were also tape recorded, with the intention of providing a detailed record of much of the interaction occurring throughout the project. Unfortunately, most of the tape recordings of the small group sessions were inaudible due to the background noise of other groups.

"Mental Mapping Data":

The "mental mapping" procedure, described below, was designed to help determine the impact of the project on students' awareness of neighborhood geography and their ability to symbolically represent space.

In the second month of the project and at the end of the project, students in the project group were asked to map out and label "as much of their neighborhoods, including the school and their homes, as possible," using an 11" by 17" sheet of paper. As mapping was not conceived of as part of the original set of evaluation procedures, no control group was established for it. However, in order to obtain an approximate assessment of the impact of the mapping component of the curriculum, an alternative was designed which is called the "developmental check." The post project maps of students from the project group were compared with maps drawn by graduating students in the following year's sixth grade class taught by the same teacher who participated in the project; this

latter group is called the "developmental check group."

All maps were compared with Department of City Planning land use and zoning maps to determine the maps' geographical accuracy, the physical boundaries of the students' geographical awareness, the number and type of labelled features in the maps⁶ and map type (see below).

1. Accuracy. The following categories were used to determine the degree of geographical accuracy of the students maps⁷:

- (1) "Disorganized" -- Reversal of spatial relationships, extreme display of confusion, and/or disorientation for at least one third of the map.
- (2) "Inaccurate" -- Two to four elements out of place; minor disorientation.
- (3) "Accurate" -- Generally accurate sense of orientation; no more than one element off when over ten elements were identified.

2. Organization. Geographic capability and place learning goes beyond one's ability to correctly locate places on a map (Downs and Liben, 1990). In an attempt to address the nature of the students' ability to symbolically represent

⁶ The labelled elements were broken down into the following categories: Residential, Stores (small business), Factories and Vacant Land, Schools, City Agencies, Churches and other Religious Institutions, Transportation, Parks and Yards, Street Signs, Directional Cues to other Neighborhoods, Neighborhood Features (such as post office boxes, benches and stop signs), and "Other" (such as friend's houses, etc.).

⁷ To establish intercoder reliability, an impartial party rated all the maps using these categories, resulting in a 94% rate of conformity with the project director's preliminary coding decisions.

space, the types of topographical representations were recorded using the categorization system of "Route Maps," "Survey Maps," and "Combination/ Route and Survey Maps":⁸

- (1) Route Maps -- a system of pathways depicting locomotion through an area;
- (2) Survey Maps -- a "schema of the mutual disposition of local objects";
- (3) Combination Maps - Maps which include a combination of route map and survey map characteristics.

Hart and Moore (1973), after reviewing research on the development of geographical orientation and topographical representation, suggest that "route maps may be seen to be less integrated and hence less advanced developmentally than survey maps" (p. 48). Survey maps are considered to reflect a higher ability of symbolic representation of space than route maps.

After establishing the multi-faceted map evaluation methodology outlined above, three sets of maps from the project group (out of 28 sets of maps) and two sets of maps from the "developmental check" group (out of 27 maps) were dropped because they were either too incomplete or inappropriately filled out to allow for pre-project/post-project/"developmental check" group comparisons. This resulted in 75 maps; 25 pre-project maps, 25 post-project maps, and 25 "developmental check" group maps.

⁸ This system was devised by Shemyakin (1962) with the exception of the "Combination Maps" category.

In addition to exploring the variation in the students' maps that could be attributed to having experienced the LIC - 2000 project, comparisons of the criteria listed above were made between the maps drawn by the students on the basis of their gender and home neighborhoods.

3. Extent. To determine the physical boundaries of the students' knowledge of their neighborhoods, i.e., the extent of their maps, lines were drawn around the clusters of the labelled elements in each map. Bounded sections were not connected if separated by a distance of three or more blocks. Canvas, a computer software package designed for use with the Apple/Macintosh Personal Computer, was used to:

- develop a computer record of each student's mental map;
- create mapping overlay figures representing aggregate data with various sample configurations; and
- when used in conjunction with other software, to determine the area within the boundaries of the students' maps and test for statistical significance when comparing the three mapping groups; project group pre- and post- groups, and "developmental check" group.

Journals:

All project participants were encouraged to keep journals documenting their project experiences and what they were learning about their communities and each other. Student and senior volunteer journals were periodically reviewed and discussed with individual participants.

Evaluation of Neighborhood Improvement Plans:

The project participants' neighborhood improvement plans and ideas presented at the "Display Day" event were viewed by attending urban planners, human service professionals and City administrators, some of whom were interviewed at the outset of this project (see Section II-4, "Preliminary Research Methods and Results").

At the event or shortly afterward, the professionals who were present were asked to describe their impressions of the participants' plans and ideas, and to state whether the Long Island City - 2000 project influenced their attitudes toward the involvement of young people and senior adults in the urban planning process.

The project participants' neighborhood improvement ideas and suggestions used in guiding discussions with professionals who attended the Display Day event were assessed according to:

- sensitivity to the needs of young and elderly people;
- general "livability";
- values for community living (i.e., what is emphasized; trade, congregation, communication, recreation, etc.); and
- how well the presented alternatives met community needs (including who benefits most from the plans).

Interviews of School Administrators and Staff:

The participating teacher, school principal and education administrators from School District #30 who

played a role in developing the Long Island City - 2000 curriculum were asked to evaluate the curriculum's impact on students (their behavior, knowledge of local affairs, and communication skills), the school, the neighborhood and themselves.

C - Scope of Actual Project and Evaluation

In conducting and studying a fieldwork project as multi-faceted as the Long Island City - 2000 project, one casts a wide net to address the wide range of situations and occurrences that are related to the programmatic goals and phenomena of interest. The expansive project implementation and evaluation strategy described in this dissertation did indeed generate rich program experiences and diverse forms of data. However, this fieldwork approach also brought with it a certain lack of predictability and control over factors affecting project implementation and evaluation. This section will describe the nature of and reasons for alterations in the project implementation and evaluation plans.

(1) Revisions in Program Implementation

In planning and implementing the curriculum, there were a great many political forces and bureaucratic details to consider in working with an agency as large and complex as the NYC Board of Education. Some of the politics worked advantageously. Support from the

Community School District Superintendent helped encourage the principal to allow the project to be conducted in his school. However, there were also unanticipated factors which ran counter to the original program intent, such as:

- At the school level, the principal was allowed considerable latitude in making decisions as to how special programs were run. This became clear to the project team when the principal assigned a teacher and class to the project despite the emphasis placed by the project director and the Director of the Center for Human Environments on the importance of voluntary involvement by the teacher.
- The teacher did participate in the project, but as a "favor" to the principal rather than due to any interest in the project. Accordingly, strained relations developed between the project team and the teacher. This limited the ability to shift the project's schedule to accommodate school scheduling conflicts, thus leading to the cancellation and shortening of several sessions with little notice. The teacher did not cooperate in terms of helping to identify ways of integrating areas of the core sixth grade curriculum into the Long Island City - 2000 project.
- Time limitations led to the cancellation of a "community interviewing" exercise, which was originally planned for after the walking tours, and the cancellation of a walking tour of Queensbridge (that was originally re-scheduled due to rain). Lack of time also preempted the incorporation of additional neighborhood resources into the project. For example, a class trip to the LaGuardia Archives, which has an impressive collection of books, maps, videotapes and films on Queens' history was not possible.
- Before entering the classroom, it was understood that due to the sparse population of Long Island City, P.S. 76 students were drawn from a larger geographical area than any other school in New York City. However, it was not anticipated that students' neighborhood concerns would vary so greatly according to the part of Long Island City in which they resided. Initially, it was assumed that the issues related to the Hunters Point Waterfront Redevelopment Plan would be perceived as relevant by all students. Yet, only the students

from Hunters Point related to the waterfront development issues. The students from Queensbridge and Ravenswood chose to focus on the more immediately local issues of greater concern to them, such as vandalism and drug use in the housing projects, rather than the regional waterfront development issues.

- Original plans for small group neighborhood walking tours did not meet school supervision requirements for class outings, which specify that no student can go outside of the class without the direct supervision of a certified teacher. This limited the number of trips in the project and negated plans for mini-trips that could have been conducted by project staff.
- It was not possible to conduct pre- and post- project interviews with the same set of human service and planning professionals because of the high turnover in these positions. The position of Community Board #1 District Manager, for example, changed hands three times during the course of the project. Therefore, this study did not adequately assess changes in the views of the professional human service and planning community that might have occurred as a result of this project.
- After the project began, a land-use mapping exercise was added to the curriculum. The activity involved developing a landuse categorization system and corresponding color coding scheme with the entire class, breaking the class into small intergenerational groups, providing each group with aerial photographs of the region and having each group color as much of the maps as possible in class and through a homework assignment. The intent of this activity was to enhance project participants' awareness of local landuse functions. This exercise also served as an intergenerational sharing opportunity in which both age groups had expertise.
- Although it was previously planned not to conduct any lectures, it became clear to the project team that there were big gaps in the students' understanding of the political structure of New York City. Accordingly, copies of the "Your City and Ycu" pamphlet (obtained through the League of Women Voters) were distributed and one of the interns conducted a 15 minute, straight-forward lecture about the political structure of New York City.

(2) Revisions in Project Evaluation Plan

There were also various factors which led to changes in the evaluation component of this study. Some of the changes in the evaluation plan were:

- In hindsight, the decision to not make the journals mandatory or a part of the students grade was a mistake. At first, most project participants responded well to the constant reminders by the project staff and wrote something about their impressions of the project, of each other or about their neighborhoods. However, after 3-4 weeks most participants ceased writing in their journals. The teacher, who was asked to allow time in school for students to write about their project experiences, complied only once.
- Much of the audiotape record of the class sessions was inaudible because the tape recorders' built in microphones picked up too much background noise from other groups simultaneously in session.
- The self esteem survey which was included in the pre- and post- project senior adult interviews was not taken too seriously by several of the senior adults. It disturbed two of the seniors who objected to the "mental illness" tone of these questions as not having anything to do with the project as they understood it. This portion of the questionnaire was therefore dropped from the post- project interviews.

At times the research and action goals of the LIC-2000 project were incongruous. For example, since some of the senior adults who participated in the school-based curriculum were also involved in the Community Mural Day and the Futures Festival events, it was difficult to differentiate the impact that each project component had on the seniors. Also, since an interview tool was not developed until after the Community Mural Day event, it was hard to gauge whether this preliminary inter-

generational experience influenced their pre- project interview results.⁹

(3) Relationship with the Teacher

The original conception of the teacher's role was as a partner, a member of the project team who would provide the rest of the project team with insight into designing project activities that best met the developmental needs of her students and the curricular requirements of the Board of Education. However, due perhaps to the way in which the teacher was "assigned" to this project by the principal (see Section III-7A[2], "School and Class Selection Criteria"), this type of relationship between the teacher and the project team never solidified. Instead, the teacher often seemed to work against the project goals.

With one month of the project left, for example, the teacher asked the project team to stop breaking into groups because the new chairs were very noisy when they were moved around and this, she thought, was disturbing to the class downstairs. Since the most exciting inter-generational interaction and experiential learning took

⁹ Nevertheless, these drawbacks to the project's research goals need to be viewed against the benefits accrued in terms of the project's community action goals. Swift implementation of the special events helped attribute legitimacy to this project in the eyes of community leaders and helped stimulate community support at perhaps the most crucial time in the project's evolution.

place in the small group format, this sentiment illustrated the existence of a serious rift between the teacher's and project group's educational orientation, a rift that was never resolved.¹⁰

The project team's emphasis on student self expression, exploratory learning and flexibility often conflicted with the teacher's desire for structure and discipline. In response to the question, "What don't you like about this project?" asked by the project director six weeks into the project, the teacher stated,

It's a little bit chaotic... and I guess that I'm used to a little more structure (pause) which is not necessarily right on my part but that's what I'm used to. That's why I'm a little laid back and watching the whole thing more. Yeah, I'm not sure in my mind whether it's chaos or planned (pause). You know what I mean?

Interestingly, several of the seniors who noted that the teacher was very strict with her students liked her approach. After one model-building class in which the teacher sent a student to another class for excessive wandering, one senior stated, "She (The teacher) is an excellent teacher... She really lets the kids know their place."

Unfortunately, the teacher never seemed to fully "buy

¹⁰ Although attempts to accommodate the teacher's concerns throughout the project were made, it was not always possible. Since the small group format was a fundamental element of the project model, the project team was particularly persistent about the need to continue breaking the class up into small groups.

into" the project. She felt that two hours was too long a period each week to take her students away from their other studies. The failure to develop a mandatory, formalized meeting system with the teacher before the project began was perhaps the key factor contributing to the difficulty the project team had in obtaining teacher input in planning, implementing and evaluating activities. As a result, the feedback that was received from the teacher at the end of the project, which included some useful information about techniques for structuring and conducting program activities, arrived too late.¹¹

¹¹ As an inducement to further involve the teacher in the project, in the middle of the project it was arranged for her to receive three "independent study" credits through the City University of New York Graduate Center. Accordingly, at the end of the project, the teacher submitted a paper which clarified her views of the goals and procedures of the project activities. This paper served a useful project evaluation function and is referred to several times in this dissertation.

SECTION IV - THE FINDINGS

Chapter 8: The Participants

A - The Senior Adult Participants

The eight senior adult participants ranged in age from 64 to 80, averaging 72 years of age. Three of the seniors lived in Hunters Point and were active members of the St. Mary's Senior Citizens Center. Five of the seniors lived in Ravenswood and were active members of the Ravenswood Senior Citizen Center. (See the maps in the Research Design section, above.) None of the seniors lived in Queensbridge, though two of the Ravenswood seniors were familiar with Queensbridge issues.¹

The length of time in which the seniors had lived in their current neighborhoods ranged from five to 74 years, with the Hunters Point seniors living in that neighborhood an average of 49.3 years and the Ravenswood seniors living there for an average of 18.6 years. (See Table 1, below).

None of the seniors have any relatives currently living in their neighborhoods.

¹ Although a specific presentation was made at the Queensbridge Senior Citizen Center, none of the members expressed interest in participating in the project. However, two of the five seniors from Ravenswood were paired with the students from Queensbridge for the activities in which project participants worked in neighborhood-specific groups. Each of these seniors had over ten years of close contact with the Queensbridge neighborhood; one sent her children to the Queensbridge Day Care Center and the other, a printer by trade, worked with Queensbridge residents on a local newspaper.

Table 1: Length of Time Senior Adult Participants have Lived in Neighborhood.

<u>Neighborhood</u>	<u># of Seniors</u>	<u>Avg. # yrs. in neighb.</u>
Hunters Pt.	3	49.3 years
Ravenswood	5	18.6 years
Queensbridge	0 (2)*	*
	<u>N=8</u>	

* Two of the Ravenswood seniors have been involved in the Queensbridge neighborhood for over 10 years.

B - The Student Groups

There were three groups of students:

(1) **Project Group:** The participating class consisted of 30 children, 27 of whom filled out complete pre- and post- project questionnaires and drew "mental maps" at the beginning and conclusion of the project.

(2) **Control Group:** Another class of sixth graders in the same elementary school, which did not participate in the project, received the same pre- and post- project questionnaires as students in the project group. The "control group" consisted of 18 students.

(3) **"Developmental Check" Group:** At the end of the following school year, "mental mapping" data were collected from another class of sixth grade students. There were 25 students in this group. Since these data were collected only once for this group, it does not serve as a regular control group, but rather as more of a "developmental check" group. Information on students in this group was limited to home neighborhood and sex.

This section will describe the basic characteristics of the project, control and "developmental check" groups, with particular emphasis on similarities and differences between these groups. This includes the composition of the various groups on major demographic variables, including sex and home neighborhood.

Sex:

Of the 27 students who participated in the project, 15 (56%) were male and 12 (44%) were female. Of the 18 control group students, 9 (50%) were male and 9 (50%) were female. Of the 25 "developmental check" group students, 10 (40%) were male and 15 (60%) were female. There was a small difference between the project and control groups and a larger difference between the project and "developmental check" groups in sex composition. The latter group had a higher percentage of females (see Table 2, below).

Table 2: Sex Breakdown of the Student Groups.

	<u>Project Grp.</u>	<u>Control Grp.</u>	<u>Developmental Check Grp.</u>
Male	15 (56%)	9 (50%)	10 (40%)
Female	<u>12 (44%)</u> N=27	<u>9 (50%)</u> N=18	<u>15 (60%)</u> N=25

There were no significant differences between the project and control groups in terms of students' birthplace, their parents' birthplace and their grandparents' birthplace. (See Tables 3A and 3B, below.)

Although the project and control groups had similar national origins, these groups differed in terms of students' city of birth. Whereas all of the project group students for whom there were city of birth data (25 students) were born in New York City, only 77.7% of the

Table 3A: Students' National Origins -- Country of Own Birth and Parents' Country of Birth.*

	<u>Self Born in USA</u>	<u>Other</u>	<u>Both Parents Born in USA</u>	<u>Other</u>	<u>Mixed</u>
Project Group (N=27)	26 96.3%	1 3.7%	13 48.1%	13 48.1%	1 3.7%
Control Group (N=18)	15 83.3%	3 16.7%	12 66.7%	5 27.8%	1 5.6%

* No significant differences were found between the project and control groups in terms of students' own or their parents' country of birth (using ANOVA).

Table 3B: Students' National Origins -- Grandparents' Country of Birth.*

	<u>Both sets of Grandparents Born in USA</u>	<u>Other</u>	<u>Mixed</u>	<u>Unknown Birthplace</u>
Project Group (N=27)	8 29.6%	15 55.6%	1 3.7%	3 11.1%
Control Group (N=18)	8 44.4%	8 44.4%	1 5.6%	1 5.6%

* No significant differences were found between the project and control groups in terms of their grandparents' country of birth (using ANOVA).

control group students were born in New York City. This difference is significant at the .05 level ($T=3.775$, $df=1$). (See Table 4, below.)

Home Neighborhood:

There were no major differences in the project and control group students in terms of the neighborhoods in which they lived and which are presented in the maps in

Table 4: Students' City of Birth.

	<u>Project Group</u>	<u>Control Group</u>
New York	25 (92.6%)	14 (77.8%)
Other	0 (0%)	4 (22.2%)
Missing Data	<u>2 (7.4%)</u> N=27	<u>0 (0%)</u> N=18

Table 5: Students' Home Neighborhood.

	<u>Project Grp.</u>	<u>Control Grp.</u>	<u>Devel. Check Grp.</u>
Ravenswood	11 (41%)	7 (39%)	11 (44%)
Queensbridge	8 (30%)	6 (33%)	10 (40%)
Hunters Point	7 (24%)	4 (22%)	3 (12%)
Astoria	<u>1 (4%)</u> N=27	<u>1 (6%)</u> N=18	<u>1 (4%)</u> N=25

the Research Design section, above. (See Table 5, above.)

Even though project group students were more likely than control group students to have been born in New York City (see Table 4, above), there was no major difference between the groups in terms of the amount of time in which students lived in their present addresses. (See Table 6, below).

Table 6: Time Students Have Lived at Present Address - as of onset of project.

	<u>Project Grp.</u>	<u>Control Grp.</u>
0-3 years	5 (19%)	6 (33%)
4-7 years	10 (37%)	4 (22%)
8-12 years	<u>12 (44%)</u> N=27	<u>8 (44%)</u> N=18

In attempting to identify the impact of the Long Island City - 2000 project on participants' neighborhood perceptions and experiences, numerous project group versus control group comparisons are made in the pages that follow. Before presenting such analyses, however, it is useful to note up front that there were no significant preliminary differences between the project group and control groups, in terms of the neighborhoods in which students lived and the amount of time they lived at their present addresses.

Chapter 9:
Description & Evaluation of Curriculum

This section begins with a concise account of each component of the curriculum and a commentary on problems and successes from the author's perspective. It is followed by an evaluation of the curriculum by the participants.

A - Description and Self Evaluation
of Each Project Activity

This section describes the procedures which were followed in implementing each of the LIC - 2000 curriculum activities, in greater detail than the curriculum overview presented in Appendix A. This section also includes a review of some of the major outcomes of the project activities, and an assessment of whether the original program development goals were achieved.

(1) Design the "Ideal Neighborhood" Model-Building Exercise:

Procedure:

- Students were divided into five small groups, each with one or two senior adult volunteers.
- Groups were instructed to discuss and develop criteria for "the ideal neighborhood." Emphasis was placed on democratic decision-making; group plans had to reflect majority consent.
- Once groups decided on their neighborhood plans, they began to build their models. They were provided with a cardboard base and a broad range of arts and crafts materials (of different shapes, textures and sizes). They were also encouraged to use materials they brought from home. Materials

included milk cartons, tin cans, saran wrap, toilet tissue, fabric remnants, pipe cleaner wires, ice cream sticks, etc.

- During the model-building activity, participants spent most of their time on their own individual models but also occasionally walked around the classroom to view other groups' models.
- When the models were completed, each group chose 2-3 representatives to present their "ideal neighborhood" models to the rest of the class. Presenters noted group process issues and emphasized the community living concerns and goals implied by the physical configurations of their models.

Goals:

The "Design the Ideal Neighborhood" (model-building) exercise (Appendix A, Phase 2) was designed to accomplish the following goals:

- to serve as the initial "icebreaker" activity for the students and senior adults to get to know each other,
- to stimulate project participants to think creatively about neighborhood planning and to begin experimenting with design options, and
- to provide participants with a participatory planning experience.

Evaluation:

In implementing this activity, all of these goals were achieved to some extent. The students, in particular, found this activity enjoyable as they made numerous references in class and in their journals to the joys of "working together." In presenting his group's model-building process to the rest of the class, one student stated,

Everyone thought of something... like an ASPCA, jobs for the pier, stuff like that. Nobody was left out... I liked working as a group. Everyone chipped in.

To promote a sense of group identity that crossed generational lines, each model-building group was asked to develop its own name. Afterwards, many of the references to "we" and "us" cut across age and neighborhood boundaries. One student wrote in her journal:

If it wasn't for the name 'Q.R.H.' (Queensbridge, Ravenswood, Hunters Point), we would be known as the 'park builders' and wouldn't that be dull!

The model-building activity also helped orient project participants to environmental design principles. To encourage participants to think in terms of function as well as form in creating their model neighborhoods, they were told repeatedly that they would have to provide a rationale for their planning decisions in class presentations when the models were completed. Project staff members would ask questions such as, "Is this the type of place in which you would want to live?" and "Why?" (or) "Why not?" This strategy often had the desired impact. For example, one student in a journal account of one of the model-building sessions stated:

Anita and I were making the mall. I had a hard time figuring how to make the mall, whether it should be rectangular or triangular. We decided to go with the triangular look... because its shape looks modern. People I think will feel better shopping in a shape of mall like a triangle. It will give them a feeling of excitement and

enthusiasm.

However, not all of the model elements reflected a consideration of the functional aspects of design. One group developed a large black high rise building that towered over the rest of the model. A student in this group justified this facility by saying that it looked "fresh."

Several of the models displayed creative ideas for neighborhood transformation. Examples of some model elements included a park partially covered with a dome to shelter people from rain, an ASPCA providing a drug rehabilitation center with animals for "petting therapy," and a multi-faceted recreation center "with something for everyone."

Several of the models conveyed the participants' desire for more intergenerational contact in their lives. One group's model included a large community center with separate and joint activities for youth and senior adults. Another model included a facility that would function as a day care center during the day and a youth and adult recreation center during the late afternoon and evening hours.

In presenting their models, some project participants emphasized that their ideal neighborhoods were designed to be places for everybody. One student stated,

This is a picture of a birds-eye view of our community... It's big and has everything that everybody wants... In the middle, here's a police

station... we have projects, houses, a community center, schools, discos, malls, a college, post offices, church, sanitation department, Roy Rogers, McDonalds, a park, Macy's, a power plant... We took care of everybody.

One of the positive benefits of the model-building activity was that it provided project participants with a concrete example of the importance of the planning phase for any design endeavor. In response to the post-project questionnaire question about how to go about implementing a neighborhood improvement project, one student wrote,

I learned a lot from the model-building... If you jump into it, the tiny mistake will mess you up... You need to plan how it's going to be.

Additionally, the teacher used the students' model presentations as an opportunity to reiterate some of the principles of a public speaking class that she had conducted. She emphasized the importance of speaking in full sentences, and in a clear and loud voice.

(2) Reminiscence Interviewing:

Procedure:

(a) Preparation of interview questions:

- Students met in groups of 4-7 (without the seniors) to develop at least 10 interview questions.
- One senior adult joined each group for the purpose of revising the preliminary questions and for developing additional interview questions, not for conducting the actual interviews.

(b) Conducting the interviews:

- The seniors were moved to different groups for the

actual interview.

- Participants were provided with brief instructions about how to use the tape recorders.
- In each group, students conducted the interviews, taking turns asking questions.
- During the interviews, project staff gave feedback to students to slow down with the interviews and ask follow-up questions.

(c) Follow-up to the interviews:

- In a subsequent class discussion, students and seniors reviewed the substantive issues covered in the interviews.
- Students and senior adults received copies of each taped interview. The student wrote theme reports based upon the information they obtained from the interviews.

Intergenerational reminiscence projects usually consist of children interviewing senior adults, with a focus on specific events, times or general life histories. The "Reminiscence Interviewing" exercise conducted as part of this project (Appendix A, Phase 3) touched on many aspects of the seniors' lives, particularly their sense of community life from a historical perspective.

Goals:

- to provide the students with a better understanding of the seniors and a better sense of the importance of history,
- to provide the senior adults with an opportunity to share their personal histories,
- to set the stage for future project activities which would involve focusing on future neighborhood scenarios by first focusing on the past, and

- to suggest to students how they might make better use of the skills and knowledge of the senior adult volunteers when working together on developing plans to improve their neighborhoods.

Evaluation:

Working in small groups, the students developed questions for the seniors that touched upon a wide variety of topics, including The Depression, the senior adults' dating patterns as young adults, their schooling experiences, their career decisions and their current activities. In most of the interviews, the seniors slipped in and out of the role of historian. For example, in response to the question, "What were you doing during the Great Depression?" a senior adult respondent gave a realistic account of life during the Depression, excerpted below, which the students found interesting.

During that time... it was pretty bad for a lot of people... they lost their savings... a lot of banks closed down... This era really marked the start of Welfare... and Social Security. Franklin Delanoe Roosevelt set up these programs. You know people had to go on Welfare because they needed help because things were so bad... There were no jobs... People were selling apples on every corner... you know for a penny an apple, for five cents an apple... Those years were terrible. You could never even get sugar.

This activity also generated several interesting intergenerational discussions about values. During one of the post- project debriefing sessions one of the seniors recalled,

Can you believe it? ... They asked me 'Did they give

out free condoms at hospitals when you were younger?' and I answered, 'Nothing was for free. Everybody was responsible for (taking care of) themselves.

One of the most difficult aspects of this exercise was teaching students how to ask prompting questions. At first the students tried to rush through the interviews. On one occasion, the project director asked a group of students how they possibly could have learned about the senior adult's life in only 15 minutes. To promote prompting questions, the students were asked to think of what they would like to tell if they were senior adults.

Ultimately, most students began to consider these interviews as an opportunity to find out more about the seniors rather than just "another regular school assignment." Some of the students got excited about this opportunity as the following journal account indicates:

... I have plenty of questions to ask them. I want to find out more about how they grew up and how many kids they have -- if they have any. If they don't have any kids, I will ask them would they like to. Some other questions I will ask them is -- 'Are you married?' 'If not -- would you like to be?' 'Do you have any problems with young teenagers in your neighborhood?' I would ask that because sometimes younger people like to take advantage of seniors...

By the end of the interviewing activity, most of the class managed to break out beyond their formal interview questions and engage the seniors in dynamic dialogue about their life experiences and times gone by.

Students were required to write historical theme

reports describing what they learned from the reminiscence interviews.² As is evident in the four student reports presented below in their entirety, interviews covered a range of issues and students learned about various community and family value systems, cultural diversity, societal development issues and historical events:³

(a) "Education" - (based on interview with Ester Lerner)
- by Jade Beckham

Education in the 1940's was different than it is today. First of all, you couldn't even attend school unless you were clean. Fingernails were checked to make sure that there was no dirt in them. Ears were checked to make sure that they were free of wax. If a person was found to be unclean, they were either given a demerit or sent home.

Once in school, you couldn't leave school without a hall pass. There were hall monitors and if you didn't have a pass, a demerit.

Some subjects that the schools taught were as follows: math, english, social studies, geography and reading. Many children enjoyed going to school and thought of it as a privilege.

In the 40's many of the children finished high school but because they needed money and had to get jobs they all couldn't succeed and go to college.

(b) "Family Values" - (based on interview with Ramona Red Cloud) - by Louise O'Brien

Upon interviewing Ramona Red Cloud along with Evelyn Ramos, Denise Torres and Tseng Ho Chow, I learned a

² To help with these reports, students were given copies of the tapes of the interviews they conducted. These tapes were duplicated by ARC Audio Visual (NYC) free of charge.

³ In writing these reports, many students consulted local libraries and elderly family members.

lot about "family values." There are many interesting things to learn when you interview someone.

One thing Ramona told us was that she was American Indian. She grew up in Boston, Massachusetts in a small, quiet environment. Her life was peaceful and her childhood was a mixture of work and play. Belonging to various play groups, having many friends, and enjoying her school days, Ramona grew up loved and cared for. She shared many things with her family.

Evenings were laid back and relaxed with family fun. They all listened to radio programs. After the children had finished their homework, they ate supper with the rest of the family.

During the day, the children were sent off to school by a loving mother whose watchful eyes made sure her young ones were safe.

What I learned most from Ramona was how proud she was of her Indian heritage. She was and is a believer in her background. She still enjoys Indian dances and parties and admires the intricate steps of the dancers of the complicated Hoop Dance.

You can learn a lot from women like Ramona Red Cloud.

(c) "From Panama to Ravenswood" (based on interview with Genetha Barbett) - by Patrick Donowa

Genetha Barbett was born and lived for some years in Panama. Where she lived in Panama, the apartments had two, three or four rooms including the bathroom, kitchen, and bedrooms. The apartments had different rooms for the different necessities. There were 12-family houses, six on one floor and six on another. In the older days, they would use coal for cooking. Later on, people got to use gas, electricity and other modern conveniences.

In Panama, homes were made of board. Now, homes are made of brick and concrete. The Panama Canal was used for ships to transport coal and other goods. To Mrs. Barbett, both Panama and the U.S. are fast-going places. At present, she will not go to Panama because of the previous conflicts of government but, in the future, she'd like to go again. Luckily, Mrs. Barbett likes living in her present residence in Ravenswood.

Genetha was alive during the Great Depression. Certain

developments started then. Food stamps and welfare were then used to keep people from dying of malnutrition. People were given special checks and stamps in replacement of money. That is one way things have developed.

- (d) "Community Pride" - (based on interview with Ester Lerner) - by Sandra Lorenzo

Somehow people don't seem to care about their neighborhood. They litter, do graffiti and vandalize private and public property.

Sometimes it is not always all the people who live in a particular neighborhood who do all these terrible things. It is people who don't live there and don't care about each other's neighborhood. Both ways it is wrong.

In the olden days, as I found out from interviewing Ester Lerner, there were fewer people who didn't care about their neighborhoods. I'm not saying everyone did. I'm just saying more did in those days than today. And things weren't that bad like now. There was less littering, not much graffiti and less vandalizing.

I think that a lot of people today do not have community pride. If they say they do have it, they should prove it.

We can start by trying to stop all the bad things that are around us. You might say fight fire with fire.

It's not just young kids that are concerned; it's also adults, and a lot of seniors too. They might be old but they still have the same point of view like everyone else.

Although the reminiscence interviewing activity certainly facilitated a substantial amount of rich intergenerational communication, there were two limitations. First, the intergenerational learning was predominantly one-way; i.e., the students learned about the seniors' lives. There was no mechanism for the

seniors to interview the students.

Secondly, project participants felt that too much time was spent on the preparation of interview questions. The students and seniors wanted to begin the interviews after the students developed the questions rather than after the additional step of discussing questions with the senior adult volunteers.

(3) Land-Use Mapping:

Procedure:

(a) Preparation for the activity:

- Project staff obtained five sets of aerial photographs of the neighborhood (from the New York City Department of City Planning). One of the college interns labelled the main streets on each of the maps to provide participants with reference points.
- The class was broken down into six groups; two groups for each of the three regions (Queensbridge, Hunters Point and Ravenswood/Astoria). Each group met around a cluster of desks with an aerial map in the center.
- As an entire class, participants determined a color coding scheme to represent the various land-use functions in their neighborhoods.
- Project participants received a slide show presentation⁴ on the principles of scale, legend and aerial photography.

(b) Conducting the activity:

- Using the color-coding scheme determined by the class, each group was asked to use color pencils on

⁴ This 45 minute slide show was conducted by Roger Hart, Professor in the Environmental Psychology Program at the City University of New York Graduate Center.

the aerial maps to indicate the land-use functions of the various locations in their neighborhoods.

(c) Follow-up activity:

- As a homework assignment, students identified the function of 2-4 block areas of the maps for which they could not determine in class. Students were also required to write at least six lines in their journals discussing the appropriateness of the land-use functions of these sections.
- One land-use map, incorporating all of the color-coding work done inside and outside of class, was displayed on the wall outside of the classroom.

Goals:

The intent of the "Land-Use Mapping" activity (see Appendix A, Phase 4) was to:

- orient project participants to the distribution of land-use functions in their neighborhoods;
- stimulate critical thought about what was missing or what should be changed in local neighborhoods;
- provide a meaningful experience with maps for project participants through the use of aerial photographs and the mapping of places relevant to their lives; and
- stimulate the exchange of information and promote the discovery of unknown places and features in the local environment.

Evaluation:

This activity did indeed help many project participants focus on and discuss neighborhood issues. One particularly shy and quiet student, for example, in presenting his homework assignment, pointed to one block on the map and stated,

This should be houses. Now there's a factory and

garbage dump with the houses. People can't live like that. I think it should be all houses.

Additionally, this activity served to promote communication across generational lines. Through the in-depth analysis of local sites, the seniors and the students learned that there were numerous places with which they were both familiar and which had special meanings for them.

The students found it easier to work with the aerial photographs than the senior adults, two of whom had never encountered aerial photographs before. One senior adult thought that one of the college interns drew the map and the other senior adult thought that the photographs were taken from the tops of the tallest buildings. Once they located the school and some basic landmarks such as local bridges on the maps, the seniors found this activity to be fun and interesting. One senior stated, "I am proud to know that it is 800 feet across the East River."

Several supportive statements made by the seniors during this phase of the project helped to boost the students' confidence in their knowledge of their neighborhood. One senior stated to the project director in front of her group of students,

Can you believe how much they know about the neighborhood? They know things I never even thought of.

The Early Childhood Coordinator of School District

#30, who assisted with this event,⁵ made the observation that "conjoint learning" was taking place, whereby the children were teaching each other. For example, a student from Ravenswood who needed information about a housing complex in Astoria approached the student who lived in Astoria. The Early Childhood Coordinator stated, "One very rarely sees this in a classroom environment."

(4) Walking Tours:

Procedure:

(a) Tour Preparation (two class sessions):

- The class discussed priorities, requirements, elements of interest and other considerations for developing walking tour routes and emphases.
- The class was divided into three large groups based upon their home residence: Ravenswood (including the one student from Astoria), Queensbridge, and Hunters Point. Groups were provided with several copies of outline maps of their neighborhoods.
- Project participants listed the places of significance to them in their neighborhoods using the following format: For each of the following categories, they listed two or more sites: "Places you like"; "Places you use by necessity"; "Places with sentimental value";⁶ "Places you dislike"; "Places about which you would like to learn more"; and "Places you avoid."

⁵ This administrator, Andrea Pack, was interested in this activity for several reasons; she lives in Astoria, wanted to learn more about Long Island City, and wanted to observe and show her support for the project.

⁶ The instructions differed for students and seniors. For students: "List those places that are so important to you now that you think you will remember them when you grow up." For senior adults, "List those places that you have remembered because they hold a special meaning for you."

- The groups were provided with small round stickers in six different colors to correspond with the six categories of places listed above. Each group numerically labelled the stickers, placed them on appropriate locations of the maps, and recorded the names and codes of each identified site.

Each group compared what its individual members had written in the exercise described above, located the sites of interest, and mapped out a walking route that would enable them to pass by as many sites of interest as possible. In planning tour routes, participants were asked to imagine that they were developing tours which they would take with a new friend who was their age.

(b) Conducting the Tour:

- Whereas three walking tours were planned, only one was conducted.⁷
- The tour (of Ravenswood) went as planned; each of the project participants received an outline of the planned tour route before leaving the school.
- On the tours, participants made extensive use of their journals, tape recorders and cameras to record their observations, considerations and discussions.

Goals:

The intent of the "Autobiographical Walking Tour," also referred to as the "Walk-About/Talk-About" exercise by the project staff (see Appendix A, Phase 5), was to:

- enhance the participants' familiarity with local geography;

⁷ As noted in Section III-7C(1) ("Revisions in Program Implementation Plan"), although tours were planned for Ravenswood, Queensbridge and Hunters Point, the Ravenswood tour was the only one that took place. This resulted from time limitations, inclement weather which led to the cancellation of the Queensbridge tour and the school requirement that the entire class be kept together rather than split up for simultaneous mini-tours.

- identify the range of places known, used, liked and disliked by the students and senior adults;
- discover similarities and differences in their perceptions of local places; and
- improve their map reading and observation skills in relation to the built environment.

Evaluation:

One of the stops on the Ravenswood walking tour was the Housing Authority Police Department which is responsible for the Ravenswood, Queensbridge and Astoria Housing Authority projects. In brief class discussions about local issues before this tour, several students and senior adult volunteers shared their concerns about and fears of the drug problem, particularly in Queensbridge. The visit to the Housing Authority Police Department gave them the opportunity to find out why drugs persevere despite a police presence. Participants asked incisive questions regarding Housing Authority Police undercover operations and the laws that govern drug searches and arrests. For example, one student asked,

How come, a lot of times, you don't get the people who do the selling... You only catch the ones who are buying it from the people who are selling it...

A police officer answered,

Even if I know who is doing the selling, if I don't see a transaction, I can't do anything to that person. A lot of the sellers are smart... They know what's going on... They know the officers, they know the area... so they usually can get away... But buyers usually don't know what's going on... So if we can get the buyers, it'll cut down the sellers'

business. If we can scare the buyers, then that's a start.

Later on in the project, when project participants worked to devise neighborhood improvement strategies, the issue of drugs became a focal point. In these discussions the students and senior volunteers in the Queensbridge group drew heavily upon the information they received from the visit to the Housing Authority Police, which apparently added significantly to their abilities to critically review this complex community problem. For example, a primary recommendation in their final neighborhood improvement plans consisted of building a Housing Authority Police satellite office in Queensbridge. This argument was backed by the statistics they obtained from the Housing Authority police officers indicating that Queensbridge has more incidents of robbery and drug arrests than Ravenswood.

On the tour itself some of the project participants made interesting comments about what they were learning. One student stated that he never knew the building he passed at least once a week was a senior citizen center (the Ravenswood Senior Citizen Center). The students not only learned about the existence of this center, but they also learned about the center's activities, services and funding considerations. The Center Director stated:

The Federal Government says that people over the age of 60 who come to senior centers should be able

to get 2/3 of their daily requirement in vitamins and minerals... So we have a lunch program with a very specific menu to give them every day... to make sure that they get the food that is good for them. It's not just any old kind of food... We don't just want to fill them up... We want to make sure that they get nutrition.

Upon leaving the senior center, the teacher noted a squirrel's nest perched on a window ledge outside of the center. She commented,

... They (squirrels) don't really build nests.... Don't they usually go into the hollow parts of trees... This is kinda fascinating... That's how animals adapt in the city... They take whatever there is in their surroundings and they adapt to it. It's nice and warm there, they get warmth from the kitchen of the Center. Where would they get the materials for the nest?

The teacher's remarks, above, illustrate how a walking tour activity can be used to underscore concepts that students are learning from their science curriculum; in this case, how natural ecological systems and the people-made environment influence each other.

Two students were surprised to hear when walking down a street that this was the first time one of the senior adults had walked along that side of the block, even though she lived only one block away. She explained to them that there were no benches on this side of the block and she could not really walk long distances without bench resting points.

There was also an interesting dialogue between students from Ravenswood and students from Queensbridge.

Until the tour, the general consensus of the class was that Queensbridge was the "worst" of the three neighborhoods (Ravenswood, Queensbridge, and Hunters Point) because of the drugs and violence problems. However, on the tour, several Queensbridge students criticized Ravenswood for being "boring" in comparison to Queensbridge. They pointed out that Queensbridge has "more people hanging out" and more activities going on outside. One Queensbridge student stated,

People who live around here (Ravenswood) don't come out here a lot. Everybody is upstairs sleeping or something. It's okay... but it's too dead. You go to Queensbridge and you see a whole bunch of people hanging out.

The Ravenswood students conceded that not enough people "hang out" and that life in Ravenswood is sometimes boring, but they attributed this in part to the rebuilding of the main park. One student stated,

We used to have a whole lot of kids down here by the park... but they have been rebuilding it... Before everybody used to come here to play handball and hang out... but now you can't even get in because they are rebuilding it.

The Ravenswood seniors were surprised by this conversation. They perceived Ravenswood to be a "good," "quiet" neighborhood and Queensbridge to be a place to be avoided. One of the Ravenswood seniors overheard this interchange and mumbled to herself, "I can live quite happily without that (Queensbridge) kind of excitement."

The project director heard another senior from Ravenswood whisper to another senior about the dangers in Queensbridge related to robbery and drug-related shootings.

The dialogue described above, and the senior adults' reaction to this dialogue, indicate how project participants' neighborhood perceptions varied on the basis of home neighborhood, and along generational lines. These themes are explored in detail in the chapters that follow.

It should be noted that before and during the tours, the students were extremely enthusiastic. According to the teacher, all of the students except for two returned their trip permission slips the next day; this was an exceptional response rate. This enthusiasm was also coupled with disappointment because the class was going on only one tour instead of the three that were originally planned.

(5) Developing Alternative Plan(s):

Procedure:

- In the same groups as for the walking tour exercise, each group reviewed the neighborhood concerns and hopes identified in previous project activities. They then decided upon the problems/issues that concerned them most. (To help promote critical thinking, participants were encouraged to consider the distinction between what was currently in their neighborhoods and what they felt should be a part of their neighborhoods in the future.)
- Each group presented their concerns to the rest of the class.
- Each group then decided upon the medium through which they would present their concerns and ideas

for neighborhood improvement at the "Display Day" event (see below); i.e., photographs, maps, murals, sketches, models, charts, etc.

- In these same groups, project participants then developed an array of displays and presentations.

Goals:

The intent of the "Developing Alternative Plans" phase of the project (see Appendix A, Phase 6) was to stimulate participants to critically review neighborhood conditions and develop specific recommendations for improving neighborhood life.

Evaluation:

This activity was less structured than the other project activities since the size and complexity of the community problems to be addressed by the project participants depended on the concerns they identified and this was not known beforehand. The process and product of this phase was different for each of the three neighborhood groups:

Ravenswood: The Ravenswood participants were most concerned about graffiti, litter and problems related to tenant and management issues in the Ravenswood Housing Projects.

Members of this group considered writing letters to the 5 managers of the 45 buildings in the project focusing on garbage accumulation, broken front door locks, vandalism, graffiti, litter and broken windows. Ultimately, this group decided to write a letter to the Housing Authority Manager of Ravenswood:

"Dear _____ (Housing Authority Manager for Ravenswood Houses),

We are writing this letter to let you know some of the problems that are going on in the housing buildings in Ravenswood. There are many problems. We are concerned about the vandalism, garbage, graffiti, broken locks and broken windows.

We would like to live in a cleaner neighborhood. As we have said before, we would like all garbage on the street picked up. All the tenants are trying to do their part. They are taking down the garbage. We would like you to participate in this. The garbage should be picked up daily.

When the garbage is left there is an odor that starts forming. It isn't a very pleasant one. If the garbage was picked up daily the odor wouldn't have a chance to form. We hope you take our thoughts into consideration. We would appreciate clean streets.

There is another problem we are concerned with. Broken locks and windows are the usual tenant complaints. Even when you do put on new locks, the keys are not always working.

Graffiti is another problem we have. Graffiti is always on the stairwells and buildings.

We do not expect you to solve all of these problems but try to help out, do your part of the job. We cannot do this all by ourselves.

Sincerely Yours,

Members of the Long Island City - 2000 Project (P.S.76)

The Ravenswood participants also developed approximately 15 sketches which included descriptive slogans highlighting neighborhood problems and solutions. Most of the sketches had two parts; one part labelled "As Is" and the other part "As Should Be." A sketch illustrating the problem of inadequate garbage disposal, for example, included an "as is" image of litter piling up in the hallways (in black and white) and an "as should be" image of people stacking debris downstairs with Housing Authority staff assistance (in color).

Queensbridge: The primary concern expressed by the Queensbridge participants (this includes the two Ravenswood seniors who had been involved in Queensbridge affairs for over 10 years) was the prevalence of drugs, drug-related violence, prostitution and the general lack of safety in the neighborhood. They were also concerned about the lack of nearby shopping facilities and the delays in completing the construction of a new underground subway line which was long overdue.

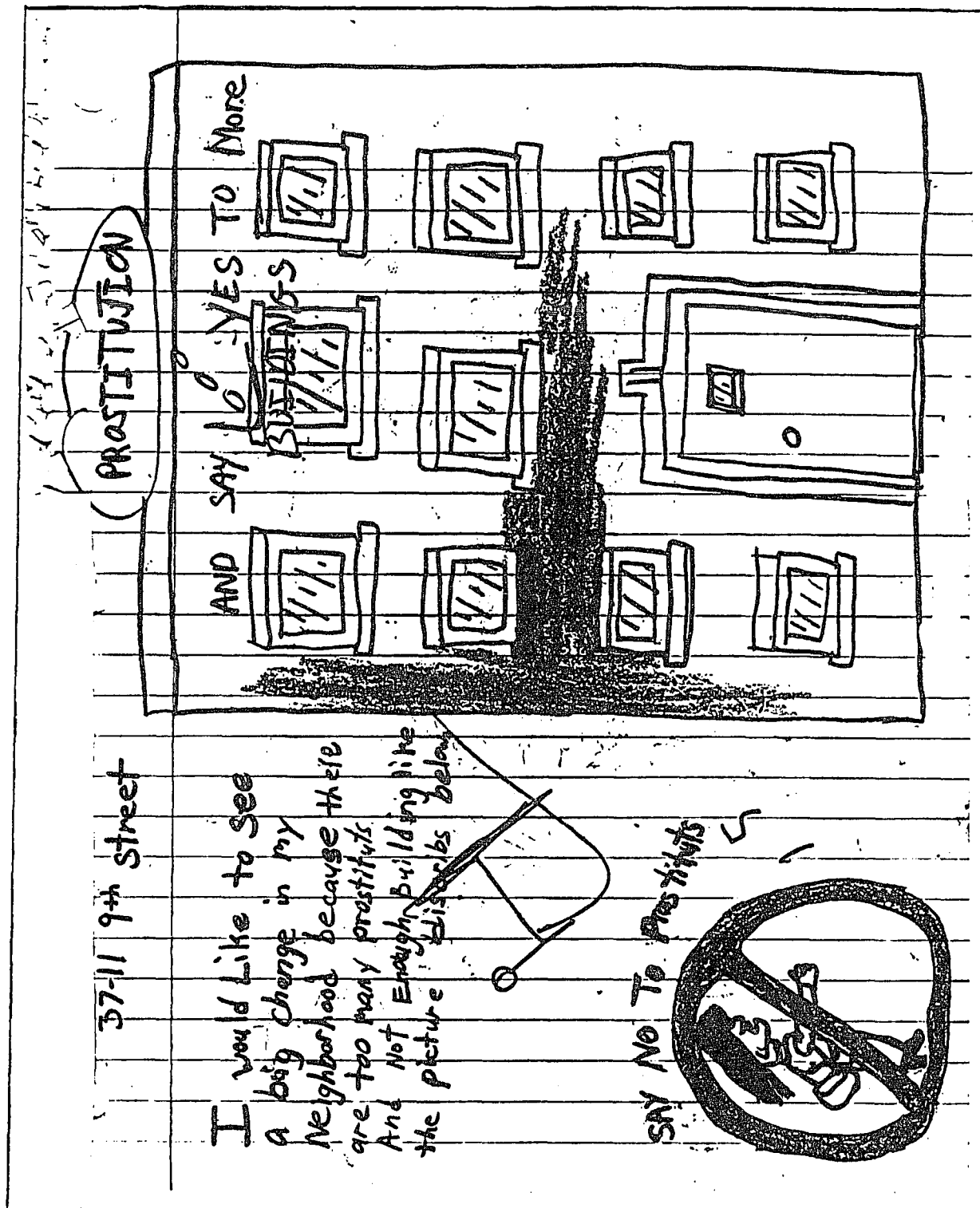
This group also decided to create sketches that highlighted problems in Queensbridge, but unlike the sketches developed by Ravenswood participants, theirs were almost always accompanied by slogans (see Figure 11, below). The Queensbridge group also developed a collage of a thriving shopping district which they wanted to see in place of an abandoned Farmer's Market and junk yard plot. They presented an enlarged color coded (according to land-use function) map derived from the land-use mapping activity (see above) to orient the observer to their collage.

Hunters Point: The major concerns and ideas raised by the Hunters Point participants included: the over-abundance of factories, excessive litter in public areas, safety concerns, the need for recreational outlets for people of all age groups, the need to maintain the low-density characteristic of the housing stock (i.e., they preferred family houses instead of large housing projects), the need for more and varied shopping outlets (including food stands, bank cash machines, a sports store, a souvenir store and a book store) and the need to make the waterfront more accessible to pedestrians.

Before developing explicit plans, the group had in-depth discussions about several of these issues. In discussing their concerns about the over-abundance of factories, group members had a debate about whether it would be best to have "less factories" or "no factories." They eventually decided that it would be best to get rid of only the abandoned and badly maintained factories.

This group developed a large colorful mural of a multi-use, human-scale waterfront neighborhood with a variety of recreational activities and shopping opportunities. Next to this mural they presented a series of photographs of derelict buildings and factories on the waterfront. By presenting the murals

Figure 11: Queensbridge Student's Sketch and Slogan.



and the photographs together, the Hunters Point residents powerfully communicated their concerns and hopes for the waterfront.

The teacher was impressed with the skills development facet of this phase of the project. In her end-of-year report, she commented,

The children broke into groups according to neighborhoods. The assignment was to discuss problems in their neighborhood and suggest possible solutions. The children picked two spokespersons from each group to report their findings to the class.

I was very impressed with the children's awareness of neighborhood problems and their understanding of the underlying causes, such as drugs. The program seems to be helping them focus on the entire neighborhood and understand the needs of the community as a whole. I was very proud of the actual presentations. The children spoke very well, presented their positions clearly and in logical sequence. This was done without rehearsal.

These presentations could be an excellent addition to the Language Arts program if they (the project staff) include some pointers on outlining and public speaking.

Project participants found it easier to critically analyze neighborhood problems than to generate solutions to these problems. At the onset of this activity, participants were absorbed in either the historical or present aspects of neighborhood life and were slow to become engaged in the process of visualizing, anticipating and planning for the future. Groups would frequently reach "dead end points" in terms of creating images or planning neighborhood layout alternatives. When this

happened, the architecture student intern from Pratt Institute played a vital role; she got more directly involved, at times in the role of advocacy planner, and sketched out some of the project participants' improvement ideas.

(6) "Display Day": Publicizing Research Results and Long Island City Improvement Ideas:

Procedure:

- Participants planned a school/community fair, entitled the "Display Day" event, as a means for sharing their research findings and proposals for community improvement. Planning for the event involved, in part, developing and distributing flyers around the neighborhood to publicize the event. The project staff developed and distributed a press release and mailed out invitations to city agency representatives, public officials, parents, and community-based organizations.
- The "Display Day" event took place in the P.S. 76 school library on the last day of the project. Diet-conscious, low salt refreshments were organized by the school district personnel and the school librarian.
- On display at the event were the five "Ideal Neighborhood" models, the colored-in land-use maps and a series of murals, posters, collages, and photographs developed in previous project activities. Each guest received an "end-of-year booklet" which contained various journal entries, reports, tour plans, a copy of the project participants' letter to the Ravenswood Housing Authority Management Office, and other written and pictorial accounts of their neighborhood investigations throughout the project.
- The project director conducted a slide show which illustrated the different phases of the project and subsequently facilitated a dialogue about local issues between the project participants and attending professionals.
- To conclude the event, the New York City School

Volunteer Program representative distributed "Certificates of Recognition" to the senior adult volunteers.

In addition to the student and senior adult project participants, attendees included a New York City Housing Authority representative from the Division of Social and Community Services, a Planner from the Department of City Planning, the District Manager of the local Community Board, administrators from two local senior centers, several NYC Board of Education School Board administrators, the local coordinator for the NYC School Volunteer Program, and students from two P.S. 76 fifth grade classes. Although parents and grandparents were invited, only two parents attended.

Goals:

The Display Day event (see Appendix A, Phase VII) was intended to serve as the culmination of six months of work, during which time the participants would explore neighborhood issues and generate local improvement ideas. The Display Day event was also intended to generate two-way learning between the project participants and the local human service and urban planning professionals who attended the event.

Evaluation:

In a post-project interview, one senior described the significance of this phase of the project as follows:

In the last session, we really accomplished and created something that we worked hard to do. Our work paid off. The realistic results of the imaginations of the youth and the seniors impressed everybody who was there.

With their own ideas expressed through the displays and exhibits described above, the project participants asked the professionals incisive questions about their views on local issues during the ensuing question and answer period. Through their questions and follow-up comments, the project participants demonstrated that they were not be intimidated by "the experts." For example, in response to one student's questions about the lack of youth activities in Queensbridge, the Housing Authority representative stated that extensive youth activity programs were available to them through the local community center. Several students then stated that they had the impression that the center's programs were geared to teenagers and pressed the representative to describe outreach strategies to publicize center activities for their age group. The Housing Authority representative conceded that the youth activities needed to be better publicized. The Principal then intervened and offered to distribute information at the school about the Queensbridge Center's recreational programs.

The District Manager for Community Board #1 told the Principal, one week after the Display Day event, that he thoroughly enjoyed the dialogue at the event and would

like to repeat the process annually. Similarly, the school and School Board administrators who attended the event praised the project as a learning experience for all involved. In reference to student performance, the educators and District Manager made comments such as, "They were really sharp on the issues," "I was so surprised with the way they brought up some very tough issues," and "I was really impressed by the children's questions."

The impact of the Display Day event on those educators and City agency officials in attendance is perhaps best described as a sensitization to the concept of youth and intergenerational participatory urban planning. Although this study does not gauge the depth and duration of this impact, the Display Day event served at least to draw the attention of public officials, including the Community Board representatives and City agency officials, and orient them towards communicating directly with youth and seniors about their concerns.

It is interesting to note that the school and school district administrators, including the teacher, did not seem as concerned as a few of the students and seniors that many of the comments of the urban development and human resource professionals in response to project participants' questions were often too general, evasive of the issues, and too full of rhetoric. In describing the Hunters Point Waterfront Redevelopment Plan, for example,

the Department of City Planning representative at first used highly technical terminology to explain zoning ordinances and codes. However, in response to feedback from project participants, she toned down the technical nature of her presentation.

Rather than emphasize the community participation goals of the project, the school and school district administrators focused more on the models and other products generated by the project. For them, these displays and the project participants' questions (which they found "impressive"), validated the project as a learning experience.

The main limitation of the Display Day event was in relation to the issue of continuity. Like the community special events described in Section II - 5 ("Demonstration of a Special Events Strategy for Promoting Inter-generational Urban Planning") and Figures 1-8 (Appendix C), this too was a one-time event. It did not go beyond suggesting potential connections between the project participants and actual community planning dynamics.

B - Participants' Evaluation of the Curriculum

The participants had very positive things to say about the project and about each other. As intended, the project functioned to expose the students and senior adults to each other's neighborhood lives in a manner which both groups found rewarding. The following student

comments reflect this point.

I learned where the seniors go to have fun.

I used to think that seniors didn't do anything else but keep to themselves and go to the park.

I always knew that some of them (senior adults) liked kids... I didn't know that they had parties."

On a similar note, one senior stated,

It was a nice experience working with them. I learned that many elderly people are wrong about them (children). They were very cooperative and eager to work with us... showing us what skills they have... I didn't realize that they could be so bright at times. I also learned to respect their different thoughts and ideas.

There was also some indication of enhanced concern about each other's needs. One senior stated,

I learned about the need for playgrounds... They (the students) say that would make them happy... and keep them out of mischief. They know what they want...

Similarly, one student stated,

We (in Queensbridge) need a better community center for older people. The only people you see at our center is older guys drinking beer... They (the senior adults) could use things like self defense training...

It also seemed clear that project participants liked each other. In response to a question about how the project could have been changed to make it a more enjoyable experience, one student replied simply, "Have more senior citizens." Another student stated in the post-project questionnaire, "They were fun to be with."

All of the seniors, at different times throughout the project, described their experiences with the students as enjoyable. After a model-building session, one senior stated,

I had such a good time. When we were making the models, one kid wanted to put a cemetery in the middle of his property. I asked, 'What, in front of your door?' Oh (laughs), I really loved that.

Another senior stated,

The chemistry was good. When I went into it, I had no idea I'd get something out of it.

The project also taught participants about their communities. This is evident in the following post-project comments made by students and senior adults:

Students:

I felt real good participating in the 2000 project because it showed how much people cared about their neighborhoods.

At the end (of the project), I felt more neighborhood smart.

Senior Adults:

Yes (I did learn about my neighborhood)... I never walked up that street and I'm here 20 years... I learned a lot more about the streets and different locations from the maps...

I thought I knew the area, but in the tour and our planning we really scrutinized the area.

As the following comments indicate, the seniors were particularly pleased with learning about specific planned changes:

The project showed me about the area itself... what they are planning to build on the waterfront. Waterfront improvement is going to happen within the next few years."

(I learned)... how it's developing, some of the new changes that are for the better... Incidentally, I found it interesting that the kids knew all about the new buildings going up...

Many participants also attributed to the project their enhanced awareness of neighborhood needs. In response to the post- project question, "Did you learn anything about your neighborhood from the LIC - 2000 project? one senior stated,

Yes... That the neighborhood needs many, many things to make it a better neighborhood, a good place for the younger generations to live in the future. We found out things we need that we don't have; low income housing, hospitals, schools...

Similarly, one student responded,

Yes... The things I never noticed could be fixed up... like the parks and everything. I never thought that they could be improved much. I never knew how much needed to be improved.

By the end of the project, the seniors were readily describing the project experience as worthwhile. Two of the seniors referred to the responses students gave them when they met in the street as an indication of the success of the project. In the final pre- class meeting, one of the senior adult commented,

The fact that the kids remember us is significant... Our efforts are successful.

The other senior stated during the post- project interview

that he received a warm welcome from one of the students and his parents who also stated how their child loved the project and talked about it all of the time.

Several seniors had the sense that their contribution to the project worked to counter negative stereotypes related to aging. For example, one senior stated,

It was worthwhile... We affected the children. They are going to have pleasant memories of older people. They will have a better attitude towards seniors which is a very important thing.

The absence of any attrition also indicates that the project was important to the seniors; of the eight senior adults who began the project, all stayed in the project until it was over.⁸

The students also were predominantly positive about their overall project experience. When asked to describe their overall feelings about the project in the post-project questionnaires, 23 students (85.2%) made distinctly positive comments about the project, focusing on how it was interesting, fun, educational and/or a generally worthwhile experience. The following student comments reveal a high level of satisfaction with the project experience:

It is a great project. It teaches you lots of social studies. I learned about maps and 'birds eye

⁸ A ninth senior signed up for the project but dropped out before the first session due to a mild heart attack.

view' maps, and making models of neighborhoods... and I learned about government... city developers and the Mayor.

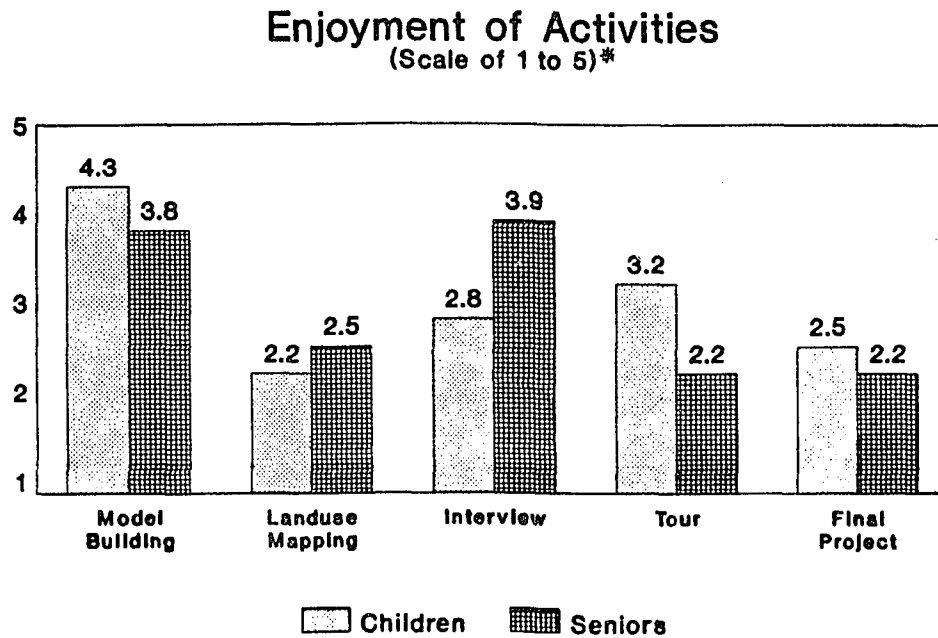
It was very interesting and gave us something to do besides regular schoolwork.

I really had fun with it (the project)... I think it is a worthwhile project.

Another 3 students (11.1%) made comments that indicated that they had neutral feelings toward the project, such as "It was okay." Only 1 student (3.7%), noting his difficulty writing up his reminiscence interviewing homework assignment, referred to a negative aspect of the project experience, though he still felt positively about the entire project experience.

As part of the post- project questionnaires and interviews, student and senior adult participants were asked to rank order the project activities on the basis of educational and enjoyment value. These data, presented in four bar graphs (see Figures 12 to 15, below), illustrate some interesting differences between the way the senior adults and students perceived the project.

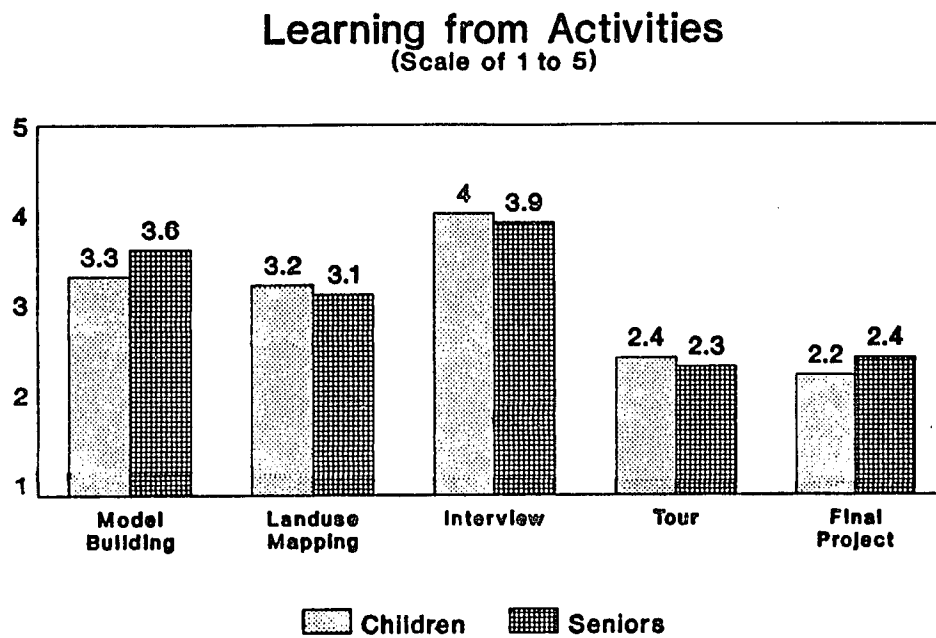
Figure 12: Participants' Ratings of Activities
for "Enjoyment" Value.



Note: Only those activities for which project participants were present are included in the ranking system. Therefore, average ranks across different activities exceed 2.5.

* In Figures 12-15, the scale values are as follows:
"5" represents the highest rating and "1" the lowest.

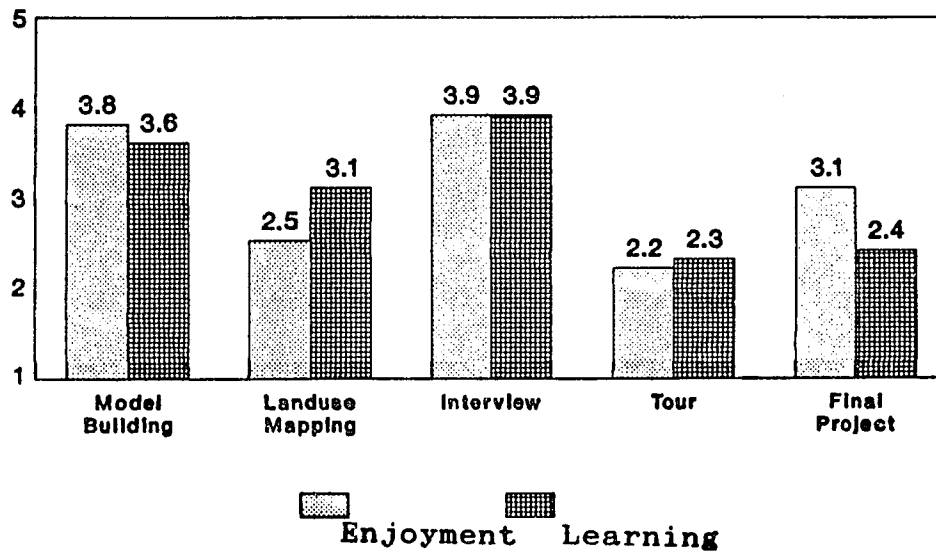
Figure 13: Participants' Ratings of Activities
for "Learning" Value.



Note: Only those activities for which project participants were present are included in the ranking system. Therefore, average ranks across different activities exceed 2.5.

Figure 14: Senior Adults' Rankings of Activities
for "Enjoyment" and "Learning" Value.

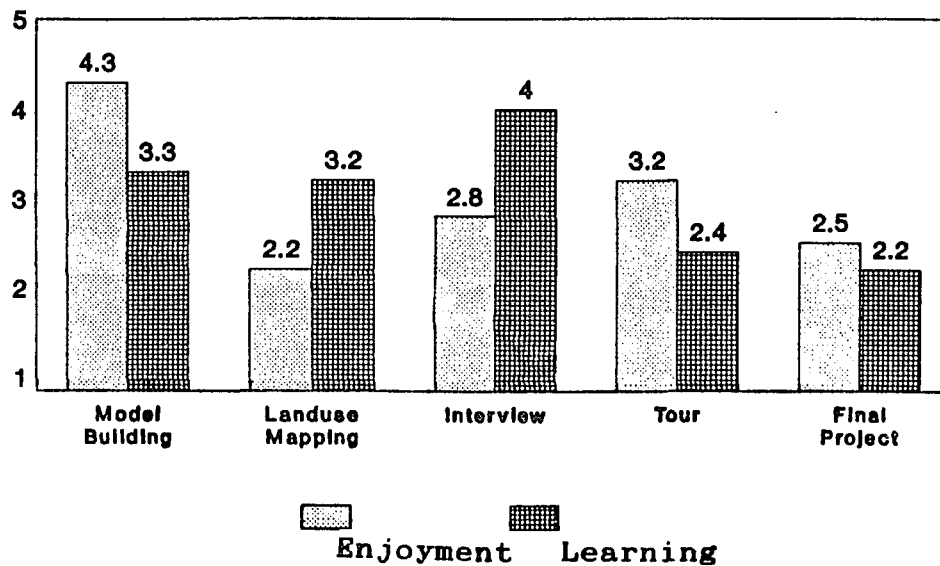
Seniors' Rankings of Activities
(Scale of 1 to 5)



Note: Only those activities for which project participants were present are included in the ranking system. Therefore, average ranks across different activities exceed 2.5.

Figure 15: Students' Rankings of Activities
for "Enjoyment" and "Learning" Value.

Children's Rankings of Activities
(Scale of 1 to 5)



Note: Only those activities for which project participants were present are included in the ranking system. Therefore, average ranks across different activities exceed 2.5.

For the students, model-building and the neighborhood tour were the most enjoyable activities. In ranking the activities from 1-5, with 5 representing the most enjoyable activity, the students ranked those activities which allowed them the most activity the highest; their mean ranking for the model-building activity was 4.3 and for the neighborhood tour, 3.2. (See Figure 12, above.)

The seniors also liked the model-building activity, though not as much as the students (mean rank = 3.8). The activity most enjoyed by the seniors was the reminiscence interview; mean rank = 3.9 as compared to a mean rank of 2.8 for the students.

The activity least enjoyed by the seniors was the neighborhood tour; mean rank = 2.2. In trying to compensate for the inability of most of the senior volunteers to walk long distances, project staff set up an elaborate system of check points at which the seniors met the class. Nevertheless, the seniors reported that there was still enough standing and walking to exhaust them.

Although there were differences in the students' and senior adults' ratings of the project activities for "enjoyment value," there was a marked similarity in their ratings of activities for the "educational value." (See Figure 13, above.) The students and senior adults rated the reminiscence interviewing activity to be the most educational activity, followed by model-building, land-use

mapping, the neighborhood tour and the development of the final projects ("alternative plans").

Figures 14 and 15, above, present the senior adults' and students' rankings, respectively, for the enjoyment and learning attributes of each of the activities. It is interesting to note that there was less variation between the seniors' rankings of activities for enjoyment and learning value (Figure 14) than the level of variation between the students' rankings of activities for enjoyment and learning value (Figure 15). In other words, the senior adults made less of a distinction between the educational and enjoyment value of activities than did the students.

Chapter 10:
General Neighborhood Outlook: The Relationship
between Neighborhood Base and Project Impact

One of the underlying goals of the Long Island City-2000 project was to heighten the participants' neighborhood awareness. To help assess whether this goal was achieved, questions were included in the pre- and post-project questionnaires and interviews to gauge changes in participants' views about their neighborhoods. In particular, participants were asked to describe: how positively/ negatively they felt about their neighborhoods, their activity patterns and whether they were pleased with their local activity options, and what, if anything, they felt they learned from the project about their neighborhoods.

As noted earlier, because of the low-density population of Long Island City, P.S.76 draws its students from a large geographical area covering four neighborhoods; Ravenswood, Queensbridge, Hunters Point, and Astoria. Consistent with differences among these neighborhoods, one would expect some variation in the neighborhood experiences of the project participants. Therefore, in exploring the relationship between the project experience and the participants' neighborhood views, home neighborhood was treated as an important

intermediary variable.⁹

Accordingly, before describing the participants' neighborhood views, it is important to first present some differences between Hunters Point, Ravenswood and Queensbridge. Hunters Point consists primarily of two to four family houses, with a low-density population as the houses are spread out in clusters amidst pockets of small and large industrial facilities. Both Ravenswood and Queensbridge are large complexes of apartment buildings run by the NYC Housing Authority. Ravenswood has more senior citizens and more of a socioeconomic mix than Queensbridge which houses poorer families. Queensbridge, which is flanked by a large waterfront park, has more crime and is considered far more dangerous than Ravenswood by the residents and the police.

A - Senior Data

Even before the project began, there was some variation in the senior adult volunteers' neighborhood outlook based on their neighborhood of residence. The 3 Hunters Point seniors were more positive than the 5 seniors from Ravenswood in their descriptions of neighborhood life. Furthermore, they were more active,

⁹ Since the project group, the control group, and the "developmental check" group each had only one student from Astoria, this small number of students does not lend itself to statistical comparisons between this and the other groups. This section will therefore deal primarily with the other three neighborhoods.

had more friends, and expected more from their neighborhood than the Ravenswood seniors.

As noted above (see Table 1), the Hunters Point seniors lived in their neighborhood far longer than the seniors from Ravenswood. This may have enabled Hunters Point seniors to develop more attachments to the people and places in their neighborhood. Two of the 3 Hunters Point participants stated that they had "many" friends and 1 "a good amount" of friends, whereas 4 of the 5 Ravenswood seniors reported having "few/some" friends and 1 "a good amount" of friends (these are the author's categories).

Also, the Hunters Point seniors were far more active on a neighborhood level than the Ravenswood seniors. Although all of the senior adult project participants emphasized the importance of the local senior citizen centers in their daily lives, the Hunters Point seniors were involved in a wider range of neighborhood activities including volunteering at park events, attending community affairs meetings, and counseling local children. The Ravenswood seniors, with the exception of one participant who occasionally attended community affairs meetings, did not get involved in neighborhood affairs. Outside of the senior center, they spent most of their time either at home, visiting their friends' homes, or shopping. Relative perceptions of safety of Hunters Point, which

were noted earlier, might help explain why the Hunters Point seniors' were engaged in more socializing outside of their homes and were more involved in local affairs than the Ravenswood seniors.

As compared to the Hunters Point seniors who described their lives in neighborhood-level terms, the Ravenswood seniors focused more readily on their individual buildings and housing management issues in describing their social and neighborhood experiences.

Even though the Hunters Point seniors were more active than the Ravenswood seniors in neighborhood activities and events, they were less content with neighborhood activity opportunities. Only 1 of the Hunters Point seniors in the pre- project interview and 2 in the post- project interview felt there were enough neighborhood activities for them, whereas all 5 of the Ravenswood senior citizens, in the pre- and post- project interviews, felt satisfied with the level of neighborhood activities. (See Appendix G2.)

In answering the question about "things they would like to do in (their) neighborhood but cannot," Hunters Point seniors referred to many more activities than the Ravenswood seniors; 17 compared to 7, respectively. (See Appendix G2.) The nature of the desired activities also differed on the basis of neighborhood. The Hunters Point seniors desired specific neighborhood facilities such as a

bowling alley, a sports center, a hospital, and a mall. The Ravenswood seniors made fewer facility-specific responses and mentioned things like better police protection, so they could be active at night, and more social events.

In order to assess the project impact on the seniors' neighborhood outlook, they were asked if they learned anything about their neighborhoods from the project and if so, what. Of the 8 senior adult participants, 6 (75%) stated that they did learn something about their neighborhood from the project. When asked what they learned, 5 seniors noted neighborhood sites and facilities (including reference to specific institutions, streets, stores), 2 noted planned neighborhood changes (including comments about new housing plans), 2 referred to neighborhood needs that they became aware of (including comments about the need for better landuse planning and the extent of neighborhood needs), and 2 stated that they learned nothing about their neighborhood because they already had extensive knowledge about neighborhood issues.

B - Student Data

Students were asked the same neighborhood outlook questions as were asked the seniors. With larger sample sizes and a control group, it was more feasible to conduct statistical analysis to determine if the project

had a significant impact on the participating students.

Students responses to the question, "How do you feel about your neighborhood?" were categorized according to positive, neutral, and negative content. After assigning a value of (3) for positive responses, a value of (2) for neutral responses, and a value of (1) for negative responses,¹⁰ an ANOVA was conducted to test for significant pre- versus post- project differences in how positively/ negatively students' view their neighborhoods. No significant pre- versus post- project differences were found.¹¹ (See Table 7, Appendix H.)

However, there was a significant difference in how positive students were about their neighborhoods as a function of their neighborhood of residence ($F(2,64)=3.184$, $p=.027$). Students from Hunters Point were the most positive ($X=2.47$, $N=19$), students from Queensbridge the least positive ($X=1.64$, $N=25$), and students from Ravenswood were in the middle ($X=2.00$, $N=32$).

Beginning with the class session for neighborhood tour preparation, some clear differences between the neighborhoods, from the students' perspectives, emerged.

¹⁰ If a respondent made numerous responses that fit into a particular response category, they were counted only once for that particular category.

¹¹ The analysis was repeated when taking into account multiple responses, i.e., when numerous responses made by individual students fitting into the same category were added together, and results were still not significant.

Most discussions involving Queensbridge raised severe concerns about problems related to drugs, crime and violence. There was also the recognition, however, that Queensbridge is never "boring," a label with negative connotations given to Ravenswood during the walking tour. Nevertheless, Ravenswood was considered a safer place than Queensbridge. Hunters Point students recognized that although they had legitimate concerns about the overabundance of factories and the litter problem in their neighborhood, there was a sense that these issues were less severe than those raised by Queensbridge students.

To find out about the students' perceived activity options in their neighborhoods, they were asked to state whether they agreed or disagreed with the comment, "There are things I would like to do in my neighborhood but can't." Student responses to these questions did not vary significantly as a function of the project experience or according to their neighborhood of residence; neither Pearson Chi Square statistic was significant. (See Table 8, Appendix H.)

When looking more closely at the responses provided by students, however, there appears to be an interesting trend whereby the Queensbridge students became more satisfied and the Hunters Point students less satisfied with their neighborhood activity options as a function of the project experience. Of the 8 Queensbridge students in

the project group, 6 stated that there were things they would like to do in the neighborhood during the pre-project questionnaire whereas only 1 student made such a statement during the post-project questionnaire. Of the 7 Hunters Point students, 2 agreed with the statement, "There are things that I would like to do in the neighborhood but can't" during the pre-project questionnaire, whereas 5 students agreed with this statement during the post-project questionnaire. These findings indicate that besides their concerns about neighborhood safety, students also considered neighborhood activity opportunities to be an important quality of life indicator. Queensbridge was seen as the least safe neighborhood, yet with the most opportunities and interest.

Those students who answered affirmatively to the previous question, were asked the follow up question of, "What things would you like to do (in your neighborhood) but can't?" Results were coded into eight categories and are presented in Table 9 (Appendix H). In using loglinear analysis to identify pre-versus post-project differences in students' responses, no significant changes were detected.

The most direct way used to gauge project impact on neighborhood outlook was to ask the project participants if they learned anything about their neighborhoods from the project and if so, what? Of the 26 students who

answered this question, 19 (73.1%) stated that they did learn something about the neighborhood. The students' neighborhood of residence was a marginally significant factor in determining student responses (Pearson Chi Square = 5.26 (df=2), $p=.071$); all 7 of the Hunters Point students, 4 of the 8 Queensbridge students, and 8 of the 10 Ravenswood students claimed they learned something about their neighborhood from the project.

Responses to the follow-up question of what they learned are presented in Table 10, below. The most prevalent responses made reference to neighborhood problems and needs (8 or 30.8% of the respondents) and neighborhood sites and facilities (7 or 26.8% of the respondents). See Section IV-9B, "Participants' Evaluation of the Curriculum," above, for examples of quotes that further elucidate project impact on students' (and seniors') neighborhood awareness and understanding.

C - Intergenerational Comparisons

In comparing the neighborhood perceptions of the senior volunteers to those of the students, there was great similarity which suggests that there was a dimension of "neighborhood outlook" which transcends age. Participants' responses about how positively or negatively they viewed their own neighborhoods varied more as a function of neighborhood than age. The Hunters Point seniors and students were more positive about their neighborhood than

Table 10: What Project Group Students Claimed to have Learned about their Neighborhoods from the Project.*

	# of respondents	% of students claiming to have learned about neighb. from project**	% of all students***
Neighb problems/ needs	8	42.1%	30.8%
Neighb sites and facilities	7	36.8%	26.9%
How to improve neighb	5	26.3%	19.2%
Neighb residents	5	26.3%	19.2%
Skills	5	26.3%	19.2%
About seniors	4	21.1%	15.4%
Other neighb	<u>3</u>	<u>15.7%</u>	<u>11.5%</u>
	N=26	N=19	N=26

*Category descriptions: "Neighborhood Problems and Needs" (including drugs and litter), "Neighborhood Sites and Facilities" (includes references to a greater awareness of specific neighborhood sites), "How To Improve Neighborhood" (includes general comments about learning how to deal with drugs, improve housing and otherwise improve the neighborhood), "Neighborhood Residents" (includes references to the importance of other people's neighborhood concerns and of speaking with one's neighbors), "Skills" (including landuse mapping, interviewing, communication and assertiveness skills), "About Seniors" (includes comments about local activity options for local senior adults) and "About Other Neighborhoods" (includes comments about learning about different types of neighborhoods).

** These percentages reflect the # of respondents for each response category divided by the # of students who responded affirmatively to the previous question about whether they had learned anything about their neighborhood from the project (N=19).

*** These percentages are based on the total # of students answering the question about whether they had learned anything about their neighborhood from the project (N=26).

the seniors and students from the other neighborhoods.

For the most part, the project experience did not alter how positively or negatively the seniors or the students viewed their neighborhoods. The project did seem to have had an impact, however, on the participants' awareness of local issues and sites in congruence with the conditions and circumstances of each neighborhood. The project participants from each neighborhood zeroed in on a specific set of issues and, again, this trend transcended age. For those from Hunters Point, for example, the predominant concerns expressed by students and senior adults were litter, the over-abundance of factories, and curiosity about the waterfront development plans.

Students and seniors from the other neighborhoods also had cleanliness concerns but this was not their priority. For the Queensbridge students and the seniors working with them, there was an intense concern about the violent drug culture. For example, one student used his journal to draw a sketch of an arm of somebody shooting up heroin, surrounded by a circle and with a thick red diagonal line cutting across the sketch. The title of this sketch was "Drugs Destroy Communities." Drug abuse was also the most prevalent issue raised by the seniors who were most familiar with Queensbridge.

In Ravenswood, participants' concerns were primarily related to the management of the Ravenswood Housing

Projects. In their group discussions and presentations, the Ravenswood participants referred most frequently to issues related to the "Management," including their desire for faster repairs of broken front door locks, removal of graffiti from the halls of the buildings and better garbage storage in the project complex. The concept of "community" remained an abstraction for the Ravenswood participants.

The student and senior adult project participants were equally likely to state that they learned something about their neighborhoods from the project; with 75% (6 out of 8 seniors) and 73.1% (19 out of 26 students), respectively, making such comments. There are some interesting differences between the two groups, however, in terms of what they said they learned from the project. For the seniors, the primary learning occurred in reference to becoming more informed about specific neighborhood sites and facilities (62.5% versus 26.9% for the students, See Table 10).

Several neighborhood learning themes were evident from the students' responses that were not evident in the seniors' responses. The project taught them about ways to improve their neighborhoods (19.2%), strengthened their mapping and communication skills (19.2%), facilitated learning about other neighborhood residents (19.2%), and informed them about positive aspects related to the

neighborhood lives of senior adults (15.4%).

There is some indication that the project had a differential effect on how participating senior adults and students viewed their neighborhood activity options. Whereas the project experience did not influence the seniors' perceptions of neighborhood restrictions on their activities (see Table 9, above), it had a marginally significant impact on students' perceptions of neighborhood restrictions, depending on the students' neighborhood of residence. The Queensbridge students came to feel less restricted and the Hunters Point students came to feel more restricted.¹²

¹² In terms of the level of student agreement with the statement, "There are things I would like to do in (my) neighborhood but cannot," the eight Queensbridge students became less likely to agree with this statement (from six students to one student, respectively) and the seven Hunters Point students became more likely to agree with it (from two students to five students, respectively). (See Table 8, Appendix H.)

Chapter 11:
Awareness of Neighborhood Geography:
Data from the Students' "Mental Maps"

In order to assess the impact of the project on students' awareness of neighborhood geography, they were given a "mental mapping" exercise in which they were asked to "draw as much of their home neighborhoods as they possibly could." Data were collected from project group students at the onset and at the completion of the project.¹³ Also, to serve as a "developmental check," i.e., to help determine whether potential changes in the students' maps were due to the project experience or to maturational factors, the mental mapping exercise was administered to a second group of sixth grade students taught by the same teacher at the end of following academic year. This group is herein referred to as the "developmental check group."

The "mental maps" were analyzed according to: the size of the area students considered as their home neighborhoods, map accuracy, type of map and quantity and type of elements identified. Viewed together, all of these data provide insight into the project impact on students' ability to map their neighborhood.

Four steps were involved in analyzing each student's

¹³ Since the mental mapping exercise was not conducted with the senior adult volunteers, mental mapping data is available only for the students.

maps. The first three steps of this procedure, for the pre- and post- project maps drawn by one student, are presented in Figures 16 A, B & C (see Appendix F). Figure 16A consists of the student's actual pre- and post-project maps. Figure 16B represents the transposition of this student's maps onto an actual map of Long Island City. Sections were enclosed according to criteria presented in Section III-7B[2], "Research Procedures & Data Analysis." Also in this step, the neighborhood elements that the student identified were found on the actual map of LIC and labelled using a color coding system corresponding to the different types of features or elements that students noted. (See Section IV-11D, below.) Figure 16C represents the transposition of the maps presented in Figure 16B into the computer. The Canvas program was used to draw the boundary lines onto a copy of a map of LIC that was scanned into the computer. Finally, using another computer program, the square mileage for each map was calculated as the sum area of all enclosed sections.

The mapping data are presented visually; Figures 17 to 22 (Appendix F) represent overlays of students' maps. Data are also presented statistically; ANOVA statistics were computed to compare different student groups' maps according to size and number of elements incorporated in the maps.

A - Student Perceptions of the Size of their Neighborhoods

The students' mental maps are presented graphically in Figures 17 to 22 (see Appendix F) along with the square mileage incorporated in each group of student maps. The maps illustrate the relationship of three variables to students' mental maps of their home neighborhoods; the project (Figure 17), sex (Figures 18 and 19), and home neighborhood (Figures 20, 21 and 22).

A statistically significant difference in map area was found between the group of maps drawn by students in the project before the project experience (average map = .107 square miles) and the group of maps drawn after the project experience (average map = .187 square miles). The post-project maps were also superior to the maps drawn by the parallel group of same age students at the same time of the year; i.e., the "developmental check" group (average map = .122 square miles). This main effect was significant at the .003 level ($F(2,66) = 6.28$). See Figure 17 (Appendix F) for a graphic representation of these maps.

Main effects and interaction effects related to the size of students' maps and their sex were not found to be statistically significant. See Figures 18 and 19 (Appendix F) for a graphic representation of the maps drawn by male and female students, respectively, for each of the three mapping groups; i.e., the pre-project, post-project, and "developmental check" groups.

Although the quantity of the area incorporated in students' maps did not reflect sex differences, there is some variation in the distribution of the mapped space based upon sex differences. In comparing the overlay of the post- project maps drawn by the females to the overlay of the maps drawn by males, the female maps represent a more restricted, but better detailed area, whereas the maps drawn by the males represent a larger, but less completely illustrated area (compare the maps in the middle of Figures 18 and 19, respectively, Appendix F).

Main effects and interaction effects related to the size of map and students' neighborhood of residence were not found to be statistically significant. See Figures 20, 21, and 22 (Appendix F) for a graphic representation of the maps drawn by students from Ravenswood, Queensbridge, and Hunters Point, respectively, for the pre-project, post- project, and "developmental check" groups.

However, for the seven students from Hunters Point, the project experience might have had a particularly strong impact in terms of the amount of area they perceived as being part of their neighborhoods; .73 square miles before the project began and .229 square miles at the end of the project (Fig. 22).¹⁴ Of all of the Long

¹⁴ Yet, with only three students of the "developmental check" group from Hunters Point (with maps averaging .125 square miles), the statistical analysis for the neighborhood variable is restricted and it remains unclear how much of this trend is due to maturational

Island City neighborhoods, Hunters Point is the farthest from the school. These students' post- project maps reflected a far better understanding of this area between their homes and the school than their pre- project maps.

In sum, regardless of the students' sex and home neighborhood, the project experience appears to have significantly increased the amount of area that students perceived as part of their home neighborhoods.

B - Map Accuracy:

A three point scale was developed to rate the accuracy of the maps; 1="Disorganized," 2="Inaccurate," and 3="Accurate." The definitions of each point on this scale are as follows:

- (1) "Disorganized" -- reversal of spatial relationships; extreme display of confusion; and/or disorientation for at least one third of the map.
- (2) "Inaccurate" -- Two to four elements out of place; minor disorientation.
- (3) "Accurate" -- Generally accurate sense of orientation; no more than one element off when over ten elements were identified.

The rationale for using the ANOVA statistic was provided insofar as these categories represent values on a continuum of accuracy, with "1" being the least accurate and "3" being the most accurate. To determine intercoder reliability, an additional independent social science

factors rather than project impact.

researcher rated each map for accuracy, resulting in an intercoder reliability level of 91.7%.¹⁵

There was no statistically significant improvement in map accuracy between the pre- project and post- project groups (see Table 11, Appendix H).¹⁶ There were distinctions in map accuracy, however, based on sex and neighborhood. The maps of the male students were significantly more accurate than females; with mean averages of 2.65 and 2.23, respectively, and $F(1,52)=5.57$, $p=.022$.

Also, there was a significant difference in accuracy level between the maps drawn by the students from Ravenswood ($X=2.55$), Queensbridge ($X=2.46$), and Hunters Point ($X=2.12$),¹⁷ with $F(2,52) = 4.15$, $p=.021$. Using a

¹⁵ The formula used to determine intercoder reliability was the amount of agreement divided by the amount of possible agreement. Accuracy level assessments were the same for 11 of the 12 maps that the project director and the independent social science researcher reviewed.

¹⁶ After the initial statistical computations, there appeared to be a significant difference in map accuracy between the three groups of students; with the group means for the pre- project group = 2.43, post- project group = 2.78, and "developmental check" group = 2.04, and with $F(2,52)=7.30$, $p=.002$. However, a post hoc analysis exploring only the pre- versus post- project differences for the project group yielded non-significant results, thus suggesting instead a contrast in the accuracy level of the maps drawn by the project group and "developmental check" group students.

¹⁷ Although Astoria is also a long distance from the school, with only one project group student and one "developmental check group" student from Astoria, this data is omitted from this and most other analyses. (The

Post Hoc Analysis to compare the accuracy of the maps of students living in the neighborhoods closest to the school, i.e., Ravenswood ($X=2.55$) and Queensbridge ($X=2.46$), to the maps of the students living in the neighborhood farthest from the school, Hunters Point ($X=2.12$), a significant difference was found; $T(df=72) = 3.21, p=.024$.

The inferior quality of the Hunters Point neighborhood maps is probably a direct reflection of the fact that the home residences of Hunters Point students is not contiguous with their school neighborhood. Because the exercise required them to relate their home and their school in an integrated map, these students were obviously at a disadvantage with this exercise.

C - Map Type:

As discussed in Section III - 7B[2] ("Research Procedures and Data Analysis"), students' maps were categorized as either "Route Maps," "Survey Maps," or "Combination Route and Survey Maps." Based upon mental mapping research, each map type may be seen to correspond to different levels of mapping ability and abstract representation skills, with route maps representing the lowest ability/skill level and survey maps representing the highest ability/skill level (Hart and Moore, 1973;

mean map accuracy score for the three Astoria maps =1.67.)

Downs and Stea, 1973).

Although there are three distinct categories in the "map type" variable, the categories can be seen as representing values on a continuum, with 1 = "Route Maps", 2 = "Combination Route/Survey Maps" and 3 = "Survey Maps" and with survey type maps representing the highest ability/skill level. Each map was assigned a value of 1, 2 or 3. To determine intercoder reliability, an additional independent social science researcher rated each of the 25 maps, resulting in an intercoder reliability level of 92%.¹⁸ With treatment of "map type" as a continuous variable, data analyses was conducted using ANOVA.

Findings indicate that the project group students' post- project maps were significantly more likely to include survey map features than their pre- project maps and the maps drawn by the "developmental check" group; with $X=1.67$, $X=2.46$ and $X=1.79$, respectively, and $F(2,60)=7.07$, $p=.002$. (See Table 12, below, for a breakdown of students' responses.)

Upon calculating the impact of neighborhood and sex on map type, a marginally significant effect was found for

¹⁸ The formula used to determine intercoder reliability was the amount of agreement divided by the amount of possible agreement. Map categorization decisions made by the project director and the independent social science researcher were the same for 23 out of the 25 maps that were reviewed.

Table 12: Map Type -- Students' "Mental Map" Configurations.

	Project Grp - Pre -	Project Grp - Post -	"Developmental Check" Group
"Route" Map (1)	13 52%	2 8%	12 50%
"Combination" Map (2)	7 28%	9 36%	5 21%
"Survey" Map (3)	5 <u>20%</u>	14 <u>56%</u>	7 <u>29%</u>
	N=25	N=25	N=24*

Mean Scores
for Map Type: X=1.67 X=2.46 X=1.79

Significance Level (ANOVA): $F(2,60)=7.07$, $p=.002$).

* There was not enough information conveyed in one student's map to determine map type.

sex with males being slightly more likely to develop survey type maps than females; with $X=2.12$ and $X=1.85$, respectively, and $F(1,65)=2.95$, $p=.091$. No significant effect was found for the neighborhood variable (i.e., Ravenswood vs. Queensbridge vs. Hunters Point).

D - Quantity and Type of Neighborhood Elements Identified:

There was a significant difference in the number of features or elements identified (labelled) in the maps of students attributable to the project experience. Participating students identified in their post- project maps significantly more elements than in their pre- project maps and than the "developmental check" group's

maps ($X=21.83$, $X=11.04$, and $X=14.12$, respectively), with $F(2,66)=5.86$, $p=.005$. Sex and home neighborhood were not found to be significant factors in determining the quantity of neighborhood elements students identified in their maps.

Also, the project experience facilitated recognition of certain types of neighborhood features. For analysis purposes, each element identified in the student maps was categorized as either: Residential, Stores, Factories, Schools, City Institutions and Centers, Churches, Transportation, Parks & Yards, Street Signs, Miscellaneous Neighborhood Features (e.g. mail boxes), Directional Cues, or "Other." Upon analyzing the number of each type of feature in the pre- project, post- project, and "developmental check" groups' maps, a significant difference between these groups was found in the identification frequency of the following categories: Factories, Schools, City Institutions & Centers, and Parks & Yards. (See Table 13, below.)

Increases in each of the frequencies of these neighborhood features can be attributed to the project experience, with the exception of increased identification of neighborhood stores, which can be explained as a maturational effect. The modest increase in the frequency of store elements in project group students' post- project as compared to their pre- project maps

Table 13: Overall Quantity and Breakdown of Elements in the Students' "Mental Maps."

Var.	Category	Mean Pre- Proj Grp	Mean Post- Proj Grp	Mean Devel. Check Grp	Signif. Level
V76	Overall Map	11.04	21.83	14.12	p=.005 F(2,66)=5.86
V77A	Residential	2.67	3.71	2.32	Non-Sig.
V77B	Stores	1.96	4.00	4.04	p=.074* F(2,66)=2.70
V77C	Factories	1.67	4.79	1.80	p=.011 F(2,66)=4.85
V77D	Schools	.13	.67	.24	p=.006 F(2,66)=5.54
V77E	City Insts. & Ctrs.	.46	1.17	.64	p=.036 F(2,66)=3.49
V77F	Churches	.50	.67	.50	Non-Sig.
V77G	Transp.	.38	.42	.50	Non-Sig.**
V77H	Parks & Yds.	.67	1.63	.92	p=.043 F(2,66)=3.31
V77I	Street Signs	2.08	2.88	2.50	Non-Sig.***
V77J	Misc. Neighb. Features	.38	.58	.64	Non-Sig.
V77K	Directional Cues	.04	.25	.27	Non-Sig.
V77L	Other	.08	.93	.33	Non-Sig.

* Since the "developmental check" group and the post- project group maps incorporated significantly more stores than the pre- project group maps, the pre- to post- project change cannot be attributed to the project experience.

** There was a sex effect, however; $F(1,66)=5.07$, $p=.028$, Male $X=.62$, Female $X=.31$.

*** There was a neighborhood effect, however; $F(3,66)=2.80$, $p=.047$; Ravenswood $X=3.28$, Queensbridge $X=2.08$, and Hunters Point $X=1.24$.

($X=4.00$ and $X=1.96$, respectively) cannot be attributed to the project experience, as students from the "developmental check" group also frequently identified neighborhood stores ($X=4.04$).

Upon testing for the role of sex and home neighborhood in determining the types of neighborhood elements students identified in their maps, sex was found to be a significant factor only for the identification of transportation elements. Males were more likely to identify features related to transportation than females ($X=.62$ and $X=.31$, respectively); $F(1,66)=5.07$, $p=.028$. A neighborhood effect was found to be significant only in relation to the numbers of street signs identified, with students from Ravenswood identifying the largest number.

E - Summary and Discussion of Findings Concerning Mapping

In sum, the data from the students' "mental maps" indicate that the project experience had a substantial impact on students' awareness of neighborhood geography and even on their mapping ability. In comparison to their pre-project maps, students' post-project maps of their "home neighborhoods" included significantly larger areas and incorporated a larger number of labelled neighborhood features, in particular, factories, schools, city institutions and centers, and parks and yards.

In drawing the post-project maps, students incorporated significantly more survey map features, in

contrast to route map features, than they did in their pre- project maps. Since survey maps are considered to represent a higher level of abstract representation skills than route maps (see Section III - 7B[2], "Research Procedures & Data Analysis"), this finding suggests that the influence of the project experience went beyond generating geographical knowledge and awareness of neighborhood features. The project experience seems to have somehow generated an advancement in students' strategies for using maps to represent a geographical area. To further explore the nature of this apparent boost in abstract representation skills and to determine the factors most closely tied to this shift, additional study would be required.

In addition to the pre- versus post- project mapping differences noted above, there were differences based on sex. Although the square mileage of the maps drawn by the male and female students were similar, the overlay of the male student maps apparently cover a larger geographical area whereas the overlay of the female student maps represented a more restricted, but better detailed area (see Figures 18 and 19, Appendix F). Female students' maps were also found to be significantly less accurate than the male students' maps. These differences suggest that the project participants had differential levels of local exploration experience based on sex, with males

having the more extensive level of experience.

The only significant difference in the students' maps based on neighborhood residence was in terms of accuracy. The Hunters Point students' maps were less accurate than the maps drawn by Queensbridge or Ravenswood students. As discussed above, this is probably due to the greater distance between Hunters Point students' home residences and the school.

Chapter 12:
Understanding of Community Development as a Process

Project participants were asked several questions aimed at assessing whether they learned anything about the neighborhood development process. Specifically, they were asked to identify the people they felt to be responsible for making neighborhood changes and to describe how to initiate and conduct neighborhood improvement projects.

In the post-project questionnaires/interviews, participants were also asked what, if anything, they learned from the project about "... how decisions are made which affect you and your neighborhood."

A - Perceptions of Who Holds the Responsibility
for Making Neighborhood Development Decisions

In order to gauge the participants' understanding about how neighborhood development decisions are made, they were asked, "Who do you think is responsible for deciding what will be built or changed in your neighborhood?" Seniors' and students' responses are presented in Tables 14 and Table 15, below, respectively.

For both, the seniors and the students, more post-project comments were made than pre-project comments fitting into the "City agencies and government" category. Twice as many seniors referred to City agencies and government structures, with 6 as opposed to 3 seniors, respectively, making such comments. Similarly, 2

Table 14: Seniors' Responses to the Question, "Who do you think is responsible for deciding what will be built or changed in your neighborhood?"*

	<u>Pre- Project</u>	<u>Post- Project</u>
Vague/ People in Power	4	1
Politicians	4	2
City Agencies and Local Gov	3	6
Neighb. Leaders and Residents	3	3
The Business Community	<u>0</u>	<u>1</u>
	N=8	N=8

* Category descriptions: "Vague/People in Power" (includes unspecified comments such as "The City" and "The big shots"), "Politicians" (includes references to specific politicians), "City Agencies and Local Government" (includes references to the City Council, city planners and the Community Board system), "Neighborhood Leaders and Community Residents" (includes comments about the power of neighborhood residents) and "The Business Community" (includes comments about property owners).

students made such statements in the pre- project questionnaires as compared to 9 students in the post-project questionnaire. (See Table 15, below.) Using log linear analysis, this was the only category for which a significant pre- versus post- project difference was found.¹⁹

¹⁹ The loglinear model that "best fit" the data indicates that there was a relationship between the dependent variable and two independent variables; i.e., there are significant project versus control group and pre- versus post- test differences in response frequencies (Pearson Chi Sq. = 1.175 (df=1), p=.278). Since there was no difference between the control group students' pre- and

Table 15: Students' Responses to the Question, "Who do you think is responsible for deciding what will be built or changed in your neighborhood?"

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Housing Auth./ Management	11 (40.7%)	4 (15.4%)	7 (43.8%)	8 (44.4%)
Politicians	6 (22.2%)	12 (46.2%)	2 (12.5%)	2 (11.1%)
City Agencies and Local Gov	2 (7.4%)	9 (34.6%)	0 (0%)	0 (0%)
Vague/ People in Power	4 (14.8%)	4 (15.4%)	0 (0%)	2 (11.1%)
Neighb. Leaders & Residents	3 (11.1%)	3 (11.5%)	5 (31.3%)	5 (27.8%)
Other	3 (11.1%) N=27	3 (11.5%) N=26	2 (12.5%) N=16	2 (11.1%) N=18

* Category descriptions: See Table 14, above, for descriptions of the following four categories: "Politicians," "City Agencies and Local Government," "Neighborhood Leaders and Residents" and "Vague/ People in Power." The two additional response categories are: "Housing Authority/ Management" (which includes references to the power of those who run the housing projects to affect neighborhood change) and "Other" (which includes all responses that do not fit into the other response categories such as "Con Edison").

There were also some differences in the project's impact on the seniors' and students' views of who has the responsibility for neighborhood development decision-

post- project questionnaire responses, the statistical difference can be attributed to the differences between the project participants' pre- and post- project responses. (Note: With two empty cells, the df = 1.)

making. In the post- project questionnaires/ interviews, more students and fewer seniors referred to the importance of politicians, with 12 as compared to 6 students,²⁰ and 2 as compared to 4 seniors, making such comments. In the post- project interviews, the seniors seemed less vague about who makes neighborhood development decisions; only 1 senior made a "vague/ people in power" type of comment, as opposed to 4 seniors during the pre- project interview.²¹ No such pre- versus post- project difference was noted for students.

It is also important to note that there was a major distinction between the students' and seniors pre- project responses; whereas 11 (40.7%) students stated that the Housing Authority played a major role in local development decisions, none of the seniors made reference to the Housing Authority. By the end of the project, only 4 students (15.4%) and, again, no seniors, noted the role of the Housing Authority.²²

²⁰ When using Pearson Chi Sq. to test specifically for pre- versus post- project differences in the students' responses, this is marginally significant (Pearson Chi Sq. = 3.382 (df=1), p=.066) but, when using loglinear analysis, it is not significant due to the project versus control group differences.

²¹ An example of such a comment is, "You know, the people in charge."

²² When using Pearson Chi Sq. to test specifically for pre- versus post- project differences in the number of students emphasizing the role of the Housing Authority, this is significant at the .041 level (Pearson Chi Sq. = 4.197, df=1) but not significant when using loglinear

Project participants were asked during the post-project interviews if they learned anything from the project about how decisions are made which affect them and their neighborhoods. Three seniors said "Yes;" 2 of whom stated that they learned about community boards and the procedures to follow if you need help or want something, and the other senior referred to learning about the Hunters Point Waterfront Redevelopment Plan.²³

When the students were asked if they learned anything from the project about how decisions are made which affect them and their neighborhoods, 17 out of 26 students said "Yes" (see Table 16, below).²⁴ The primary area of learning about neighborhood decision-making according to the students themselves took place in relation to an enhanced understanding of community development as a process. Ten of the 17 students who stated that they learned something about how neighborhood decisions are made expressed process-oriented reflections about community development. Two other prevalent themes found

analysis due to the differences between the project group and control group.

²³ As a side note, during the project, some of the seniors made comments indicating that they did not understand how community programs are funded. For example, one senior gave the project director a copy of an article in Parade Magazine (4/10/88) which profiled Malcolm Forbes. Her thought was that the director should write to this generous millionaire and ask for money to continue with the LIC - 2000 project.

²⁴ Data were missing for the other student.

Table 16: Student Responses to Post- Project Question, "What did you learn from the project about how neighborhood decisions are made?"*

	# of respondents	% of respondents answering quest.	% of all respondents (N=27)
Community Devel. is a Process	10	(58.8%)	(37.0%)
The Power of Neighb. Residents	6	(35.3%)	(22.2%)
Who Makes Decisions	5	(29.4%)	(18.5%)
The Difficulty of Making such Decisions	2	(11.8%)	(7.4%)
Other	<u>4</u> N=27	<u>(23.5%)</u> N=17	<u>(14.8%)</u> (100.0%)

* Category descriptions: "Community Development is a Process" (includes comments about procedures involving government agencies and officials and how decision-making requires extensive thinking and talking), "The Power of Neighborhood Residents" (includes comments about neighborhood action campaigns such as letter writing to City officials), "Who Makes Decisions" (includes comments about the decision-making power of people with money and City government), "The Difficulty of Making Such Decisions" (includes comments about disagreements amongst people and the need to work with finite resources), and "Other" (includes references to other factors related to neighborhood decision-making such as safety considerations and public welfare).

in the students' responses to this question were "The power of neighborhood residents" and heightened awareness of "Who makes (such) decisions."

B - Perceived Steps Involved for Initiating Neighborhood Improvement Projects.

Project participants were asked how they would go

about starting a neighborhood project.²⁵ Table 17, below, displays seniors' and students' responses.²⁶ In comparing seniors' and students' strategies for conducting a neighborhood improvement project, there was a trend for both groups to minimize the importance of performing the physical work involved such as preparing/cleaning the site, purchasing the supplies, and doing the actual painting or planting (depending on the project). In their post- project as compared to their pre- project responses, seniors and students made significantly fewer comments related to performing physical work tasks.²⁷

²⁵ To guard against the possibility that the respondents' increased familiarity with the questions would influence their post- project interview responses, the example provided in the pre-project interviews was about building a garden on a vacant lot and, for the post project interviews, painting a mural.

²⁶ Initially, this question was broken into two parts:

(a) "If somebody wants to start a neighborhood project such as making a garden on a vacant lot (or painting a mural), what is the first thing that person should do? and

(b) What else should that person should do to set up a community garden project (arrange for a mural to be painted)?

In order to adjust for the small sample size and the corresponding small numbers of responses in each category, particularly for the senior adult data, responses to these two questions were merged to create one table.

²⁷ It should be noted, however, that the same trend was found in the responses of the students in the control group (with eight as compared to three students, respectively, making such responses). The loglinear model that best fits the data indicates a pre- versus post-project difference that applies for both the project and control groups (Pearson Chi Sq.=5.972 (df=3), p=.113).

Table 17: Senior Adults' and Students' Responses to Question about How They Would Go About Conducting a Neighborhood Improvement Project.

	SENIORS		STUDENTS			
	<u>Pre</u>	<u>Post</u>	<u>Proj Grp</u>		<u>Contl Grp</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Comm Residents & Comm Orgs...	3 (37.5%)	6 (75%)	16 (59.3%)	17 (63%)	8 (47.1%)	11 (64.7%)
...Pols and Govt Agencies	3 (37.5%)	5 (62.5%)	16 (59.3%)	17 (63%)	5 (29.4%)	4 (23.5%)
Perform the Phys Work	5 (62.5%)	3 (37.5%)	10 (37.0%)	0 (0%)	8 (47.1%)	3 (17.6%)
Plan Out the Project	0 (0%)	0 (0%)	12 (44.4%)	19 (73.1%)	4 (23.5%)	6 (35.3%)
Other	1 (12.5%)	3 (37.5%)	4 (14.8%)	5 (19.2%)	3 (17.6%)	3 (17.6%)
	N=8	N=8	N=27	N=26**	N=17**	N=17**

* Category descriptions: "(Contact) Community Residents and Community Organizations for Information and Support" (includes comments about sharing ideas and obtaining the support of local residents and organizations), "Contact/Get Permission from Politicians and Government Agencies," "Perform the Physical Work" (includes comments referring to performing on-site physical work), "Plan out the Project" (includes comments about the importance of developing a plan of action and learning about the site before initiating work), and "Other" (includes procedural comments not covered in the previous categories).

** Data are missing for one respondent in each of these groups.

Additionally, by the end of the project more senior adults noted the role of "community residents and local organizations" and "politicians and government agencies" in conducting a neighborhood improvement project. The students, on the other hand, were far more likely than the seniors to emphasize planning out the neighborhood project as an essential phase of any project. The following

student comments are examples of the "plan out the project" comment:

Before you begin, you have to think a lot about consequences and conclusions.

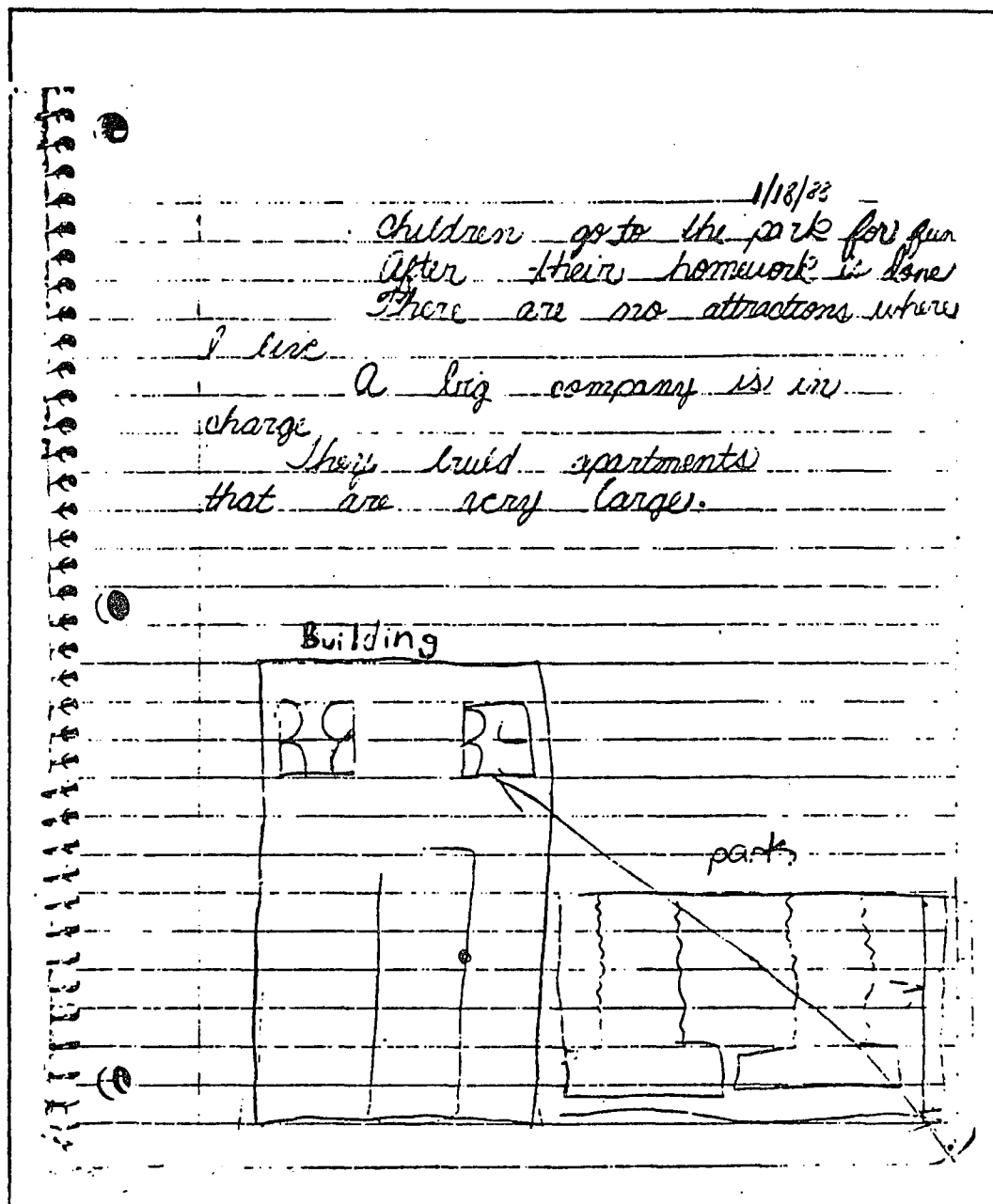
The (mural) painters should talk to each other and agree on what to do with the mural.

At the beginning of LIC - 2000, 12 students and no seniors made such responses, and after LIC - 2000, 19 students and no seniors made such responses.²⁸

In addition to the questionnaire data, other sources of data provide more insight into how children thought about the community development process. Figure 23, below, for example, displays a sketch and poem taken from the journal of one of the students three weeks into the project. The "very large apartments" she refers to most likely is the 44 floor Citicorp building, not far from her home in Hunters Point, which was still under construction at the time of this journal entry. This sketch and poem demonstrate a sense of inaccessibility to the community development process. Although there are not enough data

²⁸ Since there was also an increase in the number of control group students emphasizing the need to "plan out" neighborhood improvement projects, even though a slighter pre- versus post project difference than for project group students, the loglinear model which best fit the data underscored the differences between the project and control groups rather than between the pre- and post-project data (Pearson Chi Sq.=4.35 (df=3), p=.226). Therefore, it cannot be concluded that the project experience led to an increase in the number of project group students noting the need to "plan out" neighborhood improvement projects.

Figure 23: Journal Entry, with a Poem and Sketch, of a Hunters Point Student.



to determine project impact on students' sense of control over community development, it should be noted that an increased understanding of community development processes, which results do support (see above), can serve to facilitate meaningful community participation.

C - Summary and Discussion of Findings

The project experience affected how senior adult and student participants' generally understood the neighborhood planning process. Both the seniors and the students became more aware of the role of City agencies and government in community-level decision-making; community development was increasingly seen as a process, with procedures to follow if help is needed or something is wanted.

For the students, this awareness was coupled with an increased understanding of the role of local politicians, City agencies and local government. Also, some students became aware of limits to the Housing Authority's responsibility for guiding neighborhood development processes. For some seniors, the enhanced awareness of the importance of City agencies and government replaced vague perceptions of the decision-making process as being a function of the whims of "people in power" or as being controlled by individual politicians irrespective of the hopes and concerns of local residents.

In response to a direct post-project question about

whether the project had taught them anything about how decisions are made which affect them and their neighborhoods, 17 (65.4%) of the students as compared to 3 (37.5%) of the seniors responded affirmatively. This does not necessarily mean, however, that the students learned more about the neighborhood planning process than the seniors. Since the seniors often perceived their role as enlightening the students, the self report data provided by the seniors might have underestimated their own learning about neighborhood planning processes.

By the end of the project the students and the seniors were less likely to focus on conducting the actual physical work when considering the implementation of neighborhood improvement projects.²⁹ This might signify an increased understanding of how the community development process involves steps before the actual work, be it pouring the concrete, planting the shrubs or painting the mural.

²⁹ For the students, however, it is not fully clear whether the pre- versus post- project differences can be attributed to the project experience or to maturation or both. Pre- versus post-project differences for the project group students (from 10 to no respondents) were somewhat parallel to those of the control group students (from eight to three respondents).

Chapter 13:
Working to Promote Neighborhood Change/Improvement

This section deals with the attitudinal and cognitive components of neighborhood activism. The questionnaire and interview research instruments were used to obtain data about the participants' attitudes about getting involved in community improvement endeavors and the nature of their reflections about how to improve neighborhood life.

A - Desire for Involvement in
Community Improvement Endeavors

In line with the community participation thrust of the LIC - 2000 project, the intent of the curriculum was to enhance participants' motivation to become more involved in community affairs. Accordingly, the questionnaires/ interviews included questions aimed at gauging project impact on the participants' level of interest in personally taking part in community improvement endeavors.

(1) Senior Adult Data:

The senior adults were asked, "How interested are you in helping to make the neighborhood better?" Responses were coded on a three point scale: "Interested," "Not interested/Not uninterested," and "Uninterested." As indicated in Appendix G3, there was no substantial pre-to post- project shift in the level of the seniors' interest in becoming involved in neighborhood improvement

endeavors. The Hunters Point seniors started off interested in helping to make the neighborhood a better place and maintained that interest throughout the project. For the Ravenswood seniors, there was a slight decrease in the level of interest that they expressed for such involvement, with the exception of one senior, who was once active in Queensbridge affairs through a local newspaper that he helped produce. He stated that the project renewed his interest in community activism and that this interest was rekindled after hearing a student's testimony about the pervasive fear Queensbridge residents experience in regard to the thriving drug trade. In front of the class, he promised that he would communicate their concerns at the next monthly meeting of the Community Precinct Council.

When asked, "How easy or hard is it to do things that make a neighborhood better?" (with the following prompt: "... things like building a garden, fixing up a playground, or improving housing conditions"), there was a pre- versus post- project difference in the responses of the Ravenswood seniors but not for the Hunters Point seniors. Three Ravenswood seniors stated in the pre-project interviews that they viewed neighborhood improvement endeavors as being "easy" and none expressed this point of view in the post- project interviews (see Appendix G4).

One Ravenswood senior stated during the post- project interview,

It's hard. You need to work at it daily. It's hard to get the people together. You can't even get people to work on a garden.

Another Ravenswood senior stated,

You must go through a lot of channels, getting one approval at a time until you get a final decision.

(2) Student Data:

Student participants were also asked, "How interested are you in helping to make the neighborhood better?" After converting responses into a three point continuous scale, with "Interested" =1 and "Uninterested" = 3, an ANOVA was conducted. Though not significant, students in the project group expressed a slightly lower level of interest in "helping to make the neighborhood better" in the post-project questionnaires than they did in the pre- project questionnaires.³⁰ (See Table 18, below.)³¹

The students were also asked, "How easy or hard is it

³⁰ There was a significant difference, however, between the project and control groups, with the control group expressing more interest in "helping to make the neighborhood better;" with $X=1.22$ and $X=1.46$, respectively, and $F=5.01$ ($df=1,86$), $p=.028$.

³¹ Since the students' home neighborhoods did not prove to be a significant factor in determining their level of interest in helping to facilitate neighborhood improvements (Table 18) and their perceptions about the difficulty of such work (Table 19), the results displayed in Tables 18 and 19 are not broken down by neighborhood as they were for the presentation of the senior adult data in Appendices G3 and G4.

Table 18: Students' Level of Interest in
"Helping to Make the Neighborhood Better."

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Interested (1)	17 (63%)	13 (48.1%)	14 (77.8%)	14 (77.8%)
Not inter./ not uninter. (2)	9 (33.3%)	14 (51.9%)	4 (22.2%)	4 (22.2%)
Uninterested (3)	1 (3.7%)	0 (0%)	0 (0%)	0 (0%)
	N=27	N=27	N=18	N=18

to do things that make a neighborhood better?" (with the prompt: "... things like building a garden, fixing up a playground, or improving housing conditions"). After converting responses into a three point continuous scale, with "Easy" =1 and "Hard" = 3, an ANOVA was conducted. No significant pre- versus post- project differences were found.³² (See Table 19, below.)

A positive correlation was found between students' interest in getting involved in helping to improve their neighborhoods and their perceptions of the difficulty of such work. The correlation between both variables was significant at the .038 level.³³ The more difficulty

³² However, again, there was a significant difference between the project and control groups, with the project group students, in comparison to the control group students, perceiving neighborhood improvement endeavors to be more difficult; with $X=2.41$ and $X=2.08$, respectively, and $F=5.01$, ($df=1,86$), $p=.028$.

³³ Corr. = .188, based on pre-and post- project data from project and control group students ($N=90$).

Table 19: Students' responses to the question, "How Easy or Hard is it to do things that Make a Neighborhood Better?"

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Easy	3 (11.1%)	3 (11.1%)	3 (16.7%)	3 (16.7%)
Not easy/ not hard	9 (33.3%)	11 (40.7%)	11 (61.1%)	10 (55.6%)
Hard	15 (55.6%) N=27	13 (48.1%) N=27	4 (22.2%) N=18	5 (27.8%) N=18

students attributed to neighborhood improvement work, the less likely they were to express an interest in getting directly involved.

During the project, students (particularly students from Queensbridge) often conveyed a sense of hopelessness about neighborhood problems. At various times throughout the project, for example, students from Queensbridge explicitly stated that they did not perceive there to be any solution to the Queensbridge drugs and drug-related violence even though they frequently stated how much they hated these problems and wished to see them resolved. The following conversation between a senior and several Queensbridge students conveys a sense of hopelessness about what students could do to fight drug-related problems:

Senior: "What is the name of the best roach killer?"

Queensbridge Students: "Raid... Combat..."

Senior: "Right... and that's what you gotta do, Combat. The tough guys don't like it when you get

together and hit them. I'll show you how you can get rid of them without even giving your name. All you have to do is call up 911."

Queensbridge Student: "They can find out who you are... and even if they get chased by the cops they aren't going to stop selling drugs."

Senior: "Tell me then, what can be done? Are we supposed to say, 'Everybody mind their own business and leave business as usual?'"

Queensbridge Students (in chorus): "Yes."

Queensbridge Student: "If they want to sell drugs, let them... I ain't gonna sell drugs... That's what I could do to help. I can't think of anything else."

A similar sense of despair was evident in the following dialogue that took place between one of these students and a college intern:

College Intern: "What about a guard who would be on duty 24 hours a day?"

Queensbridge Student: "That would be too expensive. Besides, who would want to be a guard anyway?"

College Intern: "What about a citizens 'watchdog' group?"

Queensbridge Student: "I know people aren't willing to put their ass on the line. You can get shot just like that."

(3) Intergenerational Comparisons:

For both, the senior adult and student participants, the project experience did not yield the intended boost in their desire to get involved in neighborhood improvement activities. In fact, there seemed to be a slight effect in the reverse direction. Project participants became less interested in taking part in neighborhood improvement

endeavors.

One clue for understanding this unanticipated result is the relationship found between participants' desire to get involved and their perceptions of the level of difficulty of neighborhood improvement work. The project experience seems to have presented some of the participants with an image of neighborhood improvement efforts as being so challenging as to have "short circuited" or weakened their desire to get personally involved.

The Hunters Point seniors, however, present an exception to this trend insofar as they maintained a high level of interest throughout the project for getting involved in neighborhood improvement work. One possible explanation for why the relatively high level of interest in community involvement expressed by Hunters Point senior adults was not also the case for the Hunters Point students is that although there were more civic organizations in Hunters Point than in the other neighborhoods, these organizations were geared toward involving adults, rather than children, in local affairs.

B - Suggestions for Neighborhood Change

One of the goals of the LIC - 2000 project was to provide participants with the incentive and conceptual ability to develop new solutions to old problems. To assess whether this goal was achieved, items were included in the pre- and post- project questionnaires/ interviews

to ascertain participants' ideas and views toward neighborhood change. In the post- project questionnaires/ interviews, participants were directly asked, "Has the project given you any ideas about things you can do to improve your neighborhood?" and "If so, what are they?"

Most of the neighborhood change ideas that were expressed by project participants' emerged toward the end of the project, when the students and senior adults took part in the "Developing Alternative Plans" and "Display Day" preparation activities (see "Description and Results of Each Project Activity," Section IV-9A).

(1) Senior Adult Data:

In their responses to interview questions about the need for neighborhood change, the senior adults did not demonstrate any sweeping changes in their level of awareness of and concern about local problems that can be attributed to the project experience. However, there is some evidence suggesting that the project had an impact on how at least some of the seniors conceptualized neighborhood problems and solutions.

There were no major pre- versus post- project changes in the number of seniors who answered affirmatively to the question, "Do you think there is anything in your neighborhood that should be changed?" Most of the Ravenswood seniors and all of the Hunters Point seniors responded affirmatively in the pre- and post- project

questionnaires/ interviews (see Appendix G5). Similarly, no significant pre- versus post- project differences were found in the types of concerns raised by the senior adult participants when they were asked to provide neighborhood change suggestions. (See Table 26, below, for a categorical breakdown of the project participants' neighborhood concerns.)

The senior adult participants were also asked to describe what they thought their neighborhoods are missing. They were asked, "What else do you think there should be in the neighborhood?" (with the prompt: "What kind of new places or things would you like to have in your neighborhood?") More senior adult participants made comments that fit into each of the response categories presented in Table 20, below, in the post- as compared to the pre- project interviews, with the exception of two categories ("social and health services" and "community center"). However, these increases are minimal.

When the seniors were asked, "Has the project given you any ideas about things you can do to improve your neighborhood?" 3 stated "Yes" and 5 stated "No." When the 3 seniors who responded affirmatively were asked to describe their ideas for neighborhood improvement, 2 of them placed emphasis on what they learned about working cooperatively, yet assertively with government agencies and representatives. One senior stated,

Table 20: Senior Adult Participants' responses to question, "What Else do you think there Should Be in the Neighborhood?"*

	<u>Pre- Project Interview</u>	<u>Post- Project Interview</u>
More Stores/ Restaurants	3 (37.5%)	4 (50.0%)
Other Rec Outlets	3 (37.5%)	4 (50.0%)
Community Ctr(s)	2 (25.0%)	1 (12.5%)
Soc and Health Svcs	2 (25.0%)	1 (12.5%)
Places for Children	0 (0%)	2 (25.0%)
Other Facilities and Physical Features	0 (0%)	2 (25.0%)
Parks & Playgrounds	0 (0%)	1 (12.5%)
Housing	0 (0%)	1 (12.5%)
Other	<u>1 (0%)</u> N=8	<u>1 (12.5%)</u> N=8

* Category descriptions: "More Stores/ Restaurants," "Other Recreational Outlets" (including pools and movie theatres), "Community Center(s)" (and center activities), "Social and Health Services" (including health facilities), "Places for Children" (including summer camps and youth clubs), "Other Facilities and Physical Features" (includes comments about the need for museums, a better library, better parking facilities, etc.) "Parks & Playgrounds" (includes references to the need for more playgrounds with a greater variety of facilities), "Housing" (includes comments about the need for more and better housing facilities), and "Other."

"You could make suggestions to the community board, or maybe even approach your senator. You have a right to speak up when you see things going wrong."

Several references were also made to the need for new and better facilities (such as an improved transportation system, a new hospital and spruced up local playgrounds).

One of the seniors who stated that the project did not give her any ideas about what she could do to improve the neighborhood, stated,

I like the neighborhood as it is... as long as people are quiet and law-abiding. That's the main thing.

As is evident from the self-report data presented above, the senior adults did not demonstrate any sweeping changes in their level of awareness of and concern about local problems that can be attributed to the project experience. However, a closer examination of the content of the seniors' neighborhood change suggestions reveals that the project experience had an impact on the way some of them conceptualized neighborhood problems and solutions.

This point is best illustrated by comparing pre- and post- project responses provided by two of the seniors when describing their neighborhood change ideas. Both respondents referred to the same problem in the post-project interview as they did in the pre- project interview, but in the post- project interview gave responses that dealt more specifically with the search for resolving the problems.

One senior adult volunteer from Hunters Point, for example, began the project by stating,

Something ought to be done about the intersection between 44th Dr. and 21st St. It is a very dangerous intersection.

She concluded the project by arguing,

They (the Department of Transportation) should line up one-way streets... This will also help with the traffic problem.

Similarly, another senior adult volunteer from Ravenswood provided the following political commentary at the start of the project,

There's now a one-party system. There is a need for an election to shake up the system of those 'anointed' by (ex-Borough President) Manes.

By the end of the project, he was saying,

We should work to create an advocacy group that has a dynamic vitality... to help educate the community so that when a problem arises, they will be ready to spring into action.

These differences in the senior adults' pre- and post- project comments indicate that the project had an impact on how these seniors conceptualize solutions to neighborhood problems of concern to them. Whereas the pre- project comments are more centered around the neighborhood problems themselves, the post- project comments reflect an enhanced ability to generate specified solutions to these problems.

(2) Student Data:

The majority of the students entered the project feeling that there should be neighborhood change. By the end of the project, this perception of the need for change was maintained. Table 21 (Appendix H) indicates that over 80% of the project group and over 70% of the control group

thought that there were things in their neighborhoods that should be changed. Students' responses to the follow-up question about their desired changes are displayed in Table 22, below, and Table 23 (Appendix H).

It is clear from Table 22 that students expressed a diverse range of concerns and interests. There appears to be no major pre- versus post- project differences in students' suggestions for change, except perhaps for an increased tendency to mention "vandalism" concerns, which were noted by no students in the pre- project questionnaire and 3 in the post- project questionnaire.

Since it is statistically difficult to determine pre- versus post- project differences in the students' neighborhood change suggestions with such a small N and so many categories, these 11 response categories were recoded into two larger categories to facilitate analysis: "People" and "Environmental" (see Table 23, Appendix H). Again, no significant pre- versus post- project differences were found in the neighborhood changes desired by students.

The students were also asked to describe what they thought their neighborhoods were missing. They were asked, "What else do you think there should be in the neighborhood?" (Prompt: "What kind of new places or things would you like to have in your neighborhood?") Responses fit into the same nine categories used to analyze the senior adult participants' responses to the same question

Table 22: Students' Suggestions for Neighborhood Change - Specific Response Categories.*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Neighb. Appearance	9 (37.5%)	11 (50%)	5 (38.5%)	8 (57.1%)
Drugs and Alcohol	5 (20.8%)	6 (27.3%)	3 (23.1%)	7 (50%)
Safety	5 (20.8%)	4 (18.2%)	2 (15.4%)	4 (28.6%)
Parks & Playgrounds	6 (25%)	5 (22.7%)	1 (7.7%)	2 (14.3%)
Addtl Neighb Fclts	4 (16.7%)	5 (22.7%)	4 (30.8%)	2 (14.3%)
Less Vandalism	0 (0%)	3 (13.6%)	0 (0%)	0 (0%)
People Characs.	2 (8.3%)	1 (4.5%)	2 (15.4%)	2 (14.3%)
Other Rec Fclts	2 (8.3%)	3 (13.6%)	1 (7.7%)	0 (0%)
Housing Auth/Mngmt	3 (12.5%)	2 (9.1%)	1 (7.7%)	0 (0%)
Housing Improvements	2 (8.3%)	1 (4.5%)	1 (7.7%)	2 (14.3%)
Other	3 (12.5%)	0 (0%)	0 (0%)	0 (0%)
	N=24**	N=22**	N=13**	N=14**

*Category descriptions: "Neighborhood Appearance (includes comments about neighborhood cleanliness and street and sidewalk repair), "Drugs and Alcohol" (includes comments about drug use and the drug business), "Safety" (includes comments about crime, particularly violent crime), "Parks & Playgrounds" (includes comments about the need for more and better facilities, e.g., with better lighting and skateboard areas), "Additional Neighborhood Facilities" (including comments about needed housing, local health facilities and stores), "Less Vandalism" (including graffiti), "People Characteristics" (includes comments about the need for more ethnic diversity and fewer prostitutes), "Other Recreational Facilities," "Housing Authority/ Management Issues" (includes comments about problems in the housing projects such as broken locks on front doors), "Housing Improvements" (includes comments about the need to restore the local housing stock) and "Other" (includes non-specific change comments such as "lots of things").

** These students responded affirmatively to the previous question about whether there was anything in their neighborhoods that they would like to see changed.

**Table 24: Students' Responses to the Question,
"What else do you think there should be in your
neighborhood?"***

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Parks & playgrounds	7 (26.9%)	11 (42.3%)	5 (31.3%)	2 (11.8%)
Other recreational outlets	7 (26.9%)	9 (34.6%)	5 (31.3%)	8 (47.1%)
Community center	8 (30.8%)	2 (7.7%)	1 (6.3%)	2 (11.8%)
More stores/ restaurants"	5 (19.2%)	9 (34.6%)	4 (25%)	3 (17.6%)
Other facilities & phys. features	3 (11.5%)	6 (23.1%)	4 (25%)	3 (17.6%)
Places for children	3 (11.5%)	1 (3.8%)	1 (6.3%)	1 (5.9%)
Housing	2 (7.7%)	3 (11.5%)	1 (6.3%)	0 (0%)
Social and health services	0 (0%)	2 (7.7%)	0 (0%)	1 (5.9%)
Other	3 (11.5%) N=26**	2 (7.7%) N=26**	2 (12.5%) N=16***	2 (11.8%) N=17**

* Categories are described in Table 20.

** Data are missing for one student in each group.

*** Data are missing for two students in this group.

(see Table 20): "Parks & Playgrounds," "Other Recreational Outlets," "Community Center," "More Stores/ Restaurants," "Other Facilities and Physical Features," "Places for Children," "Housing," "Social and Health Services," and "Other." Results are presented in Table 24, above.

There were no significant pre- versus post- project differences in the students responses to this question (as determined by a series of loglinear analyses), and only moderate pre- versus post- project differences for three of the response categories. In comparison to their pre-project responses, the post- project responses made by participating students indicated a stronger desire for "more stores/restaurants" (with 5 and 9 students making such comments, respectively), "parks and playgrounds" (with 7 and 11 students making such comments, respectively), and "other facilities and physical features" (with 3 and 6 students making such comments, respectively). In contrast, the students in the control group made slightly fewer post- as compared to pre-project comments fitting into each of these categories. By the end of the project, many students were able to fluently describe neighborhood needs. For example, in the post- project questionnaire, one student wrote,

There should be a better park with modern stuff. A park with no barrels, steps, or monkeybars... Maybe then we (local children) would hang out there more... and stay out of trouble.

When the students were asked, "Has the LIC - 2000 project given you any ideas about things you can do to improve your neighborhood?" 20 (76.9%) stated "Yes and 6 (23.1%) stated "No." The 20 students who responded affirmatively to the previous question were asked to

describe their ideas. Their responses were coded into four categories and are presented in Table 25, below.

Most of the students felt that the project provided them with a better understanding of how their own "personal behavior" could lead to neighborhood improvement, a connection to which 13 of the 20 students (65%) who answered this question referred. For example, one student wrote,

It's important to take the initiative to communicate with those in charge like we did (during the Display Day event).

Similarly, another student wrote:

I learned not to litter and to try to keep things clean in your neighborhood... Also to help stop people from destroying it (the neighborhood).

It is also worth noting that the project experience seemed to give many of the students confidence in their own neighborhood perceptions and ideas. In the beginning of the project, it was difficult to get the students to discuss their neighborhood concerns or to present their ideas for neighborhood improvement. There seemed to be a gradual trend throughout the project whereby students became more willing and able to state their thoughts about what is wrong and what should be done to improve their neighborhoods. By the end of the school year, as was evident at the Display Day event, the students were able to effectively voice their concerns to local human service and urban planning professionals. One Queensbridge

Table 25: Students' Responses to the Question, "What ideas has the project given you about things you can do to improve your neighborhood?*

<u>Post- Project Questionnaire Data</u>				
	# of respondents	% of all respondents (N=26)**	% of res- ponses	% of respondents who stated proj. gave them neighb. improvement ideas (N=20)
Personal Behavior	13	50.0%	44%	65%
Neighb. Improvement Campaigns	7	26.7%	23%	35%
Specific Problems	6	21.4%	20%	30%
Importance of Working With Others	4	15.4%	13%	20%
	<u>N=26</u>		<u>N=30</u>	

*Category descriptions: "Personal Behavior" (includes comments about what the students felt they could do to help solve local problems such as "just getting involved" and "making less garbage"), "Neighborhood Improvement Campaigns" (including letter writing, clean-up, and street patrol campaigns), "Specific Problems" (including the drug problem, vandalism, and the over-abundance of factories), and "The Importance of Working With Others" (includes comments emphasizing the importance of "getting organized" and "listening to the desires of others").

** Only 26 students answered this set of questions.

student, for example, was able to confront the District Manager on why, after 10 years, a new train corridor had not yet been completed.

It is clear from the results presented in this section that when it comes to identifying neighborhood needs, particularly those in relation to settings used by

children, children can be very perceptive. What is lacking, however, and where LIC - 2000 falls short, is a mechanism to incorporate childrens' feedback into the local development decision-making process.

(3) Intergenerational Comparisons & Dynamics:

Table 26, below, lists the neighborhood changes desired by both the students and the seniors before and after the project. According to the questionnaire/interview data, it appears as though the project experience did not have a significant impact on the project participants' perceived need for change. In comparing the students' and seniors' responses, the students were slightly more likely than the seniors to focus on the need for neighborhood changes related to "drugs and alcohol" and the seniors more likely to note the need for additional neighborhood and recreational facilities (other than parks and playgrounds).³⁴

In reflecting upon the group process and the substantive nature of the discussions taking place throughout the project, there was a considerable amount of overlap in the students' and seniors' neighborhood hopes and concerns. It was also clear in many instances that participants were listening and responding to each other's viewpoints.

³⁴ Since there are small numbers of seniors noting each of the response categories, any student-senior comparison should be viewed with caution.

Table 26: Comparison of Students' and Senior Adults' Suggestions for Neighborhood Change (Molecular response categories).*

	<u>STUDENTS in</u> <u>Project Group</u>		<u>SENIOR ADULT</u> <u>Participants</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Neighb Appearance	9 (37.5%)	11 (50.0%)	1 (16.7%)	3 (42.9%)
Drugs and Alcohol	5 (20.8%)	6 (27.3%)	0 (0%)	1 (14.3%)
Parks & Playgrounds	6 (25.0%)	5 (22.7%)	1 (16.7%)	1 (14.3%)
Safety	5 (20.8%)	4 (18.2%)	2 (33.3%)	2 (28.6%)
Addtl Neighb Facilities	4 (16.7%)	5 (22.7%)	3 (50.0%)	3 (42.9%)
Less Vandalism	0 (0%)	3 (13.6%)	0 (0%)	1 (14.3%)
Other Rectl Facilities	2 (8.3%)	3 (13.6%)	3 (50.0%)	2 (28.6%)
Housing Authority/ Management Issues	3 (12.5%)	2 (9.1%)	1 (16.7%)	1 (14.3%)
Housing Improvements	2 (8.3%)	1 (4.5%)	1 (16.7%)	1 (14.3%)
People Characs	2 (8.3%)	1 (4.5%)	0 (0%)	1 (14.3%)
Other	3 (12.5%)	0 (0%)	1 (16.7%)	1 (14.3%)
	<u>N=24**</u>	<u>N=22**</u>	<u>N=6**</u>	<u>N=7**</u>

* See Table 22 for a description of each of the categories in this table.

** These students represent those who responded affirmatively to the previous question about whether they had neighborhood change desires.

In the preliminary discussions of the "Developing Alternative Plans" exercise (Section IV-9A[5]), for example, the group process for each of the three neighborhood groups was marked by a display of inter-generational unity. Even when the Queensbridge group discussed the drug issue, perhaps the most volatile

discussions of the project, the seniors listened to the Queensbridge students and offered their support and assistance in searching for solutions to the problem. An excerpt from one of these discussions is presented below.

Student: "What can we do about it (the drugs); we are only kids... Even the police can't do anything about it... We need more police."

Senior: "Yes, it is a terrible, terrible thing. I do know that what they (the Housing Authority) are doing now is that if people get caught selling drugs in the projects, they (Housing Authority) are evicting them."

Student: "It's not going to work. They (drug dealers) get away with it. Even the Housing Police can't get the drug dealers off of the streets."

Senior: "We know from them (the Housing Police) that they are having their problems."

Student: "The only reason why Ravenswood is so safe and so quiet is because right across the street is a whole precinct filled with police... When there's a shootout or something in Queensbridge, there's only about four Housing Police Officers who are near a store... If there's something big, they (the police) have to call for more police from Ravenswood... and everybody runs away... They never get caught."

Senior: "Along with the other seniors, I really love this project. But I also want you to know that what troubles me the most is to find out that a 12 year old knows all about drugs, and knows what a prostitute is. This is an indication and an indictment of the society we are living in. When I was 12 years old, until I was 16, 18, 20, nobody... the people I knew and lived with... knew what drugs were. I am going to raise this point next time I go to the next meeting for the citizens group for the police precinct (Police Council)."

Although the seniors did not realize it at the time, the Queensbridge students were being influenced by the sense of hope that the seniors put forth into class discussions. In response to a post-project question about what he learned about his neighborhood, one Queensbridge student wrote:

Mr. S. (one of the seniors) said you can call people to tell them about prostitution and drugs and everyone said, 'don't get involved.' We can tell people not to mind their own business but still be careful.

With the exception of drug abuse and drug violence, which project participants perceived as everybody's problem, most of the diversity in the participants' neighborhood concerns was a function of neighborhood residence³⁵ rather than age. The senior adult and student participants from Hunters Point, for example, expressed similar concerns about the excessive amounts of litter in their neighborhood. In their journals, the students wrote about and sketched their litter concerns, and the seniors agreed with and reiterated such concerns during several class discussions.

The students and senior adults worked well together in generating alternative plans. When project participants were broken into groups based on their home

³⁵ The relationship between neighborhood and neighborhood perception is also noted in Section IV-10 ("General Neighborhood Outlook: The Relationship Between Neighborhood Base and Project Impact").

neighborhoods and required to develop alternative plans that would improve their neighborhoods, they displayed a high level of awareness and concern for neighborhood problems and were able to cooperate in conceptualizing solutions to complex problems.

Even when the students and senior adults disagreed about local development needs, there was a sense of acceptance of the other group's right to disagree; neither group ever condemned the views of the other group. In reference to the model-building session, for example, one senior stated in the post- project interview:

They all wanted clothing stores in the neighborhood... but I disagreed with that. I told them that not all neighborhoods can have a shopping district. However, they stayed with the shopping district. (pause... She nods affirmatively.) I couldn't convince them otherwise.

Chapter 14:
Understanding of, and Attitudes toward,
People in Other Generations

The questionnaires and interviews included questions aimed at gauging project impact on the level of understanding, trust, and respect that the youth and senior adult participants held in regard to each other. Additionally, student and staff journals were used to record observations of intergenerational interaction patterns which emerged throughout the project.

A - Learning About Each Other's Neighborhood Lives

The level to which community residents discuss and cooperate on neighborhood development issues is influenced by how well they understand each other's neighborhood lives. Accordingly, one of the distinct goals of the LIC - 2000 project was to enhance student and senior adult participants' awareness of each other's neighborhood perceptions and lives. To determine whether this goal was achieved, pre- and post- project interview/questionnaire items were developed to gauge participating students' and seniors' knowledge of and opinions about each other's neighborhood activity patterns, activity opportunities, and concern for their home neighborhoods.

(1) Senior Adult Data:

In response to the question, "Do you think there is enough for children to do in the neighborhood?" 4 (50%)

of the seniors said "yes," 1 said "no" and the other 3 were "not sure" during the pre- project interview, and 1 senior responded differently in the post- project interview. However, when the seniors were asked to explain why they thought there were or were not enough activities in the neighborhood for children, in the post-project interviews the seniors appeared to be a little more aware of what children do in the neighborhood and what is lacking. The seniors noted more activities for children, including sports, community center recreation and passive activities such as "hanging out." "Neighborhood shortcomings," including references to the need for a local youth center, a movie theatre, more after school activities, and opportunities to help seniors were also mentioned more frequently by seniors during the post-project interviews. (See Appendix G6).

Senior adult respondents were also asked to comment on how much they thought children care about improving their neighborhoods. Accordingly, the seniors were asked to agree or disagree, on a five point scale, with the following question, "Most children do not care about improving the neighborhoods in which they live." Although the project experience did not have a significant, uniform impact on seniors' responses (see Appendix G7), a closer look at the results indicates that the project did have an impact, though a differential influence, on seniors'

perceptions of how interested students are in improving their neighborhoods. By the end of the project, 3 seniors became less likely to agree with the statement, "Most children do not care about improving the neighborhoods in which they live" and 2 of the seniors became more likely to agree with this statement.

(2) Student Data:

At the beginning of the project, students were asked to list the sources from which they learned about elderly people. There were some project group versus control group differences; students in the project group were more likely than students from the control group to note television, movies and grandparent contact (66.7% vs. 33.3%, 33.3% vs. 0%, and 92.6% vs. 61.1%, respectively), and students in the control group more often noted their friends (20% vs. 7.4%) as an information source about the elderly. (See Table 27, below.)

Table 27: Sources from which Students Learned about the Elderly (Pre- project data).

	<u>Project Group</u>	<u>Control Group</u>
T.V.	18 (66.7%)	6 (33.3%)
Friends	2 (7.4%)	3 (20.0%)
Parents	17 (63.0%)	10 (55.6%)
Movies	9 (33.3%)	0 (0.0%)
Grandparents	25 (92.6%)	11 (61.1%)
Books	3 (11.1%)	2 (11.1%)
Neighbors	9 (33.3%)	7 (38.9%)
Other (sch, other relatives, own observ, etc.)	<u>5 (18.5%)</u>	<u>0 (0%)</u>
	N=27	N=18

Students were asked whether they thought there were enough activities for senior adults in their neighborhoods and to explain their answers to this question. Whereas in the pre- project questionnaire, 15 students (57.7%) felt there were enough neighborhood activities for seniors and only 1 student (3.8%) felt there were not enough activities (the other 10 students were "not sure"), in the post- project questionnaire, only 10 students (38.5%) felt there were enough neighborhood activities for seniors, and 6 (23.1%) felt there were not enough activities (the other 10 students were "not sure"). (See Table 28, below.)

Table 28: Students' Responses to Question: "Is there enough for senior citizens to do in their neighborhoods?"

	<u>Project Group*</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Yes	15 (57.7%)	10 (38.5%)	10 (58.8%)	10 (58.8%)
No	1 (3.8%)	6 (23.1%)	0 (0.0%)	1 (5.9%)
Not Sure	10 (38.5%)	10 (38.5%)	7 (41.2%)	6 (35.3%)
	N=26**	N=26**	N=17**	N=17**

* Chi Square (df=1)=4.57, p=.03 (Pearson Chi Square).

** Each group, the project group and the control group, is missing data for one subject.

This increase in the number of students who did not feel there is enough for senior adults to do in their

neighborhoods was found to be significant, with Chi Square (df of 1) =4.57, $p=.03$ (Pearson Chi Square). This finding suggests that the project experience educated some of the students as to the limits of the local activity options for senior adults.

Students' answers to the question of what seniors do in the neighborhood were coded into eight categories (see Table 29, Appendix H). Using loglinear analysis, no significant pre- versus post- project group differences in student responses within any of these categories were found. However, though not significant, there was an increase in the number of students noting that seniors "do not have enough places to go," with 4 students (20%) making pre- project comments and 9 students (45%) making post- project comments that fit into this category. Since there was also an increase in the number of control group students noting that "(seniors) do not have enough places to go," from 3 to 5 students (21% to 36%), the pre- versus post- project differences in project group student responses might in part be a function of maturation.

The data presented in Table 29 (Appendix H) helps clarify results presented in Table 28, above. In Table 28, it was shown that as a result of the project experience, significantly more students came to feel that there is not enough for senior adults to do in their

neighborhoods. Results presented in Table 29 (Appendix H) indicate that by the end of the project some students came to view this awareness of limited local activity options for senior adults as a reflection of the limited facilities in the neighborhood (i.e., the "not enough places to go to" category) as opposed to any characteristic of the seniors themselves (i.e., the "preferred low activity" category).

In fact, throughout the project, there appeared to be a growing awareness that senior adults like to be active. This sentiment is evident, for example, in a comment that one student made during his group's presentation of their "ideal neighborhood" model. He stated in defense of why his group wanted to include a senior citizen center,

They (the seniors) do more than just feed the pigeons, you know.

There was a boisterous class reaction to this comment which was later frequently referred to by project participants.

Another dimension of the students' views of the senior adults' neighborhood lives was their assessment of how much the seniors care about improving their neighborhoods. Accordingly, students were asked to agree or disagree, on a five point scale, with the following statement, "Most senior citizens do not care about improving the neighborhoods in which they live." Although

there was not a significant pre- versus post- project difference on this variable, the results were in the anticipated direction, with students being slightly less likely to agree with this statement after the project experience. Frequencies of student responses are presented in Table 30 (Appendix H).

(3) Intergenerational Comparisons & Summary of Findings:

LIC - 2000 was designed in part to convey to the student and the senior adult participants a sense of the real life issues related to each other's lives. In the Reminiscence Interviewing activity, for example, the project director encouraged the student interviewers and the senior interviewees to go beyond discussion about superficial issues (such as color preferences) and explore the differences between their lives. This was achieved as is evident in the following excerpt from an interview:

Student: "So, how did you manage without T.V."

Senior: "We had books... and we told each other stories... You're lucky... You have everything today-- refrigerators, heating systems, -- but you also got crack and a lot of other things that are bad. When I was a kid, who knew about crack? Who knew about cocaine? Who knew about marijuana? There were no such things when I was a kid."

According to the questionnaire/ interview data, for neither age group did the project experience promote a uniformly drastic reformulation of the neighborhood lives of the other age groups. However, it does appear that at

least some of the student and senior adult participants became more aware of, or at least more attentive to, the neighborhood limitations experienced by the other age group. By the end of the project 4 of the seniors, as opposed to 2 at the onset of the project, indicated that they felt there were neighborhood shortcomings in terms of an inadequate provision of activities for children.

Similarly, as a function of the project experience, there was a significant increase in the number of students who felt that there were not enough activities for senior citizens; 5 of the 15 students who at the beginning of the project felt there were enough activities for seniors stated that there were not enough activities for seniors at the end of the project.

B - Views About Intergenerational Interaction

Project participants were asked to: state how frequently they have contact with people in the other age group, rate the importance of communicating with the other age group, describe their perceived rationale for such interaction, and share their thoughts about what the two age groups have to offer each other.

(1) Senior Adult Data:

On a scale of 1-5, seniors were asked to rate the importance of speaking with children. The results displayed in Appendix G8 indicate that even before the

project began, the seniors believed that speaking with children is an important thing to do, and this belief was maintained by the end of the project.

Senior adults were also asked, "Why is it important for young people (15 years of age or younger) and senior adults to speak with each other?" Responses were coded into three categories, "Seniors Benefit," "Youth Benefit," and "Mutual Benefit," each of which represents a different perspective about who benefits from intergenerational communication. (These categories, as well as two additional response categories used to code students responses to the same question, are described in Table 31, below.)

The main pre- versus post- project difference was in the number of seniors noting how seniors benefit from such intergenerational exchanges. Whereas 2 seniors noted how seniors benefit from intergenerational interaction during the pre- project interviews, 4 seniors made such comments during the post- project interviews.

More insight into how the seniors benefitted from being with children can be found by reviewing their post-project comments about the project. Some of these statements are listed below,

It was a place for me to look forward to... I'm going to miss the kids and all of you (the project staff).

I met some interesting and wonderful people; the children, teachers and other seniors. I made a good

Table 31: Seniors' and Students' Explanations of their Responses to Question, "How important is it for young people and elderly people to speak with each other?"*

	SENIORS		STUDENTS			
	<u>Pre</u>	<u>Post</u>	<u>Proj Grp.</u> <u>Pre</u>	<u>Post</u>	<u>Control Grp.</u> <u>Pre</u>	<u>Post</u>
Benefits to Yth	6 (75.0%)	5 (62.5%)	12 (48.0%)	11 (47.8%)	10 (58.8%)	9 (52.9%)
Benefits to Srs	2 (25.0%)	4 (50.0%)	7 (28.0%)	5 (21.7%)	5 (29.4%)	8 (47.1%)
Mutual Benefit	3 (37.5%)	3 (37.5%)	1 (4.0%)	4 (17.4%)	0 (0%)	0 (0%)
Depends Upon/Lmts to Interaction	0 (0%)	0 (0%)	3 (12.0%)	4 (17.4%)	1 (5.9%)	0 (0%)
Vague Comments	0 (0%) N=8	0 (0%) N=8	2 (8.0%) N=25**	0 (0%) N=23**	2 (11.8%) N=17**	0 (0%) N=17**

* Category descriptions: "Youth Benefit" (includes comments about how children learn skills, gain knowledge, and feel more appreciated), "Seniors Benefit" (includes references to the physical assistance that seniors receive from children, the value of children's ideas and how speaking with children provides seniors with a sense of "being wanted"), "Mutual Benefit" (includes comments about mutual enjoyment and learning and the reciprocal nature of intergenerational communication and relationships), "Depends Upon/Limits to Interaction" (includes comments about factors which influence intergenerational interaction such as how much the people want to speak to each other and how much they like and know each other), and "Vague Comments" (non-specific general comments about intergenerational interaction).

** With 27 students in the project group and 18 students in the control group, data are missing for the remainder of the students in these groups.

impression on them and I learned from their experiences and their lives.

My sister thought I was doing remedial reading... when she saw the booklet (the Display Day booklet), she said, 'God Bless You.'

I enjoyed it and thought it was beautiful... I told everyone at the center that they should all join it. I told everybody I was going back to school. It was something different.

When the seniors were asked if they thought they had anything to offer children, all eight of the respondents (100%) responded affirmatively in the pre- and the post-project interviews. In response to the follow-up question about what they have to offer children, the seniors' responses were coded into the six categories presented in Table 32, below.

Table 32: Seniors' Responses to the Question, "What do elderly people have to offer children?"*

	<u>Pre- Project</u>	<u>Post- Project</u>
Support and Help	4 (50.0%)	7 (87.5%)
Joint Activities	3 (37.5%)	3 (37.5%)
Seniors' Skills	2 (25.0%)	3 (37.5%)
Seniors' Knowledge	2 (25.0%)	4 (50.0%)
Seniors' Experience	1 (12.5%)	1 (12.5%)
Other	<u>2 (25.0%)</u> N=8	<u>2 (25.0%)</u> N=8
	(14 responses)	(20 responses)

* Category descriptions: "Support & Help" (includes references to how seniors are friendly and spend time and share advice with children), "Joint Activities" (including talking, singing, dancing and playing, "Seniors' Skills" (including home management skills and leadership abilities), "Seniors' Knowledge" (includes comments about school-related subjects, e.g., history, and how to succeed and get along with people), "Seniors' Experience" (includes references to the wisdom gained by life experiences) and "Other" (including comments referring to factors that influence what seniors can teach children).

As evident from the results presented in Table 32, above, the main distinction between the pre- and the post-project interview results was an increase in the number of seniors referring to "support and help" and "seniors' knowledge." By the end of the project, the seniors seemed confident in their abilities to help children. For example, one senior stated,

Young people have the enthusiasm and the strength, not necessarily the understanding to solve some of the problems... Understanding can be acquired... and this is where we help them.

Several seniors also expressed a sense of satisfaction from having been accepted by the children. At the end of the project, one senior stated,

We earned a lot of respect from the children... It took them a couple of days, but then they broke down and became friendly...

Another senior stated,

They were not rowdy with us because they sense we were on their side.

Seniors were also asked about whether they thought children have anything to offer elderly people. As evident in Table 33, below, by the end of the project, the seniors were more likely to feel that children can make contributions to elderly people. The two seniors who at first felt that children did not have anything to offer elderly people and the one senior who was not sure if children have anything to offer elderly people, by the end

Table 33: Seniors Responses to Question: "Do young people have anything to offer you?"

	<u>Pre- Project</u>	<u>Post- Project</u>
Yes	5 (62.5%)	7 (87.5%)
No	2 (25.0%)	0 (0%)
Don't Know	<u>1 (12.5%)</u> N=8	<u>1 (12.5%)</u> N=8

of the project, felt that children did have things to offer elderly people.

The seniors' responses to the follow-up question, "What do young people have to offer elderly people? were coded into the four categories shown in Table 34, below. By the end of the project, more seniors placed an emphasis on "Mutual Benefit" (4 or 50% of the respondents as opposed to 2 or 25% of the respondents) and fewer seniors placed an emphasis on "Youth Service" (1 or 12.5% of the respondents as opposed to 3 or 37.5% of the respondents) in speaking about what children have to offer them.

Over the course of the project, some of the senior adults displayed a change in attitude about their role as volunteers. At first, several of them perceived their role as that of "caretaker" and did not quite understand the collaborative type of senior-youth relationship sought by the project staff. For example, one of the college interns wrote in her journal after the second class session:

There are those like Mr. S. who haven't gotten the idea of full participation in cooperation with the kids. Maybe Mr. S. needs more drilling. I kept asking him to refer to the group as "we" not "them." He had a difficult time with that small detail; there is still hope...

Mrs. L. and Mrs. C. are a perfect couple for a game of cards or a lunch date. However, they don't focus much attention on the project's progression. Together they are babysitting, not participating.

Over time, the seniors became more tuned into the mutual learning aspect of the project (see Table 34, below) and realized that they themselves were considered project participants and were expected to learn from the children as well as provide them with inspiration and guidance.

Table 34: Seniors' Responses to Question: "What do young people have to offer elderly people?"*

	<u>Pre- Project</u>	<u>Post- Project</u>
Sense of Self Benefit & Motivation	3 (37.5%)	4 (50.0%)
Mutual Benefit	2 (25.0%)	4 (50.0%)
Youth Service	3 (37.5%)	1 (12.5%)
Their Knowledge & Ideas	<u>1 (12.5%)</u>	<u>1 (12.5%)</u>
	N=8	N=8

* Category descriptions: "Sense of Self Benefit and Self Motivation" (includes comments about how seniors feel better about themselves and have more incentive to live as a result of interacting with children), "Mutual Benefit" (includes references to shared good times, enjoyment and friendship), "Youth Service" (includes comments about how children can perform specific tasks for seniors such as shopping), and "Their Knowledge and Ideas" (includes comments emphasizing the importance of children's thoughts and learning experiences).

(2) Student Data:

In response to the question about how frequently they have conversations with elderly people, before the project began, over 75% of the project group and control group students reported having such contact more than once a month (see Table 35, Appendix H). After conducting an ANOVA, it was determined that there were no significant pre- versus post- project differences in the frequency of student contact with the elderly.

On a scale of 1-5, students were asked to state the level of importance they attributed to speaking with senior adults. Again, no significant pre- versus post- project differences were found. Project group students began the project with the view that intergenerational interaction is important, and this perspective was maintained throughout the project (see Table 36, Appendix H).

Students were then asked to describe what they thought was important about children and elderly people speaking to each other. Responses to this question are presented in Table 31, above, next to the seniors' responses. The primary pre- versus post- project difference in the students' responses was in the "mutual benefit" category; only 1 respondent referred to the mutual benefit of intergenerational communication in the pre- project questionnaire as compared to 4 respondents who made such comments in the post- project questionnaire.

**Table 37: Students' Responses to the Question:
"Do elderly people have anything to teach you?"**

	<u>Project</u> <u>Pre</u>	<u>Group</u> <u>Post</u>	<u>Control Group</u> <u>Pre</u>	<u>Post</u>
Yes	26 (96.3%)	25 (92.6%)	17 (94.4%)	17 (100%)
No	1 (3.7%)	1 (3.7%)	1 (5.6%)	0 (0%)
Don't Know	0 (0%) N=27	1 (3.7%) N=27	0 (0%) N=18	0 (0%) N=17*

* Data are missing for one student in this group.

Students were asked to state whether or not they felt elderly people have anything to teach them. As Table 37, above, indicates, the students' pre- and post- project responses were predominantly affirmative.

When students were asked what elderly people have to teach them, their responses were coded into five categories which are presented in Table 38, below. In order to identify potentially significant pre- versus post- project changes in students' responses, a loglinear analysis was conducted on each of the response categories. The only significant finding was a pre- versus post- project difference in the number of students referring to "what they (the seniors) know," with 15 students (57.7%) making comments that fit into this category in the pre- project questionnaire and 20 students (83.3%) making such comments in the post- project questionnaire. However,

Table 38: Students' Responses to Question:
"What (do) elderly people have to teach you?"*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Their Experience	10 (38.5%)	14 (58.3%)	11 (64.7%)	11 (64.7%)
What They Know	15 (57.7%)	20 (83.3%)	5 (29.4%)	9 (52.9%)
Skills They Have	3 (11.5%)	1 (4.2%)	3 (17.6%)	2 (11.8%)
Other	3 (11.5%)	1 (4.2%)	1 (5.9%)	0 (0%)
Nothing	0 (0%)	0 (0%)	1 (5.9%)	0 (0%)
	N=26**	N=24***	N=17**	N=17**

* Category descriptions: "Their Experience" (including the seniors' experiences during childhood, with the opposite sex, and with wars), "What They Know" (in reference to history and societal norms and values), "Skills They Have" (includes references to homemaking, communication and independent living skills), "Other" and "Nothing."

** Data for one student in these groups are missing.

*** Data for three students in this group are missing.

with control group students also making more post- project comments that fit into this category, from 5 (29.4%) to 9 (52.9%), respectively, students' heightened awareness and acknowledgement of what senior adults know cannot readily be attributed to the project experience.³⁶

³⁶ Accordingly, the loglinear analysis model for test effect that could not be rejected indicated a pre-versus post- test difference with no group (project versus control group) interaction effect, with $X=.899$, $df=2$, $p=.638$.

Students were also asked if they felt they had anything to teach senior adults.³⁷ As Table 39 (Appendix H) indicates, most students felt they did have something to teach senior adults. Also, there appears to be a slight (statistically insignificant) difference between students' pre- and post- project responses. More students stated that children can teach elderly people in the pre- project than in the post- project questionnaires, with 20 (74.1%) students as opposed to 16 (61.5%), respectively, responding this way.

In following up on this question, those students who responded affirmatively to the previous question were asked what they felt children could teach elderly people. Responses were coded into five categories and these are presented in Table 40, below. Although log linear analysis reveals no significant pre- versus post- project changes in patterns of response, it is worth noting that in the post- project questionnaires, fewer students made comments that fit into the "what children know and seniors don't" category (14 and 11 respondents, respectively) and the "skills children have" category (4 and 2 respondents, respectively).

This pre- to post- project decrease in the number of students making responses that fit into these two

³⁷ Note that this question differs from the one asked to senior adults; "Do you think children have anything to offer elderly people?"

Table 40: Students' comments about what Children Can Teach Elderly People.*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
What Children Know and Seniors Don't	14 (33.3%)	11 (64.7%)	7 (70.0%)	8 (88.9%)
Childhood Today	5 (23.8%)	5 (29.4%)	0 (0%)	1 (11.1%)
Skills Children Have	4 (19.0%)	2 (11.8%)	1 (10.0%)	0 (0%)
Other Things	0 (0%)	2 (11.8%)	1 (10.0%)	1 (11.1%)
Don't Know/Not Sure	1 (4.8%) N=21**	0 (0%) N=17**	1 (10.0%) N=10**	0 (0%) N=9**

* Category descriptions: "What Children Know and Seniors Don't" (includes comments about what is taught in school today, current styles and current events), "Childhood Today" (includes references to what it is like being a child in the present), "Skills Children Have" (including computer skills and knowing how to avoid danger in public places), "Other Things" and "Don't Know/Not Sure."

** Sample sizes reflect the number of students who provided either a positive or neutral response to the previous question about whether children can teach elderly people.

categories provides a possible clue for understanding the increase in the number of students stating that children cannot teach elderly people, from 6 to 9 students, respectively (see Table 39, Appendix H). It is possible that the 3 students who changed their responses (i.e., indicating in the post-project questionnaire that children cannot teach elderly people) originally underestimated the knowledge and skills of senior adults

until they got the chance to work closely with them on the LIC - 2000 project. Statements made by 2 of these students are presented below as support for this hypothesis:

They know more than I thought... Like, if you ask them something, like about the Depression, they know the answers.

Elderly people know what really happened (in the past). They can tell you more than a book.

From the students' reminiscence interviewing reports (some of which are presented in the Section IV-9A[2]) and their journal entries, statements made in the post-project questionnaire and comments made in class, it is clear that the project experience helped the students gain more respect for seniors' knowledge and independence.

(3) Intergenerational Comparisons & Summary of Findings:

Both the students and the senior adult participants began the project with the view that intergenerational interaction is important, and this perspective was maintained and strengthened throughout the project. This important finding is illustrated in the following two examples: a journal entry written by one of the students, and an article written by all of the senior adult volunteers and sent to a local paper to encourage more senior adults to work with children.

(a) Student Journal Entry (April 21, 1988):

For our assignment this week, every member of my group

had to ask our group senior citizen Genetha Barbett, a question about her life for a group interview. I learned interesting things about Genetha. She was a very interesting person.

Genetha was born in Panama. She told us about her school days, the economy when she was younger, and her memories of the building of the Panama Canal as well as other memories.

I also learned a lot about senior citizens from the other seniors. I know two of them I met in association with the (LIC - 2000) project. One was Doris, a very nice and friendly woman from Hunter's Point. The other senior, Mr. S., a kind and friendly man from Queensview Houses. I worked with them on our art project for our ideal community. They were both fun to work with.

Some of my family are also senior citizens. I spend a lot of time with them and talk to them. I have found out they are the most interesting people around. I have learned a lot from them. Because they are so knowledgeable, I learn interesting and important facts.

I love my senior relatives a whole lot and enjoy being with and talking with my senior citizen friends. Whoever said the young and the old don't get along. Not me!

(b) A Message from the Senior Citizen Volunteers (for publication in the local newspaper):

The wise one has said that to travel a distance one must begin one step at a time. This, by way of telling you why the Long Island City - 2000 project is important to us all.

It is important to us because it gives us an opportunity to hear the hopes, the ideas, and attitudes of the young people.

In the beginning the students asked us how it was when we were their age, how it was when we went to school. We told them all about school. We spoke about "family" and what it meant in the twenties and thirties. To tell the truth we were getting more out of it than they were. But there is more to it than that. We are working with 30 students - girls and boys. We know that it is not often that older men and women have the chance to get the ear, let along the mind of a young person.

Just think of the effect the older people would have if this effort could be held in school after school. There would be less drinking and taking of drugs. It may be the solution to a number of problems. For the older person a way of being wanted, for the student an answer to many of the questions that have baffled them.

When asked at the beginning of the project to describe the importance of intergenerational interaction, the student and senior adult participants placed the greatest emphasis on how children benefit. However, by the end of the project, the seniors were more likely to note how seniors benefit and the children were more likely to consider the mutual benefit of intergenerational interaction (see Table 31, above).³⁸

All of the seniors and almost all of the students indicated that they felt that elderly people have much to offer and teach children. For example, one student wrote,

Well otherwise (if we do not speak to older adults), how are we gonna relive the magic yesteryears? ... If you don't have a history book, a senior citizen will do the job.³⁹

³⁸ Whereas two seniors noted how seniors benefit from intergenerational interaction during the pre-project interviews, four seniors made such comments during the post-project interviews. Whereas one student noted how children and seniors derive mutual benefit from intergenerational interaction in the pre-project questionnaire, four students made such comments in the post-project questionnaire.

³⁹ There is some indication that this heightened awareness of what senior adults know might be in part a function of maturation and/or out-of-school learning. When asked what elderly people can teach children, for example, more project group and control group students made post-project responses than they did pre-project

In considering what seniors can offer students, although respondents from both age groups emphasized the importance of the senior adults' knowledge, the seniors additionally referred to the importance of "doing things together" and "supporting and helping" the children (see Table 32, above). These responses typify relationships that were gratifying to the seniors as well as to the students, as opposed to the teacher-student type of relationship that would primarily serve or teach the students.

Also, some of the seniors made comments toward the end of the project that indicated that they were beginning to see their role with the children more as that of "catalyst" than "teacher." In the post-project interview, for example, one senior adult stated,

If we can get the young people involved... even to know that there is such a thing as hunger in the world... or issues like that beyond what they know from their experience... then we are doing a good job. What we have to do is to engage the children... There may be one or two who are dynamic individuals... who may learn and come up with solutions... So that's what we are looking for... That's why I am here.

At the beginning of the project, a majority of the project group students (20 or 74.1% of the students) and senior adults (5 or 62.5% of the seniors) felt that

responses referring to what senior adults know; with five as compared to nine control group students and 15 as compared to 20 project group students making such responses, respectively. (See Table 38, above.)

children also had much to offer seniors. However, by the end of the project, fewer students (16 or 61.5% of the students) and more seniors (7 or 87.5% of the seniors) felt that children had things to offer seniors.

The students had a different idea than the senior adults of what children could contribute to senior adults. The students focused more on what they could give the seniors in terms of knowledge and skills, without considering or noting how much the senior adults benefit from and enjoy the shared relationship aspects of intergenerational connections. Insofar as the students learned that senior adults have a considerable level of knowledge and skills, they became less certain about their own potential to make a contribution to senior adults.

In the post- project interviews, when responding to the question about what children could offer them, 3 senior adult respondents placed an emphasis on how they themselves benefit from sharing fun and friendship and only 1 senior, as compared to 3 in the pre- project interviews, placed an emphasis on how youth can serve them.

C - Student and Senior Citizen Participants'
Perceptions of People in Each
Other's Age Group:

To further determine how the project might have influenced project participants' views of each other, the seniors were asked to respond to a general question about

how they feel about young people (under 15 years of age). For the same reason, the students were asked to describe their perceptions of the aging process, including what they anticipate for themselves when they become older adults.

Respondents in both age groups were asked to develop lists of words to describe people in the other age group. Pre- and post- project word lists were categorized to help identify project impact on participants' perceptions of people in the other age group.

Additionally, at the conclusion of the project, project participants were asked if the project experience changed their ideas about working with each other and, if so, how.

The senior adults were asked to consider if they would have felt differently working with teens as opposed to children. Similarly, the students were asked to consider if they would have felt differently working with young as opposed to elderly adults and if they felt that senior adults are wiser than children and adults who are not elderly.

(1) Senior Adult Data:

Seniors were asked, "In general how do you feel about young people who are 15 years of age or younger?" Responses were coded into four categories and these are presented in Table 41, below. The primary pre- versus

Table 41: How Seniors Reported Feeling About Young People (15 years of age or younger).*

	<u>Pre</u>	<u>Post</u>
Positive Attributes	4 (50%)	6 (75%)
They Need Me/They Need Guidance	3 (37.5%)	3 (37.5%)
Range of Children Characteristics	2 (25%)	3 (37.5%)
We Get Along	<u>2 (25%)</u> N=8	<u>2 (25%)</u> N=8

* Category Descriptions: "Positive Attributes of Children" (includes comments about children being "nice" and "inquisitive"), "They Need Me/ They Need Guidance/ They Need Assistance" (includes comments about how seniors can help students who are in need of advice and leadership), "Range of Children Characteristics" (includes references to how some children are good and others are bad and how some show respect and others do not) and "We Get Along" (includes references to friendship and mutual understanding).

post- project difference is in the number of seniors referring to the "positive attributes of children," with 4 (50%) of the seniors making such comments before the project and 6 (75%) making such comments at the end of the project.

On a related note, at various times during the project, several senior adults made youth advocacy-type comments. For example, in one of the post- class discussion sessions, one senior stated,

Children are not the only ones doing graffiti. The other day I saw some older people with cans of spraypaint.

As part of the pre- and post- project interviews, each senior adult volunteer was asked to develop a list of as many words as possible to describe "children." Responses fit into six categories: "Positive Relationships," "Other Positive," "Neutral," "Physical Descriptions of Youth," "Negative," and "Limited Experience with Children." The number of respondents using words that fit into each response category and the overall number of comments made for each response category are presented in Table 42, below.

After conducting a series of loglinear analyses, it was determined that there were no major pre- versus post-project changes in the number of respondents referring to each of the categories of views about children. However, when considering the overall number of responses to this question, more of a measure of familiarity with this young age group, the senior adult participants made almost twice as many responses in the post- project interview than in the pre- project interview; i.e., 27 as compared to 14 responses, respectively. In their pre- project responses, the senior adults used on the average 1.75 words to describe children and in their post- project responses, they each used on the average 3.38 words. This might reflect an enhanced understanding of children or at least a better level of fluency in describing them.

Table 42: List of Words used by Seniors to Describe Children.*

	<u>Pre- Project</u>		<u>Post- Project</u>	
	<u># of</u>	<u># of</u>	<u># of</u>	<u># of</u>
	<u>respondents</u>	<u>responses</u>	<u>respondents</u>	<u>responses</u>
Positive Relationships	1 (12.5%)	2 (14.3%)	3 (37.5%)	5 (18.5%)
Other positive	7 (87.5%)	9 (64.3%)	6 (75.0%)	13 (48.1%)
Neutral	0 (0%)	0 (0%)	3 (37.5%)	7 (25.9%)
Phys. Descriptions of Yth	1 (12.5%)	1 (7.1%)	1 (12.5%)	1 (3.7%)
Negative	1 (12.5%)	1 (7.1%)	1 (12.5%)	1 (3.7%)
Ltd. Experience with Children	1 (12.5%) N=8	1 (7.1%) N=14	0 (0%) N=8	0 (0%) N=27

* Category descriptions: "Positive Relationships" (includes: "caring," "loving," "respectful" and "courteous"), "Other Positive" (includes: "smart," "inventive," "looking forward to future," "ambitious," "motivated to succeed," "adorable," "gift of God," "blameless," "lovable," "innocent," "interesting," "fascinating," "playful," "delightful," "joyful," "exciting," "fun," "nice," "well-behaved" and "precious"), "Neutral" (includes: "developing," "curious," "inquisitive," "ready to face the world," "nicely crazy" and "young adults"), "Physical Descriptions of Youth" (includes "small people" and "active"), and "Negative" (includes "rambunctious," "mischievous," "worrisome," "fresh" and "challenging"), and "Limited Experience with Children" (noted as an explanation for the respondent's difficulty in answering this question).

At the completion of the project, in response to a question about whether the project experience had changed their ideas about working with children, 3 of the 8 seniors responded affirmatively and the remaining 5

seniors stated that the project experience did not change their ideas about working with children. When the 3 seniors who answered affirmatively were asked how their ideas about working with children had changed, 2 of these seniors noted characteristics of the children that they were not previously aware of, such as alertness, brightness, obedience, and cooperativeness with each other. The other senior stated that he was now more enthusiastic about opportunities to work with children.

When asked to consider if they would have felt differently working with teenagers than with children, 4 of the senior adults said "yes" and 4 said "no." Of the seniors saying "yes," 2 noted characteristics of children; i.e., that children are more respectful, quieter and think more of seniors than teenagers. The other 2 seniors noting a difference between children and teenagers emphasized characteristics of teenagers, particularly how teens are more independent and more "closed" than children. The seniors who felt it did not matter whether they were working with children or teenagers pointed to their own abilities to cope with and strike up trusting relationships with the teenagers.

A review of some of the pre- and post- project discussions among the senior adult volunteers provides additional insight into how the project influenced their perceptions of today's children. The following remarks

made by senior volunteers participating in a pre- project group meeting in March (after the Reminiscence Interviewing exercise), for example, reflect the seniors' realization that children today know a good deal more about sex than the seniors knew when they were children.

The kids today know so much about sex... I can't believe the things these kids know. When I was their age, I played with dolls.

Even when I was going to have my baby, I had no idea about what the doctor was going to do. The kids know everything nowadays.

However, as the following comment made at this same meeting indicates, this realization was often coupled with concerns related to children's values about sex and relationships:

I think they know too much. I know they are bright... but why do children today get pregnant if they are so bright... Why do they take drugs?

(2) Student Data:

Students were asked three questions aimed at gauging their perceptions of how older adults experience "aging:"

- How do you think it feels to be an "elderly" person (over 65 years of age)?
- What do you think happens when you get to be old?
- What do you think you will do when you become an elderly person?

Students' responses to the question of how they thought it feels to be an elderly person were coded into nine categories and are presented in Table 43, below.

Table 43: Students' thoughts about How It Feels to be Elderly.*

	<u>Project</u> <u>Pre</u>	<u>Group</u> <u>Post</u>	<u>Control</u> <u>Pre</u>	<u>Group</u> <u>Post</u>
Reduced Activities	10 (38.5%)	7 (26.9%)	5 (31.3%)	8 (50.0%)
Physical Impairment	4 (15.4%)	6 (23.1%)	2 (12.5%)	2 (12.5%)
Neg. Soc. Standing	3 (11.5%)	2 (7.7%)	4 (25.0%)	2 (12.5%)
General Neg Terms	2 (7.7%)	1 (3.8%)	1 (6.3%)	4 (25.0%)
Negative Feelings	2 (7.7%)	5 (19.2%)	2 (12.5%)	2 (12.5%)
Other - Neg.	0 (0%)	0 (0%)	0 (0%)	1 (6.3%)
Neutral/ Mixed Feelings	6 (23.1%)	10 (38.5%)	2 (12.5%)	3 (18.8%)
Positive	4 (15.4%)	5 (19.2%)	2 (12.5%)	2 (12.5%)
Don't Know/ Not Sure	1 (3.8%) N=26**	3 (11.5%) N=26**	2 (12.5%) N=16***	1 (6.3%) N=16***

* Category descriptions: "Reduced Activities" (includes comments such as "they can't do the things they used to do" and "just sit around the house"), "Physical Impairment/Problems" (references to physical weakness and pain), "Negative Social Standing" (includes comments such as "people think of you differently" and "people take advantage of you"), "General Negative Terms" (including "bad" and "uncomfortable"), "Negative Feelings" (such as sadness, loneliness, and fear of death), "Other-Negative," "Neutral/Mixed Feelings" (includes statements about how aging depends on other factors such as health and economic status), "Positive" (includes comments about feeling happy, going places, knowing a lot, and having good memories) and "Don't Know/Not Sure."

** Data are missing for one respondent from these groups.

** Data are missing for two respondents from these groups.

In using loglinear analyses equations to test for pre- versus post- project differences for the project group while controlling for pre- versus post- project changes for the control group, no significant differences were found for any of the response categories presented in Table 43, above.

Nevertheless, it is clear that at least some students seemed to think differently about how it feels to be elderly as a function of the project experience. In the post- as compared to the pre- project questionnaire, fewer students felt that seniors engage in "reduced activities" (7 as opposed to 10, respectively) and more students mentioned "physical impairment/problems" of seniors (6 as opposed to 4, respectively). Furthermore, after the project, more students noted that elderly people experience "negative feelings" (5 as opposed to 2, respectively). These results reflect an increase in students' awareness of seniors' physical limitations and perhaps more empathy for their feelings.

Students were also asked to describe their thoughts about what happens when one grows old? Responses to this question fit into 10 categories, many of which parallel the categories to the previous question, and are presented in Table 44, below.

In using loglinear analysis to test for pre- versus post- project differences for the project group (while

Table 44: Students' thoughts about What Happens When One Grows Old.*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Physical Change	18 (69.2%)	17 (65.4%)	4 (26.7%)	8 (44.4%)
Reduced Activity	4 (15.4%)	7 (26.9%)	4 (26.7%)	4 (22.2%)
Enhanced Knowledge	4 (15.4%)	5 (19.2%)	3 (20.0%)	2 (11.1%)
Neg. Soc. Standing	3 (11.5%)	0 (0%)	4 (26.7%)	2 (11.1%)
Negative Attitude	3 (11.5%)	1 (3.8%)	0 (0%)	2 (11.1%)
Other - Neg.	1 (3.8%)	2 (7.7%)	2 (13.3%)	2 (11.1%)
Life Enjoyment	0 (0%)	3 (11.5%)	0 (0%)	0 (0%)
Neutral/ Range of Experiences	3 (11.5%)	1 (3.8%)	0 (0%)	0 (0%)
Don't Know/ Not Sure	0 (0%) N=26**	1 (3.8%) N=26**	2 (13.3%) N=15***	0 (0%) N=18

* Category descriptions: "Physical Change," "Reduced Activity," "Enhanced Knowledge" (includes comments about wisdom, memories and knowledge about the past), "Negative Social Standing," "Negative Attitude" (includes comments such as "you get meaner" and "you don't care much about anything"), "Other-Negative," "Life Enjoyment" (includes general comments about having more fun and going on more vacations), "Other Positive," "Neutral/Range of Experience" (includes comments about how the experience of aging depends on health and other factors) and "Don't Know/ Not Sure."

** Data are missing for one respondent from these groups.

*** Data are missing for three respondents from this group.

controlling for pre- versus post- project changes for the control group), no significant differences for any of the

response categories were found.

However, though not significant, there were some interesting pre- versus post- project differences in students' responses for a few of the categories. In the post- as compared to the pre- project questionnaires, students more frequently noted senior adults' "reduced activity" and "life enjoyment" and less frequently made reference to seniors' "negative attitude."

Reference to "physical changes" that occur when one gets older was the predominant type of response made by students in the project group before the project (18 responses or 69.2% of all respondents) and after the project (17 responses or 65.4% of all respondents). (See Table 44, above). However, as is suggested by the following comparison between one student's pre- and post-project responses to the question of "what happens when one gets to be old," the project might have influenced at least some students to focus less on the physical changes of aging:

Pre- Project response: "You get wrinkles, you get grey hair, and become more mean."

Post- Project response: "You retire and you get to know more about life."

There appears to be some inconsistency in these results. Whereas students referred more frequently to "reduced activity" and less frequently to "negative attitudes" as a function of aging when asked, "What

happens when one gets to be old?" (see Table 44, above), they less frequently made "reduced activity" comments and more frequently made "negative feelings" comments when asked, "How do you think it feels to be elderly (see Table 43, above). The N is small but if anything this suggests that the students had an awareness of differences between what they see versus what they think seniors think about themselves.

To obtain a general sense of whether the project experience made students any more positive or negative about the process of growing old, responses to the question, "What do you think happens when one grows old?" were recategorized (see above for descriptions of the old categories) into three large categories; "Positive," "Neutral," and "Negative." These categories are described in Table 45, below.

Using these recoded scores, and assigning positive responses a value of (3), neutral responses a value of (2), and negative responses a value of (1), an ANOVA was conducted to test for significant differences in the positive-negative aspect of students' views about what happens when one grows old." No significant pre- versus post- project differences were found.⁴⁰

⁴⁰ The results reported in Table 45, below, represent non-repeated scores; i.e., if students made several "negative comments," they were coded only once for the negative category. After assigning positive responses a value of (3), neutral responses a value of (2), and

Table 45: Students' Positive - vs. Negative Views about "What Happens When One Grows Old."*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Negative (1)	7	10	10	10
Neutral (2)	19	17	6	8
Positive (3)	<u>4</u>	<u>8</u>	<u>3</u>	<u>1</u>
	N=26***	N=26***	N=15****	N=18
Mean Scores****	X=1.73	X=1.81	X=1.40	X=1.61

* Category descriptions: "Positive" (incorporates responses previously coded as: "Life Enjoyment," "Enhanced Knowledge," and "Other Positive"), "Neutral" (incorporates responses previously coded as: "Neutral/Range of Experience," "Physical Change," and "Don't Know"), and "Negative" (incorporates responses previously coded as "Reduced Activity," "Negative Social Standing," "Negative Feelings," and "Other - Negative"). (See Table 44, above).

** Some respondents made numerous comments which fit under multiple categories. This table reports the number of respondents making one or more comments fitting into each response category.

*** Data are missing for one respondent in these groups.

**** Data are missing for three respondents in this group.

As a follow-up to the two previous questions, students were asked to describe their thoughts about what they anticipate for themselves when they become elderly people. Responses were coded into 11 categories and are

negative responses a value of (1), a positive-negative score was obtained for each student. These "mean scores" represent the average scores for each group of students. An ANOVA statistic was used to analyze the differences between these means and no significant differences were found.

When conducting an ANOVA using repeated scores, i.e., when responses fitting into the same category were added together, results were still not significant.

presented in Table 46, below.

The project experience made some students more aware of the intragenerational life of senior adults. In fact, after performing a loglinear analysis for each category, the only significant pre- versus post- project difference that can be attributed to the project experience was an increased frequency of responses fitting into the "being active with other seniors." Whereas at the beginning of the project, no students in the project group and 2 students from the control group suggested that "being active with other senior citizens" would be a part of their life when they become elderly, by the end of the project, 4 students from the project group and none from the control group made such comments. This is significant at the .024 level ($X=9.42$, $df=3$).

Also, though not a statistically significant finding, students made more post- project than pre- project comments about "life enjoyment" and fewer "negative/passive" type comments. (See Table 46, below.)

The greater emphasis on life enjoyment is perhaps more clearly evident when comparing the following students' pre- versus post- project responses about what they will do when they become elderly:

(a) Pre- Project response: "... watch T.V. and play board games."

Post- Project response: "Nothing less than I do now."

Table 46: Students' thoughts about What They Will Do When They themselves Become Elderly?*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Emphasis on Being Active	10 (37.0%)	10 (38.5%)	3 (21.4%)	7 (41.2%)
Negative/ Passive	4 (14.8%)	2 (7.7%)	2 (14.3%)	3 (17.6%)
Active With Other Seniors	0 (0%)	4 (15.4%)	2 (14.3%)	0 (0%)
Be With & Help Others	5 (18.5%)	2 (7.7%)	2 (14.3%)	2 (11.8%)
General Living Activities	5 (18.5%)	1 (3.8%)	1 (7.1%)	1 (5.9%)
Passive Activities	3 (11.1%)	3 (11.5%)	2 (14.3%)	1 (5.9%)
Positive Life Situation	3 (11.1%)	2 (7.7%)	2 (14.3%)	3 (17.6%)
Life Enjoyment	3 (11.1%)	5 (19.2%)	2 (14.3%)	0 (0%)
Not Working	4 (14.8%)	5 (19.2%)	1 (7.1%)	3 (17.6%)
Other	0 (0%)	2 (7.7%)	1 (7.1%)	0 (0%)
Don't Know	2 (7.4%)	1 (3.8%)	1 (7.1%)	0 (0%)
	N=27	N=26**	N=14***	N=17

* Category descriptions: "Emphasis on Being Active" (including getting exercise, going on trips and "staying active"), "Negative/Passive" (includes comments about boredom, inactivity and reliance on others), "Active With Other Seniors" (including "joining a senior citizens center"), "Be With and Help Others" (including trying to help people and working with children), "General Living Activities" (including working, taking care of oneself and spending time with family), "Passive Activities" (including watching T.V. and "going out for fresh air"), "Positive Life Situation" (includes comments about being married, healthy and successful), "Life Enjoyment" (general comments about taking it easy and being happy), "Not Working" (includes references to retirement), "Other" and "Don't Know/Not Sure."

** Data are missing for one respondent in this group.

*** Data are missing for three respondents in this group.

(b) Pre- Project response: "I would probably do a lot of storytelling."

Post- Project response: "I will play with my grandchildren, tell stories and dance... I will have fun."

An additional distinction between the pre- and post-project statements made in the second set of quotations presented above (b) is that in the post- project comment, the concept of getting older is more personalized; this student went from "I would..." to "I will..." and refers to "... my grandchildren."

The students were asked to develop a list of as many words as they could generate to describe "elderly people." All of the words students provided are presented in Table 47A, below, subdivided into categories similar to those used to analyze seniors descriptions of children. The numbers of respondents referring to each response category and the number of responses for each category are presented in Table 47B (for project group students) and Table 47C (for control group students), below.

No significant pre- versus post- project differences were found for the project group or control group students' responses for any of the five categories listed in Tables 47B and 47C, below. Also, there was no overall pre- versus post- project difference in the number of words project group and control group students generated to describe "elderly people." On the average, project

Table 47A: Complete List of Words Students used to describe Senior Citizens.

POSITIVE RELATIONSHIPS:		OTHER POSITIVE QUALITIES/TRAITS:	
nice/friendly		wise/full of wisdom	
helpful/caring		comfortable (to be with)	
honest/trustworthy/trustful		kindhearted	
generous/giving/sharing		fun (to be with)/ enjoyable	
loving/warm		smart/know a lot/intelligent/	
trusting		knowledgeable/bright	
forgiving		willing to share memories	
reliable		try to take care of themselves	
dependable		important	good
encouraging		funny	telling
understanding		polite/courteous	happy
considerate		joyful	pleasure
teaching		interested	cheerful
patient		experienced	charitable
good friends		willing	great
		gentle/calm	fair
		sweet	cute
		pleasant	sweet
		active	strong
NEUTRAL:		PHYSICAL DESCRIPTIONS OF FRAILTY & AGING:	
old	weak/tired	glasses	
senior citizen	hearing aid	frail	
senior	sick	fragile	
elder	frail	brittle	
aged/elderly	moles	hunchback	
always walking	white/gray hair	small/short	
not mean/not good	fat	balding	
careful	wrinkled and/or with facial blemishes		
knee highs	feeble/slow/slower in walking		
parental			
social security/welfare			
sometimes talkative			
grandparents			
retiring			
home for elderly			
sensitive			
		NEGATIVE:	
always with caution	live outside	simple	
have not job	old fashioned	smell	
have no food	nervous	grouchy	
scared	shabby	stubborn	
mean	bored	helpless	
in need of love	ugly	baddy	
untrustworthy	lazy	sick	
nothing	sad	poor	
lonely	uncomfortable	flipped	
don't get around much	have to be cared for		

**Table 48B: Project Group Students Descriptions
of "Elderly People."**

	<u>Pre- Project</u>		<u>Post- Project</u>	
	<u># of respondents</u>	<u># of responses</u>	<u># of respondents</u>	<u># of responses</u>
Pos. relationships	19 (73.1%)	42 (31.8%)	17 (68.0%)	42 (32.3%)
Other positive	20 (76.9%)	34 (25.8%)	19 (76.0%)	40 (30.8%)
Neutral	12 (46.2%)	18 (13.6%)	13 (52.0%)	20 (15.4%)
Phys. Descriptions of Frailty & Aging	7 (26.9%)	17 (12.9%)	9 (36.0%)	20 (15.4%)
Negative	10 (38.5%) N=26**	21 (15.9%) (N=132)	6 (24.0%) N=25***	8 (6.2%) (N=130)

** Data are missing for one student in this group.

*** Data are missing for two students in this group.

**Table 48C: Control Group Students' Descriptions
of "Elderly People."***

	<u>Pre- Project</u>		<u>Post- Project</u>	
	<u># of respondents</u>	<u># of responses</u>	<u># of respondents</u>	<u># of responses</u>
Pos. relationships	12 (75.0%)	31 (46.3%)	14 (77.8%)	34 (41.5%)
Other positive	12 (75.0%)	19 (28.4%)	11 (61.1%)	23 (28.0%)
Neutral	4 (25.0%)	5 (74.6%)	6 (33.3%)	6 (73.2%)
Phys. Descriptions of Frailty & Aging	5 (31.2%)	6 (89.6%)	5 (27.8%)	8 (97.6%)
Negative	4 (25.0%) N=16**	6 (89.6%) (N=67)	7 (38.9%) N=18	8 (97.6%) (N=79)

* See Table 48A, above for the specific words fitting into each category.

** Data are missing for two students in this group.

group students yielded 5.1 and 5.2 words each, respectively, and control group students yielded 4.2 and 4.6 words, respectively, to describe elderly people. This suggests that the project did not have an impact on students' ability or level of readiness to provide descriptions of older adults. There was a trend, albeit not significant.

However, the project does seem to have generated a change in the content of project group students' views about elderly people. In their post-project word lists, students used significantly fewer "negative" words used to describe elderly people than they did in creating their pre-project word lists, with students making 8 as compared to 21 references to negative characteristics of elderly people, respectively. This is significant at the .02 level; Chi Square = 5.71, $df=1$.

To further determine the nature of students' attitudes toward elderly people, several questions were included in the questionnaires to address potential distinctions between students' views of elderly adults and adults who are not elderly. In one question, students were asked to respond on a five point agreement/disagreement scale to the statement, "Most senior citizens are wiser than children and adults who are not elderly." Results suggest that the project experience did not promote a view of senior adults as having more wisdom than

younger adults.⁴¹ (See Table 48, Appendix H.)

When the students were asked, "Do you feel differently about having worked with the senior citizen volunteers than you would have felt working with younger adult volunteers?" 10 students (37%) said "Yes" and 17 (63%) said "No." The 10 students who responded affirmatively were asked the follow-up question of why they felt differently about working with senior citizen volunteers than with younger adult volunteers. Six of them referred to positive qualities of seniors such as how they are harder working, know more about the past and have more tolerance than younger adults. Of the other 4 students who answered affirmatively, 2 noted how younger adults have different ideas and tastes and 2 made non-specific comments about how working with younger adults is a different experience than working with older adults.

As part of the post-project questionnaire, students were asked to state whether they thought the project experience changed their ideas about working with senior citizens. Fifteen students (55.6%) said "Yes" and 12 students (44.4%) said "No." Those who responded

⁴¹ There was, however, a significant difference between project group and control group students' responses on the pre-project questionnaire. Students in the project group were more likely to agree with the statement, "Most senior citizens are wiser than children and adults who are not elderly," than students in the control group (with $X=1.96$ and $X=2.68$, respectively, and $F(1.83)=10.03$, $p=.002$).

affirmatively were asked how their ideas about senior citizens have changed.

Of the 15 students who reported that their ideas about senior citizens had changed as a function of their project experience, 9 (60%) referred to a new awareness that seniors are active and can do a lot of things; 8 (53%) noted positive characteristics of senior citizens such as their being fun and helpful; 5 (33.3%) referred to changing their minds about negative stereotypes with comments such as "They all are not grouchy" and "They don't hate kids;" and 4 (26.7%) referred to the skills and knowledge that seniors can impart.

It should be noted that for some of the students who reported having new ideas about senior adults as a result of their experience in this project, this represented a dramatic cognitive shift in their perceptions of senior adults. For instance, one student referring to a pre-project misperception of his stated,

I thought they didn't like kids because we talk too much and have loud music...

Also, in the beginning of the project, there was some evidence that a few of the students perceived senior adults as disciplinarians. For example, in a journal entry one student drew a picture of a block filled with garbage and with a senior adult pointing her finger at a person who was in the act of littering. The caption

read: "This is how a normal day in my neighborhood looks like. Litter is everywhere." This "senior adult as disciplinarian" theme did not re-surface after the first month of the project.

The following journal accounts (all written 2-3 months into the project) indicate that the students looked forward to seeing the seniors:

To my surprise, Edna wasn't coming. She had a sore throat and so a substitute was replaced.

I am looking forward to interviewing the senior citizens. I want to see what they have to say. It should be interesting. I hope they will have fun talking to us too.

The senior citizen we worked with was Josie. She was very nice.

(3) Intergenerational Comparisons & Summary of Findings:

By the end of the project, many of the students and seniors readily acknowledged misperceptions that they previously held about each other's age group. Some of the comments made by the seniors are listed below:

They (the students) are more obedient and alert and cooperative with each other than I thought they were. They surprised me in that they could read maps... They found where I lived before I could...

At times you hear people say, 'Children do this and children do that,' but these kids were very interesting to be with ... I didn't realize that they could be so bright at times.

Similarly, the following comments made by the students indicate that they, in turn, had misperceptions about the senior citizens:

Lots of people said they (senior adults) are grouchy... and don't like kids. I thought they weren't fun to work with... but now I see they are.

I had the wrong idea about them... I thought they were stubborn.

They are not that boring and can be fun.

In the post- project questionnaire, a majority of students noted that the project experience changed their ideas about working with senior adults (15 or 55.6% of the students). When the senior citizen volunteers were asked to assess whether or not the project experience had changed their ideas about working with children, 3 respondents said "Yes" and 5 said "No."

The project had a differential impact on the way the students and senior adults viewed each other's age group. The seniors seemed to increasingly recognize the positive attributes of children. Of the 3 seniors who stated that the project influenced their ideas about working with children, 2 of these seniors noted positive characteristics of the children of which they were previously not aware, such as alertness, brightness, obedience and cooperativeness with each other.

The students, on the other hand, seemed to become less likely to accept negative stereotypes of senior adults. Of the 15 students who reported that their ideas about senior citizens had changed as a function of their project experience, the most frequently mentioned theme

was that seniors are active and can do a lot of things, a theme noted by 9 (60%) of these students. Also, 5 (33.3%) of these 15 students referred to changing their minds about negative stereotypes about senior adults with comments such as "They all are not grouchy" and "They don't hate kids;" and 4 (26.7%) referred to the skills and knowledge that seniors can impart.

Furthermore, as can be seen from the analysis of the word lists that students generated to describe "elderly people," the project experience seems to have significantly diminished students' negative perceptions of the elderly; there were 21 negative words used by students in the pre- project questionnaire as compared to only 8 such words in the post- project questionnaire. (See Table 47B, above.)

The seniors, on the other hand, did not demonstrate as large a shift in the content of their views of children, though they did appear to find it easier to describe children by the end of the project insofar as they used more descriptive words; averaging 3.38 words as compared to 1.75 words, respectively. (See Table 42.)

Another aspect of the project's impact on how the student and senior adult volunteers perceived each other's age group can be called what educational administrators term "values clarification." Throughout the project, both groups continually presented their views and values on a

multitude of topics. For example, on the walking tour of Ravenswood, as project participants passed by a local park, several comments were made in reference to a person who appeared to be a drug addict. An excerpt of this tape recorded discussion, presented below, reflects participants' attitudes toward drug use:

Student: There are too many drug addicts. They are here at night... and some are even here during the day... But they don't bother me and I don't bother them. I just stay away from them.

Senior: I hope that shows you what it is like to take drugs... how they feel and look... Most of them are sick... You don't want to be sick...

These types of conversations exposed participants to each other's values.

D - Mutual Trust

(1) Senior Adults' Trust of Youth:

The senior adults were asked to respond on a five point agreement/disagreement scale to seven statements related to the level of trust in younger people:⁴²

- Generally speaking, most young people are trustworthy.
- Most young people try to be helpful.
- Most young people try to be fair.
- You can't be too careful in dealing with young people.

⁴² These statements were derived from an instrument used by the Brookdale Center of Aging (1984) called the "Trust in Old People" scale.

- Most young people are just looking out for themselves.
- Most young people would try to take advantage of you if they get the chance.
- Most young people do not understand senior citizens and their needs.

These questions were combined into one scale, a "Trust in Youth" Scale.⁴³ No significant pre- versus post- project differences were found in seniors' trust in youth after conducting an ANOVA statistic.

(2) Students' Trust of Senior Adults:

Students were also asked to respond on a five point agreement/disagreement scale to the same statements presented to the senior adult respondents, but with "senior citizens" substituted in for "children," and with an additional statement: "Most senior citizens like children." Since these eight questions measure aspects of students' trust in elderly people, they were combined into one scale, a "Trust in Elderly People" Scale.⁴⁴ When using an ANOVA to test for possible changes in students'

⁴³ Before creating a linear combination of these seven questions, answers to these questions were measured for internal reliability. A Cronbach Alpha value of .84 was computed. This is an acceptably high number to provide the rationale for combining these seven questions into one variable.

⁴⁴ Before creating a linear combination of these eight questions, answers to these questions were measured for internal reliability. A Cronbach Alpha value of .68 was computed. This is an acceptably high number to provide the rationale for combining these eight questions into one variable.

trust in elderly people (using this scale), no significant pre- versus post- project differences were found.

This analysis was repeated controlling for pre-project differences between the project group and the control group in the frequency of conversations students reported having with senior citizens and students' perceptions of the importance such conversations. No interaction effect was found between these variables and the combined "trust" variable discussed above.

In examining student responses to each of the eight trust in elderly people questions, a significant pre-versus post- project difference was found for only one of the statements, "Generally speaking, most senior citizens are trustworthy," as students were more likely at the end of the project to agree with this statement.⁴⁵ On a scale of 1-5, with "1" representing the highest level of agreement and "5" representing the highest level of disagreement, the pre- and post- project mean scores for the project group were 2.63 and 1.96, respectively, and for the control group, 2.44 and 2.72, respectively. This result should be viewed with caution, however, because it is an isolated finding.

⁴⁵ This was significant at the .013 level, with $F(1,83)=6.402$.

(3) Intergenerational Comparisons:

In sum, the project experience does not appear to have had any significant impact on the level of trust that senior adult and student project participants held for people in each other's age group.

E - Student Views about Senior Adults in School

Students were asked whether they thought it was feasible within a school setting for older adults to: teach them, help them with their work, become their friends, be partners with them on a neighborhood project and more generally to work with them in their classrooms.

Students in the project group made significantly more post- than pre- project responses indicating that they would like seniors adults to function as school project partners. (See Table 49, below.) This is significant at the .05 level ($F(1,85) = 3.807$).

In and of itself, this finding is basically what one would expect; the experience of working with senior adults as partners on the LIC - 2000 project should readily indicate to students that project partnership is a valid school-based activity in which senior adults can participate. Additional analyses of student responses to the more generic question about having seniors in their classroom to assist them (as "classroom helpers"), however, provides more insight into how students felt about having the seniors in their classrooms.

Table 49: Students' Response to Question: "Do you think an elderly person could be a partner with you on a neighborhood project?"

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
(1) Yes	19 (73.1%)	25 (92.6%)	15 (83.3%)	12 (66.7%)
(2) Not Sure/ Don't Know	6 (23.1%)	1 (3.7%)	3 (16.7%)	5 (27.8%)
(3) No	1 (3.8%) N=26*	1 (3.7%) N=27	0 (0%) N=18	1 (5.6%) N=18

* Data are missing for one respondent from this group.

Although no pre- versus post- project differences were found in the number of students expressing a desire to have seniors in their classrooms as "classroom helpers" (such a desire was noted by 22 students and 23 students, respectively), students who noted that they would want a senior adult as a classroom helper provided different pre- and post- project reasons for their positions. In the follow-up question, students who stated that they would want seniors as classroom helpers were asked "why". Responses were coded into eight categories, and are presented in Table 50, below.

The primary theme in students' post- project responses to this question, which was not evident in their pre- project responses, is a portrayal of how having seniors in the classroom would be a "pleasant experience." This includes comments such as: "They are easy to work

Table 50: Rationale provided by Students for Why They Would Like to Have Senior Adults in Their Classrooms as Helpers.* **

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
Pleasant Experience	2 (9.1%)	12 (52.2%)	2 (13.3%)	3 (17.6%)
We Can Learn From Them	8 (36.4%)	6 (26.1%)	5 (33.3%)	6 (35.3%)
They Can Help Us	3 (13.6%)	4 (17.4%)	7 (46.7%)	7 (41.2%)
They Can Contribute To Our Talks	4 (18.2%)	3 (13.0%)	1 (6.7%)	3 (17.6%)
Other Positive	3 (13.6%)	2 (8.7%)	0 (0%)	0 (0%)
They Could Benefit Too	2 (9.1%)	1 (4.3%)	1 (6.7%)	0 (0%)
Don't Know/ Not Sure,	1 (4.5%)	1 (4.3%)	0 (0%)	0 (0%)
Neutral	0 (0%) N=22	1 (4.3%) N=23	0 (0%) N=15	0 (0%) N=15

* Category descriptions: "Pleasant Experience" (includes comments about how seniors are fun, nice and easy to work with), "We Can Learn From Them" (includes comments about seniors' extensive knowledge and experiences), "They Can Help Us" (in schoolwork and in general), "They Can Contribute To Our Talks" (includes comments about the value of seniors' comments, ideas and opinions), "Other Positive," "They Could Benefit Too" (includes comments about how seniors would also learn from the experience), "Don't Know/Not Sure" and "Neutral/ Conditional."

** Sample sizes include only those students who stated that they would like to have senior adults in their classrooms as "helpers."

with," "They are sometimes funny," and "They can cheer us up." Only 2 project group students made such comments in

the pre- project questionnaires as compared to 12 project group students in the post- project questionnaire. (There were no changes in the control group's responses.) Using loglinear analysis, this specific change in the project group was found to be significant.⁴⁶

There was a small decrease in the number of students (from 8 to 6 students) noting the theme of "learning from" the seniors. This, however, is accompanied with an increased emphasis (from 2 to 12 students) on how connections with senior adults can be enjoyable (a "pleasant experience"). In short, it appears as if the students learned to like the seniors as people. They saw the seniors differently from the student-surrogate teacher role one might have expected from a straight tutorial type project.

F - Presenting One's Own Age Group to the Other Age Group

Several times throughout the project, it appeared as though the senior adult participants were presenting an overly positive image about themselves and about neighborhood life to the students. In several of the pre- and post- class sessions, for example, the seniors struggled with the issue about how to deal with the students'

⁴⁶ The model which supports a pre- versus post-project effect for the project group, while controlling for pre- versus post- project differences in the control group, could not be rejected; Chi Sq.=4.29, df=2, p=.117.

concerns about drugs and violence. The primary sentiment was that their role was to present the children with positive messages, with a sense of hope.

Similarly, in a separate tour planning session with the Hunters Point seniors, the group meeting began with an intensive discussion about the negative consequences associated with the process of gentrification such as the high rents which threatened to displace many long-time residents and the problem of homelessness. They also discussed some of the terrors of the chronic drug problem in society. Yet, during this tour-planning meeting, when the seniors began structuring the Hunters Point tour for the students, they focused only on the positive. They made comments such as, "Let's take them to the beautiful new Citicorp building;" "Let's go to the Silvercup Studios... That would be nice for them;" and "Let's take them to some of the nice new stores."

One of the Hunters Point seniors later stated to one of the interns her thoughts about the need to be positive to children: "You can't make the children feel that there is no future."

There is some evidence that this "sweetening of life" (when referring to children) or "positive distortion" phenomenon is not entirely intentional. The seniors' personal journal accounts of their interactions with the students were overwhelmingly positive, even when they were

repeatedly encouraged by the project director to also write critically about their project experiences. The following journal accounts reflect the positive way in which the senior adult participants referred to their work and relationships with the students.

The boys and girls were real interested in all that they said and what they want to do. It's great to be with them.

They interviewed me for 60 minutes... and when they asked me how old I was, they showed a big expression on their faces; they were so surprised at the age. I told them that I'll be 81 in August and I told them that I enjoy being with them.⁴⁷

In contrast to such comments, in several private conversations with the project director, after project sessions or on the phone, some of the seniors confided that they were shocked at some of the student behavior they observed. One senior, for example, thought that a student should be punished for not cooperating fully with the project. The seniors rarely acknowledged such concerns in group meetings with each other or with the students and they never wrote about them in their journals.

No equivalent positive distortion effect was evident in the students' public appraisals of their dealings with the seniors. The students were generally positive when

⁴⁷ This is the same senior adult who, in the pre- and post- project interviews, used the phrase "little angels" to describe children.

referring to the seniors but they were not uniformly positive.

G - Working to develop "Normalized"
Intergenerational Relations:
Qualitative Findings

The LIC - 2000 project was designed so that the students and senior adults would work together primarily in small groups. The intent was to "normalize" communication so that the participants could speak to each other honestly, openly and on an equal footing. The following discussion of the role of humor, compromise, and mutual respect in the project provides a sense of what intergenerational dynamics occurred and what the project's staff were seeking to achieve.

In various times throughout the project, humor helped to decrease the tension felt by the youth and seniors as they were experiencing new things. For example, in presenting the class with a difficult neighborhood problem scenario, the project director said, "What are you going to do?... Who are you going to call?" and every single student yelled, "GHOSTBUSTERS." (The project director had inadvertently hit upon one of the repetitious lines from the theme song of the Ghostbusters movie.) All participants had a good laugh at this.

Also, when the project director introduced the video camera operator (who was hired to help develop a videotape documentary of the project), many of the students and

senior adult volunteers had inquisitive looks on their faces even though there was a discussion about videotaping during the previous session. Yet, things seemed all right after one of the senior adults shouted out, "Do you do weddings?" and the camera operator said, "I do, but I am not cheap." Again, shared laughter, lessened tension.

The senior adults also enjoyed joking with the college interns. One senior adult, for example, told an intern about the existence of a local "hysterical society" as a resource for the students.

Whereas humor provided the seniors and the students with shared positive experiences, participants made numerous references throughout the project about what they had in common with each other. For example, in class discussions, numerous references were made to how the students and senior adults both enjoyed dancing, music, and going to parties. Also, talking to each other, a key element underlying each project activity, was appreciated by both, the senior adults and the students. One senior stated in her post- project interview,

They don't 'high hat' us and we don't 'high-hat' them... We just enjoyed speaking with each other. It was important that we let the young people know that we were once young ourselves.

Similarly, one student wrote,

It's important to hear each other's ideas, and discuss how we could improve things.

Another characteristic of the group process in the LIC - 2000 sessions was mutual respect for different viewpoints. During the initial model-building session, for example, when the groups were deciding what elements they wanted and where they should be placed, one of the senior adults and one of the students in her group disagreed with each other in regard to whether or not their "ideal neighborhood" should include a zoo. The senior felt that a zoo should be in a central location (e.g. Central Park, Prospect Park, etc.) while the student wanted a zoo close to the residential buildings so local families would not have far to travel. They ultimately negotiated a compromise whereby the zoo would be incorporated into their "ideal neighborhood," but away from the residential buildings (for reasons of smell, noise, etc.). In recounting this intergenerational discussion during the post-project interview, the senior was very positive. She stated that she felt that it was a true sharing of perspectives in an atmosphere of mutual respect. "... Nobody had to be right or wrong." The students and the senior adults were "allowed" to disagree with each other.

There were also some subtle indications that some students began to accept the senior adults as group-members. For example, several students, in listing the names of group members in their journals, listed the

senior adult volunteers' names in the middle.

Such occurrences are subtle indicators of a non-coercive intergenerational interaction dynamic which is guided by the participants. In contrast, an overbearing program structure which defines every possible parameter of intergenerational interaction would suppress unplanned communication initiatives and subsequently hinder intergenerational relationship formation.

SECTION V - POSTSCRIPT: OTHER NEIGHBORHOODS - 2000 PROJECTS

Chapter 15:
Methods

The original dissertation proposal was conceived as a case study. However, during the course of the production of this dissertation report and the simultaneous implementation of subsequent Neighborhoods - 2000 projects in Mount Vernon and East Harlem, several additional lessons were learned about intergenerational urban planning programming. An overview of the methods, outcomes and some of the issues related to the implementation of these other Neighborhoods - 2000 projects are presented below.

Although this section is intended to serve as a supplement to the Long Island City - 2000 case study, it should be noted that neither of these projects employed the formal evaluation mechanisms utilized for the LIC-2000 project, with the exception of the journals which were kept by staff and participants.

A - Mount Vernon - 2000

In an effort to publicize the Long Island City - 2000 project and explore the possibility of implementing additional projects, toward the end of the project (March/April 1988), the project director presented the project methodology and findings to the School District #30 Curriculum Affairs and Instruction Committee, administrators at the Brookdale Center for the Aging at

Hunter College and administrators at the New York City School Volunteer Program. Subsequently, Bob Disch, Project Director at the Brookdale Center for the Aging at Hunter College, suggested to the Director of the Senior Citizens Committee of the Mount Vernon Council on Community Services that they invite the project director of LIC - 2000 to speak at one of their monthly meetings. The Council, with a longstanding interest in developing new intergenerational projects in Mount Vernon, liked the project model and raised funds to establish the Mount Vernon - 2000 project, which was ultimately sponsored by the Mount Vernon Youth Bureau.

The Mount Vernon project began in October 1988 and is still in operation as of the writing of this thesis. From January to June 1989, the project involved eight senior adults and one sixth grade class participating in a curriculum very similar to the one established for LIC-2000 with some minor changes. One change involved restructuring the reminiscence interviewing activity to incorporate an additional component whereby the senior adults also interviewed the youth.¹

In its first year of operation, the project was

¹ In assessing the LIC - 2000 Reminiscence Interviewing activity, the project director became concerned that having students interview senior adults without having senior adults interview students in turn might have the unintentional effect of emphasizing the senior adults' views and experiences and minimizing those of the students.

conducted by the project director, a co-director² and two interns from the College of New Rochelle Gerontology Department.

For the Summer of 1989, the Youth Bureau employed the project director to plan and implement a "Dreams for the Future Festival" event, based upon the LIC - 2000 "Futures Festival" model (see Figures 7-8, Appendix C).

With continued support from the participating school (Washington Elementary School), particularly the principal, the Mount Vernon Youth Bureau and the Mount Vernon Council of Community Services, the project's second year of operation, from December 1989 to June 1990, involved two fourth grade classes and two groups of five senior adult volunteers. One of the original senior volunteers was hired as a program assistant. As of January 1991, Mount Vernon - 2000 has entered its third year and involves four schools, five fourth grade classes, and 20 senior citizen volunteers.

B - East Harlem - 2000

During the planning phase for the second year of the Mount Vernon - 2000 project, the project director began writing proposals to establish an East Harlem - 2000 project. East Harlem was selected because it represented

² Bill Wertheim, an intergenerational program development consultant who lives in Mount Vernon, was hired by the Mount Vernon Youth Bureau as the Mount Vernon - 2000 Co-Director.

an opportunity to demonstrate how the Neighborhoods - 2000 project model could be implemented in a neighborhood which encompasses deteriorated and deteriorating sections.

The community development dynamics of East Harlem are distinctly different than those in Long Island City, a stable working class neighborhood which is undergoing gentrification and Mount Vernon, basically a stable working class neighborhood.

The East Harlem - 2000 project was initiated in November 1989 with grants from the Union Settlement Association and a private funding source. Since Union Settlement conducts various programs for children, teenagers and senior adults at its Washington Houses Community Center satellite facility, this was the site chosen for the project. This program differed from the other Neighborhoods - 2000 projects in that, with a community center instead of a school as its base, it included a greater number of walking tour and recreation-oriented activities.

The project was staffed by the project director, a photography specialist working at Union Settlement on various youth projects,³ two interns from the New York

³ This photographer, Lorie Novak, is also a full-time faculty member in the New York University Photography Department. Ms. Novak functioned in a co-director capacity insofar as she worked with the project director in the planning and implementation of each program activity.

University Photography Department, two recent Oberlin College graduates who had theatrical backgrounds and wanted to practice their theatre teaching skills, and one 21 year old volunteer who was the aunt of one of the participating children.

In setting up the project, a condensed timetable, developed in conjunction with funding source expectations, did not permit time for extensive meetings with community agency representatives nor for the planning of preliminary special events, steps that were an integral part of LIC-2000. Instead, the project director and the community center staff focused on working only with the participants of the Washington Houses Community Center's afterschool and senior citizen lunch programs.

During a four week recruitment and planning period, the project director made three presentations to the center's senior citizen program, which included a slide show of the Long Island City and Mount Vernon projects. For the third presentation, two Long Island City volunteers assisted as "peer recruiters." Two East Harlem seniors volunteered at the beginning of the project; one dropped out and two other seniors joined the project three weeks into the program.

The project took place one afternoon each week and was attended by eight to 12 children and two to four senior adults who participated in Washington Houses

Community Center programs. In utilizing the skills of the project staff, activities were designed to enable participants to explore their neighborhood hopes and concerns through photography and theatre.

Chapter 16:
Findings and Discussion

A - Facilitating Intergenerational
Understanding & Relationships

In implementing the Mount Vernon - 2000 and East Harlem - 2000 projects, many of the participants made comments at the beginning of the project similar to the age-related stereotypical pre-project comments expressed by Long Island City - 2000 project participants. The following short story, for example, written by a sixth grade student in Mount Vernon before the project began, reflects a negative view towards aging.

If I Were A Senior Citizen

If I were a "senior citizen" and over 60 years of age I wouldn't like it. It would be very hard on me. I might not be able to live alone. I might fall and nobody would be around. That wouldn't be nice at all. I would also be sick and wouldn't be able to help myself. I don't think it would be nice. I wouldn't be able to cook for myself and I wouldn't be able to shop for myself. If I got real sick, I wouldn't be able to do anything. I wouldn't like to be helpless. It is also bad to be a "senior citizen" because you probably can't do like others. That is what being a "senior citizen" is all about to me.

The above story presents old people as sickly and dependent. However, as was the case for LIC - 2000, the project appears to have had an impact in eliminating these stereotypes. The same student stated at the end of the project,

It was fun interviewing Mrs. J because she had a lot to share with us... It was enjoyable to hear

what she had to say... She did so much (during her life) and had so much to say...

As the seniors and the students got to know each other, many viewed their relationships as enjoyable and meaningful. One student wrote,

I like the time with the senior citizens. I had fun talking with them. I had lots of fun and I like to share feelings with them. It was very nice to have someone around me to talk to.

Similarly, one senior wrote,

Working with the kids, I grew a few years younger.

The two fourth grade teachers who participated in the 1989-90 Mount Vernon - 2000 project wrote the following comments in their logs about what the intergenerational connections meant for the students:

The attention that the senior citizens gave to the children made them feel special. That extra help and caring is what every child needs to gain confidence. It is something that one teacher in a classroom with many children cannot always accomplish.

The program is a life line to kids who need to get to know someone who is older; someone to share thoughts with and most importantly, someone who cares about them... Several students really enjoyed the seniors' company. It was becoming a centerpiece for them to share their thoughts with an older person in their family -- a grandmother, aunt or a grandfather.

However, these quotations should not be interpreted as indicating that the intergenerational relationships formed easily, automatically nor without turbulence. On the basis of the interaction which occurred during each of

the three Neighborhoods - 2000 projects, it is clear that the facilitation of intergenerational relationships is a fragile process, requiring the creation of constant cross-group communication opportunities and special attention to the needs of the various participating groups.

The following account of one of the East Harlem-2000 project sessions demonstrates the importance of remaining sensitive to the process, not only the product, generated by each intergenerational activity.

The East Harlem - 2000 project participants -- made up of 12 children, three seniors and several staff people -- wanted to cook together. An intergenerational cooking activity was organized, whereby one senior adult volunteer worked with five children to cook a rice and beans dish based upon her "secret" recipe. The dish was a success and several children praised the senior volunteers for sharing their cooking skills. However, the following account from the project director's log demonstrates the importance of not losing sight of the process-oriented goal of any intergenerational activity; i.e., to create a mutually beneficial intergenerational communication and sharing experience:

While the entire group was eating, one of the children, a 10 year old African American boy, known for his rambunctious nature, was rudely trying to get a second portion of food before everybody had received their first. He was yelling across the table for more food while hurriedly shovelling what was left on his plate into his mouth and chewing with his mouth completely open. The two seniors, one bilingual (Spanish and

English) and the other predominantly monolingual (Spanish), appeared disturbed with this behavior and spoke to each other in Spanish.

Afterwards, while the boy and the project director were doing the dishes together, the boy said that he was upset because he felt that the seniors were talking badly about him (even though he could not understand Spanish) and this was not fair, particularly since the staff actively discouraged him on previous occasions from speaking badly about other people.

In response to the boy's objections, the project director scheduled an impromptu meeting with the boy and the two seniors to discuss the boy's concerns. The seniors explained that they were referring only to the size of his appetite and did not say anything negative. During this conversation, for the first time in the project (which was in operation for four months at this point), the seniors and the boy began smiling at each other. The boy was glad that the seniors did not dislike him and the seniors were thrilled that the boy was so interested in what they thought about him.

This occurrence and many similar dynamics encountered in the other Neighborhoods - 2000 projects suggest that intergenerational programming can be as volatile as programs that bring together people of different races, and similarly require planning for, and nurturance of, emergent interpersonal relationships.

B - Neighborhood Learning and Action

According to the Neighborhoods - 2000 model, the neighborhood problems identified and the local improvement strategies pursued vary from project to project, depending upon local conditions and the perceptions of the residents. In Mount Vernon, for example, one of the major concerns of the project

participants was that there were not enough recreational opportunities for children. However, after finding out from the Mount Vernon Recreation Department that there was an extensive network of youth clubs, leagues and programs, project participants determined that the problem was not one of limited recreational opportunities but, rather, one of an inadequate publicity mechanism to notify local families about the various activities.

In East Harlem, the main concerns were about drugs and abandoned lots which serve as dumping sites. In reference to the drug issue, one child wrote,

Drugs are very serious. People can get very high and start doing things that they are not supposed to do and it's not very nice... I don't understand why they keep sending it over here. A billion people smoke crack in New York and other places. When they send it over on the flights, why is nobody ripping open the boxes to see what they got?

The action component of the Neighborhoods - 2000 model changed over the course of the projects. Since the local problems explored were often so pervasive and complex, such as the local drug trade of East Harlem, most of the project time needed to be spent on developing an understanding of, and trying to concretize, the issues.⁴

With the focus on learning about the issues, the neighborhood action component of the Neighborhoods - 2000

⁴ It would appear from the quote above, for example, that a visit by a narcotics agent might have further added to the participants' understanding of the issues.

projects has typically involved disseminating what the participants have learned about community issues. Participants of the Long Island City, Mount Vernon and East Harlem projects did become more aware of local development issues and problems and shared their concerns with local agency representatives, community organizers and other residents through letter-writing⁵ and the "Display Day" event.

Whereas it is true that gathering more information on the issues, and facilitating a dialogue on the issues, are important tools for implementing community changes, none of the Neighborhoods - 2000 projects facilitated the type of aggressive community organizing campaigns envisioned at the conception of Neighborhoods - 2000, which might have involved, perhaps, picketing at City Hall and pressing for the participants' neighborhood change suggestions.

C - Organizational Issues

To illustrate the difficulties of initiating a demonstration project and establishing creative fieldwork activities in an organization as highly bureaucratic as the New York City Board of Education, a comparison between LIC - 2000 and Mount Vernon - 2000, by the project director of both projects, is presented below.

⁵ In Mount Vernon, for example, at the end of the first year of the project, participants shared their conclusions about recreational facilities in a letter to the Director of Recreation.

- Transportation (for students and seniors):
 LIC - 2000: a lengthy application procedure through the School District office to obtain buses for class trip. The mechanism for transporting seniors from Hunters Point to and from the school was highly formal.⁶
 Mount Vernon - 2000: A bus was easily arranged with school administrators. Transportation for the seniors to and from the school was arranged informally with project staff, school personnel, and the Executive Director of the Mount Vernon Youth Bureau.

- Teacher involvement:
 LIC - 2000: The teacher showed little interest and was not encouraged by school administration to attend project planning meetings and debriefing sessions with the senior adults.
 Mount Vernon - 2000: The principal and teacher arranged for class coverage for the participating teachers so they could attend project planning and debriefing meetings.

- Out-of-school activities (tours, interviewing, etc.):
 LIC - 2000: There was limited flexibility for scheduling trips due to pressures on teacher to cover the "core" curriculum and strict rules set by the NYC Board of Education for trips (i.e., students must be accompanied by teachers at all times). These factors negated project plans for small group tours (see Section III - 7C[1], "Revisions in Program Implementation Plan").

 Mount Vernon - 2000: extensive flexibility in scheduling trips, no teacher resistance to extending trip activities beyond the two hour class period, and willingness displayed by school administrators to allow project staff and senior adults to supervise students on fieldwork assignments.⁷

⁶ Through a service offered by the Retired Senior Volunteer Program (RSVP) the three Hunters Point seniors who shared round trip car service transportation were reimbursed for this expense. The seniors had to first become RSVP members and log their volunteer hours as RSVP hours.

⁷ This made it possible to split up the class for a merchant survey activity in which students and senior adults entered the stores and interviewed store managers and workers.

A merchant survey activity was also conducted as part of the East Harlem - 2000 project, whereby each of the

In sum, there was more cooperation from the school, City agencies, and the human service and planning professionals, and more resources, in Mount Vernon than in Long Island City and this made a difference in involving teachers and in facilitating innovative program planning.

project staff people worked with 3-5 students and one senior adult. (Note: Caution is called for in making any comparison between Long Island City - 2000, primarily a school-based project, and East Harlem - 2000, conducted through a community center.)

SECTION VI - SUMMARY OF RESULTS, DISCUSSION & IMPLICATIONS

Chapter 17:
Summary of Results

A - Overview

The project evaluation data presented in this dissertation support the fundamental premise of the Neighborhoods - 2000 model -- that children and senior adults have many neighborhood hopes and concerns in common and this commonality can serve to promote intergenerational understanding, concurrent learning about community development dynamics and issues, and mutual interest in pursuing collaborative endeavors. The student and senior adult participants of LIC - 2000 provided each other with new insights into human relationships, the diversity of lifestyles and community living issues.

Project impact on participants was most evident in regard to issues related to their views about intergenerational collaboration and relationships. In addition to the results reviewed below, there was even some indication that the project influenced some of the seniors and students to think and behave differently with their own family members. Several students, for example, noted that as a result of their project experiences, they were initiating dialogue with their own grandparents, primarily about topics related to what things were like when they were children. Similarly, one senior reported

using the "design the ideal neighborhood" model-building exercise at home with his eight-year-old great-grandson.

There was also some evidence that the project had an impact on participants' perceptions of their own neighborhoods, their geographical knowledge, and their level of community awareness and civic concern. The "mental mapping" data presented below is perhaps the most powerful data indicating a shift in students' neighborhood perceptions.

It is important to note that everything did not work as planned. Whereas the project seems to have positively influenced project participants, there was little if any impact on the school as an institution for learning. The project team encountered a steady level of teacher resistance and, consequently, experienced difficulty in attempts to integrate project activities with core curriculum requirements. Rather than view the LIC - 2000 project as an opportunity to enhance the school's curriculum, the teacher and some school administrators, as was evident from their comments to the project director, typically viewed the project as an interesting venture which should not "interfere" with other school activities.

B - Neighborhood Perception

Project participants' neighborhood concerns varied more as a function of neighborhood conditions than age group. In comparing the senior volunteers' neighborhood

perceptions to those of the students living in the same neighborhoods, there were marked similarities regarding issues and problems, positive-negative ratings of their neighborhoods and learning experiences about the neighborhoods that can be attributed to the project experience.

For neither age group did the project experience change their neighborhood concerns. Yet, by the end of the project, many of the students provided more elaborate descriptions of their neighborhood concerns. Also, some of the seniors, in describing their neighborhood concerns, focused more on the formulation of solutions.

The content of the neighborhood learning that occurred as a result of participating in the project activities was different for the students and senior adults. Whereas the primary aspect of the senior adults' neighborhood learning was that they became more informed about specific neighborhood sites and facilities, the students were more likely to focus on what they learned about neighborhood needs and improvement methods (see Table 10).

C - Student Awareness of Neighborhood Geography

Differences between the students' pre- project and post- project "mental maps" indicate that the project experience had an impact on their mapping skills and neighborhood perceptions. The participating students' post- project maps, in comparison to their pre- project

maps and the "developmental check" group's maps, exhibited a shift from route to survey mapping strategies. This result is encouraging in light of the fact that this type of change in mapping techniques is often seen to indicate a leap forward in terms of conceptual ability to represent space (Hart & Moore, 1973). The students' post-project "mental maps" of their neighborhoods also incorporated more geographical area, with more accuracy, than their pre-project maps and the maps drawn by the "developmental check" group.

In sum, as a result of the project experience, participating students were able to devise a larger, more coordinated, and more accurate representation of their own neighborhoods.

As noted in Section IV-10 ("General Neighborhood Outlook"), a factor besides the project experience which influenced students' "mental mapping" abilities, was their neighborhood of residence. Those students living closest to the school drew maps that were significantly more accurate than those drawn by students living further away. This is probably a reflection of the fact that they walk to school rather than being bussed and, as experimental research in spatial cognition has demonstrated, personal control over locomotion, in particular walking, results in improved spatial representation (Hart & Moore, 1973; Siegel & White, 1976). The extent of the local children's

images was not as great as that of the more distant children, however, because their home and school neighborhood were one and the same.

D - Learning about the Community Development Process

Although one of the goals of the project was to facilitate a community participation ethic on the part of the participants, it would be unrealistic to expect that within six months they would become seasoned community activists. The project did, however, orient the students and senior adult volunteers to the world of community activism and helped them to better understand the community development process. The project also helped them focus on and describe their own needs and the life experiences and activity options of other age groups.

The project experience had a significant impact on senior adult and student participants' general understanding of the neighborhood planning process. Both groups became more aware of the role of City agencies and government in community-level decision-making. For the students, this awareness was coupled with an increased understanding of the role of local politicians and the limits of the Housing Authority's ability to influence neighborhood development issues. This might reflect a conceptual shift in their views about local development decision-making, with less emphasis on the highly visible Housing Authority and more emphasis on the less visible

but more powerful political infrastructure of the city.

In comparison to their pre-project comments about conducting neighborhood improvement projects, the student participants were less likely to emphasize the actual physical work and more likely to emphasize the importance of planning and how it involves thinking, talking and the involvement of government agencies and officials.

For some seniors, their enhanced awareness of the role of City agencies in community-level decision-making replaced vague perceptions of a powerful government guiding the decision-making process.

E - Promoting Neighborhood Involvement

This dissertation focused on project participants' attitudes and reflections about getting involved in community improvement endeavors rather than actual behavioral indicators. It was found that the project experience added to the participants' understanding of community development as a process, and prompted them to think critically about neighborhood problems and develop innovative ideas to improve neighborhood life (see Section IV-9A[5], "Description and Results for Each Project Activity/ 'Developing Alternative Plans'"). Yet, for both the senior adult and student participants, the project experience did not strengthen their desire to get personally involved in neighborhood improvement activities. In fact, there was a slight effect in the

reverse direction; at the end of the project, participants expressed somewhat less interest in such involvement than they did at the beginning.

To help interpret this result, it is useful to note that a direct relationship was found between participants' desire to get involved and their perceptions of the level of difficulty of neighborhood improvement work. As a result of the project experience, many participants became more aware of the difficulty of neighborhood improvement work and this might have deterred them from looking to take part in this type of work. The Hunters Point seniors represented an exception to this trend, however, insofar as they maintained a high level of interest throughout the project for getting involved in neighborhood improvement work. With more civic organizations in Hunters Point than in the other neighborhoods, the senior adults from Hunters Point had access to mechanisms which would support their involvement in neighborhood improvement work. This can explain why they maintained their interest in such work, despite learning more about the challenges involved.

It is also important to note that there are problems with the phrase "getting involved" because it can allude to a wide range of interventions and experiences. Involvement can mean as individuals with little clout, as part of an ineffective group, or as part of a group that has a demonstrated record of effectiveness. The

substantive areas being addressed by those who are "involved" also needs to be clarified. In LIC - 2000, participants chose to focus on mega-problems, near impossible for individuals or unorganized groups to take on with success. A focus on more manageable issues, such as neighborhood beautification, might have yielded expressions of greater interest and enhanced desire for "involvement."

F - Intergenerational Understanding

The student and senior adult respondents began the project with the view that intergenerational interaction is important, and this perspective was maintained and strengthened throughout the project.

The project experience did not promote a reformulation in their views about the neighborhood lives of each others' age groups. However, at least some of the student and senior adult participants indicated that they became more aware of, or at least more attentive to, the neighborhood limitations experienced by the other age group.

The project experience seemed to have sensitized many participants to the shared relationship aspects of intergenerational connections. In considering what senior adults can offer children, at the beginning of the project, the seniors and the students emphasized the importance of the senior adults' knowledge and experience. By the end of the project, however, the seniors

additionally referred to the importance of "doing things together" and "supporting and helping" the children and the students additionally emphasized the enjoyment factor of intergenerational interaction. The participants' responses to questions about intergenerational interaction typify relationships that gratify both age groups as opposed to the teacher-student or youth service-to-elderly types of relationships that would primarily teach the students or serve the elderly.

As a result of the project, the students seemed to become less likely to accept negative stereotypes of senior adults. Of the students who reported that their ideas about senior adults had changed, the most frequently mentioned theme was that seniors are active and can do a lot of things.

A thread of evidence was found suggesting that the negativity in children's views toward the aged, a phenomenon which is described in the intergenerational programming literature (e.g., see Jantz et al., 1976), is in part a developmental process occurring during the pre-teen years. The control group, not exposed to any project intervention, became slightly less likely to project that for their own old age they would be "active with other seniors" and experience "life enjoyment."

Whether considering the negativity toward elderly people solely as a developmental process, or viewing it as

part of the ethos or value system of American society in general, results suggest that this negativity can be reversed. The project experience seems to have significantly diminished students' negative perceptions of elderly people.

The seniors, on the other hand, seemed to follow a pattern in their dealings with children whereby they presented themselves and their neighborhood lives as overly positive. Although more research is needed to explore the underlying motivation underlying this "sweetening of life phenomenon," there is perhaps a connection to the responsibility that some seniors perceived they had to convey a sense of hope to the children.

G - Evaluation of the LIC - 2000 Curriculum

The participating students and senior adults had different views of the enjoyment value and similar views of the educational value of project activities (see Figures 12 to 15 and Section IV-9B, "Participants' Evaluation of the Curriculum"). For the students, model-building and the neighborhood tour were the most enjoyable activities, in large part because they allowed them the most mobility; model-building allowed them to circulate throughout the classroom (to obtain needed materials and to compare community development notes) and the neighborhood tour gave students the much desired

opportunity to leave the school. In fact, in the post-project questionnaire, the most frequently mentioned suggestion for making the project more enjoyable was to include more neighborhood exploration trips.

Although the seniors also liked the model-building activity, they ranked the reminiscence interviewing activity to be the most enjoyable of all activities. It was also clear that this activity was fulfilling for the seniors from the enthusiastic way they discussed the content and procedures of the interviews with each other and the project staff. This finding corroborates the successful results reported for the oral history project evaluated by the Brookdale Center for the Aging (1986).

Whereas the students enjoyed the walking tour, this was the least enjoyed activity by the seniors who stated that the tour was too tiring despite the elaborate plan of establishing check points for them to meet the class.

In contrast to their divergent ratings of the enjoyment value of project activities, there was a marked similarity between the students' and senior adults' ratings of the educational value of project activities (see Figure 13). The students and the senior adults rated the reminiscence interviewing activity to be the most educational activity, followed by model-building, land-use mapping, the neighborhood tour and the development of the final projects.

The students and the senior adults also had in common an overall assessment of the project experience as being positive and worthwhile.

From the project director's perspective, the project was a success insofar as it provided participants with a series of rich, meaningful intergenerational exchanges and a "hands-on" introduction to the world of community development. Yet, there were several factors which limited the program's impact on the participants. First and foremost, the LIC -2000 curriculum was considered by the teacher and school principal to be separate and secondary to the "core curriculum" for the sixth grade. This translated into a lack of scheduling flexibility. Thus, for example, the project participants' desire to reschedule the Queensbridge walking tour (which was cancelled due to rain) was not accommodated.

Also, the program's community action goals were perhaps too ambitious. The school year ended just as program participants were clearly displaying an enhanced understanding of community development issues. To have reached the point in which participants could have initiated and participated in neighborhood improvement campaigns would have required at least another semester.

Chapter 18:
Discussion

A - Intergenerational Understanding

Most of the literature in the newly developed field of "intergenerational programming and exchange" points to the tremendous potential benefits of exchanges between the young and the elderly. Re Ville (1989), for example, states,

"... as one looks at human development from adulthood on into old age, older people do appear to have qualities that make them the 'perfect' mentor, caregiver, teacher, counselor, and friend for younger people (p. 52)."

Most students in the LIC - 2000 project did not share such an elated view of the potential of senior citizen volunteers to enrich their lives. In fact, the main effect on students' attitudes towards senior citizens was a reduction of the negative stereotypes they held of senior adults at the onset of the project. A consistent finding was the lack of a significant pre- versus post-project change in the level of student agreement/disagreement about whether most senior citizens are wiser than children and adults who are not elderly. Results suggest that the project experience did not promote a singular view of senior adults as being more special or having more wisdom than younger adults.

This is not necessarily a limitation of the project. The point might be made that senior adults are a diverse population and, accordingly, it would make no sense to hope or expect that an intensive period of interaction

with seniors would result in students having a singular, positive view about people in that age group. Rather, in facilitating connections between the generations, a more valid goal, which was achieved to some degree in the LIC-2000 project, would be to reduce the negative age-related stereotypes that function to inhibit open and honest communication between the generations. With the reduction of the LIC - 2000 students' negative stereotypes and attitudes toward the elderly, they were more able to conceive of the potential benefits of intergenerational cooperation.

The impact of the LIC - 2000 experience on the students' age-related perceptions is notable, particularly when viewing this sixth month experience in relation to the many years in which the students' interpersonal perception patterns were established.

B -Institutional Barriers to Intergenerational Programming

The intergenerational literature often ignores the institutional realities that inhibit intergenerational programming. In confronting traditional recreation and education patterns, the Neighborhoods - 2000 model challenges many norms for the use of school and community settings and counters many of the assumptions held by human service professionals.

A mono-generational view of recreation was

particularly evident during the Mount Vernon - 2000 "Dreams for the Future" Festival which took place on August 12, 1989.¹ After rain forced the event to be held indoors at a local senior citizens center instead of outside in a centrally located park, the Commissioner and Deputy Commissioner of Recreation tried to separate the seniors who usually eat lunch in the facility from the exhibits, activities and people who made up the event.

This account illustrates the rigidity of the mono-generational view of recreation and the belief that senior adults should be "shielded" from non-passive activity.² The fact that these conceptions belonged to high level city agency human service administrators indicates that the dissemination of innovative intergenerational programs will require more than the availability of adequate guidelines or "how to" booklets. There is a need for advocacy efforts at the public policy as well as at the "grassroots" levels in support of such programming.

A comparison between the Long Island City - 2000 Mount Vernon - 2000 projects helps to further illustrate the impact of the organizational context on inter-

¹ This event was the culmination of a summer-long organizing effort to develop in Mount Vernon the same type of intergenerational communication and sharing and citizen participation that took place during the Long Island City - 2000 "Futures Festival" (see Figures 7-8 for media coverage of the event).

² For a more detailed description of this event and the significance of this conflict, see Kaplan (1990).

generational program development dynamics. It was found that the more intensely bureaucratic system, i.e., the New York City Board of Education (Long Island City - 2000), in comparison to the Mount Vernon Board of Education and the Mount Vernon Youth Bureau (Mount Vernon - 2000), was less likely to facilitate teacher involvement and creativity in generating new program activities.

A comparison between the East Harlem - 2000 project and the other projects suggests that there might be some advantages to using a community center rather than a school as a base for implementing intergenerational programming initiatives. The Washington Houses Community Center staff who helped implement the project were highly interested and flexible when discussing ways to augment their project. In contrast, the school administrators of the Long Island City and the Mount Vernon projects, though viewing their project ventures as interesting and even important, were far more cautious and concerned that expanded project plans might interfere with other school activities.

Chapter 19: Implications

A - Implications for Intergenerational Program Development

(1) Intergenerational Interaction Dynamics/ Paying Attention to Process:

Programs are being developed in various community and school settings aimed at utilizing intergenerational relationships to enhance learning, health and life satisfaction. The intergenerational program literature, with few exceptions, conveys a compelling case for developing such programs, but with little attention to the rather complex dynamics that are involved when bringing any diverse groups together. For example, in a manual entitled "Intergenerational Programs: A Resource for Community Renewal" (Thorp, 1985), the editor states,

Once you get started [developing intergenerational programs], we are confident that the power of people caring for one another across generations will be sufficient to carry you through into the future.
(p.1)

Such accounts of intergenerational programming can be inspirational and serve to illustrate a growing level of commitment to developing intergenerational programs that was not evident a decade ago. However, recognition of the potential benefits of intergenerational exchanges is not enough. Intergenerational program developers need to know more about the contextual nature of "successful" and "unsuccessful" intergenerational communication processes,

with success being defined in terms of the participants' perceptions of benefit.

Each of the Neighborhoods - 2000 projects had its own complicated set of interaction dynamics which sometimes translated into interpersonal conflict for certain activities. In building the LIC - 2000 "Futures Festival" model with a group of St. Mary's Youth Center teenagers and several adults with urban planning and model-building skills, for example, we encountered a set of tense intergenerational interaction dynamics whereby the teens perceived the adults' input as threatening their control over the model (see Section II-5B[3], "The LIC-2000 'Futures Festival' Event/ The Model as Participatory Tool").

Another example that points to the fragility of intergenerational relationships is the divisive misunderstanding which rapidly emerged between a child and two senior adults who were participating in an East Harlem - 2000 cooking activity. This dissension was resolved with the help of the project director who facilitated a face-to-face meeting between the parties involved (see Section V-16A, "Postscript: Other Neighborhoods - 2000 Projects/ Facilitating Intergenerational Understanding & Relationships").

By addressing rather than painting over these types of conflicts, intergenerational program developers can

learn from each other's successes and failures. This knowledge can be translated into more effective, more timely intervention strategies that can offset potentially divisive interpersonal conflict. From the examples noted above we learn that the young and elderly project participants would probably benefit from specialized training endeavors aimed at teaching them about each other before they meet each other.

(2) Designing Developmentally Appropriate Activities:

The description of the conflict between the teens and several of the urban planners who built a scale model of the Hunters Point waterfront for the LIC - 2000 Futures Festival (see Section II-5B[3], "The LIC - 2000 'Futures Festival' Event -- The Model as Participatory Tool") also demonstrates the importance of considering the developmental needs of project participants. The teens needed to feel a sense of control and the adults wanted to see themselves as important guides.

The LIC - 2000 demonstration project provided an opportunity to determine those intensive fieldwork and classroom experiences which were most useful for generating learning opportunities for students and seniors. Some activities worked better for the youth, such as the neighborhood touring methods, and others worked better for the seniors, such as the reminiscence interviews. Based upon these findings, these and other

intergenerational activities could be redesigned to better accommodate each age group.

To generalize from the results of the three Neighborhoods - 2000 projects, all intergenerational activities should be structured to take into account the range of developmental needs of people from various age groups. One strategy for promoting this goal is to involve participants in the preliminary and ongoing planning phases for the project. Given the chance, they will help generate ideas for activities that are interesting and relevant to their lives.

(3) Recruitment of Senior Adults:

Recruitment for project participants is often seen as a "one-shot" process which follows program design and precedes program implementation. There are several problems with this orientation toward recruitment. First, there is some question about its effectiveness. At two recent conferences dealing with intergenerational programming issues,³ for example, a recurring concern, expressed by many people involved in intergenerational

³ (a) The Second Annual Generations United Conference: "Strategies for Change: Intergenerational Collaborations for the 1990's". Sponsored by the National Council on Aging and the Child Welfare League of America, April 28th-29th, 1990, Washington, D.C.

(b) "Volunteerism in the 1990's: Youth, Seniors and Intergenerational Volunteers" Sponsored by the Governor's Office for Voluntary Service, April 26th-27th, 1990, Albany, NY.

programming, was the difficulty of recruiting senior adults to participate in their school-based, day care center-based or otherwise-based programs.

In responding to these concerns, none of the panelists' discussed strategies for recruiting from the "uninvolved" senior adult population. Most presenters pointed to senior volunteer programs from which volunteers can be obtained. Others focussed on ways to involve seniors who are already popular on the volunteer circuit. From these discussions, it would appear that 10% of the volunteers do 90% of the volunteer work. In one of the Albany conference sessions, entitled "Training Senior Volunteers for Effective Leadership," two of the facilitators were "superstar" volunteers; one was so influential that she is on the Board of Directors for 14 non-profit organizations and had numerous press clippings highlighting her volunteer activities.

Senior volunteer recruitment for the Long Island City - 2000 project followed a different type of process, starting with a series of thorough interviews with various local city agency and community organization administrators. Afterwards, two special events were planned and conducted (see Section II-5 , "Demonstration of a Special Events Strategy for Promoting Intergenerational Urban Planning"). These events brought dozens of local senior adults into direct contact with neighborhood youth in a

context of cooperation and gave those seniors who were interested in further participation the chance to meet program staff and find out about the subsequent school-based volunteering opportunity.

As a result of this sequential program planning and recruitment process, enlisting volunteers for the longer school-based project was a relatively easy process and allowed time to develop a strong pre-project orientation experience for the senior adult volunteers.

The value of this sequential program development approach for recruitment of volunteers, however, was not clear until this procedure was not followed for the East Harlem - 2000 recruitment phase. Here, the project director targeted members of the senior citizens program in the same community center from which youth participants were to be recruited. With assistance from two of the senior adult graduates of LIC - 2000, a colorful slide show of the other Neighborhoods - 2000 projects was conducted with several follow-up presentations afterwards. With expectations of five volunteers, this procedure yielded two volunteers. This process was distinctly different from the steady, sequential process used in Long Island City which, by bringing youth and senior adults into contact with each other, allowed the seniors themselves to pursue possibilities for continued involvement in the project.

Another lesson learned about recruitment from implementing the three Neighborhoods - 2000 projects is that if a head administrator of a senior citizens center is not interested in supporting the recruitment effort, it becomes very difficult to recruit new seniors. The director of the Queensbridge Senior Citizen Center (in Long Island City) withheld his support for the project, citing an already busy schedule and the program being too disruptive for the established routines.

Another valuable lesson in obtaining new participants for intergenerational programming came from the planning sessions for the LIC - 2000 Futures Festival event. A factor observed in promoting positive intergenerational relationships was a trend whereby the college student interns stimulated the participation of the high school-aged youth in situations where the teenagers might otherwise have been intimidated or "turned off" (see Section II-5B[3], "The Model as Participatory Tool"). This suggests that in developing programs that promote communication across a broad continuum of the age spectrum, one important element in the recruitment strategy might involve enlisting participants in "generational increments."

(4) Intergenerational Programming to Support Communities and Communities to Support Intergenerational Programming:

"Young and old, and those in-between, have both an

obligation and need to be part of a community: assisting others, sharing burdens (including taxation) and reaping the benefits of working with others" (Kingson et al., 1986, p. 95). The generations are interdependent and "interdependently require the constant exchange of resources including income, care, time, knowledge and services" (Kingson et al., p. 92). On a similar note, Moody and Disch (1988) argue that the most powerful legitimization strategy supporting intergenerational programs is the "ideal of common citizenship." Accordingly, senior adults are seen as having a unique role as conveyers of culture.

Curriculum evaluation results suggest that the intergenerational interaction process requires time. In the preliminary meetings with students before they met their senior adult co-participants for the Long Island City and Mount Vernon projects, the students were asked how they thought seniors viewed children. Several themes emerged, including "they want us to sit and be quiet" and "they don't seem to like it when we have fun." Although these themes seemed to disappear from the children's perceptions of senior adults by the end of the project, the reduction of negative stereotypes is only a preliminary step on the road to mutual tolerance and understanding that presupposes "common citizenship." It would seem that the Neighborhoods - 2000 project

experience would need to be followed by other positive intergenerational sharing experiences.

The LIC - 2000 project functioned as a 16 month project.⁴ Although establishing a long term, self-maintaining program was not one of the preliminary goals of this project, in hindsight, this short-term view was perhaps its major failing.

Thorp (1985) states that to establish a stable intergenerational program requires three elements;

- an event that "provides an opportunity for various community groups to try the idea of intergenerational contact on for size";
- an ongoing activity or set of activities;
- integration into an organizational framework which involves interagency cooperation and planning (p. 28).

The Long Island City - 2000 project established a set of events and activities, but did not facilitate an organizational framework from which to continue planning new events and maintain the school-based activities.

To have established a long term program, an organizational framework, ideally neighborhood-based, would have been necessary. It might have been useful for the project director, while conducting the comprehensive special events planning and outreach meetings, to have worked to establish a formalized community-based mechanism

⁴ When the project director moved on to other projects and work responsibilities in July 1988, the Long Island City - 2000 demonstration project ended.

for planning other events and activities. An example can be found in the "Intergenerational Activities Committee" model piloted in Lakewood, Ohio and funded by the National Council on the Aging (Ventura-Merkel, 1985). This committee functioned to facilitate the planning and implementation of a wide range of intergenerational program ideas.

B - Implications for Action Research in Environmental Social Science

The project director's role changed throughout the course of the project, from action researcher⁵ during the preliminary project planning and community organizing phases of the project, to program administrator and evaluator for the school-based component of the project.

In conducting the preliminary community interviews and developing the special events, the project director simply worked to involve local youth, senior adults and school and community organization administrators in local development issues. This involved facilitating a process of community participation that emerged from the interests and abilities of the community participants.

This "grassroots" strategy was criticized by some decision-makers, such as the Project Manager for the Port Authority of NY/NJ, on the grounds that an appropriate decision-making structure was already in place. However,

⁵ See Section I-B for a review of the participatory action research paradigm.

results from the LIC - 2000 special events revealed that residents were not well-informed about impending developments and had not been asked to be involved in decisions at all; they had simply been asked to respond to plans which in no way had come from the community. The early stages of the project seem to have stimulated the kind of community awareness about local planning issues which would be necessary for the residents to be involved in decision-making, while, at the same time, yielding valid information about the phenomena of interest; inter-generational collaboration and cooperation in community-level urban planning.

To further explore the nature of intergenerational urban planning processes, a controlled demonstration project was established in a classroom environment, with a clear set of research goals, a structured though flexible curriculum, and a pre-designed program evaluation plan. Though the participants of the school-based component of LIC - 2000 were not "participatory action researchers" insofar as they had limited control over the project's design, the curriculum was designed to engage them in a "hands-on" community exploration and learning experience.

It was found that some of the benefits of participation identified by advocates for youth participation were similarly found in the LIC - 2000 project. For example, one of the basic premises of the participatory

approach indicates that environmental design issues are best learned when participants have a "hands-on" opportunity to explore design alternatives (Nicholson 1976; Ward & Fyson, 1973). As anticipated, it was found that project activities which gave project participants a good deal of latitude in exploring design options, such as the "Design the 'Ideal' Neighborhood" model-building activity, facilitated creative, conceptual thinking about neighborhood development issues (e.g., see Section IV-9A[1], "Description & Self Evaluation of Each Project Activity/ 'Model Building'").

C - Implications for Urban Planning and Design

Although the special events component of the Neighborhoods - 2000 model is provocative in several ways, there are distinct limitations. One day community events cannot provide the basis for an active, "empowered" citizenship. However, these events were supplemented by a school-based component of Neighborhoods - 2000, resulting in the demonstration of a program model for getting schools to address community planning issues.

One of the common responses received after describing the LIC - 2000 concept to urban planners and people who were familiar with Long Island City politics was a caution not to let the participating children get their hopes up too high for making an impact. After taking part in project events and activities, however, some of these

professionals realized that the youths did indeed have valuable things to say about community development issues. The positive responses of the Department of Planning representative after the Futures Festival, and the Community Board District Manager after the Display Day were more than the polite and politically cautious responses one might expect. In both cases, these decision-makers encouraged the project director to plan additional events in which they could have a similar type of dialogue with local youth and senior adults.

The importance of community involvement in local development is conveyed by a comment made by the architectural student intern in her final journal entry in reference to what she learned from the project:

... Most importantly, if I'm aiming at improving a community, I should listen rather than teach -- then will the community's problems become evident rather than my perception of their problems. If, as I hope, I can work in community development some day, that will be the skeleton of my methodology.

In the majority of the participatory planning projects described in Section I-2, "Literature Review & Conceptual Framework," the participants often struggled with a time-consuming process of formulating and reformulating their goals and plans to transform their situations/environments. In many of these projects, professionals were available to provide urgently needed encouragement, organizing assistance, and skills training

for the participants.

Results of the LIC - 2000 project provide further support for viewing participatory urban planning as a lengthy process in which participants can benefit from assistance in terms of setting their goals and structuring their environmental improvement plans. It was found, for example, that in the beginning of the "Developing Alternative Plans" phase of the LIC - 2000 project, when left on their own, the project participants had great difficulty converting their neighborhood concerns into concrete plans for neighborhood improvement. The architectural student intern was able to provide invaluable assistance in terms of helping the groups consider neighborhood layout alternatives that would address the local needs and concerns upon which they chose to focus.

D - Implications for Education

Just as the widespread concern about our educational system has not been translated into a consensus about what it will take to improve the quality of education in our country, the growing interest in intergenerational programming in schools has not facilitated a uniform approach for introducing older adults into the school setting. Intergenerational programming introduced within the "back to basics" educational orientation, which places a renewed emphasis on the three R's (reading, writing and arithmetic), typically places the senior adult volunteer in a

one-to-one tutoring role, working with students who are identified by teachers and school staff as needing extra help in basic academic areas. The senior might also relate to the student as a "mentor," and this might lead to communication that goes beyond the math or English being tutored.

As discussed in the section on School-Based Urban Environmental Education, there is an expanding body of literature that presents the participatory experiential education approach as an important methodology for stimulating children to adopt an active, creative role in investigating and caring about real community issues (see National Commission on Resources for Youth, 1981; National Assessment of Educational Progress, 1988; Newton, 1989; and Ward & Fyson, 1973). Dissertation results suggest that by adding an intergenerational component to this experiential education model of urban education, new possibilities for community education and action can be created.

In terms of its educational implications, the Neighborhoods - 2000 model is significant insofar as it provides a pedagogical role for seniors other than tutoring or assisting teachers with special events. Project evaluation results indicate that the LIC - 2000 senior adult volunteers were able to make important contributions to the students' learning about neighbor-

hood realities and possibilities. They engaged the students in dynamic conversations about community life-- as it was, as it is, and as it could/should be -- in ways beyond the role of tutor or teacher.

In order to establish intergenerational relationships, where "intergenerational" is defined to mean mutual exchange between equal parties, more attention needs to be paid to program strategies that depart from the "seniors as experts" mentality. In the LIC - 2000 project, this proved to be difficult insofar as the project design was found to include elements that unintentionally gave more status to the senior adults. For example, after each two hour session, the seniors had a 20-30 minute "debriefing" opportunity while the students had none. Furthermore, in the "reminiscence interviewing" activity, the seniors were the "subject matter" thus creating a lopsided "intergenerational dialectic" that reified the experiences of only the older adults' age group.

To rectify these imbalances for the subsequent project, Mount Vernon - 2000, a second phase was added to the reminiscence interviewing activity whereby the seniors also interviewed the students about their neighborhood lives. Also, the project staff occasionally met separately with the students to discuss project directions, strengths and weaknesses.

E - Future of the Neighborhoods - 2000 Model

The most immediate result of this dissertation is the demonstration that the Neighborhoods - 2000 program model can be implemented successfully and work well in a large city educational system. Results of the LIC - 2000 project evaluation suggest that this project was a partially effective intervention into problems related to age segregation and restricted community participation in local development issues. The implementation of similar projects, in East Harlem and Mount Vernon, resulted in similar intergenerational interaction dynamics and results. These results are encouraging enough to justify the development of new Neighborhoods - 2000 projects. This section presents some program replication considerations and reviews some future research possibilities.

In terms of yielding information about how to best conduct a Neighborhoods - 2000 project, dissertation results are useful. For instance, it was found that the teachers of the Long Island City and Mount Vernon projects had a profound influence on the planning and implementation of project activities. This has implications for determining how teachers are selected for future projects. In the least, a formal system should be developed to ensure that teachers who are not committed to the model's fieldwork orientation and intergenerational approach to urban/ community studies should not be

considered for project participation.

In order to disseminate the Neighborhoods - 2000 model to elementary school administrators who might be interested in implementing such projects, the author wrote a program development guidebook (Kaplan, 1991). Although this guidebook was written to inform project replication efforts, it is important to emphasize that the Neighborhoods - 2000 model is fluid and each project should emerge according to the participants, settings and resources involved. Instead of rigidly following the curriculum framework, project facilitators should revise activities or develop new activities that take into account the skills and interests of the participants involved. Also, the neighborhood exploration dimension of each project will vary according to the neighborhood issues of concern to the participants and the neighborhood development dynamics they encounter when they begin to formulate and disseminate their neighborhood improvement plans.

Another principle which underscores the Neighborhoods - 2000 model is that the premise for establishing intergenerational connections can readily be found in the real world, according to the perceptions of the participants. There is no need for the project facilitator(s) to concoct or contrive issues upon which to base intergenerational exchanges.

It should be kept in mind, that this dissertation is

only a beginning effort to investigate the dynamics of developing an intergenerational program around a community education and participatory planning agenda. More research is clearly needed. In this dissertation, no systematic comparisons were made between the different Neighborhoods - 2000 projects. Also, no effort was made to explore whether this model is more effective than other types of intergenerational programs and community participation projects in terms of promoting intergenerational cooperation and community involvement.

In order to learn more about the intergenerational interaction dynamics and neighborhood impact associated with the Neighborhoods - 2000 program model, and to further develop the model, it would be useful to conduct comparative research aimed at contrasting Neighborhoods-2000 projects conducted in different types of settings, in different types of neighborhoods, and with different population groups.

Also, in order to learn more about the benefits of incorporating an intergenerational component into participatory community exploration projects, it might be useful to systematically compare the Neighborhoods - 2000 model with a single generational community participation model in terms of the benefits experienced by the participants and the generation of community education and action possibilities.

Appendix A

Long Island City - 2000 Sixth Grade Curriculum

Timetable:

- Course Preparation and Pre-Test (Questionnaire) Development (November and December, 1987).
- Conducting the Curriculum (January to June, 1988):
Once a week weekly meetings, 2 hours in each meeting.
- Evaluation of the Curriculum (June 1988 to June 1989).

Introduction:

Each of the following phases of this course makes use of a wide variety of materials intended for "hands-on" use, examination, and revision by students, the teacher, and the senior citizen volunteers. Students are encouraged to develop a rich array of maps, models, photographs, newspaper clippings, and written documentaries describing how life is, and what it could be like, in the three Long Island City neighborhoods; Ravenswood, Queensbridge, and Hunters Point.

PHASE 1 - Pre-Project Questionnaire, Introduction to Project, and Preliminary Discussions about Neighborhood Development and Aging (Weeks 1-2)

- Introduction to the Long Island City - 2000 project team; the project director and interns. Overview of the Long Island City - 2000 curriculum.¹
- Class receives written and verbal instructions to the Pre- Project Questionnaire. Class takes the Pre-Project Questionnaire before they meet the senior citizen volunteers.²
- Introduction to Senior Citizen Volunteers.
- Class discussion about LIC and neighborhoods in general: "What is a neighborhood?" (with consideration

¹ The senior citizen volunteers receive a separate orientation to the project which includes a short training program to prepare them for working with children.

² Senior citizen volunteers are interviewed separately in a one-to-one interview format.

of social as well as physical characteristics) "What do people need from a neighborhood?" "What do you like and dislike about Long Island City?" and "What would the 'ideal' neighborhood be like?"

- Discussion of the role of the senior citizen volunteers. Discussion and evaluation of age-related stereotypes.
- All participants (youth and seniors) are introduced to the expectation that they keep journals to record their impressions throughout this course.

PHASE II - "Design the Ideal Neighborhood" Model-Building Exercise (Weeks 3-6)

- Entire class discussion, with active participation from the senior citizen volunteers, further considering questions: "What is a neighborhood?" "What do people need from a neighborhood?" and "What is the ideal neighborhood?"
- Class breaks into five small groups (one to two senior citizen volunteer to a group), mixing students so that each group contains students from each of the three LIC neighborhoods.
- Participants receive a description of this model-building exercise. Each group is asked to discuss the important elements and desired features of a neighborhood. Each group then develops an overall approach for developing a model of what they consider to be an "ideal" neighborhood. The project director, teacher, and college interns assist groups in the development of their plans.
- When the models are completed, the groups make class presentations about their neighborhood plans.
- Final class discussion about the physical aspects of the plans as well as the values and living arrangements they imply.

Phase III - Reminiscence Interviewing Exercise (Weeks 7-10)

- Training: Students receive training for how to interview seniors about their community experiences and perceptions.
- With one senior to a group of 3-6 children, students conduct group interviews with the seniors. (Interviews

are tape recorded.)

- In a subsequent class discussion of the interviews, students and seniors discuss the substantive issues covered in these interviews and consider potential connections between urban development issues of the past and those of the future.
- The project director makes copies of each taped interview; one for each student interviewer and one for the senior volunteer.
- Students transcribe the interviews and write theme reports.

Phase IV - Land-Use Mapping (Weeks 10-12)

- Class introduction to aerial photographs and outline maps of their neighborhoods.
- Working in intergenerational groups developed according to home residence, participants locate places of interest to them, including the school and their homes.
- Participants develop a color coding scheme to represent land-use functions of their neighborhoods. They use this scheme to identify, explore and discuss local land-use patterns in class and as a follow-up homework assignment.

PHASE V - Autobiographical Walking Tours (The "Walk-About-Talk-About" Exercise) (Led by Students and Seniors) (Weeks 13-14)

- Introduction to this activity.
- Discussion of priorities, requirements, elements of interest and other considerations for developing walking tour routes.
- Map reading instruction (by urban planning consultant and architectural intern).
- The class is broken into groups. The senior citizens are grouped together and the students are matched with other students from the same neighborhoods in groups of 5-7. The groups meet to discuss and develop their tours (one tour per group), with assistance from the project director and interns.
- The senior citizens are then matched up with the

student groups according to neighborhood. Groups finalize tour routes.

- Tours are conducted in these small groups.³ The senior citizen and the students in each group take turns conducting tours. (Participants are asked to make use of their journals to record what they learn from, and their impressions of, the tour(s). Also, each group has access to a tape recorder to record observations and discussion in the field.)
- As an entire class, discussion about the tours and what they taught participants about each other, neighborhood issues and neighborhood needs.

Phase VI - Developing alternative plans (Weeks 15-18)

- Meeting in the same groups as for the "Walk-About/Talk-About" Exercise, participants decide upon the neighborhood issue(s) they wish to highlight.
- Participants then work to express their neighborhood concerns and ideas through sketches, models, music, dance, poetry, etc.
- Final displays and presentations are made ready for the "Display Day" event described below. Throughout this phase of the project, participants discuss their concerns and practice their presentations with each other.

Phase VII - The "Display Day" event: Publicizing Research Results and Long Island City Improvement Ideas (Weeks 19-21)

- Display Day: As a culminating activity, participants organize a school/community fair to display the class research findings and their plans and suggestions for Long Island City. In structuring the event, the class needs to develop a mechanism to receive feedback from residents, planners, politicians, and Port Authority representatives who attend. This might include inviting Department of City Planning and/or Port Authority representatives to present and discuss the City's plans to the LIC - 2000 participants at a later date.
- If enthusiasm is high, students can write letters to

³ Note: Parental permission slips are required in advance of class outings.

local papers suggesting preferred alternatives to local issues.

- As another form of outreach, project participants could prepare a position statement on a local issue (or set of issues) for a presentation at a public meeting.

Phase VIII - Evaluation of the Curriculum (Week 22)

- Post-project questionnaire and individual interviews with senior citizen volunteers.
- Discussion, involving project participants, staff and the teacher, about the Display Day presentations and how people responded to their suggestions. Also, critical discussion about the entire curriculum. What about the curriculum was good and what could be made better?

Appendix B

Chart 1: Summary of Assumed Consequences of Participatory Decision-Making (from Iacofano, 1985).

DISCIPLINE	ASSUMED CONSEQUENCES OF PARTICIPATORY DECISION-MAKING
Psychology	Enhancement of self-esteem and control over life.
Environmental Social Sciences	Control over environment and thus production of environments with higher perceived environmental quality.
Social Psychology	Development of personal values and an increase in the individual's ability to relate to the larger society.
Sociology	Reduction of social alienation and isolation and the building of community.
Organizational Development	Increase in an organization's resilience and survival ability by living with uncertainty, embracing error, setting goals, evaluating alternative futures, coping with role stress and being open to change.
Political Science	Development of a sense of political efficacy in individuals resulting in a more democratic, healthier society.

Toddlers To Grannies Plan For LIC-2000

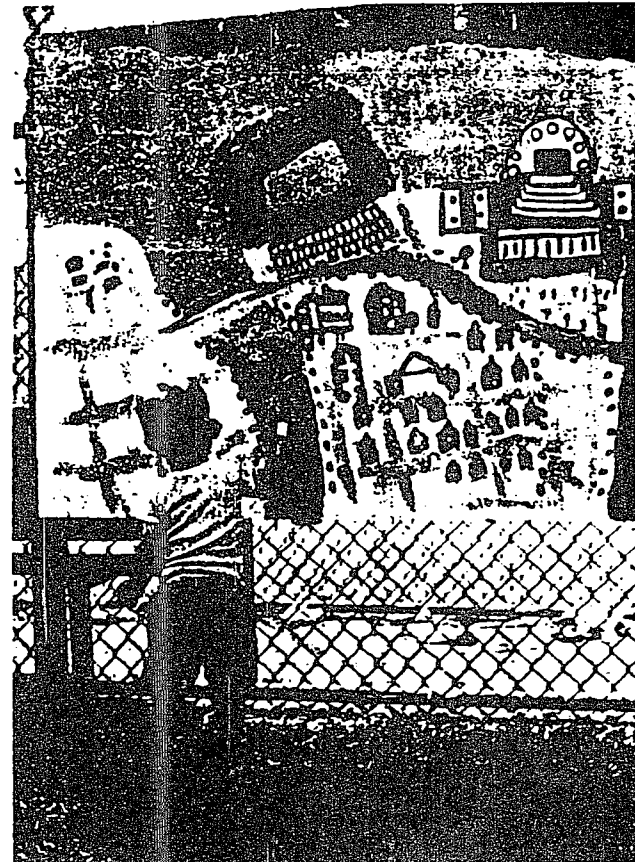


Among those participating were (standing, l. to r.): Phil Galanis, Grazia Norton, director of St. Mary's Senior Center; Chille Caggiano, and Rose Foschino. Bottom (l. to r.) are: Joe DeSimone, Omar Mendez, Rick Williams, and Belinda Irizarry. They were photographed in front of their mural. (Photo by Richard Bonilla)



Another group is diligently at work on a mural. (Photo by Richard Bonilla)

There weren't quite 2,000 people at last Saturday's Long Island City—2000 event, a community mural day at Murray Playground, 21st St. and 45th Road, Long Island City, but there was a good cross representation of the area on hand to participate with their drawings and concepts in the future development of the area and its waterfront. The latter is slated for



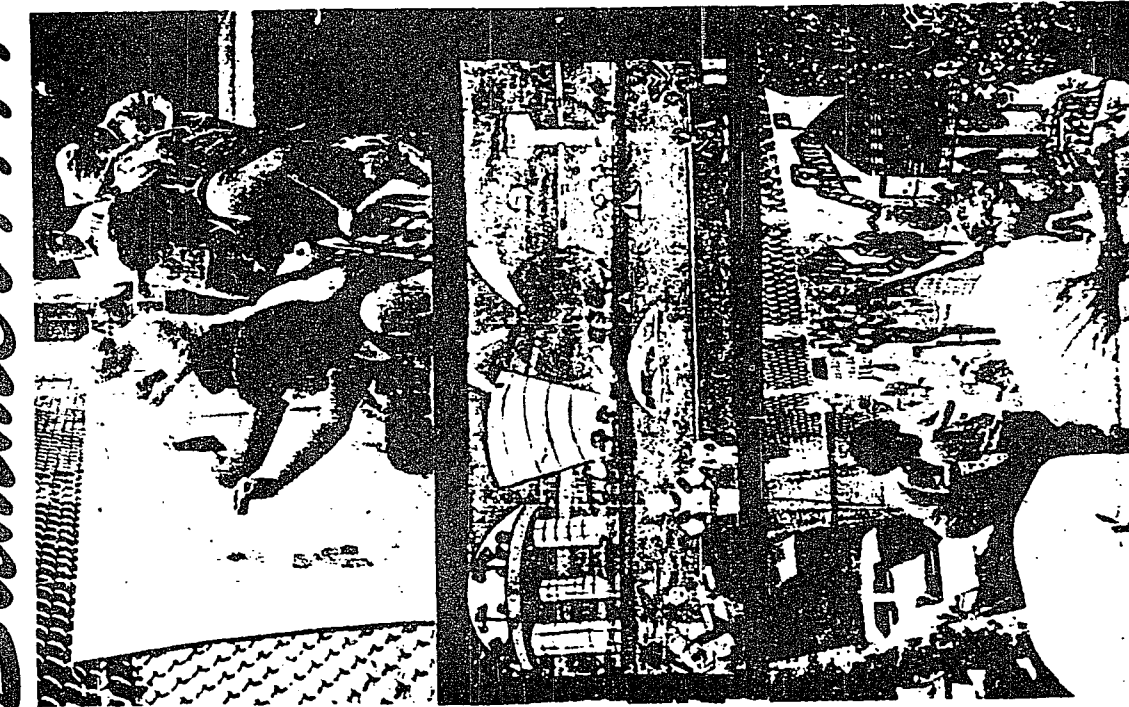
Who has more right to input into year 2,000 than Luke Vivian, 23 months old. (Photo by Richard Bonilla)

a \$1.5 billion development by the Port Authority and private developers. The accompanying photos depict some of the renderings made by young and old alike, and those in between. The event was staged by The Graduate School and University Center of CUNY's Center for Human Environments.

Appendix C (cont'd)
 Figure 2: Publicity from the Long Island City - 2000
 "Community Mural Day" event.

THE LONG ISLAND CITY NEWS - OCTOBER 1, 1987

*What We
 Did Last
 Summer....*

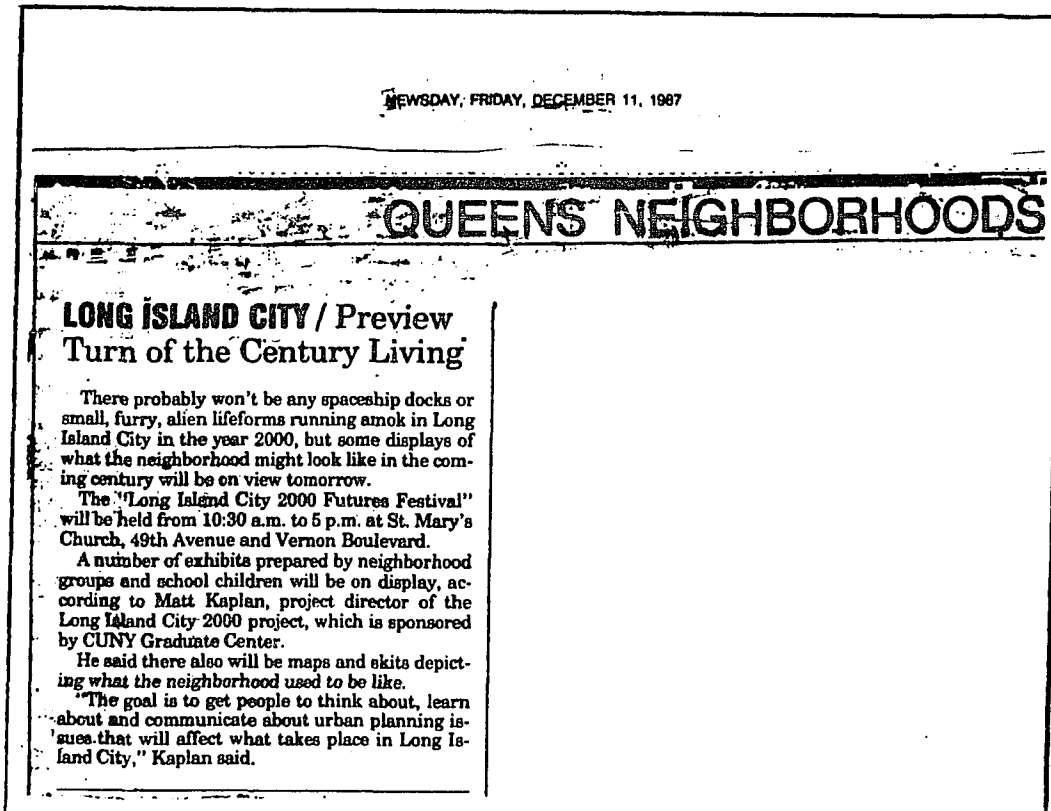


Community Mural Day

On July 11, 1987, 100-150 Long Island City residents came to Murray Playground, braving a densely humid day with temperatures reaching above 95 degrees, to make a statement about their needs and hopes for the future of Long Island City. This event, the Long Island City - 2000 "Community Mural Day," was organized by the Center for Human Environments at the City University of New York Graduate Center as the first of a series of events to promote community participation in the development of the Long Island City waterfront, an area which is slated for revitalization with \$1.5 billion in public and private funds.

Participants were provided with paint, brushes, sketching paper, pencils, and 80 feet of "Homosote," a condensed cardboard-like substance which is ideal material on which to draw murals. Several local artists, urban planners and human service professionals assisted participants in illustrating their future images for Long Island City and helped in stimulating discussion about local urban planning issues and possibilities.

Appendix C (cont'd)
Figure 3: Publicity from the Long Island City - 2000
"Futures Festival" event.



Appendix C (cont'd)

Figure 4: Publicity from the Long Island City - 2000 "Futures Festival" event.

Page 16 Western Queens Gazette Nov. 18, 1987

Invite All Groups: Submit Displays for 'LIC-2000'

All community groups in Long Island City, Woodside, Astoria and Sunnyside are invited to submit a display, or several displays, for the "Futures Festival," an event which is part of the Long Island City-2000 project, sponsored by the Center for Human Environments at the City University of New York Graduate Center.

It will take place on Saturday, Dec. 12th, in the basement of St. Mary's Church, at 49th Ave. and Vernon Blvd., in Long Island City.

The goal of this and other Long Island City-2000 events is to encourage children and adults who live, work, or play in Long Island City to learn about local urban planning issues and express their concerns and hopes for the future of the Long Island City Waterfront, from the Newtown Creek to the Queensboro Bridge.

Community and local school groups are working on a wide range of projects to display at the event. The St. Mary's Youth Center, with the assistance of Pratt Institute architectural students, is undertaking an ambitious project for the festival. They are creating a model of the Long Island City waterfront as is, with movable parts and additional elements, for the purpose of exploring and communicating specific de-

sign options. The murals created at the Long Island City-2000 "Community Mural Day" event last July 11 will also be displayed.

All kinds of exhibits are welcome, including:

- * visual displays (drawings, banners, photographs, models, collages, murals, etc.);

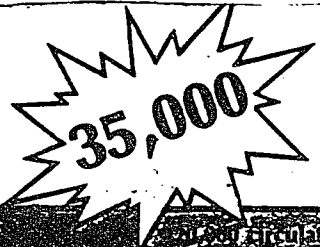
- * performance (poetry recitals, stories, songs, raps, and skits/dramatizations);

- * films or videotapes that might stimulate interest and critical thinking about the urban planning issues facing Long Island City.

Local politicians and representatives from the Department of City Planning and the Port Authority of N.Y. and N.J. will be invited to attend the event to review and discuss the various displays.

To reserve space at the festival or to discuss your presentation ideas, contact Matt Kaplan, project director of the Long Island City-2000 project, at (212) 944-2334. Either Kaplan or one of several architectural student interns from Pratt Institute who are working on this project will be available to work with different groups in developing displays or presentations before this event.

Appendix C (cont'd)
Figure 3: Publicity from the Long Island City - 2000
"Futures Festival" event.



35,000

The Western Queens

Gazette



Greater Circulation: Grant Town, Jamaica, Hunters Point, Dutch Kills, Ravenswood, Ditmars,
Siena West, Old Astoria, Glenway and Jackson Heights

Vol 6 No. 48

Dec. 16, 1987

LIC-2000 'Futures Festival' Unites Old And Young

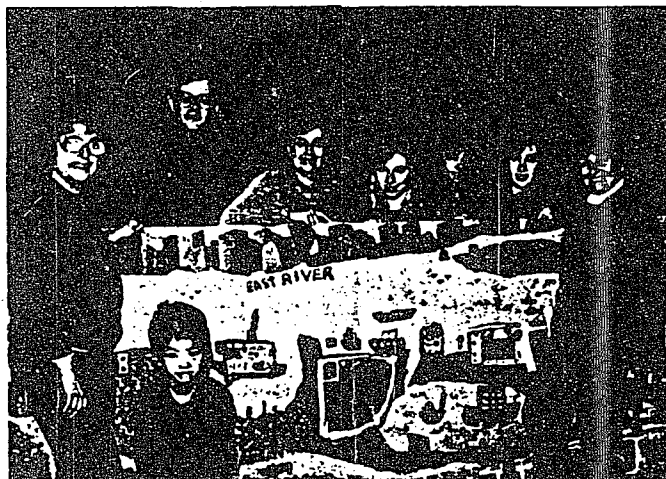
BY NILLY OSTRO

Senior citizens and youth got together in the basement of St. Mary's Church in Hunters Point last Saturday (Dec. 12), to talk about the future of Long Island City in the LIC-2000 "Futures Festival," an event sponsored and developed by the Center for Human Environments at the City University of New York Graduate Center.

The festival featured exhibits prepared by both the youth and seniors of LIC as well as local community groups and residents, all related to the future of LIC with the proposed massive, billion dollar waterfront development in Hunters Point as a paramount concern.

"The goal of the Future's Festival was to educate people about urban planning and to create a mechanism by which people can express their hopes and opinions," said the project's director, Matt Kaplan. Roger Hart, director of the Center for Human Environments and a resident of LIC, added that it was the first time, to his knowledge, "that there has been a debate on the future of the community at all."

The LIC-2000 is a demonstration project designed as a supplement to the official procedures of involving the community in planning development, such as public hearings. And seniors and youth are "the two populations that seem to have the least input in urban planning," said Kaplan. The project seeks to create grass-roots involve-



Participants in "Futures Festival" by St. Mary's Youth Center.

(Photo by Audrey Gottlieb)

ment in planning future developments, a way of making the official methods less obscure, he said.

What the LIC-2000 project proposes is a new set of communication channels—maybe to be implemented citywide, said Kaplan, to bring planning down to the

people who are really affected by it. And the Futures Festival has been the first step.

The festival was attended by Laurance Parness, director of the Queens office of the Department of City Planning, as well as Assemblywoman Catherine Nolan (D-Ridgewood), and both got a chance to hear

how the community really feels about the upcoming development. They even got a chance to see how the community feels about it with "The Hunters Point Waterfront As It Is and As It Could Be," a 3-D model prepared by St. Mary's Youth Center with the assistance of undergraduate students from Pratt Institute in Brooklyn.

The model outlined what LIC's future residents want to see on the waterfront. It included large open spaces, a skating rink, an entertainment complex and a sport complex, as well as low-rise housing and community centers.

Eddie Cuminalo, a 16-year resident of LIC, called the model "the most humanistic view of development." She said that the seniors "who are beyond politics," and the youth "who don't yet know what politics are," are the best ones to develop a model for the future. "What real planning is about is making it work from the inside," she said.

"I think it was worthwhile," said Monte Mitchell from the LIC Interblock Association. "People, especially in LIC, have not been aware of what changes are taking place and what changes will take place," he explained.

Roger Hart agreed that the Future Festival fulfilled the goals of its creators. "We informed a lot of people that an important issue is coming down the road."

With the goal of maximizing public participation in mind,

(Cont. On Page 17)

LIC-2000 'Futures Festival'

(Cont. From Page 1)

LIC-2000 has a two-fold mission, according to Hart: "Increase involvement and increase information." And widespread involvement is what seems to be missing from the proposed waterfront development—according to some Hunters Point residents.

The development, a joint effort of the Port Authority and the City of New York, "will change forever the nature of LIC," said Cuminala. The concern faced by the neighborhood is that of gentrification, she said.

Gentrification is defined by the Dept. of City Planning as "the process of neighborhood change, characterized by an influx of more affluent households into low and moderate income neighborhoods, and generally accompanied by reinvestment in the housing occupied by new residents, resulting in housing improvement and increased cost." The term also implies for many that it will result in driving out older, poorer, original residents.

But, according to Hart, many at the Futures Festival were not even aware that developing the waterfront will result in higher rents, and possible displacement of low-income residents. However, "any time you have an area coming back, there will be an increase in land value," explained Robert McGraft, spokesman for the Mayor's Office, but that is not necessarily bad. When gentrification means community revitalization, it is positive, said McGraft. McGraft gave the example of the Greenpoint section of Brooklyn and the South Bronx—both recently revitalized. Before, "rents were a lot cheaper," he said, "but was it better?" He added that when development is planned "carefully and with sensitivity," it is to the benefit of the community.

Differing with McGraft, Cuminala said:

"It will be very difficult to make this beneficial to the community. We don't want to live with mid-town Manhattan congestion, and already, landlords with dollar signs in their eyes, are raising rents and pushing out long-time residents."

The first alternative master plan, put out by the Port Authority, was already submitted for review by Community Planning Bd. 2. There will be two more alternative plans, and with the aid of City Planning and community input, the one that is most beneficial and economic will be chosen, said Allen Morrison, a spokesman for the Port Authority, which is committed to spending \$125 million on planning,

and land preparation. The actual construction will be contracted out to private developers.

The plan calls for a combination of residential, public and commercial development, said Morrison. It includes 5 million square feet of mixed low-rise and high-rise residential development (probably condos), 4 million square feet of office space, and 1 million square feet of retail space, as well as a 400-room hotel, a promenade with wide public access to the waterfront, open spaces, health facilities, and off-street parking. The objective is to replace a vast, underutilized area from about the southern tip of LIC north to about 40th Ave., replacing many rotted piers and old factory buildings. "Public access to the waterfront is one of the keystones of the project," stressed Morrison.

Will the needs of the community play a role in drafting the final master plan, Morrison was asked, and he responded that the Port Authority is concerned with community

involvement and has made several appearances at CPB 2 meetings as well as at meetings of other local groups.

But is that enough? According to Mitchell, from the LIC Interblock Association, CPB 2 is not representative of the needs of LIC. With a population of only 5,000, Hunters Point carries small weight in comparison to Woodside and Sunnyside, which account for the bulk of CPB 2's population, he said. Cuminala agreed: "CPB 2 is not in touch with LIC at all."

CPB 2 chairperson Christine Boyen said the board is in favor of the waterfront development as long as it doesn't have an adverse impact on low-income residents and seniors, and doesn't cause displacement. Boyen confirmed that the Port Authority has maintained communication with the board.

Sam Samuels, a spokesman for Borough President Claire Shulman's office said, "The Borough President is very much in favor of the development." When asked about precautions taken to protect long-time residents of the neighborhood, Samuels referred to a Department of City Planning booklet on land use policy recommendations in LIC that came out six years ago. The booklet specifies recommended zoning and promises that the future of LIC as an area of both residential and industrial character will remain in tact.

"The Borough President is very much concerned about protecting the residents of Hunters Point," said Samuels,

"and there is a great deal of community involvement. CPB 2 is very involved, and we push for continued involvement to make sure that whatever is being done, will be done to the benefit of the community," he said.

The problem, according to Mitchell, is that the new development is created as a self contained entity—with its own retail businesses, and its own services. "It is not going to reinforce the existing businesses, and the development that is already taking place, independently, in Hunters Point, or upgrade the services offered to the community."

Cuminala thought the problem lies elsewhere, with people with power and money who are able to win approval of zoning variances and new development programs, and leave out the community interest. As to the precautions taken to protect the residents, "they're only as good as the promises," said Cuminala, "and I am real skeptical." Cuminala used the 48-story, 663-foot new Citicorp Tower being built in Court Square, as an example of how zoning variances can be approved to accommodate developers. It will be especially easy in an area like LIC, where some blocks have more industrial buildings than residential ones— "They replace one set of revenues for another set of revenues," she commented.

The festival was also successful in terms of an intergenerational community get together. "It was a good audience, concerned and active," said Kaplan, "and there was good dialogue about the neighborhood's dreams and hopes."

Some of the exhibits were interactive, such as the preservation map put up by the LIC Interblock Association, which allowed everyone to share images of places in LIC that they want to preserve.

The audience was entertained by the LIC Community Singers, conducted by Chilie Coggiano, president of St. Mary's Senior Center, as well keyboard playing Joseph Piscopo, vice president of St. Mary's Seniors. There were refreshments, and the crowd responded with loud applause when Matt Kaplan asked if this type of event should be done more often.

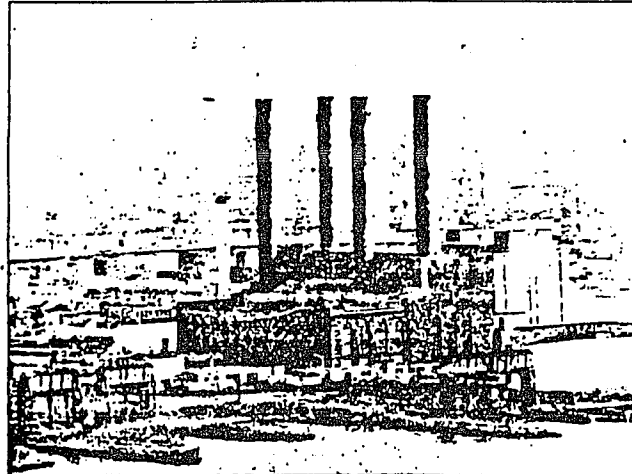
"The most important thing is involving the average people in community development dynamics," said Kaplan, who's going to take the dynamics into PS 76 at 36-36 10th St. in January, where sixth graders will sit in class together with seniors and study community affairs.

Appendix C (cont'd)
 Figure 6: Publicity from the Long Island City - 2000
 "Futures Festival" event.

QUEENS NEIGHBORHOODS

Phone Items to (718) 520-0505

QUEENS CLOSEUP



A view of the Hunters Point waterfront, as seen from across the East River in Manhattan.

Hunters Point Residents Oppose Waterfront Plan

By Constance Cummings

Plans for a waterfront development project along a stretch of the East River are causing a small groundswell of reaction among Long Island City residents.

The city and the Port Authority are reclaiming industrial waterfront property in Hunters Point to build a \$1.4-billion publicly and privately funded commercial and residential complex. The 22-block site, which lies opposite midtown Manhattan, is bounded by the 45th Road Basin and Newtown Creek, between Fifth and Second Streets and the East River.

"Today, city planning procedures are not enough for neighborhoods facing dramatic changes," said Matthew S. Kaplan, director of the Long Island City — 2000 project, which encourages Hunters Point community involvement in the development planning process. The project is sponsored by City University of New York's Center for Human Environments.

"There are lots of grassroots concerns and hopes not addressed, a whole psychological dimension to how environments should be developed," said Kaplan, who organized a "Futures Festival" Saturday in the basement of St. Mary's Church on Vernon Boulevard and 49th Avenue, attracting about 200 neighborhood residents and civic groups. Even a couple of city planners were seen wending their way through exhibits entered by school children, civic groups and senior citizens.

"The Futures Festival" and an upcoming urban planning course for PS 76 sixth-graders taught by Kaplan and senior citizens are promoting public awareness of the long-delayed, 72-acre development, which would add 5 million square feet of low- and high-rise housing, 4 million square feet of office space and 1 million square feet of hotel and retail space. Plans include a pedestrian esplanade, parks and off-street parking.

According to city officials, the development will create about 16,000 new jobs and provide housing for up to 8,000 people. Construction should begin by late 1989, a Port Authority spokesman said.

The development's magnitude dwarfs the tiny, 5,200-member community, zoned for heavy manufacturing and residential use, where single- and two-family brick homes and three-story walk-ups are nestled among the factories.

Facing large-scale conversion and an influx of profit-seeking developers, residents worry about the escalation of property values and the availability of affordable housing.

"The Port Authority plan basically turns the waterfront into another rich man's ghetto. The only thing they lack is the barbed-wire fence and the towers with the machine guns," said Robert W. Halgreen, a designer who lives on 11th Street.

"The local community has very legitimate concerns," said Lawrence Parnes, director of the Queens office of the City Planning Department, who attended the festival.

"They're going to knock down all the houses, including mine," said Peter M. Marchette, 16.

With the guidance of two Pratt Institute architecture students, Marchette, along with 14 other members of St. Mary's Youth Group, constructed a 12-by-16-foot model from chip board and construction paper representing their vision of an ideal redeveloped waterfront, replete with football fields, low-scale housing, a waterfront park and a round shopping mall. Using moss and sand, they fashioned a natural bank along the penciled-in East River.

Several residents, who said their only access to the river is by way of a small, recreational pier at the end of 44th Drive, preferred the student's model to a master plan alternative prepared by a development consultant for the Port Authority.

Also on exhibit were sections from a 2000 project, an 80-foot mural of Hunters Point on which about 200 self-described "nonartistic types" collaborated in July, and a preservation map of old and new photographs of favorite landmarks, such as a firehouse with a stepped Dutch gable on 47th Street.

"We are not Manhattan. We are borough residents. If we wanted to live in an urban center devoid of life, we'd move to Detroit," said Eddie Cumiale, 40, a longtime resident of Hunters Point.

NEWSPAP, THURSDAY, DECEMBER 17, 1987

NY

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Appendix C (cont'd)
Figure 7: Publicity from the Mount Vernon - 2000
"Dreams for the Future" event.

THE MOUNT VERNON TIMES, MONDAY, JULY 17, 1989

3

Mount Vernon-2000 Project Completes First Phase

By Bill Wertheim and Matt Kaplan

From January to June 1989, the first phase of an innovative intergenerational program was implemented at the Washington Elementary School.

This model program, called Mount Vernon-2000, brought seven senior citizen volunteers from the Mount Vernon community together with a sixth grade class to partake in a series of activities aimed at exploring Mount Vernon's past, present, and its potential future.

The program was developed by the Mount Vernon Youth Bureau, the Mount Vernon Council of Community Services and the Center for Human Environments at the City University of New York Graduate Center. Funds were provided by the Mount Vernon Youth Bureau, the Mount Vernon Chamber of Commerce, the Westchester County Youth Bureau and a small grant from Chemical Bank.

Why bring young and old together in collaborative enterprise?

In a world increasingly torn by severe societal problems like environmental deterioration, substance abuse, homelessness and isolation of large segments of the population, an intergenerational project creates an island of cooperation and sharing. Elders provide historical awareness and commitment to the City, and students lend their curiosity about the world they live in and will inherit. Between the lines, people begin to care for one another as individuals with ideas and complex lives.

Mount Vernon-2000 is based on a program which was piloted in Long Island City during the 1987-88 school year by Matt Kaplan, Research Associate at the Center for Human Environment.

The group examined new uses for neighborhood structures, invented model cities for the City's future, and explored the always-changing street language through the creation of a slang dictionary.

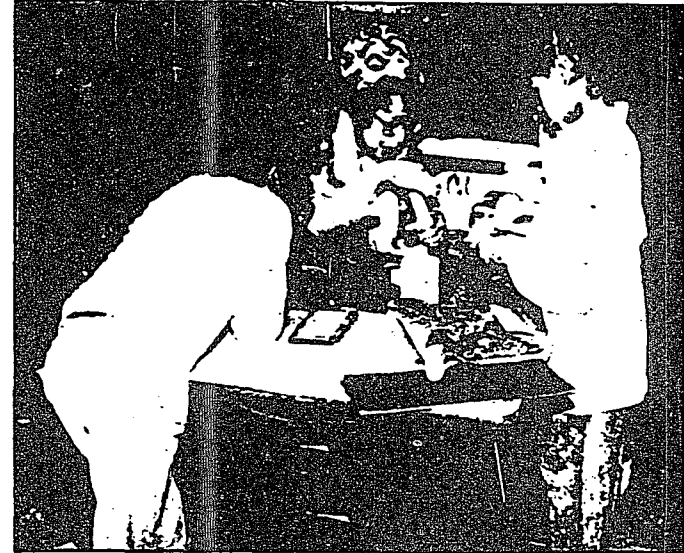
Imaginative assignments were designed to enliven the classroom in a way that gave participants a new way to think about their world.

The Washington School site was promoted by Nellie Thornton, Principal, who felt that it would be an ideal situation for the sixth graders of Mr. MacDonald's class to learn about their community in a creative setting. At the end of the program, she expressed particular satisfaction that students were able to better relate to, and respect, the senior citizens in the program. The students who worked with the older volunteers came to count on them for ideas and support in their explorations of local issues.

Shatell Pulliam, one of the students, said with simple eloquence, "We learned they care."

One of the main goals of the program is to help bridge the distance between the generations by making people aware of the common community concerns held by people of all generations. Despite their age, most Mount Vernonites seem to want a safe, interesting, supportive and stimulating environment.

Sioux Taylor, Executive Director of the Mount Vernon Youth Bureau, and one of the initiators of the Mount Vernon-2000 program, attended the June 15th "Display Day" event at Washington School. She commented, "What an exciting time for young and seniors to be together. This is the first of what I hope will be many mutually enriching intergenerational programs in Mount Vernon."



Senior Citizen volunteer Lavinia Smith discussing model building techniques with sixth graders before building their "Ideal neighborhood."

He and Bill Wertheim, Co-directors of Mount Vernon-2000, and eight senior citizen volunteers worked with Gregory MacDonald's Washington School class one morning a week. The senior citizen volunteers were Sam Bonus, Hazel Buford, Ethan Ellis, John Ferguson, Dora Memma, Lavinia Smith, Mildred Swan and Edward Tucker.

Students were initially polled about their attitudes toward seniors and their neighborhood. Then, with the seniors, they explored the City's past and present with reminiscence exercises and visits to the Local History room of the Mount Vernon Public Library and the Mayor's office.

For the next phase of the Mount Vernon-2000 project, planning for which has already begun, local youths, senior citizens and civic groups are invited to develop displays and exhibits for the "Future Festival" event which will take place at Hartley Park on August 12th. This event will bring Mount Vernon residents together to explore the various hopes and concerns held by residents of all ages, for Mount Vernon's future through models, murals, songs, skits and other forms of expression.

Anyone interested in participating in the Future Festival should contact Matt Kaplan at the Mount Vernon Youth Bureau, 668-2200, Ext. 244.

Appendix C (cont'd)
 Figure 8: Publicity from the Mount Vernon - 2000
 "Dreams for the Future" event.

Gannett Westchester Newspapers/Friday, June 16, 1999

Young and old step over the line for Mt. Vernon's future

By Marsha S. Ander
 Staff Writer

In the year 2000, most Washington Elementary School sixth-graders will be 23 years old.

Although 11 years may seem like a millennium to some of these children, a new program has encouraged them to take a constructive part at molding the future of the community.

"Mount Vernon - 2000," a six-month forum where students and senior citizens worked together once a week to create ideas for a better Mount Vernon, concluded its first year in the district with a display yesterday in the school's library.

"This is a great program. It brings the young and old together and bridges a line of demarcation, while it builds rapport," said Mayor Ronald R. Blackwood. Blackwood watched students sing "rap" songs, dance to the music, and display sketches and reports on Mount Vernon's development.

The program, attended by city planning officials, was sponsored by the Mount Vernon Youth Bureau and the Mount Vernon Chamber of Commerce. It was spearheaded by Matt Kaplan, research associate for The Center For Human Environments at the City University of New York Graduate Center.

"My dream is to one day have this in all schools — maybe cooking clubs and neighborhood education tours, mixing young and old," said Kaplan.

According to Kaplan, the program seeks to foster:

- Intergenerational interaction between students and seniors, enabling both to fear each other less and develop better understanding.

- Participation by students and senior citizens in city planning.

- Education of seniors and students about their neighborhood and how governmental decisions are made.

"I grew a few years younger," said 67-year-old John Ferguson, who participated in the experimental program. Ferguson, who thought that some students "had something lacking," decided that he would try to teach the "unruly kids some discipline."

Despite frustrations, Ferguson said the program, which may eventually expand on a statewide level, was "invigorating."

A recent visit to the city planning department showed students how they can shape the development of the community, and a

trip to City Hall — including a tour of the city jail — left students and seniors with unforgettable impressions.

"I never want to get put in there. There are no bedspreeds, no mattresses, and it's dirty," said 14-year-old Shatell Pulliam. She explained that the program taught her that she could turn to a senior in time of trouble. "We learned, they care."

— John Ferguson, 67,
 a project participant

Samantha Reeves shyly read a poem she wrote during the project. "I get worried about being shot at, or maybe I'll be a crackhead and fall in with my friends as I get older," said Reeves to an audience of fourth-graders, invited to watch the program that they will be involved in next year.

After the student performances, visitors were invited to circulate around the library filled with student projects with one aim — to help build the future of Mount Vernon.

Aerial maps, drawn by students with the help of seniors, were color-coded to show different business and residential districts in the area. "Students were able to say this is my neighborhood, and this is where I live. This is where grandma lives. It gives them a better focus on their community," said Edward Tucker, 74.

Students also constructed a model of the Edison building, abandoned since 1962, and developed it for a recreation center. They presented their ideas in the forms of letters and diagrams to planning officials.

Students and seniors decided that the five-story building should be used as a shopping center, and for exercise classes, tutoring, history discussions and movies.

Sioux Taylor, executive director of the Mount Vernon Youth Board, said the program gave students a unique learning experience. "They would never have this opportunity to create, communicate, write and interact with city officials," said Taylor. "We want kids to know that they can speak directly to the commissioners."

Bill Wertheim, project co-director, said, he witnessed "genuine interaction between young and old," as the seniors became surrogate grandparents. "This is a good model for generational cooperation and breaking down fears and stereotypes."

¶ I grew a few years younger. ¶

¶ This is a great program. It brings the young and old together and bridges a line of demarcation, while it builds rapport. ¶

— Mayor Ronald R. Blackwood

Appendix D (1)Pre-Project Questionnaire for Students

Long Island City - 2000
Kaplan

Project Director: Matt

Instructions (For Students)¹:

During the remainder of the school year, I will be working with you and your teacher on a special project called Long Island City - 2000. In order for Ms. Byrne and me to work with you on this, we need to know your thoughts and feelings about your neighborhood and about elderly people. You will be given a questionnaire today. Some of the questions will be about your neighborhood, as it is now and as you would like it to be in the future. Some questions will be about elderly people who are over 65 years of age, called "senior citizens."

There are no right or wrong answers. You will not receive a mark or a score. We are interested in your ideas and opinions. It does not matter if you cannot spell all the words correctly. Do not worry. This is a written interview and not a test.

In order to answer these questions, you will have to do one of two things:

-- circle or check the answer that is the closest to your answer.

or

-- write down your answer in your own words.

If you have any problems or questions while working on this, please raise your hand. Your teacher and I will be walking around the room to answer individual questions.

Name _____ Place of Your Birth _____
Where were your parents born? _____
Where were your grandparents born? _____

Section A:

(1) How old will you be in the Year 2,000? _____

(2) Does your neighborhood have a name? _____

¹ These written instructions will also be read aloud.

(Student Questionnaire - Cont'd)
(page 2)

- (3) If so, what is it called? _____
- (4) What street do you live on? _____
- (5) What is the nearest cross street? (What is the name of the street that is at the end of your block?)

- (6) How long have you lived where you live now?

- (7) If you lived in another place before moving here, where did you live? _____
- (8) How do you feel about living in this neighborhood? (Say if you like it or dislike it and why.)
- (9) Do you think there is anything in this neighborhood that should be changed? Yes _____ No _____
- (10) If yes, what kinds of changes would you like to see?
- (11) What do you think people in the neighborhood care about most?
- (12) Are there enough activities for you to do in your neighborhood? Yes _____ No _____
- (13) What do you do in your neighborhood?
- (14) Are there any things you would like to do in your neighborhood, but cannot? Yes _____ No _____
- (15) If yes, what are they?
- (16) Do you think there is enough for adults to do in the neighborhood? Yes _____ No _____
(Please explain your answer below.)

(Student Questionnaire - Cont'd)
(page 3)

(17) What else do you think there should be in the neighborhood? (What kind of new places or things would you like to have in your neighborhood?)

(18) Who do you think is responsible for deciding what will be built or changed in your neighborhood?

(19) If somebody wants to start a neighborhood project such as making a garden on a vacant lot, what is the first thing that person should do?

(20) What else should that person do to set up a community garden project?

(21) How easy or hard is it to do things that make a neighborhood better? (things like building a garden, fixing up a playground, or improving housing conditions?) (Check your chosen answer.)

- ☐ Very Easy
- ☐ Easy
- ☐ Sort of Easy
- ☐ Not Easy but Not Hard
- ☐ Sort of Hard
- ☐ Hard
- ☐ Very Hard

(22) How interested are you in helping to make the neighborhood better? (Check your chosen answer.)

- ☐ Very Interested
- ☐ Interested
- ☐ Not Interested but Not Uninterested
- ☐ Uninterested
- ☐ Not interested At All

(23) Are there any neighborhood improvement activities in which you would like to get involved?
Yes _____ No _____

(24) If so, what are they?

----- END OF SECTION A -----

(Student Questionnaire - Cont'd)
(page 4)

Section B: In this section, we would like to learn more about your feelings about people who are over 65 years of age (often called "elderly people" or "senior citizens"). Please answer the following questions.

(1) How often do you have conversations with elderly people? (Check your chosen answer.)

- ☐ Never
- ☐ Once a month or less
- ☐ Once a week or less
- ☐ 2-3 times a week
- ☐ More than three times a week

(2) How do you think it feels to be an "elderly" person (over 65 years of age)?

(3) What do you think happens when you get to be old?

(4) How did you learn about elderly people? (Check the choices below that tell where you learned about elderly people.)

☐ a. television	☐ e. your grandparents
☐ b. your friends	☐ f. books
☐ c. your parents	☐ g. neighbors
☐ d. from movies	☐ h. Somewhere else (Where?)

(5) What do you think you will do when you become an elderly person?

(6) How important do you think it is for young people and elderly people to speak with each other? (Check your chosen answer.)

- ☐ Very Important
- ☐ Important
- ☐ Not Important but not Unimportant
- ☐ Not Important
- ☐ Very Unimportant

(7) Please explain your answer to Question #6.

(Student Questionnaire - Cont'd)
(page 5)

(8) If you think it is important to speak to elderly people, when do you think this could occur?

(9) Do elderly people have anything to teach you?
Yes _____ No _____

(10) If yes, what? If no, why not?

(11) Do you think you have anything to teach elderly people? Yes _____ No _____

(12) If yes, what? If no, why not?

(13) The following questions are about having a senior citizen in the classroom.

To answer questions a. b. c. and d. (below), mark an X next to Yes if you think an elderly person could do this with you or mark an X next to No if you think an elderly person could not do this with you.

Do you think an elderly person could:

a. Teach you? Yes _____ No _____ I don't know _____

b. Help you with your work?

Yes _____ No _____ I don't know _____

c. Become your friend?

Yes _____ No _____ I don't know _____

d. Be a partner with you on a neighborhood project?

Yes _____ No _____ I don't know _____

(14) Would you like having an elderly person in your classroom as a helper? Yes _____ No _____

(15) Why or Why not?

(Student Questionnaire - Cont'd)
(page 6)

Section C² - Read the following statements (on page 8).
State whether you either:

(a) Strongly Agree, (b) Agree, (c) Neither Agree nor Disagree, (d) Disagree, or (e) Strongly Disagree. (Just use the letter next to the answer you wish to give.) For example, write (a) in front of a statement with which strongly agree.

- ☐ Most senior citizens like children.
- ☐ Generally speaking, most senior citizens people are trustworthy.
- ☐ Most senior citizens try to be helpful.
- ☐ Most senior citizens try to be fair.
- ☐ You can't be too careful in dealing with older people.
- ☐ Most senior citizens are just looking out for themselves.
- ☐ Most senior citizens would try to take advantage of you if they got the chance.
- ☐ Most senior citizens do not understand young people and their needs.
- ☐ Most senior citizens do not care about improving the neighborhoods in which they live.
- ☐ Most senior citizens are wiser than children and adults who are not elderly.

Make a list below of words that you can think of which describe ELDERLY PEOPLE (or Senior Citizens)?

-- THE END --

² This section is developed as an inverse, with revision, of the "Trust in Young People Scale" (Brookdale Center for the Aging, 1984). The "Trust in Young People" Scale is the Brookdale Center for the Aging (Hunter College) revision of the "Trust in People" Scale put out by the Survey Research Center (University of Michigan).

Appendix D (2)Pre-Project Interview for Senior Adult Volunteers

Long Island City - 2000

Project Director: Matt Kaplan

Name _____

Date: _____

Place of Birth _____

Where were your parents born? _____

Part 1

(1) Can you give me a general sense of how old you are?
Which of the following categories do you fit into: 60-70, 70-80, 80-90, 90+ ?

(2) Does your neighborhood have a name? _____

(3) If so, what is it called? _____

(4) What street do you live on? _____

(5) What is the nearest cross street? (What is the name of the street that is at the end of your block?)

(6) How long have you lived where you live now?

(7) If you lived in another place before moving here, where did you live? _____

(8) How do you feel about living in this neighborhood?

(9) Do you have any relatives living in this neighborhood?
(If yes, how many?)

(10) Do you have any friends in this neighborhood?

-- none

-- a few

-- some

-- a good amount

-- many

(11) Do you think there is anything in this neighborhood that should be changed? Yes _____ No _____

(12) If yes, what kinds of changes would you like to see?

(Senior Citizen Interview -- Cont'd)
(page 2)

(13) How strongly do you feel about those changes you desire? (State how you feel about each of the changes you mentioned above.)

- ☐ Very strongly
- ☐ Strongly
- ☐ Not particularly strongly
- ☐ Not strongly (weak feelings)
- ☐ Do not care at all

(14) What about the neighborhood do you think residents care about most?

(15) Is there enough for you to do in your neighborhood?
Yes _____ No _____

(16) What do you generally do in the neighborhood?

(17) Are there any things you would like to do in your neighborhood, but cannot? Yes _____ No _____

Please explain your answer.

(18) Do you think there is enough for children to do in the neighborhood? (Please explain your answer.)

(19) What else do you think there should be in the neighborhood? (What kind of new places or things would you like to have in your neighborhood?)

(20) Who do you think is responsible for deciding what will be built or changed in your neighborhood?

(21) If somebody wants to start a neighborhood project such as making a garden on a vacant lot, what is the first thing that person should do?

(22) State the additional actions that person should take to set up a community garden project?

(23) How easy or hard is it to do things that make a neighborhood better? (things like building a garden, fixing up a playground, or improving housing conditions?)

☐ Very Easy	☐ Not Easy but Not Hard
☐ Easy	☐ Sort of Hard
☐ Sort of Easy	☐ Hard
	☐ Very Hard

(Senior Citizen Interview - Cont'd)
(page 3)

(24) How interested are you in helping to make the neighborhood better?

- ☐ Very Interested
- ☐ Interested
- ☐ Not Interested but Not Uninterested
- ☐ Uninterested
- ☐ Very Uninterested

(25) Are there any neighborhood improvement activities in which you would like to get involved?

Yes _____ No _____

(26) If yes, what are they? If no, why not?

Part 2 - The second part of this interview deals with your attitudes toward young people.

(27) How often do you have conversations with people who are 15 years of age or younger.

- ☐ Never
- ☐ Once a month or less
- ☐ Once a week or less
- ☐ 2-3 times a week
- ☐ More than 3 times a week

(28) In general, how do you feel about young people who are 15 years of age or younger?

(29) Why do you think you feel this way?

(30) How important do you think it is for young people and elderly people to speak to each other?

- ☐ Very Important
- ☐ Important
- ☐ Not Important but not Unimportant
- ☐ Not Important
- ☐ Very Unimportant

(31) Please explain your answer.

(32) If you think it is important to speak to young people, when would this occur?

(33) Do you think you have anything to offer young people?
Yes _____ No _____

(Senior Citizen Interview -- Cont'd)
(page 4)

- (34) If yes, what? If no, why not?
- (35) Do young people have anything to offer you?
If yes, what? If no, why not?
- (36) Can you briefly describe how you would evaluate your childhood. (Focus on determining how positive or negative their childhood experiences were, including school.)
- (37) Have you ever worked with children in a classroom?
- (38) What are your thoughts about working with children in a classroom?
- (39) Would you be comfortable in a situation where you are learning alongside children?
- (40) Why or why not?
- (41) For the following statements, state whether you:

Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree.

- _____ Generally speaking, most young people are trustworthy
- _____ Most young people try to be helpful
- _____ Most young people try to be fair
- _____ You can't be too careful in dealing with young people
- _____ Most young people are just looking out for themselves
- _____ Most young people would try to take advantage of you if they got the chance.
- _____ Most young people do not understand senior citizens and their needs.
- _____ Most young people do not care about improving the neighborhoods in which they live.
- _____ There are situations in which young people and seniors can work together.

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Rosenberg Self-Esteem Survey

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University Microfilms International

Appendix EPost-Project Questionnaire and Interview Questions
for Students and Senior Adults

Long Island City - 2000 Project Director: Matt Kaplan

Instructions (For Students):

Congratulations on the successful completion of the Long Island City - 2000 class project!!! To finish things up, we would like for you to fill out this questionnaire. It is similar to the one you filled out when you started this project. Some of the questions are about your neighborhood, as it is now and as you would like it to be in the future. Some questions are about elderly people who are over 65 years of age, called "senior citizens."

There are no right or wrong answers. You will not receive a mark or a score. We are interested in your ideas and opinions. It does not matter if you cannot spell all the words correctly. Do not worry. This is a written interview and not a test.

In order to answer these questions, you will have to do one of two things:

-- circle or check the answer that is the closest to your answer.

or

-- write down your answer in your own words.

If you have any problems or questions while working on this, please raise your hand. We will be walking around the room to answer individual questions.

Part 1: A repeat of the pre-project questionnaire/interview with some minor alterations. Students in the project and control groups were asked the following additional question:

[What if people in the community felt they needed something like a new hospital? How would they go about working to get the new hospital?]

Post- Project Questions (Cont'd)
(page 2)

Also, Questions (19) and (20) in the student questionnaire and the corresponding questions in the senior citizen volunteer interview were changed for the purpose of ensuring that post- project responses would not be influenced by participants' enhanced familiarity with the research instrument.

Whereas the pre- project questions read as:

- (19) If somebody wants to start a neighborhood project such as making a garden on a vacant lot, what is the first thing that person should do?
- (20) State the additional actions that person should take to set up a community garden project?

the post- project questions read as:

- (21) [If somebody wants to start a neighborhood project such as painting a mural, what is the first thing that person should do?]
- (22) [What else should that person do to arrange for a mural to be painted?]

Part 2: Evaluation of the Long Island City - 2000 Curriculum

The following questions ask you to describe how you felt about going through the Long Island City - 2000 project.

- (1) (a) Did you learn anything about your neighborhood from the Long Island City - 2000 project?
Yes _____ No _____
- (b) If yes, what?
- (c) How do you think we could have changed the project to make it more educational?
- (d) How do you think we could have changed the project to make it more fun?
- (2) (a) Has the Long Island City - 2000 project given you any ideas about things you can do to improve your neighborhood? Yes _____ No _____
- (b) If yes, what?

Post- Project Questions (Cont'd)
(page 3)

- (3) (a) Did you learn anything about how decisions are made which affect you and your neighborhood?
Yes _____ No _____
- (b) If yes, what?
- (4) (a) Have you changed your ideas about senior citizens (children) as a result of working with them on this project? Yes _____ No _____
- (b) If yes, in what ways?
- (5) Did you feel differently about working with the senior citizen volunteers than you would have felt working with a younger adult volunteer (for example, somebody my age)?¹ Yes _____ No _____ (Please explain your answer.)
- (6) About how many class sessions have you missed? _____
Number of absences (If not sure, give an estimate): _____
Reason(s) for absences: _____
- (7) Since January of this school year, your class (you) participated in five types of Long Island City - 2000 activities. Please number these activities according to how much you enjoyed them. Use the number one (1) for the activity you enjoyed the most. Use the number two (2) for the activity you enjoyed the second best and so on.

How much I enjoyed
the activities:

- _____ -- Model Building
- _____ -- Landuse Mapping
- _____ -- Interviewing Senior Citizens (Students)
- _____ -- Tour Preparation and Tour (of Ravenswood)
- _____ -- Your Group's Final Project (which was displayed on 6/1/88)

¹ Only the students were asked this question.

Post- Project Questions (Cont'd)
(page 4)

- (8) Please number the following activities according to how much you learned from. Use the number one (1) for the activity from which you learned the most. Use the number two (2) for the activity from which you learned the second most and so on.

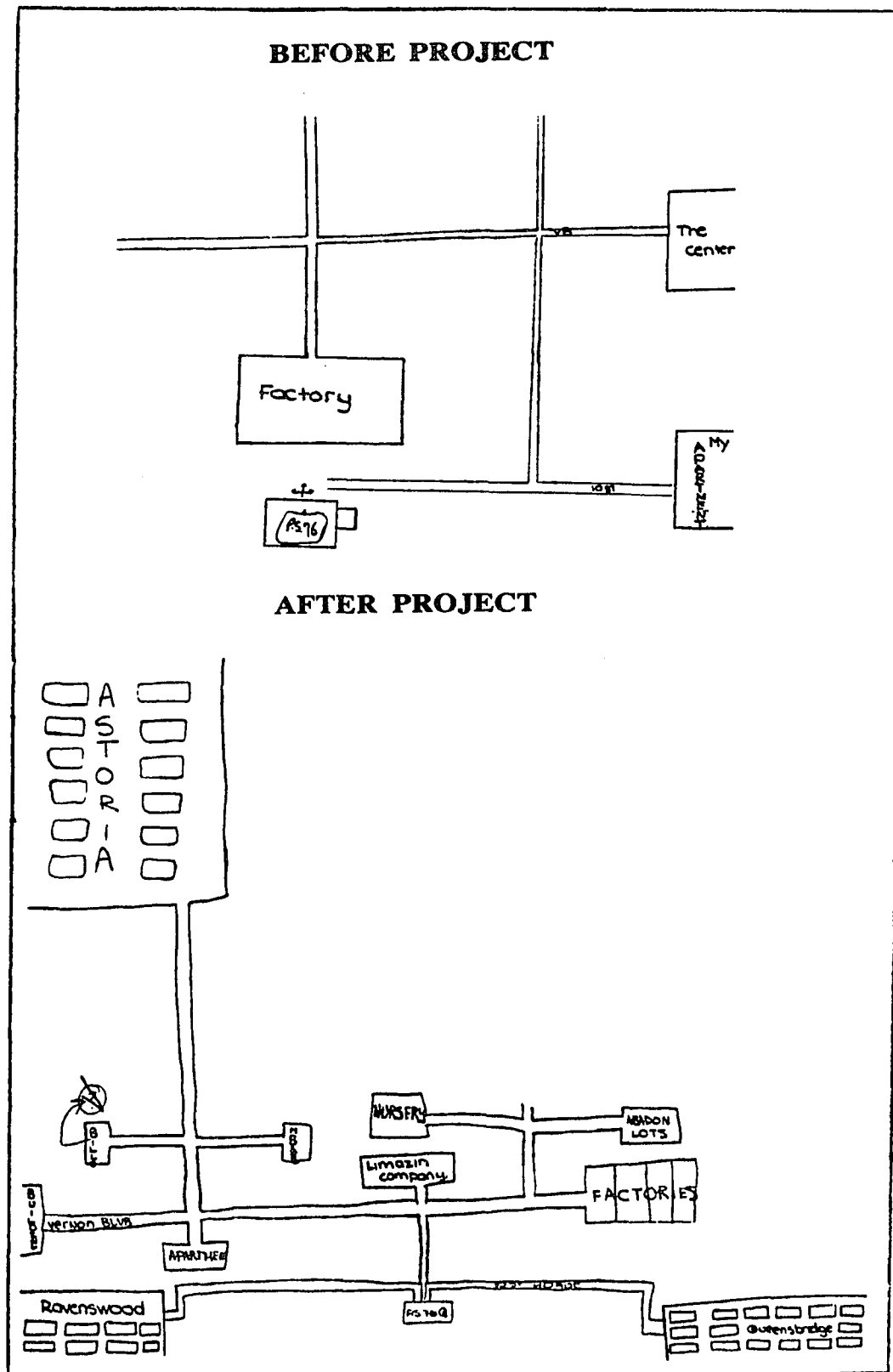
How much I learned
from the activities:

- _____ -- Model Building
- _____ -- Landuse Mapping
- _____ -- Interviewing Senior Citizens (Students)
- _____ -- Tour Preparation and Tour (of Ravenswood)
- _____ -- Your Group's Final Project (which was
displayed on 6/1/88)

- (9) Overall, how would you say you felt about participating in the Long Island City - 2000 project?

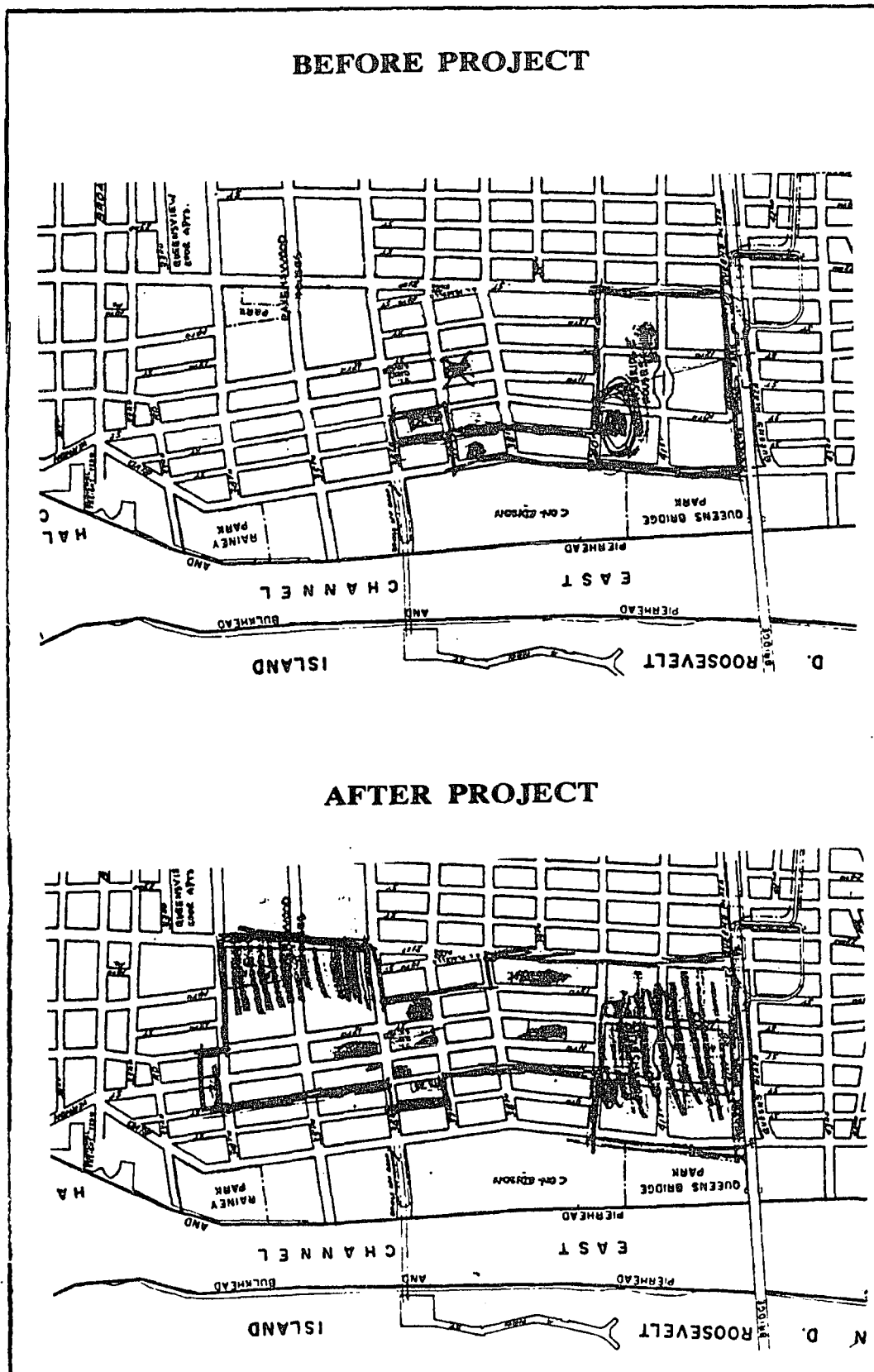
Appendix F -- Mental Mapping Data

Figure 16A: Mental Mapping Overlay Procedure -- Step 1:
Student draws map of neighborhood.



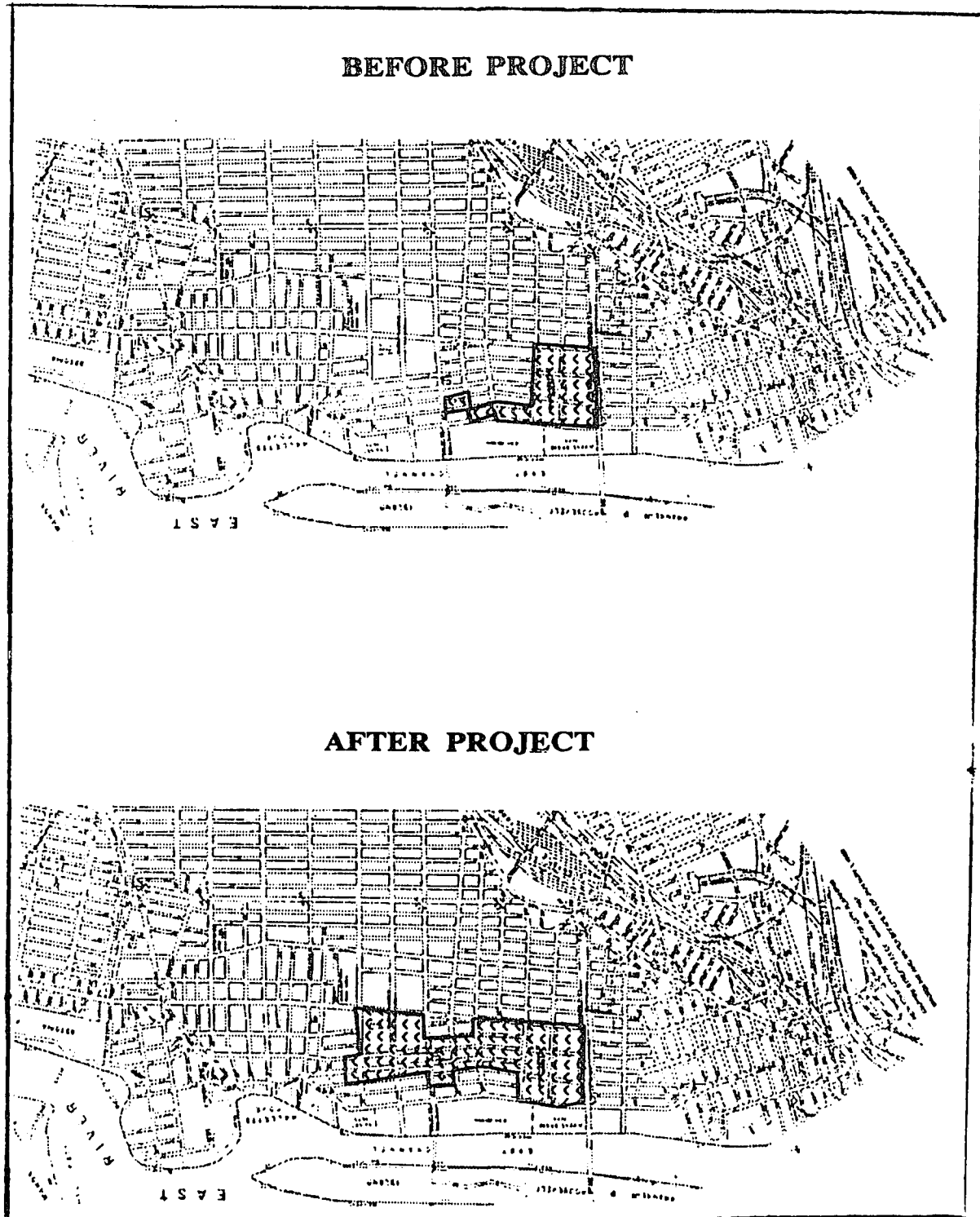
Appendix F -- Cont'd

Figure 16B: Mental Mapping Overlay Procedure -- Step 2:
Student's map is transposed onto map of LIC.



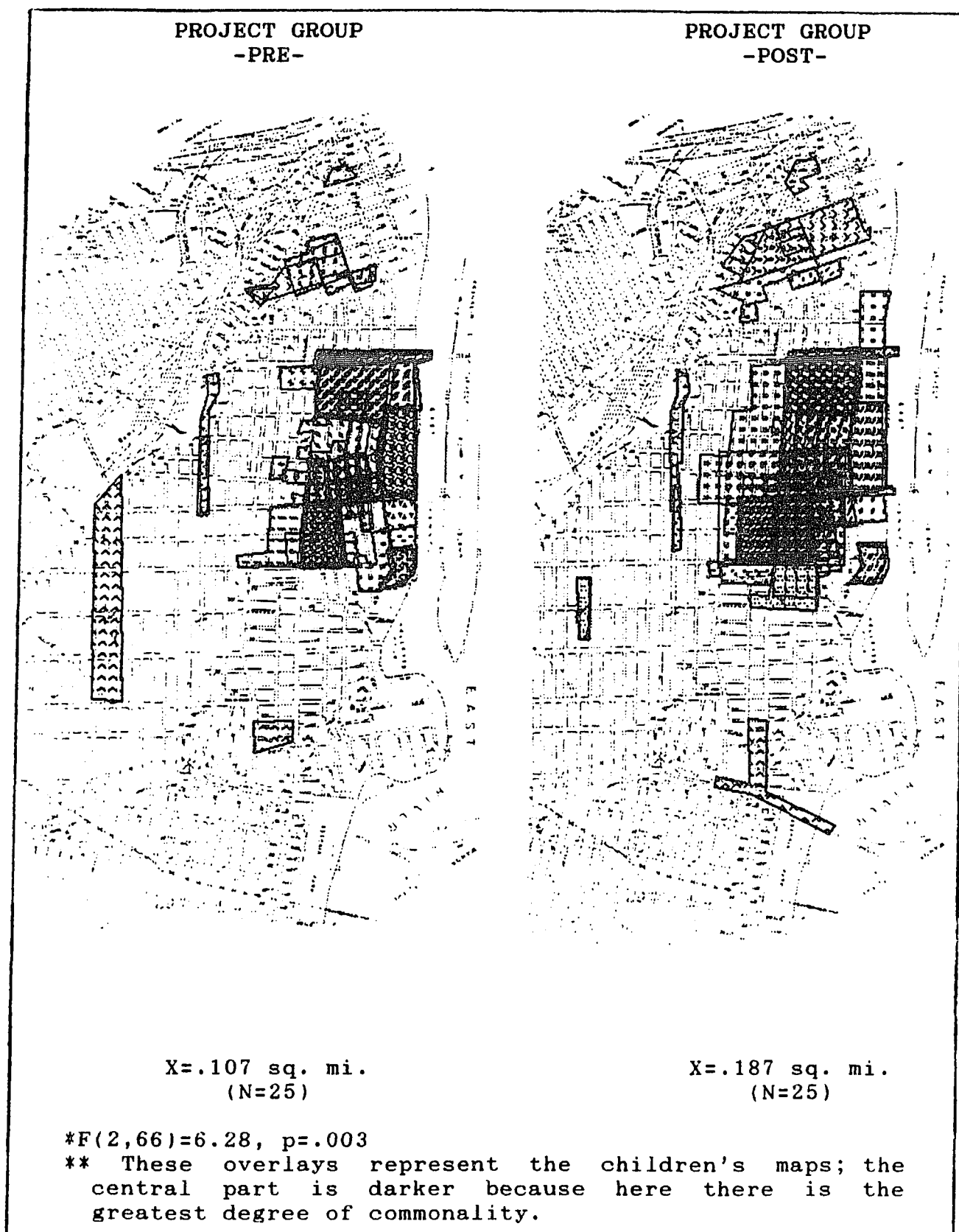
Appendix F -- Cont'd

Figure 16C: Mental Mapping Overlay Procedure -- Step 3:
Step 2 map (Figure 16B) is transposed into
computer using Canvas computer program.



Appendix F -- Cont'd

Figure 17: Student "Mental Map" Overlays as a function of the project experience.* **



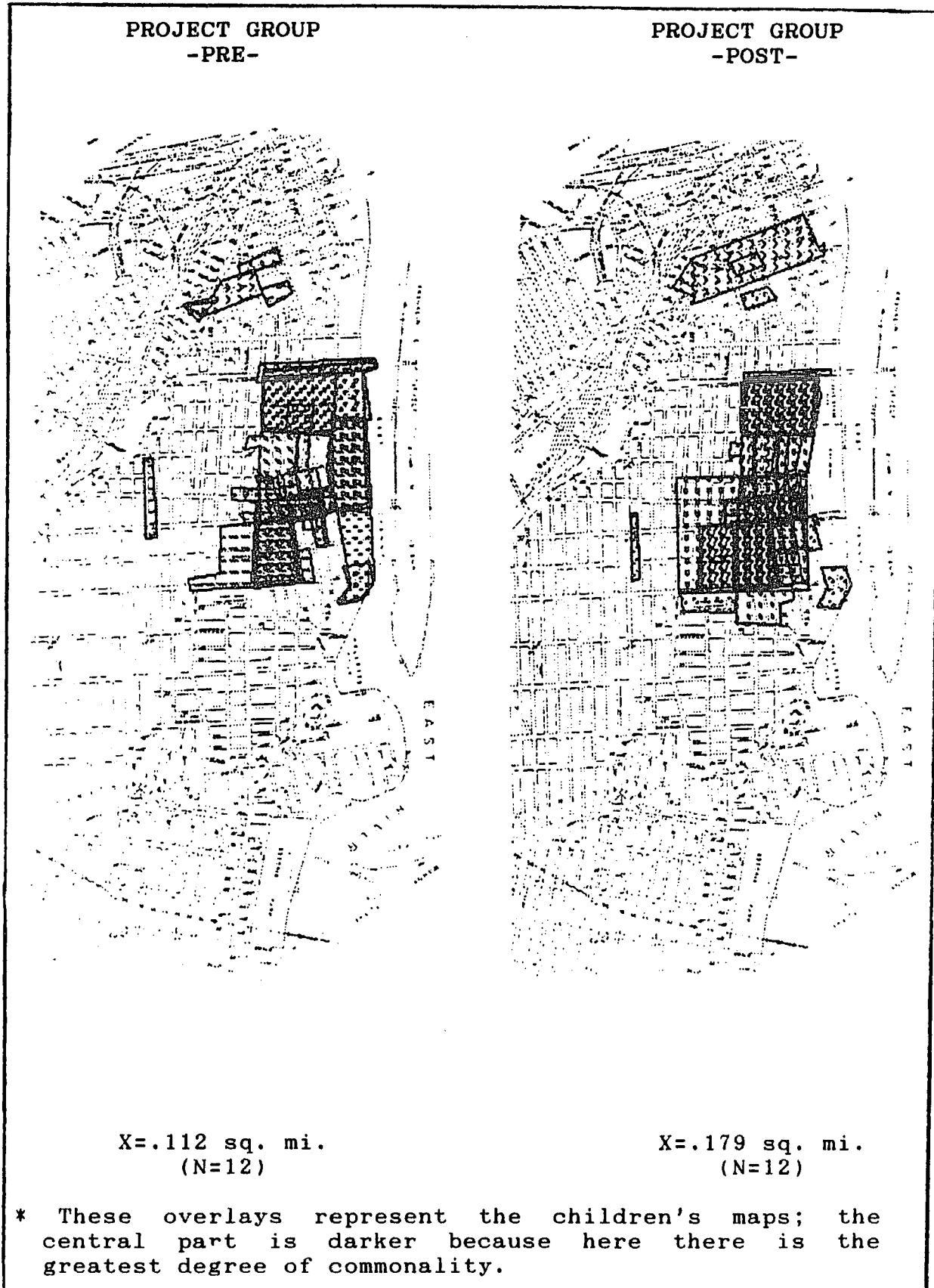
Appendix F -- Cont'd

Figure 18: Male Student "Mental Map" Overlays.



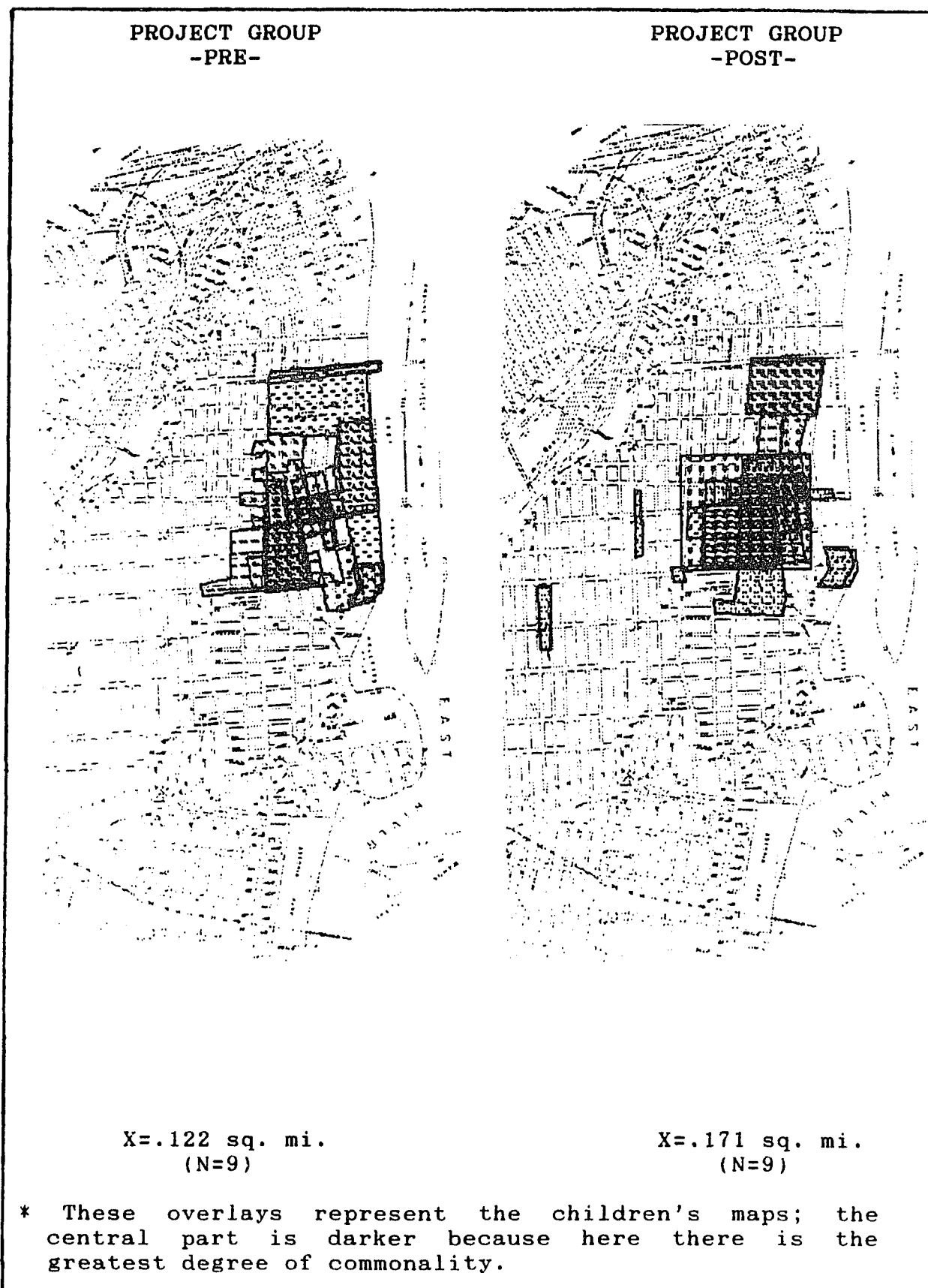
Appendix F -- Cont'd

Figure 19: Female Student "Mental Map" Overlays.



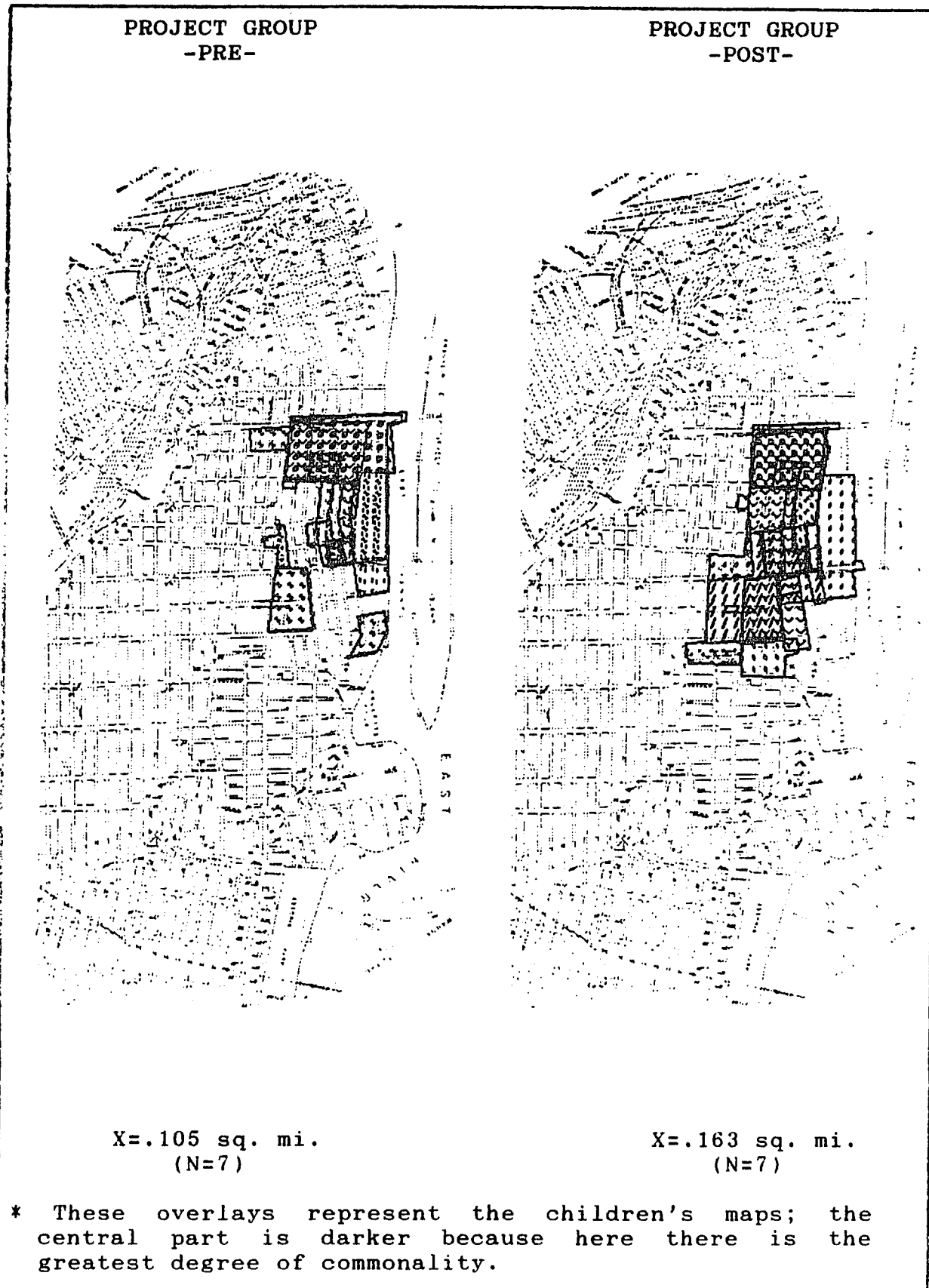
Appendix F -- Cont'd

Figure 20: Ravenswood Student "Mental Map" Overlays.



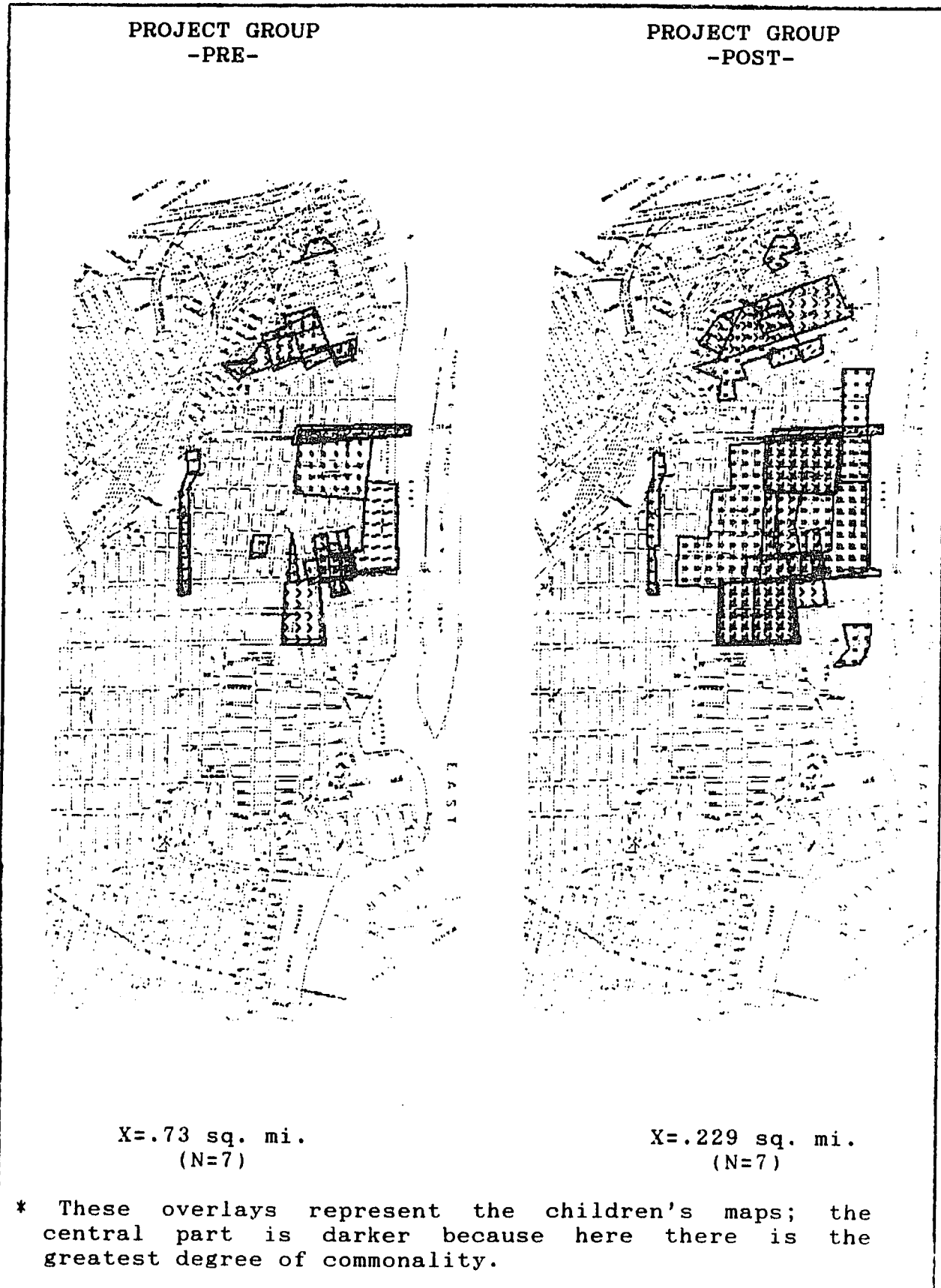
Appendix F -- Cont'd

Figure 21: Queensbridge Student "Mental Map" Overlays.



Appendix F -- Cont'd

Figure 22: Hunters Point Student "Mental Map" Overlays.



**Appendix G: Ancillary Data (in Table form)
from Senior Adult Interviews**

(1)

**Seniors' Self-Assessment of how Positively/
Negatively They View Their Neighborhoods.**

	<u>Ravenswood</u>		<u>Hunters Point</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Positive	2	2	3	3
Neutral	3	2	0	0
Negative	0	1	0	0
	N=5		N=3	

(2)

**Senior Adult Participants' Responses to
Questions about Opportunities for Neighborhood
Activity.**

	<u>Hunters Point</u>		<u>Ravenswood</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
# Respondents giving affirmative response to: "There are things I would like to do but can't"	2 (N=5)	3	1 (N=3)	1
# of Responses referring to desired, but unavail- able activities	17	18	7	7
% Change (# responses)	+5.5%		0.0%	

(3)

**Senior Adults' Level of Interest in "Helping to
Make the Neighborhood Better."**

	<u>Ravenswood</u>		<u>Hunters Point</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
Interested	3 (60%)	1 (20%)	3 (100%)	3 (100%)
Not inter./ not uninter.	0 (0%)	2 (40%)	0 (0%)	0 (0%)
Uninterested	2 (40%) N=5	2 (40%) N=5	0 (0%) N=3	0 (0%) N=3

Appendix G (cont'd)

(4)

Senior Adult's Responses to the Question, "How easy or hard is it to do things that make a neighborhood better?"

	<u>Ravenswood</u>		<u>Hunters Point</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
Easy	3 (60.0%)	0 (0%)	1 (33.3%)	1 (33.3%)
Not easy/ not hard	0 (0%)	1 (20.0%)	2 (66.7%)	1 (33.3%)
Hard	2 (40.0%) N=5	4 (80.0%) N=5	0 (0%) N=3	1 (33.3%) N=3

(5)

Senior Adult Participants' Responses to Question: "Do you think there is anything in your neighborhood that should be changed?"

	<u>Ravenswood</u>		<u>Hunters Point</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
Yes	3 (60%)	4 (80%)	3 (100%)	3 (100%)
No*	2 (90%) N=5	1 (20%) N=5	0 (0%) N=3	0 (0%) N=3

* The seniors responding negatively to this question noted that they were "not around the neighborhood all that much" or that they were reasonably content with neighborhood life as is.

(6)

Senior Adults' Responses to Question: "Is there enough for children to do in their neighborhoods?"

	<u>There are enough activities</u>	<u>Not enough activs</u>	<u>Not Sure</u>	<u>#of activs noted</u>	<u>#of comments about neighb shortcomings</u>	<u>#of comments complaining about yth beh</u>
Pre (N=8)	4	1	3	10	3 (2 scrs)	2
Post (N=8)	4	2	2	12	5 (4 scrs)	2

Appendix G (cont'd)

(7)

Senior Adult Participants' Level of Agreement with the statement, "Most children do not care about improving the neighborhoods In which they live."

	<u>Pre- Project</u>	<u>Post Project</u>
Strongly Disagree	1 (12.5%)	1 (12.5%)
Disagree	3 (37.5%)	4 (50.0%)
Neither Dis. nor Agree	1 (12.5%)	1 (12.5%)
Agree	3 (37.5%)	2 (25.0%)
Strongly Agree	0 <u>(0%)</u> N=8	0 <u>(0%)</u> N=8

(8)

Senior Adults' Rating of Importance of Speaking with Children.

	<u>Pre-Project Quest.</u>	<u>Post-Project Quest.</u>
1 - Very Important	5 (62.5%)	5 (62.5%)
2 - Important	3 (37.5%)	2 (25.0%)
3 - Not Imp./ Not Unimp.	0 (0%)	1 (12.5%)
4 - Unimportant	0 (0%)	0 (0%)
5 - Very Unimportant	<u>0</u> (0%) N=8	<u>0</u> (0%) N=8
Mean (from above scale of 1-5):	X=1.38	X=1.50

**Appendix H: Back-Up Tables --
Data from Student Questionnaires**

Table 7: Students' Positive/ Negative Views Toward Their Neighborhoods as a Function of (A) Project Experience and (B) Home Neighborhood.*

RAW DATA:												
	<u>Ravenswood</u>				<u>Queensbridge</u>				<u>Hunters Point</u>			
	<u>Proj Grp</u>		<u>Cont Grp</u>		<u>Proj Grp</u>		<u>Cont Grp</u>		<u>Proj Grp</u>		<u>Cont Grp</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Pos. ("3")	4	4	5	4	2	3	1	2	5	3	3	3
	37.4%	40%	71.4%	66.7%	25%	50%	16.7%	40%	71.4%	75%	75%	75%
Neg. ("1")	7	6	2	2	6	3	5	3	2	1	1	1
	63/6%	60%	28.6%	33.3%	75%	50%	83.3%	60%	28.6%	25%	25%	25%
	N=11	N=10	N=7	N=6	N=8	N=6	N=6	N=5	N=7	N=4	N=4	N=4

STATISTICS:

(A) Project Experience:

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
<u>Sample Size:</u>	25	20	17	16
(Missing data:**)	2	7	1	2
<u>Mean Scores:***</u>	X=1.88	X=2.10	X=2.08	X=2.20

ANOVA Test for Significance: No significant pre- versus post project differences in how positively/negatively students' viewed their neighborhoods.

(B) Neighborhood Differences:

	<u>Ravenswood</u>	<u>Queensbridge</u>	<u>Hunters Point</u>
<u>Sample Size:</u>	34	25	19
(Missing data:)	2	3	3
<u>Mean Scores:***</u>	X=2.00	X=1.64	X=2.47

ANOVA Test for Significance: A significant difference: F (2,64)=3.184, p=.027).

* The numbers reported in the table represent the number of respondents from the three neighborhoods who made one or more responses fitting into the positive and negative response categories. No neutral comments (2) were made.

** The data reported here as "missing" include the two Astoria students, one in the project group and one in the control group.

*** The numbers reported are the mean scores on a scale of 1-3, with "3" being the most positive and "1" the most negative.

Appendix H (cont'd)

Table 8: # of Students Agreeing with the Statement, "There are things I would like to do in my neighborhood but can't."

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
Ravenswood	7 (N=11) (63.6%)	6 (N=10) (60.0%)	2 (N=7) (28.6%)	2 (N=7) (28.6%)
Queensbridge	6 (N=8) (75.0%)	1 (N=8) (12.5%)	3 (N=5) (60.0%)	5 (N=6) (33.3%)
Hunters Pt.	2 (N=7) (28.6%)	5 (N=7) (71.4%)	1 (N=3) (33.3%)	0 (N=4) (0%)
Totals:	<u>15</u> N=26*	<u>12</u> N=25*	<u>6</u> N=15*	<u>7</u> N=17*

* These sample sizes reflect missing data in addition to the exclusion of the students from Astoria.

Appendix H (cont'd)

**Table 9: Things in their Neighborhoods
Students Would Like To Do But Can't.* ****

	Project Group		Control Group	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
Need Activi- ties/Ctrs	4 (26.7%)	6 (50.0%)	0 (0%)	2 (28.6%)
Make it Safer	4 (26.7%)	2 (16.7%)	1 (16.7%)	0 (0%)
Play in Other Places	2 (13.3%)	3 (25%)	1 (16.7%)	1 (14.3%)
Parks	3 (20.0%)	1 (8.3%)	2 (33.3%)	2 (28.6%)
Provide Svce.	2 (13.3%)	1 (8.3%)	0 (0%)	2 (28.6%)
More Access	0 (0%)	2 (16.7%)	2 (33.3%)	0 (0%)
Phys. Improve- ments	1 (6.7%)	1 (8.3%)	2 (33.3%)	0 (0%)
Other	1 (6.7%)	0 (0%)	1 (16.7%)	2 (28.6%)
	N=15***	N=12***	N=6***	N=7***

* Category descriptions: "Need More Activities/Activity Centers" (includes references to clubs, organized sports activities, street fairs, and libraries), "Make it Safer" (includes references to the desire to play at night and in places like the pier that are considered unsafe), "Play in Places Other Than Parks" (includes references to specific places that are good for play such as a large parking lot and in the street without cars coming), "Parks" (includes responses indicating the need for more and better parks), "Provide Service" (includes comments about the desire to help fix up local streets, parks, and buildings and assist those in need of help such as the homeless and drug addicts), "More Access" (to places like the waterfront, to shopping and to "outside") and "Physical Improvements" (including references to needed housing improvements and a cleaner neighborhood).

** No significant pre- versus post- project differences in students' responses were found. However, students' neighborhood of residence was found to be a marginally significant factor (Pearson Chi Sq.=5.26 (df=2), p=.071).

*** These sample sizes include only those students answering affirmatively to the previous question about whether they agreed with the statement, "There are things I would like to do in my neighborhood but can't."

Appendix H (cont'd)

Table 11: Degree of Locational Accuracy of Students' Maps.

	Project Grp - Pre -	Project Grp - Post -	"Developmental Check" Group
"Dis-organized" (1)	4 16%	2 8%	8 32%
"Inaccurate" (2)	6 24%	3 12%	9 36%
"Accurate" (3)	15 <u>60%</u>	20 <u>80%</u>	8 <u>32%</u>
	N=25	N=25	N=25
Mean Accuracy Level:	X=2.43	X=2.78	X=2.04

Table 21: Students' responses to question: "Do you think there is anything in your neighborhood that should be changed?"

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Yes	23 (85.2%)	22 (84.6%)	13 (72.2%)	14 (77.8%)
No	4 <u>(14.8%)</u>	4 <u>(15.4%)</u>	5 <u>(27.8%)</u>	4 <u>(22.2%)</u>
	N=27	N=26*	N=18	N=18

* Data is missing for one student in this group.

Appendix H (cont'd)

Table 23: Students' Suggestions for Neighborhood Change - Molar response categories.

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
"Environmental"	16 (66.7%)	18 (81.8%)	8 (61.5%)	12 (57.1%)
"People"	10 (41.7%)	9 (40.1%)	6 (46.2%)	7 (50%)
	N=24**	N=22**	N=13**	N=14**

*Category descriptions: The "Environmental" category includes the following categories: "Parks & Playgrounds," "Other recreational facilities," "Additional neighborhood facilities," "Neighborhood Appearance," "Housing Authority/ Management issues" and "Housing improvements." The "People" category includes the following categories from Table 22: "Drugs and Alcohol," "Safety," "Less vandalism" and "People characteristics."

** These students responded affirmatively to the previous question about whether there was anything in their neighborhoods that they would like to see changed.

Appendix H (cont'd)

Table 29: Student Perceptions of Senior Adults' Local Activities.*

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Not enough Places to go to	4 (20%)	9 (45%)	3 (21.4%)	5 (35.7%)
Sports & Rec	4 (20%)	5 (25%)	3 (21.4%)	4 (28.6%)
Community Facilities	4 (20%)	5 (25%)	3 (21.4%)	2 (14.3%)
Preferred Low Activity	4 (20%)	4 (20%)	5 (35.7%)	2 (14.3%)
Socializing	4 (20%)	1 (5%)	2 (14.3%)	1 (7.1%)
Community Improvement	2 (10%)	0 (0%)	1 (7.1%)	0 (0%)
Stay at Home	0 (0%)	1 (5%)	0 (0%)	1 (7.1%)
Other	5 (25%)	1 (5%)	2 (14.3%)	3 (21.4%)
	N=20**	N=20**	N=14**	N=14**

* Category descriptions: "Not Enough Places to go to" (includes responses such as "The neighborhood is best for children" and "We need a community center for older adults"), "Sports and Recreation," "Use of Community Facilities" (includes references to the library, senior citizens center and restaurants), "Preferred Low Activity" (includes activities such as sitting on benches and walking around), "Socializing," "Community Improvement" (such as helping to clean up, watching kids, etc.), "Stay at Home" and "Other" (which includes references to non-local activities, suggestions of things for adults to do, and obstacles to participating in activities).

** Data is missing for seven project group and four control group students.

Appendix H (cont'd)

Table 30: Students' Level of Agreement with the statement, "Senior citizens do not care about improving their neighborhoods." (Responses are on a 1-5 scale, with "5" representing the most disagreement and "1" the most agreement.)

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Strongly Agree (1)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Agree (2)	3 (11.1%)	2 (7.7%)	1 (6.3%)	2 (11.1%)
Neither Agr nor Disagr (3)	7 (25.9%)	5 (19.2%)	2 (12.5%)	6 (33.3%)
Disagree (4)	9 (33.3%)	6 (23.1%)	6 (37.5%)	3 (16.&%)
Strongly DisAgree (5)	8 (29.6%)	13 (50.0%)	7 (43.8%)	7 (38.9%)
	<u>N=27</u>	<u>N=26*</u>	<u>N=16**</u>	<u>N=18</u>
	X=3.81	X=4.15	X=4.19	X=3.83

ANOVA test of significance: $F(1,83)=2.44$, $p=.122$

* Data is missing for one respondent in this group.

** Data is missing for two respondents in this group.

Appendix H (cont'd)

Table 35: Frequency of Student Contact with the Elderly.

	<u>Project Grp.</u>		<u>Control Grp.</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
1. Never	1 (3.7%)	1 (3.7%)	1 (5.6%)	1 (5.6%)
2. Once a Mnth or less	5 (18.5%)	5 (18.5%)	3 (16.7%)	5 (27.8%)
3. Once a wk or less	10 (37.0%)	8 (29.6%)	3 (16.7%)	5 (27.8%)
4. 2-3 times/ week	3 (11.1%)	5 (18.5%)	7 (38.9%)	4 (22.2%)
5. more than 3 times/wk	8 (29.6%) N=27	8 (29.6%) N=27	4 (22.2%) N=18	3 (16.7%) N=18
Mean (from above scale of 1-5):		3.44*		3.56*
Median:		3.00		4.00

* Using ANOVA, no significant difference was found between the project and control groups.

Table 36: Students' Rating of the Importance of Speaking with the Elderly.

	<u>Project Grp.</u>		<u>Control Grp.</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
1. Very Important	8 (29.6%)	7 (25.9%)	10 (55.6%)	6 (33.3%)
2. Important	13 (48.1%)	12 (44.4%)	6 (33.3%)	11 (61.1%)
3. Not Imp./Not Unimp.	6 (22.2%)	8 (29.6%)	1 (5.6%)	1 (5.6%)
4. Unimportant	0 (0%)	0 (0%)	1 (5.6%)	0 (0%)
5. Very Unimp.	0 (0%) N=27	0 (0%) N=27	0 (0%) N=18	0 (0%) N=18
Mean (from above scale of 1-5):		X=1.98		X=1.91

Appendix H (cont'd)

Table 39: Students' Responses to Question: "Do you think you have anything to teach elderly people?"

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Yes	20 (74.1%)	16 (61.5%)	10 (55.6%)	9 (50.0%)
No	6 (22.2%)	9 (34.6%)	8 (44.4%)	9 (50.0%)
Don't Know	1 (3.7%)	1 (3.8%)	0 (0%)	0 (0%)
	N=27	N=26*	N=18	N=18

* Data is missing for one student in this group.

Table 48: Students' Level of Agreement with the statement, "Most senior citizens are wiser than children and adults who are not elderly."

	<u>Project Group</u>		<u>Control Group</u>	
	<u>Pre-</u>	<u>Post</u>	<u>Pre-</u>	<u>Post</u>
1. Strongly Agree	10 (37.0%)	12 (46.2%)	1 (6.3%)	4 (22.2%)
2.	9 (33.3%)	7 (26.9%)	5 (31.3%)	4 (22.2%)
3.	6 (22.2%)	4 (15.4%)	6 (37.5%)	8 (44.4%)
4.	2 (7.4%)	3 (11.5%)	4 (25.0%)	0 (0%)
5. Strongly Disagree	0 (0%)	0 (0%)	0 (0%)	2 (11.1%)
	N=27	N=26*	N=16**	N=18

* Data is missing for one student in this group.

** Data is missing for two students in this group.

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