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THE EFFECTS OF FREQUENT INTERACTION WITH THE AGED ON YOUNG CHILDREN'S ATTITUDES TOWARD THE ELDERLY

The Ohio State University

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THE EFFECTS OF FREQUENT INTERACTION WITH THE AGED
ON YOUNG CHILDREN'S ATTITUDES TOWARD THE ELDERLY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Linda Mae Adams, B.S., M.A.

* * * * *

The Ohio State University

1983

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Dr. Shirley L. O'Bryant
Dr. Ojo Arewa

Approved By

[Signature]
Advisor
College of Education
To my family

I thank God that I am a part of you

We are as one--sharing, caring

and loving each other
ACKNOWLEDGMENTS

The word "thanks" is so simply said, but the true luxury lies in
its unspoken meaning.

Acknowledges are extended to my doctoral committee--Dr. Marlin
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Sandars, Queenie McKenzie, and Herbert Denson who provided support
at times when my sanity did not want to compute.

Finally, a special thanks to Barbara Little, typist--you are
one in a billion.
VITA

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TABLE OF CONTENTS

DEDICATION ........................................................... ii
ACKNOWLEDGMENTS ...................................................... iii
VITA ................................................................. iv
LIST OF TABLES ..................................................... viii
LIST OF FIGURES ....................................................... ix
LIST OF PLATES .................................................... x
INTRODUCTION ....................................................... 1

Chapter

I. NEED FOR THE STUDY. ........................................ 1
   Statement of Problem ........................................... 11
   Objective of the Study ........................................ 12
   Definition of Terms and Abbreviations ....................... 13
   Hypotheses ..................................................... 14
   Assumptions ................................................... 16
   Limitations of the Study ....................................... 16
   Organization of the Study ..................................... 17

II. REVIEW OF RELATED LITERATURE. .......................... 18
   Discussion of Attitudes and Stereotypes .................... 18
   Children's Attitudes As Related to Cognitive Abilities, Age, and Sex. 19
   Attitudes Toward the Elderly: General ....................... 21
   Attitudes Toward the Elderly: Young Children ............. 23
   Contact Between the Elderly and Young Children .......... 26
   Instruments For Assessing Attitudes Toward the Elderly. 28
   Intergenerational Programs .................................... 30
   Summary of Relevant Literature ............................... 35

III. METHODS AND PROCEDURES. ................................. 38
   Development of Instruments .................................. 38
   Pilot Study .................................................... 39
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the CAET.</td>
<td>39</td>
</tr>
<tr>
<td>Scoring the CAET.</td>
<td>41</td>
</tr>
<tr>
<td>Establishing Reliability for the CAET.</td>
<td>42</td>
</tr>
<tr>
<td>Development of the CFEQ.</td>
<td>43</td>
</tr>
<tr>
<td>Scoring the CFEQ.</td>
<td>44</td>
</tr>
<tr>
<td>Establishing Reliability for the CFEQ.</td>
<td>46</td>
</tr>
<tr>
<td>Selection of Subjects.</td>
<td>46</td>
</tr>
<tr>
<td>The Sample</td>
<td>46</td>
</tr>
<tr>
<td>The Children</td>
<td>47</td>
</tr>
<tr>
<td>Selection of Elderly</td>
<td>47</td>
</tr>
<tr>
<td>Implementing the Study</td>
<td>48</td>
</tr>
<tr>
<td>Administering the CAET Pretest</td>
<td>49</td>
</tr>
<tr>
<td>Administering the CFEQ</td>
<td>52</td>
</tr>
<tr>
<td>Administering the CAET Posttest</td>
<td>52</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>53</td>
</tr>
<tr>
<td>IV. ANALYSIS OF DATA.</td>
<td>55</td>
</tr>
<tr>
<td>Examination of Treatment and Control Groups.</td>
<td>55</td>
</tr>
<tr>
<td>Instrumentation.</td>
<td>56</td>
</tr>
<tr>
<td>Quantitative Hypotheses.</td>
<td>58</td>
</tr>
<tr>
<td>Elderly Test (CAET).</td>
<td>65</td>
</tr>
<tr>
<td>Sex and Age As Variables.</td>
<td>69</td>
</tr>
<tr>
<td>Qualitative Hypotheses.</td>
<td>71</td>
</tr>
<tr>
<td>Children's Response.</td>
<td>71</td>
</tr>
<tr>
<td>Verbal/Nonverbal Response.</td>
<td>72</td>
</tr>
<tr>
<td>Tactile Responses.</td>
<td>73</td>
</tr>
<tr>
<td>Seeking Assistance</td>
<td>73</td>
</tr>
<tr>
<td>Questions About the Aging Process.</td>
<td>75</td>
</tr>
<tr>
<td>Accepting Aging Features.</td>
<td>75</td>
</tr>
<tr>
<td>Discussion of CAET and CFEQ Questions.</td>
<td>76</td>
</tr>
<tr>
<td>Comparison of Responses on CAET Pretest and Posttest.</td>
<td>76</td>
</tr>
<tr>
<td>Responses to CFEQ.</td>
<td>81</td>
</tr>
<tr>
<td>Summary.</td>
<td>83</td>
</tr>
<tr>
<td>V. SUMMARY, RESULTS, AND RECOMMENDATIONS.</td>
<td>85</td>
</tr>
<tr>
<td>Summary.</td>
<td>85</td>
</tr>
<tr>
<td>Results.</td>
<td>87</td>
</tr>
<tr>
<td>Examination of Hypotheses.</td>
<td>89</td>
</tr>
<tr>
<td>Quantitative Hypotheses.</td>
<td>89</td>
</tr>
<tr>
<td>Recommendations.</td>
<td>90</td>
</tr>
<tr>
<td>Discussion of Findings.</td>
<td>92</td>
</tr>
<tr>
<td>Educational Implications</td>
<td>95</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>102</td>
</tr>
<tr>
<td>REFERENCE NOTE</td>
<td>109</td>
</tr>
</tbody>
</table>
APPENDICES

A. Pilot Test Results ............................................111
B. First Draft: Children's Attitude of the Elderly Test ....113
C. Final Draft: Children's Attitude of the Elderly Test ....117
D. First Draft: Children's Familiarity With the Elderly Questionnaire ...................................... 120
E. Final Draft: Children's Familiarity With the Elderly Questionnaire ...................................... 124
F. Instrument Validity Questionnaire .......................... 127
G. Observation Form ..............................................134
H. Letters to Parents ............................................137
I. Informed Consent Form ........................................140
J. Photographs ..................................................142
K. Puppets ......................................................152
LIST OF TABLES

Table                                      Page
1.  Comparison of Groups on Sex.            56
2.  Comparison of Groups on Age.            56
3.  CAET Pretest and Posttest Means and Standard Deviation For Both Treatment and Control Groups.  57
4.  CFEQ Means and Standard Deviation For Both Treatment and Control Groups.  57
5.  Correlations of CFEQ Individual Items With Means and CAET Pretest Scores.  59
6.  Standard Deviations and Range For CFEQ Individual Items.  59
7.  Step-Wise Multiple Regression of CAET Posttest With General Contact, General Response, and General Attitude.  60
8.  Correlation Between Items on CFEQ.  61
9.  Analysis of Covariance For CAET Pretest and Posttest Mean Scores With Acquaintance As the Covariate.  66
10. Adjusted Cell Means By Groups For CAET Pretest and Posttest.  66
11. Post Hoc Comparison of All Adjusted Means.  68
12. One-Way Analysis of Covariance For CAET Pretest and Posttest Mean Scores With CAET Pretest and Acquaintance As Covariates.  70
13. Adjusted Cell Means By Groups For CAET Posttest.  70


LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjusted Mean CAET Scores</td>
<td>67</td>
</tr>
<tr>
<td>2. Puppet Representing Child</td>
<td>152</td>
</tr>
<tr>
<td>3. Puppet Representing Elderly Person</td>
<td>153</td>
</tr>
</tbody>
</table>


LIST OF PLATES

<table>
<thead>
<tr>
<th>Plate</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Photograph Depicting Young Child.</td>
<td>142</td>
</tr>
<tr>
<td>II.</td>
<td>Photograph Depicting Young Child.</td>
<td>143</td>
</tr>
<tr>
<td>III.</td>
<td>Photograph Depicting Young Children</td>
<td>144</td>
</tr>
<tr>
<td>IV.</td>
<td>Photograph Depicting Middle Aged Person</td>
<td>145</td>
</tr>
<tr>
<td>V.</td>
<td>Photograph Depicting Middle Aged Person</td>
<td>146</td>
</tr>
<tr>
<td>VI.</td>
<td>Photograph Depicting Middle Aged People</td>
<td>147</td>
</tr>
<tr>
<td>VII.</td>
<td>Photograph Depicting Old Woman.</td>
<td>148</td>
</tr>
<tr>
<td>VIII.</td>
<td>Photograph Depicting Old Man.</td>
<td>149</td>
</tr>
<tr>
<td>IX.</td>
<td>Photograph Depicting Old People</td>
<td>150</td>
</tr>
</tbody>
</table>
Chapter I

Introduction

Need for the Study

To be old in America, according to Robert Butler (1975), is to be a victim of discrimination and stereotyping. Over the past decade there has been an increasing concern about the status of old people in our society. It is a known fact that we live in a world where "youth" is viewed as a precious commodity and "old age" is not so valued. In this fast moving, constantly changing nation, our society as a whole is aging. There is a greater proportion of people today than ever before living past the middle ages. This is due to the advances in public health measures and dramatic medical breakthroughs (water purification, cures for diseases, etc.). These techniques have extended the ordinary life span by approximately 20 years. According to Sherron and Lumsden (1978), at the turn of the century 1 in every 25 residents of the United States was over 65. Their study showed that in 1978 the ratio was nearly 1 in 10 and they predicted that by the year 2000 it will be approximately 1 in 9.

Studies have been done by researchers to investigate how the elderly are depicted by society. An examination of these studies indicates that in the general population, negative attitudes are more commonly found than positive attitudes. In our society, the old years
are viewed and lived less as years of maturity and wisdom, but more as loneliness, separation, and boredom. They are also looked upon as a time of loss—loss of friends, relatives, self-worth, and self-esteem. According to Posner (1960), the American society has equated old age with illness, and loss of functions and skills. These myths and stereotypes are accepted by the young, middle aged, and the elderly because the society, to a great extent, produces the problems related to what is called "ageism."

Despite important new developments in the field of aging in recent years, the task of breaking away from the traditional negativism about aging and old age is still not an easy one. It is generally accepted by society that "being old" is not the best state of life's condition when compared to "being young." According to researchers, growing old is a condition that even the very young does not view in a positive manner.

Since the early 1950s researchers have been examining the societal views of the aged. The earliest and most extensive research on attitudes toward the elderly was pioneered by Tuckman and Lorge (1952, 1953, 1958). On the average, their studies revealed that adolescents and adults had primarily negative attitudes toward the elderly. They reported that high-school students viewed the 60s and 70s as years characterized by unproductiveness, inactiveness, loneliness, lack of interest in life, and a complete loss of adult roles. In another study, Tuckman and Lorge (1958) found that graduate students enrolled in a course, Psychology of Aging, revealed negative attitudes toward old people. In 1952 Tuckman and Lorge also found, in a study using a small sample of old people, that the elderly themselves reported having
negative stereotypes about themselves and old age.

During the 1960s, 1970s, and even today, these stereotypic views about the elderly are still prevalent. In 1964, a study done by Kastenbaum and Durkee found that there were specific descriptors tagged to the words "old age." The elderly in their study were viewed as risky, unpleasant, and without any significant positive value or purpose. Over a decade later, Sadowski (1978) replicated the Kastenbaum and Durkee study and found similar results. Other common descriptors that have been found by researchers relating to the aged include: absent-mindedness (Tuckman and Lorge, 1958), nonproductivity (Butler, 1975), rigidity (Britton and Britton, 1971), dependency (Hess, 1976), and irritability and serenity (Butler and Lewis, 1977). In 1977 Johnson and Kamara cited results from the 1977 Harris Poll which revealed that the majority of Americans had negative feelings toward the elderly. Other studies done by Trent, Glass, and Crockett (1979) showed that the way individuals view the aged has an impact on their attitudes toward the elderly. They found that the average person thinks of the aged as someone who has outlived his/her usefulness and, therefore, is unable to be productive and creative, someone who is unable to learn or make new adjustments in life, and someone who is largely dependent and unable to take on the role of independence.

In looking at the above scholarly investigations, from the 1950s to the late 1970s, it appears that these negative stereotypes toward the elderly and the aging process have not changed significantly over the last 30 years.
The above studies were basically done with adult and adolescent populations (Bennett and Eckman, 1973; Collett-Pratt, 1976; Kastenbaum and Durkee, 1964; McTavish, 1971; Tuckman and Lorge, 1952, 1953, 1954, 1958). However, relatively few investigations have focused on children's attitudes toward the elderly. The studies that have been done were closely parallel with those of the adolescents and adults, although children perceive older people differently.

During the last two decades there has been an increased interest in children's attitudes toward the elderly and the extent to which these attitudes contribute to children forming positive or negative relationships with elderly people.

Research conducted in the area of children's attitudes or perceptions toward the elderly has been limited. Various investigations have documented that children have negative, mixed, and/or stereotyped attitudes toward aging and the elderly. A study by Treybig (1974) with children ages 3, 4, and 5 years old concluded that young children have these negative attitudes toward the elderly. Hickey and Kalish (1968) found that, as children increased in age, their perceptions of adult age do not become less unpleasant, but rather stayed the same. According to Allport (1967), Klausmeier and Ripple (1971), and Thomas and Yamamoto (1975), attitudes are formed in the early years of life and remain as a stable, enduring influence throughout one's life span. Mussen (1969) believes that the stereotyped attitudes that children develop may be a strong influence predisposing the individual to act, react, and respond in a consistent way, favorable or unfavorable, toward a person, object, or situation.
McTavish (1971) found in a review of literature on perceptions toward the aged that much of the research done across the age span suggested that there is a somewhat central, overall rejection, prejudice, or negative nature exerted toward the aged. There have also been some studies that indicated that children do have positive feelings toward the elderly. Tuckman and Lorge (1953) found that children who had increased contact with the elderly had less negative feelings than those who had a limited amount of contact. Rosencranz and McNevin (1971) also found that students who were exposed to old people on frequent bases (grandparents, elderly in neighborhood) judged them more favorably.

Thomas and Yamamoto (1975) worked with 1,000 children, grades 5, 7, 9, and 11, to explore their attitudes toward young, middle age, and old persons. They found that their subjects had mixed feelings, both positive and negative, toward the elderly. The younger children tended to have more positive feelings, especially if they had contact with a grandparent. The older group tended to have more negative feelings.

In a similar study by Seefeldt, Jantz, Galper, and Serock (1977), it was also shown that both negative and positive feelings existed. Some of the negative characteristics were described as sad, ugly, and sick, while the positive characteristics were described as rich, wonderful, and clean. The researchers found that the children's positive feelings were associated with the affective dimensions of their knowledge about the elderly and their negative feelings were associated with the physical dimensions. Seefeldt, Jantz, Galper, and Serock (1977) concluded that children did not perceive growing old as positive and expressed more negative feelings associated with aging than positive
feelings.

Very little is known about children's attitudes toward the elderly across cultures, although McTavish found in his review of literature (1971) that some studies related to how the elderly are viewed in different societies (Simons, 1945; Dinkel, 1944; Burgess, 1960; Shanas, 1968; Maxwell and Silverman, 1971; etc.). McTavish summarized the findings of these studies as showing that attitudes toward the elderly are most favorable in other societies and become progressively negative with increasing industrialization and modernization. In societies, such as China and India, the elderly are viewed as precious beings and are highly respected because of their years of knowledge and wisdom. McTavish also points out that some cross-cultural studies (Arth, 1968; Haynes, 1963; Bengtson and Smith, 1968) reported opposite views. These studies showed that attitudes toward the elderly among other societies (Igbo, Greece, Germany, and Rome) are not as favorable as popularly thought. The status of the elderly in these societies is often viewed with ambivalence.

Although very few of cultural and cross cultural studies have used a sample of young children (3 to 5 years old), there is evidence that children being exposed to these stereotypes and misconceptions about the elderly and the aging process early in life have already begun to form negative attitudes toward the elderly by the age of 3 (sickly, walk funny, lonely, funny skin, etc.). Powell (1974) found in a study with preschoolers age ranging from 3 to 5 years old, that they could identify and describe some physical characteristics of the aged.
In a recent study, Seefeldt, C., Jantz, R. K., Galper, A., and Serock, K. (1977) showed that children's attitudes toward the elderly are stereotyped. They noticed that children frequently rejected the elderly on the basis of physical and behavioral stereotypes. The children viewed the elderly as a group of wrinkled, sad, helpless, funny looking, and passive old people who are unable to care for themselves. Their researchers concluded that the children did not perceive growing old as positive. The study also revealed that children as young as 3 years old indicated that they simply did not want to grow old themselves. In looking at the research conducted with children, the overall picture of attitudes toward the elderly is one of negativism (Hickey and Kalish, 1968; Hickey, Hickey, and Kalish, 1968; Jacobs, 1970; DeBeauvoir, Simone, 1972; Thomas and Yamamoto, 1975; John, 1977; and Seefeldt, Jantz, Galper, and Serock, 1977). But why do these attitudes exist among children? And, what factors contribute to the development of these attitudes?

Researchers, such as Seefeldt, Jantz, Galper, and Serock (1977), believed that a lack of knowledge and contact with older people could have contributed to the children's negative responses. Butler (1975) also believed that the lack of sufficient knowledge and contact with old people could be the reason these negative stereotypes exist. Hickey and Kalish (1968) believed that the stereotyped attitudes could be associated with the lack of interaction between the old and the young. They also believed that social contact between the young and the old might reduce negative attitudes and help foster positive attitudes. John (1977) stated that limited contact with older people promotes
stereotyping and discrimination. She believed that children need to develop positive realistic attitudes toward the elderly in order to help prevent or dispel prejudicial attitudes. Tibbits (1976) believed that, in order to improve the quality of life for the elderly, it seems imperative that attention be given to changing the negative attitudes held toward them. It has been acknowledged by such researchers as Tuckman and Lorge (1954), Kogan and Wallach (1961), Hickey and Kalish (1968), and Seefeldt (1977) that the most advantageous time to begin education about the elderly is during the attitude-forming period of childhood and youth. At this time, the children need to be exposed to the elderly and the aging process.

Mead (1973) suggested that one way to provide for this exposure between the old and the young is for day care centers, nursery schools, and other educational facilities to recognize that children need to be in contact with older people. This can be done by incorporating the elderly into the early learning setting and curriculum. Caldwell (1975) also suggested that we need programs that are multigenerational, programs involving people of all ages. Montgomery (1973), in listing developmental tasks prescribed for older persons, included "maintaining contact with grandchildren and children" and "keeping an interest in people outside of the family." Mead (1973) stated that it is natural for the old and the young to be together. In this way children can learn to relate to older people, accept their deafness and failing eyesight, and learn from their lives. According to Seefeldt (1977), when children learn for themselves from actual experience that older people are interesting, active, happy, and productive, they will be able to
develop a more positive attitude and relationship with an elderly person.

Today there is a vivid move by educators, social scientists, and gerontologists to help dispel this negativism toward the elderly. There are more books and articles written and programs established to enlighten the society about the elderly. Most researchers in education and gerontology would agree that segregation among generations does more harm than good.

There is also a growing awareness that the elderly want and need to contribute to the society. Also, the society is beginning to realize that it can use and need their participation. This is very true in the area of child rearing and child care. With family mobility, the increase in working mothers, and families headed by single parents, the child is often missing the experiences of a grandparent relationship. This relationship has traditionally offered children the individual attention, understanding, assistance, and interaction that is sometimes lacking in the parent-child relationship. Educators are becoming aware of the many benefits that are being obtained for both the old and the young through intergenerational integration. It has been demonstrated that children with little or no direct contact with the aged tend to have negative attitudes toward the elderly and the aging process. By bringing the two groups together, they have the opportunities to examine, explore, and gain a new understanding about each other. Also, in the child care setting the elderly have opportunities to share the wisdom of their life accomplishments; to develop new relationships with children; to serve as role models; and, most important, to know that they are needed by providing stimulation and new interests to young lives. The current theme
in sociological and educational literature is to bring generations back together, thus providing a bridge across the "generation gap." Integrating the very old and the very young is growing in importance. Children need to develop positive and realistic attitudes toward the elderly in order to be able to examine for themselves what is true and untrue about ageism.

Research attempts have been made to determine the nature of attitudes toward the elderly. If attitudes are predispositions to act positively or negatively toward a person, object, or situation (Mussen, 1969), and if they are learned (Thomas and Yamamoto, 1975), it would seem worthwhile to investigate what determine and influences their acquisition.

An area scarcely touched by researchers that can possibly provide significant knowledge about children's attitudes toward the elderly is a study of the interaction between children and the elderly. Butler (1975), John (1977), and other researchers believe that increased contact between the young and the old can help foster positive attitudes. Tuckman and Lorge (1953) found that individuals who had more direct contact with older people were somewhat less negative in their attitudes toward aging. Rosencranz and McNevin (1971) found that students who had contact with a grandparent on a regular basis judged older people more favorably. Trent, Glass, and Crockett (1979) found in their study with ninth-grade social-studies students that, after two weeks of teaching about the elderly, students' attitudes began to show a significant positive change. Hickey and Kalish (1968) proposed that children should be provided the opportunity to experience old people
so their own later relationships with the aged will involve fewer rejections and negative attitudes.

In this research study, as opposed to previous studies examining the attitudes of children toward the elderly, one of the primary purposes is to examine the interaction that takes place between the elderly and young children. Other studies have focused on contact between the two groups. But contact (being in the same environment) does not always include interaction (an exchange of responses). There is a demonstrated need, as revealed by literature, that children need to be involved in concrete interaction experiences with elderly persons. This interaction is most vital for the formation of interpersonal relationships between the two groups. By providing this type of interaction with the elderly, young children can be given first-hand experience and be made aware of the aged and the aging process in an educational environment. In such a setting, they can express their feelings, ideas, and ask questions in a setting that are meaningful to them and compatible with their own levels of understanding, rather than having only the stereotypes and misconceptions imposed upon them by society.

Statement of Problem

The research problem to be investigated was: Can it be demonstrated that the frequency of interaction between young children and the elderly increase positive attitudes of young children toward the elderly? This research was based on the assumption that children develop negative attitudes toward the aged early in life due to their limited contact and knowledge about the elderly.
Objective of the Study

The objective of this study is to investigate whether the frequency of interaction and the type of interaction between young children and the aged, as opposed to contact alone, will influence positive attitudes toward the elderly. This will be done by using two procedures: (1) data from children's test and a parental questionnaire, and (2) data from periodical observations. Two groups of children will be used to conduct the study: kindergarten children with frequent interaction with the elderly will be compared with kindergarten children with no interaction with the elderly.

In order to gain specific knowledge about the effects of interaction on the children's attitudes, answers to the following questions will be sought:

1. Is there a significant relation between the frequency of interaction with the elderly and the development of positive or negative attitudes of young children?

2. Does the type of contact play a significant role in fostering children's positive or negative attitudes toward the elderly?

3. Does contact with the elderly alone influence children's positive or negative attitudes toward the elderly?

4. Does age and sex have any influence on children's positive and negative attitudes toward the elderly?
Definition of Terms and Abbreviations

Kindergarten children. Children ages 5 to 6 years old, attending a structured kindergarten program.

Elderly. According to Webster's New Collegiate Dictionary, "elderly" refer to "someone who has lived beyond the middle age."

Cottrell (1974) states that the definition depends on the person making the assessment of what is "aged." There has been no standardized definition established to refer to elderly or aged. Based on pilot study results, an age range for the elderly needed to be established because some grandparents were middle aged (40s and 50s) and not considered "old people." For the purpose of this study, the elderly were viewed as persons 65 years and older.

Ageism. Refers to discriminations based on age.

Attitude. Refers to the predisposition to react, respond, and act with reference to a person or a class of people (Mussen, 1969). In addition, attitudes always involve the evaluation of a person or class of persons in a consistent or characterized way.

Stereotype. Refers to the perception which is repeated, reproduced, or conformed to an established or fixed pattern. In addition, it is a belief that is widespread in a social group. It is the most frequent combination of traits attributed to one group by another group.

Frequent interaction. Refers to children interacting with an elderly person two or more times a week.

Interaction with elderly. In this investigation interaction included the following behaviors: reading or telling stories,
activity sharing, giving attention, providing assistance when needed, cuddling, and providing an exchange of conversation for the children.

**Contact with elderly.** Refers to children being in the same environment with the elderly but with little or no interaction taking place.

**Experimental group.** Refers to the kindergarten children who have had prior contact with elderly persons and who receive planned interaction with elderly people on frequent bases.

**Control group.** Refers to the kindergarten children who have had prior contact with elderly persons but receive no planned interaction with the elderly.

**CFEQ.** Refers to the Children's Familiarity With the Elderly Questionnaire to be used with parents to elicit information from them to determine the degree of children's familiarity with the aged. It will measure the (1) number of older persons with whom the child has had contact, (2) frequency of interaction, and (3) quality of interaction.

**CAET.** Refers to the Children's Attitudes of the Elderly Test, which will be used as a pretest and posttest with the children. The CAET will measure the overall attitude of research subjects toward the aged with whom they have had interaction.

**Hypotheses**

The following hypotheses will be tested:

**Hypothesis 1.** Children who have experienced frequent, constant, or moderate contact with elderly persons prior to the study will have a more positive attitude (< .05) than children who have received infrequent or no contact with the elderly, as measured by the parents'
Hypothesis 2. Children who are acquainted with more elderly persons prior to the study will have more positive attitudes (< .05) than those children who are acquainted with fewer elderly persons, as measured by parents' response on the CFEQ.

Hypothesis 3. Children who have had a more positive general contact with elderly persons prior to the study will have a more positive attitude (< .05) than children who have had a more negative general contact with elderly persons, as measured by parental scores on the CFEQ.

Hypothesis 4. Children who have had a more receptive general response toward elderly persons prior to the study will have a more positive attitude (< .05) than children who have had a more withdrawn general response toward elderly persons, as measured by parental scores on the CFEQ and children's scores on the CAET.

Hypothesis 5. Children who have had a more positive general attitude toward elderly persons prior to the study will continue to view the elderly in a positive manner (< .05) than children who have had a negative general attitude toward the elderly, as measured by children's pretest and posttest scores on the CAET.

Hypothesis 6. Children who have had a program of frequent interaction, when compared to those not receiving such a program, will have a significantly more positive attitude (< .05), as measured by children's pretest and posttest scores on the CAET.

Hypothesis 7. Children involved in a program with regular interaction with elderly persons will show positive evidence of frequently initiating interpersonal transactions with the elderly, as assessed by
anecdotal accounts.

Hypothesis 8. Children involved in a program with regular interaction with elderly persons will show more positive evidence of accepting the ageing features of the elderly persons as a result of the aging process, as assessed by anecdotal accounts.

Assumptions

1. The child's exposure and experiences in his/her immediate environment affect the child's perceptual responses concerning the elderly.

2. The questionnaire designed in this study is a valid tool for eliciting information from parents about their children's familiarity with the elderly.

3. The instrument designed for this study is a valid tool for collecting information about young children's attitudes toward the elderly.

Limitations of the Study

This study was limited to the children enrolled in two suburban elementary schools in central Ohio. Therefore, generalizability to other populations was not appropriate. Because of the nature of the design used, pretest-posttest control group, the researcher studied intact groups where randomization of subjects was not possible (Campbell and Stanley, 1963). This study did not deal with the issue of varying attitudes of children according to race, cultural, or socio-economic status, as it relates to children's positive or negative attitudes.
However, the issues of sex and age were considered in the preliminary analysis of data to be sure they do not have any effect on the subject attitudes in this study.

This study was also limited in that there has not been any extensive current research done regarding preschool and kindergarten children's attitudes toward the elderly. With the recent progressive move toward intergeneration integration in the early learning setting, more research in this area is needed.

Organization of the Study

Chapter I contains the need for the study, problem statement, objectives, hypotheses, assumptions, limitations, definition of terms and abbreviations, and organization of the study. Chapter II provides a general review of related literature. It consists of the following sections: (1) A discussion of attitudes and stereotypes, (2) Children's attitudes as related to cognitive abilities, age, and sex, (3) Children's general attitudes toward the elderly, (4) Attitudes toward the elderly, (5) Contact between the elderly and young children, (6) Instruments for assessing attitudes toward the elderly, and (7) Intergenerational programs. In Chapter III the details of the methods and procedures for conducting the study are discussed. It includes a description of the instruments, the sample, subjects, and elderly volunteers' selection, implementation of the study, and data analysis. Chapter IV consists of a discussion of the analysis and findings of the study. Finally, Chapter V includes a summary of the study, results, recommendations for future research, and educational implementations.
Chapter II

Review of Related Literature

In this increasingly aging population, it seems critical that educators begin exploring methods to expose young children to the myths and realities of aging. The importance of understanding children's attitudes toward the elderly have been well documented by researchers. The literature important to the present study is presented in the following sections: (1) Discussion of Attitudes and Stereotypes, (2) Children's Attitudes As Related to Cognitive Abilities, Age, and Sex, (3) Attitudes Toward the Elderly: General, (4) Attitudes Toward the Elderly: Young Children, (5) Contact Between the Elderly and Young Children, (6) Instruments For Assessing Attitudes Toward the Elderly, and (7) Intergenerational Programs.

Discussion of Attitudes and Stereotypes

There are numerous and often conflicting definitions of "attitude" in the literature, but there seems to be a general agreement among researchers with respect to assumptions about the major properties of attitudes. According to Mussen (1969) an attitude can be said to be the predisposition to react, respond, and act with reference to a person, thing or situation, or to a class of people or things. Most authorities agree that attitudes are learned and that they are
presumed to be acquired in the same way as other internal learning activities.

According to a general summary done by Klausmeire and Ripple (1971) there are three important conclusions about attitudes which have received acceptance. First, attitudes are learned. Second, the actions of an individual to a large extent are governed by his attitudes. And, third, an attitude consists of a cognitive, affective and behavioral component, which are all interrelated.

A stereotype is different from an attitude, but often takes the place of an attitude. Lippman (1922) defined a stereotype as a perception that is factually incorrect, produced by illogical reasoning. It is a belief or an opinion that has no implicit direction. According to Schonefeld (1942), stereotypes enable a person to cope with a class of objects, persons, etc., with which familiarity has not been sufficiently established. Because of this lack of familiarity or contact, individuals attribute characteristics to others to minimize ambiguity or for social control.

Children's Attitudes As Related to Cognitive Abilities, Age, and Sex

Theorists such as Piaget and Erikson suggest that around the age of 3 the child's learning becomes intrusive. The child begins to explore his or her world to learn more about self and others. At approximately age 4 the child's egocentric thoughts begin to be replaced by social interaction with people other than the primary caregiver and family members. This interaction particularly involves those people in his or her early learning environment. Children begin
to attach themselves to their teacher and other significant adults. They begin to watch and imitate the actions of these people. Also, at this age feelings and attitudes begin to emerge. Anderson (1961) suggests that what is demanded by significant people in the child's environment becomes very valuable to the child. S/he begins to consider what his significant others accept as "good" and what they reject as "bad." Between the ages of 4 and 7 the children are dominated by their perceptual views of others. They begin to arrive at conclusions about other people, objects, and the world based on societal views.

Dublin and Dublin (1965) postulated that there is probably some developmental sequence in the formation of these attitudes and perceptions. Piaget's research in developmental psychology suggested two ways in which the description and evaluation of other people might vary with age. He demonstrated that younger children have egocentric views of the world, people, and things. As the child increases in age, s/he is able to project beyond self and see other people's points of view. Peevers and Secord (1973) hypothesized that the use of simple differentiating items and the high level of egocentricity among kindergarten children may well be the necessary characteristics in getting to know a person.

What emerges, first, is the establishment of relationship in terms of feelings that are highly egocentric and low in cognitive abilities. Later, these broad, global feelings become more differentiated as perceptual concept developments. Research findings indicate that young children's attitudes toward the elderly show that children below the age of 7 use surface cues, such as appearance, to make social judgments about old people; whereas older children, beyond the age of 7
or 8, use descriptions in terms of values, beliefs, traits, habits, that are more abstract in nature (Livesley and Bromley, 1973).

Studies by Hawkes, Burchinal, and Gardner (1957), Kohn and Fiedler (1961), and Meltzer (1943) suggest that the sex of a child affects their perception. It was found that girls seem to be more favorable toward old people than boys. The results of these studies were somewhat vague when applied to the very young.

Despite the research on age and sex development and its relationship to attitude development, Tuckman and Lorge (1956), Hickey and Kalish (1968), and Kastenbaum and Durkee (1964) found that there is an overall prejudice toward the elderly demonstrated by children. The findings of Treybig (1974) indicated that children ages 3, 4, and 5 held negative views toward the elderly and that prospects of aging influenced the formation of negative attitudes in the younger population. There was no distinction made between the sex of the children in the study.

**Attitudes Toward the Elderly: General**

An analysis of research literature indicates that in the general population negative attitudes toward the elderly are commonly found. McTavish (1971) in an extensive review of literature and research findings on perception of older people, found a prevalence of stereotypes toward the elderly. Very few of these studies were done with children. In these studies, the elderly were viewed as being slow in mobility, forgetful, withdrawn, grouchy, sickly, lonely, less able to learn new things,
likely to feel sorry for themselves, and unproductive.

The earliest and most extensive research efforts in the area of attitudes toward the elderly were those conducted by Tuckman and Lorge (1952, 1953, 1958). On the average, the studies revealed primarily negative attitudes toward the elderly by adolescents and adults. Gold and Kogan (1959), in a sentence completion procedure, concluded that specific terms which are applied to old people ("old bag," "witch," "over-the-hill," "bat," etc.) are substantially different from those terms applied to people as a whole. Kogan and Shelton (1962), in a study using a sample of college students, found that the younger people denigrated the appearance of old people and believed that old people resented them; they stated that they would avoid contact with old people.

Other studies have looked at the influence that age has on attitudes toward the aged. Collett-Pratt (1976) reported a significant difference in the way in which old, middle-aged, and young subjects view old age and old people. She found that each group devalued old age; however, young and middle-aged subjects devalued it twice as much as elderly subjects.

Kanpp and Moss' (1963) and Neugarten's (1968) studies as reported by McTavish (1971) supported this factor of age difference as related to attitudes toward the elderly. The results of these studies indicated that middle-aged people hold fewer stereotypes and negative views of the elderly than do younger people.

Other studies by Tuckman and Lorge (1953), Hickey and Kalish (1968), and Kogan (1961) reported no relationship between age of respondent and perceptions of the elderly. However, Hickey and Kalish
(1968) were unable to confirm their research hypothesis, that the age-related difference between adult age groups which are perceived by children, become greater as the child grows older, except for descriptive items.

Kogan and Wallach (1961) reported a positive association between age of respondent and attitude toward the elderly. The results indicated that older respondents viewed old age more negatively than younger subjects.

Kastenbaum and Durkee (1964), in a study involving different groups of adolescents and young adults, looked at attitudes toward the elderly using the Age-Appropriate Attitude Technique (Tuckman and Lorge, 1953). They found that young people's attitudes toward old age were essentially negative. The young people tended not to think about their own age and viewed old age as unpleasant and lacking any specific value. According to Lorge, Tuckman, and Abrams (1954), negative and stereotyped attitudes are prevalent more often among older subjects (adolescents compared with adults). They based this on the fact that by the teenage years attitudes have become fairly stabilized and rigid.

**Attitudes Toward the Elderly: Young Children**

Most of the research done on attitudes toward the elderly have been conducted with adolescents, middle age, and older adults. Very few researchers have concentrated in the area related to children's attitudes about the elderly. Some of the most extensive studies done in this area were by Hickey and Kalish (1968), Hickey, Hickey and Kalish (1968),

Hickey and Kalish (1968) concluded from their study with 335 subjects (78 third-graders, median age 8; 83 junior high students, median age 12; 102 high-school students, median age 15; and 72 college undergraduates, median age 19.5 years) that children have negative concepts about the elderly and the aging process. They also believed that their study indicated that this negative concept develops early in a child's life. This early development of negative concepts could be attributed to parental influences, media, and other factors in the child's immediate environment.

Thomas and Yamamoto (1975) worked with 1,000 children, grades 5, 7, 9 and 11, to explore their attitudes toward young, middle-aged, and old persons using story writing and semantic differentials. Their conclusion indicated that children have both negative and positive attitudes toward the elderly. Another study that supported Thomas and Yamamoto's is one conducted by Seefeldt, Jantz, Galper, and Serock (1976). Their study also showed both positive and negative dimensions. Some of the negative characteristics assigned to old people were sick, ugly, and sad, while the positive characteristics were rich, wonderful, and clean. However, when the children reported their feelings about the elderly in affective terms, they were positive; when presented in the physical or behavior terms they tended to be negative. The results of the study showed that children show a mixture of feelings of affective dimensions. They also concluded that children, on the whole, did not perceive growing old as positive and expressed negative
attitudes associated with aging.

Another study by Jantz, Seefeldt, Galper, and Serock (1976) was done to develop an instrument to measure children's attitudes toward the elderly. The instrument developed is termed Children's Attitudes Toward the Elderly (CATE). The test was administered to a sample of children, ages 3 to 11 years old. The data collected from the study would be used to develop a curriculum guide to help children foster positive attitudes toward the elderly. The results suggest:

1. Children of all age levels have limited knowledge and contact with old people outside of their immediate family (grandparents and other elderly relatives).
2. Children did not view growing old as positive.
3. Children of all age levels were able to identify people in the old category of the picture series.
4. Half of the kindergarten-age children and all those above the kindergarten age could place the pictures in order from the youngest to the aged.
5. On the Piagetian conservation tasks, children's concepts of age increased as age increased.

Powell's (1974) study provides support to the notion that young children have negative attitudes toward the elderly. She found in a study with preschoolers ages 3 to 5 years, that they could identify and describe physical characteristics of the aged. She found that 3 and 4 year olds could not complete a sequencing task when asked
to place three pictures of a person at different ages in developmental sequence. However, they could place the pictures in two groups classified as "young" or "old." In the same study, 4 and 5 year olds exhibited negative attitudes toward the aged and toward the idea of growing old.

Britton and Britton (1969) and Kogan and Wallach (1961) studied children's ability to identify or discriminate elderly persons. They found, as a result, that children's perceptions of the elderly were age-related. As the children progress from 4 to 6 years old, they become more aware of the elderly and more able to make distinguishable identifications.

Contact Between the Elderly
and Young Children

There have been very few studies that speak to the issue of young children and elderly people relationships. One advocate of the "young-old relationship" was Margaret Mead (1960). She maintained that young children and the elderly should interact with each other. Another advocate was Bronfenbrenner (1977). He feared that today's families are growing further and further apart and young children are rapidly losing contact with significant elderly persons in their lives, such as grandparents and great-grandparents.

Kalish and Hickey (1968) proposed that children should be provided the opportunity to experience elderly people. Butler (1975) proposed that the misconceptions and stereotypes displayed by society could be attributed to the lack of knowledge and contact with the elderly.
Jantz, Seefeldt, Galper, and Serock (1976) noted in their study that children of all ages reported having limited contacts and interaction with the elderly. They also reported that the large number of stereotypic responses the children made toward the elderly could have been related to their limited knowledge and contact. They believed that children's knowledge of old people must be increased through personal contact in order to modify their stereotypic attitudes. Jantz, Seefeldt, Galper, and Serock (1976) state:

Only as children come to know and have contact with the elderly in a variety of roles, activities and situations, will they be able to challenge the stereotypic thinking. When children have contact with a variety of elderly people in diverse roles and situations, they will see for themselves that it is the diversity, rather than the similarity, that characterize the elderly. (Note 1, p. 110.)

Another study that speaks to the "old-young relationship" was done by Sheehan (1978). He investigated the contact which young children, ages 49 to 82 months, have had with elderly persons, and the relationship between this contact and children's ability to identify or discriminate elderly persons. His results indicated a statistically significant relationship between children's frequency of contact with elderly persons and their ability to identify the elderly.

In view of these studies, much more research needs to be done to examine the relationship between children's interaction with elderly people and the effects of this interaction on their attitudes toward the elderly.
In a review of the literature, there were a limited number of instruments available for the assessment of attitudes toward the elderly. Most of these instruments were designed to be used with upper-primary, secondary, etc., youths. The most widely used attitudinal instrument was the Attitude Toward Old People Scale developed by Tuckman and Lorge (1953). It consisted of 137 yes/no questions in categories such as conversation, financial, mental deterioration, insecurity, etc. In 1964 the scale was revised by Lane.

Kogan and Golde (1959) used a sentence completion procedure in assessing attitudes toward old people. Hickey, Hickey, and Kalish (1968) used a written essay procedure with third-grade students to assess their perceptions of the elderly. Kahana and Kahana (1970) utilized the interview and questionnaire to determine youths' attitudes toward the elderly. Britton and Britton (1969) used sketches of male and female figures of various ages to study age discriminations by preschool children. In examining the content of these instruments their questions, procedures, and length are too elaborate to be used with preschool or kindergarten children.

There are some instruments that exist for assessing the attitudes of young children toward the elderly. The most popular one is the Children's Attitudes Toward the Elderly Test (CATE), developed by Jantz, Seefeldt, Galper, and Serock (1976). The instrument was designed to assess children's attitudes toward the elderly, ages 3 to 11 years.
The test assesses the child's attitude in three different areas: cognitive, affective, and behavioral. It consists of four subtests. In the first subtest open-ended questions are utilized. In the second, a semantic differential is employed by using a standardized bi-polar scale to equate the evaluative dimension of the child's attitude. The third subtest utilizes a picture series for visual discrimination of the elderly. The final subtest is a Piagetian-based instrument. It is designed and used to acquire knowledge about the child's cognitive development level with regard to the concept of age.

The Perception of the Aged Test (PAT) and the Familiarity With the Aged Questionnaire (FAQ) are two instruments developed by Click and Powell (1976) to assess young children's perceptions toward the elderly. The PAT consisted of six pictures which included two children, two grown-ups, and two elderly persons. These pictures were used in conjunction with 13 questions to gain information about children's beliefs, feelings, and perceptions of old people. The FAQ consisted of nine questions to gain background information from the parents through an interviewing-type method about their child(s) contact with the elderly.

Although the CATE, the PAT, and the FAQ have been proven to be valid instruments for assessing the attitudes and perceptions of children toward the elderly, neither was appropriate for assessing the objectives of this study. However, the PAT and the FAQ (Click and Powell, 1976) served as examples in developing the instruments used in this study.
Intergenerational Programs

With the current move toward bringing the old and young in close contact with each other, there are several programs that are being used to integrate the two age groups. Most of these programs have been established in the primary and secondary schools. The program that has been most widely used to achieve this purpose is the Foster Grandparent Program.

This program was started by the Administration on Aging, was later transferred to the Department of Health, Education and Welfare, and finally was under the auspices of the ACTION Program in 1971. In 1972 the program contained 10,500 foster grandparents, 60 years or older, serving 21,000 needy children in 137 projects in all 50 states (Egerton, 1972). The 1982 research shows that the program has grown tremendously over the last 10 years. There are over 18,000 foster grandparents working with thousands of children with special or exceptional needs in a wide variety of settings: correctional institutions, mental health clinics, mental hospitals, Head Start classrooms, day care centers, and sometimes in the homes of retarded or physically handicapped children (Yuknavage, 1982). In the early learning centers the expertise of the foster grandparents is becoming an invaluable commodity. They help children with homework, school adjustment, give them needed attention, soothe their fears, kiss tears away, tutor, or just cuddle children when they need someone near. The Foster Grandparent Program (FGP) is unique in that it is especially geared toward children. It has established projects throughout the United States and expanded to foreign countries since its beginning.
Not only does the ACTION Program sponsor the Foster Grandparent Program, but it has become the national volunteer agency which administers to the Older American Volunteer Program. This organization also includes the Retired Senior Volunteer Program and the Serve and Enrich Retirement by Voluntary Experience Program.

The Retired Senior Volunteer Program (RSVP) utilizes over 300,000 men and women, aged 60 and over, serving approximately 930 communities nationwide (Yuknavage, 1982). One of RSVP's most important aspects is its concentration of work in a wide range of schools and colleges. The elderly volunteers serve in a variety of educational settings, which include elementary, secondary, and high schools, correctional schools, child care centers, adult education programs, and colleges and universities (Downey, 1974). Unlike the Foster Grandparent Program, RSVP is geared toward adolescents and adults, as well as children.

In New York a program, called Serve and Enrich Retirement by Voluntary Experience (SERVE), was implemented with the aims to reach and motivate the elderly to volunteer their time and talent to help the mentally retarded. Their activities range from child care, to art, to teaching. A unique aspect of this program is that some of the elderly volunteers selected are also handicapped. For example, about a dozen elderly blind men and women serve twice a week to help the mentally retarded. This program also grew out of the Administration on Aging (H.E.W.) (Carter and Dapper, 1974).

Other programs using the elderly are spreading. In Dade County, Florida, a program called Senior Citizen Teacher Aides utilizes the
elderly in elementary schools to help with nonteaching tasks such as preparing class materials for teachers, checking attendance, setting up class experiments, displays, and demonstrations, and helping children with seatwork and other routine exercises (Carter and Dapper, 1974).

Several states have begun to effectively employ older residents in day care centers and public schools in order to: (1) allow children's parents to acquire jobs outside the home, (2) to provide educational enrichment for children, and (3) most importantly, to provide contact between the two groups.

PAM (Project for Academic Motivation), a program in Illinois, uses older adults to work with children on a one-to-one basis in small groups, or to work with large groups in a classroom lecture-type environment (U.S., HEW, 1971). In Washington, a project called Seniors Offering Useful Resources for Children's Education (SOURCE) also utilizes the elderly. This program serves as a resource for the school districts. Elderly members of the group sign up their skills, interests, hobbies, and talents to work with children. The teachers also sign a need list and the elderly volunteers are matched with teachers' requests. Teachers have reported that the elderly have brought to the classroom a large amount of warmth, patience, and affection and have provided a grandparent image for the children, especially those children whose grandparents are missing from their environment or live far away (Strachan, 1973). In 1971, Ann Arbor, Michigan, initiated the Teaching-Learning Communities Program (TL-C). The program brings together people of all ages within the regular school curriculum to exchange skills, knowledge, and experience in the arts and humanities. The elderly are
encouraged to make use of skills that they have acquired in youth or in adulthood, whether it is painting, sewing, woodworking, or cultivating plants. Here, the elderly can practice and refine their abilities along with the children who are learning to develop those same or related skills. Working side by side in the classroom setting, the old and young serve as natural teachers to one another. In 1974 a unique program, called "Love and Affection," was implemented in an elementary school in Grove City, Ohio. The program is sponsored by the Kiwanis Club of West Franklin County. Its primary purpose is to provide love and affection for the children. The program utilizes approximately 30 volunteer grandparents in the primary grades. The volunteer grandparents do not serve as clerical volunteers, teacher's aides who run the ditto machine, or grade papers. Their duties include reading to children, telling stories, playing games, providing help to needed students, giving lots of attention, listening, understanding, and most importantly, sharing themselves with the students (Walker, Fisher, Reiss, and Stahl, 1974). In 1976, in Santa Cruz, California, the Elvira Health and Nutrition Center was established. One of its major areas is its Intergenerational Child Care Center. The Center employs several elderly persons to serve as part-time teacher aides and elderly role models for the children (Hucklebridge, 1978). In 1979 Rockland, Massachusetts, began a project entitled Children Learning About Aging in a Structured Program (CLASP). Its primary purpose was to devise an aging education curriculum for children, fourth through eighth grade. The curriculum provided intergenerational understanding between the older
adults and the students and provided the opportunities for the children to develop a close, friendly relationship with an elderly person (Pini, 1981). In San Francisco, California, the Intergenerational Caregiving Program was developed in 1979. The program strives to provide a series of educational experiences to older adults that will increase their understanding of human growth and development and to help them develop confidence, competence, and enjoyment in giving care to children. The participants were involved in educational activities such as child development courses, background information on child growth and development, lectures, discussions, and workshops. They also participate in a caregiving internship to gain practicum experience in child care (Cohen, 1982).

Earlier programs have been identified by educators in which the aged are used as major community resources in providing services to children. In 1972, Schamber reported a project where sixth graders adopted and visited a grandparent in a nearby nursing home. Morgulas (1973) reported a project which incorporated eight grandparents into an elementary school classroom. The grandparents read to the children, played instruments, told stories, assisted on field trips, etc. In another project, a unit on Sensitivity to the Aging Process was taught to 39 children, 9 to 11 years old, over a period of seven weeks. Ianni (1973) reported that the children grasped the importance for older people to engage in meaningful activities and the need for positive companionship in their lives.
Models for utilizing schools as intergenerational facilities now exist. Also, other facilities such as churches, hospitals, and service organizations are beginning to tap the potential resources in bringing the old and young together. Educators have begun to realize that intergenerational strategies offer a unique way to use existing and often untapped resources to gain the maximum educational benefits for young children.

Summary of Relevant Literature

In the above review of literature the majority of the studies emphasized the negative aspect of the younger generation's attitudes toward the elderly and the aging process. In general, results of these investigations have been similar. Of the many conclusions reached, the most prevalent and common finding indicates that there is an overall negative view exerted toward the elderly. This view has been found to be somewhat universal across the life span.

The literature reveals that very little research has been done investigating young children's attitudes toward the elderly. However, Klausmeier and Ripple (1971) and Thomas and Yamamoto (1975) believed that children develop these negative attitudes early in life. Studies investigating the cognitive aspects of children's perceptions found that children as young as 3 could identify the elderly and did indicate that they did not want to grow old (Treybig, 1974). In general, (although some studies found mixed and positive attitudes) the research conducted with children found that their attitudes toward the elderly are more negative than positive (Hickey and Kalish, 1968). Some of the
reasons attributed to young children's negative attitudes are: (1) the way society depicts the elderly, (2) lack of sufficient knowledge about the elderly and aging, and (3) lack of sufficient contact with elderly persons.

It is believed by researchers such as Butler (1975), Hickey and Kalish (1968), and Tuckman and Lorge (1952) that teaching children at an early age about the aging process and exposing them to the elderly on frequent bases can help them begin to view the elderly in a positive manner.

In studying attitudes toward the elderly, a number of variables have been identified as influencers of one's attitude development. The two variables that have generated conflicting results are age and sex. It has been found that as children increase in age, so does their negative attitude. A study by Seefeldt (1977) found that children's concept of age increase in accuracy as the subjects themselves increase in age. Other studies done by Britton and Britton (1970), Thomas and Yamamoto (1975), and Seefeldt, Jantz, Galper, and Serock (1976) also found older children to have more somewhat mixed and negative attitudes toward the elderly than the younger children in their studies. Other studies, done by Knapp and Moss (1963) and Kogan and Wallach (1961), showed fewer stereotypes and negative views about the elderly were held by older persons. No relationship with age of respondent was reported by Hickey and Kalish (1968) and Kogan (1961). From these findings, it is difficult to draw a definite conclusion that the age of the subjects being studied has a major influence on their attitudes.
The literature presented on sex and its relationship to subjects' attitudes toward the elderly has also shown conflicting evidence. Some research (Kogan and Shelton, 1962; Tuckman and Lorge, 1952; Hawkes, Burchinal, and Gardner, 1957; Kohn and Fiedler, 1961; and Meltzer, 1943) found females to have less negative attitudes toward the elderly than males. Others (Britton and Britton, 1970; Kogan, 1961; and Rosencranz and McNevin, 1969) reported no association between attitudes and sex of subjects.

Very few of these studies on age and sex were conducted with very young children. The studies conducted on age by Seefeldt and others, used a wide age range for comparison (3 through 11), and the studies conducted on sex used primary aged children and above.

For the purpose of this study, age and sex were not considered as major variables. Age was not considered as a major influence because, according to Piaget's developmental stages, children 5 and 6 years old are operating on the same cognitive level of development; therefore, the investigator expected to find little or no variation in the subjects' responses. Sex was not considered as a major influence based on the findings from previous studies. However, these two variables were examined in the preliminary analysis to determine if they were related to the dependent variable.
Chapter III

Methods and Procedures

The body of literature on attitudes toward the elderly has indicated that most of the studies done have been conducted with high school students, college students, and adults (McTavish, 1971). Very few of these studies have used young children as subjects. Research literature has also indicated that the assessment of children's attitudes has been hampered by the limited number of appropriate instruments available to achieve such an objective. For the purpose of this study, the research design specifically includes the development of instruments that will appropriately assess attitudes of young children toward the elderly.

Development of Instruments

In developing the instruments to be used with the kindergarten-level children in this study, the investigator had to consider the cognitive abilities of the children, especially their oral and written communication skills. Because 5 and 6 year olds are more advanced in their oral and visual skills than in their written skills, the investigator designed the instrument to be used with the children based on these components. The two techniques used for administering the instruments were visual discrimination of pictures and interviews conducted with the children and parents. According to Yarrow (1960), the interviewing technique has proven to be most effective in studies involving young
children. Both instruments were developed and pilot tested before the actual research study was conducted.

Pilot Study

The pilot study was conducted with 42 kindergarten children attending a summer program in a suburban learning center in central Ohio. Two intact groups, assigned at random by the investigator, were used. The Experimental Group consisted of 19 subjects, nine 5 year olds and ten 6 year olds. There were 8 males and 11 females in the group. The Control Group consisted of 23 subjects, fourteen 5 year olds and nine 6 year olds. There were 12 males and 11 females in the group.

One elderly female volunteer (over 65 years of age) served as the treatment for the Experimental Group. Her major role in the study was to interact with the children over a 6 week period. This included reading stories, playing games, providing help when needed, giving attention, listening, understanding, sharing, cuddling, lunch, etc. The foster grandparent visited the experimental classroom for one or two hours a day for two days a week. The study was conducted over a period of 10 weeks. Results from the pilot study were analyzed and provided the basis for the conduction of this larger study (see Appendix A for results).

Development of the CAET

The Children's Attitude of the Elderly Test (CAET) was designed for the purpose of assessing kindergarten children's attitudes toward the elderly.
The first draft (Appendix B) consisted of nine pictures (three children, three middle-aged, and three old people), a short game using two puppets (little boy or girl and an old man), and 16 follow-up questions. This draft was first tested with ten 5 and 6 year olds who showed favorable responses for the use of the pictures, puppets, and the game. But some of the questions posed to the children seemed somewhat too vague and difficult to understand. To provide a better understanding of the instrument, the investigator re-examined and revised these questions. Questions 1 and 3 were combined into one question; questions 5, 8, and 10 were reworded for clarity; question 13 was omitted and a new question was added, "Do you like old people? Why or why not?"

Upon revision of the first draft of the CAET, the instrument was evaluated for validity of the instrument. All the judges were experienced professionals in the field of Early Childhood Education, with one having a broad knowledge of gerontology. The judges were provided a copy of the pictures, game, puppets, consent forms, description of the study, and instructions for evaluation. The retention of each item to be used in the testing procedure was based on the response from the judges. An item was retained if three out of four judges scored it as being appropriate. The instrument was evaluated on its appropriateness, age level, clarity, and relevance to the study.

Based on the judges' evaluations, all pictures and puppets were retained. However, there were changes made in the game and the test items. The game was revised to provide more clarity of instructions to obtain the maximum amount of feedback from the child. Also,
several questions were reworded or omitted from the instrument because of the fear that they would "cue" the child as to the proper response. Questions 1, 4, 5, 10, and 13 were revised, deleting any working related to "Mr. Jones" (the old man in the game). Question 2 was omitted and a new question, 15, was added (What do you think you might be like when you get old?).

Upon obtaining feedback from the judges, a second draft of the CAET was constructed and used in the pilot test. The analysis of the data collected from the pilot test revealed that the test was appropriate to be used with young children and that it would be very useful in determining kindergarten children's attitudes toward the elderly.

Scoring the CAET

In attempting to develop a scoring method for the CAET, the investigator first rated the responses to the questions as: Positive (+), Realistic (R), Negative (N), and Neutral (0). After examining the children's responses, the categories established proved to be inappropriate for rating the responses. Before pilot testing the instrument, a new scoring method was developed. This method was based on a 5-point scale: (5) Positive, (4) Somewhat positive, (3) Neutral, (2) Somewhat negative, and (1) Negative. These categories provided a clear and simple method for scoring the CAET.

In order to further evaluate the scoring method for the CAET, an inter-rater test of reliability was conducted. Three graduate students were trained by the investigator. Each student was given the same
tape recording of two subjects being interviewed by the investigator and two copies of the CAET instrument to be coded. In comparing the coded instruments, only the scores on questions 6, 12, and 15 were different for two different graduate students. After discussing the instruments with the students, the difference in scoring seemed more related to personal interpretation than the construction of the questions. To be sure that the difference in scoring was not related to question construction, one more graduate student was trained and given the same data to score. The scoring was identical to the second student's scoring. Based on this evaluation and a 93 percent agreement between the four sets of scores, the CAET scoring method was accepted by the investigator as being appropriate.

Establishing Reliability For the CAET

The Cronbach Alpha reliability test was used to establish a measure of reliability for the CAET. This test was used to test inter-item correlations between test items. The CAET consisted of 15 questions used to gain data about the subjects' attitudes toward elderly persons. It was used as a test-retest measure. The pretest helped establish the baseline attitudes of the subjects and the posttest revealed the gain, loss, and/or stability in the subjects' attitudes.

Based on data collected and analyzed from the pilot test, the CAET pretest standardized alpha was reported as .781 with an alpha range of .739 to .786. The CAET posttest standardized alpha was reported as .857 with an alpha range of .841 to .855. When analyzed in the actual
study, the CAET pretest standardized alpha was reported as .754 with an alpha range of .726 to .754. The CAET posttest standardized alpha was reported as .852 with an alpha range of .773 to .847. This range in both CAET pretest and CAET posttest for the pilot study and the actual study indicates that the test items were closely correlated with very little variance. Because of the strength of the pretest and posttest alphas of the CAET, the investigator accepted the instrument as being reliable to be used with children, preschool through first grade, to assess their attitudes toward the elderly. A copy of the final draft of the CAET can be found in Appendix C.

**Development of the CFEQ**

The Children's Familiarity With the Elderly Questionnaire (CFEQ) was developed to be used with the parents of the subjects. Background information obtained with this instrument will help determine the amount and type of contact each child has had with the elderly prior to the study.

The first draft of the CFEQ (Appendix D) consisted of 10 questions. Seven of the questions were designed to gain information about the frequency and type of interaction that took place between the subjects and the elderly. The remaining three questions served as general knowledge questions to gain information about the quality of that interaction. The instrument was designed to generate both qualitative and quantitative data.

The first draft of the CFEQ was also submitted to the panel of judges, along with the CAET, for evaluation and validity establishment.
Three of the judges suggested that the instrument be revised by deleting questions 5 and 7. Their suggestion was based on the fact that question 5 was closely related to question 1 and provided the same information, and that question 7 provided little, if any, relevant information to the study.

Before pilot testing the CFEQ, the instrument was administered to three parents to check for clarity of the questions. During the interviews the investigator discovered that question 1 presented a problem because some of the subjects' grandparents, with whom they had contact, were not considered "old people." Therefore, an age range of 65 and older had to be included in the question. Questions 2 and 4 were also revised to provide a distinction between children's "contact" and "interaction" with the elderly.

Based on the suggestions from the judges and the three parent interviews, a second draft of the CFEQ was constructed (Appendix E) and used in the pilot test. A copy of the Instrument Validity Questionnaire used by the judges can be found in Appendix F.

Scoring the CFEQ

In the first draft of the CFEQ, seven of the questions were scored on a scale of 1 to 4, with 1 being the lowest possible score and 4 the highest possible score. The remaining three questions were scored on a 0 to 4 scale, with a range of no score to 4 being the highest possible score. This scoring method proved to be inappropriate because all of the test items could not be scored in a quantitative manner. With the second draft of the instrument, the investigator developed
a scoring method that scored the first five questions on a 5-point scale. Each of the five questions was scored on the basis of most to least amount of contact (some wording in categories change) with the elderly. The investigator scored each test item as being (5) Positive, (4) Somewhat positive, (3) Neutral, (2) Somewhat negative, and (1) Negative.

The remaining three test questions on the CFEQ were analyzed by qualitative data collected through unstructured anecdotal notes. To collect this data, an observation form was developed. The form contains descriptive statements designed to help guide the investigator in recording vital information that was crucial to the analysis of the qualitative objectives of the study (Appendix G).

An inter-rater test of reliability was also conducted with the CFEQ. To further test the accuracy of the scoring method, the investigator trained two co-evaluators to score the CFEQ. Four subjects' names were randomly selected from the sample roster. The parents' telephone numbers were obtained from the classroom teacher. Each co-evaluator was given two telephone numbers and two copies of the CFEQ to call and conduct the telephone interviews with the parents. The scoring results on all four instruments, when compared with the subjects' original questionnaires yield a 96 percent agreement among evaluators; therefore, the investigator accepted the CFEQ scoring method as being appropriate and reliable.
Establishing Reliability
For the CFEQ

The CFEQ was also tested for reliability by using the Cronbach Alpha test. The standardized alpha was reported as .907, with an alpha range of .858 to .939. When analyzed in the actual study, the CFEQ standardized alpha was reported as .800 with a range of .777 to .814. This range also indicates the closeness of test item correlations with little variance. With this high alpha range, the investigator accepted the CFEQ as an appropriate instrument to be used in administering to parents to gain background information about their child's contact with the elderly.

Selection of Subjects

The Sample

To obtain a research sample, two intact groups of 59 kindergarten children were used. At the beginning of this study the investigator sent a letter explaining the purpose of the study (Appendix H) and a consent form (Appendix I) home to parents asking their permission for their child to participate in the study. The letters and consent forms were sent home to parents on three separate occasions in order to obtain the maximum number of returns. The investigator received 80 percent from the first occasion, 13 percent from the second occasion, and 7 percent from the third send-out. All children whose parents returned signed consent forms by September 10, 1982, were included in the research study. A total of 90 percent (53 subjects) of the consent forms was returned.
The Children

The subjects included in the study were 53 kindergarten children enrolled in two suburban elementary schools in central Ohio. Hence, randomization between schools was not possible; therefore, generalization to other populations could not be done. These schools were selected because they: (1) were located in the same geographic area, (2) operated by the same curriculum, and (3) served the same social economic level of children. This provided homogeneity among research subjects and schools. The research setting consisted of two classrooms (intact groups) which contained children 5 and 6 years of age.

Each group was randomly assigned to a kindergarten classroom in a school by the investigator. The Experimental Group was assigned to School A because of its volunteer grandparent program, and the Control Group was assigned to School B. The Experimental Group consisted of 29 children, twenty 5 year olds and nine 6 year olds. There were 15 males and 14 females in the group. The Control Group consisted of 24 children, eighteen 5 year olds and six 6 year olds. There were 11 males and 13 females in the group.

The parent(s) of the children also participated in the study by completing a questionnaire (CFEQ) to provide background information about the children's familiarity and contact with elderly persons.

Selection of Elderly

The two elderly persons selected to participate in this study served as volunteer grandparents in the "Loving and Affection Program." This program was only utilized in School A. The elderly volunteers selected
have worked with the kindergarten settings in this school for several years. Therefore, recruitment and training were not necessary.

The two elderly volunteers visited the classroom two mornings each, on a weekly basis for 9 weeks, to interact with the children. Their duties included talking to the children, reading or telling stories, providing assistance when needed, cuddling and, most importantly, sharing themselves with the children.

Implementing the Study

Prior to starting the study, the investigator visited each school to get acquainted with the teachers and the students. Also, before the volunteer grandparents were incorporated into the Experimental Classroom, the investigator met with each of them to explain the purpose of the study and their role as a participant. The research study began on September 6, 1982, and was conducted over a period of 12 weeks.

After the research site and subjects were selected, Experimental and Control Groups designated, and the maximum amount of consent forms obtained, the investigator sent the CFEQ to the child's home to be completed by the parents of the research subjects. All 53 instruments were returned within a two-week period. The CFEQ's were collected, but were not reviewed or scored until after the subjects were post-tested using the CAET instrument. Therefore, the background information obtained about each subject's familiarity with the elderly prior to the study remained unknown to the investigator.
Administering the CAET Pretest

For the purpose of administering the CAET as a pretest, the classroom teacher designated an area outside the classroom. In this setting the investigator and each subject were excluded from distraction and interruptions of regular classroom activities.

The materials used in administering the CAET included nine 8 x 10 black and white photographs (three children, three middle aged, and three old people) for age discrimination (Appendix J), two puppets used in conjunction with the 15 follow-up questions on the CAET (Appendix K), and a tape recorder and tapes to record each subject's response.

Pretesting of both the Experimental and Control Groups began on September 13, 1982, and ended September 17, 1982. All subjects were interviewed individually by the investigator. To begin the pretesting, each subject was told that s/he was going to leave the classroom to go and play a "fun" game with the investigator. Once outside the classroom in the pretesting area, the investigator spent a few moments establishing rapport with the child before the actual testing began. All the interviews were taped to provide accuracy of the subjects' response to questions.

The CAET was divided into two parts. Part 1 dealt with the discrimination of age between the three groups of pictures. Part 2 consisted of a game using two puppets and 15 follow-up questions that were asked by the investigator during the interview. The pretesting began by the investigator showing the child the three groups of pictures. The investigator pointed and told the child which three pictures were
classified as children, which were middle-aged persons, and which were old people. The child was allowed to look at each group of pictures. The investigator then asked the child to identify each of the three groups of pictures by pointing. The three groups of pictures were rearranged and the child was asked to identify the three groups again, i.e., children middle-aged persons, and old people. After this task was successfully completed, the investigator introduced the game to be played with the child. Here, Part 2 of the CAET was administered. The game consisted of two hand puppets, a girl or boy (depending on the sex of the child being interviewed), and a puppet of an old man named "Mr. Jones." (The investigator used the old man puppet while the child being interviewed used the child puppet). The investigator explained the game and told the child that Mr. Jones would ask him/her questions about the old people that s/he knew. Here the 15 questions were asked. The child was given ample time to answer each question. If he or she did not respond after a reasonable time period, the investigator proceeded to the next question. At no time was any child pressured to participate in the testing procedure or complete any part of the test after s/he had begun. All of the subjects were eager to participate and none refused. It took the investigator approximately 15 minutes to administer the CAET.

After pretesting, the two elderly volunteers were incorporated into the Experimental Classroom to interact with the children for 9 weeks. Also during this time, the investigator visited the classroom two mornings a week to observe and record anecdotal notes of the interaction that took place between the elderly volunteers and the children.
In conducting the observations, the investigator served as a non-participant and took unstructured anecdotal notes. According to Bailey (1982), this form of note taking is very useful in natural settings and it is a flexible technique that allows the observer to focus on any variables and/or specific variables that are important to the study. These notes use very little or no framework to guide the researcher in collecting vital data. Most importantly, unstructured anecdotal notes allows the observer to view the observation in a holistic manner. It also allows the parceling out of information to investigate or answer specific questions that are important to the study. The investigator, seated in an unobtrusive area of the classroom, took notes during each two hour interaction period that took place between the elderly and the children. Later, the notes were re-examined to extract important information that pertained to specific variables: verbal/nonverbal interaction, tactile responses, assistance, aging process, and aging features. This information was then recorded on an observation form to be used in the interpretation of the qualitative hypotheses. Other information from the anecdotal notes was also used to provide clarity to the research study.

To establish validity for the observational data collected, the investigator trained two co-evaluators who had no prior knowledge of the study. Each was given a copy of the anecdotal notes to read carefully. Afterward, each was given an observation form and was instructed to extract information from the anecdotal notes that they felt was related to each statement and other additional information that they thought was important to the study. After a comparison of
observation evaluations and discussion of anecdotal notes, an 86 percent agreement was found between evaluators.

Administering the CFEQ

To gain background information about the subjects' previous contact with the elderly prior to the study, the parents of the research subjects were asked to complete the CFEQ and return it to the investigator. This request was included in the letter explaining the purpose of the study.

The instrument consisted of eight questions. Five of the questions provided information about the child's contact with the elderly. The remaining three questions were included for general knowledge purposes. There was a section included for the parents to provide additional information. In this section, several of the parents provided information that was not asked in the questions. There was a 100 percent return on the CFEQ. It took each parent approximately 10 minutes to complete the instrument.

Administering the CAET Posttest

After the 9 week treatment period utilizing the volunteer grandparents in the Experimental Classroom, the CAET was administered as a posttest to both groups of children. The same procedures used in administering the pretest were used in administering the posttest. Posttesting for both groups began during the week of November 22, 1982, and ended November 30, 1982.
Data Analysis

The data were collected using both quantitative and qualitative measures. The quantitative data were obtained from the CAET pretest and posttest and five questions from the CFEQ. The qualitative data were obtained from anecdotal notes collected through weekly observations by the investigator and three general knowledge questions from the CFEQ.

To determine if the Experimental Group and the Control Group were equivalent at pretest, t-tests were employed on the CAET pretest and the CFEQ. Also, a Chi Square procedure was used to determine if age and sex of subject were evenly distributed between groups.

Hypotheses 1, 2, 3, 4, and 5 were tested using a Pearson $r$ simple correlation and a Step-wise multiple regression. The Pearson $r$ was used to determine the correlation of individual items on CFEQ with CAET Pretest, correlation between items on CFEQ, and correlations between the age and sex of subject's response to CAET. The step-wise regression tested each item of the CFEQ independently to determine the degree of contribution each made to the CAET performance. This test parceled out shared values between CFEQ items and revealed which item had the highest or lowest contribution in a hierarchical manner.

To analyze Hypothesis 6, a two-way ANCOVA using the CAET as a repeated measure was used. This tested the significant difference between mean scores by groups on the CAET. In addition, a Scheffe post hoc comparison was used to determine where significant differences occurred between adjusted means by groups. Because there was a difference between groups on pretest, a one-way analysis of covariance
using the CAET and Acquaintance as covariates was employed to adjust for means on CAET pretest scores.

The qualitative data were analyzed from unstructured anecdotal notes (which incorporated an observation form) of weekly observations in the research site and three general knowledge questions (1, 3, and 5) from the CFEQ. Hypotheses 7 and 8 were analyzed with these data. All statistical computations were analyzed using the Statistical Package for Social Sciences (SPSS) Computer System at The Ohio State University. The level of significance was set at .05.
Chapter IV

Analysis of Data

This chapter presents the analysis of data and the interpretation of the results as they relate to the problem statement: to determine if it can be demonstrated that the frequency of interaction between young children and the aged can increase positive attitudes of young children toward the elderly. The analysis of these data is presented in four sections: (1) instrumentation, (2) examination of treatment and control groups, (3) quantitative hypotheses—effects of prior contact with the elderly, and (4) qualitative hypotheses—effects of interaction during the study with the elderly.

Examination of Treatment and Control Groups

To test if the groups were equivalent at the beginning of the study, a preliminary t-test was employed on the CAET pretest and the CFEQ. In analyzing the data, there was a significant difference found between groups on the CAET pretest ($t=1.99, \alpha < .05$). The Experimental Group was higher at initial testing than the Control Group. An analysis and a discussion of adjustments made for these differences are in Table 9 and Table 10. No significant differences between groups were found on the CFEQ ($t=.09, \alpha \geq .928$).

The variables sex and age were analyzed using Chi Square procedures to determine if an even distribution of subjects on these variables
existed between groups. There were no significant differences found between groups on either sex \( (\chi^2 .02 \chi = .88) \) or age \( (\chi^2 .03, \chi = .86) \).

Frequencies of subjects by sex for each group is presented in Table 1 and by age in Table 2.

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison of Groups on Sex</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment ((n))</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>((%))</td>
<td>57.7</td>
<td>51.9</td>
</tr>
<tr>
<td>Control ((n))</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>((%))</td>
<td>42.3</td>
<td>48.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison of Groups on Age</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>5 Year Olds</th>
<th>6 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment ((n))</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>((%))</td>
<td>52.6</td>
<td>60.0</td>
</tr>
<tr>
<td>Control ((n))</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>((%))</td>
<td>47.4</td>
<td>40.0</td>
</tr>
</tbody>
</table>

**Instrumentation**

As previously stated, the reliability of each instrument was determined using the Chronbach's alpha technique. This technique procedure yields a measure of instrument internal consistency. For the CAET, when
used as a pretest measure, the alpha was found to be .75; when used as a posttest measure, the alpha was .85. For the CFEQ, the reliability was determined to be .80. The overall means and standard deviations for subject's response to each instrument are presented in Table 3 (CAET) and Table 4 (CFEQ).

Table 3
CAET Pretest and Posttest Means and Standard Deviation For Both Treatment and Control Groups

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Number of Items</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Means</td>
<td>39.74</td>
<td>45.83</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>10.73</td>
<td>10.68</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.75</td>
<td>0.85</td>
</tr>
</tbody>
</table>

Table 4
CFEQ Means and Standard Deviation For Both Treatment and Control Groups

<table>
<thead>
<tr>
<th></th>
<th>Treatment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Number of Items</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Means</td>
<td>20.20</td>
<td>20.12</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>3.59</td>
<td>2.77</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.87</td>
<td>0.75</td>
</tr>
</tbody>
</table>
Quantitative Hypotheses

Hypotheses 1 through 5 were examined primarily by using the Pearson \( r \) simple correlation of CFEQ items and CAET scores (Table 4). A frequencies distribution was done to examine the standard deviation and range of each CFEQ item (Table 6). Also, a step-wise multiple regression using the pretest scores as the dependent variable was conducted. This test allowed the researcher to examine the degree of contribution each of the CFEQ scales made to the CAET performance.

Each of the five items from the CFEQ (contact, acquaintance, general contact, general response, and general attitude) was allowed to be entered as predictor variables to determine their influence on the CAET pretest scores. The results of this regression analysis are presented in Table 7. These results indicate that "acquaintance" was responsible for the major portion of the variance observed in CAET scores. Examination of these correlations between the various CFEQ items indicates that there is a considerable overlap existing between these items (see Table 8) [Table 5].

It is interesting to note that "contact" is not significantly related to CAET pretest scores; however, it is significantly related to the additional four dimensions on the CFEQ (Table 8). This indicates that, while contact with the elderly does not in itself affect CAET scores, it may indirectly have some influence through its relationship with the rest of the items on the instrument.
### Table 5
Correlations of CFEQ Individual Items With Means and CAET Pretest Scores

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>r²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact (2)</td>
<td>53</td>
<td>.10</td>
<td>.230</td>
</tr>
<tr>
<td>Acquaintance (4)</td>
<td>53</td>
<td>.56</td>
<td>.000*</td>
</tr>
<tr>
<td>General Contact (6)</td>
<td>53</td>
<td>.34</td>
<td>.006*</td>
</tr>
<tr>
<td>General Response (7)</td>
<td>53</td>
<td>.46</td>
<td>.000*</td>
</tr>
<tr>
<td>General Attitude (8)</td>
<td>53</td>
<td>.50</td>
<td>.000*</td>
</tr>
</tbody>
</table>

*Significant at the $\alpha \leq .05$ level.

### Table 6
Standard Deviations and Range For CFEQ Individual Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact (2)</td>
<td>.103</td>
<td>3.00</td>
</tr>
<tr>
<td>Acquaintance (4)</td>
<td>1.180</td>
<td>4.00</td>
</tr>
<tr>
<td>General Contact (6)</td>
<td>.732</td>
<td>2.00</td>
</tr>
<tr>
<td>General Response (7)</td>
<td>.716</td>
<td>2.00</td>
</tr>
<tr>
<td>General Attitude (8)</td>
<td>.682</td>
<td>2.00</td>
</tr>
</tbody>
</table>
## Table 7
Step-Wise Multiple Regression of CAET Posttest With General Contact, General Response, and General Attitude

<table>
<thead>
<tr>
<th>Variable</th>
<th>$r^2$</th>
<th>Regression Coefficient</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Acquaintance</td>
<td>.53</td>
<td>.32</td>
<td>12.29*</td>
</tr>
<tr>
<td>Step 2: General Attitude</td>
<td>.32</td>
<td>.36</td>
<td>2.54</td>
</tr>
<tr>
<td>Step 3: Contact</td>
<td>.15</td>
<td>.39</td>
<td>1.48</td>
</tr>
<tr>
<td>Step 4: Age</td>
<td>.17</td>
<td>.41</td>
<td>2.04</td>
</tr>
<tr>
<td>Step 5: General Contact</td>
<td>.29</td>
<td>.43</td>
<td>2.22</td>
</tr>
<tr>
<td>Step 6: General Response</td>
<td>.20</td>
<td>.44</td>
<td>1.00</td>
</tr>
<tr>
<td>Step 7: Sex</td>
<td>.01</td>
<td>.44</td>
<td>.01</td>
</tr>
</tbody>
</table>

*Significant at the $\alpha = .05$ level.
Table 8

Correlation Between Items on CFEQ

<table>
<thead>
<tr>
<th>Item</th>
<th>Contact</th>
<th>Acquaintance</th>
<th>General Contact</th>
<th>General Response</th>
<th>General Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>1.0000</td>
<td>0.4148</td>
<td>0.3455</td>
<td>0.3763</td>
<td>0.2786</td>
</tr>
<tr>
<td>p</td>
<td>0.002 *</td>
<td>0.011 *</td>
<td>0.005 *</td>
<td>0.043 *</td>
<td></td>
</tr>
<tr>
<td>Acquaintance</td>
<td>0.4148</td>
<td>1.0000</td>
<td>0.5293</td>
<td>0.5442</td>
<td>0.5774</td>
</tr>
<tr>
<td>p</td>
<td>0.002 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td></td>
</tr>
<tr>
<td>General Contact</td>
<td>0.3455</td>
<td>0.5293</td>
<td>1.0000</td>
<td>0.7651</td>
<td>0.7526</td>
</tr>
<tr>
<td>p</td>
<td>0.011 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td></td>
</tr>
<tr>
<td>General Response</td>
<td>0.3763</td>
<td>0.5442</td>
<td>0.7651</td>
<td>1.0000</td>
<td>0.7665</td>
</tr>
<tr>
<td>p</td>
<td>0.005 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td></td>
</tr>
<tr>
<td>General Attitude</td>
<td>0.2786</td>
<td>0.5774</td>
<td>0.7526</td>
<td>0.7665</td>
<td>1.0000</td>
</tr>
<tr>
<td>p</td>
<td>0.043 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td>0.000 *</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the \( \alpha \leq .05 \) level.
Hypothesis 1. Children who have experienced frequent, constant, or moderate contact with elderly persons prior to the study will have a more positive attitude (<.05) than children who have received little or no contact with the elderly, as measured by the parent's response to the CFEQ.

An examination of the simple correlation of "contact" (item #2, CFEQ) and the CAET pretest scores indicates that there is no significant relationship between these two measures ($r^2=.10, p=.230$) (see Table 5). In addition, "contact" entered third in the step-wise multiple regression incorporating all CFEQ items (Table 7) and did not explain a significant portion of the variance in the CAET pretest scores beyond "acquaintance." Therefore, Hypothesis 1 was not supported by this data.

Hypothesis 2. Children who are acquainted with more elderly persons prior to the study will have more positive attitudes (<.05) than those who are acquainted with fewer elderly persons as measured by parents' response on the CFEQ.

In testing this hypothesis, the simple correlation (Table 5) between "acquaintance" (item #4, CFEQ) and CAET pretest scores indicates that there is a significant relationship between the two measures ($r=.56, p=.000$). In the step-wise multiple regression, "acquaintance" entered as step 1 and explained a highly significant portion of the CAET pretest scores. Information derived from these tests show that children who were acquainted with more elderly persons prior to testing (knew their names, talked to them freely, and visited them frequently) had a more positive attitude than those who
were acquainted with fewer elderly persons. Therefore, Hypothesis 2 was supported.

On the CFEQ, items 6, 7, and 8 are rated based on the parent's general judgment about their child(s) overall interaction with the elderly prior to the study. Each item is rated from the highest (positive general contact, receptive general response, and positive general attitude) amount of interaction to the lowest amount of interaction (negative general contact, withdrawn general response, and negative general attitude). Hypotheses 3, 4, and 5 are analyzed on data collected from these three questions.

**Hypothesis 3.** Children who have had a more positive general contact with elderly persons prior to the study will have a more positive attitude ($<.05$) than children who have had a more negative general contact with elderly persons as measured by parental scores on the CFEQ.

As shown in Table 5, the simple correlation between "general contact" and the CAET pretest scores indicates that these two variables are significantly related ($r=.34$, $p=.006$). However, "general contact" entered as step 5 of the step-wise multiple regression (Table 6) and did not explain a significant portion of the variance in the CAET pretest scores beyond acquaintance, as indicated in Table 6 ($F=2.22$, $\alpha>.05$). These data reveal that children who had a more positive general contact with the elderly prior to the study did show an increase in positive attitudes toward the elderly; however, these increases were adequately explained by the variable "acquaintance." Based on these data, Hypothesis 3 was supported.
**Hypothesis 4.** Children who have had a more receptive general response toward elderly persons prior to the study will have a more positive attitude (<.05) than children who have had a more withdrawn general response toward elderly persons as measured by parental scores on the CFEQ and children’s scores on the CAET.

In Table 5 the simple correlation between "general response" and CAET pretest scores indicates there is a significant relation between these two measures (r=.46, p=.000). In addition, general response entered 6th in the step-wise multiple regression (Table 7). This indicates that only a small portion (portion overlapped with the variable "acquaintance") of the variance in the CAET pretest scores were explained by children's prior general response to the elderly (F=1.00, p > .05). Based on data derived from the study, children who had a more general receptive response toward the elderly did show an increase in positive attitudes when compared to children who had a more withdrawn general response toward the elderly. Therefore, sufficient statistical evidence was provided to support Hypothesis 4.

**Hypothesis 5.** Children who have had a more receptive general attitude toward elderly persons prior to the study will continue to view the elderly in a positive manner (<.05) than children who have had a negative general attitude toward the elderly as measured by children’s pretest and posttest scores on the CAET.

According to the simple correlation (Table 5), between the variables "general attitude" and CAET pretest scores, there was a significant relationship established (r=.50, p=.000). When these two variables were further examined in the step-wise multiple regression
(Table 7), a general attitude entered second and did not explain a significant portion of the variance in the CAET pretest scores beyond that explained by acquaintance. Based on this data, Hypothesis 5 was supported.

**Hypothesis 6.** Children who have had a program of frequent interaction with elderly persons, when compared with children who have not had such a program, will have a significantly more positive attitude (< .05) as measured by pretest and posttest scores on the CAET.

**Elderly Test (CAET)**

To test Hypothesis 6, a two-way analysis of covariance, using the CAET as a repeated measure, was used (Table 9). In this analysis the variable "acquaintance" was employed as a covariate to control for pre-study exposure of subjects to the elderly. This was done because there was a highly significant relationship between the number of old people the children were acquainted with prior to the study and CAET pretest scores. The analysis in Table 9 indicates a significant difference was observed between groups (F=21.51, p <<.05). In addition, there was a significant difference between pretest and posttest scores (F=26.91, p <<.05). The presence of significant group by test interaction (F=9.10, p <.05), and an examination of the adjusted cell means (Table 10) for the CAET pretest and posttest scores by groups, indicates that the treatment group experienced gains of a significantly greater magnitude than the control group. This interaction is graphically presented in Figure 1.
Table 9

Analysis of Covariance For CAET Pretest and Posttest Mean Scores With Acquaintance As the Covariate

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between Subjects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>2158.184</td>
<td>21.51*</td>
</tr>
<tr>
<td>Covariate (Acquaintance)</td>
<td>1</td>
<td>2794.481</td>
<td>27.86*</td>
</tr>
<tr>
<td>Error 1</td>
<td>50</td>
<td>100.317</td>
<td></td>
</tr>
</tbody>
</table>

| **Within Subjects** |    |             |      |
| Test                | 1  | 876.623     | 26.91* |
| TG Interaction      | 1  | 296.623     | 9.10  |
| Error 2             | 51 | 32.581      |      |

*Significant at the $\leq .05$ level.

Table 10

Adjusted Cell Means By Groups For CAET Pretest and Posttest

<table>
<thead>
<tr>
<th>Groups</th>
<th>Treatment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>42.319</td>
<td>36.615</td>
</tr>
<tr>
<td>Posttest</td>
<td>51.457</td>
<td>39.031</td>
</tr>
</tbody>
</table>
Figure 1. Adjusted Mean CAET Scores.
As a follow-up to the analysis of covariance, Scheffe post hoc comparisons were done to determine where significant differences occurred between adjusted means (Table 11).

Table 11
Post Hoc Comparison of All Adjusted Means

<table>
<thead>
<tr>
<th>Comparison Of</th>
<th>Comparison With</th>
<th>df</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Pretest</td>
<td>Control Pretest</td>
<td>1/50</td>
<td>7.73*</td>
</tr>
<tr>
<td>Treatment Pretest</td>
<td>Treatment Posttest</td>
<td>1/51</td>
<td>37.13**</td>
</tr>
<tr>
<td>Treatment Pretest</td>
<td>Control Posttest</td>
<td>1/50</td>
<td>2.57</td>
</tr>
<tr>
<td>Treatment Posttest</td>
<td>Control Posttest</td>
<td>1/50</td>
<td>36.66**</td>
</tr>
<tr>
<td>Treatment Posttest</td>
<td>Control Pretest</td>
<td>1/50</td>
<td>52.33**</td>
</tr>
<tr>
<td>Control Pretest</td>
<td>Control Posttest</td>
<td>1/51</td>
<td>2.15</td>
</tr>
</tbody>
</table>

*Significant at the $\alpha = .05$ level.
**Significant at the $\alpha = .001$ level.

These comparisons were conducted using the within-subject error term for pre/post comparisons within groups, and the between-subject error term for all treatment vs. control comparisons. These procedures are as outlined in Winer (1971, pp. 384-388).

As can be seen from the results of the Scheffe comparisons reported in Table 11, there was a significant improvement observed in the CAET posttest scores of the treatment group, but no improvement was reported in the control group scores. Therefore, Hypothesis 6 was supported.

Due to the observed pretest difference between treatment and control groups (Table 9), a second analysis of covariance was conducted. In
this instance, both acquaintance and CAET pretest scores were used as covariates in a one-way analysis to adjust pretest scores and explain significance found in posttest scores (Table 12 and Table 13). In this analysis, again, significant differences were found between treatment and control groups on the CAET posttest \( (F=25.62, \alpha \leq .0001) \).

It can be seen from these data that the indicator of previous exposure to the elderly, "acquaintance" did not achieve significance as a covariate. This would indicate that the majority of the influence of this variable was expressed as little exposure in both pretest and posttest measures. When the CAET pretest was included as a covariate, the influence of acquaintance was overshadowed by the pretest measure. The data reveal that the difference that occurred between treatment and control groups on posttest measure was due to the treatment, and not prior exposure to the elderly. However, because acquaintance is significantly related to pretest scores, this analysis did not lessen the strength of the variable. Therefore, significance was achieved between groups on CAET posttest.

**Sex and Age As Variables**

Sex and age of the subjects were not considered by the investigator as major influences in the study and, therefore, hypotheses regarding these variables were not posited. This decision was validated when both age \( (F=2.04, \alpha >.05) \) and sex \( (F=.01, \alpha >.05) \) proved not to be significantly related to the dependent variable. Also, a simple correlation revealed that Age \( (r=.02, p=.91) \) and Sex \( (r=.06, p=.68) \) had little or no correlation with subject's response to the instrument (CAET).
Table 12
One-Way Analysis of Covariance For CAET Pretest and Posttest Mean Scores With CAET Pretest and Acquaintance As Covariates

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Squared</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>1116.969</td>
<td>25.62*</td>
</tr>
<tr>
<td>Covariate (Pretest)</td>
<td>1</td>
<td>804.312</td>
<td>18.45*</td>
</tr>
<tr>
<td>Covariate (Acquaintance)</td>
<td>1</td>
<td>75.833</td>
<td>1.74</td>
</tr>
<tr>
<td>Error</td>
<td>49</td>
<td>43.598</td>
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</tr>
</tbody>
</table>

*Significant at the <=.05 level.

Table 13
Adjusted Cell Means By Groups For CAET Posttest

<table>
<thead>
<tr>
<th>Groups</th>
<th>Treatment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td>50.243</td>
<td>40.497</td>
</tr>
</tbody>
</table>
Qualitative Hypotheses

Hypotheses 7 and 8 were analyzed qualitatively from data collected through anecdotal observations made by the investigator.

_Hypothesis 7._ Children involved in a program with frequent interaction with elderly persons will show more positive evidence of frequently initiating interpersonal transaction with the elderly.

To analyze this hypothesis the investigator observed the experimental group interacting with two elderly volunteers twice a week for two or three hours each day. Using an observation form (Appendix E), the investigator looked for such factors as: (1) response to elderly volunteer in the classroom setting, (2) initiation of verbal/nonverbal interaction by the children toward the elderly volunteer, (3) children's tactile responses toward the elderly volunteer, and (4) children seeking assistance from the elderly persons. A summary of data collected is discussed below.

Children's Response

During the first two visits of the elderly volunteers in the classroom most of the children seemed very reluctant to establish any kind of rapport with them. The volunteers would talk to the children and ask them questions about themselves, for example, "What is your name?", "How old are you?" and/or "Where do you live?". Most of the children would answer the questions and only talk to the elderly volunteers when they were asked questions. It was obvious that the children were not used to having elderly persons in the classroom. Also, it was obvious that they were not used to having someone in the classroom just for them to talk and interact with. During the first two visits most of the
children exhibited a more withdrawn type of response than a positive response toward the elderly persons. However, there were a few children who seemed to respond somewhat positively. These children would talk to them briefly, or sometimes sit near them. In trying to gain insight as to this positive behavior toward the elderly volunteers, a conversation with the classroom teacher revealed that one of the children was being reared by her grandparents and three others had grandparents living with them. This information supported the previous research that children who have had direct contact and frequent contact with an elderly person will view them more positively (Tuckman and Lorge, 1953; Rosencranz and McNevin, 1969).

**Verbal/Nonverbal Interaction**

On the following visits, the children began to warm up to the elderly volunteers. The investigator observed verbal and nonverbal interactions taking place between the children and the elderly persons. The children began to initiate conversations. They asked them all kinds of questions about themselves, such as: "Why are you here?", "Where do you live?", "Why does your face look like that?", "Do you have any children?", etc. Some of the children related the elderly volunteers to their own grandparents. The children also began asking the elderly volunteers to help them with seatwork or to read them a story. Sometimes a child was observed just sitting next to one of the elderly volunteers quietly or talking about something that interested him, or sharing a toy that he brought to school. Interestingly, it seemed that the children enjoyed having someone to talk to and to share their interests.
Tactile Responses

During the nine-week period the children exhibited a lot of tactile responses. Some of the children loved to touch the elderly volunteers. This included cuddling, hugging, kissing, and closeness. These tactile responses also elicited affectionate verbal responses from the children. They would give the elderly volunteers a big hug and tell them that they liked or loved them. It was obvious that the children enjoyed being close to the elderly volunteers and sharing their affection with them. In comparing the response of the children from the beginning of the study, all the children seemed to have warmed up to the elderly volunteers, even those who seemed a little withdrawn in the beginning.

Seeking Assistance

By the second week of the study some of the children had already begun asking the elderly volunteers to assist them with their seatwork. As the interaction continued between the children and the elderly volunteers, they began to seek more help from them instead of from the teachers. The children did not seem to view the elderly volunteers as teachers, but as their friends. They would ask them to help tie their shoes, put on their coats, tie ribbons, fasten loose bows, and show them how to draw objects of interest. The children not only sought assistance, but also gave assistance to the elderly volunteers, for example, pulling out a chair for them to sit down, or hanging up their coats after they arrived at school.
During the nine week period of interaction there were many positive exchanges taking place between the two age groups. After the second week the children began to show more positive responses toward the elderly volunteers. This was evident in the initiation of verbal, nonverbal, tactile, and helping behaviors. Another factor that was most critical was that the children seemed to begin to view the elderly volunteers as not only a source of assistance, but also as a source to seek warmth, acceptance, comfort, and love. As interaction continued, it was obvious that the two elderly volunteers became the focal point of the children's learning environment. Whenever a shoe needed tying or assistance with school work was needed, the children most often would turn to a "grandpa" (as the children called them) when available, before they would seek the teacher's help.

By exposing these children to a program where positive interaction with the elderly took place, it was evident that the children felt free to initiate interpersonal transactions and also develop a unique, friendly relationship with an old person. Through this relationship the children began to learn some of the positive aspects about being old. Therefore, Hypothesis 7 was supported.

**Hypothesis 8.** Children involved in a program with regular interaction with elderly persons will show more positive evidence of accepting the changing features of the elderly persons as a result of the aging process.

To gather data to analyze this hypothesis, the investigator observed for the occurrence of two factors during the interaction period between the children and the elderly volunteers: (1) questions
related to the aging process, and (2) evidence of accepting the changing features of the elderly volunteers.

**Questions About the Aging Process**

Once the children had become acquainted with the elderly volunteers some of the children began to ask questions about their aging features. One of the elderly volunteers wore a hearing aid. The children wanted to know what it was and what it was used for. Some wanted to know if they would have to wear a hearing aid when they got old. Others stated that their grandfather or grandmother wore a hearing aid. Both elderly volunteers wore glasses. Some of the children were curious and asked them whether the glasses made them see better. One of the elderly volunteers walked slowly, and some of the children wanted to know why he walked in such a manner. The children also asked them questions about their skin, such as why it looked as it did. Also, several comparisons were made between the elderly volunteers and the children's own grandparents or great-grandparents, such as, "My grandma has gray hair like yours.", or, "My grandpa lost his hair, too.". In this environment the children were exposed to opportunities to explore the elderly volunteers and obtain answers to their questions in a positive manner.

**Accepting Aging Features**

The only evidence revealing that the children were possibly accepting the changing features of the elderly volunteers was the fact that during the last few weeks of the study the children did not ask as many questions about their aging features as they did in the beginning of the study.
It seemed that the wrinkles, gray hair, etc., were no longer important. This could have been related to the fact that their curiosity had been satisfied by receiving answers to their questions early in the study. There were no other factors presented during the observation period that indicated the children had accepted the aging features of the elderly volunteers.

To substantially support this hypothesis the investigator had hoped to gain data that would reveal if the children view the physical aging changes as a beautiful and unique part of the elderly volunteers. For example, a child expressing love for the gray hair or wrinkled skin, or expressing beauty of a partially bald head. None of these factors were expressed during the interaction period. Based on limited evidence presented in this area, the investigator concluded that there was an insufficient amount of data presented to analyze Hypothesis 8.

Discussion of CAET and CFEQ Questions

In order to provide additional explanations to the study, some of the responses to questions on the CAET (pretest and posttest) and the CFEQ are discussed.

Comparison of Responses on CAET Pretest and Posttest

In response to the question, "Do you know someone who is old? How does this person look?", there was very little shift in responses on pretest and posttest. On pretest most of the children viewed the elderly positively, while on posttest they viewed them somewhat positively. In their responses, most of the children described a
grandparent(s). Four children described someone other than a grandparent. These responses were two uncles, a neighbor, and a father. In terms of physical features, some of the descriptors were labeled as, "gray hair," "nice looking," "pretty," "bald," "wrinkled," "look very bad," and "no teeth." The children appeared to have had no difficulty in identifying the pictures of old people used in the study or describing an elderly person(s) they knew.

When asked the question, "Do you think old people are sick most of the time?" most of the children at pretest and posttest responded negatively. When asked why they thought so, their responses seemed to be related primarily to someone "old" that they knew who was ill or went to the hospital, or died as a result of being ill. Very few children responded positively to this question. Again, this appeared to be related to personal experience between the child and exposure to a familiar elderly person.

In response to "Do you think old people live in a house all by themselves most of the time?", at pretest and posttest most of the responses were negative. The most common response was, "my grandma and grandpa live in the same house" or "they live together." Very few of the children reported that they had elderly relatives living with them or that they lived with other relatives.

When asked "Do you think that old people are sad most of the time?", the majority of the responses at pretest were negative. At posttest there was a shift from negative to a somewhat positive response. Some of the children stated that their grandmother or grandfather was sad because they had nobody to be with, no friends, and nobody to talk to.
Other responses were "my grandma is sad because my grandpa went away and left her" (he died).

The question "Do you think that old people are mean and grouchy?", pretest results showed that most of the children strongly responded negatively. Posttest results showed that the children's responses ranged from neutral to somewhat negative to negative. Some of the children stated that old people yell at children sometimes. One child responded that he did not like to visit his grandparents because they did not like for him to play in the house. They wanted him to be quiet all of the time.

When asked "What other names do we call old people?", pretest results showed a negative response from the children. In contrast, posttest revealed a response range from neutral to somewhat positive to positive. Some descriptors used to answer this question were "old lady or old man," "ugly," "witch," "bag lady," "by their names" (reference made here to elderly volunteers), "grandma or grandpa," "I don't know," and "nice people."

In looking at the responses to the question "Are the old people you know nice most of the time?", most of the pretest responses were somewhat positive. Posttest responses were strongly positive. Some of the descriptors used by the children were "they love you," "they help you do your homework" (elderly volunteers), "they buy you presents," "they give you candy," "they kiss and hug you," and "they give you money."

Most of the children on pretest and posttest did not believe that old people could work. However, on posttest there was a substantial amount of children who responded somewhat positive, whereas the pretest
responses were strongly negative. Most of them felt that the elderly were too old and sick to work. Some of the children who responded somewhat positive to the question gave answers that were related to someone they knew who worked, or attributed it to their grandparent(s) working around the house (gardening, painting, fixing or building things, etc.).

In response to "Do the old people you know like to have fun?", most children at pretest responded negatively to this question. When asked why or why not, some of their responses were "they just like to watch T.V.," "they can't run and play with you," "all they want to do is sit and talk to you," "my grandma can't get up from the bed," and "they like to read books." Results of the posttest showed that the majority of the children's responses were somewhat positive. When asked why, some of the children made reference to the elderly volunteers. Most of their responses described activities in which they engaged with an elderly person: playing games together, tickling and hugging, playing with toys together, and fixing or building things together. Some of these activities occurred between the elderly volunteers and the children during the interaction period of the study.

When asked if old people were friendly, the children's responses on pretest were somewhat mixed. The majority felt that they were somewhat friendly, but a considerable amount felt that they were not friendly. On the posttest, the responses ranged from positive (majority) to somewhat positive.

In response to the question "Do you think old people like children?", pretest results showed the majority of responses were somewhat positive,
while the majority of posttest results were strongly positive. Some of the children stated that old people love to have children visit them and talk to them. Others stated that old people like to buy children things. Also, when asked if they liked old people, there was a big contrast between pretest and posttest results. The majority of the pretest responses were negative, while the majority of posttest results were somewhat positive. The children's responses seemed to be related to personal experiences. Some of the children stated that they love old people, while others stated that old people were mean and did not want them to play or make noise.

When asked "How would you like to have an old person as a friend?", pretest results showed negative responses. The posttest responses were somewhat evenly distributed over the five categories, with the majority of children responding negatively. Most of the children felt that old people would not make a good friend because they "were too old," "couldn't run and play," "walk too slow," and "were sick all of the time." Most of the children preferred to have a friend their own age. Some of the children who stated that they would like to have an old person as a friend responded that "we can go fishing together," "talk to each other," "build things," and "have a new grandpa."

When asked if you would like to be old some day, the majority of the responses on both pretest and posttest were strongly negative. The children had very negative views about growing old. Some indicated that they would get sick, live in a nursing home, would not have any friends, would not be able to walk, and the most attributed factor was death.
The few positive factors that were related to growing old were doing what you want, not going to school, and wanting to be like grandparents.

The last question, which was related to being old, was "What do you think you will be like when you get old?". The responses to this question were spread out somewhat equally across the scale for pretest and posttest. Some of the positive and somewhat positive responses were "look like grandma or grandpa," "have gray hair," "be very nice," etc. Some of the children had no idea what they would be like; therefore, their responses were neutral. Other responses fell in the negative and somewhat negative categories. Some of the answers were "crippled," "sick," "bald," "no teeth," "ugly," "look funny," "in a wheelchair," etc.

In looking at these responses it appears that most of the children were relating their answers to personal experience with a limited number of old people. Those children who responded more positively to questions seemed to have had some positive experiences with an elderly person(s), mainly grandparents or other family members, and rarely neighbors or family friends. Also, those children who gave more negative responses were relating to negative encounters they experienced with a limited number of elderly persons.

Responses to CFEQ

Parents were asked to provide background information about their child's familiarity with the elderly prior to the study. Eight questions were used to obtain this information.

In response to the question "Who is the most meaningful old (65 years and over) person in your child's life?", the majority of parents
listed grandparents as being the most meaningful. In cases where grandparents were not in the age range, or where the grandparents were absent, other relatives, neighbor, or family friends were listed.

To gain information about the children's contact with elderly persons, most parents stated that their children had constant contact. However, some of the parents stated in the space for "additional information" that this contact did not always involve interaction.

When asked "Where does the child have contact with the elderly?", the majority of the responses from parents were the child visits the elderly in their home. Also, a considerable number of parents reported that their children had contact with the elderly at church. Very few parents (4) reported that they had an elderly person living or visiting in their home.

In response to how many old people their child was acquainted with, the majority of the parents listed three to four. Also, a substantial number listed five or more. The results of this question proved to provide significant support to the research hypotheses in this study. It seemed that children who were acquainted (which involved interaction—knew name, visited often, and talked to freely) had a more positive attitude toward old people.

To obtain information about the distance between the child and the elderly, the majority of the parents' responses to the question "How far away does this old person(s) live?" were "the same state." Very few lived in the same community or out of state. A considerable number stated that the child's grandparents or great-grandparents lived in the same town or city.
Most of the parents responded to the question concerning their child's general contact as being positive. Some of them stated that their children have a good relationship with old people and like to visit their grandparents. Others stated that their children did not like to visit their grandparents or other older people.

In response to the children's general response to elderly people, most of the parents felt that their children were very receptive. None felt that their children were withdrawn. The same results were true for the "general attitude" question. The majority of the parents felt that their children had a positive or somewhat positive general attitude toward old people.

The responses from the CFEQ revealed that grandparents seemed to be the most significant elderly persons to the children. This was evident in most of the children's responses on the CAET pretest and posttest. Also, because few of the significant elderly persons lived nearby, frequent interaction between the two age groups did not take place often. Additional information from some of the parents revealed that although contact (seeing the significant elderly person) was constant, interaction did not always take place.

Summary

In looking at the evidence from the on-site observations and the significant increase in posttest scores, the treatment seemed to have been effective in increasing positive attitudes of young children toward the elderly when the effects of all other variables were removed.
The results of this study are in opposition to some of the previous studies that have investigated children's attitudes toward the elderly. Most of these studies have found negative or mixed attitudes among children. Other studies have concluded that the intervention of contact with the elderly did not produce positive results. This study did not investigate "contact" alone, but placed more emphasis on the "interaction" aspect as the major focus of intervention between the old and the young. Interaction included positive exchanges of social, as well as academic, factors in the early learning setting. The elderly volunteers had no planned curriculum to follow. Their sole responsibility was to serve as a source of love, warmth, affection, and assistance for the children. By using this as the primary foundation for this study, the attitudes of the children were increased positively toward the elderly volunteers.

Some previous researches have concluded that such action would occur. Mead (1973); Hickey and Kalish (1968); Montgomery (1973); Seefeldt (1977); etc., believed that by bridging the gap between the old and the young, young children would begin to view the elderly in a more positive manner. According to Jantz, Seefeldt, Galper, and Serock (1976), interaction between the two groups can help children learn about the elderly and the aging process. They can see for themselves that not all old people are sick, mean, and dependent on others, but are healthy, affectionate, and productive. Evidence of such positive interaction was prevalent during the nine weeks of interaction in this study.
Chapter V

Summary, Results, and Recommendations

The major objective of this study was to investigate whether it could be demonstrated that the frequency of interaction and the type of interaction between young children and the aged will increase positive attitudes of young children toward the elderly. To gain specific knowledge about the effects of interaction on children's attitudes, the following questions were posed:

1. Is there a significant relation between the frequency of interaction with the elderly and the development of positive or negative attitudes of young children?

2. Does the type of contact play a significant role in fostering children's positive or negative attitudes toward the elderly?

3. Does contact with the elderly alone influence children's positive or negative attitudes toward the elderly?

4. Does age and sex have any influence on children's positive and negative attitudes toward the elderly?

Summary

The subjects in this study were 53 5 and 6 year old kindergarten children enrolled in two suburban elementary schools in central Ohio. Two elderly persons serving as volunteer grandparents were also
included in the study to interact with the Experimental Group. The two schools were designated as school one and school two. No randomization was done between schools because school one was the only school in the district that utilized elderly volunteers in their learning setting. Each school had two kindergarten sections. A classroom (morning session) in each school was randomly assigned by the investigator. The Experimental Group consisted of 29 children who interacted with the elderly volunteers two mornings a week for nine weeks. The Control Group consisted of 24 children who had no interaction with the elderly during the nine week period.

The design used in this study was quasi-experimental. It allowed the investigator to examine both quantitative (statistical testing) and qualitative (observational interpretation) data.

To collect the data, two instruments were developed: (1) Children's Attitude of the Elderly Test (CAET), used as an interview technique to obtain information about subjects' attitudes toward the elderly, and (2) Children's Familiarity With the Elderly Questionnaire (CFEQ), used to obtain background information from parents about their child(s) familiarity with the elderly prior to the study. Each instrument was pilot tested and proven to be reliable.

Before the study began, the CFEQ was sent home to parents for completion. The returns were collected but not scored or examined until after posttesting was concluded. Therefore, the background information obtained from parents remained anonymous to the investigator.

The CAET was administered by the investigator to both groups as a pretest measure at the beginning of the study. When pretesting was
concluded, two elderly volunteers were incorporated into the Experimental classroom to interact with the children for nine weeks. During this time the investigator observed two mornings a week and collected unstructured anecdotal notes. After the interaction period, the CAET was readministered by the investigator as a posttest measure to both the Experimental Group and the Control Group.

To test group equivalence at pretesting, t-tests were employed on the CAET pretest and the CFEQ. Equivalence of sex and age were tested using a Chi Square procedure. Hypotheses 1, 2, 3, 4, and 5 were tested using a Pearson \( r \) simple correlation and a step-wise multiple regression. Hypothesis 1 was tested using a two-way analysis of covariance with the CAET as the repeated measure. In addition, a Scheffe Post Hoc comparison was used to test where significant differences occurred between adjusted means by groups. Because differences were found between groups at pretest, further examination of data was made using a one-way analysis of covariance with CAET pretest and acquaintance as covariates to adjust for differences. Hypotheses 7 and 8 were analyzed from on-site observation and anecdotal notes utilizing an observation form and information gained from three general knowledge questions on the CFEQ. A discussion of responses to the CAET and CFEQ questions was included in the qualitative analysis to add further clarity to the study.

Results

Major results of this study were:

1. There was a significant difference found between groups on CAET pretest in favor of the Experimental
Group. When further examination of differences was analyzed using the CAET pretest and Acquaintance as covariates, again significance was achieved between groups in favor of the Experimental Group.

2. There was no significant difference found between groups on sex and age.

3. There was no significant relationship found between children's prior contact alone with the elderly as measured by the CFEQ and CAET scores.

4. There was a highly significant relationship found between children's prior acquaintance with the elderly as measured by the CFEQ and CAET scores.

5. There was a significant relationship found between children's prior general contact, general response, and general attitude with the elderly as measured by the CFEQ and CAET scores.

6. Anecdotal notes and observations made by the investigator during the study provided evidence that interaction between young children and the elderly does encourage children to initiate interpersonal transactions.

7. Not enough evidence was presented during the interaction period to indicate that the children were accepting the aging features of the elderly.
Examination of Hypotheses

Quantitative Hypotheses

H1: Children who have experienced frequent, constant, or moderate contact with elderly persons prior to the study will have a higher or stable adjusted mean score (<.05) than children who have received infrequent or no contact with the elderly as measured by the parents' response to the Children's Familiarity With the Elderly Questionnaire (CFEQ).

H2: Children who are acquainted with more elderly persons prior to the study will have a more positive attitude (<.05) than those children who are acquainted with fewer elderly persons.

H3: Children who have had a more positive general contact with elderly persons prior to the study will have a more positive attitude (<.05) than children who have had a more negative general contact with elderly persons.

H4: Children who have had a more receptive general response toward elderly persons prior to the study will have a more positive attitude (<.05) than children who have had a more withdrawn general response toward elderly persons.

H5: Children who have had a more positive general
attitude toward elderly persons prior to the study will continue to view the elderly in a positive manner (<.05) than children who have had a negative general attitude toward the elderly.

**H6:** Children who have had a program of frequent interaction with elderly persons will have a significantly higher adjusted mean score (<.05) than children who have not had such a program as measured by children's pretest and posttest scores on the Children's Attitude of the Elderly Test (CAET).

**H7:** Children involved in a program with regular interaction with elderly persons will show positive evidence of frequently initiating interpersonal transactions with the elderly.

**H8:** Children involved in a program with regular interaction with elderly persons will show more positive evidence of accepting the changing features of the elderly persons as a result of the aging process.

**Recommendations**

As a result of this study, the investigator makes the following recommendations for future research:

1. Longitudinal studies should be conducted using planned curriculums on "aging" with intervention of elderly persons
into the early learning setting. These studies should be based more on qualitative assessments than quantitative.

2. A similar study needs to be conducted studying the effects of intergenerational programs on the elderly.

3. This study indicates a need for further experimentation of instruments or methods for assessing young children's attitudes toward the aged.

4. A similar study is needed to be conducted using a larger sample size.

5. A similar study is needed to be conducted wherein the children are exposed to daily interaction with the elderly over an extended time period, as opposed to bi-weekly interaction for nine weeks.

6. Future research needs to be conducted with a cross-culture of subjects, which will be most beneficial in determining children's attitudes toward the elderly.

7. Longitudinal studies need to be conducted to determine long-term effects of increased interaction between young children and the elderly and what effects it has on both age groups.

8. In conducting a study where on-site observations are done, a more structured environment with observation booths is needed.
Discussion of Findings

The findings of this investigation support the major hypothesis that frequent interaction between the old and the young increases young children's positive attitudes toward the elderly.

During pretesting, the majority of the children in the study exhibited negative attitudes toward the elderly. Most of the children indicated that old people were lonely, sick, mean, and grouchy. Others felt that old people were nice and friendly, but only a few indicated that they wanted to grow old. The majority of the children viewed growing old as a negative and unpleasant time of life often accompanied by sickness and death.

These types of negative responses exhibited by the children were substantiated by the research findings of Jacobs (1970), Hickey and Kalish (1968), DeBeauvoir (1961), and Jantz, Seefeldt, Galper, and Serock (1976). These studies revealed that children have negative attitudes toward the elderly and the ageing process. John (1977) found that children as young as 3 years old simply did not want to grow old.

It is believed that young children have these negative views toward "old people" and "old age" because of limited knowledge about aging, limited exposure and interaction with the elderly. When we
look at the family structure of our society, it can be seen that the American family has undergone changes within the last 50 years. Even within recent years, the family households have become smaller. Today there is a trend where more elderly people are either maintaining their own residence, living in a retirement home, or in nursing homes. Very few elderly people are living with younger family members or other relatives. In most cases where older family members are living, especially in close proximity to their offspring, the trend is that separate homes are maintained by the two generations. The grandchildren visit the grandparents or elderly relatives, but seldom live or visit with them over an extended period of time. Because of this separation between the nuclear and extended family, young children have only limited experiences with grandparents or other elderly relatives. Contact between these two generations is usually infrequent and not a part of the children's daily living environment.

In reviewing the questionnaires (CFEQ) completed by the parents, it was found that the majority of the children in this study did not have frequent contact or interaction with the elderly. Some of the parents reported that their children did come into constant contact with elderly persons (church, shopping, neighborhood, and supermarket), but the exchange of responses or shared activities did not always occur.

Previous research (Seefeldt, 1977; Tuckman and Lorge, 1953; Rosen- cranz and McNevin, 1969; Bennett, 1973) postulated that the myths and stereotypes that are associated with "old age" can possibly be explained by the insufficient amount of contact with the elderly combined with the lack of knowledge about the elderly. The above
researchers found that subjects who had had more direct contact with "old people" were somewhat less negative in their attitudes toward the elderly and judge them more favorably than those subjects who had less direct contact. When considering the responses of the parents on the questionnaire (CFEQ), this could have been the major factor attributing to the negative responses given on the CAET pretest by the children in this study.

In implementing the treatment to the experimental group, the investigator hoped that through interacting with the elderly, the children would establish interpersonal relationships. Through this interacting, the children could begin to explore the many changing features of the elderly (wrinkles, gray hair, hearing loss, slowness, etc.), and begin learning for themselves through their own inquisitiveness what occurs during the aging process. As a result of observations made by the investigator, the children showed (after two visits) positive acceptance of the elderly in their learning environment. They viewed the elderly volunteers in a social role in the classroom and not as teachers. The children sought the elderly for love, attention, comfort, closeness, as well as for assistance. It was evident through the exchange of verbal and nonverbal responses and sharing of activities, that the children had begun to view the elderly in a different and positive manner.

Seefeldt, Jantz, Galper, and Serock (1976) believed that by exposing young children to the elderly in a variety of experiences that they can begin developing interpersonal relations and experiencing for themselves that aging can be a positive process. By providing the subjects in this study with the opportunities to get to know elderly persons
personally (sharing and interacting) and love them for "who" and "what" they are regardless of their age, helped develop an environment for the nurturing of positive attitudes of young children toward the elderly.

In comparing pretest and posttest results within groups, the analysis of data showed that there was a significant difference found between pretest and posttest results within the treatment group. When examining the comparisons between groups, there was a highly significant difference found between treatment and control groups on posttest. The subjects in the treatment group showed a tremendous gain in CAET posttest scores over the subjects in the control group.

Contrary to the findings reported in previous studies where "contact" was the major variable examined (which produced little or no change in subjects' attitudes), using "interaction" between the old and the young produced positive results when all other contributing variables were controlled. Therefore, the results of this study found that frequent contact with interaction as the key component can help increase positive attitudes of young children toward the elderly.

Educational Implications

The results of this study could be useful to parents, educators, administrators, and others who are concerned about: (1) bridging the gap between young children and the elderly, and (2) dissolving the negative attitudes that are associated with the elderly and the aging process.
Thomas and Yamamoto (1975) found that attitudes are developed early in life. How children view the elderly and the aging process hold serious implications for society. According to Bennett and Eckman (1973), the prevalence of negative views toward the elderly in our society is the unwillingness to plan for one's own aging, as well as to educate others about the later years in life. Bennett and Eckmann (1973) believe that children who hold negative attitudes toward old age and growing old have not yet themselves been made aware of their own aging process.

Today there are more old people in our society than ever before; this is due to the fact that people are living longer. According to the Ohio Data Users 1980 Census, there are more than 25 million people in the United States alone who are 65 years of age, and it is estimated that there will be more than 36 million in this age bracket by the year 2000. With this fact in mind, it seems critical that educators and researchers begin to examine how children view the aged and how they are preparing them to accept their own aging process.

It is apparent from this study that the experiences and information young children acquire from their environment, especially home and school, contribute to their formation of positive or negative attitudes toward the elderly. Educators are charged with the responsibility of providing experiences and accurate information about the elderly so that children can begin assessing their own negative feelings attributed to the elderly. Educators must take a critical look at their own attitude,
societal attitudes, and their curriculums, and begin planning ways in which they can expose young children to an unbiased look at aging and the elderly.

Research results have shown in other studies (Seefeldt, 1977; Mead, 1973; Jantz, Seefeldt, Galper, and Serock, 1976; Hickey, Hickey, and Kalish, 1968; etc.), as well as in this study, that children have limited knowledge and contact with the elderly. In addition, the major finding of the present study places a heavy emphasis on interaction between the old and the young as a major factor in increasing children's positive attitudes toward the elderly. By providing children with accurate knowledge, exposure, and interaction with the elderly, they can come to know the elderly as a people and learn from the diversity of experiences that are embedded in their years of life. Involving the elderly in the classroom setting can be very beneficial to children. Here they can be given the opportunities to experience and explore for themselves whether all old people are unhappy, mean, inactive, sick, and sad people of our society. Teaching them about aging and the elderly will also provide them the opportunity to see them in a variety of settings, roles, and life styles.

Educators must begin providing facilities, curriculums, and concrete experiences needed by children to enable them to view the elderly in a more positive light. The results of this study indicate that young children have negative feelings toward the elderly. It also was found that frequent interaction between the old and the young increased positive attitudes toward the elderly. These results should provide school
administrators, educators, and curriculum developers with vital information that intergenerational integration in the education setting is important and beneficial to attitudinal development of young children.

Although schools cannot be the only source expected to dissolve all the myths and stereotypes associated with aging, they must provide children with curriculum experiences designed to negate the formation of these negative attitudes toward the elderly.

The fact that has been brought out in the literature that children's attitudes toward the elderly change and increase with age suggests educating young children about the elderly should take a developmental sequence, one that presents children with the most fundamental understanding of aging and the elderly during the early years and expanding on this knowledge as the children grow older. This seems to be an effective process because studies have indicated that

(1) children 3 years old can identify the elderly and use surface clues to describe them, (2) first graders can order pictures accurately into three age groups, and (3) children beyond 7 years of age can characterize the elderly by using judgments based on values and beliefs. This indicates that very young children can be introduced to the concept of ageing. The early years is the most appropriate time to begin fostering positive attitudes about the elderly and the ageing process.

This can be done by exposing the children to realistic experiences with a variety of old people in a variety of roles. Children can also be presented with realistic models of elderly persons in the classroom and through books and other educational materials that depict the elderly in a positive manner. Also, those materials depicting the
elderly stereotypically can be challenged to help the child understand what is true and untrue about the elderly. Here, the children can compare the portrayals of the elderly in educational materials with their own experiences of the active, healthy, and friendly "old people" they know.

For educators, the identification of children's attitudes toward the elderly and aging is the first step in planning strategies to combat ageism. The remaining steps are embedded in the teaching and exposure of young children to the true values and contributions of the elderly in our society.

The findings of this study suggest a need for more empirical research that encompasses a wide range of attitudes of cross-age relationships. These studies should include comparisons of rural and urban areas, different ethnic backgrounds and subcultures, and cross-cultural groups. By studying these old/young relationships we can be enlightened on how children in different geographic locations, and in different parts of the world, adhere to the traditions and customs that are associated with the elderly.

Another area of importance that needs to be examined is the effects of children or intergenerational programs on the aged themselves. A few studies that have investigated the elderly serving as volunteers, in general, have revealed that life purposes, satisfaction, and personal fulfillment have been enhanced by such involvement. It is believed by the investigator and other researchers (Jantz, Seefeldt, Galper, and
Serock, 1976; Yuknavage, 1980; Kieffer and Flemming, 1980; etc.) that involving the elderly in intergenerational programs can also provide such rewarding achievements. Here, one can examine how the elderly and the children affect the attitudes of each other.
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PILOT TEST RESULTS

1. There was no significant difference found between Experimental and Control Groups at pretest.

2. There was no significant difference found between groups on sex or age.

3. There was a significant difference found between Experimental and Control Groups on CAET posttest.

4. There was a highly significant relationship found between children's prior acquaintance with the elderly as measured by the CFEQ and CAET scores.

5. There was no significant difference found between children's prior contact alone, general contact, general response, and general attitude with the elderly as measured by the CFEQ and CAET scores.

6. There was positive evidence from observations and anecdotal notes that the children initiated interpersonal transactions with the elderly volunteer.

7. Very little evidence was presented to suggest that the children might have accepted the aging features of the elderly volunteer.
APPENDIX B

First Draft: Children's Attitude of the Elderly Test
CAET
Children's Attitude of the Elderly Test

Subject # __________  Group _______________________
Age __________  Subgroup _______________________
Sex __________  Pretest Score _______________________
Posttest Score _______________________

PART I

The questions in Part I will be evaluated on the child's ability to identify the pictures based on the descriptions given by the investigator. A verbal response or a hand gesture will be an appropriate form of identification.

Investigator: I have some pictures that I would like for you to look at. Some are pictures of children, some are pictures of grown-ups, and some are pictures of old people.

Let's talk about the pictures (show and identify each group of pictures to the child). "These" are the pictures of children, like you and your friends. "These" are the pictures of grown-ups, like me, your teacher, and your mom and dad. "These" are the pictures of people who are old, like grandmothers and grandfathers.

Questions Related to Pictures

1. Can you show me the pictures of the children?
2. Can you show me the pictures of the grown-ups?
3. Can you show me the pictures of people who are old?

NOTE: If the child is successful here, continue on to Part II of the test. If not, repeat Part I.
PART II

The questions in Part II require a verbal response from the child. Each response will be coded as follows:

+ positive
R realistic
- negative
0 neutral

Investigator: Now we are going to play a game using these two puppets.

This is a puppet of a little boy/girl just like you.

This is a puppet of an old man just like the ones we talked about in the pictures. His name is Mr. Jones.

Let's pretend that we are going to visit Mr. Jones. He is the old man who lives down the street.

1. Do you know someone who is very old like Mr. Jones? Who is this person?
2. Does this old person look like Mr. Jones?
3. How does this old person look?
4. Last week Mr. Jones didn't feel very good. Do you think that old people are sick most of the time? Why or why not?
5. Mr. Jones has a big white house. Does the old person you know live in a house all by her/himself?
6. Do you think that old people are sad most of the time? Why or why not?
7. Do you think that old people are mean and grouchy? Why or why not?
8. Are old people always called "old people"? If not, can you tell me what they are sometimes called?
9. Are the old people you know nice most of the time? Why do you or do not think so?
10. Mr. Jones used to be a toy maker. Sometimes he makes toy airplanes and trucks from wood. Do you think that old people can work? If so, what kind of work can they do?
11. Do the old people you know like to have fun? What kinds of things do they like to do for fun?

12. Do you think that old people like children? Why or why not?

13. Mr. Jones loves children. Do you like to visit old people?

14. How would you like to have an old person as a friend?

15. Do you think that old people are friendly?

16. How would you like to be old some day like the old person you know?

Look, there is Mr. Jones now. Let's go and see the new wooden toys that he has made.
APPENDIX C

Final Draft: Children's Attitude of the Elderly Test
INSTRUMENT I

Children's Attitude of the Elderly Test (CAET)

Subject # _______________ Group _______________________
Age ____________________ Pretest Score _____________
Sex _____________________ Posttest Score _____________

PART I

The questions in Part I will be evaluated on the child's ability to identify the pictures based on the descriptions given by the investigator. A verbal response or a hand gesture will be an appropriate form of identification.

Investigator: I have some pictures that I would like for you to look at. Some are pictures of children, some are pictures of grown-ups, and some are pictures of old people.

Let's talk about the pictures (show and identify each group of pictures to the child). "These" are the pictures of children, like you and your friends. "These" are the pictures of middle aged people, like me, your teacher, and your mom and dad. "These" are the pictures of people who are old, like grandmothers and grandfathers.

Questions Related to Pictures

1. Can you show me the pictures of the children?
2. Can you show me the pictures of the middle aged?
3. Can you show me the pictures of people who are old?

NOTE: If the child is successful here, continue on to Part II of the test. If not, repeat Part I.

1. Do you know anyone who is old? How does this old person look?
2. Do you think that old people are sick most of the time? Why or why not?
3. Do you think that old people live in a house all by themselves? Why or why not?  

4. Do you think that old people are sad most of the time? Why or why not?  

5. Do you think that old people are mean and grouchy? Why or why not?  

6. What other names do we call "old people"?  

7. Are the old people you know nice most of the time? Why do you or do not think so?  

8. Do you think that old people can work? If so, what kind of work can they do?  

9. Do the old people you know like to have fun? What kinds of things do they like to do for fun?  

10. Do you think that old people are friendly?  

11. Do you think that old people like children? Why or why not?  

12. Do you like old people? Why or why not?  

13. How would you like to have an old person as a friend?  

14. How would you like to be old some day like the old person you know? Why or why not?  

15. Can you tell me what you think you might be like when you get old?  

Mr. Jones: I have enjoyed talking to you and I am glad you came to visit me. Would you like to come and visit me again some time?  

Child: (child's response)  

Investigator: Would you like to say goodbye to Mr. Jones?  

Child: (child's response)  

Mr. Jones: Goodbye.
APPENDIX D

First Draft: Children's Familiarity

With the Elderly Questionnaire
CPEQ

Children's Familiarity With the Elderly Questionnaire

The following questionnaire is an attempt to gain background information about your child's familiarity with elderly people. All information will be held in the strictest confidence. Complete anonymity is guaranteed. Please complete the questionnaire and return it to the classroom teacher.

Subject #

Scoring: The numbers in parenthesis indicate the scoring formula to be used by the investigator.

Questions -- Please place a √ mark opposite the appropriate answer.

1. Who is the most meaningful old person in your child's life with whom he/she has had frequent contact?
   (4) ______ grandparents
   (3) ______ great-grandparents
   (2) ______ relatives
   (1) ______ friends or neighbors

2. How often does your child have contact with this old person?
   (4) ______ constantly (daily contact)
   (3) ______ frequently (once a week or more)
   (2) ______ moderately (at least once a month or three times a month)
   (1) ______ infrequently (one to three times a year)
   (0) ______ never

3. Where does your child have contact with this old person?
   (4) ______ old person lives in home
   (3) ______ old person visits in home
   (2) ______ church group, community group, visit home
   (1) ______ other, explain __________________________
4. With how many people who are "old" is your child well acquainted? (Know their names, talk to freely, or visit frequently.)

(4) ______ five or more
(3) ______ three to four
(2) ______ two
(1) ______ one
(0) ______ none

5. The "old" person(s) with whom your child is acquainted is/are:

(4) ______ grandparent(s)
(3) ______ great-grandparent(s)
(2) ______ other relative(s)
(1) ______ friend(s) or neighbors(s)

6. How far away does this old person(s) live?

(4) ______ same town
(3) ______ same county
(2) ______ same state
(1) ______ out-of-state

7. Your child has a telephone conversation with this person(s):

(4) ______ daily
(3) ______ frequently (once a week or more)
(2) ______ moderately (once a month or more)
(1) ______ infrequently (one to three times a year)
(0) ______ never

8. In your judgment, your child's contacts with "old" people have been:

(4) ______ pleasant
(3) ______ some pleasant, some unpleasant
(2) ______ neutral
(1) ______ unpleasant

9. In your judgment, your child's response to old people with whom he/she has had contact has been:

(4) ______ receptive
(3) ______ withdrawn
(2) ______ somewhat receptive, somewhat withdrawn
(1) ______ neutral
10. Do you think that your child's attitudes toward old people with whom he/she has had contact has been:

(4) _____ positive
(3) _____ negative
(2) _____ somewhat positive, somewhat negative
(1) _____ neutral

Additional information about your child's contact with "old" people:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
APPENDIX E

Final Draft: Children’s Familiarity

With the Elderly Questionnaire
INSTRUMENT II

Children's Familiarity with the Elderly Questionnaire (CFEQ)

The CFEQ has been designed to be completed by the parents. Its purpose is to gain background information about the child's familiarity and contact with old people.

Instructions for evaluation: Please evaluate the CFEQ test items as to their clarity and relevance to the objectives of the study. If you think the item is appropriate, place a ✓ mark next to the item number. If you feel that it is inappropriate, place a ✗ mark next to the test item.

Questions

1. Who is the most meaningful old person (65 years and over) in your child's life with whom he/she has had frequent contact?

   ✓ grandparents
   ✗ great-grandparents
   ✗ other relatives
   ✗ friends
   ✗ neighbors

2. How often does your child have contact (same environment with little or no interaction) with this old person?

   (5) frequently (two or more times a week)
   (4) constantly (once a week)
   (3) moderately (at least once a month)
   (2) infrequently (one to three times a year)
   (1) never

3. Where does your child have contact with this old person?

   ✓ old person lives in home
   ✗ child visits old person's residence
   ✗ old person visits child's residence
   ✗ old person visits in home
   ✗ other (church, community, etc.); explain________
4. With how many people who are "old" is your child well acquainted? (Know their names, talk to freely, interact with, or visit frequently.)

(5) _____ five or more
(4) _____ three to four
(3) _____ two
(2) _____ one
(1) _____ none

5. How far away does this old person(s) live?

_____ same community
_____ same town or city
_____ same county
_____ same state
_____ out-of-state

6. In your judgment, your child's general contacts with "old" people, in general, have been:

(5) _____ positive
(4) _____ somewhat positive
(3) _____ neutral
(2) _____ somewhat negative
(1) _____ negative

7. In your judgment, your child's general response to old people with whom he/she has had contact has been:

(5) _____ receptive
(4) _____ somewhat receptive
(3) _____ neutral
(2) _____ somewhat withdrawn
(1) _____ withdrawn

8. Do you think that your child's general attitudes toward old people with whom he/she has had contact has been:

(5) _____ positive
(4) _____ somewhat positive
(3) _____ neutral
(2) _____ somewhat negative
(1) _____ negative
APPENDIX F

Instrument Validity Questionnaire
Dear Colleague:

I need your help in evaluating the instruments that I have developed to be used in my dissertation research. Based on the assumption that young children's negative attitudes are due to their limited contact and knowledge about the elderly, the research problem to be investigated is whether frequent interaction and the quality of this interaction between young children and the aged will influence positive attitudes toward the elderly.

The instruments were designed to gain information about young children's feelings toward the elderly and their familiarity with the elderly. The CAET (Children's Attitude of the Elderly Test) is divided into two parts. Part I involves showing the children pictures of children, middle aged people, and old people. The children will then be asked to identify whether it is a child, middle aged, or old person. In Part II, the children will play a game about an old person using puppets and will be asked questions about their feelings toward the elderly. The CAET will be used as the pretest and posttest. The CFEQ (Children's Familiarity With the Elderly Questionnaire) was designed to be used with parents to gain background information about the children's familiarity with the elderly. The parents are asked to complete the questionnaire and return it to the classroom teacher.

The CAET and CFEQ have been designed to be used with children from preschool through first grade. Administration of the CAET for each child and completion of the CFEQ for each parent will take approximately 15 minutes.

Please evaluate each instrument as to its appropriateness, clarity, and relevance to the study. Feel free to make comments, suggestions, etc., about the pictures, procedures, and test items.

Project Director __________________________
(Signed)

Date __________________________

Investigator __________________________

Date __________________________
INSTRUMENT VALIDITY QUESTIONNAIRE

JUDGE: ____________________________________________________________

POSITION: __________________________________________________________

INSTRUMENT I

Children's Attitude of the Elderly Test (CAET)

PART I

Instructions for evaluation: Please evaluate the nine pictures according to their appropriateness in identifying the three age groups (children, middle aged, and old people). In each group the pictures are numbered on the back 1 through 3. If you think each picture is appropriate to use in the study, place a ✓ mark on the line next to the picture number. If you think it is inappropriate, place a X mark on the line. Please feel free to make comments, suggestions, etc.

Questions Related to Pictures:

1. Can you show me the pictures of the children?
2. Can you show me the pictures of the middle aged?
3. Can you show me the pictures of people who are old?

NOTE: If the child is successful here, continue on to Part II of the test. If not, repeat Part I.

Children

Picture 1
Picture 2
Picture 3

Middle Aged

Picture 1
Picture 2
Picture 3
Old People

Picture 1

Picture 2

Picture 3

PART II

Instructions for evaluation: Please evaluate the CAET follow-up questions as to their clarity in direction, identification, and appropriateness in gaining information about the children's attitudes toward the elderly. If you feel the item is appropriate, place a ✓ mark by the item number. If the item is inappropriate, place a X mark by the item number.

Questions

1. Do you know anyone who is old? How does this old person look? ___

2. Do you think that old people are sick most of the time? Why or why not? ___

3. Do you think that old people live in a house all by themselves? Why or why not? ___

4. Do you think that old people are sad most of the time? Why or why not? ___

5. Do you think that old people are mean and grouchy? Why or why not? ___

6. What other names do we call "old people"? ___

7. Are the old people you know nice most of the time? Why do you or do not think so? ___

8. Do you think that old people can work? If so, what kind of work can they do? ___

9. Do the old people you know like to have fun? What kinds of things do they like to do for fun? ___

10. Do you think that old people are friendly? ___

11. Do you think that old people like children? Why or why not? ___
12. Do you like old people? Why or why not? 

13. How would you like to have an old person as a friend? 

14. How would you like to be old some day like the old person you know? Why or why not? 

15. Can you tell me what you think you might be like when you get old? 

INSTRUMENT II
Children's Familiarity With the Elderly Questionnaire (CFEQ)

The CFEQ has been designed to be completed by the parents. Its purpose is to gain background information about the child's familiarity and contact with old people.

Instructions for evaluation: Please evaluate the CFEQ test items as to their clarity and relevance to the objectives of the study. If you think the item is appropriate, place a ✓ mark next to the item number. If you feel that it is inappropriate, place a ✗ mark next to the test item.

Questions:

1. Who is the most meaningful old person (65 and older) in your child's life with whom he/she has had frequent contact?
   - grandparents
   - great-grandparents
   - other relatives
   - friends
   - neighbors

2. How often does your child have contact with this old person?
   - (5) constantly (daily contact)
   - (4) frequently (once a week or more)
   - (3) moderately (at least once a month or three times a month)
   - (2) infrequently (one to three times a year)
   - (1) never
3. Where does your child have contact with this old person?

_____old person lives in home
_____child visits old person's residence
_____old person visits child's residence
____church group, community group, visit home
____other, explain ________________________________

4. With how many people who are "old" is your child well acquainted? (Know their names, talk to freely, or visit frequently.)

(5) _____five or more
(4) _____three to four
(3) _____two
(2) _____one
(1) _____none

5. How far away does this old person(s) live?

_____same community
_____same town or city
_____same county
_____same state
_____out-of-state

6. In your judgment, your child's contacts with "old" people have been:

(5) _____positive
(4) _____somewhat positive
(3) _____neutral
(2) _____somewhat negative
(1) _____negative

7. In your judgment, your child's general response to old people with whom he/she has had contact has been:

(5) _____receptive
(4) _____somewhat receptive
(3) _____neutral
(2) _____somewhat withdrawn
(1) _____withdrawn
8. Do you think that your child's general attitudes toward old people with whom he/she has had contact has been:

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<td>negative</td>
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Thank you for your cooperation in helping establishing validity for the instruments.
APPENDIX G

Observation Form
OBSERVATION FORM

Date _________________________________
Observation # ________________________
Setting ______________________________
Activity(s) __________________________

Below are statements to guide the investigator in collecting data which is important in interpreting qualitative data.

I. Children's response to elderly person in the classroom setting.

II. Verbal/nonverbal interaction initiated by the child toward the elderly person.
III. Children's tactile responses (touching, closeness, etc.) toward the elderly person.

IV. Children seek assistance from the elderly person (tying shoes, opening caps, etc.).

V. Children asking questions about the aging process.

VI. Children's evidence of accepting changing features.

VII. Additional anecdotal information:
APPENDIX H

Letters to Parents
To: Parents of Children Participating in Pilot Test of Research Instrument

Description of Pilot Study

My name is Linda Adams. I am a doctoral candidate at The Ohio State University in the Department of Early and Middle Childhood Education. During the period of June 24, 1982 through August 31, 1982 Dr. Marlin Languis, Professor of Education at The Ohio State University and I will be pilot testing my instruments that will be used in my dissertation research at the Early Childhood Learning Center (ECLC) in which your child is enrolled.

We are studying how children's interactions with old people may influence their feelings toward old people. At the beginning and end of the study, your child will be shown pictures of children, grown-ups, and old people and will be asked to identify whether it is a child, middle aged person or an old person. Then your child will play a game about an old person using puppets and asked questions about his/her feelings about the elderly. The children's responses will be tape recorded for accuracy. This will take approximately 15 minutes. You will be asked to complete a questionnaire with questions about your child's familiarity with the elderly.

In order to conduct the study, elderly volunteers will be placed in the kindergarten classroom to interact (read stories, assist children, etc.) with the children two hours a day two days a week. I will be visiting the classroom regularly to observe. Arrangements have been made with teachers so that school work will not be affected. The Director of the school has approved, and fully supports, this research project.

If you are willing to let your child participate in the pilot test, please complete and return the consent form to the ECLC Secretary before June 29, 1982. The information gathered from you and your child will be kept confidential and anonymous.

Your cooperation will be greatly appreciated.

Project Director ____________________________  (Signed)
Date __________________________

Investigator ____________________________  (Signed)
Date __________________________
To: Parents of Children Participating in the Research Study

Description of Study

Hello, my name is Linda Adams. I am a doctoral candidate at The Ohio State University in the Department of Early and Middle Childhood Education. This quarter I am conducting a research study at Prairie Norton and Stiles Elementary School in the classroom in which your child is enrolled in preparation for my dissertation.

The project is a study of the effects of how frequent interaction with an elderly volunteer in the classroom setting has on children's positive or negative attitudes toward old people. The children will be shown a series of pictures (children, grown-ups, and old people), and will be asked to identify the age category of each picture; that is, whether it is a child, a grown-up, or an old person. Afterward, they will be asked a series of questions about their feelings about the elderly. Their responses will be tape recorded. Also, parents are asked to complete a questionnaire (Children's Familiarity With the Elderly--CFEQ) in order to provide background information about the children's familiarity with the elderly.

Administration of the CAET instrument (Children's Attitude of the Elderly Test) will only take approximately 15 minutes of each child's school time. In order to conduct the study, elderly volunteers will be placed in the classroom to interact (read stories, assist children, etc.) with the children three hours a day five days a week. Arrangements have been made with teachers so that school work will not be affected. The Principal of the school has approved, and fully supports, this research project.

Attached you will find a Parent Consent Form and a copy of the CFEQ (Children's Familiarity With the Elderly Questionnaire). If you are willing to let your child participate in the study, please complete and return all material to the classroom teacher before September 3, 1982. The information gathered from you and your child will be kept confidential and anonymous.

Your cooperation will be greatly appreciated.
APPENDIX I

Informed Consent Form
INFORMED CONSENT FORM

The Ohio State University
Department of Early and Middle Childhood Education

I, __________________________________________ as legal parent/guardian of ______________________________________ hereby give my permission for his/her participation in a study being conducted by Marlin Languis, Professor, and Linda Adams who is a doctoral candidate in the Department of Early and Middle Childhood Education. I am also willing to participate in the study by completing and returning a written questionnaire which are questions about my child's familiarity with the elderly.

I understand that my child will be shown and asked to identify pictures of children, middle aged people and old people. Then my child will play a game about an old person using puppets and asked questions to gain information about his/her feelings about old people.

In reading this Informed Consent Form, I fully understand the explanation and what participation in this study involves.

I understand that I am free to withdraw my consent and participation in this study at any time upon notifying the investigator. I also understand that the information given will be treated in strict confidence and that all names are anonymous.

I have read and fully understand the above information. I sign this form freely and voluntarily.

Parent __________________________
(Signed)
Date __________________________

Project Director __________________________
(Signed)
Date __________________________

Investigator __________________________
(Signed)
Date __________________________
APPENDIX J

Photographs
Plate I. Photograph depicting young child.
Plate II. Photograph depicting young child.
Plate III. Photograph depicting young children.
Plate IV. Photograph depicting middle aged person.
Plate V. Photograph depicting middle aged person.
Plate VI. Photograph depicting middle aged people.
Plate VII. Photograph depicting old woman.
Plate VIII. Photograph depicting old man.
Plate IX. Photograph depicting old people.
APPENDIX K

Puppets
Figure 2. Puppet Representing Child.
Figure 3. Puppet Representing Elderly Person.