

EFFECTS OF INTERGENERATIONAL EXPERIENCE ON
CHILDREN'S PERCEPTIONS OF OLD PEOPLE

By

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CHAPTER I

INTRODUCTION

Studies during the past several years have suggested that the way children view older people is apt to influence their interaction with them and also influence the way they feel about growing old. Fabiang (1977) found that, after reading stories about older people, children from 8 to 10 years old were neutral to positive in their selection of adjectives describing older people. The stories did not change the children's attitudes. Seefeldt, Jantz, Galper, and Serock (1977) reported children had negative feelings about growing old, and, when given a choice tended to choose to be with younger people rather than older people. Hicky and Kalish (1968) found that the older the adult, the less positive the image of them held by children. Chitwood and Bigner (1980) noted children tended to assign negative adjectives to pictures of old people. Click (1976) found that children do have perceptions toward old people and that these perceptions change as the children grow older. Powell (1974) found young children had negative attitudes toward the idea of growing old and toward old people.

Data regarding the success of projects designed to

change children's attitudes toward older people are limited. Most of the research reported has been conducted using instruments which purport to measure children's attitudes toward older people through the use of photographs or pictures (Chitwood and Bigner, 1980), reading and discussing stories related to old people (Fabiang, 1977; Schwitters, 1980), and through questioning children about old people and aging (Seefeldt et al., 1977; Powell, 1974).

These instruments may not be appropriate for use with youngest children. The Children's Attitudes Toward the Elderly (CATE), developed by Jantz, Seefeldt, Galper, and Serock (1976) has been widely used, but was developed with a population including very small numbers of preschool aged children. One of the additional problems of existing research is that results would be dependent upon the young child's ability to transfer a general impression or attitude to a generalized population of older people. This assumption may not be valid for preschool children. Livesley and Bromley (1973) reported that until the age of 6½-7 children usually describe others according to appearance rather than personality. If children go beyond what they see and try to describe personality, they usually divide their descriptions into two classes, those people who please them (kind, good and nice) and those people who do not please them (unkind, bad and horrid). According to Livesley and Bromley (1973), only as children grow older, are they capable of describing other traits. They further state that the impressions

children form of people who are significant to them not only determine their immediate social interactions, but also are likely to set a pattern of social interactions with others as they grow older.

In research efforts to determine the effectiveness of contact with older people on young children's perceptions of older people, it may be more appropriate to try to measure changes in children's perceptions of specific characteristics of older people rather than their perceptions of a general population of older people. If school experiences can affect children's perceptions of specific older persons, then, as they grow and mature, children will be able to transfer impressions to a generalized attitude toward older people.

Purposes

The purposes of this study were:

1. To determine if school experience with older people affects children's perceptions of older people.
2. To determine if children assign more positive adjectives to older people whom they know than to older people whom they do not know.
3. To acquire additional information about children's perceptions of "old" and the process of aging.

Hypotheses

The major hypothesis of the study is that interaction with older persons would change children's perceptions of older people in a more positive direction.

Specifically, we tested the hypotheses that there are no significant differences between an experimental and control group of preschool children in their initial assignment of positive adjectives to:

- a. a series of four photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one man, one woman) to become "known" to the experimental group,
- c. a subset of two photographs of older people (one man, one woman) who will remain "unknown" to both groups,
- d. a subset of two photographs of older men (one to become known to the experimental group, and one to remain unknown),
- e. a subset of two photographs of older women (one to become known to the experimental group, and one to remain unknown),
- f. the photograph of the older man to become known to the experimental group,
- g. the photograph of the older man to remain unknown to both groups,
- h. the photograph of the older woman to become known

to the experimental group, and

- i. the photograph of the older woman to remain unknown to both groups.

After a period of one month of experimental group interaction with two older persons (one man and one woman), at least twice a week, we tested the hypotheses that there would be a significant difference between the experimental and control groups in their assignment of positive adjectives to:

- a. a series of photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one man, one woman) who have become known to the experimental group,
- c. a subset of two photographs of older people (one man, one woman) who will remain unknown to both groups,
- d. a subset of two photographs of older men (one who is known only to the experimental group, and one who will remain unknown to both groups,
- e. a subset of photographs of older women (one who is known only to the experimental group, and one who will remain unknown to both groups,
- f. the photograph of the older man who is known only to the experimental group,
- g. the photograph of the older man who will remain unknown only to the experimental group,

- h. the photograph of the older woman who is known only to the experimental group, and
- i. the photograph of the older woman who will remain unknown to both groups.

We also tested the hypothesis that children would assign more positive adjectives to older people whom they know than to older people whom they do not know.

CHAPTER II

REVIEW OF LITERATURE

The phenomenon of "ageism" or negative attitudes toward an age group different from one's own (Neugarten, 1971) is a major problem in our society. Ageism results in stereotypes about the young, middle-aged, and the old. Generally according to Powell and Lamson (1979), negative stereotypes are the products of limited or superficial contacts among individuals representing the groups involved.

Powell and Arquitt (1978), said that fragmentation of the extended family, elimination of the neighborhood as a social entity, and emphasis on age segregated voluntary associations have decreased contacts between generations. Preschool children today are growing up in isolated nuclear families and same-age peer groups with little or no contact with grandparents, great-grandparents, or other older adults (Powell and Lamson, 1979). According to Chitwood and Bigner (1980), the day when grandparents shared in child-rearing has passed.

Steichen and Arquitt (1975) conducted a study during the summer of 1975 using 20 retired adults (aged 55-87) and a group of college students referred to as "surrogate grandchildren". The college students were involved to

insure intergenerational contact. At the end of the summer session the retired adults and the college students perceptions of the other generation significantly improved from the pretest to the posttest.

Other research on attitudes toward older people have been conducted but mostly with populations of high school and college students (McTavish, 1971). In recent years, a number of studies using school-age and younger children have been conducted. Findings of these studies are discussed below.

Fabian (1977) asked 105 children ages 8 to 10 to "think about" people 65 or older. She then asked them to choose one of two words such as: (1) weak or strong, (2) poor or rich, (3) wise or foolish, etc. to describe how they felt about older people. The children were asked to do this before and after reading five stories from third and fourth grade text books which were about older people. Fabian (1977) found that the children were neutral to positive in their selection of adjectives and that reading stories about older people had no significant effect on children's attitudes toward older people.

The Children's Attitudes Toward the Elderly (CATE), developed by Jantz et al. (1976) was developed for use with children ages 3 to 11. The test incorporated questioning the children about an old person they knew, asking the child to assign a positive or negative adjective to a line drawing of a person at various stages in life, and questions about

being old and aging.

Seefeldt et al. (1977) in a study using the CATE with 180 children, 20 at each of nine grade levels, nursery school through grade six, reported that children had negative feelings about growing old, and when given a choice, tended to choose to be with younger people rather than older people. In this study the children looked at black and white line drawings of a man at four stages in his life and were asked to answer a variety of questions about the drawings.

In a study conducted by Chitwood and Bigner (1980), 35 pre-school children were asked to order drawings of young, middle, and old people from youngest to oldest. The children were then asked to assign adjectives to the pictures at each level. Chitwood and Bigner (1980) reported that children tended to assign negative adjectives to pictures of old people and that their observations and feelings of growing old are largely negative in nature.

Powell (1974) interviewed 90 preschool children about their understanding of characteristics of old people. She found that preschool aged children could identify and describe physical characteristics of old people from looking at pictures of old people. She further concluded that young children had negative attitudes toward the idea of growing old and toward old people.

Schwitters (1980) asked children in grades 3 to 6 to tell about an elderly person they knew. The children wrote

compositions describing their interactions and feelings about an old person they knew. Children's stories reflected positive feelings toward older people and feelings of sympathy for their loneliness and isolation.

In summary, a variety of methodologies have been used to determine children's perceptions of old people. Even though results are inconclusive, most researchers concluded that intergenerational experience would be beneficial for both children and older people.

One of the problems with many of the studies reviewed is the use of techniques valid for older children with samples of preschool children. It is questionable whether preschool children have had adequate understandings of the vocabulary required with some methods. Methods used have required the young children to generalize responses to entire groups of older people. According to the literature on person perception (Livesley and Bromley, 1973; Tagiuri, 1969), perceptions of people are first formed on the basis of observable physical characteristics of individual persons. Only as children grow older are they capable of describing other traits (Livesley and Bromley, 1973). It seems to this researcher that the value of intergenerational experience should not be judged on the basis of research requiring very young children to make responses regarding "old people" in general. It would be more advisable to judge the value of such experience on the basis of whether such interaction with older people changes children's

attitudes or descriptions of specific older people on the basis of interaction with them. Evidence of the value of knowing older people might also be obtained through investigating children's attitudes toward older people whom they know in comparison with older people whom they do not know. This study was designed to determine whether children would change their perceptions of specific older persons on the basis of experience with those persons rather than investigating children's generalized perceptions of the population "older people".

CHAPTER III

METHODS AND PROCEDURES

Description of Subjects

The subjects for this study were 32 children, ages 3 to 5 years, who were enrolled in two Child Development Laboratories at Oklahoma State University. Parents were business or professional people in the community, or students at the university. The children were divided into two groups. The children in Lab III were designated as the experimental group and the children in Lab IV were designated as the control group. Each group contained 16 children, eight boys and eight girls. In the experimental group two children were eliminated from the study. One child refused to respond to the pretest and another refused to respond to the posttest. This left fourteen in the experimental group, seven boys and seven girls. The lead teachers in both groups held The Master's degree in child development or early childhood education. The control group had one assistant teacher who was 66 years of age. She ate with the children and was in the nap room before, during, and after this study took place.

Description of the Research Instrument

Two research instruments were developed for this study, the Perceptions of Old People Interview (Appendix A) and the Contact with Old People Questionnaire (Appendix B). The Contact with Old People Questionnaire was developed to determine the approximate amount of contact each child had with old people and some of the words that each child used to describe an old person he/she knows. The Questionnaire was adapted from the Familiarity with the Aged Questionnaire developed by Click (1975). This Questionnaire was filled out by the parents of the children. Parents were asked to indicate how often their children had contact with old people.

The Perceptions of Old People Interview was adapted from tests developed by Click (1976), Chitwood and Bigner (1980), and Fabiang (1977). The purpose of this test was to determine whether children use positive or negative terms to describe old people and to gain more qualitative information about childrens' perceptions of old people. On the basis of a preliminary study, the four photographs used in this interview were selected.

Instrument Development

Photographs to be used in the first study were selected in a preliminary study with a group of preschool children. These children were a group of 16 children

enrolled in a nursery school laboratory at Oklahoma State University. There were eight girls and eight boys. Because there were 10 black and white photographs of older people, five of men and five of women, the preliminary study was given in two separate sessions. In the first session the photographs of the women and in the second session the photographs of the men were used. One woman and one man were designated as "known." (These two people were to be introduced to the children in the experimental group after the pretest.) The remaining photographs were designated as "unknown." In each session, the five photographs were placed face down in front of the child. To assure presentation in random order, the child was asked to turn one photograph over. After turning the photograph over, the child was asked to assign either a positive or negative adjective to it. For example, the investigator would say, "Is the person in this picture helpful or harmful?" The same procedure was followed for 15 sets of adjectives. (Appendix A) After assigning the adjectives to the photograph, the investigator put the photograph aside and the same procedure was used again for the remaining photographs. A score of +1 was given for each positive adjective assigned to individual photographs thus giving each photograph a possible score of 15. The scores for each photograph were totalled. The scores for all 16 children in the preliminary study were totalled giving each photograph a possible total score of 240. The two photographs of the unknown man and

woman for whom the children's responses most closely matched the scores for the known man and woman were selected for use in the pretest and posttest. The photographs of the women selected had a 73% agreement and the photographs of the men selected had a 75% agreement.

Data Collection

The research design was an experimental design using a test-retest procedure with experimental and control groups. Fourteen children were designated as the experimental group and had contact with older resource persons. The control group of sixteen children had no contact with older resource people.

A letter (appendix C) was sent to parents of the children in both groups explaining the purpose of the research and requesting permission for participation. The Contact With Old People Questionnaire was given to the parents of the children, along with the letter of explanation and was returned prior to the pretest.

Pretest

The Perceptions of Old People Interview was given to the control and experimental groups by the investigator prior to introduction of older resource people to the experimental group. There were four black and white photographs of older people, two male and two female. These photographs had been selected on the basis of the results of the

preliminary study.

In Part I of the Perceptions of Old People Interview, all four photographs were placed face up in front of the child. The child was asked if she/he knew any of the people in the photographs. This was done to confirm that the older people in the photographs were unfamiliar to the children. Open-ended questions were asked about the photographs of old people in order to elicit spontaneous descriptive vocabulary. After asking the open-ended questions, the investigator picked up the photographs.

In Part II of the Perceptions of Old People Interview, the investigator placed the four photographs face down in front of the child. To assure presentation in random order, the child was asked to turn one photograph over. After turning the photograph over, the child was asked to assign either a positive or negative adjective to it. For example, the investigator would say, "Is the person in this picture helpful or harmful?" The same procedure was followed for 15 sets of adjectives. After assigning all of the adjectives to the photograph, the investigator put the photographs aside and the same procedure was used again for the remaining photographs.

Next, Part III of the Perceptions of Old People Interview was given. All four photographs were placed in front of the child and the following questions were asked: (1) Are these people old? Why or why not? The word "old" was avoided until the last two questions in order to avoid

prejudicial influence on the children's responses, because earlier research (Powell, 1974) has suggested that children may respond negatively to the concept of old. Throughout, the investigator recorded the children's responses on a score sheet (Appendix D) for later analysis.

Implementation of the Intergenerational Experience

Two older people were selected as resource teachers, one male and one female. They were selected after interviewing several older people in the community. The major criteria for selection was that they needed to feel positive about working with young children and willing to share a talent or skill with them.

Each older resource person came to the school two times a week and spent at least 1½ hours with the children at each visit. A minimum of 16 visits, eight by each older resource person, was made.

For a period of four weeks, the two older resource people participated in the children's program. During this period, anecdotal records, slides, and video tape recordings were made to record the children's behavior during dramatic play and in situations involving the older resource people to give additional qualitative data to supplement empirical findings related to changes in the children's perceptions of the older resource people.

Posttest

Immediately following the 4th week of interaction with the older people, the Perceptions of Old People Interview was given to the control and experimental groups using the same procedure as in the pretest. No more than eight weeks elapsed between the pretesting and posttesting.

Data Analysis

Data analyses were non-parametric methods appropriate for small samples, such as the Mann-Whitney U test and Sign Test.

In order to create a perception score for the children's assignments of positive or negative adjectives toward older people, positive adjectives were scored as +1 and negative adjectives as 0. The possible range of perception score for each photograph was 0-15.

On the pretest, Mann-Whitney U tests were used to test for differences between experimental and control groups on perception scores for:

- a. a series of four photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one man, one woman) to become known to the experimental group,
- c. a subset of two photographs of older people (one man, one woman) who will remain unknown to both groups,

- d. the subset of two photographs of older men (one to become known to the experimental group, and one to remain unknown to both groups,
- e. the subset of two photographs of older women (one to become known to the experimental group, and one to remain unknown),
- f. the photograph of the older man to become known to the experimental group,
- g. the photograph of the older man to remain unknown to both groups,
- h. the photograph of the older woman to become known to the experimental group, and
- i. the photograph of the older woman to remain unknown to both groups.

After a period of interaction with the two older resource people, the posttest was given to both the experimental and control groups. Mann-Whitney U tests were used to determine if there was a significant difference between the experimental and control groups on the posttest in their assignment of positive adjectives to:

- a. a series of photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one man, one woman) who have become known only to the experimental group,
- c. a subset of two photographs of older people (one man, one woman) who will remain unknown to both

groups,

- d. a subset of two photographs of older men (one who is known only to the experimental group, and one who will remain unknown to both groups),
- e. a subset of photographs of older women (one who is known only to the experimental group, and one who will remain unknown to both groups),
- f. the photograph of the older man who is known only to the experimental group,
- g. the photograph of the older man who will remain unknown to both groups,
- h. the photograph of the older woman who is known only to the experimental group, and
- i. the photograph of the older woman who will remain unknown to both groups.

Sign tests were used to look at the within-group changes on the pre and posttests. This allowed focusing on the direction of the differences between the scores for the control and experimental group children in their assignment of positive adjectives to the nine subsets of photographs listed above. The Sign test was also used to compare the number of positive adjectives assigned by each child to the photographs of the known man vs. the unknown man, the known woman vs. the unknown woman, and the two known older people vs. the two unknown older people.

Qualitative data were also collected through direct observation, anecdotal records, and video tape. This data

was available to supplement the findings of the quantitative analysis. For example, many affectionate interchanges between children and older adults were recorded verbatim in anecdotal records or captured on video tape.

CHAPTER IV

RESULTS AND DISCUSSION

The major hypothesis of the study was that interaction with older persons would change children's perceptions of older people in a more positive direction. For the purposes of this study, perception of older people was defined as the number of positive adjectives assigned to photographs of older people. Table 1 presents the mean number of positive adjectives assigned to photographs of older people by the experimental and control groups on the pretest and on the posttest after the experimental group had four weeks of interaction with two of the older people in the photographs, one man, and one woman. Children's raw scores are in Appendix E. Presented below are results of analyses of specific hypotheses of the study.

Hypothesis 1: There will be no significant differences between an experimental and control group of preschool children in their initial assignment of positive adjectives to:

- a. a series of four photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one man, one woman) to become known to the experimental

Table 1
 Comparison of Mean Number of Positive Adjectives
 Assigned by Control and Experimental Groups
 to Photographs of Older People

Group	\bar{X} Scores			
	Total Possible \bar{X} Score	Pre- test	Post- test	Change
All Photographs of Older People (4)	60			
Experimental Group (a)		33.83	38.71	+
Control Goups (b)		37.06	35.06	-
To Be Known Photographs (2)	30			
Experimental Group (a)		16.64	19.86	+
Control Group (b)		16.31	15.81	-
To Remain Unknown Photographs (2)	30			
Experimental Group (a)		17.29	18.86	+
Control Group (b)		20.75	19.19	-
Older Men Photographs (2)	30			
Experimental Group (a)		17.71	20.21	+
Control Group (b)		19.31	17.88	-
Older Women Photographs (2)	30			
Experimental Group (a)		16.21	18.50	+
Control Group (b)		17.75	17.13	-
To Be Known Older Man (1)	15			
Experimental Group (a)		9.07	10.21	+
Control Group (b)		9.00	9.06	+
To Remain Unknown Older Man (1)	15			
Experimental Group (a)		8.64	10.00	+
Control Group (b)		10.31	8.81	-
To Be Known Older Woman (1)	15			
Experimental Group (a)		7.57	9.64	+
Control Group (b)		7.31	6.75	-
To Remain Unknown Older Woman (1)	15			
Experimental Group (a)		8.64	8.86	+
Control Group (b)		10.44	10.38	-

Note: a $n = 14$

b $n = 16$

- group,
- c. a subset of two photographs of older people (one man, one woman who will remain unknown to both groups,
 - d. a subset of the two photographs of older men (one to become known to the experimental group, and one to remain unknown to both groups),
 - e. a subset of two photographs of older women (one to become known to the experimental group, and one to remain unknown),
 - f. the photograph of the older man to become known to the experimental group,
 - g. the photograph of the older man to remain unknown to both groups,
 - h. the photograph of the older woman to become known to the experimental group, and
 - i. the photograph of the older woman to remain unknown to both groups.

To test this hypothesis, differences between control and experimental groups in their assignment of positive adjectives on the pretest were analyzed with the Mann-Whitney U test, using the number of positive adjectives assigned as the total score. In order to reject the null hypothesis using the .05 level of significance, the observed value of U for this sample ($n_1=14$, $n_2=16$) would need to be equal to or less than 64 (Siegal, 1956, p. 276). For all analyses, the observed value of U exceeded the critical value of 64.

Values of \underline{U} obtained were as follows:

- a. all photographs of older people - $\underline{U} = 92$,
- b. to become known older people - $\underline{U} = 110$,
- c. to remain unknown older people - $\underline{U} = 75$,
- d. older men - $\underline{U} = 94$,
- e. older women - $\underline{U} = 96$,
- f. to become known older man - $\underline{U} = 106$,
- g. to remain unknown older man - $\underline{U} = 75$,
- h. to become known older woman - $\underline{U} = 108$,
- i. to remain unknown older woman - $\underline{U} = 69$.

Thus, for all analyses performed, there were no significant differences between the control and experimental groups on the pretest. Therefore, the experimental part of the study, or the curriculum intervention involving interaction of older people with the children in the preschool setting was begun with comparable groups.

Hypothesis 2: After a period of one month of experimental group interaction with two older persons (one man, one woman), at least twice a week, there will be a significant difference between the experimental and control groups in their assignment of positive adjectives to:

- a. a series of photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one man, one woman) who have become known only to the experimental group,
- c. a subset of two photographs of older people (one

man, one woman) who will remain unknown to both groups,

- d. a subset of two photographs of older men (one who is known only to the experimental group, and one who will remain unknown to both groups),
- e. a subset of photographs of older women (one who is known only to the experimental group, and one who will remain unknown to both groups),
- f. the photograph of the older man who is known only to the experimental group,
- g. the photograph of the older man who will remain unknown to both groups,
- h. the photograph of the older woman who is known only to the experimental group, and
- i. the photograph of the older woman who will remain unknown to both groups.

The predicted direction of this hypothesis was that the experimental group, who had interaction and involvement with the two older volunteers over a period of one month, would assign more positive adjectives to both the known older men and women and to the unknown older men and women than would the control group.

Initial inspection of Table 1 indicates that differences in pretest and posttest scores for all photographs and subsets of photographs were in the positive direction for all nine sets for the experimental group, with eight in the negative direction and only one in the positive direction for

the control group. However, Mann-Whitney \underline{U} tests calculated for differences between posttest scores of the experimental and control groups revealed that, again, all calculated values of \underline{U} exceeded the critical value of 71 (Siegal, 1956, p. 276.) Values of \underline{U} obtained for differences between the posttests for the experimental and control groups are as follows:

- a. all photographs of older people - $\underline{U} = 90$,
- b. older people known only to experimental group - $\underline{U} = 76$,
- c. older people to remain unknown to both groups - $\underline{U} = 103.5$,
- d. older men - $\underline{U} = 100$,
- e. older women - $\underline{U} = 104$,
- f. older man known only to experimental group - $\underline{U} = 94$,
- g. older man to remain unknown to both groups - $\underline{U} = 105.5$,
- h. older woman known only to experimental group - $\underline{U} = 75$,
- i. older woman to remain unknown to both groups - $\underline{U} = 74$.

Again, all observed values of \underline{U} exceed the critical value of 71 for a one-tailed test indicating that the null hypothesis could not be rejected at the .05 level of significance. However, the differences between the experimental and control groups approached significance in the analyses for differences between the groups on assignment

of positive adjectives to the older woman known only to the experimental group and the unknown older woman. Given the extreme variability of scores for performance of preschool children in this testing situation, and the general difficulty of conducting experimental studies with the proper degree of control for children of this age, several additional analyses were performed to study the within group changes for the experimental and control groups rather than reach conclusions only on the basis of between group findings.

Within group changes were tested by use of the Sign test, which allows focusing on the direction of the differences between the scores of the pre and posttest. The Sign test (Siegal, 1956, p. 250) was used because the investigator judged that a significant shift in the number of more positive signs between the pre and posttests would be indicative of more "positiveness" of perceptions of older people, but the investigator did not feel confident that the scores were sufficiently exact to be treated numerically.

For the Control Group, none of the analyses for differences between pre and posttest were significant at the .05 level. These analyses were two-tailed, because the prediction was that there should be no difference between pre and posttest scores, since there was no "treatment" or interaction between children and older people. Results were:

- a. all photographs of older people - $N=15$, $\bar{X}= 5$, $p=.30$,
- b. older people known to the experimental group - $N=13$,

- $\underline{X}=6$, $\underline{p}=1.00$,
- c. older people unknown to both groups - $\underline{N}=13$, $\underline{X}=5$,
 $\underline{p}=.58$,
 - d. older men - $\underline{N}=14$, $\underline{X}=7$, $\underline{p}=1.22$,
 - e. older women - $\underline{N}=15$, $\underline{X}=7$, $\underline{p}=1.00$,
 - f. older man known to the experimental group - $\underline{N}=12$,
 $\underline{X}=6$, $\underline{p}=1.22$,
 - g. older man unknown to both groups - $\underline{N}=14$, $\underline{X}=4$, $\underline{p}=.18$,
 - h. older woman known to the experimental group - $\underline{N}=14$,
 $\underline{X}=7$, $\underline{p}=1.20$,
 - i. older woman unknown to both groups - $\underline{N}=12$, $\underline{X}=3$,
 $\underline{p}=.14$.

Thus, analysis for within group differences between pre and posttests for the Control Group revealed no significant differences for any of the analyses.

Sign test analyses calculated between pre and posttest scores for the Experimental Group of children were one-tailed analyses, because the prediction was that interaction with older people would increase the number of positive adjectives assigned to both known and unknown older people. Inspection of Table 2 reveals that the number of positive adjectives assigned increased for 10 of 14 children for all photographs. Results of Sign tests are as follows:

- a. all photographs of older people - $\underline{N}=13$, $\underline{X}=3$, $\underline{p}=.05$,
- b. older people known to them - $\underline{N}=14$, $\underline{X}=4$, $\underline{p}=.09$,
- c. older people unknown to them - $\underline{N}=13$, $\underline{X}=5$, $\underline{p}=.29$,
- d. older men - $\underline{N}=13$, $\underline{X}=3$, $\underline{p}=.05$,

Table 2
 Change in Experimental Group Between the Pretest and
 Posttest Scores on the Perception of Old People
 Interview for all Photographs

Subject	Pretest Score	Posttest Score	Difference	Direction of difference
1	45	43	2	-
2	27	28	1	+
3	41	42	1	+
4	41	44	3	+
5	33	46	13	+
6	25	33	8	+
7	17	33	16	+
8	44	44	0	0
9	47	51	4	+
10	27	38	11	+
11	46	21	25	-
12	41	40	1	-
13	16	30	14	+
14	25	49	24	+

- e. older women - $N=13$, $\bar{X}=5$, $p=.29$,
- f. older man known to them - $N=13$, $\bar{X}=4$, $p=.13$,
- g. older man unknown to them - $N=13$, $\bar{X}=5$, $p=.29$,
- h. older woman known to them - $N=12$, $\bar{X}=3$, $p=.07$,
- i. older woman unknown to them - $N=10$, $\bar{X}=4$, $p=.38$.

When analyses were performed for combinations of photographs, results were significant for the set of photographs of older men and for the set of all photographs of older people.

These changes are reflected in Appendix E. Results were not significant at the .05 level for individual photographs. They approached significance for the photographs of the older woman and the older man known to them.

Hypotheses 3: Children will assign more positive adjectives to older people whom they know than to older people whom they do not know.

Data for the test of this hypothesis were posttest scores for the experimental group of children who had just had four weeks of interaction with one older man and one older woman at least twice a week. The number of positive adjectives assigned by each child to the photographs of the known man vs. the unknown man and the known woman vs. the unknown woman were analyzed for differences through use of the Sign test.

There were no significant differences between responses to the known man and unknown man. Seven of the 14 children assigned more positive adjectives to the known man than to the unknown man (Sign test; $N=12$, $\bar{X}=5$, $p=.39$).

For differences between the known vs. unknown woman, scores of nine children reflected a difference in assignment of positive adjectives for these photographs. Of these, six gave more positive adjectives for the known woman. Results of the sign test ($N=9$, $X=3$, $p=.25$) showed no significant differences.

When analyses were calculated for combined scores for the photographs of two known older people vs. the two unknown older people, 8 of the 14 children's scores reflected a higher number of positive adjectives for the known older people, but differences were not significant on the Sign test ($N=13$, $X=4$, $p=.13$). Thus, it must be concluded that, for the experimental group, interaction with older people did not positively affect their assignment of positive adjectives to photographs of older people.

Further Analysis of Results

Based on parents' responses to the Contact with Old People Questionnaire, it was found that of the 16 children in the control group, six had contact with older adults once a week or more, five had contacts with older adults one to three times a year, three had contacts with older adults at least once a month to three times a month, one child had daily contacts with older adults and one child never had contacts with older adults. The majority of contacts with older people took place in the child's home, the older adults' home, at church, or through community organizations.

Fifteen children in the control group knew two or more older adults. Most parents responded that the older adults their children knew were grandparents, great-grandparents, neighbors, or friends. Babysitters who were old had contacts with the children once a month or less. Fourteen parents responded that the contacts their children had with older adults had been pleasant. Only one child had spent more time than usual with an older adult in the month prior to pretesting. According to parents' response, words used to describe old people by children in the control groups were "nice, friend, special, wrinkles, grandmother, gray, bald, die, old, grandma, grandpa, and buddy."

In the experimental group, 13 parents returned the Contact with Old People Questionnaire. It was found that five children had contact with old people once a month to three times a month, five children had contacts with old people one to three times a year, and three children had contacts with old people once a week or more. The majority of contacts with old people took place in the child's home or the older person's home. Twelve children were well acquainted with two to four old people and one child did not know any old people. The majority of old people with whom the children had contacts were grandparents or great-grandparents. Eleven children were never cared for by old people, one was babysat by an old person once a week or more, and one was babysat by an old person one to three times a year. Twelve parents responded that their child's contacts with

old people were pleasant and one parent responded that contact with old people had been some pleasant and some unpleasant. None of the children in the experimental group had spent more time than usual with an old person in the month prior to pretesting. Words used to describe old people by the experimental group were "wrinkled, granny, grandpa, old, grandma, aunt, uncle, and wrinkly."

From the control group children's responses during the pretest to the Perceptions of Old People Interview, it was found that when asked if the people in the photographs were old, eight of the children said yes, four of the children said no, and four of the children said some were old and some were new. When asked why the people were old, some of the comments made by the children were, "because I'm seeing 'em," "because they are wrinkled and no people ever saw them," "because all of them look all wrinkled and kind of smooth," "cause they were big a long, long time," "because they're just old - old for a long time," "because they have wrinkled necks and wrinkled faces," "because they have old faces - they're all wrinkled," and "they just are." When asked why the people were not old, some of the comments made by the children were, "because - I just like 'em," "cause they just are," "they're new," and "I don't even know if they are old or new." When asked if they would ever become old, seven of the children said that they would and nine of the children said that they would not. Some of the comments made by the children were, "because I'm new," "because I

don't have wrinkled hands and a wrinkled face," "because I'll be living a long, long time," "yes, I'll be grown up a long time and a long time after I'm grown up I'll get old and wrinkled," "no, because I want to grow up first," "I'm new - I am not going to be old," and "I am old because I used to go to this school and I used to be new." After a period of four to five weeks the posttest was given and the same questions were asked again. When asked if the people in the photographs were old, eleven of the children said "yes," two said "no," and three said "some were new and some were old." When asked if they would ever be old eight of the children answered yes and eight answered no.

From the experimental group children's responses during the pretest to the Perceptions of Old People Interview, it was found that when asked if the people in the photographs were old, ten children said "yes," three children said "no," and one child was not sure if they were old or new. When asked why the people were old some of the comments made by the children were, "because they've lived a long time," "I don't know, they just are," "they are very old because they've lived for such a long time," "because they've passed a lot of birthdays," "they're supposed to," "if you're wrinkled you're old," "I don't know," and "because they're supposed to." When asked why the people were not old some of the comments made by the children were, "because they're friendly" and "I don't know." When asked if they would ever be old seven of the children said "yes," six of the children

said "no," and one child said, "I don't know." Some of the comments made by the children when asked why or why not were, "because if you get real old you might die," "because I like to be old," "because I'll have been living such a long time," "because I'm passed a lot of birthdays," "because I'm a new kid," "yeah, if I don't be old I can't die," "cause little kids gotta grow up to be old - you've got to grow up to be old," "no, I just won't," "cause clothes get older and older and older," "cause I'm just new," and "someday - I'm not old yet - when I get big." After a period of four weeks with daily contact with old people the children in the experimental group were asked the same questions on the posttest. When asked if the people in the photographs were old eleven said "yes," two said "no," and one said, "I don't know." When asked if they would ever be old nine of the children said "yes" and five of the children said "no." Interaction with old people did not seem to affect the children's responses to these questions.

One of the most apparent problems with the research instrument used in this study was the mixture of such sets of adjectives as "sick" and "healthy" which describe physical characteristics with adjectives which might be considered to be more attitudinal, such as "helpful" and "harmful." It is reasonable to assume that children who had recently had such experiences as sitting on the laps of older volunteers and feeling their faces and hands might be more likely rather than less likely to describe these people as

"wrinkled or "slow." On the other hand, it is also reasonable to expect that these same children might be more likely to describe these known persons as "friendly" and "nice." In fact, previous researchers (Seefeldt et al. 1977; Powell, 1974) have suggested that children might indeed have negative opinions of the physical aspects of aging, while at the same time having positive feelings toward older people.

In an effort to minimize some of the problems with the instrument which seemed to appear during data collection, the following procedures were employed. After analyzing data from pre and posttests, a copy of the score sheet containing all of the adjective pairs was submitted to a panel of ten child development specialists who were not familiar with the instruments and had not been involved in data collection (see Appendix F.) They were asked to classify, in their best judgement, whether each set of adjectives was descriptive of an attitude about a person or descriptive of an observed physical characteristic. The responses of each individual were recorded on a master copy. Only those sets of adjectives on which a minimum of seven judges agreed were retained in the list for classification.

Three sets of adjectives (rich or poor, happy or sad, and old or new) were eliminated because there was no consensus among the judges regarding whether they were indicative of attitudes or physical characteristics. The final sets of adjectives retained in the classifications are listed below"

- a. Attitudes
 1. helpful or harmful
 2. friendly or unfriendly
 3. wonderful or terrible
 4. wrong or right
 5. bad or good
 6. nice or mean
- b. Physical Characteristics
 1. sick or healthy
 2. dirty or clean
 3. ugly or pretty
 4. smooth or wrinkled
 5. slow or fast
 6. active or still

Subsequently, additional statistical analyses were performed to determine if differences could be found in the experimental group's responses on the posttest to the photographs of the known older people vs. the unknown older people on the basis of adjectives reflecting for physical characteristics and adjectives reflecting attitudes.

Results of Sign tests calculated on the basis of adjectives reflecting physical characteristics were as follows:

- a. known older people vs. unknown older people - $N=11$,
 $\bar{X}=5$, $p=.50$,
- b. known older man vs. unknown older man - $N=10$, $\bar{X}=3$,
 $p=.17$,
- c. known older woman vs. unknown older woman - $N=10$,

$\underline{X}=4$, $\underline{p}=.38$.

Results of Sign test calculated on the basis of adjectives reflecting attitudes were as follows:

- a. known older people vs. unknown older people - $\underline{N}=8$,
 $\underline{X}=3$, $\underline{p}=.36$,
- b. unknown older man vs. known older man - $\underline{N}=9$, $\underline{X}=3$,
 $\underline{p}=.25$,
- c. unknown older woman vs. known older woman - $\underline{N}=6$,
 $\underline{X}=3$, $\underline{p}=.34$.

There were no significant differences in the experimental group's responses to the photographs of the known older people vs. the unknown older people on the basis of adjectives indicative of physical characteristics or adjectives indicative of attitudes. Thus, when using this test, the scores would not appear to be affected by separating the sets of adjectives on the basis of adjectives reflecting physical characteristics or adjectives reflecting attitudes.

Further Limitations of the Study

Experimental and quantitative aspects of the study do not reflect the richness of experience and the values which may accrue for both the children in the experimental group and the older volunteers. With the methods used in this study, methods common to much of the literature on children's attitudes of older people, there were problems which have implications for the reliability and validity of results. These problems are related to the children's ability

to recognize photographs of familiar persons, to their comprehension of the vocabulary, to the vicissitudes of individual children's behavior, as well as to other important methodological problems, i.e., whether children in the pre-school years can handle the abstractions related to the understanding of aging, whether any direct request for specific choices of words reflects the attitudes held by the respondent, whether the instrument used is more likely to measure amount of stereotypic response rather than attitudes toward a particular group, whether, in fact, the use of such an instrument may encourage illogical, stereotypic responses by requesting judgments which can in no way be reflected in a photograph, whether there is evidence of children's behavior matching their verbal responses, and whether the children's responses are stable over any period of time.

Many of the children in the experimental group had problems recognizing the older resource people. Eight of the 14 children recognized the photograph of the older man, while six did not. Four of the 14 children recognized the photographs of the older woman while 10 did not. One child said, "I don't quite remember him. I've seen his face before." Another said, "He looks kinda familiar." The other children either said they did not know any of the people in the photographs or they said the names of the resource people as they pointed to the photograph of that person.

When asked what certain words meant, many of the children either shrugged or said "I don't know," yet they still

responded either in a positive or negative way when asked to choose between two adjectives. Early childhood educators have long recognized that young children will give an adult an answer when requested even though the child may have no knowledge on which to base the response. In the experimental group, the majority of the children gave correct definitions for the words friendly, pretty, happy, sad, bad, and good. For example, one child said that friendly meant "you're nice." The majority of the children could not give correct definitions of healthy, rich, poor, wonderful, terrible, wrong, and right. For example one child said that poor meant "you're all wet."

In the control group the majority of the children gave correct definitions for helpful, dirty, clean, friendly, happy, sad, bad, good, nice, old, new, slow, and fast. For example, one child said that helpful meant "pick up jobs." The majority of the children could not give correct definitions for healthy, rich, poor, wonderful, terrible, and wrong. For example, one child said that poor meant "pour some water." Examples of some of the definitions given by the children are listed in Appendix G.

There seemed to be a discrepancy between the adjectives children chose to describe the photographs of older people and the actual interactions of the children and older people. For example, one child was initially negative in her response to the photographs of older people and yet the first day the older man visited the school she held his hand, showed him

around the school, and sat on his lap. On the posttest, this same child pointed to the photograph of the older man known to the experimental group and said "I like his face, it looks like Mr. _____." However, only 8 of her responses to the photograph were positive (healthy, rich, pretty, right, happy, good, nice, fast.) To this photograph of a person she knew and was apparently fond of, she also assigned the adjectives harmful, dirty, unfriendly, terrible, old, wrinkled, and still.

After looking at and responding to three of the four photographs another child said "I'm going to say all no to this one." She did this on both the pre and posttest. Her responses were all negative to the fourth photograph she chose.

One child sat on the older man's lap one day rubbing his face and said "What are these?" The man responded by saying "They are lines. When you grow older you'll have lines on your face, too." The child rubbed the older man's face a bit longer and said, "I like your lines." The same child was talking with the investigator about the older woman and said "She is very nice and she gets so much fun." This same child who displayed a fondness toward both older people assigned 13 negative adjectives to the photograph of the older woman and 11 negative adjectives to the photograph of the older man, both of which he referred to by name when he saw their photographs. From a subjective and/or qualitative frame of reference the investigator must conclude that

there were valuable results from the intergenerational experience which could be identified through qualitative data but which were not reflected in the data collected through the quantitative measures used in this study.

The situations described above give examples of some of the problems encountered in this study. The methods used, methods common to this type of research, appear to be inappropriate for use with youngest children. Other more qualitative methods may prove to be more useful. Extensive anecdotal records in which the amount of time spent with an older adult, a short explanation of what was happening with the child and older adult, possibly some of the verbalizations exchanged, and whether the contact was affectionate, aggressive, accidental, etc. could be taken and analyzed for positive and negative words, actions, etc. Direct observation of a few children rather than the whole group could be set up in such a way as to record time spent with older adults and type of contacts which occurred. Another direct observation approach could be to record the amount of time spent with older adults in comparison to amount of time spent with the other teachers before, during, and after intergenerational experiences have taken place. Video taping the interactions between children and older adults could prove to be the most useful. Through observing and listening to the video tapes, language, affectionate contacts, and amount of time spent with older adults in relation to other teachers could be analyzed.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purposes of the Study

The purposes of this study were:

1. To determine if school experience with older people affects children's perceptions of older people.
2. To determine if children assign more positive adjectives to older people whom they know than to older people whom they do not know.
3. To acquire additional information about children's perceptions of "old" and the process of aging.

Methods of the Study

The subjects for this study were 32 children, ages three to five years, who were enrolled in two Child Development Laboratories at Oklahoma State University. The children in one group, (the experimental group) had contact with older resource people and those in the control group did not. Two research instruments were developed for this study, the Perceptions of Old People Interview and the Contact with Old People Questionnaire. The Contact with Old People Questionnaire was developed to determine the approximate amount of contact each child had with old people and some of the words

that each child used to describe an old person he/she knows. The Perceptions of Old People Interview was used to determine whether children use positive or negative terms to describe old people and to gain more qualitative information about children's perceptions of old people.

The research design was an experimental design using test-retest procedures with control and experimental groups.

Two older people were selected as resource teachers, one male and one female. They were selected after interviewing several older people in the community.

Each older resource person came to the school two times a week and spent at least 1½ hours with the children at each visit. A minimum of 16 visits, eight by each older resource person, was made. For a period of four weeks, the two older resource people participated in the children's program. Immediately following the 4th week of interaction with the older people, the Perceptions of Old People Interview was given to the control and experimental groups. No more than eight weeks elapsed between pretesting and posttesting.

Data analyses were non-parametric methods for small samples, such as the Mann-Whitney U test and the Sign test. In the pretest, Mann Whitney U tests were used to test for differences between experimental and control groups on perception scores for:

- a. a series of four photographs of older people (two men, two women),
- b. a subset of two photographs of older people (one

- man, one woman) to become known to the experimental group,
- c. a subset of two photographs of older people (one man, one woman) who will remain unknown to both groups,
 - d. the subset of two photographs of older women (one to become known to the experimental group, and one to remain unknown to both groups,
 - e. the subset of two photographs of older women (one to become known to the experimental group, and one to remain unknown),
 - f. the photograph of the older man to become known to the experimental group,
 - g. the photograph of the older man to remain unknown to both groups,
 - h. the photograph of the older woman to become known to the experimental group, and
 - i. the photograph of the older woman to remain unknown to both groups.

After a period of four weeks, Mann-Whitney U tests were used to determine if there was a significant difference between the experimental and control groups on the posttest in their assignment of positive adjectives assigned by each child to the photographs of the known man vs. the unknown man, the known woman vs. the unknown woman, and the two known older people vs. the two unknown older people.

Because of doubts raised by test results, additional

methods and analyses were conducted. The 15 sets of adjectives were classified by a panel of 10 judges as either descriptive of an attitude about a person or descriptive of an observed physical characteristic. Sign tests were performed to determine if differences could be found in the experimental group's responses on the posttest to the photographs of known older people vs. the unknown older people on the basis of adjectives assigned for physical characteristics and adjectives assigned for attitudes. No significant differences were identified.

Results

Major results of the study were:

1. There were no significant differences between the experimental and control groups of preschool children in their initial assignment of positive adjectives to the sets of photographs on the pretest.
2. After a period of one month of experimental group interaction with two older persons (one man, one woman), at least twice a week, there were no significant differences between the two groups.
3. Analysis for within-group differences between pre and posttests for the control group revealed no significant differences using the Sign test.
4. Sign tests analysis for within-group differences between pre and posttest scores for the experimental group were significant only for the set of

photographs of older men ($N=13$, $\bar{X}=3$, $p=.05$) and for the set of all photographs of older people ($N= 13$, $\bar{X}=3$, $p=.05$).

5. There were no significant differences in the experimental group's responses to the photographs of the known older people vs. the unknown older people, on the basis of adjectives indicative of physical characteristics or adjectives indicative of attitudes.

Limitations of the Research

One of the most apparent problems with this research is that the experimental and quantitative aspects of the study do not reflect the richness of experience for both the children in the experimental groups and the older volunteers. Children responded to the request to make a choice between two words even if they were unable to fully understand the meanings of the two words. The children had problems recognizing photographs of the two older people with whom they interacted on a daily basis. The vicissitudes of individual children's behavior affected the data, which raises questions about the validity of the instrument in exploring children's perceptions of old people.

Recommendations

Results of this study indicate a need for further experimentation with methods of measuring children's perceptions of old people. Qualitative methods may prove to be

more useful. The taking of extensive anecdotal records to record the interactions of the children and older resource people could be used and then analyzed for positive and negative language, amount of contact, and type of contact. Direct observations of individual children before, during, and after intergenerational experience could be useful. One could record the changes in amount of time spent with adults and how the contacts differed over a time period. Video taping of the interactions between the children and the older volunteers could prove to be the best means of measuring changes in the children's perceptions. The investigator could look at the video tapes and measure differences in vocabulary, affectionate contacts, and amount of time spent with older adults in relation to other teachers.

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APPENDIXES

APPENDIX A

PERCEPTIONS OF OLD PEOPLE INTERVIEW

Perceptions of Old People Interview

Part I

Place all 4 photographs in front of child. Ask child, "Have you ever seen any of these people before? Point to the pictures you know." (If child answers yes to this question ask the following: a. "Where have you seen him/her?" b. "What is his/her name?" c. "How do you know his/her name?") Circle the number on the score sheet which corresponds to the number on the photograph. (Purpose is to confirm that individuals are not known to the children.)

Ask the following questions and record response on score sheet:

1. "Which of these people would you like to be with? Why? Is there another person that you would like to be with? Why?" Place the child's first choice in front of him/her and turn the others over.

1. "What are some words that tell about or describe this person?" If there is no response to question number two the following probing questions may be used to gain more information.

3. "What kind of job does this person have? What does he/she do all day?"

4. "Where does he/she live? Tell me about his/her home."

Part II

Place all 4 photographs face down in front of child. Ask

child to choose one photograph and turn it right side up. Place photograph in front of child. Ask child "Is this person helpful or harmful?" Continue in this manner with all 15 sets of adjectives. Repeat procedure for each photograph.

Scoring: Mark 0 on the score sheet for negative responses and 1 for positive responses.

- | | | | |
|-----|-----------|----|------------|
| 1. | helpful | or | harmful |
| 2. | sick | or | healthy |
| 3. | rich | or | poor |
| 4. | dirty | or | clean |
| 5. | friendly | or | unfriendly |
| 6. | ugly | or | pretty |
| 7. | wonderful | or | terrible |
| 8. | wrong | or | right |
| 9. | happy | or | sad |
| 10. | bad | or | good |
| 11. | nice | or | mean |
| 12. | old | or | new |
| 13. | smooth | or | wrinkled |
| 14. | slow | or | fast |
| 15. | active | or | still |

Part III

Place all 4 photographs in front of child. Ask child:

1. "Are these people old? Why or why not?"
 2. "Will you ever be old? Why or why not?"
- Record responses on score sheet.

APPENDIX B

CONTACT WITH OLD PEOPLE QUESTIONNAIRE

Contact with Old People Questionnaire

For the purpose of this study, "Old People" are those adults who are 65 years of age or older. Please keep this in mind when answering the following questions.

Your Child's Name _____

1. How often does your child have contact with people who are "old?"

_____ daily contact
 _____ once a week or more
 _____ at least once a month to three times a month
 _____ one to three times a year
 _____ never

If the answer to the above question is "never", disregard the remainder of this questionnaire.

2. Where does your child have contact with "older people?"

_____ visits in your home
 _____ visits in older persons home
 _____ church, community, or other groups
 _____ other (please explain)

3. With how many "old people" is your child well acquainted? (Knows their names, talks to freely, visits with frequently)

4. The "old" people with whom your child is acquainted are:

_____ great-grandparents
 _____ grandparents
 _____ other relatives
 _____ friends
 _____ neighbors

5. People who "old" babysit with your child:

_____ daily
 _____ once a week or more
 _____ once a month or more
 _____ one to three times a year
 _____ never

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

_____ pleasant
_____ some pleasant, some unpleasant
_____ neutral
_____ unpleasant

7. Has your child spent more time than usual with an "older person" in the last month?

_____ no
_____ yes (please explain)

8. What words does your child use when describing or talking about an old person he/she knows?

APPENDIX C

LETTER TO PARENTS

November 3, 1981

Dear Parents,

I am conducting a study in which I hope to determine the descriptive language young children use to describe older people and if that language changes after becoming acquainted with older people.

The children involved will be tested using the Perceptions of Old People Interview which I have developed. All testing will take place during nursery school hours and all responses will be tape recorded. The children's names will not be included in the final results.

In determining preschool children's perceptions of older people it is important to know the amount and type of contact each child has had with older people. For this reason we will need one or both parents to complete a short questionnaire which is attached and return it along with permission for your child to participate.

Thank you for your cooperation.

Sincerely,

Bobbi Lombard, Graduate Student
Family Relations and Child
Development

Judith A. Powell, Assoc. Pro-
fessor
Family Relations and Child
Development

_____ Yes, my child has permission to participate in this study.

_____ No, my child does not have permission to participate in this study.

If you have any questions please contact Bobbi Lombard at 743-0431.

APPENDIX D
PERCEPTIONS OF OLD PEOPLE INTERVIEW
SCORE SHEET

Perceptions of Old People Interview

Score Sheet

Child's Name: _____ Group: _____
Age: _____ Sex: _____
Date: _____ Pretest: _____
Posttest: _____

Part I:

P₁ P₂ P₃ P₄

1. Which of these people would you like to be with? Why? Is there another person that you would like to be with? Why?
2. What are some words that tell about or describe this person?
3. What kind of job does this person have? What does he/she do all day?
4. Where does he/she live? Tell me about his/her home.

Part II

Child's Name: _____

Code 1 for the positive response, 0 for the negative response.

Group: _____

	Female						Male					
	P ₁			P ₂			P ₃			P ₄		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff
1. <u>helpful or harmful</u>												
2. <u>sick or healthy</u>												
3. <u>rich or poor</u>												
4. <u>dirty or clean</u>												
5. <u>friendly or unfriendly</u>												
6. <u>ugly or pretty</u>												
7. <u>wonderful or terrible</u>												
8. <u>wrong or right</u>												
9. <u>happy or sad</u>												
10. <u>bad or good</u>												
11. <u>nice or mean</u>												
12. <u>old or new</u>												
13. <u>smooth or wrinkled</u>												
14. <u>slow or fast</u>												
15. <u>active or still</u>												
TOTAL												

Child's Name: _____

Group: _____

Part III:

1. Are these people old? Why or why not?

2. Will you ever be old? Why or why not?

Comments:

APPENDIX E

CHILDREN'S RAW SCORES

SUBJECT SCORES

Control Group

		<u>Pretest</u>				<u>Posttest</u>			
		<u>P₁</u>	<u>P₂</u>	<u>P₃</u>	<u>P₄</u>	<u>P₁</u>	<u>P₂</u>	<u>P₃</u>	<u>P₄</u>
Child	1.	8	12	15	12	1	1	15	15
	2.	3	7	9	10	3	8	9	7
	3.	2	3	11	8	3	3	4	3
	4.	5	3	6	7	4	6	5	6
	5.	9	8	9	9	11	10	10	8
	6.	13	12	12	12	14	11	11	11
	7.	0	14	1	0	0	13	1	0
	8.	5	13	9	6	4	13	9	4
	9.	9	12	13	12	7	12	12	14
	10.	14	12	11	13	13	14	14	15
	11.	8	11	8	9	11	12	12	11
	12.	4	5	7	12	2	6	11	1
	13.	13	13	12	13	12	13	10	12
	14.	13	13	11	14	5	14	1	7
	15.	6	14	6	13	7	15	9	12
	16.	<u>5</u>	<u>15</u>	<u>4</u>	<u>15</u>	<u>11</u>	<u>15</u>	<u>12</u>	<u>15</u>

Experimental Group

		<u>Pretest</u>				<u>Posttest</u>			
		<u>P₁</u>	<u>P₂</u>	<u>P₃</u>	<u>P₄</u>	<u>P₁</u>	<u>P₂</u>	<u>P₃</u>	<u>P₄</u>
Child	1.	12	11	11	11	11	11	10	11
	2.	8	7	6	6	3	8	8	9
	3.	11	11	8	11	11	10	11	10
	4.	8	12	10	11	11	10	13	10
	5.	9	8	8	8	13	11	12	10
	6.	4	10	11	0	13	0	7	13
	7.	5	5	1	6	6	6	13	8
	8.	11	11	11	11	11	11	12	10
	9.	11	12	12	12	13	12	12	14
	10.	9	2	12	4	10	10	9	9
	11.	6	13	13	14	2	3	4	12
	12.	8	10	12	11	11	10	13	6
	13.	2	6	2	6	7	9	7	7
	14.	<u>2</u>	<u>3</u>	<u>10</u>	<u>10</u>	<u>13</u>	<u>13</u>	<u>12</u>	<u>11</u>

- P₁ - Known Woman
 P₂ - Unknown Woman
 P₃ - Known Man
 P₄ - Unknown Man

APPENDIX F

SCORE SHEET SUBMITTED TO PANEL OF JUDGES

In your best judgement, classify the following pairs of adjectives as either descriptive of an attitude or an observed characteristic of an individual.

	ATTITUDE	OBSERVED CHARACTERISTIC
1. <u>helpful or harmful</u>		
2. <u>sick or healthy</u>		
3. <u>rich or poor</u>		
4. <u>dirty or clean</u>		
5. <u>friendly or unfriendly</u>		
6. <u>ugly or pretty</u>		
7. <u>wonderful or terrible</u>		
8. <u>wrong or right</u>		
9. <u>happy or sad</u>		
10. <u>bad or good</u>		
11. <u>nice or mean</u>		
12. <u>old or new</u>		
13. <u>smooth or wrinkled</u>		
14. <u>slow or fast</u>		
15. <u>active or still</u>		

APPENDIX G

CHILDREN'S DEFINITIONS OF ADJECTIVES

Children's Definitions of Adjectives

1. helpful - "I guess pick up jobs;" "you're healthy"
2. harmful - "standing;" "you are sad;" "I guess that means different things when you're through;" "no friends"
3. healthy - "they're good;" "you're strong"
4. sick - "you gotta stay in bed"
5. rich - "you're a man;" "lots of gold, money, dollars;" "you're all wet"
6. poor - "you pour something;" "pour some water;" "they are good;" "standing up;" "you're sad;" "rain"
7. dirty - "from workin' hard"
8. clean - "dry"
9. wonderful - "standing up;" "another name for pretty;" "not ugly"
10. terrible - "not pretty;" "you don't have no one to play with, you are dirty;" "you have ugly clothes;" "not ugly"
11. wrong - "she ain't rich;" "if you put pants on your head;" "means black"
12. right - "you put your pants on your legs;" "nothing"
13. sad - "crying"
14. good - "carries sacks"
15. mean - "angry;" "he's mad"
16. old - "you're ugly"
17. smooth - "got to sleep;" "nice and soft;" "feels good"
18. wrinkled - "when your thumb is in the water it gets wrinkled;" "you have lines on your face;" "have lots

of bumps"

19. ugly - "ripped up clothes, pointed eyebrows, sharp teeth, a cape"
20. active - "that means you are angry"
21. unfriendly - "means you don't want to play with anybody"

VITA

Bobbi Higgins Lombard

Candidate for the Degree of
Master of Science

Thesis: EFFECTS OF INTERGENERATIONAL EXPERIENCE ON
CHILDREN'S PERCEPTIONS OF OLD PEOPLE

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, February 20, 1956, the daughter of Mr. and Mrs. Charles Higgins, Jr. Married David Wayne Lombard, August 13, 1977.

Education: Graduated from Putnam City High School in Oklahoma City, Oklahoma, in May, 1974; attended Oklahoma State University, Stillwater, Oklahoma from August, 1974 through May, 1977, majoring in Early Childhood Education; received Bachelor of Science in Education from Central State University, Edmond, Oklahoma, with a major in Early Childhood Education in July, 1978; completed requirements for the Master of Science degree at Oklahoma State University in December, 1982.

Professional Experience: Graduate Teaching Assistant, Oklahoma State University Child Development Labs, Stillwater, Oklahoma, 1979-1982.

Professional Organizations: Friends of Day Care; Parents and Teachers for Young Children.