This is to certify that the

thesis entitled

CHILDREN'S PERCEPTIONS OF ELDERLY PERSONS

presented by

Lillian Aotaki Phenice

has been accepted towards fulfillment
of the requirements for

_____Ph.D._____ degree in _____Family Ecology_____

Eileen M. Earhart

Major professor

Date___September 11, 1978___

O-7639

OVERDUE FINES ARE 25¢ PER DAY
PER ITEM

Return to book drop to remove
this checkout from your record.

MSU

CHILDREN'S PERCEPTIONS OF ELDERLY PERSONS

By

Lillian Aotaki Phenice

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Family Ecology

1978

ABSTRACT

CHILDREN'S PERCEPTIONS OF ELDERLY PERSONS

By

Lillian Aotaki Phenice

The objective of this study was to answer basic
questions regarding children's perceptions of elderly
persons. The responses of preschool children enrolled in
a day care center with a foster grandparent program were
compared with the responses of preschool children enrolled
in day care facilities which did not have elderly aides
present. Two methodological procedures of analyses were
used: descriptive discussions as well as objective sig-
nificance tests.

The sample consisted of forty-four parent-child
dyads. The responses of twenty-two preschool children
enrolled in a day care facility with an on-going foster
grandparent program and their parents were compared with
twenty-two children selected from day care centers with-
out elderly persons or parents present.

The design of this study was based on the static
group comparison. The data were collected by the use of
a child interview and a parent questionnaire. Statistical

procedures used to test the differences were the Kendall tau, Wilcoxen t test, Wilcoxen matched t test, sign profile pattern, cross tabulations, and means. The significance level was set at .05 for tests using inferential statistics. Descriptive data were also used to further evaluate the data.

Using inferential statistics, it was found that children enrolled in the Foster Grandparent Day Care Program and children in regular day care facilities did not differ in their perceptions of elderly persons; neither did the groups differ statistically in their variety of perceptions nor the amount of contact with elderly persons. However, the children did differ in their feelings about getting old. More children in regular day care units expressed their feelings as "bad" when they viewed the projects of getting old than children in the Foster Grandparent Program.

Children's perceptions of grandparents and perceptions of elderly persons showed no relationship on the semantic differential except for one dimension--friendly-unfriendly. The scores on this bipolar adjective showed that children's perceptions of grandparents were in agreement with children's perceptions of elderly persons.

Children's perceptions about elderly persons were not significantly different from parental perceptions of elderly persons. There were tendencies for agreement in

relationships in four out of ten bipolar items. Results indicate that parents influence children's perceptions of elderly persons.

Using descriptive analyses, it was found that although children have little knowledge of older people in our society, children who had the most contact with elderly persons were able to describe and discuss more things they could do with and for elderly persons than children who had least contact. The children used surface cues, basically physical and behavioral, to classify and categorize elderly persons. There was a mixture of positive and realistic, as well as negative, perceptions of elderly persons. The descriptive data showed that children's perceptions of elderly persons are egocentric. The perceptions are not just a matter of stereotypes that the child has been influenced by, but also involve some previous understanding of the elderly person's role.

DEDICATION

To my daughters, Vashti and Michiko,

for their enduring enthusiasm

through treasured and guilded time.

To someone special who first inspired me

and saw a potential.

ACKNOWLEDGMENTS

Special thanks to my daughters, Vashti and Michiko, for the many pleasant warm suppers that greeted my late homecomings.

A special feeling of gratitude goes to my parents, Mr. and Mrs. Harold Aotaki, for their encouragement and moral support.

TABLE OF CONTENTS

v

LIST OF TABLES

x

.

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Statement of the Problem

Almost three out of four older people in the
United States have at least one living grandchild. Of
those having grandchildren, four out of five have seen a
grandchild during the past week; more than half have seen
a grandchild in the last twenty-four hours (Cottrell,
1974). Cottrell (1974) suggests that when grandchildren
are small, there is a good deal of satisfaction in playing
the role of grandparent. As the grandparent ages, less
satisfaction is involved. However, not much else is
known about the reciprocal relationships between the
younger and older generations.

The boundaries are not well marked in studying
the "old," but as is true of many of the words we com-
monly use, the adjectives and nouns mean a great many
different things to different people. Perceptions of
the aged are, then, varied and no generalization should
be accepted without knowing who said what about whom.
It is important to recognize that much depends upon the

1

one making the assessment. Young children may perceive older people differently than do adolescents or adults. An investigation in the area of children's perceptions of elderly persons can provide researchers with insights into the nature of intergenerational reciprocities.

A recent study by Jantz, Seefeldt, Galper, and Serock (1976) showed that children's attitudes toward the elderly are stereotyped and complex. Frequently, the children rejected the elderly on the basis of physical and behavioral stereotypes. Children viewed the elderly as a group of wrinkled, sad, helpless, funny looking, and passive people who are unable to care for themselves. Jantz et al. concluded that children did not perceive growing old as positive. The children in their study also had only limited knowledge and contact with older persons.

Other research further documents children's negative and stereotyped attitudes toward the aging and the elderly. A study by Treybig (1974) of young children ages three, four, and five years concluded that young children have negative attitudes toward the elderly. Hickey and Kalish (1968) found that as children increased in ages, their image of adult age did not become less unpleasant, but rather stayed the same. Tuckman and Lorge (1965) found that juniors and seniors in high school held common stereotypes and misconceptions of

the elderly as being inactive and with complete loss of adult roles. Another study by Kastenbaum and Durke (1964) on adolescents' attitudes toward the elderly showed that old age appeared unpleasant, risky, and without much significant positive value. McTavish (1971) conducted an extensive review of research on attitudes toward the elderly and concluded that there is an overall prejudice towards old people and that the prospect of aging produces negative attitudes. Only one of the three hundred studies examined by McTavish was concerned with children under the age of eleven. Little has been done in this area.

According to Allport (1935) and Klausmeier (1971), attitudes gained in the early years remain as stable enduring influences throughout one's life span. Stereo-typed attitudes that children develop may be a strong influence predisposing the individual to act and react in a consistent way, favorable or unfavorable, toward persons, objects, situations, or ideas (Mussen, 1969). It then follows that the perceptions children hold may have a strong influence for interpreting the world and formulating appropriate responses. These perceptions are indications of negative attitudes by members of our young population and they may have far-reaching implications. Children need to develop positive and realistic attitudes toward the elderly in order to be able to develop positive reciprocal interpersonal relations.

A society that holds a positive and realistic attitude towards the aging process and the elderly can only gain in making society a better place for all. A society made up of positive intergenerational contact, aspirations, and motivation become a more fitting place for human development.

Need for the Study

A primary need for this study is to shed light on several aspects of the problem of social perception. How is social perception in children influenced and formed? Data about children's perception of the elderly, whether affected by direct contact with elderly persons or indirect association through books, television, or other informational resources, assist in the investigation of theoretical issues of how perceptions are formed in preschool children during a transitional stage in cognitive and social development.

Much research has emphasized the significance of the family in early life. Parent-child and sibling experiences not only mold behavior but also affect the self-image that becomes vital in later years. Socialization, the process of learning what is expected of an individual, continues long after childhood. Therefore, the nature of the family in which socialization takes place provides a means to understanding what is likely to happen. Since family influences are continuous, one

could choose any point as the beginning from the moment
of birth of a child or to entrance in public schools.
The very great emphasis that child psychologists and
social workers have placed on the significance of
parental attitude and behavior has forced many
people to blame themselves for all the shortcomings of
their children. But the fact remains that the child is
greatly influenced also by other factors such as heredity,
peers, mass media, and by the unavoidable consequences
of events over which the parents have no more control
than do the children. This is often overlooked, both
in literature and by the parents themselves. Therefore,
rather than assume that family members are the only
primary significant inputs it is necessary to look at
other factors that may be contributing to children's per-
ceptions of the elderly. The child's interaction with
others is only a part of a world or social order perceived
by the child when relating to others, objects, or situ-
ations. There is a need for establishing the relationship
between significant inputs and children's perceptions.

Another problem needing further study is the social
action concern for the loss of potential human resources
due to negative stereotyping attitudes concerning the
elderly. Although economic, political, educational, and
equal opportunity are espoused axioms of American democ-
racy, the elderly are often not accorded this sense of

security. Throughout the world one of the basic interests of the aged is to remain as active participants in personal and group affairs (Slater, 1963). Data also appear to be limited on how children perceive the elderly; however, there is limited evidence that shows children hold negative perceptions of elderly persons.

Another need which cannot be revealed in measures of immediate impact but of vital concern is the development of a child's awareness. As the child develops physically, the child should also grow in his ability to understand the feelings of others. In order to gain a sensitivity to and concern for the needs of others, the child must begin learning at an early age.

Objectives

The objective of this research is to answer basic questions regarding children's perceptions of elderly persons by using two methodological procedures of analyses, a descriptive discussion as well as objective instrumentation. Preschool children enrolled in the Foster Grandparent Day Care Program in Lansing, Michigan will be compared with preschool children enrolled in regular day care facilities that do not have elderly volunteers or aides present. Specifically, answers to the following questions will be sought.

1. Is there a difference in perception of the aging and elderly between the preschool children in a Foster Grandparent Program and a comparison group comprised of preschool children in a regular day care setting?

2. Do the two groups of children express differences in attitudes about growing old themselves?

3. Is there a relationship between the children's perceptions of the elderly and the children's perceptions of grandparents?

4. Is there a difference between children's perception of the elderly and parental attitudes about the elderly?

5. Which environmental factors are related to children's perceptions of the elderly?

Hypotheses

The following hypotheses will be tested:

Hypothesis 1:

Preschool children enrolled in a Foster Grandparent Day Care Program (Group A) will evidence a difference in perceptions of the aging and the elderly than the preschool children in regular day care facilities (Group B).

Hypothesis 2:

Preschool children in a Foster Grandparent Day Care
Program (Group A) will evidence a greater variety
of perceptions toward the aging and the elderly than
the preschool children in regular day care facilities
(Group B).

Hypothesis 3:

Preschool children in a Foster Grandparent Day Care
Program (Group A) will evidence a greater amount of
direct contact with the aging and the elderly than
Group B.

Hypothesis 4:

Preschool children in Group A will evidence more
positive feelings about getting old themselves
than Group B.

Hypothesis 5:

Children's perceptions of grandparents will show a
relationship with children's perception of elderly
persons.

Hypothesis 6:

Children's perceptual responses about elderly persons
will show a difference from parents' responses
about the elderly.

Hypothesis 7:

Children who spend more time with grandparents have
a more positive perception of grandparents than
those who spend less time with grandparents.

Hypothesis 8:

Children who spend more time with grandparents have
a more positive perception of elderly persons than
those who spend less time with grandparents.

Assumptions

The following assumptions underlie this study:

1. The preschool years are critical to the child's development of social cognition and are unique for each child.

2. The parents' previous experiences and the way they view the elderly play a role in their family interaction and parent role.

3. The child's experiences in the near environment affect the child's perceptual responses concerning the elderly.

4. The interview design is an appropriate method for collecting information from preschool children.

5. The questionnaire form is an appropriate method for collecting information from an adult family member about the child's home and family environment.

Limitations of the Study

This study is limited to the children and parents who participated in day care units in Lansing, Michigan and, therefore, generalizability is not appropriate. In an attempt to equate the groups, Group B was roughly compared to Group A on pertinent variables such as age, sex, type of day care program, and geographic proximity.

However, differences of other experiential variables do exist. In this ex post facto research, one cannot manipulate or assign subjects because the independent variable or variables such as the experiential variables have already occurred (Kerlinger, 1973).

The validation procedures of the study are limited in that only one validated instrument was available to obtain the necessary information from the children. There are severe limitations imposed in reporting the data obtained from the use of the CATE Instrument. The data obtained from the open-ended questions in the Word Association Subtest are objectified into restricted categories and coded so that much interpretive data are lost. This researcher incorporates two methodological procedures for coding the data, an objective quantification as well as the subjective interpretation of the results. The inclusion of both types of coding procedures is based upon the nature of the topic; perceptions are highly interpretive and much information is lost when we quantify the answers completely.

The parental questionnaire was specifically designed for this population. Lack of available funds precluded any attempts to obtain a larger sample.

This study is also limited in that there has not been extensive recent research regarding preschool children's perceptions of elderly persons. In the studies

that have been previously conducted, no definition as to what was considered elderly was made to standardize the results. This resulted in a clouded picture of just who and what the elderly represented to the preschool child.

Conceptual Definitions

The following terms are used throughout this study.

CATE.--The CATE is an instrument called Children's Attitudes Toward the Elderly developed and validated by Jantz, Seefeldt, Galper, and Serock (1976) at the University of Maryland. This test was designed to assess children's attitudes toward old people through analysis of the affective, behavioral, and knowledge component of attitudes.

Elderly.--In some capacities age is thought to be the indicator; in others social-psychological factors or physiological changes are used for assessments. According to Webster's New Collegiate Dictionary, it refers to someone somewhat old and advanced beyond the middle age. Cottrell (1974) suggests that much depends upon the person making the assessment. For the purpose of this study, the elderly will be viewed in relation to Cottrell's definition which is the definition of the person making the assessment.

Family.--The family is defined conceptually as two or more interacting individuals who share living space and some common resources and have a commitment to each other over some time.

Grandparent.--A parent's parent; an ancestor in the next degree who is above father or mother in lineal ascent.

Human resources.--Human resources are abilities and characteristics of the individual along with other resources which cannot be utilized independently of the individual. Specific human resources include time, abilities, skills, and attitudes (Wetters, 1967).

Learning.--Learning is the acquisition of new behavior as a result of experience (Pickering, 1969).

Perception.--Perception is the process of knowing objects, facts, or truths, whether by sense, experience, or by thought; awareness of objects.

Significant inputs.--In this study significant inputs will refer to "significant others" as well as information.

Conceptual Orientation

One may define socialization as the process by which someone learns the ways of a given society or social group so that he can function in it. This includes

learning and internalizing appropriate patterns, values, and feelings. Since the socialization process occurs through social relationships, a child cannot learn the ways of the society by being apart from people; others, wittingly or unwittingly, teach the child through their guidance, examples, responses, and emotional attachments. Thus, socialization is a function of social interactions (Elkin, 1960).

There is no one theory that has received general acceptance in the area of social cognition. However, in this study, the social learning approach by Bandura (1977) will provide the theoretical foundation necessary within a social psychological approach. It is recognized that a child is born in an on-going society with common symbols, established patterns, and recognized positions; and it is through others that a child learns these elements of the social world. The behavior of "significant others" and the process of learning, incidental as well as by direct training, become crucial elements in explaining the socialization process (Bandura and Huston, 1967).

However, the socialization approach is not adequate by itself in describing the multifaceted phenomenon of human development. The interplay of various environments makes it necessary to view the child in a dynamic ecosystem. For example, underlying the social development of the child is the biological factor. The biological

organism requires a suitable input from its near environ-
ment such as food, warmth, space, air; it then follows a
systematic and orderly pattern in the development of
neural, muscular, and glandular tissues. No amount of
training can enable a person to function in a given way
before he is biologically ready. Maturation and sociali-
zation are highly interrelated. Swiss psychologist, Jean
Piaget (1896), noted for his work with nursery school
children, showed that there are distinct lines of develop-
ment and that quite early in a child's life social factors
combine with physiological development to influence the
child's ways of thought and perception of the world.

The agencies of socialization such as the family,
community, the school, the peer group, media, and mass
communication create a flow of informational input and
output resulting in mechanisms for interactions between
the social as well as the technological and physical
environments. The degree to which a child's ecosystem
is open or closed to the family ecosystem depends upon
the relationship between the adult and the child. If the
parent's perception of elderly persons is positive and
realistic, then the system will remain open to the child
and will affect the child's perceptions. The child will
have a more positive and realistic perception of elderly
persons. If, on the other hand, parents hold negative
attitudes concerning the elderly, the family may partially

close its boundaries in the area of intergenerational reciprocities as well as in controlling and defining the parameters of the child's ecosystem thereby allowing for a more negative stereotype input as found in the general population.

Overview

Chapter II includes a survey of current literature as it applies to children's perceptions of persons. The selection of the sample as well as a description of the instruments and the procedures used for collecting and analyzing the data are discussed in Chapter III. A description and discussion of the subjects and their environments are found in Chapter IV. An analysis and discussion of the data and results of the study are presented in Chapter V. Summary, conclusions, and recommendations for further research are explicated in Chapter VI.

CHAPTER II

REVIEW OF THE LITERATURE

The literature important to this study is reviewed under the following general headings: the development of social cognition, social psychological theory of person perception, and research related to children's attitudes toward the elderly.

Social cognition of adults, but not children, has been empirically studied throughout this century; however, in the area of person perception, little research has been conducted. Only in the last decade has there been research in the area of the development of person perception. In the recent past social behavior was studied largely from the perspective of psychoanalytic theory or social learning theory (Shantz, 1975). According to Flapan (1968) and Livesley and Bromley (1973), most of the recent studies are not based on any one theory but incorporate social learning theory as well as theory concerning cognitive development.

The Development of Social Cognition

From birth onward the individual lives and develops in a social context that determines much of what may appear to be matters of choice. How the child is reared, what is eaten, the language spoken, and the nature of the child's interpersonal relationships are all reflected in a range of possibilities presented by the culture. The concept culture is an abstraction employed by the anthropologists. The anthropologists use the concept to attempt to comprehend (make sense of) the relationship between individuals and the settings in which behaviors occur. According to Kluckhohn (1954) the existence of culture is inferred on the basis of the observed regularities in the behavior of specific individuals and from the multitude of cultural artifacts that derive from the behavior. Culture, in this sense, is defined in terms of its external, directly observable effects. Prohnasky (1965) suggested that in order to explain these effects or observed regularities of behavior, anthropologists must also assume the existence of an inner culture, the internalized representations of these behavior patterns in the form of norms, attitudes, beliefs, values, and needs.

A substantial repertoire of manners, folkways, and mores is transmitted to children in the same way that language and concepts are, namely by listening and watching others and by repetitive demonstrations through

children's imitation and role learning. This process is
variously described in behavior theory as vicarious
learning (Logan, Olmsted, Rosner, Schwartz, and Stevens,
1955), observational learning (Maccoby and Wilson, 1957),
and role taking (Sears, Maccoby, and Levin, 1957). Inci-
dental learning appears to be a result of active imitation
by the child of attitudes and patterns of behavior that
significant others have never directly attempted to teach.
According to Bandura and Huston (1967), part of a child's
behavior is believed to be acquired through identification
with important adults in the child's life.

During the socialization process a child uses a
range of situational cues, those that the parents may
consider immediately relevant and proceed to teach the
child and other cues of behavior which the child observes
and learns even though instruction to do so has not oc-
curred. The use of incidental cues by both human and ani-
mal subjects are well documented by research (Esterbrook,
1959). These cues help to form conceptual formulations
that are stored by the child. How much as well as the
kinds of conceptual formulations depend usually upon the
human and material resources made available to the child.
Studies by Hill and Stafford (1971) indicated that chil-
dren of differing socioeconomic backgrounds enter grade
school with very unequal amounts of resources having been
invested in them. The data suggested that higher income

families actually spend more time and money in socializ-
ing their children than families of lesser income. The
human and material resources help to provide the social
transmissions. Parents, siblings, and all others who
regularly impinge on the child present a variety of
personal and cultural traits to which a child responds
in different ways. Parents, siblings, others, and all
informational inputs constitute what is often termed
"significant others."

However, this does not mean that the model of a
"significant other" acting upon a malleable and unformed
child is one proposed in this study for it is an over-
simplification. The traditional unidirectional approach
of socialization research cannot accommodate complex data
as well as provide an impetus for a more complex view of
socialization.

Yarrow (1960), in her analysis of children's
attitudes and values, made some observations that can be
applied to social perception. Substituting perceptions
for attitudes and values in the following remarks leads
to a conclusion consistent with the present analysis.

> Couplings of parent practices and the behavioral
> outcomes are only in the vicinity of +.25 to +.35
> correlations, attention to intervening conditions,
> among them the child's attitudes and values may
> refine these relationships. What is experienced by
> the child? What is the nature of the cognitive
> framework in which he interprets the parent's
> actions, the nature of the attitudes and values
> brought to play by the parent's behavior? . . .
> The predictions or explanations of children's

behavior without regard to the intervening attitudinal or value states suffer many errors. Incorporating attitudes and behavior into explanatory schemes would seem to be a needed elaboration in research design and theory, even though resulting formulations will be less tidy. (Yarrow, 1960, p. 649)

Kephart (1961) in his comprehensive study raised an important issue related to how the researcher is to interpret the effects of a given parental action on a child; is the important fact the action itself or the child's perception of that action?

As Hawkes (1957) states:

It is not sufficient or even realistic to assume that, because a mother fondles a child, the child sees this attention as a sign that his mother loves him. It is not the physical nature of the stimulus which determines reaction but rather the way in which that stimulus is interpreted by the individual stimulated. In each case this will be a highly individual interpretation. (p. 47)

Dubin and Dubin (1965) postulate that a child's behaviors and attitudes do not necessarily relate to any particular aspect of the home or early environment. These behaviors and attitudes seem, rather, to be determined by the nature of the child and the child's interpretations of the totality of the experiences in which they occur.

Most reviewers of socialization research have become sensitized to child-effects. Therefore, any explanation and interpretation of correlations between "significant others" does not indicate the direction of effects. In this particular study these important findings are recognized:

1. The behavior and appearance of the child are a very compelling part of the stimulus field for the "significant other."

2. If the "significant others" are effective, they must, in turn, be affected by the products of their tutelage.

3. Misleading information is obtained if the process of socialization is overlooked and only the final outcome is attended to in the association of child and "significant other" characteristics.

4. The child's characteristics play a role in inter-actions, i.e., phenomenon such as child battering.

5. Parents do not have a uniform impact on all children in their family and the differences are not merely a matter of sibling birth order and sex role.

6. Effects of the young on parents and adults can be demonstrated experimentally.

This summary is adapted from the work of Bell and Harper, 1977.

What does socialization mean from the child's point of view? It usually consists of being immersed in a continuing sequence of social contexts, family, school, play group, and community in which the child experiences people, objects, rewards, punishments, love, and threats.

The child is influenced by people in various culturally
determined contexts who are agents of culture. Attitudes,
ideals, values, and perceptions are part of the milieu
in which the child lives. At home, in the community and
at the day care or nursery school, the child has many
meaningful experiences. Out of these experiences atti-
tudes, ideals, values, and perceptions are acquired.
These learnings take place at all ages but are more pro-
nounced during childhood than during adolescence or
adulthood (Garrison and Jones, 1969). Many everyday
experiences are important determiners of how the child
reacts at different stages of development. According to
Allport (1935), attitudes arise out of one's experiences
early in life and serve as a basis for the acquisition of
later attitudes. The child's early experiences with people
will largely determine later attitudes toward people and
objects. By the time the child reaches school some measure
of favorable and/or unfavorable attitudes towards people
and conditions has been acquired. According to Emmerich,
Goldman, and Shore (1971) and Sigel, Saltz, and Roskind
(1967), the child makes a succession of social judgments
of an individual in an ongoing sequence of behavior,
often a person with whom the child has interacted before.
Ability as well as disposition to recall past events
may influence the meaning attributed by the child to the
individual's behavior in the current situation. The

child may form simple associations or find similarities
between the person being judged or interacted with and
other friends or acquaintances which would provide added
cues for making inferences about the person. Schantz
(1975) suggested that the possible perceptual and con-
ceptual processes involved in understanding others
involve both the intuitive as well as logical abilities
when making social judgments.

Social Psychological Theory of Person Perception

Perceptions help to build concepts. As one per-
ceives qualities, an image, a concept, a meaningful whole
is organized and then the senses and feelings are objec-
tified. This objectification provides feedback which
serves as further stimulus for modifying percepts and
concepts as well as in forming new ones. Associations
are influenced by internal as well as external stimuli
and are reinforced at intellectual and intuitive levels.
As interaction and integration occur, one begins to
develop attitudes and values concerning that which is
perceived (Gibson, 1969; Merleau-Ponty, 1964; Solley and
Murphey, 1960).

According to Shantz (1975) "person perception"
is the phrase used by social psychologists in explaining
the perceptual and conceptual process involved in under-
standing others. The earlier person perception studies

by Gollin (1958) and Signell (1966) and the more recent
studies by Scarlett, Press, and Crockett (1971) were
based on Werner's organismic theory. Werner postulates
that all development is a process of transition from a
global undifferentiated state to states of greater dif-
ferentiation, specification, and hierarchic integration.
The developmental shift is from egocentrism to perspec-
tivism (Langer, 1970).

A primary concern in person perception is the
question of how a child describes or categorizes another
person or the actions and what dispositions or traits the
child attributes to another. According to Piaget (1952)
throughout life, beginning in early childhood, people
and objects are classified, labeled, and thus categorized.
Concerning categorizing Allport (1954) states:

> The human mind must think with the aid of cate-
> gories. Once formed, categories are the basis for
> normal prejudgment. We cannot avoid the process.
> Orderly living depends upon it. It is in this
> process that attitudes are learned and thus
> formed. (p. 20)

If, therefore, the social development of children is cog-
nitively based then any description of shape or pattern
of a structure of social responses necessarily entails
some cognitive dimensions.

The data in studies concerning how children
describe other people are divided into two large cate-
gories. One such category is labeled overt descriptions
which includes aspects of physical appearance,

possessions, and family memberships. The other category
is labeled covert descriptions which deals with the
other persons' abilities, attitudes, and personality
traits.

Livesley and Bromley (1973) found in their study
of person perception among 320 young people ages seven to
fifteen that the number and proportion of psychological
descriptions increased insignificantly with age. However,
the greatest increase differentiation was observed between
the ages of seven to eight years. The seven-year-olds
tended to focus on overt qualities like physical appearance
and material possessions. Older children used more infer-
ential concepts such as values, beliefs, and disposition.
It was found that seven-year-olds used an average of
about five different traits in their descriptions and
the number doubled for the eight-year-olds. For instance
the adjectives used by seven-year-olds tended to be vague
and diffused. They also show a strong evaluative compo-
nent, e.g., bad, nice, good, horrible.

Peevers and Secord (1973) found the same trends
in their sample of eighty subjects from kindergarten to
college. Another interesting trend was that liked peers
elicited other-oriented descriptions (no personal involve-
ment) while disliked peers elicited more egocentric state-
ments (e.g., "he hits me").

Studies have shown that as the ages of the sub-
jects increased both the number of categories and the use
of covert categories increased in describing people they
actually knew (Gollin, 1958; Scarlett et al., 1971;
Yarrow and Campbell, 1963). This tendency for young
children to use appearance and possessions to describe
others may reflect the tendency to distinguish this indi-
vidual from other people.

Dickman (1963) and Flapan (1968) conducted studies
involving children and films of people whom they did not
know. This was carried out to determine how children
discriminate, categorize, infer, and explain the behavior
observed and how they characterize the people. As before,
the younger children reported overt characteristics. The
older children increasingly attempted to explain and
characterize the people by inferring thoughts, feelings,
and intentions of the actors. Explanations also shifted
from situational factors to psychological factors with
increased ages. Overall, the greatest changes of all
kinds occurred between six and nine years of age. The
implications from this study in understanding both person
perception and role taking such as an observational learn-
ing in children is extremely important especially when
considering the effects of mass media, such as television
programs and advertising.

According to Solley and Murphy (1960) perceptual development is complex, and it appears impossible to interpret perceptual changes in terms of maturation alone, or in terms of learning alone. The most general principle found is that perceptual learning is dependent upon the level of maturation achieved by a child and conversely the full achievement of maturation can be facilitated or inhibited by the occurrence or nonoccurrence of specific learning experiences. "We see 'things' the way we do as adults largely as a resultant of the interaction of nature and nurture within the context of our culture" (Solley and Murphy, 1960, p. 145).

Interrelationships of Person Perception and Cognitive Abilities

Theorists such as Piaget and Erickson suggest that a child who is advanced in understanding what others see is also advanced in comprehending another's thought. For instance at around the age of three, the child's learning is intrusive and vigorous according to Erickson (1959). The child explores the world and learns more about self as well as roles in the family structure. But also at this time, the child begins to develop and become interested in individuals outside the immediate home, although he may display a fear and distrust of strangers.

However, at around age four, egocentricism tends to be replaced by increased social interaction, and the

child develops a more sociocentric conception of conditions
and objects of the world. "Children now also attach them-
selves to teachers, and the parents of other children,
and they want to watch and imitate people representing
occupations which they can grasp such as firemen, police-
men, gardeners, garbage men etc." (Erickson, 1968, p. 122).
A significant widening radius of people is influencing
the individual. This begins with the mother and extends
outwards to the larger community. Significant feelings
and attitudes are also shown, beginning with a sense of
trust in parents leading to a sense of integrity in adult-
hood. Anderson (1961) suggested that what is demanded by
significant people is considered valuable by the child,
and what the "significant others" reject is considered
bad. The significant people with their pressures, atti-
tudes, demands, and feelings bestow the structure and
content.

The child from about four to seven years of age
is dominated by assessment of perceptual cues, and much
of the child's language and thought depends upon intuition
and trial and error, and the child arrives at conclusions
often from single cases. According to Klausmeier and
Goodwin (1966, p. 233), "preconcepts that are formed are
action ridden, imaginative and concrete, rather than
schematic and abstract." The young child attends to
highly observable, salient, surface cues of people and

situations. For instance, the child would often use appearance and possessions of the person to describe and characterize people (Livesley and Bromley, 1973). Likewise the tendency to center attention on a single aspect of "external" stimuli; attention is focused on the ideas and feelings important to the child (Shantz, 1975).

Between four to seven years of age, the child is basically dominated by perceptual cues and sometimes arrives at conclusions about people from single cases. Therefore, it is imperative to have some understanding about the child's attitudes towards the elderly.

The Effects of Age on the Child's Perceptions of Adults

Research findings indicate that age is a significant determinant of degree of realism of perceptions and degree of subtlety of cues children use in their perceptions.

Mott (1954) demonstrated that among four- and five-year-old children, the older more frequently than the younger knew their mother had a first name or that mother was Mrs. _____. Emmerich (1959) concluded that six- to ten-year-olds ascribed power as a characterizing distinction between sex roles more than children four to five years old. Hess and Torney (1962) reported for the age range seven to fifteen years that the younger more frequently than the older children perceived father

as boss in the family while older children more frequently
said their parents were about equal as family boss. It
was found that with increasing age children's perceptions
of adults became more realistic, that is, corresponded
more accurately with objective characteristics of persons
they knew.

Dubin and Dubin (1965) postulated that there is
probably some developmental sequence in the formation of
perception. First there is the perception of actual
behaviors by perceptions of functioning characteristics
of role. Later this is followed by a perception of
social role as patterned behavior describing a group of
people fulfilling a broad social function.

Piaget's extensive research in developmental psy-
chology suggested two ways in which the description and
evaluation of other persons might vary with age. He
demonstrated that younger children have an egocentric
view of the world--people and things are seen in the
child's own highly subjective framework. With increasing
age, the child develops reciprocity, or the ability to
see the other person's point 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
a necessary stage in getting to know a person. What
first emerges is the establishment of relationships in

terms of feelings, feelings that are highly egocentric
and have little cognitive content. Later these broad,
global impressions and feelings are sharpened and more
differentiated person perceptual concepts develop.

The fundamental issue in children's perceptions
versus adults' perceptions may be between a description
of a person and an explanation of why a person is what
he appears to be. These two approaches may be necessary
for an accurate interpretation of a person and one view
may be incomplete without the other (Peevers and Secord,
1973).

Effects of Sex on the Child's Perception of Adults

In the studies by Hawkes, Burchinal, and Gardner
(1957), Kohn and Fiedler (1961), and Meltzer (1943), find-
ings suggested that the sex of the child affects per-
ception. It was generally found that girls were more
favorably oriented toward all people than were boys.
Girls also reported more satisfactory relations with
others including their parents. In spite of the fact
that girls reported stronger parental control on their
behavior and limitation on their personal behavior, girls
had stronger positive orientations toward others (Kell and
Aldous, 1960). There are no studies permitting analysis
of these characteristic differences in perception of
adults by boys and girls.

Research Related to Children's Attitudes
Toward the Elderly

An analysis of research literature indicates that
in the general population negative attitudes toward the
elderly are commonly found. McTavish (1971) in a review
of literature and research findings on perceptions of
old people found a prevalence of stereotyped views of the
elderly. These stereotyped views of the elderly include
notions that old people are generally slower, forgetful,
less able to learn new things, grouchy, ill, tired, not
sexually interested, withdrawn, feeling sorry for them-
selves, less likely to participate in activities except
in religion, unproductive and deficient in various combi-
nations.

The study by Jantz, Seefeldt, Galper, and Serock
(1977) showed both negative and positive dimensions. Some
of the negative characteristics assigned were sick, ugly,
and sad while the positive characteristics assigned were
rich, wonderful, and clean. However, when the children
reported their knowledge of the elderly in affective terms,
their comments tended to be positive; but when reporting
in physical descriptive or behavioral terms, their atti-
tudes tended to be negative. The results in this particu-
lar study show a mixture of positive feelings of affective
dimensions. Jantz et al. (1977) concluded that children
did not perceive growing old as positive and expressed
negative attitudes associated with aging. Not much was

known about the amount of contact these children had
with elderly except for the fact that children had few
contacts with the elderly outside their own family.

Hickey and Kalish (1968) also found children's
negative and stereotyped attitudes toward the aging and
the elderly. Tuckman and Lorge (1956) and Kastenbaum
and Durkee (1964) found that there was an overall preju-
dice towards old people and the prospects of aging
influenced the formation of negative attitudes in the
younger population. The findings of Treybig (1974)
indicated that children ages three, four, and five held
negative views toward the elderly. These children
expressed the concern that they never wanted to get old.
However, Thomas and Yamamoto (1975) studied one thousand
children in grades six, eight, ten, and twelve and con-
cluded that children did not share the general negative
attitude toward old age as found in other studies.

Except for the findings from the study of Thomas
and Yamamoto (1975), the prospects of aging are unpleasant
and without much significant positive values. Young
children's perceptions of the elderly are commonly
stereotyped and do not become less unpleasant as they
increased in age, but rather stayed the same.

Summary

In this chapter the factors that affect the
development of social cognition and especially person

perception in children have been reviewed. The child's logical representation of others, how others are characterized and inferences made about their covert and overt characteristics are discussed. The child observes and interacts with people in everyday activities and perhaps the most general finding is that young children especially before the age of seven attend to highly observable, salient surface cues of people and situations. For example, young children often use appearance and possession of persons to describe a person. Other children beyond seven or eight years of age show a substantial change in the ways they describe people. More often the description is in terms of values, beliefs, habits, or traits, that is, more abstract descriptions (Livesley and Bromley, 1973). The differences between younger and older children's descriptions of other people may be due to what cues they attend to and how they interpret the cues attended to.

The perceptual and conceptual processes involved in the development of understanding others may be a process of transition from global, undifferentiated states to states of greater differentiation, specification, and integration (Piaget, 1952; Werner, 1948).

Research findings indicating children's perceptions of elderly ultimately showed that younger children below age seven do use surface cues or overt qualities such

as appearance and possessions in making social judgments
of elderly persons. However, the whys for the appearance
of negative perceptions of elderly persons as found by
researchers were not answered by the literature review.
It could be that descriptive traits such as sick, sad,
wrinkled, they have heart attacks are not necessarily
negative perception of the elderly but are in fact overt
realities for the child of his particular situation and
context when he interacts with an elderly person.

CHAPTER III

PROCEDURE

This chapter is comprised of four areas: selection
of subjects, selection and description of instruments,
design of the study, and data analysis.

Selection of Subjects

The sample is a purposive one selected on the basis
of meeting these criteria: child must be enrolled in a
day care center at least four hours a day for five times
a week for the previous three months; an agreement of
parent and child to participate in the study; and the per-
mission and cooperation of day care personnel. The sample
consisted of forty-four parent-child dyads. Twenty-two
children enrolled in a day care facility with an ongoing
foster grandparent program (Group A) and their parents
were compared with Group B, composed of twenty-two chil-
dren randomly selected from day care centers without
elderly persons present during operating hours and their
parents.

The foster grandparent program is unique among the sixteen children's day care facilities in Lansing, Michigan. Each day, three elderly volunteers participate as supplementary aides in a classroom of approximately twenty children. These same volunteers spend a half a day with the children from Monday through Friday of each week. This foster grandparent project is sponsored by the Catholic Social Services and has been in operation for approximately a year.

Children in Group A were selected from the only day care facility in Lansing, Michigan, which has a foster grandparent program. An attempt was made to eliminate from the sample children who came sporadically or those who were recent to the program. All of the children had been enrolled at the day care center for at least three months. Children whose ages ranged from late three years old to early six years old were included in this study.

Children for the comparison group (Group B) were randomly selected from day care centers in Lansing, Michigan, which met the established criteria. These criteria were: the day care center must be located in a similar geographic area as Group A; the center must have provisions for a sliding scale rate as found in Group A; and the day care center must not have an elderly person as an aide or volunteer during the day. Three centers were randomly selected which met these criteria;

however, permission and cooperation were obtained from only two of the centers. Therefore, the third center was eliminated from the study. Thirteen parents of the four- and five-year-olds who were randomly selected for the comparison group (B) were contacted in Center I of Group B. Eleven parents of the four- and five-year-olds who were randomly selected for the comparison group (B) were in Center II.

All parents who participated in this study were personally contacted. The usual practice was to meet them at the day care center when they came to pick their children up. Other parents were contacted by telephone first in order to obtain a verbal consent before sending them the written consent and a parent questionnaire form. All parents who were contacted by telephone willingly responded to participate in this study. Fifty parents were given questionnaires to take home. The total return rate was 88 percent.

The race and sex of the children who participated in this study are shown in Table 3.1. Children classified as white accounted for 79.5 percent of the sample, 18.2 percent were Black, and 2.3 percent reported other.

The ages and relationships of the respondents filling in the parent questionnaire are shown in Table 3.2. Well over half of the respondents were in their twenties, and only one was over forty. None of the parents were under twenty years of age.

TABLE 3.1

RACE AND SEX OF CHILDREN

Race	Sex		Total N
	Males (38.6%) N	Females (61.4%) N	
Black (18.2%)	6	2	8
White (79.5%)	11	24	35
Other (2.3%)	0	1	1
Total	17	27	44

TABLE 3.2

AGES AND RELATIONSHIP OF THE RESPONDENTS FILLING
IN THE PARENT QUESTIONNAIRE

Age	Mother (93.2%) N	Father (6.8%) N	Total N
20 - 24 (15.9%)	7		7
25 - 29 (52.3%)	22	1	23
30 - 34 (18.2%)	7	1	8
35 - 39 (11.4%)	4	1	5
40 - 45 (2.2%)	1		1
Total	41	3	44

Selection and Description of Instruments

In designing this research study, a modified version of CATE, Children's Attitudes Toward the Elderly Instrument by Jantz, Seefeldt, Galper, and Serock, 1977, was decided upon as the assessment instrument for the measurement of the children's perceptions; and a questionnaire designed by the researcher was used for obtaining other data from parents such as demographic, attitudinal, and general information about the child's experiences with elderly persons.

Children's Attitudes Toward the Elderly Instrument (CATE)

Modified versions of three of the four subtests of the CATE were appropriate for the study. The testing time of the CATE is short, approximately fifteen minutes in one session for the preschool child. The first subtest is a word association modification test in which open-ended questions are utilized. The second, a semantic differential, employs standardized bi-polar scales on the evaluative dimensions of attitudes. The third employs concrete visual representations to elicit responses. The utility of a concrete pictorial representation is grounded in the research of child development which indicates that young children have difficulty in handling abstract concepts.

Subtest I--Word Association

The Word Association Subtest is composed of open-ended type questions. This method of assessing children's perception of the elderly has been used by various researchers such as Golde and Kogan (1959) and Treybig (1974). The child's performance on this subtest serves as an indication of the cognitive, affective, behavioral, and physical components of preschool children pertaining to their perceptions of older people. During the testing phase of the Word Association Subtest it became necessary to sometimes substitute other concepts for certain words such as big for very. The children themselves often made the substitution. Since the design is meant to elicit the most information pertaining to children's perceptions of elderly persons, the substitution of appropriate words had little effect on the validity of the instrument.

There are three areas measured in the Word Association Subtest. The first section measures the cognitive component, section 2 measures the affective component, and section 3 measures the behavioral component.

Section 1--Cognitive Component

To measure the cognitive component of children's perceptions, the following questions are asked: (1) Tell me about old people. (2) What old people do you know? (3) Give me another name for old people.

Responses to question one are scored as belonging to one of three categories within the cognitive component:

(a) <u>Affective</u>--feelings that are expressed such as they are mean, kind, or "I like them."

(b) <u>Physical</u>--pertaining to personal appearance of physical attributes such as "they have wrinkles," gray hair, or "they look pretty."

(c) <u>Behavioral</u>--responses that describe life style characteristics of older people such as the things they do or like "they die," "they walk slow," "they have money."

A frequency count is then tabulated for the entire sample giving an indication as to how children view old people in terms of affective, physical, and behavioral ages. In addition, the degree of positiveness or negativeness is measured by rating a specific response as positive, realistic, or negative. Examples of a positive response could include statements such as "they're nice," or "I like them." Negative responses could be "I don't like them," or "they are mean." Realistic responses could be "they have wrinkles," or "gray hair." After each response is given a positive, negative, or realistic rating, a score for each subject is determined by sub-tracting the number of negative responses from the

combined score of the positive and realistic responses.
This is done for all subjects across categories.

In the original CATE, each response is given a
positive or negative rating and a score for each subject
is determined by subtracting the number of negative
responses from positive responses. This is done for all
subjects across all categories in order to determine if
there are differences in degree of positive and negative
responses on the basis of the category or whether
responses in general are more positive or negative.
However, some of the physical characteristics such as
"they have wrinkles" or "gray hair" were not considered
as being negative by the researcher; and, therefore,
another category, a realistic dimension, was added to
the rating and the coding of the data.

Responses to questions two and three are coded
"yes-no" and analyzed separately to yield a measure for
each subject's knowledge of other older persons.

Section 2--Affective Component

To measure the affective component, children are
asked, "How do you feel about getting old?" The chil-
dren's responses are divided into three categories:

1. Positive--The subject will give some indication
    that he/she feels good about it.

2. Neutral--The child may give responses that imply
   one has little control over getting old such as
   "That's the way it has to be," or "It's okay."

3. Negative--Responses such as "I don't want to,"
   or "bad," or "I'll feel sad" are indications
   of an aversion to getting old.

Each child is given either a positive, neutral, or nega-
tive score for this question. If two answers are given,
one negative and one positive, the score would be neutral
as they would cancel out each other.

Section 3--Behavioral Component

To measure the behavioral component, children
are asked: (1) What do you do with an old man? (2) What
do you do with an old woman? Responses to these questions
are divided into three categories for scoring purposes.
These categories are:

1. With-active.--Activities indicating joint par-
   ticipation between the subject and the older
   person.

2. With-passive.--Responses related to quiet activity
   such as talking or doing something together that
   is quiet and passive in nature.

3. For.--Here, either the subject or the older person
   is doing something for the other person. For

example, if the older person is seen as "cooking for me," "giving me presents," "goes to the store for him," when the action is on the part of only one of the parties.

Each subject receives a score for the individual categories based on a frequency count.

Validity and reliability. This Word Association Subtest has been administered to a random sample of children (N=180) ages three to eleven. It has been found in the study by Jantz et al. (1976) that children show a consistency of understanding of and response to test items. Coefficients of inter-rater relatively on category scoring ranged from .79 to .98 (Jantz, Seefeldt, Galper, and Serock, 1976).

Administration of the Open-
Ended Questions

A few days were spent at each of the day care centers prior to the gathering of data. After establishing rapport with the children, the examiner interviewed each child on a one-to-one basis preferably in a room away from the rest of the children. However, flexibility and adaptability were of prime necessity; for in many instances, the interviews were conducted on the stairs, in hallways, and, if lucky, a special room that was set apart from the rest of the children. Exact wordings

were carefully recorded on paper to insure a complete response. If the child did not respond for approximately thirty seconds, the next question was asked.

Subtest II--Semantic Differential

The ten items on the Semantic Differential for this study are the same as found in CATE (1976). Results of their study indicate that this is an appropriate subtest of the evaluation adjectives for young children who indicate a consistent understanding of adjectives and choice possibilities (Jantz et al., 1976).

The bipolar adjectives selected for evaluation are:

1. Good-bad
2. Happy-sad
3. Right-wrong
4. Wonderful-terrible
5. Pretty-ugly
6. Friendly-unfriendly
7. Clean-dirty
8. Rich-poor
9. Healthy-sick
10. Helpful-harmful

The polarity of the ten-item bipolar adjectives scales is rotated so that half are in one direction and half in the other.

Validity and Reliability of
the Semantic Differential

Jantz et al. (1977) in their study administered the subtest to a random sample of 180 children ages three to eleven and found a consistent understanding of adjectives and choice possibilities on the part of younger children. Thomas and Yamamato (1975) have also supported the applicability of using a semantic differential technique with young children. Factor loadings for four of the adjective pairs selected for use on the CATE were friendly-unfriendly (.92), ugly-pretty (.83), wrong-right (.80), and bad-good (.93). Factor loadings for the other six pairs of adjectives were not available.

Administration of the Semantic
Differential

The Semantic Differential is administered orally to the children by examiners. Each child is asked to rate one concept at a time. For instance, the child is asked, "Are old people good or bad?" When the child selects one or the other, he is then further asked the degree of his responses. For example, if a child responds that old people are good, the examiner will inquire, "Are they very good or a little good?" This allows the examiner to place a mark on one of the five-point scales. The same procedure is used throughout the ten bipolar

items. There is a range of five points on each scale,
and the score for each scale can be one to five. Examples
are:

| Very | A little | Don't | A little | Very |
| Good- | good- | Know- | bad- | Bad- |

| Very | A little | Don't | A little | Very |
| Sad | sad | Know | happy | Happy |

Subtest III--Concrete Representation

Since various researchers (Lawrence, 1973; Thomas
and Yamamato, 1975) have successfully used concrete representations such as drawings and photographs as a means of
eliciting attitudinal responses from children, the picture
on the cover of the June 1972 issue of the Gerontologist
was used to represent concrete representations of elderly
persons (3 males, 3 females). Research findings in child
development indicate that young children have difficulty
handling abstract verbal concepts (Piaget, 1967). Therefore, the utility of a concrete pictorial representation
is grounded in the research on child development.

Section I

Which of these people would you like to be with?
Why? The subject was asked to point to an elderly person
for the first question. To the second part of the question,
why?, three types of responses were scored:

1. Age related--Any response referring to age such
   as "He looks younger."

2. <u>Altruistic</u>--Responses suggesting having the
    older person's interest in mind, i.e., "I want
    to take care of him," "I can cook for him."

3. <u>Evaluative</u>--Responses include comments such as
    "He looks nice," "He's happy," "He can give me
    things."

Section II

What kinds of things could you do with that
person? Responses were scored into three categories:
with active, with passive, and for. These categories
are the same as in Subtest I.

Validity and Reliability

Jantz et al. (1977) reported coefficients of
inter-rater reliability on category scoring for this
subtest ranging from .72 to .98.

Administration

Subtest III was administered individually after
the child answered Subtest I and Subtest II. The child
was handed the magazine cover and was allowed time to
look at the photographs of elderly persons. It was
extremely important that the examiner adapted the admin-
istration of the subtest to the child's speech and age.
Instructions were formulated to correspond to the vocab-
ulary of the children three years of age and older.

The child was allowed thirty seconds of wait time before the examiner continued onto the next question.

Parent Questionnaire

Four major kinds of information are provided by the parent questionnaire. The information includes a demographic profile of the home environment of the child, attitudinal information which gives insight into how the parent feels about elderly persons, characteristics of the child's grandparents, as well as general information on available learning resource materials about elderly persons. The complete questionnaire appears in Appendix A.

The questionnaire was pilot tested using five adults from the East Lansing area. This pilot test was conducted to obtain clarity and understanding of wording and directions by the adults.

Administration

Seventy-five percent of the questionnaires were personally handed out to the parents by the researcher. This was important since it allowed for the parent to ask for more explanation of the study if she/he chose to ask. The rest of the questionnaires were handed out by teachers to the parent as they came to pick up their children. These 25 percent were called on the telephone by the researcher to answer any questions that they might

have had. Each parent filled out the questionnaire and
returned it within two weeks.

Design of the Study

The design of this study is based on the static-
group comparison (Campbell and Stanley, 1963) as shown
in Figure 3.1. This design is appropriate for this study
because Group A which has experienced X (elderly persons
in day care centers) is compared to Group B which has
not experienced the aid of elderly persons in day care
facilities.

Group A		X _ _ 01	n = 22
	R		
Group B		02	n = 22
Total			N = 44

Fig. 3.1. A Static Group Comparison Design

There are no formal means of certifying that
Group A and Group B would have been equivalent had it
not been for the X. Therefore, to eliminate some of the
differences between the groups, some control in selection
of the centers was implemented, such as the experiential
variables. Under the ex post factor analysis, matching
on background characteristics is usually ineffective and
misleading, especially in instances in which the persons
in the experimental group have sought out exposure to X

(Campbell and Stanley, 1963). However, in this particular study, because the foster grandparent program has been in effect for less than a year, many of the children who attended the center already did so prior to implementation of the foster grandparent program. There is no evidence that the parents/children in the experimental group chose that center because of the foster grandparent program.

Data Analysis

The data obtained from all subjects on all instruments were coded, key punched on computer cards, and verified with the aid of staff members in the Office of Research Consultation (ORC) at Michigan State University. The computer program used for analyzing the data was the Northwestern University Statistical Package for the Social Sciences (SPSS). The inferential statistical tests used in this study were the Wilcoxen t test, Wilcoxen matched t test, Kendall tau, and Sign Test of the Profile Pattern. The alpha level of significance was set at .05 for decisions about rejection of the hypotheses using inferential statistics.

The statistical procedures used to test the differences in the scores of the two Groups A and B with respect to Hypotheses 1, 2, 3, and 4, and the combined Groups A and B with respect to Hypotheses 5, 7, and 8,

with the scores of their parents with respect to Hypothesis 6 and the instruments associated with each of them, are shown in Figure 3.2.

Summary

The population for this study was preschool children enrolled in day care facilities in the Lansing, Michigan district. The sample consisted of forty-four subjects and forty-four parents of the subjects. The ages ranged from late three-year-olds to early six-year-olds from surrounding day care facilities. Subjects in Group A consisted of children enrolled in a foster grandparent program and Group B consisted of randomly selected children from criteria selected day care centers. All children were individually interviewed using a modified version of the CATE, Children's Attitudes Towards the Elderly instrument by Jantz, Seefeldt, Galper, and Serock (1977).

A parent questionnaire was also included to gather information on the child's demographic profile of the home environment, attitudinal information about how the parent felt about elderly persons, and actual experiential behaviors as reported by parents of the child's direct and indirect contact with elderly persons.

The data from the two groups were analyzed to compare the responses of the children enrolled in the

Purpose of Analysis	Data Used in Analysis	Statistics
Principal Analysis		
Description of Subjects and Their Environments:		
Profile of parents, profile of grandparents	Demographic data	Frequency Count
Childrens' direct and indirect experiences	Experiential data	Frequency Count
Parental attitudes toward elderly	Attitude data	Frequency Count
Test of Hypotheses:		
1 & 2 Scores on semantic differential and word association section 1 and 3		Wilcoxen t-test
3 Experiential data		Wilcoxen t-test
4 Scores on word association section 2		
5 Scores on the semantic differential		Kendall tau & Sign Profile Pattern Test
6 Scores on the semantic differential		Matched Wilcoxen t-test
7 & 8 Experiential data		Descriptive (Frequency Count/ means)

Fig. 3.2. Methods Used in the Analyses of Data

facility with the foster grandparent volunteers and the responses of children in day care centers without elderly volunteers to determine if the presence of elderly persons had any influence on the subject's responses.

The data from the responses of Group A and Group B were collapsed and then compared with the appropriate parent responses obtained by means of the parent questionnaires. This comparison was made to determine if the child's responses were in agreement with the parent's responses.

CHAPTER IV

DESCRIPTION AND DISCUSSION OF SUBJECTS

AND THEIR ENVIRONMENT

In this chapter, data collected from the respon-
dents of the parent questionnaire are discussed and
reported.

The Contextual Conditions of the Children

In attempting to describe the subjects, it is
also necessary to discuss some of the factors in the near
environment that provides the contextual conditions sur-
rounding the child, such as a profile of the families,
a profile of grandparents, the children's experiential
behaviors of elderly-child interactions, and the chil-
dren's parental attitudes toward elderly persons.

Profile of Families

The most striking characteristic of the families
was that 50 percent of these children came from two-
parent households. There were 36.4 percent single parent
households and 13.6 percent decided not to comment on

their marital status. The marital status of the respondents of the parent questionnaire are shown in Table 4.1. Most of the respondents were mothers (93.2%).

TABLE 4.1

MARITAL STATUS OF PARENTS

	Group		Total
	A	B	
	N	N	N
1. Never married (2.3%)	1		1
2. Married (50%)	13	9	22
3. Widowed (2.3%)		1	1
4. Separated (4.5%)	1	1	2
5. Divorced, not remarried (27.3%)	5	7	12
6. Don't know (0.0%)			0
7. No response (13.6%)	2	4	6
Total	22	22	44

A small number of households (9%) have other adults, not parents of the child, living with the family. The three varieties of household composition with other adults included were:

1. Two households had a single adult male living in.

2. One household had four other adult females living in.

3. One household had three adults, one married couple and a single adult male, living in.

With respect to educational levels, the largest category (50%) had at least one to three years of college, technical or business training. At least 29.5 percent of the respondents had a bachelor's degree. As shown in Table 4.2, only 2.3 percent of the parents had less than a high school diploma.

A majority of the respondents (79.5%) considered themselves fully employed at the time they filled in the parent questionnaire as shown in Table 4.3. The respondents chose as many categories as they saw appropriate to their situation. The other categories which had no responses were eliminated from this table but can be found in Appendix A.

Estimated total family yearly incomes are shown in Table 4.4. The median income levels for these particular families using day care facilities is $11,000-14,999. The estimated total yearly income ranged from two families in the $3,000-4,999 level to ten families earning over $20,000. The two families at the 3,000-4,999 level were single parent households. The respondents were employed and also students. All ten families earning over $20,000 were two-parent households.

Profile of Grandparents

In order to have a more complete picture of the factors that may affect the child's perception of elderly persons, data on the living grandparents were collected

TABLE 4.2

EDUCATIONAL LEVEL OF PARENTS IN GROUP A AND GROUP B

Education Level	Group		Total
	A	B	
	N	N	N
1. Less than 8 grades of elementary school	0	0	0
2. 8 grades of elementary school	0	0	0
3. 1-3 years of high school	0	1	1
4. Completed high school and received a diploma or passed high school equivalency exam	4	4	8
5. 1-3 years of college, business school, or technical training	10	12	22
6. College graduate, bachelor's degree	3	2	5
7. Post bachelor's course work	2	0	2
8. Master's degree	2	1	3
9. Post master's course work	1	2	3
10. PhD, EdD	0	0	0
11. Other professional degree (such as MD, DO, JD, DDS): Please specify_____	0	0	0
Total	22	22	44

TABLE 4.3

EMPLOYMENT STATUS OF PARENTS

Employment Status	No	Yes
Houseperson (31.8%)	30	14
Student (27.3%)	32	12
Part-time employment (13.6%)	38	6
Full-time employment (79.5%)	9	35

TABLE 4.4

ESTIMATED TOTAL FAMILY YEARLY INCOME

Income Levels	Group A	B	Total
	N	N	N
Under 3,000			0
3,000-4,999	2		2
5,000-6,999	2	2	4
7,000-8,999	2	3	5
9,000-10,999	4	2	6
11,000-14,999	3	4	7
15,000-19,999	4	5	9
Over 20,000	4	6	10
No response	1		1
Total	22	22	44

such as grandparents' ages at last birthday, sex, marital
status, health, and time spent with the child either by
visits or telephone calls.

Forty-three children (98%) in this study have at
least one living grandparent. Eighteen (41%) respondents
reported the child having all four grandparents living.
Seven children (16%) had more than four grandparents
which may indicate a remarriage by a parent. There are
more living female grandparents than male grandparents
as shown in Table 4.5.

Marital status of the children's grandparents
are shown in Table 4.6. Only 5.6 percent of the 142
grandparents were separated or divorced whereas in
Table 4.1 it was noted that nearly 37 percent of the
respondents reported a divorced or separated marital
status. Well over half of the grandparents were married
(69.7%) and 20.4 percent were widowed.

Approximately twice as many of the first three
grandparents were in good health as shown in Table 4.7.
However, from Grandparent IV the data show a decrease in
their health status from good to fair. Sixty-one percent
of the grandparents were rated in good health, 30 percent
were rated in fair condition, and 9 percent were rated in
poor health.

TABLE 4.5

SEX AND TOTAL NUMBER OF LIVING GRANDPARENTS

Number of Living Grandparents	Female (57.7%)	Male (42.3%)	Total
	N	N	N
1 (97.7%)	26	17	43
2 (86.4%)	23	15	38
3 (70.5%)	18	13	31
4 (40.9%)	9	9	18
5 (15.9%)	2	5	7
6 (11.4%)	4	1	5
Total	82	60	142

TABLE 4.6

MARITAL STATUS OF CHILD'S GRANDPARENTS

Number of Living Grand-parents	No Response	Never Mar-ried	Mar-ried	Widowed Not Married	Separ-ated	Divorced Not Married
1		1	27	14		1
2		1	32	4		1
3	2		19	6	1	3
4	1	1	13	1	1	1
5			5	2		
6			3	2		
Total	3	3	99	29	2	6

TABLE 4.7

HEALTH STATUS OF CHILD'S GRANDPARENTS

Grandparent	Health Status		
	Good N	Fair N	Poor N
Grandparent I	25	12	6
Grandparent II	26	11	1
Grandparent III	21	88	2
Grandparent IV	11	7	0
Grandparent V	1	3	3
Grandparent VI	3	2	
Total N (142)	87	43	12

In the study by Jantz, Galper, and Serock (1977), it was found that children had limited contact with elderly persons. Data about children in this study partially support the findings. Total percentages of time children spent with grandparents are shown in Table 4.8. Out of forty-four children, only one child did not have a grandparent. A majority of the children (86.4%) saw at least one grandparent about once each week. Only 6.8 percent of the children saw their grandparents at least once each day. As more numbers of grandparents were reported by the parents, there were less children involved.

TABLE 4.8

TOTAL NUMBER OF TIMES CHILDREN SPEND WITH GRANDPARENTS

Total Time Child Sees Grandparents	Number of Children Per Number of Grandparents					
	1	2	3	4	5	6
About once each day (6.8%)	2	1				
About 3-4 times a week (25.1%)	6	1	1	1	1	1
About once each week (86.4%)	12	13	7	4	1	1
About once or twice each month (81.9%)	12	12	7	4	1	
About 6 times each year (36.2%)	3	2	4	2	3	2
About once a year (70.6%)	7	8	9	5	1	1
Never (15.9%)	1	1	3	2		
No response (1 child, 2.3%)						1
Total N (44)	43	38	31	18	7	6

Children's Experiences with Other
Elderly Persons

Sometimes preschoolers meet elderly persons out-
side the home. Data were collected to give us a descrip-
tion of the elderly persons the child may have met or
been with over a time period of one week. Also data were
collected on the total numbers of hours children spend
with these particular individuals. Total number of times
children see elderly persons classified by sex and age
are shown in Table 4.9.

Data indicate that 25 percent of the children see
an elderly female 55-65 years old and 13.6 percent see
an elderly male of the same age range about once each day.
Approximately 20 percent of the children see an elderly
female person 66-75 years old and only 4.5 percent see
an elderly male of the same age range at least once each
day. Only 6.8 percent of the children see an elderly
female seventy-six years and older and none reported
seeing an elderly male of the same age range about once
each day. The data indicate that more children see
elderly females than elderly males during a day.

Sixty-eight and two-tenths percent of the children
see an elderly female 55-65 years old and 61.4 percent
of the children see an elderly male of the same age range
at least once a week. There is only a slight difference
in terms of contact here. Forty-three and three-tenths

TABLE 4.9

TOTAL PERCENTAGES OF TIME CHILDREN SEE ELDERLY PERSONS
BY SEX AND AGE

Total Time Child Sees Elderly	Sex and Age					
	55-65 Years Old		66-75 Years Old		76 Years and Older	
	Female %	Male %	Female %	Male %	Female %	Male %
About once each day	25	13.6	20.5	4.5	6.8	
About 3-4 times a week	15.9	20.5	11.4	11.4	4.5	2.3
About once each week	27.3	27.3	11.4	15.9	6.8	6.8
About once or twice each month	13.6	9.1	9.1	11.4	9.1	9.1
About 6 times each year	2.3	6.8	6.8	4.5	6.8	4.5
About once a year	4.5		6.8	6.8	18.2	15.9
Never				4.5	19.1	18.2
No response	11.9	22.7	29.5	36.4	38.6	43.2

Total N = (44)

percent of the children see an elderly female 66-75

years old and 31.8 percent of the children see an elderly

male of the same age range at least once a week.

Only 18.1 percent of the children see an elderly

female seventy-six and over and 9.1 percent of the chil-

dren see an elderly male of the same age range about once

each week. These data indicate that children have more

contact with elderly females than elderly males. But a

closer look at the table shows that there are more "no

responses" for the male category than the female.

Respondents either were not as aware of elderly males

or else there were less elderly males in the child's

near environment. According to Johnson and Bursk (1977)

in the United State's population, there are approximately

57 percent females and 41 percent males over sixty-five

years of age. This fact may help to explain the reason

for children having less opportunity for contact with

elderly males.

Assessment of Elderly-Child Interaction in Different Settings

An effort was made to analyze the amount of inter-

action by learning about the environment where contacts

are made. Data gathered were sparse and this may be due

to the fact that the children spend much of their time

at the day care centers under other adult supervision.

Frequency count of contacts made as well as hours spent

with elderly persons in the particular settings are shown in Tables 4.10 - 4.18.

TABLE 4.10

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD
INTERACTION IN PRESCHOOL/DAY CARE FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	27	7	1	2	2		4		1	
Number of Children N = 44	Number of Hours Spent									
	27	4	1							12

Of the forty-four parent-child dyads, twenty-seven parents (61.4%) reported that their child had no contact with an elderly person over the past week, as shown in Table 4.10. This indicates that five parents (11.4%) were unaware of the foster grandparent day care program which their child participated in. Only nine of the forty-four parents (20.5%) indicated their child had contact with at least three different elderly persons. It appears that parents have very limited knowledge of what happens at the day care centers. For children in Group A (N=22) there were three elderly foster grand-parents present every day at the day care unit. Out of sixteen children who had some contact with elderly persons in day care settings, twelve children (25%) had

more than nine hours of contact per week. The other
five children had less than two hours of contact per
week with elderly persons.

Not many children had contact with an elderly
person in the library as shown in Table 4.11. Only
three children were reported as having had contact with
an elderly person for at least an hour over the past
week. Ninety-three percent of the children had no
contact with an elderly person in a library setting.

TABLE 4.11

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD
INTERACTION IN LIBRARY FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
	Number of Elderly Persons									
Number of Children N = 44	41	2	1							
	Number of Contact Hours									
Number of Children N = 44	41	3								

Children have only a limited amount of contact
with the elderly in a church setting as shown in
Table 4.12. Two children (4.5%) had contact with eight
elderly persons and two children had spent at least
three hours a week with the elderly. Only 18.2 percent
of the children had contact with the elderly in a church
setting. This percentage is slightly higher than what

is reported as the attendance rate in church attendance
for working class adults. Rubin (1976) found in her
study that 10 percent of working class families attend
church regularly. If one can assume that children
attend church with their parents, these data indicate
that there is a higher church attendance rate in this
sample than found in the working class in Rubin's study.

TABLE 4.12

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD
INTERACTION IN CHURCH FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	36	2	4						2	
Number of Children N = 44	Number of Hours Spent									
	36	6		2						

Almost half of the children were reported to
have contact with elderly neighbors (43.2%) as shown in
Table 4.13. The range of contact was from ten children
having had contact with at least one elderly neighbor
a week to one child having had contact with seven elderly
neighbors over a week's time. Four children had at least
nine hours of contact with elderly neighbors in a week's
time. The mean number of hours these nineteen children
spent with an elderly neighbor was three hours per week.

TABLE 4.13

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD
INTERACTION WITH NEIGHBOR FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	25	10	5	2	1			1		
Number of Children N = 44	Number of Hours Spent									
	25	10	2		1		1	1		4

Nine of the children have some contact with elderly relatives over a week's time (20.5%) as shown in Table 4.14. Three of the nine children who have some contact with elderly relatives (33.3%) have at least nine or more hours of contact with elderly relatives over a period of a week.

During the past week, children had had very limited contact with medical personnel as shown in Table 4.15. Only 15.9 percent of the children have seen at least two elderly persons in a medical setting.

Only a few children have contact with elderly friends (13.6%) as shown in Table 4.16. The mean number of hours spent by the six children with elderly friends was 1.5 hours per child.

Nine children have some contact with elderly persons in stores or in market places (20.5%) as shown in Table 4.17. One child has at least four hours of

TABLE 4.14

CONTACT HOURS AND FREQUENCY COUNT OF ELDER-CHILD INTERACTION
WITH RELATIVES (OTHER THAN GRANDPARENTS) FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	35	4	1	1	2					
Number of Children N = 44	Number of Hours Spent									
	35	6								3

TABLE 4.15

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD INTER-
ACTION WITH MEDICAL PERSONNEL FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	37	5	2							
Number of Children N = 44	Number of Hours Spent									
	37	7								

TABLE 4.16

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD INTER-
ACTION WITH A FRIEND FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	38	5		1						
Number of Children N = 44	Number of Hours Spent									
	38	4	1	1						

TABLE 4.17

CONTACT HOURS AND FREQUENCY COUNT OF ELDERLY-CHILD INTER-
ACTION WITH PEOPLE IN STORES OR MARKET PLACES FOR A WEEK

	Frequency									
	0	1	2	3	4	5	6	7	8	9
Number of Children N = 44	Number of Elderly Persons									
	35	3	4		1	1				
Number of Children N = 44	Number of Hours Spent									
	35	8			1					

contact per week, but the rest of the eight children reported to have less than an hour of contact. Thirty-five of the children (79.5%) have no contact with elderly persons in stores or market places. The problem could be that parents are not aware of elderly persons at these places or parents leave the child at home when the parent goes shopping.

Child's Indirect Experiences with
Elderly Persons

There are many items in the home that contribute to learning. Media sources such as television, news-papers, magazines, books, records, and cassette tapes may have an influence in learning about elderly people. Therefore, data were collected and designated under media categories to help describe the child's near-by learning environment.

During a week's span 18.2 percent of the children had some indirect exposure to elderly persons through the newspapers and magazines. Nearly 7 percent of the children had some indirect contact with elderly persons through records. Only one child or 2.3 percent had a cassette tape that exposed the child to some per-ceptions of the elderly. Nine children, or 20.4 percent of the children, had some indirect exposure to elderly persons through books. The largest source of indirect exposure to elderly persons was the television. Approxi-mately 82 percent of the parents reported that their

children were exposed to elderly persons on television. Parents reported a child having seen one show per week to eight shows per week containing portrayals of the elderly.

This set of data on television viewing and portrayals of elderly is to be viewed with caution. According to Project Castle (Simmons, Greenberg, and Atkin, 1977), only 3-4 percent of major characters were old, and extremes of age are rare on television.

Parents' Attitudes Toward Elderly Persons

In addition to the demographic and experiential information, the parent questionnaire contained a section on parental attitudes toward elderly persons and grandparents. Analysis of the data is shown on Table 4.19.

Discussion of Findings on Parental Attitudes

More parents (93.2%) felt that grandparents more than elderly persons expected preschool children to obey them and visit with them. Parents felt that grandparents were not as good examples for preschoolers as elderly in general, and only 50 percent of the parents agreed that parents were to be blamed when preschool children did not respect the elderly person or grandparent. Half of the parents felt that grandparents encouraged preschoolers to behave differently from the way the children

TABLE 4.18

TELEVISION SHOWS AND THE PERCENTAGES OF CHILDREN
WHO WATCH THEM

Shows	Percentages (N=38)
Waltons	63.2
Mr. Kangaroo	26.3
Sesame Street	23.7
My Three Sons	18.4
Grizzly Adams	15.8
Mr. Rogers	10.5
I Love Lucy	10.5

Below 10 percent

All in the Family
Amazing Spider Man
Baby I'm Back
Barnaby Jones
Bob Newhart
Brady Bunch
Doris Day Show
Electric Co.
Emergency
Fat Albert
Gilligan's Island
How the West Was Won
The Jeffersons
Laverne and Shirley
Little House on the Praire
Love Boat
Muppets
Saturday Children's Film Festival
Saturday morning cartoons
Specials
Studio C
Walt Disney
Wild Kingdom

NOTE: Four children do not watch any television shows. Two parents reported not knowing what shows their children watched that contained elderly portrayals.

TABLE 4.19

PARENTAL ATTITUDE SURVEY TOWARD ELDERLY PERSONS AND
GRANDPARENTS (N=44)

1. Do you think elderly persons/grandparents expect pre-school children to obey them?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	2	4.5	3	6.8
Unsure	4	9.1	0	--
Agree	37	84.1	41	93.2
No Response	1	2.3	0	--

2. Do most elderly persons/grandparents like quiet pre-school children better than noisy preschool children?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	10	22.7	16	36.4
Unsure	7	15.9	7	15.9
Agree	26	59.1	21	47.7
No Response	1	2.3	0	--

3. Can elderly persons/grandparents who are very friendly control preschool children?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	3	6.8	3	6.8
Unsure	6	13.6	3	6.8
Agree	34	77.3	38	86.4
No Response	1	2.3	0	--

4. Do you think most elderly persons/grandparents are good examples for preschoolers?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	1	2.3	2	4.5
Unsure	11	25.0	13	29.5
Agree	31	70.5	29	65.9
No Response	1	2.3	0	--

TABLE 4.19 (continued)

5. Do most elderly persons/grandparents really want pre-schoolers to visit them?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	2	4.5	0	--
Unsure	14	31.8	2	4.5
Agree	27	61.4	42	95.5
No Response	1	2.3	0	--

6. Are parents to blame when children do not respect the elderly persons/grandparents?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	9	20.5	9	20.5
Unsure	12	27.3	13	29.5
Agree	22	50.0	22	50.
No Response	1	2.3	0	--

7. Do you think most elderly persons/grandparents like preschool children?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	1	2.3	0	--
Unsure	7	15.9	1	2.3
Agree	35	79.5	43	97.7
No Response	1	2.3	0	--

8. Do you think most preschool children like elderly persons/grandparents?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	0	0	0	0
Unsure	11	25.	1	2.3
Agree	32	72.7	43	97.7
No Response	1	2.3		

TABLE 4.19 (continued)

9. Do elderly persons/grandparents encourage children to behave differently from the way they are told at home?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	9	20.5	22	50.0
Unsure	7	15.9	8	18.2
Agree	27	61.4	14	31.8
No Response	1	2.3		

10. Do you think most elderly persons/grandparents are too old-fashioned in their views about child care and rearing?

	Elderly Persons		Grandparents	
	N	%	N	%
Disagree	8	13.6	27	61.4
Unsure	9	20.5	5	11.4
Agree	28	63.6	12	27.3
No Response	1	2.3		

were told at home. However, parents did not view grand-parents as old fashioned in their views about child care and rearing. But parents felt elderly persons in general were more old fashioned.

More parents (97.7%) felt that preschoolers liked their grandparent, and 72.7 percent of the parents felt that children liked elderly persons. More parents felt that grandparents rather than elderly persons liked the preschooler.

The most important dimensions in which 90 percent or more of the parents agreed with were grandparents liked preschool children and preschool children liked grandparents. Parents also felt that grandparents would like the preschool child to visit with them.

Parent-Child Interaction Before a Visit

To Grandparents

If parents felt that grandparents would like the preschool children to visit with them, what do parents say to prepare their children for the visit? A hypothetical question was asked of the respondents.

> Let us just imagine that _____ is old enough to stay overnight at grandparent's home for the first time. How do you think you would prepare him/her? What would you do or tell him/her?

Nearly half of the forty-four parents applied some positive auto suggestive technique; they told their child to "have a good time" or "you'll have a good time."

However, in the same breath they followed that phrase with a series of reminders or subtle commands such as "obey g . . .," "listen to them," "be good," "go to bed early," "brush your teeth," "don't mess," "be quiet," and "be a big girl." Some parents used a form of bribery; others threaten in order to insure an appropriate behavior from the child. An example was "Don't be bad. Please obey them. If you don't you will get a spanking by me when you get home." A few parents reasoned with their child such as, "Don't play around after you are in bed. Grandpa and Grandma will have to get up to get you settled in bed and you don't want them to get tired. They need the rest." Only one parent reminded her child to show some affection to her grandparents. She told the child to "give Granny a kiss for Mom." Approximately one-fourth of the parents reassured the child that the parent was coming back to pick the child up at a certain time.

To Neighbors

Parents were also asked this question:

Let us just imagine that _____ is about to visit with an elderly neighbor for the afternoon while you run on an errand that will take about 2-3 hours. How do you think you would prepare him/her? What would you do or tell him/her?

A technique used by some of the parents was to try to entice or make the visit to the neighbors as attractive as possible. Children were told that the

neighbor was looking forward to the visit, how Mrs.

_____ would read to her, or reminding the child

of the fun he/she had at the last visit. The most

common phrases used by parents to prepare the child

were "mind her," "obey her," "be good," "don't get into

a mess," or "don't get into trouble." There were less

reminders as compared to the visit with grandparents.

Nearly half of the parents reassured the child as to

the parent's return.

Comparison of Visit Preparations

Generally parents were not as specific in their

preparation and reminders to their children when they

visited with neighbors as when they visited with grand-

parents. There were more do's and don'ts for the child

before a visit with grandparents. Also, there were more

threats of punishment or enticement for good behavior

like a special treat for being good. And yet, at the

same time they were told to have fun nearly twice as

often as found when visiting with neighbors.

The child was told to put on his best suit of

behavior when visiting with grandparents. The atmosphere

between parent and child was more intense in demands.

This may be due to the intensity of the reciprocal

relationship between the parents and grandparents,

whereas the demands were less so between parent and

child when the child was to visit with a neighbor.

Accordingly, the reciprocal relationship between neighbor and parent is less intense. Therefore, parents may moderate their behavior and place demands upon the children according to the nature of the relationship between the parents and others. Further study is necessary in order to determine if in fact there is a relationship between the intensity of the reciprocity between the "other" and parents, and the intensity of reciprocity between parent and child when situations demand the interaction between the child and the "other." The strength of the reciprocity between parent and the "other" determines the intensity of demands on the child when interacting with the "other." More is expected from someone you know than from a stranger. However, this could also be the result of a methodological problem because the question for grandparents always came before the question for neighbors. This situation may have precipitated an imbalance and respondents answered the first question more fully than the second question.

Summary

This chapter has been devoted to describing and discussing the subjects and their environments. Analysis of the data revealed that 50 percent of the subjects for this study came from two-parent households. The median range for estimated family yearly income was $11,000-$14,900. Of the forty-four parent respondents,

79.5 percent reported having one to three years of college, business school, technical training, or better.

Forty-three children in the sample had at least one living grandparent. As the number of living grandparents increased, there were progressively less children with living grandparents. Marriages seemed relatively stable for grandparents as only 5.6 percent were divorced or separated whereas 31.8 percent of the children's parents who answered this particular section were divorced. Grandparents were relatively healthy and a majority of the children (86.4%) saw at least one grandparent about once each week.

The children have more contacts with elderly persons in the neighborhood than in any other setting and least contact with elderly persons at the library. However, more than half the parent respondents marked zero for each of the eight social settings (day care, library, church, neighborhood, relatives, medical, friend, market places) indicating a possibility that parent respondents were not fully aware of the children's experiences during the day.

Parental attitudes toward the grandparents and elderly showed that parents felt grandparents liked pre-school children and wanted the children to visit with them. Parents also felt that children liked their grandparents. However, 50 percent of the parents felt

that parents were not to be blamed when children did not respect elderly persons or grandparents. It seemed that slightly more parents felt that grandparents were not as good examples for their children as elderly people in general. This presents an interesting phenomenon, as the old saying goes, "The pasture always looks greener on the other side of the fence." This adage also seems to apply when evaluating elderly persons.

CHAPTER V

ANALYSIS AND DISCUSSION OF RESULTS

The chapter is devoted to a presentation of the results in relation to each of the hypotheses; additional data are also reported. Each hypothesis is stated separately and followed by the analysis.

Hypothesis 1

HO: Null Hypothesis:

There will be no difference in the responses of preschool children in a Foster Grandparent Day Care Program (Group A) perceptions toward the aging and the elderly and those preschool children in regular day care facilities (Group B).

HI: Alternative Hypothesis:

Preschool children enrolled in a Foster Grandparent Day Care Program (Group A) will evidence a difference in perceptions of the aging and the elderly than preschool children enrolled in regular day care facilities.

The statistic used to test the difference between scores of the two groups was a nonparametric difference test, the Wilcoxen t-test. The value of ω is equivalent to the number of times that a score in one group ranks

higher than a score in a second group. In Table 5.1
the value of ω, the rank sum, and the exact two-tailed
probability are shown. Analysis indicated no significant
difference between Group A and Group B. Thus the null
hypothesis for Hypothesis I was not rejected by the
findings in this study.

When means of the bipolar adjective scores were
analyzed, Group A had somewhat higher mean scores for
eight of the ten bipolar adjectives on the semantic dif-
ferential subtest. This finding indicates a less positive
view of elderly persons for Group A even though the dif-
ference was not significant. Mean responses of Group A
and Group B on the semantic differential about the
elderly are shown in Table 5.2.

Conducting a profile analysis using the sign test
by plotting the means, differences or similarities in
the profile can be observed. If there are consistently
greater means for one group than for the other group such
that their profiles tend to stand apart, the statistical
probability of such a consistent difference can be
tested by referring to a Bionominal Probability Table
according to Isaac and Michael (1971). Therefore, a
profile comparison of mean responses of Group A and
Group B is shown in Figure 5.1. The probability that
Group A would consistently fall to one side of all of
the response means of Group B was at the level of

TABLE 5.1

RESULTS OF THE WILCOXEN t-TEST FOR SCORES OF GROUP A AND
GROUP B ON THE SEMANTIC DIFFERENTIALS ABOUT
ELDERLY PERSONS
N = 44

Bipolar Adjectives	Mean Rank of Group A	Mean Rank of Group B	U	Rank Sum W	Probability (2-tailed)
1. Helpful-Harmful	23.3	21.7	223.5	476.5	.6481
2. Healthy-Sick	22.1	22.9	250.5	503.5	.8382
3. Rich-Poor	21.4	23.6	266.0	519.0	.5599
4. Clean-Dirty	24.9	20.1	190.0	443.0	.2077
5. Friendly-Unfriendly	22.9	22.1	251.5	504.5	.8143
6. Pretty-Ugly	23.9	21.1	212.0	465.0	.4687
7. Wonderful-Terrible	23.2	21.8	226.0	479.0	.6945
8. Right-Wrong	23.0	22.0	231.0	484.0	.7835
9. Happy-Sad	22.6	22.4	240.5	493.5	.9704
10. Good-Bad	23.0	22.0	230.0	483.0	.7532

NOTE: Group A (N=22)
       Group B (N=22)

TABLE 5.2

MEAN RESPONSES OF GROUP A AND GROUP B ON THE SEMANTIC
DIFFERENTIAL ABOUT ELDERLY PERSONS

	Helpful-Harmful	Healthy-Sick	Rich-Poor	Clean-Dirty	Friendly-Unfriendly	Pretty-Ugly	Wonderful-Terrible	Right-Wrong	Happy-Sad	Good-Bad
Group A	2.32	2.77	2.90	3.14	2.55	3.09	2.86	2.40	3.09	2.45
Group B	2.14	2.86	2.95	2.36	2.40	2.36	2.31	1.77	2.45	2.40

Semantic Differential Scale
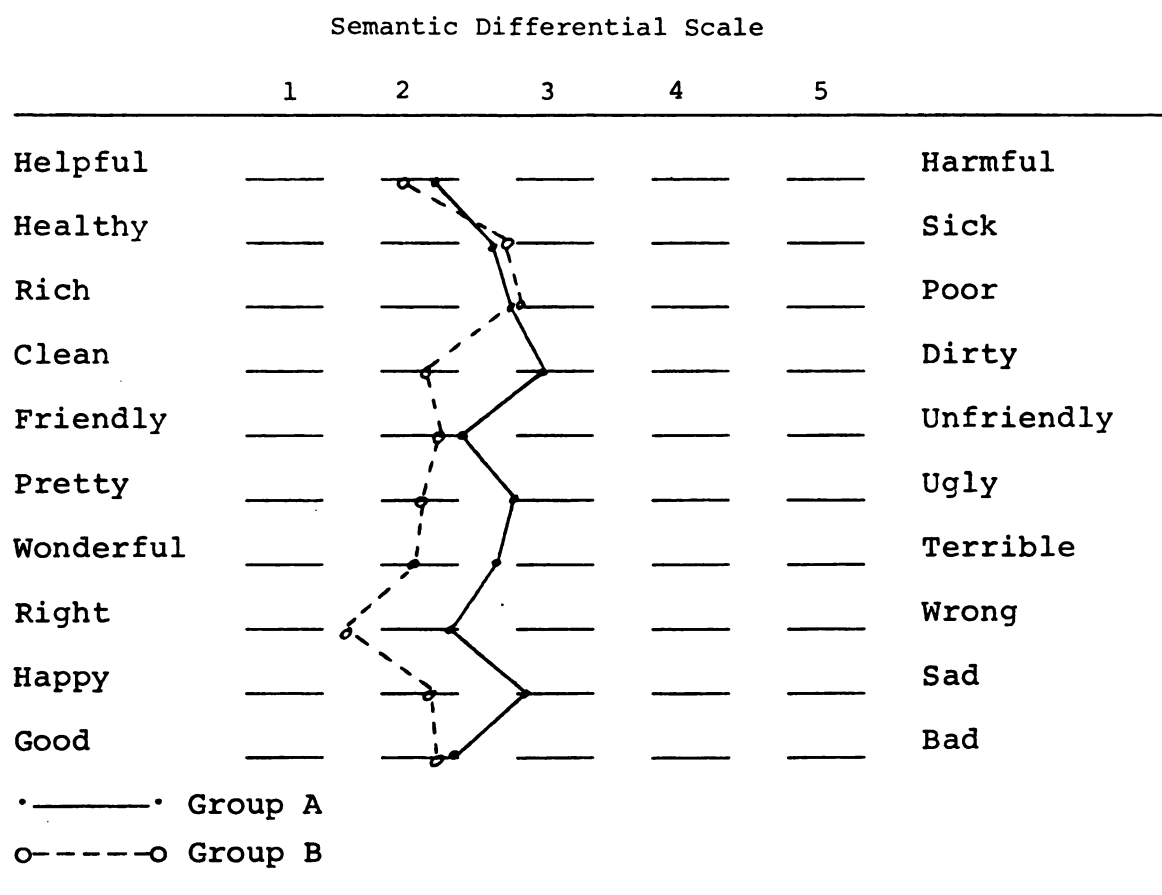
Fig. 5.1. Profile Comparison of Mean Responses of Preschool Children in a Foster Grandparent Program (Group A) and Preschool Children in Regular Day Care Facilities (Group B) (p = .05).

significance (p = .05). These findings indicate that
children in the Foster Grandparent Day Care Program
(Group A) have less positive views of elderly persons
than children in regular day care settings (Group B),
although the difference in the means was not significant.

Hypothesis 2

HO: Null Hypothesis:

There will be no difference in the variety of per-
ceptions in the responses of preschool children in
a Foster Grandparent Day Care (Group A) toward the
aging and the elderly and those preschool children
in regular day care facilities (Group B).

HI: Alternative Hypothesis:

Preschool children enrolled in a Foster Grandparent
Day Care Program (Group A) will evidence a greater
variety of perceptions toward the aging and the
elderly than preschool children in regular day care
facilities (Group B).

The Wilcoxen t-test statistic was utilized to
test the difference between Groups A and B. On each of
the cognitive components: affective-positive; affective-
negative; physical-positive; physical-negative; behavior-
positive; and behavior-negative, the scores of the two
groups appear to be similar as shown in Table 5.3. Thus,
the null hypothesis for Hypothesis 2 was not rejected at
alpha level .05. Group A and Group B were not signifi-
cantly different in varieties of perceptions. Further
analysis was done in order to get a total look at chil-
dren's perceptions of elderly persons.

TABLE 5.3

RESULTS OF THE WILCOXEN t-TEST FOR SCORES ON GROUP A AND GROUP B ON
THE VARIETIES OF PERCEPTIONS ABOUT ELDERLY PERSONS

Cognitive Component	Mean Rank of Group A	Mean Rank of Group B	U	W	Probability (2-tailed)
Affective-positive	21.5	23.5	264.5	517.5	.2894
Affective-negative	23.0	22.8	231.0	484.	.6386
Physical-positive	21.5	23.5	264.0	517.	.2998
Physical-negative	23.4	21.6	222.0	475.	.5665
Behavior-positive	24.4	20.6	200.0	453.	.2579
Behavior-negative	21.3	23.8	269.5	522.5	.4920

Group A and Group B scores on the cognitive components of the Word Association Subtest were tabulated and combined. The results are shown in Table 5.4. The findings indicate that 90.9 percent of the children made no affective positive remarks and 88.6 percent made no affective-negative remarks about elderly persons. However, on the physical dimension 31.8 percent of the children made negative evaluations compared to only 9.1 percent of the children who made positive physical comments about the elderly person. The most striking comparison was found in the behavioral dimensions. A total of 38.6 percent of the children had some positive description whereas 59.1 percent of the children made negative evaluations. The range was from one to six

TABLE 5.4

RANGE AND FREQUENCY COUNT OF CHILDREN'S RESPONSES ON THE
VARIETY OF PERCEPTIONS ABOUT ELDERLY PERSONS

Group	Frequency Count of Responses								
	0	1	2	3	4	5	6	7	8

Affective Components

Group	0	1	2	3	4	5	6	7	8
Number of children Positive	40 (90.9%)	3 (6.8%)	1 (2.3%)						
Negative	39 (88.6%)	5 (11.4%)							

Physical Component

Group	0	1	2	3	4	5	6	7	8
Number of children Positive	39 (88.6%)	4 (9.1%)							
Negative	29 (65.9%)	10 (22.7%)	4 (9.1%)						

Behavioral Component

Group	0	1	2	3	4	5	6	7	8
Number of children Positive	27 (61.4%)	8 (18.2%)	7 (15.9%)	1 (2.3%)			1 (2.3%)		
Negative	18 (40.9%)	16 (36.4%)	5 (11.4%)	2 (4.5%)	1 (2.3%)	1 (2.3%)			

Realistic Component

Group	0	1	2	3	4	5	6	7	8
Number of children Neutral	15 (34.1%)	23 (52.3%)	3 (6.8%)	2 (4.5%)	1 (2.3%)				

different behavioral descriptive evaluations. In the
realistic component category, 34.1 percent of the chil-
dren had no response, whereas over half of the children
(52.3%) made at least one evaluation.

The data indicate that more children express
negative responses than positive responses about elderly
persons in all three components--affective, physical,
and behavioral. Children make more negative responses
in describing the behavioral component of elderly persons
followed by the physical component.

Hypothesis 3

HO: Null Hypothesis:

There will be no difference in the reported amount
of direct contact with the aging and the elderly
of preschool children in a Foster Grandparent Day
Care Program and preschool children in regular day
care facilities.

HI: Alternative Hypothesis:

Preschool children in the Foster Grandparent Day
Care Program (Group A) will evidence greater
amount of direct contact with the aging and the
elderly than children in regular day care facili-
ties (Group B).

The statistic used to test the difference
between scores of the two groups was a nonparametric
difference test, the Wilcoxen t-test. Analysis of the
data indicated there was no significant difference
between Group A and Group B (p $\geq$ .05). Thus,

Hypothesis 3 was not supported by the findings in this study. Therefore, the null hypothesis was not rejected for Hypothesis 3.

TABLE 5.5

RESULTS OF THE WILCOXEN TEST FOR SCORES OF GROUP A AND GROUP B
ON THE AMOUNT OF DIRECT CONTACT WITH ELDERLY PERSONS

Groups	Mean Rank of Group A	Mean Rank of Group B	U	W	Probability (2-tailed)
55-65 years					
Males	22.3	22.7	246.5	499.5	.9140
Females	22.0	23.0	252.0	505.0	.8103
66-75 years					
Males	22.5	22.5	242.0	495.0	1.000
Females	21.8	23.2	257.5	510.5	.7106
76 years and older					
Males	22.8	22.2	234.5	487.5	.8535
Females	22.0	23.0	253.0	506.0	.7894

Hypothesis 4

HO: Null Hypothesis:

There will be no difference in the response of children in the Foster Grandparent Day Care Program (Group A) and children in regular day care program (Group B) on feelings about getting old themselves.

HI: Alternative Hypothesis:

Preschool children in Group A will evidence more positive feelings about getting old themselves than Group B.

Scores are tabulated as good, doesn't matter, and bad for Group A and Group B in Table 5.6. A larger percentage of Group A (36.4%) rated themselves as having a good feeling about getting old whereas 27.2 percent of the children in Group B felt good. Half of the children in Group B (50%) rated the feelings they had about getting old as bad whereas 36.4 percent in Group A rated themselves this way. Children in Group A had more positive feelings about getting old themselves than Group B.

TABLE 5.6

DISTRIBUTION OF SCORES FOR GROUP A AND GROUP B ON THE WORD
ASSOCIATION SUBTEST ON FEELINGS ABOUT GETTING OLD

| | Feelings | | | Mean |
	Good	Doesn't Matter	Bad	
Group A	8	6	8	2.0
Group B	6	5	11	2.23
N = 44				

Means and percentages were used as the decision rule for this hypothesis. The group with a larger percentage of children with more positive scores and a smaller percentage of children with negative scores indicated a more positive feeling about getting old themselves. The null hypothesis for Hypothesis 4 was rejected.

Hypothesis 5

HO: Null Hypothesis:

There will be no relationship of the responses of
children's perceptions of grandparents to chil-
dren's perceptions of elderly persons.

HI: Alternative Hypothesis:

Children's perceptions of grandparents will show a
relationship to children's perceptions of elderly
persons.

Group A and Group B scores were tabulated and
combined to produce a group score about children's per-
ceptions of elderly persons and grandparents for each of
the ten bipolar adjectives of the semantic differential
subtest. Children's perceptual response scores of
elderly persons and of grandparents were tested using
the nonparametric rank-order Kendall's tau correlational
technique.

The Kendall's tau statistical indices reflect the
direction of the relationship that appears to exist, the
tendency toward linear relationship between variables,
and the monotonicity of the underlying relation. High
positive values suggest that the relation tends to be
monotone--increasing, high negative values suggest
monotone--decreasing and small absolute or zero values
of these indices suggest either that the two variables
are not related at all or that the form of the relation

is monotone (Hayes, 1973). The Kendall tau findings

are shown in Table 5.7.

TABLE 5.7

KENDALL'S TAU C SHOWING CONCORDANCE ON CHILDREN'S PER-
CEPTIONS OF ELDERLY AND GRANDPARENTS ON THE BIPOLAR
ADJECTIVES OF THE SEMANTIC DIFFERENTIAL

Bipolar Adjectives	Coefficient Indices	Significance
Good-Bad	.1072	.104
Happy-sad	.0336	.374
Right-wrong	.1304	.138
Wonderful-terrible	0	.500
Pretty-ugly	.0785	.210
Friendly-unfriendly	.1950	.016*
Clean-dirty	.1550	.061**
Rich-poor	.0801	.219
Healthy-sick	-.0555	.295
Helpful-harmful	.0785	.155

*Significant at the .05 level.

**Tendency towards the significance.

Only on one pair of the bipolar adjectives,

friendly-unfriendly, was there a significant tendency of

concordance between children's perceptions of elderly

persons and children's perceptions of grandparents.

Therefore, the null hypothesis, Hypothesis 5, is only

partially supported. The bipolar adjectives, clean-

dirty, have a tendency toward significance. The

interesting negative coefficient value -.0555 for the

bipolar adjectives healthy-sick suggests that an increase

in the value of X domain is accompanied by a decrease in

the value of Y (Monotone-decreasing). The zero value of
the bipolar adjectives wonderful-terrible suggests either
that the two variables are not related at all or that
the form of the relation is nonmonotone (a function that
plots as a parabola). Thus, the null hypothesis for
Hypothesis 5 was not entirely rejected.

<div align="center">

Additional Statistical Tests to
Further Evaluate the Data
</div>

Since the null hypothesis (Hypothesis 5) was not
entirely rejected, a further look at the data was neces-
sary.

Cross Tabulation

Children's perceptual response scores of elderly
persons and of grandparents were cross tabulated for
each bipolar adjective. The cross tabulations for each
are found in Tables 5.8 - 5.17.

Sign Test of the Profile Pattern

The sign test of the profile pattern was also
carried out and is shown in Figure 5.2.

The probability that all of the response medians
of children's perceptions of grandparents would consis-
tently fall to one side of all of the response means of
children's perceptions of elderly persons is P = .001
(a no cross-over pattern). Children's perceptions of
grandparents were consistently more positive than

TABLE 5.8

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, GOOD-BAD

CSEMGR1

COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	5	ROW TOTAL
CSEMPIO 1	15 88.2 42.9 34.1	0 0 0 0	1 5.9 100.0 2.3	1 5.9 100.0 2.3	0 0 0 0	17 38.6
2	11 78.6 31.4 25.0	2 14.3 50.0 4.5	0 0 0 0	0 0 0 0	1 7.1 33.3 2.3	14 31.8
3	0 0 0 0	1 100.0 25.0 2.3	0 0 0 0	0 0 0 0	0 0 0 0	1 2.3
4	6 85.7 17.1 13.6	0 0 0 0	0 0 0 0	0 0 0 0	1 14.3 33.3 2.3	7 15.9
5	3 60.0 8.6 6.8	1 20.0 25.0 2.3	0 0 0	0 0 0	1 20.0 33.3 2.3	5 11.4
COLUMN TOTAL	35 79.5	4 9.1	1 2.3	1 2.3	3 6.8	44 100.0

NOTE: CSEMGRI = Childrens' Ratings of Grandparents
CSEMPIO = Childrens' Ratings of Elderly Persons

TABLE 5.9

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF
GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-
ADJECTIVES, HAPPY-SAD

COUNT ROW PCT COL PCT TOT PCT	CSEMGR2					ROW TOTAL
	1	2	3	4	5	
1	9 81.8 31.0 20.5	0 0 0 0	1 9.1 33.3 2.3	1 9.1 33.3 2.3	0 0 0 0	11 25.0
2	5 50.0 17.2 11.4	2 20.0 40.0 4.5	1 10.0 33.3 2.3	0 0 0 0	2 20.0 50.0 4.5	10 22.7
3	4 66.7 13.8 9.1	1 16.7 20.0 2.3	1 16.7 33.3 2.3	0 0 0	0 0 0	6 13.6
4	5 50.0 17.2 11.4	2 20.0 40.0 4.5	0 0 0 0	2 20.0 66.7 4.5	1 10.0 25.0 2.3	10 22.7
5	6 85.7 20.7 13.6	0 0 0 0	0 0 0 0	0 0 0 0	1 14.3 25.0 2.3	7 15.9
COLUMN TOTAL	29 65.9	5 11.4	3 6.8	3 6.8	4 9.1	44 100.0

CSEMP9 (rows label on left margin)

NOTE: CSEMGR2 = Children's Ratings of Grandparents
                        (columns)
            CSEMP9 = Children's Ratings of Elderly
                        Persons (rows)

TABLE 5.10

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, RIGHT-WRONG

CSEMGR3

COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	5	ROW TOTAL
1	7 58.3 58.3 15.9	1 8.3 9.1 2.3	1 8.3 33.3 2.3	0 0 0 0	3 25.0 37.5 6.8	12 27.3
2	0 0 0 0	5 50.0 45.5 11.4	1 10.0 33.3 2.3	2 20.0 20.0 4.5	2 20.0 25.0 4.5	10 22.7
3	0 0 0 0	0 0 0 0	1 50.0 33.3 2.3	1 50.0 10.0 2.3	0 0 0 0	2 4.5
4	3 21.4 25.0 6.8	4 28.6 36.4 9.1	0 0 0 0	6 42.9 60.0 13.6	1 7.1 12.5 2.3	14 31.8
5	2 33.3 16.7 4.5	1 16.7 9.1 2.3	0 0 0	1 16.7 10.0 2.3	2 33.3 25.0 4.5	6 13.6
COLUMN TOTAL	12 27.3	11 25.0	3 6.8	10 22.7	8 18.2	44 100.0

CSEMP8

NOTE: CSEMGR3 = Children's Ratings of Grandparents (columns)

CSEMP8 = Children's Ratings of Elderly Persons (rows)

TABLE 5.11

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF
GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-
ADJECTIVES, WONDERFUL-TERRIBLE

CSEMGR4

COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	ROW TOTAL
CSEMP7 1	13 86.7 37.1 29.5	2 13.3 50.0 4.5	0 0 0 0	0 0 0 0	15 34.1
2	6 60.0 17.1 13.6	2 20.0 50.0 4.5	1 10.0 50.0 2.3	1 10.0 33.3 2.3	10 22.7
3	2 50.0 5.7 4.5	0 0 0 0	1 25.0 50.0 2.3	1 25.0 33.3 2.3	4 9.1
4	7 100.0 20.0 15.9	0 0 0 0	0 0 0 0	0 0 0 0	7 15.9
5	7 87.5 20.0 15.9	0 0 0 0	0 0 0 0	1 12.5 33.3 2.3	8 18.2
COLUMN TOTAL	35 79.5	4 9.1	2 4.5	3 6.8	44 100.0

NOTE: CSEMGR4 = Children's Ratings of Grandparents
(columns)
CSEMP7 = Children's Ratings of Elderly
Persons (rows)

TABLE 5.12

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF
GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-
ADJECTIVES, PRETTY-UGLY

COUNT ROW PCT COL PCT TOT PCT	CSEMGR5 1	2	4	5	ROW TOTAL
1	16 94.2 48.5 36.4	2 10.5 28.6 4.5	0 0 0 0	1 5.3 100.0 2.3	19 43.2
2	5 62.5 15.2 11.4	3 37.5 42.9 6.8	0 0 0	0 0 0	8 18.2
3	2 66.7 6.1 4.5	0 0 0	1 33.3 33.3 2.3	0 0 0	3 6.8
4	2 50.0 6.1 4.5	1 25.0 14.3 2.3	1 25.0 33.3 2.3	0 0 0	4 9.1
5	8 80.0 24.2 18.2	1 10.0 14.3 2.3	1 10.0 33.3 2.3	0 0 0	10 22.7
COLUMN TOTAL	33 75.0	7 15.9	3 6.8	1 2.3	44 100.0

(CSEMP6 — rows)

NOTE: CSEMGR5 = Children's Ratings of Grandparents
(columns)
CSEMP6 = Children's Ratings of Elderly
Persons (rows)

TABLE 5.13

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF
GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-
ADJECTIVES, FRIENDLY-UNFRIENDLY

CSEMGR6

COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	5	ROW TOTAL
1	14 100.0 41.2 31.8	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	14 31.8
2	6 66.7 17.6 13.6	2 22.2 66.7 4.5	0 0 0 0	1 11.1 33.3 2.3	0 0 0 0	9 20.5
3	3 75.0 8.8 6.8	0 0 0 0	1 25.0 50.0 2.3	0 0 0 0	0 0 0 0	4 9.1
4	5 55.6 14.7 11.4	1 11.1 33.3 2.3	1 11.1 50.0 2.3	1 11.1 33.3 2.3	1 11.1 50.0 2.3	9 20.5
5	6 75.0 17.6 13.6	0 0 0 0	0 0 0 0	1 12.5 33.3 2.3	1 12.5 50.0 2.3	8 18.2
COLUMN TOTAL	34 77.3	3 6.8	2 4.5	3 6.8	2 4.5	44 100.0

(Row variable: CSEMP5)

NOTE: CSEMGR6 = Children's Ratings of Grandparents
                (columns)
       CSEMP5 = Children's Ratings of Elderly
                Persons (rows)

TABLE 5.14

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, CLEAN-DIRTY

CSEMGR7

COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	5	ROW TOTAL
1	15 83.3 50.0 34.1	2 11.1 25.0 4.5	0 0 0 0	0 0 0 0	1 5.6 50.0 2.3	18 40.9
2	4 50.0 13.3 9.1	4 50.0 50.0 9.1	0 0 0	0 0 0	0 0 0	8 18.2
3	1 33.3 3.3 2.3	1 33.3 12.5 2.3	1 33.3 100.0 2.3	0 0 0	0 0 0	3 6.8
4	4 66.7 13.3 9.1	1 16.7 12.5 2.3	0 0 0	1 16.7 33.3 2.3	0 0 0	6 13.6
5	6 66.7 20.0 13.6	0 0 0	0 0 0	2 22.2 66.7 4.5	1 11.1 50.0 2.3	9 20.5
COLUMN TOTAL	30 68.2	8 18.2	1 2.3	3 6.8	2 4.5	44 100.0

CSEMP4 (rows)

NOTE: CSEMGR7 = Children's Ratings of Grandparents (columns)

CSEMP4 = Children's Ratings of Elderly Persons (rows)

TABLE 5.15

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF
GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-
ADJECTIVES, RICH-POOR

CSEMGR8

COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	5	ROW TOTAL
1	14 70.0 51.9 31.8	5 25.0 45.5 11.4	0 0 0 0	0 0 0 0	1 5.0 33.3 2.3	20 45.5
2	6 50.0 22.2 13.6	5 41.7 45.5 11.4	0 0 0 0	1 8.3 50.0 2.3	0 0 0 0	12 27.3
3	0 0 0 0	0 0 0 0	1 25.0 100.0 2.3	1 25.0 50.0 2.3	2 50.0 66.7 4.5	4 9.1
4	1 50.0 3.7 2.3	1 50.0 9.1 2.3	0 0 0 0	0 0 0 0	0 0 0 0	2 4.5
5	6 100.0 22.2 13.6	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	6 13.6
COLUMN TOTAL	27 61.4	11 25.0	1 2.3	2 4.5	3 6.8	44 100.0

CSEMP3 (rows)

NOTE: CSEMGR8 = Children's Ratings of Grandparents
(columns)
CSEMP3 = Children's Ratings of Elderly
Persons (rows)

TABLE 5.16

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF
GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-
ADJECTIVES, HEALTHY-SICK

COUNT ROW PCT COL PCT TOT PCT	CSEMGR9 1	2	3	4	5	ROW TOTAL
1	11 61.1 39.3 25.0	5 27.8 50.0 11.4	0 0 0 0	0 0 0 0	2 11.1 50.0 4.5	18 40.9
2	2 50.0 7.1 4.5	2 50.0 20.0 4.5	0 0 0	0 0 0	0 0 0	4 9.1
3	1 50.0 3.6 2.3	0 0 0	1 50.0 100.0 2.3	0 0 0	0 0 0	2 4.5
4	4 57.1 14.3 9.1	2 28.6 20.0 4.5	0 0 0	1 14.3 100.0 2.3	0 0 0	7 15.9
5	10 76.9 35.7 22.7	1 7.7 10.0 2.3	0 0 0	0 0 0	2 15.4 50.0 4.5	13 29.5
COLUMN TOTAL	28 63.6	10 22.7	1 2.3	1 2.3	4 9.1	44 100.0

(CSEMP2 labels the rows.)

NOTE: CSEMGR9 = Children's Ratings of Grandparents
(columns)
CSEMP2 = Children's Ratings of Elderly
Persons (rows)

TABLE 5.17

CROSS TABULATIONS OF CHILDREN'S RATINGS ON PERCEPTIONS OF GRANDPARENTS AND ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, HELPFUL-HARMFUL

	CSEMGR10				
COUNT ROW PCT COL PCT TOT PCT	1	2	4	5	ROW TOTAL
CSEMP1 1	23 92.0 62.2 52.3	1 4.0 25.0 2.3	0 0 0 0	1 4.0 100.0 2.3	25 56.8
2	3 50.0 8.1 6.8	3 50.0 75.0 6.8	0 0 0	0 0 0	6 13.6
3	1 100.0 2.7 2.3	0 0 0	0 0 0	0 0 0	1 2.3
4	1 50.0 2.7 2.3	0 0 0	1 50.0 50.0 2.3	0 0 0	2 4.5
5	9 90.0 24.3 20.5	0 0 0	1 10.0 50.0 2.3	0 0 0	10 22.7
COLUMN TOTAL	37 84.1	4 9.1	2 4.5	1 2.3	44 100.0

NOTE: CSEMGR10 = Children's Ratings of Grand-
parents (columns)
CSEMP1 = Children's Ratings of Elderly
Persons (rows)

Semantic Differential Scale

	1	2	3	4	5	
Helpful						Harmful
Healthy						Sick
Rich						Poor
Clean						Dirty
Friendly						Unfriendly
Pretty						Ugly
Wonderful						Terrible
Right						Wrong
Happy						Sad
Good						Bad

•———• Grandparents
o----o Elderly

Fig. 5.2. The Sign Test of the Profile Pattern
of Median Responses of Children's Perceptions of Elderly
Persons and Grandparents (p = .001).

children's perceptions of elderly. The difference between children's ratings of grandparents and elderly persons on the positive side of the right-wrong pair of adjectives was very small.

Hypothesis 6

HO: Null Hypothesis:

There will be no difference in children's perceptual responses about elderly persons and parents' responses about the elderly.

HI: Alternative Hypothesis:

Children's perceptual responses about elderly persons will show a difference from parents' responses about the elderly.

The Wilcoxen t-test for two matched samples was used to test the hypothesis that the two populations represented by the respective members of matched pairs, parents and children, are identical. The sign difference between each parent-child dyad observation was found. Then, these differences were rank-ordered in terms of their absolute size, and the sign of the difference was attached to the rank for their difference. The final data for the Wilcoxen Matched Pairs, Signed Rank Test are shown in Table 5.18. This test refers to the hypothesis that two population distributions of unspecified form are exactly alike. Thus, the null hypothesis of Hypothesis 6 was not rejected. This implied that

the population did not necessarily differ and, there-
fore, further analysis was warranted.

TABLE 5.18

WILCOXEN MATCHED PAIRS t-TEST FOR PARENT-CHILD
PERCEPTIONS OF ELDERLY PERSONS

	-Rank	+Rank	Z	Probability (2-tailed)
Total N = 44	18.1	25.9	-1.774	.0761

Additional Information

Sign Test of the Profile
Pattern

    Group A and Group B scores were tabulated and
combined to produce a group score about children's per-
ceptions of elderly persons on each of the bipolar adjec-
tives of the semantic differential subtest. The parents'
scores were also tabulated and combined to form a group
score about parents' perceptions of elderly persons.
The sign test of the profile pattern is shown in
Figure 5.3.

    The probability that all of the median responses
of children's perceptions of elderly persons would con-
sistently fall to one side of all of the median responses
of parental perceptions of elderly persons was $P = .055$.
This was an occurrence of eight out of ten bipolar
adjectives. Parents' perceptions of elderly on the
semantic differential were more positive on eight bipolar
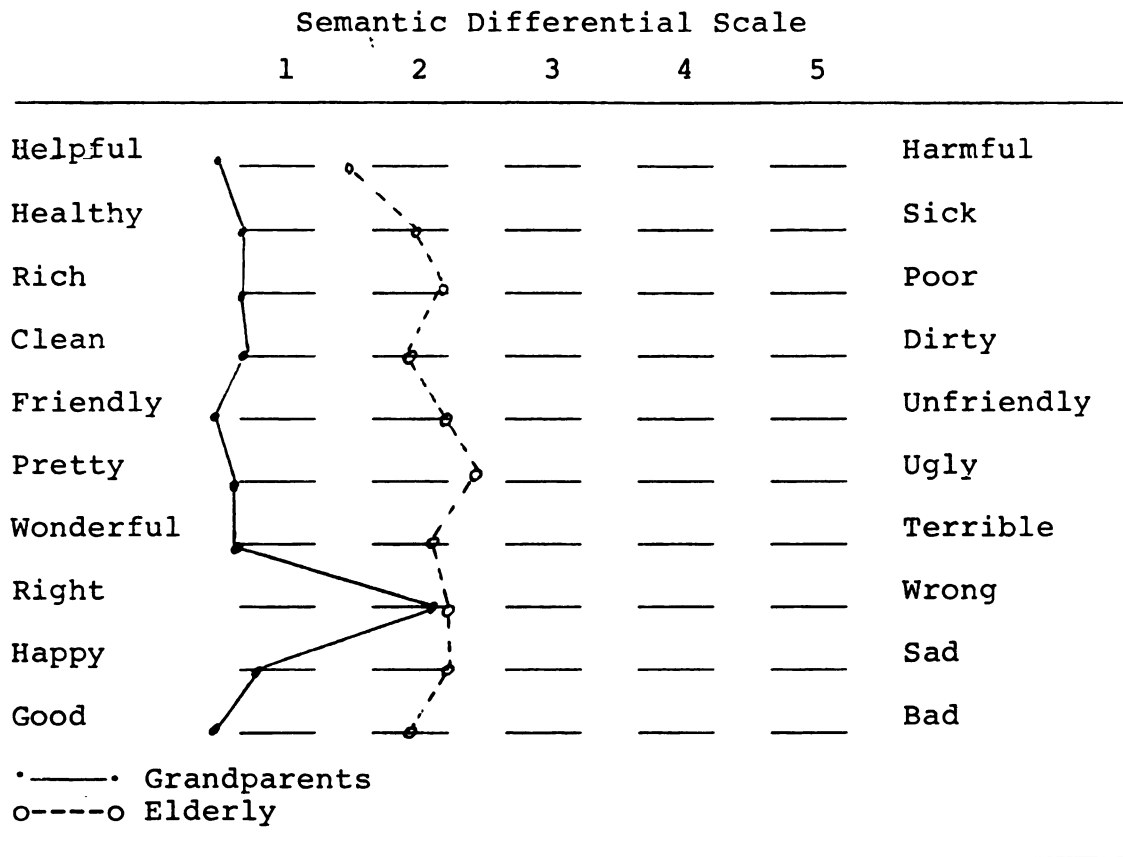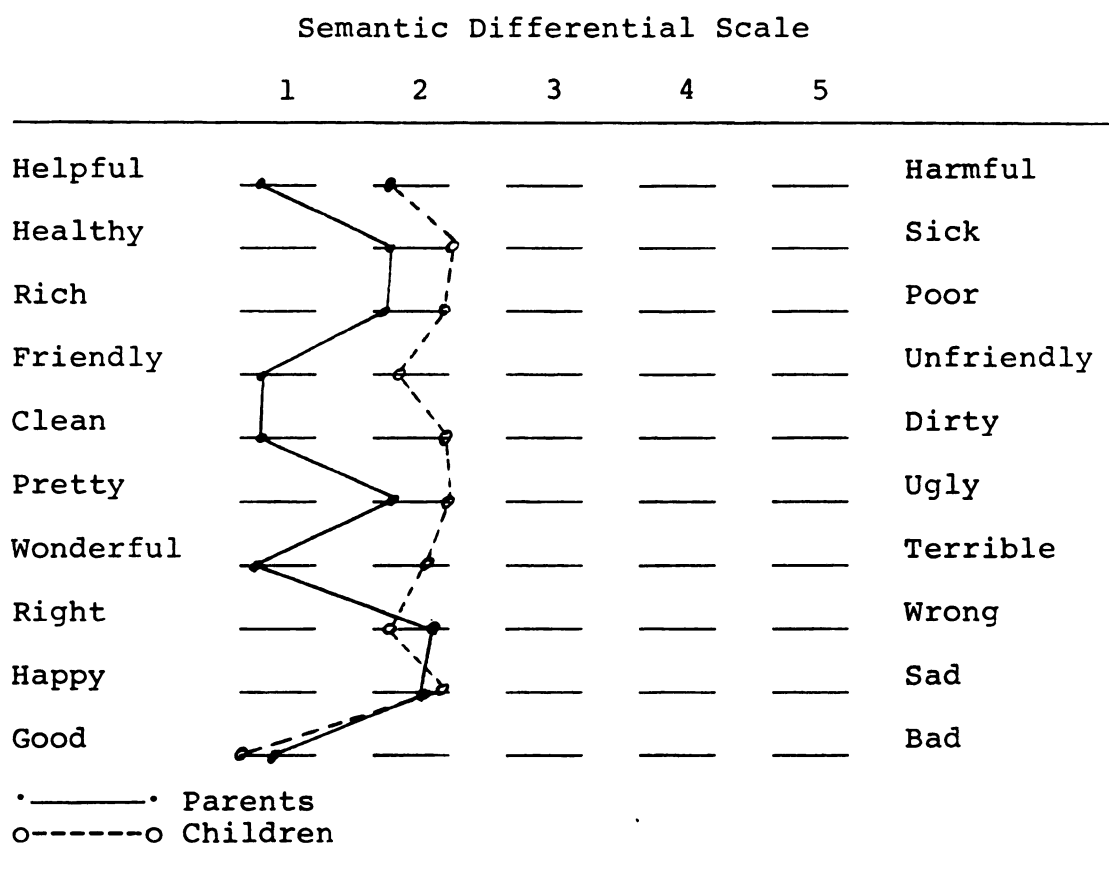
Fig. 5.3. The Sign Test of the Profile Pattern
of Median Responses of Children's Perceptions of Elderly
Persons and Parental Perceptions of Elderly Persons.

adjectives than the children's perceptions. The eight
bipolar adjectives were helpful-harmful, healthy-sick,
rich-poor, friendly-unfriendly, clean-dirty, pretty-
ugly, wonderful-terrible, and happy-sad. Children's
perceptions of elderly persons were more positive on
the evaluation dimensions of right-wrong and good-bad
than parents' perceptions. This supports findings in
child development.

Piaget (1932) believed that the child sees rules
as external absolutes and feels that parents and other
adults are all knowing, perfect, and sacred. Also,
according to Kohlberg (1964) this attitude of unilateral
respect toward adults, joined with the child's "realism"
is believed to lead the child to view rules as sacred
and unchangeable. Therefore, the young child views an
act as either totally right or totally wrong. If the
young child recognizes a conflict in views, the child
believes the adult's view is always the right one. This
probably accounts for the more positive view of elderly
by the children on the right-wrong and good-bad dimen-
sions.

Kendall's tau Correlational Technique

A nonparametric rank-order correlational statis-
tic, Kendall's tau, was used to test the relationship
between children's perceptions of elderly persons and

parents' perceptions of elderly persons. The findings of
the data are reported in Table 5.19. Of the ten bipolar
adjectives in the semantic differential, the parents'
score and children's score showed a tendency for a rela-
tionship about the perceptions of elderly persons on four
evaluative dimensions--helpful-harmful, healthy-sick, clean-
dirty, and pretty-ugly. Indications are that parents have
an influence on their children's perceptions of elderly
persons, however, they are not completely influential.

TABLE 5.19

KENDALL'S TAU C SHOWING "CONCORDANCE" ON CHILDREN'S PER-
CEPTIONS OF ELDERLY PERSONS AND PARENTS' PERCEPTIONS
OF ELDERLY PERSONS

Bipolar Adjectives	Coefficient Indices	Significance
Helpful-harmful	-.1846	.056*
Healthy-sick	-.1928	.058*
Rich-poor	-.1570	.731
Clean-dirty	-.1897	.073*
Friendly-unfriendly	-.0138	.452
Pretty-ugly	.1612	.0970*
Wonderful-terrible	.09091	.2235
Right-wrong	.06749	.2693
Happy-sad	.12397	.1577
Good-Bad	.09452	.2240

*Tendency for significance of agreement

Cross Tabulations

Children's perceptual response scores of elderly
persons and parents' perceptual response scores of
elderly persons were cross tabulated for each of the

bipolar adjective of the semantic differential subtest. The cross tabulations are found in Tables 5.20 - 5.29.

The results of Hypothesis 7 and 8 will be reported together.

Hypothesis 7

HO: Null Hypothesis:

There will be no difference in the responses of children who spend more time with grandparents than those who spend less time with grandparents.

HI: Alternative Hypothesis:

Children who spend more time with grandparents have a more positive perception of grandparents than those who spend less time with grandparents.

Hypothesis 8

HO: Null Hypothesis:

There will be no difference in the responses of children who spend more time with grandparents on the perception of elderly persons than those children who spend less time with grandparents.

HI: Alternative Hypothesis:

Children who spend more time with grandparents have a more positive perception of elderly persons than those who spend less time with grandparents.

The response mean on the semantic differential was compared for the group with most contact with grandparents and the group with no contact with grandparents on their perceptions of elderly persons and grandparents.

TABLE 5.20

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS' RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, HELPFUL-HARMFUL

COUNT / ROW PCT / COL PCT / TOT PCT	PAREN15 1	2	3	4	ROW TOTAL
CSEMP1 1	6 / 35.3 / 25.0 / 13.6	6 / 35.3 / 46.2 / 13.6	3 / 17.6 / 75.0 / 6.8	2 / 11.8 / 66.7 / 4.5	17 / 38.6
2	10 / 71.4 / 41.7 / 22.7	4 / 28.6 / 30.8 / 9.1	0 / 0 / 0 / 0	0 / 0 / 0 / 0	14 / 31.8
3	1 / 100.0 / 4.2 / 2.3	0 / 0 / 0	0 / 0 / 0	0 / 0 / 0	1 / 2.3
4	4 / 57.1 / 16.7 / 9.1	2 / 28.6 / 15.4 / 4.5	1 / 14.3 / 25.0 / 2.3	0 / 0 / 0	7 / 15.9
5	3 / 60.0 / 12.5 / 6.8	1 / 20.0 / 7.7 / 2.3	0 / 0 / 0	1 / 20.0 / 33.3 / 2.3	5 / 11.4
COLUMN TOTAL	24 / 54.5	13 / 29.5	4 / 9.1	3 / 6.8	44 / 100.0

NOTE: PAREN15 = Parents' Ratings (columns)
CSEMP1 = Children's Ratings (rows)

TABLE 5.21

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS' RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, HEALTHY-SICK

CSEMP2	COUNT / ROW PCT / COL PCT / TOT PCT	PAREN14 1	2	3	4	ROW TOTAL
1		1 / 9.1 / 33.3 / 2.3	4 / 36.4 / 21.1 / 9.1	2 / 18.2 / 40.0 / 4.5	4 / 36.4 / 23.5 / 9.1	11 / 25.0
2		1 / 10.0 / 33.3 / 2.3	2 / 20.0 / 10.5 / 4.5	0 / 0 / 0 / 0	7 / 70.0 / 41.2 / 15.9	10 / 22.7
3		0 / 0 / 0 / 0	2 / 33.3 / 10.5 / 4.5	1 / 16.7 / 20.0 / 2.3	3 / 50.0 / 17.6 / 6.8	6 / 13.6
4		1 / 10.0 / 33.3 / 2.3	5 / 50.0 / 26.3 / 11.4	1 / 10.0 / 20.0 / 2.3	3 / 30.0 / 17.6 / 6.8	10 / 22.7
5		0 / 0 / 0 / 0	6 / 85.7 / 31.6 / 13.6	1 / 14.3 / 20.0 / 2.3	0 / 0 / 0 / 0	7 / 15.9
COLUMN TOTAL		3 / 6.8	19 / 43.2	5 / 11.4	17 / 38.6	44 / 100.0

NOTE: PAREN14 = Parents' Ratings (columns)
        CSEMP2 = Children's Ratings (rows)

TABLE 5.22

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS' RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE BIPOLAR-ADJECTIVES, RICH-POOR

PAREN12

COUNT ROW PCT COL PCT TOT PCT	2	3	4	5	ROW TOTAL
1	2 16.7 28.6 4.5	3 25.0 23.1 6.8	5 41.7 22.7 11.4	2 16.7 100.0 4.5	12 27.3
2	1 10.0 14.3 2.3	3 30.0 23.1 6.8	6 60.0 27.3 13.6	0 0 0 0	10 22.7
3	0 0 0 0	1 50.0 7.7 2.3	1 50.0 4.5 2.3	0 0 0 0	2 4.5
4	1 7.1 14.3 2.3	5 35.7 38.5 11.4	8 57.1 36.4 18.2	0 0 0 0	14 31.8
5	3 50.0 42.9 6.8	1 16.7 7.7 2.3	2 33.3 9.1 4.5	0 0 0 0	6 13.6
COLUMN TOTAL	7 15.9	13 29.5	22 50.0	2 4.5	44 100.0

CSEMP3 (rows)

NOTE: PAREN12 = Parents' Ratings (columns)
CSEMP3 = Children's Ratings (rows)

TABLE 5.23

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, FRIENDLY-UNFRIENDLY

		PAREN11			ROW TOTAL
COUNT ROW PCT COL PCT TOT PCT		1	2	3	
CSEMP4 1		8 53.3 28.6 18.2	5 33.3 45.5 11.4	2 13.3 40.0 4.5	15 34.1
2		5 50.0 17.9 11.4	2 20.0 18.2 4.5	3 30.0 60.0 6.8	10 22.7
3		4 100.0 14.3 9.1	0 0 0 0	0 0 0 0	4 9.1
4		5 71.4 17.9 11.4	2 28.6 18.2 4.5	0 0 0 0	7 15.9
5		6 75.0 21.4 13.6	2 25.0 18.2 4.5	0 0 0 0	8 18.2
COLUMN TOTAL		28 63.6	11 25.0	5 11.4	44 100.0

NOTE: PAREN11 = Parents' Ratings (columns)
       CSEMP4 = Children's Ratings (rows)

TABLE 5.24

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, CLEAN-DIRTY

	PAREN9				
COUNT ROW PCT COL PCT TOT PCT	1	2	3	4	ROW TOTAL
1	9 47.4 40.9 20.5	8 42.1 47.1 18.2	2 10.5 66.7 4.5	0 0 0 0	19 43.2
2	4 50.0 18.2 9.1	3 37.5 17.6 6.8	1 12.5 33.3 2.3	0 0 0	8 18.2
3	3 100.0 13.6 6.8	0 0 0	0 0 0	0 0 0	3 6.8
4	1 25.0 4.5 2.3	1 25.0 5.9 2.3	0 0 0	2 50.0 100.0 4.5	4 9.1
5	5 50.0 22.7 11.4	5 50.0 29.4 11.4	0 0 0	0 0 0	10 22.7
COLUMN TOTAL	22 50.0	17 38.6	3 6.8	2 4.5	44 100.0

(left margin label: CSEMP5)

NOTE: PAREN9 = Parents' Ratings (columns)
       CSEMP5 = Children's Ratings (rows)

TABLE 5.25

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, PRETTY-UGLY

COUNT ROW PCT COL PCT TOT PCT	PAREN8 1	2	3	4	ROW TOTAL
1	8 57.1 80.0 18.2	2 14.3 10.0 4.5	2 14.3 25.0 4.5	2 14.3 33.3 4.5	14 31.8
2	0 0 0 0	6 66.7 30.0 13.6	2 22.2 25.0 4.5	1 11.1 16.7 2.3	9 20.5
3	0 0 0 0	2 50.0 10.0 4.5	1 25.0 12.5 2.3	1 25.0 16.7 2.3	4 9.1
4	1 11.1 10.0 2.3	5 55.6 25.0 11.4	1 11.1 12.5 2.3	2 22.2 33.3 4.5	9 20.5
5	1 12.5 10.0 2.3	5 62.5 25.0 11.4	2 25.0 25.0 4.5	0 0 0 0	8 18.2
COLUMN TOTAL	10 22.7	20 45.5	8 18.2	6 13.6	44 100.0

CSEMP6 (row label)

NOTE: PAREN8 = Parents' Ratings (columns)
         CSEMP6 = Children's Ratings (rows)

TABLE 5.26

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, WONDERFUL-TERRIBLE

COUNT ROW PCT COL PCT TOT PCT	PAREN6 1	2	3	4	ROW TOTAL
1	12 66.7 57.1 27.3	4 22.2 26.7 9.1	0 0 0 0	2 11.1 50.0 4.5	18 40.9
2	2 25.0 9.5 4.5	3 37.5 20.0 6.8	1 12.5 25.0 2.3	2 25.0 50.0 4.5	8 18.2
3	1 33.3 4.8 2.3	1 33.3 6.7 2.3	1 33.3 25.0 2.3	0 0 0	3 6.8
4	1 16.7 4.8 2.3	3 50.0 20.0 6.8	2 33.3 50.0 4.5	0 0 0	6 13.6
5	5 55.6 23.8 11.4	4 44.4 26.7 9.1	0 0 0	0 0 0	9 20.5
COLUMN TOTAL	21 47.7	15 34.1	4 9.1	4 9.1	44 100.0

CSEM7 (row label, vertical)

NOTE: PAREN6 = Parents' Ratings (columns)
        CSEM7 = Children's Ratings (rows)

TABLE 5.27

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, RIGHT-WRONG

COUNT ROW PCT COL PCT TOT PCT	PAREN5 1	2	3	4	ROW TOTAL
1	1 5.0 100.0 2.3	13 65.0 48.1 29.5	4 20.0 30.8 9.1	2 10.0 66.7 4.5	20 45.5
2	0 0 0 0	6 50.0 22.2 13.6	6 50.0 46.2 13.6	0 0 0 0	12 27.3
3	0 0 0 0	3 75.0 11.1 6.8	1 25.0 7.7 2.3	0 0 0 0	4 9.1
4	0 0 0 0	2 100.0 7.4 4.5	0 0 0	0 0 0	2 4.5
5	0 0 0 0	3 50.0 11.1 6.8	2 33.3 15.4 4.5	1 16.7 33.3 2.3	6 13.6
COLUMN TOTAL	1 2.3	27 61.4	13 29.5	3 6.8	44 100.0

CSEMP8 (row label)

NOTE: PAREN5 = Parents' Ratings (columns)
       CSEMP8 = Children's Ratings (rows)

TABLE 5.28

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, HAPPY-SAD

COUNT ROW PCT COL PCT TOT PCT	PAREN3 1	2	3	4	ROW TOTAL
1	4 22.2 50.0 9.1	8 44.4 50.0 18.2	2 11.1 25.0 4.5	4 22.2 33.3 9.1	18 40.9
2	1 25.0 12.5 2.3	1 25.0 6.3 2.3	2 50.0 25.0 4.5	0 0 0 0	4 9.1
3	0 0 0 0	0 0 0 0	0 0 0 0	2 100.0 16.7 4.5	2 4.5
4	1 14.3 12.5 2.3	3 42.9 18.8 6.8	1 14.3 12.5 2.3	2 28.6 16.7 4.5	7 15.9
5	2 15.4 25.0 4.5	4 30.8 25.0 9.1	3 23.1 37.5 6.8	4 30.8 33.3 9.1	13 29.5
COLUMN TOTAL	8 18.2	16 36.4	8 18.2	12 27.3	44 100.0

(Row label: CSEMP9)

NOTE: PAREN3 = Parents' Ratings (columns)
        CSEMP9 = Children's Ratings (rows)

TABLE 5.29

CROSS TABULATIONS OF CHILDREN'S RATINGS AND PARENTS'
RATINGS ON PERCEPTIONS OF ELDERLY PERSONS ON THE
BIPOLAR-ADJECTIVES, GOOD-BAD

COUNT ROW PCT COL PCT TOT PCT	PAREN2 1	2	3	ROW TOTAL
1	13 52.0 59.1 29.5	10 40.0 66.7 22.7	2 8.0 28.6 4.5	25 56.8
2	4 66.7 18.2 9.1	0 0 0 0	2 33.3 28.6 4.5	6 13.6
3	0 0 0 0	1 100.0 6.7 2.3	0 0 0	1 2.3
4	0 0 0 0	1 50.0 6.7 2.3	1 50.0 14.3 2.3	2 4.5
5	5 50.0 22.7 11.4	3 30.0 20.0 6.8	2 20.0 28.6 4.5	10 22.7
COLUMN TOTAL	22 50.0	15 34.1	7 15.9	44 100.0

CSEMP10 (rows)

NOTE: PAREN2 = Parents' Ratings (columns)
       CSEMP10 = Children's Ratings (rows)

The data are shown in Table 5.30. The lower the mean score the more positive are their perceptions.

TABLE 5.30

THE MEAN PERCEPTUAL SCORES OF CHILDREN WHO HAVE MOST CONTACT AND LESS CONTACT

Group	Elderly Persons Mean Score	Grandparents Mean Score
Most Contact	3.65	1.05
Less Contact	1.3	1.26

Thus, the null hypothesis of Hypothesis 7 was rejected. The null hypothesis of Hypothesis 8 was not rejected. Findings indicate that children who have most contact with grandparents have more negative views of elderly persons and a more positive view of grandparents than children who have less contact with grandparents. The mean scores for the children with least contact with grandparents show that their perceptions of the elderly are very similar to their mean score of their perceptions of grandparents.

An interesting phenomenon was the finding that all the children with most contact with grandparents rated both the elderly person as well as grandparents Very Sad on the bipolar adjective Happy-Sad. Whereas all the children with least contact with grandparents rated the grandparent Very happy and only one child

rated the elderly person as very sad. All others also rated the elderly person as Very Happy on the bipolar adjective Happy-Sad. The implications derived from these data need further study.

Additional Information

Further analysis of the data derived from the CATE was necessary to get a more complete picture of children who have most contact with grandparents and of those who have least contact with grandparents about their perceptions of the elderly.

To provide descriptive answers for the hypotheses, a description and discussion of the various data on the CATE instrument are reported for each of the subjects. The children's mean response scores on the Word Association Subtest, Semantic Differential Subtest, and Concrete Representation Subtest were analyzed to assess the differences in perceptual responses of children who had most contact with grandparents as opposed to children who had no contact with grandparents. There were two children, one boy, six years old, and one girl, four years old, who saw all their living grandparents at least once each day. There were three six-year-old boys who never saw any of their living grandparents and, therefore, had the least contact with grandparents.

Word Association Subtest
Answers

How the Children Answered the Statements: "Tell me about old people" and "How would you feel when you are old?"

Children with Most Contact

Subject 1--Girl: "They squeeze me, when they hug me. They are not new, their faces are real old. They are bad and turn into old people and they are wrong. They hit me. My grandma hurts me and puts me to bed. She babysits me and never lets me watch TV."

"I don't want to get old. I will feel bad."

Subject 2--Boy: "They have heart attacks and die. They walk slow. Their skin is bumpy. They have whitish, greyish hair." "I will feel sad."

Children with Least Contact

Subject 1--Boy: "Well old people are sometimes poor, and have no food and have to hunt for them. Sometimes old people are alone. If they are on welfare, they have no money. They have grey hair and beards. Sometimes they sleep on cots, they have no beds to sleep on and sometimes they sleep on the floors. Some old people are nice and some are mean."

"I will feel bad, cuz you don't have food."

Subject 2--Boy: "Because there's old, old hair."

"I will feel bad."

Subject 3--Boy: "Sometimes they need crutches.

They go to church. Sometimes they shake. Some-

times they have heart attacks. Some are little,

some are big. They have old people all around

the world. They have grey hair."

"I will feel sad, I like to be young. I don't

want to die."

Findings on the Word Associ-
ation Subtest

Children with most contact did not differ in mean

responses from children with least contact on the affec-

tive, physical, and behavioral components. However, the

difference occurred in the realistic component. The

group with the least contact had approximately four times

more neutral descriptive evaluations. This could be

accounted for by the differences in ages of the children

and supports previous findings in the review of the

literature that older children are less global in their

perceptions. There were no differences in the total

responses for each group.

To the question, "How would you feel when you

are old?", all the children answered "bad" or "sad."

There was no difference in their responses to that

question.

Findings on the Subtest--
Concrete Representations

Answers to questions: "What things would you help this person do?" "What things could this person help you do?"

Children with Most Contact

Subject 1--Girl: She points to a lady.

"She will take me to the store. She will talk to me. She will put me to bed."

"She can come to my house and spend the night. She can take me swimming. She can buy me a new bathing suit."

She points to a man:

"I can help him when he has hard stuff to do. I can help him make a dog house with a dog inside.

"He can take me swimming and go in the water with me. Pick me up and throw me in. He can watch me when I go to deep water."

Subject 2--Boy: He points to a lady:

"Rake her leaves, mow her lawn, pick flowers for her, get coffee and stuff for her, buy groceries for her."

He points to a man:

"He can give me some money, take me to a place where you can find sand dollars. Just love me!!"

Children with Least Contact

Subject 1--Boy: points to a man:

"I go get the police to help him or else take him home with me or else tell Mom where he could live. I could go get a doctor for him. He doesn't like to live where it's poor and he should."

"He can be nice to me. He can help me write numbers. He can take me to the beach to find shells. He can teach me how to make sand castles. He can teach me how to make dishes with clay."

The subject was asked what he could do with the elderly females (examiner points to females). The subject answered, "I don't know."

Subject 2--Boy: He points to a man:

"I would play with him football."

He points to a lady.

"I fix her some food."

"She can fix me food."

Subject 3--Boy: He points to man:

"Get him something he wants."

Points to lady:

"She can be with me. Buy me something like a toy. Build me a playhouse."

Discussion of Findings

Children who have most contact with grandparents mention more things they can do with and for elderly persons of both sexes than children who have the least contact. This supports Piaget's Cognitive Theory. As the children acquired more experiences with the elderly, the global interpretations of elderly persons were differentiated, specified, and integrated into their understanding of the elderly person. Therefore, the child with the most contact evaluated and described the elderly person in more detail than the child who had the least contact.

Hypotheses	Decision Rule
	The Null Hypothesis Was:

H1: There will be no difference in the responses of preschool children in a Foster Grandparent Day Care Program (Group A) perceptions toward the aging and the elderly and the preschool children in regular day care facilities (Group B).

Not Rejected

H2: There will be no difference in the variety of perceptions in the responses of preschool children in a Foster Grandparent Day Care (Group A) toward the aging and the elderly and the preschool children in regular day care facilities (Group B).

Not Rejected

H3: There will be no difference in the reported amount of direct contact with the aging and the elderly of preschool children in a Foster Grandparent Day Care Program and preschool children in regular day care facilities.

Not Rejected

H4: There will be no difference in the response of children in the Foster Grandparent Day Care Program and children in regular day care programs on feelings about getting old themselves.

Rejected

H5: There will be no relationship in the responses of children's perceptions of grandparents and children's perceptions of elderly persons.

Rejected

H6: There will be no difference in children's perceptual responses about elderly persons and parents' responses about the elderly.

Not Rejected

H7: There will be no difference in the responses of children who spend more time with grandparents than those children who spend least time with grandparents.

Not Rejected

H8: There will be no difference in the responses of parents on their perception of elderly persons than those children who spend less time with grandparents.

Rejected

Fig. 5.4. Summary of Hypotheses Tested and the Decision Rule.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND

IMPLICATIONS

Children enrolled in a Foster Grandparent Day Care Program and children in regular day care facilities did not differ in their perceptions concerning the elderly person. Neither did the groups differ in their variety of perceptions or the amount of contact with elderly persons. However, the children did differ in their feelings about getting old. More children in the regular day care facilities expressed their feelings as "bad" when they viewed the prospects of getting old themselves.

Children's perceptions of grandparents and perceptions of elderly persons showed no relationship on the semantic differential except for one dimension. The scores on the bipolar adjectives friendly-unfriendly showed that children's perceptions of grandparents were in agreement with children's perceptions of elderly persons.

Children's perceptions about elderly persons
were not different from parental perceptions. There
were tendencies for agreement in relationships in four
out of the ten bipolar items on the Kendall tau. The
results from this section indicated that parents did
influence children's perceptual responses about elderly
persons.

Although children have little knowledge of older
people in our society, children who had the most contact
with elderly persons were able to describe and discuss
more things they could do with and for elderly persons
than children who had least contact. The more negative
evaluations of older persons by those children having
more contact with elderly persons may be a matter of
cognitive development from a global state to one of
greater differentiation and specification (Scarlet,
Press, and Crockett, 1971). The children were using
surface cues, basically physical and behavioral, to
classify and categorize elderly persons. In a previous
study by Jantz, Seefeldt, Galper, and Serock (1976),
these physical and behavioral cues were oftentimes
scored as negative rather than positive by coders
because the particular society or researcher had clas-
sified these characteristics as negatives. White hair,
having wrinkles, walking slow, and sometimes shaking
are not necessarily negative descriptions; they only

become so when society looks at these traits as negative. The child in fact was seeing cues from which he formed his opinions for classification and clarification. Therefore, this investigator cannot conclude by reporting that children's perceptions of elderly persons were negative. There was a mixture of positive, realistic as well as negative perceptions of the elderly.

The sample consisted of forty-four parent-child dyads from three day care facilities in the Lansing, Michigan district. The children from the center with a Foster Grandparent Program formed Group A and children from two regular day care facilities with no elderly aides present during the day formed the contrast Group B.

The design of this study was based on the static-group comparison. To minimize some of the differences between Group A and Group B, some controls in the selection of the center were implemented such as choosing centers that had a sliding scale for rates and choosing centers that were located within the inner city limits.

Data from the children were obtained by the use of a modified version of the CATE, Children's Attitudes Toward the Elderly by Jantz, Seefeldt, Galper, and Serock (1976). A parent questionnaire designed by the investigator was used to obtain data on the demographic profile of the families and grandparents, attitudes of

parents toward elderly persons, and general information on human and nonhuman learning resources in the child's environment. Mothers were the primary respondents (93.2%) to the parent questionnaire.

The statistical procedures used to test the differences in the scores were the Wilcoxen t-test, Kendall tau, Wilcoxen matched t-test, sign profile pattern test, cross tabulations, and means. The alpha level of significance was set at .05 as a basis for the decision to reject the null hypothesis which was analyzed by using inferential statistics. Descriptive data as well as means were also used to further evaluate the data.

Descriptive Conclusions

The descriptive conclusions, based upon the findings from the administration of the CATE, will be discussed under the general questions asked.

What Do Children Know About Elderly Persons?

When children were asked what they knew about old people, children responded with descriptions such as,

> They get big as the sky; they have a stick to
> walk with; sometimes they have lots of wrinkles;
> they wear more clothes to keep warm; sometimes
> they don't have a car because they can't drive;
> their veins show; they have white hair; they
> don't look new.

One five-year-old girl said:

> Grandma has grey hair but wears a wig so we can't
> tell she has grey hair. My other grandma died.

I start dreaming about old people when I see them, and their voice sounds old.

Another four-year-old girl said:

They sigh and goes to bed early.

One five-year-old boy said:

Some could die. They put mail in the mail box. They get sick and they take medicine. They break a leg and go to the hospital. They wash hands before dinner and use soap.

It would be worthwhile to have witnessed all the happenings this child encountered with elderly persons. This child may be revealing all the events he is trying to sort out and classify regarding his perceptions of old people.

Children indicate by their answers that their knowledge of elderly persons is complex and often based on behavioral and physical cues.

How Do Children Feel About Elderly Persons?

Children have a positive feeling for their grandparents and a less positive feeling for elderly persons in general. Children who had spend most time with grandparents viewed other elderly persons with less positive perceptions than other children. Children who spent the least amount of time with grandparents viewed grandparents and elderly persons similarly. This supports the theory that children's perceptions are global in nature, and with more experiences and

contacts these global perceptions become differentiated, specified, and integrated (Langer, 1970).

Before being shown concrete representations of elderly persons, 43.2 percent of the children perceived growing old as negative. A greater number of children, 56.8 percent, perceived growing old as positive or as neither positive nor negative. However, after looking at the picture of elderly persons on the cover of a magazine, 54.5 percent of the children perceived growing old as negative and 45.4 percent said positive or it didn't matter. There was just a slight change in the scores after the representations were shown.

What Contacts Do Children Have with Elderly Persons?

It seems that children have very limited contact with elderly persons. More children saw elderly females each day than elderly males. Only a few children (three) saw elderly females seventy-six years and over each day. No children saw elderly males seventy-six years and over. Most children (86.4%) saw their grandparent(s) at least once each week.

Parents have difficulty assessing elderly-child interaction. Data indicate that 11.4 percent of the parent respondents were not even aware of the elderly volunteers at the day care centers in which their child was enrolled. It appears parents have very limited

knowledge of what happens at the day care centers.
Parents also reported very low contact frequencies
between their child and other elderly persons from the
child's social environment. Whether this finding indi-
cates low elderly-child contact or that parents are not
aware of the child's experiences is a question that
needs to be answered in order to help explain the
child's perceptions.

Children indicate a variety of activities they
could do to help elderly persons. Children responded
with statements such as:

> Help her put on her necklace; do the dishes; play
> with her; help him be careful with the plates;
> make him happy; paint his house for him; I put toys
> away when I'm done playing so she won't have to
> put them away; get her some food; help her with
> the groceries; get her a frigerator, a stove and
> some chairs; go buy flowers for her; if he taught
> me all those things and couldn't do it anymore,
> I would do it for him; help him saw, chop down
> trees and hammer wood; could fix her up, if her
> heart stops; [and quite a few children replied]
> I don't know.

Children also indicated a variety of activities that
elderly persons could help the children do such as:

> She can help me make things; she can fix lunch;
> can fix the car then I let her fix the patio;
> then if she won't do it, I kick her; he can
> tickle me; teach me how to make money; teach
> me how to read books; give me some money to buy
> sunglasses.

One three-year-old boy said:

> He can teach me to play football and basketball
> like Erwin Johnson.

Another five-year-old boy answered:

She can kiss me goodnight.

The descriptive data show that children's perceptions

of elderly persons are egocentric. The perceptions are

not just a matter of stereotypes that the child has

been influenced by, but also involve some previous

understanding of the elderly person's role.

Implications for Future Research

As a result of this study, the investigator

recommends further research of three types: (1) research

that is similar to this study but aimed at increasing

the knowledge base about children's perceptions of

persons; (2) research which is generally similar but which

eliminates some of the limitations of this study; and

(3) research that is very similar but cross cultural in

design.

Research Related Closely to
This Study

1. The study should be repeated using a planned

    curriculum intervention of elderly persons into

    a day care setting with a quasi-experimental

    pretest post-test design.

2. The study should be repeated using a larger

    sample of preschool children controlling for

    race, sex, and socioeconomic status.

3. The study should be repeated contrasting an urban and rural sample of children.

4. The study should be set up so that an interview and observation procedures are used rather than a questionnaire instrumentation. The goal would be to see if parents are better able to recall certain indirect experiences of their children using the probing technique which may be utilized when using an interview. Observations may reveal other kinds of data.

5. The study should be repeated recording on tape all the children's responses to the questions found in the CATA.

6. If research on children's perceptions about elderly persons is to continue, the instruments will need to be refined. More reliability and validity measures should be carried out especially in coding the open-ended questions on both instruments.

Research Related to Increasing the Knowledge Base

1. Using the same sample, a follow-up study about children's perceptions of elderly in about two to three years from now is recommended. Studies (Klausemier and Ripple, 1971) indicate that a child's attitudes develop early in life and

remain as stable enduring parts of the child. Therefore, a longitudinal study can shed some light as to the stability of children's perceptions about elderly persons and whether these perceptions are incorporated into attitudes found in later life.

2. Studies should be devised to determine the importance of sex, age, and socioeconomic status on children's perceptions of elderly persons or persons in general.

3. Studies should be devised to determine the importance of visual and behavioral experiences on children's perceptions of elderly persons.

4. Studies should be devised to determine what are the most important variables that affect blind children's perceptions of elderly persons.

5. It is often assumed that preschool children are not capable of the "highest" type of "rational-altruistic thinking" (Goodman, 1970). The universal assumption of age/stage linkages in developmental phases succeeding one another in order is widely accepted. However, this never explains the cross cultural differences found in children's differing moral consciousness in other countries and cultures. According to Cole

(1964) in many societies, the culture of early childhood includes the skills and knowledge necessary to meet social as well as work obligations and responsibilities. Proper behavior in the presence of elders is often a prime obligation. In many societies adults are in charge and to them are owed both respect and obedience. These obligations are well understood and sharply etched among the patterns of childhood cultures.

However, in this particular study, 50 percent of the respondents of the parent questionnaire said if children did not respect the elderly it was not the fault of the parents. Many theorists also support some of these perceptions by indicating that preschool children operate at a global cognitive level of classification and, therefore, are not yet able to distinguish specifications to evaluate events, persons, or objects until they are developmentally ready. Is this in fact a culturally determined event and accepted fact or a universal occurrence, therefore a developmental theory? More cross cultural work is necessary.

Implication for Practical Use

The results from this study could be useful to parents and all other persons who are interested in children. It should provide teachers, school

administrators, and curriculum developers with further
information on which to base their decision about
whether or not to include elderly volunteers and spe-
cific experiences as strategies for changing or influ-
encing children's perceptions. For the child's inter-
action with others are only a part of a world or social
order perceived by the child and as Dubin and Dubin
comment: ". . . a child's behavior and attitudes do
not seem to be closely related to any particular aspect
of the home or early environment; they seem, rather, to
be determined by the nature of the child and his relation
to the total psychological field in which he functions.
. . ."

From the point of view of this researcher the
"field" is the total environment--the ecosystem. The
inherent biological make-up and the forces from the
environment, together in complex interaction, affect the
course of the developing individual but do not wholly
determine it.

APPENDICES

APPENDIX A

TEST INSTRUMENTS

.

TEST INSTRUMENTS

MODIFIED VERSION OF THE

CATE

NAME _____

AGE: _____ YR. _____ MO.

SEX: _____ MALE _____ FEMALE

TEACHER _____

1.1 TELL ME ABOUT OLD PEOPLE.

1.2 DO YOU KNOW ANY OLD PEOPLE IN YOUR FAMILY? YES ____ NO ____

1.3 DO YOU KNOW ANY OLD PEOPLE WHO ARE NOT IN YOUR FAMILY?

YES ____ NO ____

1.4 NAME AN OLD PERSON YOU KNOW WHO IS NOT IN YOUR FAMILY.

1.5 DO YOU DO ANY THINGS WITH THE OLD PEOPLE YOU KNOW?

YES ____ NO ____

1.6 IF THE CHILD SAID YES, ASK, "WHAT ARE SOME THINGS THAT YOU DO WITH OLDER PEOPLE?"

1.7 TELL ME ANOTHER NAME FOR OLD PEOPLE.

1.8 HOW DO YOU FEEL ABOUT GETTING OLD YOURSELF? CHECK THE ANSWER.

GOOD _____   IT DOESN'T MATTER _____   BAD _____

2. OLD PEOPLE ARE:

Very Helpful ___	A Little Helpful ___	Don't Know ___	A Little Harmful ___	Very Harmful ___

Very Sick ___	A Little Sick ___	Don't Know ___	A Little Healthy ___	Very Healthy ___

Very Rich ___	A Little Rich ___	Don't Know ___	A Little Poor ___	Very Poor ___

Very Dirty ___	A Little Dirty ___	Don't Know ___	A Little Clean ___	Very Clean ___

Very Friendly ___	A Little Friendly ___	Don't Know ___	A Little Unfriendly___	Very Unfriendly___

Very Ugly ___	A Little Ugly ___	Don't Know ___	A Little Pretty ___	Very Pretty ___

Very Wonderful___	A Little Wonderful___	Don't Know ___	A Little Terrible ___	Very Terrible ___

Very Wrong ___	A Little Wrong ___	Don't Know ___	A Little Right ___	Very Right ___

Very Happy ___	A Little Happy ___	Don't Know ___	A Little Sad ___	Very Sad ___

Very Bad ___	A Little Bad ___	Don't Know ___	A Little Good ___	Very Good ___

2. GRANDPARENTS ARE:

Very Helpful ___	A Little Helpful ___	Don't Know ___	A Little Harmful ___	Very Harmful ___
Very Sick ___	A Little Sick ___	Don't Know ___	A Little Healthy ___	Very Healthy ___
Very Rich ___	A Little Rich ___	Don't Know ___	A Little Poor ___	Very Poor ___
Very Dirty ___	A Little Dirty ___	Don't Know ___	A Little Clean ___	Very Clean ___
Very Friendly ___	A Little Friendly ___	Don't Know ___	A Little Unfriendly___	Very Unfriendly___
Very Ugly ___	A Little Ugly ___	Don't Know ___	A Little Pretty ___	Very Pretty ___
Very Wonderful___	A Little Wonderful___	Don't Know ___	A Little Terrible ___	Very Terrible ___
Very Wrong ___	A Little Wrong ___	Don't Know ___	A Little Right ___	Very Right ___
Very Happy ___	A Little Happy ___	Don't Know ___	A Little Sad ___	Very Sad ___
Very Bad ___	A Little Bad ___	Don't Know ___	A Little Good ___	Very Good ___

Section I Directions: Cover of magazine is shown and placed on the
                        table. Have the subject point to photograph.

3.1 WHICH OF THESE PERSONS WOULD YOU LIKE TO BE WITH? WHY?

     Young_____ Elderly_____

          age-related   altruistic   evaluative

3.2 WHAT KINDS OF THINGS COULD YOU DO WITH THAT PERSON?

          with-active   with-passive   for

     Directions: Examiner points to oldest person of the same sex
                  as child.

  4. HOW WILL YOU FEEL WHEN YOU ARE AS OLD AS THIS MAN/WOMAN?

          Good_____ Bad_____ It doesn't matter_____

     WHY will you feel that way?

Directions: Examiner points to photographs of a man and woman.

4.1 WHAT THINGS WOULD YOU HELP THIS PERSON DO? (Point to man)

affective   behavioral stereotype   behavior unique

4.2 WHAT THINGS WOULD YOU HELP THIS PERSON DO? (Point to woman)

affective   behavioral stereotype   behavior unique

4.3 WHAT THINGS COULD HE HELP YOU DO? (Point to man)

affective   behavioral stereotype

4.4 WHAT THINGS COULD SHE HELP YOU DO? (Point to woman)

affective   behavioral stereotype

PROJECT: "Children's Perception of the Elderly"

PARENT QUESTIONNAIRE: Spring 1978

I.   CHILD'S NAME:_____ AGE:_____ Yrs._____ Mo._____

ADDRESS:_____

PHONE NO.:_____(include area code)

NAME OF PERSON FILLING IN THIS QUESTIONNAIRE:_____
Your age at last birthday _____ yrs.

II.   RELATIONSHIP TO CHILD:

_____1.   Mother

_____2.   Stepmother

_____3.   Female relative

_____4.   Nonrelative

        _____Male   _____Female

_____5.   Father

_____6.   Stepfather

_____7.   Male relative

III.   ETHNIC GROUP OF PERSON:

_____ A.   Black

_____ B.   Oriental

_____ C.   White

_____ D.   Other

        Specify:_____

IV. What is the <u>highest</u> level of formal schooling that you have completed? CHECK ONE.

( ) Less than 8 grades of elementary school

( ) 8 grades of elementary school

( ) 1-3 years of high school

( ) Completed high school and received a diploma or passed high school equivalency exam

( ) 1-3 years of college, technical or business training

( ) College graduate, bachelor's degree

( ) Post bachelor's course work

( ) Master's degree

( ) Post master's course work

( ) Ph.D., Ed.D.

( ) Other professional degree (such as MD, DO, JD, DDS): Please specify:_____

V. Are you presently employed, unemployed, retired, or what? CHECK AS MANY AS APPLY TO YOU.

( ) Housewife or Househusband

( ) Student

( ) Permanently disabled

( ) Retired

( ) Unemployed (that is, previously employed for pay and/or presently looking for a job)

( ) Temporarily laid off/or on strike/or on sick leave

( ) Working now. If working do you work: full time (40 hours or more a week)_____ or part time (less than 40 hours a week)_____

What do you estimate will be your total family income before taxes in 1978? Please include income from all sources: wages, interests, stocks, welfare, property, Aid to Families with Dependent Children, child support from a previous marriage and any other money income.

<u>ESTIMATED TOTAL FAMILY YEARLY INCOME, 1978</u>

( ) Under 3,000   ( ) 7,000-8,999   ( ) 15,000-19,999

( ) 3,000-4,999   ( ) 9,000-10,999   ( ) Over 20,000

( ) 5,000-6,999   ( ) 11,000-14,999

VI. FAMILY STRUCTURE:

We would like to know something about the people who live in
your household. In the chart below, please list for ALL PERSONS
LIVING IN YOUR HOUSEHOLD NOW: their age at last birthday, sex
and marital status. Do not list any persons more than once.
DO NOT LIST PERSONS BY NAME.

PLEASE use the following numbers to indicate marital status:

(1) Never Married	(4) Separated
(2) Married	(5) Divorced, Not Married
(3) Widowed, Not Remarried	(6) Don't Know

		Age at Last Birthday	Sex (Circle M or F)	Marital Status
SPOUSE (Husband or Wife)			M F	
OTHER ADULTS IN THIS HOUSEHOLD (19 years and older)	1.		M F	
	2.		M F	
	3.		M F	
	4.		M F	
	5.		M F	
	6.		M F	
	7.		M F	
CHILDREN LIVING IN THIS HOUSEHOLD (Please list in order from oldest to youngest)	1.		M F	
	2.		M F	
	3.		M F	
	4.		M F	
	5.		M F	
	6.		M F	
	7.		M F	
	8.		M F	
	9.		M F	

VII. CHILD'S GRANDPARENT(S):

We would like to know about the child's grandparents. Please
list for all living grandparents: their ages at last birthday,
sex, marital status, health and time(s) spent with the child
either by visits or telephone calls. DO NOT LIST GRANDPARENTS
BY NAME.

PLEASE use the following numbers to indicate marital status:
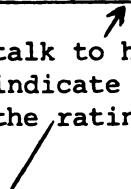
(1) Never Married	(4) Separated
(2) Married	(5) Divorced, Not Married
(3) Widowed, Not Remarried	(6) Don't Know

LIVING GRANDPARENTS:

	Age at Last Birthday	Sex (Circle M or F)	Marital Status	Health (Circle good - fair - poor)	Number of Time(s) Spent
1.		M F		good fair poor	
2.		M F		good fair poor	
3.		M F		good fair poor	
4.		M F		good fair poor	
5.		M F		good fair poor	
6.		M F		good fair poor	
7.		M F		good fair poor	
8.		M F		good fair poor	

About how much time does your child usually see or talk to his/her
grandparents? Please use the following numbers to indicate the best
estimate of time spent with each grandparent using the rating scale
below.

1 - About once each day
2 - About 3-4 times a week
3 - About once each week
4 - About once each month
5 - About 6 times each year
6 - About once a year
7 - Never

VIII. "Now, I would like to ask your opinion about most elderly
persons and grandparents. Please tell me how you feel about
each one of these questions by saying yes or no:"

<u>Attitude Survey Toward Grandparents</u>   NO   UNSURE   YES

1. Do you think grandparents expect grandchildren
    to obey them?

2. Do most grandparents like quiet grandchildren
    better than noisy grandchildren?

3. Can grandparents who are very friendly control
    grandchildren?

4. Do you think most grandparents are good
    examples for their grandchildren?

5. Do most grandparents really want their grand-
    children to visit them?

6. Are parents to blame when children do not
    respect their grandparents?

7. Do you think most grandparents love their
    grandchildren?

8. Do you think most grandchildren love their
    grandparents?

9. Do grandparents encourage grandchildren to
    behave differently from the way they are
    told at home?

10. Do you think most grandparents are too old-
    fashioned in their views about child care
    and rearing?

<ins>Attitude Survey Toward Elderly Persons</ins>	NO	UNSURE	YES
1. Do you think elderly persons expect young preschool children to obey them?			
2. Do most elderly persons like quiet preschool children better than noisy preschool children?			
3. Can elderly persons who are very friendly control preschool children?			
4. Do you think most elderly persons are good examples for preschoolers?			
5. Do most elderly really want preschoolers to visit them?			
6. Are parents to blame when children do not respect the elderly person?			
7. Do you think most elderly persons like preschool children?			
8. Do you think most preschool children like elderly persons?			
9. Do elderly persons encourage preschool children to behave differently from the way they are told at home?			
10. Do you think most elderly persons are too old-fashioned in their views about child care and rearing?			

X.   ELDERLY-CHILD INTERACTION

Sometimes preschoolers meet elderly persons outside the home. What elderly persons has your child met or been with over the past week? Some examples that sometimes fit the category are cooks, aides in the day care center, or a doctor. You may list the person by his occupation or title under the heading that applies. DO NOT LIST PERSONS BY NAME.

PERSONS	Total Number of Hours Spent with Child Per Week	Total Number of Persons in Each Category
Preschool/Day Care:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Library:		
_____	_____	_____
_____	_____	_____
Church:		
_____	_____	_____
_____	_____	_____
Neighbor:		
_____	_____	_____
_____	_____	_____
Relatives (Other Than Grandparents):		
_____	_____	_____
_____	_____	_____
_____	_____	_____

PERSONS	Total Number of Hours Spent with Child Per Week	Total Number of Persons in Each Category
Medical Personnel:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Friend:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
People in Stores or Market Places:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Other Members of the Community:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

XI.

HOW MUCH TIME does your child usually see an elderly person? Please indicate the time spent by circling the number after each age group which gives the best estimate using the rating scale below:

> 1 - About once each day
>
> 2 - About 3-4 times a week
>
> 3 - About once each week
>
> 4 - About once or twice each month
>
> 5 - About 6 times each year
>
> 6 - About once a year
>
> 7 - Never

MALE(S):

    55 - 65 years old   1 2 3 4 5 6 7

    66 - 75 years old   1 2 3 4 5 6 7

    76 years and older   1 2 3 4 5 6 7

FEMALE(S):

    55 - 65 years old   1 2 3 4 5 6 7

    66 - 75 years old   1 2 3 4 5 6 7

    76 years and older   1 2 3 4 5 6 7

XII.   <u>PARENT-CHILD INTERACTION</u>

"Let us just imagine that _____ is old enough to stay over-
night at Grandparents' home for the first time. How do you think you
would prepare him/her? What would you do or tell him/her?" (Probe:
"What would you say to him/her about that first overnight stay with
grandparents?")

Specify:_____

_____

_____

_____

_____

_____

_____

_____

_____

XIII.

"Let us just imagine that _____ is about to visit with an
elderly neighbor for the afternoon while you run on an errand that
will take about 2-3 hours. How do you think you would prepare him/
her? What would you do or tell him/her?"

Specify:_____

_____

_____

_____

_____

_____

_____

_____

XIV.   MEDIA SOURCES

There are many items in the home that contribute to learning. Media
sources such as the radio, television, newspapers, magazines, books,
records, and cassette tapes may have an influence in learning about
elderly persons. Within the last month, your child may have watched
a TV program in which an elderly person was characterized, or lis-
tened to a story which portrayed an elderly person. Can you recall
the character models portrayed as well as the title and content of
that particular story, song, or program? If so, please specify
below under the appropriate headings.

NEWSPAPERS:

MAGAZINES:

RECORDS:

CASSETTE TAPES:

VIDEO VIEWERS:

BOOKS:
     1._____
     2._____
     3._____
     4._____
     5._____
     6._____

TELEVISION:

List the T.V. programs your child watches that have elderly persons.

How often does he/she
watch per week?

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

5. _____   _____

6. _____   _____

7. _____   _____

8. _____   _____

9. _____   _____

10. _____   _____

XV. Place a check mark along the scale at a point which in your judgment best describes the social object indicated. Your first impression is wanted.

<u>Old People Are</u>:

Very Active __	A Little Active __	Don't Know __	A Little Passive __	Very Passive __

Very Good __	A Little Good __	Don't Know __	A Little Bad __	Very Bad __

Very Sad __	A Little Sad __	Don't Know __	A Little Happy __	Very Happy __

Very Cooperative__	A Little Cooperative__	Don't Know __	A Little Uncooperative__	Very Uncooperative__

Very Right __	A Little Right __	Don't Know __	A Little Wrong __	Very Wrong __

Very Terrible __	A Little Terrible __	Don't Know __	A Little Wonderful __	Very Wonderful __

Very Busy __	A Little Busy __	Don't Know __	A Little Idle __	Very Idle __

Very Pretty __	A Little Pretty __	Don't Know __	A Little Ugly __	Very Ugly __

Very Unfriendly __	A Little Unfriendly __	Don't Know __	A Little Friendly __	Very Friendly __

Very Exciting __	A Little Exciting __	Don't Know __	A Little Dull __	Very Dull __

Very Clean __	A Little Clean __	Don't Know __	A Little Dirty __	Very Dirty __

Very Poor __	A Little Poor __	Don't Know __	A Little Rich __	Very Rich __

Old People Are: (continued)

Very Pleasant __	A Little Pleasant __	Don't Know __	A Little Unpleasant __	Very Unpleasant __
Very Healthy __	A Little Healthy __	Don't Know __	A Little Sick __	Very Sick __
Very Harmful __	A Little Harmful __	Don't Know __	A Little Helpful __	Very Helpful __
Very Independent__	A Little Independent__	Don't Know __	A Little Dependent __	Very Dependent __

APPENDIX B

INTRODUCTORY MATERIALS

APPENDIX B

INTRODUCTORY MATERIALS

Dear Parents,

Grandparents and old people are important members of our families and
communities. The researcher is interested in some basic questions
about children and their views of the elderly. Specifically, what are
some of the factors that influence a child's perception of the
elderly? Answers to questions such as: Does the amount of time
spent with the elderly have an effect on their perception? What can
they tell me about old people? How many old people do they know?
What are some of the things they do for or with old people? The
researcher will also appreciate all the voluntary help you can give
by answering the parental questionnaire.

The information gathered from you and your child will be kept confi-
dential and anonymous. As soon as the data are collected from you
and your child, the sheets will be coded with numbers and the first
page will be removed from the child's as well as the parental
questionnaire.

The researcher will be willing to share with you the information of
the study, if you are interested.

If you have further questions about this project, please feel free
to call; the home phone is 332-0002 or the office number is 353-3897.

Thank you for your participation.

<div align="right">Lillian Phenice</div>

Michigan State University
Department of Family Ecology

<u>CONSENT FORM</u>

Child's Name_____

As the legal parent/guardian of the above named preschool child, I
hereby give my permission for his/her participation in a study con-
ducted by <u>Lillian A. Phenice</u>, a doctoral candidate in the Department
of Family Ecology.

Parent/Guardian's Name_____

In addition, I have freely consented to take part in this study being
conducted by Lillian A. Phenice.

Under the supervision of: <u>Dr. Eileen Earhart</u>

Academic Title: <u>Chairperson, Department of Family and Child Sciences</u>

I understand that I am free to discontinue my participation and the
child's participation in the study at any time.

The study was explained to me and I understand the explanation that
has been given and what my participation will involve.

I understand that my participation in the study does not guarantee
any beneficial results to me.

I understand that at my request, I can receive additional explanation
of the study, after my participation is completed.

I understand that the results of the study will be treated in strict
confidence and that I will remain anonymous. Within these restric-
tions, results of the study will be made available to me at my
request.

Signed_____

Date_____

APPENDIX C

CODE BOOK

.

CODE BOOK

Card # Recorded	Card # Column	Variable Name	Description
1	1	CENTER	1. Capitol Child C. 2. Happy Day Care 3. Resurrection Day Care
1	2-3	FAMID	1-44 1 = 11 Capitol 12 = 33 Happy 34 = 44 Resurrection
1	4	CSEX	1 - Female 2 - Male
1	5-6	CAGE	Months
1	7-8	RESPAGE	0-99
1	9	RELAT	1. Mother 2. Stepmother 3. Female relative 4. Female nonrelative 5. Father 6. Stepfather 7. Male relative 8. Male nonrelative
1	10	RESPRACE	1. Black 2. Oriental 3. White 4. Other
1	11-12	RESPED	1-11
	- Blank -		
1	14	EMPHOUSE	0 No 1 Yes

Card # Recorded	Card # Column	Variable Name	Description
1	15	EMPSTU	0 No 1 Yes
1	15	EMPDISA	0 No 1 Yes
1	17	EMPRET	0 No 1 Yes
1	18	UNEMP	0 No 1 Yes
1	19	EMPTEMP	0 No 1 Yes
1	20	EMPFULL	0 No 1 Yes
1	21	EMPPART	0 No 1 Yes
1	22	INCOME	1-8 0 - No response
1	23	SPOUSE	0 No 1 Yes
1	24-25	SPOUSAGE	0-99
1	26	MARSTAT	1-6 0 - No response
1	27	OTHERAM	Number (f) 0 = None
1	28	OTHERAF	Number (f) 0 = None
1	29-30-31	OTHAMAGE	Average to tenth
1	32-33-.34	OTHAFAGE	Average to tenth
1	35	CHILDM	Number (f)
1	36	CHILDF	Number (f)
1	37-38-.39	CHAGEM	0-99 Average to tenth
1	40-41-.42	CHAGEF	0-99 Average to tenth

Card # Recorded	Card # Column	Variable Name	Description
	- Blank -		
			Blanks none
1	44-45	GRAND11	Age at last birthday 0-99

1	46	GRAND12	Sex of Grandp.
			  1F
			  2M

1	47	GRAND13	Marital Status 1-6
1	48	GRAND14	Health Status 1-3
1	49	GRAND15	Number times spent 1-77
1	50-55	GRAND21 - GRAND 25	Blanks = Not applicable
1	56-61	GRAND31 - GRAND35	
1	62-76	GRAND41 - GRAND 45	0 = No answer
1	69-73	GRAND51 - GRAND55	
1	74-79	GRAND61 - GRAND65	
1	80	CARD MARKER I	

2	1	CENTER	Group A: 1. Capitol
			            2. Happy Day
			            3. Resurrection

2	2-3	FAMID	1-44
2	4	CHSEX	1F 2M
2	5-6	CHAGE	Months
2	7-16	PATGRA11 to PATGRA10	0 No answer 1 No 2 Unsure 3 Yes

Card # Recorded	Card # Column	Variable Name	Description
2	17 - Blank -		
2	18-27	PATEL1 to PATEL10	9-10 (Same as above)
2	28-36	ELCHF1 to ELCHF9	Frequency 9 = more than
2	37-45	ELCHS1 to ELCHS9	1 = less than one hour
2	46	SEEM5	Rank 1-5 0 = No answer
2	47	SEEM6	(Same as above)
2	48	SEEM7	(Same as above)
2	49	SEEF5	(Same as above)
2	50	SEEF6	(Same as above)
2	51	SEEF7	(Same as above)
2	52-58	MEDIA1 to MEDIA7	0 = Don't know/or none Frequency 9 = No T.V.
2	59-60	MEDIA8	Hours spent
2	61-76	PSEMAN1 to PSEMAN16	Scale 1-5
	- Blank -	do not apply	
2	80	CARD MARKER 2	
3	1	CENTER	1. Capitol 2. Happy 3. Resurrection
3	2-3	FAMID	1-44
3	4	CHSEX	1 Female 2 Male
3	5-6	CHAGE	Months

Card # Recorded	Card # Column	Variable Name	Description
3	7	CELAFP	Frequency Count
3	8	CELAFN	Frequency Count
3	9	CELPHYP	Frequency Count
3	10	CELPHYN	Frequency Count
3	11	CELPHYR	Frequency Count
3	12	CELBEP	Frequency Count
3	13	CELBEN	
3	14	CINFAM	0 = No 1 = Yes
3	15	CNTFAM	0 = No 1 = Yes
3	16	CNAMEL	0 = No 1 = Yes
3	17	CDO	0 = No 1 = Yes
3	18 (1.6)	CDOWACT	Frequency Count
3	19 (1.6)	CDWPAS	Frequency Count
3	20 (1.6)	CDWFOR	Frequency Count
3	21 (1.7)	ANOTHERN	0 = No 1 = Yes
3	22 (1.8)	CFEELI	1 Positive 2 Neutral 3 Negative
3	23-32	CSEMOP1 to CSEMOP10	Semantic difference 1-5
3	33	Blank	
3	34-43	CSEMGR1 to CSEMGR10	Semantic difference 1-5

Card # Recorded	Card # Column	Variable Name	Description
3	44 (3.1)	CLIKESEX	0 = Did not like any 1 Female 2 Male
3	45 (3.1)	CLIKEEL	1. Age related 2. Altruistic 3. Evaluation 4. Don't like 0 = Don't know
3	46 (3.2)	CDOWITTA	0 = No frequency count 9 = Negative responses
3	47 (3.2)	CDWITHP	(Same as above)
3	48 (3.2)	CDFOR	(Same as above)
3	49	CFEEL2	1 Positive 2 Neutral 3 Negative
3	50	CFEELWHY	1. Affective 2. Physical 3. Behavior 9 = Because can't explain 0 = No response
3	51 (4.1)	CHELPMA	Frequency Count 9 = No response
3	52	CHELPMB	(Same as above)
3	53	CHELMU	(Same as above)
3	54	CHELPFA	(Same as above)
3	55	CHELPFB	(Same as above)
3	56	CHELPFU	(Same as above)
	Blank	Blank	
3	58 (4.3)	MHELPCA	0 = No response Frequency Count 9 = Negative response
3	59	MHELPCB	(Same as above)

Card # Recorded	Card # Column	Variable Name	Description
3	60	FHELPCA	(Same as above)
3	61	FHELPCB	(Same as above)
3	80	Card Marker 3	

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Allport, G. W. "Attitudes." In A Handbook of Social
        Psychology, pp. 798-844. Edited by C. A.
        Murchison. Worcester, Mass.: Clark University
        Press, 1935.

_____. The Nature of Prejudice. Reading, Mass.:
        Addison-Wesley, 1954.

Anderson, C. M. "The Self Image: A Theory of the
        Dynamics of Behavior." In Readings in Child
        and Adolescent Psychology, pp. 407-18. Edited
        by L. D. Crow and A. Crow. New York: Longmans,
        1961.

Bandura, Albert. Origins of Behavior, Social Learning
        Theory. Englewood Cliffs, N.J.: Prentice-Hall,
        Inc., 1977.

Bandura, Albert, and Huston, Aletha. "Identification as
        a Process of Incidental Learning." In Readings
        in Psychology of Parent-Child Relations. Edited
        by Gene R. Medinnus. New York: John Wiley &
        Sons, Inc., 1967.

Bell, Richard Q., and Harper, Laurence V. Child Effects
        on Adults. Hillsdale, N.J.: Lawrence Erlbaum
        Associates, Publishers, 1977.

Campbell, Donald, and Stanley, Julien. Experimental and
        Quasi-Experimental Design for Research. Chicago:
        Rand McNally College Publishing Co., 1963.

Cole, Robert. Children in Crisis. Boston: Little,
        Brown, and Co., 1964.

Cottrell, Fred. Aging and the Aged. Dubuque, Iowa:
        WM. C. Brown Co. Publishers, 1974.

Dickman, H. R. "The Perception of Behavioral Units."
        In The Stream of Behavior. Edited by R. B.
        Barker. New York: Appleton-Century-Crofts,
        1963.

Dubin, R., and Dubin, E. R. "Children's Social Perceptions: A Review of Research." Child Development 36 (1965): 809-38.

Elkin, Frederick. The Child and Society. New York: Random House, 1960.

Emmerich, W. "Young Children's Discriminations of Parents and Child Roles." Child Development 30 (1959): 403-19.

Emmerich, W.; Goldman, K. S.; and Shore, R. E. "Differentiation and Development of Social Norms." Journal of Personality and Social Psychology 18 (1971): 323-53.

Erickson, E. H. "Identity and the Life Cycle." Psychological Issues 1 (1959).

Erickson, H. Identity Youth & Crisis. New York: Norton, 1968.

Esterbrook, J. A. "The Effect of Emotion on Cue Utilization and the Organization of Behavior." Psychological Review 66 (1959): 183-201.

Flapan, D. Children's Understanding of Social Interaction. New York: Teachers College Press, 1968.

Garrison, Karl C., and Jones, Franklin R. The Psychology of Human Development. Scranton, Penn.: International Textbook Co., 1969.

Gibson, Eleanor. Principles of Perceptual Learning and Development. New York: Meredith Corporation, 1969.

Golde, P., and Kogan, N. "A Sentence Completion Procedure for Assessing Attitude Toward Old People." Journal of Gerontology 14 (1959): 355-63.

Gollin, E. S. "Organizational Characteristics of Social Judgments: A Developmental Investigation." Journal of Personality 26 (1958): 139-54.

Goodman, Mary Ellen. The Culture of Childhood. Teachers College, Columbia University: Teachers College Press, 1970.

Hawkes, G. R. "The Child in the Family." Marriage & Family Living 47 (1957).

Hawkes, G. R.; Burchinal, L. G.; and Gardner, B. "Pre-adolescents' Views of Some of Their Relations with Their Parents." Child Development 28 (1957): 393-99.

Hays, William. Statistics for the Social Sciences. New York: Holt, Rinehart and Winston, Inc., 1973.

Hess, R. D., and Torney, Judith. "Religion, Age and Sex in Children's Perceptions of Family Authority." Child Development 33 (1962): 781-89.

Hickey, Tom, and Kalish, Richard. "Young People's Perceptions of Adults." Journal of Gerontology 23 (April 1968): 215-19.

Hill, Russell, and Stafford, Frank. "Allocation of Time to Preschool Children and Educational Opportunity." Presented at the Econometric Society Meeting, New Orleans, Louisiana, December 1971 (revised February 1972).

Isaac, Stephen, and Michael, William. Handbook in Research and Evaluation. San Diego, Calif.: Edit's Publishers, 1971.

Jantz, R. K.; Seefeldt, C.; Galper, A; and Serock, K. Children's Attitudes toward the Elderly: Final Report. College Park, Md.: University of Maryland, 1976.

Jantz, Richard K.; Seefeldt, Carole; Galper, Alice; and Serock, Kathy. "Children's Attitudes toward the Elderly." Social Education, October 1977, pp. 518-23.

Johnson, Elizabeth, and Bursk, Barbara. "Relationships between the Elderly and Their Adult Children." The Gerontologist 17 (1977).

Kastenbaum, R., and Durke, N. "Young People View Old Age." In New Thoughts on Old Age, pp. 237-49. Edited by R. Kastenbaum. New York: Springer Publishing Co., 1964.

Kell, Leone, and Aldores, Joan. "The Relation between Mother's Childbearing Ideologies and Their Children's Perceptions of Maternal Control." Child Development 31 (1960): 145-56.

Kephart, W. N.   The Family, Society and the Individual.
        Boston: Houghton Mifflin, 1961.

Kerlinger, F. N.   Foundations of Behavioral Research.
        New York: Holt, Rinehart and Winston, Inc., 1973.

Klausmeier, Herbert J.   Learning and Human Abilities.
        New York: Harper and Row Publishers, 1971.

Klausmeier, H. J., and Goodwin, W.   Learning and Human
        Abilities Educational Psychology.   2d ed.   New
        York: Harper, 1966.

Kluckhohn, C.   "Culture and Behavior."   In Handbook of
        Social Psychology, Vol. I.   Edited by G. Lindzey.
        Reading, Mass.:   Addison, Wesley, 1954.

_____.   Culture and Behavior.   New York: Free Press
        of Glencoe, 1962.

Kohlberg, Lawrence.   "Development of Moral Character and
        Moral Ideology."   In Review of Child Development
        Research.   Edited by M. C. Hoffman and L. W.
        Hoffman.   New York: Russell Sage Foundation,
        1964.

Kohn, A. R., and Fiedler, F. E.   "Age and Sex Differences
        in the Perception of Persons."   Sociometry 24
        (1961): 157-64.

Langer, J.   "Werner's Comparative Organismic Theory."
        In Carmichael's Manual of Child Psychology, Vol.
        1.   Edited by P. H. Mussen.   New York: Wiley &
        Sons, 1970.

Laurence, J. H.   "The Effect of Perceived Age on Initial
        Impressions and Normative Role Expectations."
        International Journal of Aging and Human Develop-
        ment 5 (1974): 369-91.

Livesley, W. J., and Bromley, D. B.   Person Perception
        in Childhood and Adolescence.   London: Wiley,
        1973.

Logan, F.; Olmsted, D. L.; Rosner, B. S.; Schwartz, R. D.;
        and Stevens, C. M.   Behavior Theory and Social
        Science.   New Haven: Yale University Press,
        1955.

Maccoby, Eleanor E., and Wilson, William C. "Identification and Observational Learning from Films." The Journal of Abnormal and Social Psychology 55 (1957): 76-86.

McTavish, D. G. "Perceptions of Old Age: A Review of Research Methodologies and Findings." Gerontologist 11 (1971): 90-101.

Meltzer, H. "Sex Differences in Children's Attitudes to Parents." Journal of Genetic Psychology 62 (1943): 311-26.

Merleau-Ponty. The Primacy of Perception. Edited by James M. Edie. Northwestern University Press, 1964.

Mussen, P. H.; Conger, J. J.; and Kagan, J. Child Development and Personality. New York: Harper and Row, Publishers, 1969.

Peevers, B. H., and Secord, P. F. "Developmental Changes in Attribution of Descriptive Concepts to Persons." Journal of Personality and Social Psychology 27 (1973): 120-28.

Piaget, Jean. Language and Thought of the Child. London: Routledge and Kegan Paul, 1932.

_____. The Origins of Intelligence in Children. New York: W. W. Norton & Co., Inc., 1952.

Pickering, Sir George. "Education for Tomorrow: A Biologist's View." In Lifelong Learning, pp. 1-13. Edited by F. W. Jessup. New York: Pergamon Press, 1969.

Proshansky, H., and Newton, P. "The Nature and Meaning of Negro Self-Identity." In Social Class, Race and Psychological Development, pp. 178-218. Edited by M. Deutsch, I. Katz, and A. R. Jensen. New York: Holt, Rinehart & Winston, 1968.

Rubin, Lillian. Worlds of Pain. New York: Basic Books, 1976.

Scarlett, H. H.; Press, A. N.; and Crockett, W. H. "Children's Description of Peers; A Wernerian Developmental Analysis." Child Development 42 (1971): 439-53.

Sears, R. R.; Maccoby, Eleanor E.; and Levin, H. Patterns of Child Rearing. Evanston, Ill.: Row Peterson, 1957.

Shantz, Carolyn Uhlinger. The Development of Social Cognition. Chicago: The University of Chicago Press, 1975.

Sigel, I. E.; Saltz, E.; and Roskind, W. "Variables Determining Concept Conservation in Children." Journal of Experimental Psychology 74 (1967): 471-75.

Signell, K. A. "Cognitive Complexity in Person Perception and Nation Perception: A Developmental Approach." Journal of Personality 34 (1966): 517-37.

Simmons, Katrina; Greenberg, Bradley; and Atkin, Charles. "The Demography of Fictional Television Characters in 1975-76." Department of Communication, Michigan State University, Castle Report Number Two. U.S. Office of Child Development, Washington, D.C.

Slater, Philip E. "Cultural Attitudes toward the Aged." Geriatrics 18 (April 1963): 308-14.

Solley, Charles M., and Murphy, G. Development of the Perceptual World. New York: Basic Books, Inc., 1960.

Thomas, E. C., and Yamamoto, K. "Attitudes toward Age: An Exploration in School Age Children." International Journal of Aging and Human Development 6 (1975): 117-25.

Treybig, D. C. "Language, Children and Attitudes toward the Aged." Gerontologist 14 (1974): 14-75.

Tukman, J., and Lorge, I. "Perceptual Stereotypes about Life Adjustment." Journal of Social Psychology 43 (1956): 239-45.

Werner, H. Comparative Psychology of Mental Development. New York: International University Press, 1948.

Wetters, Doris. "Creative Aspects of Home Manager's Resourcefulness." Ed.D. dissertation, Pennsylvania State University, 1967.

Yarrow, Marian. "The Measurement of Children's Attitudes and Values." In Handbook of Research Methods in Child Development, pp. 645-87. Edited by P. H. Mussen. New York: Wiley, 1960.

Yarrow, M. R., and Campbell, J. D. "Person Perception
        in Children." <u>Merrill-Palmer Quarterly</u> 9 (1963):
        57-72.