

1983

Exploring children's attitudes toward the elderly

Beverly Moore Smith
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1983 Beverly Moore Smith

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Smith, Beverly Moore, "Exploring children's attitudes toward the elderly" (1983). *Graduate Research Papers*. 3357.

<https://scholarworks.uni.edu/grp/3357>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Exploring children's attitudes toward the elderly

Abstract

The number of persons in the United States over the age of 65 has grown faster than the population as a whole. Projections for the years 2000 and 2020 show 13% and 18% of the population over 65, respectively. This growth is attributed to a static birth rate and an upsurge in life expectancy. The fact that 25% of the American voters are elderly has captured attention in the political arena. Despite the growing recognition of the unique problems and needs of the aged, social policies fall short of meeting their requirements for a secure and dignified life.

EXPLORING CHILDREN'S ATTITUDES
TOWARD THE ELDERLY

Department Paper
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching

University of Northern Iowa

by
Beverly Moore Smith

Spring 1983

This is to certify that

BEVERLY SMITH

X

satisfactorily completed the comprehensive oral examination

_____ did not satisfactorily complete the comprehensive oral examination

for the Master of Arts in Education degree with a major

in Educational Psychology: Teaching

at the University of Northern Iowa at Cedar Falls

on May 9, 1983.

Examining Committee

Len Froyen

Len Froyen
Chairperson

Charles V. L. Dedrick

Charles Dedrick
Member

Stephen Fortgang

Stephen Fortgang
Member

Ned Ratekin

Ned Ratekin
Member

Transmitted by:

Lawrence L. Kavich

Lawrence L. Kavich, Head
Department of Educational
Psychology and Foundations

TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION	1
II REVIEW OF THE LITERATURE	5
Nature of the Problem	5
Response of Schools to the Problem	6
Objectives of Instruction	7
Content and Utilization of Materials	9
Activities	11
Methods of Evaluation	14
III PURPOSE, DESIGN AND RESULTS OF THE STUDY	16
Purpose of the Study	16
Use and Results of CATE	16
Use and Results of Parent Questionnaire	25
IV SUMMARY AND RECOMMENDATIONS	31
Summary	31
Recommendations	32
APPENDIX	
A UNIT OF INSTRUCTION	35
B THE CHILDREN'S ATTITUDE TOWARD THE ELDERLY TEST	40
C BIBLIOGRAPHY SUGGESTED FOR CHILDREN	50
REFERENCES	57

Chapter I

INTRODUCTION

The number of persons in the United States over the age of 65 has grown faster than the population as a whole. Projections for the years 2000 and 2020 show 13% and 18% of the population over 65, respectively. This growth is attributed to a static birth rate and an upsurge in life expectancy. The fact that 25% of the American voters are elderly has captured attention in the political arena. Despite the growing recognition of the unique problems and needs of the aged, social policies fall short of meeting their requirements for a secure and dignified life.

Robert Butler (1979), a pioneer in gerontology, points out that "decisions made at all levels--individual, familial, social and political--interact to create an environment of hostility in which many aged must survive." Societal trends in the areas of housing, medical care, retirement, pensions, consumer protection, crime control, employment, and recreation require alterations to provide adequate conditions for the elderly. Making these alterations is made difficult by some conditions that are peculiar to the elderly and others that are an outgrowth of a changing society. For instance, because older people live longer they are a higher risk population. They are twice as likely to have chronic illnesses. Elderly people are often faced with confinement and isolation at home or living in nursing care facilities, some of which are poorly managed. Even when families and relatives are available as active primary support systems, they are often not

equipped to provide the complex services required. Although various health care systems might develop alternatives to institutionalization for many elderly, families and relatives are often not available to augment the services they provide. Mobility and urbanization have restructured the American family. Children frequently live great distances from their parents. Both husbands and wives are often employed, leaving no responsible adult in the home during most hours of the day. Young people do not want to cope with the daily requirements of an aged parent and parents do not want to be a burden to their children.

A severe drop in income in conjunction with a fear of a depleted social security fund add to the plight of the elderly. There are also socioeconomic factors that create intergenerational conflict. Recent periods of high unemployment have increased pressures to initiate earlier mandatory retirement programs. Yet, many older people affected by these programs feel fully able to work and wish to continue doing so. Some, fearful that inflation will soon deplete their savings and that social security will not keep pace with higher costs of living, feel compelled to work as long as they are able. Thus young people see the elderly as impediments to their employment and/or their advancement into better paying positions. In our youth-oriented culture, one where the elderly are expected to play a decreasingly active role in our social and industrial life, there can be a growing estrangement between young and old. This divisiveness grows as the aspirations of the young collide with the well-being of the aged. As the two groups spend less time with one another or find their self interests are mutually exclusive, many misconceptions and stereotypes are formed. These become

obstacles to the communication that is so essential to reaching solutions to problems that recognize the claims and requirements of both groups.

Educators are in a position to open these topics to discussion before young people become entrenched in positions that prohibit meaningful dialogue. Educators have already entered this sphere of activity through a curriculum that deals with the social interaction of various cultural groups and the impact of diverse societal norms.

Research has focused on the effects of various life experiences on social values, attitudes and stereotypes which persist through life. Much of this research has investigated the possible relationship between early experiences and sex-role stereotypes. However, little has been done to develop and measure the impact of the curriculum upon the attitudes young people hold toward the elderly. Because a significant portion of our lives will be spent living with people of retirement age, it seems appropriate to develop a curriculum which will prepare children to understand the aging process and to develop wholesome attitudes toward people at various stages in this process.

This study reviews curriculum development in the area of aging education. The author designed and conducted a small-scale study to test some of the more promising ideas, and culminates in some recommendations for teachers who share this author's convictions about the importance of incorporating this topic into the school curriculum.

The pilot investigation was conducted in the Price Laboratory School. The objectives and activities for the unit were gleaned

from various sources. The emphasis of the project is upon a description of children's attitudes toward the elderly, the factors that seem to account for these attitudes, and the effects of a short-term classroom intervention on these attitudes.

The pilot study was not intended to produce conclusive findings, but rather to suggest alternative ways teachers might go about achieving such results.

Chapter II

REVIEW OF THE LITERATURE

Nature of the Problem

Studies have indicated that children do not have positive attitudes toward the elderly. A study by Jantz, Seefeldt, Galper and Serlock (1977) indicated a general lack of knowledge of and mixed attitudes toward the elderly. Children often rejected the elderly on the basis of physical stereotypes. Children described the elderly as wrinkled, sad, helpless, passive people. Jantz et al concluded that children did not view aging or the aged as positive.

Click and Powell (1976) arrived at similar conclusions. They attributed these negative attributes to a lack of knowledge of the elderly and of the aging process. Donald McTavish (1971) in a review of research methodology and findings dealing with perceptions of the elderly concluded:

Stereotyped views of the elderly are prevalent and are uncovered in various studies. These include the view that old people are generally ill, tired, not sexually interested, mentally slower, forgetful, less capable of learning new things, grouchy, withdrawn, feeling sorry for themselves, less likely to participate in activities (except for religion), isolated, and in the least happy or fortunate time of life . . .

Only one of the 300 studies reviewed by McTavish involved children under the age of eight. However, this single study summarized by McTavish, supported the hypothesis that younger children also have negative views of the elderly. Children involved in the study expressed a concern about getting old and their wish not to get old.

Hickey and Kalish (1968) examined the attitudes and perceptions of a group of students between the ages of 8 and 20. Results of this study substantiated the hypothesis that children and young people perceive age-related differences between adult age groups. Another conclusion was that perception differences became more pronounced as a child became older.

A questionnaire study by Tuckman and Lorge (1951) revealed a general acceptance of the misconceptions and stereotypes of old people by a group of young adult graduate students. On a more global scale, Palmore (1971) looked at our society's attitude toward aging through humor. His review of jokes and humorous quotations lends additional support to the belief that stereotyped views of the elderly are prevalent and permeate all facets of our daily lives.

Response of Schools to the Problem

The essentially negative attitudes toward the aged and aging, coupled with the impact of these attitudes on the way our institutions and people treat the elderly, has prompted some educators to advocate curricular reforms to deal more effectively with this problem. The professional literature is beginning to include reports that attest to this new challenge. The remainder of this review will be devoted to a consideration of the ways the school might respond to this challenge. This discussion will be organized about the elements commonly considered when designing a course and/or curriculum guide. As such, the topics will be:

1. The objectives to be served by instruction on the aged.

2. The content and materials that have been used to inform and enlighten.
3. The kinds of activities that are aimed at attitude change.
4. The methods that are used to detect the hoped-for changes in the thinking, feelings, and behavior of the participants.

Objectives of Instruction

The inclusion of "aging and the aged" in the curriculum has been advocated by individuals who believe it is imperative for young children to know more about the characteristics of the aged and outcomes of the aging process. Information is aimed at influencing perceptions and altering attitudes.

Jantz et al (1977), following their comprehensive study of children's perceptions and attitudes toward the elderly, proposed the following three objectives for a curriculum designed to influence children's feeling toward and beliefs about the elderly and the aging process:

1. To provide accurate information about the elderly so that children will form positive, realistic concepts and attitudes toward older people.
2. To enable children to assess their perceptions of the aging process and how aging will affect them.
3. To expose children to an unbiased look at the attributes, behaviors and characteristics of the elderly in a wide variety of roles. Along similar lines, Martha Tyler John (1977) reviewed research that dealt with the extent of children's contact with older people.

It was her belief that "limited contact with older people promotes stereotyping and discrimination." She encouraged more frequent contacts on a regular basis; however, she cautioned that the situation and physical condition of the elderly persons involved may influence the attitude of the young people as much as the contact itself. The objectives she cited for a desirable curriculum exemplify the importance of contact:

1. to teach children that warm, sensitive relationships can span generations,
2. to make children aware of the need to see old age as a part of the total life cycle,
3. to become familiar with the contributions the older age group makes to our society, and
4. to provide children with a more positive picture of the total life span that can be available to them.

Denise Storey (1977), who emphasized the correlation of literature to ideas of society, suggests that firsthand experiences be coupled with information from children's books. She encouraged a curriculum which would allow children to (1) use critical reading techniques to evaluate the images of the elderly as presented in books, (2) evaluate the realism of situations presented in books, and (3) to analyze reasons for stereotypic images of the elderly. These objectives, and those that have been an outgrowth of the aforementioned studies, do serve as useful guidelines for persons interested in incorporating aging education in the school curriculum.

Content and Utilization of Materials

Literature has always been an important way to introduce children to the norms, roles and values of society. Phyllis Winet Barnum's work (1977) has emphasized the growing influence of literature on the attitudes of children toward the elderly. She attributes this growing importance to the increased isolation of American children from old people. In her study Barnum analyzed the content of 100 randomly selected books. She discovered that the elderly appeared less frequently than young characters and were depicted as disadvantaged. Seltzer and Atchley (1971) conducted a similar study, sampling children's literature from 1870-1960. Results of their study indicated a decrease in the number of references to old people or things (as related to the number of references to young people and things). Their findings also revealed a decreasingly positive attitude toward old people and old things.

In a more current study, Edward Ansello (1978) reviewed 656 children's books. Three words--old, little and ancient--accounted for more than 80% of the adjectives used to describe the elderly. Only 16.46% of the books reviewed contained older characters. Of that small percentage, only a few were principal characters. It was noted that older characters usually performed in a routine mundane manner, seldom assuming problem-solving roles.

It is a generally accepted belief that literature has considerable potential for influencing our perceptions of and our behavior toward a person. Thus, how a child perceives his future role as an elderly person may be influenced by his early reading experiences. This

premise was the basis for a study by Fabiano (1977) in which she tried to ascertain the effects of reading stories with older characters on the attitudes of children toward the elderly. Results did not reveal significant changes; however, some differences between pre- and posttest scores were observed.

Likewise, literature can be a source of our stereotypic views. These biases can be well entrenched in our society and are perpetuated by the books children read. Children's books are a reflection and record of society according to Denise C. Storey (1979). Following this line of reasoning she recorded children's responses to ageism presented in children's literature. A classroom of fifth-graders was asked to focus on some of the stereotypes used when presenting the elderly. The students noted that:

1. The grandparents in the books looked older than their own.
2. The elderly and grandparents didn't work, have fun, or do anything exciting.
3. The elderly had sad, lonely, and boring lives.
4. The young people were mean to the elderly, as if they were stupid and as if they were children.
5. Characters in the books did not seem to want to listen or talk to the elderly.
6. Sometimes the elderly were presented as mean and crabby, tidy, fussy and unfair.
7. The elderly portrayed as liking to remember the good old days and dream of better times.

8. There were not many happy books about the elderly. Students who engaged in this kind of critical review of their leisure reading materials did show a decided change in their attitudes toward the elderly.

Pictures serve as another useful medium for exploring children's attitudes toward the elderly. Seefeldt, Jantz, Galper and Serock (1977) stressed the need for realistic models of elderly persons in school books and materials. They suggest that children be asked to compare and contrast stereotypic depictions of elderly with their own experiences with active and healthy older people.

Some of the individuals who have used literature as a research tool have compiled bibliographies to help teachers use these sources as an instructional tool. The writer has compiled a list of some of the books that are highly recommended and has reproduced the list in the appendix of this paper. This list is not intended to be exhaustive and is further limited by the author's interest in lower elementary grades. It should also be noted that it is difficult to find a "perfect" book. No one book can accomplish everything. Therefore, teachers must provide children with a variety of reading materials about the elderly.

Activities

Most activities are structured to examine the realities of aging and increase an individual's understanding of this process and the implications of aging for one's role in society. Much emphasis has been placed on the value of inter-generational contact. The elderly are regarded as an "untapped resource." Thus, teachers have been

encouraged to explore many different forms of elderly involvement in the classroom.

Eulalia Tate Click and Judith Powell (1976) conducted a study to determine the effect of increased interpersonal contact with the elderly on children's attitudes toward the elderly. Elderly resource people were utilized in the study of American history. Subjects were divided into three groups--the first receiving the regular unit of instruction, a second group receiving the same unit of instruction with elderly people included as resources, and a third group receiving neither instruction or interpersonal contact. It was hypothesized that the group receiving instruction and contact with the elderly would report more change in a posttest; however, no significant differences were found.

A program in Ann Arbor, Michigan, "T-LC," involved elderly people ages 60-87 with young children for a three-month period. These volunteers shared experience and knowledge with children in half-day sessions (Mehta, 1979). A number of teachers observed that grandpersons were a calming influence on hyperactive children, producing a more effective learning situation. Ninety-eight percent of the children responded positively to the program, saying such things as "I love learning with grandpersons," and "I hope T-LC goes on forever." Nursing home officials observed that the health of T-LC volunteers had improved and that some even had fewer medical needs.

Mary Ellen Ianni (1973), a classroom teacher at the University School of the University of Pennsylvania, directed her class to interview forty elderly people. These elderly volunteers were asked to

complete a forty-two point questionnaire which explored conclusions that Ianni's class had developed as a result of a study on aging and the elderly. Results of two attitude surveys supported a change in students' attitudes toward aging and the elderly.

The literature includes a variety of other activities that bring young and old together. Visiting nursing homes, letter writing to elderly "pen pals" and tutoring and structured volunteer work by elderly persons have been among the more popular and successful activities.

The school's role as a socialization agent is often cited as a justification for promoting interpersonal contact with the elderly as significant others. This principle served as the basis for a study directed by Lillian Phenice (1981) at two Lansing, Michigan, Day Care Centers. Children from a center with an ongoing Foster Grandparent Program were randomly selected to participate in Group A, while Group B consisted of children from a day care center without such a program. Children in Group A had elderly volunteers in their classrooms on a daily basis. The researcher hypothesized that Group A would have a more favorable attitude toward aging and the elderly than Group B. A parent questionnaire exploring the child's contact with the elderly outside of the school setting was also administered as part of the study. Results indicated that children who had the most contact with elderly persons were able to describe and discuss more activities they could share with the elderly. There were no significant differences in attitudes toward the elderly between groups; however, children in Group A expressed more positive attitudes about getting older than did

the children in Group B.

Many other promising activities have been described in curriculum guides, units of instruction, and text materials designed to help teachers deal with aging education. This review has been confined to a discussion of activities that have been the subject of some research activity. The appendix includes a number of additional alternatives.

Methods of Evaluation

Very little has been done to examine children's attitudes toward the elderly. Jantz, Seefeldt, Galper and Serlock (1977), reasoned that research in this area has been hampered by the unavailability of good research tools. They set out to develop an instrument to identify children's attitudes and understandings of the elderly. This instrument, The Children's Attitudes Toward the Elderly (The CATE) was designed to assess the attitudes of children ages 3 to 11 toward old people. Three measurement techniques were employed--open ended questions, standardized bi-polar scales and elicited responses from concrete visual representations.

Prior to the development of this instrument, researchers who worked with younger students relied on adaptations of instruments designed for older children or adults. One such study, the Tuckman and Lorge Questionnaire About Old People (1951) covered such areas as physical change, personality disintegration, conservatism and resistance to change, and activities and interests. A modified version of this instrument was utilized by Click and Powell (1976) in the development of a portion of an instrument for their study. The language was translated into the appropriate age level.

Most studies report the use of less formal evaluation techniques: interviews, open-ended questioning, and checklists of learned behavioral responses are most common. The evaluation tools in this area are not particularly unique nor well designed. Since most programs emphasize attitude change, self-report techniques of questionable quality have been used to discern pre- and posttest differences.

Chapter III

PURPOSE, DESIGN AND RESULTS OF THE STUDY

Purpose of the Study

The review of literature in the area of children's attitudes toward the elderly supported the need for curriculum development in the area of aging education. The writer chose to respond to this need by preparing a unit of instruction for use with elementary school children. The unit of study was taught to twenty-four students enrolled in the summer session at Price Laboratory School. This tuition-based summer program draws children from numerous attendance areas, both urban and rural. Data was collected prior to, during, and following the unit of study to determine the effects of instruction upon pupil attitudes toward the elderly and the aging process.

Use and Results of the CATE

The Children's Attitudes Toward the Elderly (CATE) was administered to children in order to collect entry data. The CATE consists of a Word Association Component, a Semantic Differential Test, and a Picture Series Component. This inventory was administered during a one-to-one interview with each student in sessions approximately 15 minutes in length. This same inventory was used in a follow-up interview session with each child at the conclusion of the three-week unit.

In order to secure an idea of the factors that may affect children's attitudes toward the elderly aside from those being introduced during the unit of study, selected aspects of the child's family life were surveyed. Parents were asked to supply this information on a

questionnaire sent home with each of the participants. The remainder of the data was anecdotal in character. The teacher of the unit kept a record of classroom discussions and unsolicited reactions of students. She also kept a journal of her own impressions of the children's responses to the materials and activities that comprised the unit of instruction.

The Word Association Component, composed of open-ended questions, was administered first. This subtest devoted to cognitive aspects of children's attitudes was administered by asking the question, "What can you tell me about old people?" Responses were categorized as physical, affective or behavioral, and then rated as positive or negative. Each response was rated, some children responding more than one time. Of the thirty-four responses recorded, only three were rated as positive affective. Twelve behavioral responses were recorded, three positive and nine negative. The remaining responses were categorized as physical negative. Examples of these responses and the coding of them follows:

"They love you," "They're nice" -- Positive Affective

"They can take care of you" -- Positive Behavioral

"They need help to walk" -- Negative Behavioral

"They walk with a cane," "They got wrinkles all over" -- Negative Behavioral

The second section of the Word Association Component explored the child's knowledge of elderly people and his/her involvement with these people. The child was first asked, "What old people do you know?" All of the children knew at least one elderly person who was a family

member. Only ten of the children reported knowing elderly people outside of their family. To discover the behavioral component of the child's attitude toward elderly people, the question was asked, "What do you do with that person?" Responses were categorized as with-active, with-passive and doing for. Nine of the responses were categorized as with-active:

"Go for walks."

"We can go fishing."

"We can do work in the barn."

Twelve responses were rated as with-passive:

"My grandpa can tell me how to do things."

"We can play cards."

"Watch TV with him."

Three of the responses were considered doing for:

"Help him by gathering wood for the fire."

"Do chores for him."

"Help him walk."

One child responded, "I can play with my grandma and grandpa, but I can only talk to my aunt 'cause she's 74."

The third section of the test asks the child to give another name for old people. Only one child was able to give an acceptable response, "elderly." The typical response was "grandma" and "grandpa."

The last section of the Word Association Component measured the affective aspect of children's attitudes by asking, "How do you feel about getting old?" The responses were rated as positive, neutral, or negative. Only three of the responses were positive. One child

regarded old age as a time when you are free to do as you want. Four children responded in the neutral mode. The remaining seventeen responses were in the negative category. Some of the negative responses were "I get nervous," "I don't want to die," "When you get old, you die quick," "All of the excitement goes out of you," "I don't want to get old and lonely," "I feel scared."

The second component of the CATE, the Picture Series, utilized concrete representations of the elderly to elicit attitudinal responses. Children were first asked to identify the oldest person from among four pictures of persons of varying ages. They were then asked to explain their selection. Explanations were rated as being evaluative or physical-descriptive. Only one child was unable to identify the oldest person. Of the explanations, only five were categorized as evaluative, such as "He looks nice," "He looks like we could be friends." The other nineteen were physical-descriptive. Most physical-descriptive comments referred to wrinkles.

Children were then asked how they will feel when they are that old. Responses were categorized as positive, neutral, or negative. Only one response was positive. Two neutral responses were recorded. The majority of the responses (twenty-one) were negative: "tired and bored," "sick," "not so good."

The behavioral component was again addressed when the children were asked, "What things could you help this person do?" and "What things could he help you do?" Responses were categorized as affective, behavioral stereotype and behavioral unique. Of the responses to the first question, only one was classified as an affective statement, i.e.,

"I could love him." There were five behavioral unique statements, such as, "I could pick up the leaves and sticks in his yard," "I could help him pack his clothes," and thirteen behavioral stereotype statements, such as, "I could help him with his work," "I could help him walk."

Responses to the second question included nine affective responses and fifteen behavioral stereotype responses. Examples of both types of responses follow:

Affective responses - "He could be my friend." "Love me."

Behavioral responses - "Help me learn things." "Teach me to fish."

Students were asked to estimate the age of the four people presented in the pictures. The results can be seen in Table I. The range of responses for each picture was as follows: picture #1 - (16-51), picture #2 (22-52), picture #3 (40-90), and picture #4 (30-100).

The final items on the cognitive portion of the inventory required children to state a preference for being with one of the four people pictured and the kinds of things one could do with that person. A record was kept of the choices. The reasons children gave for their choices were categorized as age-related, altruistic, or evaluative. The activities chosen were rated as either with-active, with-passive, or doing for. Table II provides a summary of the children's preferences and the stated types of activities.

The last subtest of the CATE is the semantic differential that is composed of ten bipolar adjective sets. These item sets and the children's responses are summarized in Table III and Table IV. The first table deals with their responses when "young people" is used as the

Table I
Estimated Age of Pictures

Picture	Median	Mode	Mean
#1 (youngest man)	20	20	26
#2 (second youngest)	35	40	34
#3 (2nd oldest)	55	50	60
#4 (oldest man)	88	91	80

Table II

Preferences of Children Based on Visual Representations

Choice of Picture	
#1 (youngest man)	13
#2 (second youngest)	5
#3 (second oldest)	4
#4 (oldest man)	2
Reason for Choice	
Age-related	9
Altruistic	6
Evaluative	9
Suggested Activity with #4	
With-Active	7
With Passive	17
Doing For	0

Table III
Results of Semantic Differential - Young People

	Very		A Little		Very		
Helpful	17	3	2	2			Harmful
Sick		1		4	19		Healthy
Rich	4	13		3	4		Poor
Dirty	5	3		2	14		Clean
Friendly	16	7			1		Unfriendly
Ugly				11	13		Pretty
Wonderful	8	13		3			Terrible
Wrong	2	5		12	5		Right
Happy	19	2		2	1		Sad
Bad		2		9	13		Good

Table IV
Results of Semantic Differential - Old People

	Very		A Little		Very		
Good	14	5		5			Bad
Sad	10	6		3	5		Happy
Right	12	6		4	2		Wrong
Terrible		2		10	12		Wonderful
Pretty	3	6		15			Ugly
Unfriendly		6		5	13		Friendly
Clean	10	7		4	3		Dirty
Poor	8	6	2	7	1		Rich
Healthy	5	3		8	8		Sick
Harmful				10	14		Helpful

stimulus object. The second table provides a tabulation of responses when "old people" served as the stimulus object.

Some hesitation was noticed when children gave negative responses about the elderly. This was noted in particular on the adjective pair "pretty-ugly." One child even clarified her response of "a little ugly" by saying, "Well, they're sorta' ugly, but they're real pretty on the inside."

Use and Results of Parent Questionnaire

This questionnaire was designed to secure information about the extent and form of contact children had with elderly members of their immediate family. All of the students in the study had at least two living grandparents. Sixteen of the respondents reported that their child had four living grandparents (one child having five which would indicate a remarriage). The grandparents ranged in age from 50-92 with an average age of 63.5. Five students reported having three grandparents while the other three students reported having only two grandparents. Three children had two or three living great-grandparents. In addition, eight children had one.

A summary of the time the children spend with elderly persons is presented in Table V.

Children seem to spend more time with grandparents with parents present than alone. The number of contacts with older people other than grandparents is significantly smaller.

Other data collected from the questionnaire also indicates somewhat limited contact with the elderly. Seven children took trips with their grandparents without their parents present, while fourteen

Table V
Time Spent with Elderly Persons

Frequency	Alone with grand- parents	With grand- parents - with parental supervision	Other than grand- parents
1 Time a Day	1	2	1
3 Times a Week	6	3	2
1 Time a Week	1	3	1
2 Times a Month	1	7	4
6 Times a Year	3	6	5
2 Times a Year	4	1	4
1 Time a Year	3	1	1
Never	5		5

children took trips with grandparents and parents. Fifteen of the participants correspond regularly with their grandparents. Almost all of the children receive gifts from their grandparents.

Results of the Unit of Study

The unit of instruction consisted of fifteen class sessions approximately twenty minutes in length. Each session was designed to deal with children's perceptions of the aged and the aging process. Each lesson was also structured to foster more positive attitudes toward the elderly. The objectives for each class session are included in Appendix A.

Because literature has been used in a number of attitude studies, Barnum (1977), Seltzer and Atchley (1971) Seefeldt et al (1977), and Fabiano (1977), the writer included a number of oral reading sessions. The classroom teacher was provided a selection of books from which to choose for oral reading and free reading sessions. The books for this collection were selected because they present the elderly in a positive, realistic manner.

The teacher selected the book for each oral reading session depending on the amount of time available. The students would often comment about likenesses of characters in the literature to their own grandparents. In one book, Kevin's Grandma, the grandmother is an extremely active person with many unusual interests. Some of the children were surprised at the character and again related her to other elderly people they knew. Another book, William's Doll, presented a grandmother who was very loving and understanding. She accepted and understood the desire of a young boy to have a doll. This book was

overshadowed by sexist stereotyping. The children in the class laughed at the boy's desire for a doll. The discussion of the grandmother's character was not the major concern of the students.

On the whole, the oral reading sessions seemed to enhance positive attitudes toward the elderly. Children discussed the characters and attempted to draw some conclusions about the elderly. The teacher noted more positive comments, especially those comments related to behavioral characteristics of the elderly.

Presentations were planned to broaden the knowledge of children about the elderly and to offset any existing biases. The children were introduced to the field of gerontology and became familiar with some terms of the field.

Children reacted positively to the mini-lectures presented by the teacher. The majority of the children were active in the discussion. This approach appeared to help children verbalize their feelings about the elderly and what it is like to grow old.

The utilization of elderly resource people helped broaden the children's contacts with elderly people. The work of Click and Powell (1976), Mead (1977), Mehta (1976), Phenice (1981), Ianni (1973), and John (1977) cited in the review chapter has demonstrated the worthwhileness and efficacy of this technique.

Reactions from students to resource people were positive. In each instance the elderly person was an expert. The students appeared to be more interested in the information being shared than the age of the elderly resource person.

The school nurse, who also served as a resource person, shared some factual information about the aging process. Although many of the students had earlier expressed a preponderance of biases about the physical aspects of aging, most of the comments in this session were not aimed at physical descriptions of aging. One student noticed a change in his grandparent's personality. Others agreed that as people get older they seemed to get meaner--"crabby and grumpy." Another student was concerned about the memory of old people. A discussion of how aging affected different parts of the body answered many of the children's questions and helped them realize that elderly people have different physical conditions.

Thus, the unit of instruction did provide students an opportunity to explore and examine their feelings and beliefs about the elderly and the changes that occur in people as they age. Each day's session could have been extended without a loss of interest. There were many indications that students were more favorably disposed toward the elderly, that they became more appreciative of older people, and that they were less anxious about reaching old age.

A brief follow-up interview was held with each child to see if there were any general changes in their response patterns toward the elderly. No attempt was made to systematically collect data for tabular or comparative analysis. This informal interview was conducted in order to check the author's contentions that such a unit would foster more empathy and evoke more positive responses about the elderly. The children, however, seemed more reluctant to express their feelings about the elderly. Although there was a slight increase in the number

of positive-affective and positive-physical responses, the total number of responses to several questions was somewhat lower. In one instance children were again asked to respond to the question, "What do you know about old people?" When asked this same question during the administration of the CATE at the beginning of the study, thirty-four responses were received. During the post-unit interview, children gave only twenty-four responses.

The other questions elicited more neutral (or no response at all) than were expressed in the first interview. For example, when children were asked, "How do you feel when you get old?" a number of children said, "I don't know." One child responded, "Who knows, you might feel better." Thus, the writer's expectation that an affective based program would create a trusting, empathetic, "open forum" atmosphere where the children could examine their feelings about the elderly, evaluate their ideas, and then respond affectively in an honest, hopefully positive manner, may not be realistic. The children seemed more cautious about sharing their "real" feelings on the topic following the unit. This condition might be attributed to subtle pressures to conform to a set of "acceptable" values. Thus, the children may have chosen not to reveal their real feelings for fear of disapproval.

Chapter IV

SUMMARY AND RECOMMENDATIONS

Summary

Curriculum development is an evolutionary process. Programs must be designed and tested in order to devise the best possible match between children's needs and abilities, program objectives, and the methods for addressing these considerations. This experimental work helps increase the success and the satisfaction of those who adopt the program. This study was but the first step in developing a unit devoted to the study of the aged and the aging process.

During the course of my study, a group of children in second grade was provided a "series of experiences" that increased their familiarity with persons, ideas and attitudes that pertain to aging and the elderly. Over the course of the study, naturally occurring events shaped the character of the class sessions and influenced the outcomes of the project. Some of these events will be described here because they are significant adjunct to the original unit and are worthy of consideration by those who may decide to use these materials.

The classroom teacher had selected a western theme for the summer session. The topics to be discussed by the resource people were chosen to interface with this theme. Incorporating this unit into the larger purposes of the program provided for a more natural consideration of this topic. Likewise, making use of learning centers served to integrate this material with other appealing topics. To further extend the objectives of the unit, the teacher used books from the collection for oral reading sessions in the listening center. Children would

listen to the tape, following along with the book, and then do a related art activity.

The use of bulletin boards was another technique which the writer overlooked in the original unit. The classroom teacher utilized the bulletin boards to reinforce concepts presented in the lessons. Discussion with the classroom teacher at the end of the unit resulted in a number of ideas to develop lessons and enhance the existing unit.

Recommendations

Making provisions for the ideas and experiences included in the original unit and those that were an outgrowth of this project itself will require some difficult decisions about curricular priorities. Teachers, already overwhelmed by pressures to respond to increasingly diverse public expectations, may resist this addition to their program. Others may be only too happy to adopt this unit but may encounter a skeptical administrator. Regardless of the source of resistance, the following recommendations may be useful to those who share this writer's convictions about the importance of this topic.

The classroom teacher involved in the study shared the writer's interest in the area of aging education. She was willing to teach the unit, but suggested that we discuss my project with the building administrator. Though the principal was supportive, I was reminded of the "nature of this area." He agreed with one writer, Richard Satore (1976), who noted that many educators and parents view the study of aging and the elderly as controversial as that of sex, death, homosexuality, and divorce. To avoid any such controversy, a letter was sent to parents explaining the purpose of the study. If this unit were

to be piloted during a regular school year, the objectives and an overview of the course could be given to parents.

The amount of time allowed for this study was a factor which must be considered when assessing the outcomes of this project. All of the activities included in the unit could have been extended beyond the twenty-minute allotted time. Due to the increasing amounts of material being developed in this area, the writer would suggest that other investigators structure a unit with a minimum eight-week time frame. This would also allow for the development of a long-term formal elderly resource person program. This program might encompass classroom volunteers, elderly "friends" (where personal relationships could develop), a visiting routine, or more elderly people demonstrating their unique backgrounds and talents through presentations or demonstrations. Another factor which might support the expansion of such a study is in the area of evaluation. An adequate amount of time between pre-unit and post-unit evaluations would likely yield more reliable and valid measures of attitude change.

Measuring attitude change is no simple matter. One must assume that children are responding in an honest and open manner. Yet, implementation of a unit of this nature, which does emphasize affective goals, must provide sufficient time to build trust, express feelings and build dispositions to behave. This time may only be acquired if the unit is integrated into an existing curriculum. The unit designed for this study may suggest ways to do this.

The age of the children, the short term of the unit, and the limited use of data collection procedures made evaluation of the unit

outcomes difficult and tentative. More feedback from the children in the form of art work, reports, or an "I learned . . ." statement would be helpful in monitoring the effects of the individual sessions and the overall benefits of their participation.

The teacher's input may have been more valuable if a format for collecting her impressions had been provided. An evaluation form for each lesson could have been completed by the teacher of the class.

The oral reading session was a flexible activity which allowed teachers to decide which books to use prior to and during the unit. The structure of the discussions could have been more formal. Although the teacher read the books selected for that purpose, a few of the sessions were shortened and problems were left unresolved because of limited time. If the teacher had been provided with a discussion guide, all intended points could have been covered and, if needed, the lesson could then have been carried over to complete the discussion.

An affective-based curriculum does pose many unique challenges. Some of them were addressed in this study. Others remain to be addressed by other persons who share the writer's intent or convictions about the importance of this or similar topics that deal largely with attitudinal considerations. This study should help such persons achieve a sense of how to tackle these challenges and to realize the satisfactions that accompany work in this area.

APPENDIX A

Unit of Instruction

Day 1

Objective: To enable children to examine their perceptions of the aging process.

Procedure: Record on board or chart paper comments and ideas of children as they respond to the questions: "What do you know about old people?" and "What would you like to know about old people?"

Note from Writer: If possible, tape record this session. At the end of the unit, you might conduct a similar discussion and then listen to the tape.

Day 2

Objective: To present types of aging and terms of unit.

Procedure: Introduce and explain the following:

Gerontology - the study of aging
 Chronological age - the number of years a person has lived
 Biological age - a measure of a person's physical fitness
 Social age - includes the things that a person does that are usual for that age

Discuss the differences and encourage example.

Note from Writer: Children loved the new vocabulary words.

Day 3

Objective: To provide children with examples of different types of age. Allow children opportunities to recognize types of aging given situations.

Procedure: 1. Present the following chart on chalkboard or chart paper.

RUTH	CAROLE
1. Jogs one mile every day.	1. Does not exercise.
2. Coaches a softball team.	2. Has no hobbies.
3. Is always ready to smile.	3. Rarely smiles.
4. Practices ballet dancing.	4. Attends ballet performances.
5. Has good posture.	5. Has poor posture.

2. Read through chart with children.
3. Have class estimate ages of each woman.
4. Discuss reasoning for their answers.
5. Reveal that Ruth is 68 and Carole is 30.
6. Discuss the validity of chronological age.

Note from Writer: The activity extended beyond normal time allotted. Children participated well! This activity revealed to children many of their stereotypic beliefs about the elderly while clarifying the meaning of the vocabulary words introduced in the previous unit.

Day 4

Objective: To provide children with accurate information about the aging process.

Procedure: School nurse visits classroom to present a lecturette on "What Happens to Our Bodies When We Age."

Note from Writer: Many of the children were familiar with the nurse. She was seen as an authority. Children asked questions that were not related to the physical condition of the elderly.

Day 5

Objective: To provide children with opportunities to read fictional literature with elderly people presented in a positive, realistic manner.

Procedure: Teacher selects book from collection of books provided by writer. Teacher reads book aloud, then discusses with class.

Note from Writer: This type of oral reading session was flexible. Teacher would select books shorter in length to read at various times during the week.

Day 6

Objective: To build a more positive attitude toward old things and people as a concept.

Procedure:

1. Brainstorm with children lists of old things and new things.
2. Have children draw pictures or cut out pictures from magazines of old things.
3. Discuss, noting that some things get more valuable with age, while other things depreciate.

Day 7

Objective: To provide children with opportunities to read fictional literature with elderly presented in a positive, realistic manner.

Procedure: Follow oral reading session procedure.

Day 8

Objective: To identify skills, talents, and other positive traits of older family members or elderly contacts.

Procedure: Collectively make a list of outstanding qualities of grandparents and other elderly people they know.

Note from Writer: This lesson requires a springboard activity. One might possibly use a short book that portrays an elderly person with similar qualities.

Day 9 and Day 10

Objective: To provide children with opportunities to read fictional literature with elderly people presented in a positive, realistic manner.

Procedure: Follow oral reading session procedure.

Note from Writer: The oral reading session can be followed up with a variety of activities--discussion, drawing, role playing, etc.

Day 11

Objective: To provide positive role models of elderly people.

Procedure: Elderly person to share experiences of "the past."

Note: Choice of a resource person is very important. The elderly person should be one who is healthy, active, and volunteers to serve in this capacity. The topic of their input or interaction should vary, depending on the curriculum within which you are involved. The summer session was based on "The Wild 'Ole West" theme.

Day 12.

Objective: Children are allowed to give their reactions to elderly resource person and conclude value of being older.

Procedure: 1. Children share reactions to guest speaker.
2. Brainstorm "What we can learn from older people."
3. Give children time to discuss whom they might interview and give suggestions for possible questions to ask.

Day 13

Objective: To provide positive model displaying unique knowledge and ability.

Procedure: "Elderly expert" aids class in a culmination of a western unit by demonstrating the making of "trail bread"--sour dough biscuits.

Note from Writer: This person was unable to attend the session, so an oral reading session was held.

Day 14

Objective: To provide children with opportunities to recognize and verbalize qualities and abilities of an elderly person.

Procedure: Allow children to share their experiences of interviews with an elderly person.

Note from Writer: Most of the children reported about their grandparents. Teacher might encourage students to choose other elderly people if they have any regular contact with them.

Day 15

Objective: To provide children with opportunities to read fictional literature with elderly people presented in a positive, realistic manner.

Procedure: Oral reading session

Note from Writer: This lesson was chosen by teacher because of a scheduled fieldtrip. A more appropriate and useful activity might be the repeat of the Day 1 activity.

APPENDIX B

THE CHILDREN'S ATTITUDES TOWARD THE ELDERLY TEST

WORD ASSOCIATION

Section 1

What can you tell me about old people?	Positive	Negative
Frequency Count - Affective Responses		
Physical Responses		
Behavioral Responses		

Section 2

What old people do you know?

Family: Yes No

Others: Yes No

What do you do with that person?

With-active: Yes No

With-passive: Yes No

For: Yes No

Section 3

Can you give me another name for old people?

Yes No

Section 4

How do you feel about getting old? Check one.

Positive _____

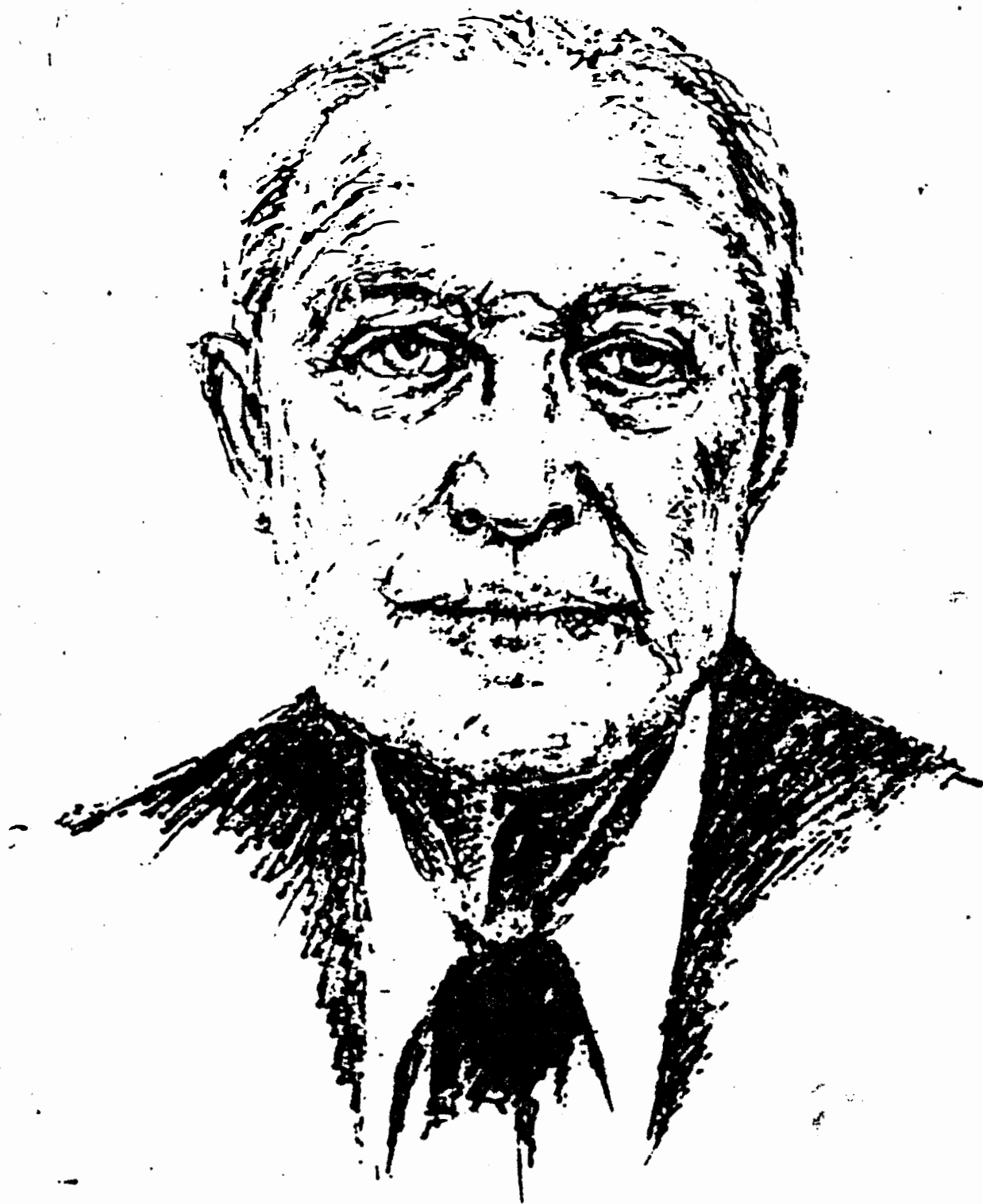
Neutral _____

Negative _____









PICTURE SERIES

Section 1

Directions: Photographs are shuffled and placed in random order on testing table.

A. Which person do you think is the oldest?

Response: (Ability to identify) Yes No

Why?

Response: Evaluative Physical-descriptive

B. Photographs remain on table.

Directions: If a child has identified correctly in (A), examiner continues.

If child has failed to identify, examiner points to photograph of oldest man.

How will you feel when you are that old?

Response: positive neutral negative

C. Directions: Examiner points to oldest person.

What things would you help this person do?

Response: affective behavioral stereotype behavioral unique

D. Directions: Examiner points to oldest person.

What things could he help you do?

Response: affective behavioral stereotype

Section 2

Directions: Photographs remain on testing table in random order.

A. Can you put these pictures in order from the youngest to the oldest?

Response: (Ability to order) yes no

Directions: Photographs are placed in proper sequence. Examiner points to photographs, one at a time in correct order.

B. How old do you think each of these men are? Record actual age.

Photograph 1 (Youngest)

Photograph 2 (2nd Youngest)

Photograph 3 (2nd Oldest)

Photograph 4 (Oldest)

Section 3

Directions: Examiner indicates all four photographs.

A. Which of these people would you prefer to be with?

1 2 3 4

Why? age-related altruistic evaluative

Directions: Examiner points to photograph chosen in 3 (A).

B. What kinds of things could you do with that person?

Response: with-active with-passive for

APPENDIX C

BIBLIOGRAPHY SUGGESTED FOR CHILDREN

- Adler, David A. A Little at a Time. Random House, 1976.
- Bales, Carol Ann. Tales of the Elders. Chicago: Follett Publishing Co., 1977. This is a collection of the memories of twelve immigrants who came to America between 1900 and 1930--the Great Migration. This book contains excellent photographs, as well as stories. (4-8)
- Blegvad, Lenore. Moon-Watch Summer. New York: Harcourt Brace Jovanovich, Inc., 1972. Two children visit and learn to respect their independent grandmother. (4-8)
- Borack, Barbara. Grandpa. New York: Harper & Row, 1967. In this affectionate story, a little girl tells about her wonderful grandfather and all the good things they do together and share. The warmth of their special relationship shines through the text and in Ben Shecter's empathetic drawings. (K-3)
- Branderberg, Franz. A Secret for Grandmother's Birthday. New York: Greenwillow, 1975. Two "children" discuss gifts for their grandmother and their lists reveal something about both the grandmother and the "children." (K-3)
- Buckley, Helen E. Grandfather and I. New York: Lothrop, Lee & Shepard Books, 1961. This story tells how everybody hurries through the day. They hurry you so much that it hardly is any fun doing anything. Grown-ups, big sisters and brothers hurry. About the only one that doesn't hurry is grandfather. Grandfather and the little boy have fun because they can be slow. Very good illustrations. (K-3)
- _____. Grandmother and I. New York: Lothrop, Lee & Shepard Books, 1961. This book stresses a warm and happy relationship between the oldest and youngest ones in the family. The floor, chairs and sofas are quite comfortable, but there's really nothing like a lap, especially if you are between the ages of four and seven and need cuddling. (K-3)
- Byars, Betsy. After the Goatman. New York: The Viking Press, 1974. Harold was fat and miserable until he met Figgy and his grandfather, Mr. Gryshevich, the Goatman. Figgy's grandfather lives in a house in the path of a superhighway and he didn't want to move. Love has priority in life though, and here too, it causes change. (4-8)
- _____. The House of Wings. New York: The Viking Press, 1975. Ten-year-old Sammy does not want to live with his grandfather, "the wild old man." Together they care for a wounded crane, and Sammy learns to love his grandparent. (4-8)

- Censoni, Robert. The Shopping-Bag Lady. New York: Holiday House, 1977. The children laugh at the lady who pokes into all the trash around until the day they find out why. (K-3)
- Cleaver, Vera. Queen of Hearts. New York: J. B. Lippincott, 1978. A new relationship develops between 12-year-old Wilma and her grandmother when Wilma has to stay with her until a permanent house-keeper/companion can be found. (4-8)
- Exley, Richard and Helen. To Grandma and Grandpa. Boston: Houghton Mifflin Co., 1979. This book contains stories, poems, and drawings done by grandchildren for their grandparents. (4-8)
- Farber, Norma. How Does it Feel to be Old? New York: Unicorn Books, 1979. "How does it feel to be old?" No one with manners would ask such a question. . . . but someone did, and Norma Farber answers it triumphantly. She writes with honesty and wit about loneliness and love, about hope and memory linked in the relationship of a lonely old woman and a child. (4-8)
- Flory, Jane. The Unexpected Grandchildren. Boston: Houghton Mifflin Co., 1977. Mr. and Mrs. Newton's life was orderly and precise until the day they received a letter announcing the arrival of unexpected grandchildren. (K-3)
- Gauch, Patricia. Grandpa and Me. McCann & Georghean, 1972. Portrayal of grandfather and grandson in a vacation setting. Older man is strong, active and caring.
- Goffstein, M. B. Fish for Supper. New York: Dial Press, 1976. Grandmother has a very special routine, one that she follows every day. She goes fishing. With great warmth, M. B. Goffstein describes the details of one day, from the time Grandmother gets up in the morning to the time she goes to bed at night. Her words and pictures are masterful in their simplicity and will be cherished by young and old alike for their intimacy and grace. (K-3)
- Hein, Lucille. My Very Special Friend. Judson, 1974. Sensitive relationship between a young girl and her elderly, active, creative great-grandmother.
- Hemingway, Ernest. The Old Man and the Sea. New York: Charles Scribner & Son, 1961. Classic story of an independent, old fisherman and his struggle at sea, his friendship with a young boy and his world. (4-8)
- Hoff, Syd. Barkley. New York: Harper & Row, 1975. Barkley is a great circus dog, but is getting to be a great old circus dog. He can't keep up with the younger dogs and he has problems when he joins the other acts. Soon he thinks he will have to leave the circus and the children he loves. (K-3)

- Jackson, Louise A. Grandpa Had a Windmill Churn. Parent's Magazine Press, 1977.
- Kesselman, Wendy. Emma. Garden City, New York: Doubleday & Co., 1980. The story of a woman who begins to paint in her old age and becomes very good at it. Although she derives great satisfaction from her work, she hides it from others until it is revealed by accident and she continues to paint prolifically and reviews her life in her painting. (K-3)
- Kirk, Barbara. Grandpa, Me and Our House in the Tree. New York: Macmillan Publishing Co., 1978. Nico remembers all the good things Grampa and he would do together when he came to visit. This visit concerns Nico since Grampa has been sick and has to rest a lot. But Grampa shows him that there are still projects they can share. (4-8)
- Langner, Nola. Freddy My Grandfather. New York: Four Winds Press, 1979. Freddy's granddaughter gives a vivid biographical sketch of her Hungarian born grandfather. (K-3)
- Lasky, Kathryn. I Have Four Names for My Grandfather. Boston: Little, Brown & Co., 1976. Poppy, Pop, Grandpa, and Pops are the names for Tom's grandfather. This is the story of a warm and sharing relationship. (K-3)
- LeRoy, Gen. Emma's Dilemma. New York: Harper & Row, 1975. Emma loves Pearl, her big, cuddly, wonderful sheepdog. Pearl is more fun than six-year-old Herbie next door, and more reliable than her best friend, Lucy. Soon after Grandmom comes to live with Emma's family, the trouble starts. Grandmom can't breathe and her eyes get red and watery. The doctor says she's allergic to Pearl and Emma's parents say Pearl must go. Life without Pearl? Emma can't bear the thought. (4-8)
- Lexau, Joan M. Benjie. New York: Dial Press, 1964. Benjie has to overcome shyness in order to be successful in finding Granny's lost earring. Benjie lives with Granny, and she fills the caretaker role with understanding and love. (4-8)
- MacLachlan, Patricia. Through Grandpa's Eyes. New York: Harper & Row, 1979. A young boy learns a different way of seeing the world from his blind grandfather. (K-3).
- Maguire, Gregory. The Daughter of the Moon. New York: Farrar Straus Giroux, 1980. The story of a young girl seeking solitude from her brothers and sisters and life's problems. When she finally feels she has found it, an old woman creates more problems for her. She eventually realizes the old woman is only lonely and helps her to find solutions to her difficulties. (4-8)

- Manson, June Andrea. Summer of the Stallion. New York: Macmillan Publishing Co., 1979. Twelve-year-old Janey's experiences as she helps capture and break a wild stallion result in an altered perception of herself and her relationship with her grandfather.
- Mathis, Sharon Bell. The Hundred Penny Box. New York: Viking Press, 1975. A remarkable story of the love between a very old woman and a young boy that is warm, sympathetic, and very touching. (4-8)
- Miles, Miska. Annie and the Old One. Boston: Little, Brown & Co., 1971. This is a beautifully told story of a young, Navajo girl living in a hogan on a reservation with her parents and her grandmother. (4-8)
- Mill, Eleanor. Mary Jo's Grandmother. Chicago: Albert Whitman & Do., 1976. A young girl loves and learns from her grandmother. During a stay with her grandmother, Mary Jo is called on to help grandmother through a crisis. (K-3)
- Murphy, Mildred. How Does Your Garden Grow? Reading, MA: Addison-Wesley, 1977. Ten-year-old Mildred befriends the mysterious yet spunky elderly Gertie. Gertie is found living in a condemned garage. Mildred soon learns of the hardship of living on a fixed income when she meets a variety of older people in her neighborhood with monetary problems. The reader will empathize with Mildred as she campaigns to right this economic wrong. (4-8)
- Pollowitz, Melinda. Cinnamon Cane. New York: Harper & Row, 1977. Cassie always thought Grampa was just like the black walnut tree that grew on his farm--old but strong. He was dependable, and they had a special understanding for each other. But when Grampa had to leave his farm to live in town, Cassie spent less time with him, and more with her friends at school. This beautiful and sensitively written novel evokes the special friendship between a grandparent and a young girl. (4-8)
- Robinson, Jean. The Secret Life of T. K. Dearing. New York: Seabury Press, 1973. T. K.'s efforts to spare his mother unnecessary worry become very difficult after his Grandpa Kindermann comes for a visit. Grandpa is a most unusual seventy-eight-year-old who has plans of his own. He enjoys greasy doughnuts and black coffee and has no intentions of going to the local Soaring Sixties Club. (4-8)
- Schick, Eleanor. Peter and Mr. Brandon. Macmillan, 1973.
- Skolsky, Mindy Warshaw. The Whistling Teakettle and Other Stories about Hannah. New York: Harper & Row, 1977. Grandma gives love to others but won't take gifts for herself. She will not accept Hannah's gift of a whistling teakettle because "It's not a necessity." But when Hannah shares her secret place, Grandma knows the memory of it is something she will keep forever. (K-3)

- Skorpen, Liesel Moak. Mandy's Grandmother. New York: Dial Press, 1975. When grandmother comes to visit, Mandy's lack of enthusiasm turns to resentment and threatens grandmother's visit until they discover common needs. (K-3)
- _____. Old Arthur. New York: Harper & Row, 1972. This story describes a special friendship between a boy and an old dog who is forced to leave a farm when he can no longer work efficiently. (K-3)
- Snow, Pegann. Mrs. Periwinkle's Groceries. Chicago: Children's Press, 1981. As various people try to help Mrs. Periwinkle get her groceries home, their thoughtful efforts turn into disaster. (K-3)
- Sobel, Harriet Langsam. Grandpa: A Young Man Grown Old. New York: Coward, McCann & Geoghegan, 1977. He is seventy-eight, she is seventeen. The life of a modest, dignified man is seen from two viewpoints--his own as he looks back, and that of his granddaughter who loves and respects him for what he has accomplished and for the part he has played in her own growing up. (4-8)
- Spyri, Johanna. Heidi. New York: Penguin Books, 1977. The classic story of Heidi is one of greatness of affection for Peter, her grandfather, her pet goat, and her mountain home. A film was based on the novel. (4-8)
- Stern, Ronnie and Townsend, Maryann. Pop's Secret. Reading, MA: Addison Wesley, 1980. A true story about a small boy and how he learned to live with the loss of a beloved grandfather. It is a story of a child's view of generations, a book of grieving and loving.
- Williams, Barbara. Kevin's Grandma. New York: E. P. Dutton, 1975. Kevin's friend has a grandma who plays checkers and makes caramel popcorn balls, but Kevin's grandma gives judo lessons, goes sky-diving, and does lots of other "un-grandmotherly" things. (K-3)
- Winthrop, Elizabeth. Walking Away. New York: Harper & Row, 1973. One summer was so much like another that Emily never thought of time passing and of Grandfather growing old. It was always Emily and Grandfather taking the same side, sharing the work, and loving the land together. (4-8)
- Wittman, Sally. A Special Trade. New York: Harper & Row, 1978. Nelly and Bartholomew are neighbors. The neighbors call them "ham and eggs" because they are always together. As Bartholomew gets older, things start to change. But Nelly is older too, and the change is really a trade--a special trade. (K-3)
- Wood, Joyce. Grandmother Lucy Goes on a Picnic. Collins Wood, 1976.

Zindel, Paul. Let Me Hear You Whisper. Harper & Row, 1970 and 1974.

Zolotow, Charlotte. My Grandson Lew. Harper & Row, 1974.
Young boy remembers his active grandfather.

_____. William's Doll. Wm. Rene Dubois, 1972.
A grandmother understands a young boy's need for a doll.

REFERENCES

- Ansello, Edward. The subtle stereotype. Childhood Education, 1978 January, 118-122.
- Atchley, Robert C., & Seltzer, Mildred M. The concept of old: changing attitudes and stereotypes. Gerontologist, 1971, 11, 226-230.
- Barnum, Phyllis. The aged in young children's literature. Language Arts, 1977, 54, 29-32.
- Click, Eulalia Tate, & Powell, Judith A. Preschool children's perceptions of the aged. Oklahoma State University, Division of Family Relations and Child Development, 1976.
- Fabiano, Emily. Effects of reading stories on children's attitudes toward older adults. Rutgers, The State University of New Jersey, 1977.
- Henig, Robin Morantz. Ageism's angry critic. Human Behavior, 1979, 43-46.
- Hickey, T., & Kalish, R. A. The attitudes of young people and children toward adults and the elderly. Psychological Abstracts, 41, 1967, 1686.
- Ianni, Mary Ellen. In loco grandparentis. Instructor, 1973, 174-175.
- Jantz, Richard K., Seefeldt, Carole, Galper, Alice, & Serock, Kathy. Children's attitudes toward the elderly. Social Education, 1977, 11, 518-523.
- Jantz, Richard K., & others. The CATE: Children's Attitudes Toward the Elderly. Test Manual. Maryland University, College Park. Center on Aging, 1976.
- John, Martha Tyler. Teaching children about older family members. Social Education, 1977, 41, 524-7.
- McTavish, Donald. Perceptions of old people: a review of research and methodologies and findings. Gerontologist, Winter 1971, 90-101.
- Mead, Margaret. Growing old in america. Family Circle, 1977 July.
- Menta, Martha. Charting the grandperson galaxy. Phi Delta Kappan, 1976, 58, 244-247.
- Palmore, Erdman. Attitudes toward aging as shown by humor. Gerontologist, Autumn 1971, 181-188.

- Phenice, Lillian. Children's perceptions of elderly persons. California: Century One Publishing, 1981.
- Satore, Richard. Discussing aging in school. Childhood Education, November 1976, 53, 2.
- Storey, Denise. Gray power: an endangered species? Ageism as portrayed in children's books. Social Education, 1977, 41, 528-533.
- Tuckman, Jacob, & Lorge, Irving. Attitudes toward old people. The Journal of Social Psychology, 1953, 37, 249-260.