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# A Study of Some Factors Affecting Parental Attitudes

Shirley Driggs

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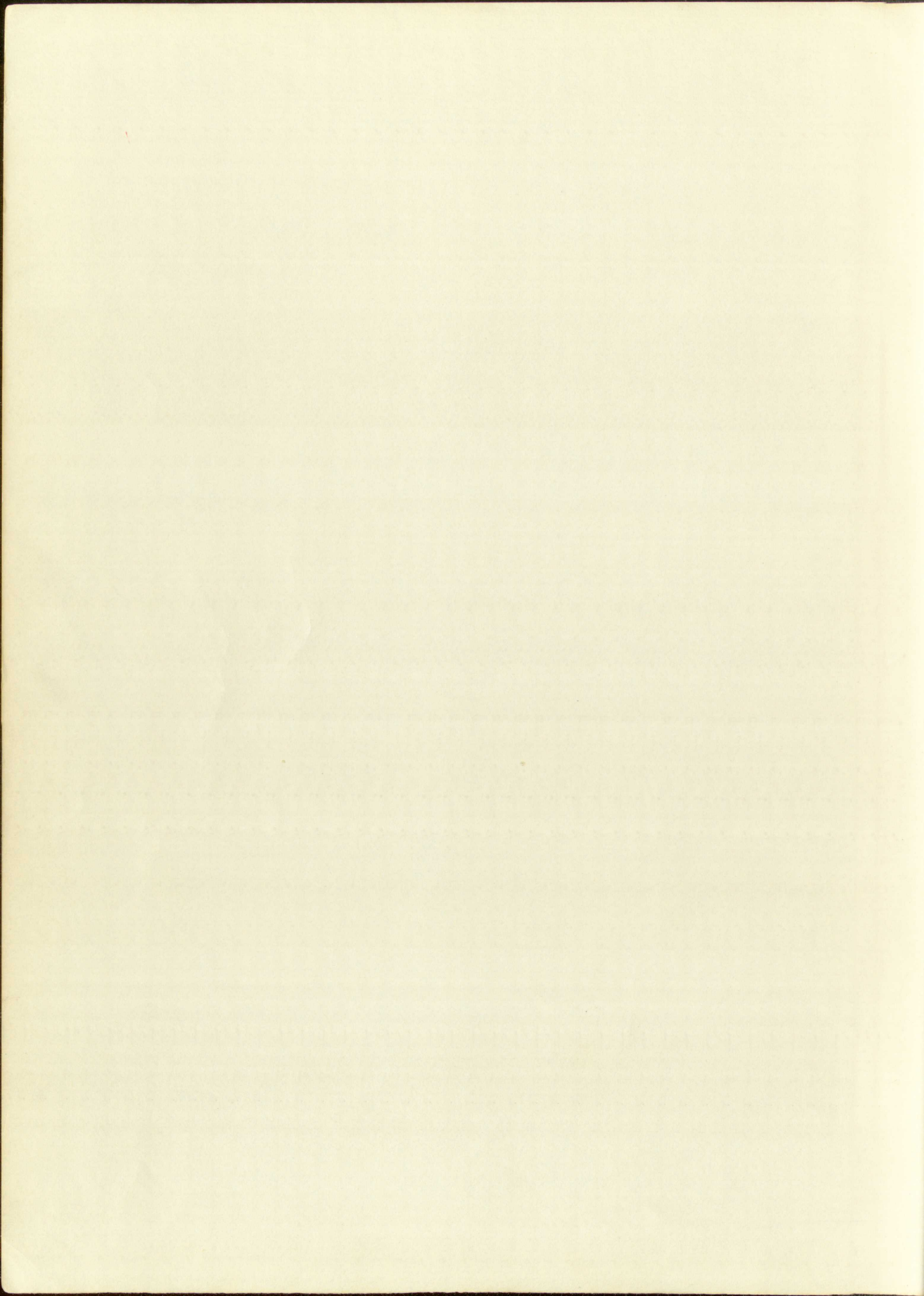
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A STUDY OF SOME FACTORS AFFECTING PARENTAL ATTITUDES

BY

SHIRLEY DRIGGS



A THESIS

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS IN

PSYCHOLOGY

THE UNIVERSITY OF NEW MEXICO

JUNE, 1951

A STUDY OF SOME FACTS IN THE HISTORY OF THE

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MASTER OF ARTS

*E. H. Eastetter*

DEAN

*June 1, 1951*

DATE

Thesis committee

*Ralph H. Brown*

CHAIRMAN

*Morton J. Keston*

*Loyle Saunders*

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

*[Faint signature]*

*June 1, 1951*

Thesis Committee

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## CHAPTER I

### INTRODUCTION

#### A. Statement of the Problem

The family is becoming increasingly recognized as a dominant force in the shaping of personality. One of the basic influences which mold the personality of the growing child is the attitude of the parent. In the constant interaction between parent and child, a more or less basic, consistent pattern emerges, which determines the extent of restraint, encouragement, indifference, and other practices with which the child must cope in his daily life. Teagarden's (11) statement is typical of the growing interest in home relationships and parental attitudes:

"In the first place, there is accumulating evidence that all manner of behavior deviations can be and often are accounted for by the subtleties of home relationships . . . . Another fact of great significance is that, in attempting rehabilitation and reeducation, professional workers take into account that parents' attitudes tend to be somewhat opposed to the attitudes of child guidance experts." (11, p. 243)

This growing awareness of the significance of home relationships and parental attitudes is born out in the practice of including treatment of parents and often all members of the family when therapy for the child is attempted. Parental attitudes are a determining factor in the make-up of the home and family relationships. Because these attitudes differ from those of the mental hygienists, it is pertinent to attempt to ascertain the relationship of certain factors with parental attitudes.

## INTRODUCTION

## A. Statement of the Problem

The family is becoming increasingly recognized as a dominant force in the shaping of personality. One of the basic functions which the personality of the individual child is the result of the constant interaction between parent and child, a sort of basic, consistent pattern emerges, which determines the extent of restraint, encouragement, inhibition, and reaction which the child must cope in his daily life. (1) Statement is typical of the extreme statement in human behavior, which is

addition:

"In the first place, there is a considerable evidence that all manner of behavior, whether good or bad, and other characteristics for by the subject of some individual, is a function of the state of his mind. In fact, the behavior, reaction, and reaction, or behavior, which is the result of the state of his mind, is the result of the state of his mind. (1) p. 212)

This growing awareness of the significance of the relationship and parental attitudes is born out in the practice of including treatment of parents and often all members of the family when therapy for the child is attempted. Parental attitudes are a determining factor in the make-up of the home and family relationship. Because these attitudes differ from those of the mental hygienists, it is pertinent to attempt to ascertain the relationship of these attitudes with parental attitudes.

The purpose of this study is to determine the possible association of such factors as amount of education, age, sex, broken homes, the number of children in the family, and foreign birth with parental attitudes. The parental attitudes of mothers, fathers, sons, and daughters are also compared with each other in order to determine whether different generations would have different parental attitudes.

#### B. Review of the Literature

Although there has been a great deal of material published concerning the effect of parental attitudes upon the development of the child, there has been relatively little literature published on the etiology of parental attitudes or factors which are related to parental attitudes.

Carpenter and Eisenberg (4) in a study of the relationship of dominance in women as measured by Maslow's "Social Personality Inventory", found that the trait of dominance in women was associated with a high socio-economic status and strong identification with the father.

Levy (5) in his study of Maternal Overprotection selected twenty mothers who were cases of "true maternal overprotection", i.e., they displayed exaggerated maternal love which was not determined primarily by neurosis. In reference to the etiology of the development of maternal overprotection Levy states:

"In studying the maternal factors, we must explore the influences exerted in every phase of the mother's life on the overprotective relationship. This leads us to a study of experiences related to the period immediately preceding the birth of her offspring, to her marital and social life, and to her childhood." (5, p. 112)

The purpose of this study is to determine the influence of such factors as amount of education, age, sex, physical health, the number of children in the family, and type of birth order on the attitudes. The general attitudes of mothers, fathers, sons, and daughters are also compared with each other in order to determine whether different generations would have different parental attitudes.

### B. Review of the Literature

Although there has been a great deal of research published regarding the effect of parental attitudes on the behavior of the child, there has been relatively little research on the effect of parental attitudes on children who are referred to juvenile courts.

Carson and Hirschi (1978) in a study of the relationship of dominance to juvenile delinquency found that the level of dominance in home was correlated with juvenile delinquency. They found that strong leadership in the family was associated with juvenile delinquency.

Levy (1975) in the study of maternal overprotection related juvenile delinquency to the degree of maternal overprotection. He found that mothers who were overprotective of their children displayed excessive maternal love which was not related to juvenile delinquency. In reference to the psychology of the development of maternal overprotection, Levy stated:

"In studies of the family, mothers are frequently the influence exerted on their children. The influence is a result of overprotection and control. This leads to a state of overprotection related to the child's behavior. The mother's overprotection is related to her mental and emotional state and to her childhood." (p. 111)

Levy was able to ascertain these experiences by means of an interview technique. Thirteen out of the twenty mothers studied had histories prior to the birth of the child which indicated an "unusual period of anticipation". There were only four mothers in the group of twenty who were presumably sexually well-adjusted. There was little social life in common among the parents of the overprotected group. Fifteen of the mothers did not participate in social activities with their husbands. The childhood experiences of these mothers revealed deprivation of parental affection and childhood play in some form in all twenty cases. Levy compared these twenty overprotecting mothers with a larger group of mothers who were not overprotecting and concluded that the above discussed conditions occurred in an "unusually" large number of cases in the overprotecting group. These overprotecting mothers represented predominantly responsible, stable, aggressive women. The fathers of these overprotected children were characterized as submissive, stable providers who played little or no authoritative role in the life of the child. Their background was one of submissive adaptation. As a result of his study Levy concluded: "True maternal overprotection occurs in naturally maternal women whose behavior has been intensified by the operation of certain psychic and cultural forces." (5, p. 148). Levy further asserts that all maternal overprotection can be regarded as compensatory to unconscious hostility.

Lavy was able to conduct these experiments by means of an interview technique. Fifteen out of the twenty mothers had histories prior to the birth of the child which indicated an increased period of anticipation. There were only four mothers in the group of twenty who were unusually sexually self-indulgent. There was little social life in most of the mothers' lives. Fifteen of the mothers did not experience the social isolation with their husbands. The children experienced of these mothers revealed deprivation of parental affection and stimulation play in some form in all twenty cases. Lavy found that overprotecting mothers with a larger group of mothers who overprotecting and concluded that the group of mothers who occurred in an "unusually" large number of cases in the group. These overprotecting mothers were characterized by being over-protective, stable, aggressive women. The children of these over-protected children were characterized as ambivalent, stable, and who played little or no independent play with the child. Their background was one of ambivalence and aggression. In his study Lavy concluded: "From a clinical standpoint, it is naturally maternal women whose behavior was most indicative of the operation of certain psychic and emotional factors." Lavy further asserts that all maternal overprotective behavior is based on an unconscious reaction.

In relation to this hostile attitude, Symonds (10) believes that in practically every case when a parent adopts a hostile attitude toward a child, the parent himself or herself has had early deprivation or spoiling, and has suffered from emotional insecurity in early life, and that this returns as a continuing evil in the lives of the succeeding generation.

Stogdill (9) constructed a test to measure attitudes of parents, students, and mental hygienists toward parental control of children. He found a tendency for women students to approve of greater freedom for children than men students do. Students under seventeen years of age made more liberal scores, i.e., endorsed more freedom, than the average for the group, while students over twenty-three years of age endorsed more control than the average for the group. On the average, students who believed they were "severely punished" as children endorsed strict control, while both those students who "resented having been punished" and those who believed that their parents were "too moralistic" made more liberal scores than the average for the group. No differences appeared when the psychologists tested were classified as to sex, marital status, and having or not having children of their own. Stogdill gave another test to the same groups to determine the relationship between approval or disapproval of freedom for children and approval or disapproval of extroverted behavior of children. He found that the group of psychologists approved of greater freedom and extroverted behavior than did the parents, and that the

In relation to the hostile attitude, Stoddard (1931) believes

that in practically every case when a parent assumes a hostile attitude toward a child, the parent himself or herself has had early deprivation or neglect, and has exhibited some emotional disturbance in early life, and that this attitude is a continuing evil in the lives of the succeeding generation.

Stoddard (9) conducted a study to measure attitudes of parents, students, and mental hygienists toward children of children. He found a tendency for women students to assume of greater freedom for children than men students. Students and seventeen years of age made more liberal scores. The scores were more freedom than the average for the group, and the scores were twenty-three years of age students were slightly higher than the average for the group. The average students who differed from the "average parents" as children and were slightly higher than the average students who "resented having been punished" and were the believed that their parents were "too strict" were slightly higher scores than the average for the group. The difference was noted when the psychologists tested were classified as to their attitude, and having or not having children of their own. Stoddard gave another test to the same groups to measure the relationship between approval or disapproval of children for children and approval or disapproval of children for children. He found that the group of psychologists approved of greater freedom and expressed freedom than did the parents, and that the

attitudes of college students fell in between.

Radke (6) found that parents feel that the present trend is toward less severe and less emotional discipline and toward greater respect for the child's personality. She also found that there was a tendency for the parent to use disciplinary techniques similar to those he remembered having experienced in his childhood. She found very little difference between the attitudes of mothers and fathers toward the disciplining of children.

Baruch (2) made a study of thirty-three pre-school children with behavior problems, and their parents. By utilizing the psychiatric interview approach she was able to obtain a picture of the family background and home relationships of the parent when the parent himself or herself was a child. She found that these parents of children with behavior problems had one of the following three situations in his or her family relationships as a child: (2) they created friction among members of the group to compensate for or prolong early status; (b) the girls verbally attacked or were secretly antagonistic to their fathers; (c) the parents of the child did not have harmonious relationships.

The dearth of material attempting to establish any of the factors influencing or related to parental attitudes is regrettable in view of the overwhelming evidence that parental attitudes are in a large part responsible for behavior disorders ranging from mild deviations to neurosis or other severe psychopathology.



## CHAPTER II

### METHOD OF STUDY

#### A. Description of the Measuring Instrument Used

The University of Southern California Parent Attitude Survey constructed by Shoben (7) was used as the basis of measurement for determining parental attitudes in this study. The term "parental attitudes" as used in this study refers to those attitudes which are measured by this test. This test rests upon two assumptions: (a) that a given parent behaves toward a given child with sufficient consistency from situation to situation to differentiate himself measurably from other parents; and (b) that the success or failure of the child's adjustment is in a large part a function of the parental attitude to which he has been exposed. The purposes of constructing this questionnaire were to devise an instrument which would "assess parent attitudes (as indicators of parent behavior) in relation to behavior and/or personality problems in children" and "separate the parents of problem children from those of non-problem children in those cases where parental attitudes are probably of etiological significance in a child's psychological disturbance." (7, p. 117). However, to be considered here is the assumption that attitudes are indicators of behavior and some writers have suggested that this assumption may be an invalid one. Bray (3), for example, contends that attitude testers seldom attempt to predict behavior from their test results, and further that

## CHAPTER II

### METHOD OF STUDY

#### A. Description of the Measurement Instruments

The University of Southern California Parent Attitude Inventory constructed by Stoben (7) was used as the scale of measurement for determining parental attitudes in this study. The term "parental attitudes" as used in this study refers to those attitudes which are measured by this test. This instrument was constructed on the basis of the assumption that a given parent behaves toward a given child in a certain manner consistently from situation to situation. It is assumed that self-measurement from other parents' behavior is a valid measure of the child's adjustment in the home. The instrument is designed to measure the parental attitude toward the child in the home of consistency this questionnaire is designed to measure which would "measure parent attitudes" as indicated by Stoben (7) in relation to behavior and personality of the child. Children and "separate the groups of children and their parents of non-problem children in those cases where parents' attitudes are probably of etiological significance to a child's personality disturbance." (7, p. 11). However, it is assumed that the assumption that attitudes are indicators of behavior and personality have suggested that this assumption may be in doubt. In any case, for example, certain attitudes are assumed to be related to the attempt to predict behavior from their own past behavior.

they have paid little attention to the problem of validity at all. The methods and data for the validation of Shoben's test will be presented later in this chapter, but it is advisable to point out here that it was unnecessary for the purpose of this study to assume that this test would predict actual behavior. By his validation procedure, Shoben demonstrates that the test will indicate, to a limited degree, the parental attitudes which are held by parents of problem children, and that the test will predict, to a limited degree, which parents are parents of problem children.

Shoben's test consists of 85 statements of general attitudes toward children to which the subjects can respond by indicating strong agreement, mild agreement, mild disagreement, or strong disagreement. Due to the fact that five of Shoben's questions pertaining to sex might have been found to have been objectionable by the parents who participated in this study, these items were deleted from the test as used in this investigation. The modified test used for all subjects in this study will be found on page 41 of the appendix.

The original scale consisted of 148 items. It was administered to 100 white, urban mothers, 50 of whom were the parents of problem children and 50 of whom were the parents of non-problem children. The definition of "problem child" rested on any one of three criteria: the child was receiving clinical help for some

they have paid little attention to the question of validity of data. The methods and data for the validation of Shoben's test will be presented later in this chapter, and it is obvious that we must have that it was unnecessary for the purpose of this study to assume that this test would predict actual behavior. By this validation procedure, Shoben demonstrated that his test was valid, but to a limited degree, the parental attitudes were not fully related to problem children, and that the test will predict, to a limited degree, which parents are parents of problem children. Shoben's test consists of 30 statements of general attitudes toward children in which the subjects are required to indicate strong agreement, mild agreement, mild disagreement, or strong disagreement. Due to the fact that most of Shoben's studies pertaining to sex roles have been found to have a low correlation with the parents who participated in this study, these items were deleted from the test as used in this research study. The modified test used for all subjects in this study will be found in Appendix of the appendix.

The original scale consisted of 100 items. It was administered to 100 white, middle-class, 20 to 30 year old parents of problem children and 50 of whom were low-income, low-education children. The definition of "problem child" rested on the fact that three criteria: the child was receiving clinical help for some

personality or behavior problem; the child had come into the custody of the juvenile authorities at least twice; or the child's own mother registered a complaint about the youngster clearly indicating that she would like to have clinical help with her child if it were available or if she could afford it. The two groups of mothers were compared for the following factors: age, education, socio-economic factors, marital stability, and incidence of psychological or psychiatric treatment for themselves. The mean age of mothers in the non-problem group was four years less than the mean age of mothers in the problem group. The educational backgrounds in the homes of the problem children and of those of the non-problem children were quite different. The parents of problem children had less education as a group than the parents of non-problem children. Shoben warns that some of the attitudinal differences showing themselves in the Survey may well be a function of education rather than of "good" or "poor" parent behavior. Differences with respect to socio-economic level as indicated either by income or by occupational classification were considered by Shoben to be of little consequence, although greater similarity between the two groups would be desirable. Using divorce as an indicator of marital stability, the problem group showed an incidence of 16 divorces, and the non-problem group 8 divorces. Shoben cites a number of studies to show that this difference would be expected. Four mothers of the problem group, and three mothers of the non-problem group indicated that



they had obtained psychological help.

After the original scale was given to the sample group, an item analysis was undertaken to determine which items in the original 148 possessed sufficient discriminatory value to be retained. The method followed was to make a chi-square test of the significance between the responses of the problem and the non-problem subjects to each item. Items were retained if they discriminated at the 5 per cent level of confidence or better. This analysis of the original scale items yielded a total of 85 items meeting the test of discrimination at the 5 per cent level or better. These items were then weighted according to Guilford's formula which will be found on page 42 of the appendix in this study. (The weights for each item and the category for each item are written on the sample test which will be found on page 43 of the appendix.) The test was weighted in such a way as to take into fullest account the four scoring categories as they differentially contribute to the discrimination between problem and non-problem parents. On some questions, differences between the groups showed up in terms of the problem subjects favoring the extremes of the response categories, whereas the non-problem subjects consistently chose the middle ones.

The attempt was also made to determine the variables or sub-scales which compose such a complex entity as parental attitudes toward children. The sub-scales were named according to the attitudinal themes which respective sets of items seemed to have

they had obtained psychological help.

After the original scale was given to the sample group, an

item analysis was undertaken to determine which items were the best

signal the possessed sufficient discriminative power to be retained.

The method followed was to make a chi-square test of the relationship

between the responses of the problem and the non-problem groups

to each item. Items were retained if they demonstrated a significant

per cent level of confidence or better. The analysis of the original

scale items yielded a total of 52 items meeting the requirements

of discrimination at the 5 per cent level of confidence. These items

then were weighted according to the formula  $W = \frac{1}{\sqrt{N}}$  where  $N$  is the number of

on page 12 of the appendix in this report. The weighted items

and the category for each item are listed on the appendix which

will be found on page 13 of the report. The test was

weighted in such a way as to take into consideration the four

scoring categories as they distinguished the children in the dis-

tribution between problem and non-problem groups. The items

questions, differences between the groups showed up in four

the problem subjects favored, the extremes of the response cate-

gories, whereas the non-problem subjects favored the middle

middle ones.

The attempt was also made to determine the reliability of

sub-scales which comprise such a complex study as personal atti-

tudes toward children. The sub-scales were named according to the

attitudinal themes which respective sets of items scored on.

in common. The "Dominant" variable consists of items reflecting a tendency on the part of the parent to put the child in a subordinate role, to take him into account quite fully but always as one who should conform completely to parental wishes under penalty of severe punishment. The "Possessive" sub-scale refers to a tendency on the part of the parent to "baby" the child, to emphasize unduly the affectional bonds between parent and child, to value highly the child's dependence on the parent, and to restrict the child's activities to those which can be carried on in his own family group. The third sub-scale called the "Ignoring" variable, refers to a tendency on the part of the parent to disregard the child as an individual member of the family, to regard the "good" child as the one who demands the least parental time, and to disclaim responsibility for the child's behavior.

To check on this attempt to establish the relevant sub-scales, Shoben employed four graduate students, all of whom had M.A. degrees in clinical psychology and were Ph.D. candidates, as judges. They were given slips on which were written the definitions given above of the three sub-scales and a packet of 85 cards, on each of which was written one of the significant items of the tentative scale together with the distribution of problem and non-problem responses to it. They sorted the items according to the classifications supplied, and if they were unable to classify an item, they left it as unclassified. Items were retained in any

in common. The "Dominant" variable consists of the following:  
 tendency on the part of the parent to give the child a subordinate  
 role, to take him into account rather than to take him as an  
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 affectional bonds between parent and child, to want him to be  
 child's dependence on the parent, and to restrict the child's ac-  
 vities to those which can be supervised by the parent. The third  
 The third sub-scale called the "Insecure" variable consists of the  
 tendency on the part of the parent to regard the child as a  
 division member of the family, as a person who is not  
 one who demands the lesser parental role, but as a child who  
 ability for the child's behavior.

To check on this attempt to establish the validity of the  
 scales, Shoben employed four groups of subjects, all of whom  
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 problem responses to it. They marked the items according to the  
 classifications supplied, and if they were unable to classify  
 item, they left it as unclassified. Items were retained in any

given category when they were placed there by three or more of the judges. It was felt that the degree of agreement achieved was sufficient to warrant the tentative use of the sub-scales so derived. The degree of independence of the sub-scales was determined by measuring the degree to which they intercorrelated and thus overlapped in their contribution to the variance in the total tentative scale from which they were drawn. The degree of independence was determined as sufficient to regard the sub-scales as having sufficient homogeneity within themselves and sufficient independence among themselves to be useful in assessing the component parts of the complex of attitudes involved in the Survey.

In order to validate the original scale, the Survey was given to a new and different group of mothers. This group consisted of 20 mothers of problem children and 20 mothers of non-problem children. As seen in Table 1, taken from Shoben (7, p. 134), there was a shrinkage in the magnitude of the correlation coefficients which served as indices of the Survey's validity.

Table 1  
Shrinkage in Validity Coefficients from Original to Second Administration

Survey Variable	Original	Second	Shrinkage
Total Scale	.904	.769	.135
Dominant	.801	.623	.178
Possessive	.790	.721	.069
Ignoring	.968	.624	.344

The amount of shrinkage occurring was not excessive, however, and the validity measures obtained from the second administration were

given category when they were asked to select one or more

judges. It was felt that the judges of the various categories

effort to select the judges was not a serious one.

The degree of agreement of the judges in the various

categories was not very high, and the judges

failed to select the same judges in the same

category. This was due to the fact that the judges

did not have a common standard of judgment.

One of the reasons for this was that the judges

were not given any instructions as to how to

select the judges. They were only told to select

the judges they considered to be the best.

It was felt that the judges should have been

given more instructions as to how to select

the judges. It was also felt that the judges

should have been given more information as to

the nature of the judges and the nature of the

categories.

It was also felt that the judges should have

been given more information as to the nature of

the judges and the nature of the categories.

It was also felt that the judges should have

been given more information as to the nature of

the judges and the nature of the categories.

It was also felt that the judges should have

still quite high. A second attempt to check on the validity of the Survey was made in terms of the comparison of scores obtained by parents with scores obtained by clinical psychologists. Eight psychologists filled out the questionnaire in a manner which they felt characterized the ideal parent. The clinicians agreed to a marked extent on the responses of an "ideal" parent. Without exception the differences between the "ideal" clinicians' scores and those of the problem group were much greater than those between the clinicians and the non-problem group.

The test described above was given to all subjects of the present study. In addition, the university students who took this test were also given a personal questionnaire which was designed to ascertain a brief picture of their family background. This questionnaire contained questions which were hoped would give the following information about the student: age, sex, marital status, number of children, whether or not the student came from a broken home, number of siblings, the student's position in the family in relation to the age of his brothers and sisters, the education of his parents, and the birthplace of his parents. A copy of this personal questionnaire will be found on page 48 of the appendix.

#### B. Description of the Population of this Study

The University of Southern California Parent Attitude Survey was given to 173 students in general psychology classes at the

still quite high. A second attempt to measure the validity of the survey was made in terms of the comparison of scores obtained by parents with scores obtained by children on the questionnaire. The psychologists filled out the questionnaire in a manner which was felt characterized the ideal parent. The children, on the other hand, marked extent on the responses of an "ideal" parent. Although no exception the differences between the "ideal" and "actual" parents and those of the problem group were much greater than those between the clinicians and the non-problem group.

The test described above was given to all members of the present study. In addition, the following questionnaire was given to test was also given a personal questionnaire which was designed to ascertain a brief picture of their family background. This questionnaire contained questions which were designed to obtain the following information about the student: sex, age, marital status, number of children, whether or not there was a stepmother or stepfather, home, number of siblings, the student's position in the family, relation to the age of his brothers and sisters, the education of the parents, and the birthplace of the parents. A copy of this questionnaire will be found on page 16 of the appendix.

## B. Description of the Population of the Study

The University of Southern California, Los Angeles, California was given to 173 students in general psychology classes in the

University of New Mexico, 35 freshmen, 87 sophomores, 31 juniors, 13 seniors, and 7 graduate students. The mean age of the group was 23 years. Subjects were chosen from a general psychology class in order to eliminate the possibility that members of the group might have been influenced by having had a course in child psychology. The test was given early in the semester before they had been instructed in any phase of child study except that of the physical development of the child. The Survey was also sent to the parents of those 133 students who were willing to have questionnaires mailed to their parents. Ninety-one mothers and 69 fathers filled out and returned the Survey. Replies were received from 31 states, Canada, Venezuela, and Mexico, although one-third of the replies were from New Mexico. There were 97 students whose mothers and/or fathers returned the Survey. These students, 68 male and 29 female, and their parents, are the subjects in this study. All information concerning the parents was obtained from the personal questionnaire which was filled out by the students. The data on this information will be reviewed at this point.

#### 1. Education

The educational status of the parents ranged from that of parents with no formal education to that of parents who were doctors, lawyers, or possessed Ph.D. degrees. For the purpose of analysis, the educational status of the parents was broken down into three

University of New Mexico, 35 students, 17 graduates, 11 seniors,  
13 seniors, and 1 graduate student. The average age of the group was  
23 years. Subjects were chosen from a pool of students who  
order to obtain the possibility that subjects of the study might  
have been influenced by having had a course in college psychology.  
The test was given early in the semester and was the first test  
administered in any phase of child psychology except that of the physical  
development of the child. The 2-yr group was also asked to be tested  
of those 133 children who were willing to have their names listed as  
to their parents. Ninety-one mothers and 42 fathers listed as  
returned the survey. Ninety-one mothers and 42 fathers listed as  
Venezuela, and Mexico, although most of the subjects were from  
New Mexico. There were 97 students whose names were listed as  
returned the survey. These students, 68 males and 29 females, and  
their parents, are the subjects of this study. All information re-  
ceiving the survey was checked from the physical examination  
which was filled out by the subjects. The data on this information  
will be reviewed at this point.

The educational life of the parents (mothers and fathers)  
parents with no formal education to that of parents who were doctors,  
lawyers, or possessed Ph.D. degrees. For the purpose of analysis,  
the educational status of the parents was broken into three

groups. The first group consisted of parents having eight or less years of formal education; this group was labeled "elementary". The second group consisted of parents having between nine and twelve years of formal education; this group was labeled "high school". The third group consisted of parents having more than twelve years of formal education; this group was labeled "college". The distributional status appears in Table 2.

Table 2

<u>Education of Parents</u>					
<u>Mothers</u>	<u>Number</u>	<u>%</u>	<u>Fathers</u>	<u>Number</u>	<u>%</u>
Elementary	6	6.6	Elementary	13	18.8
High School	40	43.9	High School	18	26.1
College	37	40.7	College	30	43.5
No Information	<u>8</u>	<u>8.8</u>	No Information	<u>8</u>	<u>11.6</u>
Total	91	100.0		69	100.0

As may be seen in Table 2, educational information was lacking on eight mothers and eight fathers because not all of the students filled out the personal questionnaires completely.

## 2. Broken Homes

A broken home in this study is defined as a home in which one or both parents died before the student reached the age of sixteen, or a home in which the parents were separated or divorced. It was assumed that if a home was broken by separation or divorce, the home relationships were affected by some form of tension prior to the

groups. The first group consisted of parents having eight or less years of formal education; this group was labeled "elementary". The second group consisted of parents having between nine and twelve years of formal education. This group was labeled "high school". The third group consisted of parents having more than twelve years of formal education; this group was labeled "college". The educational status appears in Table 2.

Table 2

Education of Parents				
Mothers	Number	F	Fathers	Number
Elementary	8	2.0	Elementary	13
High School	40	11.0	High School	18
College	37	10.7	College	20
No Information	6	0.8	No Information	6
Total	91	100.0	Total	57

As may be seen in Table 2, educational information was lacking on eight mothers and eight fathers because not all of the questionnaires filled out the personnel questionnaire completely.

A broken home in this study is defined as a home in which one or both parents died before the student reached the age of sixteen, or a home in which the parents were separated or divorced. It was assumed that if a home was broken by separation or divorce, the home relationships were affected by some form of tension which led to

separation or divorce, and that accordingly no limitation as to the age of the student at the time of separation or divorce should be imposed. Table 3 indicates the number and percent of students who came from broken homes as defined above.

Table 3

Broken Homes

	Number	%
Broken Homes	29	30.0
Non-Broken Homes	<u>68</u>	<u>70.0</u>
Total	97	100.0

In 14 of the cases, the broken home was a result of the death of a parent; in 15 of the cases, the parents were separated or divorced.

## 3. Size of the Family

The size of the family was determined in this study by the number of children in the family. The size of the families ranged from families with only one child to a family having seventeen children. The data on family size appears in Table 4.

Table 4

Size of Family

<u>Mothers</u>	<u>Number</u>	<u>%</u>	<u>Fathers</u>	<u>Number</u>	<u>%</u>
1 Child	14	15.4	1 Child	11	15.9
2 Children	33	36.4	2 Children	25	36.4
3 Children or more	42	46.1	3 Children or more	32	46.3
No Information	<u>2</u>	<u>2.1</u>	No Information	<u>1</u>	<u>1.4</u>
Total	91	100.0	Total	69	100.0



Students

<u>Number of Siblings</u>	<u>Number</u>	<u>%</u>
0	15	15.5
1	34	35.1
2 or more	46	47.4
No Information	<u>2</u>	<u>2.0</u>
Total	97	100.0

## 4. Place of Birth

Information was obtained as to whether the parents were native born or foreign born. The data on place of birth appears in Table 5.

Table 5

Place of Birth

<u>Mothers</u>	<u>Number</u>	<u>%</u>	<u>Fathers</u>	<u>Number</u>	<u>%</u>
Foreign born	5	5.5	Foreign born	10	14.5
Native born	<u>86</u>	<u>94.5</u>	Native born	<u>59</u>	<u>85.5</u>
Total	91	100.0	Total	69	100.0

Because the foreign born parents tended to have less formal education than the total group of parents used in this study, any conclusions drawn from this type of grouping would be similar to those conclusions drawn from an educational grouping. In other words, any significant findings resulting from foreign born grouping might in part be attributed to the lack of formal education. The data on educational status of foreign born parents is presented in Table 6.

Students

<u>Number of Siblings</u>	<u>Number</u>	<u>%</u>
0	25	17.9
1	34	23.9
2 or more	86	59.2
No Information	2	1.4
Total	147	100.0

Place of Birth

Information was obtained as to whether the parents were native born or foreign born. The data on place of birth appears in Table 2.

Table 2

Place of Birth

<u>Mothers</u>	<u>Fathers</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Foreign born	Foreign born	2	0.1	10	10.5
Native born	Native born	86	59.2	32	32.3
Total	Total	88	100.0	42	100.0

Because the foreign born parents listed in Table 1 are not all students, the total group of natives used in Table 2 is smaller than the total group of natives used in Table 1. The data on place of birth of parents would be similar to those presented in Table 1 if the data on place of birth of parents were drawn from an educational program. In other words, the findings resulting from foreign born parents listed in Table 1 are attributed to the lack of formal education. The data on the status of foreign born parents is presented in Table 3.

Table 6

Educational Status of Foreign Born Parents

<u>Mothers</u>	<u>Number</u>	<u>%</u>	<u>Fathers</u>	<u>Number</u>	<u>%</u>
Elementary	1	20	Elementary	5	50
High School	3	60	High School	3	30
College	<u>1</u>	<u>20</u>	College	<u>2</u>	<u>20</u>
Total	5	100	Total	10	100

## 5. Socio-economic Status

The students were asked in filling out the personal questionnaire to supply information as to the occupation and average yearly income of their parents so that the data might be organized in terms of the socio-economic level of the subjects. However, not enough information of this type was obtained to warrant analysis.

## 6. Students with Children of their Own

The married students were requested to indicate the number of children they had. Twelve of the 97 students or 12.3 per cent of the total had children of their own. Seven of these students had two children. This group might be thought of as a partial control group. If significant differences are found between parents and students they might be explained by attributing the differences to the fact that the parents have all had experience in rearing children, which could have modified their attitudes, while the students' attitudes are directed toward hypothetical children. If those students who have children have attitudes closer to the

Educational Service of the State

Mothers	Elementary	High School	College	Total
1	10	1	4	16
2	10	1	1	12
3	10	1	1	12
4	10	1	1	12
5	10	1	1	12
6	10	1	1	12
7	10	1	1	12
8	10	1	1	12
9	10	1	1	12
10	10	1	1	12
11	10	1	1	12
12	10	1	1	12
13	10	1	1	12
14	10	1	1	12
15	10	1	1	12
16	10	1	1	12
17	10	1	1	12
18	10	1	1	12
19	10	1	1	12
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21	10	1	1	12
22	10	1	1	12
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25	10	1	1	12
26	10	1	1	12
27	10	1	1	12
28	10	1	1	12
29	10	1	1	12
30	10	1	1	12
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37	10	1	1	12
38	10	1	1	12
39	10	1	1	12
40	10	1	1	12
41	10	1	1	12
42	10	1	1	12
43	10	1	1	12
44	10	1	1	12
45	10	1	1	12
46	10	1	1	12
47	10	1	1	12
48	10	1	1	12
49	10	1	1	12
50	10	1	1	12
51	10	1	1	12
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56	10	1	1	12
57	10	1	1	12
58	10	1	1	12
59	10	1	1	12
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61	10	1	1	12
62	10	1	1	12
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64	10	1	1	12
65	10	1	1	12
66	10	1	1	12
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69	10	1	1	12
70	10	1	1	12
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74	10	1	1	12
75	10	1	1	12
76	10	1	1	12
77	10	1	1	12
78	10	1	1	12
79	10	1	1	12
80	10	1	1	12
81	10	1	1	12
82	10	1	1	12
83	10	1	1	12
84	10	1	1	12
85	10	1	1	12
86	10	1	1	12
87	10	1	1	12
88	10	1	1	12
89	10	1	1	12
90	10	1	1	12
91	10	1	1	12
92	10	1	1	12
93	10	1	1	12
94	10	1	1	12
95	10	1	1	12
96	10	1	1	12
97	10	1	1	12
98	10	1	1	12
99	10	1	1	12
100	10	1	1	12

1. Total number of children

The number of children in the state is 1,000,000.

According to the report of the State Department of Education, the number of children in the state is 1,000,000.

Yearly income of the State Department of Education is \$1,000,000.

In terms of the State Department of Education, the number of children in the state is 1,000,000.

Enough information of the State Department of Education is available to the public.

2. Number of children in the state

The number of children in the state is 1,000,000.

of children in the state is 1,000,000.

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had two children. This report is based on the State Department of Education.

control group. It is based on the State Department of Education.

and statistics are based on the State Department of Education.

to the fact that the number of children in the state is 1,000,000.

children, which is based on the State Department of Education.

students, which is based on the State Department of Education.

those students who have children have not been taken into account.

attitudes closer to the attitudes of the parents than do those students who do not have children, it may be postulated that the difference in attitudes between parents and students is partly due to the fact that parents have had the experience of parenthood.

## 7. Summary

The population of this study is composed of 97 students-- 68 male and 29 female; and 160 parents - 69 fathers and 91 mothers. This population was grouped according to education, broken homes, size of family, place of birth, and whether or not the students had children of their own.

## C. Procedure

### 1. Collection of the Data

The procedure followed in this study was to give the University of Southern California Parent Attitude Survey to 173 general psychology students at the University of New Mexico. The following set of directions was read to the group:

"I am going to pass out a questionnaire which I would like you to answer. It concerns parental attitudes. Most of you do not have children of your own, but you have opinions about how children should be reared. Please answer the questions as you would if you had children of your own who were ten years old. This is important; they must be ten-year-old children. We are not concerned with children as a group, but we want to know how parents feel about their own children as individuals. There are no right or wrong answers. Any answer you put down is correct if it sincerely corresponds with your opinions. The purpose of this study is to determine college students' attitudes toward children, so please answer the questions as truthfully and as sincerely as you know how, that is, how you really feel. Work rapidly; do not spend too much time on any one item. It is important that you answer every item. If the question seems ambiguous, answer it as best you can. Do not sign your names to the questionnaire."



The students were asked to answer the questions as they would if they had children of their own who were ten years old in order to simulate as nearly as possible the individual, personal attitude which the subject might have if he had children of his own. The age of ten was chosen because the children of Shoben's original parent group had a mean age of 9.76 years. The students were directed not to sign their names because the tests were identified by a number system which, it was hoped, would guarantee a certain degree of anonymity, and thus candidness.

After this test had been completed, the students were presented with the personal questionnaire, and the following set of directions was read to the class:

"We would like you to fill in the answers to a few brief questions about yourself. Some of these questions may seem rather personal to you, but we are interested in group results, not individuals. This material will be held highly confidential, so please answer all questions. We would also like to find out your parents' attitudes about the questions you just answered. That is why we are asking for your parents' names and addresses. They will be mailed a questionnaire like the one you just filled out only if you indicate that they might be agreeable to filling out this questionnaire. They will be asked nothing more. With the questionnaire we will send a letter explaining the purpose of this study. They will not be asked to give their names because on your parents' questionnaire there will be a number corresponding to the number on your own questionnaires, thus, everything will be confidential. In this way, your attitudes can be compared with your parents' attitudes on the basis of numbers alone, and names will be totally disregarded except that they are necessary in order to send the questionnaire to your parents. It is necessary to know other factors in your family pattern in order to see if these factors influence parental attitudes. If you do not know the income of your parents, make an estimate."



The University of Southern California Parent Attitude Survey was mailed to the parents of the students who indicated in the personal questionnaires that their parents might be willing to take the test. The letter found on page 49 of the appendix was enclosed with the test sent to the parents.

## 2. Scoring of the Data

The University of Southern California Parent Attitude Surveys were scored according to Shoben's procedure to obtain an Ignoring score, a Dominant score, a Possessive score, and a Total score. Shoben's procedure was to add the weighted scores for each variable as found on page      of the appendix. The total score is the total of the sub-scores. High scores are associated with parental attitudes which occur among parents with problem children. Low scores are associated with parental attitudes which occur among parents of non-problem children.

Due to the fact that five of the questions pertaining to sex might have been found to be objectionable by the parents who were sent the survey, these items were deleted from the tests sent to students and parents. These five items were not classified under any of the sub-variables and contribute only to the total score. Shoben had ten unclassified items in his test. The five included in the test given to students and parents were not scored. For these reasons, the data on total scores in this study are not directly comparable to the data on total scores in Shoben's study.

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### 3. Treatment of the Data

The appropriate statistical instrument for the analysis of the data of this study is the *t* test. The *t* test is a statistical tool which enables one to determine whether or not there is a significant difference between the means of two populations. The hypothesis which is put to the test by this tool is the null hypothesis which may be stated succinctly as follows: There is no significant difference between the means of the two groups. The *t* test is then applied and the hypothesis is either accepted or rejected, or judgment is suspended when the calculated value falls within the so-called "region of doubt". The usual custom is to reject the hypothesis if the calculated value is greater than the table value at the one per cent level of confidence, to remain in doubt if it lies between the five per cent and one per cent levels of confidence, and to accept the hypothesis if the calculated value is less than the five per cent level of confidence. Acceptance of the null hypothesis does not prove that no mean difference exists. That is, the null hypothesis is one which can be rejected but can never be proved. There is no one answer to the question of how large the *t* should be before the null hypothesis is rejected. Some researchers are willing to tolerate a rather low level of significance for those research areas where the exact repetition of investigations for independent verification of findings is the rule, yet hesitate to accept the same level in psychology and the other social sciences where there is little likelihood of independent verification. There is also the danger of accepting the null

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hypothesis when to do so may mean the overlooking of a real difference.

In addition to the difficulty of interpreting  $t$  values, the researcher must also face the problem of meeting the necessary conditions before  $t$ 's can be run at all. When a  $t$  is run there are usually two theoretical conditions that must be met, random sampling and sampling from a normally distributed population. Snedecor (8) states: "Normal distribution is a specification that can be considerably relaxed. This fortunate, because we seldom know the distribution of sampled populations." (8, p. 42). Snedecor further states that both criteria are "sufficient but not necessary conditions." (8, p. 42). In the present study, there is reason to suspect that the scores of the following groups compared may be correlated: (a) mothers and fathers (b) mothers and daughters (c) mothers and sons (d) fathers and daughters and (e) fathers and sons. In these groups, some of the subjects are related and have lived together, and therefore these samples were not drawn at random. If a positive correlation exists between the attitude scores of related subjects, the  $t$  value obtained by using a formula which does not take the correlation into account will err on the conservative side, i.e., the difference between the two groups will be minimized. If a negative correlation exists, the difference will appear to be greater than it really is. In order to eliminate the possibility that the  $t$  values obtained for the above mentioned groups might be misinterpreted due to either a positive or negative correlation, a product

hypothesis when to do so may mean the overlooking of a real difference.

In addition to the difficulty of interpreting  $t$  values, the researcher must also face the problem of meeting the necessary conditions before a  $t$  can be run at all. When a  $t$  is run there are usually two theoretical conditions that must be met, random sampling and sampling from a normally distributed population. Snedecor (8) states: "Normal distribution is a specification that can be considerably relaxed. This is fortunate, because we seldom know the distribution of sampled populations." (8, p. 42). Snedecor further states that both criteria are "sufficient but not necessary conditions." (8, p. 42). In the present study, there is reason to suspect that the scores of the following groups compared may be correlated: (a) mothers and fathers (b) mothers and daughters (c) mothers and sons (d) fathers and daughters and (e) fathers and sons. In these groups, some of the subjects are related and have lived together, and therefore these scores were not drawn at random. If a positive correlation exists between the attitude scores of related subjects, the  $t$  value obtained by using a formula which does not take the correlation into account will err on the conservative side, i.e., the difference between the two groups will be minimized. If a negative correlation exists, the difference will appear to be greater than it really is. In order to eliminate the possibility that the  $t$  values obtained for the above mentioned groups might be distorted due to either a positive or negative correlation, a product

moment coefficient of correlation was obtained for each of these groups. At this point in the study the pertinent question is whether or not the correlations obtained are significant. The null hypothesis may be used to test for the significance of these correlations, and may be stated as follows: the obtained correlation is not significantly different from a correlation of zero. Snedecor (8, p. 149) presents a table which takes into account the degrees of freedom of the sample, and in which the test of this null hypothesis may be made at sight. The five per cent level of confidence will be used in the interpretation of the correlation coefficient because if the hypothesis is accepted at the five per cent level it will also be accepted at the one per cent level, because a higher  $r$  is required at the one per cent level than at the five per cent level. In this particular test the five per cent level of significance is more rigorous than the one per cent level.

All correlation coefficients for related groups appear in Table 7. From this table it may be seen that none of the scores of the groups was significantly correlated except those of the mothers and fathers, who were husbands and wives. This correlation may be due to the fact that the husbands and wives discussed the test together before completing it, or it may indicate a true positive relationship between the parental attitudes of husbands and wives as measured by this test. The former possibility is considered to be highly unlikely, since the parents were cautioned

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... observed ...

about discussing the test between themselves, as indicated in the letter to parents (see p.49 in appendix). In any case this correlation does not permit any interpretation of the t value obtained for mothers and fathers. Since the other correlations did not differ significantly from zero the t values obtained for groups of parents and children were not significantly influenced by any correlation between these groups.

The criterion of random sampling has been fulfilled for all groups to be compared except mothers and fathers, and the value of t may now be obtained. The formula for t used in this study follows:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1}}{\sqrt{N_1 - 1}} + \frac{\frac{N_2 \sum X_2^2 - (\sum X_2)^2}{N_2}}{\sqrt{N_2 - 1}}}}$$

where:  $M_1$  is the arithmetical mean of the scores of group 1

$N_1$  is the number of scores in group 1.

$\sum X_1^2$  is the sum of the squares of each raw score in group 1.

$(\sum X_1)^2$  is the square of the sum of the raw scores in group 1.

Subscript 2 indicates group 2

about discussing the fact between themselves, as indicated in the letter to parents (see p. 9) in appendix 3. It was seen that correlation does not permit any interpretation of a value obtained for mothers and fathers. Since the intercorrelation coefficients differ significantly from zero the difference between the parents and children were not significant but differences in correlation between these groups.

The criterion of random sampling and testing was used. Groups to be compared except mothers and fathers, and the value of  $t$  may now be obtained. The formula for  $t$  used in this study is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

where:  $\bar{X}_1$  is the arithmetic mean of the scores in group 1;  $N_1$  is the number of scores in group 1;  $\bar{X}_2$  is the sum of the squares of scores in group 2;  $(X_1)^2$  is the square of the sum of the raw scores in group 1; Subscript 2 indicates group 2.

TABLE 7  
Correlation Coefficients of Related Groups

Groups Compared	Number	Degrees of Freedom	Table Value of $r$ at 5% level	Scores	Obtained Value of $r$	Conclusion
Fathers and Daughters	21	19	.43	I D P	.11 .20 .11	not significant " "
Mothers and Daughters	27	25	.38	I D P	.29 .25 .34	" " "
Fathers and Sons	48	46	.27	I D P	.13 .26 .03	" " "
Mothers and Sons	64	62	.23	I D P	.19 .16 .01	" " "
Fathers and Mothers	63	61	.23	I D P	.23 .48 .45	significant significant significant

TABLE  
SUGAR ANALYSIS TO DETERMINE MOISTURE

ANALYST'S NAME	DATE	TIME	TEMPERATURE	WEIGHT	MOISTURE	REMARKS
1. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
2. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
3. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
4. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
5. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
6. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
7. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
8. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
9. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11
10. 100.0000	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11	11. 11. 11

An example of the process of obtaining the t value for elementary and college fathers on the dominant variable follows:

$$\sqrt{\frac{\sqrt{\frac{13(343,779) - (2101)^2}{13}}}{\sqrt{13-1}} + \frac{\sqrt{\frac{30(648,540) - (4392)^2}{30}}}{\sqrt{30-1}}}$$

$$t = 2.63$$

Using  $N_1 + N_2 - 2 = 41$  degrees of freedom, the tabled value for t at the one per cent level is 2.58. This means because the calculated t value was greater than the obtained value, the null hypothesis that there is no significant difference between the mean scores of elementary and college fathers may be rejected at the one per cent level of confidence, or that there is only one chance in one hundred that these two groups came from the same population.

The complete table of obtained t values will be found on page of the appendix.



### CHAPTER III

#### INTERPRETATION OF THE FINDINGS

##### A. Results

Table 8 shows the mean scores obtained by the various groups in Shoben's study and scores made by mothers, fathers, and students in this study. Because Shoben's study is on mothers only, any tentative comparisons must be made with this fact in mind.

Table 8

Means of Samples to Which U.S.C. Survey was Given

<u>Shoben's Original Sample</u>			
<u>Survey Variable</u>	<u>Total Group</u>	<u>Problem Group</u>	<u>Non-Problem Group</u>
Ignoring	49.47	56.14	48.20
Dominant	171.25	187.82	154.68
Possessive	101.40	111.74	91.06
Total	361.18	397.71	324.65

<u>Sample of Present Study</u>			
<u>Survey Variable</u>	<u>Mothers</u>	<u>Fathers</u>	<u>Students</u>
Ignoring	56.67	55.62	53.61
Dominant	153.78	152.93	144.00
Possessive	86.90	87.04	81.45
Total	296.03	291.39	279.06

It may be observed by a comparison of these two tables that the mean scores of the mothers and fathers on the Ignoring variable is similar to the mean score of the mothers of problem children in Shoben's study. For this reason an additional analysis was considered pertinent. All mothers who obtained a score of 57 or more on

PERCENTAGE OF VARIOUS TYPES OF DEFECTS

A. Results

Table 3 shows the mean scores obtained by the subjects in Shoben's study and scores obtained by subjects in this study. Because Shoben's study is of much greater tentative comparison with the results of a test in which

Table 3

Mean of Scores in Shoben's Study and in this Study

Shoben's Study

Survey Variable	Shoben's Study	Shoben's Study	Shoben's Study
Learning	10.0	10.0	10.0
Retention	10.0	10.0	10.0
Reproductive	10.0	10.0	10.0
Total	30.0	30.0	30.0

Shoben's Study

Survey Variable	Shoben's Study	Shoben's Study	Shoben's Study
Learning	10.0	10.0	10.0
Retention	10.0	10.0	10.0
Reproductive	10.0	10.0	10.0
Total	30.0	30.0	30.0

It may be observed that the mean scores of the subjects in Shoben's study are similar to the mean scores of the subjects in this study. For this reason an additional comparison was made between the mean scores of the subjects in Shoben's study and the mean scores of the subjects in this study. The results of this comparison are shown in Table 4.

the Ignoring variable were grouped and labelled "problem-ignoring", to be compared with mothers with scores of less than 57, labelled "non-problem-ignoring". The same criteria was used for grouping fathers, and for grouping students.

One-hundred and twelve t's were run on the data, and twenty-six of these were significant at the one per cent level of confidence. Six of the t values lie within the region of doubt. The complete results are given on page 50 of the appendix.

## 2. Comparison of Parents and Children

The first significant group of t's is shown in Table 9, and is comprised of comparisons between the parents and their children, the students. Fathers and mothers have significantly higher mean scores on all the variables as compared to the sons. The fathers and mothers also have higher mean scores than the daughters on all of the variables, but the scores of the daughters on the Ignoring variable are not significantly different from the scores of fathers on the same variable. The difference between mothers and daughters in relation to the variable is significant at the two per cent level. It was hypothesized that these differences between parents and their children might be due to the fact that the parents had developed their attitudes during the active experience of parenthood, and that the process of rearing children might tend to modify "desirable" attitudes in the direction of "problem" attitudes. This hypothesis was not borne out in the comparison of students with

the ignoring variable were grouped and labelled "problem-ignoring", to be compared with mothers with scores of less than 57, labelled "non-problem-ignoring". The same criteria was used for grouping fathers, and for grouping students.

One hundred and twelve  $t$ 's were run on the data, and twenty-six of these were significant at the one per cent level of confidence. Six of the  $t$  values lie within the region of doubt. The complete results are given on page 50 of the appendix.

## 2. Comparison of Parents and Children

The first significant group of  $t$ 's is shown in Table 2, and is composed of comparisons between the parents and their children, the students. Fathers and mothers have significantly higher mean scores on all the variables as compared to the sons. The fathers and mothers also have higher mean scores than the daughters on all of the variables, but the scores of the daughters on the ignoring variable are not significantly different from the scores of fathers on the same variable. The difference between mothers and daughters in relation to the variable is significant at the two per cent level. It was hypothesized that these differences between parents and their children might be due to the fact that the parents had developed their attitudes during the active experience of parenthood, and that the process of rearing children might tend to modify "desirable" attitudes in the direction of "problem" attitudes. This hypothesis was not borne out in the comparison of students with

Comparison of Parents and Their College Children on the Various Scales of the U.S.C. Parent Attitude Survey

[illegible]



TABLE 10

Comparison of College Fathers and Mothers with Students on the U. S. C. Parent Attitude Survey

Survey Variable	College Fathers		College Mothers		College Students		Difference Between College Fathers & Students		Difference Between College Mothers & Students		t	t
	M	$\sigma$	M	$\sigma$	M	$\sigma$						
Ignoring	53.63	5.33	56.43	5.03	53.16	4.73	0.02	0.02	2.82	2.82	.02	1.70
Possessive	146.40	13.60	151.78	16.97	144.00	12.11	2.40	2.40	7.78	7.78	.85	1.85
Dominant	83.57	6.53	86.59	10.00	81.45	7.58	2.12	2.12	5.14	5.14	2.06 *	1.64
Total	283.93	19.90	294.62	28.95	279.06	19.53	4.87	4.87	15.56	15.56	1.16	1.83

\* Significant at the 5 per cent level of confidence

# OF 1864

Comparison of College Expenditures for the Year 1864

College	General Expenses		Special Expenses		Total	
	Salaries	Books	Salaries	Books	Salaries	Books
Yale	30.5	10.0	11.1	41.3	41.6	51.3
Harvard	30.0	10.0	11.1	41.1	41.1	51.1
Columbia	30.0	10.0	11.1	41.1	41.1	51.1
Princeton	30.0	10.0	11.1	41.1	41.1	51.1
Stanford	30.0	10.0	11.1	41.1	41.1	51.1
University of California	30.0	10.0	11.1	41.1	41.1	51.1
University of Michigan	30.0	10.0	11.1	41.1	41.1	51.1
University of Wisconsin	30.0	10.0	11.1	41.1	41.1	51.1
University of Illinois	30.0	10.0	11.1	41.1	41.1	51.1
University of Texas	30.0	10.0	11.1	41.1	41.1	51.1
University of Florida	30.0	10.0	11.1	41.1	41.1	51.1
University of Georgia	30.0	10.0	11.1	41.1	41.1	51.1
University of Alabama	30.0	10.0	11.1	41.1	41.1	51.1
University of Mississippi	30.0	10.0	11.1	41.1	41.1	51.1
University of Louisiana	30.0	10.0	11.1	41.1	41.1	51.1
University of Arkansas	30.0	10.0	11.1	41.1	41.1	51.1
University of Missouri	30.0	10.0	11.1	41.1	41.1	51.1
University of Kentucky	30.0	10.0	11.1	41.1	41.1	51.1
University of Tennessee	30.0	10.0	11.1	41.1	41.1	51.1
University of North Carolina	30.0	10.0	11.1	41.1	41.1	51.1
University of South Carolina	30.0	10.0	11.1	41.1	41.1	51.1
University of Virginia	30.0	10.0	11.1	41.1	41.1	51.1
University of West Virginia	30.0	10.0	11.1	41.1	41.1	51.1
University of Maryland	30.0	10.0	11.1	41.1	41.1	51.1
University of Delaware	30.0	10.0	11.1	41.1	41.1	51.1
University of Pennsylvania	30.0	10.0	11.1	41.1	41.1	51.1
University of New York	30.0	10.0	11.1	41.1	41.1	51.1
University of New Jersey	30.0	10.0	11.1	41.1	41.1	51.1
University of New Hampshire	30.0	10.0	11.1	41.1	41.1	51.1
University of Vermont	30.0	10.0	11.1	41.1	41.1	51.1
University of New Mexico	30.0	10.0	11.1	41.1	41.1	51.1
University of Arizona	30.0	10.0	11.1	41.1	41.1	51.1
University of Nevada	30.0	10.0	11.1	41.1	41.1	51.1
University of Idaho	30.0	10.0	11.1	41.1	41.1	51.1
University of Montana	30.0	10.0	11.1	41.1	41.1	51.1
University of Wyoming	30.0	10.0	11.1	41.1	41.1	51.1
University of Colorado	30.0	10.0	11.1	41.1	41.1	51.1
University of Utah	30.0	10.0	11.1	41.1	41.1	51.1
University of Arizona	30.0	10.0	11.1	41.1	41.1	51.1
University of New Mexico	30.0	10.0	11.1	41.1	41.1	51.1
University of Nevada	30.0	10.0	11.1	41.1	41.1	51.1
University of Idaho	30.0	10.0	11.1	41.1	41.1	51.1
University of Montana	30.0	10.0	11.1	41.1	41.1	51.1
University of Wyoming	30.0	10.0	11.1	41.1	41.1	51.1
University of Colorado	30.0	10.0	11.1	41.1	41.1	51.1
University of Utah	30.0	10.0	11.1	41.1	41.1	51.1

children of their own and students without children. The values of these latter  $t$ 's were not significant; however, there were only twelve students with children of their own and this small  $N$  may have influenced these results. With this explanation tentatively set aside, another hypothesis was formulated. Perhaps the differences between parents' scores and students' scores were due to differences in education. All of the students are in the college category and only about 47 per cent of the parents had a college education. A  $t$  test was run between college parents and students as shown in Table 10. None of the differences between college mothers and students, or between college fathers and students were significant except possibly that between college fathers and students in the "dominant" variable. Since there were significant differences between parents in-general and students, and no significant differences (except possibly one) between college parents and students it may be tentatively concluded that the differences between parents and children found in this study are due to differences in educational background. The effect of education will be discussed below.

### 3. Comparison of Parents with Different Degrees of Education

The second significant group of  $t$ 's comprises comparisons between groups of parents with different degrees of education. Significant  $t$ 's were found between fathers, as seen in Table 11. Fathers with elementary education and fathers with college education



were significantly different on both the Dominant and Possessive scales. The differences between these same fathers on the Ignoring and Total scales are significant at the five per cent level of confidence. The comparisons between fathers with high school and college backgrounds yields two  $t$  values which are significant at the two per cent level of confidence, i.e., those of the Ignoring and Possessive scales. The  $t$  value calculated for the Dominant scale is significant at the five per cent level of confidence. The fathers with more formal education tended to have lower mean scores than the fathers with less formal education. Apparently the difference between an elementary and a high school education does not have a significant effect on the parental attitudes of fathers. The difference between a high school and a college education has perhaps a significant effect. Parental attitudes of men with an elementary education and a college education are significantly different in terms of dominance and possessiveness, although a college education does not have such an improving effect, in the direction of more "desirable" attitudes, on the ignoring scale.

There is no clear cut difference between the scores of mothers with different educational backgrounds. This difference between the effect of education on men and women might be explained in three different ways: (a) Usually mothers are in more constant contact with their children than are fathers. The fre-

were significantly different on both the Academic and Vocational scales. The difference between these two scales on the Academic and Vocational scales was significant at the 1% level of confidence. The comparison between fathers with high school and college backgrounds yields two results which are significant at the two percent level of confidence, i.e., those of the Academic and Vocational scales. The 1 value calculated for the Academic scale is significant at the five percent level of confidence. The fathers with more formal education tended to have lower scores than the fathers with less formal education. However, the difference between an elementary and a high school education does not have a significant effect on the Academic scale. The difference between a high school and a college education has a significant effect on the Academic scale. The difference between a high school and a college education is of men with an elementary education and a college education is significantly different in terms of Academic and Vocational scales, although a college education does not have such an effect on the effect, in the direction of more education, calculated on the Vocational scale.

There is no clear cut difference between the scores of mothers with different educational backgrounds. This difference between the effect of education on men and women might be explained in three different ways. (a) Sample, (b) method, and (c) consistent contact with their children and the father. The first

TABLE 11

Comparison of Fathers with Different Degrees of Education on the Various Scales of the U.S.C. Parent Attitude Survey

Survey Variable	Elementary Fathers N = 13		High School Fathers N = 18		College Fathers N = 30		Difference Between Elementary & High School Fathers		Difference Between Elementary and College Fathers		Difference Between High School and College Fathers		t
	M	$\sigma$	M	$\sigma$	M	$\sigma$							
Ignoring	56.92	4.49	57.61	5.56	53.63	5.33	0.69	.37	3.29	2.02	3.98	2.38	**
Dominant	161.62	18.00	156.17	16.67	146.40	13.60	5.45	.83	15.22	2.63	9.77	2.05	*
Possessive	91.15	7.25	90.39	10.44	83.57	6.53	0.76	.31	7.58	3.13	6.82	2.43	***
Total	302.00	25.62	298.61	30.39	283.93	19.90	3.39	.32	18.07	2.18	14.68	1.78	*

\* Significant at the 5 per cent level of confidence

\*\* " " 2 per cent level " "

\*\*\* " " 1 per cent level " "

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# LIABILITIES

Comparison of liabilities with different parties of business on the 12th day of August 1900

Particulars	Debit	Credit	Balance	Particulars	Debit	Credit	Balance
By Cash				To Cash			
By Bank				To Bank			
By Merchants				To Merchants			
By Customers				To Customers			
By Suppliers				To Suppliers			
By Debtors				To Debtors			
By Creditors				To Creditors			
By Owners				To Owners			
By Partners				To Partners			
By Employees				To Employees			
By Tax Authorities				To Tax Authorities			
By Government				To Government			
By Public				To Public			
By Private				To Private			
By Foreign				To Foreign			
By Domestic				To Domestic			
By Current				To Current			
By Capital				To Capital			
By Reserve				To Reserve			
By Profit				To Profit			
By Loss				To Loss			
By Gain				To Gain			
By Interest				To Interest			
By Dividend				To Dividend			
By Salary				To Salary			
By Wages				To Wages			
By Rent				To Rent			
By Insurance				To Insurance			
By Taxes				To Taxes			
By Fines				To Fines			
By Penalties				To Penalties			
By Damages				To Damages			
By Compensation				To Compensation			
By Settlement				To Settlement			
By Liquidation				To Liquidation			
By Bankruptcy				To Bankruptcy			
By Receivership				To Receivership			
By Trustees				To Trustees			
By Executors				To Executors			
By Administrators				To Administrators			
By Attorneys				To Attorneys			
By Agents				To Agents			
By Brokers				To Brokers			
By Dealers				To Dealers			
By Vendors				To Vendors			
By Purchasers				To Purchasers			
By Shippers				To Shippers			
By Carriers				To Carriers			
By Freightmen				To Freightmen			
By Dockmen				To Dockmen			
By Stevedores				To Stevedores			
By Sailors				To Sailors			
By Mariners				To Mariners			
By Seamen				To Seamen			
By Boatmen				To Boatmen			
By Laborers				To Laborers			
By Workmen				To Workmen			
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By Craftsmen				To Craftsmen			
By Tradesmen				To Tradesmen			
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By Purchasers				To Purchasers			
By Shippers				To Shippers			
By Carriers				To Carriers			
By Freightmen				To Freightmen			
By Dockmen				To Dockmen			
By Stevedores				To Stevedores			
By Sailors				To Sailors			
By Mariners				To Mariners			
By Seamen				To Seamen			
By Boatmen				To Boatmen			
By Laborers				To Laborers			
By Workmen				To Workmen			
By Artisans				To Artisans			
By Craftsmen				To Craftsmen			
By Tradesmen				To Tradesmen			
By Merchants				To Merchants			
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By Seamen				To Seamen			
By Boatmen				To Boatmen			
By Laborers				To Laborers			

quent interaction of mother and child may tend to modify any attitudes which were developed in the educational process; (b) Since no significant differences appeared between the parental attitudes of mothers and fathers, it might also be conjectured that the mothers had more liberal parental attitudes than fathers before they entered high school, so that the educational process had a greater effect on the fathers. The latter explanation comes close to a description in terms of strong maternal attitudes as contrasted with more pliable paternal attitudes; (c) The variable of education may also be a variation in socio-economic status and/or intelligence. Because in the parental generation women of high socio-economic status and intelligence were not as likely to go to college as comparable men, the differential might also be explained in terms of those two factors. Another experimental design would be necessary to determine what combination of these hypotheses is correct.

#### 4. Comparison of "Problem-Ignoring" with "Non-Problem-Ignoring Groups

The third significant group of t's is comprised of comparisons between groups with "problem-ignoring" scores and groups with "non-problem-ignoring" scores, as defined earlier. The object of making these comparisons was to determine whether "problem-ignoring" subjects would also tend to make significantly higher scores on all other variables than "non-problem-ignoring" subjects. The calculated t values exceeded the one per cent level in all comparisons for both fathers and mothers. Comparisons between students



yielded only two significant  $t$  values, on the Ignoring scale and the Total scale. These  $t$ 's on the Ignoring and Total scales are, of course, without meaning because the subjects were selected and grouped on the basis of differences in Ignoring scores, and the Ignoring scores contribute to the Total score. The differences are presented in Table 12.

These parents with ignoring attitudes of a strength comparable to parents of problem children also have significantly strong attitudes of possessiveness and dominance, although only two fathers and one mother had "problem-dominant" scores, defined, like "problem-ignoring" scores, in terms of Shoben's mean scores of the problem mothers, and only one father and one mother had "problem-possessive" scores. Eighteen male students or 26 per cent, and 8 female students or 28 per cent and 46 mothers or 51 per cent had "problem-ignoring" scores. Because scores classified as "problem-scores" are based on Shoben's study which included only women, care must be exercised in drawing any conclusion about fathers' scores. It is possible that due to the role fathers are accustomed to play in the rearing of the child, their ignoring attitude might not have as much of a tendency to produce a problem as would the same attitude in a mother. Education apparently has little effect upon the development of an ignoring attitude, but a larger per cent of parents of college students have "problem-ignoring" attitudes than do the students.



The validity coefficient which Shoben obtained from the second administration of the Survey was only .624 for the Ignoring scale, lower than the validity coefficients for any of the other scales. This is one possible explanation for the high per cent of subjects in this study who obtained unusually high Ignoring scores, but another factor which Shoben mentions seems a more probable cause. The clinicians to whom Shoben gave his test differed in their responses from the parents beyond the one per cent level of confidence in all cases except on the Ignoring scale, where the  $t$  value was at the five per cent level. Shoben defines the parent, with an ignoring attitude as one who disregards the child as an individual member of the family, who regards the "good" child as the one who demands the least parental time, and who disclaims responsibility for the child's behavior. In our society today there is a tendency for the parent to delegate much of the responsibility for the child to the school and other outside institutions. As shown in Stogdill's (9) study, clinicians endorsed more freedom for children than did parents, and this might easily be interpreted by those who attempt to adhere to the current theories of child specialists in such a way as to promote an ignoring attitude. It is difficult for parents to give the child more freedom, and at the same time to retain a feeling of responsibility.

#### B. Summary

The results of this study in part corroborate the findings of Baldwin, Kalhorn, and Breese (1), who found a positive cor

The validity coefficient with the second administration of the battery was only .50 for the first scale, lower than the validity coefficient for any of the other scales. This is one notable exception to the high validity of subjects in this study who showed consistently high learning scores, but another factor which might account for this is the difference in the difficulty of the two tests. The subjects in the first test were not as familiar with the response form as the subjects in the second test. Confidence in all cases except on the last scale, where the value was at the five percent level. Subject differences in the first with an learning condition as one of the conditions. Individual scores in this study, who received the "good" or "poor" the one who receives the "poor" parental title and are therefore responsible for the child's behavior. In our study, there is a tendency for the parent to believe such of the child's ability for the child to be able to do better and better. As shown in Table 1, the child's behavior scores were low for children than the parent, and this result may be interpreted by three who showed no change in the child's behavior. Child specialists in such a way as to observe as the child's behavior. It is difficult for parents to give the child more responsibility and at the same time to retain a feeling of responsibility.

E. G. Gurney

The results of this study in part corroborate the findings of Baldwin, Kibben, and Locke (11), who found a positive

TABLE 12

Comparison of "Problem-Ignoring" Subjects and "Non-Problem-Ignoring" Subjects on the U.S.C. Parent Attitude Survey

Survey Variable	Ignoring Fathers		Non-Ignoring Fathers		Ignoring Mothers		Non-Ignoring Mothers		Difference Between Ignoring & Non-Ignoring Fathers		Difference Between Ignoring & Non-Ignoring Mothers	
	M	$\sigma$	M	$\sigma$	M	$\sigma$	M	$\sigma$	t	***	t	***
Ignoring	60.73	3.60	51.69	2.87	60.54	3.43	52.71	1.96	9.04	11.17	7.83	13.50
Possessive	160.77	16.10	146.90	13.56	160.48	15.67	146.93	12.69	13.87	3.75	13.55	4.49
Dominant	91.20	8.37	83.85	6.97	91.61	9.87	82.09	6.82	7.35	3.83	9.52	5.32
Total	312.70	24.13	282.69	19.33	312.41	25.74	281.51	17.47	30.01	5.49	30.90	6.65

\*\*\* Significant at the 1 per cent level of confidence



relationship between amount of education and democratic parental attitudes. Although the attitudes of fathers with a high school background did not differ significantly from attitudes of fathers with an elementary background, the fathers with a college background had significantly more liberal scores than those with either elementary or high school backgrounds. Apparently differences in education did not influence the mothers' parental attitudes in a similar manner. The significant differences between parents and their children, the students, were also found to be due to differences in education.

No significant differences were found between fathers and mothers, which is in agreement with the findings of Radke (6).

The most striking factor brought out by this study was the unusually high per cent of parents who had scores on the ignoring variable which were comparable to the scores of parents of problem children.

A number of questions raised by this study indicate specific needs for further research in the realm of parental attitudes. Because education appears to play a leading role in the development of these attitudes, it is necessary to separate and study all factors associated with educational status, such as intelligence, information about children's development, and socioeconomic status. The differential effect of education on mothers and fathers presents another factor which calls for explanation.



A solution to the problem of ignoring attitudes, their etiology and their relationship with other parental attitudes, might well lead to a revision of the psychology of parent-child relationships.



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APPENDIX



## Guilford's Formula

$$W = \frac{P_p - P_{np}}{pq}$$

Where

$P_p$  = proportion of the problem group responding in a specified way;

$P_{np}$  = proportion of the non-problem group responding in the same way;

$p$  = proportion of the two groups combined according to the formula

$$p = \frac{P_p + P_{np}}{2}$$

$$q = 1 - p$$

Student's formula

$$t = \frac{\bar{p}_1 - \bar{p}_2}{\sqrt{p(1-p) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

where

$\bar{p}_1$  = proportion of the population with response in a specified way;

$\bar{p}_2$  = proportion of the non-polluted group responding in the same way;

$p$  = proportion of the two groups combined responding in the same way.

WORKED EXAMPLE

EXAMPLE 1

$$p = 1 - p$$

## PARENT ATTITUDE SURVEY

1. A child should be seen and not heard	6	5	4	3	I
2. Parents should sacrifice everything for their children	6	5	3	4	P
3. Children should be allowed	5	5	2	5	P
4. A child should not plan to enter any occupation his parent's don't approve of.	6	6	4	5	P
5. Children need to have some of the natural meanness taken out of them.	6	5	3	4	D
6. A child should have strict discipline in order to develop a fine, strong character	6	4	3	3	D
7. The mother rather than the father should be responsible for discipline.	6	4	3	4	I
8. Children should be "babied" until they are several years old.	6	5	3	4	P
9. Independent and mature children are less lovable than those children who openly and obviously want and need their parents.	6	5	4	3	P
10. Children should be forbidden to play with youngsters whom their parents do not approve of.	5	5	3	2	P
11. A good way to discipline a child is to tell him his parents won't love him any more if he is bad.	6	3	4	4	I
12. Severe discipline is essential in the training of children.	6	6	5	3	D
13. Parents cannot help it if their children are naughty.	6	5	4	3	I
14. Jealousy among brothers and sisters is a very unhealthy thing.	4	5	2	6	D
15. Children should be allowed to go to any Sunday School their friends go to.	5	2	4	5	D
16. No child should ever set his will against that of his parents.	6	6	2	4	D

CHAPTER 1

1. A child should be able to read and write.
2. Parents should be able to read and write.
3. Children should be able to read and write.
4. A child should be able to read and write.
5. Children should be able to read and write.
6. A child should be able to read and write.
7. The way a child reads and writes is important.
8. Children should be able to read and write.
9. Independent and creative thinking is important.
10. Children should be able to read and write.
11. A child should be able to read and write.
12. Children should be able to read and write.
13. Children should be able to read and write.
14. Children should be able to read and write.
15. Children should be able to read and write.
16. No child should be able to read and write.

100-100-100  
100-100-100  
100-100-100

- |                                                                                                                               |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 17. It is wicked for children to disobey their parents.                                                                       | 6 | 4 | 4 | 3 | D |
| 18. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.                    | 6 | 5 | 3 | 3 | P |
| 19. Children should not be punished for disobedience.                                                                         | 5 | 6 | 3 | 4 | P |
| 20. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys".                       | 5 | 5 | 3 | 3 | P |
| 21. Strict discipline weakens a child's personality.                                                                          | 4 | 3 | 4 | 5 | D |
| 22. Children should always be loyal to their parents above anyone else.                                                       | 6 | 3 | 4 | 3 | P |
| 23. The weaning of a child from the emotional ties to its parents begins at birth.                                            | 5 | 3 | 4 | 5 | P |
| 24. Parents are not entitled to the love of their children unless they earn it.                                               | 4 | 3 | 4 | 6 | P |
| 25. Parents should never try to break a child's will                                                                          | 4 | 2 | 5 | 5 | D |
| 26. Children should never be required to take orders from parents.                                                            | 2 | 5 | 4 | 5 | D |
| 27. Children should be allowed to choose their own religious beliefs.                                                         | 4 | 3 | 4 | 6 | D |
| 28. Children should not interrupt adult conversation                                                                          | 5 | 4 | 2 | 6 | I |
| 29. The most important consideration in planning the activities of the home should be the needs and interests of the children | 4 | 2 | 5 | 6 | I |
| 30. Quiet children are much nicer than little chatterboxes                                                                    | 6 | 4 | 3 | 4 | I |
| 31. It is sometimes necessary for the parent to break the child's will                                                        | 6 | 5 | 4 | 3 | D |
| 32. Children usually know ahead of time whether or not parents will punish them for their actions                             | 5 | 3 | 3 | 4 | D |
| 33. Children resent discipline                                                                                                | 5 | 4 | 3 | 5 | D |
| 34. Children should not be permitted to play with youngsters from the "wrong side of the tracks"                              | 6 | 5 | 3 | 4 | P |



35. When the parent speaks, the child should obey	5	5	3	2	D
36. Mild discipline is best	4	3	5	6	D
37. The best child is one who shows lots of affection for his mother	6	5	3	4	P
38. A child should be taught that his parents always know what is best	5	5	3	3	D
39. It is better for children to play at home than to visit with other children	6	4	4	3	P
40. Most children should have more discipline than they get	6	4	3	2	D
41. A child should do what he is told to do, without stopping to argue about it.	6	4	3	4	D
42. Children should fear their parents to some degree	6	5	4	3	D
43. A child should always love his parents above everyone else	6	4	3	4	P
44. Children should be allowed to make only minor decisions for themselves	5	5	3	3	D
45. A child should always accept the decision of his parents	5	5	3	3	D
46. Children who readily accept authority are much nicer than those who try to be dominant themselves	6	4	3	3	P
47. Parents should always have complete control over the actions of their children	5	4	4	3	D
48. When they can't have their own way, children usually try to bargain or reason with their parents	5	3	4	6	I
49. The shy child is worse off than the one who masturbates	4	3	5	5	U
50. Children should accept the religion of their parents without question.	5	6	4	3	D
51. The child should not question the commands of his parents	6	3	4	6	I
52. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents	6	3	4	6	I

35. When the person speaks, the words are...
36. With reference to...
37. The best of the...
38. A child should be...
39. It is better to...
40. Most children...
41. A child who is...
42. Children should...
43. A child should...
44. Children are...
45. A child should...
46. Children are...
47. Children should...
48. When a child...
49. The child is...
50. Children should...
51. The child should...
52. Children are...



53. Children should not be punished for doing anything they have seen their parents do	4	4	3	6	D
54. Jealousy is just a sign of selfishness	6	3	4	4	I
55. Children should be taught the value of money	5	3	3	6	U
56. A child should be punished for contradicting his parents	6	5	3	3	D
57. Children should have lots of parental supervision	5	3	3	4	D
58. A parent should see to it that his child plays only with the right kind of children	6	4	3	3	P
59. Babies are more fun for parents than older children	6	5	4	3	P
60. No one should expect a child to respect parents who nag and scold	4	6	2	4	P
61. Parents should supervise a child's selection of play-mates very carefully.	5	3	5	2	D
62. A child should always believe what his parents tell him	6	4	3	4	D
63. Children should usually be allowed to have their own way	6	3	3	6	D
64. A good way to discipline a child is to cut down his allowance.	5	4	3	4	U
65. Children should not be coaxed or petted into obedience	4	3	6	5	D
66. A child should be shamed into obedience if he won't listen to reason	6	3	4	4	D
67. In the long run it is better, after all, for a child to be kept fairly close to his "mother's apron strings"	6	6	3	3	P
68. A good whipping now and then never hurt any child	6	4	3	2	D
69. A child should never keep a secret from his parents	7	4	3	4	D
70. Parents are generally too busy to answer all a child's questions	6	4	3	3	I
71. The children who make the best adults are those who obey all the time	6	5	3	4	D

- 51. Children should not be allowed to play in the street.
- 52. Children should not be allowed to play in the street.
- 53. Children should not be allowed to play in the street.
- 54. Children should not be allowed to play in the street.
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- 69. Children should not be allowed to play in the street.
- 70. Children should not be allowed to play in the street.
- 71. Children should not be allowed to play in the street.

72. It is important for children to have some kind of religious upbringing	6	3	2	2	U
73. Children should be allowed to manage their own affairs with little supervision from adults	5	3	4	5	I
74. Parents should never enter a child's room without permission	3	3	3	7	D
75. It is best to give children the impression that parents have no faults	6	5	4	3	D
76. Children should not annoy their parents with their unimportant problems	6	5	3	4	I
77. Children should give their parents unquestioning obedience	6	4	4	2	D
78. Sex is one of the greatest problems to be contended with in children	6	4	3	4	U
79. Children should have as much freedom as their parents allow themselves	6	4	3	6	I
80. Children should do nothing without the consent of their parents.	6	5	3	3	D

I - Ignoring

D - Dominant

P - Possessive

U - Unclassified



Your date of birth \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ How many children  
do you have? \_\_\_\_\_ Ages of these children \_\_\_\_\_ How many semesters of  
college have you completed? \_\_\_\_\_ Names and addresses of your parents  
\_\_\_\_\_

Are either of your natural parents dead? If so check and indicate year  
of death. Mother \_\_\_\_\_ Death: year, 19\_\_\_\_ How long dead \_\_\_\_\_ Father \_\_\_\_\_  
Death: year, 19\_\_\_\_ How long dead \_\_\_\_\_ Have your parents ever been  
separated or divorced? If so check and indicate year of separation or  
divorce. \_\_\_\_\_ Separation: year, 19\_\_\_\_ How long separated \_\_\_\_\_  
\_\_\_\_\_ Divorce: year, 19\_\_\_\_ How long divorced \_\_\_\_\_ Can your parents read  
English well enough to fill out the questionnaire you just took? Yes \_\_\_\_\_ No \_\_\_\_\_  
Would your parents object to filling out such a questionnaire? yes \_\_\_\_\_ No \_\_\_\_\_  
What was the last grade in school which your father completed? \_\_\_\_\_  
What was the last grade in school which your mother completed? \_\_\_\_\_  
What is the approximate yearly income of your parents? \_\_\_\_\_ Is your  
father American born? \_\_\_\_\_ Foreign born? \_\_\_\_\_ Where was he born? \_\_\_\_\_  
Is your mother American born? \_\_\_\_\_ Foreign born? \_\_\_\_\_ Where was she born? \_\_\_\_\_  
\_\_\_\_\_ First give your father's occupation, then describe briefly  
what his job is: Occupation: \_\_\_\_\_ Description: \_\_\_\_\_  
Occupation of mother, describe briefly what her job is (omit latter if  
housewife) Occupation: \_\_\_\_\_ Description: \_\_\_\_\_  
How many brothers and sisters do you have? Brothers \_\_\_\_\_ Sisters \_\_\_\_\_  
Indicate on this line what your numerical position is among your brothers  
and sisters. For example, if you are an only child write 1/1; If you are  
the older of two write 1/2; if you are the second in four write 2/4, etc.  
Just indicate your position. My position is \_\_\_\_\_.

NAME

Your date of birth \_\_\_\_\_

do you have? \_\_\_\_\_

colleagues have you ever had? \_\_\_\_\_

Are either of your parents deceased? If so, please indicate year \_\_\_\_\_

of death. Father \_\_\_\_\_ Mother \_\_\_\_\_

Death: year \_\_\_\_\_ How long dead \_\_\_\_\_

separated or divorced? If so, please indicate year of separation \_\_\_\_\_

divorce. \_\_\_\_\_ Separation year \_\_\_\_\_

\_\_\_\_\_ Divorce year \_\_\_\_\_

English well enough to fill out this questionnaire for you? \_\_\_\_\_

Would your parents object to filling out this questionnaire for you? \_\_\_\_\_

What was the last grade in school which you completed? \_\_\_\_\_

What was the last grade in school which you were attending? \_\_\_\_\_

What is the approximate yearly income of your family? \_\_\_\_\_

father American born? \_\_\_\_\_

Is your mother American born? \_\_\_\_\_

\_\_\_\_\_

What was his job last Thanksgiving? \_\_\_\_\_

Occupation of mother, Thanksgiving \_\_\_\_\_

\_\_\_\_\_

How many brothers and sisters do you have? \_\_\_\_\_

Indicate on this line which of your brothers and sisters are now living \_\_\_\_\_

and others. For example, if you have four children, list 1, 2, 3, 4 \_\_\_\_\_

the order of two who \_\_\_\_\_

Just indicate your position. \_\_\_\_\_

Dear Parents:

The Department of Psychology at the University of New Mexico is conducting a research project on parental attitudes.

Since you are parents of a student now attending the University, we are very much interested in your opinions regarding statements on the enclosed questionnaire. Your cooperation in this research will be of great benefit towards forwarding scientific knowledge in this important area, and towards helping us understand human behavior better.

We would like you to fill out this questionnaire according to the instructions given on it. There are two principal points to remember; (1) Please assume that the "children" or "child" in question are pre-adolescent and (2) please answer the questionnaire the way you really feel, according to your own convictions. There are no right or wrong answers, since people's opinions differ. We are interested in these differences. Please do not try to make any type of impression, since this is an objective, scientific study without any bias in one direction or another.

Two questionnaires are enclosed. One is to be filled out by the male parent, and one by the female parent. They are marked respectively "husband" and "wife". These must be completed independently, that is, we respectfully request that you do not consult each other about your answers. You realize, of course, that consulting with each other about how you feel on the various questions may cause you or your spouse to change the answers. This would reduce the scientific value of the questionnaire.

Won't you please fill out the questionnaire independently at once? You do not have to sign your name to the questionnaire since we have guaranteed anonymity by means of a number.

We will be most happy to make known to you the results of our study in a few months, if you so request. Please accept my heartfelt thanks for your kind cooperation.

Sincerely yours,

Ralph D. Norman, Ph.D.  
Assistant Professor of  
Psychology

Dear Sir,

The Department of Agriculture at the University of New Mexico is conducting a research project on certain insects. Since you are known to be a student who is interested in this work, we are very much interested in your opinion and suggestions. We are on the outside of the project, but your contribution is most valuable. Research will be of great benefit to the community in this regard. We are in this project and we are in this project.

We would like you to find out the characteristics of the insects and to find out the characteristics of the insects. We are on the outside of the project, but your contribution is most valuable. Research will be of great benefit to the community in this regard. We are in this project and we are in this project.

Two characteristics are mentioned. One is the fact that the insects are very small and the other is the fact that they are very common. We are on the outside of the project, but your contribution is most valuable. Research will be of great benefit to the community in this regard. We are in this project and we are in this project.

It is very important to find out the characteristics of the insects. We are on the outside of the project, but your contribution is most valuable. Research will be of great benefit to the community in this regard. We are in this project and we are in this project.

Sincerely,  
[Signature]

John H. [Name]  
[Address]  
[City]

COMPLETE TABLE OF t VALUES

Groups to be Compared	Score	$\bar{X}_1 - \bar{X}_2$	d	$N_1/N_2 - 2$	t	Probability (n% level of confidence)	Conclusion
Men Students (N 68) with Women Students (N 29)	I D P T	.96 .14 1.97 .87	1.06 2.25 1.46 3.86	95 " " " "	0.91 0.06 1.35 0.23	55555555	Not Significant " " " " " " "
Fathers (N 69) with Mothers (N 91)	I D P T	1.05 .85 .14 4.64	.84 2.58 1.46 4.64	158 " " " "	1.25 0.33 0.10 1.00	55555555	" " " " " " "
Fathers (N 69) with Sons (N 68)	I D P T	2.30 8.97 5.00 12.07	.88 2.52 1.41 4.40	135 " " " "	2.61 3.56 3.55 2.74	11111111	Significant " " " " " " "
Mothers (N 91) with Daughters (N 69)	I D P T	2.39 9.68 6.83 17.58	.98 2.52 1.51 4.13	118 " " " "	2.44 3.84 4.52 4.26	17511111	Region of Doubt Significant " " " " " " "
Fathers with Daughters (N 69)	I D P T	1.34 8.83 6.97 12.94	1.08 2.73 1.52 4.59	96 " " " "	1.24 3.23 4.59 2.82	11111111	Not Significant Significant " " " " " " "
Mothers (N 91) with Sons (N 68)	I D P T	3.35 9.82 4.86 16.71	.78 2.29 1.39 3.93	157 " " " "	4.29 4.29 3.50 4.23	11111111	" " " " " " "
Students from Broken Homes (N 29) with Students from Non-broken Homes (N 68)	I D P T	1.10 2.48 .11 1.06	1.06 2.58 1.69 4.37	95 " " " "	1.04 0.96 0.07 0.24	11111111	Not Significant " " " " " " "
Students with Children (N 12) with Students without Children (N 85)	I D P T	1.80 2.32 .96 1.78	.98 1.97 1.23 2.09	95 " " " "	1.84 1.18 0.78 0.85	55555555	" " " " " " "



COMPLETE TABLE OF t VALUES

Groups to be compared	Score	$\bar{X}_1 - \bar{X}_2$	d	$N_1/N_2 - 2$	t	Probability	Conclusion
Elementary Fathers (N 13) with High School Fathers (N 18)	I D P T	.69 5.45 .76 3.39	1.87 6.59 3.29 10.45	29 " " "	0.37 0.83 0.31 0.32	5 5 5 5	Not Significant " " "
Elementary Fathers (N 13) with College Fathers (N 30)	I D P T	3.29 15.22 7.58 18.07	1.63 5.78 2.42 8.28	41 " " "	2.02 2.63 3.13 2.18	1/5 1/5 1/5 1/5	Region of Doubt Significant " Region of Doubt
High School Fathers (N 18) with College Fathers (N 30)	I D P T	3.98 9.77 6.82 14.68	1.67 4.47 2.81 8.25	46 " " "	2.38 2.05 2.43 1.78	1/5 1/5 1/5 5	" " " Not Significant
Elementary Mothers (N 6) with High School Mothers (N 40)	I D P T	1.43 4.62 7.32 15.88	1.53 7.37 3.41 10.79	42 " " "	0.93 0.63 2.15 1.47	5 5 1/5 5	" " Region of Doubt Not Significant
Elementary Mothers (N 40) with College Mothers (N 37)	I D P T	1.40 7.22 6.08 14.88	1.57 7.52 3.45 10.87	41 " " "	0.89 0.96 1.76 1.37	5 5 5 5	" " " "
High School Mothers (N 40) with College Mothers (N 37)	I D P T	.03 2.60 1.24 1.00	1.13 3.73 2.30 6.67	75 " " "	0.03 0.70 0.54 0.15	5 5 5 5	" " " "
Fathers with one child (N 11) with Fathers with two children (N 25)	I D P T	3.13 11.63 5.13 20.69	2.23 6.51 3.49 10.79	34 " " "	1.40 1.79 1.47 1.92	5 5 5 5	" " " "



COMPLETE TABLE OF t VALUES

Groups to be compared	Score	$\bar{X}_1 - \bar{X}_2$	d	$N_1/N_2 - 2$	t	Probability	Conclusion
Fathers with one child (N 11) with Fathers with three or more children (N 32)	I D P T	1.51 9.83 1.11 12.14	2.06 6.40 3.43 10.48	41 " " "	0.73 1.54 0.32 1.16	5 5 5 5	Not Significant " " "
Fathers with two children (N 25) with Fathers with three or more children (N 32)	I D P T	1.62 1.80 4.02 8.55	1.49 4.07 2.20 6.45	55 " " "	1.09 0.44 1.83 1.31	5 5 5 5	" " " "
Mothers with one child (N 14) with Mothers with two children (N 33)	I D P T	1.54 5.63 3.92 21.53	1.76 4.78 3.67 12.78	45 " " "	0.88 1.18 1.07 1.68	5 5 5 5	" " " "
Mothers with one child (N 14) with Mothers with three or more children (N 42)	I D P T	.19 6.14 .84 7.64	1.45 4.80 3.60 9.25	54 " " "	0.13 1.28 0.23 0.83	5 5 5 5	" " " "
Mothers with two children (N 33) with Mothers with three or more children (N 42)	I D P T	1.35 .51 3.08 13.89	1.07 3.70 2.08 10.62	73 " " "	1.26 0.14 1.48 1.31	5 5 5 5	" " " "
Students who were only child (N 15) with Students who had one sibling (N 34)	I D P T	.48 .83 1.92 2.65	1.70 4.33 2.44 8.35	47 " " "	0.28 0.19 0.79 0.32	5 5 5 5	" " " "
Students who were only child (N 15) with Students who had two or more siblings (N 46)	I D P T	.89 3.68 4.03 6.82	1.65 4.33 2.38 7.00	59 " " "	0.54 0.85 1.69 0.97	5 5 5 5	" " " "

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CRIMINAL DIVISION

RECORDS SECTION

WASHINGTON, D.C. 20535

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COMPLETE TABLE OF t VALUES

Groups to be compared	Score	$\bar{X}_1 - \bar{X}_2$	d	$N_1/N_2 - 2$	t	Probability	Conclusion
Students who had one Sibling (N 34) with I	I	1.37	1.03	78	1.33	5	Not Significant
Students who had two or more Siblings (N 46) D	D	2.85	2.61	"	1.09	5	"
P	P	2.11	1.67	"	1.26	5	"
T	T	9.47	6.93	"	1.37	5	"
Problem-ignoring Fathers (N 30) with I	I	9.04	.81	67	11.17	1	Significant
Non-problem-ignoring Fathers (N 39) D	D	13.87	3.71	"	3.75	1	"
P	P	7.35	1.92	"	3.83	1	"
T	T	30.01	5.47	"	5.49	1	"
Problem-ignoring Mothers (N 46) with I	I	7.83	.58	89	13.50	1	"
Non-problem-ignoring Mothers (N 45) D	D	13.55	3.02	"	4.49	1	"
P	P	9.52	1.79	"	5.32	1	"
T	T	30.90	4.65	"	6.65	1	"
Problem-ignoring Students (N 26) with I	I	8.61	.60	95	14.35	1	"
Non-problem-ignoring Students (N 71) D	D	5.10	3.05	"	1.67	5	Not Significant
P	P	3.85	1.98	"	1.94	5	Not Significant
T	T	18.50	4.92	"	3.76	1	Significant
College Fathers (N 30) with I	I	.02	1.10	125	0.02	5	Not Significant
Students (N 97) D	D	2.40	2.81	"	0.85	5	"
P	P	2.12	1.03	"	2.06	1/5	Region of Doubt
T	T	4.87	4.19	"	1.16	5	Not Significant
College Mothers (N 37) with I	I	2.82	1.66	132	1.70	5	"
Students (N 97) D	D	7.78	4.20	"	1.85	5	"
P	P	5.14	3.41	"	1.64	5	"
T	T	15.56	8.49	"	1.83	5	"



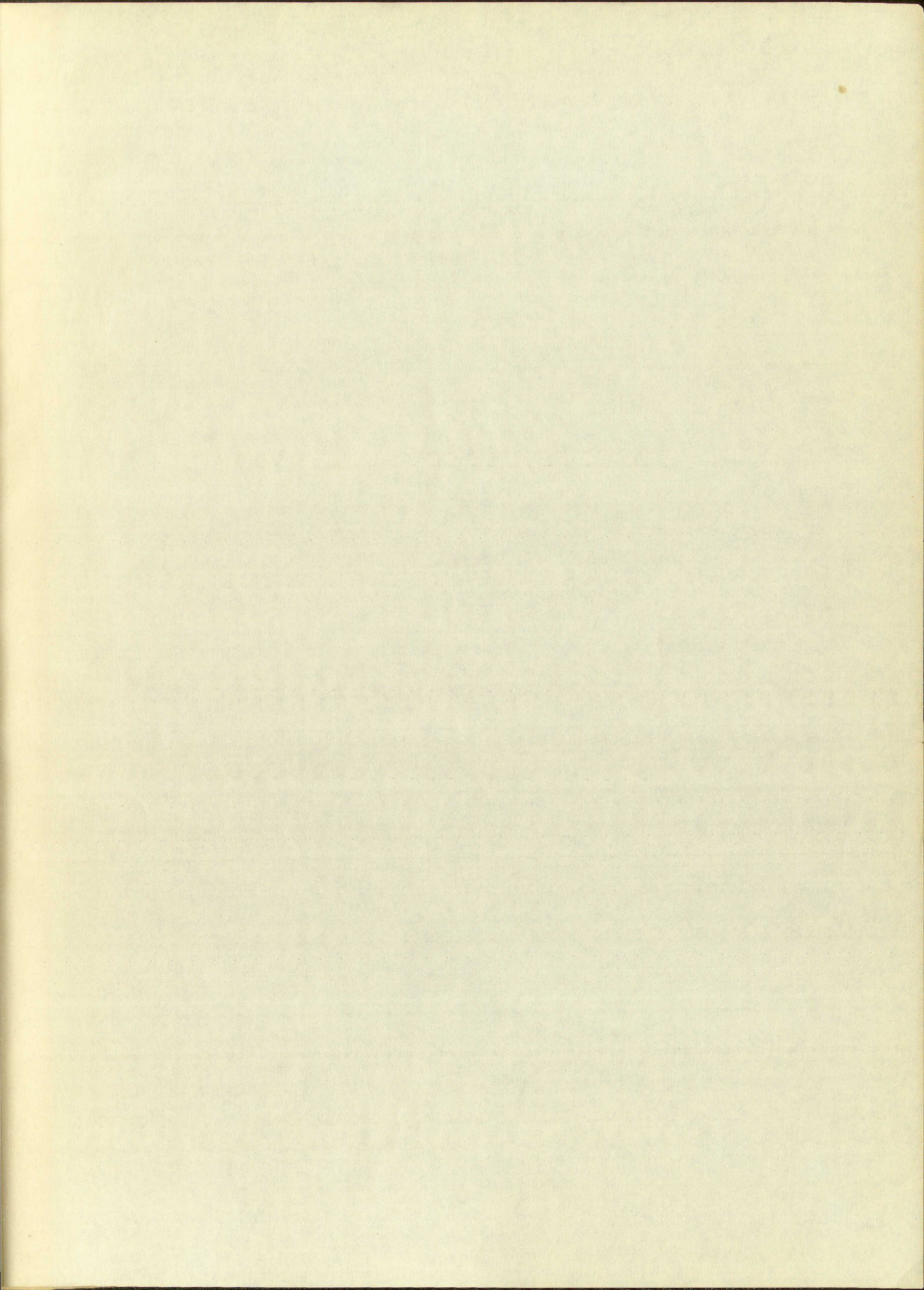


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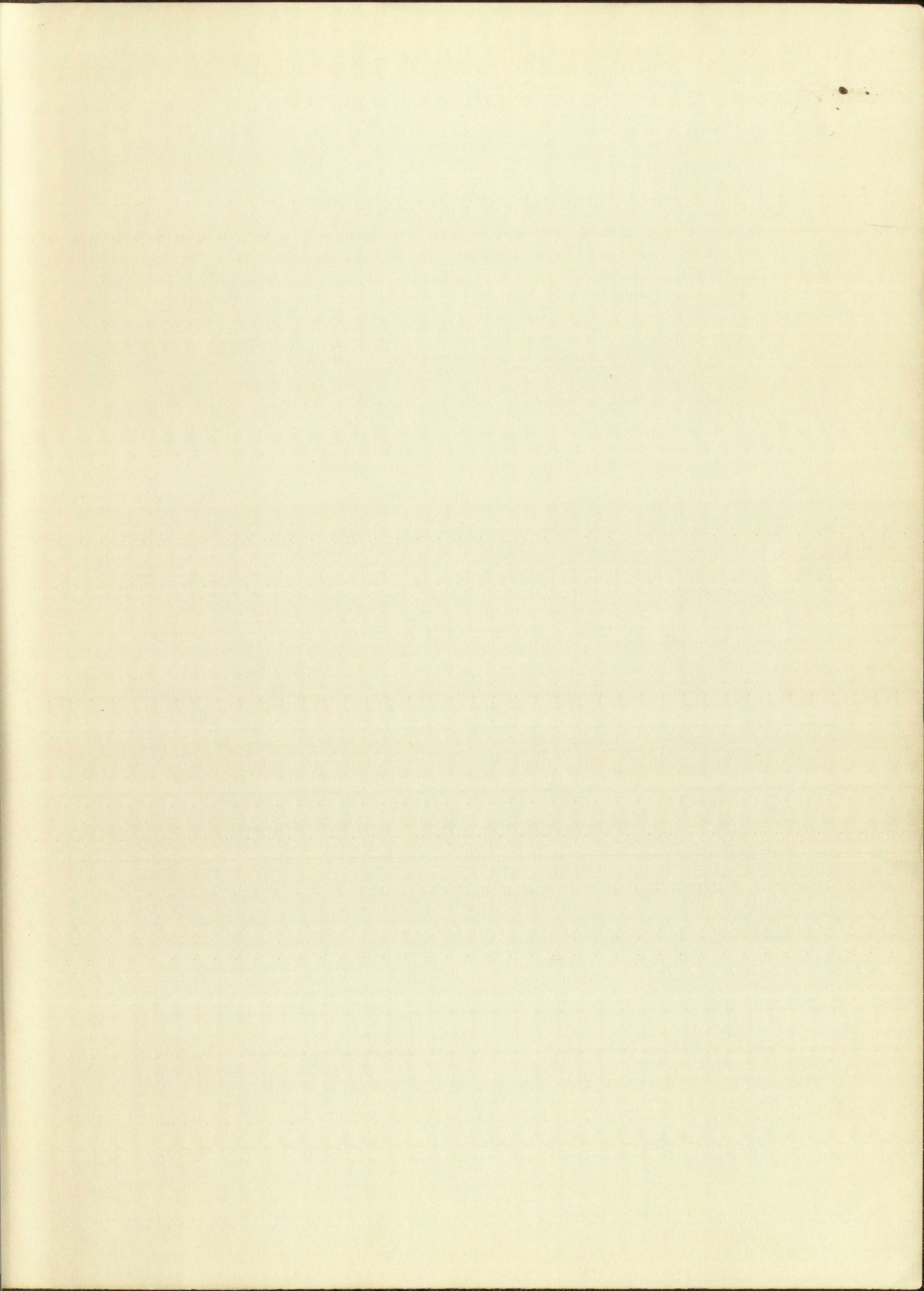
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