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A STUDY OF PARENTAL ATTITUDES
IN GREAT FALLS, MONTANA

by

ROGER CLAY THWEATT

B. A. University of Denver, 1952

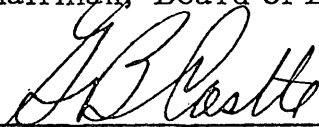
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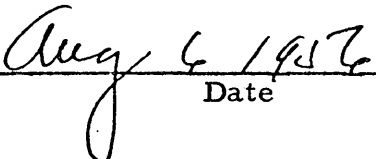
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CHAPTER I

INTRODUCTION

Statement of the problem. The purpose of this study was:

(1) to discover the attitudes of parents toward children in Great Falls, Montana; (2) to discover the differences in attitudes concerning children which exist among various groups of parents in this city; and (3) to present these attitudes as revealed through this investigation.

Paragraph of introduction. The problem of parental attitudes is one that has assumed increasing importance during the past few years.¹ The child's relationship with his parents is a clearly significant factor in the development of his personality.² During the child's earliest years the parents constitute the chief social influence which he experiences.³

The techniques the parents employ in their treatment of the child, such as the incentives they offer, the frustrations they impose, their methods of control, together with the character of their general attitudes toward him, serve as formative forces on the child's behavior.⁴

¹ Ralph M. Stogdill, "Parental Attitudes and Mental-Hygiene Standards," Mental Hygiene, 15:813, October, 1931.

² Barbara Merrill, "A Measurement of Mother-Child Interaction," Journal of Abnormal and Social Psychology, 41:37, 1946.

³ Ibid.

⁴ Ibid.

It has become commonplace among those dealing with the behavior problems of children that one of the most difficult factors to be overcome in remedial treatment is the attitude of the parent in regard to his child.⁵

Importance of the problem. A direct relationship exists between attitudes of adults and the behavior of their children.⁶ Witmer states that parent-child relationships are of fundamental importance in determining personality development.⁷ Updegraff goes further by saying that the fundamental elements involved in fostering the child's social development may be the social adaptability and adjustability of the parents themselves.⁸ It is the resulting behavior within the family group and the interplay of attitudes within the family which constitute the real core of the problem.⁹

⁵ Stogdill, loc. cit.

⁶ George C. Jenkins, "A Study of Adult Attitudes in Missoula, Montana" (unpublished Master's Thesis, Montana State University, Missoula, Montana, 1953), p. 2.

⁷ Helen L. Witmer, "The Outcome of Treatment in a Child Guidance Clinic: A Comparison and an Evaluation," Smith College Studies in Social Work, No. 4:338, 1933.

⁸ Ruth Updegraff, "Recent Approaches to the Preschool Child. III. Influence of Parental Attitudes Upon Child Behavior," Journal of Consulting Psychology, 3:36, January-February, 1939.

⁹ Ibid., p. 34.

Martin writes that there is no home without parent-child problems. All children have problems, great or small, that are created by their parents' attitudes.¹⁰ Richards adds that there are many common parental attitudes that do a great deal of damage in the way of warping the development of childhood. These attitudes are equally common in all sorts and conditions in mothers and fathers.¹¹ Williams substantiates this by saying:

Much of the work must be directed at the home and parental situations rather than at the child itself. Not until emotional currents, both obvious and subtle, that exist within the home of any given child are comprehended and evaluated can one hope to understand the emotional reactions of the child.¹²

The education of children will be more effective if the attitudes of parents are closely examined and weighed. This knowledge of the predominating kinds of adult attitudes toward children, found in this community, can aid school and social workers, counselors, and law enforcement officials with one segment of the factors which influence the behavior of children in the community.¹³

¹⁰Alexander R. Martin, "Parent's Attitudes, Children's Behavior," National Parent Teacher, 47:5, September, 1952.

¹¹Esther L. Richards, "Practical Aspects of Parental Love," Mental Hygiene, 10:225, April, 1926.

¹²Frankwood E. Williams, "Finding a Way in Mental Hygiene," Mental Hygiene, 14:225, April, 1930.

¹³George C. Jenkins, "A Study of Adult Attitudes in Missoula, Montana" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1953), p. 2.

That there are many elements involved in the formation of a child's attitudes and resultant behavior is not questioned. This study concerns just two factors: (1) the attitudes of parents in Great Falls, Montana; and (2) the differences in attitudes regarding children among various groups of parents in this city.

Definition of terms. An attitude is the sum total of a man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic.¹⁴

Test refers to the University of Southern California Parent-Attitude Survey.¹⁵

Dominant variable consists of items which reflect a tendency on the part of the parent to put the child in a subordinate role, to take him in account quite fully but always as one who should conform completely to parental wishes under penalty of severe punishment.

Possessive refers to a tendency on the part of the parent to "baby" the child, to emphasize unduly (from a mental hygiene point of view) the affectional bonds between parent and child, to value highly the

¹⁴Ralph M. Stogdill, "Parental Attitudes and Mental-Hygiene Standards," Mental Hygiene, 15:814, October, 1931.

¹⁵Edward J. Shoben, "The Assessment of Maternal Attitudes in Relation to Child Adjustment: Construction and Preliminary Standardization of the University of Southern California Parent-Attitude Survey" (unpublished Doctor's thesis, University of Southern California, Los Angeles, California, 1948), pp. 136-149.

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.

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.

Miscellaneous or Unknown items refer to ten statements on the University of Southern California Parent-Attitude Test which can not be classified as dominant, possessive, or ignoring.¹⁶

(SA) Strongly Agree is an answer in complete agreement with the item as stated.

(MA) Mildly Agree is an answer which agrees with the item as stated, but with some reservation.

(MD) Mildly Disagree is an answer which disagrees with the item as stated, but with some reservation.

(SD) Strongly Disagree is an answer in complete disagreement with the item as stated.¹⁷

Structurizing applies to the mother attempting to stimulate the child by indirect means, trying to encourage the child's coming to

¹⁶

Ibid., pp. 110-111.

¹⁷

Ibid., p. 136.

decisions for himself with the help of a few clues furnished by his parent.

Suggesting refers to the mother introducing by direct suggestion the possibility of play activity other than the one in which the child is engaged.

Helping factor is associated with the mother giving physical helps to her child such as pounding a nail for him.

Lack of contact variable represents the amount of time, in terms of the number of five second intervals recorded, that the mother was out of contact with the child in the play situation. She was either carrying on some adult activity independent of the child or out of touch with the child physically, conversationally or on the child's own level of play.

Teaching factor refers to the mother giving her child information for the apparent purpose of increasing his knowledge.

Interactive Play refers to the mother playing with her child as if she were another child, entering into his particular activity without contaminating it with apparent adult interests or directiveness.

Directing variable represents the mother specifically directing the child's activity by statement or order.

Interfering infers that the mother either avertly or verbally blocks some activity of the child in order to redirect his energies toward some goal more in keeping with adult standards of achievement.

Criticizing refers to the mother blaming, punishing or scolding the child for something he does or says in the play session.

Cooperation variable represents the mother complying with a verbal request from her child to do something.

Non-cooperation refers to the mother ignoring or refusing to comply with a verbal request by the child.¹⁸

¹⁸ Merrill, op. cit., pp. 40-42.

CHAPTER II

PREVIOUS ATTEMPTS TO MEASURE PARENTAL ATTITUDES

Much has been written in regard to the relationship between a child's attitudes and behavior and the attitudes and behavior patterns exhibited by his family.¹

The literature related to this study is presented in a manner which describes several attempts to measure the relationship between a child's attitudes and that of his family.

In spite of the importance of the problem of parent-child relationships as factors in the development of personality, in spite of the wealth of study that has been reported in the literature, and in spite of the prominence of parental attitudes and behavior as background for the aberrant behavior of problem children seen in clinics, there has been surprisingly little work done in developing parental attitude measuring devices.² Actually, there are in the literature only seven studies devoted to the development of five measuring devices that merit attention.³

¹George A. Jenkins, "A Study of Adult Attitudes in Missoula, Montana" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1953), p. 5.

²Edward J. Shoben, "The Assessment of Maternal Attitudes in Relation to Child Adjustment: Construction and Preliminary Standardization of the University of Southern California Parent-Attitude Survey" (unpublished PhD thesis, The University of Southern California, Los Angeles, California, 1948), p. 48.

³Ibid.

The measurement of parent attitudes has been approached in three different ways: (1) direct observation of behavior, (2) rating scales, and (3) inventory-type questionnaires.⁴

Stogdill's Investigation

Stogdill directed his investigation toward parent attitudes which have an effect upon the mental and social well being of the child.⁵

Procedures. The material for the items in his attitude scale was obtained from several sources. These consisted of several hundred case files from a child guidance clinic, a number of books on child care and guidance, and lists of items obtained from individuals engaged in mental hygiene and child guidance work. From these materials a scale was prepared in mimeographed form. This form was scored by a group of forty graduate students in the department of psychology at Ohio State University. On the basis of the results from this trial group, the scale was revised. It consisted of seventy items of child behavior to be rated from one to ten according to the seriousness or undesirability of the behavior.

⁴
Ibid.

⁵
Ralph M. Stogdill, "Parental Attitudes and Mental-Hygiene Standards," Mental Hygiene, 15:813-27, October 1931.

	Of no conse- quence		Of little conse- quence		Undesir- able		Seri- ous		Very Serious	
Stealing	1	2	3	4	5	6	7	8	9	10
Masturbation	1	2	3	4	5	6	7	8	9	10
Lying	1	2	3	4	5	6	7	8	9	10
Defiance	1	2	3	4	5	6	7	8	9	10

One hundred and sixty-seven of these printed forms were distributed among three groups of parents.

- Group A a parent-teacher association in a high grade suburban community of Columbus, Ohio.
- Group B a parent-teacher association in an average community in Columbus, Ohio.
- Group C a Sunday school class of older married women of a downtown Protestant church in Columbus, Ohio.

From the returns of the various groups fifty-two were usable from Group A, thirty-five from Group B, and twenty-three from Group C. The data for the parent group were obtained from one hundred and ten sets of the scale.

The one hundred and sixteen sets of material, consisting of a copy of the attitude scale and an explanatory letter, were distributed by mail to a group of mental hygienists who were recognized authorities in the fields of child psychology, clinical psychology, mental hygiene and psychology of adolescence.⁶ Fifty usable blanks were received from this group.

In general, three criticisms were expressed by the mental hygienists who gave their opinions of the test.⁷ The first was that the

⁶Ibid., p. 817.

⁷Ibid.

directions do not specify a child of any particular age and that certain items desirable in a four-year-old child might be undesirable in a twelve-year-old child and vice versa. The second criticism was that the test could not be adequately rated unless the rater had some particular child in mind. The third criticism was that the scale allows only for degrees of undesirability and consequently makes it impossible to indicate positive desirability.⁸

Stogdill points out that the scale was necessarily constructed with the idea of making it appropriate for parents of widely divergent educational background. It was not desired to construct a scale involving too complicated directions or terms unfamiliar to parents with little education. This necessitated the elimination of many possible refinements in techniques which would have made the scale more involved and therefore more confusing for a larger percentage of the parents whose ratings were desired.⁹

Findings. Findings of the investigation were: (1) Parental attitudes can be determined and measured by such a method. (2) The test disclosed a definite attitude which may be said to be characteristic of the parent group. (The parental attitude differed to a marked degree

⁸
Ibid.

⁹
Ibid., p. 818.

from that of the mental hygienist group.) (3) The chief characteristics of parental attitudes as distinguished from those of the mental hygienist group were:

- a. Greater insistence on observance of moral taboos.
- b. Greater insistence on parental authority.
- c. Greater insistence on adherence to group standards and social customs.
- d. Relative indifference to the effect that such insistence may have upon the child's emotional and mental adjustment to life.

Stogdill concludes that the parent must be aided to achieve a certain degree of insight into his own behavior, as a basis for sympathetic understanding of the problems of his child. Also the parent must be made more aware of the priceless value of an unmutated child personality. After the parent has attained real insight into his own motives and achieved a thorough respect for the rights of the child as a human being and as an individual, he will be able to employ intelligently and without harm the various methods available for handling behavior problems.¹⁰

The conspicuous criticism of this study is voiced by Watson who points out that the items are too ambiguous and that selection of the participants was defective.¹¹

Merrill's Investigation

This study was an effort to determine the effectiveness of direct observation of a mother's behavior while with her child. Questions

¹⁰ Ibid., pp. 826-827.

¹¹ Goodwin Watson, "A Critical Note on Two Attitude Studies," Mental Hygiene, 17:62, September, 1933.

Merrill wanted answered were: (1) Would it be possible to categorize a mother's behavior in terms of facilitatory and inhibitory behavior and methods of control which she exercised in her handling of the child? (2) Could such behavior be reliably observed? (3) Would there be sufficiently large individual differences among mothers to permit the theoretical possibility that such stimulus differences could be related to differences in child behavior? And (4) would an experimental atmosphere influence the mother's behavior? ¹²

The methods by which these questions were investigated was that of direct observation of a mother and her child when they were left alone together in a playroom for two half-hour periods. A running record of the mother's behavior was made with a notational system that referred to a large variety of behavior categories. Notations were made every five seconds. Therefore, the record of a given mother's performance consisted of three hundred sixty serial notations for each of the two half-hour periods. ¹³

All subjects were treated alike at the first half-hour play session. In order to determine the effect of increased strength of motivation toward "having one's child do well," the thirty mothers who were used

¹² Barbara Merrill, "A Measurement of Mother-Child Interaction," Journal of Abnormal and Social Psychology, 41:37-47, 1946.

¹³ Ibid., p. 38.

as subjects were divided into two sub-groups for differential treatment at the second play session. Mothers were allocated to the control or experimental sub-group by a matching process based on the frequency of occurrence, at the first session, of the numerically more important categories of behavior.¹⁴

Procedure. The subjects were thirty mothers together with their respective children, all of who attended the Preschool Laboratories of the Iowa Child Welfare Research Station. The ages of the children ranged from three years one month to five years six months. Eighteen were boys and twelve were girls. All of the mothers came from the upper socio-economic brackets.

When the mother arrived for the first session she was shown the experimental room and was given a brief explanation of the experiment. She was told that she was to go across the street to the preschool and get her child, explaining briefly to the child that he was going to play some games, and bring him back to the experimental room for a half-hour. The room contained several chairs, a tank filled with water, several dolls and toys.¹⁵

The mother was told to imagine the session as an half-hour in her own home, during which she was unoccupied by household duties and was free to be in the same room with her child. She was asked to

¹⁴ Ibid.

¹⁵ Ibid.

approximate her behavior as nearly as possible to what she would do in such a situation. Any questions were answered with the statement that there were no explicit directions as to how she should act with the child and that she was free to do as she wished. Since she had been led to believe that the research concerned the child's play behavior, these orienting statements could be considered only natural under the circumstances.¹⁶

The play session was observed by the experimenter from a chamber fitted with a one-way viewing screen. The mother's behavior was recorded every five seconds in terms of the notational system described previously. Timing was provided by a device that flashed a light beside the record sheet at the proper interval.

After the half-hour play session was terminated and the mother had returned the child to preschool, the experimenter met her and arranged for a second appointment sometime within a week.

The thirty mothers were divided into two matched groups, a control and an experimental group. The differentiating element consisted of the experimenter's allowing each mother of the experimental group to infer that her child's play performance in the previous session had not been an altogether satisfactory sample of his potentialities. This

¹⁶Ibid., p. 38.

was designed to create an increased motivation to have the child do well at the second session.¹⁷

At the second session conditions were varied for the second matched subgroups of fifteen mothers each. The control-group mothers were told that the procedure would be exactly the same as before. When a mother of the experimental group returned, however, the experimenters inquired whether she thought her child's play had been at his best level in terms of constructiveness, imaginativeness and maturity during the previous session. Whatever the mother's reply, the experimenter agreed, but added that she considered the child capable of higher achievement and was hoping that on this second trial, when the situation was more familiar to him, his play would be more superior.

The play session itself was conducted as with the control group. If the mother seemed to show signs of real worry over her child's second performance, the experimenter made encouraging remarks to the effect that this second trial appeared very much better than the previous one.¹⁸

This experimental arrangement allowed the experimenter to investigate three problems: (1) the reliability of the first session as an index of typical behavior, (2) the effect of increased motivation to

¹⁷
Ibid.

¹⁸
Ibid., pp. 39-40.

have the child perform well and (3) individual differences among mothers.

The list of categories chosen as most useful for characterizing the mother's behavior toward her child were: (a) the degree of contact between mother and child, (b) the degree of specificity of control of the child's behavior by the mother and (c) the degree and manner of facilitation and inhibition of the child's ongoing behavior.

The three problems to be investigated in this study were (1) the consistency of behavior from first to second session, (2) the effect of pressure applied to the mothers in the form of increased motivation for their children to perform well and (3) individual differences in the mother's behavior with their children.

Whether the behavior could be considered a true representation of each individual mother-child relationship is questioned.

Findings. A mother's relationship with her child appeared to be influenced and changed by her motivation to have that child appear to the world in the best possible light. When the motivation was restricted to a specific situation, delimited in time and defined in terms of performance desired, the mother tended to assume direct control of the child's actions and to impose her own standards rather than to interact with him in such a way as to advance his ability to think and

to act independently.¹⁹

The mother behavior patterns were recorded in terms of thirty-two categories, eleven of which were analyzed in the final consideration of the data: Lack of contrast, structurizing, structurizing a change in activity, teaching interactive play, helping, directing, interfering, criticizing, cooperation and non-cooperation.²⁰

A study of individual differences showed a wide range of behavior patterns. Analysis of these revealed possible relationships between maternal behavior and child personality.²¹

Martin's Investigation

Martin made a survey of three thousand children who attended youth clubs of the Children's Aid Society in New York City.²² He wanted to find out how parents' attitudes affect children.

Procedures. There was conducted a brief interview with each child, followed by a visitation to the home. The child was asked non-leading questions about his home, his parents, his brothers and sisters,

¹⁹ Ibid., pp. 45-46.

²⁰ Ibid., p. 49.

²¹ Ibid.

²² Alexander R. Martin, "Parent's Attitudes, Children's Behavior," National Parent Teacher, 47:4-6 and 40, September, 1952.

his school, and his day-by-day activities. From these interviews and visitations it was discovered that there was a wealth of material for studies of the similarities and differences in parents' attitudes toward their children.²³

Following are composite portraits of four types of children Martin ascertained to be characteristic in his study. The attitudes that combined to make a climate unfavorable to children were classified under these headings: rejection, deprivation, overprotection and exploitation.²⁴

Rejection. A rejected child was made to feel unwanted. His parents were hostile to him and often sent him from home. He was left out and humiliated when a new baby was born. Many times his parents played favorites or strongly preferred a boy or girl. They seemed to have no hope for the child and expected nothing of him.

Children who had been rejected in this direct, open way were alert, shrewd, cunning, quick to understand and realistic. They were mature socially and physically. They seemed to think the world was unfriendly, so they wanted to grow up to meet it. They thought for themselves, were distrustful of others and not too anxious to please. They were eager to leave school, though they were not usually truants.

²³ Ibid., p. 5.

²⁴ Ibid.

Deprivation. This term was applied where there was a broken home through death or divorce and the child was thereby deprived of full and predictable relationships with his parents. There was often material deprivation as well as physical neglect. The deprived child was often put in the care of a group and was frequently left alone at home. He played anywhere and his meals were irregular. Often he was poorly clothed and squalid.

This child tended to be overactive. He was hungry for affection. He liked parties and dancing, rituals and ceremonials. Although he was almost too willing to please others, he often provoked anger in order to get recognition. He was often a wishful thinker, with lofty ambitions and fantastic daydreams. As these deprived youngsters approached adolescence they tended to become listless and indifferent.

Overprotection. Parents were too solicitous of the children in this group and too concerned about health where there was no cause for concern. Parents tried to keep the child indoors where he was safe. Rough-and-tumble play and any adventurous ideas were quickly discouraged. Usually these parents showed a lack of real interest and understanding.

A child from such a home looked immature and was inclined to be overweight. He played with younger children and withdrew from competition. He was afraid to grow up and openly refused responsibilities.

He was easily influenced by others as well as dependent upon them. He had no confidence in his own ability. In adolescence some of these children remained compliant and too agreeable. Others, however, seemed determined to prove that they were capable in various athletic activities, and often they rebelled, wore extremely bright colored clothing, and became delinquent.

Exploitation. Here the picture was one of domination by parents who demanded far too much of a child and helped him far too little. This child was pushed at school, was discouraged from play and was given affection only when he had earned it by his achievements. Often his parents shouldered him with whatever strong ambitions they once had. They expected him to do things too early and they scorned and ridiculed his natural immaturity.

This child talked like an adult but appeared immature and seemed to be very conscious of his immaturity. He seemed driven to compete and to excel, but he was usually a poor participant and sometimes avoided competition, because he was afraid of making an error. He associated with adults and strove to please them rather than his own group.

In adolescence the exploited child was also likely to rebel and become resentful and saturnine. He seemed to feel cheated and dreaded making any mistakes.²⁵

²⁵Ibid., pp. 6 and 40.

Findings. Among the findings of the investigation were:

- (1) There was no home without parent-child problems. All children had problems great or small, that were created by their parents' attitudes.
- (2) The nature of any problem was far less important than its intensity.
- (3) Consistency in parents' attitudes caused less behavior disturbance than did unaccountable changes and shifts in attitudes.
- (4) Children from homes where none of the family problems were severe or intense were the happy, outgoing youngsters who were constructive members of their particular group.

Martin concluded his study by stating that the parents of the above four groups of children had faulty attitudes and that those attitudes shaped their children's behavior.²⁶

Baruch's Investigation

This study attempted to draw together the two areas of marital relationships and of child adjustment.²⁷ It investigated types of tension in the marital interrelationships of parents as coexistent with child adjustment.

²⁶

Ibid., p. 40.

²⁷

Dorothy Baruch, "A Study of Reported Tensions in Interparental Relationships as Co-existent with Behavior Adjustment in Young Children," Journal of Experimental Education, 6:187-204, 1937.

Procedures. The study concerned itself with the families of preschool children who lived at home with both parents. Thirty-three children and their parents were included in the study. The children were enrolled in the preschool laboratories of the Broadoaks School of Education, Whittier College, Pasadena, California.²⁸

Cases were selected on basis of the child's being in the above mentioned school situation so that he could be observed at the same time that the parental relationships were under investigation. Further, willingness of one or both parents to cooperate in the study was established. The experimenter felt that it was necessary to avoid gross major defects, such as extreme poverty and serious illness, in order to exclude the effect of these so that weight of the more subtle factors might not be overshadowed. Lastly both parents had to be living together at the time of the study to exclude broken homes.²⁹

The purpose of the study was to discover: (1) Which of certain tensions in the interparental relationships coexisted significantly with satisfactory or poor child adjustment. (2) Whether certain tensions coexisted more frequently with certain behavior problems in the children. (3) Whether certain background factors in the lives of the

²⁸Ibid., p. 187.

²⁹Ibid., p. 188.

parents were significantly related to child adjustment. (4) Whether certain background factors in the lives of the parents appeared related to certain of the items present at the time of investigation in the interparental relationships.³⁰

The children were observed in the preschool situation. Their adjustment was rated on a scale developed for use in the study and based on a concept of "adjustment" as including primarily three major types of functioning, namely, the child's adjustment to himself and his reciprocal interaction within his family and social groups.³¹

Each child was rated separately on this scale by the investigator. From this rating an adjustment score was obtained on the basis of which an average adjustment status of "satisfactory" or "poor" adjustment was assigned to each individual.

Records of the problems of the children were kept in the preschool situation. Reports were obtained from home on problematic behavior to supplement school records.

Comparable data on the interparental relationships were secured from fathers and mothers on tensions present in the interparental relationships and on background items in the lives of the parents. Procedure was that of free interview of the psychiatric social work

³⁰ Ibid., p. 202.

³¹ Ibid., p. 189.

type, in which rapport in the relationship of investigator to parent was recognized as an important factor in freeing the parent sufficiently to give expression to intimate details concerning his life.

Findings. Among the findings of this investigation were:

- (1) Certain of the items reported in the interparental relationships were significantly related to child adjustment. There were tensions over sex, ascendance-submission, lack of consideration, lack of cooperation on the upbringing of the child, extramarital relations, tensions over health, inability to talk over differences to mutually acceptable solution, tension over insufficient expression of affection, tension over friends, over work and over relatives. (2) The tensions over sex and over ascendance-submission appeared to be those most appreciably related to child adjustment. (3) Items reported in the interparental relationships which did not appear significantly related to child adjustment were: tension over leisure time pursuits, criticalness of the partner, tension over finances and over differences in tastes.
- (4) Certain items in the backgrounds of the parents showed a significant coexistence with child adjustment. These were: compensation for or prolongation of earlier status in own family where such compensation for or prolongation was connected with friction in the marriage relationship, earlier attachment or antagonism of the mother to the maternal grandfather, harmony of the maternal grandparents, and earlier antagonism of the father to the paternal grandmother.

(5) More items in the mother's background appeared significantly related to the child's adjustment than in the father's. (6) A significant difference in marital sexual adjustment was also found between those cases in which poor attitudes toward sex had been gained either from unwholesome sex education or from superstitions in regard to masturbating pursuits, when the old attitudes relative to sex or to masturbation held over. But where earlier unwholesome attitudes or superstitions had been replaced by less repressive ideas, no significant relation could be seen between sexual adjustment in marriage and either poor sex education or earlier masturbation.³²

Hattwick's Investigation

This investigation was concerned with determining whether there was a positive relation between inadequate attention in the home and aggressive types of behavior on the part of the child when at school.³³

Procedure. Three hundred thirty-five nursery school children with a mean age of forty-two months were rated by three of their teachers. A variety of descriptive behavioral items were judged

³²Ibid., pp. 202-203.

³³B. Weiss Hattwick, "Inter-relations Between the Preschool Child's Behavior and Certain Factors in the Home," Child Development, 7:200-226, 1936.

in terms of the frequency of the occurrence of the behavior. Ratings of the home were also secured from the teachers who made at least one home visitation and in addition held teacher-parent conferences.

Findings. From the data collected it was evident that there existed a definite relationship between infantile, withdrawing types of reactions from children and overattentiveness in the home environment. Also, there appeared a definite relationship between aggressive types of behavior on the part of the child while at school and inadequate attention while in the home.³⁴

Grant's Investigation.

In a study to determine the relationship between five characteristics of parental behavior and eleven selected patterns of child behavior, Grant suggests some interesting relationships.³⁵

Procedure. The group investigated consisted of thirty-three nursery school children with a mean age of three years eight months. The group was above average in socio-economic status. Descriptions of the home environments were secured by means of an interview procedure. On the basis of the data obtained in the interview, each home was given five ratings on a seven point scale based on the

³⁴
Ibid.

³⁵ Eva I. Grant, Effect of Certain Factors in the Home Environment Upon Child Behavior (unpublished Master's Thesis, State University of Iowa, Ames, Iowa, 1937).

judgment of the interviewer. Data on the behavior of the child were obtained by the ratings of three observers who were in daily contact with the children, the final rating being an average of three. These ratings were correlated with the ratings on the home environment.³⁶

Findings. Analyses of the correlations indicated the following:

(1) overprotected children tend to withdraw from the group and may be submissive and lack self-reliance. (2) Rejected children tend to be ascendant and sadistic. (3) Nervous habits and a feeling of insecurity tend to characterize both the extremely over protected and extremely rejected children though the overt manifestation of the behavior may be different. (4) Home environments characterized by a "logical scientific approach" tend to produce such types of child behavior as the following: (a) self-reliance, (b) responsibility, (c) resourcefulness and (d) perseverance. (5) Home environments which encourage the "development and expression of ideas" also tend to produce the types found immediately above. (6) Home environments that foster social development seem to correlate significantly with the following patterns of child behavior: (a) ability to play with the group, cooperativeness, responsibility and ascendancy. (7) A calm, happy home life appears to be related positively with the child's security, his cooperativeness and ability to play with the group, and tends to

³⁶
Ibid.

be related negatively with nervous habits and sadistic behavior.³⁷

Hattwick and Stowell's Investigation.

These investigators were interested in relating the rejection-over-protection modality to school adjustment.³⁸ Working with cumulative anecdotal records prepared by teachers at the end of each school year, these researchers analyzed the data for five hundred children for evidence of home situations in which the child was "babied"--overprotected--in which he was subjected to too much pressure, or in which he enjoyed a well-adjusted home situation. Evidences of these factors were found in 146 of these records. The distribution of variable was well-adjusted home, seventy-three; babying, fifty-one; pressure, twenty-two. Teachers classified these children as possessing good or poor work habits on the one hand and as being well or poorly adjusted socially on the other. The same trends were evident for both classifications. Children from homes which were characterized by babying or pressure tended to be poorly adjusted socially and displayed a greater number of poor work habits than was the case for the children coming from well adjusted homes. Nearly three-quarters of the youngsters coming from well-adjusted

³⁷ Ibid.

³⁸ B. Weiss Hattwick and M. Stowell, "The Relation of Parental Over-Attentiveness to Children's Work Habits and Social Adjustment in Kindergarten and the First Six Grades of School," Journal of Educational Research, 30:169-176, 1936.

homes were classified as having good work habits and almost as large a proportion was indicated by the teachers as well-adjusted socially.

The obvious difficulty with this study is that it may well have been poor social adjustment on the part of the child or poor work habits that led the school to make inquiries as to the existence of pressure or babying in the home.³⁹ This would have introduced a selective factor into the sample that would make the clarity of the relationship between the overprotection-rejection variable and work habits or social adjustment somewhat doubtful.⁴⁰

Shoben's Investigation

Shoben directed his investigation toward these hypothesis, borrowed in part from Champney.⁴¹ It was hypothesized that a given parent behaves toward a given child with sufficient consistency from situation to situation to differentiate himself or herself measurably from other parents. Further, it was hypothesized that the type of characteristic parental behavior displayed is significantly related to the adjustment of the child.⁴² On the basis of these two ideas Shoben felt that it would be possible to construct an inventory-type measuring

³⁹Shoben, op. cit., p. 15.

⁴⁰Ibid.

⁴¹Horace Champney, "The Measurement of Parent Behavior," Child Development, 12:131-166, 1946.

⁴²Shoben, op. cit., p. 1.

device that would differentiate the parents of maladjusted children from the parents of adequately adjusted children.

Procedure. Shoben combed the literature on parent-child relationships for hints as to items that would successfully differentiate the parents of problem children from those of non-problem children. Problem children were defined as those who had come afoul of the juvenile authorities at least twice, who were undergoing clinical treatment for some personality behavior disorder, or who had been complained about by the mother as constituting a problem for which she would like to have aid.⁴³ The non-problem children were those who did not meet any of these three criteria of maladjustment.

A pool of 148 items was formed and included in the test. The items consisted of statements of general attitudes toward children to which the parent could respond by indicating strong agreement, mild agreement, mild disagreement, or strong disagreement.⁴⁴

Items for the scale had to meet two criteria: (1) they had to deal with significant aspects of the parent-child relationship, but (2) they had to be adequately disguised in order to minimize sophistication.⁴⁵

The purpose of the items was to separate the parents of problem children from those of non-problem children in those cases where

⁴³ Ibid., p. 127.

⁴⁴ Ibid., pp. 90 and 91.

⁴⁵ Ibid., p. 85.

parental attitudes were probable of etiological significance in the child's disturbance.⁴⁶

The items were administered to a group of fifty mothers of problem children and to a group of fifty mothers of non-problem children. The mothers of the non-problem children were obtained from the Anita Baldwin Clinic of the California Hospital and the Parent-Teacher Association of the Roosevelt Junior High School in Glendale.

The mothers of problem children came from the Los Angeles County Probation Department, Juvenile Section; Los Angeles Child Guidance Clinic; and the University of Southern California Psychoeducational Clinic.⁴⁷

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. When compared for socio-economic factors the two groups showed no appreciable differences. The same was true for exposure to psychological counseling or treatment. On the problem of marital stability, the problem group showed twice as many divorces as did the non-problem group. On the matter of age, the problem group was older and the

⁴⁶
Ibid.

⁴⁷
Ibid., p. 94.

non-problem group had obtained more education.⁴⁸

In order to determine which of the 148 items possessed sufficient discriminatory value to be retained, a chi-square test of significance between the responses of the non-problem and problem subjects was made to each item.⁴⁹ Items were retained if they discriminated at the 5 per cent level of confidence or better.

This analysis of the items yielded a total of eighty-five items meeting the test of discrimination at the five per cent level or better. These were then weighed according to Guilford's formula,⁵⁰

$$W = \frac{Pp - Pnp}{pq} - 4$$

where Pp - proportion of the problem group responding in a specified way;

Pnp - proportion of the non-problem group responding in the same way;

p - proportion of the two groups combined according to the formula $p = \frac{Pp + Pnp}{2}$;

q - 1 - p.

Each item was weighted in order to take into fullest account the four scoring categories of Strongly Agree, Mildly Agree, Mildly Disagree and Strongly Disagree as they differentially contributed to the

⁴⁸ Ibid., pp. 102 and 103.

⁴⁹ Ibid., p. 105.

⁵⁰ J. P. Guilford, Fundamental Statistics in Psychology and Education, (New York: McGraw-Hill Book Co., 1942), pp. 299-301.

separation of problem from non-problem parents.⁵¹

Sub-scales were then extracted by having five sophisticated judges classify the items according to the categories Dominant, Possessive and Ignoring. On the basis of the agreement among the judges, ten items which defied classification were kept in the survey as Miscellaneous. The others were grouped in sub-scales as named. The Dominant variable consisted of items reflecting a tendency on the part of the parent to put his 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 referred to a tendency to "baby" a child, to emphasize unduly the affectional bonds between parent and child, to value highly the child's dependence upon the parent, and to restrict the child's activities to those which can be carried on in his own family group. The Ignoring sub-scale referred 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.⁵²

Following its original administration the Survey was given to forty mothers, again divided equally between the problem and non-problem

⁵¹ Shoben, op. cit., pp. 106 and 107.

⁵² Ibid., p. 128.

categories. Upon comparison of this group with the first respondents the amount of regression occurring was only moderate. The validity measures obtained from the second administration were very high.⁵³

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 ten clinical psychologists, all of whom held the Doctor of Philosophy degree. This latter group was given the Survey under the following directions:

In the light of your knowledge of the mental hygiene of parent-child relationships, please fill out the attached questionnaire in the manner which you feel would characterize an ideal parent.⁵⁴

The clinicians agreed to a marked degree on the responses of an "ideal" parent.

These "ideal" scores were then compared with the scores made by the problem and non-problem groups to which the Survey was first administered. The "t" - test was used.

Both parent groups differed in their responses from the clinicians beyond the one per cent level of confidence in all cases.⁵⁵ The differences between the "ideal" clinical scores and those of the problem group were much greater than those between the clinicians and the non-problem group.

⁵³ Ibid., p. 120.

⁵⁴ Ibid., p. 123.

⁵⁵ Ibid., p. 125.

Findings. Shoben concluded his study with these findings:

(1) Parent attitudes can be meaningfully measured in relation to child adjustment. (2) A pencil-and-paper type inventory which is easy to administer and rather innocuously worded can do the job. (3) Apparently relevant and internally consistent variables can be extracted from a pool of items by means of the combined judgments of sophisticated judges.⁵⁶

⁵⁶Ibid., p. 128.

CHAPTER III

PROCEDURE

Delimitations. This study was limited to the metropolitan area of Great Falls, Montana. Because certain items which may be desirable in a four-year-old child might be undesirable in a fifteen-year-old child and vice versa, an age limitation of twelve years or under was placed on the children concerned.

Selection of test. The University of Southern California Parent-Attitude Test was chosen as the measuring device of parental attitudes toward children.¹ The test consists of eight-five items which are general statements of parental policy or attitude intended to tap points of view that parents might have regarding children.²

Points of view which this test measured were classified as dominant, possessive and ignoring.³

¹ Edward J. Shoben, "The Assessment of Maternal Attitudes in Relation to Child Adjustment: Construction and Preliminary Standardization of the University of Southern California Parent-Attitude Survey" (unpublished PhD thesis, The University of Southern California, Los Angeles, California, 1948).

² A form of the University of Southern California Parent-Attitude Test will be found in Appendix C, p. 107.

³ Definition of these terms will be found in Chapter I, pp. 4-5.

The selection of this instrument was based upon an examination of the Missoula Survey of May, 1953.⁴

Selection of sample. Random samples were obtained from the Great Falls Public Schools Registration List. The geographical area represented by this register included all of Metropolitan Great Falls. At the time of the sampling there were 9,024 possible respondents. The desired number of participants was set at one hundred twenty. In order to maintain a random sampling it was determined that every seventy-fifth name on the list should be chosen.

The first number selected was chosen by lot. There was placed face down in a box ten equal-sized pieces of paper which were numbered from one to ten. After thoroughly mixing the ten sections one slip of paper was taken from the box. The number chosen was four. Consequently every seventy-fifth name from the originally drawn number was culled as a participator. Thus the respondents selected were numbered 4, 79, 154, 229, 304, etc. The names at the end of one list below the last sample were carried over to the beginning of the next list.

After the individual desired was selected his name and address were written upon a three by five inch card, which was provided for each subject.

⁴George C. Jenkins, "A Study of Adult Attitudes in Missoula, Montana" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1953).

Because six individuals could not be located the interviewer had to select six replacements. This was done by the method already described. Nine equal-sized pieces of paper were placed face down in a box. After mixing the numbers one slip of paper was chosen. The number selected this time was eight. In order to continue the random sampling every 1,504th name was chosen as a participant. Therefore, the six replacements consisted of numbers, 8, 1512, 3016, 4520, 6024, and 7528.

Three trial tests were administered in Missoula, Montana, in order for the interviewer to become familiar with the processes involved, the approximate length of time required with each informant, and any difficulties or questions that might arise concerning the test or questionnaire.

Method of contact. Each individual was contacted in his place of residence. The purpose of the study was explained. A letter from the Dean of the School of Education, Montana State University, was presented which gave information as to the interviewer's purpose.⁵ Each individual was asked to participate by completing a short scale. If the respondent was unable to commence at that time or if completion could not be attained at one sitting, the interviewer asked for an appointment at the respondent's earliest convenience.

⁵A copy of this letter will be found in Appendix A, p. 103.

The test was administered after the interviewer read aloud the directions while the participant read the directions silently. The immediate presence of the interviewee was never left and the respondent always marked his own selections. Also, only one member of the family was asked to participate. After the completion of the test the individual was asked to fill out the accompanying questionnaire.

Upon completion of both forms the material was edited in the presence of the individual. It was determined whether or not each entry was completed and legible. Special attention was focused upon any possible omissions.

Before leaving, the interviewer asked if a summary of the study was desired. If the answer was affirmative, notation was placed upon the individual's file card. After the completion of the study an epitome was forwarded to those who had requested it.⁶

Treatment of the data. Persons interviewed were classified as follows:

a. Sex

- (1) Male
- (2) Female

b. Number of children

- (1) Parent of one child
- (2) Parent of two to four children
- (3) Parent of five or more children

⁶See Appendix B, p. 104 for a form of the synopsis.

c. Age

- (1) Twenty-four years and under
- (2) Twenty-five through thirty-four years
- (3) Thirty-five through forty-four years
- (4) Forty-five through sixty-four years

d. Education

- (1) Formal education did not extend beyond grade eight.
- (2) Formal education included one year or more of high school
- (3) Formal education included high school graduation
- (4) Formal education included one year or more of college
- (5) Formal education included college graduation
- (6) Formal education included one year or more of college post graduate study

e. Annual Income

- (1) Two thousand nine hundred ninety-nine dollars and under
- (2) Three thousand to four thousand nine hundred ninety-nine dollars
- (3) Five thousand to six thousand nine hundred ninety-nine dollars
- (4) Over seven thousand dollars

f. Occupation⁷

- (1) Professional
- (2) Proprietors and managers
- (3) Business men
- (4) Clerks and kindred workers
- (5) Manual workers
- (6) Protective and service workers
- (7) Farmers and ranchers

g. Religion

- (1) Protestant
- (2) Catholic
- (3) Other

⁷ W. Lloyd Warner, Marcia Meeker and Kenneth Eells, Social Class in America (Chicago: Science Research Association, 1949), pp. 131-142.

Raw scores were determined for the dominant, possessive and ignoring tendencies for each test by totaling the weighted scores which were assigned to the response checked for each item.⁸ The above tendencies were defined in Chapter I, pages four and five, and were covered in the review of previous attempts to measure parental attitudes (Chapter III, pages thirty-three and thirty-four). These raw scores were then plotted on master worksheets for each tendency, along with the information received on the questionnaire for each individual.⁹ The decimal place was carried to two digits, with the last digit increased one if the third place numeral was five or higher.

Raw scores of each tendency were tabulated by subdivision classification for each individual interviewed. This procedure was carried out for all sub-division classifications. The mean, the standard deviation from the mean and the standard error of the mean for each individual group was computed. It was then determined whether or not the observed difference between means of two compared groups were significant.

The findings of this statistical treatment of the data will be found in Chapter IV.

⁸ For a list of the weighted scores see Appendix E, p. 114.

⁹ A copy of the master worksheets appears in Appendix F, p. 116

CHAPTER IV

PRESENTATION OF THE DATA

The procedure for presenting the findings of the statistical treatment of the data for each classification will consist of a brief summary preceding two groups of tables for each classification.¹ In the first group of tables are the tabulations of the mean, the standard deviation from the mean, the standard error of the mean (S. E. M.), the number of cases and the range for each tendency, that is, dominance, possessive and ignoring by subdivision classification.²

The second group of tables for each of the classified groups consists of tables depicting the significance of the observed difference between means of two compared groups within each of the classified areas.

The "t"-test of significance was used to determine if an observed difference between two compared means was significant.

A difference significant at the five per cent level of confidence indicates that in ninety-five items out of one hundred the difference was due to something other than chance alone. A difference significant

¹ See Chapter III pp. 40-41 for the classifications.

² Definitions of these tendencies will be found in Chapter I, pp. 4-5.

at the one per cent level of confidence indicates that in ninety-nine items out of one hundred the difference was due to something other than chance alone.

In order to determine levels of confidence for two sets of "degrees of freedom" Cockran and Cox's correction formula was used:

$$t_x = \frac{(S\bar{x}_1^2) (t_1) + (S\bar{x}_2^2) (t_2)}{S\bar{x}_1^2 + S\bar{x}_2^2}$$

where $S\bar{x}_1$ = standard error of the mean of one group;

t_1 = degree of freedom for one group;

$S\bar{x}_2$ = standard error of the mean of the second group;

t_2 = degree of freedom for the second group.³

The information and the raw scores from which the following analyses were made will be found in Appendix F, on page 118. This information was included for the use of possible combinations which have not been compiled in this study.

³ Allen L. Edwards, Statistical Methods for the Behavioral Sciences, (New York: Rinehart and Company, 1954), p. 274.

Number of children classification. This classification was subdivided into those individuals who were parents of only one child; those who were parents of two to four children; and those who were parents of five or more children.

The mean, the standard deviation from the mean, the standard error of the mean, the number of cases and the range for each tendency in the groups classified by number of children will be found in Table I.

Tables II through V, pages 49, 50, 51 and 52, point out the significant differences between the means of each subdivision for dominance, possessive, ignoring and the unknown variables.

The means for the dominance, possessive and ignoring variables increased as the number of children in a given family became larger. However, the differences between the means for the dominance and possessive groups were not significant. On the other hand, differences between the parents of one child and the parents of five or more children for the ignoring tendency were significant at the one per cent level of confidence.

For the unknown tendency there was a significant difference at the five per cent level of confidence between the means of the parents of two to four children and the parents of five or more children.

These significant differences indicate that parents of five or more children tend to be more ignoring than the parents of one child

or the parents of two to four children.

TABLE I

THE MEAN, THE STANDARD DEVIATION FROM THE MEAN,
THE STANDARD ERROR OF THE MEAN, THE NUMBER
OF CASES AND THE RANGE FOR EACH TENDENCY
IN THE NUMBER OF CHILDREN
CLASSIFICATION

PART A

ONE CHILD GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	164.04	81.31	53.83	43.15
Standard Deviation	14.56	8.40	3.75	4.50
SEM	3.43	1.98	.88	1.06
Number of Cases	18	18	18	18
Range	142-190	69-102	49-65	33-54

PART B

TWO TO FOUR CHILDREN

	Dominance	Possessive	Ignoring	Unknown
Mean	166.84	83.90	54.79	42.24
Standard Deviation	13.86	7.20	4.86	3.75
SEM	1.45	.75	.51	.39
Number of Cases	91	91	91	91
Range	138-200	69-107	45-65	32-51

PART C

FIVE OR MORE CHILDREN

	Dominance	Possessive	Ignoring	Unknown
Mean	175.01	88.03	58.63	44.25
Standard Deviation	17.16	9.57	2.80	2.50
SEM	5.17	2.88	.84	.75
Number of Cases	11	11	11	11
Range	149-203	75-107	48-68	40-49

TABLE II
SIGNIFICANT DIFFERENCES IN REGARD TO DOMINANCE
FOR THE NUMBER OF CHILDREN CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
One child and 2-4 children	0.754	-	-	17 & 90	2-4 children
One child and 5 or more children	1.769	-	-	17 & 10	5 or more children
2-4 children and 5 or more children	1.524	-	-	90 & 10	5 or more children

@ indicates significance at the 1% level of confidence.

indicates significance at the 5% level of confidence.

TABLE III

SIGNIFICANT DIFFERENCES IN REGARD TO POSSESSIVE
FOR THE NUMBER OF CHILDREN CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
One child and 2-4 children	1.227	-	-	17 & 90	2-4 children
One child and 5 or more children	1.925	-	-	17 & 10	5 or more children
2-4 children and 5 or more children	1.424	-	-	90 & 10	5 or more children

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE IV
SIGNIFICANT DIFFERENCES IN REGARD TO IGNORING
FOR THE NUMBER OF CHILDREN CLASSIFICATION

Groups Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
One child and 2-4 children	0.960	-	-	17 & 90	2-4 children
One child and 5 or more children	3.966	@	-	17 & 10	5 or more children
2-4 children and 5 or more children	3.918	@	-	90 & 10	5 or more children

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE V

SIGNIFICANT DIFFERENCES IN REGARD TO UNKNOWN
FOR NUMBER OF CHILDREN CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
One child and 2-4 children	0.812	-	-	17 & 90	2-4 children
One child and 5 or more children	0.814	-	-	17 & 10	5 or more children
2-4 children and 5 or more children	2.378	-	#	90 & 10	5 or more children

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

Age classification. This classification was sub-divided into those individuals who were between the ages of twenty-five and thirty-four; those individuals who were between the ages of thirty-five and forty-four; and those individuals who were between the ages of forty-five and sixty-four.

The mean, the standard deviation from the mean, the standard error of the mean, the number of cases and the range for each tendency in the groups classified by age will be found in Table VI.

Tables VII through X, pages 56, 57, 58 and 59, point out the significant differences between the means of each subdivision for dominance, possessive, ignoring and the unknown variables.

From Table VI it may be noted that, except for the age group of thirty-five to forty-four years, the means tend to increase for each tendency with the increase of age.

Although the means for the dominance, possessive and unknown variables increase as the group age increases, the differences between these means were not mathematically significant.

TABLE VI

THE MEAN, THE STANDARD DEVIATION FROM THE MEAN,
THE STANDARD ERROR OF THE MEAN, THE NUMBER
OF CASES AND THE RANGE FOR EACH TENDENCY
IN THE AGE CLASSIFICATION

PART A

AGE GROUP 25-34

	Dominance	Possessive	Ignoring	Unknown
Mean	165.25	82.30	55.22	42.00
Standard Deviation	14.40	7.80	4.65	4.29
SEM	2.06	1.26	.75	.70
Number of Cases	38	38	38	38
Range	142-200	69-100	47-65	33-51

PART B

AGE GROUP 35-44

	Dominance	Possessive	Ignoring	Unknown
Mean	167.21	84.00	54.85	42.51
Standard Deviation	14.42	7.20	4.65	3.72
SEM	1.82	.91	.59	.47
Number of Cases	63	63	63	63
Range	138-203	72-102	45-65	32-54

PART C

AGE GROUP 45-64

	Dominance	Possessive	Ignoring	Unknown
Mean	173.03	87.70	55.61	43.72
Standard Deviation	15.89	9.90	5.10	2.4
SEM	3.86	2.16	.12	.58
Number of Cases	17	17	17	17
Range	148-201	77-107	48-68	37-49

TABLE VII
SIGNIFICANT DIFFERENCES IN REGARD TO DOMINANCE
FOR THE AGE CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
25-34 and 35-44	0.787	-	-	38 & 62	35-44
25-34 and 45-64	2.009	-	-	38 & 16	45-64
35-44 and 45-64	1.416	-	-	62 & 16	45-64

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE VIII

SIGNIFICANT DIFFERENCES IN REGARD TO POSSESSIVE
FOR THE AGE CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
25-34 and 35-44	1.096	-	-	38 & 62	35-44
25-34 and 45-64	2.030	-	-	38 & 16	45-64
35-44 and 45-64	1.153	-	-	62 & 16	45-64

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE IX

SIGNIFICANT DIFFERENCES IN REGARD TO IGNORING
FOR THE AGE CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
25-34 and 35-44	0.389	-	-	38 & 62	25-34
25-34 and 45-64	0.513	-	-	38 & 16	45-64
35-44 and 45-64	1.096	-	-	62 & 16	45-64

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE X

SIGNIFICANT DIFFERENCES IN REGARD TO UNKNOWN
FOR THE AGE CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
25-34 and 35-44	0.607	@	-	38 & 62	35-44
25-34 and 45-64	0.429	-	-	38 & 16	45-64
35-44 and 45-64	1.635	-	-	62 & 16	45-64

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

Educational classification. This classification was subdivided into those individuals whose formal education did not extend beyond grade eight; those whose formal education included some high school; those whose formal education included graduation from high school; those whose formal education included some college; and those whose formal education included graduation from college.

The mean, the standard deviation from the mean, the standard error of the mean, the number of cases and the range for each tendency in the group classified by educational attainment will be found in Table XI.

Tables XII through XV, pages 66, 67, 68 and 69, point out the significant differences between the means of each subdivision for dominance, possessive, ignoring and the unknown variables.

With the exception of the college graduate group the means for the dominance factor decreases as the amount of formal education increases. People who have completed some college tend to be less dominating than those individuals whose formal education was limited to the grade school level or to the high school level. Also, individuals who have completed high school tend to be less dominating than those persons who completed grade school or some high school work. People who have attended only grade school appear to be more dominant than those in any other sub-classification.

The differences between the means of the grade school group and the high school graduate group, as well as between the grade school group and some college group, were significant at the one per cent level of confidence. Differences between the means of the high school graduate group and the college graduate group were significant, but at the five per cent level of confidence.

The means for the possessive variable also decrease as the amount of formal education increased. It is interesting to note that the differences between the means of the compared groups, with the exception of the high school graduate group and the college graduate group, were significant at the one per cent level of confidence.

As far as the ignoring tendency is concerned high school graduates tend to be less ignoring than those individuals who attended only grade school. The differences between the means of this compared group were significant at the five per cent level of confidence.

The means for the unknown tendency decrease with the increase of education with the exception of the grade school group. Differences between the means of the grade school group and the high school graduate group, as well as between the grade school group and the some college group, were significant at the five per cent level of confidence. The differences between the means of the high school graduate group and the college graduate group were also significant at the five per cent level of confidence. The differences of means

between the grade school group and the college graduate group were significant, but also at the five per cent level of confidence.

TABLE XI

THE MEAN, THE STANDARD DEVIATION FROM THE MEAN, THE STANDARD ERROR OF THE MEAN, THE NUMBER OF CASES AND THE RANGE FOR EACH TENDENCY IN THE EDUCATIONAL CLASSIFICATION

PART A

GRADE SCHOOL GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	183.00	90.75	57.00	44.46
Standard Deviation	16.29	8.10	3.39	1.95
SEM	4.92	2.45	1.02	.59
Number of Cases	11	11	11	11
Range	154-203	77-102	48-64	39-51

PART B

SOME HIGH SCHOOL GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	168.76	85.47	57.05	42.74
Standard Deviation	14.35	8.05	5.30	3.12
SEM	3.29	1.85	1.22	.72
Number of Cases	19	19	19	19
Range	148-201	76-109	50-68	37-48

PART C

HIGH SCHOOL GRADUATE GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	164.05	81.72	54.25	42.68
Standard Deviation	10.64	3.42	4.59	3.42
SEM	1.43	.46	.62	.46
Number of Cases	55	55	55	55
Range	138-200	69-107	45-65	37-54

PART D

SOME COLLEGE GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	163.18	81.30	54.17	41.60
Standard Deviation	12.25	5.50	4.11	4.15
SEM	2.55	1.14	.86	.86
Number of Cases	23	23	23	23
Range	141-182	70-95	47-62	32-51

PART E
COLLEGE GRADUATE GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	166.30	80.10	54.50	40.00
Standard Deviation	9.59	5.88	6.50	2.67
SEM	3.03	1.73	1.90	.84
Number of Cases	10	10	10	10
Range	150-183	69-88	47-62	36-46

TABLE XII

SIGNIFICANT DIFFERENCES IN REGARD TO DOMINANCE
FOR EDUCATIONAL CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Grade School and High School Graduates	3.131	@	-	10 & 54	Grade School
Grade School and Some College	3.577	@	-	10 & 22	Grade School
Grade School and College Graduates	2.894	-	#	10 & 9	Grade School
High School Graduates and College Graduates	0.671	-	-	54 & 9	College Graduates

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XIII

SIGNIFICANT DIFFERENCES IN REGARD TO POSSESSIVE
FOR EDUCATIONAL CLASSIFICATION

Groups compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Grade School and High School Graduates	3.626	@	-	10 & 64	Grade School
Grade School and Some College	3.500	@	-	10 & 22	Grade School
Grade School and College Graduates	3.561	@	-	10 & 9	Grade School
High School Graduates and College Graduates	0.910	-	-	54 & 9	High School

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XIV

SIGNIFICANT DIFFERENCES IN REGARD TO IGNORING FOR
EDUCATIONAL CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Grade School and High School Graduates	2.310	-	#	10 & 54	Grade School
Grade School and Some College	2.127	-	-	10 & 22	Grade School
Grade School and College Graduates	1.167	-	-	10 & 9	Grade School
High School Graduates and College Graduates	0.127	-	-	54 & 9	College Graduates

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XV

SIGNIFICANT DIFFERENCES IN REGARD TO UNKNOWN
FOR EDUCATIONAL CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Grade School and High School Graduates	2.405	-	#	10 & 54	Grade School
Grade School and Some College	2.750	-	#	10 & 22	Grade School
Grade School and College Graduates	4.372	@	-	10 & 9	Grade School
High School Graduates and College Graduates	2.821	-	#	54 & 9	High School

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

Annual income classification. This classification was subdivided into those individuals whose annual income was two thousand nine hundred ninety-nine dollars and under; those whose annual income was between three thousand and four thousand nine hundred ninety-nine dollars; those whose annual income was between five thousand dollars and six thousand nine hundred ninety-nine dollars; and those whose annual income was seven thousand dollars and over.

The mean, the standard deviation from the mean, the standard error of the mean, the number of cases and the range for each tendency in the group classified by annual income will be found in Table XVI.

Tables XVII through XX, pages 74, 75, 76 and 77, point out the significant differences between the means of each subdivision for dominance, possessive, ignoring and the unknown variables.

The means for the dominant tendency decrease as the annual income increases with the exception of the three thousand to four thousand nine hundred ninety-nine dollar group. The mean of the seven thousand dollar and over group is greater than the means of the two thousand nine hundred ninety-nine and under dollar group and the five thousand to six thousand nine hundred ninety-nine dollar group. The mean of the three thousand to four thousand nine hundred ninety-nine dollar group is greater than the two thousand nine hundred ninety-nine and under dollar group. The differences between the means, however, for the dominance variable for all these groups were not significant.

With the exception of the seven thousand and over dollar group the means for the possessive tendency decrease as the annual income increases. The means for the two thousand nine hundred ninety-nine dollar group is greater than the three thousand to four thousand nine hundred ninety-nine dollar group and the five thousand to six thousand nine hundred ninety-nine dollar group. The differences between the means for the possessive variable for these groups were not significant, however.

TABLE XVI

THE MEAN, THE STANDARD DEVIATION FROM THE MEAN,
THE STANDARD ERROR OF THE MEAN, THE NUMBER
OF CASES AND THE RANGE FOR EACH TENDENCY
IN THE ANNUAL INCOME
CLASSIFICATION

PART A

\$2,999 AND OVER GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	165.97	84.91	55.65	43.00
Standard Deviation	17.91	9.87	4.75	3.30
SEM	4.65	2.55	1.23	.85
Number of Cases	15	15	15	15
Range	141-203	69-107	49-65	33-49

PART B

\$3,000-\$4,999 GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	168.39	84.25	54.31	42.14
Standard Deviation	14.58	7.60	4.71	3.66
SEM	2.10	1.10	.68	.53
Number of Cases	48	48	48	48
Range	142-200	69-102	45-65	34-51

PART C

\$5,000-\$6,999 GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	167.41	82.85	55.85	42.89
Standard Deviation	14.63	7.60	10.10	3.12
SEM	2.47	1.25	1.71	.53
Number of Cases	35	35	35	35
Range	138-201	72-107	46-68	38-51

PART D

OVER \$7,000 GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	167.61	84.20	54.92	42.75
Standard Deviation	11.13	7.45	4.20	4.65
SEM	2.37	1.59	1.25	.99
Number of Cases	22	22	22	22
Range	149-190	75-102	47-62	32-54

TABLE XVII

SIGNIFICANT DIFFERENCES IN REGARD TO DOMINANCE
FOR THE ANNUAL INCOME CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
\$2999 and under and \$3000-\$4999	0.670	-	-	14 & 47	\$3000 to \$4999
\$2999 and under and \$5000-\$6999	0.273	-	-	14 & 34	\$5000 to \$6999
\$2999 and under and \$7000 and over	0.314	-	-	14 & 21	\$7000 and over

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XVIII

SIGNIFICANT DIFFERENCES IN REGARD TO POSSESSIVE
FOR THE ANNUAL INCOME CLASSIFICATION

Groups compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
\$2999 and under and \$3000-\$4999	0.202	-	-	14 & 47	\$2999 and under
\$2999 and under and \$5000-\$6999	0.725	-	-	14 & 34	\$2999 and under
\$2999 and under and \$7000 and over	0.236	-	-	14 & 21	\$2999 and under

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XIX

SIGNIFICANT DIFFERENCES IN REGARD TO IGNORING
FOR THE ANNUAL INCOME CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
\$2999 and under and \$3000-\$4999	0.957	-	-	14 & 47	\$2999 and under
\$2999 and under and \$5000-\$6999	0.095	-	-	14 & 34	\$5000 and \$6999
\$2999 and under and \$7000 and over	0.414	-	-	14 & 21	\$2999 and under

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XX

SIGNIFICANT DIFFERENCES IN REGARD TO UNKNOWN
FOR THE ANNUAL INCOME CLASSIFICATION

Groups compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
\$2999 and under and \$3000-\$4999	0.110	-	-	14 & 47	\$2999 and under
\$2999 and under and \$5000-\$6999	0.110	-	-	14 & 34	\$2999 and under
\$2999 and under and \$7000 and over	0.192	-	-	14 & 21	\$2999 and under

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

Occupational classification. This classification was subdivided into the following groups: professional, proprietors and manager, business men, clerks and kindred workers, manual workers, protective and service workers, and farmers and ranchers.

The mean, the standard deviation from the mean, the standard error of the mean, the number of cases and the range for each tendency in the groups classified by occupations will be found in Table XXI.

Tables XXII through XXV, pages 84, 85, 86 and 87, point out the significant differences between the means of each subdivision for dominance, possessive, ignoring and the unknown variables.

For the dominance variable the farmer-rancher group and the professional group lead the other groups with the highest means. Groups with the lowest means are the manual and the clerical workers. The differences between the means, however, were not significant.

In the possessive tendency the farmer-rancher and manual groups lead the other groups with the highest means. The lowest means are found in the business group and in the clerical group.

The means for the ignoring variable are greater in the professional group and in the manual worker group. The lowest means, however, are found in the clerical and farmer-rancher groups. The

differences between the means for the ignoring tendency for the compared groups were not significant.

TABLE XXI

THE MEAN, THE STANDARD DEVIATION FROM THE MEAN,
THE STANDARD ERROR OF THE MEAN, THE NUMBER
OF CASES AND THE RANGE FOR EACH TENDENCY
IN THE OCCUPATIONAL CLASSIFICATION

PART A

BUSINESS MEN GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	169.85	83.46	55.05	43.17
Standard Deviation	13.35	9.24	5.55	3.75
SEM	3.15	2.18	1.31	.88
Number of Cases	18	18	18	18
Range	142-201	70-107	47-68	32-49

PART B

CLERICAL GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	160.46	81.50	53.93	41.45
Standard Deviation	13.68	8.54	4.20	4.60
SEM	3.42	2.14	1.05	1.15
Number of Cases	16	16	16	16
Range	141-190	69-102	47-63	33-54

PART C
MANUAL GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	166.54	85.28	55.81	43.04
Standard Deviation	16.61	4.59	5.43	3.42
SEM	2.73	.75	.89	.56
Number of Cases	37	37	37	37
Range	138-203	74-102	45-65	34-51

PART D
SERVICE AND PROTECTIVE GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	167.55	83.65	54.15	43.59
Standard Deviation	7.95	7.70	4.71	4.05
SEM	1.82	1.77	1.08	.93
Number of Cases	19	19	19	19
Range	141-198	75-107	48-63	38-51

PART E
PROFESSIONAL GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	170.40	84.25	57.25	41.36
Standard Deviation	7.70	4.40	2.91	1.83
SEM	2.72	1.55	1.03	.65
Number of Cases	8	8	8	8
Range	159-183	78-94	51-62	37-45

PART F
PROPRIETOR AND MANAGER GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	169.01	84.30	54.52	41.74
Standard Deviation	10.71	6.65	4.05	3.03
SEM	2.46	1.52	.93	.69
Number of Cases	19	19	19	19
Range	150-195	72-99	45-65	36-49

PART G

FARMER AND RANCHER GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	173.67	86.00	53.33	43.67
Standard Deviation	9.98	7.79	1.63	3.29
SEM	5.77	4.50	.94	1.90
Number of Cases	3	3	3	3
Range	156-189	77-96	51-55	39-46

TABLE XXII

SIGNIFICANT DIFFERENCES IN REGARD TO DOMINANCE
FOR OCCUPATIONAL CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Professional and Proprietor	0.379	-	-	7 & 18	Professional
Professional and Service	0.871	-	-	7 & 18	Professional
Professional and Manual	1.002	-	-	7 & 36	Professional
Proprietor and Service	0.884	-	-	18 & 18	Proprietor
Proprietor and Manual	0.669	-	-	18 & 36	Proprietor
Service and Manual	0.307	-	-	18 & 36	Service

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XXIII

SIGNIFICANT DIFFERENCES IN REGARD TO POSSESSIVE
FOR OCCUPATIONAL CLASSIFICATION

Group Compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Professional and Proprietor	0.023	-	-	7 & 18	Proprietor
Professional and Service	0.257	-	-	7 & 18	Professional
Professional and Manual	0.598	-	-	7 & 36	Manual
Proprietor and Service	0.278	-	-	18 & 18	Proprietor
Proprietor and Manual	0.579	-	-	18 & 36	Manual
Service and Manual	1.073	-	-	18 & 36	Manual

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XXIV

SIGNIFICANT DIFFERENCES IN REGARD TO IGNORING
FOR OCCUPATIONAL CLASSIFICATION

Group compared	"t" score	Significance at		Degrees of Freedom	Higher Group
		1%	5%		
Professional and Proprietor	1.971	-	-	7 & 18	Professional
Professional and Service	2.080	-	-	7 & 18	Professional
Professional and Manual	1.058	-	-	7 & 36	Professional
Proprietor and Service	0.260	-	-	18 & 18	Proprietor
Proprietor and Manual	1.007	-	-	18 & 36	Manual
Service and Manual	1.194	-	-	18 & 36	Manual

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XXV

SIGNIFICANT DIFFERENCES IN REGARD TO UNKNOWN
FOR OCCUPATIONAL CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Professional and Proprietor	0.404	-	-	7 & 18	Proprietor
Professional and Service	1.973	-	-	7 & 18	Service
Professional and Manual	1.976	-	-	7 & 36	Manual
Proprietor and Service	1.608	-	-	18 & 18	Service
Proprietor and Manual	1.477	-	-	18 & 36	Manual
Service and Manual	0.416	-	-	18 & 36	Service

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

Religious classification. This classification was subdivided into those individuals who belonged to some Protestant church group; those who belonged to a Catholic church group; and those who belonged to some "other" church group or belonged to no church group whatsoever.

The mean, the standard deviation from the mean, the standard error of the mean, the number of cases and the range for each tendency in the group classified by religion will be found in Table XXVI.

Tables XXVII through XXX, pages 92, 93, 94 and 95, point out the significant differences between the means of each subdivision for dominance, possessive, ignoring and the unknown variables.

The mean of the Catholic church group is higher than that of the Protestant church group in all of the tendencies. However, the differences between the means of these compared groups were not significant.

On the other hand, the means of the "other" church group are somewhat less than the Protestant and Catholic groups in all tendencies. It is interesting to note that the differences between the means of the Protestant church group and of the "other" church group were significant at the one per cent level of confidence for the dominance, possessive and ignoring tendencies.

The differences between the means of the Catholic church group and of the "other" church group were significant at the five per cent level of confidence for the dominance and possessive tendencies.

From this comparison it seems that the members of the "other" church group are less dominant, less possessive and less ignoring than the members of the Protestant and Catholic church groups.

TABLE XXVI

THE MEAN, THE STANDARD DEVIATION FROM THE MEAN,
THE STANDARD ERROR OF THE MEAN, THE NUMBER
OF CASES AND THE RANGE FOR EACH TENDENCY
IN THE RELIGION CLASSIFICATION

PART A

PROTESTANT GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	167.40	84.75	55.15	42.50
Standard Deviation	13.32	7.50	4.65	3.65
SEM	1.40	.78	.49	.38
Number of Cases	91	91	91	91
Range	141-200	70-107	47-65	32-54

PART B

CATHOLIC GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	167.60	85.75	56.20	42.50
Standard Deviation	16.65	9.87	5.11	3.70
SEM	3.72	2.21	1.14	.83
Number of Cases	20	20	20	20
Range	145-203	74-107	49-68	34-51

PART C
OTHER GROUP

	Dominance	Possessive	Ignoring	Unknown
Mean	153.46	77.35	50.45	41.10
Standard Deviation	10.29	5.25	3.70	3.85
SEM	3.43	1.75	1.23	1.28
Number of Cases	9	9	9	9
Range	138-171	69-84	45-57	33-46

TABLE XXVII

SIGNIFICANT DIFFERENCES IN REGARD TO DOMINANCE
FOR RELIGIOUS CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Protestant and Catholic	0.050	-	-	90 & 19	Catholic
Protestant and Other	3.767	@	-	90 & 8	Protestant
Catholic and Other	2.794	-	#	19 & 8	Catholic

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XXVIII

SIGNIFICANT DIFFERENCES IN REGARD TO POSSESSIVE
FOR RELIGIOUS CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Protestant and Catholic	0.393	-	-	90 & 19	Catholic
Protestant and Other	3.874	@	-	90 & 8	Protes- tant
Catholic and Other	2.988	-	#	19 & 8	Catholic

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XXIX

SIGNIFICANT DIFFERENCES IN REGARD TO IGNORING
FOR RELIGIOUS CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Protestant and Catholic	0.847	-	-	90 & 19	Catholic
Protestant and Other	3.560	@	-	90 & 8	Protestant
Catholic and Other	3.443	@	-	19 & 8	Catholic

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

TABLE XXX

SIGNIFICANT DIFFERENCES IN REGARD TO UNKNOWN
FOR RELIGIOUS CLASSIFICATION

Group compared	"t" score	Significant at		Degrees of Freedom	Higher Group
		1%	5%		
Protestant and Catholic	0.000	-	-	90 & 19	Same
Protestant and Other	1.052	-	-	90 & 8	Protes- tant
Catholic and Other	0.919	-	-	19 & 8	Catholic

@ Indicates significance at the 1% level of confidence.

Indicates significance at the 5% level of confidence.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. The objectives of this study were to: (1) discover the attitudes of parents toward children in Great Falls, Montana; (2) discover the differences in attitude regarding children, among various groups of parents in this city; and (3) present these parental attitudes, as revealed through this inquiry.

Through a process of random sampling from the Great Falls Public School Registration List, one hundred twenty persons were selected to participate in the study. Because six individuals were unable to participate, replacements were obtained from the same source.

Data were gathered on the total number of individuals by the means of an inventory-type "test" and a questionnaire. The University of Southern California Parent-Attitude Test was selected as the measuring instrument. The test consisted of eight-five items which were general statements of parental policy or attitude intended to tap points of view that persons might have regarding children.

The "test" when completed gave a raw score for the dominant, possessive and ignoring tendencies and the questionnaire contained information of a personal nature for each individual interviewed.

The participants were classified as to sex, number of children, age, amount of formal education, annual income, occupation and religion.

A statistical analysis of the data was then made by computing the mean, the standard deviation from the mean, and the standard error of the mean for each classification. Subsequently, it was determined whether or not the observed difference between means of two compared groups was significant.

Conclusions. It appeared, through this study, that with the increase of the number of children in a given family, the parents become more ignoring.

Although the means for the dominance and possessive variables increase as the group age increases, the differences between these means were not significant.

It was further concluded that those individuals who have had some college work were less dominating and less possessive than those individuals whose formal education was limited to the elementary school or to the completion of some high school work.

In general, no inference could be made concerning the various income groups and occupational groups. Although certain groups appeared to be higher than others in the various tendencies, there were no significant differences.

In considering the religious comparisons it was found that members of the "no church" group appeared to be less dominant, less possessive and less ignoring toward children than the members of either the Protestant church group or the Catholic church group.

Recommendations. There is little doubt that the field dealing with parental attitudes is a fertile one. It has been pointed out by both inference and direct statement that parental attitudes underlie the child's personality development, social adaptability and adjustability. Not until emotional currents, both obvious and subtle, that exist within the home of any given child are comprehended and evaluated can one hope to understand the emotional reactions of the child.¹

If more work could be done in obtaining and in evaluating parental attitudes toward children, perhaps school people could obtain a better and more clarified technique in not only teaching the individual child but also in establishing better school-community relationships.

A suggestion for further research lies in the bringing together facts disclosed by this study and the study conducted by Jenkins.² Further, similar studies of other Montana areas may prove extremely fruitful.

¹ Frankwood E. Williams, "Finding a Way in Mental Hygiene," Mental Hygiene, 14:225, April, 1930.

² George C. Jenkins, "A Study of Adult Attitudes in Missoula, Montana" (unpublished Master's thesis, Montana State University, Missoula, Montana, 1953).

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APPENDIX

MONTANA STATE UNIVERSITY

MISSOULA

APPENDIX A

LETTER OF INTRODUCTION

SCHOOL OF EDUCATION

To Whom It May Concern:

This will identify to you Mr. Roger Thweatt, a graduate student in the School of Education at Montana State University. Mr. Thweatt, under our supervision, is making a study of adult attitudes toward children. Your cooperation in filling out the questionnaire and attitude scale will be greatly appreciated.

Linus J. Carleton

Dean

School of Education

APPENDIX B
RETURN LETTER

June 20, 1956
Great Falls, Montana

Dear Sir,

During this past winter you generously contributed your time in completing a parent-attitude scale and questionnaire. These items were used in a survey which was conducted to determine the attitudes of parents toward children.

The statements on the scale attempted to measure the dominating, possessive and ignoring attitudes of parents regarding children.

The results obtained indicate that some definite differences exist among persons who participated in the survey.

Differences, which were mathematically significant, were obtained for the following groups:

Parents of five or more children tend to be more ignoring than parents with fewer children. Parents of two to four children are also found to be less ignoring than parents of five or more children.

The study further showed that those individuals who have had some college work were less dominating and less ignoring than those individuals whose formal education was limited to the elementary school or to the completion of some high school work.

Although there were differences between the various age groups, income groups and occupational groups, nothing significant appeared.

In considering the religious comparisons it was found that members of no church group were found to be less dominate, less possessive and less ignoring than the members of either the Catholic church group or the Protestant church group.

This survey is not, of course, the final answer to the intricate problem of measuring and determining parental attitudes. But it has added some evidence to what will be needed before such attitudes can be accurately determined.

It is only through the cooperation of individuals like yourself that further material can be gathered. The part you played in contributing to this survey is greatly appreciated.

Yours very truly,

Roger C. Thweatt

APPENDIX C

UNIVERSITY OF SOUTHERN CALIFORNIA
PARENT-ATTITUDE TEST

DIRECTIONS: Read each of the statements below. Rate each statement as to whether you strongly agree, mildly agree, mildly disagree, or strongly disagree. There are no right or wrong answers, so answer these according to your own convictions. Do not take too much time with any one of the exercises. Blacken the circle in the column to the right that best expresses your feeling.

	SA	MA	MD	SD
1. A child should be seen and not heard.	0	0	0	0
2. Parents should sacrifice everything for their children.	0	0	0	0
3. Children should be allowed to do as they please.	0	0	0	0
4. A child should not plan to enter any occupation his parents don't approve of.	0	0	0	0
5. Children need some of the natural meanness taken out of them.	0	0	0	0
6. A child should have strict discipline in order to develop a fine, strong character.	0	0	0	0
7. The mother rather than the father should be responsible for discipline.	0	0	0	0
8. Children should be "babied" until they are several years old.	0	0	0	0
9. Children have the right to play with whomever they like.	0	0	0	0
10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents.	0	0	0	0

	SA	MA	MD	SD
11. Children should be forbidden to play with youngsters whom their parents do not approve of.	0	0	0	0
12. A good way to discipline a child is to tell him his parents won't love him any more if he is bad.	0	0	0	0
13. Severe discipline is essential in the training of children.	0	0	0	0
14. Parents cannot help it if their children are naughty.	0	0	0	0
15. Jealousy among brothers and sisters is a very unhealthy thing.	0	0	0	0
16. Children should be allowed to go to any Sunday School their friends go to.	0	0	0	0
17. No child should ever set his will against that of his parents.	0	0	0	0
18. The Biblical command that children must obey their parents should be completely adhered to.	0	0	0	0
19. It is wicked for children to disobey their parents.	0	0	0	0
20. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.	0	0	0	0
21. Children should not be punished for disobedience.	0	0	0	0
22. Children who are gentlemanly or ladylike are preferable to those who are "regular guys" or tomboys.	0	0	0	0

	SA	MA	MD	SD
23. Strict discipline weakens a child's personality.	0	0	0	0
24. Children should always be loyal to their parents above anyone else.	0	0	0	0
25. Children should be steered away from the temptations of religious beliefs other than those accepted by the family.	0	0	0	0
26. The weaning of a child from the emotional ties to its parents begins at birth.	0	0	0	0
27. Parents are not entitled to the love of children unless they earn it.	0	0	0	0
28. Parents should never try to break a child's will.	0	0	0	0
29. Children should not be required to take orders from parents.	0	0	0	0
30. Children should be allowed to choose their own religious beliefs.	0	0	0	0
31. Children should not interrupt adult conversation.	0	0	0	0
32. The most important consideration in planning the activities of the home should be the needs and interests of children.	0	0	0	0
33. Quiet children are much nicer than chatterboxes.	0	0	0	0
34. It is sometimes necessary for the parents to break the child's will.	0	0	0	0
35. Children usually know ahead of time whether or not parents will punish them for their actions.	0	0	0	0

	SA	MA	MD	SD
36. Children resent discipline.	0	0	0	0
37. Children should be permitted to play with youngsters from the "wrong side" of the tracks.	0	0	0	0
38. When the parent speaks the child should obey.	0	0	0	0
39. Mild discipline is best.	0	0	0	0
40. The best child is one who shows lot of affection for his mother.	0	0	0	0
41. A child should be taught that his parents always know what is best.	0	0	0	0
42. It is better for children to play at home than to visit other children.	0	0	0	0
43. Most children should have more discipline than they get.	0	0	0	0
44. A child should do what he is told to do, without stopping to argue about it.	0	0	0	0
45. Children should fear their parents to some degree.	0	0	0	0
46. A child should always love his parents above everyone else.	0	0	0	0
47. Children who indulge in sex play become adult criminals.	0	0	0	0
48. Children should be allowed to make only minor decisions for themselves.	0	0	0	0
49. A child should always accept the decision of his parents.	0	0	0	0
50. Children who readily accept authority are much nicer than those who try to be dominant themselves.	0	0	0	0

	SA	MA	MD	SD
51. Parents should always have complete control over the actions of their children.	0	0	0	0
52. When they can't have their own way, children usually try to bargain or reason with parents.	0	0	0	0
53. The shy child is worse off than the one who masturbates.	0	0	0	0
54. Children should accept the religion of their parents without question.	0	0	0	0
55. The child should not question the commands of his parents.	0	0	0	0
56. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.	0	0	0	0
57. Children should not be punished for doing anything they have seen their parents do.	0	0	0	0
58. Jealousy is just a sign of selfishness.	0	0	0	0
59. Children should be taught the value of money early.	0	0	0	0
60. A child should be punished for contradicting his parents.	0	0	0	0
61. Children should have lots of parental supervision.	0	0	0	0
62. A parent should see to it that his child plays only with the right kind of children.	0	0	0	0
63. Babies are more fun for parents than older children.	0	0	0	0

	SA	MA	MD	SD
64. Parents should supervise a child's selection of playmates very carefully.	0	0	0	0
65. No one should expect a child to respect parents who nag and scold.	0	0	0	0
66. A child should always believe what his parents tell him.	0	0	0	0
67. Children should be allowed to have their own way.	0	0	0	0
68. A good way to discipline a child is to cut down his allowance.	0	0	0	0
69. Children should not be coaxed or petted into obedience.	0	0	0	0
70. A child should be shamed into obedience if he won't listen to reason.	0	0	0	0
71. In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings.	0	0	0	0
72. A good whipping now and then never hurt any child.	0	0	0	0
73. Masturbation is the worst bad habit that a child can form.	0	0	0	0
74. A child should never keep a secret from his parents.	0	0	0	0
75. Parents are generally too busy to answer all a child's questions.	0	0	0	0
76. The children who make the best adults are those who obey all the time.	0	0	0	0
77. It is important for children to have some kind of religious upbringing.	0	0	0	0

	SA	MA	MD	SD
78. Children should be allowed to manage their affairs with little supervision from adults.	0	0	0	0
79. Parents should never enter a child's room without permission.	0	0	0	0
80. It is best to give children the impression that parents have no faults.	0	0	0	0
81. Children should not annoy their parents with their unimportant problems.	0	0	0	0
82. Children should give their parents unquestioning obedience.	0	0	0	0
83. Sex is one of the greatest problems to contend with in children.	0	0	0	0
84. Children should have as much freedom as parents allow themselves.	0	0	0	0
85. Children should do nothing without the consent of their parents.	0	0	0	0

APPENDIX D

QUESTIONNAIRE

In order to analyze the results of the Parent-Attitude Test the following information is needed. There will be NO names mentioned in this survey.

Number of children _____

Sex _____

Religion _____

Check the bracket which includes your present age:

Under 25 _____
25-34 _____
35-44 _____
45-64 _____
65 & Over _____

Encircle highest grade completed in school:

Grade School - - - 1 2 3 4 5 6 7 8

High School - - - 1 2 3 4 5

Graduate _____ (Yes or No)

College - - - 1 2 3 4 5 6 7 8

Degree _____ (BA, MA, etc.)

Other _____

Occupation _____

Check the bracket which includes your annual income:

Under \$3000 _____
\$3000-\$4999 _____
\$5000-\$6999 _____
\$7000-& Over _____

APPENDIX E

A LIST OF THE ITEM NUMBERS, THE TRAITS MEASURED,
AND WEIGHT ASSIGNED TO EACH RESPONSE

NUMBER	TRAIT	WEIGHT ASSIGNED			
		SA	MA	MD	SD
1.	Ignoring	6	5	4	3
2.	Possessive	6	5	3	4
3.	Possessive	5	5	2	5
4.	Dominant	6	6	4	5
5.	Dominant	6	5	3	4
6.	Dominant	6	4	3	3
7.	Ignoring	6	4	3	4
8.	Possessive	6	5	3	4
9.	Dominant	4	3	5	5
10.	Possessive	6	5	4	3
11.	Possessive	5	5	3	2
12.	Ignoring	6	3	4	4
13.	Dominant	6	6	5	3
14.	Ignoring	6	5	4	3
15.	Unknown	4	5	2	6
16.	Dominant	5	2	4	5
17.	Dominant	6	6	2	4
18.	Dominant	6	4	4	3
19.	Dominant	6	4	4	3
20.	Possessive	6	5	3	3
21.	Possessive	5	6	3	4
22.	Possessive	5	5	3	3
23.	Dominant	4	3	4	5
24.	Possessive	6	3	4	3
25.	Dominant	6	6	3	3
26.	Possessive	5	3	4	5
27.	Possessive	4	3	5	6
28.	Dominant	4	2	5	5
29.	Dominant	2	5	4	5
30.	Dominant	4	3	4	6
31.	Ignoring	5	4	2	6
32.	Ignoring	4	2	5	6
33.	Ignoring	6	4	3	4
34.	Dominant	6	5	4	3
35.	Unknown	5	3	3	4
36.	Dominant	5	4	3	5
37.	Possessive	6	5	3	4
38.	Dominant	5	5	3	2

NUMBER	TRAIT	WEIGHT ASSIGNED			
		SA	MA	MD	SD
39.	Dominant	4	3	5	6
40.	Possessive	6	5	3	4
41.	Dominant	5	5	3	3
42.	Possessive	6	4	4	3
43.	Dominant	6	4	3	2
44.	Dominant	6	4	3	4
45.	Dominant	6	5	4	3
46.	Possessive	6	4	3	4
47.	Unknown	5	6	4	3
48.	Dominant	5	5	3	3
49.	Dominant	5	5	3	3
50.	Possessive	6	4	3	3
51.	Dominant	5	4	4	3
52.	Ignoring	5	3	4	6
53.	Unknown	4	3	5	5
54.	Dominant	5	6	4	3
55.	Dominant	6	4	3	3
56.	Ignoring	6	3	4	6
57.	Dominant	4	4	3	6
58.	Ignoring	6	3	4	4
59.	Unknown	5	3	3	6
60.	Dominant	6	5	3	3
61.	Dominant	5	3	3	4
62.	Possessive	6	4	3	3
63.	Possessive	6	5	4	3
64.	Possessive	6	4	2	4
65.	Unknown	5	3	5	2
66.	Dominant	6	4	3	4
67.	Dominant	6	3	3	6
68.	Unknown	5	4	3	4
69.	Dominant	5	4	3	4
70.	Dominant	6	3	4	4
71.	Possessive	6	6	3	3
72.	Dominant	6	4	3	2
73.	Unknown	6	5	4	3
74.	Possessive	7	4	3	4
75.	Ignoring	6	4	3	3
76.	Dominant	6	5	3	4
77.	Unknown	6	3	2	2
78.	Ignoring	5	3	4	5
79.	Dominant	3	3	3	7
80.	Dominant	6	5	4	3
81.	Ignoring	6	5	3	4
82.	Dominant	6	4	4	2
83.	Unknown	6	4	3	4

NUMBER	TRAIT	WEIGHT ASSIGNED			
		SA	MA	MD	SD
84.	Ignoring	6	4	3	6
85.	Dominant	6	5	3	3

APPENDIX F

QUESTIONNAIRE DATA AND RAW SCORES ON TENDENCIES
FOR EACH INDIVIDUAL INTERVIEWED

Number of Case	Sex	Religion			Age			Education					Occupation	Number of Children			Income			Raw Scores					
		P	C	O	Under 25	25-34	35-44	45-64	Grade School	Some High School	High School Graduate	Some College		College Graduate	College Post Graduate	Only one	2-4	Over 5	Under \$3000	\$3000 to \$4999	\$5000 to \$6999	Over \$7000	Ignor-ing	Unknown	Posses-sive
F	x					x						BA	Contractor		x						x	55	36	81	166
F	x				x					x			Wholesale Drugs		x				x			56	38	81	160
M	x				x							BA	Bank Officer		x				x			53	41	76	157
M	x				x			x					Creamery Worker		x		x					63	43	78	154
F	x						x					x	ACM Clerk		x			x				58	45	91	179
M	x						x			x			Carpenter		x				x			65	42	82	178
F	x						x					x	Practical Nurse		x		x					59	47	107	198
F	x					x						x	Hospital Worker		x				x			63	44	80	170
M	x					x				x			RR Engine Man		x				x			58	40	84	154
F	x					x							Farmer		x			x				51	39	96	189
F	x					x						x	Stenographer		x				x			63	44	99	186
F	x					x						x	Mgr. PX		x				x			58	41	83	158
F	x						x					x	Auto Salesman				x			x		68	48	107	201
F	x					x						x	Mechanic		x			x				59	43	80	159
F	x					x						x	Reporter		x				x			53	41	74	155
M	x						x						Laborer		x			x				57	46	95	199
M	x					x						BA	Merchant		x					x		61	46	88	169
F	x					x						x	Air Force		x			x				50	39	90	175
M	x						x					x	Office Mgr.		x					x		50	45	86	155
F	x											x	Carpenter		x				x			46	40	79	138
F	x											x	T. V. Sales				x			x		59	42	94	168
F	x											x	Stenographer		x					x		59	54	102	190
F	x											x	Postman		x			x				55	44	89	182
F	x											x	Laborer		x			x				62	40	83	158
F	x											x	T. V. Artist		x			x				49	45	81	166
F	x											x	Retired Ranger		x			x				51	40	82	177
F	x											x	Motel Maid				x					63	43	102	200
M	x											x	Mgr Magazine Agency		x				x			53	40	82	163
F	x											x	Sales Clerk		x			x				53	40	78	151
F	x											x	Clerk		x			x				50	46	69	157
F	x											x	Mgr. Bldg. & Loan		x					x		58	45	83	174
F	x											x	Appliance Rpr. man		x			x				49	41	81	162
M	x											x	Draftsman		x			x				53	48	81	183
F	x											x	Retired Policeman									62	49	89	180

APPENDIX F (CONTINUED)

QUESTIONNAIRE DATA AND RAW SCORES ON TENDENCIES
FOR EACH INDIVIDUAL INTERVIEWED

ex	Religion			Age				Education				Occupation	Number of Children			Income			Raw Scores						
	P	C	O	Under 25	25-34	35-44	45-64	Grade School	Some High School	High School Graduate	Some College		College Graduate	College Post Graduate	Only one	2-4	Over 5	Under \$3000	\$3000 to \$4999	\$5000 to \$6999	Over \$7000	Ignor- ing	Unknown	Posses- sive	Domi- nance
x						x			x				Serv. Sta. Opr.		x		x					65	45	96	195
x	x				x					x			Bus Driver		x		x					55	42	88	162
x						x				x			Bulldozer Opr.	x				x				55	43	75	148
x						x				x			Milkman			x	x					48	42	75	156
x						x				x			Beauty Shop Opr.		x				x			56	37	77	150
x									x				Minister		x			x				47	42	79	159
x									x				Bank Clerk		x			x				49	42	79	141
x									x				Cleaning Shop Opr.		x				x			53	38	84	155
x				x					x				RR Engineer		x		x					55	50	82	167
x	x								x				RR Breakman		x		x					45	40	81	161
x										x			Salesman		x				x			55	41	84	177
x								x					Mechanic		x		x					61	44	79	164
x				x					x				Mechanic		x		x					53	40	78	150
x						x			x				Salesman		x			x				58	44	96	186
x									x				Auto Mgr.		x		x					54	38	85	181
x	x								x				Auto Mechanic		x			x				63	46	76	163
x											BA		Architect		x				x			60	39	84	163
x	x									x			Bookkeeper		x			x				57	44	81	154
x										x			Secretary	x			x					49	40	82	166
x	x								x				Clerk	x			x					53	44	84	171
x									x				Metal Shop Opr.		x				x			57	46	99	188
x	x										BME		Piano Teacher			x				x		62	40	82	183
x											MA		Ret. College Teacher		x			x				56	42	89	178
x										x			Teacher		x		x					54	45	78	161
x							x						Mechanic	x				x				51	44	80	155
x	x										BA		Clerk		x		x					47	36	69	150
x										x			Teacher	x				x				51	40	84	172
x	x									x			Cabinet Maker		x			x				52	47	84	194
x									x				Laborer		x		x					58	41	97	181
x										x			Farmer		x				x			54	46	85	176
x									x				Trainman		x		x					52	40	90	163
x										x			Mgr. of Bakery		x				x			59	49	91	177
x									x				Salesman		x		x					61	45	92	178
x							x						Contractor		x				x			53	43	80	168
x											BA		Teacher		x		x					59	37	86	178
x										x			Businessman			x			x			53	43	75	149
x									x				Businessman		x			x				55	41	80	175
x									x				Air Force		x				x			49	42	77	150

APPENDIX F (CONTINUED)

QUESTIONNAIRE DATA AND RAW SCORES ON TENDENCIES
FOR EACH INDIVIDUAL INTERVIEWED

Sex	Religion			Age				Education				Occupation	Number of Children			Income			Raw Scores						
	P	C	O	Under 25	25-34	35-44	45-64	Grade School	Some High School	High School Graduate	Some College		College Graduate	Post Graduate	Only one	2-4	Over 5	Under \$3000	\$3000 to \$4999	\$5000 to \$7000	Over \$7000	Ignor- ing	Unknown	Posses- sive	Domi- nance
F	x					x									x							54	39	89	171
F	x														x							48	42	86	164
M	x					x						DDS										59	41	94	176
M	x					x																47	43	94	177
F	x					x																50	41	76	176
F	x					x																60	46	83	165
M	x						x									x						55	39	78	157
F		x				x																55	43	82	171
M		x																				49	33	79	144
F	x					x																54	48	82	156
F	x						x															55	46	77	156
F	x					x																50	38	75	177
F		x																				54	46	97	203
M	x						x															56	37	84	149
F	x					x																55	44	91	161
F	x																					56	49	84	159
F	x																					57	45	84	174
F		x																				57	44	75	145
F		x																				53	45	89	187
F		x																				55	34	76	154
M	x																					65	48	100	200
F	x																					50	44	79	153
M	x																					47	32	84	161
F		x																				61	40	78	162
F	x																					62	49	88	179
F	x						x															51	39	81	148
F	x																					57	45	93	175
M	x																					53	40	81	178
F	x																					54	40	80	159
F	x																					50	51	97	187
F	x																					50	41	76	151
F	x																					54	45	77	141
F	x											BA										49	42	77	171
M	x																					52	37	75	158
F	x																					64	41	83	181

APPENDIX F (CONTINUED)

QUESTIONNAIRE DATA AND RAW SCORES ON TENDENCIES
FOR EACH INDIVIDUAL INTERVIEWED

Number of Cases	Sex	Religion P C O	Age				Education					Occupation	Number of Children			Income			Raw Scores			
			Under 25	25-34	35-44	45-64	Grade School	Some High School	High School Graduate	Some College	College Graduate		College Post Graduate	Only one	2-4	Over 5	Under \$3000	\$3000 to \$4999	\$5000 to \$6999	Over \$7000	Ignor- ing	Unknown
3.	F	x			x				x			Nurse		x			x		52	51	80	162
7.	F	x			x				x			Businessman		x			x		61	46	95	182
9.	F	x			x				x			Carpenter	x			x		54	42	74	145	
1.	F	x			x				x			Boiler Fireman		x		x		49	44	84	148	
2.	F	x			x				x			Air Force		x		x		59	39	78	164	
3.	M	x			x						BS	Businessman		x			x	49	39	83	164	
4.	F	x			x		x					Air Force	x			x		59	48	93	188	
5.	F	x			x							Nurse	x			x		54	45	80	164	
6.	M	x			x				x			Plumber		x		x		59	39	76	160	
7.	M	x			x							Accountant	x			x		52	38	70	142	
8.	F	x			x		x					Salesman		x		x		58	44	80	171	
9.	M	x			x							Electrician		x		x		49	41	72	157	
0.	M	x			x						BA	Clerk		x		x		53	40	74	151	