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ABSTRACT

A COMPARATIVE STUDY OF THE ATTITUDES OF PARENTS
OF SUPERIOR AND INFERIOR READERS TOWARD CERTAIN
CHILD REARING PRACTICES, THE VALUE OF READING,
AND THE DEVELOPMENT OF LANGUAGE SKILLS AND
EXPERIENTIAL BACKGROUND RELATED TO READING

by Dorothy J. McGinnis

Body of Abstract

The purpose of this investigation is to determine whether parents of superior readers differ from parents of inferior readers with respect to their attitudes toward certain child rearing practices, the value of reading, the development of language skills, and the building of experiential background. In order to accomplish this end, an instrument for evaluating the reading attitudes of parents has been devised. It is known as the Reading Attitude Inventory.

From the Parental Attitude Research Instrument nine scales were selected which measure attitudes toward certain child rearing practices hypothesized to be related to reading achievement. In developing the Reading Attitude

Inventory designed to appraise attitudes toward three aspects of reading, 45 statements were formulated. Five reading specialists classified each of these statements according to the attitude which they thought was being measured. Incorrectly classified items were either eliminated or reconstructed. Resorting of statements continued until no errors were made by the specialists. The responses of 200 mothers were then analyzed to determine the difficulty and discriminative power of each item. On the basis of this analysis, five of the best statements were selected for each scale. Measures of internal consistency and test-retest procedures led to the conclusion that the Reading Attitude Inventory was a satisfactory instrument for determining differences in attitudes between groups of parents.

The two inventories were administered to parents of fifty children who met the criteria set forth for classification as superior readers and to parents of fifty children who met the criteria for classification as inferior readers. F and t tests were applied to determine the significance of the differences in mean scores of mothers and fathers of superior and inferior

readers. For each scale the correlation between mothers and fathers of superior readers and between mothers and fathers of inferior readers was computed. The significance of each r and the significance of the difference between r 's were ascertained.

Data resulting from this study show that the attitudes of parents of superior readers and the attitudes of parents of inferior readers are significantly different. Parents of inferior readers manifest the following attitudes regarding child rearing practices more predominantly than parents of superior readers: Intrusiveness, acceleration of development, fostering dependency, approval of activity, excluding outside influences, avoidance of communication, and deification of parents. Differences are not significant between the two groups of parents in their attitudes toward strictness and irritability.

There is a significant difference in the attitudes of parents of superior readers and parents of inferior readers toward the value and importance of reading, the development of language skills, and the building of experiential background. Parents of superior readers express attitudes which place a greater value upon reading

than do parents of inferior readers. They express attitudes which encourage the development of language skills and experiential background to a greater degree than parents of inferior readers. Both groups of parents differ in the attitudes which they hold but agree among themselves in regard to these attitudes. In general, parents of superior readers hold attitudes which are usually considered to be more acceptable and healthier than do parents of inferior readers. A significant difference in the educational levels of the parents of superior and inferior readers was found. This study suggests the importance of background and mental content acquired in the home. Furthermore, the effectiveness of the Reading Attitude Inventory as a research instrument has been demonstrated.

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EXPERIENTIAL BACKGROUND RELATED TO READING

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CHAPTER I

THE PROBLEM

Parents, teachers and administrators in the public schools want to know why some children are unsuccessful in learning to read. The literature is replete with reports of factors associated with the school or within the child which are related to reading achievement. Vision, hearing, dominance and neurological factors, endocrine functioning, general physical health, intelligence, maturational status, speech, emotional reactions, and methods of teaching have been investigated. The general conclusion is that all of these may be causal in nature and that reading disability is usually the result of several contributing factors rather than one isolated cause.

In the opinion of the writer, there is a need for more information relative to parental influences on children's reading achievement. Even though the child spends approximately 75 per cent of his time under the control and guidance of his parents, there are only a

few studies which have investigated the characteristics of parents as a contributing factor in reading success. The belief is generally accepted that the home plays an important role in the educational and cultural development of the child. Furthermore, it is assumed that parents can create an intellectual climate which will stimulate the child's interest and motivate his educational progress. Studies^{1,2,3,4} by some investigators have led to the acceptance of the hypothesis that objectively measured attitudes toward various aspects of child rearing are significantly related to the personality development of children. Therefore, is it not possible that there is also a relationship between parental attitudes toward

¹Lewis B. Klebanoff, A Comparison of Parental Attitudes of Mothers of Schizophrenic, Brain Injured, and Normal Children (Unpublished doctoral dissertation, Boston University, 1957).

²Vera D. Mann, A Study of the Attitudes of Mothers of Cerebral Palsied Children toward Child Adjustment (Unpublished doctoral dissertation, American University, 1957).

³Katharine A. Miles, Relationship Between Certain Factors in the Home Background and the Quality of Leadership Shown by Children (Unpublished doctoral dissertation, University of Minnesota, 1945).

⁴Marian J. Radke, The Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis, Minnesota: The University of Minnesota Press, 1946).

certain child rearing practices and children's reading achievement? There is need for more objective and reliable information concerning this question.

Young children generally want to do that which they see their parents doing. Do fathers and mothers who like to read and who evaluate highly all forms of reading activities arouse in their children a desire for books? Do parents who talk freely with their children, answer their many questions, read and tell stories to them create a language background which is preparatory for reading? Do parents who provide an opportunity for their children to accompany them on trips to the mountains and seashore and who prepare them intellectually as well as physically for these visitations develop a background of experience which can aid children in the identification, interpretation and evaluation of ideas which they will meet later in their activities with books? This experiential background is sometimes spoken of as mental content. The term is defined by English and English¹ as "that of which one is aware at any moment; that which can be introspectively reported or all the mental data collectively present at one

¹Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psycho-analytical Terms (New York: Longmans, Green and Company, 1958), pp. 117-118.

time. The data are sensations, thoughts, probably feelings, and perhaps volitions." Do parents of superior and inferior readers differ in their attitude toward the value and development of mental content resulting from experience?

The writer in this thesis is investigating a "Way of Life"¹ in the homes of parents of superior and inferior readers. An attempt has been made to determine the extent to which democracy has been permitted to function in the home. Do the attitudes of parents suggest that they must do the thinking and make the fundamental decisions for all members of the family? Do some members of this basic group because of their age or size have more power than others in the determination of what is important, what shall be accepted, and what shall be rejected? Do children have freedom for growth and development? Answers to these questions can be an important aspect of this study. Again, we need more objective information. Furthermore, it is essential that a working definition of attitude be set forth. Attitude may be

¹Carl H. Gross, Stanley P. Wronski and John W. Hanson, School and Society (Boston: D. C. Heath and Company, 1962), pp. 127-128.

defined as a readiness on the part of the organism to perceive and react in a more or less consistent manner. Greater elaboration of the meaning of this term is presented in Chapter II.

A More Limited Problem

The main purpose of this investigation is to determine whether parents of superior readers differ from parents of inferior readers with respect to their attitudes toward certain child rearing practices, the value of reading, the development of language skills, and toward helping children to build experiential background.

Examples of the types of questions which will be asked are listed as follows:

1. What attitudes toward certain child rearing practices are expressed by mothers of superior readers? mothers of inferior readers? fathers of superior readers? fathers of inferior readers?
2. Do attitudes toward certain child rearing practices expressed by mothers of superior readers differ from those expressed by mothers of inferior readers? If so, what are these differences and are they significant?

3. Do attitudes toward certain child rearing practices expressed by fathers of superior readers differ from those expressed by fathers of inferior readers? If so, what are these differences and are they significant?

4. What attitudes toward the value of reading, the development of language skills, and toward helping children build experiential background are expressed by mothers of superior readers? mothers of inferior readers? fathers of superior readers? fathers of inferior readers?

5. Do attitudes expressed by mothers of superior readers toward the value of reading, the development of language skills, and toward helping children build experiential background differ from those expressed by mothers of inferior readers? If so, are these differences significant?

6. Do attitudes expressed by fathers of superior readers toward the value of reading, the development of language skills, and toward helping children build experiential background differ from those expressed by fathers of inferior readers? If so, are these differences significant?

7. Is there greater agreement between husbands and wives who are the parents of superior readers toward

certain child rearing practices than between husbands and wives who are the parents of inferior readers?

8. Is there greater agreement between husbands and wives who are the parents of superior readers toward the importance of reading, the development of language skills, and toward helping children to build experiential background than there is between husbands and wives who are the parents of inferior readers?

A Basic Assumption

This study assumes that the two attitude inventories employed are sufficiently reliable and valid to measure adequately and accurately the attitudes and differences between attitudes of the groups of parents chosen for investigation. The degree to which this assumption is warranted is discussed in Chapters III and IV.

Hypotheses

In this study it is postulated that:

1. Mothers and fathers of inferior readers manifest the following attitudes regarding child rearing practices more predominantly than mothers and fathers of superior readers: Intrusiveness, strictness, acceleration of

development, fostering dependency, approval of activity, excluding outside influences, avoidance of communication, irritability, and deification of parents.

2. Mothers and fathers of superior readers express attitudes which suggest that they place a greater emphasis upon the importance of reading than do mothers and fathers of inferior readers.

3. Mothers and fathers of superior readers express attitudes which suggest that they encourage the development of language skills more than parents of inferior readers. For example, they express, to a greater degree, attitudes which suggest that they encourage children to ask questions, to express ideas, and to participate in conversations.

4. Mothers and fathers of superior readers express attitudes which suggest that they encourage the development of experiential background more than parents of inferior readers. These parents reflect, to a greater extent, attitudes which suggest that they encourage their children to take trips, participate in activities, and have freedom to satisfy their curiosity.

5. There is greater agreement between husbands and wives who are the parents of superior readers

concerning their attitudes toward certain child rearing practices than there is between husbands and wives who are the parents of inferior readers.

6. There is greater agreement between husbands and wives who are the parents of superior readers concerning their attitudes toward the importance of reading, the development of language skills, and toward helping children to build experiential background than there is between husbands and wives who are the parents of inferior readers.

Limitations of Study

This study is focused on the attitudes of parents toward certain child rearing practices, the value of reading, the development of certain language skills and experiential background related to reading. Causal factors are not investigated in this study; only relationships between certain attitudes and various conditions and forms of behavior are pointed out. No attempt has been made to evaluate changes in attitudes over a period of time. This study is a snapshot of the parent at the moment of investigation and not a moving picture of his attitudes and their modification.

Value of Study

This study can provide facts which will be of value in accepting or rejecting the hypothesis that attitudes of parents toward certain child rearing practices, the value of reading, and the development of language skills and experiential background are related to the reading achievement of children. This relationship has been assumed, but there is little evidence to support this assumption. It may be possible that the Reading Attitude Inventory developed for use in this study may be of value in the investigation of this opinion. If measures of attitudes can be used to establish this relationship and if one is able to accept or reject the hypotheses of this study on the basis of evidence furnished by these inventories, research in this and related fields can be accelerated. Furthermore, if such a relationship does exist, teachers and clinicians concerned with reading achievement may need to facilitate the modification and change of parental attitudes. Work with the child alone may not be sufficient.

There is evidence, as studies by Kelly,¹ Bell² and Stott³ indicate, that attitudes of parents do and can change with the passing of time and through the use of films and planned discussions. These findings suggest that teachers and clinicians may be able to contribute to changes in parental attitude and consequently aid in developing a home climate which may be conducive to the growth and nurture of better readers.

¹E. Lowell Kelly, "Consistency of the Adult Personality," The American Psychologist, 10 (November, 1955), 659-681.

²Richard Q. Bell, "Retrospective Attitude Studies of Parent-Child Relations," Child Development, 29 (September, 1958), 323-338.

³Leland H. Stott and Minnie Perrin Berson, "Some Changes in Attitudes Resulting from a Preparental Education Program," The Journal of Social Psychology, 34 (November, 1951), 191-202.

CHAPTER II

RELATED RESEARCH

This chapter summarizes results of investigations dealing with parental attitudes affecting the behavior, personality and academic attainment of children. Studies of home environment and reading achievement are included. Current opinions regarding the meaning of the term attitude are set forth.

Meaning of Attitude

Social scientists consider attitude to be an important variable of behavior. Consequently, many of them have attempted to define it. G. W. Allport¹ defines an attitude as ". . . a mental and neural state of readiness, organized through experience, asserting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

¹Gordon W. Allport, "Attitudes," A Handbook of Social Psychology, ed. Carl Murchison (Worcester, Massachusetts: Clark University Press, 1935), 798-844.

Thurstone¹ regards an attitude as ". . . the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic."

Krech and Crutchfield² define attitude as ". . . an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world."

According to English and English³ an attitude is "one of many terms that refer to an aspect of personality inferred to account for persistent and consistent behavior toward a family of related situations or objects." They add that an attitude is "an enduring, learned predisposition to behave in a consistent way toward a given class of objects; a persistent mental and/or neural state of readiness to react to a certain object or class of objects, not as they are but as they are conceived to

¹L. L. Thurstone, The Measurement of Values (Chicago: The University of Chicago Press, 1959), p. 216.

²David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Company, Inc., 1948), p. 152.

³Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psycho-analytical Terms (New York: Longmans, Green and Company, 1958), p. 50.

be. It is by the consistency of response to a class of objects that an attitude is identified."

Consequently, we can assume that the term attitude means a readiness to perceive and react in a more or less enduring way and represents the consistency among responses. An attitude is not a particular response but an intervening variable which must be inferred from behavior. The measurement of attitudes involves a sampling of responses and the using of this sample of responses to make inferences about the entire range of behavior associated with the attitude being studied.

Problems of Attitude Measurement

One of the problems involved in the measurement of attitudes is their susceptibility to modification by factors in the immediate environment. It has been shown that different social situations can elicit different measurable attitudes from the same subjects and that modification of an attitude can occur by different relationships between a respondent and the individual

to whom he is expressing an attitude.^{1,2,3} Even knowledge of current theories seems to influence responses obtained on attitude questionnaires.⁴

A method of coping with the problem of social context is recommended by Bell.⁵ He suggests that items be provided which have content in opposition to current theories and which are stated in slightly aphoristic language. His suggestion is substantiated by the findings of Rundquist and Gordon. Rundquist⁶ shows that items with

¹Herbert C. Kelman, "Attitude Change as a Function of Response Restriction," Human Relations, 6 (1953), 185-214.

²Richard T. LaPiere, "Attitudes vs. Actions," Social Forces, 13 (December, 1934), 230-237.

³Richard L. Schanck, "A Study of a Community and Its Groups and Institutions Conceived of as Behaviors of Individuals," Psychological Monograph, 43 (1932), 1-133.

⁴Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), 339-361.

⁵Richard Q. Bell, "Retrospective Attitude Studies of Parent-Child Relations," Child Development, 29 (September, 1958), 327-328.

⁶Edward A. Rundquist, "Form of Statement in Personality Measurement," The Journal of Educational Psychology, 31 (February, 1940), 135-147.

socially unacceptable content are more effective discriminators between criterion groups than items having socially acceptable content. Gordon,¹ in reporting on some interrelationships among personality item characteristics, states that the more projective a personality test item containing socially unacceptable content the more valid it is likely to be.

Another problem of equal significance in the measurement of attitudes is that of response sets. Cronbach² presents evidence to indicate that such sets are maximized by stimulus situations which are unclear or ambiguous to the subjects. Stogdill³ reports that there is a tendency for many parents to agree with attitude items having contradictory content. Consistent with this finding is the evidence presented by Bass⁴

¹Leonard V. Gordon, "Some Interrelationships Among Personality Item Characteristics," Educational and Psychological Measurement, 13 (1953), 264-272.

²Lee J. Cronbach, "Further Evidence on Response Sets and Test Design," Educational and Psychological Measurement, 10 (Spring, 1950), 3-31.

³Ralph M. Stogdill, "The Measurement of Attitudes Toward Parental Control and the Social Adjustments of Children," Journal of Applied Psychology, 20 (1936), 359-367.

⁴Bernard M. Bass, "Authoritarianism or Acquiescence?" Journal of Abnormal and Social Psychology, 51 (November, 1955), 616-623.

which supports the inference that three-fourths of the reliable variance in the F scale can be explained as an acquiescence set. A means of dealing with the problem of response sets is suggested by Cronbach and Gleser.¹ Their procedure consists of a process of partialling level and dispersion out of profile measures to provide a pure measure of profile shape. This procedure makes it possible to set aside but not preclude the operation of response sets.

A third problem of attitude measurement is that of rapport with the subjects. Schaefer and Bell² suggest the use of "rapport" scales and the selection of items having a median difficulty level of .50 as a satisfactory method of raising the level of rapport.

In review, projective items are of use in coping with the problem of social context. The problem of

¹Lee J. Cronbach and Goldine C. Gleser, "Assessing Similarity Between Profiles," The Psychological Bulletin, 50 (November, 1953), 456-473.

²Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), 339-361.

response set can be partialled out by using new scoring techniques. The use of "rapport" items and the selection of items of appropriate discrimination are of value in improving methods of measuring attitudes.

A special problem which is evident in studies of parental attitudes is that many may react to the fact that their children's behavior has been socially identified as superior, inferior, or unusual in some way. In such studies the attitude pattern which differentiates such parents from a control group may reflect self-justifying or guilt feelings rather than a pattern associated with the developmental history of the child.

Two other problems involved in attitude measurement are the possibility that attitudes change as a result of time and that parents are capable of reacting differently to various children in the same family. Furthermore, there is need for more information regarding the relationship between attitudes measured by questionnaires and the actual behavior of parents.

Studies of Parental Attitudes Affecting Behavior
and Personality of Children

There is some evidence to suggest that there is an underlying attitude which affects a variety of parental behaviors. Bettelheim¹ has shown that if parents who vigorously impose accelerated developmental goals upon children are told that early toilet training is undesirable, they may delay such training but are apt to continue to accelerate the child in talking, reading, or other areas of development. Consequently, several investigators have attempted to study the relationship between parental attitudes and child rearing practices as well as the relationship of such attitudes and the behavior and personality of children. The following studies are worthy of consideration.

Shoben² investigated parental attitudes in relation to child adjustment by administering an inventory of

¹Bruno Bettelheim, "Mental Health and Current Mores," American Journal of Orthopsychiatry, 22 (January, 1952), 76-88.

²Edward J. Shoben, Jr., "The Assessment of Parental Attitudes in Relation to Child Adjustment," Genetic Psychology Monograph, 39 (1949), 101-148.

attitudes toward child rearing to 50 mothers of children in mental hygiene clinics and juvenile courts and to 50 mothers of normal children. Significant correlations were found between the children's adjustment and three parental attitude scales entitled maternal dominance, possessiveness, and ignoring.

Radke,¹ in her study of the relation of parental authority to children's behavior and attitudes, reported that socially unacceptable conduct of children is related to autocratic, restrictive, and severe discipline.

A study completed by Miles² and reported by Anderson³ investigated the relationships between certain factors in the home background and the quality of leadership shown by children. It was found that subscales measuring overprotection, dominance by the parent, and

¹Marian J. Radke, The Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis, Minnesota: The University of Minnesota Press, 1946).

²Katharine A. Miles, Relationship Between Certain Factors in the Home Background and the Quality of Leadership Shown by Children (Unpublished doctoral dissertation, The University of Minnesota, 1945).

³John E. Anderson, "Parents' Attitudes on Child Behavior: A Report of Three Studies," Child Development, 17 (March-June, 1946), 91-97.

encouragement of social development are related to the child's leadership status and social acceptance by the school group.

Freeman and Grayson¹ measured the attitudes of 50 mothers of schizophrenic and 50 mothers of normal children. They found that the possessive and unclassified groups of items from the Shoben Inventory differentiated between the two groups at the .05 level of confidence. The dominating and ignoring subscales failed to do so.

Mark² devised an inventory consisting of items which seemed relevant to the concept of the schizophrenogenic mother. He administered the items to 100 mothers of hospitalized schizophrenics and 100 mothers of controls who were matched for age, religion, socioeconomic status, education, and age of their sons. He found that 67 of the 139 items differentiated the groups

¹Richard V. Freeman and Harry M. Grayson, "Maternal Attitudes in Schizophrenia," Journal of Abnormal and Social Psychology, 50 (January, 1955), 45-52.

²Joseph C. Mark, "The Attitudes of the Mothers of Male Schizophrenics toward Child Behavior," The Journal of Abnormal and Social Psychology, 48 (April, 1953), 185-189.

beyond the .10 level of confidence. Schaefer and Bell¹ report that McFarland, in replicating Mark's study, failed to find significant differences between mothers of normals and of schizophrenics. Both studies, however, indicated that the number of items differentiating the two populations of mothers of schizophrenics was significantly greater than could be expected on a chance basis.

Mann² administered Final Form IV of the Parental Attitude Research Instrument as well as questionnaires developed by Shoben and Mark to mothers of children with cerebral palsy and closely matched mothers of normal children. The mothers of the normal children scored significantly higher on the ignoring scale from Shoben, but differences on the possessive and dominant scales were not significant. Mothers of children with cerebral palsy scored significantly higher on the following Parental Attitude Research Instrument Scales:

¹Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), 339-361.

²Vera D. Mann, A Study of the Attitudes of Mothers of Cerebral Palsied Children toward Child Adjustment (Unpublished doctoral dissertation, American University, 1957).

Seclusiveness, Strictness, Intrusiveness, Acceleration of Development, Encouraging Verbalization, Equalitarianism, and Comradeship and Sharing. Mothers of normals scored significantly higher on Marital Conflict, Irritability, Rejection of the Homemaking Role, and Avoidance of Communication. Differences were significant at or beyond the .05 level.

Klebanoff¹ administered Form IV of the Parental Attitude Research Instrument to 15 mothers of schizophrenic children, 15 mothers of retarded or brain injured children, and 26 mothers of normal children. Significant differences in scales related to overpossessiveness appeared between mothers of normals and mothers of schizophrenics as well as between mothers of normals and mothers of retarded or brain injured children. No differences could be demonstrated between mothers of schizophrenic children and mothers of mentally retarded or brain injured children.

¹Lewis B. Klebanoff, A Comparison of Parental Attitudes of Mothers of Schizophrenic, Brain Injured, and Normal Children (Unpublished doctoral dissertation, Boston University, 1957).

A group of investigators¹ compared the attitudes of parents of kindergarten children and parents of children attending a guidance clinic. They found significantly high correlations between parental attitudes and child problems, thus reaffirming the importance of parental attitudes on child behavior. They also concluded that the attitudes of fathers are as intimately related to maladjustive tendencies among children as are the attitudes of mothers.

Studies of Parental Attitudes Related to Academic Achievement and Reading Abilities of Children

Published research seems to support the thesis that parental attitudes affect the child's academic progress. Kurtz and Swenson² employed a series of interviews with parents, teachers, and children to study the home backgrounds of 40 underachievers and 40 over-achievers in academic work. In general, marked differences

¹Donald R. Peterson, Wesley C. Becker, Donald J. Shoemaker, Zella Luria, and Leo A. Hellmer, "Child Behavior Problems and Parental Attitudes," Child Development, 32 (1961), 151-162.

²John J. Kurtz and Esther J. Swenson, "Factors Related to Overachievement and Underachievement in School," School Review, 59 (November, 1951), 472-480.

were found between the two groups. Pride, confidence, affection, and interest of parents in their children as shown by instances in which parents read to their children, played with them, or attended school with them appear to be in greater evidence for overachievers than for underachievers.

Shaw and Dutton,¹ in their attempt to determine whether or not differences exist between the parents of achievers and the parents of underachievers with respect to their attitudes toward children, compared responses to the Parental Attitude Research Instrument of parents of bright academic achievers to the responses of parents of bright academic underachievers. Parents of under-achievers had significantly stronger negative attitudes toward their underachieving children.

Only a few investigations have been made of the relationship between parental attitudes and the child's reading achievement. Preston² investigated the attitudes

¹Merville C. Shaw and Bert E. Dutton, "The Use of the Parent Attitude Research Inventory with the Parents of Bright Academic Underachievers," Journal of Educational Psychology, 53 (October, 1962), 203-208.

²Mary I. Preston, "The Reaction of Parents to Reading Failure," Child Development, X (September, 1939), 173-179.

of parents after reading problems had developed and found that parents indulged their children until the reading problem arose and then suddenly changed to impatience and scolding. A child who failed to read was considered by his parents to be "abnormal, queer, not quite right."

Mothers of retarded readers were found by Stewart¹ to have strong ambivalent feelings toward their children. The mothers were somewhat hostile to their children and experienced guilt feelings which made them generally over-indulgent or overprotective.

Missildine,² in his eight year study of the home and family relationships of thirty retarded readers, describes one-third of the mothers as "overtly hostile" and still another one-third as "markedly tense, criticizing and coercive." In all these cases the maternal attitudes were judged to be conducive to reading failure.

¹Robert S. Stewart, "Personality Maladjustment and Reading Achievement," American Journal of Orthopsychiatry, XX (1950), p. 415.

²Whitney H. Missildine, "The Emotional Background of 30 Children with Reading Disabilities with Emphasis Upon Its Coercive Elements," The Nervous Child, V (July, 1946), p. 271.

Seigler and Gynther's study¹ shows that parents of poor readers use critical or derogatory descriptive terms more frequently than parents of good readers. They more frequently describe their children as aggressive, distrustful, or dependent and devalue their children's personalities more often than parents of good readers. Parents of poor readers were less frequently identified with their spouses and with their children than parents of good readers. Their findings were interpreted as supporting the hypothesis that family conflict is greater in the home of a poor reader than it is in homes in which no child has a reading deficiency.

Vickery² found that parents of children in a "high" reading group had significantly different child rearing attitudes from parents of children in a "low" reading group. Parents of the better readers favored

¹Hazel G. Seigler and Malcolm D. Gynther, "Reading Ability of Children and Family Harmony," Journal of Developmental Reading, IV (Autumn, 1960), 17-24.

²Verna L. Vickery, "A Study of the Relationship of Certain Parental Attitudes and Personality Characteristics to the Reading Achievement of Children in the First Grade," University Bulletin, Louisiana State University: Abstracts of Dissertations, Titles of Theses (Baton Rouge, Louisiana: Louisiana State University, 1955), XLVII (2), 56-57.

to a high degree attitudes which reflected permissive child rearing practices.

McKinley¹ attempted to determine if certain aspects of the home environment, in their influences upon the child's emotional development, were determining factors in success or failure in reading. Maternal personality, maternal child rearing attitudes, and maternal sensitivity to the child's emotions were the specific variables considered. Three groups of 30 mothers each, selected on the basis of their children's reading ability, were studied with regard to these factors. Results of the statistical treatment of data disclosed significant differences among mother groups only with regard to their sensitivity to their child's emotions or feelings. No appreciable differences in personality or child rearing attitudes among the groups studied were found. It should be pointed out, however, that McKinley combined scales on the Parental Attitude Research Instrument and therefore may have obscured trends which could be noted if the individual scales had been utilized.

¹Douglas P. McKinley, A Study of Certain Relationships of Maternal Personality and Child-Rearing Attitudes to Children's Reading Performances (Unpublished doctoral dissertation, University of Florida, 1958).

Studies of Home Environment and Reading Achievement

A number of investigators have studied the relationship between other home factors and reading achievement. Parr,¹ in his study of college students who were poor readers, found a lack of reading material in the home, lack of interest in reading, and little or no recreational reading in childhood.

Almy,² in her study of children's experiences and their success in beginning reading, found a significant relationship between success in reading and such experiences as looking at books and magazines, having someone read to them, and interest in words, letters, and numbers.

Ladd,³ in her study of the home environment of retarded readers, found that homes of inferior socio-

¹Frank W. Parr, "Factors Associated with Poor Reading Ability of Adults," School and Society, 35 (May 7, 1932), p. 626.

²Millie Corinne Almy, Children's Experiences Prior to First Grade and Success in Beginning Reading (New York: Bureau of Publications, Teachers College, Columbia University, 1949).

³Margaret R. Ladd, The Relation of Social, Economic, and Personal Characteristics to Reading Disability (New York: Bureau of Publications, Teachers College, Columbia University, 1933), p. 81.

economic status and a foreign language background were associated with poor reading.

Jackson's investigation of 600 good and poor readers yielded similar findings.¹ He found socioeconomic status, family size, and parental educational level to be distinguishing factors between retarded and non-retarded readers. Increase in family size favored the retarded reader while higher socioeconomic status and parental educational level favored the good reader.

A more recent study by Sheldon and Carrillo² reveals that retarded readers generally come from large families of lower socioeconomic status, have fewer books available, and have parents who left school sooner than the parents of advanced readers.

Conclusion

In general, research seems to substantiate the inference that there are differences between the parents and home environments of good and poor readers. The

¹Joseph Jackson, "A Survey of Psychological, Social and Environmental Differences Between Advanced and Retarded Readers," Pedagogical Seminary and Journal of Genetic Psychology, 65 (1944), 113-131.

²William D. Sheldon and Lawrence W. Carrillo, "Relation of Parents, Home, and Certain Developmental Characteristics to Children's Reading Ability," Elementary School Journal, 52 (January, 1952), 262-270.

writer, however, was unable to find published research which answers the following questions: Do parents of superior and inferior readers differ in their attitudes toward the value of reading and toward the sponsoring of activities which help children develop language skills and experiential background necessary for reading? This study has been conducted to provide answers to this query. There are several tools for measuring attitudes concerning child rearing practices which are recognized and utilized as suitable instruments of research. Measures, however, are not available for investigating the attitudes of parents toward certain aspects of reading. In order to meet this need, the writer has constructed such an instrument for use in this study. It will be known as the Reading Attitude Inventory.

CHAPTER III

DEVELOPMENT OF THE READING ATTITUDE INVENTORY

In discussing the development of the Reading Attitude Inventory, it is well to point out the need for such an inventory, some factors underlying its construction, and the steps followed in preparing the instrument.

Need for the Reading Attitude Inventory

Those who work with children and adults having reading difficulties are frequently impressed with the apparent importance of the home background of the individual being studied. Observations made in classrooms and clinics indicate that children who come from homes where reading is valued highly, where all members of the family are interested in reading, and where books and magazines are habitually used are more likely to be classified as good readers by teachers than children who come from homes where these conditions do not prevail.

It is also frequently observed that parents who encourage their children to ask questions and express their points of view and who read and tell stories to their children have little reason to be dissatisfied with their children's progress in the language skills. Furthermore, it is observed that the child's experiential background, which has been more or less under the control of his parents, has developed mental content¹ or substrata factors² which affect his interpretation of what he reads. Kingston³ has shown that the meaning of a simple nursery rhyme, Jack and Jill, can be interpreted in six different ways depending upon the mental content of the child. It is

¹Homer L. J. Carter, "Mental Content, A Contributing and Concomitant Factor in Reading," Problems, Programs, and Projects in College-Adult Reading, Eleventh Yearbook of the National Reading Conference (Milwaukee, Wisconsin: The National Reading Conference, Inc., 1962), 24-29.

²Jack A. Holmes, "The Substrata-Factor Theory of Reading: Some Experimental Evidence," New Frontiers in Reading, The International Reading Association Conference Proceedings (New York: Scholastic Magazines, 1960), 115-121.

³Albert J. Kingston, Jr., "Some Thoughts on Reading Comprehension," Problems, Programs, and Projects in College-Adult Reading, Eleventh Yearbook of the National Reading Conference (Milwaukee, Wisconsin: The National Reading Conference, Inc., 1962), 20-23.

generally assumed that mental content, language skills, and an appreciation of the value of reading are products of purposeful living and attitudes expressed in the home by fathers and mothers. If these assumptions are correct, how do the attitudes of parents of superior readers differ from the attitudes of parents of inferior readers? The Reading Attitude Inventory has been designed to provide information concerning this question.

Some Factors Underlying the Development
of the Reading Attitude Inventory

Three important factors in the preparation of the Reading Attitude Inventory are (1) the value of specific measures of high validity and internal consistency, (2) adequate criteria for the development and selection of items, and (3) a suitable sampling of mothers who will be utilized in the selection of items.

Value of Specific Measures of High Validity
and Internal Consistency

Measures of specific attitudes which are composed of homogeneous groups of items are more useful than a test composed of many individual items of doubtful internal

consistency or one which provides only one total score. This opinion is supported by Holzinger's statement that a single average as a complete summarization is justified only if the data involve a single factor.¹ Criticism of heterogeneous composite scores made by Guttman² also suggests that the use of only one composite score in the area of parental attitudes reduces differentiating power of a parental attitude research instrument and obscures the interpretation of data. Consequently, in developing the Reading Attitude Inventory, three scales, each designed to measure a specific attitude, have been constructed and patterned after the well known and successful Parental Attitude Research Instrument (PARI) prepared by Schaefer and Bell.³ The three scales are entitled:

¹Karl J. Holzinger, "Factoring Test Scores and Implications for the Method of Averages," Psychometrika, 9 (September, 1944), 155-167.

²Lewis Guttman, "Relation of Scalogram Analysis to Other Techniques," Measurement and Prediction, ed. Samuel A. Stouffer, et al. (Princeton, New Jersey: Princeton University Press, 1950), 172-212.

³Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), 339-361.

1. Triviality of Reading.
2. Hindering Development of Language Skills.
3. Restriction of Childhood Experiences.

Criteria for the Development and

Selection of Items

In constructing scales for the measurement of these attitudes, the following criteria for the development and selection of items have been considered.

1. Attitudes should be stated contrary to the usually approved opinions of authorities in the field of reading. Schaefer and Bell¹ found that when they constructed the Parental Attitude Research Instrument as so-called "healthy" scales, both reliability and discriminative power were limited. Harris, Gough, and Martin² also report that items stating "healthy" attitudes are typically poor discriminators. Consequently, statements

¹Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), p. 346.

²Dale B. Harris, Harrison B. Gough, and William E. Martin, "Children's Ethnic Attitudes: Relationship to Parental Beliefs Concerning Child Training," Child Development, 21 (September, 1950), 169-181.

in the Reading Attitude Inventory have been stated contrary to the usually approved opinions of authorities. An example from the Reading Attitude Inventory is: "Children under the age of five gain little worthwhile knowledge from trips."

2. Use should be made of items which can be interpreted in a number of ways. It is assumed that such items will enhance projective responses of parents. Gordon¹ has found that the discriminating power of an item can be increased by wording it in an "unclear" manner. "Young children should not be encouraged to play with older boys and girls because they may have experiences which are not good for them" illustrates an item from the Reading Attitude Inventory which can be interpreted in several ways.

3. Employment of rationalizations frequently used by parents who are uninformed concerning the factors affecting reading performance should be made so that parents who do not value reading highly and who do little to encourage children to develop language skills and

¹Leonard V. Gordon, "Some Interrelationships Among Personality Item Characteristics," Educational and Psychological Measurement, 13 (1953), 264-272.

experiential background will agree without embarrassment while the critical judgment of parents with a more wholesome attitude toward reading would cause them to reject the statement. This type of item may be illustrated by the statement, "Since many children have to be encouraged to eat at mealtime, the wise mother will discourage her children from talking while eating." This item also illustrates how the aura of self-righteousness can be attached to an item.

4. Use should be made of cliches, colloquialisms, and conventional phrases which stimulate an expression of attitudes. "There is a lot of sense to the old adage: Children should be seen and not heard," is a statement from the Reading Attitude Inventory illustrating this principle. Schaefer and Bell¹ point out that techniques 1, 2, 3, and 4 can be used in item writing with the hypothesis that thresholds for item acceptance would be changed differentially in normal and deviant parents.

5. Items should be selected which are of known validity and high discriminative power.

¹Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), 339-361.

6. Items should be chosen with difficulty indices of .50 or thereabouts.

7. Internal consistency of the items making up each scale should be carefully considered.

Criteria for Selection of Mothers

In securing mothers willing to cooperate in completing the preliminary inventories, consideration should be given to availability, age, educational background, place of residence, and occupational status. Insofar as possible, mothers selected should be a fairly adequate sampling of mothers of children found in the public schools of Kalamazoo, Michigan. In this study no attempt will be made to set up standards or norms. The writer is only concerned with selection of items making up the different scales.

Steps in the Development of the Reading Attitude Inventory

With these principles in mind, the writer has assumed the task of developing three scales which can be used in differentiating the attitudes of parents in the domain of reading. The first step in the development

of this instrument was the determination of areas to be investigated.

Selection of Areas of Investigation

Several members of the faculty of Western Michigan University who have specialized in the field of reading arrived at an appraisal of the different parental attitudes related to the process of learning to read. It was the consensus that three areas should be investigated. They are:

1. Triviality of Reading. Each item in this scale should reflect an attitude which suggests that parents consider reading to be relatively unimportant and of limited value.

2. Hindering Development of Language Skills. Each item making up this scale should reflect an attitude which discourages children from asking questions, expressing ideas, reflecting their points of view, or listening to what others have to say.

3. Restriction of Childhood Experiences. Each item making up this scale should reflect an attitude which favors holding children back from participating in activities which provide information, ideas, and experiential background.

Selection of Pool of Items

Fifteen items were constructed for each of the three scales. Items in the pool were eliminated if they did not show variations in attitudes or did not vary in form with other items which were used to define the scale. By general agreement, items of promise were identified and new items were selected which contributed to the purpose of the scales.

Sorting of Items Into Categories

When this preliminary work had been completed, each item was typed on a 3" x 5" card, and five members of the faculty of Western Michigan University, all of whom teach courses in reading, were asked to sort the items into the following four classifications: (1) Triviality of Reading, (2) Hindering Development of Language Skills, (3) Restriction of Childhood Experiences, and (4) Unclassified. All items were presented to the judges in the same order, the order being determined by randomly assigning a number to each item. The following directions were given to each of the five judges.

These cards represent
a preliminary form of a Reading
Attitude Inventory which is to

be administered to parents. You are being asked to help us determine whether or not the statements on each card measure what we think they measure. You are not being asked to indicate whether you agree or disagree with the statements. Instead you are being asked to classify each statement into one of four categories according to the attitude which you think is being measured. These categories are:

1. Triviality of Reading: Each statement placed in this category should reflect an attitude which indicates that parents consider reading to be relatively unimportant and of limited value.
2. Hindering Development of Language Skills: Each statement placed in this category should reflect an attitude which discourages children from asking questions, expressing ideas, reflecting their points of view, or listening to what others have to say.
3. Restriction of Childhood Experiences: Each statement placed in this category should reflect an attitude which favors holding children back from participating in activities which provide information, ideas, and experiential background.

4. Unclassified: Any statement which cannot be classified in one of the three categories already described should be placed in this group.

Please read each statement carefully and determine in which category it should be placed. After you have classified the entire set of 45 items, read each one again in order to determine whether or not you have categorized each one correctly.

Items frequently misplaced by the judges were reconstructed or omitted entirely from further consideration. This procedure of sorting and resorting provided a maximum of new information which could be used in developing an effective item pool and did not impose statistical procedures at the level of hypothesis formation.

Preparation of Preliminary Scales

After the final selection of fifteen items for each of the three scales had been made, the following directions which are identical to those designed for the Parental Attitude Research Instrument by Schaefer and Bell were prepared.

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

Items making up the scales were cyclically arranged. For example, the fifteen items making up Scale I were given the following numbers: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, and 43. Scale II was made up of items 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, and 44. Scale III was made up of numbers 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, and 45. A copy of this form of the Reading Attitude Inventory may be found in Appendix B.

After this procedure had been completed, the initial form of the inventory consisting of 45 items was administered to a small sampling of mothers. It was soon discovered that scales made up entirely of such items left many mothers dissatisfied. Frequently these mothers stated that there were few items with which they could agree, and therefore they could not express any positive

ideas. In order to remedy this condition, the writer prepared a second preliminary form of the Reading Attitude Inventory and included a number of items from the scale developed by Schaefer and Bell to which mothers could agree. Five so-called "rapport" items were added to the 45 selected items making up the initial form of the Reading Attitude Inventory. The order of items for each of the scales in the second preliminary form of the inventory, which is included in Appendix B, is reported.

Rapport Items: 1, 10, 20, 30, and 40.

Scale I: 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38, 42, 45, and 48.

Scale II: 3, 6, 9, 13, 16, 19, 23, 26, 29, 33, 36, 39, 43, 46, and 49.

Scale III: 4, 7, 11, 14, 17, 21, 24, 27, 31, 34, 37, 41, 44, 47, and 50.

The second preliminary form of the Reading Attitude Inventory was administered to another small sampling of mothers in the Kalamazoo area, and it was found that the addition of "rapport" items eliminated the distrust which the mothers had of the previous scale. This inventory was then administered to 200 mothers at various occupational and educational levels.

Description of Mothers Utilized in

Selection of Items

The 200 mothers to whom the second preliminary form of the Reading Attitude Inventory was administered came from an area included in a 75-mile radius of Kalamazoo, a city of approximately 100,000 population. Roughly 56 per cent resided in the city of Kalamazoo and 44 per cent in suburban and rural areas. The ages of these mothers ranged from 20 to above 50. Sixteen per cent had ages from 20 to 29, 31 per cent from 30 to 39, 30 per cent from 40 to 49, and 23 per cent were above 50. The mean chronological age was 40.6 years. These women were mothers of from one to six children. The mean number of children born to the group was 2.96. The formal educational level attained by these women ranged from grade school only to graduate school. Sixty-three per cent were either high school graduates or had earned some college credit. Vocations ranged from that of employment outside the home to that of a housewife within the home. A fairly wide range of social and economic levels were represented.

Selection of Items Making Up the Final Form of the Reading Attitude Inventory

After the second preliminary form of the Reading Attitude Inventory had been administered to 200 mothers, each paper was scored. In scoring the papers a value of 4 points was given to A, 3 points to a, 2 points to d, and 1 point to D. Each mother's total score for each scale was found by adding the number of appropriate points for each item in the scale.

After the inventories had been scored in this manner, 27 per cent of the papers having the highest scores and 27 per cent having the lowest scores on each scale were selected. The number in the high group and the number in the low group who "passed" each item were determined. Then a biserial correlation was calculated between success and failure on a single item and the size of the total score on the scale, and the index of difficulty for each item was computed. In making these calculations, the Item Analysis Table prepared by Chung-Teh Fan was used.¹ This table was selected because it provided a ready means of translating the observed proportions of

¹Chung-Teh Fan, Item Analysis Table (Princeton, New Jersey: Educational Testing Service, 1952).

success in the two extreme groups into measures of item difficulty, p , and item discrimination, r . In the table, the values of p are the proportions of correct responses in the total (100 per cent) sample which were estimated from p_H and p_L , the proportions of correct responses in the highest and lowest 27 per cent, respectively. Many tables provided by other statisticians provide a rough estimate of p by averaging the values of p_H and p_L . This estimate is subject to systematic error, particularly in the cases of extreme values of p and high values of the discrimination index, r . For a normal distribution, the mean of p_H and p_L over-estimates values of p less than .50 and underestimates values of p greater than .50. Accordingly, the values of p in the Chung-Teh Fan table have been computed from tables of the normal bivariate distribution, and are thus free from this type of error. Tables 1, 2, and 3 show each item making up the scales, the corresponding biserial r , and the index of difficulty.

With these data available to the writer, five items for each scale were selected on the basis of validity or discriminative power to make up the final form of the Reading Attitude Inventory. Obviously, items having

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TABLE 1

ANALYSIS OF ITEMS IN SCALE I, TRIVIALITY OF READING

Item	Biserial r	Difficulty
2. There is little relationship between ability to read and success on the job.	.47	.90
5. Many mothers cannot afford the time to take their children to the library for the purpose of selecting books.	.57	.86
*8. Being able to read well isn't as important as a lot of people think it is.	.60	.89
12. Many people are able to vote intelligently even though they are unable to read effectively.	.57	.64
15. Many parents lead such an active life that they cannot be expected to spend time reading.	.54	.76
*18. Effective reading is not as important as effective speaking.	.67	.79
22. Reading is of less importance now that we have radio and television.	.41	.95
25. Many children read when they should be spending time doing other things.	.60	.84

*Starred items were selected for the final form of the Reading Attitude Inventory.

TABLE 1--Continued

Item	Biserial r	Difficulty
28. Abraham Lincoln who walked 22 miles to get a book probably overemphasized the importance of books.	.53	.92
*32. Time set aside to read is not essential to success in homemaking.	.64	.82
35. In these days of public libraries, it is foolish to buy books and magazines.	.50	.93
*38. Learning how to make friends is more important than learning how to read.	.66	.67
42. Parents do not have to read in order to be happy.	.57	.51
45. Reading to her children is not one of a mother's chief responsibilities.	.48	.77
*48. A man can read poorly and yet be successful in business.	.69	.55

TABLE 2

ANALYSIS OF ITEMS IN SCALE II, HINDERING DEVELOPMENT
OF LANGUAGE SKILLS

Item	Biserial r	Difficulty
3. Children should be discouraged from telling their experiences and expressing their ideas before a group of adults.	.58	.85
6. In the schools of today children are permitted to talk too much.	.58	.60
9. Children talk so much that it makes their parents nervous.	.57	.58
13. Parents find it boring to listen to children tell stories observed on television.	.39	.47
16. It is unwise to encourage young children to make up stories out of their own imaginations.	.53	.88
*19. Most children ask too many questions.	.65	.86
23. Young children should be discouraged from talking on the telephone.	.47	.64

*Starred items were selected for the final form of the Reading Attitude Inventory.

TABLE 2--Continued

Item	Biserial r	Difficulty
*26. Most children ask questions merely for the purpose of having something to say.	.70	.77
*29. There is a lot of sense to the old adage, "Children should be seen and not heard."	.60	.72
*33. Children will monopolize the conversation if they are permitted to do so.	.67	.21
36. Parents do not have time to interest their active, growing children in listening to stories, nursery rhymes and poems.	.49	.79
*39. Since many children have to be encouraged to eat at mealtime, the wise mother will discourage her children from talking while eating.	.69	.77
43. Children should not be urged to learn and recite poems.	.25	.87
46. Young children cannot be expected to listen carefully to directions given by parents and teachers.	.51	.72
49. Parents who persist in correcting the faulty English of their children are doing more harm than good.	.12	.88

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TABLE 3
ANALYSIS OF ITEMS IN SCALE III, RESTRICTION
OF CHILDHOOD EXPERIENCES

Item	Biserial r	Difficulty
4. It is frequently necessary for the conscientious mother to discourage her children from collecting objects and specimens.	.48	.67
7. A modern father does not have time to work and play with his children.	.47	.78
11. Children should be discouraged from reading comic books.	.30	.56
14. First grade teachers should spend less time in taking children on trips and more time in the classroom.	.60	.72
17. A wise mother discourages her children from watching television.	.21	.67
*21. Young children should not be encouraged to play with older boys and girls because they may have experiences which are not good for them.	.66	.51
24. Visits to parks, zoos and farms mean very little to a child of four.	.52	.92

*Starred items were selected for the final form of the Reading Attitude Inventory.

TABLE 3--Continued

Item	Biserial r	Difficulty
27. Viewing science programs on television encourages children to "tinker" with materials which can be dangerous.	.57	.74
*31. Children under the age of five gain little worthwhile knowledge from trips.	.67	.79
*34. Some children are too curious for their own good.	.68	.60
*37. Children today have too much freedom to go places and do things.	.77	.55
41. One of the discouraging aspects of child rearing is that children want to get into everything which is available to them.	.49	.58
*44. Most children play too much.	.71	.68
47. Parents who show and demonstrate the use of common things in the home deprive their children of an opportunity to learn by themselves.	.47	.78
50. A mother should know where her child is at all times.	.55	.13

limited value were discarded. The final form of the Reading Attitude Inventory then consisted of 18 items, three of which were "rapport" items numbered 1, 8, and 15. The 15 items making up the three scales were cyclically arranged so that each scale in the final form of the inventory was composed of items numbered as follows:

Scale I: 2, 5, 9, 12, and 16.

Scale II: 3, 6, 10, 13, and 17.

Scale III: 4, 7, 11, 14, and 18.

A copy of the final form of the Reading Attitude Inventory is included in Appendix B.

Evaluation of Final Form of the Reading Attitude Inventory

The final form of the Reading Attitude Inventory was administered to 100 mothers of various economic, educational, and cultural levels. After these inventories were scored, the Kuder-Richardson Formula 20 was applied in order to determine the internal consistency or reliability of the scales. Coefficients of .89, .90, and .89 were obtained for Scales I, II, and III, respectively. The

writer has assumed that this method of determining reliability is superior to a test-retest method, a split-half approach to the problem, or the correlation of equivalent forms. The Kuder-Richardson Formula 20 stresses the intercorrelations of the items in the scale and the correlations of the items with the scale as a whole. It represents an attempt to get an estimate of the reliability of a test, free from the objections raised against a test-retest, equivalent forms, or the split-half methods. The test-retest method is open to various objections. If the test is repeated immediately, many subjects recall their first answers, and there is closer agreement between scores achieved on the first and second giving of a test than would otherwise be the case. When a sufficient time interval has elapsed between the first and second administrations of the test to offset memory, the reliability coefficient will be a closer estimate of the actual consistency of test scores. If the interval between tests is long, however, differences between initial and final scores may be due to lack of reliability or to a modification of the attitudes of the individuals. The equivalent forms method is not appropriate for use in this study because equivalent forms of the Reading Attitude

Inventory are not available. The split-half method is also subject to criticism. The scales making up the Reading Attitude Inventory are short, and thus the probability increases that the effects of chance errors may be cumulative and in one direction. Garrett¹ states that the Kuder-Richardson Formula 20 is superior to the split-half technique because of the time and calculation it saves and that differences in reliability as found by this method and the split-half technique are never very large. A test-retest procedure, however, was carried out involving 100 mothers, and data resulting from all measures of reliability are summarized in Table 4.

An additional check on the usefulness of these scales was made by determining the degree to which they intercorrelate or overlap. These intercorrelations, based upon the responses of 100 mothers, are shown in Table 5. Obviously, the degree of independence is sufficient to permit one to regard the three scales as measures of separate variables having slight homogeneity.

¹Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1947), p. 386.

TABLE 4
RELIABILITY OF READING ATTITUDE INVENTORY

Scale	Internal Consistency ¹	Test-Retest Reliability ²	Index of Reliability
I	.89	.80	.89
II	.90	.86	.93
III	.89	.87	.93

¹Kuder-Richardson Formula 20.

²Pearson Product-Moment Test-Retest Reliability.
Time lapse: Seven days.

TABLE 5
INTERCORRELATIONS OF SCALES
READING ATTITUDE INVENTORY

Scale	Scale	
	II	III
I	.12	.12
II		.61

A review of these statistical data would lead to the assumption that items making up the scales have both internal validity and internal consistency. With these facts in mind, it is postulated that one is justified in the use of this tool for investigating differences in attitudes between two groups of parents in regard to certain factors contributing to reading performance.

CHAPTER IV

PROCEDURE FOLLOWED IN MAKING STUDY

In order to describe adequately the procedure followed in studying the attitudes of parents of superior and inferior readers, it is essential that the writer delineate sequentially the steps taken in making the study, define certain terms, and describe the materials utilized in the investigation. In order to accomplish these goals, a description of the groups of superior and inferior readers will be provided, and the statistical procedures chosen for the interpretation of data will be discussed.

Purpose and Limitations of Study

The purpose of this study was to determine whether parents of superior readers differ from parents of inferior readers with respect to their attitudes toward certain child rearing practices and toward certain aspects of reading and to determine, in a limited way, what the nature of these differences may be. The study was concerned

only with parental attitudes as inferred by responses to paper and pencil inventories. Children of superior and inferior ability in reading were selected only for the purpose of identifying the parents whose attitudes were being investigated. It is assumed that these parental attitudes are not restricted solely to the children making up the two groups. No attempt has been made to investigate causal factors nor to evaluate changes in attitudes over a period of time.

Procedure Followed in Making Study

872 students enrolled in the sixth grade of the Kalamazoo Public Schools were administered the Stanford Achievement Test in reading during the month of April, 1962. 195 of these children met criteria 1, 2, 3, and 4 set forth in this study for classification as superior readers. 85 of the 872 children met criteria 1, 2, 3, and 4 for classification as inferior readers. Superior readers are those who:

1. Perform on the reading section of the Stanford Achievement Test two or more grade levels above 6.5.

2. Have a chronological age between eleven and thirteen.
3. Are reported by their teachers to be of average or better than average intelligence.
4. Do not have known physical factors affecting their reading performance.
5. Do not have siblings who are known to be inferior readers.
6. Are living with both parents at the time of this study.

Inferior readers are those who:

1. Perform on the reading section of the Stanford Achievement Test two or more grade levels below 6.5.
2. Have chronological ages between eleven and thirteen.

3. Are reported by their teachers to be of average or better than average intelligence.
4. Do not have known physical factors affecting their reading performance.
5. Do not have siblings who are known to be superior readers.
6. Are living with both parents at the time of this study.

Sixty-nine of the 195 superior readers and 69 of the 85 inferior readers were selected because they met all the criteria including 5 and 6. The two groups were roughly equated in terms of chronological age, sex, and socioeconomic status of the family. No attempt was made to equate the groups on the basis of intelligence test scores. After this preliminary matching of superior and inferior readers, the names and addresses of parents were obtained.

The parents of the selected 69 superior readers and the parents of 69 inferior readers were asked to participate in the investigation by coming to Western

Michigan University on the evening of Friday, September 28, 1962, to complete the inventories. A copy of the letter used to enlist their cooperation is included in Appendix B. The real purpose of this study was concealed from those participating in the investigation.

The parents of 13 superior readers and the parents of one inferior reader took the inventories at the appointed time in a group situation. The disappointing response made it necessary to do home visitations of those previously contacted by letter. By this means, inventories were administered to the parents of 37 superior readers and 49 inferior readers. Therefore, complete responses were obtained from the mothers and fathers of 50 superior readers and the mothers and fathers of 50 inferior readers. The number of sets of parents for each group was reduced from 69 to 50 by refusals to participate, divorce, death of one of the parents, or migration from the community.

Following the administration of the Parental Attitude Research Instrument and the Reading Attitude Inventory to parents, responses on each scale were scored, and mean scores were determined for each group included in the study. The mean scores of mothers of superior readers were compared with the mean scores of mothers of inferior readers.

The mean scores of fathers of superior readers were compared with the mean scores of fathers of inferior readers. The F test to determine homogeneity of variance and the appropriate t tests of significance were applied. For each scale the correlation between mothers and fathers of superior readers was determined as well as the correlation for each scale between mothers and fathers of inferior readers. The significance of each r and the significance of the difference between r's were determined. Data resulting from this analysis are summarized in Chapter V, and inferences and conclusions are set forth in Chapter VI.

Description of Groups of Superior and Inferior Readers

The chief purpose of the selection and grouping of superior and inferior readers was to determine the parents who are to participate in this study. Only the attitudes of parents were evaluated, and no effort was made to establish a response set relative to the specific children under consideration. Selection and control of fathers and mothers have been initiated by the control of their children. Factors which are essential to this control are chiefly social and economic in nature. In this important aspect, the two groups are practically identical. An index of social class for each family was determined by the method

suggested by Warner, Meeker and Eells.¹ Each family was rated according to the father's occupation, house type, and dwelling area. The mean social class index of families of superior readers is 45.5 and for families of inferior readers, 45.6, suggesting that on the average both superior and inferior readers are from the middle class of the general population. All economic and social levels are represented in each group.

Of lesser importance in the selection and grouping of superior and inferior readers are the sex, chronological age, reading achievement of siblings, and mental maturity of boys and girls making up the groups. Each group of children contains 25 boys and 25 girls. Superior readers range in age from eleven years and one month to twelve years and five months. Their mean chronological age is eleven years and eleven months. Inferior readers range in age from eleven years to thirteen years and have a mean chronological age of exactly twelve years. No child has known visual, auditory, glandular, or other health factors which would impede normal progress in learning to read, and all children are living with both parents. The

¹W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, Inc., 1949).

number of children in the families of superior readers ranges from one to five children with a mean of 3.2 children. The number of children in the families of inferior readers ranges from one to eleven children with a mean of 5.08 children. It is reported that siblings do not differ markedly in reading ability from the children selected for this study.

The chief variable considered in the forming of groups is that of reading achievement which extends two or more years above grade placement for superior readers and two or more years below this point of reference for inferior readers. Average reading scores on the Stanford Achievement Test for superior readers range from 8.5 to 11.3. The mean is 9.7. The mean reading grade for inferior readers is 4.0 with a range from 2.9 to 4.5. Intelligence as measured by the Otis Quick Scoring Test of Mental Ability, Beta, is well within the normal range. The IQs of superior readers range from 99 to 121 with a mean of 112.36. The IQs of inferior readers range from 84 to 115 with a mean of 89.38. Variations in IQ, as indicated by the Otis Test, are in keeping with the reading variable for this measure of mental status utilizes verbal and language skills associated with reading attainment.

According to reports from teachers and school authorities, all children selected for consideration in this study are of average intelligence or better.

Description of the Parental Attitude Research Instrument

The Parental Attitude Research Instrument developed by Schaefer and Bell¹ is a paper and pencil inventory consisting of 23 five-item scales. Each item is a statement about child rearing and family life. The respondent is required to encircle a letter denoting one of four responses about the item: strong agreement, mild agreement, mild disagreement, and strong disagreement. Most of the items are constructed so that strong agreement reflects a pathological attitude. Rapport items, however, are stated to encourage agreement.

In this study only ten of the 23 scales which seemed to the investigator to be related to reading achievement were utilized. A description of each of the scales is provided.

1. Fostering Dependency: This scale is designed to measure an aspect of "overprotection or overpossessive-

¹Earl S. Schaefer, and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, 29 (September, 1958), 339-361.

ness." High scores suggest that the parent favors sheltering children from difficulties and disappointments.

2. Strictness: High scores on this scale suggest that the respondent favors strict training and firm discipline of children.

3. Irritability: This scale has been developed around items which indicate that children "get on a woman's nerves" and that any woman would "blow her top" frequently in the difficult job of managing a home. Schaefer and Bell¹ believe that this scale may also reflect tensions in marital relationships. High scores suggest that the respondent regards child rearing to be difficult, frustrating, and dissatisfying.

4. Excluding Outside Influences: According to Schaefer and Bell² this scale is "designed to measure family ethnocentrism and may be related to parental control and authoritarian attitudes." High scores suggest that the parent discourages the child from questioning the opinions and points of view of his parents.

¹Ibid., p. 347.

²Ibid., p. 348.

5. Deification of Parents: High scores on this scale indicate that the parent encourages his children to revere and respect him above all other people.

6. Approval of Activity: High scores on this scale suggest that the parent teaches his children that success comes by working hard and keeping busy. The emphasis is upon activity rather than the gaining of experiences.

7. Avoidance of Communication: According to Schaefer and Bell,¹ this scale was written "to determine whether the parent would permit or encourage the child to talk about his anxieties, conflicts, hostilities, and disagreements with parental policies." High scores suggest that children are discouraged from discussing their problems, fears, and worries.

8. Intrusiveness: High scores on this scale indicate that the parent agrees with the concept that children should seldom, if ever, conceal anything from their parents.

9. Comradeship and Sharing: Items in this rapport scale are stated to encourage agreement. A high score, unlike high scores on the other nine scales, does

¹Ibid., p. 347.

not reflect a pathological attitude. The scale reflects a readiness on the part of parents to show an interest in the affairs of their children, to have fun with them, and to participate in their activities.

10. Acceleration of Development: High scores on this scale suggest that the parent does not consider readiness an important factor in a child's development and that he is inclined to "push" the child's growth and development.

Items within a scale are cyclically arranged. For example, the first subscale includes items 1, 11, 21, 31, and 41, the second subscale items 2, 12, 22, 32, and 42, and the third subscale items 3, 13, 23, 33, and 43.

Scoring

A value of 4 points is given for a response which indicates strong agreement, 3 points for mild agreement, 2 points for mild disagreement, and 1 point for strong disagreement. A scale score is obtained by finding the sum of the item weights. A high score reflects an attitude in the direction of the title of the scale. For example, a high score on Scale 2, Strictness, indicates that the respondent favors firm discipline of children.

Scope

The Parental Attitude Research Instrument has been designed for use with mothers of various educational and socioeconomic levels. Internal consistency and test-retest reliabilities are reported to be satisfactory. Mussen¹ has stated, "The extremely careful design of the scale, reflected in its comprehensiveness, efficiency and objectivity, makes it the most adequate parental attitude questionnaire available for research."

Description of the Reading Attitude Inventory

The Reading Attitude Inventory consists of three five-item scales designed to measure the following attitudes:

1. Triviality of Reading. Each item in this scale reflects an attitude which suggests that parents consider reading to be relatively unimportant and of limited value.

2. Hindering Development of Language Skills. Each item making up this scale reflects an attitude which discourages children from asking questions, expressing

¹Paul Mussen, "Developmental Psychology," Annual Review of Psychology, 11, eds., Paul R. Farnsworth and Quinn McNemar (Palo Alto, California: Annual Reviews, Inc., 1960), p. 441.

ideas, reflecting their points of view, or listening to what others have to say.

3. Restriction of Childhood Experiences.

Each item making up this scale reflects an attitude which favors holding children back from participating in activities which provide information, ideas, and experiential background.

Procedures utilized in the construction of these scales have been described in Chapter III, and the items making up the scales along with three rapport items have been shown. Directions for completing the inventory have also been included in Chapter III.

Scoring

The Reading Attitude Inventory is scored in the same manner as the Parental Attitude Research Instrument. A high score on a scale suggests that the individual shows a high degree of the attitude indicated by the title of the scale. For example, a high score on Scale I, Triviality of Reading, suggests that the person completing the inventory places little value upon reading.

Scope

The Reading Attitude Inventory has been designed for use with mothers at various educational and socio-economic levels. Coefficients of internal consistency and reliability are sufficiently high to warrant the assumption that the inventory can be useful as a research instrument.

Statistical Treatment of Data

In this study the mothers of superior readers were compared with the mothers of inferior readers and the fathers of superior readers were compared with the fathers of inferior readers. Mean scores for each group were determined for each of the nine scales making up the Parental Attitude Research Instrument and for the three scales making up the Reading Attitude Inventory. Rapport scales were not scored. The t test was used to determine the significance of the difference between compared means. The F test was applied to determine homogeneity of variance. This test consists of dividing the larger variance by the smaller variance. If the obtained F ratio was found to be less than 1.60, the hypothesis of equal variance was assumed to be tenable,

and t was determined by

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2 \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Degrees of freedom were found by

$$df = N_1 + N_2 - 2$$

An obtained F ratio which was greater than 1.60 or 1.94 was considered significant at the .10 or .02 levels, respectively. When F was found to be significant at the .10 level or less, the assumption of equality of variance was considered untenable, and t was computed by

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Degrees of freedom were found by

$$df = \frac{(s_{\bar{x}_1}^2 + s_{\bar{x}_2}^2)}{s_{\bar{x}_1}^4 \frac{1}{(N_1 + 1)} + s_{\bar{x}_2}^4 \frac{1}{(N_2 + 1)}} - 2$$

A one-tailed test of significance was made. If t was found to be significant at the .05 level or less, the null hypothesis was rejected, and the alternative hypothesis that the mean of the parents of inferior readers is greater than the mean of the parents of superior readers was accepted.

In order to determine the amount of agreement between husbands and wives, a correlation coefficient for each scale was determined, and an attempt was made to determine whether the obtained r 's differed sufficiently far from zero so that they could be considered as representing a real, non-chance correlation. Correlation coefficients were determined by the Product Moment Method, and the following procedure was used to determine whether or not the obtained r 's differed significantly from zero. The standard error of r was determined by

$$\sigma_r = \frac{1}{\sqrt{N - 1}}$$

Then the obtained r was divided by the standard error in order to secure a r/σ_r value with which to enter the normal probability table. When r/σ_r was greater than

2.58, it was concluded that the true or universe value of r was likely to be greater than zero.

In order to determine whether there was greater agreement between husbands and wives who are the parents of superior readers than between husbands and wives who are the parents of inferior readers, both r 's for each scale were transformed into z 's by means of a table abridged from the work of Fisher and Yates.¹ The standard error of the difference between the two z 's was obtained by

$$\sigma_{z_1 - z_2} = \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}$$

The ratio of the difference between the two z 's to its standard error was referred to a normal probability table. When this ratio was found to be greater than 1.96, it was concluded that the difference in the two r 's was significant at the .05 level or less.

¹Quinn McNemar, Psychological Statistics (New York: John Wiley and Sons, Inc., 1955), p. 384.

CHAPTER V

SUMMARY AND ANALYSIS OF DATA

In Chapter V it is the writer's purpose to set forth as clearly as possible data resulting from this investigation. In Tables 6, 7, 8, and 9 will be found the means of parental scores on each scale of the two instruments utilized in this study along with F and t ratios which are useful in their interpretation. In Tables 10, 11, 12, and 13 the coefficients of correlation for mothers and fathers on the different scales are listed along with the ratios used to indicate their significance. In Tables 14 and 15 the significance of the difference between correlation coefficients of parents of superior readers and parents of inferior readers on each scale are provided. Pertinent facts set forth in all tables will be identified and discussed. Tables showing distributions are included in Appendix A.

Age, Educational Level, and Socioeconomic Status
of Parents

Parents participating in this study were not asked to reveal their exact ages but merely to indicate their age within a ten-year interval. 43 per cent of the parents of superior readers were between the ages of 30-39, 51 per cent between 40-49, and six per cent between 50-59. Two per cent of the parents of inferior readers were between the ages of 20-29, 58 per cent between 30-39, 37 per cent between 40-49, and three per cent between 50-59. Because of the obvious inexactness of these data no attempt was made to treat them statistically.

The educational levels of parents differ significantly. The range for parents of superior readers is from grade six to graduate school with a mean of 13.6 grades completed. The educational level of parents of inferior readers ranges from grade four to four years of college. The mean is 10.8. The difference in mean educational levels of parents is significant at the .01 level, t being 4.31.

The socioeconomic levels of the two groups of parents are nearly identical in range and mean. The

mean socioeconomic level of parents of superior readers is 45.5, and the mean of parents of inferior readers is 45.6. In general, it can be concluded that all economic and social levels are represented in each group and that on the average both groups of parents are from the middle class.

Differences in Attitudes

Table 6 shows the means of mothers of superior readers and the means of mothers of inferior readers on the nine scales of the Parental Attitude Research Instrument. It will be observed that all the scales utilized in this study except Scales 2 and 3 show significant differences at the .01 level. It is evident from a study of this table that mothers of inferior readers express to a greater degree than mothers of superior readers attitudes which favor sheltering their children from difficulties and disappointment. Attitudes of overprotection and overpossessiveness are apparent. This table also suggests that mothers of inferior readers, because of their attitudes, would discourage their boys and girls from questioning the opinions and points of view of their parents. They express to a greater degree than mothers of superior readers

TABLE 6

DIFFERENCES BETWEEN MOTHERS OF SUPERIOR READERS AND MOTHERS
OF INFERIOR READERS AS DETERMINED BY
THE PARENTAL ATTITUDE RESEARCH INSTRUMENT

Scale Number and Title	Mothers of Superior Readers Mean	Mothers of Inferior Readers Mean	F	t
1 Fostering Dependency	8.54	11.54	2.16	4.90*
2 Strictness	15.38	15.62	1.26	.41
3 Irritability	14.18	15.02	1.47	1.37
4 Excluding Outside Influences	10.06	14.46	1.25	6.41*
5 Deification of Parents	12.26	15.74	1.70	5.55*
6 Approval of Activity	13.14	15.26	1.18	3.53*
7 Avoidance of Communication	8.90	11.58	2.07	3.86*
8 Intrusiveness	9.58	11.82	1.23	3.45*
10 Acceleration of Development	10.54	14.02	1.26	4.94*

* Significant at .01 level.

attitudes which disallow their children from being influenced by factors outside of the home. Mothers of inferior readers manifest attitudes which indicate that parents should encourage their children to revere and respect father and mother above all other individuals. They express attitudes which suggest that parents should teach their children that success comes by working hard and keeping busy. Their emphasis is upon activity rather than the experience which comes from activity. Mothers of inferior readers more than mothers of superior readers show attitudes that discourage children from discussing their problems, fears, and worries. Attitudes are displayed by mothers of inferior readers which suggest that communication concerning anxieties, hostilities, and disagreement with parental policies tend to be discouraged. Data in this table suggest that mothers of inferior readers more than mothers of superior readers manifest the attitude that children should seldom, if ever, conceal anything from their parents. It is obvious that these mothers of inferior readers show attitudes which favor hastening or "pushing" the child's growth and development. Differences in attitudes as indicated by Scales 2 and 3 are not significant. This means that mothers of inferior readers

and mothers of superior readers do not differ in regard to their attitudes favoring strict training and firm discipline of children. Data resulting from the administration of Scale 3 suggest that mothers of superior readers and mothers of inferior readers regard child rearing to be difficult and at times frustrating.

The mean scores of fathers of superior and inferior readers on the Parental Attitude Research Instrument are shown in Table 7. In many respects this table is almost identical to that of Table 6. The attitudes of the fathers of superior readers and the attitudes of the fathers of inferior readers are significantly different except for those measured by Scales 2 and 3. Fathers of inferior readers to a greater degree than fathers of superior readers manifest attitudes which suggest that they tend to foster dependency, exclude outside influences, and encourage their children to revere and respect parents above all others. Attitudes expressed by the fathers of inferior readers suggest that they, to a greater degree than fathers of superior readers, teach their children that success comes by hard work and by the expenditure of time and effort. These fathers of inferior readers manifest attitudes which discourage children from

TABLE 7

DIFFERENCES BETWEEN FATHERS OF SUPERIOR READERS AND FATHERS
OF INFERIOR READERS AS DETERMINED BY
THE PARENTAL ATTITUDE RESEARCH INSTRUMENT

Scale Number and Title	Fathers of Superior Readers Mean	Fathers of Inferior Readers Mean	F	t
1 Fostering Dependency	8.26	12.02	1.50	6.44*
2 Strictness	14.74	15.34	1.02	.99
3 Irritability	14.26	14.42	1.55	.26
4 Excluding Outside Influences	11.46	14.06	1.15	3.94*
5 Deification of Parents	13.50	15.58	1.50	2.98*
6 Approval of Activity	12.98	15.22	1.19	3.45*
7 Avoidance of Communication	9.66	12.26	2.06	4.29*
8 Intrusiveness	10.46	12.38	1.03	2.47**
10 Acceleration of Development	11.34	14.66	1.43	5.18*

* Significant at .01 level.

** Significant at .05 level.

discussing their problems, yet they apparently believe that children should seldom, if ever, conceal anything from their parents. Fathers of inferior readers more than fathers of superior readers express attitudes indicating that the development of their children should be accelerated, suggesting a lack of understanding of the growth patterns of children. Both Tables 6 and 7 imply that the parents of superior readers and the parents of inferior readers favor strict training and firm discipline and that they both regard child rearing to be difficult and at times frustrating.

Table 8 shows the mean scores of mothers of superior readers and mothers of inferior readers on the Reading Attitude Inventory. From a study of this table it is obvious that mothers of inferior readers express attitudes which suggest that they do not value reading as highly as mothers of superior readers. They reflect attitudes which discourage children from asking questions, expressing ideas, or listening to what others have to say. These mothers manifest attitudes which favor holding children back from participating in activities which can provide information, ideas, and experiential background related to reading.

TABLE 8

DIFFERENCES BETWEEN MOTHERS OF SUPERIOR READERS AND
MOTHERS OF INFERIOR READERS AS DETERMINED BY
THE READING ATTITUDE INVENTORY

Scale Number and Title	Mothers of Superior Readers Mean	Mothers of Inferior Readers Mean	F	t
1 Triviality of Reading	9.02	11.70	2.00	4.42*
2 Hindering Development of Language Skills	9.42	13.34	2.08	6.52*
3 Restriction of Child- hood Experiences	10.58	14.74	1.01	6.85*

* Significant at .01 level.

Table 9 shows the means of fathers of superior readers and fathers of inferior readers on the Reading Attitude Inventory. Again it may be pointed out that Tables 8 and 9 are similar in most respects. It is evident that fathers of inferior readers differ significantly from fathers of superior readers in their attitudes toward the value of reading, the development of language skills, and the building of experiential background. In summarizing these differences it may be pointed out that fathers of inferior readers express attitudes which suggest that reading is relatively unimportant and of limited value, that children should be discouraged from expressing their ideas, and that children should be held back from participating in activities which provide information and experiential background related to reading.

Relationship of Attitudes

Table 10 shows the relationship of attitudes of fathers and mothers of superior readers as measured by the Parental Attitude Research Instrument. All the correlations are positive, and on five of the nine scales the relationships are significant, i.e., they vary

TABLE 9

DIFFERENCES BETWEEN FATHERS OF SUPERIOR READERS AND
FATHERS OF INFERIOR READERS AS DETERMINED BY
THE READING ATTITUDE INVENTORY

Scale Number and Title	Fathers of Superior Readers Mean	Fathers of Inferior Readers Mean	F	t
1 Triviality of Reading	9.54	12.46	1.63	5.02*
2 Hindering Development of Language Skills	10.26	12.62	2.61	4.20*
3 Restriction of Child- hood Experiences	11.02	13.54	1.13	4.17*

* Significant at .01 level.

TABLE 10

RELATIONSHIP OF ATTITUDES OF FATHERS AND MOTHERS OF
SUPERIOR READERS AS DETERMINED BY THE
PARENTAL ATTITUDE RESEARCH INSTRUMENT

Scale Number and Title	r	r/σ_r
1 Fostering Dependency	.46	3.22*
2 Strictness	.21	1.47
3 Irritability	.04	.28
4 Excluding Outside Influences	.59	4.13*
5 Deification of Parents	.41	2.87*
6 Approval of Activity	.01	.07
7 Avoidance of Communication	.40	2.80*
8 Intrusiveness	.53	3.71*
10 Acceleration of Development	.21	1.47

$$\sigma_r = .143$$

* Significant at .01 level.

sufficiently far from zero so that they cannot be considered chance correlations. It will be observed that fathers and mothers of superior readers agree in their attitudes concerning the undesirability of fostering dependency, excluding outside influences, deification of parents on the part of children, avoidance of communication, and intrusiveness. The amount of agreement between fathers and mothers of superior readers is not significant for attitudes concerning strictness, irritability, approval of activity, and acceleration of development.

Table 11 shows the relationship of attitudes of fathers and mothers of inferior readers as measured by the Parental Attitude Research Instrument. Again it will be observed that the correlations are positive. Eight of the nine correlations differ significantly from zero. A study of this table shows that there is agreement between these fathers and mothers in regard to their attitudes toward fostering dependency, irritability, excluding outside influences, deification of parents, approval of activity, avoidance of communication, intrusiveness, and acceleration of development. They do not agree, significantly, in their attitudes toward strictness.

TABLE 11

RELATIONSHIP OF ATTITUDES OF FATHERS AND MOTHERS OF
INFERIOR READERS AS DETERMINED BY THE
PARENTAL ATTITUDE RESEARCH INSTRUMENT

Scale Number and Title	r	r/σ_r
1 Fostering Dependency	.34	2.38**
2 Strictness	.24	1.68
3 Irritability	.40	2.80*
4 Excluding Outside Influences	.43	3.01*
5 Deification of Parents	.39	2.73*
6 Approval of Activity	.29	2.03**
7 Avoidance of Communication	.39	2.73*
8 Intrusiveness	.48	3.36*
10 Acceleration of Development	.49	3.43*

$$\sigma_r = .143$$

* Significant at .01 level.

** Significant at .05 level.

In Table 12 the relationship of attitudes of fathers and mothers of superior readers as measured by the Reading Attitude Inventory are set forth. All the correlations are positive but low. Consequently, it may be said that there is some agreement between fathers and mothers of superior readers concerning the importance of reading. This table also shows that there is agreement concerning the value of having children acquire experiential background while they are under the control and supervision of the home. Agreement of these parents is not significant on Scale 2 which deals with the development of language skills associated with learning to read.

Table 13 shows the relationship of attitudes of fathers and mothers of inferior readers as measured by the Reading Attitude Inventory. All the correlations are positive but low. Therefore, it may be said that fathers and mothers of inferior readers are in some agreement as to the importance of reading. It is obvious from a study of Tables 8 and 9 that they place less value upon reading than do parents of superior readers. They are in agreement with the attitude that children should

TABLE 12

RELATIONSHIP OF ATTITUDES OF FATHERS AND MOTHERS OF
SUPERIOR READERS AS DETERMINED BY THE
READING ATTITUDE INVENTORY

Scale Number and Title	r	r/σ_r
1 Triviality of Reading	.48	3.36*
2 Hindering Development of Language Skills	.21	1.47
3 Restriction of Childhood Experiences	.46	3.22*

$$\sigma_r = .143$$

* Significant at .01 level.

TABLE 13
RELATIONSHIP OF ATTITUDES OF FATHERS AND MOTHERS OF
INFERIOR READERS AS DETERMINED BY THE
READING ATTITUDE INVENTORY

Scale Number and Title		r	r/σ_r
1	Triviality of Reading	.33	2.31**
2	Hindering Development of Language Skills	.44	3.08*
3	Restriction of Childhood Experiences	.30	2.10**

$$\sigma_r = .143$$

* Significant at .01 level.

** Significant at .05 level.

not be encouraged to express ideas freely or to ask questions concerning problems growing out of their environment. These attitudes can prevent children from developing language skills and experiential background essential to reading.

Tables 14 and 15 show the correlations of fathers and mothers of superior readers and the correlations of fathers and mothers of inferior readers on each scale of the two instruments utilized in this study. The significance of the difference between r 's for each scale is also shown. It will be observed that none of the differences in relationships are significant. In other words, these tables show that the amount of agreement in attitudes is no greater for the parents of superior readers than it is for the parents of inferior readers.

Brief Resumé

Data shown in the tables included in this chapter indicate that there is some agreement in attitudes between husbands and wives who are the parents of superior readers. There is also some agreement in attitudes between husbands and wives who are the parents of inferior readers. The parents of superior readers do not agree in as many of the

TABLE 14

SIGNIFICANCE OF THE DIFFERENCE BETWEEN r 's
OF PARENTS OF SUPERIOR READERS AND
PARENTS OF INFERIOR READERS ON THE
PARENTAL ATTITUDE RESEARCH INSTRUMENT

Scale Number and Title	Parents of Superior Readers		Parents of Inferior Readers		$\frac{z_1 - z_2}{\sigma_{z_1} - \sigma_{z_2}}$
	r	z	r	z	
1 Fostering Dependency	.46	.497	.34	.354	.69
2 Strictness	.21	.213	.24	.245	.15
3 Irritability	.04	.040	.40	.424	1.86
4 Excluding Outside Influences	.59	.678	.43	.460	1.06
5 Deification of Parents	.41	.436	.39	.412	.12
6 Approval of Activity	.01	.010	.29	.299	1.40
7 Avoidance of Communication	.40	.424	.39	.412	.06
8 Intrusiveness	.53	.590	.48	.523	.33
10 Acceleration of Develop- ment	.21	.213	.49	.536	1.57

$$\sigma_{z_1} - \sigma_{z_2} = .206$$

TABLE 15

SIGNIFICANCE OF THE DIFFERENCE BETWEEN r 's
OF PARENTS OF SUPERIOR READERS AND
PARENTS OF INFERIOR READERS ON THE
READING ATTITUDE INVENTORY

Scale Number and Title	Parents of Superior Readers		Parents of Inferior Readers		$\frac{z_1 - z_2}{\sigma_{z_1 - \sigma_{z_2}}}$
	r	z	r	z	
1 Triviality of Reading	.48	.523	.33	.343	.87
2 Hindering Development of Language Skills	.21	.213	.44	.472	1.26
3 Restriction of Childhood Experiences	.46	.497	.30	.310	.91

$$\sigma_{z_1 - \sigma_{z_2}} = .206$$

attitudes measured in this study as do the parents of inferior readers, but there is no greater agreement statistically in the homes of inferior readers than there is in the homes of superior readers. The outstanding contribution of this chapter is that the two groups of parents differ significantly in their attitudes. The parents of superior readers hold attitudes which are generally considered to be more acceptable and healthier than do the parents of inferior readers.

CHAPTER VI

INFERENCES AND CONCLUSIONS

In Chapter I of this dissertation the writer has stated the problem to be investigated, has set forth certain limitations, and has outlined six hypotheses. Related research dealing with attitudes and their measurement have been briefly summarized in Chapter II. In Chapter III the writer has described the development of the Reading Attitude Inventory, and the procedures which have been followed in this study have been set forth in Chapter IV. Chapter V summarizes briefly data resulting from the investigation of attitudes of parents of superior readers and of parents of inferior readers concerning certain child rearing practices and certain aspects of reading. It is the writer's purpose in Chapter VI to interpret and evaluate data resulting from the study not only in terms of the six hypotheses but also in terms of certain general and over-all conclusions.

Interpretation and Evaluation of Data in Terms of Hypotheses

Hypothesis 1

Mothers and fathers of inferior readers manifest the following attitudes regarding child rearing practices more predominantly than mothers and fathers of superior readers: Intrusiveness, strictness, acceleration of development, fostering dependency, approval of activity, excluding outside influences, avoidance of communication, irritability, and deification of parents.

A study of data shown in Tables 6 and 7 shows that this hypothesis has been substantiated in all respects except in regard to those attitudes involving strictness and irritability. Consequently, it has been shown that mothers and fathers of inferior readers express attitudes of intrusiveness to a greater degree than mothers and fathers of superior readers. Their attitudes suggest that they would hasten the development of their children, foster dependency, and approve of activity for activity's sake rather than for the development of worthwhile experiences. They express attitudes which suggest that they would exclude outside influences, discourage the development of communication skills, and exaggerate their own importance in the home. Parents of inferior readers do not express attitudes which favor strictness and irritability to any greater extent than do parents of superior readers.

Hypothesis 2

Mothers and fathers of superior readers express attitudes which suggest that they place a greater emphasis upon the importance of reading than do mothers and fathers of inferior readers.

Data resulting from this study and shown in Tables 8 and 9 substantiate this hypothesis. It has been shown that there is a significant difference in attitudes of mothers and fathers of superior readers and mothers and fathers of inferior readers toward the value and importance of reading. Parents of superior readers express attitudes which suggest that they place a greater value upon reading than do the parents of inferior readers.

Hypothesis 3

Mothers and fathers of superior readers express attitudes which suggest that they encourage the development of language skills more than parents of inferior readers. For example, they express, to a greater degree, attitudes which suggest that they encourage children to ask questions, to express ideas, and to participate in conversations.

Again it is evident from a study of Tables 8 and 9 that this hypothesis has been substantiated. Furthermore, this hypothesis is confirmed by data resulting from Scale 7 on the Parental Attitude Research Instrument. These data are shown in Tables 6 and 7. It is obvious then that mothers and fathers of superior readers

express attitudes which would encourage the development of language skills more than parents of inferior readers.

Hypothesis 4

Mothers and fathers of superior readers express attitudes which suggest that they encourage the development of experiential background more than parents of inferior readers. These parents reflect, to a greater extent, attitudes which suggest that they encourage their children to take trips, participate in activities, and have freedom to satisfy their curiosity.

This hypothesis is substantiated by data resulting from a study of Tables 8 and 9 and by data resulting from Scale 4 of the Parental Attitude Research Instrument as indicated in Tables 6 and 7. It is obvious then that mothers and fathers of superior readers express attitudes which suggest that they encourage the development of experiential background to a greater degree than parents of inferior readers.

Hypothesis 5

There is greater agreement between husbands and wives who are the parents of superior readers concerning their attitudes toward certain child rearing practices than there is between husbands and wives who are the parents of inferior readers.

Data resulting from this study and shown in Table 14 does not substantiate this hypothesis. There

is no greater agreement between husbands and wives who are the parents of superior readers concerning their attitudes toward the child rearing practices measured in this study than there is between husbands and wives who are the parents of inferior readers. Both groups of parents differ in the attitudes which they hold but agree among themselves in regard to these attitudes.

Hypothesis 6

There is greater agreement between husbands and wives who are the parents of superior readers concerning their attitudes toward the importance of reading, the development of language skills, and toward helping children to build experiential background than there is between husbands and wives who are the parents of inferior readers.

Data shown in Table 15 does not substantiate this hypothesis. Although the attitudes of parents of superior readers toward the importance of reading, the development of language skills, and toward helping children to build experiential background are significantly different from the attitudes of parents of inferior readers, there is no greater agreement in one group than in the other.

Effectiveness of the Reading Attitude Inventory

The Reading Attitude Inventory developed by the writer has been successful in detecting differences in the attitudes of parents of superior and inferior readers toward certain aspects of reading. The internal consistency and test-retest reliabilities of the scales as well as the results of the present study indicate that the Reading Attitude Inventory can be of value as a research instrument in investigating group differences in attitudes of parents toward the value of reading, the development of language skills, and the development of experiential background. Although predictive validity studies have not yet been done on the Reading Attitude Inventory, the studies surveyed in the literature could be cited as evidence supporting this general approach to the study of reading attitudes.

Social and Economic Factors, Relationship to Findings

Other investigators have concluded that such factors as educational level of parents, size of family, and socioeconomic status are significantly related to reading achievement. This study substantiates in part their findings. The educational level of parents was

found to be a distinguishing factor between retarded and accelerated readers. A higher educational level was reported for parents of superior readers. Jackson,¹ in his study of 600 retarded readers, found that increase in family size was related to reading retardation. The present study also indicates that families of larger size are characteristic of the retarded reader. Socioeconomic status was controlled in this investigation and hence was not found, as in other studies, to be a differentiating factor between the two groups.

Homes of Superior and Inferior Readers, A Contrast

The writer in this thesis has investigated a way of life in the homes of parents of superior and inferior readers. A careful sifting of the facts resulting from this investigation seems to show that parents of superior readers express attitudes which are less dictatorial and are more democratic than parents of inferior readers. Mothers and fathers of superior readers manifest attitudes which foster independence rather than dependence, include

¹Joseph Jackson, "A Survey of Psychological, Social and Environmental Differences Between Advanced and Retarded Readers," Pedagogical Seminary and Journal of Genetic Psychology, 65 (1944), 113-131.

outside influences rather than exclude outside influences, place less emphasis upon the deification of parents and more emphasis upon group thinking and group participation. Parents of superior readers convey attitudes which encourage their children to voice their ideas and points of view rather than attitudes which discourage freedom of discussion. Attitudes of these parents suggest that their children can discuss any topic with them without shame, ridicule, or reproach. Furthermore, parents of superior readers manifest attitudes which suggest that they refrain from attempting to hurry the growth and development of their children. Instead, the attitudes of these parents suggest that they appreciate the concept of readiness. Attitudes of parents of superior readers emphasize the value of communication and the development of language skills. Their attitudes suggest that they refrain from restricting their children in ways which retard growth and development. Surely, the way of life manifest by the parents of superior readers differs significantly in these respects from that of parents of inferior readers. Their way of life is more democratic.

The Importance of Experiential Background and Mental Content

The value and importance of background and mental content are suggested by data resulting from this study. Children see with what they have seen and hear with what they have heard. Meaning in any situation is dependent upon experiential background. This statement is self-evident from a psychological and empirical point of view. Many professional workers have been aware of the importance of the child's experiential background without objective proof of its importance. This study shows that the parents of superior readers and the parents of inferior readers differ significantly in their attitudes toward certain child rearing practices, the importance of reading, the value of language development, and the importance of experiential background. These differences in attitudes suggest differences in kind and degree of mental content which children have an opportunity to acquire.

Parents and teachers should realize the importance of experiential background and mental content in any process requiring learning and adjustment. These essential factors not only involve the cognitive aspects of human behavior but the executive and affective aspects as well.

In the process of learning to read, mental content is of the utmost importance because each reader must bring to the printed page even more than he is able to take away. Mental content will affect his thinking, his doing, and his feeling. To a large degree both the home and the school provide not only places where mental content is acquired but, more important, these agencies become sources of stimulation for even a greater and greater accumulation and integration of the basic elements underlying the learning process.

Problems for Further Investigation

A number of questions have been prompted by this study which suggest problems for further investigation.

These are:

1. Would differences in attitudes measured in this study have been significant if there had been less differential between the reading performances of superior and inferior readers?
2. Do the attitudes of parents of boys who are poor readers differ from the attitudes of parents of girls who are poor readers?

3. What is the relationship between actual behavior of parents in the home and their expressed attitudes toward reading and certain child rearing practices?
4. Is the Reading Attitude Inventory when administered to parents effective as a tool for predicting reading success or failure on the part of their children?
5. What is the relationship of scores determined by the Reading Attitude Inventory and the educational and socioeconomic status of parents?
6. To what extent can changes in attitudes concerning certain child rearing practices and toward reading be brought about by instruction, demonstrations, and counseling?

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APPENDIX A

TABLE 16

SEX, CHRONOLOGICAL AGE, READING GRADE, AND IQS
OF SUPERIOR READERS

Child	Sex	Chronological Age	Reading Grade ¹	IQ ²
1	F	12- 2	9.5	118
2	F	11-11	10.0	121
3	F	11- 9	9.3	113
4	F	12- 2	8.7	99
5	F	12- 3	10.8	120
6	F	12- 3	9.8	118
7	F	12- 1	9.1	119
8	F	12- 2	10.0	119
9	F	12- 2	9.7	111
10	F	12- 1	9.4	118
11	F	11- 9	10.0	112
12	F	12- 1	11.0	112
13	F	12- 0	9.2	114
14	F	11-10	9.5	116
15	F	12- 5	10.0	113
16	F	11-11	11.3	117
17	F	11- 1	8.7	114
18	F	12- 0	11.3	121
19	F	11- 4	9.0	112
20	F	12- 2	10.8	119
21	F	11- 8	9.4	114
22	F	11- 5	9.4	116
23	F	11- 7	9.6	108
24	F	12- 4	10.6	112
25	F	12- 2	10.8	117
26	M	12- 2	10.0	116
27	M	11-10	9.1	104
28	M	11- 7	9.5	108
29	M	12- 3	10.0	106
30	M	11-11	10.0	115

¹Reading grade was determined by administering the Stanford Achievement Test in reading.

²IQ was determined by administering the Otis Quick-Scoring Test of Mental Ability, Beta.

TABLE 16--Continued

Child	Sex	Chronological Age	Reading Grade ¹	IQ ²
31	M	11- 8	9.7	108
32	M	12- 0	9.7	114
33	M	11- 5	8.5	107
34	M	12- 2	8.9	115
35	M	11- 5	9.8	108
36	M	12- 5	9.2	109
37	M	11-11	8.6	113
38	M	12- 1	11.0	110
39	M	11- 8	10.7	112
40	M	11- 4	9.3	116
41	M	12- 1	9.0	104
42	M	12- 1	9.3	113
43	M	11-11	10.8	110
44	M	11-11	8.5	116
45	M	12- 0	10.6	115
46	M	12- 1	8.9	107
47	M	11-11	9.1	102
48	M	11-10	8.9	100
49	M	11- 4	10.0	108
50	M	12- 1	9.4	109
Mean		11-11	9.7	112.36

TABLE 17

SEX, CHRONOLOGICAL AGE, READING GRADE, AND IQS
OF INFERIOR READERS

Child	Sex	Chronological Age	Reading Grade ¹	IQ ²
1	F	11-11	4.1	85
2	F	11-11	4.4	87
3	F	12- 5	4.5	85
4	F	11- 7	4.5	86
5	F	12- 4	4.0	91
6	F	12- 3	3.2	85
7	F	12- 2	4.1	91
8	F	11- 7	3.3	85
9	F	12- 6	4.5	86
10	F	11- 8	4.4	90
11	F	12- 6	4.0	87
12	F	12- 1	4.4	85
13	F	11- 4	3.9	90
14	F	12- 1	3.6	115
15	F	12-11	4.1	85
16	F	11- 8	3.3	85
17	F	13- 0	3.8	86
18	F	11- 0	4.5	94
19	F	11- 5	3.8	91
20	F	12- 5	4.4	85
21	F	11- 6	4.0	90
22	F	11- 3	4.5	88
23	F	12- 2	4.1	89
24	F	12- 1	4.3	90
25	F	12- 3	4.1	95
26	M	11- 4	4.3	97
27	M	11-10	3.9	93
28	M	11-11	4.0	85
29	M	12- 0	3.2	90
30	M	12- 4	3.7	91

¹Reading grade was determined by administering the Stanford Achievement Test in reading.

²IQ was determined by administering the Otis Quick-Scoring Test of Mental Ability, Beta.

TABLE 17--Continued

Child	Sex	Chronological Age	Reading Grade ¹	IQ ²
31	M	12- 8	4.1	85
32	M	12- 1	4.5	92
33	M	11- 9	4.1	93
34	M	11- 4	4.5	100
35	M	11- 9	3.4	85
36	M	11- 7	4.1	89
37	M	12- 8	4.2	86
38	M	12- 3	3.9	84
39	M	12- 5	4.5	92
40	M	12- 5	4.4	87
41	M	12- 1	4.5	86
42	M	12- 4	2.9	89
43	M	11- 7	4.5	97
44	M	11- 9	3.7	85
45	M	12- 0	3.7	85
46	M	11- 4	4.3	101
47	M	12- 6	3.4	85
48	M	11-10	4.2	95
49	M	12- 0	4.1	86
50	M	12- 5	3.5	85
Mean		12- 0	4.0	89.38

TABLE 18
SOCIOECONOMIC LEVELS OF FAMILIES¹

Social Class Index	Families of Superior Readers	Families of Inferior Readers
65-69	3	3
60-64	1	1
55-59	2	6
50-54	5	5
45-49	20	16
40-44	9	6
35-39	4	5
30-34	3	3
25-29	2	4
20-24	1	1
Total	50	50
Mean	45.5	45.6
Variance	14.24	18.28

t = .12

¹Father's occupation, house type and dwelling area were used to determine social class index. This method is suggested in: W. Lloyd Warner, Marchia Meeker, and Kenneth Eells, Social Class in America (Chicago: Science Research Associates, Inc., 1949).

TABLE 19
NUMBER OF CHILDREN IN THE FAMILIES OF SUPERIOR
AND INFERIOR READERS

Number of Children	Superior Readers	Inferior Readers
11		2
10		
9		2
8		3
7		4
6		5
5	8	11
4	13	13
3	13	6
2	14	3
1	2	1
Total	50	50
Mean	3.2	5.08

TABLE 20
EDUCATIONAL LEVELS OF PARENTS

Grade Level	Parents of Superior Readers	Parents of Inferior Readers
17	12	
16	14	1
15	3	1
14	13	1
13	7	2
12	34	27
11	5	19
10	4	20
9	2	12
8	4	10
7	1	3
6	1	2
5		
4		2
Total	100	100
Mean	13.6	10.8
Variance	26.20	15.92

t = 4.31

Significant at .01 level.

TABLE 21

DISTRIBUTION OF SCORES ON SCALE 1 (FOSTERING DEPENDENCY)
OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT
FOR MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20		1
17-18		3
15-16	1	8
13-14	2	8
11-12	7	8
9-10	13	13
7- 8	16	4
5- 6	11	5
Total	50	50
Mean	8.54	11.54
Variance	5.92	12.80

t = 4.90

Significant at .01 level.

TABLE 22

DISTRIBUTION OF SCORES ON SCALE 2 (STRICTNESS) OF THE
PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR MOTHERS OF
SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20	7	9
17-18	15	11
15-16	10	12
13-14	10	12
11-12	3	4
9-10	4	2
7- 8	1	
Total	50	50
Mean	15.38	15.62
Variance	9.52	7.56

$$t = .41$$

TABLE 23

DISTRIBUTION OF SCORES ON SCALE 3 (IRRITABILITY) OF
THE PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR
MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20	3	8
17-18	6	10
15-16	15	14
13-14	13	6
11-12	8	6
9-10	4	4
7- 8	1	2
Total	50	50
Mean	14.18	15.02
Variance	7.60	11.20

$$t = 1.37$$

TABLE 24

DISTRIBUTION OF SCORES ON SCALE 4 (EXCLUDING OUTSIDE
INFLUENCES) OF THE PARENTAL ATTITUDE RESEARCH
INSTRUMENT FOR MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20	1	9
17-18	1	7
15-16	1	9
13-14	8	10
11-12	10	7
9-10	13	5
7- 8	8	3
5- 6	8	
Total	50	50
Mean	10.06	14.46
Variance	10.44	13.08

t = 6.41

Significant at .01 level.

TABLE 25

DISTRIBUTION OF SCORES ON SCALE 5 (DEIFICATION OF
PARENTS) OF THE PARENTAL ATTITUDE RESEARCH
INSTRUMENT FOR MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20	2	9
17-18	2	12
15-16	9	13
13-14	13	9
11-12	11	6
9-10	4	1
7- 8	5	
5- 6	4	
Total	50	50
Mean	12.26	15.74
Variance	12.40	7.28

t = 5.55

Significant at the .01 level.

TABLE 26

DISTRIBUTION OF SCORES ON SCALE 6 (APPROVAL OF ACTIVITY)
OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR MOTHERS
OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20	1	5
17-18	6	14
15-16	12	13
13-14	10	10
11-12	10	6
9-10	8	1
7- 8	2	
5- 6	1	1
Total	50	50
Mean	13.14	15.26
Variance	9.76	8.28

t = 3.53

Significant at .01 level.

TABLE 27

DISTRIBUTION OF SCORES ON SCALE 7 (AVOIDANCE OF
COMMUNICATION) OF THE PARENTAL ATTITUDE
RESEARCH INSTRUMENT FOR MOTHERS OF SUPERIOR AND
INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20		3
17-18	1	5
15-16	1	4
13-14	4	7
11-12	5	9
9-10	14	8
7- 8	15	10
5- 6	10	4
Total	50	50
Mean	8.9	11.58
Variance	7.88	16.32

t = 3.86

Significant at .01 level.

TABLE 28

DISTRIBUTION OF SCORES ON SCALE 8 (INTRUSIVENESS)
OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT
FOR MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20		3
17-18	1	3
15-16	2	2
13-14	6	11
11-12	10	13
9-10	10	9
7- 8	12	8
5- 6	9	1
Total	50	50
Mean	9.58	11.82
Variance	9.48	11.64

t = 3.45

Significant at .01 level.

TABLE 29

DISTRIBUTION OF SCORES ON SCALE 10 (ACCELERATION OF
DEVELOPMENT) OF THE PARENTAL ATTITUDE RESEARCH
INSTRUMENT FOR MOTHERS OF SUPERIOR AND
INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20	1	6
17-18	1	9
15-16	5	10
13-14	5	6
11-12	13	10
9-10	8	5
7- 8	13	3
5- 6	4	1
Total	50	50
Mean	10.54	14.02
Variance	10.96	13.84

$t = 4.94$

Significant at .01 level.

TABLE 30

DISTRIBUTION OF SCORES ON SCALE 1 (FOSTERING DEPENDENCY)
OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT
FOR FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20		2
17-18		3
15-16	1	5
13-14	1	9
11-12	10	15
9-10	9	11
7- 8	12	3
5- 6	17	2
Total	50	50
Mean	8.26	12.02
Variance	6.84	10.24

t = 6.44

Significant at .01 level.

TABLE 31

DISTRIBUTION OF SCORES ON SCALE 2 (STRICTNESS) OF THE
PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR FATHERS OF
SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20	3	7
17-18	13	12
15-16	15	12
13-14	8	14
11-12	5	2
9-10	4	1
7- 8	2	1
5- 6		1
Total	50	50
Mean	14.74	15.34
Variance	9.28	9.12

t = .99

TABLE 32

DISTRIBUTION OF SCORES ON SCALE 3 (IRRITABILITY) OF
THE PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR
FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20	4	3
17-18	4	13
15-16	16	12
13-14	13	9
11-12	10	6
9-10	2	4
7- 8	1	2
5- 6		1
Total	50	50
Mean	14.26	14.42
Variance	7.16	11.12

t = .26

TABLE 33

DISTRIBUTION OF SCORES ON SCALE 4 (EXCLUDING OUTSIDE
INFLUENCES) OF THE PARENTAL ATTITUDE RESEARCH
INSTRUMENT FOR FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20	1	5
17-18	3	8
15-16	4	5
13-14	12	18
11-12	12	9
9-10	5	3
7- 8	10	1
5- 6	3	1
Total	50	50
Mean	11.46	14.06
Variance	11.68	10.12

t = 3.94

Significant at .01 level.

TABLE 34

DISTRIBUTION OF SCORES ON SCALE 5 (DEIFICATION OF
PARENTS) OF THE PARENTAL ATTITUDE RESEARCH
INSTRUMENT FOR FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20	6	10
17-18	7	12
15-16	8	11
13-14	7	8
11-12	9	7
9-10	10	
7- 8	1	2
5- 6	2	
Total	50	50
Mean	13.50	15.58
Variance	14.68	9.80

t = 2.98

Significant at .01 level.

TABLE 35

DISTRIBUTION OF SCORES ON SCALE 6 (APPROVAL OF ACTIVITY)
OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR FATHERS
OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20		7
17-18	6	14
15-16	12	14
13-14	13	4
11-12	6	5
9-10	9	3
7- 8	3	3
5- 6	1	
Total	50	50
Mean	12.98	15.22
Variance	9.60	11.44

$t = 3.45$

Significant at .01 level.

TABLE 36

DISTRIBUTION OF SCORES ON SCALE 7 (AVOIDANCE OF
COMMUNICATION) OF THE PARENTAL ATTITUDE
RESEARCH INSTRUMENT FOR FATHERS OF SUPERIOR AND
INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20		2
17-18		4
15-16	2	8
13-14	4	10
11-12	10	9
9-10	19	8
7- 8	10	8
5- 6	5	1
Total	50	50
Mean	9.66	12.26
Variance	6.00	12.39

t = 4.29

Significant at .01 level.

TABLE 37

DISTRIBUTION OF SCORES ON SCALE 8 (INTRUSIVENESS)
OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT
FOR FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20	3	4
17-18	1	7
15-16	3	3
13-14	7	6
11-12	9	12
9-10	9	10
7- 8	9	7
5- 6	9	1
Total	50	50
Mean	10.46	12.38
Variance	15.40	14.88

t = 2.47

Significant at .05 level.

TABLE 38

DISTRIBUTION OF SCORES ON SCALE 10 (ACCELERATION OF
DEVELOPMENT OF THE PARENTAL ATTITUDE RESEARCH
INSTRUMENT FOR FATHERS OF SUPERIOR AND
INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20		7
17-18	2	9
15-16	5	13
13-14	9	8
11-12	17	7
9-10	7	3
7- 8	8	2
5- 6	2	1
Total	50	50
Mean	11.34	14.66
Variance	8.48	12.09

t = 5.18

Significant at .01 level.

TABLE 39

DISTRIBUTION OF SCORES ON SCALE 1 (TRIVIALITY OF
READING) OF THE READING ATTITUDE INVENTORY FOR
MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20		3
17-18		1
15-16	2	5
13-14	2	10
11-12	9	15
9-10	12	5
7- 8	19	8
5- 6	6	3
Total	50	50
Mean	9.02	11.7
Variance	6.13	12.28

t = 4.42

Significant at .01 level.

TABLE 40

DISTRIBUTION OF SCORES ON SCALE 2 (HINDERING DEVELOPMENT
OF LANGUAGE SKILLS) OF THE READING ATTITUDE INVENTORY
FOR MOTHERS OF SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20		5
17-18		4
15-16	1	8
13-14	6	13
11-12	8	11
9-10	13	5
7- 8	19	2
5- 6	3	2
Total	50	50
Mean	9.42	13.34
Variance	5.87	12.20

t = 6.52

Significant at .01 level.

TABLE 41

DISTRIBUTION OF SCORES ON SCALE 3 (RESTRICTION
OF CHILDHOOD EXPERIENCES) OF THE READING
ATTITUDE INVENTORY FOR MOTHERS OF
SUPERIOR AND INFERIOR READERS

Score	Mothers of Superior Readers	Mothers of Inferior Readers
19-20		5
17-18	4	11
15-16	2	11
13-14	4	13
11-12	10	4
9-10	20	5
7- 8	7	1
5- 6	3	
Total	50	50
Mean	10.58	14.74
Variance	9.16	9.28

t = 6.85

Significant at .01 level.

TABLE 42

DISTRIBUTION OF SCORES ON SCALE 1 (TRIVIALITY OF
READING) OF THE READING ATTITUDE INVENTORY FOR
FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20		1
17-18		6
15-16	1	6
13-14	7	9
11-12	6	17
9-10	21	4
7- 8	8	6
5- 6	7	1
Total	50	50
Mean	9.54	12.46
Variance	6.44	10.49

t = 5.02

Significant at .01 level.

TABLE 43

DISTRIBUTION OF SCORES ON SCALE 2 (HINDERING DEVELOPMENT
OF LANGUAGE SKILLS) OF THE READING ATTITUDE INVENTORY
FOR FATHERS OF SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20		3
17-18		2
15-16	2	8
13-14	4	15
11-12	16	10
9-10	17	5
7- 8	11	5
5- 6		2
Total	50	50
Mean	10.26	12.62
Variance	4.39	11.45

t = 4.20

Significant at .01 level.

TABLE 44

DISTRIBUTION OF SCORES ON SCALE 3 (RESTRICTION
OF CHILDHOOD EXPERIENCES) OF THE READING
ATTITUDE INVENTORY FOR FATHERS OF
SUPERIOR AND INFERIOR READERS

Score	Fathers of Superior Readers	Fathers of Inferior Readers
19-20	1	3
17-18	2	5
15-16	3	9
13-14	8	15
11-12	14	11
9-10	10	5
7- 8	10	2
5- 6	2	
Total	50	50
Mean	11.02	13.54
Variance	9.72	8.57

t = 4.17

Significant at .01 level.

APPENDIX B

INITIAL FORM OF THE READING ATTITUDE INVENTORY

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN
(Form RAI)

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

- | | Agree | | Dis-
agree | |
|--|-------|---|---------------|---|
| 1. There is little relationship between ability to read and success on the job. | A | a | d | D |
| 2. Children should be discouraged from telling their experiences and expressing their ideas before a group of adults. | A | a | d | D |
| 3. It is frequently necessary for the conscientious mother to discourage her children from collecting objects and specimens. | A | a | d | D |

- | | | | | | |
|-----|--|---|---|---|---|
| 4. | Many mothers can not afford the time to take their children to the library for the purpose of selecting books. | A | a | d | D |
| 5. | In the schools of today children are permitted to talk too much. | A | a | d | D |
| 6. | A modern father does not have time to work and play with his children. | A | a | d | D |
| 7. | Being able to read well isn't as important as a lot of people think it is. | A | a | d | D |
| 8. | Children talk so much that it makes their parents nervous. | A | a | d | D |
| 9. | Children should be discouraged from reading comic books. | A | a | d | D |
| 10. | Many people are able to vote intelligently even though they are unable to read effectively. | A | a | d | D |
| 11. | Parents find it boring to listen to children tell stories observed on television. | A | a | d | D |
| 12. | First grade teachers should spend less time in taking children on trips and more time in the classroom. | A | a | d | D |
| 13. | Many parents lead such an active life that they cannot be expected to spend time reading. | A | a | d | D |
| 14. | It is unwise to encourage young children to make up stories out of their own imaginations. | A | a | d | D |

- | | | | | | |
|-----|--|---|---|---|---|
| 15. | A wise mother discourages her children from watching television. | A | a | d | D |
| 16. | Effective reading is not as important as effective speaking. | A | a | d | D |
| 17. | Most children ask too many questions. | A | a | d | D |
| 18. | Young children should not be encouraged to play with older boys and girls because they may have experiences which are not good for them. | A | a | d | D |
| 19. | Reading is of less importance now that we have radio and television. | A | a | d | D |
| 20. | Young children should be discouraged from talking on the telephone. | A | a | d | D |
| 21. | Visits to parks, zoos and farms mean very little to a child of four. | A | a | d | D |
| 22. | Many children read when they should be spending time doing other things. | A | a | d | D |
| 23. | Most children ask questions merely for the purpose of having something to say. | A | a | d | D |
| 24. | Viewing science programs on television encourages children to "tinker" with materials which can be dangerous. | A | a | d | D |
| 25. | Abraham Lincoln who walked 22 miles to get a book probably overemphasized the importance of books. | A | a | d | D |

- | | | | | | |
|-----|---|---|---|---|---|
| 26. | There is a lot of sense to the old adage, "Children should be seen and not heard." | A | a | d | D |
| 27. | Children under the age of five gain little worthwhile knowledge from trips. | A | a | d | D |
| 28. | Time set aside to read is not essential to success in home-making. | A | a | d | D |
| 29. | Children will monopolize the conversation if they are permitted to do so. | A | a | d | D |
| 30. | Some children are too curious for their own good. | A | a | d | D |
| 31. | In these days of public libraries, it is foolish to buy books and magazines. | A | a | d | D |
| 32. | Parents do not have time to interest their active, growing children in listening to stories, nursery rhymes and poems. | A | a | d | D |
| 33. | Children today have too much freedom to go places and do things. | A | a | d | D |
| 34. | Learning how to make friends is more important than learning how to read. | A | a | d | D |
| 35. | Since many children have to be encouraged to eat at mealtime, the wise mother will discourage her children from talking while eating. | A | a | d | D |
| 36. | One of the discouraging aspects of child rearing is that children want to get into everything which is available to them. | A | a | d | D |

- | | | | | | |
|-----|--|---|---|---|---|
| 37. | Parents do not have to read
in order to be happy. | A | a | d | D |
| 38. | Children should not be urged
to learn and recite poems. | A | a | d | D |
| 39. | Most children play too much. | A | a | d | D |
| 40. | Reading to her children is not
one of a mother's chief
responsibilities. | A | a | d | D |
| 41. | Young children cannot be
expected to listen carefully
to directions given by parents
and teachers. | A | a | d | D |
| 42. | Parents who show and demonstrate
the use of common things in the
home deprive their children of
an opportunity to learn by
themselves. | A | a | d | D |
| 43. | A man can read poorly and yet
be successful in business. | A | a | d | D |
| 44. | Parents who persist in correct-
ing the faulty English of their
children are doing more harm
than good. | A | a | d | D |
| 45. | A mother should know where her
child is at all times. | A | a | d | D |

- - - - -

1. Age (check the correct category):

Below 20	_____
20-29	_____
30-39	_____
40-49	_____
above 50	_____

2. Education (check highest level attended):

<u>Grade School through High School</u>												<u>College</u>				<u>Graduate School</u>			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4

3. How many children do you have? _____

SECOND FORM OF THE READING ATTITUDE INVENTORY

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN
(Form RAI)

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

- | | Agree | | Disagree | |
|---|-------|---|----------|---|
| 1. As much as is reasonable, a parent should try to treat a child as an equal. | A | a | d | D |
| 2. There is little relationship between ability to read and success on the job. | A | a | d | D |
| 3. Children should be discouraged from telling their experiences and expressing their ideas before a group of adults. | A | a | d | D |

- | | | | | |
|--|---|---|---|---|
| 4. It is frequently necessary for the conscientious mother to discourage her children from collecting objects and specimens. | A | a | d | D |
| 5. Many mothers can not afford the time to take their children to the library for the purpose of selecting books. | A | a | d | D |
| 6. In the schools of today children are permitted to talk too much. | A | a | d | D |
| 7. A modern father does not have time to work and play with his children. | A | a | d | D |
| 8. Being able to read well isn't as important as a lot of people think it is. | A | a | d | D |
| 9. Children talk so much that it makes their parents nervous. | A | a | d | D |
| 10. There is no reason parents should have their own way all the time anymore than that children should have their own way all the time. | A | a | d | D |
| 11. Children should be discouraged from reading comic books. | A | a | d | D |
| 12. Many people are able to vote intelligently even though they are unable to read effectively. | A | a | d | D |
| 13. Parents find it boring to listen to children tell stories observed on television. | A | a | d | D |

- | | | | | | |
|-----|--|---|---|---|---|
| 14. | First grade teachers should spend less time in taking children on trips and more time in the classroom. | A | a | d | D |
| 15. | Many parents lead such an active life that they can not be expected to spend time reading. | A | a | d | D |
| 16. | It is unwise to encourage young children to make up stories out of their own imaginations. | A | a | d | D |
| 17. | A wise mother discourages her children from watching television. | A | a | d | D |
| 18. | Effective reading is not as important as effective speaking. | A | a | d | D |
| 19. | Most children ask too many questions. | A | a | d | D |
| 20. | Children are too often asked to do all the compromising and adjusting and that is not fair. | A | a | d | D |
| 21. | Young children should not be encouraged to play with older boys and girls because they may have experiences which are not good for them. | A | a | d | D |
| 22. | Reading is of less importance now that we have radio and television. | A | a | d | D |
| 23. | Young children should be discouraged from talking on the telephone. | A | a | d | D |

- | | | | | | |
|-----|---|---|---|---|---|
| 24. | Visits to parks, zoos and farms mean very little to a child of four. | A | a | d | D |
| 25. | Many children read when they should be spending time doing other things. | A | a | d | D |
| 26. | Most children ask questions merely for the purpose of having something to say. | A | a | d | D |
| 27. | Viewing science programs on television encourages children to "tinker" with materials which can be dangerous. | A | a | d | D |
| 28. | Abraham Lincoln who walked 22 miles to get a book probably overemphasized the importance of books. | A | a | d | D |
| 29. | There is a lot of sense to the old adage, "Children should be seen and not heard." | A | a | d | D |
| 30. | Parents must earn the respect of their children by the way they act. | A | a | d | D |
| 31. | Children under the age of five gain little worthwhile knowledge from trips. | A | a | d | D |
| 32. | Time set aside to read is not essential to success in home-making. | A | a | d | D |
| 33. | Children will monopolize the conversation if they are permitted to do so. | A | a | d | D |
| 34. | Some children are too curious for their own good. | A | a | d | D |

- | | | | | | |
|-----|---|---|---|---|---|
| 35. | In these days of public
libraries, it is foolish
to buy books and magazines. | A | a | d | D |
| 36. | Parents do not have time to
interest their active, growing
children in listening to
stories, nursery rhymes and
poems. | A | a | d | D |
| 37. | Children today have too much
freedom to go places and do
things. | A | a | d | D |
| 38. | Learning how to make friends
is more important than learning
how to read. | A | a | d | D |
| 39. | Since many children have to be
encouraged to eat at mealtime,
the wise mother will discourage
her children from talking while
eating. | A | a | d | D |
| 40. | Parents should adjust to
children some rather than
always expecting the children
to adjust to the parents. | A | a | d | D |
| 41. | One of the discouraging aspects
of child rearing is that
children want to get into
everything which is available
to them. | A | a | d | D |
| 42. | Parents do not have to read
in order to be happy. | A | a | d | D |
| 43. | Children should not be urged
to learn and recite poems. | A | a | d | D |
| 44. | Most children play too much. | A | a | d | D |
| 45. | Reading to her children is not
one of a mother's chief
responsibilities. | A | a | d | D |

46. Young children cannot be expected to listen carefully to directions given by parents and teachers. A a d D
47. Parents who show and demonstrate the use of common things in the home deprive their children of an opportunity to learn by themselves. A a d D
48. A man can read poorly and yet be successful in business. A a d D
49. Parents who persist in correcting the faulty English of their children are doing more harm than good. A a d D
50. A mother should know where her child is at all times. A a d D
- - - - -

1. Age (check the correct category).

Below 20 _____
 20-29 _____
 30-39 _____
 40-49 _____
 above 50 _____

2. Education (check highest level attended):

<u>Grade School through High School</u>												<u>College</u>				<u>Graduate School</u>			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4

3. How many children do you have? _____

FINAL FORM OF THE READING ATTITUDE INVENTORY

INVENTORY OF ATTITUDES CONCERNING FAMILY LIFE AND CHILDREN (Form RAI)

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly	mildly	mildly	strongly
agree	agree	disagree	disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

	Agree		Disagree	
	A	a	d	D
1. As much as is reasonable, a parent should try to treat a child as an equal.				
2. Being able to read well isn't as important as a lot of people think it is.				
3. Most children ask too many questions.				

- | | | | | |
|---|---|---|---|---|
| 4. Young children should not be encouraged to play with older boys and girls because they may have experiences which are not good for them. | A | a | d | D |
| 5. Effective reading is not as important as effective speaking. | A | a | d | D |
| 6. Most children ask questions merely for the purpose of having something to say. | A | a | d | D |
| 7. Children under the age of five gain little worthwhile knowledge from trips. | A | a | d | D |
| 8. Parents must earn the respect of their children by the way they act. | A | a | d | D |
| 9. Time set aside to read is not essential to success in home-making. | A | a | d | D |
| 10. There is a lot of sense to the old adage, "Children should be seen and not heard." | A | a | d | D |
| 11. Some children are too curious for their own good. | A | a | d | D |
| 12. Learning how to make friends is more important than learning how to read. | A | a | d | D |
| 13. Children will monopolize the conversation if they are permitted to do so. | A | a | d | D |
| 14. Children today have too much freedom to go places and do things. | A | a | d | D |

15. Parents should adjust to children some rather than always expecting the children to adjust to the parents. A a d D
16. A man can read poorly and yet be successful in business. A a d D
17. Since many children have to be encouraged to eat at mealtime, the wise mother will discourage her children from talking while eating. A a d D
18. Most children play too much. A a d D
- - - - -

1. Age (check the correct category):

Below 20 _____
 20-29 _____
 30-39 _____
 40-49 _____
 above 50 _____

2. Education (check highest level attended):

<u>Grade School through High School</u>												<u>College</u>				<u>Graduate School</u>			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	1	2	3	4

3. Occupation _____

4. How many children do you have? _____

5. Do you have a child who is an excellent reader? Yes No

6. Do you have a child who is a poor reader? Yes No

INVENTORY OF ATTITUDES CONCERNING FAMILY LIFE AND CHILDREN¹ (Form PARI)

. Read each of the statements below and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

	Agree		Disagree	
1. A good mother should shelter her child from life's little difficulties.	A	a	d	D
2. A child will be grateful later on for strict training.	A	a	d	D
3. Children will get on any woman's nerves if she has to be with them all day.	A	a	d	D

¹Reproduced with permission of the Society for Research in Child Development.

- | | | | | | |
|-----|---|---|---|---|---|
| 4. | It's best for the child
if he never gets started
wondering whether his
mother's views are right. | A | a | d | D |
| 5. | More parents should teach
their children to have un-
questioning loyalty to them. | A | a | d | D |
| 6. | There are so many things a
child has to learn in life
there is no excuse for him
sitting around with time on
his hands. | A | a | d | D |
| 7. | If you let children talk
about their troubles, they
end up complaining even more. | A | a | d | D |
| 8. | A mother should make it her
business to know everything
her children are thinking. | A | a | d | D |
| 9. | Children would be happier
and better behaved if parents
would show an interest in
their affairs. | A | a | d | D |
| 10. | Most children are toilet
trained by 15 months of age. | A | a | d | D |
| 11. | A mother should do her best
to avoid any disappointment
for her child. | A | a | d | D |
| 12. | Strict discipline develops
a fine strong character. | A | a | d | D |
| 13. | Mothers very often feel that
they can't stand their
children a moment longer. | A | a | d | D |
| 14. | A parent should never be
made to look wrong in a
child's eyes. | A | a | d | D |

- | | | | | | |
|-----|---|---|---|---|---|
| 15. | The child should be taught to revere his parents above all other grown-ups. | A | a | d | D |
| 16. | Children who don't try hard for success will feel they have missed out on things later on. | A | a | d | D |
| 17. | Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone. | A | a | d | D |
| 18. | A child should never keep a secret from his parents. | A | a | d | D |
| 19. | Laughing at children's jokes and telling children jokes makes things go more smoothly. | A | a | d | D |
| 20. | The sooner a child learns to walk the better he's trained. | A | a | d | D |
| 21. | A child should be protected from jobs which might be too tiring or hard for him. | A | a | d | D |
| 22. | Children who are held to firm rules grow up to be the best adults. | A | a | d | D |
| 23. | It's a rare mother who can be sweet and even tempered with her children all day. | A | a | d | D |
| 24. | Children should never learn things outside the home which make them doubt their parents' ideas. | A | a | d | D |
| 25. | A child soon learns that there is no greater wisdom than that of his parents. | A | a | d | D |

- | | | | | | |
|-----|--|---|---|---|---|
| 26. | Parents should teach their children that the way to get ahead is to keep busy and not waste time. | A | a | d | D |
| 27. | Children pester you with all their little upsets if you aren't careful from the first. | A | a | d | D |
| 28. | An alert parent should try to learn all her child's thoughts. | A | a | d | D |
| 29. | Parents who are interested in hearing about their children's parties, dates and fun help them grow up right. | A | a | d | D |
| 30. | The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems. | A | a | d | D |
| 31. | Parents should know better than to allow their children to be exposed to difficult situations. | A | a | d | D |
| 32. | Most children should have more discipline than they get. | A | a | d | D |
| 33. | Raising children is a nerve-wracking job. | A | a | d | D |
| 34. | The child should not question the thinking of his parents. | A | a | d | D |
| 35. | Parents deserve the highest esteem and regard of their children. | A | a | d | D |
| 36. | A child who is "on the go" all the time will most likely be happy. | A | a | d | D |

- | | | | | | |
|-----|--|---|---|---|---|
| 37. | If a child has upset feelings,
it is best to leave him alone
and not make it look serious. | A | a | d | D |
| 38. | A mother has a right to know
everything going on in her
child's life because her child
is part of her. | A | a | d | D |
| 39. | If parents would have fun with
their children, the children
would be more apt to take their
advice. | A | a | d | D |
| 40. | A mother should make an effort
to get her child toilet trained
at the earliest possible time. | A | a | d | D |
| 41. | Children should be kept away
from all hard jobs which might
be discouraging. | A | a | d | D |
| 42. | Children are actually happier
under strict training. | A | a | d | D |
| 43. | It's natural for a mother to
"blow her top" when children
are selfish and demanding. | A | a | d | D |
| 44. | There is nothing worse than
letting a child hear criticisms
of his mother. | A | a | d | D |
| 45. | Loyalty to parents comes before
anything else. | A | a | d | D |
| 46. | The sooner a child learns that
a wasted minute is lost forever
the better off he will be. | A | a | d | D |
| 47. | The trouble with giving
attention to children's
problems is they usually
just make up a lot of stories
to keep you interested. | A | a | d | D |

48. It is a mother's duty to
make sure she knows her
child's innermost thoughts. A a d D
49. When you do things together,
children feel close to you
and can talk easier. A a d D
50. A child should be weaned
away from the bottle or
breast as soon as possible. A a d D

LETTER TO PARENTS

Dear Mr. and Mrs. :

As Associate Director of the Psycho-Educational Clinic, Western Michigan University, I am trying to determine what parents really think about how children should be brought up. Much is written on this subject in newspaper and magazine articles. Frequently these reports are not in agreement. I believe it would be a good idea to find out what parents actually think about certain child rearing practices. You are being asked to help in the study by passing on your ideas. Your opinions, of course, will be held in confidence. I hope you will help, for together we may be able to obtain valuable information which will be useful in working with boys and girls in both the home and school.

We plan to gather the information needed for this study by means of an inventory which takes only 20 minutes to complete. This inventory will be given to fathers and mothers at the Field House on the campus of Western Michigan University in room 224, Friday evening, September 28, at 7 o'clock. Ample parking space is available next to the building.

Would you please complete the enclosed postcard, indicating whether or not you plan to be present on September 28. If you cannot meet with us at that time, a representative of the clinic will come to your home so that you may complete the inventory there. Please remember that it is essential to this study that both father and mother fill out separately a copy of the inventory.

We will appreciate your cooperation and help in this matter.

Yours sincerely,

Dorothy J. McGinnis
Associate Director

Enc.

POSTCARD

(Please check one)

- () We will help in the study and plan to be at the Field House on Friday, September 28, at 7 p.m.
- () We will help in the study but cannot be at the Field House on Friday, September 28. Our phone number is _____. Please call us to arrange a time when we can take the inventory.
- () We will not help in the study.

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~~MAR 23 1964~~

~~JUL 3 1964~~

~~NOV 25 1964~~

~~FEB 2 5 1965~~ 142

~~MAY 5 1965~~ 14

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~~AUG 1 1967~~

~~FEB 21 1968~~

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~~MAR 17 1970~~ 142

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