

ADOLESCENT ADJUSTMENT TO PARENTS

By

FRANCIS IVAN NYE

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INTRODUCTION

Adolescence is one of the vital transition periods through which each person passes in a lifetime. Preceding transition periods include the first two or three years, during which he assimilates the language, the posture of upright locomotion and other activities which differentiate him from other animals. Another rapid transition often occurs if he rather suddenly leaves the family for the outside play gang and for school. None of these periods need necessarily be too difficult. If society's expectations are well defined, goals within reach, and individual adults lend helping hands, the baby, the child, and the adolescent are able to satisfy their needs for love and recognition in socially acceptable ways. Where this situation exists for practically all the members of a society, nobody would think of studying the process.

In American society, there are many deviations in the process for study. There is not, however, the same amount for each of three transition periods. At the baby stage, society's goals are quite well defined: to learn to talk, walk, eat, and eliminate in a socialized way and to keep hands off of others' property. There is a consensus of opinion that the main danger during this period is to force the child too fast. There is no lack of adult help and guidance.

At the childhood level the child must, in part, learn to satisfy his needs outside the family among other children and among teachers and other adults who will love him or not love him, not on the basis of who he is but on the basis of what he does. The object is to meet

his needs without infringing on the rights and defeating the needs of others. Again the road is quite well marked, although some research and education toward positive techniques of meeting the needs of others would be useful. Again the adult world generally is trying to help the individual become a successful child. Only in pathological cases does anyone try to prevent a baby from becoming a child.

In adolescence, however, the situation is different. There is no way for most adolescents to become adults at the time they are physically and mentally qualified. The reasons are largely socio-economic. There aren't enough jobs for adults, so why give any to adolescents? Of course, some young people can get better jobs and place themselves higher on the socio-economic ladder by finishing high school and college and taking professional work. Such are a small minority, however. This economic barrier to adulthood does not appear to be likely to change, and is as true of one part of American society as another. The farm boy of fifteen is likely to have a father of about forty who still has twenty-five years to go before he will want to turn the farm over to a son. Physical labor does not constitute economic adulthood.

At adolescence, then, the problems of transition to another type of behavior is present, but it is immensely aggravated not only by no clearcut design of society's expectation, but also by the fact that there is no way at all of becoming an adult. At twelve, thirteen, or fourteen the individual has ceased being a child either

physically or psychologically, but instead of becoming an adult he enters a "no man's land" of eight or ten years when he is too old to be a child and too young to be an adult.

In what ways can the adolescent satisfy his basic needs for love and recognition during this "waiting" period? There are not many ways. He may excel academically, but there are only a few places, such as being valedictorian or on the honor role, or he may be a star "half" on the football eleven. But the team is the "eleven," not the five hundred. Recognition is, then, difficult to attain in socially acceptable ways, although there are other ways not acceptable to the adult world.

The picture is not different for the satisfaction of the adolescent's love needs. The adolescent is not in a position to meet his needs for response by marriage and establishment of a family of his own. In fact, parents are so fearful that adolescents will enter into a full emotional and physical relationship with a member of the opposite sex, that they expend most of the energy which they devote to adolescents to making sure that they do not meet their love needs in this way. The other major source of love for the adolescent is his own family---his parents, brothers, and sisters and possibly other close relatives. This acceptable and functionally sound source of love has been neglected or misunderstood. Parents have felt "he is a big boy now" and doesn't need or want affection, or they have merely ignored the adolescent as long as he has kept out

of trouble.

This tendency of parents has been reinforced by psychologists and educators who have seen clinical cases of adults who never established emotional independence from parents or established it only after it had wrecked or prevented their marriages^{1/}. It is undoubtedly true that a few parents fail to release their children emotionally soon enough, but it is probably true that a much greater number release them too soon, before they have sufficient other sources of love.

To be fair to the psychologists, some have seen the need to equate the arrival of economic, emotional, and marital maturity, but their suggestion has been that marriage be moved ahead into the teens. This could only be accomplished by changing our entire economic and social order, which is unlikely. It is possible, however, to keep the child integrated emotionally in his own family for a longer period of time. This would not be a substitute for affection from the opposite sex during the dating period; rather it would supplement it.

Research in the field of adolescent-parent relations is needed. If the above suggestions are correct, then most of the education in parent-adolescent relations is going in the wrong direction or at least is not pointed accurately. There also needs to be a redivision of the emphasis of current research with more emphasis on adolescence.

^{1/} Havighurst, R.J., Developmental Tasks and Education, University of Chicago Press, Chicago. 1948.

Present and past research has centered more on the earliest period of life. While few would dispute that earliest experiences can have influence on later life, no one has established that these are controlling or decisive. It is well established that the adolescent is extremely malleable and suggestible during this period of change. New relationships are being entered into which make it a period when maladjusted relations with the group, if not too serious, may be corrected. But more important, it is the transition period in which the difficulties of learning new behavior which are encountered at any transition period are augmented in our culture by blocks to assumption of the adult role.

CHAPTER II REVIEW OF LITERATURE

The parent-adolescent area of interaction is at the same time extremely narrow and extremely broad. Narrow in the sense that of the total social interaction, a relatively small part occurs between parents and adolescents. It is wide in the sense that much of sociological theory developed in other or larger areas is applicable to parent-adolescent interaction. Specific research in parent-adolescent relationships has been limited in extent and rather elementary, but there is a tremendous amount of general research which to a degree contributes to the advancement of theory in the field. Taking this natural division of research into account, this review of literature is divided into two sections: (1) that which describes empirical research in this particular area and (2) general research or theoretical writing which is not based directly on research in this field, but contributes to parent-adolescent theory.

Specific Research in Parent-Adolescent Relations Stogdill, surveying studies of children's attitudes toward parents made before 1937, reported that only twenty-six had used sufficiently objective measurements to be accurately evaluated. This limited number did not evenly cover the area but clustered about two aspects of the problem—eleven studies being wholly or partly concerned with the parent preference of the child, while seven centered on punishment.

Stogdill made several general statements which can be summarized as follows: (1) Children feel a high degree of dependence on their

parents, although the dependence decreases with age as does parent idealization by children; (2) mother is preferred over father normally, but delinquent children chose parent of the opposite sex; (3) parent preference is on basis of "value received"; (4) children resent severe and unjust punishment; (5) over-strict discipline and severe religious control appear to be associated with later personality maladjustment; (6) children who tend to disagree with their parents usually take a liberal attitude on moral and social problems; (7) parental and family influences are more potent than such factors as position of family in the neighborhood or economic status^{1/}.

Recent studies have added to the knowledge of the conceptions that the child and adolescent have of their parents. M. H. Bro developed the point that children think of their parents as "institutions." They need something to lean on, and as such, parents must be tolerant and secure in their own lives^{2/}.

Averill discusses childrens' attitudes along somewhat similar lines^{3/}:

Adults have to be minded, bribed or teased sometimes for coveted permissions; appeased for frequent acts of disobedience or selfishness which one commits; argued and reasoned with to bring them to see one's point of view;

1/ Stogdill, R.M., "Survey of Experiments of Children's Attitudes Toward Their Parents," Pedagogical Seminary, LI, (1937) pp. 293-303.

2/ Bro, M.H., "Parents Can be People," Child Study, XXIII (1945), pp. 13-15.

3/ Averill, Lawrence A., Adolescence, Houghton Mifflin Co., Boston, 1936.

taken into at least marginal consideration when planning any venture which is out of the ordinary. It is not clear to them that a twelve-year-old boy is capable of taking care of himself, of regulating his own conduct, of making his own decisions, and spending his own time in legitimate and obviously valuable ways.

Showing a counter trend from the prevalent impression of the adolescent's demand for greater freedom and less punishment, are the surveys of Landis. Landis quotes Neblett that children studied thought the punishment they received was necessary. In his own studies Landis found considerable criticism of parental laxity. Relaxation of parental control too completely at too young an age may lead to adolescents' controlling parents^{4/}.

The above conclusions are reinforced by the results of the Student Opinion Poll No. 5, in which 85,000 high-school pupils expressed the degree of control they would exercise if they were the parents of sixteen-year-old adolescents. On the question of giving full freedom to their boy to choose his own hours and come and go as he pleased, only 105 voted yes, for full freedom to choose his own associates, thirty per cent said yes; to smoke, thirty-one per cent affirmative; to drink, six per cent. To sixteen-year-old girls they would give even less freedom; seven per cent voted to let them have full control over hours kept and places visited; twenty-one per cent voted for free choice of associates; ten per cent and four per cent respectively to allow freedom to smoke or drink. Only on the subject of allowing children to marry

^{4/} Landis, Paul H., Adolescence and Youth, McGraw-Hill Book Co., New York. 1945.

a person of another religious affiliation would majorities allow their children free choice^{5/}.

Considerable attention has been given in the last decade to the qualities adolescents want in their parents. Taylor points out that most parents are not satisfactory models for their children, that what is needed is "discipleship, not discipline." Adolescents are quick to detect lack of direction or interest in their parents' lives. "When we are absorbed in things we find really worth while, we are less apt to focus upon petty superficialities, which are so irritating to adolescents"^{6/}. Fadiman lists among these petty irritants the following: mother reading daughter's mail; going through daughter's drawers; parents demanding complete account of activities^{7/}.

Stott made a rather complete study of one phase of the relationship by asking 1,800 high-school students "What don't you like about your parents?" Over one hundred traits were listed in answering; the largest number of frequencies, 368, were related to discipline. A considerable majority were complaints against the mother, the largest single item of which was scolding. Rated second were personal habits, 252, of which almost three-fourths were against the father--smoking,

^{5/} Student Opinion Poll No. 5, "If I Were A Parent," Scholastic, XLIV (1944), May. p. 36.

^{6/} Taylor, Katherine W., Do Adolescents Need Parents, Appleton-Century Co., New York, 1938.

^{7/} Fadiman, P., "Life With Parents," Child Study, XXII (1945) pp.108-10.

talking too much, drinking, and swearing were the most frequent. Listed third, 213, was temperament, with nagging and crabbing getting most frequent mention^{8/}. Stott later used these and other research findings to construct a scale for the measurement of certain aspects of the parent-child relationship^{9/}.

Lynd and Lynd, approaching the same problem from a positive angle, found that the things liked best in fathers were: spends time with children, respects opinions of children, and doesn't nag. Lesser virtues were: to be well dressed, socially prominent, and have a good car. For mothers, virtues of first importance were: to be a good cook and housekeeper, no nagging, and to respect their children's opinions. Less important were: being prominent socially, well dressed, good hostess, and a college graduate^{10/}.

Goldsmith and McClanathan, working in the same area, found senior high-school boys opposed to their mother's working outside the home. They wanted to share resources, pleasures, and personal problems with their families; discuss dates and school standing with the family;

^{8/} Stott, L. H., "Adolescent Dislikes Regarding Parental Behavior," Pedagogical Seminary, LVII (1937), pp. 393-414.

^{9/} Stott, L. H., "Parent-Adolescent Adjustment, Its Measurement and Significance," Character and Personality, X (1941) pp. 140-50.

^{10/} Lynd, R. S., and Lynd, H. M., Middletown, A Study in Contemporary American Culture, Harcourt Brace, New York, 1929.

share in responsibility and decisions of the home; and preferred not to be severely punished for unintentional mistakes^{11/}.

Grey asked fifty questions about problems which sometimes come up between parents and adolescents. Each question was answered by "yes" or "no". The list was submitted to over 400 junior and senior high-school students.

Grey subdivides the results into two primary classes: problems arising from attitudes of pupils, and problems resulting from behavior. Among problems arising from student behavior were car-riding over parental objection, irregular church attendance, promiscuous petting, failure to do their bit at home, and using tobacco over parental objection.

Problems caused by parent behavior were in the order of their frequency: failure to discuss sex with children, irregular church attendance, denying children use of family car, showing partiality among children, and failure to provide children an allowance.

Concerning problems arising from the attitudes of the adolescents, Grey found in order of frequency: set feeling that parents don't trust them, desire for greater parental trust, thinking parents' approval of friends unnecessary, and feeling that parents do not understand boys and girls of teen age^{12/}.

^{11/} Goldsmith, F. S., and McClanathan, H., "Adolescent Attitudes," *Journal of Home Economics*, XXXIV (1942), pp. 92-96.

^{12/} Grey, William E., "Some Problems of Conflict Between High School Pupils and Their Parents," unpublished master's thesis, North Texas State Teachers College, Denton, Texas, 1939.

Block in a study of 515 high school and junior high school students found 75 or more per cent indicating that serious differences were caused between them and their parents by the following items: insists I eat foods which I dislike but which are good for me, pesters me about my table manners, scolds if my marks aren't as high as other peoples', won't let me use the car, insists I tell exactly what I spend my money for, and insists I take my brother or sister wherever I go^{13/}.

Riggs and Nye in a study of 268 eleventh-grade high school students found the subjects causing the most argument between parent and child were in order of frequency: use of family car, hour child is to get in at night, doing work around house and yard, listening to the radio, eating certain things he doesn't like, and spending his money.

Of desired changes in parents, the most frequently mentioned were: go out socially without me more often, discuss family problems with me, go to more games and public events with me, and be a member of more clubs and organizations.

In summary of the response of the question "What advice do you think most important to give to parents of boys and girls your age?" they conclude^{14/}:

^{13/} Block, Virginia L., "Conflicts of Adolescents with Their Mothers," Journal of Abnormal and Social Psychology, XXXII (1937), pp.193-206.

^{14/} Riggs, Lawrence and Nye, Ivan, "Some Parent-Child Conflicts from the Child's Point of View," unpublished study, Williamette University, Salem, Oregon, 1946.

These sixteen and seventeen-year-olds want more freedom and responsibility; they want to be treated as people and to be able to discuss their problems and those of the family with their parents; they feel the need for more knowledge, especially about sex and related subjects; and they still want some regulation of a diplomatic type.

In a later study Nye analyzed the correlation between each of forty-six items reflecting adolescent-parent behavior and attitudes with the subjective feeling of the adolescent as to the satisfactoriness of his relationship to his parents. Forty-two relationships were found to be significantly correlated (above 1% level) with self-feeling of adjustment. Those showing the highest correlations were the intimate love-security relationships^{15/}.

Sowers, in an analysis of 2,000 answers to the question of what are important qualities in a parent, found the largest number, forty per cent, indicated that interest and participation in child's activities was rated highest. Thirty-six per cent stressed more firmness and discipline, while twenty-three per cent felt the need for more help, advice, and training from the parent^{16/}.

Employing the questionnaire method, Cavan studied the family relationships of 13,000 white, colored, second generation, delinquent and non-delinquent children. She emerged with two conclusions:

(1) That personal relationships were more important than money,

^{15/} Nye, Ivan, "Factors Influencing Youth's Adjustment to Parents," master's thesis, The State College of Washington, 1947.

^{16/} Sowers, Alice, "Parent-Child Relationships from the Child's View," doctoral dissertation, Cornell University Library, 1937.

housing, and other socio-economic items and (2) that city children were better adjusted in the family than rural children^{17/}.

Nimkoff compared the relationships of boys and girls to fathers and mothers and concluded that both sexes were closer to mothers than to fathers^{18/}.

Symonds, using the case study method and employing acceptance-rejection and dominant-submissive dichotomies of parent-child relations found accepted and dominated children better socialized with the exception that children of submissive parents were better able to express themselves^{19/}.

Runner, employing student diaries as a research source, delineated seven zones of decreasing intimacy between the adolescent and others. She termed these (1) confidante (2) intimate (3) familiar (4) acquaintance (5) group activity (6) group, passive, and (7) spectatorship. She concluded that adolescents with close affectionate home life have fewer very close relations with the peer group^{20/}.

^{17/} Cavan, Ruth Shonle, The Adolescent in the Family, D. Appleton-Century Company, New York, 1934.

^{18/} Nimkoff, Meyer F., Parent-Child Relationships, University of Southern California Press, Los Angeles, 1935.

^{19/} The writer accepts the acceptance-rejection dichotomy as meaningful since acceptance is vital to the child's feeling of being loved and secure but dominance-submission has no meaning itself. It takes on meaning only as it is related to the child's relationships which make him feel secure and adequate or the reverse. See Symonds, Percival M., The Psychology of Parent-Child Relationships, D. Appleton-Century Company, New York, 1939.

^{20/} Runner, J.R., "Social Distance in Adolescent Relations," American Journal Sociology, Vol. XLII (1937), pp. 428-39.

General Theory Possessing Relevance to Parent-Adolescent Relations

Reuter suggested that the phenomena of a separate adolescent group with needs which must be satisfied basically differently from either child or adult is of recent origin. The development of this group is roughly parallel to that of the high school and college population. Continuance in school after adult size and strength is attained constitutes a special group--biologically essentially adult but economically dependent on parents--a dependence Reuter termed "tolerated parasitism^{21/}." The increase of this special group has been phenomenal. Numbering only a half a million in 1890, by 1947 it had increased to eight and a half million. While grade school enrollment was increasing only 50 per cent, high schools increased 2,000 per cent and colleges 1,500 per cent^{22/}.

Its development has coincided with the disappearance of the frontier, the satiation of the labor market, the specialization of occupations and the separation of home and production. Reuter terms the incorporation of the "surplus" adolescents into the school system "a folk adjustment to the conditions created by a social and industrial development that left youth no useful place or function in the culture^{23/}."

^{21/} Reuter, E. B., "The Sociology of Adolescence," American Journal of Sociology, Vol. 43 (1937-8), pp. 14-27.

^{22/} Federal Security Agency, Office of Education, Biennial Survey of Education, February 1947.

^{23/} Reuter, Ibid.

The folkways, based on a society in which the adolescent group was an economically useful and well integrated part, became non-operative and a new culture was created. Born of a situation basically frustrating, the new culture was antagonistic to adult practices. Parsons describes this antagonism as taking two forms: (1) complete negativism toward adult values and (2) literal and radical embrace of adult ideals beyond their actual practice in society^{24/}. This new adolescent culture was at first considered only deviant behavior on the part of individuals. Merton, however, laid the theoretical groundwork for its consideration as a functional aspect of society by showing that societies force individuals into deviant behavior patterns^{25/}.

Davis recognized as a new factor in parent-adolescent relations the change in society that is so rapid that parents have never experienced much of the social world that their children live in^{26/}. Dingel considers it often a conflict of cultures with the parent reared in a rural world and children in an urban one^{27/}. Data from the present study indicate that a large minority of the fathers and mothers of adolescents of 1948, particularly farm parents, never attended high school.

^{24/} Parsons, Talcott, "Aggression in the Social Structure of the Western World," Psychiatry, Vol. X (1947), pp. 67-81.

^{25/} Merton, Robert K., "Social Structure and Anomie," American Sociological Review, Vol. III (1938), pp. 672-82.

^{26/} Davis, Kingsley, "The Sociology of Parent-Child Conflict," American Sociological Review, Vol. V (1940), pp. 523-35.

^{27/} Dingel, Robert M., "Parent-Child Conflict in Minnesota Families," American Sociological Review, Vol. VIII (1943), pp. 412-19.

In a sociological sense it might almost be said that they never had the experience of being an adolescent!

Adolescence of a generation ago varied from the present in the direction of some of the pre-literate societies such as Samoa, where the child moves thru adolescence and into adulthood without undo strain--a useful and well integrated member of a great family and enveloped in a close-knit community primary group^{28/}. Many parents of the current decade are faced with dealing with a situation without much guidance. They did not experience the social situation themselves, and there exist no adequate folkways.

The same socio-industrial changes which occurred at the time that the adolescent group can be recognized as a definable entity, are associated with other changes in social interaction which have made mutually satisfactory relationships between parents and adolescents more difficult than previously. In an urbanized, specialized society, with industrial production separated from the home, the adolescent becomes a liability of some magnitude. In a society devoted to socio-economic climbing, this easily leads to ambivalent feelings toward the child. The adolescent is unable to learn his future occupation and the attendant social rules from his father. Indeed, he has no assurance that he will have a job, which is all-important in most seg-

^{28/} Mead, Margaret, From the South Seas, W. Morrow & Company, New York, 1939.

ments of American society^{29/}. Parsons considers that occupational insecurity is inherent in the present system based on performance in competition, with the additional hazard of economic fluxuation, and success enough to meet the needs based on expectation is attainable to only a minority of the male population. This competition places rather rigid behavior restrictions of the parent in the job situation. The anxieties generated are likely to find aggressive outlet in the family.

The roles of the mother changed radically at the same time. As she is "released" from household production, she concentrates her energies on the child and comes to depend for status not on household production but on the achievement of the child and husband. In a society which places such high value on economic production and accumulation the child can seldom achieve enough to provide status for the mother^{30/}.

Davis shows that coincident with these changes is the disappearance of the great family and the tightly knit neighborhood with the resultant reduction in the size of the individual's primary group. For feelings of being loved and of being important to someone, the family member is more dependent on the few who now comprise the family.

^{29/} Sower has shown the wide gap between the jobs adolescents want and what they will get. Sower, Christopher, "A Comparative Analysis of the Relations Between the Aspirations, Interests, Problems and Cleavages of Adolescent Youth in the Suburban Area of Flint, Michigan, and Certain Aspects of Social Structure," Doctoral Dissertation, The Ohio State University, 1947.

^{30/} Parsons, Talcott, "The Social Structure of the Family," Chapter in Anshen, Ruth R., The Family: Its Function and Destiny, Harper and Brothers, New York, 1949.

He points out that since the family is now held together by fewer ties, each of the remaining relationships is charged with greater intensity of emotion while the members are more insecure because of its instability^{31/}.

Green, looking at the maladjusted child of today, stresses the expectations of the family. In American culture a love bond between parent and child is considered essential, and if such a relationship is not present, it is expected that neurosis probably will result. He points out that not all groups have or expect to have that relationship. To illustrate, he describes a group of Polish immigrants and their children. No overt love relationship is displayed in this group; in fact, they fight bitterly and often violently, but no neurosis is evident. He concludes that neuroses are caused not by lack of parent-child love, but by the disparity between what they expect and what they receive. This lack of affection, particularly in middle-class homes is caused by competition between values associated with children and those associated with material goods and the hampering of the American ideal of individualism by the responsibility of children^{32/}.

Davis and Havighurst, employing the case study approach, concluded that parent-child relations were more difficult and frustrating for the

^{31/} Davis, Ibid.

^{32/} Green, Arnold W., "The Middle-Class American and Neurosis," American Sociological Review, Vol. XI (1946) pp. 31-42.

middle than for the lower class families. Later difficulties are largely attributed to infant frustrations^{33/}.

Havighurst and Taba, during the period the present study was in progress, studied parent-child relations as one area of the development of adolescent personality. They developed a Family Relations questionnaire covering ten areas: mutual participation, approval-disapproval, regularity in the home, confidences shared, sharing in family decisions, child's acceptance of home standards, trust and faith in child by parents, parental attitude toward peer activities, inter-parental relations, and signs of tension. No attempt was made to test the validity of the breakdown.

A positive correlation of .39 was found between the questionnaire scores and the scores assigned to the same children following an interview with parents. A positive correlation of .46 was obtained between the questionnaire score and ratings based on a combination of other tests and case studies. Also, a correlation of .51 was found with social and personal adjustment as measured by the California Personality Inventory, Intermediate Form^{34/}.

The review of the literature has indicated that fundamental empirical research in parent-adolescent relations is only beginning.

^{33/} Davis, W. A. and Havighurst, R. J., Father of the Man, Houghton Mifflin Co., Boston, 1947.

^{34/} Havighurst, R. J., and Taba, Hilda, Adolescent Character and Personality, John Wiley & Sons, Inc., New York, 1949.

This field does, however, as has been indicated, possess a good background of theoretical thinking, particularly in the writing of Parsons, Davis, Green, Mead, Runner, and Merton. In the area of direct research, many have done preliminary spade work in showing where parents and adolescents believe conflict occurs. With this background of theory and spadework, Stott, Cavan, and Havighurst and associates have made advances in correlating parent-adolescent relationships with other significant aspects of the social environment. It is to the pursuit of the establishment of these significant co-relationships that the present study seeks to contribute.

CHAPTER III APPROACH AND METHODOLOGY

Scope of the Present Study Margaret Mead has demonstrated that adolescent-parent relations are culturally defined^{1/}. Havighurst and Davis (among others) have shown that interactional behavior varies with class^{2/}. The present study is limited to families who have children in public schools; this eliminates most of the so-called upper upper and lower lower class families. This public school group is, however, the largest in American society and dominant in American behavior patterns, to the degree that such patterns may be said to exist^{3/}. Within this area there are believed to be major differences between relations with parents of children at puberty and at the time the child is acknowledged to be an adult, so age is accepted as a variable. Since in all societies the sexes play differing roles, sex is considered a second variable^{4/}. Socio-economic level and rural-urban comparisons have formed the bases of innumerable studies; however, in the present study they are employed in a somewhat special

1/ Mead, Margaret, From the South Seas, W. Morrow & Company, New York, 1939.

2/ Havighurst, R.J. and Davis, Allison, Father of the Child, Houghton Mifflin Co., Chicago, 1948.

3/ Regional and ethnic family differences are discussed by six sociologists in the American Journal of Sociology, Vol. LIII (1947) pp.417-60.

4/ For a discussion of age and sex categories, see Linton, Ralph, "Age and Sex Categories," American Sociological Review, Vol. VII (1942) pp. 589-603.

sense. Instead of rural-urban dichotomy, a four-way rural breakdown is employed: farm, rural non-farm (non-village), village, and fringe. Two urban categories are employed: small town and city, which make a six-way residence breakdown. The group is dominated by middle class but the attempt is made to distinguish significant differences at different socio-economic levels within this base.

Objectives (1) To describe adolescent adjustment to parents, (2) To show how such adjustment differs by sex, age, residence, and socio-economic level, and (3) To relate the description and the differences to the total social environment.

Hypotheses A number of specific hypotheses are listed for proof or disproof:

- (1) Adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for cities than for farms.
- (2) That a continuous diminution in average scores can be distinguished from large towns through fringe, small towns, village, and rural non-farm (non-village), to farm.
- (3) That the adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for high socio-economic than for low socio-economic level.
- (4) That the adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for girls than for boys.

(5) That the adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for young adolescents (modal age, 13.5 years) than for middle adolescents (modal age, 16.5 years).

Definition of Terms "Adolescent adjustment to parents" is here defined operationally as that which the scale used in this study measures. The validity of the measure is discussed elsewhere. "Good" and "favorable" refer to high adjustment scores. "Village" refers to places with population 300-2,500. "Small town" refers to places with population of 2,500-10,000. "City" refers to Detroit and Lansing.

The Sample

The sample was purposefully selected with four criteria in mind: (1) wide geographical representation, (2) areas which could provide adequate sub-samples from farm to metropolis, (3) areas which would provide wide distribution of occupations, and (4) areas free of special contributing factors not generally found in the population, such as large groups of first generation immigrants or domination by a single faith. The selection of Belding, Concord, Elkton, Highland Park (surrounded by Detroit), Lansing, Lakeview Consolidated (Battle Creek fringe), Mesick, Onaway, Pickford, Rockford, Stephenson, Wakefield, Wayne, and West Branch--all in Michigan--met these criteria. The smaller towns were sampled heavier to provide adequate samples of farm, non-farm, village, and fringe children. In the smaller schools the

entire 8th and 11th grades were used. In the larger towns (Highland Park, Lansing, Lakeview Consolidated) about 100 students taking required subjects were used.

The writer personally administered 1,472 questionnaires. Of these, two were not completed because of inability--one student was deaf and the other hadn't learned to read well because of protracted illness. A third questionnaire was discarded because the girl was married. Eleven were eliminated because of probable inconsistencies in their answers. For example, if a boy indicated that he got along "ideally" with his father and at the same time indicated that his father's punishment of him was "never" fair and that when he grew up he wanted a personality "different" from his father, it was felt that reasonable doubt existed that the questionnaire recorded his true attitudes. For the above reasons fourteen questionnaires were not used, leaving a total of 1,456 or slightly more than 99 per cent used return.

Limitations of the Sample Some elements of the population were not represented in the sample. These are adolescents who were not in school, adolescents who were in religious or private schools of various types, adolescents detained in correctional institutions, and adolescents in open country schools. It seems probable that at least the first three of these groups have parent-child relations that would differ somewhat from those of public school children.

Possible Bias in the Sample All of these schools except three had been part of a Demonstration School-Community Program for Home and Family Life Education at the time the study was made. As the name implies, this program was an attempt to introduce the study of family living into the public schools. Since the program was largely at the planning stage when this study was made, it is believed that the program had little effect on the attitudes toward parents which had been built up over a period of twelve to eighteen years^{5/}. If there was any effect, it may be assumed to have been about equal on rural and urban children, on boys and girls, and on different socio-economic levels, and so have introduced only a negligible bias, if any, into these comparisons.

One administrator preferred not to participate. The reason given for refusal was that the faculty of the school had recently administered a family life questionnaire and had aroused some irritation among some groups^{6/}.

The Instrument

Advantages of the Questionnaire The present study possesses certain advantages of the use of the questionnaire that are not always present. Since it was administered by the writer to school children

^{5/} Bowers found that a Home Economics course aimed directly at teaching desirable family relationships in three months produced no reliable differences in attitudes as compared to a control group. Bowers, Stella Martin, "A Study of Parent-Child Relationships," Doctoral Dissertation, Ohio State University, 1931.

^{6/} Name of school withheld so as to not involve the administrator.

during school hours it was possible to secure 100 per cent returns. It was possible to ascertain who filled it out and under what circumstances, to motivate the children quite highly, and to observe to some extent their reactions to the instrument. Given the intimate, personal subject matter of the study, it was believed necessary to give the appearance as well as the reality of protecting the anonymity of the respondent. This is best achieved by an unsigned questionnaire. In addition to the anonymity achieved, the approval of the school and participation of the group are believed to make the situation appear more normal and "right," where to some it would seem strange and wrong to discuss private family relationships.

In addition to the above special advantages for this particular study, the questionnaire possesses some advantages that are present for most studies. It is usually the least expensive. In this case the differences were large. For the amount of money expended on travel, materials, and salary in administering the questionnaires, only about fifty interviews could have been secured, which would have been too few for comparative purposes. A second general advantage is that to a greater extent it removes the research person as a factor influencing the interview.

Criticisms of Questionnaires Some criticisms are freely admitted, e.g., (1) that different respondents may interpret the question differently and (2) that the response may be limited to too few possible answers. These must be met by extensive pretesting and simplicity of wording of questions. In addition to these admitted limitations, some

sociologists have questioned both the validity and reliability of questionnaires.

Bain and Cuber have questioned the reliability of questionnaires. Both found serious inconsistencies in answers to the same questions when repeated after a period of time had elapsed, but in each case the criticism would apply to only certain uses of questionnaires. Bain adequately motivated his respondents, but he asked difficult open-ended questions such as "father's and mother's hobbies," "favorite author," and similar questions. Seventy-five days later the respondent was required to give from a universe of answers the same one as formerly, which they were able to do in only about 75 per cent of the items—^{7/}.

Cuber did not adequately motivate his respondents. They were given the same list of sixty questions "lifted" from various scales and disguised with thirty "irrelevant" questions. This "nonsense"—^{8/} questionnaire was given three times at two week intervals. It produced answers 71.86 per cent consistent. Suggestive of the attitudes of the participants toward the experiment is the group of undisclosed size who "refused to participate or did not complete the questionnaire—^{9/}."

^{7/} Bain, Reed, "Stability in Questionnaire Responses," American Journal of Sociology, Vol. XXXVII (1931-32), pp. 445-53.

^{8/} Adjective is the writer's.

^{9/} Cuber, John F. and Gerberich, John B., "Consistency in Questionnaire Responses," American Sociological Review, Vol. XI (1946), pp.13-15.

Bain's test appears to offer a legitimate caution as to the absolute accuracy of answers to open-ended questions particularly those remote from the individual. Cuber's criticism would apply only to the use of questionnaires where motivation is low and the consistency of the test is not apparent, as may often occur in intelligence or personality tests.

LaPiere criticizes the use of questionnaires to measure attitudes of people about situations in which they have had no experience. He used the example "would you get up to give an Armenian woman your seat on a street car." His test of whether verbal response is a measure of what action will be taken in the actual situation was to poll hotel keepers as to their willingness to accomodate Chinese. His poll showed almost none willing. He then tested this verbalization by taking two Chinese students, a man and wife, to a large number of hotels. They were refused only once^{10/}. There are two limitations to the study to which LaPiere has not allocated sufficient weight. The Chinese were students from the higher class, they were a couple, and were accompanied by a college professor. This means that they were not a good sample of Chinese generally. The other is a time limitation. The study was reported in 1934. Presumably it was made in 1932 or 1933. During that period most hotels were eager to make a dollar in any way. Even with these limitations his criticism of the use of questionnaires as a measure

^{10/} LaPiere, Richard T., "Attitudes VS Action," Social Forces, Vol. XIII (1934-5), pp. 230-7.

of hypothetical actions (those with which the respondent has no experience) appears sound.

The above review has considered some of the more important criticisms of the use of questionnaires in particular situations^{11/}. It seems necessary to point to the limitations of the above studies because they have often been misconstrued by sociologists as valid criticisms of all uses of questionnaire method. The above criticisms do not apply to the present study since these respondents were qualified to answer the questions and highly motivated to do so.

Construction of the Instrument

The content of the instrument was derived from three sources: (1) ideas, complaints, and suggestions collected by the writer as an undergraduate with the use of a series of open-ended questions, such as, "What advice do you think is most important to give to parents of children your age?" and "On what subjects would you like more guidance from your parents? More advice? More freedom?" and similar questions. (2) The experience of other research people in

^{11/} While the reliability and validity of pencil and paper tests have been critically checked, too often the clinical interview has been uncritically accepted as a perfect instrument. Recently this fallacy has been exposed by comparing the predictions of success of clinical psychologists with their actual success after a year's observation in training. The clinical psychologists intensively interviewed and observed the clinical psychologists for a week before making the prediction. Under these favorable conditions they were only able to achieve a correlation of .38 (\pm .20) with evaluations of staff who had observed them in training for a year. "The Selection of Clinical Psychologists," (lithographed), University of Michigan, Ann Arbor, 1948.

the field. (See Review of the Literature.) Items that showed up as important in more than one study were given particular attention.

(3) Suggestions of faculty members and other adults intimately acquainted with the subject on the campuses of Willamette University, The State College of Washington, and Michigan State College.

Both behavior and attitude items were obtained from all three sources. Attitudes were given some preference because it was found to be difficult to find behavior items that are useful for different groups. For example, going to movies may have significance to an adolescent who lives near one or more movie theaters, but if there are none within thirty miles, in most cases, the item would be useless. Another example is the use of the family car. It is legitimate for adolescents of legal age in families possessing a car, but not for younger adolescents or for older ones where there is no car. Since a scale which would measure a wide segment of the population was desired, many behavior items valid for special groups were eliminated. Others were combined in more general behavior items, for example, "use of the family automobile" became "use of parent's personal property," and "going to movies" became "going out to social events."

A preliminary test of the items to find whether there was a significant association between the selected items and the adolescents feeling of satisfaction or dissatisfaction with his relations to his parents, eliminated some behavior items and some attitude items^{12/}.

^{12/} Nye, Ivan, "Factors Influencing Youth's Adjustment to Parents," Master's thesis, The State College of Washington, 1947.

A choice of five answers to each question was considered a large enough choice since all items deal with very general attitudes or behavior and additional categories might introduce more confusion than additional precision. Ideally, these five response categories should give both extremes, a midpoint and two additional intermediate midpoints. The original questionnaire attempted to do this by using the categories "always," "almost always," "sometimes," "seldom," "never" whenever possible. The preliminary test, however, showed that little use was being made of the "seldom" and "never" categories^{13/}, so they were combined and the additional category "usually" was added.

Pretests The instrument was tested on 572 high school students in six schools of the State of Washington, following which some revisions were made, as noted above, and in addition items were separated for father and mother. Pretests were also made with the eighth grade in East Lansing and the eighth grade in the Everett school in the Lansing "fringe." The latter pretests revealed the need for using simpler language for eighth grade students. Many words were replaced at student suggestion. Additional difficult or ambiguous words were located and removed by use of word-grade level test^{14/}. These pretests removed most of the difficult words, but oral explana-

^{13/} Ibid.

^{14/} Thorndike, Edward Lee, The Teachers Word Book of 30,000 Words, Teachers College, Columbia University, New York, 1944.

tion of a word was occasionally necessary as will be discussed further under the sub-topic "collection of data."

Collection of Data

Data was collected during the period March 20 to May 20, 1948. The writer personally administered the questionnaire for all groups. In the schools where facilities were available, 8th and 11th grades filled the questionnaires together; otherwise they filled them during adjoining periods, so that there was no opportunity for discussion beforehand. In each school the writer was introduced by the superintendent who requested the cooperation of the students. The writer read each of the control questions (4 through 23) and the class filled them in together. Questions were answered as asked. Some time had to be spent on the items of residence, occupation, with whom the child lived, and income. When the class had finished the control items they were allowed to proceed at their own speed to complete the remaining items. Questions were allowed when the meaning of a word was not clear. No actual count was kept of the number of questions asked, but an estimate of an average of one question per pupil would be relatively close. Most questions were about the control items, but some 8th grade students occasionally needed help on words in the body of the form also. In every school the assistance of one or more of the students' teachers (about one to twenty-five students) was secured to assist in answering questions and to lend an air of "normalcy."

Attitude of Administrators and Teachers It was anticipated and proved correct that the attitude of the administrator and of the teachers would be of utmost importance in reducing response errors^{15/}, that is, responses that did not give a true picture of the child's feeling, by inducing a serious and cooperative attitude on the part of the child. In every case, administrators were cooperative and in five schools they assisted the writer themselves rather than assigning teachers to do the job. Teachers were uniformly interested and cooperative. In many cases the student preferred to ask his teacher the meaning of a word rather than to ask the writer.

Attitude of Students Student attitude was almost uniformly good. Occasionally when two of the older girls were sitting close together they would giggle over an item or two, presumably on the sex or future mate items. The questions held their interest closely. The plea to aid in the development of science; the seriousness of superintendents, principals, teachers, and the writer; the size and scope of the study; and the fact that they, themselves, were the subject matter appeared from every indication to motivate them very highly.

The Weighting of Items in the Scale The preliminary test^{16/}, employing a chi square table and coefficient of contingency on a

^{15/} Stauffer has termed these errors to be the area for the next great advance in research methodology. Stauffer, Samuel A., in a guest lecture to the students at the Survey Research Center, Special Session, University of Michigan, Summer, 1948.

^{16/} See Footnote 9.

visual basis established the rank order of responses within the item. For example, for the item "interest in child's activities," the children who responded that parent was "always" interested were most often children who felt the relationship with parents was ideal and were the least often those who considered the relationship with parents unsatisfactory. Since this response was clearly the best indicator of satisfactory relations to the parent, it was given a weight of "5". "Almost always" was next best, so was given a weight of "4". The other responses were given weights of "3," "2," and "1" in order. (For weight of each item, see Appendix "B," Page 159) As an additional test of this rank scoring and of the items employed, the criterion of internal consistency was applied^{17/}. It indicated that all but one item differentiated between the highest and lowest quartile by a critical ratio of at least 3.0. It also added proof that the rank scoring of responses to a particular item--5,4,3,2,1--was correct by showing that the largest number of students from the highest quartile and the smallest number from the lowest quartile marked their papers with the response which had been given the weight of 5, the next highest with 4,3,4,1. A variation of the sigma weighting procedure was also used^{18/}. The ranked weights yielded an odd-even reliability coefficient of .92

^{17/} Rundquist, E.A., and Sletto, R.F., Personality in the Depression, The University of Minnesota Press, Minneapolis, 1936.

^{18/} Thurston, L.I., "A Method of Scaling Psychological and Education Tests," Journal of Educational Psychology, Vol. XVI, No. 7, Oct., 1925.

(uncorrected) on the entire scale. The sigma weights yielded a coefficient of .85 on 37 items; corrected for seventy eight items this increased to .93. The difference between the two methods did not appear to warrant the extra time and expense of sigma weighting^{19/}.

Compilation of the Adjustment Score For each response to an item the respondent received a score of 5,4,3,2, or 1. These were added for the total number of items answered and divided by the number answered; that is, if the respondent answered 75 of the items and his points totaled 250, 250 was divided by 75 which made a score of 3.33 which is comparable with the score of the respondent who completed seventy-seven items with 240 points and a score of 3.12. From these scores, mean scores for groups were derived and compared.

Reliability The correlation of the scores of odd-even items in the scale showed an uncorrected reliability coefficient of .92. When sigma scoring was substituted it rose to .93.

Validity Six validity checks were made.

(1) The criterion of internal consistency was applied and a critical ratio of 3.0 was found between upper and lower quartiles for every

^{19/} McCormick suggests that probably too much emphasis is being placed on exact weighting of scales in relation to their actual ability to measure what they purport to measure. McCormick, Thomas C., "Simple Percentage Analysis of Attitude Questionnaires," American Journal of Sociology, Vol. 50 (1944-5), pp. 390-5.

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item except one^{20/}. This indicated that there is less than one chance in a hundred that the items were drawn at random from the universe of items.

(2) Coefficient of contingency was computed between items and the adolescent's self-feeling about his relationship with parents. Items were discarded that did not meet this test at the 1 per cent level of significance^{21/}.

(3) Factor analysis of twenty-eight items from the five major areas of the study (described in Appendix "A") corroborated what had been suggested by the tests of contingency and internal consistency that the test measures one variable only.

(4) The independent judgment of the adolescents and experts who contributed the items. All did so with the belief that the item which they contributed was an important variable in adolescent-parent adjustment.

(5) Positive correlations were found with nine of the ten areas of the California Mental Health Inventory: close personal relations, .546; nervous manifestation, .507; emotional instability, .474; satisfactory work and recreation, .383; inadequacy, .277; physical

^{20/} The amount of work required of the adolescent by the parent appears to have little association with adjustment. Its inclusion in the scale has no value. It is possible that the question was worded wrong and that subsequent research will find some measurement value in it.

^{21/} After completion of the analysis, this test was made against the group who scored lowest, the low socio-economic group. A coefficient of contingency of .68 was found between scores on the scale and their self-evaluation (P much less than .001).

defect, .262; immaturity, .224; social participation, .165; interpersonal skills, .158; goals, .052^{22/}. All are significant except the last. A positive correlation also was found with the Ohio State Health Report^{23/}. A positive correlation of .40 was found between the scores of the children and the scoring of their parents on the same questions^{24/}. Mean score for parents on all items was 3.829, for children 4.031; the difference is non-significant. This means that children and parents observed the parent-adolescent relationship in similar light.

Measures of Significance Critical ratio, chi square, and V scores are used to measure significance of differences. Further explanation of critical ratio and chi square is unnecessary because of their very wide use and general acceptance. The V score was developed in the course of this research for use where chi square ordinarily would be used but is not practical because of the length of time used to compute it. Empirically, it correlates .95 with chi square and is useful in testing differences which are not close to a

^{22/} The California Mental Health Inventory has received added validation in its extensive use by Dr. A. R. Mangus in his various Ohio studies. A particularly useful feature of the California test in validating the present study is its disguise of the right answers.

^{23/} Mangus, A. R., "Mental Health Symptoms and Beliefs Among Southern Ohio Born Residents of Butler County," The Ohio Agricultural Experiment Station, Columbus, 1949.

^{24/} This is comparable to the correlation of .39 found by Havighurst and Taba between their family relations questionnaire and interviews with parents. See Havighurst, Robert J. and Taba, Hilda, Adolescent Character and Personality, John Wiley & Sons, Inc., New York, 1949.

cutting line. In this study chi square is also employed when differences are close to the 5 per cent level of significance. V indicates whether the differences are near that cutting line or much larger or smaller. It also provides an approximate ranking of the significance of differences between two groups.

V is computed directly from differences in percentages. Differences of one standard deviation are given a weight of one, two standard deviation a weight of five, and three standard deviations a weight of ten. Each difference in a consistent direction is given a weight of one. An example is shown below.

Table 1.

Completion of the Statement
"My Father Shows Favoritism Among His Children...."

	Farm Per Cent	City Per Cent	Difference in Standard Deviations	Score
Very Often	14.7	7.4	3	10
Often	13.2	8.0	2	5
Sometimes	18.3	10.6	3	10
Seldom	17.8	14.4	1	1
Never	36.1	59.6	3	10
Plus one for each diff. in consistent direction				<u>5</u>
Total V Score				41
X ² computed from the same data 30.56				

The significance of the V score, like chi square, depends upon the number of degrees of freedom and may be compared only with other V scores from tables with an equal number of degrees of freedom.

All V scores in this study may be so compared^{25/}.

The data pertinent to the discussion is the significance of differences between the groups compared and the direction of these differences. The data from which these differences are derived may be found in Appendix "C." The following charts will show: (1) the size and significance of differences between residence, socio-economic, age and sex groups and (2) whether the differences between these groups are primarily between adolescent and father or mother or both.

Detailed Consideration of Parent-Adolescent Adjustment The consideration of parent-adolescent relationships may be broken down into smaller areas: love-security, status, feelings about parents, socialization, and outside of family relationships. It is acknowledged that these breakdowns are arbitrary to a considerable degree. When submitted to a committee of experts, however, agreement was achieved that the divisions were meaningful, although some questions might fit into more than one area, no disagreement was found that the final distribution was suitable.

^{25/} The V score was developed by Charles Proctor on the suggestion of the writer that an equivalent of chi square which could be computed from significance of differences of percentages was needed. Proctor had the technical assistance of Dr. Leo Katz of the mathematics department, Michigan State College, in developing the mathematical justification of the score. At the present writing Proctor is working on a refinement that will allow higher weighting for differences considerably above the 1 per cent level, which will produce an even higher correlation with chi square.

The mathematical validity of the area breakdown is considered in Appendix "A" entitled "The Essential Unity of Feelings About Self and Others^{26/}." Each of the above areas is considered in a subsequent chapter and differences by age, sex, residence and socio-economic status are discussed.

^{26/} In brief, the factor analysis showed that the items of the entire scale measure only one variable. Parent-adolescent adjustment is one area not five or any other number. The breakdown into five areas must, consequently, be regarded as one of convenience and utility for the focusing of attention on a particular area rather than the treatment of discrete variables.

CHAPTER IV LOVE AND SECURITY RELATIONSHIPS

The basic need of human beings for love has been recognized by philosophers and religious writers before the formation of the science of sociology; however, its formation into useful socio-psychological concept may be credited to W. I. Thomas, stated first as intimate response in his and Znaniecki's Polish Peasant^{1/} and elaborated in The Unadjusted Girl^{2/}. It is now generally accepted by sociologists. It is recently been employed as a basic concept by Mead^{3/}, Kardiner^{4/}, Duvall^{5/}, and others.

In most societies, including modern American, the adolescent is not encouraged to enter into full and deep emotional ties with the opposite sex. As has already been shown the breakup of the larger primary groups of the great family and the neighborhood have left adolescent and parents largely dependent on each other for satisfaction of affectional needs. This chapter will indicate how the satisfaction of this basic need is associated with residence, socio-economic level, and age and sex of the adolescents.

The data pertinent to the discussion is the significance of

1/ Thomas, W. I., and Znaniecki, Florian, The Polish Peasant in Europe and America, R.G. Badger, Chicago, 1918.

2/ Thomas, W. I., The Unadjusted Girl, Little, Brown & Co., Boston, 1923.

3/ Mead, Margaret, And Keep Your Powder Dry, W. Morrow Co., New York, 1942.

4/ Kardiner, Abram, Psychological Frontiers of Society, Columbia University Press, New York, 1945.

5/ Duvall, Evelyn, and Hill, Reuben, When You Marry, D.C. Heath & Co., Boston, 1945.

differences between the groups compared and the direction of these differences. The data from which these differences are derived may be found in Appendix "C." The following tables will show (1) the size and significance of differences between residence, socio-economic, age and sex groups and (2) whether the differences between these groups are primarily between adolescent and father or mother or both.

Residence Differences

Table 2.

Significance of Differences Between Responses of Farm and City
Adolescents to Love and Security Items ^{6/}

Father Items	V Scores	V Scores	Mother Items
Favoritism ^{7/}	40		
		30	Interest child's activities
		29	Can confide in mother
		27	Favoritism
Confidence child's intent.	20		
Confidence father's aff.	20		
Interest child's activities	19		
		17	Confidence child's intent.*
			-----5 per cent level sig.
Can confide in father			Confidence mother's aff.
Parents' quarreling			Parents' quarreling

* X^2 of difference is 13.09 with four degrees of freedom.

All differences favor city families (higher adj. scores).

^{6/} V is a rough measure of significance of differences. Note that differences near the 5 per cent level of significance are checked by chi square, also. For the computation of V, see Chapter III.

^{7/} The exact wording of the question is given in Table 3, see Page 44.

Table 3.

Love and Security Items^{8/}

(In Order of Rural-Urban Differences)

Questionnaire
Number*

-
- 49 "My father shows favoritism among his children..."
 - 58 "My mother is interested in what I do..."
 - 78 "If I were in trouble, I could tell my mother..."
 - 84 "My mother shows favoritism among her children..."
 - 54 "My father thinks I try to do the right thing..."
 - 47 "I feel sure my father likes me..."
 - 24 "My father is interested in what I do..."
 - 89 "My mother thinks I try to do the right thing..."
 - 43 "If I were in trouble, I could tell my father..."
 - 82 "I feel sure my mother likes me..."
 - 96 "My parents quarrel in front of me..."
-

* Refers to the number of the question in the original measuring instrument (see Appendix "B").

^{8/} The above items were selected by the writer from the total scale as representative of the love and security relationships between father and mother and adolescents. A scrutiny by experts (Judson T. Landis, Charles P. Loomis, C. V. Millard, George W. Angell, Edgar A. Schuler, Duane Gibson, Ruth Fregard, and Alba Anderson) produced no objections. This procedure was checked by a factor analysis of five of the above items along with twenty-three from the other four areas of interaction. The results are discussed in Appendix "A." More briefly they are discussed in Footnote 26, Page 41.

That there are extremely significant differences between farm and city families in the feeling of adolescents of being loved and secure is indicated. Eight of the eleven measures show significant differences and all are in a consistent direction; that is, the city adolescents on the average feel more loved and secure in their feelings about parents than do farm children. The amount of quarreling indulged in by parents according to their children, varies little by residence, as does the feeling of confidence in mother's affection.

The role of both parents change as farm is compared to city, and the changes appear about equally great for mother and for father rather than primarily for one or the other. The city family is on the average more affection-centered, and ties are closer between adolescent and parent.

A third question that presents itself is: does a continuum of increasingly confident love and security relationships exist between farm and city corresponding to the increased urbanization of the population from open country non-farm, village small town, and fringe to city. It is not possible to answer this question affirmatively as far as love and security relationships are concerned. Most differences between farm and non-farm, village, town, and fringe families are non-significant. Fringe adolescents show the largest number of significant differences and town adolescents the least differences from farm.

Table 4.

Differences From Farm, As Measured By V Scores on Love and Security Items of Open Country, Village, Town, Fringe, and City Adolescents.

Questionnaire No.	Non-Farm	Village	Small Town	Fringe	City
49	<u>17</u>	12	6	<u>22</u>	<u>40</u>
58	6	7	10	7	<u>30</u>
78	5	7	5	7	<u>22</u>
84	<u>20</u>	<u>18</u>	8	7	<u>27</u>
54	5	4	<u>15</u>	5	<u>20</u>
47	0	6	5	5	<u>20</u>
24	5	5	5	<u>20</u>	<u>19</u>
89	0	0	6	6	<u>17</u>
43	5	5	4	<u>13</u>	<u>15</u>
82	-10	<u>17</u>	6	<u>15</u>	10
96	- 8	6	- 6	5	- 5

- Indicates difference favors farm adolescents.

Underline indicates differences are significant at 5 per cent level.

Differences by Socio-economic Level^{9/} Of the eleven items used to measure the love-security feelings of the adolescents nine showed significant differences, all in the direction of more security and feeling of being loved on the part of the adolescents at the higher socio-economic level. The non-significant differences found in the other two items--confidence in mother's affection and parents quarreling--were also in favor of the higher socio-economic group.

^{9/} Computed by assigning equal weights to education of father and mother, church attendance of father and mother, occupation, estimated income, mother working, and number of organizations (for technical details, see Appendix "D").

Table 5.

Significance of Differences Between Responses of High and Low Socio-Economic Level Adolescents To Love and Security Items.

Father Items	V Score	V Score	Mother Items
Favoritism	40		
Interest child's activities	36		
Confidence child's intent.	35	35	Favoritism
Confide in father	30		
Confidence father's affection	27	27	Confidence child's intent.
		24	Interest child's activities
		18	Confide in mother*
-----			5 per cent level sig.
			Confidence mother's aff.
Parents' quarreling			Parents' quarreling

* X^2 of difference is 13.78 with four degrees of freedom.

The role of both parents change significantly between socio-economic levels but that of the father changes much more than that of the mother. The adolescent at the higher level, on the average, has a much greater feeling of being loved and secure in his relationship to his father than the child at the lower socio-economic level. The mother's role is much more constant than the father's^{10/}.

One relationship shows great differences for both fathers and mothers on both farm-city and socio-economic comparisons: favoritism; that is, that the parent favors one child over another. Two factors are suggested as partial explanations. Adolescents both in the city and at the higher socio-economic level are less of a material asset.

^{10/} The closer relationship of mother (than father) to the child has been so thoroughly established that it seems unnecessary to analyze it here. Comparisons may be made on any relationship by examining the Basic Data Tables, Appendix "C."

This minimizes one basis for favoritism. A second probable factor is the greater penetration of the principles of child psychology into city and higher socio-economic level families.

Age Differences Six of the eleven measures of the feeling of

Table 6.

Significance of Differences Between The Responses of Early and Middle Adolescent Boys To Love and Security Items^{11/}

Father Items	V Scores	V Scores	Mother Items
		-30	Favoritism
Interest child's activities	25		
Favoritism	-20		
Confidence child's intent.	15		
		13	Confidence child's intent.
		12	Confidence mother's aff.*
			-----5 per cent level sig.
Parents' quarreling			Parents' quarreling
Confidence father's affection			Confide in mother
Confide in father			Interest child's activities

* X^2 of difference is 9.08 with three degrees of freedom.

- Indicates differences favor older boys.

being loved and secure in the adolescent-parent relation show significant differences between early and middle adolescence. All of the differences are in the direction of more security and feelings of being loved on the part of the younger adolescents, except for favoritism. There differences favor the younger boys except for the large number who feel that parents "very often" show favoritism^{12/}.

^{11/} The early adolescent group were in the eight grade and had a modal age of 13.5; middle adolescents were in the eleventh grade and had a modal age of 16.5.

^{12/} See Basic Data Table 1, Appendix "C."

Although the differences on favoritism are large, this leaves some doubt as to which direction they are in.

The changes in the role of father and mother, as early and middle adolescents are compared, appear about equal. Three items for each show significant differences and two fail to show such differences.

The sample shows that for girls there are significant differences between early and middle adolescents in three of the eleven indicators of feelings of being loved and secure. However, it is not clear that

Table 7.

Significance of Differences Between Responses of Early and Middle Adolescent Girls To Love and Security Items

Father Items	V Scores	V Scores	Mother Items
Favoritism	-31	32	Favoritism
		15	Confide in mother*
-----5 per cent level sig.			
Confidence father's aff.			Interest child's activities
Confide in father			Confidence child's intent.
Confidence child's intent.			
Parents' quarreling			Parents' quarreling
			Confidence mother's aff.
Interest child's activities			

* X^2 of differences is 9.53 with four degrees of freedom.
 - Indicates difference favors older girls.

either age group is better adjusted in this respect than the other. It is probable, however, that the relationship of daughter to mother changes more, on the average, than that of daughter to father (note two significant differences for mother, one for father).

Sex Differences Only three items show significant differences

Table 8.

Significance of Differences Between The Responses of Early
Adolescent Boys and Girls To Love and Security Items

Father Items	V Scores	V Scores	Mother Items
		30	Confide in mother
Confide in father	-18		
Confidence father's aff*	16		
-----5 per cent level sig.			
Favoritism			Interest child's activities
Parents' quarreling			Confidence parent's affection
Confidence child's intent.			Favoritism
Interest child's activities			Confidence child's intent.
			Parents' quarreling

* X^2 of differences is 9.53 with four degrees of freedom.

- Indicates difference favors boys.

between boys and girls adjustment to parents at the onset of adolescence. Two favor the girls and one the boys. The similarities of boys and girls feelings of being loved and secure appear at early adolescence greater than their differences.

At middle adolescence, however, the situation has changed radically and ten of the eleven love and security items show differences far above the 5 per cent level of significance. All favor (higher adjustment scores) the girls except confiding in father^{13/}. These

^{13/} The same sex tie is significantly indicated at the earlier age also, suggesting that confiding is a function of a common sex to a greater degree than it is of generalized feelings of being loved and secure; that is, boys confide in fathers because they are the same sex.

Table 9.

Significance of Differences Between The Responses of Middle
Adolescent Boys and Girls to Love and Security Items

Father Items	V Scores	V Scores	Mother Items
Confide in father	-37		
		34	Interest child's activities
		33	Confidence mother's affection
		30	Confide in mother
Confidence father's aff.	28		
		25	Favoritism
Favoritism	24		
Interest child's activities	21		
Confidence child's intent.	20		
		17	Confidence child's intent.*
			-----5 per cent level sig.
Parents' quarreling			Parents' quarreling

* X^2 of differences is 10.20 with four degrees of freedom.

- Indicates difference favors boys.

great differences indicate that by middle adolescence the boys, on the average, lacked feelings of being loved and accepted to a much greater degree than did middle adolescent girls. This difference is toward both parents about equally, with a little more towards the mother.

These differences were not present at early adolescence. They took place in a period of three years between the modal ages of 13.5 and 16.5 years.

Summary

(1) City adolescents on the average have more feeling of being loved and secure than do farm adolescents. Differences are significant on eight of eleven items and consistent in direction. Differences are

about equally great in feelings about mother and father; that is, as farm and city families are compared, the role of the mother and that of the father change about equally.

(2) Open country non-farm, village, small town, and fringe adolescents appear to occupy a middle area between farm and city adolescents.

Open country non-farm are, on the average of eleven items, closest to farm. Small town are next, and village and fringe adolescents are nearest to the city. This order must, however, be regarded as tentative since many of the differences are small. All except fringe are closer to farm than to city adolescents in their feelings of being loved and accepted by parents.

(3) Adolescents of the higher socio-economic level have greater feelings of being loved and accepted by parents than do those at lower socio-economic levels. The differences are significant on nine of eleven items and are all in a consistent direction. The roles of both parents change but the change is much greater for the father; on eight of the nine significant items the change is greater for father and on one the same for both parents.

(4) Sex differences in feeling of being loved and accepted are not great or consistent in early adolescence, although there are some indications of better adjustment for girls.

(5) Age differences of boys in feeling of being loved and secure are significant and consistent on six of eleven items, all in favor of younger boys except more prevalent feeling that parents show favoritism. For girls, some significant differences are found but some

items favor younger, some older girls, so that no general ranking is justified.

(6) At middle adolescence highly significant differences are found on ten of eleven items. All except one (feeling able to confide in father) indicate a greater feeling of being loved and secure on the part of the middle adolescent girls (11th grade). An event or events occurred during the three year period 13.5 to 16.5 years to change the feelings of adolescent boys from one of about equality with girls in feelings of being loved and secure to one of definite relative inferiority in these feelings.

CHAPTER V STATUS RELATIONSHIPS

The need for status has received widespread if not universal recognition of sociologists, social psychologists, and social anthropologists. The endeavor to place oneself favorably in the social structure in terms of the expectations of the society is universally observed. The forms this behavior takes is as diverse as the culture it occurs in, taking the form of the Potlatch among the Kwakiutl^{1/}, an excellent gardener in the Trobriands^{2/}, and driving a "four hole" Buick instead of a "three hole" Buick or a Ford in 1949 American society. Sometimes this behavior is frankly aimed at status or recognition^{3/}, but more often it is rationalized into a form more acceptable to society^{4/}.

The status situation for the adolescent has two main aspects: that of achieving recognition in the peer group and of becoming an adult in the family. There is, of course, a close interaction between the two. The adolescent's position among his peers will depend to a considerable extent on the freedom, privileges, and responsibilities at home, while the parents' perception of him reflects, in part, the recognition afforded him by the peer group, to the extent that the

1/ Boas, Franz, Ethnology of the Kwakiutl, U.S. Bureau American Ethnology, Washington, D.C., 1921.

2/ Malinowski, Bronislaw, Coral Gardens and Their Magic, American Book Co., New York, 1935.

3/ Considered one of the four fundamental categories of needs by W.I. Thomas, The Unadjusted Girl, Little, Brown & Co., Boston, 1923.

4/ Veblen, Thorstein, Theory of a Leisure Class, Vanguard Press, New York, 1919.

peer group reflects adult values. The present analysis is concerned with the second of these status needs; that of recognition by parents as an adolescent nearing adulthood.

This chapter will analyze some status items to determine the extent to which adolescents are given status is associated with age, sex, residence, and socio-economic level.

Residence Of the twelve items measuring privileges and responsibilities (See Table 11, Page 56) of adolescents four are significant above the 5 per cent level and eight are not. All of the

Table 10.

Significance of Differences Between Responses of Farm and City
Adolescents to Status Items

Father Items	V Scores	V Scores	Mother Items
		21	Make own decisions
		20	Prying
Go out by self	17		
		13	Go out by self*
-----5 per cent level sig.			
Included family councils			Included family council
Choose own clothes			Choose own clothes
Father approves behavior			Mother respects opinion
Prying			Mother approves behavior
Make own decisions			
Father respects opinions			

* X^2 of difference is 14.58 with four degrees of freedom.

significant differences are in the direction of more adult status accorded to the city adolescents.

Table 11.

Status Items

(In Order of Rural-Urban Differences)

Questionnaire^{5/}
Number

-
- | | |
|----|---|
| 88 | "My mother thinks I have the ability to make my own decisions..." |
| 67 | "My mother pries into my affairs..." |
| 33 | "My father lets me go out to social events by myself..." |
| 68 | "My mother lets me go out to social events by myself..." |
| 93 | "My parents discuss family problems with me..." |
| 99 | "My parents let me wear whatever I want to..." |
| 36 | "I feel that my father approves of how I behave..." |
| 53 | "My father thinks I have the ability to make my own decisions..." |
| 63 | "My mother respects my opinion..." |
| 32 | "My father pries into my affairs..." |
| 28 | " My father respects my opinion..." |
| 71 | "I feel that my mother approves of how I behave..." |
-

City mothers give larger increased freedom and responsibility to adolescents. City mothers differ more from farm mothers than do city from farm fathers. This is illustrated by the much greater change in mothers willingness to let adolescents make their own decisions.

^{5/} Identifies item with position in the questionnaire, see Appendix "B."

It has been shown that city adolescents receive more freedom and social responsibility: however, do open country non-farm, village, town, and fringe adolescents receive progressively increased adult-like status? The open country non-farm shows least differences compared to farm, with fringe, town, and village showing progressively

Table 12.

Differences From Farm, As Measured By V Scores on Status Items Of Open Country, Village, Town, Fringe, and City Adolescents.

Questionnaire No.	Open country	Village	Town	Fringe	City
88	5	- 5	4	6	<u>21</u>
67	5	7	6	6	<u>20</u>
33	3	8	11	-6	<u>17</u>
68	5	12	<u>15</u>	-4	<u>13</u>
93	-8	9	6	0	11
99	0	0	- 6	4	10
36	4	- 5	- 5	-5	10
53	6	10	10	10	8
63	5	12	0	9	7
32	-4	- 6	0	0	6
28	-10	- 4	- 6	5	6
71	9	9	5	0	0

- Indicates differences favor farm adolescents.

Underline indicates difference significant at 5 per cent level.

greater differences. The differences, however, are not large and a number of items show small differences in favor of the farm. The only generalizations which appear justifiable are that the open country, village, town, and fringe adolescents, on the average, have more freedom and social responsibility than farm and less than city adolescents, and that in this respect they are closer to the farm

than to the city.

Socio-Economic Level Significant differences are found for

Table 13

Significance of Differences Between Responses of High and Low
Socio-Economic Level Adolescents To Status Items

Father Items	V Scores	V Scores	Mother Items
Father respects opinion	36		
Father approves behavior	35		
		29	Make own decisions
Discuss family problems	26	26	Discuss family problems
		26	Mother respects opinion
Make own decisions	25		
		21	Go out by self
Go out by self	16	16	Mother approves behavior*
-----5 per cent level sig.			
Prying			Prying
Choose own clothes			Choose own clothes

* χ^2 of difference is 9.55 with four degrees of freedom.

all except two of the twelve items. At the higher socio-economic level the adolescent has more social responsibility and freedom and more of the feeling that parents have confidence in his ability to meet the situations he faces.

Both the role of the father and the mother changes greatly by socio-economic level in this area of interaction, with five items for each changing significantly. The differences in the role of the fathers is slightly greater than that of the mothers. All significant differences favor the adolescent of the higher socio-economic level family.

Age Differences Significant differences are found between early

Table 14.

Significance of Differences Between Responses of Early and
Middle Adolescent Boys to Status Items

Father Items	V Scores	V Scores	Mother Items
Go out by self	36	35	Go out by self
Choose own clothes	26	26	Choose own clothes
Make own decisions	20	-24	Prying
		-18	Mother approves behavior*
-----5 per cent level sig.			
Father respects opinions			
Prying			Make own decisions
Discuss family problems			Discuss family problems
Father approves behavior			Mother respects opinion

* X^2 of differences is 11.86 with four degrees of freedom.

- Indicates difference favors younger boys.

and middle adolescent boys on seven of twelve status items. These items showing significant differences may be divided into two groups: those which indicate behavior free of expectations based on maturity, "such as, freedom to go out by self", "choose own clothes", "make decisions," and "be included in the discussion of family problems," and, on the other hand, those which reflect general attitudes toward the adolescent's behavior in terms of what is expected of him, such as prying and approval of his behavior. On the items free of age expectations the older boys rank higher as a reflection of greater experience and independence than younger boys, but on those which reflect behavior in terms of what is expected at that age level, the

younger boys rank higher. To recapitulate, older boys have more freedom and responsibility, but they have less of the feeling that parents consider them adequate to the situations their age group encounters.

Table 15.

Significance of Differences Between Responses of Early and Middle Adolescent Girls To Status Items

Father Items	V Scores	V Scores	Mother Items
Choose own clothes	35	35	Choose own clothes
Make own decisions	35	35	Make own decisions
		30	Go out by self
Go out by self	28		
-----5 per cent level sig.			
Father approves behavior			
		Prying	
Included family discussion		Included family discussion	
Father respects opinions			
		Mother approves behavior	
Prying		Mother respects opinion	

Older girls have more status on five of twelve items than younger girls. Six of the eight significant items are measures free of age expectations, in which area it is clear that the older girls have more freedom and responsibility. From the differences observed it does not appear warranted to conclude that either female age group enjoys greater feelings of adequacy in terms of what is expected of them, although such evidence as is present favors the older girls.

Both father and mother give older girls more freedom and responsibility to about the same degree, and to very much the same extent item by item.

Sex Differences At the eight grade level only three of twelve items show significant differences between the status of boys and

Table 16.

Significance of Differences of Responses Of Early Adolescent
Boys and Girls to Status Items

Father Items	V Scores	V Scores	Mother Items
		-35	Go out by self
Go out by self	-28		
Choose own clothes	20	20	Choose own clothes
-----5 per cent level sig.			
Father respects opinions			
Prying			
			Make own decisions
Make own decisions			
Father approves behavior			Prying
			Mother approves behavior
			Mother respects opinion
Included family discussion			Included family discussion

- Indicates differences favor boys.			

girls and these are objective behavior items rather than generalized feelings of adequacy in terms of the situation. The differences favoring the boys on the item "go out by self" can be explained by reference to the basic data table^{6/}. It shows no differences between the sexes in the number experiencing complete freedom, but a rather large group of young girls who have no freedom at all in the matter of going to social events alone. The greater freedom that girls feel in deciding what to wear may, although not necessarily, be explained by the extremes of sloppiness and unconventionality characteristic of

^{6/} Basic Data Table 9, Appendix C.

the early adolescent boy group. To recapitulate, differences in status behavior and feelings at early adolescence shows very slight differences for boys and girls.

Table 17.

Significance of Differences Between The Responses of Middle Adolescent Boys and Girls To Status Items

Father Items	V Scores	V Scores	Mother Items
		-40	Go out by self
Go out by self	-32		
Father approves behavior	30		
		26	Mother approves behavior
		24	Mother respects opinions
		21	Prying
Prying	20		
Choose own clothes	20	20	Choose own clothes
Father respects opinions*	17		
-----			-5 per cent level sig.
			Make own decisions
Discuss family problems			Discuss family problems
Make own decisions			

* X^2 of difference is 13.91 with four degrees of freedom.

- Indicates differences favor boys.

At the middle adolescent age, differences in responsibilities and freedom are significant in nine of twelve items. Two of the nine favor the boys: that is, both fathers and mothers let them go out more by themselves. The differences are found both in the number who have complete freedom and among those who have none. On all other significantly differing items including those that indicate generalized feelings of being thought adequate to the situation, the girls

enjoy the greater status^{7/}.

Fathers and mothers, although they differ on individual items, both give girls the greater feeling of adequacy.

Summary

(1) City adolescents receive more freedom and social responsibility from parents than do farm adolescents. They also, on the average, have more feeling that parents have confidence in them. Differences are significant for four of twelve items, all of which favor the city adolescent.

(2) Adolescents of the open country non-farm, village, town, and fringe areas in terms of the averages on twelve status items rank between farm and city adolescents; however, all of these areas average closer to the farm than the city and on some individual items rank below the farm adolescents.

(3) Parents from higher socio-economic levels give adolescents more freedom, social responsibilities, and feelings that parents have confidence in their adequacy than do parents at lower socio-economic levels. Differences are significant on ten of twelve items, all in favor of the higher socio-economic group. Larger differences are observed between fathers at high and low socio-economic levels than for mothers.

^{7/} In American society the adolescent girl can still achieve status in the family by household contribution and with the peer group by personal attractiveness. The adolescent boy's traditional channels of economic contribution and use of superior size and strength are cut off by a changed society.

(4) Middle adolescent boys are given more freedom and social responsibility than are early adolescent boys, but there is some evidence to suggest that younger boys feel that parents have more confidence in them in terms of what is expected of their age group.

(5) Middle adolescent girls are given more freedom and social responsibility than early adolescent girls. Feelings of being adequate to the situation appear to not differ greatly by age.

(6) At early adolescence only three of twelve status items show significant differences between the sexes, one favoring girls and two favoring boys. Neither can be said have more status or feelings of adequacy at this age.

(7) By middle adolescence girls have more status and more of them feel that their parents consider them adequate. Nine items show significant differences, all of which favor girls except two: the extent to which father and mother allow them to go to social events by themselves.

CHAPTER VI SOCIALIZATION RELATIONSHIPS

A large segment of adolescent-parent interaction is centered about the conformation of the adolescent to the expectations of society of what adolescent behavior should be in general and particularly as to what parents believe it should be in the family. Upon whether it is successfully accomplished depends the lifetime adjustment of the individual in society.

The American situation differs basically from one in which community, church, school, and government specifically reinforce the (only one) family pattern^{1/}, and from a relatively static society in which the experiences of the father as an adolescent are duplicated by the son^{2/}. The contemporary American parent is, relatively speaking, in a kind of "no man's land" in which the socialization practices he employs differs from those of groups he and his children are in contact with and in which he is forced to meet situations which he never experiences himself. This chapter will analyze some methods and results of the socialization process as they are associated with sex, age, socio-economic, and residence groups.

1/ Thomas, W. I., and Znaniecki, Florian, The Polish Peasant in Europe and America, R. G. Badger, Chicago, 1918.

2/ Davis, Kingsley, "The Sociology of Parent-Child Conflict," American Sociological Review, Vol. V, (1940), pp. 23-25.

Table 18.
Socialization Items
(In Order Of Rural-Urban Differences)

Questionnaire Number	
61	"For fun, my mother and I do..."
64	"I consider my mother's correction of me..."
80	"My mother scolds me..."
42	"When my father tells me to do something I usually..."
70	"When my mother makes me do something, she tells me why it's necessary..."
55	"For fun, my father and I do..."
73	"If I had a child my age, I would teach him what is right and wrong...exactly what my mother taught me..."
35	"When my father makes me do something, he tells me why it's necessary..."
37	"If I had a child my age, I would teach him what is right and wrong...exactly what my father taught me..."
30	"My father nags at me..."
74	"I think my mother knows what is best for me..."
65	"My mother nags at me..."
77	"When my mother tells me to do something, I usually..."
38	"I think my father knows what is best for me..."
29	"I consider my father's punishment of me..."
45	"My father scolds me..."

Residence Half, or eight, of the socialization items (see Table 18) show significant differences between farm and city families,

Table 19.

Significance of Differences of Responses of Farm and City
Adolescents to Socialization Items

Father Items	V Scores	V Scores	Mother Items
		22	Mutual activities for fun
		18	Fair punishment
		-18	Scolding
Attitude toward orders	-16	16	Explains instructions
Mutual activities for fun	15		
		13	Agree moral rules
Explains instructions*	12		
-----5 per cent level sig.			
Agree moral rules			
Nagging			
			Confidence mother's judgment
			Nagging
			Attitude toward orders
Confidence father's judgment			
Fair punishment			
Scolding			

* X^2 of difference is 10.88 with four degrees of freedom.

- Indicates differences favor farm adolescents.

indicating real differences in the practices employed and results gained. The general picture is one of more socialization by participating together in amusements of both city fathers and mothers with child, more attempts to be fair in correction, and to explain the "whys" of social rules. The other part of the picture is that mothers scolded more with this type of socialization and fathers secured less exact obedience.

As to the result of the process, the city parents appear to have been somewhat more effective since a significantly greater number would teach their children what is right and wrong exactly the same that their parents taught them. The city group, however, shows more variation than the farm in that a larger percent also entirely repudiate the parents' teachings^{1/}. A possible explanation is that in order to repudiate entirely, an alternative must be present. Alternative moral codes are present in the city but not present or not recognized as such in the farm area.

Socialization techniques vary much more between farm and city mothers than between fathers. The father role changes relatively little, the mother role relatively great. The city mother role coincides with the smaller family, decline of home production, and introduction of labor saving technology into the home, all of which allows, if not necessitates, a greater concentration on the child.

The areas which are considered to bridge the gap between the city and farm, that is, the fringe, town village, and open country non-farm, are found to occupy an intermediate position so far as socialization relationships are concerned. The differences between the open country and town and the farm are very small. Smallest differences are found between open country and farm with progressively

^{1/} Basic Data Table 19, Appendix "C."

Table 20.

Differences From Farm, As Measured By V Scores on Socialization Items,
Of Open Country, Village, Town, Fringe, and City Adolescents

Questionnaire No.	Open Country	Village	Town	Fringe	City
61	5	12	11	8	<u>22</u>
64	<u>14</u>	7	6	<u>15</u>	<u>18</u>
80	0	-5	-11	0	-18
42	8	5	6	0	<u>16</u>
70	<u>-16</u>	-6	<u>-14</u>	-10	<u>-16</u>
55	11	<u>20</u>	6	<u>20</u>	<u>15</u>
73	-10	5	-5	<u>19</u>	<u>13</u>
35	4	4	0	7	12
37	5	5	-5	9	10
30	-9	6	6	0	10
74	4	6	7	5	7
65	0	6	12	6	6
77	-7	-4	0	0	5
38	0	0	-6	4	0
29	-8	0	6	7	0
45	4	0	5	-4	0

- Indicates difference favors farm adolescents.

Underline __ indicates difference significant at 5 per cent level.

greater differences between farm and town, village, fringe, and city.

Socio-Economic Differences Differences in the ways the adolescent is socialized are significant for seven of sixteen items for higher and lower socio-economic levels. All of the differences favor the high level group. Socialization is accomplished more by mutual participation, explanation, understanding, and confidence than at the lower level.

. Table 21.

Significance of Differences of Responses of High and Low Socio-
Economic Level Adolescents To Socialization Items

Father Items	V Scores	V Scores	Mother Items
		35	Mutual activities for fun
Mutual activities for fun	31		
Explains instructions	31		
Agree moral rules	27		
Confidence father's judgment	26		
		16	Fair punishment
Fair punishment*	14		
-----5 per cent level sig.			
Attitude towards orders			Confidence mother's judgment
Scolding			Explains instructions
Nagging			Attitude towards orders
			Agree moral rules
			Nagging
			Scolding

* X^2 of difference is 18.53 with four degrees of freedom.

The changing role of the father is prominent as socio-economic levels are compared. Five of the seven items significantly different are father items and most of them are larger differences than for the mother. With higher income, education, occupation, and social participation, large differences are observed in the fathers' socialization practices; similar and significant but lesser changes are found in mothers.

Age Differences Tremendous differences (thirteen of sixteen are significant) in socialization practices are found between early and middle adolescent boys, all of which differences except scolding

Table 22.

Significance of Differences of Responses of Early and Middle
Adolescent Boys To Socialization Items

Father Items	V Scores	V Scores	Mother Items
Mutual activities for fun	46	40	Mutual activities for fun
		40	Confidence mother's judg.
Confidence father's judgment	31		
Agree moral rules	30	30	Agree moral rules
Fair punishment	30		
		28	Fair punishment
		27	Nagging
Nagging	25		
Scolding	-24		
Explains instructions	15		
Attitude toward orders*	13		
-----5 per cent level sig.			
			Explains instructions
			Attitude toward orders
			Scolding

* X^2 of difference is 7.81 with three degrees of freedom.

- Indicates differences favor older boys.

favor the younger boys. This "deterioration" takes the form of fewer mutual activities for fun, fewer explanations of parental rules, and more resentment against punishment received, decline of confidence in parent, and the substitution of nagging for scolding as a control device, and, finally, a widening of disagreement on what is right and wrong.

This increase in the conflict situation is shared by both parents, but the increase for father is noticeably larger as early adolescent are compared with middle adolescent boys.

Table 23.

Significance of Differences Between The Responses of Early and Middle Adolescent Girls To Socialization Items

Father Items	V Scores	V Scores	Mother Items
Mutual activities for fun	32		
Confidence father's judgment	31		
Scolding	-21	21	Agree moral rules
		15	Confidence mother's judg.*
			-----5 per cent level sig.
Agree moral rules			Mutual activities for fun
Attitude toward orders			Scolding
Fair punishment			Nagging
Nagging			Fair punishment
Explains instructions			Explains instructions
			Attitude toward orders

* X^2 of difference is 13.42 with four degrees of freedom.

- Indicates differences favor older girls.

Comparison of socialization items for early and middle adolescent girls shows significant differences on five of sixteen items, four of which favor the younger and one the older girls. As the girl ages, she has less social participation with parents, less confidence in their judgment, and experiences more doubt as to the correctness of their moral rules.

The change in socialization practices is clearly greater for the father than for the mother. The three significant father items indicate a "withdrawal" from the socialization process of the daughter.

Sex Differences At the early adolescent period, significant differences between boys and girls socialization are found on five of sixteen items. Boys do more things for fun with fathers, consider

Table 24.

Significance of Differences Between Responses of Early Adolescent
Boys and Girls To Socialization Items

Father Items	V Scores	V Scores	Mother Items
		31	Mutual activities for fun
Mutual activities for fun	-22		
Scolding	15		
Fair punishment	-14		
Agree moral rules*	-12		
-----5 per cent level sig.			
Nagging			Nagging
Confidence father's judgment			Attitude toward orders
Attitude toward orders			Scolding
Explains instructions			Fair punishment
			Agree moral rules
			Confidence mother's judg.
			Explains instructions

* X^2 of difference is 9.50 with four degrees of freedom.

- Indicates differences favor boys

his punishment fair, and agree with him on moral rules more often than do young girls; however, more indicate that fathers scold them than do girls. Girls do more things for fun with mothers than do boys. Since three of the five significant differences favor boys, two favor girls, and only five of the sixteen are significant at all, it is apparent that differences are not great at this age level.

The role of the father appears considerably more varied by sex of children than that of the mother. The mother appears to play very nearly the same role as to socialization practices to young girls as to young boys, but the father, even at this early age plays a somewhat different role with sons than with daughters, with the better relationship to the boys.

Table 25.

Significance of Differences* Between the Responses of Middle
Adolescent Boys and Girls To Socialization Items

Father Items	V Scores	V Scores	Mother Items
Nagging	40	55	Mutual activities for fun
Attitude toward orders	26	27	Confidence mother's judg.
Fair punishment	21	22	Attitude toward orders
Confidence father's judgment	20		
		17	Fair punishment
		16	Explains instructions
		15	Nagging**
			-----5 per cent level sig.
Mutual activities for fun			Agree moral rules
Explains instructions			Scolding
Scolding			
Agree moral rules			

* All differences favor girls.

** X^2 of difference is 9.45 with four degrees of freedom.

By middle adolescence, differences in socialization practices by sex are significant for ten of sixteen items. All of these favor girls. One item---number of things done for fun with mother---shows the greatest differences that the V score is capable of registering for a two by five table.

By middle adolescence the socialization mechanisms used by parents are inferior for boys as compared with girls in the following respects: boys are nagged more by both fathers and mothers, when given instructions they are less likely to follow them, more often they consider punishment to be unfair, have lost confidence in the judgment of parents, and they receive fewer explanations from mother.

Summary

- (1) Comparing farm and city families, differences are significant on eight of sixteen socialization items. Six of these favored the city families; two, scolding by mother and attitude toward father's instructions, favored the farm group. The greatest differences were found between farm and city mothers rather than between farm and city fathers.
- (2) The socialization practices of open country, town, village, and fringe are, on the average of sixteen items, intermediate between farm and city and vary from farm in the above order. Differences favor the farm group on some individual items.
- (3) High socio-economic level ranks higher than low socio-economic level adolescents on all seven of the items showing significant differences between the groups. The role of the father changes more than that of the mother as the two groups are compared.
- (4) Early adolescent boys differ significantly from middle adolescent boys on thirteen of sixteen socialization items. Twelve of the thirteen favor the younger boys. The father role changes more than the mother as indicated by significant differences on all adolescent-father relationships.

For girls, the differences are slight, with three items significantly favoring younger girls and two favoring older girls. Again the role of the father is observed to change more than that of the mother.

- (5) At early adolescence both parents tend to employ the same prac-

tices for boys and girls. Only five items show significant differences; three favoring boys and two favoring girls. The role of the mother is observed to change less by sex of the adolescent than does the role of the father.

(6) By middle adolescence significant differences are found in ten of sixteen items, all of which favor the girl. Mother relationships to middle adolescents vary more by sex on socialization items, on the average, than do father.

CHAPTER VII PARENT PERSONALITIES

Basic to adolescent-parent interaction are the generalized feelings that adolescents have about parents as individuals. These feelings are built up from the totality of the past experience in which the child conceives that the parent played a part. This excludes those affecting the child in which the parent played a part, but of which the child is not aware, but it includes those in which the parent played no part but the child believes he did. The affective area, then, is the totality of pertinent roles played by the parent as conceived by the child. The shaping of the parental roles and their perception by the adolescent are in terms of the social systems of which parents and children are members^{1/}.

This chapter will, by use of some specific and some generalized items, indicate the association between these feelings about parents as individuals and age and sex of adolescent and socio-economic level and residence of the family. Table 26 lists the exact items used to measure.

^{1/} Membership in social systems is not identical for parents and children. Parents not only are not members of adolescent systems, but often have never been members of an adolescent system. For the theory of a social system, see Loomis, C.P. and Beegle, J.A., "A Typological Analysis of Social Systems," Sociometry, Vol. 9, (1948), pp. 147-91.

Parent Personality Items
(In Order of Rural-Urban Differences)

Questionnaire
Number

- 31 "Considering the amount of money my father has, I consider that he spends it on me..."
 - 26 "I consider my father's education..."
 - 69 "When I ask my mother questions, she gives me honest answers..."
 - 34 "When I ask my father questions, he gives me honest answers..."
 - 76 "My mother follows advice which she gives me..."
 - 41 "When I'm grown up, I would like to have a personality...exactly like my father..."
 - 60 "I consider my mother's education..."
 - 66 "Considering the amount of money my mother has, I consider that she spends it on me..."
 - 40 "My father follows advice which he gives me..."
 - 97 "When I marry, I want my mate to have a personality...exactly like my parent (father, if a girl answering; mother, if a boy answering)..."
 - 72 "When I'm grown up, I would like to have a personality...exactly like my mother..."
 - 25 "Of my father's friends I like..."
 - 50 " My father lets me use his personal property..."
 - 85 "My mother lets me use her personal property..."
 - 59 "Of my mother's friends I like..."
-

Residence Differences City adolescents are less critical of their parents' personalities than are farm adolescents. Differences

Table 27.

Significance of Differences Between Responses of Farm and City Adolescents To Parent Personality Items

Father Items	V Scores	V Scores	Mother Items
Father's generosity	30	30	Honest answers
Father's education	30		
Honest answers	26	26	Follows own advice
Personality like father	*25	25	Mother's education
		25	Mother's generosity
Follows own advice	24		
Mate like parent	*15	15	Mate like parent
		14	Personality like mother**
-----5 per cent level sig.			
Like father's friends			Use mother's property
Use father's property			Like mother's friends

* Direction not determined; see discussion below.

** X^2 of difference is 9.66 with four degrees of freedom.

are significant for eleven of fifteen items. All of these favor the city families except two, desire for personality like father and desire for a mate like the cross-sexed parent. Both items show more extreme distributions both of entire acceptance of the parent and complete rejection of the parent as a model. As noted above, the entire rejection of the parent may be more easily accomplished when accepted contrasting models are present, as is more common in the city. Nine of the eleven, however, clearly favor the city family.

The areas considered to be intermediate between farm and city in interaction type, open country, village, town, and fringe show one

notable difference from the expectation. On the basis of the average of fifteen items, the town group shows a more critical attitude toward parents than the farm group. The low position of the town

Table 28.

Differences From Farm, as Measured by V Scores on Parent Personality Items, of Open Country, Village, Town, Fringe and City Adolescents

Questionnaire No.	Open Country	Village	Town	Fringe	City
31	0	<u>20</u>	6	7	<u>30</u>
26	6	<u>26</u>	6	<u>25</u>	<u>30</u>
69	<u>13</u>	6	0	<u>30</u>	<u>30</u>
34	<u>6</u>	<u>15</u>	0	5	<u>26</u>
76	0	7	9	<u>16</u>	<u>26</u>
41	10	6	-5	<u>17</u>	<u>25</u>
60	<u>14</u>	<u>24</u>	<u>13</u>	<u>24</u>	<u>25</u>
66	0	-4	0	* <u>15</u>	* <u>25</u>
40	0	0	4	5	<u>24</u>
97	*10	5	-5	* <u>13</u>	* <u>15</u>
72	-5	*8	-5	* <u>16</u>	<u>14</u>
25	9	9	6	3	<u>13</u>
50	5	6	-11	-4	11
85	-5	5	<u>-14</u>	5	6
59	-20	-5	-25	0	6

* Direction not determined, see discussion above.

- Indicates differences favor farm adolescents.

Underline indicates difference significant above 5 per cent level.

group is based largely on low scores on three items: number of mother's friends liked, and use of mother's and father's personal property. Of these "intermediate" groups, then, the town actually averages lower than farm, the open country a little higher than farm but quite close, and village and fringe adolescents occupy approxi-

mately a mid-point between farm and city.

Socio-Economic Differences Adolescents in the lower socio-economic level families are more critical of parents than those at the higher level. Differences are significant for eleven of fifteen items. All significant differences favor the adolescents from the

Table 29.

Significance of Differences Between Responses of High and Low
Socio-Economic Level Adolescents to Parent Personality Items

Father Items	V Scores	V Scores	Mother Items
Personality like father	41		
Father's education	40		
Father's generosity	36	36	Mother's education
Follows own advice	36	36	Follows own advice
		30	Honest answers
Honest answers	27		
		24	Mother's generosity
Like father's friends*	22		
-----5 per cent level sig.			
Mate like parent			Mate like parent
Use father's property			Personality like mother
			Like mother's friends

* X^2 of differences is 19.00 with three degrees of freedom.

All differences favor high socio-economic level.

higher socio-economic levels. Since formal education of parents is one of the components of socio-economic level, it would be expected that more of the adolescents at the high socio-economic level would consider parents education superior; however, they also more often consider their parents to be generous, honest, follow own advice, and they desire personalities like them (father only) more often.

As socio-economic level increases, criticism of the father's personality characteristics decline more than do criticism of mother's.

Age Differences Older boys more than younger are critical of parents' personalities. Differences are significant for nine of fifteen items, all of which significant differences favor younger boys.

Table 30.

Significance of Differences of Responses of Early and Middle Adolescent Boys To Parent Personality Items

Father Items	V Scores	V Scores	Mother Items
		39	Like mother's friends
Like father's friends	29		
Father's generosity	26		
Personality like father	25		
		23	Mate like mother
		20	Honest answers
Follows own advice	19		
		17	Personality like mother
		14	Mother's education*
-----5 per cent level sig.			
			Use mother's property
			Follow own advice
			Mother's generosity
Father's education			
Use father's property			
Honest answers			

* X^2 of difference is 12.53 with four degrees of freedom.

Mother and father are both increasingly criticized by older adolescent boys, and the increase is not significantly greater for one than the other.

Table 31.

Significance of Differences Between Responses of Early And
Middle Adolescent Girls To Parent Personality Items

Father Items	V Scores	V Scores	Mother Items
		-32	Use mother's property
Use father's property	-16		
Personality like father*	16		
-----5 per cent level sig.			
Like father's friends			Personality like mother
Mate like parent			Mother's education
Honest answers			Follows own advice
Follows own advice			Mother's generosity
Father's education			Like mother's friends
Father's generosity			Honest answers

* X^2 of difference is 11.93 with four degrees of freedom.

- Indicates differences favor older girls.

There is relatively little difference between early and middle adolescent girls in their attitudes toward parents. Three items show significant differences, two of which favor the older girls and one the younger. Similarities between the two groups are much more marked than differences.

Sex Differences At early adolescence there are few significant differences between boys and girls in their criticism of parents. Five of fifteen items show significant differences, but two of these are obviously sex linked, namely: use of father's and mother's property. This leaves only three items significantly different. Many more young boys want wives like mother than do girls like father. Boys also less often feel that fathers do not follow their own advice. To recapitulate, differences in critical feelings about parents

Table 32.

Significance of Differences Between Responses of Early
Adolescent Boys and Girls To Parent Personality Items

Father Items	V Scores	V Scores	Mother Items
Use father's property	-35		
		26	Use mother's property
Mate like parent	-23	-23	Mate like parent
Follows own advice*	-16		
-----5 per cent level sig.			
Personality like father			Personality like mother
Like father's friends			Like mother's friends
Honest answers			Mother's generosity
Father's education			Mother's education
Father's generosity			Follows own advice
			Honest answers

* X^2 of differences is 13.05 with four degrees of freedom.

- Indicates differences favor boys.

are not great between boys and girls at early adolescence.

By middle adolescence boys more than girls are critical of and often reject parents. Differences are significant for ten of fifteen items. When the sex-linked items, use of father's and mother's property, are subtracted differences are still significant for eight items, seven of which favor the girl. Only in the acceptance of cross-sexed parent as a model for the future mate are boys less critical than girls.

The sex differences at middle adolescence are greater for mother than for father items. On only one mother item, the item of education, do differences between older boys and girls fall below the 5 per cent level of significance. What this means in terms of mother-father

Table 33.

Significance of Differences Between Responses of Middle
Adolescent Boys and Girls To Parent Personality Items

Father Items	V Scores	V Scores	Mother Items
		44	Like mother's friends
		37	Use mother's property
		35	Honest answers
Father's generosity	25	25	Mother's generosity
Like father's friends	19		
Use father's property	-18		
		16	Follows own advice
		16	Personality like mother
Mate like parent	-15	-15	Mate like parent*
			-----5 per cent level sig.
Honest answers			Mother's education
Father's education			
Personality like father			
Follows own advice			

* X^2 of difference is 12.71 with four degrees of freedom.

- Indicates differences favor boys.

comparisons is that boys and girls both have critical attitudes toward the father but only the boys are very critical toward the mother^{2/}.

Summary

(1) Farm more than city adolescents show critical feelings toward their parents. Differences are significant for eleven of fifteen items, all of which favor the city group except two whose direction could not be determined. Differences favoring the city families are about equally great for adolescent-father and adolescent-mother relations.

2/ See Basic Data Tables 22-29, Appendix "C."

(2) Open country adolescents show slightly less criticism of parents than do farm. Village and fringe groups fall about half way between farm and city. Small town adolescents show, on the average, a little more critical attitude toward parents than do farm adolescents.

(3) High as compared to low socio-economic adolescents are less critical of parents. Differences are significant for eleven of fifteen items. All significant differences favor the higher socio-economic level. Differences are greater between fathers than between mothers at the two levels.

(4) Older boys are more critical of parents than are younger boys. Differences are significant for nine of fifteen items, all of which significant differences favor the younger boys. The increase of criticism with age is about equal toward each parent. For girls, the differences are few, two significantly favoring older girls and one favoring younger girls.

(5) Early adolescent boys and girls differ little in feelings about parents. Of the four items that differ significantly, three favor boys and one girls.

(6) By middle adolescence boys are much more critical of parents than are girls. Differences are significant for ten of fifteen items. Differences are found more often on mother than on father items.

CHAPTER VIII OUTSIDE OF FAMILY RELATIONSHIPS

As noted above, a constant interaction flows between adolescent-parent behavior in the family social system and adolescent behavior in other systems of which the adolescent is a member^{1/}. Generally this has been considered essentially a one-way road with the cumulative events which occurred in the family shaping the personality and subsequent behavior of the individual in society. This picture of the socialization of the individual has been particularly useful in "primitive" societies where the family is often the basis of political, economic, religious, recreational, and educational activity as well as the functions it performs in present-day American society (1949). This socialization function of the family reaches its extreme in societies such as the Semang where the family is the only clearly discernible permanent social unit^{2/}.

Differing from the above pattern, American society of 1949 is one of interaction between the roles of the adolescent plays in the family, in his peer group, his school, and elsewhere. His success or failure in any of the systems of which he is a member is reflected in his interactions with members of the other systems^{3/}. This inter-

^{1/} Introduction, Chapter 4, and Chapter 6.

^{2/} Murdock, George P., Our Primitive Contemporaries, The Macmillan Co., New York, 1934.

^{3/} The general functional theory that each customary relationship in a society is related to all others is accepted. The functional theory is spelled out by Bronislaw Malinowski in his A Scientific Theory of Culture, The University of North Carolina Press, Chapel Hill, 1944.

action between the adolescent in the family system and in other systems will be explored and their association with age and sex of the adolescent and residence and socio-economic level of the family analyzed.

Residence Differences Eight of fourteen items (see Table 35 for wording) show significant differences between the ways that city and farm parents prepare their children to interact in social systems outside the family.

Table 34.

Significance of Differences Between The Response of Farm
And City Adolescents To Outside of Family Items

Father Items	V Scores	V Scores	Mother Items
Adol. continue education	26	26	Adol. continue education
Feelings about home	26	26	Feelings about home
Parent's occupation	25	25	Parent's occupation
Treats adolescent friends	24	24	Treats adolescent friends
Help with homework*	19	24	Help with homework
-----5 per cent level sig.			
Sex information			Sex information
Agree religiously			Understands problems
Understands problems			Agree religiously

* χ^2 of difference is 12.13 with four degrees of freedom.

All of the significant differences favor the city families. The city family, a less self-contained unit than the farm family, interacts in ways which better prepare the adolescent to interact with outside systems. This outside interaction in favorable terms for the adolescent, in turn, may reinforce his feelings of solidarity with

Table 35.
 Outside of Family Items
 (In Same Order as Table 33)

Questionnaire
 Number

- 51 "My father...encourages me to go to college..."
 - 86 "My mother...encourages me to go to college..."
 - 94 "I feel...with my home...very proud..."
 - 92 "As a job for me, I consider my parent's occupation (father's occupation, if boy answering; mother's occupation, if girl answering)..."
 - 44 "My father treats my friends..."
 - 79 "My mother treats my friends..."
 - 39 "When I want help with my home work, my father helps me..."
 - 81 "My mother gives me information about sex..."
 - 75 "When I want help with my home work, my mother helps me..."
 - 83 "I think my mother understands the problems of young people of my age..."
 - 46 "My father gives me information about sex..."
 - 62 "I agree with my mother on religious beliefs..."
 - 27 "I agree with my father on religious beliefs..."
 - 48 "I think my father understands the problems of young people my age..."
-

parents.

Differences in city and farm families are equally large for both adolescent-father and adolescent-mother relations.

The "in between" groups of open country, village, town, and fringe families, on the basis of fourteen items, all fall between the farm and the city. Open country non-farm shows small differences from

Table 36.

Differences From Farm, As Measured By V Scores on Outside Of Family Items, Of Open Country, Village, Town, Fringe, and City Adolescents

Questionnaire No.	Open Country	Village	Town	Fringe	City
51	6	<u>27</u>	<u>25</u>	<u>13</u>	<u>26</u>
86	7	<u>26</u>	<u>30</u>	<u>27</u>	<u>26</u>
94	0	7	7	11	<u>26</u>
92	-5	-11	-9	-6	<u>25</u>
44	10	7	-5	6	<u>24</u>
79	0	6	-5	10	<u>24</u>
39	0	12	7	<u>19</u>	<u>19</u>
81	7	10	11	<u>19</u>	<u>16</u>
75	8	<u>19</u>	5	5	<u>14</u>
83	-9	-6	-6	-6	12
46	9	<u>14</u>	5	0	8
62	0	0	5	0	7
27	-6	0	0	0	6
48	6	4	-6	0	6

- Indicates differences favor farm adolescents.

Underline__ indicates difference significant at 5 per cent level.

the farm with town, fringe, and village showing greater differences from farm and nearer to city in that order. On a theoretical continuum, the village group would be at approximately the mid-point

between farm and city.

Socio-Economic Differences Twelve of fourteen items show significant differences; all of which favor the higher socio-economic level families. The differences in the change of roles of father and mother is, perhaps, even more significant. Not a single father item fails to show differences above the five per cent level. Some of these differences result almost automatically from the increase in socio-economic status. Such items include the desire for the adolescent to continue his education. Fathers in this group are better educated, see its value, have funds for the adolescent's education, and have fewer children to educate. About the same is true of feelings about a home and of a desire to follow father's occupation. On others

Table 37.

Significance of Differences of Responses of High and Low Socio-Economic Level Adolescents To Outside of Family Items

Father Items	V Scores	V Scores	Mother Items
Help with homework	36		
Parent's occupation	34	34	Parent's occupation
Feelings about home	30	30	Feelings about home
Agree religiously	30		
		29	Treats adolescent friends
Sex information	28		
Understands problems	26		
Adol. continue education	25	25	Adol. continue education
Treats adolescent friends	25	25	Agree religiously
		17	Helps with homework*
-----5 per cent level sig.			
			Sex information
			Understands problems

* X^2 of difference is 15.91 with four degrees of freedom.
All differences favor higher socio-economic level.

which involve more interaction, however, such as giving sex information, the treatment of adolescent's friends, understanding of youth's problems, and agreement on religious beliefs, fathers of the higher socio-economic level average better in assisting adolescents to successful participation in outside activities.

Age Differences Younger boys show better adolescent-parent relations than older boys with regard to outside of family items.

Table 38.

Significance of Differences of Responses of Early and Middle Adolescent Boys To Outside of Family Items

Father Items	V Scores	V Scores	Mother Items
		35	Help with homework ^{4/}
Help with homework	32		
Agree religiously	29		
		22	Agree religiously
Understands problems	21		
Parent's occupation	19		
Feelings about home	17	17	Feelings about home
		12	Understands problems*
-----5 per cent level sig.			
			Sex information
Sex information			
Treats adolescent friends			
			Adolescent cont. education
			Treats adolescent friends
Adolescent cont. education			

* X^2 of difference is 13.23 with four degrees of freedom.
All of the eight significant differences favor early over middle adolescent boys^{4/}.

^{4/} In many instances parents cannot assist older adolescents with homework since they have had less education than their children.

Only three of fourteen items show significant differences between early and middle adolescent girls, and two of these are of a somewhat technical nature^{5/}. This leaves the large majority of items with no significant differences between early and middle adolescent girls.

Table 39.

Significance of Differences Between Responses of Early And Middle Adolescent Girls to Outside of Family Items*

Father Items	V Scores	V Scores	Mother Items
Help with homework	32		
Sex information**	19	19	Help with homework
-----5 per cent level sig.			
Agree religiously			
Understands problems			Understands problems
			Agree religiously
Treats adolescent friends			Sex information
Adol. continue education			
			Adol. continue education
Feelings about home			Feelings about home
			Parent's occupation
			Treats adolescent friends

* Significant differences favor younger girls.

** X^2 of difference is 15.25 with four degrees of freedom.

Parents function about as well at early as at middle adolescence in relationships that affect the outside activities of girls. This indicates that the deterioration of the adolescent-parent relationship in this area of interaction is not traceable to age but to a combination of age and sex.

^{5/} See Footnote 4.

Sex Differences Five of fourteen outside of home items show significant differences between early adolescent boys and girls. Two favor boys and three favor girls, so it would appear that neither are significantly better prepared by parents for outside interaction than the other. One item, however, shows so much greater differences than the others that it warrants special attention; that is, availability of sex information. The differences are in its availability from mother. Twice as many mothers make the information always available, and three times as many volunteered information to girls. Although for fathers the differences are not significant, those found show

Table 40.

Significance of Differences of Responses of Early Adolescent
Boys and Girls To Outside of Family Items

Father Items	V Scores	V Scores	Mother Items
		55	Sex information
		19	Understands problems
		19	Treats adolescent friends
Help with homework	-18		
		-17	Help with homework*
			-----5 per cent level sig.
Treats adolescent friends			Adol. continue education
Adol. continue education			Agree religiously
Feeling about home			Feeling about home
Agree religiously			
Understands problems			
Parent's occupation			Parent's occupation

* X^2 of difference is 15.34 with four degrees of freedom.

- Indicates differences favor boys.

that fathers more often made sex information readily available to

girls than to boys^{6/}. To recapitulate, five items show significant differences between young boys and girls half of these favor each sex, so that at this age no definite ranking by sex is justified. Mothers show greater differences between their interaction with their young boys and girls.

By middle adolescence, eleven of fourteen outside of family items indicate significant differences for boys and girls. Eight of these eleven favor the girls, with only encouragement of the adolescent to continue his education and sex information from father favoring the boys. Since an advanced education is less of a voca-

Table 41.

Significance of Differences Between Responses of Middle Adolescent Boys and Girls To Outside of Family Items

Father Items	V Scores	V Scores	Mother Items
Feelings about home	26	55 26 24 22 22	Sex information Feelings about home Treats adolescent friends Agree religiously Understands problems
Treats adolescent friends	20		
Parent's occupation	20	20	Parent's occupation
Sex information	-20		
Adolescent cont. education	-19		
Agree religiously	15		
		-13	Adolescent cont. education*
			-----5 per cent level sig.
Help with homework			Help with homework
Understands problems			

* X^2 of difference is 12.13 with four degrees of freedom.

- Indicates differences favor boys.

^{6/} See Basic Data Table 35, Appendix "C."

girls than to boys^{6/}. To recapitulate, five items show significant differences between young boys and girls half of these favor each sex, so that at this age no definite ranking by sex is justified. Mothers show greater differences between their interaction with their young boys and girls.

By middle adolescence, eleven of fourteen outside of family items indicate significant differences for boys and girls. Eight of these eleven favor the girls, with only encouragement of the adolescent to continue his education and sex information from father favoring the boys. Since an advanced education is less of a voca-

Table 41.

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Feelings about home	26	55 26 24 22 22	Sex information Feelings about home Treats adolescent friends Agree religiously Understands problems
Treats adolescent friends	20		
Parent's occupation	20	20	Parent's occupation
Sex information	-20		
Adolescent cont. education	-19		
Agree religiously	15		
		-13	Adolescent cont. education*
			-----5 per cent level sig.
Help with homework			Help with homework
Understands problems			

* X^2 of difference is 12.13 with four degrees of freedom.

- Indicates differences favor boys.

^{6/} See Basic Data Table 35, Appendix "C."

tional requirement for women than men and since 80 per cent of older girls have sex information available from mother, these items are possibly not too important for girls. On the basis of these fourteen items, the middle adolescent girl is much better equipped thru interaction with parents for participation in outside groups.

Mothers show generally greater differences by sex in interaction with their children in this area. These differences stem from a decline in rapport with boys as they mature but no corresponding decline with older girls.

Summary

- (1) In the area of adolescent-parent interaction that is directly associated with the adolescent's participation in other social systems, the city adolescents score higher on all of the eight items which show significant differences from the farm group.
- (2) Open country non-farm, town, village, and fringe adolescents on the average of fourteen items occupy an intermediate area of interaction between farm and city, varying from the farm pattern in the above order. Some individual relationships favor farm families.
- (3) High socio-economic level adolescents are significantly different from low socio-economic on twelve of fourteen outside of family items. On all of the significant items, the high socio-economic level group score higher. The role of the father varies more by socio-economic level than does that of the mother. All father items show significant differences between the two levels.

(4) Early adolescent boys score higher than middle adolescent boys on all eight of the outside of family items which show significant differences for the two age groups. Fathers and mothers shared about equally in the lower scores.

Few (three out of fourteen) significant differences are found between early and middle adolescent girls.

(5) Early adolescent boys and girls score about equally high on outside of family items. Three significant differences favor the girls; two favor boys. Differences are very greatly in favor of girls on sex instruction.

(6) By middle adolescence boys differ significantly in their interaction with parents on eleven of fourteen outside of home items. Eight of the eleven items favor the girls. Mothers differ in their interaction between sons and daughters more than do fathers.

CHAPTER IX AN OVERALL STATISTICAL VIEW BY RESIDENCE, SOCIO-ECONOMIC LEVEL, AGE AND SEX

The preceding chapters (four through eight) have presented an area by area analysis of adolescent-parent relations by age and sex of the adolescent and residence and socio-economic level of family. This chapter will show these differences in concentrated form which will present more of an over-all picture of adolescent-parent interaction as it is associated with age, sex, residence, and socio-economic level.

Total Residence Differences Of the total of sixty-eight items used in the scale, thirty-nine (57.4 per cent) show differences that are significant above the 5 per cent level^{1/}. Of this number, thirty-seven favor the city and two the farm families. Mean scores

Table 42.

Significance of Differences Between Responses of Farm and City Adolescents On All Adolescent-Parent Items

Interaction Area	Diff. Sig. Above 5%	Diff. Not Significant	# Sig. F. Items	# Sig. M. Items
Love and security items	8	3	4	4
Status items	4	8	1	3
Socialization items	8	8	3	5
Parent personality items	11	4	5.5*	5.5*
Outside family items	8	6	4	4
Totals	39	29	17.5*	21.5*
Favoring city	37		16.5*	20.5*
Favoring farm	2			

* .5 indicates a joint mother-father item.

^{1/} These items are listed and discussed in some detail in Chapters IV-VIII.

of the city and farm adolescents are 3.896 for the city and 3.732 for the farm. The difference in favor the city is significant above the 1 per cent level (C.R. is 3.62).

Greatest differences between city and farm families are found in the intimate love and security items, less on status and socialization (See Table 43).

Table 43.

Items Showing Significant Differences Between Responses of Farm And City Adolescents, Ranked According To Size of Differences

	V Score <u>2/</u>
"My father shows favoritism among his children..."	40
"My mother is interested in what I do..."	30
"Considering the amount of money my father has, I consider that he spends it on me..."	30
"I consider my father's education..."	30
"When I ask my mother questions, she gives me honest answers..."	30
"If I were in trouble, I could tell my mother..."	29
"My mother shows favoritism among her children..."	27
"When I ask my father questions, he gives me honest answers..."	26
"My mother follows advice which she gives to me..."	26
"My father...encourages me to go to college..."	26
"My mother...encourages me to go to college..."	26
"I feel...with my home...very proud..."	26
"When I'm grown up, I would like to have a personality... exactly like my father..."	25
"I consider my mother's education..."	25
"Considering the amount of money my mother has, I consider that she spends it on me..."	25
"As a job for me, I consider my parent's occupation (father's occupation, if boys answering; mother's occupation, if girl answering)..."	25
"My father follows advice which he gives to me..."	24
"My father treats my friends..."	24
"My mother treats my friends..."	24

2/ For method of computing V score, see Chapter III.

"When I want help with my home work, my mother helps me..."	24
"For fun, my mother and I do..."	22
"My mother thinks I have the ability to make my own decisions..."	21
"My father thinks I try to do the right thing..."	20
"I feel sure my father likes me..."	20
"My mother pries into my affairs..."	20
"My father is interested in what I do..."	19
"When I want help with my home work, my father helps me..."	19
"I consider my mother's correction of me..."	18
"My mother scolds me..."	18
"My mother thinks I try to do the right thing..."	17
"My father lets me go out to social events by myself..."	17
"When my father tells me to do something, I usually..."	16
"When my mother makes me do something, she tells me why it's necessary..."	16
"For fun, my father and I do..."	15
"When I marry, I want my mate to have a personality... exactly like my parent (father, if a girl answering; mother, if a boy answering)..."	15
"When I'm grown up, I would like to have a personality... exactly like my mother..."	14
"My mother lets me go out to social events by myself..."	13
"If I had a child my age, I would teach him what is right and wrong...exactly what my mother taught me..."	13
"When my father makes me do something, he tells me why it's necessary..."	12

Differences by residence are reflected quite evenly between father-adolescent and mother-adolescent items. What differences that are found suggest there is little more difference in the roles of farm and city mothers than farm and city fathers. City adolescents indicate that city families are more affectionate, give more status to adolescents, are more successful in socializing their children, are less criticized by their children, and interact together better to prepare the adolescent in outside of family relationships.

Open Country, Village, Town, and Fringe Groups These families

have been considered "in between" farm and city in the type of adolescent-parent interaction to be expected. All fall between farm and city. Open country and town adolescents show a small net number of items favoring them over the farm^{3/}. The same is shown by the per cent falling in high, middle, and low adjustment quartiles. Each measure shows the same relative positions, with open country and town

Chart I.

The Per Cent Of City, Fringe, Town, Village, Open-Country, And Farm Adolescents In High, Middle, and Low Adjustment Quartiles*

	City	Fringe	Village	O.Coun.	Town	Farm
Low Adjustment Quartile	20%	26%	20%	25%	26%	31%
Quartiles 2 and 3	50%	45%	52%	53%	52%	49%
High Adjustment Quartile	31%	29%	28%	22%	22%	20%

* For method of computing adjustment scores, see Chapter III.

quite close to farm, and village and fringe farther from farm and nearer the city pattern. The city has the largest percentage of its adolescents in the highest adjustment quartile, with fringe and village next, and town and open country close to farm.

^{3/} See Tables 4, 12, 20, 28, 36 for a breakdown by interaction area; Chapter III for method of computing V scores.

Table 44.

Differences* Between Responses Of Farm And Open Country, Village, Town And Fringe
Adolescents On All Adolescent-Parent Items

Interaction Area	Open Country		Village		Town		Fringe	
	Diff. Favor	Diff. Unfav.	Diff. Favor	Diff. Unfav.	Diff. Favor	Diff. Unfav.	Diff. Favor	Diff. Unfav.*
Love and Security Items.....	2	0	2	0	1	0	4	0
Status Items.....	0	0	0	0	1	0	0	0
Socialization Items.....	1	1	1	0	0	1	3	0
Parent Personality Items.....	2	1	4	0	1	2	5	0
Outside Family Items.....	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>4</u>	<u>0</u>
Totals	5	2	11	0	5	3	16	0
Net Favoring Not Farm.....	3		11		2		16	

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* Only questions showing differences significant at the five percent level are listed. Non-significant differences are also shown in Tables 4, 12, 20, 28, and 36. Their inclusion or exclusion does not change the general picture shown above.

While no exhaustive tests of significance are made of these "in between" areas, the three total measures summarized here and four of the five interaction areas (love-security, status, socialization, and outside of family) show a consistent pattern of adjustment that averages between city and farm, with fringe and village closer to city than town and open country.

The significance of the fact should not be overlooked that the village and fringe are nearer the city pattern than the farm pattern and that the town scores are closer to those of the farm than to the city. Future research in rural-urban comparisons should refrain from the frequent practice of throwing all rural and all urban populations together if they are to avoid covering up and nullifying the real differences that exist.

Total Socio-Economic Differences Forty-eight (70.6 per cent)
of the sixty-eight items show differences between high and low socio-economic level families. (Table 45).

Table 45.

Items Showing Significant Differences Between Responses Of High And
Low Socio-Economic Adolescents, Ranked According To
Size of Differences—^{4/}

	<u>V</u> <u>Score</u>
"When I'm grown up, I would like to have a personality... exactly like my father..."	41
"My father shows favoritism among his children..."	40

^{4/} V is a measure of probability. Higher scores indicate greater probability that samples are not from the same universe.

"I consider my father's education..."	40
"My father is interested in what I do..."	36
"My father respects my opinion..."	36
"Considering the amount of money my father has, I consider that he spends it on me..."	36
"My father follows advice which he gives to me..."	36
"I consider my mother's education..."	36
"My mother follows advice which she gives to me..."	36
"When I want help with my home work, my father helps me..."	36
"My father thinks I try to do the right thing..."	35
"My mother shows favoritism among her children..."	35
"I feel that my father approves of how I behave..."	35
"For fun, my mother and I do..."	35
"As a job for me, I consider my parent's occupation (father's occupation, if boy answering; mother's occupation, if girl answering)..."	34
"For fun, my father and I do..."	31
"When my father makes me do something he tells me why it's necessary..."	31
"If I were in trouble, I could tell my father..."	30
"When I ask my mother questions, she gives me honest answers..."	30
"I feel...with my home...very proud..."	30
"I agree with my father on religious beliefs..."	30
"My mother thinks I have the ability to make my own decisions..."	29
"My mother treats my friends..."	29
"My father gives me information about sex..."	28
"I feel sure my father likes me..."	27
"My mother thinks I try to do the right thing..."	27
"If I had a child my age, I would teach him what is right and wrong...exactly what my father taught me..."	27
"When I ask my father questions, he gives me honest answers..."	27
"My parents discuss family problems with me..."	26
"My mother respects my opinion..."	26
"I think my father knows what is best for me..."	26
"I think my father understands the problems of young people of my age..."	26
"My father thinks I have the ability to make my own decisions..."	25
"My father...encourages me to go to college..."	25
"My father treats my friends..."	25
"My mother...encourages me to go to college..."	25
"I agree with my mother on religious beliefs..."	25
"My mother is interested in what I do..."	24
"Considering the amount of money my mother has, I consider that she spends it on me..."	24
"Of my father's friends I like..."	22

"My mother lets me go out to social events by myself..."	21
"If I were in trouble, I could tell my mother..."	18
"My father lets me go out to social events by myself..."	16
"I feel that my mother approves of how I behave..."	16
"I consider my mother's correction of me..."	16
"I consider my father's punishment of me..."	14
"My mother lets me use her personal property..."	13

All differences favor the high socio-economic level families.

Mean scores on all items are higher for the high socio-economic group.

The mean for the high group is 3.959, for the low group 3.658. The difference is highly significant (C.R. 7.02).

Table 46.

Significance of Differences Between Responses of High and Low Socio-Economic Level Adolescents On All Adolescent-Parent Items

Interaction Area	Diff.Sig. Above 5%	Diff.Not Signif.	# Father Items Sig.	# Mother Items Sig.
Love & Security Items	9	2	5	4
Status Items	9	3	4.5*	4.5*
Socialization Items	7	9	5	2
Parent Personality It.	11	4	6	5
Outside Family Items	12	2	7	5
	<u>48</u>	<u>20</u>	<u>27.5*</u>	<u>20.5*</u>
Favoring High Socio-Economic	48		27.5*	20.5*

* .5 indicates joint mother-father item.

In all areas of interaction except status relationships the father role changes more by socio-economic level than that of the mother. The higher socio-economic level family ranks higher in all areas: love and security, status, socialization, feelings about parents personality,

and outside of home items.

Total Age Differences Significant differences have been found between early and middle adolescent boys on forty-two (61.8 per cent) of the sixty-eight items. (Table 47) Most of the test items (36 out of 42) indicate better adjustment for the younger boys.

Table 47.

Items Showing Significant* Differences Between Responses Of Early
And Middle Adolescent Boys To All Adolescent-Parent Items

	V Scores
"For fun, my father and I do..."	46
"For fun, my mother and I do..."	40
"I think my mother knows what is best for me..."	40
"Of my mother's friends I like..."	39
"My father lets me go out to social events by myself..."	36
"My mother lets me go out to social events by myself..."	35
"When I want help with my home work, my mother helps me..."	35
"When I want help with my home work, my father helps me..."	32
"I think my father knows what is best for me..."	31
"My mother shows favoritism among her children..."	30
"If I had a child my age, I would teach him what is right and wrong...exactly what my father taught me..."	30
"I consider my father's punishment of me..."	30
"If I had a child my age, I would teach him what is right and wrong...exactly what my mother taught me..."	30
"Of my father's friends I like..."	29
"I agree with my father on religious beliefs..."	29
"I consider my mother's correction of me..."	28
"My mother nags at me..."	27
"My father is interested in what I do..."	26
"My parents let me wear whatever I want to..."	26
"Considering the amount of money my father has, I consider that he spends it on me..."	26
"My father nags at me..."	25
"When I'm grown up, I would like to have a personality... exactly like my father..."	25
"My mother pries into my affairs..."	24
"My father scolds me..."	24

"When I marry, I want my mate to have a personality...exactly like my parent (...mother, if a boy answering)..."	23
"I agree with my mother on religious beliefs..."	22
"I think my father understands the problems of young people of my age..."	21
"My father shows favoritism among his children..."	20
"My father thinks I have the ability to make my own decisions..."	20
"When I ask my mother questions, she gives me honest answers..."	20
"My father follows advice which he gives to me..."	19
"As a job for me, I consider my parent's occupation (father's occupation, if boy answering...)..."	19
"I feel that my mother approves of how I behave..."	18
"When I'm grown up, I would like to have a personality... exactly like my mother..."	17
"I feel...with my home...very proud..."	17
"My father thinks I try to do the right thing..."	15
"When my father makes me do something, he tells me why it's necessary..."	15
"If I were in trouble, I could tell my mother..."	14
"I consider my mother's education..."	14
"My mother thinks I try to do the right thing..."	13
"When my father tells me to do something, I usually..."	13
"I feel sure my mother likes me..."	12
"I think my mother understands the problems of young people of my age..."	12

* Above five per cent level of significance.

Differences are particularly great on the socialization items, indicating a much greater amount of friction between parent and the older adolescent connected with the process of control exercised by the parent. This increased friction is particularly apparent in the change in relationships to the father in this three year period; all items show significant differences between father-young adolescent and father-middle adolescent relations.

Table 48.

Significance of Differences Between Responses of Early and Middle Adolescent Boys on all Adolescent-Parent Items

Interaction Area	Diff. Sig. Above 5%	Diff. Not Signif.	# Mother It. Sig.	# Father It. Sig.
Love and Security Items	6	5	3	3
Status Items	6	6	3.5*	2.5*
Socialization Items	13	3	5	8
Parent Personality Items	9	6	5	4
Outside Family Items	8	6	3.5*	4.5*
Total	<u>42</u>	<u>26</u>	<u>20</u>	<u>22</u>
Favoring Younger Boys	36			
Favoring Older Boys	6			

* Indicates joint mother-father items.

The few items which show the parent-middle adolescent relationship in a more favorable view are concentrated in the status relationships and in the feeling that parents play favorites among their children. Probably little importance may be attached to the status items because they indicate behavior divorced from expectation. For example, the question of how often the adolescent is allowed to go to social events by himself must be placed in an age context, at least, before it becomes significant.

For girls, the three years difference in age brings no such differences. Only nineteen of sixty-eight items show significant differences and of these nineteen significant differences, about half favor the older girls and half the younger girls. (Table 49).

Table 49.

Items Showing Significant* Differences Between Responses of Early
And Middle Adolescent Girls To All Adolescent-Parent Items

	V Scores
"My parents let me wear whatever I want to..."	35
"My father thinks I have the ability to make my own decisions..."	35
"My mother thinks I have the ability to make my own decisions..."	35
"My mother shows favoritism among her children..."	32
"For fun, my father and I do..."	32
"My mother lets me use her personal property..."	32
"When I want help with my home work, my father helps me..."	32
"My father shows favoritism among his children..."	31
"I think my father knows what is best for me..."	31
"My mother lets me go out to social events by myself..."	30
"My father lets me go out to social events by myself..."	28
"My father scolds me..."	21
"If I had a child my age, I would teach him what is right and wrong...exactly what my mother taught me..."	21
"My father gives me information about sex..."	19
"When I want help with my home work, my mother helps me..."	19
"My father lets me use his personal property..."	16
"When I'm grown up, I would like to have a personality like my father..."	16
"If I were in trouble, I could tell my mother..."	15
"I think my mother knows what is best for me..."	15

* Above five per cent level significance.

Table 50.

Significance Of Differences Between Responses Of Early and Middle
Adolescent Girls On All Adolescent-Parent Items

Interaction Area	Diff. Sig. Above 5%	Diff. Not. Signif.	# Father Items Sig.	# Mother Items Sig.
Love and Security Items	3	8	1	2
Status Items	5	7	2.5*	2.5*
Socialization Items	5	11	3	2
Parent Personality Items	3	12	2	1
Outside Family	3	11	2	1
Totals	19	49	10.5*	8.5*
Favoring Younger Girls	8		5	3
Favoring Older Girls	11			

* Indicates joint mother-father item.

The totals suggest that the father's role changes a little more by age of daughter than does the mother's role. Particularly, older girls are more critical of fathers' personality.

The mean score on all items for the younger girls is 3.835 and for older girls is 3.838. The difference is entirely non-significant (C.R. is .07).

To compare age differences for boys and for girls, it is evident that three years introduces very great differences in boys adjustment to parents but does not show significant consistent differences for girls.

Total Sex Differences At early adolescence, differences in boys and girls adjustment to parents are quite small. Only twenty (29.4 per cent) of sixty-eight items show significant differences between

boys and girls, favoring each equally.

Table 51.

Items Showing Significant Differences Between Responses of Early Adolescent Boys and Girls To All Adolescent-Parent Items

	V Scores
"My mother gives me information about sex..."	55
"My mother lets me go out to social events by myself..."	35
"My father lets me use his personal property..."	35
"For fun, my mother and I do..."	31
"If I were in trouble, I could tell my mother..."	30
"My father lets me go out to social events by myself..."	28
"My mother lets me use her personal property..."	26
"When I marry, I want my mate to have a personality... exactly like my parent (father, if a girl answering; mother, if a boy answering)..."	23
"For fun, my father and I do..."	22
"My parents let me wear whatever I want to..."	20
"I think my mother understands the problems of young people of my age..."	19
"My mother treats my friends..."	19
"If I were in trouble, I could tell my father..."	18
"When I want help with my homework, my father helps me..."	18
"When I want help with my homework, my mother helps me..."	17
"My father follows advice which he gives to me..."	16
"My father scolds me..."	15
"I consider my father's punishment of me..."	14
"If I had a child my age, I would teach him what is right and wrong...exactly what my father taught me..."	12

Of these twenty items, half favor girls and half boys, which indicates that although there are some differences on individual items, when the whole picture is considered, boys and girls are about equally adjusted. The mean score on all items for young boys is 3.832 and 3.838 for girls; the difference is entirely non-significant (C.R. is .16).

Table 52.

Significance of Differences Between Responses of Early Adolescent
Boys And Girls On All Adolescent-Parent Items

Interaction Area	Diff. Sig. Above 5%	Diff. Not Signif.	# Father Items Sig.	# Mother Items Sig.
Love and Security Items	3	8	2	1
Status Items	3	9	1.5*	1.5*
Socialization Items	5	11	4	1
Parent Personality Items	4	11	2.5*	1.5*
Outside Family Items	5	9	1	4
Totals	20	48	11	9
Favoring Girls	10		3	7
Favoring Boys	10			

* .5 Indicates joint mother-father item.

Fathers show a few more significant differences in relations between sons and daughters than do mothers, and a rather strong sex link is observable in fathers being closer to sons than to daughters and mothers closer to daughters than to sons.

By middle adolescence the picture of no significant sex differences has changed completely and the largest differences between any two groups are found. Fifty of the sixty-eight items show significant differences, of which forty-three favor girls, between middle adolescent boys and girls. Differences are greatest on the love-security items but very large in status, socialization, parent personality, and outside of family relationships.

The mean score on all items of the middle adolescent boys is 3.694 and for girls, 3.835; a difference significant above the one

Table 53.

Items Showing Significant Differences Between Responses of Middle
Adolescent Boys and Girls To All Adolescent-Parent Items

	V <u>Scores</u>
"For fun, my mother and I do..."	55
"My mother gives me information about sex..."	55
"Of my mother's friends I like..."	44
"My mother lets me go out to social events by myself..."	40
"My father nags at me..."	40
"If I were in trouble, I could tell my father..."	37
"My mother lets me use her personal property..."	37
"When I ask my mother questions, she gives me honest answers..."	35
"My mother is interested in what I do..."	34
"I feel sure my mother likes me..."	33
"My father lets me go out to social events by myself..."	32
"If I were in trouble, I could tell my mother..."	30
"I feel that my father approves of how I behave..."	30
"I feel sure that my father likes me..."	28
"I think my mother knows what is best for me..."	27
"I feel that my mother approves of how I behave..."	26
"When my father tells me to do something, I usually..."	26
"I feel...with my home...very proud..."	26
"My mother shows favoritism among her children..."	25
"Considering the amount of money my father has, I consider that he spends it on me..."	25
"Considering the amount of money my mother has, I consider that she spends it on me..."	25
"My father shows favoritism among his children..."	24
"My mother respects my opinion..."	24
"My mother treats my friends..."	24
"When my mother tells me to do something, I usually..."	22
"I agree with my mother on religious beliefs..."	22
"I think my mother understands the problems of young people of my age..."	22
"My father is interested in what I do..."	21
"My mother pries into my affairs..."	21
"I consider my father's punishment of me..."	21
"My father thinks I try to do the right thing..."	20
"My father pries into my affairs..."	20
"My parents let me wear whatever I want to..."	20
"I think my father knows what is best for me..."	20
"My father treats my friends..."	20
"As a job for me, I consider my parent's occupation (father's occupation, if boy answering; mother's occupation, if girl answering)..."	20

"My father gives me information about sex..."	20
"Of my father's friends I like..."	19
"My father...encourages me to go to college..."	19
"My mother thinks I try to do the right thing..."	17
"My father respects my opinion..."	17
"I consider my mother's correction of me..."	17
"My father lets me use his personal property..."	17
"When my mother makes me do something, she tells me why it's necessary..."	16
"When I'm grown up, I would like to have a personality... exactly like my mother..."	16
"My mother follows advice which she gives to me..."	16
"My mother nags at me..."	15
"When I marry, I want my mate to have a personality... exactly like my parent(father, if a girl answering; mother, if a boy answering)..."	15
"I agree with my father on religious beliefs..."	15
"My mother...encourages me to go to college..."	13

per cent level (C.R. is 3.94).

There are more differences between mothers relationships to her sons and daughters than between fathers and sons and daughters. The

Table 54.

Significance of Differences Between Responses of Middle Adolescent Boys and Girls On All Adolescent-Parent Items

Interaction Area	Diff.Sig. Above 5%	Diff.Not Signif.	# Father Items Sig.	# Mother Items Sig.
Love and Security Items	10	1	5	5
Status Items	9	3	4.5*	4.5*
Socialization Items	10	6	4	6
Parent Personality Items	10	5	3.5*	6.5*
Outside Family Items	11	3	5	6
Totals	50	18	22	28
Favoring Girls	43		17.5*	25.5*
Favoring Boys	7			

* .5 Indicates joint mother-father item.

greater differences for mothers stem from their continued close relationship to daughters but changed relationship to sons. Differences for fathers are large, but fathers comparatively are not close to either sex at middle adolescence and therefore differences between father-son and father-daughter relationships are less.

Comparison of Differences Among Groups Four of the six groups of adolescents compared show significantly differing adjustments to parents. The greatest differences are found between sexes at the middle adolescent period. Differences favor the girls. Second highest differences are between socio-economic levels. Differences favor the higher socio-economic level. Third highest differences are found between farm and city adolescents. Differences favor the city. Fourth highest differences are found between early and middle adolescent boys. No differences were found between the adjustment to parents of early adolescent boys and girls or differences between early and middle adolescent girls.

CHAPTER X THE INTER-RELATION OF BACKGROUND FACTORS

In the preceding chapters the importance of sex, age, socio-economic level and residence as factors associated with adolescent-parent adjustment has been demonstrated. In this chapter a number of other background factors will be related to adolescent-parent adjustment and an exploration of the correlation between the background items undertaken.

There are at least two methods of analysis of background factors. For example, a farm sample can be abstracted to refer to a residence or occupation only or it can be considered as a group which typically has not only residence but also a complex of educational, income, religious, mother employment, organizational, and size of family differences, to name a partial list. The writer has indicated his preference for the latter method by employing it throughout the body of the study; it is believed, however, that some additional light may be thrown on the social environment in which the adolescent-parent interaction occurs by analyzing some of the components of the social background.

As a starting point, since it has been shown that both residence and socio-economic level are importantly associated with adolescent-parent adjustment, the question is posed: Are these two independent variables or are they inter-related? The evidence suggests that there is some relationship. There is a rank order correlation of .45 between

the items significantly different for city and for high socio-economic level. A further indication is found in the composition of the different socio-economic levels.

Table 55.

Composition of High and Low Socio-Economic Groups
In The Sample

	Farm	Open Country	Village	Town	Fringe	City
High S-E	49	35	49	45	47	71
Low S-E	76	19	30	13	20	8

The farm families fall in the lowest socio-economic group to a disproportionate extent, which poses the question: Do the two variables have any association with adjustment independent of each other?

(1) If socio-economic level is held constant, do farm and city families still vary?

(2) Is there a variation by socio-economic level exclusive of residence?

Table 56.

Comparison of Farm and City Adolescent-Parent Adjustment
With Socio-Economic Level Constant

	High Socio-Econ. Level		Med. and Low Socio-Econ. Level	
	City	Farm	City	Farm
Low Quartile	8	6	31	123
2 and 3 Q	24	25	76	170
High Q	28	18	37	67
	X^2 is 2.29		X^2 is 8.65	

X^2 is 10.94 with four degrees of freedom. $P < .05$.

With socio-economic status held constant, residence differences are still significant, but they decline from the one per cent level to the five per cent level of significance. Note that most of the farm-city differences are at the medium and low socio-economic levels. It may be concluded, therefore, that residence is correlated with socio-economic level, but possesses significant differences not explained by it.

Table 57.

Comparison of High, Medium, and Low Socio-Economic Level Adolescent-Parent Adjustment With Residence Constant

Adjust. Level	Farm			City	
	High	Medium	Low	High	Med./Low
Lowest Quartile..	6(12%)	87(30%)	36(48%)	8(11%)	31(21%)
Middle Quartiles..	25(51%)	147(50%)	33(44%)	34(49%)	76(53%)
Highest Quartiles..	18(37%)	61(20%)	6(8%)	28(40%)	37(26%)
	X^2 is 24.98			X^2 is 6.56	
Total X^2 is 31.54 with six degrees of freedom. $P<.001$					

Socio-economic differences are very great with residence held constant, particularly among the farm families. It is hardly necessary to refer to the X^2 above. Socio-economic level is, then, a variable in addition to residence, and, apparently quite independent of it, in that differences do not diminish greatly when residence is held constant.

Size of Family and Adolescent-Parent Adjustment. A great deal has been written about the evils of small families, but the objective research on the subject is less impressive. Present data indicate, moreover, that insofar as adolescent-parent relations are concerned the small family scores highest. Differences are very great and con-

Table 58.

Comparison Of Adjustment Scores Of Adolescents In Small
And Large Families

	Low Quartile	Middle Quartiles	High Quartile
No Sibling	21	66	54
1 Sibling	52	139	89
2, 3, 4 Sib.	169	339	157
5 + Sib.	121	175	58

χ^2 is 48.66 with six degrees of freedom. $P < .001$

sistent. As the family decreases in size the adolescent-parent score goes up. However, it is usually assumed that there is a correlation between size of family and socio-economic level. The correlation is so evident as to render any test of it superfluous—^{1/}.

Since socio-economic level has previously been shown in this paper to be closely associated with parent-adolescent adjustment, conceivably

^{1/} Family size should not be overlooked in the future as a valuable statistical indicator of socio-economic level.

Table 59.

Correlation Of Socio-Economic Level And Size of Family

	High Soc-Ec Level	Medium Soc-Ec Level	Low Soc-Ec Level
1 Child	69	69	1
2 Children	142	137	0
3,4 Children	83	396	4
4, 5,6 Children	1	239	38
6 + Children	0	121	121

it could explain the association between size of family and adolescent-parent adjustment. To test this possibility, small and large families will be compared at the same socio-economic level.

Table 60.

Comparison Of Adolescent-Parent Adjustment In Small and Large Families With Socio-Economic Level Held Constant

	High Soc-Ec Level			Med. & Low Soc-Ec Level			
	1 Child	2 Child.	3, 3+ Child.	1 Child	2 Child.	3-7 Child.	7 Child.
Low Q	9	24	12	12	27	179	80
2, 3 Q	23	69	36	33	69	348	135
High Q	27	49	36	26	41	144	37
	X ² is 2.81			X ² is 23.56			

X² is 26.37 with ten degrees of freedom. P < .01

When socio-economic level is held constant differences between small and large families are still significant. The differences are in the middle and low socio-economic levels rather than the upper where

there are only three families with more than three children.

The question---is size of family a variable in addition to socio-economic status?---may be answered that it is except for the highest socio-economic level where there isn't any considerable percentage of large-sized families and the question becomes academic.

To recapitulate, adolescents are better adjusted to parents in small families than in large families. This remains true when socio-economic level is held constant except at the highest socio-economic level where there are too few large families to make comparisons.

Working Mothers The working mother has usually been considered a handicap to the unity and general success of the family. Less has been written, however, of the role of the part-time employed mother. It might be expected that if working full-time outside of the home is

Table 61.

Comparison of Adolescent-Parent Adjustment In Homes Where Mothers Work Full-Time, Part-Time, Or Not At All

Works Outside Home	Low Q	2 & 3 Q	High Q
Full-time	58 (29%)	102 (52%)	38 (19%)
Part-time	33 (18%)	93 (51%)	57 (31%)
Not at all	264 (25%)	515 (50%)	254 (25%)

X^2 is 10.81 with four degrees of freedom. $P < .05$

incompatible with family harmony and happiness, then a part-time job would mitigate against best parent-child relations, also. To test this expectation, adolescent-parent adjustment was computed for full-

time working mothers, part-time, and non-working mothers.

Since the families in which mothers work part-time (1-32 hour per week) show better adolescent-parent relations, on the average, than either families where the mother works full-time or not at all, the supposition that working outside of the home makes for poorer adolescent-parent relations is incorrect. The question that is next posed is—is this difference truly associated with part-time work or do these families fall mostly within the higher socio-economic level and therefore really a product of socio-economic level?

Table 62.

Differences In Adolescent-Parent Adjustment In Families Where
Mothers Work Full-Time, Part-Time, Or Not At All,
With Socio-Economic Level Held Constant

	High Soc-Ec		Medium Soc-Ec		
	Working	Not Work.	Full-time	Part-time	None
Low Q	8	39	43	10	176
2 & 3 Q	22	117	69	54	355
High Q	15	95	32	37	149
	χ^2 approx. zero		χ^2 is 19.35		
	Low Socio-Ec				
	Full-time	Part-time	None		
Low Q	10	5	48		
2 Q	17	9	28		
3 High Q	12	8	26		
	χ^2 is 8.32				

χ^2 is 27.97 with ten degrees of freedom. $P < .01$.

The analysis by socio-economic level reveals that the most sig-

nificant differences are in the middle socio-economic group. This suggests that at that particular level mothers need something besides their children upon which to concentrate part of their attention. The situation may include an economic component but it is not dominant; otherwise families with fully employed mothers would rank higher than those in which the mother is employed part-time.

To recapitulate, part-time employment outside of the home is definitely associated with good adolescent-parent adjustment.

Broken Homes and Adolescent-Parent Relations Broken homes are among the most tangible family data and have often served as convenient hooks on which to hang not only difficulties within the family but also most of the disliked characteristics of society. Three questions are here asked concerning adolescent-parent adjustment and broken homes. (1) Do unbroken homes show significantly better adolescent-parent adjustment than do broken homes? (2) are the differences

Table 63.

Differences In Adolescent-Parent Adjustment In Broken
And Unbroken Homes

	Low Q	2 & 3 Q	High Q
Unbroken	267	577	303
Broken	90	133	53

X^2 is 12.74. $P < .01$

due primarily to the broken aspect of the home or to the lower socio-economic level of broken homes? (3) Are there significant differences between homes broken in differing ways?

There are real differences in adjustment to parents in broken and unbroken homes, with, as expected, the unbroken homes contributing higher average scores, but are the differences associated with the broken home or its socio-economic level?

Table 64.

Differences Between Adjustment Scores Of Adolescents In Broken And Unbroken Homes With Socio-Economic Level Constant

	High Soc-Ec			Low Soc-Ec		
	Low Q	2 & 3 Q	High Q	Low Q	2 & 3 Q	High Q
Unbroken	46	130	106	54	60	17
Broken	5	18	7	9	20	3
	X^2 is 2.51			X^2 is 2.50		

	Middle	Soc-Ec	Level
	Low Q	2 & 3 Q	High Q
Unbroken	187	410	191
"Mother" only	12	27	17
M-Step Father	23	31	10
Others	22	23	8
	X^2 is 15.84		

X^2 is 20.85 with ten degrees of freedom. $P < .05$

Differences between adolescent-parent adjustment in broken and unbroken homes are found to be significant with socio-economic level held constant. The significant differences come from the middle socio-economic group.

Not all types of broken homes are associated similarly with adolescent-parent adjustment. The adolescents who live with a mother or mother substitute show higher average scores than those living with

both original parents while other broken homes show lower average scores than unbroken homes.

Farm and City Adolescent-Parent Adjustment By Age and Sex

Adolescent-parent interaction has been analyzed by residence and by age and sex. Does that mean that what is true for all adolescents, for example, is equally true for farm? From previous analysis, it would be expected that each age-sex farm group would average lower on a quartile group than the average of all adolescents of the same age-sex group, and each city group somewhat higher.

Table 65.

Farm And City Adolescent-Parent Adjustment By Age And Sex				
Adj. Level	Farm			
	Older Boys	Older Girls	Younger Boys	Younger Girls
Low Q	42 (39%)	20 (20%)	36 (41%)	28 (24%)
2 & 3 Q	49 (46%)	52 (51%)	38 (44%)	62 (54%)
High Q	16 (15%)	30 (29%)	13 (15%)	25 (22%)
Adj. Level	City			
	Older Boys	Older Girls	Younger Boys	Younger Girls
Low Q	10 (20%)	5 (11%)	4 (9%)	8 (14%)
2 & 3 Q	22 (45%)	26 (56%)	28 (59%)	31 (56%)
High Q	17 (35%)	15 (33%)	15 (32%)	17 (30%)

In general, the expectations are fulfilled, but there appears to be a deviation in degree. Young adolescent boys as a group have about an average adjustment as compared with other age-sex groups. It would be anticipated that the farm boys would average below the entire distribution, and city boys would be expected to average higher

than the entire distribution; however, the size of the differences was not anticipated.

Adolescent-Parent Adjustment At Socio-Economic Levels By Age And Sex The combination of the three variables produces distributions about as should be anticipated from previous analysis. At the highest socio-economic level, all age and sex groups score higher, on the average, than the entire distribution of scores; at the middle socio-economic level, older boys score, on the average, much lower and older girls somewhat higher than the entire distribution. At the lowest socio-economic level, all age-sex groups score below the entire distribution, with older boys scoring lowest. The younger girls also score very low, but the number is so small in those cells that this may be chance.

Table 66.

Adolescent-Parent Adjustment At Socio-Economic Levels By Age And Sex

	High Soc-Ec Level				Middle Soc-Ec Level			
	Older Boys	Older Girls	Younger Boys	Younger Girls	Older Boys	Older Girls	Younger Boys	Younger Girls
Low Q	9	14	10	11	73	57	55	56
2 & 3 Q	36	25	37	39	112	133	108	142
High Q	16	33	27	31	42	71	51	61

Low Soc-Ec Level				
	Older Boys	Older Girls	Younger Boys	Younger Girls
Low Q	11	11	20	21
2 & 3 Q	14	20	24	16
High Q	2	8	7	5

Summary

- (1) When residence is held constant, socio-economic levels still show very great differences. High socio-economic level families show the highest average scores. The differences are greater among farm families by socio-economic level than among city families. High socio-economic farm families average almost as high as high city families; the differences come at the middle and low socio-economic level.
- (2) When socio-economic level is held constant, although the differences are diminished, farm and city still show differences significant above the five per cent level.
- (3) Size of family is significantly associated with adolescent-parent adjustment. Small families score higher, on the average, than large families. Although size of family is closely associated with socio-economic level, it remains an important variable when socio-economic level is held constant.
- (4) Families in which mothers work part-time score higher, on the average, than either those in which mothers work full-time or not at all. Differences are increased when socio-economic level is held constant.
- (5) Unbroken homes score higher on adolescent-parent relations than do broken homes. Significant differences remain with socio-economic level held constant; the differences are concentrated in the middle socio-economic group.

CHAPTER XI CONCLUSIONS

Since chapter summaries have been presented and since Chapter VIII summarizes differences by age, sex, residence, and socio-economic level, no summary is included here. Conclusions from this study are of two types: specific conclusions which deal directly with the hypotheses stated in Chapter III and general conclusions which relate the findings to other aspects of the social environment.

Specific Conclusions

The hypotheses tested in this study are listed below and the evidence of proof or disproof presented (1) "Adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for cities than for farms." The hypothesis is supported. The mean score for the city is 3.896 and for the farm 3.732. The difference is more than three times that of the standard deviation (C.R. is 3.62). A second substantiation is provided in the distribution of the farm and city adolescents into high, middle (second and third), and low quartiles. Differences significant above the one per cent level are found with the city families falling into the higher quartiles. Since the farm sample possessed a higher than randomly expected number of low socio-economic families, the hypothesis that the differences could be explained by socio-economic level was tested. With socio-economic level held constant quartile differences although diminished were still found significant above

the five per cent level. Of the thirty-nine individual items showing significant differences only two favored the farm families. The hypothesis is, then, supported by significant differences in mean scores, in quartile distribution, and differences remaining when socio-economic level is held constant.

(2) Hypothesis two is stated "That a continuous diminution in average scores can be distinguished from cities through fringe, small towns, village, and rural non-farm (non-village,) to farm." The hypothesis is not supported as stated. A relatively stable order exists, but it is not an urban-rural continuum by size of town. The city shows highest scores with fringe and village next highest and closer to the city than to the farm. Town and open country are closer to the farm. Conclusion: A continuum of adolescent-parent relationships which decline in scores with increase rurality does not exist. Some other factor enters the picture to make small town families less well adjusted than village families in adolescent-parent relations. It has been established, however, that fringe, town, village, and open country adolescents do occupy an intermediate position between city and farm in adolescent-parent adjustment.

(3) Hypothesis three states "That the adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for high socio-economic than for low socio-economic level families." The hypothesis is supported. The mean score for the high socio-economic level is 3.959, for the low socio-economic level 3.658.

The difference is over seven times the standard deviation (C.R. is 7.02). When residence is held constant, differences remain extremely significant (P is less than .001). All of the forty-eight individual items that showed significant differences favored the higher socioeconomic level families. Conclusion: There is a highly significant difference between adolescent parent adjustment at different socioeconomic levels. The differences favor the higher level families.

(4) Hypothesis four states "That the adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for girls than for boys. The hypothesis only partially supported as stated. Girls and boys are about equally well adjusted at early adolescence (modal age 13.5 years), but at middle adolescence (modal age 16.5) girls score significantly higher than boys. Conclusion: Middle adolescent girls are significantly better adjusted to parents than boys of the same age, but early adolescent boys and girls are about equally well adjusted.

(5) Hypothesis five states "That the adjustment of adolescents to parents as measured by adolescent responses will show higher adjustment scores for young adolescents (modal age 13.5 years) than for middle adolescents (modal age 16.5 years)." The hypothesis is not supported as stated. Advanced age is significantly associated with poorer adjustment in boys but not in girls.

Implications

A number of specific conclusions have been reached earlier concerning adolescent-parent adjustment. The question here posed is how do these facts fit into current American society?

Socio-Cultural Change American society, particularly in the last fifty years, has been changing with increased rapidity. Important in this change has been the shift from home production to production remote from the home, primary to secondary group, changed from "work values" to display values, autocratic and traditional family interaction to democratic interaction, work-centered families to affection-centered families. As Davis is quoted earlier, the change has been so rapid that parents and children do not and have not had the same experiences^{1/}. Why are farm families having a harder adjustment than city parents? Farm families are going through the process of socio-cultural change today that city parents went through a generation or two ago^{2/}. The same is true of the high and low socio-economic levels. High status in American society goes to the specialist, the well-educated, and the man with investment capital, then tends to run in families, so that most often the high socio-economic level family has made the transformation a generation before that of the lower socio-

1/ Davis, Kingsley, "The Sociology of Parent-Child Conflict," American Sociological Review, Vol. V (1940), pp. 523-35.

2/ Sewell finds that interaction in the farm family of today is mostly democratic. Sewell, William H., "What's Happening to the Farm Family," a paper read at Farm Week at Ohio State University, March, 1949.

economic level. Recently another factor has been added, that of scientific study of family relationships, which has made itself felt in upper socio-economic families and in the cities. Again, small families are associated with both upper socio-economic level and city families, and smaller families are associated with intimate, affectional, and democratic parent-adolescent relations. The question may be asked: How does this explain the poorer adjustment of older boys? Older boys are given more freedom, expected to be more independent, and exposed to outside-of-family stimuli to a greater extent than the other age-sex groups. On them, therefore, are focused conflicts which rise in a changing society.

The Meeting of Basic Needs The above discussion of socio-cultural change provides a partial rather than a complete explanation. The thesis here presented is that human beings all have certain needs in addition to those of a purely biological character. These are not biological as the generation of instinct psychologists believed, but are made possible and inevitable by man's biological and psychological equipment. W. I. Thomas once grouped these into four categories: (1) response, (2) recognition, (3) new experience, and (4) security^{3/}. The writer sees less value in the "security" and "new experience" since they refer only to the possession or acquisition of response and recognition. Response and recognition together constitute the

^{3/} Thomas, W. I., The Unadjusted Girl, Little, Brown & Co., Boston, 1923. Concept recently employed by Becker, Howard and Hill, Rueben, Family, Marriage, and Parenthood, D. C. Heath & Co., Boston, 1948.

reaction which an individual receives from the people with whom he is in contact. Favorable reaction from other individuals is the basic need of humans in addition to the biological needs of the organism. How is this need related to the facts established by this study?

Societies have a property of adjustment to change which keeps various aspects of it in adjustment to all others^{4/}. Today's small, democratic, affection-centered family is an adjustment to an industrial, democratic society which it in turn reinforces. Today, in primitive societies and extremely isolated rural sections of the United States the individual is still encompassed in a great family and in a primary-group type of neighborhood. His needs for response and recognition are met by a larger primary group which places little stress or strain on the parent-child relation. With the change from an isolated rural society to an urbanized one there occurs a profound change in the group from which the individual fills his response needs. The great family and primary group disappear and in their place is the small affection-centered family with more intensive parent-child interaction. This adjustment came sooner and has developed further in the city and at the higher socio-economic level. In the rural family and at the lower socio-economic level, the parents were reared in the great family-primary group society and are not meeting the

^{4/} See Chapple, E.D. and Coon, C.S., Principles of Anthropology, Henry Holt & Co., New York, 1942, and Malinowski, B., A Scientific Theory of Culture, The University of North Carolina Press, Chapel Hill, 1944.

response needs of their children who are growing up in an urbanized society.

Why are the response and recognition needs of the older adolescent boys more often unmet than other age-sex groups^{5/}? This study has shown that girls are kept affectionally integrated more closely into the family than are boys, and their adjustment to parents and their mental health and juvenile delinquency rates are better. In American society today the practice is to allow more freedom to boys, pay less attention to what they do, and, in general, to free them of family emotional ties--free them several years before they can marry and thus establish deep and satisfying emotional relations with a mate and family of their own. This tendency toward indifference toward older boys and the abandonment of them emotionally has been encouraged by psychologists and psychiatrists who stress the importance of accomplishing the "task" of emancipation from parents at an early age^{6/}. Clinical cases have established the fact that a considerable number of people do not accomplish this "task" at all or too late to lead a normal life. Even so, these represent a small part of the population. The present study suggests that for every middle adolescent boy who is too closely tied to parents emotionally

^{5/} Mangus finds this group more frequently in poor mental health than girls. Mangus, A. R. and Woodward, R. H., "Mental Health Analysis of High School Students," The Butler County Mental Health Association, Hamilton, Ohio, 1949.

^{6/} Havighurst, R. J., Developmental Tasks and Education, University of Chicago Press, Chicago, 1948.

there may be more who are not tied closely enough. These findings are supported by the fact that middle adolescent boys have poorer mental health and a much higher juvenile delinquency rate as well as poorer adjustment in the family. If early emancipation is so beneficial, why is this group which is the most emancipated so poorly adjusted by all three measures?

The conclusion reached in this study is that the "task" of adolescents and parents alike is for the adolescent to achieve emotional independence of parents at the same time that he achieves economic independence and is ready to marry. Too early emotional emancipation means insufficient satisfaction of the response needs of the adolescent^{7/}, too late emancipation means continued dependence on parents after most people have transferred their affections to families of their own. This presents a little more complicated picture than that of Havighurst, who considers the only task to be emancipation as early as possible^{8/}, but it appears to fit all of the facts more closely.

Adolescence and Basic Personality For decades the social phenomena of adolescence was explained by psychologists in physiological terms—part of a physical maturation process. That dead-end explanation was constructively exploded by Margaret Mead and

^{7/} As shown by low adjustment scores, poorer mental health, and higher juvenile delinquency rates of older boys.

^{8/} Havighurst, Ibid.

other social anthropologists. A more fruitful explanation has more recently been advanced that later behavior can be traced back to the basic personality of the individual, formed in the first years^{9/}. The theory that later behavior can be traced to prenatal and babyhood experiences of toilet training, feeding, and cuddling^{10/} is a logical one for psychologists and allied groups who look to the internal structure of the individual for answers to behavior. Since the instinct theory is untenable, the smallest possible shift is to the earliest experiences. If it can be maintained that infant experiences are deterministic, then behavior thereafter can be explained in terms of the individual, and it is possible to ignore the complexities of the sociological world.

The present study does not establish that early experience has no effect on the adolescent, but it appears that it's affect is probably much less than previously believed^{11/}. Earlier in the study it has been shown that there are no appreciable sex differences in adjustment at the early adolescent period (modal age 13.5), but in the group taken from the same schools and communities but three years older, there were very significant differences between sexes. The differences can be explained only in terms of differential treatment

^{9/} Kardiner, Abram, The Psychological Frontiers of Society, Columbia University Press, New York, 1945.

^{10/} Geleerd, Elizabeth R., "Feeding and Toilet Training," Hygeia, Vol. XXIV, January, 1946.

^{11/} Terman came to a similar conclusion concerning early traumatic experience (sex shock) and marriage happiness. See Terman, Lewis M., Psychological Factors in Marital Happiness, McGraw-Hill Book Co., New York, 1938.

of boys and girls during that three year period. Again, cities and high socio-economic groups show very significantly better adjustment to parents. These are the very groups that deviated the furthest from the behavior which is now prescribed for the cultivation of a good basic personality^{12/}. The writer concludes that people are basically malleable rather than being set in any mold at the age of three or any other age. There is, however, some special importance in the early parent-child relation to the extent that patterns are formed then and parents tend to be rather consistent in their attitudes toward and their treatment of children throughout the childhood period. The parent who exploits his child at three will probably still do it when the child is fifteen. As previous experiences teach the child what to expect from others and what roles he is to play, they become partially determinant factors for his future behavior, but he changes when new expectations are perceived and when old behavior does not lead to satisfactions and new behavior does^{13/}. The parent of today who builds a satisfying and relaxing world for his baby builds a satisfying future for the child, but the evidence is that he does it through building habitually satisfying social relationships.

^{12/} The group that went the farthest toward "bottle babies" rigid schedules and a general mechanistic approach to child rearing.

^{13/} Margaret Mead found that the happy carefree Manus children were converted into dour, bitter, suspicious adults at adolescence in a short period of time. See Mead, Margaret, From The South Seas, W. Morrow & Co., New York, 1939.

Further Research Parent-child relations offer a tremendous field for research. Findings should have implications for virtually every field of the social sciences---in The Family, Marriage, Mental Health, Personality, Social Control, to name a few. The present study could be used as a springboard for research in at least three directions:

- (1) Further testing and validation of the present findings and standardization of the scale used.
- (2) A more intensive investigation of some of the areas covered in the present study, such as agreement on moral codes or the parents' role in the sex training of their children, or others.
- (3) A wider study to better determine the relation between the adjustment of adolescents to parents, their mental health or personality, their school and peer adjustment.

APPENDIX "A"

THE ESSENTIAL UNITY OF FEELINGS ABOUT SELF AND OTHERS---
A HYPOTHESIS

The hypothesis to be stated below is based on factor analysis of twenty-eight items of the adolescent-parent schedule. These twenty-eight were selected from the five areas covered by the scale: feelings of being loved and secure, status feelings, feelings about socialization interactions, feelings about parents, and about relationships which have their focus outside the family. It was believed possible that all of some of these areas would show clusters of closely correlated items which would show that there are several more or less independent sets of interactions involved in adolescent-parent relations. Examination and analysis of the factor analysis table, however, fail to reveal such clusters, but rather indicate that all measure the same variable. When one factor was removed by the centroid method, residuals were slightly in excess of those expected by chance but they did not cluster into any second factor.

The above data enable the statement of a hypothesis which had been partially formed previously through observation: "That there is an essential unity between the individual's feelings about himself as an individual, other people as individuals, and his relationship to other people---either intimate or impersonal." An individual cannot feel well satisfied with himself as an individual unless he feels satisfied with his interactions with the group of people with which he is in

meaningful contact, and is satisfied with them as individuals. The position of the three components--self, others, and interaction--may be inter-changed in the above statement. The "others" are not limited in time or space. In some cases they will be people who are in distant places, have died or have not yet appeared but are expected.

As an illustration of this unity, three scale items were selected from as widely varying areas as possible and three from as closely related areas as possible, and their inter-correlations examined. The three items are widely separated--"I consider my mother's correction of me...", an interaction item; "When I'm grown, I would like to have a personality like...", a feeling about an "other," and "I feel sure my mother likes me...", which is the nearest to a feeling about self that the list affords. Correlations between these three are .50, .49, and .48. For a comparison with items all from the same area, three items were selected indicating feelings about an "other": "When I marry I want a mate...", "When I'm grown up I would like to have a personality like...", and "Considering the amount of money my mother has, I consider she spends it on me..." The correlations are .42, .29, and .39. No significance is attached to the higher correlation of the items from the wider areas but the fact that they are not less serves to illustrate as does the entire factor analysis table the unity of feelings about self, feelings about others, and feelings about interaction with others.

The writer considers the present data to be insufficient for proof of the above hypothesis, since it was not designed to do so:

however, it would be possible to prove or disprove it by construction of three brief scales designed to measure feelings about self, others, and interaction with others. The resultant scores could be subjected to factor analysis and determination made whether there is more than one area of social perception or whether, as the writer believes, it is a unity.

KEY TO THE FACTOR ANALYSIS TABLES

<u>Table</u> <u>#</u>	<u>Questionnaire</u> <u>#</u>	
6	59	A--Love-Security Items
7	61	
8	62	B--Status Items
9	63	
10	64	C--Socialization Items
11	65	
12	66	D--Parent Personality Items
13	67	
14	68	E--Outside Family Items
15	69	
16	70	
17	72	
18	73	
19	74	
20	76	
21	77	
22	78	
23	79	
24	80	
26	82	
27	83	
28	84	
30	86	
31	87	
32	88	
37	93	
38	94	
40	96	
41	97	

ITEM
INTERCORRELATIONS

	D	C	E	B	C	C	D	B	B
Item	6	7	8	9	10	11	12	13	14
D 6	.49	.48	.36	.32	.48	.33	.39	.31	-.05
C 7	.48	.54	.35	.24	.43	.40	.40	.33	.00
E 8	.36	.35	.39	.31	.35	.33	.35	.33	.06
B 9	.32	.24	.31	.42	.31	.22	.31	.22	.12
C 10	.48	.43	.35	.31	.54	.35	.39	.41	-.01
C 11	.33	.40	.33	.22	.35	.48	.25	.50	.12
D 12	.39	.40	.35	.31	.39	.25	.45	.31	.19
B 13	.31	.33	.33	.22	.41	.50	.31	.50	.12
B 14	-.05	.00	.06	.12	-.01	.12	.19	.12	.39
D 15	.42	.39	.35	.40	.46	.42	.40	.43	.22
C 16	.35	.43	.32	.33	.42	.30	.37	.29	.13
D 17	.46	.51	.39	.37	.50	.39	.42	.36	.08
C 18	.41	.46	.37	.33	.41	.36	.38	.32	.07
A 19	.49	.54	.38	.34	.53	.48	.37	.40	.03
D 20	.40	.48	.39	.33	.44	.39	.34	.39	.14
C 21	.13	.30	.19	.22	.35	.32	.18	.26	-.03
A 22	.41	.53	.39	.41	.54	.39	.45	.39	.13
E 23	.41	.47	.27	.30	.37	.37	.44	.29	.14
A 26	.44	.49	.34	.42	.49	.42	.42	.39	.14
E 27	.37	.44	.33	.29	.43	.47	.35	.38	.12
A 28	.11	.24	.23	.31	.27	.21	.26	.20	.24
E 30	.18	.18	.10	.05	.17	.18	.13	.07	.00
B 31	.42	.49	.35	.36	.48	.42	.45	.38	.16
B 32	.09	.21	.25	.28	.26	.34	.30	.30	.30
B 37	.16	.20	.15	.24	.21	.18	.30	.10	.11
E 38	.38	.44	.26	.25	.35	.39	.33	.00	.39
A 40	.24	.19	.21	.14	.16	.37	.15	.26	-.02
D 41	.21	.17	.22	.18	.24	.29	.14	.14	-.03

	D	C	D	C	A	D	C	A	E	A	E
15	.42	.35	.46	.41	.49	.40	.13	.41	.41	.44	.37
	.39	.43	.51	.46	.54	.48	.30	.53	.47	.49	.44
	.35	.32	.39	.37	.38	.39	.19	.39	.27	.34	.33
	.40	.33	.37	.33	.34	.33	.22	.41	.30	.42	.29
	.46	.42	.50	.41	.53	.44	.35	.54	.37	.49	.43
	.42	.30	.39	.36	.48	.39	.32	.39	.37	.42	.47
	.40	.37	.42	.38	.37	.34	.18	.45	.44	.42	.35
	.43	.29	.36	.32	.40	.39	.26	.39	.29	.39	.38
	.22	.13	.08	.07	.03	.14	.03	.13	.29	.14	.12
	.52	.43	.46	.45	.52	.49	.32	.62	.50	.52	.45
	.43	.52	.38	.33	.44	.46	.25	.50	.40	.44	.33
	.46	.38	.66	.63	.55	.51	.32	.51	.43	.48	.44
	.45	.33	.63	.63	.56	.44	.27	.52	.42	.50	.44
	.52	.44	.55	.56	.56	.55	.37	.61	.57	.58	.49
	.49	.46	.51	.44	.55	.55	.16	.32	.28	.31	.29
	.32	.25	.32	.27	.37	.53	.32	.62	.49	.57	.56
	.62	.50	.51	.52	.42	.41	.28	.49	.57	.50	.44
	.50	.40	.43	.44	.56	.45	.31	.57	.50	.49	.49
	.52	.44	.48	.48	.61	.50	.29	.56	.44	.49	.61
	.45	.33	.44	.44	.22	.30	.24	.35	.29	.41	.26
	.31	.25	.26	.26	.16	.14	.09	.16	.17	.12	.11
	.21	.10	.17	.13	.51	.45	.30	.53	.39	.58	.48
	.50	.45	.50	.53	.32	.31	.23	.35	.29	.38	.27
	.39	.22	.27	.22	.16	.23	.10	.31	.39	.25	.25
	.33	.41	.14	.19	.43	.41	.30	.38	.39	.41	.42
	.40	.28	.40	.39	.43	.24	.17	.19	.14	.22	.24
	.27	.19	.30	.16	.27	.23	.17	.22	.15	.20	
	.14	.08	.39	.39	.26						

A	E	B	B	B	E	A	D
28	30	31	32	37	38	40	41
.11	.18	.42	.09	.16	.38	.24	.21
.24	.18	.49	.21	.20	.44	.19	.17
.23	.10	.35	.25	.15	.26	.21	.22
.31	.05	.36	.28	.24	.25	.14	.18
.27	.17	.48	.26	.21	.35	.16	.24
.21	.18	.42	.34	.18	.39	.37	.29
.26	.13	.45	.30	.30	.33	.15	.14
.20	.07	.38	.30	.10	.00	.26	.14
.24	.00	.16	.30	.11	.39	-.02	-.03
.31	.21	.50	.39	.33	.40	.27	.14
.25	.10	.45	.22	.41	.28	.19	.08
.26	.17	.50	.27	.14	.40	.30	.39
.26	.13	.53	.22	.19	.39	.16	.39
.22	.16	.51	.32	.16	.43	.27	.26
.30	.14	.45	.31	.23	.41	.24	.23
.24	.09	.30	.23	.10	.30	.17	.17
.35	.16	.53	.35	.31	.38	.19	.22
.29	.17	.57	.39	.29	.39	.14	.15
.41	.12	.58	.38	.25	.41	.22	.20
.26	.11	.48	.27	.25	.42	.24	.29
.41	.10	.34	.32	.17	.20	.13	.14
.10	.23	.18	.08	.11	.23	.09	.12
.34	.18	.58	.40	.21	.39	.17	.18
.32	.08	.40	.40	.21	.29	.08	.16
.17	.11	.21	.21	.41	.26	.03	.23
.20	.23	.39	.29	.26	.44	.38	.39
.13	.09	.17	.08	.03	.38	.38	.30
.14	.12	.18	.16	.23	.39	.30	.39

		FIRST RESIDUALS						
N (Co-variances)		6	7	8	9	10	11	12
Factor Loadings								
.581	6	.10	.10	.05	.03	.10	-.03	.05
.653	7	.10	.10	.01	-.09	.00	.00	.02
.526	8	.05	.01	.05	.05	.01	.01	.04
.507	9	.03	-.09	.05	.08	-.02	-.09	.01
.653	10	.10	.00	.01	-.02	.10	-.05	.01
.612	11	-.03	.00	.01	-.09	-.05	.18	-.11
.583	12	.05	.02	.04	.01	-.01	-.11	.08
.530	13	.00	-.02	.05	-.05	.06	.18	.00
.206	14	-.17	-.14	-.05	.02	-.15	-.01	.07
.729	15	.00	-.09	-.03	.03	-.02	-.03	-.03
.600	16	.00	.04	.00	.03	.03	-.07	.02
.700	17	.05	.05	.02	.02	.04	-.04	.01
.669	18	.02	.02	.02	-.01	-.03	-.05	-.01
.736	19	.06	.06	-.01	-.03	.05	.03	-.06
.674	20	.01	.04	.04	-.02	.00	-.02	-.05
.429	21	-.12	.02	-.04	.00	.07	.06	-.07
.758	22	-.03	.04	-.01	.03	.05	-.07	.01
.653	23	.03	.04	-.07	-.03	-.06	-.03	.06
.727	26	.02	.02	-.04	.05	.02	-.03	.80
.674	27	-.02	.00	-.03	-.05	-.01	.06	-.04
.445	28	-.15	-.05	-.01	.08	-.02	-.06	.00
.238	30	.04	.02	-.03	-.07	.01	.03	-.01
.719	31	.00	.02	-.03	-.01	.01	-.02	.03
.482	32	-.19	-.11	.00	.04	-.06	.05	.02
.376	37	-.06	-.05	-.05	.05	-.04	-.05	.08
.606	38	.03	.04	-.06	-.06	-.05	.02	-.02
.357	40	.03	-.04	.02	-.04	-.07	.15	-.06
.379	41	-.01	-.08	.02	-.01	-.01	.06	-.08

13	14	15	16	17	18	19	20	21	22	23	26
.00	-.17	.00	.00	.05	.02	.06	.01	-.12	-.03	.03	.02
-.02	-.14	-.09	.04	.05	.02	.06	.04	.02	.04	.04	.02
.05	-.05	-.03	.00	.02	.02	-.01	.04	-.04	-.01	-.07	-.04
-.05	.02	.03	.03	.02	-.01	-.03	-.02	.00	.03	-.03	.05
.06	-.15	-.02	.03	.04	-.03	.05	.00	.07	.05	-.06	.02
.18	-.01	-.03	-.07	-.04	-.05	.03	-.02	.06	-.07	-.03	-.03
.00	.07	-.03	.02	.01	-.01	.06	-.05	-.07	.01	.06	-.00
.18	.01	.04	-.03	-.01	-.04	.01	.03	.03	-.01	-.06	.00
.01	.27	.07	.01	-.07	-.07	.07	.00	-.12	-.03	.01	-.01
.04	.07	.07	-.01	-.05	-.04	-.02	.06	.01	.07	.02	-.01
-.03	.01	-.01	.18	-.04	-.07	.03	.04	-.01	.05	.01	.00
-.01	-.07	-.05	-.04	.16	.16	.07	-.01	-.02	-.02	-.03	-.01
-.04	-.07	-.04	-.07	.16	.16	.07	.05	.05	.05	-.06	.02
.01	-.12	-.02	.00	.03	.07	.11	.06	-.13	.02	-.03	-.04
.03	.00	-.00	.06	.04	-.01	.05	.06	.05	.02	-.00	-.00
.03	-.12	.01	-.01	.02	-.02	.05	-.13	.07	-.01	-.01	.02
-.01	-.03	.07	.05	-.02	.01	.05	.02	.01	.07	-.01	.02
-.06	.01	.02	.01	-.03	.00	-.06	-.03	.00	-.01	.10	.03
.00	-.01	-.01	.00	-.03	-.01	.02	-.04	.00	.02	.03	.09
.02	-.02	-.04	-.08	-.03	-.01	.11	.05	.00	.05	.00	.00
-.04	.15	-.02	-.02	-.05	-.04	-.11	.00	.05	.01	.00	.09
-.06	-.05	.04	-.04	.00	-.03	-.02	-.02	-.01	-.02	.01	-.05
.00	.01	-.03	.02	.00	.05	-.02	-.04	-.01	-.02	.10	.06
.04	.20	.04	-.07	.07	-.10	-.04	-.02	.02	-.02	.08	.03
-.10	.03	.06	.18	-.12	-.06	-.12	-.02	-.06	.02	.04	-.02
-.33	.27	-.04	-.08	-.03	-.02	-.02	.00	.04	-.08	-.01	-.03
.07	.09	.01	-.03	.05	-.08	.01	.00	.02	-.08	-.09	-.04
-.06	-.11	-.14	-.15	.12	.14	-.02	-.03	.01	-.07	-.10	-.08

27	28	30	31	32	37	38	40	41
-.02	-.15	.04	.00	-.19	-.06	.03	.03	-.01
.00	-.05	.02	.02	-.11	-.05	.04	-.04	-.08
-.03	-.01	-.03	-.03	.00	-.05	-.06	.02	.02
-.05	.08	-.07	-.01	.04	.05	-.06	-.04	-.01
-.01	-.02	.01	.01	-.06	-.04	-.05	-.07	-.01
.06	-.06	.03	-.02	.05	-.05	.02	.15	.06
-.04	.00	-.01	.03	.02	.08	-.02	-.06	-.08
.02	-.04	-.06	-.00	.04	-.10	-.33	.07	-.06
-.02	.15	-.05	.01	.20	.03	.27	-.09	-.11
-.04	-.02	.04	-.03	.04	.06	-.04	.01	-.14
-.08	-.02	-.04	.02	-.07	.18	-.08	-.03	-.15
-.03	-.05	.00	-.00	-.07	.12	-.03	.05	.12
-.01	-.04	-.03	.05	-.10	-.06	-.02	-.08	.14
.11	-.11	-.02	-.02	-.04	-.12	-.02	.01	-.02
.05	.00	-.02	-.04	-.02	-.02	.00	.00	-.03
.00	.05	-.01	-.01	.02	-.06	.04	.02	.01
.05	.01	-.02	-.02	-.02	-.02	-.08	-.08	-.07
-.00	-.00	.00	.10	.08	.04	-.01	-.09	-.10
.00	.09	-.05	.06	.03	-.02	-.03	-.04	-.08
.11	-.04	-.05	-.01	-.06	-.00	.01	-.00	.03
-.04	.15	-.01	.02	.11	.00	-.07	-.03	-.03
-.05	-.01	.09	.01	-.04	.02	.09	.01	.03
-.01	.02	.01	.10	.05	-.06	-.05	-.09	-.09
-.06	.11	-.04	.05	.20	.03	-.00	-.09	-.02
.00	.00	.02	-.06	.03	.18	.03	-.11	.09
.01	-.07	.09	-.05	.00	.03	.27	.16	.16
.00	-.03	.01	-.09	-.09	-.11	.16	.16	.16
.03	-.03	.03	-.09	-.02	.09	.16	.16	.16

APPENDIX "B" (The Instrument)

INFORMATION, PLEASE!

Scientists have split the atom, a discovery which threatens to destroy the world. When these atomic scientists talk about the future of science, they emphasize that science must look to finding better human relations if our civilization is to survive. Unfortunately, social scientists (those who investigate relations between people) cannot put a boy or girl and his parents under a microscope to see how they behave. We must ask questions and depend upon you to give us the true answers.

Below are some questions we need answered. Do not put your name on your paper, so that no one will know what you put down. We'll go through the first ones together so that you'll see how to do it.

Do not write in this space.

1. _____	3. _____
2. _____	4. _____

Start here. Check only one answer to each question.

5. My age last birthday: 1. 11____, 2. 12____, 3. 15____, 4. 14____,
5. 15____, 6. 16____, 7. 17____, 8. 18____, 9. over 18____
6. 1. Boy____, 2. girl____
7. I live: 1. on a farm____, 2. in the open country but parents are not farmers____, 3. in a village or town of less than 2,500 population____, 4. town of 2,500 to 10,000 population____, 5. 10,000 to 100,000____, 6. over 100,000____, 7. residential area just outside of city limits____
8. Race: 1. white____, 2. yellow____, 3. negro____, 4. Indian____
9. Either or both parents born in another country: 1. yes____, 2. no____
10. Father's education, grade completed: 1. none____, 2. 1-4____, 3. 5-8____, 4. 9-11____, 5. 12____, 6. 1-3 years of college____

7. 4 years of college____, 8. over 4 years of college____
11. Mother's education, grade completed: 1. none____, 2. 1-4____,
3. 5-8____, 4. 9-11____, 5. 12____, 6. 1-3 years of college____,
7. 4 years of college____, 8. over 4 years of college____
12. Family income for the year: 1. \$1,500 or less____, 2. \$1,500-
\$3,000____, 3. \$3,000-6,000____, 4. \$6,000 or more____
- How sure are you of the amount: 5. very sure____, 6. fairly
sure____, 7. not at all sure____
13. Occupation of head of family: 1. unskilled or service work____
2. clerical____, 3. semi-skilled labor (operators)____,
4. skilled labor (craftsmen)____, 5. farmers____, 6. business
owner or executive____, 7. professional____, 8. unemployed____,
9. domestic____
14. My mother works for money: 1. not at all____, 2. an average of
eight hours or less a week____, 3. eight to sixteen____, 4. sixteen
to thirty-two____, 5. more than thirty-two____
15. Number of organizations to which your parents belong (add the
number to which your father belongs to the number to which your
mother belongs): 1. none____, 2. one____, 3. two____, 4. three____,
5. four____, 6. five____, 7. six or more____
16. Number of brothers and sisters: 1. none____, 2. one____, 3. two____,
4. three____, 5. four____, 6. five____, 7. six or more____
17. Father's church attendance: 1. never attends____, 2. attends once
or twice a year____, 3. once or twice a month____, 4. almost every
week____
18. Mother's church attendance: 1. never attends____, 2. attends once
or twice a year____, 3. once or twice a month____, 4. almost every
week____
20. Are you a church member: 1. yes____, 2. no____, 3. if yes, of
what church_____
21. Church membership of parents: 1. both parents Catholics____,
2. both parents Protestants____, 3. one a Protestant and one a
Catholic____, 4. both parents Jewish____, 5. parents members of
different Protestant churches____, 6. one a member and one a non-
member____, 7. both are not members____, 8. don't know____,
9. other____

22. I live with: 1. both of my own parents____, 2. a parent and a step-parent____, 3. a divorced parent only____, 4. a widowed parent only____, 5. person other than a parent____ (Check 5 only if living permanently with them.)

Now we'd like to know something about you and your father. First, do you live with your own father or does someone else take the place of a father? Check one of these. I live with: 1. my own father____, 2. step-father____, 3. grandfather____, 4. uncle____, 5. older brother____, 6. foster father____, 7. other____, 8. mother or other women only____ (If you check 8, you need not fill in questions 24-56.)

24. My father is interested in what I do: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
25. Of my father's friends I like: 1. none of them____, 2. few of them____, 3. about half of them____, 4. most of them____, 5. all of them____
26. I consider my father's education: 1. very poor____, 2. poor____, 3. average____, 4. very good____, 5. excellent____
27. I agree with my father on religious beliefs: 1. always____, 2. almost always____, 3. sometimes____, 4. seldom____, 5. never____
28. My father respects my opinion: 1. always____, 2. almost always____, 3. usually____, 4. seldom____, 5. never____
29. I consider my father's punishment of me: 1. seldom fair____, 2. sometimes fair____, 3. usually fair____, 4. almost always fair____, 5. always fair____
30. My father nags at me: 1. very often____, 2. often____, 3. sometimes____, 4. seldom____, 5. never____
31. Considering the amount of money my father has, I consider that he spends it on me: 1. very generously____, 2. generously____, 3. average____, 4. less generously than average____, 5. less generously than any parents I know____
32. My father pries into my affairs: 1. very often____, 2. often____, 3. sometimes____, 4. seldom____, 5. never____
33. My father lets me go out to social events by myself: 1. anytime I want to____, 2. almost anytime____, 3. usually____, 4. sometimes____, 5. seldom or never____

34. When I ask my father questions, he gives me honest answers: 1. seldom____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
35. When my father makes me do something, he tells me why it's necessary: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. never____
36. I feel that my father approves of how I behave: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
37. If I had a child my age, I would teach him what is right and wrong: 1. exactly what my father taught me____, 2. nearly the same____, 3. somewhat the same____, 4. considerably different____, 5. entirely different____
38. I think my father knows what is best for me: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
39. When I want help with my home work, my father helps me: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
40. My father follows advice which he gives to me: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
41. When I'm grown up, I would like to have a personality: 1. exactly like my father____, 2. considerably like____, 3. somewhat like____, 4. somewhat different____, 5. entirely different____
42. When my father tells me to do something, I usually: 1. ignore or refuse to do it____, 2. evade doing it if possible____, 3. do it only if convenient____, 4. do it about as I'm told____, 5. do it exactly as told____
43. If I were in trouble, I could tell my father: 1. in any situation____, 2. in most situations____, 3. in some situations____, 4. in a few situations____, 5. not at all____
44. My father treats my friends: 1. very badly____, 2. badly____, 3. fairly well____, 4. very well____, 5. perfectly____
45. My father scolds me: 1. never____, 2. seldom____, 3. sometimes____, 4. often____, 5. very often____

46. My father gives me information about sex: 1. refuses to discuss it at all____, 2. avoids discussing it____, 3. discusses it only a little____, 4. answers all questions willingly____, 5. tells me about it even when I don't ask____
47. I feel sure my father likes me: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
48. I think my father understands the problems of young people of my age: 1. none of them____, 2. few of them____, 3. some of them____, 4. most of them____, 5. all of them____
49. My father shows favoritism among his children: 1. never____, 2. seldom____, 3. sometimes____, 4. often____, 5. very often____
(If you are an only child, leave this question out.)
50. My father lets me use his personal property: 1. never use any of it____, 2. seldom use any of it____, 3. use some of it sometimes____, 4. most of it anytime____, 5. all of it anytime____
51. My father: 1. wants me to quit school now____, 2. discourages me from going to college____, 3. leaves decision entirely to me____, 4. encourages me to go to college____, 5. insists I go____
52. Generally, I get along with my father: 1. ideally____, 2. very well____, 3. fairly well____, 4. poorly____, 5. very poorly____
53. My father thinks I have the ability to make my own decisions: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
54. My father thinks I try to do the right thing: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
55. For fun, my father and I do: 1. nothing together____, 2. a few things together____, 3. some things together____, 4. many things together____, 5. a great many things together____
56. Are there any important relationships with your father that have not been covered?____ If so, what?_____
-

Now we'd like to know something about you and your mother. First, do you live with your own mother or does someone else take the place of a mother? Check one of these. I live with: 1. my own mother____, 2. step-mother____, 3. grandmother____, 4. aunt____, 5. older sister____,

6. foster mother____, 7. other____, 8. father or other men only____
(If you check 8, you need not fill in questions 58-90.)
58. My mother is interested in what I do: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
59. Of my mother's friends I like: 1. none of them____, 2. few of them____, 3. about half of them____, 4. most of them____, 5. all of them____
60. I consider my mother's education: 1. very poor____, 2. poor____, 3. average____, 4. very good____, 5. excellent____
61. For fun, my mother and I do: 1. nothing together____, 2. a few things together____, 3. some things together____, 4. many things together____, 5. a great many things together____
62. I agree with my mother on religious beliefs: 1. always____, 2. almost always____, 3. sometimes____, 4. seldom____, 5. never____
63. My mother respects my opinion: 1. always____, 2. almost always____, 3. usually____, 4. seldom____, 5. never____
64. I consider my mother's correction of me: 1. seldom fair____, 2. sometimes fair____, 3. usually fair____, 4. almost always fair____, 5. always fair____
65. My mother nags at me: 1. very often____, 2. often____, 3. sometimes____, 4. seldom____, 5. never____
66. Considering the amount of money my mother has, I consider that she spends it on me: 1. very generously____, 2. generously____, 3. average____, 4. less generously than average____, 5. less generously than any parents I know____
67. My mother pries into my affairs: 1. very often____, 2. often____, 3. sometimes____, 4. seldom____, 5. never____
68. My mother lets me go out to social events by myself: 1. anytime I want to____, 2. almost anytime____, 3. usually____, 4. sometimes____, 5. seldom or never____
69. When I ask my mother questions, she gives me honest answers: 1. seldom____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____

70. When my mother makes me do something, she tells me why it's necessary: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. never____
71. I feel that my mother approves of how I behave: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
72. When I'm grown up, I would like to have a personality: 1. exactly like my mother____, 2. considerably like____, 3. somewhat like____, 4. somewhat different____, 5. entirely different____
73. If I had a child my age, I would teach him what is right and wrong: 1. exactly what my mother taught me____, 2. nearly the same____, 3. somewhat the same____, 4. considerably different____, 5. entirely different____
74. I think my mother knows what is best for me: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
75. When I want help with my home work, my mother helps me: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
76. My mother follows advice which she gives to me: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
77. When my mother tells me to do something, I usually: 1. ignore or refuse to do it____, 2. evade doing it if possible____, 3. do it only if convenient____, 4. do it about as I'm told____, 5. do it exactly as told____
78. If I were in trouble, I could tell my mother: 1. in any situation____, 2. in most situations____, 3. in some situations____, 4. in a few situations____, 5. not at all____
79. My mother treats my friends: 1. very badly____, 2. badly____, 3. fairly well____, 4. very well____, 5. perfectly____
80. My mother scolds me: 1. never____, 2. seldom____, 3. sometimes____, 4. often____, 5. very often____
81. My mother gives me information about sex: 1. refuses to discuss it at all____, 2. avoids discussing it____, 3. discusses it only a little____, 4. answers all questions willingly____, 5. tells me about it even when I don't ask____

82. I feel sure my mother likes me: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
83. I think my mother understands the problems of young people of my age: 1. none of them____, 2. few of them____, 3. some of them____, 4. most of them____, 5. all of them____
84. My mother shows favoritism among her children: 1. never____, 2. seldom____, 3. sometimes____, 4. often____, 5. very often____, (If you are an only child, leave this question out.)
85. My mother lets me use her personal property: 1. never use any of it____, 2. seldom use any of it____, 3. use some of it sometimes____, 4. most of it anytime____, 5. all of it anytime____
86. My mother: 1. wants me to quit school now____, 2. discourages me from going to college____, 3. leaves decision entirely to me____, 4. encourages me to go to college____, 5. insists I go____
87. Generally, I get along with my mother: 1. ideally____, 2. very well____, 3. fairly well____, 4. poorly____, 5. very poorly____
88. My mother thinks I have the ability to make my own decisions: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
89. My mother thinks I try to do the right thing: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. seldom or never____
90. Are there any important relationships with your mother that have not been covered?____ If so, what?_____
-

The final group of questions are about both parents, your home, family, or friends. If you have only one parent or are an only child, there will be a few you can't answer. Answer all you can.

92. As a job for me, I consider my parent's occupation (father's occupation, if boy answering; mother's occupation, if girl answering): 1. ideal____, 2. very good____, 3. average____, 4. poor____, 5. very poor____
93. My parents discuss family problems with me: 1. all problems____, 2. most of them____, 3. some of them____, 4. few of them____, 5. none of them____

94. I feel: 1. dissatisfied with my home____, 2. neutral____, 3. well satisfied____, 4. proud____, 5. very proud____
95. I work outside of school hours without pay (around house, yard, or farm): 1. all of the time____, 2. most of the time____, 3. some of the time____, 4. little of the time____, 5. none of the time____
96. My parents quarrel in front of me: 1. never____, 2. seldom____, 3. sometimes____, 4. often____, 5. very often____
97. When I marry, I want my mate to have a personality: 1. exactly like my parent (father, if a girl answering; mother, if a boy answering)____, 2. very similar to parent____, 3. somewhat similar to parent____, 4. somewhat different from parent____, 5. opposite to parent____
98. Generally, I get along with my parents: 1. better than any of my friends____, 2. better than most of my friends____, 3. about the same as most of my friends____, 4. not as well as most of my friends____, 5. not as well as any of my friends____
99. My parents let me wear whatever I want to: 1. seldom or never____, 2. sometimes____, 3. usually____, 4. almost always____, 5. always____
100. When I'm planning either work or play, I like to include my brothers and sisters in the group: 1. always____, 2. almost always____, 3. usually____, 4. sometimes____, 5. never____ (If your brothers or sisters are four years or more older or younger than you, leave this question out.)
101. If you were moving to another community, how many of the boys and girls that you know well would you like to have in your new community: 1. all of them____, 2. most of them____, 3. some____, 4. few____, 5. none____
102. About how many would this be?____
103. Are there any you definitely wouldn't want in your new community: 1. yes____, 2. no____, 3. if yes, how many____

We've talked about a lot of problems which boys and girls have told us are important between them and their parents. Do you think of any that you want to add that haven't been included?_____

Other comments:_____

That's all.

Thank you!

Scale Weights^{1/}

Questionnaire

 24--5,4,3,2,1
 25--1,2,3,4,5
 26--1,2,3,5,4
 27--5,4,3,2,1
 28--4,5,3,2,1
 29--1,2,3,4,5
 30--1,2,3,4,5
 31--5,4,3,2,1
 32--1,2,3,4,5
 33--5,4,3,2,1
 34--1,2,3,4,5
 35--5,4,3,2,1
 36--1,2,3,4,5
 37--5,4,3,2,1
 38--5,4,3,2,1
 39--1,2,3,4,5
 40--1,2,3,4,5
 41--5,4,3,2,1
 42--1,2,3,4,5
 43--5,4,3,2,1
 44--1,2,3,4,5
 45--5,4,3,2,1
 46--1,2,3,5,4
 47--5,4,3,2,1
 48--1,2,3,4,5
 49--5,4,3,2,1
 50--1,2,3,4,5
 51--1,2,3,5,4
 52--5,4,3,2,1
 53--1,2,3,4,5
 54--5,4,3,2,1
 55--1,2,3,4,5
 58--5,4,3,2,1
 59--1,2,3,4,5
 60--1,2,3,5,4
 61--1,2,3,4,5

Questionnaire

 62--5,4,3,2,1
 63--4,5,3,2,1
 64--1,2,3,4,5
 65--1,2,3,4,5
 66--5,4,3,2,1
 67--1,2,3,4,5
 68--5,4,3,2,1
 69--1,2,3,4,5
 70--5,4,3,2,1
 71--1,2,3,4,5
 72--5,4,3,2,1
 73--5,4,3,2,1
 74--5,4,3,2,1
 75--5,4,3,2,1
 76--1,2,3,4,5
 77--1,2,3,4,5
 78--5,4,3,2,1
 79--1,2,3,4,5
 80--5,4,3,2,1
 81--1,2,3,5,4
 82--5,4,3,2,1
 83--1,2,3,4,5
 84--5,4,3,2,1
 85--1,2,3,4,5
 86--1,2,3,5,4
 87--5,4,3,2,1
 88--1,2,3,4,5
 89--5,4,3,2,1
 92--5,4,3,2,1
 93--5,4,3,2,1
 94--1,2,3,4,5
 95--1,2,3,4,5
 96--5,4,3,2,1
 97--5,4,3,2,1
 98--5,4,3,2,1
 99--1,2,3,4,5

^{1/} Assigned after correlating each item with the child's own feeling about his relationship to his parent--checked further by internal consistency.

APPENDIX "C"

BASIC DATA TABLE I

Completion Of The Statement, "My Father (Mother) Shows Favoritism Among His Children....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father					Mother				
	%	Some-	Some-	Seldom	Never	%	Some-	Some-	Seldom	Never
	Very Often	Often	times			Very Often	Often	times		
FARM n= 409	14.7	13.2	18.3	17.8	36.1	14.8	10.8	16.9	17.2	40.4
OPEN COUNTRY n= 176	9.3	9.3	14.8	20.4	46.3	12.6	4.8	19.3	12.0	51.2
VILLAGE n= 220	8.3	8.3	19.0	19.0	44.9	7.8	6.5	18.4	21.2	46.1
TOWN n= 165	10.0	12.7	16.0	22.0	39.4	9.7	7.1	22.1	22.7	38.3
FRINGE n= 190	13.3	6.1	15.8	14.5	50.3	11.7	7.8	17.9	17.3	45.2
CITY n= 202	7.4	8.0	10.6	14.4	59.6	7.7	6.7	14.4	11.3	59.7
HIGH SOC-EC. n= 307	8.2	3.6	8.5	14.1	46.5	6.6	3.0	9.8	15.4	45.2
LOW SOC-EC. n= 168	15.1	15.8	19.1	16.4	31.6	15.5	14.3	19.0	14.3	35.1
11TH BOYS n= 316	7.6	11.4	17.9	24.1	38.8	9.6	5.3	19.5	24.1	41.6
11TH GIRLS n= 376	5.9*	6.1*	19.8*	17.0	51.1*	6.6*	4.1*	20.5	16.1	52.7*
8TH BOYS n= 303	18.3	10.8	12.5	16.1	40.9	16.5	12.4	15.2	13.1	43.5
8TH GIRLS n=347	14.5	12.6	13.2	14.8	44.9	14.7	10.6	15.3	13.8	45.6

Explanation of differences above the 5 per cent level of significance: all residence groups are compared with farm; low with high socio-economic level; age-sex groups compared with 11th boys; *age-sex groups compared with 8th girls (note, 8th girls and 11th boys not compared).

Percentages computed horizontally. "No answer" equals total subtracted from 100%.

BASIC DATA TABLE 2

Completion Of the Statement, "My Father (Mother) Is Interested In What I Do.....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	49.0	23.7	15.4	8.1	3.2	66.2	20.9	9.0	2.9	.7
OPEN COUNTRY n= 176	48.9	25.0	17.6	8.0	.6	69.2	21.4	5.5	1.1	2.7
VILLAGE n= 220	50.5	25.5	12.7	6.8	3.2	72.3	19.1	6.0	2.1	.4
TOWN n= 165	49.7	24.9	14.5	7.2	3.0	66.6	25.3	4.1	3.5	.6
FRINGE n= 191	56.0	19.4	14.7	7.9	1.6	<u>83.2</u>	<u>10.8</u>	<u>3.7</u>	1.4	.5
CITY n= 207	<u>62.8</u>	17.9	11.6	4.8	1.8	72.3	19.4	6.3	1.9	.0
HIGH SOC-EC n= 307	62.5	24.4	8.1	2.9	.7	78.5	14.0	4.9	1.0	.7
LOW SOC-EC n= 168	<u>40.1</u>	<u>18.4</u>	<u>25.0</u>	<u>11.2</u>	4.0	<u>67.3</u>	16.7	<u>10.1</u>	5.4	.6
11TH BOYS n= 316	43.2	24.4	20.3	7.9	3.2	61.6	25.9	9.8	2.1	.0
11TH GIRLS n= 376	<u>54.1</u>	21.5	<u>13.6</u>	8.5	1.9	<u>79.6</u>	<u>13.3*</u>	<u>3.6</u>	2.0	.3
8TH BOYS n= 303	<u>58.4</u>	21.5	<u>12.2</u>	6.6	1.3	67.6	22.1	6.0	3.8	.0
8TH GIRLS n= 342	54.6	24.8	11.1	5.8	2.6	73.6	18.0	5.6	1.4	.0

For explanation of the significance of differences see footnote, Table 1, Appendix "C".
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 3

Completion Of The Statement, "If I were In Trouble, I Could Tell My Father
(Mother)....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	% In Any Situation	<u>Father</u>				% In Any Situation	<u>Mother</u>			
		Most	Some	Few	Not At All		Most	Some	Few	Not At All
FARM n= 409	31.3	35.4	19.3	8.3	5.1	44.9	32.0	15.8	4.1	2.9
OPEN COUNTRY n= 176	27.3	38.6	20.5	9.7	3.4	47.2	31.1	15.0	5.0	1.7
VILLAGE n= 220	35.0	34.5	18.6	7.7	3.6	52.8	27.9	12.9	5.2	.9
TOWN n= 165	31.5	39.4	17.0	8.5	3.6	50.0	30.6	12.9	4.7	1.2
FRINGE n= 190	39.5	33.2	12.1	10.0	5.3	50.5	29.3	12.0	1.3	1.4
CITY n= 202.....	39.1	27.7	17.8	11.4	2.5	57.2	26.0	8.4	5.6	1.9
HIGH SOC-EC n= 305	42.0	37.0	13.4	4.9	2.3	53.8	32.5	8.2	4.3	1.0
LOW SOC-EC n= 151.....	21.7	38.2	21.7	9.2	8.6	47.6	25.6	17.3	6.5	3.0
11TH BOYS n= 316	40.5	36.4	14.6	6.0	1.9	36.0	35.4	18.3	7.6	2.4
11TH GIRLS n= 376	30.6	30.9*	19.4	12.5	6.4	63.0	20.1*	10.3	3.3	3.1
8TH BOYS n= 303	40.6*	34.0	15.5	7.3	2.6	40.5*	38.0*	14.9*	5.7	.6
8TH GIRLS n= 342	25.4	38.5	20.7	9.3	5.0	57.5	28.1	9.0	3.9	1.1

For explanation of the significance of differences see footnote, Table 1, Appendix "C".
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 4

Completion Of The Statement, "My Father (Mother) Thinks I try To Do The Right Thing...", Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	18.1	42.8	26.9	10.0	1.0	20.6	49.3	20.1	7.5	1.2
OPEN COUNTRY n= 176	20.5	46.6	23.9	6.2	1.7	24.4	45.6	20.0	7.2	2.2
VILLAGE n= 220	16.4	49.1	23.2	10.9	.5	19.3	48.9	24.5	5.6	.9
TOWN n= 165	23.0	46.7	26.1	<u>3.0</u>	1.2	27.1	45.3	22.4	4.1	0.0
FRINGE n= 190	21.6	41.1	24.2	8.9	3.2	25.5	46.2	22.6	3.8	1.9
CITY n= 202	30.2	43.1	18.8	5.9	2.0	<u>33.5</u>	44.6	<u>14.9</u>	5.6	1.4
HIGH SOC-EC n= 305	31.8	43.6	19.3	3.9	1.3	31.8	46.5	17.7	3.0	.3
LOW SOC-EC n= 151	<u>15.8</u>	38.2	<u>30.9</u>	<u>13.8</u>	.7	<u>19.0</u>	41.1	25.0	<u>13.1</u>	.6
11TH BOYS n= 316	13.3	48.7	25.0	9.8	1.6	20.4	49.1	21.6	4.9	2.4
11TH GIRLS n= 376	<u>25.0</u>	45.5	21.5	5.6	1.9	<u>30.6*</u>	45.0	18.3	4.4	1.3
8TH BOYS n= 303	<u>21.1</u>	42.2	25.7	9.6	1.0	22.8	46.2	21.2	<u>8.9</u>	<u>0.0</u>
8TH GIRLS n= 342	23.7	42.3	24.5	8.2	1.2	23.9	47.9	21.1	5.9	.8

For explanation of the significance of differences see footnote, Table I, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC TABLE 5

Completion Of The Statement, "I feel Sure My Father (Mother) Likes Me.....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	66.0	20.5	7.6	3.9	1.7	68.0	18.9	8.5	3.6	1.0
OPEN COUNTRY n= 176	69.3	15.9	8.5	4.0	1.1	62.8	<u>26.7</u>	5.0	4.4	1.1
VILLAGE n= 220	<u>72.3</u>	18.6	4.1	4.5	.5	73.4	21.9	<u>3.0</u>	1.3	0.0
TOWN n= 165	67.9	21.8	6.1	3.0	1.2	70.0	20.0	5.3	3.5	.6
FRINGE n= 190	72.6	16.8	4.2	5.3	1.1	72.6	19.7	<u>2.9</u>	<u>3.8</u>	1.0
CITY n= 202.....	<u>74.7</u>	18.3	<u>2.5</u>	3.0	1.0	73.5	18.6	<u>3.3</u>	4.2	.5
HIGH SOC-EC n= 305.....	76.8	17.7	3.6	1.6	.3	71.5	22.0	3.9	2.3	.3
LOW SOC-EC n= 151.....	<u>58.5</u>	23.7	7.2	8.0	2.0	64.9	21.4	5.4	7.1	1.2
11TH BOYS n= 316	60.4	25.3	9.5	3.5	.6	60.7	26.2	9.1	2.7	.9
11TH GIRLS n= 376	<u>71.8</u>	<u>16.5</u>	<u>5.1*</u>	4.3	2.1	<u>74.0</u>	<u>17.0</u>	<u>3.1</u>	4.6	1.0
8TH BOYS n= 303	<u>69.6</u>	<u>17.5</u>	7.3*	4.3	1.0	<u>70.9</u>	21.5	5.7	1.9	0.0
8TH GIRLS n= 342	75.6	17.8	2.0	3.5	.9	73.0	18.9	3.4	3.9	.8

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 6

Completion Of The Statement, "My Parents Quarrel In Front Of Me....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	%				
	Never	Seldom	Sometimes	Often	Very Often
FARM n= 422	30.6	40.7	21.2	5.9	1.5
OPEN COUNTRY n= 184	25.2	38.6	25.7	7.6	2.9
VILLAGE n= 239	31.1	44.6	19.8	3.6	.9
TOWN n= 173	26.4	41.1	27.0	3.7	1.8
FRINGE n= 210	33.6	34.2	22.4	5.6	4.1
CITY n= 217.....	28.3	37.6	22.4	8.3	3.4
HIGH SOC-EC n= 307	33.2	36.2	22.1	3.9	2.0
LOW SOC-EC n= 168.....	27.4	36.3	23.2	7.1	2.4
11TH BOYS n= 334	22.8	38.0	23.1	6.9	2.7
11TH GIRLS n= 397	27.7	36.5	22.2	5.3	3.3
8TH BOYS n= 323	28.4	40.8	18.0	5.2	.3
8TH GIRLS n= 361	32.1	35.1	21.3	4.4	2.2

For explanation of the significance of differences see footnote, Table I,
Appendix "C."

Percentages computed horizontally. "No answer" equals total subtracted from
100 per cent.

BASIC DATA TABLE 7

Completion Of The Statement, "My Father (Mother) Thinks I Have The Ability To Make My Own Decisions....," Analyzed By Residence, Socio-Economic Level, Age And Sex

	Father					Mother				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	11.0	39.6	27.1	19.1	2.0	10.7	41.3	25.7	20.4	1.5
OPEN COUNTRY n= 176	10.8	47.7	21.6	17.0	1.7	13.3	42.8	21.7	18.9	2.2
VILLAGE n= 220	8.6	47.3	19.5	23.6	.45	9.4	42.9	25.8	21.0	.4
TOWN n= 165	10.9	<u>50.3</u>	21.2	15.8	1.2	9.4	48.8	20.0	20.6	.6
FRINGE n= 190	9.5	<u>48.9</u>	22.6	15.3	2.1	14.4	42.8	21.6	18.8	1.4
CITY n= 202	16.8	45.5	21.3	13.9	2.5	<u>16.7</u>	47.4	<u>16.3</u>	14.9	2.8
HIGH SOC-EC n= 305	15.7	50.5	18.4	14.4	.7	13.4	49.8	18.7	15.1	2.0
LOW SOC-EC n= 151	10.5	<u>38.9</u>	28.3	25.0	.7	13.1	<u>29.2</u>	<u>31.5</u>	26.2	0.0
11TH BOYS n= 316	12.0	50.6	21.5	13.6	1.3	14.3	45.1	21.0	15.9	1.8
11TH GIRLS n= 376	13.3*	51.6*	19.4*	13.3*	2.1	16.2*	50.1*	18.5	12.9*	2.1
8TH BOYS n= 303	11.2	<u>41.6</u>	25.4	<u>21.1</u>	.7	10.1	40.5	26.9	21.2	.6
8TH GIRLS n= 342	8.5	38.0	25.7	23.4	2.3	7.6	39.7	22.5	27.6	1.4

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 8

Completion Of The Statement, "My Father (Mother) Pries Into My Affairs....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father					Mother				
	% Never	Seldom	Some- times	Often	Very Often	% Never	Seldom	Some- times	Often	Very Often
FARM n= 409	28.8	44.9	20.0	3.7	2.2	22.4	41.1	25.8	6.6	3.2
OPEN COUNTRY n= 176	27.3	45.4	21.6	4.0	1.7	22.5	43.4	23.6	5.5	4.4
VILLAGE n= 220	31.8	39.5	24.1	2.3	2.3	23.0	46.0	24.7	3.8	2.6
TOWN n= 165	26.7	49.1	17.6	4.2	1.8	21.2	47.6	21.8	5.9	3.5
FRINGE n= 191	31.4	41.4	18.3	5.2	3.1	28.2	40.3	20.4	5.3	5.0
CITY n= 202.....	<u>38.1</u>	<u>36.1</u>	18.8	3.0	4.0	<u>34.1</u>	36.4	<u>17.8</u>	6.1	5.1
HIGH SOC-EC n= 305	27.5	47.9	18.7	3.3	2.3	25.4	47.6	17.9	4.2	3.6
LOW SOC-EC n= 152.....	36.2	<u>37.5</u>	19.7	3.9	2.0	25.0	39.3	<u>26.2</u>	8.3	.6
11TH BOYS n= 316	22.5	46.8	24.4	4.4	1.9	16.2	47.2	22.6	7.3	6.4
11TH GIRLS n= 376	<u>33.5</u>	44.4	<u>17.0</u>	2.1	2.9	<u>31.2*</u>	<u>37.9</u>	21.0	5.4	4.4
8TH BOYS n= 303	<u>29.4</u>	39.9	23.1*	5.0	2.3	<u>26.9</u>	43.3	23.1	<u>3.4</u>	<u>2.2</u>
8TH GIRLS n= 342	35.6	40.3	16.6	3.8	2.9	24.3	41.7	25.1	5.9	2.3

For explanation of the significance of differences see footnote, Table I, Appendix "G."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 9

Completion Of The Statement, "My Father (Mother) Lets Me Go Out To Social Events By Myself.....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% Any Time	Almost Any Time	Usually	Some- times	Seldom	% Any Time	Almost Any Time	Usually	Some- times	Seldom
FARM n= 409	15.4	34.6	25.1	19.8	4.9	13.4	37.5	26.5	17.0	4.6
OPEN COUNTRY n= 176	15.3	38.1	22.2	18.7	5.1	13.2	45.1	20.9	15.4	4.9
VILLAGE n= 220	20.0	40.0	22.7	13.6	2.7	<u>20.8</u>	40.0	22.6	14.0	2.1
TOWN n= 165	15.8	37.0	29.7	<u>12.1</u>	4.8	14.7	42.9	28.8	8.2	3.5
FRINGE n= 191	12.0	37.7	29.8	<u>12.6</u>	6.8	14.6	37.4	28.2	15.5	3.4
CITY n= 202.....	<u>22.8</u>	42.6	18.8	<u>11.9</u>	2.5	<u>21.5</u>	44.8	19.6	11.2	2.8
HIGH SOC-EC n= 305	18.0	41.3	23.6	13.8	2.6	16.3	47.9	21.2	12.1	1.6
LOW SOC-EC n= 152.....	14.5	34.2	22.4	<u>24.3</u>	4.6	13.7	<u>33.3</u>	<u>31.5</u>	<u>16.7</u>	3.6
11TH BOYS n= 316	29.1	44.6	18.4	6.0	1.6	28.3	47.5	17.7	5.2	.9
11TH GIRLS n= 376	<u>19.9</u>	38.3*	23.9	<u>12.5</u>	<u>4.5*</u>	19.0*	40.8*	24.9	11.0*	4.1*
8TH BOYS n= 303	<u>10.9*</u>	39.3	<u>26.7</u>	<u>19.5*</u>	2.6	<u>9.2</u>	43.3*	<u>28.8</u>	<u>15.8*</u>	1.9*
8TH GIRLS n= 342	7.3	31.5	28.3	24.2	7.9	8.2	32.9	25.9	24.5	7.3

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For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answers" equals total subtracted from 100 per cent.

BASIC DATA TABLE 10

Completion Of The Statement, "My Parents Discuss Family Problems With Me....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	% All	Most	Some	Few	None
FARM n= 422	8.3	40.1	31.3	<u>14.2</u>	4.0
OPEN COUNTRY n= 184	7.1	<u>42.4</u>	35.3	8.7	5.4
VILLAGE n= 239	5.4	49.0	27.2	15.1	2.5
TOWN n= 173	9.2	48.0	27.7	12.1	2.3
FRINGE n= 210	9.5	40.5	30.5	14.8	2.9
CITY n= 217.....	8.8	47.5	31.3	<u>8.8</u>	2.8
HIGH SOC-EC n= 307	11.1	19.2	25.4	7.8	2.0
LOW SOC-EC n= 168.....	6.5	<u>35.7</u>	29.2	<u>22.6</u>	4.8
11TH BOYS n= 334	10.1	46.3	29.0	11.0	3.7
11TH GIRLS n= 397	9.5	46.3	31.1	<u>10.3</u>	2.8
8TH BOYS n= 323	6.6	43.7	33.5	13.9	3.2
8TH GIRLS n= 361	6.8	43.7	31.0	15.5	3.9

For explanation of the significance of differences see footnote, Table 1,
Appendix "C."

Percentages computed horizontally. "No answer" equals total subtracted from
100 per cent.

BASIC DATA TABLE 11

Completion Of The Statement, "My Parents Let Me Wear Whatever I want To...,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	% Always Almost Always Usually Sometimes Seldom/Never				
FARM n= 422	33.4	39.6	16.6	7.6	1.9
OPEN COUNTRY n= 184	34.8	35.9	18.5	8.2	1.1
VILLAGE n= 239	31.0	41.4	19.2	7.1	.4
TOWN n= 173	27.7	42.2	17.3	10.0	.6
FRINGE n= 210	28.1	43.8	18.6	5.7	1.0
CITY n= 217.....	35.0	40.3	<u>10.6</u>	6.9	.4
HIGH SOC-EC n= 307	27.0	46.2	19.9	5.5	0.0
LOW SOC-EC n= 168.....	36.9	<u>35.1</u>	19.6	6.5	1.2
11TH BOYS n= 339	33.0	42.2	16.6	<u>4.6</u>	1.5
11TH GIRLS n= 397	<u>47.1*</u>	37.3	12.0*	3.3*	0.0
8TH BOYS n= 323	<u>13.6*</u>	45.2	<u>23.5</u>	<u>14.2*</u>	1.9
8TH GIRLS n= 361	31.0	39.1	19.4	8.9	1.1

For explanation of the significance of differences see footnote, Table 1, Appendix "c"
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 12

Completion Of The Statement, "I Feel That My Father Approves Of How I Behave....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	Father					Mother				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	17.8	44.7	24.2	10.8	1.7	18.0	47.2	22.4	10.0	1.2
OPEN COUNTRY n= 176	15.3	47.7	23.9	9.7	3.4	18.1	52.2	<u>15.4</u>	12.1	2.2
VILLAGE n= 220	13.6	47.3	28.8	10.6	1.4	12.3	<u>57.9</u>	18.7	10.2	.9
TOWN n= 165	12.1	50.3	23.6	12.1	1.2	11.8	50.6	22.9	13.5	.6
FRINGE n= 191	18.3	41.9	22.0	15.2	2.1	16.5	48.1	21.4	12.1	1.9
CITY n= 202	14.4	54.9	20.3	8.9	1.0	18.2	46.2	23.4	8.9	2.8
HIGH SOC-EC n= 305	13.1	57.0	21.3	6.2	1.0	15.6	54.1	18.6	9.1	1.6
LOW SOC-EC n= 152	17.8	<u>31.6</u>	<u>34.2</u>	<u>13.2</u>	2.6	22.0	<u>40.5</u>	20.8	13.7	2.4
11TH BOYS n= 316	13.0	44.3	27.2	13.9	1.0	9.8	52.4	21.6	12.8	2.7
11TH GIRLS n= 376	18.1	<u>54.5*</u>	<u>16.8*</u>	<u>8.0</u>	2.4	<u>20.0</u>	53.8	16.7*	<u>6.7</u>	2.6
8TH BOYS n= 303	13.5	43.7	28.1	12.9	1.7	<u>15.5</u>	48.4	22.1	13.6	0.0
8TH GIRLS n= 342	17.5	46.1	22.8	11.1	1.8	18.3	47.0	23.1	10.1	.8

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentage computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 13

Completion Of The Statement, "My Father Respects My Opinion....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father					Mother				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	38.1	18.8	33.7	5.4	2.4	41.8	26.3	27.7	2.9	.2
OPEN COUNTRY n= 176	<u>29.5</u>	22.2	36.4	9.7	<u>0.0</u>	46.7	25.3	20.9	5.5	.5
VILLAGE n= 220	35.0	22.3	33.2	8.6	<u>0.0</u>	<u>52.8</u>	20.8	23.4	2.1	0.0
TOWN n= 165	37.6	16.4	37.0	6.7	2.4	44.7	26.5	24.1	3.5	.6
FRINGE n= 191	35.8	19.0	40.0	3.2	1.1	48.5	26.7	<u>20.4</u>	3.9	.5
CITY n= 202	39.1	21.3	34.2	3.5	.5	44.4	30.4	21.5	3.3	.5
HIGH SOC-EC n= 305	40.6	24.6	28.8	4.6	.7	50.8	28.3	17.3	2.6	0.0
LOW SOC-EC n= 152	<u>28.3</u>	17.8	<u>40.1</u>	<u>10.5</u>	2.6	<u>39.3</u>	21.4	<u>33.9</u>	4.8	.6
11TH BOYS n= 316	32.6	14.6	38.3	9.5	1.9	47.6	18.3	28.1	4.9	0.0
11TH GIRLS n= 376	<u>40.7</u>	19.4*	32.7	<u>5.1</u>	.8	47.1	<u>31.2</u>	<u>17.7</u>	3.1	.8
8TH BOYS n= 303	34.0	<u>21.5</u>	36.0*	6.9	.7	45.5	24.0	26.9	3.2	0.0
8TH GIRLS n= 342	36.8	26.6	27.7	5.8	1.5	44.8	29.0	22.6	2.3	.6

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentage computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 14

Completion Of The Statement, "For Fun My Father (Mother) And I Do....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% A Great Many Things	Many	Some	Few	Nothing	% A Great Many Things	Many	Some	Few	Nothing
FARM n= 409	10.0	27.9	36.2	17.6	7.6	13.9	32.4	31.4	17.5	4.6
OPEN COUNTRY n= 176	12.5	33.5	35.8	<u>11.4</u>	6.2	14.8	35.2	31.9	14.8	3.3
VILLAGE n= 220	<u>18.2</u>	30.0	36.8	<u>10.5</u>	<u>3.6</u>	18.7	35.7	32.8	<u>10.2</u>	2.6
TOWN n= 165	11.5	34.5	29.7	16.4	7.9	17.1	33.5	32.9	12.9	3.5
FRINGE n= 190	<u>21.1</u>	27.9	31.6	<u>11.6</u>	6.8	14.6	38.8	31.1	12.6	2.9
CITY n= 202	<u>21.3</u>	25.2	30.2	18.3	5.0	<u>23.8</u>	36.9	25.7	<u>10.3</u>	3.3
HIGH SOCIO-EC n= 305	22.3	32.8	29.2	12.1	3.3	22.8	34.5	9.8	11.0	2.3
LOW SOCIO-EC n= 151	<u>13.2</u>	<u>21.0</u>	38.2	18.4	<u>8.6</u>	<u>10.1</u>	31.0	<u>35.7</u>	<u>20.2</u>	3.0
11TH BOYS n= 328	13.0	23.1	34.2	20.3	8.9	6.4	17.7	40.6	27.1	7.9
11TH GIRLS n= 390	<u>7.4*</u>	26.3*	38.3	17.3	9.8*	<u>21.5</u>	<u>41.0</u>	<u>25.3</u>	<u>8.7</u>	<u>3.3</u>
8TH BOYS n= 316	<u>26.4*</u>	<u>33.3</u>	28.7	<u>9.6</u>	<u>1.3*</u>	<u>11.7*</u>	<u>36.7</u>	<u>36.7*</u>	<u>13.0*</u>	<u>1.9</u>
8TH GIRLS n= 355	14.9	34.7	33.3	12.0	4.4	25.9	43.4	22.3	7.1	1.4

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 15

Completion Of The Statement, "I Consider My Father's (Mother's) Correction Of Me....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father's Punishment					Mother's Correction				
	% Always Fair	Almost Always	Usually	Some- times	Seldom/ Never	% Always Fair	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	36.6	31.0	19.0	8.5	3.7	24.6	37.2	25.8	9.2	1.9
OPEN COUNTRY n= 176	30.7	31.2	23.3	8.5	5.7	26.9	40.1	25.3	<u>3.8</u>	2.7
VILLAGE n= 220	37.7	30.9	20.5	6.8	2.3	28.5	41.7	20.4	7.2	1.7
TOWN n= 165	35.2	32.7	23.0	5.5	3.0	27.6	38.8	24.1	5.9	1.8
FRINGE n= 191	41.9	27.7	19.9	7.3	1.6	33.5	39.8	18.0	7.3	1.0
CITY n= 202	39.6	28.2	19.3	7.9	3.5	<u>38.3</u>	36.4	<u>16.8</u>	6.1	2.3
HIGH SOC-EC n= 305	40.3	32.5	20.3	3.0	3.3	34.8	39.1	18.6	5.5	.3
LOW SOC-EC n= 152	36.2	27.0	18.4	<u>14.5</u>	3.3	25.6	35.1	27.4	8.3	3.0
11TH BOYS n= 316	28.2	27.6	29.1	8.5	4.4	17.4	39.6	29.3	9.5	3.1
11TH GIRLS n= 376	<u>35.6</u>	33.0	<u>19.4</u>	8.8	2.4	30.0	41.2	20.5	6.4	1.8
8TH BOYS n= 303	<u>44.2</u>	27.1	<u>19.5</u>	<u>4.3*</u>	3.6	<u>37.3</u>	35.4	<u>19.3</u>	6.0	1.6
8TH GIRLS n= 342	39.1	33.0	14.3	9.6	3.2	32.4	38.6	19.2	6.5	1.7

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 16

Completion Of The Statement, "My Father (Mother) Scolds Me.....,"
Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% Never	Seldom	Some- times	Often	Very Often	% Never	Seldom	Some- times	Often	Very Often
FARM n= 109	5.6	37.4	46.9	6.6	2.9	5.3	38.1	45.1	8.5	2.7
OPEN COUNTRY n= 176	2.8	42.0	43.7	8.0	2.8	3.3	38.3	45.0	10.6	2.8
VILLAGE n= 220	6.8	36.4	47.3	7.7	1.4	3.4	36.9	49.4	8.2	1.7
TOWN n= 165	4.2	35.8	52.7	3.7	2.4	.6	34.1	53.5	10.0	.6
FRINGE n= 190	6.3	31.6	50.0	7.9	2.6	2.9	35.6	48.1	8.2	4.3
CITY n= 202	6.4	33.2	51.0	7.9	1.5	10.2	26.0	45.1	13.5	4.2
HIGH SOC-EC n= 305	3.9	42.6	44.9	5.6	2.3	4.6	33.1	48.5	9.8	3.0
LOW SOC-EC n= 151	7.9	<u>31.6</u>	50.0	5.9	3.3	7.7	34.5	45.8	10.1	1.8
11TH BOYS n= 316	5.7	37.7	45.6	7.9	2.5	4.6	40.9	39.9	10.4	3.4
11TH GIRLS n= 376	7.4	43.6*	41.5*	5.6	1.9	6.2	37.0*	44.7	8.7	3.1
8TH BOYS n= 303	<u>1.7*</u>	<u>29.7</u>	<u>55.8</u>	8.6	2.3	2.5	34.4	<u>52.2</u>	7.9	2.5
8TH GIRLS n= 342	5.8	33.3	50.5	6.7	3.2	5.1	29.6	51.6	11.3	2.3

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 17

Completion Of The Statement, "When My Father (Mother) Tells Me To Do Something,
I Usually....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father					Mother				
	% Do Exactly As Told	About As Told	Only If Con- venient	Evade If Pos- sible	Ignore or Refuse	% Do Exactly As Told	About As Told	Only If Con- venient	Evade If Pos- sible	Ignore or Refuse
FARM n= 409	41.8	51.8	1.7	3.9	.7	27.4	62.2	4.6	3.6	1.2
OPEN COUNTRY n= 176	36.9	51.7	<u>7.4</u>	2.8	1.1	27.2	56.1	8.3	6.7	1.1
VILLAGE n= 220	34.1	55.5	5.0	5.0	.5	30.0	57.5	6.4	4.7	.9
TOWN n= 165	34.5	52.8	<u>8.5</u>	3.6	0.0	25.3	61.2	9.4	2.4	.6
FRINGE n= 190	35.3	54.7	<u>6.3</u>	1.6	1.1	27.4	63.9	3.4	3.8	1.0
CITY n= 202	37.1	50.5	<u>6.9</u>	4.5	1.0	31.2	55.8	7.4	3.3	.9
HIGH SOC-EC n= 305	37.0	56.4	3.9	2.3	.3	27.9	62.6	6.2	2.3	.7
LOW SOC-EC n= 168	40.1	48.7	3.9	4.6	1.3	31.0	59.5	3.6	4.8	1.2
11TH BOYS n= 316	29.4	57.3	7.3	5.4	.3	18.9	64.0	8.5	4.9	2.1
11TH GIRLS n= 376	<u>44.4</u>	<u>48.7</u>	4.8	<u>2.1</u>	0.0	<u>35.2</u>	<u>56.8</u>	5.4	2.1*	.5
8TH BOYS n= 303	35.0	55.8	<u>2.6*</u>	5.6*	1.0	<u>25.3</u>	62.0	5.1	5.7	.9
8TH GIRLS n= 342	39.4	50.2	5.8	2.6	1.5	31.6	56.9	5.9	4.5	.6

For explanation of the significance of differences see footnote, Table 1, Appendix "c."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 18

Completion Of The Statement, "When My Father (Mother) Makes Me Do Something, He (She) Tells Me Why It's Necessary....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father					Mother				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	26.2	27.1	25.7	16.1	4.9	25.3	27.5	17.5	17.0	1.7
OPEN COUNTRY n= 176	25.0	29.5	23.3	19.3	2.3	30.2	33.0	15.4	17.6	3.3
VILLAGE n= 220	25.5	30.5	22.3	19.1	2.3	28.1	33.6	23.0	14.5	.4
TOWN n= 165	27.3	26.7	24.2	18.2	3.6	28.2	39.4	18.8	11.8	1.2
FRINGE n= 191	33.5	25.7	20.9	17.8	2.1	28.2	33.0	22.8	14.6	1.0
CITY n= 202.....	31.7	29.2	27.2	<u>9.4</u>	1.5	<u>39.2</u>	30.4	14.9	13.1	2.3
HIGH SOC-EC n= 305	35.1	30.8	22.6	9.2	2.0	34.8	33.2	19.2	10.7	1.0
LOW SOC-EC n= 152.....	<u>23.7</u>	20.4	29.6	<u>21.0</u>	5.3	26.2	35.1	18.5	<u>17.9</u>	1.8
11TH BOYS n= 316	22.2	30.4	28.8	15.9	2.2	21.0	39.6	21.0	15.5	1.8
11TH GIRLS n= 376	27.1	29.3	<u>21.8</u>	18.4	3.5	<u>32.6</u>	33.8	17.7	13.6	2.1
8TH BOYS n= 303	<u>32.7</u>	23.8	25.7	14.2	3.0	<u>29.1</u>	32.6	22.8*	13.6	1.3
8TH GIRLS n= 342	29.2	28.3	22.2	16.6	3.5	34.4	32.4	15.2	16.3	1.4

For explanation of the significance of differences see footnote, Table 1, Appendix "C."

Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 19

Completion Of The Statement, "If I Had A Child My Age, I would Teach Him What Is Right And Wrong....," Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% Exactly What Father Taught	Nearly the Same	Some- what Same	Consid- erably Differ- ent	Entirely Dif- fer- ent	% Exactly What Mother Taught	Nearly the Same	Some- what Same	Consid- erably Differ- ent	En- tire- ly Diff.
FARM n= 109	25.7	44.5	22.5	4.6	2.0	29.2	49.4	16.3	4.1	.7
OPEN COUNTRY n= 176	30.1	40.9	15.9	<u>10.2</u>	2.3	31.9	43.4	15.4	5.5	<u>3.3</u>
VILLAGE n= 220	29.1	45.9	17.3	5.5	1.4	33.6	42.6	19.1	4.3	0.0
TOWN n= 165	23.6	47.9	18.2	7.3	2.4	30.0	42.4	22.9	3.5	1.2
FRINGE n= 190	30.5	41.1	<u>14.7</u>	8.4	3.7	<u>38.3</u>	<u>37.4</u>	14.6	3.9	<u>4.4</u>
CITY n= 202	33.2	40.6	18.3	3.0	5.0	<u>37.4</u>	<u>39.7</u>	14.0	4.7	3.3
HIGH SOC-EC n= 305	30.8	48.5	13.8	4.3	2.6	34.5	43.3	16.3	3.3	1.3
LOW SOC-EC n= 152	<u>19.7</u>	42.8	<u>25.0</u>	8.6	3.3	29.2	42.9	22.6	4.2	.6
11TH BOYS n= 316	22.2	42.4	25.0	6.3	3.2	21.0	47.9	22.3	6.1	1.8
11TH GIRLS n= 376	23.7	44.7	19.7	7.7	4.0	<u>30.0*</u>	42.3	19.7*	5.4	2.3
8TH BOYS n= 303	<u>38.6*</u>	40.3	<u>14.2</u>	5.0	<u>.7</u>	<u>39.6</u>	44.6	<u>11.1</u>	<u>2.2</u>	1.6
8TH GIRLS n= 342	29.5	47.3	15.2	5.3	2.3	39.7	42.0	13.8	2.8	1.4

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 20

Completion Of The Statement, "My Father (Mother) Nags At Me....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% Never	Seldom	Some- times	Very Often	Often	% Never	Seldom	Some- times	Very Often	Often
FARM n= 409	34.6	40.3	19.3	3.7	2.0	24.1	40.9	23.1	8.0	3.4
OPEN COUNTRY n= 176	38.6	34.7	17.0	<u>8.0</u>	1.7	22.5	44.5	20.3	9.3	2.7
VILLAGE n= 220	38.6	35.0	19.1	2.7	3.6	26.0	39.6	26.8	4.7	2.6
TOWN n= 165	40.0	37.6	17.0	3.0	1.8	30.6	<u>30.0</u>	<u>32.9</u>	4.7	1.2
FRINGE n= 191	39.3	36.6	15.7	5.2	2.1	30.1	38.8	<u>20.9</u>	4.9	4.4
CITY n= 202	39.1	32.2	19.8	6.4	2.5	31.3	34.6	21.9	8.4	3.3
HIGH SOC-EC n= 305	44.3	34.4	15.1	3.0	3.3	30.0	36.2	24.8	7.2	2.0
LOW SOC-EC n= 152	34.9	34.9	22.4	6.7	.7	31.5	41.7	19.0	4.2	2.4
11TH BOYS n= 317	29.1	37.0	24.7	7.6	1.6	19.8	37.8	28.0	10.1	3.4
11TH GIRLS n= 376	<u>40.9</u>	36.7	<u>16.5</u>	<u>3.5</u>	2.1	<u>26.4</u>	38.1	<u>27.1</u>	<u>5.1</u>	3.1
8TH BOYS n= 303	<u>37.3</u>	40.6*	<u>15.8</u>	<u>3.6</u>	1.3	31.0	43.0	<u>16.7*</u>	6.3	2.2
8TH GIRLS n= 342	41.8	33.0	16.9	4.7	3.5	31.0	36.1	23.1	5.4	3.9

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 21

Completion Of The Statement, "I Think My Father (Mother) Knows What Is Best For Me....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	Father					Mother				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 411	39.6	34.2	16.6	7.6	1.5	40.9	38.4	14.4	5.1	.7
OPEN COUNTRY n= 182	36.4	38.1	14.8	9.1	1.1	41.2	41.2	10.4	6.0	1.1
VILLAGE n= 235	36.8	37.7	18.2	6.4	.9	47.2	36.6	11.9	4.3	0.0
TOWN n= 170	33.9	40.0	19.4	5.5	.6	36.5	45.9	13.5	3.5	.6
FRINGE n= 206	39.5	36.3	12.6	10.5	1.1	48.5	31.1	12.1	7.3	1.0
CITY n= 214.....	43.6	33.2	13.9	6.9	2.5	49.0	33.2	12.6	5.1	.5
HIGH SOC-EC n= 305	43.3	40.0	12.5	3.0	1.3	45.3	37.1	12.1	4.2	.7
LOW SOC-EC n= 152.....	<u>30.3</u>	34.9	18.4	<u>14.5</u>	.7	41.1	38.7	14.3	5.4	.6
11THE BOYS n= 316	24.1	38.3	26.0	9.5	1.9	22.6	45.4	22.3	8.2	1.2
11TH GIRLS n= 376	<u>32.5*</u>	40.0	<u>17.3*</u>	8.8	1.3	<u>44.4*</u>	39.2*	<u>10.3</u>	5.4	.8
8TH BOYS n= 303	<u>53.1*</u>	32.0	<u>8.3</u>	<u>5.3</u>	1.0	<u>50.9</u>	<u>36.7</u>	<u>8.9</u>	<u>3.2</u>	.3
8TH GIRLS n= 342	45.0	35.6	12.0	6.4	.9	54.3	31.8	9.6	3.9	.3

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 22

Completion Of The Statement, "Considering The Amount Of Money My Father (Mother) Has,
I Consider That He (She) Spends It On Me....," Analyzed By Residence,
Socio-Economic Level, Age And Sex

	Father					Mother				
	% Very Gener- ously	Gener- ously	Aver- age	Less Than Average	Less Than Any Parent	% Very Gener- ously	Gener- ously	Aver- age	Less Than Average	Less Than Any Parent
FARM n= 409	20.5	26.4	43.2	7.1	2.0	26.3	28.0	39.2	3.6	1.5
OPEN COUNTRY n= 176	25.0	27.8	39.2	5.1	1.7	35.2	28.6	29.7	3.8	1.1
VILLAGE n= 220	31.4	30.9	28.2	6.4	1.8	36.6	29.4	28.1	4.7	.9
TOWN n= 165	26.7	28.5	38.2	4.9	1.2	32.4	34.7	28.8	1.2	1.2
FRINGE n= 191	32.5	29.3	29.3	5.8	1.6	40.3	28.2	26.2	4.9	.5
CITY n= 202	41.1	25.7	29.2	3.0	.5	52.3	23.8	20.1	2.3	1.4
HIGH SOC-EC n= 305	41.6	30.5	24.3	3.0	0.0	43.3	30.3	22.1	2.0	.7
LOW SOC-EC n= 152	16.4	23.7	44.1	12.5	2.6	28.6	29.8	33.3	6.0	1.8
11TH BOYS n= 316	20.0	25.3	43.7	8.2	2.2	27.5	28.1	37.5	4.9	1.2
11THE GIRLS n= 376	32.7	26.9	32.4	5.1	2.4*	42.5	26.9	24.6	3.3	1.5
8TH BOYS n= 303	30.7	29.0	32.7	4.9	1.3	33.5	29.1	32.2	3.5	.9
8TH GIRLS n= 342	29.8	31.0	32.7	4.7	.3	38.6	29.9	27.4	2.8	.8

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answers" equals total subtracted from 100 per cent.

BASIC DATA TABLE 23

Completion Of The Statement, "I Consider My Father's (Mother's) Education....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	% Very Good		Father Average Poor Very Poor			% Very Good		Mother Average Poor Very Poor		
	Excel- lent					Excel- lent				
FARM n= 409	26.4	6.3	55.9	8.1	2.7	29.4	8.8	53.8	6.1	1.0
OPEN COUNTRY n= 176	23.9	<u>13.6</u>	57.4	4.5	<u>0.0</u>	<u>37.4</u>	7.1	51.1	2.7	1.6
VILLAGE n= 220	23.2	10.9	58.6	6.4	.5	31.9	9.4	55.3	3.0	0.0
TOWN n= 165	27.9	8.5	55.2	7.3	1.2	28.8	10.6	50.0	9.4	1.2
FRINGE n= 191	30.9	19.9	<u>42.9</u>	<u>6.3</u>	<u>0.0</u>	<u>39.8</u>	12.1	<u>44.7</u>	3.4	0.0
CITY n= 202	31.0	<u>24.5</u>	<u>39.0</u>	<u>4.0</u>	1.5	<u>39.7</u>	<u>14.9</u>	<u>38.8</u>	5.6	.9
HIGH SOC-EC n= 305	32.8	22.3	39.3	6.2	.7	39.1	17.9	37.1	3.9	1.0
LOW SOC-EC n= 152	<u>16.4</u>	<u>3.9</u>	<u>65.8</u>	<u>10.5</u>	3.3	<u>24.4</u>	<u>5.4</u>	<u>60.7</u>	7.7	1.8
11TH boys n= 316	27.9	11.1	51.0	7.6	2.5	32.0	8.5	50.0	7.3	1.5
11TH GIRLS n= 376	21.8*	13.6	57.4	5.6	.8	30.2	9.2	53.2	6.1	.5
8TH BOYS n= 303	30.0	14.5	48.5	5.6	1.0	39.5	12.0	44.6	<u>3.5</u>	.3
8TH GIRLS n= 342	28.9	12.3	50.5	6.4	.9	33.6	11.6	50.5	3.7	.8

For explanation of significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 24

Completion Of The Statement, "When I Ask My Father (Mother) Questions, He (She) Gives Me Honest Answers....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	56.5	26.2	10.8	4.9	1.2	56.4	27.5	9.7	4.6	1.0
OPEN COUNTRY n= 176	58.5	25.6	9.7	4.5	1.1	62.1	20.9	10.4	4.4	2.2
VILLAGE n= 220	60.9	25.9	8.2	3.6	.5	<u>67.7</u>	<u>20.4</u>	6.8	4.7	.4
TOWN n= 165	61.2	24.9	11.5	<u>1.2</u>	0.0	64.7	20.0	11.2	3.5	.6
FRINGE n= 191	<u>66.0</u>	20.4	<u>5.8</u>	4.7	1.6	63.1	22.8	9.7	2.4	1.9
CITY n= 202.....	<u>73.3</u>	<u>17.3</u>	6.9	<u>1.5</u>	.5	<u>73.3</u>	<u>16.8</u>	<u>5.1</u>	3.3	1.4
HIGH SOC-EC n= 305	75.1	16.4	5.6	1.6	.3	70.0	18.2	7.2	2.3	13.0
LOW SOC-EC n= 152.....	<u>50.7</u>	<u>31.6</u>	10.0	4.6	2.0	<u>55.9</u>	26.8	10.7	5.4	<u>.6</u>
11TH BOYS n= 316	57.9	27.5	9.8	4.1	.3	50.6	30.8	12.5	4.3	1.5
11TH GIRLS n= 376	66.2	<u>20.7</u>	8.0	4.0	.5	<u>70.5</u>	<u>18.5</u>	<u>5.9</u>	3.8	1.3
8TH BOYS n= 303	60.4	26.4	7.9	3.3	1.3	<u>63.6</u>	<u>23.1</u>	9.8	3.2	.9
8TH GIRLS n= 342	62.2	21.6	10.5	3.2	1.2	68.1	19.4	7.0	4.2	1.1

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 25

Completion Of The Statement, "My Father (Mother) Follows Advice Which He(She) Gives To Me.....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	23.5	31.5	26.9	14.7	2.7	21.1	39.8	25.2	10.9	1.9
OPEN COUNTRY n= 176	21.0	33.5	24.4	15.9	4.0	26.7	35.6	21.1	11.7	3.3
VILLAGE n= 220	24.1	34.5	24.5	15.0	1.8	<u>30.0</u>	41.6	<u>17.2</u>	9.4	.4
TOWN n= 165	20.6	37.0	27.9	12.1	1.8	22.9	40.6	21.8	13.5	.6
FRINGE n= 190	21.6	36.3	21.6	13.7	5.3	23.6	41.8	20.7	9.1	2.4
CITY n= 202.....	<u>35.1</u>	32.7	<u>15.0</u>	15.0	2.5	<u>40.0</u>	33.0	<u>14.4</u>	10.2	.9
HIGH SOC-EC n= 305	30.2	39.0	19.7	8.9	2.3	31.1	43.9	16.1	7.9	.7
LOW SOC-EC n= 152.....	22.4	<u>24.3</u>	28.3	<u>19.1</u>	4.6	24.4	<u>29.2</u>	<u>28.0</u>	<u>14.9</u>	1.8
11TH BOYS n= 316	20.9	32.6	27.5	16.1	2.5	18.6	40.2	25.9	13.4	.9
11TH GIRLS n= 376	<u>21.3</u>	<u>35.9</u>	22.3	16.2	3.5	<u>29.3</u>	35.7	20.1	11.6	2.3
8TH BOYS n= 303	<u>28.4</u>	35.6	24.4	<u>8.3*</u>	2.6	<u>28.5</u>	40.2	20.3	<u>7.3</u>	1.3
8TH GIRLS n= 342	27.4	31.2	20.1	17.2	2.6	30.7	39.2	17.2	10.4	1.4

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 26

Completion Of The Statement, "When I'm Grown Up, I Would Like A Personality....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	Father					Mother				
	% Exactly Like	Consid- erably Like	Some- what Like	Some- what Diff.	En- tirely Diff.	% Exactly Like	Consid- erably Like	Some- what Like	Some- what Diff.	En- tirely Diff.
FARM n= 109	18.1	40.3	23.5	11.2	6.6	22.9	42.3	24.1	6.8	3.4
OPEN COUNTRY n= 176	19.3	39.8	22.7	10.2	7.4	19.8	44.5	20.3	7.7	7.1
VILLAGE n= 220	20.9	33.6	25.5	12.7	5.5	26.0	<u>34.0</u>	26.8	9.4	2.6
TOWN n= 165	18.8	37.0	25.5	11.0	7.3	17.1	47.6	20.0	11.2	3.5
FRINGE n= 190	22.1	<u>29.5</u>	25.3	12.6	10.0	25.7	34.9	19.4	8.7	<u>9.2</u>
CITY n= 202	26.2	<u>29.7</u>	18.8	10.4	<u>15.0</u>	<u>31.2</u>	37.4	<u>16.8</u>	7.5	5.1
HIGH SOC-EC n= 305	26.2	37.7	21.0	7.9	6.9	24.4	45.6	20.0	3.9	5.2
LOW SOC-EC n= 151	<u>13.2</u>	<u>25.0</u>	<u>33.5</u>	<u>15.8</u>	11.8	19.0	38.7	25.6	<u>8.9</u>	6.5
11TH BOYS n= 316	15.5	35.4	24.4	14.9	8.5	13.1	43.6	25.6	9.8	6.4
11TH GIRLS n= 376	14.6*	39.4	24.7	12.0	8.5	<u>23.6</u>	40.3	22.1	8.5	5.1
8TH BOYS n= 303	<u>29.7*</u>	32.0	20.8	<u>7.9</u>	9.2	<u>25.6*</u>	41.1	20.6	6.0	5.4
8TH GIRLS n= 342	22.8	35.3	23.7	10.8	7.3	32.7	36.9	18.6	7.9	3.1

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 27

Completion Of The Statement, "When I Marry I want My Mate To Have A Personality....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	% Exactly Like Parent	Very Similar	Similar	Somewhat Different	Opposite
FARM n= 422	7.8	35.5	37.8	14.3	4.6
OPEN COUNTRY n= 184	9.7	38.6	30.7	11.4	<u>9.7</u>
VILLAGE n= 239	9.5	36.4	32.9	14.3	6.9
TOWN n= 173	9.9	29.2	38.0	16.9	4.7
FRINGE n= 210	10.0	35.4	<u>29.2</u>	15.6	<u>10.0</u>
CITY n= 217.....	11.1	39.9	<u>23.1</u>	18.1	7.8
HIGH SOC-EC n= 307	12.1	39.1	28.0	12.7	5.5
LOW SOC-EC n= 168.....	6.5	32.1	32.7	16.1	8.9
11TH BOYS n= 334	<u>6.1</u>	<u>36.2</u>	<u>32.9</u>	<u>15.6</u>	<u>9.8</u>
11TH GIRLS n= 397	9.1	28.2	31.0	18.6*	9.8
8TH BOYS n= 323	<u>12.1</u>	43.4	27.5	9.6	2.5*
8TH GIRLS n= 361	9.4	32.7	33.5	13.0	8.3

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 28

Completion Of The Statement, "Of My Father's (Mother's) Friends, I Like....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% All of Them	Most	Half	Few	None	% All of Them	Most	Half	Few	None
FARM n= 409	45.6	45.9	3.4	2.9	1.0	47.9	43.3	5.8	2.2	.5
OPEN COUNTRY n= 176	36.4	<u>55.7</u>	5.1	2.3	.6	<u>36.8</u>	<u>52.7</u>	5.5	4.4	.5
VILLAGE n= 220	43.6	42.3	<u>8.6</u>	3.2	.9	41.7	50.2	6.0	1.3	.4
TOWN n= 165	38.2	52.1	4.9	4.2	0.0	<u>32.9</u>	<u>58.8</u>	2.9	4.7	.6
FRINGE n= 191	48.7	42.9	3.1	4.2	0.0	43.7	45.6	7.8	1.9	.5
CITY n= 202.....	<u>54.0</u>	<u>36.5</u>	5.5	4.5	0.0	54.6	36.9	4.2	3.7	.5
HIGH SOC-EC n= 305	52.8	39.3	3.9	2.6	0.0	45.3	45.9	5.5	1.6	.3
LOW SOC-EC n= 152.....	<u>38.2</u>	49.3	5.9	4.6	.7	44.0	45.8	6.0	3.0	1.2
11TH BOYS n= 316	32.0	55.1	7.0	3.5	.6	22.6	59.1	11.0	5.8	1.2
11TH GIRLS n= 376	<u>42.6*</u>	<u>45.2</u>	6.9*	4.3	.1	<u>50.7</u>	<u>42.0</u>	<u>4.4</u>	<u>2.0</u>	.8
8TH BOYS n= 303	<u>54.5</u>	<u>40.0</u>	<u>2.0</u>	2.3	1.0	<u>47.1</u>	<u>48.3*</u>	<u>1.6*</u>	<u>2.5</u>	0.0
8TH GIRLS n= 342	49.6	41.8	3.5	4.4	0.0	53.9	40.6	4.2	1.4	0.0

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 29

Completion Of The Statement, "My Father (Mother) Lets Me Use His (Her) Personal Property.....," Analyzed By Residence, Socio-Economic Level, Age and Sex

	<u>Father</u>					<u>Mother</u>				
	% All Any- time	Most Any- time	Some Some- times	Seldom Any	Never Any	% All Any- time	Most Any- time	Some Some- times	Seldom Any	Never Any
FARM n= 409	15.9	41.8	30.8	7.8	3.4	18.0	36.6	29.9	7.5	7.0
OPEN COUNTRY n= 176	13.6	50.0	27.8	4.5	4.0	17.2	37.2	30.0	9.4	4.4
VILLAGE n= 220	12.7	45.4	32.7	6.0	1.8	14.2	39.9	32.6	6.4	3.9
TOWN n= 165	<u>7.3</u>	45.5	32.1	8.5	6.7	<u>8.8</u>	44.1	33.5	4.1	5.9
FRINGE n= 190	11.1	45.3	31.1	7.4	2.6	15.4	39.9	33.4	5.8	4.3
CITY n= 202	<u>23.8</u>	40.6	26.7	4.0	5.0	21.9	38.6	26.0	5.1	6.0
HIGH SOC-EC n= 305	18.4	44.9	29.8	3.9	2.6	18.0	41.0	28.2	6.9	2.6
LOW SOC-EC n= 151	14.5	42.8	30.9	7.2	3.3	12.5	33.9	36.3	7.1	<u>8.3</u>
11TH BOYS n= 316	17.1	51.0	26.6	3.2	1.9	12.2	37.5	28.4	8.5	8.8
11TH GIRLS n= 376	15.7	<u>41.2</u>	32.2	5.3*	<u>5.3</u>	<u>28.0*</u>	44.5	23.4*	<u>2.6</u>	<u>1.5</u>
8TH GIRLS n= 342	10.8	38.8	31.8	11.4	5.8	14.1	40.6	35.2	5.6	3.9
8TH BOYS n= 303	16.2*	46.9*	29.0	5.6*	1.7	10.1	32.3*	<u>36.4</u>	10.4*	8.2*

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 30

Completion Of The Statement, "My Father (Mother)...Encourages Me To Go To College...,"
 Analyzed By Residence, Socio-Economic Level, Age And Sex

	Father					Mother				
	% Encour- ages College	In- sists I Go	Leaves Deci- sion To Me	Dis- cour- ages Me	Wants Me To Quit Now	% Encour- ages College	In- sists I Go	Leaves Deci- sion To Me	Dis- cour- ages Me	Wants Me To Quit Now
FARM n= 409	32.5	11.7	50.6	2.9	1.5	38.8	13.8	41.7	2.7	1.7
OPEN COUNTRY n= 176	36.9	11.4	49.4	.6	1.1	41.1	15.0	41.1	1.7	.6
VILLAGE n= 220	48.2	12.7	36.4	1.4	.5	57.9	11.6	28.8	.9	0.0
TOWN n= 165	57.6	9.1	30.3	.6	.6	55.3	12.9	30.0	0.0	0.0
FRINGE n= 190	52.6	11.1	33.7	.5	0.0	48.6	11.1	37.0	.5	.5
CITY n= 202	49.0	17.3	32.7	1.0	0.0	50.7	19.1	27.4	.9	0.0
HIGH SOC-EC n= 305	59.7	13.1	25.2	1.0	.3	57.7	16.7	22.9	1.0	0.0
LOW SOC-EC n= 151	32.2	13.8	50.0	2.6	.7	33.3	17.3	45.8	1.8	.6
11TH BOYS n= 316	42.1	16.8	38.0	1.3	.6	44.8	18.0	32.6	1.2	1.2
11TH GIRLS n= 376	43.1	8.2	45.8	1.6	.8	46.0	10.3	41.1	1.5	0.0
8TH BOYS n= 303	43.9	15.8*	36.0	2.0	1.0	50.0	16.5	29.8	1.3	.6
8TH GIRLS n= 342	47.0	9.1	40.3	1.8	.6	49.6	11.8	35.5	1.7	.8

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For explanation of the significance of differences see footnote, Table 1, Appendix "C."
 Percentages computed horizontally. "No answer" equals the total subtracted from 100 per cent.

BASIC DATA TABLE 31

Completion Of The Statement, "I Feel...With My Home...", Analyzed By
Residence, Socio-Economic Level, Age and Sex

	Very Proud	Proud	Well Satisfied	Neutral	Dissatisfied
FARM n= 422	21.6	29.2	32.2	12.1	4.0
OPEN COUNTRY n= 184	23.4	28.3	31.0	11.4	4.9
VILLAGE n= 239	26.8	32.2	29.3	8.8	2.5
TOWN n= 173	28.3	23.1	37.0	9.8	1.7
FRINGE n= 210	<u>31.0</u>	24.8	28.1	10.5	5.7
CITY n= 217.....	<u>45.2</u>	25.4	<u>18.4</u>	7.8	2.8
HIGH SOC-EC n= 307	39.4	28.0	23.8	6.5	1.6
LOW SOC-EC n= 168.....	<u>17.9</u>	26.2	<u>32.7</u>	<u>16.7</u>	6.0
11TH BOYS n= 334	20.7	28.4	32.0	12.6	5.4
11TH GIRLS n= 397	<u>30.2</u>	30.9	<u>23.4*</u>	10.1	5.0
8TH BOYS n= 323	<u>33.5</u>	26.3	30.1	8.9	2.5
8TH GIRLS n= 361	29.3	24.9	33.2	10.0	1.9

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 32

Completion Of The Statement, "As A Job For Me, I Consider My Parent's Occupation
(Father's Occupation, If Boy Answering; Mother's Occupation, If Girl
Answering).....," Analyzed By Residence, Socio-Economic Level, Age And Sex

	Ideal	Very Good	Average	Poor	Very Poor
FARM n= 422	16.1	40.3	37.0	3.3	2.4
OPEN COUNTRY n= 184	<u>13.2</u>	41.4	37.4	<u>7.5</u>	.6
VILLAGE n=239	15.6	<u>30.8</u>	44.6	6.7	2.2
TOWN n= 173	14.5	38.1	34.1	<u>8.7</u>	2.3
FRINGE n= 210	14.3	<u>27.1</u>	<u>45.2</u>	4.8	4.3
CITY n= 217.....	<u>24.7</u>	38.9	<u>26.1</u>	5.4	4.9
HIGH SOC-EC n= 307	22.8	39.4	27.0	4.2	3.6
LOW SOC-EC n= 168.....	<u>11.9</u>	<u>28.0</u>	<u>48.2</u>	7.7	1.2
11TH BOYS n= 334	11.0	37.0	36.0	9.1	4.0
11TH GIRLS n= 397	<u>19.3</u>	33.2	37.3	<u>4.9</u>	2.6
8TH BOYS n= 323	<u>17.0</u>	37.2	35.6	<u>3.8</u>	2.8
8TH GIRLS n= 361	16.9	36.1	38.9	4.5	2.0

For explanation of the significance of differences see footnotes, Table 1,
Appendix "C."

Percentages computed horizontally. "No answer" equals total subtracted from
100 per cent.

BASIC DATA TABLE 33

Completion Of The Statement, "My Father (Mother) Treats My Friends....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	%	<u>Father</u>				%	<u>Mother</u>			
	Per- fectly	Very Well	Fairly Well	Badly	Very Badly	Per- fectly	Very Well	Fairly Well	Badly	Very Badly
FARM n= 409	27.4	58.2	11.7	1.5	.7	31.6	57.5	8.7	1.2	.7
OPEN COUNTRY n= 176	29.0	57.4	12.5	.6	0.0	40.6	<u>48.9</u>	10.0	.6	0.0
VILLAGE n= 220	32.3	56.9	9.1	.9	.9	37.3	55.8	6.9	0.0	0.0
TOWN n= 165	24.2	58.2	15.8	0.0	1.2	27.1	60.6	10.0	1.2	.6
FRINGE n= 190	36.3	<u>48.9</u>	12.3	1.6	0.0	37.5	52.4	9.1	.5	0.0
CITY n= 202.....	<u>45.6</u>	<u>41.6</u>	11.9	.5	.5	<u>53.5</u>	<u>38.6</u>	7.0	0.0	.9
HIGH SOC-EC n= 305	40.6	51.5	7.2	0.0	.7	48.5	46.2	3.9	.7	.3
LOW SOC-EC n= 151.....	<u>24.3</u>	57.9	<u>13.2</u>	2.6	.7	<u>29.2</u>	<u>59.5</u>	<u>10.7</u>	0.0	.6
11TH BOYS n= 316	23.1	60.4	14.2	.9	.9	30.5	58.5	7.9	2.4	.6
11TH GIRLS n= 376	<u>34.0</u>	<u>52.4</u>	11.2	1.6	.8	<u>42.4</u>	<u>48.8</u>	7.7	.3	.8
8TH BOYS n= 303	29.0*	56.4	11.9	1.0	.3	32.0*	57.3*	10.8	0.0	0.0
8TH GIRLS n= 342	39.7	49.1	10.2	.6	.3	43.4	47.6	8.2	.6	.3

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 34

Completion Of The Statement, "When I Want Help With My Homework, My Father (Mother)
Helps Me....," Analyzed By Residence, Socio-Economic Level, Age And Sex

	Father					Mother				
	% Always	Almost Always	Usually	Some- times	Seldom/ Never	% Always	Almost Always	Usually	Some- times	Seldom/ Never
FARM n= 409	12.7	15.1	11.7	33.2	26.4	19.7	26.3	16.4	21.3	12.3
OPEN COUNTRY n= 176	13.6	14.2	13.1	32.9	25.6	25.5	18.5	17.9	21.7	13.0
VILLAGE n= 220	22.3	17.3	9.5	28.6	21.4	29.3	23.4	16.3	14.6	13.4
TOWN n= 165	19.4	16.4	9.7	31.5	21.2	26.6	19.1	14.5	23.7	13.3
FRINGE n= 190	23.2	13.7	12.1	32.1	18.9	24.8	20.0	15.2	25.2	12.9
CITY n= 202	22.3	15.8	10.9	23.8	26.7	29.0	19.4	10.1	20.7	18.4
HIGH SOC-EC n= 305	22.9	18.7	12.1	26.2	19.0	32.1	19.9	13.7	20.0	13.0
LOW SOC-EC n= 152	11.8	9.2	11.8	32.2	34.2	15.5	23.2	18.5	25.0	17.9
11TH BOYS n= 316	15.2	9.8	8.2	30.7	33.9	23.1	18.3	17.1	20.1	18.6
11TH GIRLS n= 376	16.2	13.0*	10.9	32.7	26.9*	20.2	17.6*	15.6	23.7	19.9*
8TH BOYS n= 303	20.1	19.5	13.2	24.8*	21.8*	31.3	28.5	15.2	13.6*	7.4
8TH GIRLS n= 342	19.9	20.1	13.1	33.3	13.4	25.8	24.7	13.6	25.8	8.0

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 35

Completion Of The Statement, "My Father (Mother) Gives Me Information About Sex...,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% Answers All Questions Willingly	Tells Even If I Don't Ask	Dis- cusses Only A Little	Avoids Discus- sing	Refus- es To Dis- cuss	% Answers All Questions Willingly	Tells Even If I Don't Ask	Dis- cusses Only A Little	Avoids Discus- sing	Refus- es To Dis- cuss
FARM n= 409	31.8	3.4	31.0	18.6	12.0	41.0	14.8	22.8	13.8	5.8
OPEN COUNTRY n= 176	30.1	6.2	34.1	17.0	6.8	45.6	13.9	21.7	10.0	5.6
VILLAGE n= 220	32.3	<u>8.2</u>	30.0	21.4	<u>5.0</u>	43.8	14.6	27.0	<u>7.7</u>	3.4
TOWN n= 165	35.2	2.4	26.1	18.2	9.1	<u>51.2</u>	15.9	16.5	8.2	5.9
FRINGE n= 190	32.6	4.7	26.3	17.9	10.5	<u>52.4</u>	<u>7.7</u>	20.2	11.5	6.3
CITY n= 202	34.2	7.4	23.8	14.4	7.4	<u>50.2</u>	16.7	<u>15.8</u>	10.2	5.1
HIGH SOC-EC n= 305	40.0	4.6	25.6	18.4	4.3	47.2	17.4	20.3	9.5	3.9
LOW SOC-EC n= 151	<u>23.7</u>	5.3	<u>36.2</u>	15.8	<u>16.4</u>	42.3	11.3	24.4	13.7	6.5
11TH BOYS n= 328	38.8	7.6	30.5	15.6	7.6	36.4	7.0	31.3	18.2	7.0
11TH GIRLS n= 389	<u>29.7*</u>	6.1	30.0	<u>26.0*</u>	8.3	<u>55.5</u>	<u>22.4</u>	<u>14.4</u>	<u>5.9</u>	<u>1.5</u>
8TH BOYS n= 316	34.5	4.1	30.4	18.9	12.2	33.1*	6.6*	30.5*	17.4*	<u>12.5*</u>
8TH GIRLS n= 355	38.4	4.1	33.7	13.6	10.2	61.1	18.9	14.0	3.4	2.6

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For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 36

Completion Of The Statement, "I Think My Father (Mother) Understands The Problems Of Young People Of My Age....," Analyzed By Residence, Socio-Economic Level, Age And Sex

	Father					Mother				
	% All	Most	Some	Few	None	% All	Most	Some	Few	None
FARM n= 409	11.5	53.8	24.2	7.3	2.4	24.8	55.6	12.6	4.6	1.9
OPEN COUNTRY n= 176	14.8	54.5	19.3	9.7	1.7	21.1	26.7	12.2	<u>8.9</u>	1.1
VILLAGE n= 220	13.2	55.9	18.2	10.0	2.3	24.9	52.4	14.2	8.2	.4
TOWN n= 165	11.5	52.1	20.0	12.1	3.6	18.8	55.3	16.5	7.6	0.0
FRINGE n= 190	13.7	52.6	18.9	<u>12.6</u>	2.1	23.1	54.3	12.5	7.2	2.4
CITY n= 202.....	14.4	50.5	21.8	9.9	3.5	<u>32.6</u>	<u>45.6</u>	13.0	5.6	2.8
HIGH SOC-EC n= 305	17.7	55.1	16.7	8.2	2.0	29.2	52.8	9.5	7.2	.7
LOW SOC-EC n= 151.....	11.8	<u>44.7</u>	<u>27.0</u>	12.5	3.3	25.6	55.4	11.9	5.4	1.8
11TH BOYS n= 316	11.1	48.4	26.0	11.1	2.5	15.2*	53.7*	18.0	9.1	2.7
11TH GIRLS n= 376	9.6	52.1	23.4	12.0	2.9	<u>25.7*</u>	52.7	14.4*	<u>5.4</u>	1.5
8TH BOYS n= 303	16.2	<u>56.8</u>	<u>16.2</u>	7.9	2.6	<u>22.5*</u>	57.6*	13.3	5.7	<u>.6</u>
8TH GIRLS n= 342	13.7	56.9	18.1	8.8	2.0	32.7	50.1	9.3	6.2	1.4

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

BASIC DATA TABLE 37

Completion Of The Statement, "I Agree With My Father (Mother) On Religious Beliefs....,"
Analyzed By Residence, Socio-Economic Level, Age And Sex

	<u>Father</u>					<u>Mother</u>				
	% Always	Almost Always	Some- times	Seldom	Never	% Always	Almost Always	Some- times	Seldom	Never
FARM n= 409	35.6	35.6	21.0	2.7	3.4	41.1	36.7	19.2	1.0	.7
OPEN COUNTRY n= 176	30.1	38.6	22.2	4.5	2.8	40.7	38.5	17.0	1.1	1.6
VILLAGE n= 220	35.9	35.5	20.5	4.6	2.7	41.7	37.4	19.1	.9	.4
TOWN n= 165	32.1	38.8	21.2	2.4	2.4	45.3	37.1	12.4	1.8	.6
FRINGE n= 191	37.2	33.0	19.9	2.6	3.7	40.8	38.3	16.5	1.5	.5
CITY n= 202.....	43.1	30.2	21.3	2.0	3.0	48.6	31.3	18.2	.9	.5
HIGH SOC-EC n= 305	42.2	36.4	16.1	1.6	2.0	47.6	35.8	12.4	1.0	1.3
LOW SOC-EC n= 152.....	<u>26.3</u>	34.9	<u>29.6</u>	<u>4.6</u>	3.3	<u>34.5</u>	36.3	<u>24.4</u>	1.8	1.8
11TH BOYS n= 316	26.6	36.4	29.1	1.6	3.8	30.5	42.7	21.3	2.1	1.2
11TH GIRLS n= 376	32.4*	40.2	<u>19.7</u>	3.5	2.7	<u>45.3</u>	39.2*	<u>14.1</u>	.8	.3
8TH BOYS n= 303	<u>44.9</u>	<u>29.0</u>	<u>16.8</u>	3.3	3.3	<u>44.2</u>	<u>33.8</u>	18.6	.9	.3
8TH GIRLS n= 342	41.2	34.5	17.5	3.5	2.3	51.3	30.5	15.2	.8	1.1

For explanation of the significance of differences see footnote, Table 1, Appendix "C."
Percentages computed horizontally. "No answer" equals total subtracted from 100 per cent.

APPENDIX "D" METHODOLOGICAL NOTES

Determination of Socio-Economic Level Socio-economic level is determined in this study by the equal weighting of estimated income, occupation, education of each parent, employment outside of home by mother, number of organizations of which parents are members, and church attendance of each parent. This treatment borrows heavily from Kauffman, who found a very high correlation between most of these items and the rating of local people in a rural village^{1/}. These characteristics were considered to indicate low to high socio-economic status as follows:

Income:

- (1) \$1500 or less per year
- (2) \$1500-3000 per year
- (3) \$3000-6000 per year
- (4) \$6000 or over per year

Occupation:

- (1) Unskilled and service work, unemployed, domestic
- (2) Clerical, semi-skilled
- (3) Skilled labor, farmers
- (4) Business, professional

Education: (Same for father and mother)

- (1) Less than four years education
- (2) Five to eleven years education
- (3) Twelve to fifteen years education
- (4) Sixteen or more years education

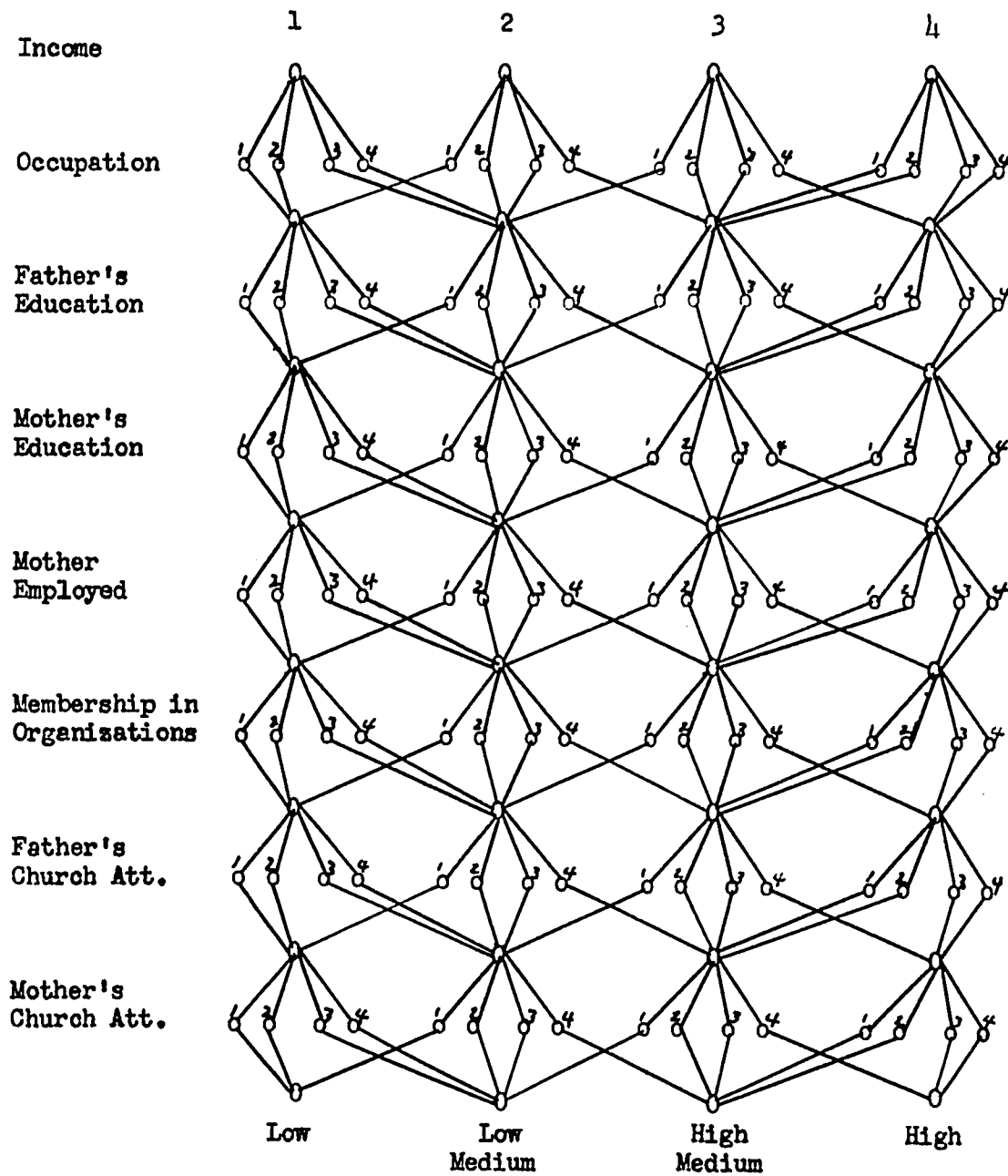
Employment of mothers:

- (1) Sixteen or more hours per week
- (2) Eight to sixteen hours per week
- (3) One to eight hours per week
- (4) No outside employment

^{1/} Kauffman, Harold F., "Prestige Classes In A New York Rural Community," AES Memoir 260, Cornell University, Ithaca, March 1944.

Figure 1.

CARD SORTING PROCEDURE FOR DETERMINATION OF SOCIO-ECONOMIC LEVEL



Organizational membership:

- (1) None or one organization
- (2) Two or three organizations
- (3) Four or five organizations
- (4) Six or more organizations

Church attendance: (Same for father and mother)

- (1) Never attends
- (2) Attends once or twice a year
- (3) Attends once or twice amonth
- (4) Attends almost every week

This determination of socio-economic level is empirically effective. It produces differences in mean scores between the low and high group which have a critical ratio of over 7.0. The writer doubts that any complicated and time consuming judge system will better this figure. Theoretically, it assumes that there is a correlation between the selective experiences that are associated with high (or low) income, education level, participation in organizations, and the other criteria listed and attitudes and experiences in the family.

Since this study has been concerned only incidentally with determination of socio-economic level, a number of refinements might be made in the above procedure. The Criterion of Internal Consistency might be applied to the eight items, which might result in a change in the assigned position of a social characteristic. It appears to the writer quite possible that farming as an occupation is given too high a rating for socio-economic level. Other items might be added. Size of family is one which would certainly improve the efficiency of the test (See Table 57, page 118).

Except where otherwise indicated, all comparisons between high and low socio-economic status omit the two middle groups shown in Figure I. Where low, middle, and high groups are compared, middle refers to the two middle groups in Figure I.

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