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Accuracy of Perceived-Other Attitudes
of College Students and
their Parents

by

Irene Moss Brennan

A Thesis Submitted to the Faculty of the Graduate
School of Loyola University in Partial
Fulfillment of the Requirements for
the Degree of Master of Arts

February, 1970

Life

Irene Moss Brennan was born in Los Angeles, California, July 11, 1937.

She graduated from Bishop Conaty Memorial High School, Los Angeles, California, in June, 1955. She received the degree of Bachelor of Arts in History from San Francisco College for Women, San Francisco, California, in June, 1961.

The author began her graduate studies at Loyola University in June, 1967.

Acknowledgments

The author wishes to express her gratitude to Dr. Homer H. Johnson and Dr. Patrick R. Laughlin for their technical assistance and theoretical guidance throughout the preparation and execution of this manuscript.

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Abstract

These two studies were designed to investigate the accuracy with which college students and their parents can predict each others' position on controversial issues in religion, politics, drug use, and sexual morality. In the first study, 42 Loyola University upperclassmen and 24 of their parents responded to a 20 item questionnaire asking them to rate themselves and a "member of your parents' generation" or a "member of the present college age generation" on agreement with liberal and conservative statements of approval of sexual, religious, political, and drug-use attitudes. The questionnaire was scored so that a high score meant high conservatism. After responding to the questionnaire as self (parent or student's own responses) and as other (parents' prediction of students' responses, students' prediction of parents' responses) the Ss were asked to rate their own parents or student on a scale from very conservative to very liberal. Major results were: (1) a significant difference existed between the parents' and students' attitudes toward the issues; (2) the parents accurately predicted the students' position, but the students distorted the parents' position in the direction of greater conservatism; (3) the students see a greater distance between their own views and those of their parents' generation than do the parents, (4) there was no correlation between a parents' and his child's responses, (5) most students judged their parents to be more liberal than the

parents' generation; most parents judged their students to be more conservative than the students' generation.

An item analysis of the parents' responses to the questionnaire was used to eliminate the questions with the least power to discriminate, and a second study was done. In this study 53 Loyola University lowerclassmen and 22 of their parents responded to a 15-item questionnaire in the same manner as the first study. In addition to answering for himself, and for a member of the student or parent generation, Ss were asked to also predict the average response a member of their own generation would give. Ss rated themselves on how representative of their own generation (parent or student) they considered themselves to be (from much more conservative to much more liberal); as well as how representative they felt their own parent or student to be. In addition they indicated whether or not they thought a "generation gap" did exist, and if so, at what age. Major results were: (1) results number 1, 2, and 3 of the first study were confirmed; (2) both groups distorted the position of their own group: parents saw their generation as more conservative than it was; students saw their own generation as more liberal than it was ; (3) neither group distorted its own group more than the other; (4) there was a correlation of .48 between parents and their students' scores; (5) parents thought the generation gap greatest during high school years; students thought it equally great during high school and college years; (6) most parents saw themselves as more liberal

than their generation and their children as more conservative than theirs; most children saw both themselves and their parents as representative of their generation.

Accuracy of Perceived-Other Attitudes of College Students and their Parents

Irene Moss Brennan

Loyola University

Most measures of the sensitivity to the generalized-other concern themselves with predicting characteristics of the generalized-other, e.g. adjectives which describe the norm of the group (Blanchard, 1966, Bronfenbrenner, 1958, Richards, 1962, Taguiri, 1958). However, no research seems to be available which measures the accuracy of one group to predict the attitudes of the generalized-other, particularly when the stereotype of each group is of a norm in conflict with the norms of the other group. This paper reports two studies concerned with the ability of parents and college students to accurately judge the attitudes which each hold. The choice of parents and students as the groups involved was made because of the current concern with the "generation gap", a term which is usually used to describe the differing value systems held by contemporary parents and college students. Four areas in which it appeared that parents and students would have different attitudes were chosen: sexual morality, politics, drug use, and religion.

Students were given a questionnaire on which they rated their agreement/disagreement with each of the twenty items. They took the entire questionnaire twice; as their own attitude and as they thought a member of their parents' generation would respond. In addition they rated the conservatism/liberalism of

their parents. They then brought the questionnaire home, and their parents followed the same procedure, answering for themselves, as they thought a member of the student generation would answer, and rated the conservatism/liberalism of their student.

This procedure yielded four sets of attitude responses: (1) student self (SS), (2) student perception of parent attitude or student other parent (SOP), (3) parent self (PS), (4) parent perception of student attitude or parent other student (POS). Thus there were five comparisons: (1) the real difference between the groups (SS vs PS), (2) distortion by the student (PS vs. SOP), (3) distortion by the parent (SS vs. POS), (4) comparison of parent distortion with student distortion (POS - Student mean vs. SOP - parent mean), (5) comparison of the amount of perceived difference between self and other scores (SS-SOP vs. PS-POS).

A significant difference in the first comparison would reveal whether or not there was a generation gap; the second and third comparisons would indicate whether this was distorted or accurate perception by each group; the fourth comparison would tell us whether one of the groups was more accurate than the other, and the last comparison would tell us which group saw the "gap" as greater than the other. Correlation of parents' self scores with student self scores would indicate whether parents and students' scores were related, and analysis of ratings parents and students gave of each others' liberalism/conservatism would reveal overall perception of the position

of each by the other.

In addition to the above procedure, the second study asked both parents and students to take the questionnaire a third time, this time predicting the average response of a member of their own generation. They rated themselves on the liberalism/conservatism scale also, and indicated at what age they felt the "generation gap" to be greatest. Analysis of these results would reveal whether the distortion of the other group was due to a unique response to that group, or was simply an artifact of weak perception skills.

Method

Attitude Questionnaire

The attitude questionnaire consisted of 20 statements of opinion on four topics: sex, politics, drugs, and religion (see Appendix I). Ten of the statements were expressed so that agreement would indicate a "liberal" position, and ten were expressed so that agreement would indicate a "conservative" position. Thus, a typical "liberal" item was "Sexual relations are moral when they express love"; a typical "conservative" item was "Sex education should not be taught in the schools." The five points of the 1-5 scale indicated (1) "Disagree strongly," (2) "Disagree slightly," (3) "Indifferent," (4) "Agree slightly," (5) "Agree strongly." The 20 items were arranged in random order on the questionnaire. Ss rated "How representative of your parents' generation (college age generation) do you consider

your parent (child) to be?" on the scale: (1) "Much more conservative than his generation," (2) "Slightly more conservative than his generation", (3) "Very representative of his generation," (4) "Lightly more liberal than his generation," (5) "Much more liberal than his generation." The questionnaire was scored so that high scores meant high conservatism.

In the second study, the 14 most discriminating of the above statements (see Appendix II, Item Analysis of First Questionnaire) were repeated, with the addition of the statement "The war in Vietnam is an example of the United States trying to dominate the world." to bring the total to 15 items. The 1-5 point scale was modified so that the mid-point, instead of "Indifferent" became "Neither agree nor disagree." In addition, the Ss were asked to fill out an information sheet giving their age, sex, number of years in school; they rated, as in the first administration, how representative their parent(student) was, but this time they were also asked to rate who representative they themselves were; they also indicated whether or not they thought a generation gap existed, and if it did, at what age level (junior high, high school, college, and early twenties) it was greatest.

Subjects and Procedure

The subjects of the first study were 42 Loyola University upperclassmen and 24 of their parents. The questionnaire was administered to an intact class during school hours by the

teacher of the class. Each student took the questionnaire twice: (1) as his own attitude, and (2) as he thought a member of his parents' generation would answer. As the questionnaire was anonymous, a number was put on his questionnaire, and the same number was on the questionnaire he was asked to take home for his parents to fill out, to be brought back to class by him.

In the second study, the Ss were 53 Loyola University lowerclassmen and 22 of their parents. Ss this time took the questionnaire three times: (1) as their own attitude, (2) as the attitude of the average "Loyola lowerclassman," and (3) as the attitude of the average "Loyola parent". After filling in the information sheet, the students returned the materials to E who mailed a similar questionnaire, information sheet, response sheet, and an explanatory letter to their parents, enclosing a return envelope. (see Appendices III, IV, V, and VI)

Results

The results of the rating scale on liberalism/conservatism of parents by students and students by parents is given in Table 1.

Table 1

Rating Scale on Liberalism/Conservatism

Parents and Students

<u>A. Parents' judgment of students</u>	<u>First Study</u>	<u>Second Study</u>
1. Much more conservative than their generation	4%	13%
2. Slightly more conservative	33%	35%
3. Representative	54%	35%
4. Slightly more liberal	9%	17%
5. Much more liberal	0%	0%
 <u>B. Students' judgment of parents</u>		
1. Much more conservative than their generation	5%	3%
2. Slightly more conservative	13%	19%
3. Representative	35%	44%
4. Slightly more liberal	37%	28%
5. Much more liberal	10%	3%

In the second study only, both parents and students were asked to rate themselves on the same scale as they rated their students(parents). Results of this rating are given on Table 2, with the ratings given by the yoked group of parents and students.

Table 2

Comparison of Ratings of Conservatism/Liberalism
of Parents and Students

A. Parents' judgment of self and students' judgment of parent

	Parent rates self	Student rates parent
1. Much more conservative	21%	4%
2. Slightly conservative	13%	19%
3. Representative	5%	48%
4. Slightly liberal	56%	29%
5. Much more liberal	5%	0%

B. Students' judgment of self and parents' judgment of student

	Student rates self	Parent rates student
1. Much more conservative	0%	13%
2. Slightly conservative	24%	35%
3. Representative	38%	35%
4. Slightly liberal	14%	17%
5. Much more liberal	4%	0%

In both studies, most parents saw their students as more conservative than the student generation; most students saw their parents as more liberal than their generation. In the second study, where self-ratings were taken, a surprising bimodal distribution of the parents' rating was indicated: only 5% rated themselves as representative of their generation, the other 95% considering themselves as either more conservative or more liberal. However, the largest number of parents, 61%, do consider themselves more liberal than their generation, and the students confirm this to the point of considering them more liberal than

conservative. Self-ratings of students indicate that they do not agree with their parents' rating of them: the largest number of students (38%) considered themselves to be more liberal than their generation, while their parents would only put 17% of them in that category, putting 48% of them in the more conservative category.

Results of the analyses of variance on the difference between attitudes of parents and students is given in Table 3.

Table 3

Analysis of Variance: Student Self vs. Parent Self

First Study

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Age	1	5458.38	5458.38	48.63*
Error	65	7295.65	112.24	

Second Study

Age	1	4459.30	4459.30	50.69*
Error	73	6421.37	87.96	

*p < .001

Both studies confirm the first assumption of this research: There is a real difference that exists between parents' and students' attitudes on the items of the questionnaire.

Results of the analyses of variance on the distortion present in each groups' view of the other is given in Tables 4 and 5.

Table 4

Analyses of Variance:

Parent Self (PS) vs. Student Other Parent (SOP)

First Study

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Age	1	1239.36	1239.36	10.43**
Error	65	7719.81	118.76	

Second Study

Age	1	324.11	324.11	7.20*
Error	73	3283.68	44.98	

*p < .01
 **p < .001

Table 5

Analyses of Variance:

Student Self (SS) vs. Parent Other Student (POS)

First Study

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Age	1	258.92	258.92	2.50
Error	64	6717.56	103.34	

Second Study

Age	1	2.78	2.78	.02
Error	73	7331.89	100.43	

Table 4 reveals that in both the first and second studies there was a difference between the parents' attitude and the student

prediction of what that attitude would be, the means (1st study, PS=70, SOP=79; 2nd study PS=57, SOP=61) indicate that the students predicted a more conservative response from the parents. However, Table 5 reveals that in both the first and second studies there were no differences between the students' attitude and the parents' prediction of that attitude.

This result is confirmed in a further analysis of the difference between the two groups' distortion of the other, found in Tables 6 and 7.

Table 6

Analyses of Variance:

Parent Other Student (POS) - Student Mean vs.

Student Other Parent (SOP) - Parent Mean

First Study

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Age	1	372.36	372.36	3.81
Error	42	4099.37	97.60	

Second Study

Age	1	231.80	231.80	4.03*
Error	73	4194.20	57.45	

*p < .05

Table 7

Analyses of Variance:

Student Self (SS) - Student Other Parent (SOP) vs.

Parent Self (PS) - Parent Other Student (POS)

First Study

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Age	1	2212.36	2212.36	13.72**
Error	42	6769.55	161.17	

Second Study

Age	1	783.62	783.62	7.56*
Error	73	7524.53	103.07	

*p < .01
 **p < .001

In Table 6, difference scores are evaluated; in the first study the differences approach significance ($p < .07$) and in the second it reaches the .05 level. Reference to the means reveals the directions of the difference indicated in Tables 6 and 7.

Table 8

Means of Difference Scores

<u>Study</u>	<u>Group</u>	<u>Mean Differences</u>
1	POS-S mean	4.85
2	POS-S mean	.95
1	SOP-P mean	10.68
2	SOP-P mean	4.76
1	SS-SOP	29.59
2	SS-SOP	21.92
1	PS-POS	14.98
2	PS-POS	14.95

In all cases, and in both studies, the students' distortion is greater than the parents, and the students see the distance between their views and those of their parents as greater.

The second study provided estimates by the parents and students of their own groups' norm; an analysis of the accuracy of this estimation will reveal whether the consistent finding of a greater distortion (or less accuracy) on the part of the students is merely a difference in ability to judge any groups' norm, or whether it is a distortion that is unique to their estimation of the parent group. Results are given in Table 9.

Table 9

Analysis of Variance

Parent Other Parent (POP) - Parent Mean vs.

Student Other Student (SOS) - Student Mean

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Age	1	23.66	23.66	.45
Error	73	3832.93	52.50	

A non-significant difference between the groups' perceptions of their own group indicates that students and parents are equally accurate in predicting their own group, enabling us to make the inference that the students' distortion of the parent group is not due to weak skills in perception of the generalized other. t-tests on the differences between each group's position on the questionnaire and its prediction of that position (Parent Self \bar{X} =57.26 vs. Parent Other Parent

$\bar{X}=61.30$, $t=1.78$, $df=43$, $p < .05$) (Student Self $\bar{X}=40.53$ vs. Student Other Student $\bar{X}=36.44$, $t=2.40$, $df=105$, $p < .05$) reveal significant differences. Since the parents' prediction of the student's position was not different from that position, it would seem that the parents can actually predict the response of the students better than they can predict that of their own group.

Results of the correlations are given in Table 10. The number in parenthesis indicates which study is referred to.

Table 10

Intercorrelation of Responses

	POP	POS	SS	SOP	SOS	PS
PS	(2) .31	(1) .61 (2) .35	(1) .03 (2) .48			
SS				(1) .25 (2) .06	(2) .14	(1) .03 (2) .48

The quite different correlations (.03, .48) between parents' and their student's scores in the first and second studies does not seem to have any immediately evident cause. The students in the second study were about a year younger than those in the first, but this does not appear to be a sufficient reason for such a change. The relation between the two scores indicated in the high correlation of the second study (.48) is the more expected finding. There seems to be a greater amount of correlation between the parents' scores and those they predict

(.61, .35, .31) than between the students' scores and those they predict (.14, .25, .06) indicating that parents assume more similarity between themselves and others than the students do.

In the second study, students and parents were asked to indicate at what age they thought a "generation gap" is greatest. This information is given in Table 11.

Table 11

Percentage Categories of Age of Generation Gap

	<u>Students</u>	<u>Parents</u>
Does not exist	0%	5%
Junior High	7%	13%
High School	42%	56%
College	46%	21%
Early twenties	3%	5%

Thus, parents see the onset of differing attitudes on the part of their children as occurring earlier, and declining sooner. Both parents and children see the decrease in "gap" between parents and children occurring in the early twenties.

The average age of the students in the second study was 18.5 years; they had an average of 13.5 years in school. The average age of the parents was 45 years, they had an average of 13 years in school.

Discussion

The results indicate that on the overall measure, parents see their individual students as more conservative than their generation, but when they predict the norm of that generation there is no distortion in either a conservative or liberal direction from the norm derived from students' own scores. Students, on the other hand, on the overall measure, see their own parents as more liberal than their generation, and predict attitudes which are more conservative than the norm derived from the parents own scores. While it might be possible to make a case on the basis of fact for the parents' thinking their students are more conservative (they are attending a church-related school) there is no evident socio-economic factor which would explain the perceived liberalism of the parents viewed by the students. An explanation that would cover all the data would be that the caricature of each generation that the parents and students have is extreme; in comparison with this extreme, the real person whose attitudes they know (their own parents and students) seems to be more similar to their own position.

In both studies, the parents came out as better predictors of the opposing group than the students. The question arose: is this merely due to increased skill in interpersonal perception, due to more experience or education? The second study eliminated some of these rival hypotheses: both groups

had an equal average number of years of education (students 13.5, parents 13), and more clearly, when given a non-conflicting group to predict, their own generation, neither group distorted more than the other. It seems then, that students have a stereotype of parents which distorts the distance between them. The most obvious explanation for such a stereotype would come from adolescent psychology--the need of the student to declare his independence from his parents would distort his perception of them, making them appear more distant from him than they actually are. Since parents have no such need, their perception is not clouded in the same way.

An interesting finding was the age level at which parents and students think the "generation gap" is greatest. While all parents have had experience of children at least up to college level, they were equally divided on locating the "gap" as greatest at the high school and college level. Students disagreed: more of them considered the college age to be where the gap is greater. There are several explanations possible for this discrepancy: the students' need for distance from their parents induces them to perceive it as greatest now; the students may be further ideologically and attitudinally from their parents now than during high school, but parents don't perceive it as intensely because they have become accustomed to it, because they spend less time with their college-age children, and because the students are not acting out their

opposition to their parents' ideas and attitudes.

However, the small number of parents (5%) and students (3%) who saw the generation gap persisting beyond college to the early twenties, indicates that both groups look on it as merely part of the usual adolescent rebellion, rather than a revolution in value systems which is due to the historical events and experiences the two groups encountered in their early history.

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Appendix I

VALUE DIMENSION: PARENT GENERATION

Answer the following questionnaire first of all as you yourself feel about the statements. You must choose as a response one of the following:

1. Disagree strongly
2. Disagree slightly
3. Indifferent
4. Agree slightly
5. Agree strongly

After you have completed answering the questionnaire as YOU feel, use the questionnaire on the next page to answer as you think a member of the present college age generation would answer. In this second response to the questionnaire you are to put yourself in the place of a college student and try to answer the questions as you think he would answer. Then complete the scale at the bottom of the page. Do not identify yourself in any way on either sheet; both sets of answers are to be anonymous.

1. LSD should not under any circumstances be taken.
2. No Catholic should go to Mass on Sunday unless he wants to.
3. Sexual relations are moral when they express love.
4. Increased use of drugs accounts for a large part of the trouble on campuses today.
5. Premarital sexual relations are always immoral.
6. The Catholic Church is becoming too much like the world.
7. Civil disobedience is a useful technique for achieving justice in our society today.
8. Father Lawlor, the priest who organized white resistance to integration, is a fine example of a Catholic priest.
9. LSD can have a very positive influence on your life.
10. Hugh Hefner, editor of Playboy magazine, has had a positive influence in America today.
11. There is only one response a good Catholic can have to the Pope's encyclical on birth control: obedience.
12. Timothy O'Leary, popularizer of LSD, has had a very harmful effect on American youth.
13. Mayor Daley is doing a fine job as mayor of Chicago.
14. Homosexual contacts among consenting adults should be legalized.
15. Civil disobedience is the work of Communists.
16. Marijuana is no more harmful than beer.
17. Civil disobedience does more harm than good for society.
18. Sex education should not be taught in the schools.
19. The Catholic Church has nothing to offer modern man.
20. Street demonstrations are the answer to America's social problems today.

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19. The Catholic Church has nothing to offer modern man.
20. Street demonstrations are the answer to America's social problems today.

How representative of the college age generation do you consider your child to be? Circle your answer.

1. Much more conservative than his generation.
2. Slightly more conservative than his generation.
3. Very representative of his generation.
4. Slightly more liberal than his generation.
5. Much more liberal than his generation.

Appendix II

Correlations Between Each Item and Total Score

Arranged by Topic

Sex

- .57 Premarital sexual relations are always immoral.
- .49 Homosexual contacts among consenting adults should be legalized.
- .39 Sexual relations are moral when they express love.
- .22 Sex education should not be taught in the schools.
- .17 Hugh Hefner, editor of Playboy magazine, has had a positive influence in America today.

Politics

- .66 Civil disobedience is the work of Communists.
- .58 Civil disobedience does more harm than good for society.
- .28 Civil disobedience is a useful technique for achieving justice in our society.
- .10 Street demonstrations are the answer to America's social problems today.
- .03 Mayor Daley is doing a fine job as mayor of Chicago.

Drugs

- .42 Timothy O'Leary, popularizer of LSD has had a very harmful effect on American youth.
- .39 LSD should not under any circumstances be taken.
- .13 Marijuana is no more harmful than beer.
- .11 LSD can have a very positive influence on your life.
- .00 Increased use of drugs accounts for a large part of the trouble on campuses today.

Religion

- .52 There is only one response a good Catholic can have to the Pope's encyclical on birth control: obedience.
- .21 No Catholic should go to Mass on Sunday unless he wants to.
- .12 The Catholic Church has nothing to offer modern man.
- .12 Father Lawlor, the priest who organized white resistance to integration, is a fine example of a Catholic priest.
- .10 The Catholic Church is becoming too much like the world.

Appendix III
OPINION SURVEY

Responses:

1. Disagree strongly.
2. Disagree more than agree.
3. Neither agree nor disagree.
4. Agree more than disagree
5. Agree strongly.
1. LSD should not under any circumstances be taken.
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9. Timothy O'Leary, popularizer of LSD, has had a very harmful effect on American youth.
10. Homosexual contacts among consenting adults should be legalized.
11. Civil disobedience is the work of Communists.
12. Marijuana is no more harmful than beer.
13. Civil disobedience does more harm than good for society.
14. Sex education should not be taught in the schools.
15. The war in Vietnam is an example of the United States trying to dominate the world.

Appendix IV

OPINION SURVEY: Response Sheet

Responses must be chosen from among the following:

1. Disagree strongly
2. Disagree more than agree
3. Neither agree nor disagree
4. Agree more than disagree
5. Agree strongly

1. Please answer the accompanying questionnaire as you feel about the statements. Use one of the responses indicated above:

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

2. Answer the questionnaire this time as you imagine a group of Loyola parents would--try to imagine the AVERAGE response. Even if this is a duplicate of your response, please indicate each response below.

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

3. This time please answer the questionnaire as you imagine the lowerclassmen at Loyola would answer it. Again, try to imagine what the AVERAGE response would be. We are interested in how you think they would answer.

- | | | |
|----|-----|-----|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

Appendix V

Subject Information Sheet

Please complete the following. All information is confidential; there is no way for us to identify this information with a particular person participating in this research.

1. Age:
2. Sex:
3. Number of years in school:
4. How representative of your generation do you consider yourself to be? Circle one of the following:
 1. Much more conservative than my generation
 2. Slightly more conservative than my generation
 3. Very representative of my generation
 4. Slightly more liberal than my generation
 5. Much more liberal than my generation
5. How representative of his generation do you consider your child (or parent if you are a student) to be?
 1. Much more conservative than his generation
 2. Slightly more conservative than his generation
 3. Very representative of his generation
 4. Slightly more liberal than his generation
 5. Much more liberal than his generation
6. Do you think such a thing as a "generation gap" does exist? If so at what age to you think it is greatest?
 - Junior High
 - High School
 - College
 - Early twenties
7. Do you have any opinion as to the reason for this? (not necessary to answer this)
8. Comments?

Appendix VI

Letter Sent to Parents

Psychology Dept.
Loyola University
May, 1969

Dear Parent:

You and your son or daughter are being asked to cooperate in a study of the so-called "generation gap" which some think exists between parents or adults and the young people of today. In order to determine whether or not such a "gap" does exist, I am asking parents and children of various age levels (8th grade, 10th grade, college students) to give us their opinions on various topics and to predict what their parents and children's opinions will be.

When the study is completed we will inform you of the results. All information is both anonymous and confidential; once your responses are sent to us there is no way you can be identified with them. The number on the response sheet is merely to enable us to match parent's responses with those of their children. If, for any reason you do not wish to take part in this research, simply return your questionnaire without answering it. Those who respond and those who do not will not be identified in any way.

Please answer the opinion survey on the response sheet following, and then fill in the additional information requested on a separate sheet. Then return the materials either with your son or daughter or by mailing it to me,

Miss Irene Moss
1046 W. Sheridan
Chicago, Illinois 60626

Thank you for your cooperation.

Sincerely,

Irene Moss
Graduate student, social psychology
Loyola University

Approval Sheet

The thesis submitted by Irene Moss Brennan has been read and approved by the members of the department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

December 18, 1969
Date

Patrick R. Laughlin
Signature of advisor