

SEX DIFFERENCE IN GROUP STEREOTYPE
ACCURACY FOR MALES AND FEMALES

By

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ACCURACY FOR MALES AND FEMALES

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CHAPTER I

THE PROBLEM

Judgments about human behavior are constantly being made. Some of these judgments occur in intimate, some in casual contacts with family, friends, acquaintances, and fellow workers. Others are made in professional capacities such as that of minister, teacher, or clinical psychologist. The primary goal of judgments is the prediction of human behavior.

One of the factors that effects judging is the ability to act on cues, such as age, sex, dress, occupation, etc., that have been learned from past experiences with similar people and from cultural tradition. Not all people are equally sensitive to such social cues.

Sensitivity to social cues has been referred to by various terms by various writers. Some of them are- understanding, social perception, interpersonal perception, intuition, predictive empathy, and sensitivity. In this study, the term sensitivity shall be used, and its presence will be considered to be measured by the ability to predict behavior (predictive ability). The two terms, sensitivity and predictive ability, will be used interchangeably.

Cline and Richards (1961) presented evidence indicating that predictive ability or sensitivity is a general trait over diverse persons and different measuring instruments. Four replicate studies confirm their findings of a low but consistent degree of generality in predicting ability. However, their conclusions differ from those reached by Gage and Cronbach (1955), Crow and Hammond (1957), and Stone and Leavitt (1951) and others who conclude that there is little or no generality in judging ability (Smith, 1966). These latter investigators state that ability to accurately predict how others think, feel, and behave is not a single, global, and unified trait.

Lee J. Cronbach (1955) isolated, defined, and measured five component areas of "sensitivity". They were: Elevation Components, which reflect whether a judge interprets the words defining the scale in the same manner as others do; Assumed Similarity, which reflects a general orientation toward others; Stereotype Accuracy, which expresses how closely a judge's implicit picture of the generalized other agrees with reality; Assumed Dispersion, which reflects judge's concept of the spread of individual differences; and Differential Elevation Correlation and the Differential Accuracy Correlation which measure the judge's sensitivity to individual differences. All of these component areas were divided into sub-components except for Stereotype Accuracy.

Henry C. Smith (1966), using Cronbach's ideas, criticized, reinterpreted, and integrated a wide range of studies dealing with sensitivity. His terminology and definitions differ somewhat from Cronbach's in many instances. The components and terms that Smith used are: Empathy, accuracy of assumed similarity; Level, an individual's tendency to rate high or low; Spread, an individual's tendency to spread or not spread ratings; and Stereotype Accuracy, accuracy of an individual's implicit picture of a generalized other.

This paper is primarily concerned with Stereotype Accuracy as it is used by Henry C. Smith. Stereotype is defined as "something conforming to a fixed or general pattern and lacking individual distinguishing marks or qualities, especially a standardized mental picture representing a judgment of a group" (Smith, 1966, p. 133). Stereotypes are easily formed, highly resistant to change, and they dominate one's judgment. Contrary to widespread opinion, the dominance is usually helpful (Smith, 1966). All people use stereotypes and persons who are "good judges" of others are those seen as making use of relatively accurate stereotypes. One variable, which may be important in making accurate sex stereotypes, is the sex of the predictor as well as the sex of the target.

Does Assumed Similarity help or hinder the accuracy of stereotyping of the sex groups? Psychiatrists,

sociologists, and psychologists stress the fact that ones similarity to others forms the foundation of his sensitivity or ability to predict about others. It, therefore, seems reasonable to assume that such an important similarity as sex would predispose persons in each sex group to be better predictors for others who are in their own sex group than they would be for others who are in the opposite sex group. Livensparger's (1965; Smith, 1966) findings, which show that the greater the similarity the more likely are projection and erroneous assumed-similarity to occur, cast some doubt on this assumption.

Which sex group is more accurate in their sex stereotypes? It seems reasonable to expect that women may be superior in stereotyping of the sex groups, for traditionally they have been thought of as having more insight and social skill. Anastasi (1958), in a survey of sex differences, found repeated evidence of the greater social orientation of women. This difference appeared early in life and continued into old age. She also states that women excell in tasks involving perception of details. These findings may support greater predictive ability for females. On the other hand, if females are more highly trained to be concerned with social mores and "conventional" social patterns than males, it is likely that their behavior may be easier to stereotype and predict.

Statement of the Problem

The purpose of this study is to investigate the Group Stereotype Accuracy of each sex group for its own sex and for the opposite sex. Rather than ask "How accurate is a particular perceiver's stereotype of a particular person or group" as many studies have done, this study shall ask "How accurate is a particular group's stereotype of a particular group." Specifically it will be concerned with each sex group's accuracy in predicting about itself and about the opposite sex group.

Experimental subjects are 88 college students (44 M and 44 F) enrolled in Introductory Psychology 1113.

On a two choice questionnaire, subjects will first answer an item for themselves, then for their Same Sex; and then for the Opposite Sex.

The following hypotheses will be tested:

- (1) Group Stereotype Accuracy for each sex group will be significantly greater for their own sex group than it will be for the opposite sex group.
- (2) F Group Stereotype Accuracy for their Own Sex will be significantly greater than M Stereotype Accuracy for their Own Sex.
- (3) F Group Stereotype Accuracy for the Opposite Sex will be significantly greater than M Group Stereotype Accuracy for the Opposite Sex.

CHAPTER II

REVIEW OF THE LITERATURE

Review of the literature shall be discussed generally in terms of Stereotype Accuracy in Predictive Accuracy; Stereotype Accuracy and Projection; Stereotype Accuracy, not a General Trait; Stereotype Accuracy and Experience; Group Stereotype Accuracy; and Sex Variable and Stereotype Accuracy.

Stereotype Accuracy in Predictive Accuracy

In support of the idea that sensitivity depends largely on Stereotype Accuracy, Cline (1955) found that student Js did just as well in predicting for their particular class by merely filling in the test according to their stereotype of a typical college male or female or graduate instructor; Stone, Leavitt, and Gage (1957; Smith, 1966) also found that student judges (Js) made better predictions about other students on the basis of their stereotype ideas alone, than they did on the basis of their stereotypes plus personal observations.

Stelmachers and McHugh (1964; Smith, 1966) had 42 experts predict responses to the MMPI for each of four persons and found that the experts who were given only a

differential stereotype such as "well-adjusted normal" were surprisingly accurate. The Js had only their impressions of how the typical well-adjusted normal or delinquent would answer. They concluded that psychologists would do well to know the base rates or frequency of occurrence for behaviors assumed to be relevant in personality assessment for a select number of broadly define populations.

Weiss (1963) suggests that psychologists are too concerned with uniqueness of individuals and tend to neglect their concepts of the average person. This is his explanation of frequent empirical findings that show PhD psychologists to be less accurate in their predictions than other groups. Cline and Richards (1960), Dymond (1953), Hathaway (1956), and Leventhal (1957) have all pointed out that a small amount of data (usually class membership, information such as age, sex, and vocation) account for nearly all the predictive accuracy of Js and that additional information does not increase accuracy of prediction appreciably.

Hathaway (1955) speaks of intuition. He says that evidence for intuition is most often expressed in the ability of a percipient to predict another person's responses on a set of personality test items or rating scales for life situations. Hathaway names four different ways (Class I, II, III, and IV) in which clinical inferences might be derived. The first three are said not to involve true intuition. Class II, based upon broad classificatory generalization, appears to be the same thing as Cronbach's

Stereotype Accuracy. The emphasis in Class II shifts to the cognitive power of the percipient. Hathaway says both Class II and Class III (projection of percipients own reaction) are related to ordinary modes of conscious activity. He goes on to say that if Classes II and III are the only methods by which clinical prediction of behavior occurs, clinical training and research should be directed more self-consciously to the collection of pertinent observations of patients with actuarial data for prediction from them. Finally, he adds that if it is true that for everyone there is a large component of generalized tendency to behave in certain patterns, then it should be apparent that predictions based upon inadequate evidence should be aimed at the assumed mode (assumed mode seems to mean stereotype).

Stereotype Accuracy and Projection

Travers (1943) found evidence that projection (Hathaway's Class III) influences ones stereotype. He found that those who held a certain opinion tended to overestimate the number of persons in a group that held the same opinion. Conversely, ignorance of a fact was associated with a tendency to overestimate the number of persons that are ignorant of it. It would be interesting to see if these two facts hold true when the judges are estimating for targets of the opposite sex and how this might compare with the judges' estimates for their own sex. Travers also found a negative association between a J's knowledge and

his ability to judge group-knowledge; for those who have the most knowledge about facts overestimate the knowledge of the group. Hastrof and Bender (1955) wrote of the need for a methodology of measuring successful prediction of another person's or group's responses which would differentiate between understanding and accidental predictive accuracy based on projection. However, individuals' understanding of each other is rooted in their similarity and depends on projection. It, therefore, seems logical and consistent that in experiments in controlled prediction such as Travers that the best predictors should tend to be those who project from "normal" or "average" personalities.

Stereotype Accuracy, Not a General Trait

Travers (1943) had general psychology students indicate, after they completed a test (which included vocational and general information items), the percentage of their class that they thought would get each item correct. The results showed that accuracy in estimating group knowledge of vocabulary was only slightly related to accuracy in estimating informational knowledge. These findings seem to lend support to the idea that stereotype accuracy is not a general trait.

Zaval (1960; Smith, 1966) eliminated the influences of Cronbach's Level Component (how a person tends to see others in general) and Spread Component (range of judgments) that confused Travers' measure of Stereotype Accuracy by

substituting a ranking for a rating procedure. He had undergraduate men in a Midwestern university mark which of four choices in the following groups (occupation, school subject, amusement, and kinds of people) was most liked by the most students. Smith criticizes that while this test eliminates the influence of Level and Spread, it does not let one know whether the men who got the higher scores did so because they understood college men in particular or because they understood men in general.

Johnson (1963; Smith, 1966) overcame this difficulty by having the respondent estimate the difference between groups (male-female, old-young, psychologist-non-psychologist, skilled-unskilled workers). He found that perceivers (sex not specified) varied widely and consistently in their accuracy. He concluded, like Zaval (1960) and Ailkiner (1962), that the perceiver who understands one group well does not necessarily tell what to expect about ones knowledge of other groups, "even when the groups are as broad and well known as men versus women, young men versus old men" (Smith, p. 138).

If neither sensitivity (predictive accuracy) nor Stereotype Accuracy, a component of sensitivity, can be treated as a stable characteristic of a person's functioning which could then be offered equally to all clients, perhaps sex similarity or dissimilarity may affect the degree of Stereotype Accuracy in most cases and, therefore,

affect the level of sensitivity for any one particular relationship.

Stereotype Accuracy and Experience

The Oakes and Corsini (1961; Smith, 1966) study is referred to by Smith as a test of Stereotype Accuracy. Student Js predicted for a particular instructor. The results showed that returns in predictive accuracy as a result of experience with a person seem to diminish rapidly; that a little experience helps, but a great deal helps little, if any, more. However, since the criterion for the judges' responses was the instructor's self-description, the test seems to measure the global trait of sensitivity rather than Stereotype Accuracy alone.

Silkiner (1962; Smith, 1966) showed that American students had more accurate stereotypes of American men than foreign students did and that longer stay in the United States did not improve foreign students' Stereotype Accuracy. This finding seems to support the idea that experience past a certain point does not help ones Stereotype Accuracy. However, it may have only reflected the failure of American students and foreign students to interact.

Olmstead (1962; Smith, 1966) had students attempt to make estimates of faculty attitudes toward their university magazine both before and after they had made a survey of the attitudes of 400 faculty members. Results showed that students did not improve their estimates after the survey.

Olmstead's conclusion was that raw experience with members of a group has only a slight and uncertain influence upon the accuracy of knowledge of that group.

Smith gave 72 students a test measuring accuracy of knowledge of the differences between the interests of psychologists and of men in general. Then, for the next six meetings, he lectured on psychologists: their education, their places of work, the kinds of problems they worked on, their methods of solving the problems. Then the test was again administered. Results showed no improvement. Lectures about salient features of a particular group do not appear to improve Stereotype Accuracy.

If extended experience does not improve Stereotype Accuracy, is a sex groups' stereotype of his own and the opposite group equally accurate?

Group Stereotype Accuracy

The studies discussed so far have dealt with individual's Stereotype Accuracy for a target group or have shown the importance of Stereotype Accuracy in predicting for other individuals. Wallen (1943) measured the Stereotype Accuracy of a group (237 college F) for a group (their own student population). The students in a small Midwestern college for women made estimates in terms of percentages about their student population's opinions. Wallen's method of using frequencies did not exclude the influences of Level and Spread components. Her findings

showed considerable variability existed in such estimates and there was a marked tendency for size of estimate to be related to attitude of estimator.

Sex Variable and Stereotype Accuracy

Livensparger (1965; Smith, 1966) found erroneously high levels of assumed similarity between two individuals of the same sex. Smith (1966) says that in keeping with this finding clinicians are known to have the most difficulty in judging those who are most or least like themselves. Do these findings for assumed similarity operate in relation to group targets also? If they do, it may be asked which of the two factors (great similarity or little similarity) exerts the most influence on a sex group's stereotypes of its own and the opposite sex group. Does a sex group project too much erroneous assumed similarity into its stereotype of its own group and, therefore, have a more accurate stereotype of the opposite group? Or is it even more difficult for a sex group to form an accurate stereotype of the opposite or dissimilar group? Does similarity in age and occupation (student) alone favor the making of an accurate stereotype more than similarity in age, occupation, and sex?

Cline (1955) had 316 Js (including psychologists and psychiatrists) view films and predict about individuals. Two protestant church housewives proved the most accurate of the 316 Js in judging ability; and females consistently obtained slightly higher judging scores than males.

Hathaway's (1955) experiment is designed to discover how sex as well as instrument differences (all of the same type) affect predicting accuracy. In his experiment, sex groups predict for individuals of each sex. He used multiple choice items that present the target person with the choice of three very different concepts. Five different lists (or measuring instruments), each consisting of 20 items, were presented to one M and one F for each list, giving 10 target individuals. Judges were 90 F and 90 M students. Significant relationships showed that some person's behavior is easier to predict than others; that sex of the target person is important (F are more easily predicted than M); and that there is an interaction effect between the sex of the target person and the measuring instrument, or list pattern in this case. Two of the lists were more easily predicted for M targets and two different lists were more easily predicted for F targets. Sex of the judge was not a determinant and Js were not consistently better at judging either in the like or cross sex situation. In 3 out of 5 of the lists for each of the four judge-target combinations, the Js would have done better if they had refrained from looking at the target person and had merely relied on knowledge of the sex group. It would be interesting to know which sex would have been found to be the more predictable and which sex the better predictors had stereotype ideas alone been used.

Summary

In general, the review of the literature supports the importance of Stereotype Accuracy as an element in predicting behavior. Accurate prediction appears to be more closely related to stereotyping ability than to such factors as clinical training, length of experience beyond the minimum, amount of information, or similarity to the judged group. In fact, most of these factors interfere with predictive accuracy. For example, similarity may lead to the projection of the judge's attitudes on the judged group, thereby causing him to overestimate his similarity to them.

The literature on sex groupings and Stereotype Accuracy is rather sparse and tends to be mostly concerned with the differential abilities of the sexes in prediction and predictability. Hathaway, Cline, and others found females to be generally both more predictable and better predictors for their own and the opposite sex. Hathaway, however, related at least a portion of Stereotype Accuracy ability to the "sexual climate" of the task itself. When prediction was based on lists of vocabulary words, some lists showed higher prediction ability for males and some for females, thus leading to the suggestion that Stereotype Accuracy for an individual or group may be specific rather than general and is dependent on the nature of the prediction to be made.

The present study is concerned with differential

predictability of the sexes for own and opposite sex and assumes assimilation of cultural stereotypes of male and female roles by all subjects.

CHAPTER III

METHOD

Subjects

All students enrolled in three sections of Introductory Psychology 1113 were administered the Harrison Opinion Questionnaire at their regular class meeting times. The 88 experimental subjects, (44 males and 44 females) ranged in age from 18 to 21, and represented a cross section of schools and colleges within a university (see Table I).

TABLE I
EXPERIMENTAL SUBJECTS ACCORDING TO COLLEGES

	Males	Females
Arts and Sciences	21	15
Business	12	8
Education	3	14
Home Economics	1	7
Agriculture	3	0
Engineering	4	0
	<hr/> 44	<hr/> 44

The instrument used was an opinion questionnaire that consisted of 50 items chosen for currency of topic or for personality characteristics. Current topic items were devised by the experimenter. Personality items were adapted from the CPI or were the work of this experimenter.

Three sets of T-F columns to the right of the items were provided, so that each statement might be judged in three different ways; i.e., in relation to Self; in relation to Same Sex; and in relation to Opposite Sex. At the top of the questionnaire, a space was provided for obtaining personal data: age, sex, college, class, and marital status. Brief written instructions followed (see Appendix A).

Procedure of Administration

Questionnaire sheets were distributed by the instructors of the classes at the beginning of the class period in each of the three sections of Introductory Psychology. The instructors read aloud these standard instructions which had been given to them with a questionnaire several days in advance:

I have something for you to do today. While you are waiting for all of these papers to be passed out, fill in the five items of information in the heading, but do no more. Age means age at your last birthday. Has everyone filled out the heading? Notice then that there are three sets of true-false columns here. Mark your answers with a check like this (✓) (demonstrate on blackboard) in the chosen column.

Now let us do the first one together. I enjoy taking a dare. Decide if this is a true or false statement in relation to yourself. Check your

answer in the first column marked Self. Read the statement again and decide if the statement is true or false for the majority of people of your own sex that are in introductory psychology. Check your answer in the second column marked Same Sex. Read the statement again and decide if the statement is true or false for the majority of people of the opposite sex that are in introductory psychology. Check your answer in the third column marked Opposite Sex.

You are to answer each statement in these three different ways before proceeding to the next statement. It is very important that you answer every question. Are there any questions? As you finish, turn your paper over and raise your hand. Mrs. Harrison or I will pick up your paper.

The experimenter, as well as the instructor, was present throughout the test situation in each class and helped to pick up papers and see that all questions had been answered before a paper was accepted.

All tests were completed and collected in each class within a 30-minute time period. The subjects remained in their classes after all the tests were collected and proceeded with the day's lesson material.

Scoring Procedure

Questionnaires were separated according to sex of subjects. Item answers for Column I (Self) of all female questionnaires were then tallied according to whether true or false had been checked. The answer, T or F, given for any one item by 60% (26) or more of the female group was then used as the criterion answer for that item in obtaining an F Key. Item answers for Column I (Self) for all of the male questionnaires were then tallied according to whether true or false had been checked. The answer given for any

one item by 60% or more of the males was then used as the criterion answer in obtaining an M Key.

Sixty per cent agreement on an item (in this case a tally of 26 points) in order to establish a criterion answer resulted in the elimination of seven items in the questionnaire from the scoring procedure, because criterion answers were not established for these items (1, 2, 26, 27, 34, 38, and 44). Consequently, all scoring was based on 43 items. Perfect Stereotype Accuracy for an individual for either the Same Sex or for the Opposite Sex would have given a score of 43. The highest score obtained was 39 and the lowest score was 24.

Column II (Same Sex) of female (F) questionnaires was then graded by circling answers that matched the F Key. The number of circled answers of each female subject was recorded in the space provided on her questionnaire and marked Total. This score represented the individual's Stereotype Accuracy Score for Own Sex.

Column III (Opposite Sex) of F questionnaires was graded by circling answers that matched the M Key. The number of circled answers in this column of each female subject's questionnaire was recorded in the space provided on her questionnaire and marked Total. This score represented the individual's Stereotype Accuracy Score for Opposite Sex. The sum of each female's total for Column I (Same Sex) and Column II (Opposite Sex) was recorded in the space provided on her questionnaire and marked Sum of Totals.

All Stereotype Accuracy scores of F for Same Sex were recorded and the mean score computed. This mean score represents the F Group Stereotype Accuracy for Same Sex. The same procedure was followed with Stereotype Accuracy scores of F for Opposite Sex in order to compute F Group Stereotype Accuracy for Opposite Sex (see Appendix B).

The same procedure was followed for M questionnaires, only matching Column II (Same Sex) with the M Key and Column III (Opposite Sex) with the F Key.

Differences between female Group Stereotype Accuracy scores and male Group Stereotype Accuracy (GSA) scores, as well as differences between the females' GSA Same Sex score and their Opposite Sex score, and between the males' GSA Same Sex score and their Opposite Sex score were tested for statistical significance using tabled values of t .

CHAPTER IV

RESULTS

Introduction

Results are discussed in two general sections. The primary analysis is comparison across sex groups. Male Group Stereotype Accuracy (GSA) score for the Same Sex was compared with M GSA score for the Opposite Sex; and F GSA score for Same Sex was compared with F GSA score for Opposite Sex. Male GSA score for Same Sex was compared with F GSA score for Same Sex. Male GSA score for Opposite Sex was compared with F GSA score for Opposite Sex.

A secondary analysis across college differences was completed for 22 Business students and 42 Arts and Sciences students. The GSA scores for Females and for Males were compared. Arts and Sciences Male students were compared with Business male students on GSA scores for their Own Sex and for the Opposite Sex.

Statistical technique utilized in all of these analysis was a "t" test of the difference between the means of two independent samples (Snedecor and Cochran, 1967, p. 103).

Comparison of GSA Scores for M and F

Raw data for introductory psychology males and females is listed in Appendix B. Table II presents a comparison of Female Group Stereotype Accuracy (GSA) for their Own Sex and F GSA for the Opposite Sex. Statistical findings indicate that there is a significant difference between the females' Group Stereotype Accuracy for their Own Sex and F GSA for the Opposite Sex at the .05 level.

TABLE II
COMPARISON OF FEMALES' GROUP STEREOTYPE ACCURACY
FOR OWN SEX AND FOR OPPOSITE SEX

Sex	\bar{X}	SD	df	t
Own	32.545	3.33	86	2.07*
Opposite	31.25	2.46		

*p < .05

Table III presents a comparison of Male Group Stereotype Accuracy for their Own Sex and M GSA for the Opposite Sex. Statistical findings indicate that there is no significant difference between the M GSA for their Own Sex and M GSA for the Opposite Sex.

TABLE III

COMPARISON OF MALES' GROUP STEREOTYPE ACCURACY
FOR OWN SEX AND FOR OPPOSITE SEX

Sex	\bar{X}	SD	df	t
Own	31.91	3.11	86	.453 NS
Opposite	31.61	3.10		

Table IV presents a comparison of Male GSA for their Own Sex and Female GSA for their Own Sex. Statistical findings indicate no significant difference between sexes.

TABLE IV

COMPARISON OF FEMALES' AND MALES' GROUP
STEREOTYPE ACCURACY FOR
THEIR OWN SEX

Sex	\bar{X}	SD	df	t
Female	32.545	3.33	86	.925 NS
Opposite	31.91	3.11		

Table V presents a comparison of Male GSA for the Opposite Sex Female GSA for the Opposite Sex. Statistical

findings indicate no significant difference between the sexes.

TABLE V
COMPARISON OF FEMALES' AND MALES' GROUP
STEREOTYPE ACCURACY FOR
THE OPPOSITE SEX

Sex	\bar{X}	SD	df	t
Female	31.25	2.46	86	.603 NS
Male	31.61	3.10		

Comparison of GSA Scores of Business and
Arts and Sciences Students

Scores of all Arts and Sciences students were compared with scores of all Business students to test for possible differences between college populations. The Arts and Sciences sample consisted of 21 M and 21 F; and the Business sample consisted of 12 M and 10 F. Raw data for the two groups is listed in Appendix C.

Table VI presents a comparison of Arts and Sciences and Business students (M & F) on Stereotype Accuracy for Females.

Statistical findings do not indicate any significant difference.

TABLE VI
COMPARISON OF GROUP STEREOTYPE ACCURACY FOR FEMALES
OF ARTS AND SCIENCES STUDENTS AND
BUSINESS STUDENTS

Group	\bar{X}	SD	df	t
Arts and Sciences students	32.09	3.78	62	.09 NS
Business students	31.86	2.55		

Table VII presents a comparison of Arts and Sciences and Business students on Stereotype Accuracy for Males. The findings do not indicate any significant difference.

TABLE VII
COMPARISON OF GROUP STEREOTYPE ACCURACY FOR MALES
OF ARTS AND SCIENCES AND BUSINESS STUDENTS

Group	\bar{X}	SD	df	t
Arts and Sciences students	32.07	3.22	62	1.47 NS
Business students	30.45	2.77		

Table VIII presents a comparison of Arts and Sciences males and Business males on Stereotype Accuracy for Own Sex (male). The findings indicate a significant difference at the .05 level of significance.

TABLE VIII
COMPARISON OF GROUP STEREOTYPE ACCURACY FOR
OWN SEX OF M ARTS AND SCIENCES
STUDENTS AND M BUSINESS STUDENTS

Group	\bar{X}	SD	df	t
Arts and Sciences students	32.81	3.26		
Business students	30.50	2.57	31	2.11*

*p < .05

Table IX presents a comparison of Arts and Sciences M and Business M on Stereotype Accuracy for the Opposite Sex (female). Statistical findings do not indicate a significant difference.

TABLE IX
 COMPARISON OF GROUP STEREOTYPE ACCURACY FOR
 OPPOSITE SEX OF M ARTS AND SCIENCES
 STUDENTS AND M BUSINESS STUDENTS

Group	\bar{X}	SD	df	t
Arts and Sciences students	31.38	3.52	31	.04 NS
Business	31.33	2.19		

Summary

The primary statistical analysis by sex groups revealed only one significant difference. Female subjects were more accurate in the stereotype of their Own Sex group than they were in the stereotype of the Opposite Sex group.

The secondary analysis comparing Arts and Sciences and Business students on Stereotype Accuracy also revealed only one significant difference. Arts and Sciences males had a more accurate stereotype of their Own Sex than Business school males. Females were not studied separately across colleges because of the small number of female Business subjects.

CHAPTER V

SUMMARY AND DISCUSSION

Summary

This study was concerned with Stereotype Accuracy as a component of "sensitivity", which is measured by predictive accuracy. The specific focus of the investigation was whether sex group membership was a significant variable in the Stereotype Accuracy of male and female sex groupings among college students. Several questions arose. Is the sex combination of predictor and target a significant variable in Stereotype Accuracy? Is either sex group generally more accurate in sex stereotyping of either males or females?

Three hypotheses resulted from these questions:

- (1) Group Stereotype Accuracy for each sex group will be significantly greater for their own sex group than it will be for the opposite sex group.
- (2) F Group Stereotype Accuracy for their Own Sex will be significantly greater than M Stereotype Accuracy for their Own Sex.
- (3) F Group Stereotype Accuracy for the Opposite Sex will be significantly greater than M Group Stereotype Accuracy for the Opposite Sex.

None of these three hypotheses were supported, but some interesting trends were noted. Females were found to have a more accurate stereotype of their Own Sex than they had of the Opposite Sex. However, neither of their stereotypes, for Own or Opposite Sex, was significantly more accurate than the males' stereotypes for Own and Opposite Sex. No significant differences were noted for males.

Brief consideration was given to individual differences. Individuals of either sex who had above average accuracy in the stereotype of their Own Sex group tended to have less accuracy in their stereotype of the Opposite Sex group. Individuals who had a relatively inaccurate stereotype of their Own Sex group were generally more accurate in their stereotype of the Opposite Sex group. There was no significant difference on these findings between the males and females.

Arts and Sciences and Business students were compared in order to check on the possible relationship of college membership to GSA. The results of this experiment indicated that Arts and Sciences male students had a significantly (.05) higher GSA score than Business male students for Own Sex, but there was no significant difference between Arts and Sciences and Business students for Opposite Sex. No significant differences were found for female Arts and Sciences and Business students.

No significant difference was found between the total Arts and Sciences (M and F) population and the total

Business (M & F) population GSA scores for either males or females.

Results of this experiment suggest that sex group membership is not a significant variable in stereotype accuracy for either Own or Opposite Sex. This conclusion is acknowledged to be limited by the conditions of the present study. Generally, the results of this experiment must be limited to college students enrolled in universities similar to Oklahoma State University of approximately 18,000 enrollment.

Item Analysis

Although questionnaire content was outside the focus of the present study, an item analysis was performed which yielded some interesting results (see Appendix D). Some items for which the criterion answer had a 90% consensus were misjudged by 45% or more of one of the sex groups. For example, 90% of the males indicated that they wanted neat and orderly living quarters; yet 50% of the females judged that the males would check "false" for this item (item 21). Ninety-one per cent of the females indicated that they do not value aggressiveness in a man more than intelligence; yet 45% of the males judged that females would indicate that they do (item 5).

Both sexes established a criterion answer of "true" for item 19, "I would rather listen than talk"; yet over 50% of both males and females judged that their own and the opposite sex would answer "false".

Even on items for which no criterion answer was

established; i.e., neither answer received a 60% consensus, a definite stereotype appeared to be held by one or both of the sex groups. For example, males' answers were split 50-50 on item 27, "I enjoy myself as much when I am alone as when I am with others." But eighty per cent of the males judged that males would check "false"; and 75% of the females judged that males would check "true" for this item. Females did not establish a criterion answer for item 44, "I wish I were more popular with the opposite sex", yet 98% of the males and 98% of the females judged that females would check "true."

If further research were to follow this study, the present experimenter would give more emphasis to the item analysis, since this approach seems to offer so much productive information.

Discussion

The results of this experiment, indicating that neither males nor females are superior in stereotyping for either own sex or opposite sex, was not anticipated. Since females are traditionally recognized as being more person oriented and socially perceptive than males, there is some doubt that this finding would hold true for males and females in a larger and less homogeneous population.

The significant difference between female's Stereotype Accuracy of their own sex group and the opposite sex group was as expected. Females are culturally expected to be more

conforming to a social stereotype and are, therefore, likely to be less variable in their behavior than males and more predictable. Females are also known to be more person oriented than males and are trained from early childhood to fulfill the roles of wife and mother and to be involved in person oriented work. Their competition with each other for success in dealing with persons may possibly cause them to develop a critical awareness of other females. Males, on the other hand, are given more objective goals that require achievement in dealing with things.

The finding that Arts and Sciences males have a more accurate stereotype of males than Business school males have was anticipated. The Business male group may be expected to be more objective and thing oriented than the Arts and Sciences male group which includes students who have chosen such person oriented and subjective fields as the social sciences and the humanities.

These results plus those yielded by the item analysis suggest that sex stereotypes should be looked at more closely. Knowledge of existing stereotypes of same and opposite sex and of the behavior resulting from these stereotypes should prove most valuable in the training of professional clinicians, teachers, and parents. In particular, the misjudgments of stereotypes across the sexes may be supposed to lead to poor communication and understandings of motivation. For instance, when males see males as desiring neat and orderly living quarters and females see males as

not requiring such accommodations, the foundation for difficulties in the marital relation may be seen. Even when stereotypes agree, so that both males and females perceive males as aggressively oriented toward success in the business world, it may be a shared inappropriate application of a male stereotype. Both partners in such a marriage, for example, may push the husband toward spending more and more of his time and effort to achieve financial gains while not allowing him room for personal development or family living. Or the individual mate may not have the requisite characteristics to engage in rigorous competition and may be nudged into a mental or physical health crisis.

Future research in which instruments of the type used in this study are developed and refined might well lead to a battery of measurement instruments to aid the professional counsellor in ascertaining the state of a given male-female relationship. This would add objective criteria to a field that is largely subjective at the present time, and it would add substantially to the background of professional personnel in these areas.

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APPENDIX A

HARRISON OPINION QUESTIONNAIRE

Age _____

Circle one:

Sex: F M

College: A & S, Bus., Educ., H.E., Agric., Engr.

Class: Fr., Soph., Jr., Sr., Special

Marital Status: Married, Single, Divorced, Widowed

Directions: First decide if a statement is true or false as you would for yourself, indicate your answer with a check (✓) in the appropriate column. Second decide how the statement will be checked by the majority of Introductory Psychology 1113 students of your own sex, indicate your answer in the appropriate column. Third decide how the statement will be checked by the majority of Psychology 1113 students of the opposite sex, indicate your answer in the appropriate column. Then proceed to the next statement. Repeat these three procedures for each of the 50 statements.

	Self		Own Sex		Opposite Sex	
	T	F	T	F	T	F
1. I enjoy taking a dare.						
2. I like beards on college men.						
3. I like for boys to treat girls with traditional courtesies like opening doors.						
4. I would like to see cultural differences between the sexes disappear.						
5. I value aggressiveness in a man more than intelligence.						
6. I want my mate to be as intelligent as I.						
7. I accept the double standard of sexual behavior.						
8. I value tenderness in girls more than outgoingness.						

	Self		Own Sex		Opposite Sex	
	T	F	T	F	T	F
9. A mother should stay at home with her children during their first six years if she can.						
10. Girls should strive to achieve their own status and recognition and not depend on their husbands.						
11. I prefer aggressiveness to passivity in the opposite sex.						
12. I enjoy working with mechanical things.						
13. I prefer long hair to short hair styles for college men.						
14. I prefer long hair to short hair styles for college girls.						
15. I like for college girls to wear jeans to class better than dresses.						
16. The most interesting part of the newspaper is the editorial page.						
17. I have a very strong desire to be a success in the world.						
18. I would like to see marijuana legalized.						
19. I would rather listen than talk.						
20. I want the organized church to continue to exist.						
21. I want my living quarters to be neat and orderly.						
22. Premarital sexual relations are all right for couples who are in love.						
23. I feel colleges today are just diploma mills.						
24. I like to be with nature, to sit under trees and let thoughts come to me.						
25. Physical attractiveness is more important to sexual attraction than intelligence.						
26. Homosexuality is a perversion and should be suppressed.						
27. I enjoy myself as much when I am alone as when I am with others.						
28. I feel it is best not to let my anger show.						
29. Most police are good people.						
30. I wish I had more self-confidence.						
31. Extramarital sex is wrong whatever the reason.						

	Self		Own Sex		Opposite Sex	
	T	F	T	F	T	F
32. Abortion should be legalized.						
33. Government should exercise firm control over pollution.						
34. I would prefer a mate that had not had previous sexual experience.						
35. All families should be guaranteed a minimum wage						
36. I sometimes swear.						
37. I do not expect to enjoy sex as much as my partner.						
38. I sometimes exaggerate my misfortunes in order to gain the sympathy and help of others.						
39. I like to tease people.						
40. My feelings are easily hurt.						
41. I prefer college girls who do <u>not</u> drink alcoholic beverages.						
42. I prefer college men who do <u>not</u> drink alcoholic beverages.						
43. I have smoked marijuana at least twice.						
44. I wish I were more popular with the opposite sex.						
45. I enjoy sports.						
46. I feel we should withdraw all of our troops in Viet Nam immediately.						
47. Knowledge of history does not help us with our problems today.						
48. I approve of the Selective Service Act as it is now operating.						
49. I am a religious person.						
50. Boys should show their emotions openly.						

Totals

Sum of Totals

APPENDIX B

GROUP STEREOTYPE ACCURACY SCORES (GSA) OF
INTRODUCTORY PSYCHOLOGY STUDENTS

Individual Stereotype Accuracy Scores							
Female				Male			
Frequency	Same Sex	Opposite Sex	Sum	Frequency	Same Sex	Opposite Sex	Sum
1	24 <	28	52	1	24 <	33	57
1	25 <	27	52	1	26 <	27	53
1	27 <	28	52	1	27 =	27	54
1	27 <	30	57	1	27 <	34	61
1	28 <	29	57	1	28 <	34	62
1	29 <	30	59	2	29 =	29	58
4	30 >	29	59	1	29 <	31	60
2	31 <	32	63	1	29 <	32	61
1	31 <	33	64	1	30 >	27	57
1	32 >	29	61	2	30 >	28	58
1	32 >	30	62	1	30 <	34	64
5	32 >	31	63	1	31 >	26	57
1	32 <	33	65	1	31 >	27	58
2	32 <	34	66	1	31 >	29	60
1	33 >	28	61	1	31 =	31	62
3	33 =	33	66	1	31 <	32	63
1	33 <	34	67	1	31 <	34	65
1	33 <	35	68	2	32 >	28	60
1	34 >	29	63	2	32 >	30	62
1	34 >	32	66	1	32 <	33	65
1	34 =	34	68	1	33 >	29	62
1	35 >	27	62	1	33 >	30	63
1	35 >	33	68	1	33 >	31	64
1	36 >	28	64	1	33 =	33	66
1	36 >	29	65	4	33 <	34	67
2	36 >	33	69	1	33 <	35	68
1	37 >	31	68	1	33 <	36	69
1	37 >	33	70	1	33 <	37	70
2	37 >	35	72	3	35 >	31	66
1	38 >	37	75	1	36 >	34	70
1	39 >	30	69	1	36 <	38	74

Individual Stereotype Accuracy Scores							
Female				Male			
Frequency	Same Sex	Opposite Sex	Sum	Frequency	Same Sex	Opposite Sex	Sum
				1	37 >	31	68
				1	37 >	36	73
				1	38 >	35	73
				1	38 >	36	74
$\Sigma x =$	1432	1375			1404	1391	
$N =$	44			44			
GSA $\bar{X} =$	32.545*	31.25			31.909	31.61	

*Significantly different at .05 level from F GSA for Opposite Sex.

APPENDIX C

GROUP STEREOTYPE ACCURACY SCORES (GSA) OF
ARTS AND SCIENCES AND BUSINESS Ss

Individual Stereotype Accuracy Scores							
A & S F		A & S M		Bus. F		Bus. M	
Same	Opposite	Same	Opposite	Same	Opposite	Same	Opposite
39	30	38	36	36	29	35	31
38	37	36	31	36	29	33	33
37	35	36	38	35	38	33	30
37	35	36	34	33	33	32	33
37	32	35	31	33	28	31	32
36	28	35	31	33	28	31	31
35	32	33	37	32	31	30	34
35	27	33	34	32	31	30	28
34	36	33	34	28	29	29	32
34	29	22	23	27	28	29	31
33	35	33	29			27	34
33	35	32	30			26	27
32	33	32	28				
31	35	32	28				
31	33	31	34				
31	32	31	26				
30	29	30	28				
30	28	30	27				
27	30	29	29				
25	27	24	33				
24	28	27	27				
$\Sigma X = 689$	668	679	659	325	304	366	376
$N = 21$	21	21	21	10	10	12	12
GSA $\bar{X} = 32.81^*$	31.81	32.33	31.38	32.5	30.4	30.5	31.33

*Significantly different at .05 level from Bus. M GSA for Same Sex.

APPENDIX D

HARRISON OPINION QUESTIONNAIRE ITEM ANALYSIS

Items		Misjudged		F Key		M Key		Misjudged	
		M	F	T	F	T	F	M	F
		Misjudged	F	T	F	T	F	Misjudged	F
1. I enjoy taking a dare.	T	14	14					35	42
	F	30	30	21	23	26	18	9	2
2. I like beards on college men.	T	20	15					29	33
	F	24	19	19	25	24	20	5	11
3. I like for boys to treat girls with the traditional courtesies like opening doors.		0	0	44*	0	40*	4	10	13
4. I would like to see cultural differences between the sexes disappear.		16	16	12	32*	13	31*	13	10
5. I value aggressiveness in a man more than intelligence.		20	8	4	40*	11	33*	23	16
6. I want my mate to be as intelligent as I.		6	2	42*	2	29*	15	20	18
7. I accept the double standard of sexual behavior.		24	12	16	28*	28*	16	10	6
8. I value tenderness in girls more than outgoingness.		13	15	32*	12	35*	9	10	12
9. A mother should stay at home with her children during their first six years if she can.		7	5	40*	4	38*	6	5	0
10. Girls should strive to achieve their own status and recognition and not depend on their husbands.		13	11	33*	11	14	30*	9	13
11. I prefer aggressiveness to passivity in the opposite sex.		9	9	34*	10	36*	8	11	8
12. I enjoy working with mechanical things.		1	2	12	32*	33*	11	4	1
13. I prefer long hair to short hair styles for college men.		6	11	29*	15	34*	10	10	6
14. I prefer long hair to short hair styles for college girls.		5	1	40*	4	44*	0	1	0

Items	M Misjudged	F Misjudged	F Key		M Key		M Misjudged	F Misjudged
			T	F	T	F		
15. I like for college girls to wear jeans to class better than dresses.	24	14	13	31*	8	36*	5	3
16. The most interesting part of the newspaper is the editorial page.	0	3	9	35*	9	35*	0	11
17. I have a very strong desire to be a success in the world.	10	13	37*	7	42*	2	3	0
18. I would like to see marijuana legalized.	9	8	12	32*	17	27*	22	25
19. I would rather listen than talk.	23	23	30*	14	31*	13	25	36
20. I want the organized church to continue to exist.	2	2	42*	2	38*	6	4	10
21. I want my living quarters to be neat and orderly.	0	4	42*	2	39*	5	15	22
22. Premarital sexual relations are all right for couples who are in love.	23	16	16	28*	35*	9	6	5
23. I feel colleges today are just diploma mills.	17	16	17	27*	17	27*	22	19
24. I like to be with nature, to sit under trees and let thoughts come to me.	12	12	42*	2	35*	9	26	30
25. Physical attractiveness is more important to sexual attraction than intelligence.	11	6	26*	18	39*	5	3	4
26. Homosexuality is a perversion and should be suppressed.	T 37 F 7	55 9	27	17	1	25 19	38 6	34 10
27. I enjoy myself as much when I am alone as when I am with others	T 8 F 36	14 30	18	26	22	22	9 35	33 11
28. I feel it is best not to let my anger show.	11	11	26*	18	37*	7	18	21
29. Most police are good people.	4	7	40*	4	33*	11	21	20
30. I wish I had more self-confidence.	4	4	39*	5	38*	6	9	8
31. Extramarital sex is wrong whatever the reason.	10	12	29*	15	18	26*	16	15
32. Abortion should be legalized.	5	7	35*	9	41*	3	1	6
33. Government should exercise firm control over pollution.	0	1	42*	2	40*	4	0	1
34. I would prefer a mate that had not had previous sexual experience.	T 26 F 18	24 20	24	20	28	16	33 11	36 8

Items	M Misjudged	F Misjudged	F Key		M Key		M Misjudged	F Misjudged
			T	F	T	F	M	F
35. All families should be guaranteed a minimum wage.	21	20	17	27*	15	29*	20	19
36. I sometimes swear.	3	2	40*	4	43*	1	0	0
37. I do not expect to enjoy sex as much as my partner.	12	7	8	36*	2	42*	0	0
38. I sometimes exaggerate my misfortunes in order to gain the sympathy and help of others.	T 30 F 14	32 12	29	15	20	24	25 19	29 15
39. I like to tease people.	21	19	32*	12	28*	14	13	8
40. My feelings are easily hurt.	3	14	26*	18	17	27*	5	16
41. I prefer college girls who do <u>not</u> drink alcoholic beverages.	22	16	18	26*	14	30*	6	12
42. I prefer college men who do <u>not</u> drink alcoholic beverages.	16	9	18	26*	8	36*	5	3
43. I have smoked marijuana at least twice.	3	7	4	40*	18	26*	17	24
44. I wish I were more popular with the opposite sex.	T 43 F 1	43 1	20	24	34	10	43 1	42 2
45. I enjoy sports.	18	0	41*	3	41*	3	0	0
46. I feel we should withdraw all of our troops in Viet Nam immediately.	22	25	17	27*	17	27*	29	28
47. Knowledge of history does not help us with our problems today.	11	9	6	38*	9	35*	13	12
48. I approve of the Selective Service Act as it is now operating.	17	19	16	28*	18	26*	11	12
49. I am a religious person.	11	13	32*	10	28*	16	23	24
50. Boys should show their emotions openly.	21	14	33*	11	17	27*	9	6

*Criterion answers.

VITA

2

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MALES AND FEMALES

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