

A COMPARATIVE STUDY OF FEMININE ROLE
CONCEPTS OF A SELECTED GROUP OF
COLLEGE WOMEN

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CHAPTER I

NATURE OF THE STUDY

Introduction

The "fair lady" role is definitely passé in American culture. Contemporary women tend to be "doing" oriented rather than "being". Communications media give evidence of concern for and interest in women's "doing" role. Magazines abound with articles about women. They portray modern day woman as becoming more involved in the world of work, as seeking work outside the home, as pursuing higher education, and as spending less time doing homemaking and child-rearing tasks. On the less positive side, women in magazine and newspaper advertisements, television commercials, movies, and situation comedies are pictured either as sex objects or drudges. The only road to status, to identity in society, is vicarious romance or cleaning the sink "whiter than white." Need it be noted that the image of woman in America ranges from that of heroine to that of harridan.

Books with intriguing titles such as Ascent of Woman,¹ The

¹Elizabeth Borgese, Ascent of Woman (New York, 1963).

Illusion of Eve,² The Feminine Mystique,³ and The Flight From Woman⁴ are recent publications concerned with woman's leadership qualities, her search for means of self-realization, and the present turmoil over what woman's role is, could be, or should be. "Challenge for Modern Woman" is the title of a weekly television series for viewing-discussion groups. Current polemics in regard to women's roles are illustrated by seminars and conferences with evocative titles such as "Woman's Destiny - Choice or Chance?", "The Career Horizon Course," "Challenge to Change," all specifically designed to facilitate a woman's understanding of herself and her world. Journals, women's magazines, and often the Sunday supplement of the newspaper have articles and opinions concerning women's problems. One could say it is open season for discussions regarding American women's roles.

The popular generalization is that woman's role is not a static thing. In a discussion of woman's problems of identity and status, Rostow wrote:

The American woman struggles articulately, and in public, with her problems of identity and status. Her concern about herself is not so much the product of self-assurance as of uncertainty. Her constant self-appraisal on a national and individual scale means that the image of the moment is always questioned. And it is taken for granted that it can be changed.⁵

Women were recognized by the late President Kennedy as

²Sidney C. Callahan, The Illusion of Eve; Modern Woman's Quest for Identity (New York, 1965).

³Betty Friedan, The Feminine Mystique (New York, 1963).

⁴Karl Stern, The Flight From Woman (New York, 1965).

⁵Edna G. Rostow, "The Best of Both Worlds: Feminism and Femininity," The Yale Review, LI, (March 1962), p. 384.

constituting the largest untapped reservoir of talent in our North American society. Effective use of womanpower is a multi-dimensional problem involving all who influence the life choices of young women. Facets of this multi-dimensional problem are biologically, sociologically, psychologically, and technologically based. What follows is an attempt to sketch briefly some biological, sociological, psychological, and technological changes which are affecting contemporary woman and society. It should be born in mind, however, that in general these factors exist in womanhood in varying degrees.

Differences between the sexes is a biological factor sufficiently important to shape their reactions in many areas. It is Mead's⁶ thesis that says maleness and femaleness are biological, but masculinity and femininity are cultural. It is society, not nature, which has created the eternal feminine. Anatomical and physical differences are evident. Other differences can now be identified, and where the capabilities of women are a concern, women's unique characteristics should be recognized. The popular stereotypes of women often overshadow and muddle the image of woman and thus women's true nature and potential are not generally known or understood.

Modern day women do not accept Freud's thesis that "anatomy is destiny;" that women because of an accident of birth are bound to be mothers and nothing else.⁷ Medical developments render Freud's thesis invalid. Effective contraceptive devices now offer women the choice of

⁶Margaret Mead, Male and Female (New York, 1949), pp. 245-384.

⁷Erik H. Erikson, "Inner and Outer Space: Reflections on Womanhood," Daedalus, (Spring 1964), pp. 582-606.

being or not being mothers. And if they choose to be mothers they can elect when motherhood will be. This means that they can plan to be both mothers and career women if they so desire.

Some social scientists maintain that the world is suffering from an overdose of masculine assertiveness and that what is needed above all is a realization of the interdependence of men and women in all human affairs. Women have typically been described as being "field dependent" (influenced by environment); hence society has traditionally assigned them the responsibility for interdependence.⁸ In order for a woman to assume this responsibility, however, she must first recognize the value of the trait. Only then will she become actively concerned with problems requiring social cohesion.⁹ Schindler notes that:

Woman is biologically, socially, and psychologically fitted to the creation of human things, and human values, the type of values that the race needs more sorely than any others. Human things and human values are her specially designed field--values between herself and the people she meets, between herself and her husband, values that she creates in her children, in her family, in her community from the neighborhood level to the federal level. Hers is the innate power to increase the values of human capabilities in personal and social values, that may already exist.¹⁰

Another social change is evidenced by the fact that as the need for male physical strength decreases in a technological society, an excellent argument is provided for eliminating sex-typing in regard to jobs and professions. Because physical strength is no longer a

⁸Herman A. Witkin et al., Personality Through Perception (New York, 1954), pp. 153-171.

⁹David C. McClelland, "Wanted: A New Self-Image for Women," Cosmopolitan, May 1965, p. 74.

¹⁰John A. Schindler, Woman's Guide to Better Living (New York, 1957), p. 7.

requisite for many kinds of work, whole sets of new jobs have been created which have not yet been assigned to either sex. Women, therefore, are free to choose an occupational role in competition with men.

The fact that our culture has more or less accepted the idea of married women working outside the home means there will be more women available for jobs and careers. These women may work so as to provide a higher standard of living for their families; they may work for the pleasure of work or to make use of free time after their children leave home. Bernard states:

. . . so far as the unmarried woman worker is concerned, the battle is over. Role definitions with respect to the unmarried woman worker are now fairly settled. The young working woman is an acceptable part of the social scene. She constitutes an important public: magazines are published for her; there are fashions designed for her. She is not made to feel that she must choose between marriage and a career as she was made to feel some forty years ago.¹¹

Whether or not sociologically, psychologically, and biologically based factors identified earlier will influence men's and women's concepts of the feminine role is dependent in one writer's opinion upon whether or not women "swim vigorously with the tides of life rather than lie helplessly tossed about, bemoaning their handicaps as women, or [sic] rather than try [sic] to rise above the pressure put on them in the typical male fashion."¹² There appears to be sufficient knowledge of human behavior surrounding the playing of roles to warrant optimism regarding the acceptance of woman as a "person" rather than as only a "sex."

¹¹Jessie Bernard, Status and Role Problems at Mid-Century (New York, 1957), p. 349.

¹²McClelland, p. 77 ff.

(Uncertainty and confusion concerning sex role is an indication that society is open for a new concept of woman and her role.) Even though gains have been made, those who work with women and those who are concerned with their education and training are aware that women are still a long way from a satisfactory realization of their potential contribution to social development and economic growth. If they are to be effective, educators who are responsible for development of curricula must have a concept of the feminine role which is consistent with that held by contemporary society. They will need to have an understanding of basic female needs, aspirations, and capabilities.

In many respects American society is standing at a crossroads. After coming a long distance from the time when women were given only limited amounts of academic learning society has reached the point where increasing numbers of young women go on with higher education and most girls are educated in the same ways and in the same schools as boys.

Young women who are now in American colleges and universities will be directly involved in identifying problems related to their self-concept and in testing many possible ways of resolving these problems. Those who determine the character and substance of undergraduate education for young women need to know, therefore, more about woman's concept of the feminine role. A study of college women may provide insights which can be useful in planning the education needed to make women better satisfied with their sex roles and more comfortable in them. (This report describes an investigation concerned with how college women perceive the feminine role. Do these women hold a common concept of the feminine role? Do the concepts held by the young

adult female change over a period of time?

By studying those who are at the beginning of their college experience and those who are at the end, there is possibility of discerning whether change occurs in women students' concept of the feminine role over a four-year period. In a study of differences between intellectually-oriented and socially-oriented superior girls of high school and college age, Tukey found a decided change in the aspirations of the subjects. She attributed this change partially to age differences.¹³

Statement of the Problem

What are the concepts of the feminine role held by certain freshman and senior women in the Colleges of Home Economics and Arts and Sciences in Oklahoma State University? This was the major problem to be explored in the study. The sub-problems were: Do differences exist between self-concept of the feminine role and concepts of the feminine role for the Ideal Woman, the Average Woman, and Men's Ideal Woman? Do differences exist in the feminine role perceptions of women who differ in age and colleges? If concepts differ, are certain factors associated with these differences?

Purposes and Objectives of the Study

The purposes of the study were fourfold. The first purpose was to investigate concepts of the feminine role as measured by the Fand Role

¹³Ruth S. Tukey, "A Study of Differences Found Between Intellectually-oriented and Socially-oriented Superior Girls" (unpub. Ph.D. dissertation, Michigan State University, 1961), pp. 135-141.

Inventory¹⁴ for the respondent's "Ownselves", their "Ideal Woman," and their "Average Woman," and their concepts of "Men's Ideal Woman." The respondents in the study were selected freshman and senior female students in the College of Home Economics and the College of Arts and Sciences in Oklahoma State University.

The second purpose was to determine whether concepts of the feminine adult sex role held by women studying in the College of Home Economics differ from those held by women studying in the College of Arts and Sciences.

Purpose three was to determine whether concepts of the feminine adult sex role held by senior women differ from those held by freshman women.

The fourth purpose was to describe the social-personal characteristics of the population in order to bring more meaning to the above three purposes.

In order to investigate the social-personal variables of the sample, certain background factors and opinions believed to affect interpretations of feminine role behavior and attitudes were sought. A form was drafted so as to obtain information regarding each girls's

¹⁴The rationale behind the Fand Role Inventory (copies of the Fand Role Inventory appear in Appendix A) is based on the assumption that there is no clearly defined pattern of behavior expected of women in contemporary American society; that each woman is free to vary in her attitude toward the feminine role according to her concept of herself; that the interpretation of the feminine role may differ for each individual woman. These different interpretations may range from liberal to the traditional versions of the feminine role, i.e., Other-oriented --Self-oriented.

Fand identified sources for the items included in the inventory as being situations which arise in everyday life and statements in Henry A. Murray's Explorations in Personality listed under "dominance," "abasement," "nurturance," etc.

age, marital status, home location, and the education and occupations of her parents. Inquiry regarding the family setting--happiness of parents' marriage, the closer parent, the dominant figure in the family, and personal happiness--was made. An indication of the nature of expected sex roles and feelings about major and minor roles was elicited. For example, each subject was asked to indicate whether her expected sex role was to be that of a career girl, a homemaker, or a combination of the two. If the latter, she was asked to indicate which role would be major and which would be minor. Finally, opinions were sought regarding whether or not the selected field of study was providing adequate preparation for the anticipated role.

One of the objectives of this study was to determine the degree of Self- or Other-orientation of each individual woman. This was explored by using the Fand Role Inventory on which the respondent was instructed to react to the items on the inventory expressing her own personal feelings.

Because modern college women belong to a "generation of young people, conscious of new freedoms, anxious to assert their own choices and ideas for the first time,"¹⁵ another objective of this study was to explore the selected respondents' concepts of themselves in relation to the world about them--"a concept not generally held by others, especially older adults."¹⁶

¹⁵The College Market 1966-67: A New Analytical Report with Projections Based on Latest Government and Industry Statistics. Produced by Lewis Rashmir, President, Market Compilation and Research Bureau. 10561 Chandler Boulevard, North Hollywood, California, p. 4.

¹⁶Ibid.

This objective was explored by directing the respondents to respond to items randomized from inventory to inventory, first, as the Ideal Woman would; second, as the Average Woman would; and third, as they believed an Ideal Woman as Man conceived of her would respond.

It is assumed that college students are living in the future, romantically dreaming about what they will be. The matter of interest was to gain some insight as to what the subjects considered to be appropriate feminine attitudes and behaviors in the three situations.

An attempt was made to answer such questions as: How do college women of two different colleges and classes, when compared and when taken as a group, define the feminine sex role for themselves? Do they tend to be more Other-oriented or more Self-oriented? Is one group more Other-oriented than the other group?

How do college women see the feminine sex role of an Ideal Woman? Do they see themselves as being similar to or different from their Ideal Woman?

How do college women perceive the Average Woman in contemporary American society in relation to themselves and to their Ideal Woman? Do they view themselves, and do they want to be, equal to or different from the Average Woman?

What image of an ideal woman do college women attribute to Men in contemporary American culture? Is Men's Ideal Woman akin to or different from themselves? How does she, Men's Ideal Woman, compare with the college women's Ideal Woman? Their Average Woman?

Hypotheses

Home Economics by definition is concerned with family life and its

enrichment. Also by definition Home Economics is concerned with the Woman homemaker role. By virtue of their choice of major, Home Economics students are assumed to have an inherent need to express themselves through and with others. Women students enrolled in Arts and Sciences, have by their choice of major field, indicated a preference for education with an individual development and self-expression as the emphasis.

Hypotheses Related to College Group

A. Own Self Concept

The research hypothesis was that women in the College of Home Economics and women in the College of Arts and Sciences would have the same Own Self concept.

The alternative hypothesis was that women identified with the College of Home Economics would have a more Other-oriented Own Self concept of the feminine role that would women affiliated with the College of Arts and Sciences.

B. Concept of the Ideal Woman

The research hypothesis was that women enrolled in the College of Home Economics and women enrolled in the College of Arts and Sciences would have the same concept of the Ideal Woman.

The alternative hypothesis was that women enrolled in the College of Home Economics would have a more Other-oriented concept of the feminine role for the Ideal Woman than would their fellow female classmates in the College of Arts and Sciences.

C. Concept of the Average Woman

The research hypothesis was that women identifying with the College of Home Economics and women identifying with the College of Arts and Sciences would have the same concept of the feminine role of the Average Woman.

The alternative hypothesis was that women identifying with the College of Home Economics would have a more Other-oriented feminine role concept of the Average Woman than would women identifying with the College of Arts and Sciences.

D. Concept of Men's Ideal Woman

The research hypothesis was that women in the College of Home Economics would hold the same concept of Men's Ideal Woman as would the women of the College of Arts and Sciences.

The alternative hypothesis was that women in the College of Home Economics would hold a more Other-oriented feminine role concept of Men's Ideal Woman than would women in the College of Arts and Sciences.

Differences between seniors and freshmen as analyzed by Sanford¹⁷ and Freedman¹⁸ and as observed by the writer indicate that on the whole seniors are more mature than freshmen and hence are considered to be able to tolerate and express their inner lives, to be capable of self-insight, to be emotionally and intellectually flexible, free of

¹⁷ Nevitt Sanford, "Developmental Status of the Entering Freshmen," The American College, ed. Nevitt Sanford. (New York, 1962), pp. 253-82.

¹⁸ Mervin B. Freedman, "The Passage Through College," in Nevitt Sanford (Ed.) Personality Development During the College Years, Journal of Social Issues. XII No. 4, (1956), pp. 13-28.

compulsive tendencies to perform or do the "right thing," and therefore, they are less conventional and conforming to social pressures. Finally, seniors are concerned about their future. Freshmen on the other hand are excited by their college experience, are intellectually alive, tend to be conventional and have close ties with their families and communities.

Hypotheses Related to Class Groups

A. Own Self Concept

The research hypothesis was that freshman women would have the same Own Self concept of the feminine role as would senior women.

The alternative hypothesis was that senior women would have a more Other-oriented, Own Self concept of the feminine role than would freshman women.

B. Concept of the Ideal Woman

The research hypothesis was that freshman and senior women would have the same feminine role concept for the Ideal Woman.

The alternative hypothesis was that senior women would have a more Other-oriented concept of the feminine role for the Ideal Woman than would freshman women.

C. Concept of the Average Woman

The research hypothesis was that freshman and senior women would hold the same feminine role expectations for the Average Woman.

The alternative hypothesis was that senior women would hold a more

Other-oriented concept of the feminine role for the Average Woman than would freshman women.

D. Concept of Men's Ideal Woman

The research hypothesis was that freshman and senior women would perceive alike the feminine role concept of Men's Ideal Woman.

The alternative hypothesis was that senior women would perceive the feminine role of Men's Ideal Woman as being more Other-oriented than would freshman women.

Using as a basis the reported research findings of other feminine role studies and her own association with and observations of college women the investigator expected: that the sample of college women selected for this study would hold an Own Self concept of the feminine role that was made up of about equal Self- and Other-orientation; that they would perceive the Ideal Woman as being less Other-oriented than they and the Average Woman as being more Other-oriented than either they or their Ideal Woman; and finally, that the sample selected to be studied would perceive Men's Ideal Woman as being the most Other-oriented of all four categories.

Assumptions

The study is based on the assumptions that each woman has a concept of the feminine role which can be identified as either "other" oriented or "self" oriented and that the attitudes of the subjects toward the feminine role can be ascertained by the Fand Role Inventory.

It was assumed that the college curriculum is planned for the purpose of preparing students to assume various roles in life and, therefore, information about how women perceive the feminine role would have implications for education.

Kerber and Smith note that,

The principle to be observed is that the culture determines the educational effort. Education . . . reacts with the culture and helps to make it, but the culture is the greater entity and includes education. Education is not to be judged or formulated in and of itself. It is judged as it functions, in the totality of internal relations with the culture.¹⁹

If Kerber and Smith's thesis is accepted, women's education should then conform to the usual course of their lives and the more that is known about how women perceive their adult sex roles the sooner and better this can be facilitated.

Population and Sample Selected for Study

The population from which subjects for the present study were selected consisted of the total 1966 spring enrollment of second semester freshman women and second semester senior women in the College of Home Economics and the College of Arts and Sciences at Oklahoma State University. A sample consisting of fifty students from each group, or a total of 200 subjects, was selected by using a table of random numbers. A fairly large sample was sought in order to provide a sufficient number of students from which to generalize, for the total population, concepts of the feminine role. Because the sample size

¹⁹ August Kerber and Winifred Smith, Educational Issues in A Changing Society (Detroit, 1964), p. 464.

and population was not in constant proportion from one group of the population to another, it may not be said that the total sample is representative of the total population. A second reason for utilizing a population consisting of women in Arts and Sciences and women in Home Economics was that these groups would permit a comparison with results obtained by Fand²⁰ and Steinmann,²¹ whose samples included both liberal arts and home economics women.²² The third reason for selecting samples from the Colleges of Home Economics and Arts and Sciences was the large enrollment of females in each college. A fourth reason for selecting students in these two colleges was that it is assumed that the course work, approach, and subject matter is varied and thus could attract students of diverse interests and life plans. Finally, freshman and senior women were selected because if differences exist they are more apt to appear between two groups that are of the extremes in age and college experience.

Burchinal, in a study of girl's sex role identification, found that the turning point occurred between the thirteenth and fourteenth age levels, "away from a relatively 'sexless' girlhood and the

²⁰Alexandra B. Fand, "Sex-Role and Self-Concept" (unpub. Ph.D. dissertation, Cornell University, 1955).

²¹Anne G. Steinmann, "The Concept of the Feminine Role in the American Family" (unpub. Ph.D. dissertation. New York University, 1958).

²²Fand's sample consisted of 85 college women. Ninety-six per cent were Home Economics majors; over fifty per cent of the subjects were lower classmen.

Steinmann's sample consisted of 51 college women. All of the women were Liberal Arts majors; over fifty per cent of the subjects were upperclassmen.

beginning of increased female sex-role identification."²³ The implication here is that girl's concepts of sex-role shift with change in age.

Definition of Terms

The following terminology was accepted for the purpose of the study. Use of the Terms "Other" and "Self" Concepts of the Feminine Role.

The traditional concept of the feminine role is that concept held by the woman who conceives of herself as the "other," the counterpart of the man and children in her life. She realizes herself indirectly by fostering their fulfillment. She performs a nurturing role. Her achievement is to help others achieve. Her distinguishing feature is that she fulfills herself by proxy.²⁴

As described in the literature a woman with an "other" concept (traditional) would be "people-oriented," that is more interested in people than ideas. She receives great satisfaction from being of service to others; she values friendships and is accepted by others. She may not have career aspirations, although she may plan for periods of work before and after marriage if the economic situation necessitates that she do so.

The liberal concept of the feminine role is that concept held by the woman who embraces the achieving orientation of the American culture. She strives to fulfill herself by realizing her own potentialities. She performs an achieving role. Her distinguishing feature is that she seeks fulfillment through her own accomplishments.²⁵

²³ Lee G. Burchinal, "Development of Girl's Sex-Role Identification," Journal of Home Economics, L (1958), pp. 708-710

²⁴ Steinmann, p. 8.

²⁵ Ibid.

As described in the literature a woman holding a "self" concept (liberal) of the feminine role is more interested in ideas than in people. Her interest in people would tend to be more intellectual than emotional. She has a desire for self-expression and independence and is less conforming. Her activities would be related to her commitment and paid employment would give self-realization.

For the purpose of this study, the person who holds the "other" concept of the feminine role would be called Other-oriented, and the person who holds the "self" concept of the feminine role would be called Self-oriented. Both may be homemakers or career women, and their marital status may vary. It is not their status alone which distinguishes them, but their philosophy, their value orientations, and their ultimate goals in life.

Summary of Procedure

The investigation was planned so as to include a randomly selected sample of 200 women at Oklahoma State University. The Fand Role Inventory was the device used to explore concepts of the feminine role. Information regarding social-personal characteristics thought by the investigator to be related to how the feminine role is perceived was collected. The instruments were administered to groups and to individuals. The collected data were coded and recorded on IBM data cards. Statistical techniques (chi-square test and Mann Whitney U Test) that identify differences between independent samples were selected to analyze the data.

Limitations of the Study

In interpreting the generalizations and conclusions drawn from the findings of this investigation, the reader should be cognizant of certain limitations of the study.

One major limitation of the study is in regard to the population upon which it is based being concentrated in one geographic area. The sample was made up of females at the freshman and senior level, in Colleges of Arts and Sciences and Home Economics at a state university in the southwestern section of the United States. Responses from college girls in other parts of the country might vary.

Other limitations associated with the study stem from the instrument used for obtaining data. A rating inventory devised by Fand²⁶ and further validated by Steinmann²⁷ records the attitudes of the subjects toward the feminine role on a continuum ranging from Other-oriented to a Self- or achievement-oriented concept. By means of this inventory, freshman and senior overt attitudes toward the feminine role were explored. The subjects were directed to consider the thirty four statements of the rating inventory from four points of view (as explained in the objectives). Danger existed in that it might have been difficult for the subject to react to the statements strictly in the sense in which she was directed. Because a period of approximately one hour was required for administering the instrument, a fatigue factor could have been present which might have resulted in diminished interest and enthusiasm.

²⁶Fand, pp. 37-42.

²⁷Steinmann, pp. 56-70.

Other factors which might have presented limitations to the study were the acquaintance of the investigator with some of the subjects while others were strangers and the fact that some subjects were sufficiently interested to respond to the first appeal whereas others may have received as many as four appeals before deciding to participate in the study.

Significance of the Study

Many scientific studies of sex differences contribute to knowledge of how women perceive their roles. This study is significant at the present time because the roles of women are being extended in an accelerated manner and the more that is known about women's concepts of the feminine role, the better able parents and educators will be to aid women in their education and their preparation for expected life roles.

With increased enrollment of women in higher education, and with educators considering and discussing how women can best be educated for making a maximum contribution to the existing goals of our culture, thought should be given to the kind of education which would best prepare them for making this contribution. A clearer understanding of what women are like would provide the basis for a much more intelligently planned educational program which has as its purpose, the fulfillment of these goals.

Summary

Under conditions of modern life, there are many problems disturbing young women today; some of these problems stem from confusion

about their role as women. Modern women are seeking to find a way of life that provides a satisfying means of expressing their own needs and strengths and developing their own personalities.

To study in preparation for a future life is the concern of most college women. The concepts of the female sex roles held by college women themselves may offer insights which will aid educators and parents in developing more meaningful education and instruction as preparation for life. The problem defined for this study, therefore, was to explore the concepts of the feminine role held by certain freshman and senior women in the Colleges of Arts and Sciences and Home Economics in Oklahoma State University, and to discover if differences existed in the female role perceptions held by women of different ages, colleges, and social backgrounds.

The study is centered around the hypotheses that concepts of the feminine role of women studying in the College of Home Economics are more Other-oriented than those of their fellow students studying in the College of Arts and Sciences; and that seniors' perceptions of the feminine role are more Other-oriented than those of freshmen. An assumption of the study was that women of college age do have concepts of the feminine role and that these concepts can be ascertained by the instrument selected to be used in the study. The need for the study is supported by present day concern for the educational needs of women.

In the chapters which follow, the study is described, the findings are given, and conclusions are drawn. A review of literature which has relevance to the study is given in Chapter II. The procedures used in bringing the study to completion are described in Chapter III, and the findings are discussed in Chapter IV. The social-personal

characteristics of the subjects are described in Chapter V. In Chapter VI the study is summarized, and conclusions and recommendations are presented.

CHAPTER II

BACKGROUND FOR THE PRESENT STUDY

Introduction

Greater freedom for women today is linked with redefining the roles of both men and women. Although the writer recognizes that sex-linked roles which are in a state of change cannot be viewed separately, the literature reviewed here is limited to that concerned with the female sex.

In general it can be said that a number of social scientists have conducted empirical studies concerned with college women's perceptions and attitudes toward the female adult sex role. Also many discussions regarding various issues concerning women's social roles are found in popular and philosophical journals.

This chapter consists of a review of research and popular literature related to sex-role attitudes and present-day societal factors which are presumed to influence women's perceptions of their sex roles.

Review of the Literature

Various devices and schemes have been developed to assess women's role concepts. Most feminine role studies have been conducted by first designating two polar or extreme types of roles. Some years ago in a discussion of contradictory sex roles, Komarovsky labeled the two general sex roles available to American college girls as "feminine" and

"modern."¹ Kammeyer, in investigating whether or not it is possible to measure the attitudes of college girls toward the feminine role, referred to the two polar types as "traditional" and "modern" roles. His traditional role had the same substantive meaning as Komarovsky's "feminine role."² French and Lesser grouped the value orientations of their subjects by the use of a Student Attitude Scale, and identified two groups of women as holding either "woman's role" goals or "intellectual" goals.³ Fand, in order to explore concepts of the feminine role held by college women, devised an instrument by means of which the degree of self- or other-orientation of each individual woman could be expressed in a scale that designated her position on a continuum. The extremes of the continuum were identified as indicating "traditional" and "liberal" concepts of the feminine role.⁴ In a study of behavioral compromise, Weiss selected college women because he thought them to be a population which is highly sensitized to role alternatives. He used the Terman-Miles Masculinity-Femininity Test as a measure of sex-role identification.⁵ Zissis, in an exploration of career-marriage interests of university freshman women, asked her subjects to differentiate themselves by self-ratings along a continuum of career and/or marriage

¹Mirra Komarovsky, "Cultural Contradictions and Sex Roles," The American Journal of Sociology, LII (1946), p. 184.

²Kenneth Kammeyer, "The Feminine Role An Analysis of Attitude Consistency," Journal of Marriage and the Family, XXVI (1964), p. 295.

³Elizabeth French and Gerald S. Lesser, "Some Characteristics of the Achievement Motive in Women," Journal of Abnormal and Social Psychology, LXVIII, No. 2 (1964), p. 121.

⁴Fand, p. 30.

⁵Peter Weiss, "Some Aspects of Femininity" (unpub. Ph.D. dissertation, University of Colorado, 1961), p. 32.

groups.⁶ More recently Steinmann and her associates, using Fand's Inventory of Feminine Values, studied the nature of feminine beliefs. The thirty-four items on the inventory delineated the Fand Self-Other items and were identified in the study as "passive" or "active" orientations.⁷ Rossi's longitudinal study conducted from spring of 1961 to summer of 1964 based on a sample of college women graduates contained, as a part, a questionnaire concerning actual experiences and expectations of domestic and family roles. Based on career goals, Rossi grouped her sample into three classifications: Homemakers--women whose only career goal was "housewife"; Traditionals--women with long-range career goals in fields in which women predominate; and Pioneers--women whose long-range career goals were in predominantly masculine fields. In a discussion of the findings Rossi excluded the traditional women and made her comparisons between the pioneers and the homemakers. She noted that on variables, such as attitudes toward children, family ties and career plans, the traditionals fell between the homemakers and the pioneers, though closer in most cases to the homemakers.⁸

Basically the scales used by these various investigators distinguished between girls with traditional attitudes and those with modern

⁶Cecilia Zissis, "The Relationship of Selected Variables to the Career-Marriage Plans of University Freshmen Women" (unpub. Ph.D. dissertation, University of Michigan, 1961), p. 9.

⁷Ann Steinmann, J. Levi, and D. J. Fox, "Self Concept of College Women Compared with Their Concept of Ideal Woman and Men's Ideal Woman," Journal of Counseling Psychology, XI, No. 4, (1964), p. 371.

⁸Alice Rossi, "Barriers to Career Choice of Engineering, Medicine, or Science Among American Women," Women and the Scientific Professions, (Jacquelyn A. Mattfeld and Carol G. Van Aken, eds.) (Cambridge, Mass., 1965), pp. 79-81.

attitudes about female traits and behavior. In each of the above mentioned studies the polar type mentioned first identifies a woman of the type designated in Chapter I, definition of terms, as an Other-oriented person. The polar type mentioned second in each case identifies a woman fitting the definition of a Self-oriented person.

In each of the researches mentioned, the measurements used tended toward a normal distribution. Some of the classifications of attitudes about female traits and behavior, when measured on a continuum, fell toward the extremes on each continuum, but the majority of the subjects could be placed in close relation to the mid or zero point with the majority leaning toward the other-oriented role. This clustering would lead one to believe that college women most often hold views of feminine sex roles which are a combination of a traditional and a modern orientation. The fact that a majority of college women hold a combined view of the feminine sex role rather than identifying wholly with one of the polar types could indicate a state of confusion and uncertainty. She is neither "fish nor fowl." It could also mean that in the present state of flux concerning women's social roles, women holding traditional-modern attitudes are better adjusted to the life styles of our culture for they feel free to vacillate between the two polar extremities. It is Rostow's belief that young women who have genuinely accepted the compromise between marriage and work as the foundations of their lives will be most successful in their search for self-realization.⁹ Rostow avers that most educated young women will

⁹Edna G. Rostow, "Conflict and Accommodation," Daedalus, XCIII, No. 3 (Winter 1964), p. 759.

sometime in their lives have a strong emotional need to do well at a job in the world of men. She gives M. M. Hunt's listing of women's needs which may be met by work as those for "money, identity, achievement, status, personal pride, inner joy, and for many a woman, whether she realizes it or not, a means of achieving a lasting peace rather than a ceasefire within marriage."¹⁰

Almost all of the literature concerning feminine role is prefaced with the idea that attitudes toward women and conceptions of their role are undergoing revolutionary changes. Constant appraisal of sex roles means that the image of the moment is being questioned.

Current research on women's roles according to Noble and David, is generally aimed at: (a) understanding the many possible inter-personal adjustments required of women, and (b) understanding some of the factors involved in different role conceptions.¹¹

The study reported here is limited to a comparison of feminine role concepts of four different college female groups. Role conception is a relatively new path of exploration. The studies reviewed are limited to those involving college women and femininity.

Early attempts to study women's concepts of the feminine role were

¹⁰ Ibid., p. 748.

¹¹ Jeanne L. Noble and Opal D. David, "Current Research on Women's Roles," Journal of the National Association of Women Deans and Counselors, LII No. 2, (1959), p. 94.

made by Komarovsky, Myrdal and Klein.¹² Present day investigators often correlate and compare their studies with the opinions and research findings of these three women.

More recent studies have been made by Fand, Steinmann, Slote, Weiss, and Kammeyer. Fand asserts that "We do not have today a generally accepted concept of the feminine sex-role. Contradictory dicta co-exist side by side."¹³ The purpose of her study was to investigate the concept that college freshman women have of the feminine sex role and to gain some understanding of factors involved in the formulation of the concept. In order to explore this area, Fand devised an instrument by means of which the degree of Self- or Other-orientation of each individual woman could be expressed in a scale that designates her position on the continuum.

The rating inventory devised by Fand was later used by Steinmann in her study of the concept of the feminine role in the American family. The purpose of the Steinmann study was to determine whether or not there is a relationship among the concepts of the feminine role held by middle-class girls attending a suburban college, and the feminine role concepts held by their mothers and their fathers.¹⁴ The Steinmann study approached the problem of role concept in somewhat the same way as did

¹²The efforts of these authors present an extensive assessment and review of attitudes and ideologies associated with questions regarding the adult sex roles of American women in social, economic, and family life styles evident in a complex industrial society. Mirra Komarovsky, Women in the Modern World: Their Education and Their Dilemmas, (Boston, 1953); Alva Myrdal and Viola Klein, Women's Two Roles: Home and Work, (London, 1956).

¹³Fand, p. 7.

¹⁴Steinmann, p. 10.

Fand, but with certain modifications that provided some test of the validity of Fand's findings as well as extending her conclusions.

An interest in the question of what is a woman, what is "feminine," led Slote to study feminine character and patterns of interpersonal perception. The purpose of her study was to investigate the relationship between degree of psychological femininity and perceived similarity of the self to parents and to typical females and males of the culture. Slote states:

According to role theory, people first learn and later adopt attitudes and behavior for role occupancy from models available to them. How one perceives the model and role affects his adequacy in fulfillment of the role. The correctness of one's role perceptions and one's functional adaptation to society, therefore, are clearly related.¹⁵

The Gough Femininity Scale is the instrument used by Slote. In Weiss's study of some aspects of femininity, thirty college females were initially examined with the Terman and Miles M-F Test. They were then sequentially introduced to two social situations, as part of an alleged study of the acquaintanceship process. The real purpose of the study was to observe and study female behavior identified as "compromise behavior." Each situation was a dyad in which one of the members was an experimental confederate; a male in the first case and a female in the second.¹⁶

Kammeyer investigated the possibility of measuring the attitudes of college girls toward the feminine role. In the study concerned with

¹⁵Geraldine M. Slote, "Feminine Character and Patterns of Interpersonal Perception," (unpub. Ph.D. dissertation, New York University, 1962), p. 6.

¹⁶Weiss, p. 31.

feminine role behavior and female personality traits, he tested the hypothesis: "attitudes toward feminine role behavior and attitudes toward female personality traits are highly related."¹⁷ The primary task was to develop a set of statements or items about feminine role behavior which would meet the criteria of an attitude scale. Analysis of the data indicated that it is possible to construct such a scale. The study was conducted with a random sample of 209 unmarried girls on a state-college campus

The studies cited give support to the belief that a college woman's concept of the female role can be identified. Because this is believed to be true and since there are instruments for measuring this psychic element, it seems proper to assume that this fact should be recognized and considered when planning the educational pursuits of the young adult female. The Mullers suggest that a knowledge of the college women's concept of the feminine role may point out the need to revise and strengthen academic offerings and techniques, and possibly the need for changing the prescribed educational patterns to accommodate different types of students.¹⁸

Cronheim offers the opinion that,

until the women students themselves realize that their role is a changing one and their life patterns will be marked by constant change, they will not become concerned about the problem... .: Which way education for women? The question will remain unanswered until they take a deep interest in it.¹⁹

¹⁷ Kammeyer, p. 298.

¹⁸ Leo C. Muller and Ouida G. Muller, New Horizons for College Women, (Washington, D.C. 1960), pp. 114-24.

¹⁹ Dorothy Cronheim, "Focus on the Future of Women," Journal of the National Association of Women Deans and Counselors, XIX No. 4, (1956), pp. 172-73.

If colleges and universities seek to develop in a young woman a strong conviction of her own identity, Dolan asserts that the

greatest advance that higher education can make in its service to women would be to develop their every faculty and ability. They [educators] should give women the help they need to understand the demands the world will make of them to become strong personalities able to withstand the excesses of the modern world.²⁰

The question then will be less whether or not women should work but how they can plan their lives to be fair to their families, their careers, and their community, state, and national responsibilities.

For the foreseeable future, women will be called upon to play a multiple role. They will be homemakers, bread winners, community workers, and political participants. If education is vital for a man in the complex situations he must face, it is even more vital for a woman who, during a single day, may be called upon to face issues which demand knowledge of economics, psychology, and sociology, as well as consumer problems, the fine arts, and human relations.

This raises the question: What are the college woman's social role expectations? What way of life do college women perceive for themselves?

Heist, in agreement with other researchers, concludes from investigations conducted at the Center for Study of Higher Education at Berkeley, California, that the behavioral likenesses of both sexes, relative to academic achievement, tend to match. Even though women are academically able to attain a high degree of education and training, a stronger need to be involved with home and family tends to

²⁰ Eleanor F. Dolan, "Higher Education for Women: Time for Re-appraisal," Higher Education, XX No. 1 (1963), p. 13.

allay or obviate the need to set goals for educational attainment. In a review of research dealing with students and their future vocational plans, Heist notes that both men and women at the beginning of their liberal arts college experience are indefinite about this aspect of their lives, but when it comes to women's attitudes toward marriage and family, over ninety-eight per cent of the freshmen in one study were quite certain about their desires. The majority considered their occupational plans subsidiary to their desire for marriage.²¹

In an exploration identified as the Cornell study, Goldsen and her associates investigated the occupational values and occupational choices of men and women. In almost every aspect of the study the researchers noted sharp differences in the two sexes. The Goldsen report of the Cornell values study,²² along with French and Lesser's study,²³ note that man usually does value more than one kind of attainment, but the primary goal of the total life plan is success in his job area. A career or job for a college woman is more often an interlude. Nearly all of the students in the Cornell study rejected the traditional middle-class idea that a woman's only career should be her family. Most often the rejection was contingent upon whether or not the career or job interfered with the main job of bearing and rearing children. The women in the study indicated a readiness to take on family responsibilities; family life was preferred over working at a career;

²¹Paul Heist, "Implication from Recent Research on College Students," Journal of the National Association of Women Deans and Counselors, XXII No. 3, (1959), pp. 121-123.

²²Rose K. Goldsen et al., What College Students Think, (New York, 1960), p. 46.

²³French and Lesser, p. 120.

however, most of them saw no essential conflict between family life and a "suitable" career.

Rossi reports Hewer and Neubeck's current study of college freshmen's attitude toward working wives.²⁴ Very conservative attitudes were reported. This group rejected the view that married women should work in order to fulfill the self. Yet they approved motivations such as helping the husband complete his education, buying extra things for the home and family, and easing financial burdens. Rossi attributed the reported research results to the fact that freshmen are far enough away from the reality of marriage to believe that it should fulfill women completely or that a generation of permissive childrearing has produced young adults who have no regard for the self.

A 1961 National Opinion Research Center college graduate study directed by Rossi sought views of college men and women regarding women's roles in American society and the combination of work and marriage. The data indicated men to be more conservative concerning women's roles than women. On a statement concerning whether a woman with ability and interest should or should not choose a career field that would be difficult to combine with child rearing, half of the women and two-thirds of the men thought that she should not pursue the career. In regard to the advisability of women with pre-school children taking part-time jobs, half of the women thought it would be appropriate, only one-third of the men approved.²⁵

As a part of the study, the subjects were asked to check how much

²⁴Rossi, p. 83.

²⁵Ibid., p. 87.

need they thought there was in American society for certain social and political changes concerning women. The changes listed stemmed from the report of the President's Commission on the Status of Women. On each response, men were between two and three times more likely than women to indicate that there was "no need" at all for the recommended changes.²⁶

The caveat one may infer from the findings cited is that wives or women colleagues of men holding these views regarding women's roles may find it difficult to effect changes in the status quo. Women will probably continue to think that men's ideas of womanly behavior are more important in their lives than careers. From the findings of the 1961 NORC college graduate study, it appears that men's attitudes must be changed as well as women's if more women are to give professional careers serious thought. As changes are proposed and initiated society will need to be mindful of Bettelheim's observation that women want "first and foremost to be womanly companions of men and to be mothers."²⁷ To be compatible, work and child care will need to be arranged so that neither wifeness, motherhood, nor childhood suffers.

Stereotypes are persistent things. Because they are cultural or social in origin rather than biological, it is thought that they can be modified, if not wholly eliminated.

Young women need exposure to successful professional women as

²⁶ Ibid.

²⁷ Bruno Bettelheim, "The Commitment Required of a Woman Entering A Scientific Profession In Present-day American Society," Women and the Scientific Professions, (Jacquelyn A. Mattfeld and Carol G. Van Aken, eds.) (Cambridge, Mass., 1965), p. 15.

models of what they might themselves aspire toward. Because most young women have marriage expectations, they also need exposure to men married to such women, as models of the type of husbands they might seek for themselves.

Weiss in a review of literature reported in the 1950's notes that there seems to be what he identifies as psychological resistance to the changing social structure. As evidence he refers to Klein's thesis that rapid social change has created in the American woman a feeling of uncertainty about her sex role that has left her unassured and searching for a norm to which she can conform so as to stabilize her position in the changing environment. Weiss also refers to Nevitt Sanford's study of college women where he believes it is implied that this phenomenon identified by Klein is prevalent among college women. Sanford observed that the subjects were overreacting to cultural changes that would jeopardize their feminine position. The college women sought what he described as "flight into femininity," especially when faced with the prospect of seeking success in a "man's world."²⁸

In summarizing the studies cited, it appears that although there is evidence that college women are giving more and more serious consideration to possible dual role performance, marriage occupies the most prominent place in the life plans of young women. The attitudes of men and the cultural stereotype of a "womanly" woman continues to influence women's role behavior. Women tend to compromise in terms of men's wishes and expectations. There is hope that in time dual role choices for women will be accepted. This hope is fostered by the

²⁸Weiss, p. 9.

fact that for some men and women it is acceptable for married women to be gainfully employed so long as the employment makes a beneficial contribution to the family unit. Maybe in time it will be acceptable for married women to work outside the home simply for self expression and satisfaction. This will come only through the efforts of the total society--women must want the freedom to pursue dual roles and men must approve and help them to pursue these roles.

Background Pressures Influencing Concepts of Women's Roles

The discussion which follows is a probe into the background pressures operating to make it extremely difficult for college educated women to clarify and make decisive choices concerning their own roles.

For the purpose of the study the writer has grouped the literature approaches reviewed here into five categories. They are as follows: the heavier involvement of women in the labor force; the lack of a female work role model; the contradictory descriptions and concepts as to what women's role should be; the lack of a visual means of identifying women's success; and women's move toward equality.

These five areas in no sense exhaust the possible spheres in which societal pressures operate. Clearly men's concepts of feminine role and residential patterns of American middle-class families, for example, could exert a highly significant influence on how sex-roles are perceived.

The five areas to be discussed here have been selected because a review of the literature reveals that these issues are often treated by present day writers and researchers as factors directly influencing how women perceive the female social sex role.

Involvement of Middle Class Married Women in the Labor Force

The Women's Bureau of the U. S. Department of Labor in a fact sheet on the changing patterns of women's lives gives a capsule statistical look at the predicted educational and economic posture of American women. The following is a list of the components of the predicted change:

The life expectancy of a girl baby is now 73 years; it was 48 years in 1900.

About half of today's young women are married by age 20 and have their last child at about age 30; by the time the youngest is in school, the mother may have 40 or more years of life before her.

It is estimated that 8 or 9 out of 10 girls today will be gainfully employed at some time during their lives.

Today we have approximately 27 million women in the labor force; by 1980 it is estimated there will be over 36 million. More than 1 out of every 3 workers is a woman; almost three out of 5 are married.

In 1920 the average woman worker was single and 28 years old. In 1962 the average woman worker was married and 41 years old.

Labor-saving household equipment and prepared foods shorten the time required for domestic chores.

The greater economic demands on the family--in higher costs of educating children, the higher cost of health care, and the cost of the greater variety of goods and services considered essential to meet the American standard of living--increasingly require a "two pay-check" household.

More and more in our society, economic opportunity depends on higher levels of educational attainment.

Increasingly women are seeking the right of choice as to how they will make their contribution to their family and their community.

Girls must be helped early in their teens to prepare them for the dual role of homemakers and workers. Only as meaningful choices are made early will girls be able to realize

their fullest potential in both spheres.²⁹

The predicted longer life expectancy, shorter child care periods, greater economic demands of family maintenance, higher levels of educational attainment, and increasing demands of women for the right of equal opportunity are indeed an indication of what can be a more productive, fulfilling, and challenging, and probably complex, way of life for modern women.

Indications of present concern and interest in women and their involvement in the labor force is seen in newly organized special agencies at both national and state levels. The President's Commission on the Status of Women was created by Executive Order of the late President John F. Kennedy in December 1961. At the direction of President Lyndon B. Johnson, the Interdepartmental Committee and the Citizen's Advisory Council on the Status of Women are carrying forward the work of the Commission. The Commission, composed of knowledgeable men and women, was charged to assess the position of women and the function they perform in the home, in the economy, and in the society.

Almost three-fourths of the fifty states have established Commissions on the Status of Women. The Commissions are composed of men and women leaders appointed by governors. They "form various committees to explore in depth the many fields of woman-related interest and hold meetings and hearings to formulate recommendations covering the major problems confronted by women."³⁰

²⁹ Fact Sheet on the Changing Pattern of Women's Lives, U. S. Department of Labor, Women's Bureau, (Washington, October, 1965), p. 1.

³⁰ "State Commissions on the Status of Women," National Business Woman, XLIV (March 1965), p. 15.

Women In Search of a Work Role Model

The increasing complexity of society's demands has bared the fact that women of the twentieth century are in search of an identity, a self image. The ideal image of womanhood and femininity throughout the long career of humanity has assumed various forms. Just what should woman's role be? Who questions her role? The literature points to the fact that conflicts in feminine role perception appear to be exhibited most often by the educated middle class woman. She is most likely to have read all the neo-traditional arguments concerning woman's lot in life. She is of the group which is most often represented in the rising number of women employed outside the home. She is an urban dweller usually residing in the suburbs. Women of the lower economic group and those who live in rural areas have always worked outside the home; women of the upper income levels have had a choice. For these two groups, woman's role is not being doubted at the present; thus there is no general concern for the social roles of these two groups.

In reviewing the many factors which influence and confuse perceptions of female work roles, the following are believed by the writer to be dominant forces which have bestirred present day society.

Today, in the "struggle to be," the educated middle-class woman's confusion can be attributed to the lack of a positive attitude toward and the acceptance of marriage and work role models. In the first place young married working women are young in their present role. Comparatively few of them have the background of mothers and grandmothers who engaged in any work outside the home. Women of today have

to work out a new way of life with no precedent to follow and no adequate training from childhood to help them fit the work-drive into their lives. In a discussion of girl's social expectations Ginzberg noted that "a young girl in a middle-class family is likely to grow up in a household and a social group in which there is no single model of the adult woman."³¹

Role theorists believe that people first learn and later adopt attitudes and behavior for role occupancy from models available to them. According to Cottrell the degree of adjustment to a future role varies directly with the degree of clarity with which the future role is defined and with the amount of opportunity for:

1. Emotional intimate contact which allows identification with persons functioning in the role.
2. Imaginal or incipient rehearsal in the future role, and³²
3. Practice in the role through play or similar activity.

Young girls often identify with, rehearse, and practice traditional mother and homemaker roles; the work role is seldom observed in their play activities. The nature of the play habits may be in part the result of the fragmentary and poorly balanced contact that children, in general, have with the world of adult work.

A condition operating to affect perceptions of feminine roles for young women is that working mothers do not always convey to their daughters their honest feelings about employment outside the home.

Hartley reports a four year study of girls' concepts of women's

³¹Eli Ginzberg, Life Styles of Educated Women, (New York, 1966), p. 67.

³²Leonard S. Cottrell, "The Adjustment of the Individual to His Age and Sex Roles," American Sociological Review, VII (1942), p. 619.

roles. The sample studied consisted of eight and eleven year old girls enrolled in public and private schools in New York City. The basic assumption of the study was that children absorb the attitudes they see about them and develop attitudes of their own based on these perceptions. Attitudes toward the vocational activities of adults were approached in several ways. Responses to each approach resulted in the conclusion that: "Work is seen as something one does only because one has to".³³ This was especially true of women's work roles. Hartley interpreted the results as reflecting the attitudes of homes characterized by relative material prosperity, high educational level, and the lack of parents sharing with children the gratification of work experienced during the workday. It is her opinion that before working mothers can communicate their honest feelings about work, they must be freed from the load of guilt which society has handed them.

The cultural concept of woman's role has long been associated with the home, child bearing, and child rearing. Married women have been made to feel guilty when their interests were beyond the realm of the home. They seldom feel free to admit the pleasure and challenge afforded them by an occupation. The guilt some working mothers feel about the self-satisfaction they receive when working outside the home is marked and may result in their children having a strongly negative perception of the work situation. These mothers do not feel comfortable admitting that their work is of their own choosing and feel that they must give the impression that they work because the money

³³Ruth E. Hartley, "Women's Roles: How Girls See Them", American Association of University Women Journal, LV (1962), p. 214.

is needed by the family.

The popular thought is that women work outside the home only when they must; little thought and limited acceptance are given to the fact that work can be an important part of the total pattern of living, a means of self-actualization. Even if additional income is the primary motive for a woman's seeking outside work, other needs inevitably come into play and are met in a work situation. Needs, such as doing things with one's own agemates, working with others toward a defined goal, recognition from one's own peers, are not always met in family life. It is Hartley's opinion that as long as mothers are made to

feel that they need an excuse to work, as if they are doing something underhanded and reprehensible, they are not likely to be able to help their daughters acquire attitudes that would lead to a full and effective use of their skills.³⁴

Hartley further asserts that this "situation reveals a questionable state of social values which induces women to feel that they have not a natural right to work at something congenial to them."³⁵ Hartley predicts that as "more and more mothers work, the social climate inducing these feelings will dissipate."³⁶

Hunt, writing two years later, confirms Hartley's predictions, for it is his opinion that

the present crop of small girls more than ever includes daughters of mothers who have important activities, or paid employment outside the home; these girls are absorbing not the conventional image . . . but a rather more complicated one. They are therefore learning to envision femininity and themselves in terms

³⁴Ibid.

³⁵Ruth E. Hartley, "Some Implications of Current Change in Sex Role Patterns," Merrill Palmer Quarterly, VI (1960), p. 157.

³⁶Ibid.

that include but go beyond household and mothering roles; as young women they will be less pulled to and fro by seemingly irreconcilable alternatives and more capable of planning to combine³⁷ them and of actually doing so without psychological stress.

Ginzberg recently concluded, after completing a rather extensive study of the life styles of educated women, that as more educated women continue to work after they marry and have children the images that young girls have of their future roles will change. He predicts that more and more young women will grow up expecting that work will play a significant part in their lives. Ginzberg further notes that today

because of the many differences that prevail in societal attitudes and behavior patterns, many girls grow up with varying degrees of ambiguity in their goals. They do not have the support of a single and unequivocal model.³⁸

The young woman of today is further confused in her search for a work role model by the unattractive image we tend to have of the working mother. Siegel notes that the working mother is often described as either a

harried drudge struggling to supplement her husband's marginal income, an aggressively dedicated careerist who subordinates her family's serenity to her consuming ambition to get ahead, or a lonely divorcee or widow exhausted by her gallant attempt to be both breadwinner and homemaker for her fatherless children.³⁹

From extensive studies of working mothers as a group, Siegel reports that the dominant group of working mothers fits none of these patterns.

³⁷ Mortimer Hunt, Her Infinite Variety, (New York, 1962), p. 289.

³⁸ Ginzberg, p. 172.

³⁹ Alberta E. Siegel, "The Working Mother," American Association of University Women Journal, LV No. 4 (1962), p. 233.

The results of her research indicate that mothers work to improve the family's living standard and to enrich their own lives.

If the predicted increase in need for womanpower in the labor force materializes and when married women who wish to work feel free to heed the call, the climate should provide for young women some clarification regarding work roles for women and thus should effect changes in role perceptions. The outlook is brightened further by the fact that research being done on the effect of mothers' presence in or absence from the home in relation to child rearing is daily pushing away clouds of misconception so that ability to achieve the goal of self realization is coming closer to reality for women.⁴⁰

Contradictory Concepts of What Woman's Role Should Be

The difficulties of helping girls prepare for adult life which will tap the fullest potentialities of their womanhood are magnified by the fact that society for so long has been unwilling to face the magnitude of the changes occurring in women's lives which seem to run counter to cherished stereotypes of the feminine role.

Friedan's The Feminine Mystique is a popular analysis of current American culture as it relates to women and what has happened and is happening to them. "Mystique" is her word for the image of women which has limited the culturally approved feminine role to that of wife and mother.

The new mystique makes the housewife-mothers, who never had a chance to do anything else, the model for all women. . . it

⁴⁰ Eleanor Dolan, "Educated Women: A Mid-Century Evaluation," The Educational Forum, XX No. 2 (1956), p. 226.

simply makes certain concrete, finite, domestic aspects of feminine existence - - as it was lived by women whose lives were confined, by necessity, to cooking, cleaning, washing, bearing children - - into a religion, a pattern by which all women must live or deny their femininity.⁴¹

It is Mrs. Friedan's thesis that the core of the problem for women today is found in the fact that our culture does not permit women to accept or gratify their basic needs to grow and fulfill their potentialities as human beings. Her new life plan for women involves the education and re-education of American women to new integration of roles. She advises:

The more they are encouraged to make that new life plan - - integrating a serious, lifelong commitment to society with marriage and motherhood - - the less conflicts and unnecessary frustrations they will feel as wives and mothers, and the less their daughters will make mistaken choices for lack of a full image of woman's identity.⁴²

The Feminine Mystique provoked Phyllis McGinley⁴³ to write Sixpence in Her Shoe in which Mrs. McGinley gives evidence that today's educated woman can fit happily into the framework of the home and will not feel an urge to go from it to market her brain in the places where men sell theirs. She cites what she believes to be two erroneous beliefs: first, that being a homemaker is not a noble, useful, and rewarding career, and second, that education has no value unless it is brought to the marketplace.

The provocative nature of these two publications attracted a large

⁴¹Friedan, p. 43.

⁴²Ibid. p. 368.

⁴³Phyllis McGinley, Sixpence in Her Shoe, (New York 1964), pp. 5-259.

readership and much discussion.⁴⁴

Wiley supports McGinley's thesis that woman can be challenged by the running of a home. She cites evidence that modern housekeeping is ringed about with as much science, art, and technology as Big Business.⁴⁵

Industry adds further confusion to the scene when it spends billions to metamorphose women into make-believe creatures.

Since our culture gives women no firm role except an erotic one, but rather surrounds them with ambiguities, they fit readily into tree houses or any other kind of commercial fantasy."⁴⁶

By whom should young women be led or advised in their search for self-actualization? Contradictory views of what woman's role should be and as to how she can best contribute her talents are found in popular literature. One author charges that the United States has tended to accept a pseudo-femininity which has brought on a waste of much needed talent. Other writers assert that women have for so long been subjected to a plethora of emotional outpourings about the anguished plight of the young "trapped" mother that they accept it as a truth without question instead of acknowledging that the total output of innumerable industries is geared to challenge them and help them with their homemaking obligations.

⁴⁴ Marion K. Sanders, "The New American Female," Harper's, CCXXI No. 1382 (1965), p. 39. As of late spring 1965, 65 thousand hardcover copies of Friedan's book had been sold and 700 thousand in paperback. Sixpence was in its eighth printing, heading toward the 100 thousand mark with a paperback edition planned.

⁴⁵ Mary E. Wiley, "The Dilemma of Modern Woman is Her Own Making," House Beautiful, XCIII No. 8, (1956), p. 51.

⁴⁶ Jules Henry, Culture Against Man, (New York 1960), p. 61.

Lack of a Visual Means of Identifying Women's Success

Because American society places great stress on success, another major factor which tends to restrict rather than enlarge perceptions of the female role is that society does not provide a visual measure of woman's success.

McClelland states in a discussion of types of talent important to our society that:

Ours is a male-oriented society. It is so male-oriented that the women, particularly the better educated ones, have tended to accept male definitions of excellence and have felt unhappy about not being able to achieve great success in terms of such standards. . . . They are caught up in a system which does not encourage or recognize the types of excellence at which they are best. They have swallowed the male definition of excellence, in terms of full-time work, visible achievements, measurable results, the manipulation of nature, etc.⁴⁷

Schienfeld in 1944 suggested that instead of trying to conform to patterns and procedures laid out by men to suit men, women should proceed in accord with their own capacities, inclinations, viewpoints, and emotions. He did not advocate putting limits on women's jobs; neither did he think that women should clamor for sameness with men in all jobs. Schienfeld believed that women would be happier and more successful if they set realistic goals based on their innate feminine qualities.⁴⁸

A part of the NORC study of the female college graduate was concerned with her success as a woman in American society. The different paths that women can pursue toward success were identified and they

⁴⁷David C. McClelland, "Encouraging Excellence," Daedalus XC No. 4 (1961), p. 716.

⁴⁸Amram Schienfeld, Women and Men, (New York, 1944), pp. 386-401.

ranged from that of being noted for their figures and fashionable dress, the decoration of their homes, the importance of their husbands, and the attainments of their children to achievements of their own by winning awards for artistic, scientific, or scholarly merit or by being elected or appointed to important positions in voluntary or political organizations.

✓ The subjects in the study responded to questions concerning the different kinds of success they admired most and would like to have for themselves. For themselves they indicated a desire to be the "mother of several highly accomplished children" and the "wife whose husband becomes very prominent."⁴⁹ Very few chose "such body focused success as 'Miss or Mrs. America contest winner,' 'outstanding film, stage or TV star,' or 'one of the ten best-dressed women in America!'"⁵⁰ Nor was much interest expressed in becoming well known for their participation in voluntary or political groups. In summary it appears that the kind of success women in the study would like for themselves is found in "terms of their intimate affiliation with other people rather than in terms of their own unique abilities."⁵¹

✓ A possible explanation of the behavior exhibited by the college women in the NORC study is offered by Mead. She has observed that when girls reach adolescence there is a change in emphasis concerning achievement. At this point in their lives it becomes apparent to girls that competition with the male is ultimately unrewarding. The

⁴⁹ Rossi, Women and the Scientific Professions, p. 126.

⁵⁰ Ibid.

⁵¹ Ibid.

female role becomes more clearly defined as noncompetitive. Achievement in the intellectual and economic sense is almost exclusively assigned to the male role.⁵² French and Lesser note that

it is possible that the woman who sees only the woman's role as important for her may see intellectual achievement on the part of her mate as essential to her success in this role.⁵³

Using thematic apperception techniques, Veroff and his associates investigated some of the complexities of the problem of achievement in the American female. This study failed to prove that experimentally produced Relaxed and Achievement Orientation Conditions would affect the Achievement scores of the subjects, but the findings were consistent with Mead's treatment of the differentiation of sex-role concerning striving for achievement. The experimenters concluded that the subjects of this culture express their motivation for achievement primarily in imaginative stories about pictures in which the central character is a male.⁵⁴ This finding confirms the thought that women seek success through men's achievements. A married woman's status is largely determined by the status of her husband.

Zapoleon noted that a homemaker's success is measured "by the mutual devotion, respect, and confidence family members enjoy."⁵⁵ Since these qualities are not quantitatively measurable they are not

⁵²Mead, pp. 296-324.

⁵³French and Lesser, p. 121.

⁵⁴Joseph Veroff, Sue Wilcox, and John T. Atkinson, "The Achievement Motive in High School and College Age Women," The Journal of Abnormal and Social Psychology. XLVIII No. 1, (1953), p. 118.

⁵⁵Marguerite Zapoleon, Occupational Planning for Women, (New York 1961), p. 26.

visible and thus are personally evaluated rather than publicly assessed. Success then becomes a deviating, personally assessed factor lacking common consensus.

The role that woman has played most successfully and continuously, that of homemaker, is now being threatened by the fact that many of the rewarding aspects of homemaking are being taken away. The home long perceived as a haven for the whole family--mother's realm--has become a place where people mainly eat and sleep. This threat to the organization of the human family, according to de Rhan "is hardly conducive to the cultivation of stability and tradition either in children or adults, nor does it contribute much toward the establishment of Mother as an important person."⁵⁶

Also other agencies have taken on many activities that woman has traditionally done in the home: the young are cared for in day-care centers, school systems educate the children, the sick are rushed to the hospital, and the old are provided for in homes for the aged. These losses of womanly functions transpired so slowly in the last century that most women did not realize that they were occurring. Preparing women for this role change is difficult as noted by Rose because "women were not in a position to plan in advance for changes in their life roles when the changes could hardly be seen, less foreseen."⁵⁷ The source of role confusion in this instance is inertia, or lag between technological change and role definition.

⁵⁶ Edith de Rhan, The Love Fraud, New York (1965), p. 94.

⁵⁷ Arnold Rose, "The Adequacy of Women's Expectations for Adult Roles," Social Forces, XXX (1951), p. 70.

The domestic tasks that once were a necessary part of woman's work, such as extensive cooking and clothes making and the family laundry, can now be streamlined, cut short, or avoided. Today's technological society has reduced to one the only absolutely necessary domestic skill, that of efficient organization and management. This, in a sense, may free a woman for work outside the home or she may feel robbed of what has traditionally been woman's role.

What spells achievement for a woman is somewhat less universal than that of a man. In earlier times when woman's primary role was as clearly defined as man's, this was not true. A woman was a success in the eyes of all when she made a good marriage, reared a family, and contributed some of her time to community affairs. Today it is doubtful that a single visible measure of success can be found for a female population of homemakers and career women, married women and single women, mothers of large families and the childless.

From the research findings cited here, it can be assumed that for the time being young women will continue to derive a feeling of success through the status of their husbands and the attainments of their children. As women seek more education and when society accepts gainfully employed mothers without reservation and when motherhood is no longer an exclusive occupation, the measure of success for women is apt to take a new form. If the womanly qualities suggested by Scheinfeld are regarded, success for women will be different from that of our present male-oriented society. It is easy to assert that something will be different, but it is not easy to define that something.

Equal Opportunity for Women

Today, in contrast with the past, there is a good deal less self-consciousness about sex roles and probably more freedom of choice for the individual. This fluid state of greater variability again leaves unanswered the young woman's question concerning role behavior expectations.

With clearer understanding of what women and men can do with their energies and capacities, there has been a more direct and sound approach to the question of equality of the sexes. There is limited documentation on the relation between change in the status of women and change of attitudes toward the rightful roles of men and women. Discussions and predictions regarding the trend toward integration of responsibility for breadwinning and homemaking, or convergence of traditional sex roles of men and women, have been published by Maxwell, Dolan, Brown, Stolz, de Rhan, Whiteside, Borgese and Rostow, among others.⁵⁸

Though not clearly defined, society has traditional cultural notions of femininity and masculinity as being two contrasting sets of personality traits and expected behaviors. Traditionally males

⁵⁸The convergence of traditional sex roles is treated in the references that follow: Florida Scott Maxwell, Women and Sometimes Men, (New York, 1957) p. 153; Dolan, The Educational Forum, XX No. 2 (1956) pp. 219-28.; Daniel G. Brown, "Sex Role Development in a Changing Culture," Psychological Bulletin LV No. 4 (1958) pp. 232-42.; Lois Meek Stolz, "Women's Search For a New Self," National Association of Women Deans and Counselors Journal, XXII No. 3, 1959, pp. 125-130.; Edith de Rhan, The Love Fraud, (New York, 1965), pp. 93-119.; Helen Whiteside, "The Concerns of Unmarried Women in Education," National Association of Womens Dean and Counselors Journal, XVIII No. 4, (1955) pp. 169-71.; Borgese, p. 159.; Rostow, Daedalus, XC III No. 3 (1964) pp. 736-760, ff.

have been bread winners; the female has made her distinctive contribution through the family and home. Although the struggle with tradition is a hard one, as the predicted changing patterns of women's lives materialize, man's role too will be modified. Because of this modification of roles, it is assumed that the traditional conceptions of masculine and feminine are inappropriate to the kind of world which will characterize the second half of the twentieth century.

It is feared by some that women have become more masculine and men more feminine. Stolz indicates that this is not true but that the social demarcations of what is appropriate behavior for each sex has changed.⁵⁹

Dolan notes that men's life goals have always been centered and thus limited by American society to self-realization through a career. She states that

The impression of their [men's] life goals in the family and the community has neither been well understood nor has it been given positive value. Men should have their share of home and family responsibilities and pleasures A man should also find satisfaction and pride in partnership with a woman who is also continuing to grow as a person.⁶⁰

According to Rostow, "The idea of equality and its gradual realization in social behavior have begun to blur the roles of males and females in the United States."⁶¹ She points out that if predictions of the social scientists concerning the future of industrial societies are right, the roles will become even less clear.

⁵⁹Stolz, pp. 126-130.

⁶⁰Dolan, The Educational Forum, XX No. 2, p. 227 ff.

⁶¹Rostow, The Yale Review, LI (1962), p. 393 ff.

Although it is generally believed that women rather than men have exhibited the greater role change, an analysis points to the fact that both sexes are trespassing into each other's culturally assigned roles.

Brown denotes that even though women traditionally have been subject to various kinds of vocational and economic discriminations, women enter a "masculine" vocation or profession with less social disapproval than men entering "feminine" fields. He noted that the 1950 census revealed that women were in all of the 466 reported occupations.⁶²

Brown's discussion of sex-role convergence notes that

Despite the fact that boys, much more than girls, show a concern for sex-appropriate lives, there has been considerable change in the direction of both masculine and feminine roles becoming broader, less rigidly defined, less sex typed and more overlapping with each other.⁶³

Indications of the trend toward increasing similarity of sex-role include: (a) similarity in educational experiences of boys and girls from kindergarten through college--more and more men's and women's colleges are adopting coeducational systems; (b) husbands carrying out historically feminine domestic tasks and looking after children's needs; (c) women holding down full-time jobs; (d) the apparel of men and boys that emphasize boldness in color, softness in texture, and more delicate features along with adoption by girls and women of all kinds of "masculine" clothing; (e) the growing market of cosmetics for men as well as for women; and (f) "His'n Hers" life insurance.

Similarity of sex role does not mean equality. Erikson asserts that,

⁶²Brown, Psychological Bulletin, LV p. 237 ff.

⁶³Ibid, p. 238.

even where equality is closer to realization it has not led to equivalence, and equal rights have by no means secured equal representation in the sense that the deepest concerns of women find expression in their public influence, or, indeed, their actual role in the game of power.⁶⁴

Rossi⁶⁵ offers four basic reasons as to why there is not true equality of the sexes. First, since most women choose marriage over a career, women are not represented in the more challenging and demanding occupations because of their child-rearing responsibilities. Secondly, in the past, feminists pushing for equality of the sexes always linked up with other social reform movements and thus had the support of men. There has been a decline of feminism since World War II; women have not joined with men in common causes. (Degler gives support to this fact when he states that "American women, like American society in general, have been more concerned with individual practices than with a consistent feminist ideology."⁶⁶) Third, sociologists have deemed sex to be a universally necessary basis for role differentiation in the family. If men and women do not portray the culturally defined behaviors they are seen as deviants; the intellectually aggressive woman and the tender compassionate man are believed to be confused about their sex role. Fourth, it is the traditional image of woman which is popularized; women who by choice or circumstance do not portray this image are thought to be inadequate as women. It is this sense of failure as a woman that lies behind the older unmarried

⁶⁴Erikson, p. 583.

⁶⁵Alice S. Rossi, "Equality Between the Sexes; an Immodest Proposal," Daedalus, XCIII No. 2, (1964), pp. 610-11.

⁶⁶Carl N. Degler, "Revolution Without Ideology: The Changing Place of Women in America," Daedalus, XCIII No. 3, (1964), p. 663.

professional woman's defense of her way of life, the guilt which bothers the working mother, the low levels of occupational aspirations of college women, the push toward early marriage.

To shed further light on the equality question, Kluckhohn thinks that the traditional concept of woman's role is not in keeping with the dominant American action-oriented, future-time values that are more often expressed in the role of the man. She says that woman's role is

a

variant role, patterned in accord with variant values, whereas the masculine role, mainly an occupational one, is a dominant role expressing dominant values. Therefore, the roles of American men and women are not really complementary.

Kluckhohn identifies the marked dissimilarities in the role of men and women as being that (a) men in their occupational worlds are autonomous, women in their domestic roles are dedicated to group goals; (b) men are admired for their active "make good" personalities, women for their passive "be good" personalities; and (c) men are supposed to be actively future-oriented, wives are limited to a vicarious participation.⁶⁷ None of these feminine roles bring many badges of merit in contemporary society.

Erikson avers that since woman is never not a woman she will always see things in light of her natural dispositions.

An emancipated woman thus does not necessarily accept comparisons with more "active" male proclivities as a measure of her equivalence, even if and after it has become quite clear that she can match man's performance and competence in most spheres of achievement. True equality can only mean the right to be uniquely creative.⁶⁸

⁶⁷ Florence R. Kluckhohn, "American Women and American Values," Facing The Future Risks, ed. Lyman Bryson, (New York, 1952), pp. 179-81.

⁶⁸ Erikson, p. 605.

Proof that one group of women does not wish to compete with men in the "provider" role is found in the results of a study conducted by Wise and Carter. They wanted to determine whether the concept "provider" is becoming an accepted part of the definition of the role of homemaker. The sample studied was a group of young married women and their mothers who resided in a tradition-oriented Mormon community. Some of each group were gainfully employed. Though some significant differences appeared in the responses to individual questions in the Motz inventory, the researchers concluded that for their subjects the contemporary trend toward wives sharing the husband's provider role did not appear to have greater acceptance by the daughter generation.⁶⁹

A fruitless search was made by the writer for a comparable study with less tradition-bound subjects.

History has shown that the more dualistic the world view of society the lower will be the state of its women. Mead asserts that if

we once accept the premise that we can build a better world by using the different gifts of each sex, we shall have two kinds of freedom, freedom to use untapped gifts of each sex, and freedom to admit freely and cultivate in each sex their special superiorities.⁷⁰

Hope is found in that during this period of cultural transition "men only" and "women only" labels are disappearing. In order to have sex equality there must be an enlargement of the common ground on which men and women base their lives together. To arrive at the common ground it will be necessary to change the present social definitions of

⁶⁹Genevieve Wise and Don C. Carter, "A Definition of the Role of Homemaking by Two Generations of Women," Journal of Marriage and the Family, XXVII No. 4. (1965), pp. 531-32.

⁷⁰Mead, Male and Female, p. 382.

approved characteristics and behavior for both sexes. George Bernard Shaw reminds us that we must not disguise our common humanity. He succinctly states that "The two sexes wear different boots and bonnets, not different souls."⁷¹

Summary

A review of the literature reveals that a number of factors are related to women's concept of their role. Findings from investigations in which were used objective devices for measuring femininity and feminine role perceptions show that girls tend to cluster toward the center on all continua; polar types do not emerge.

Forces within society influencing perceptions concerning women's roles are the heavier involvement of women in the labor force, women's search for a female work role model, the contradictory descriptions and concepts as to what woman's role should be, the lack of a visual measure of woman's success, and women's move toward equal opportunity with men. These forces which have shaped women's roles are, to an extent, responsible for a part of the confusion which surrounds the roles of men and women.

Before a clear perception of women's role will emerge, there must be further investigation of how women perceive their roles and an identification of what factors are related to their perceptions. Also instruments used in studying these perceptions must be strengthened.

⁷¹Barbara B. Watson, A Shavian Guide to The Intelligent Woman, (London 1964), p. 23.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to present the variables, the general conditions under which the present research was done, and the procedures employed.

Independent and Dependent Variables

Independent variables in this study are: (1) college of Oklahoma State University in which subjects were studying (i.e., Home Economics and Arts and Sciences); and (2) class status of student subjects (i.e., freshmen and seniors). Concept of the feminine role as determined by the Fand Role Inventory represents the dependent variable.

Hypotheses Tested

Specifically, this study attempts to investigate the following hypotheses for the college groups studied: In terms of the research hypotheses, it was expected that under the four conditions, the concept of the feminine role held by women studying in the College of Arts and Sciences would be the same as the concept of the feminine role held by women affiliated with the College of Home Economics. In terms of the alternative hypotheses, it was expected that under the four conditions, concepts of the feminine role held by women studying in the College of Home Economics would be more Other-oriented than concepts of the

feminine role held by their fellow female students enrolled in the College of Arts and Sciences.

This study also attempts to investigate the following hypotheses for the class groups studied: In terms of the research hypotheses, it was expected that under the four conditions, concepts of the feminine role held by senior women would be the same as the feminine role concepts of women in the freshman class. In terms of the alternative hypotheses, it was expected that under the four conditions, concepts of the feminine role held by senior women would be more Other-oriented than concepts of the feminine role held by freshman women.

For the total sample under the four conditions it was expected, in terms of agreement and disagreement with the Other-oriented and the Self-oriented items on the inventory that concepts of the feminine role for the respondent's Ourselves would be composed of an approximately equal agreement with the Other- and Self-oriented items. It was expected that their concept of the Ideal Woman would be less Other-oriented than their Own Self concept. To the Average Woman the group would attribute greater Other-orientation than for Themselves or their Ideal Woman. Finally, Men's Ideal Woman would be adjudged as perceiving the feminine role in a more Other-oriented manner than either of the other three conditions.

Subjects

The investigator elected to use a random sample so that the findings could, as much as possible, be generalized for populations of women comparable to those from which the samples were drawn. In other studies this was not possible because the samples had been selected from specific disciplines such as psychology and sociology. It is

possible that a randomly selected group of subjects would give a more precise view of the average coed's concept of the feminine role. In this study, a limiting factor is that only two college groups are represented.

The population from which subjects for the study were selected consisted of the total spring, 1966, enrollment of second semester freshman and senior college women studying in the Colleges of Home Economics and Arts and Sciences. A sample of fifty women from each of the four groups was obtained at random. Two hundred subjects comprise the total sample.

Selection of the Role Inventory

A feminine Role Inventory developed by A. B. Fand was chosen as the instrument to be used in collecting data regarding college women's concepts of the feminine role. The instrument identified a respondent's feminine role concept held for "Own-Self", "Ideal Woman", "Average Woman", and "Men's Ideal Woman". A principle reason for employing the Fand Role Inventory in this investigation was that comparisons with other findings are possible because it has been used in previous studies. Fand, who devised the instrument, used it to investigate attitudes which college women have about the feminine sex role. Steinmann employed the instrument in a study to determine whether or not there is a relationship among the concepts of the feminine role held by daughters, those held by their mothers, and those held by their fathers.

Another reason for selecting Fand's instrument was the time period required for administering the instrument. Because the subjects were

to be volunteers who it was hoped would participate because of personal interest, it was necessary that the time period needed for a respondent to participate in the study be short and require only one meeting with the investigator. The Fand Role Inventory met both of these requirements.

Pretesting the Instruments

To test the timing and the clarity of oral instruction for administering to groups of people, and to determine if the subjects would respond to each item of the Fand Role Inventory, the inventory and the biographical device were first administered to a pilot group. The oral instructions for administering the instrument, the Fand Role Inventories used to collect data for the study, and the biographical device used to ascertain social-personal characteristics of the subjects are presented in Appendix A. Sixty sophomore and junior women Home Economics and Arts and Sciences majors were selected as pretest subjects because they were comparable in age and in the same fields of study as the selected subjects.

The pilot study revealed that the oral instructions were clear, the instrument could be used to identify Self- and Other-orientation of subjects; and fifty minutes was the approximate time needed for administering the instrument in a group situation.

Collecting the Data

A listing of all spring, 1966, freshman and senior women students enrolled in the College of Home Economics and the College of Arts and Sciences was secured from the Registrar of Oklahoma State University.

Each name was assigned a number in order that random selection of two hundred subjects, fifty in each category, could be made using a table of random numbers.

Devices were developed for contacting the subjects regarding the study. The first contact was made by mail and consisted of an appeal explaining the study and a request for the subject's participation. A form attached to the appeal asked the respondent to indicate her willingness to participate in the study by checking a date and time when she could be present. The subject was also requested to return immediately to the investigator the form in an accompanying addressed envelope. (Appendix A.)

Reminders regarding a second opportunity to participate in the study were developed. They were mailed to those subjects who did not respond to the first appeal. (Appendix A.)

For subjects who had not responded after receiving the reminder, a second appeal was drafted and mailed asking for the subject's cooperation and giving a listing of several hours and dates when the instrument would be administered again. (Appendix A.)

If the appeals and the reminder still did not elicit a response, the investigator made telephone contacts asking subjects for times and dates when they could be present for the administration of the instrument. A listing of the dates when appeals were mailed and the data were collected is presented in Appendix A.

The instruments were administered in group situations in campus classrooms and privately in the office of the investigator and in dormitory rooms for subjects whose schedule would not allow participation in the study on the designated dates.

The instructions were administered to 173 women of the randomly selected two hundred subjects. Seven women did not respond to the appeals, three refused to participate, four were no longer on campus, and thirteen were on student teaching assignments and could not return to the campus in time to participate in the study. Instruments of four of the respondents were rejected on the basis that the respondent did not react to all items of the Fand Role Inventory. This left a total of 169 instruments to be analyzed.

Treatment of the Data

The subjects were classified in different ways for the purpose of analyzing the responses to the instruments.

Coding for Data Processing

The following rules were arbitrarily established to facilitate the recording of data on IBM data cards. If a subject failed to respond to a question or gave inadequate information, the answer was coded as "no information". In regard to the expected adult sex role, some subjects checked two blanks instead of one as instructed; in these instances the first adult sex role checked was regarded as the expected sex role.

The 1965 Dictionary of Occupational Titles was used for classifying the occupations of respondents' parents.

Statistical Tests

Responses to the statements of the Personal Data Form were tabulated in terms of social-personal characteristics of the respondents.

The chi-square test was tried in order to discover significant differences in the responses. For the purpose of this study a difference was accepted as significant and not due to chance whenever p (probability) was .05 or less. This significance is determined by comparing chi-square values with the significant values for chi-square given in the Table of Critical Values of Chi-Square.¹

Sixteen hypotheses were tested in this research. The Mann-Whitney U test, a nonparameteric test of significance for cases where the dependent variable is measured at the ordinal level, was the technique used because it is appropriate for two samples. The test was used because the subjects and the data met the theoretical requirements for valid application of the test. The two samples were independent; the subjects in each sample were randomly selected; and the underlying variable in the investigation--feminine role concept--is a continuous variable measured by an ordinal scale. Concerning the Mann-Whitney U test, Siegel writes:

When at least ordinal measurement has been achieved, the Mann-Whitney U test may be used to test whether two independent groups have been drawn from the same population. This is one of the most powerful of the nonparametric tests, and it is a most useful alternative to the parametric test when the researcher wishes to avoid the test's assumption when the measurement in the research is weaker than interval scaling.²

Facilities of the Oklahoma State University Computing Center were used for analytical computations.

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), p. 249.

²Ibid., p. 116.

Summary

Hypotheses to be tested were formulated.

Independent and dependent variables were identified. The college in which the subjects were studying and their class status represented the independent variables. The dependent variable, the concept of the feminine role, was investigated for its Self-oriented and Other-oriented elements.

Random sampling techniques were used in selecting two hundred subjects. The sample consisted of spring, 1966, college freshman and senior women studying in the College of Home Economics and the College of Arts and Sciences.

A Feminine Role Inventory devised by Fand was chosen as the instrument to be used for collecting data regarding college women's concepts of the feminine role. This instrument was employed because it had been used in other feminine role studies and it appeared to be an instrument suitable for use with a volunteer group of subjects.

The Fand Role Inventory and a biographical data form developed by the investigator were pretested using as subjects, sixty junior and sophomore women students studying in the Colleges of Home Economics and Arts and Sciences. A pilot study was conducted to test the clarity of oral instructions, to estimate the time required to administer the instruments, and to discover if the subjects would respond to each item of the Fand Role Inventory and the Personal Data Form.

Devices were developed for contacting by both mail and telephone the subjects for enlisting their cooperation in the study.

The instruments were administered to 173 women. Instruments

completed by four of the respondents were rejected because they were incomplete. A total of 169 instruments were finally analyzed. Data were coded and recorded on IBM data cards. The chi-square test was used for discovering the significance of differences in responses to the biographical data form. The hypotheses were tested by using the Mann-Whitney U test, a nonparametric technique. Computations were made on an electronic high speed computer (IBM 7040) in the computing center at Oklahoma State University.

CHAPTER IV

ANALYSIS OF THE DATA

Data presented in this chapter were obtained from 169 randomly selected freshman and senior women students studying in the College of Home Economics and the College of Arts and Sciences at Oklahoma State University.

After the data were obtained through the previously outlined procedures and techniques, tabulations were made and analyzed by an appropriate statistical technique (Mann-Whitney U test). Values for z were obtained by the formula:

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\left(\frac{n_1 n_2}{N(N-1)}\right) \left(\frac{N^3 - N}{12} - \Sigma T\right)}} \quad 1.$$

Ranges, means, and standard deviations, as well as z values were obtained by means of a high speed electronic computer in the computing center at Oklahoma State University. The findings are presented in the section which follows.

¹Sidney Siegel, p. 125.

Ranges, Means, and Standard Deviations of O-S Scores

Obtained From the Fand Role Inventory

The Fand Role Inventory was used to explore freshman and senior verbal attitudes toward the feminine role as they were expressed by women students of the Colleges of Arts and Sciences and Home Economics. The inventory devised by Fand was used to arrive at an Own Self or O-S score. (The procedure for determining the O-S score is presented in Appendix A.) The O-S score only indicates how much more Other- than Self-oriented (or vice versa) an individual is; it is not a measure as to the degree to which the individuals accept or reject Other- or Self-orientation in themselves.

The inventory is made up of thirty four value-charged statements bearing on woman's needs, responsibilities, and obligations in her relationships with men, children, and society in general. The statements were formulated by Fand in such a way that a Self-oriented person would endorse half of them and an Other-oriented individual would endorse the other half.

Individuals to whom the instrument is administered are directed to respond to each statement with their degree of agreement or disagreement, ranging from "strongly agree", "agree", "I don't know" to "disagree", and "strongly disagree". The identity of the respondent is kept anonymous.

A validity check was incorporated by Fand in that she prepared two or more statements to measure the same attitude but she stated them differently. The inventory contains items that seem to be related, in the opinion of Fand, to the variable being measured (feminine role

concept). The reliability of the Fand Role Inventory, based on panel judgments, field tests, and the split-half technique (Spearman-Brown) for the Own Self, was found to be .81.²

Scores from the Fand Inventory, Forms A, B, C, and D, completed by the subjects in the study (i.e., freshman and senior women studying in the College of Arts and Sciences and the College of Home Economics) were analyzed for the total group and according to the subjects' class standings and college affiliations.

Concept of the Feminine Role Held by the Total Sample

The statistical findings listed first are those found for the total group of subjects.

TABLE I
RANGES, MEANS, AND STANDARD DEVIATIONS OF O-S SCORES ON
INVENTORY BY FORM FOR TOTAL SAMPLE

	Form A	Form B	Form C	Form D
Statistic	Own Self	Ideal Woman	Average Woman	Men's Ideal Woman
Mean	2.40	3.28	16.74	18.29
Standard Deviation	10.92	12.23	11.71	11.85
Range	-24 to +31	-23 to +34	-16 to +45	-28 to +44

In treating the data pertaining to the subjects' concepts of the feminine role, O-S scores were determined for each of the four forms:

²Fand, p. 38.

A, B, C, and D. A range was calculated for each form by summing the O-S scores. In explaining the range Fand states:

The maximum Other-oriented score an individual can obtain on the rating-inventory is +68; the maximum Self-oriented score is -68. Thus, expressed numerically, the continuum contained between extreme Self- and extreme Other-orientation ranges from +68 to -68. Since these maximum scores imply strong agreement with all the items of one kind and strong disagreement with all the items of the other kind, it is not likely that with a "normal" population there exist individuals who will attain such high scores.³

Data in Table I presents, for the total group of respondents, the ranges of scores, means, and standard deviations of the O-S scores on the four forms. An examination of the data reveals that on the Own Self concept, the respondents' O-S scores range from -24 to +31, with a mean of 2.40. Thus, as a group, their concepts do not differ a great deal between Other-orientation and Self-orientation.

On Form B, responding as they believe their Ideal Woman would, the respondents' scores range from -23 to +34 with a mean of 3.28, which indicated on the average, a slightly more Other-orientation preference than was the case with their Own Self concepts.

On Form C, responding as they believe the Average Woman would, the respondents' scores range from a -16 to +45 with a mean of 16.74. Thus, as a group their Own-Self concepts differ a great deal from that of the Average Woman. They perceived the Average Woman to be more Other-oriented than the Ideal Woman or Themselves.

The data on Form D (to which the subjects responded as they thought men would want women to respond) with a mean of 18.29, and a range of -28 to +44, reflects that the respondents' concept of Men's

³Ibid., p. 49.

Ideal Woman is a great deal more Other-oriented than is their Own Self concept and their concept of the Ideal Woman. Their concept of the Average Woman, though slightly less Other-oriented, more nearly approximates that of Men's Ideal Woman.

Thus, for the total group, the ranges of scores and means on the four forms, when combined, delineate a group of college women who see their own role almost equally balanced between Other- and Self-orientations, who have an Ideal Woman just a bit more Other-oriented than themselves, and who think that the Average Woman and Men's Ideal Woman is much more Other-oriented than either Themselves or their Ideal Woman. The respondents see Themselves and their Ideal-Woman as somewhat more self-assertive than the Average Woman and Men's Ideal Woman who, being more Other-oriented, place wifely and familial duties above their own development and seek satisfaction in these duties rather than in their own personal development.

Concept of the Feminine Role Held by School and Class Groups

Data in Table II are presented with the realization that the ranges of O-S scores for the college and class groups picture only the extremes for the groups.⁴ The reader should keep in mind that an indefinite number of intermediate stages exist between each end of the continuum and that, if the subjects are normally distributed on the continuum, a majority will cluster on or around each side of the midpoint.

⁴The O-S scores of all the respondents (grouped according to class status and college affiliation) are presented in Appendix B.

TABLE II

RANGE OF O-S SCORES FOR FRESHMAN AND SENIOR WOMEN STUDYING
IN THE COLLEGES OF ARTS AND SCIENCES AND HOME ECONOMICS

Group	n	Form A	Form B	Form C	Form D
		Own Self	Ideal Woman	Average Woman	Men's Ideal Woman
Freshman Arts and Sciences	43	-19 to +14	-23 to +23	-16 to +37	-7 to +40
Senior Arts and Sciences	31	-15 to +31	-20 to +33	- 2 to +45	-28 to +42
Freshman Home Economics	48	-24 to +26	-19 to +29	-10 to +36	-20 to +37
Senior Home Economics	47	-15 to +31	-19 to +34	- 6 to +39	- 5 to +44

Data indicating positions regarding the feminine role concepts of the college and class groups is presented in Table II. On all four forms there is more variability of feminine role concepts between the two freshman groups than there is between the two senior groups. Thus, it appears that more differences in feminine role perceptions exist between the two groups of freshman subjects and fewer differences exist between the two groups of senior subjects. In regard to the ranges of O-S scores, the college and class groups indicate that they see their Own Selves and their Ideal Woman exhibiting both Self- and Other-orientation elements with the highest scores for all groups, except the Freshman Arts and Sciences students, being on the plus or Other-oriented end of the continuum. The range of -19 to +14 for the

Freshman Arts and Sciences students indicates that this group agree more strongly with the Self-oriented items on the inventory than with the Other-oriented items. The Average Woman is seen by both college and class groups as being more Other-oriented than they or their Ideal Woman. Seniors as a whole think of the Average Woman as being more Other-oriented and less Self-oriented. The scores of the freshmen indicate that their Average Woman is more Self-oriented than the seniors' Average Woman. Finally, Men's Ideal Woman is perceived differently by both college and class groups. Ranges of scores of -7 to +40 for the Freshman Arts and Sciences students and -5 to +44 for the Senior Home Economics students show agreement between these two class and college groups. These two diverse groups see Men's Ideal Woman as being much more Other-oriented than Self-oriented. Ranges of -28 to +42 for the Senior Arts and Sciences students and -20 to +37 for the Freshman Home Economics students indicate that these two college and class groups consider Men's Ideal Woman as having both Other- and Self-orientations with much greater Self-orientation than the previous two groups.

Because of the similarities in the ranges of scores on Form A and Form B, it appears that the subjects consider themselves to be rather close to their Ideal Woman; thus it seems that both class and college groups, to a degree, are satisfied with themselves. If, from differences in the ranges of O-S scores, one can assume differences in concepts of feminine role, a point of interest is the fact that the two groups define their own feminine sex role without regard to how they think men perceive the feminine role.

Results from Mann-Whitney U Test ✓

The findings reported in the tables that follow consist of means and differences as determined by the Mann-Whitney U test between the responses of the class and college groups. Significant z score values for a one tailed (directed) test are 1.64 at the .05 level and 2.33 at the .01 level of confidence. When significant differences exist between groups, the magnitude of the means and U's are used as indicators of the direction of the difference.⁵

Own Self Concepts

Differences in the responses between college and class groups regarding their Own Self concepts of the feminine role are presented in Table III. Significant differences emerge between the class groups; however, none appear between the college groups.

A comparison of the size of the means and U's for freshmen and seniors indicates that seniors are more Other-oriented in their Own Self concepts than freshmen.

Concepts of the Ideal Woman

The data in Table IV reveal significant differences between college group freshmen and between class groups in their responses regarding concepts of the Ideal Woman. Differences are not apparent for college group seniors.

The magnitude of the mean and the U for Home Economics freshmen

⁵The greater the size of the mean and the U the stronger the agreement with the Other-oriented items of the Fand Role Inventory.

TABLE III
CONCEPT OF OWN SELF

	Group	Mean	Mann Whitney U Test		
			U and U'	z-Values	p
C O L L E G E	Freshman Arts and Sciences (N=43)	-1.16	U 1026.5	0.04 n.s.	0.4825
	Freshman Home Economics (N=48)	-0.71	U' 1037.5		
	Senior Arts and Sciences (N=31)	7.90	U 853.0	1.27 n.s.	0.1015
	Senior Home Economics (N=47)	5.23	U' 604.0		
C L A S S	Freshman Arts and Sciences (N=43)	-1.16	U 362.0	3.34 **	0.0004
	Senior Arts and Sciences (N=31)	7.90	U' 971.0		
	Freshman Home Economics (N=48)	-0.71	U 811.0	2.36 **	0.009
	Senior Home Economics (N=47)	5.23	U' 1445.0		

* 1.64 z-score level of significance at $p = .05$
 ** 2.33 z-score level of significance at $p = .01$ -- one tailed test
 n.s. not significant

TABLE IV
CONCEPT OF IDEAL WOMAN

Group	Mean	Mann Whitney U Test			
		U and U'	z-Values	p	
C O L L E G E	Freshman Arts and Sciences (N=43)	-3.32	U 733.0	2.38 **	0.0086
	Freshman Home Economics (N=48)	2.50	U' 1331.0		
E	Senior Arts and Sciences (N=31)	7.19	U 728.0	0.005 n.s.	0.4979
	Senior Home Economics (N=47)	7.53	U' 729.0		
C L A S S	Freshman Arts and Sciences (N=43)	-3.32	U 358.5	3.38 **	0.0003
	Senior Arts and Sciences (N=31)	7.19	U' 974.5		
S	Freshman Home Economics (N=48)	2.50	U 854.0	2.04 *	0.0206
	Senior Home Economics (N=47)	7.53	u' 1402.0		

* 1.64 z-score level of significance at $p = .05$
 ** 2.33 z-score level of significance at $p = .01$ -- one tailed test
 n.s. not significant

indicates that they are more Other-oriented in their concepts of the Ideal Woman than their fellow Arts and Sciences freshmen are. A comparison of the size of the means and U's for freshmen and seniors in both colleges reveals that the seniors are the more Other-oriented group.

Concepts of the Average Woman

The findings reported in Table V indicate that significant differences regarding the two groups' perceptions of the Average Woman's concept of the feminine role are found between the class groups. No significant differences were found for the college groups.

For class groups, a comparison of the magnitude of the means and U's reveals that seniors are more Other-oriented than freshmen are in their concepts of the Average Woman.

Concepts of Men's Ideal Woman

The findings presented in Table VI indicate that there are no significant differences in how freshman and senior Arts and Sciences women and Home Economics women perceive Men's Ideal Woman.

Findings reported in this chapter indicate differences, similarities, and direction of the differences in feminine role perceptions pertaining to their Own Self, the Ideal Woman, the Average Woman, and Men's Ideal Woman which are held by freshman and senior women students studying in the College of Home Economics and the College of Arts and Sciences.

Chapter VI presents an interpretation of the findings and conclusions relative to the findings. Recommendations for further

TABLE V
CONCEPT OF AVERAGE WOMAN

Group	Mean	Mann Whitney U Test			
		U and U'	z-Values	p	
C O L L E G E	Freshman Arts and Sciences (N=43)	13.67	U 1127.0	0.76 n.s.	0.2248
	Freshman Home Economics (N=48)	12.31	U' 937.0		
E	Senior Arts and Sciences (N=31)	21.58	U 697.0	0.32 n.s.	0.3737
	Senior Home Economics (N=47)	20.89	U' 760.0		
C L A S S	Freshman Arts and Sciences (N=43)	13.67	U 376.5	3.18 **	0.0007
	Senior Arts and Sciences (N=31)	21.58	U' 956.5		
S	Freshman Home Economics (N=48)	12.31	U 675.0	3.37 **	0.0003
	Senior Home Economics (N=47)	20.89	U' 1580.5		

* 1.64 z-score level of significance at $p = .05$
 ** 2.33 z-score level of significance at $p = .01$ -- one tailed test
 n.s. not significant

TABLE VI
CONCEPT OF MEN'S IDEAL WOMAN

Group	Mean	Mann Whitney U Test			
		U and U'	z-Values	p	
C O L L E G E	Freshman Arts and Sciences (N=43)	17.37	U 1033.0	0.007 n.s.	0.4968
	Freshman Home Economics (N=48)	16.69	U' 1031.0		
	Senior Arts and Sciences (N=31)	18.16	U 671.5	0.58 n.s.	0.2801
	Senior Home Economics (N=47)	20.85	U' 785.5		
C L A S S	Freshman Arts and Sciences (N=43)	17.37	U 606.5	0.66 n.s.	0.2553
	Senior Arts and Sciences (N=31)	18.16	U' 726.5		
	Freshman Home Economics (N=48)	16.69	U 913.0	1.60 n.s.	0.0546
	Senior Home Economics (N=47)	20.85	U' 1343.0		

* 1.64 z-score level of significance at $p = .05$
 ** 2.33 z-score level of significance at $p = .01$ -- one tailed test
 n.s. not significant

research are also presented in Chapter VI. Chapter V describes the social-personal characteristics of the sample.

CHAPTER V

SOCIAL-PERSONAL CHARACTERISTICS OF SUBJECTS

Initially a chi-square analysis was tried in exploring the social-personal characteristics of the population. The analysis indicated that the distribution of the responses was of such a nature the chi-square values could not be considered as valid. The investigator decided therefore, that a more meaningful approach would be to use frequency distributions for describing the sample populations.

A Description of the Sample

Of the 169 instruments analyzed, forty-three were those of freshman Arts and Sciences majors, thirty-one were those of Arts and Sciences seniors, forty-eight were those of freshman Home Economics majors, and forty-seven were those of Home Economics seniors.

An analysis of the social-personal characteristics of the subjects according to the major variables indicated that only eighteen of the women were married--thirteen of these were Home Economics seniors, three were Home Economics freshmen, and two were Arts and Sciences seniors. A summarized form of the data regarding the social-personal characteristics of the subjects is presented in Table VII.

Little difference was found in the home locations of the subjects except for the Home Economics seniors; over two thirds of these women identified their home community as being rural, whereas in the other

TABLE VII
SOCIAL-PERSONAL CHARACTERISTICS OF SUBJECTS

Factors	School and Class Groups				Total
	Freshman Home Economics	Freshman Arts and Sciences	Senior Home Economics	Senior Arts and Sciences	
<u>Marital Status</u>					
Single	45	43	34	29	151
Married	3	0	13	2	18
					<u>169</u>
<u>Location of Home</u>					
Rural	22	21	32	14	89
Urban	23	21	15	16	75
					<u>164*</u>
<u>Education of Parents</u>					
Father					
Less than high school	5	1	4	2	12
High school	11	13	17	8	49
College	30	28	26	20	104
					<u>165</u>
Mother					
Less than high school	1	0	3	2	6
High school	24	20	22	13	79
College	21	22	22	15	80
					<u>165</u>
<u>Occupations of Parents</u>					
Father					
Professional, technical, and managerial	13	20	6	12	51
Clerical and sales	17	9	15	6	47
Farming and related occupations	19	2	14	4	29
Service, skilled, and semi-skilled	8	11	11	8	38
					<u>165</u>

*In some cases the N is less than 169 because the respondents failed to give the information requested, or they could not supply the information because of deceased parents, or if they reacted in a particular manner to a statement, they were directed not to react to the statement which followed.

TABLE VII (Continued)

Factors	School and Class Groups				Total
	Freshman	Freshman	Senior	Senior	
	Home	Arts and	Home	Arts and	
	Economics	Sciences	Economics	Sciences	
<u>Mother</u>					
Professional, technical, and managerial	4	5	7	3	19
Clerical and sales	9	13	12	8	42
Farming and related occupations	0	0	0	0	0
Service, skilled, and semi-skilled	4	3	2	0	9
					<u>71</u>
<u>Parental Distinctions</u>					
<u>Happiness of Parent's</u> <u>Marriages</u>					
Happy	35	32	36	23	126
Average	10	9	7	2	28
Unhappy	3	2	3	6	14
					<u>168</u>
<u>Closer Parent</u>					
Father	18	10	10	9	47
Mother	22	29	33	17	101
Both or neither	7	4	4	5	20
					<u>168</u>
<u>Dominant Figure in Families</u>					
Father	31	27	29	21	108
Mother	12	15	11	8	46
Both or neither	4	1	7	2	14
					<u>168</u>
<u>Own Happiness</u>					
Happy	36	36	43	27	143
Average	12	7	2	4	25
Unhappy	0	0	0	0	0
					<u>168</u>
<u>Expected Sex Role</u>					
Career Girl Only	3	1	2	0	6
Homemaker Only	11	5	1	3	20
Both Career Girl and Homemaker	34	37	44	28	143
					<u>169</u>

TABLE VII (Continued)

Factors	School and Class Groups				Total
	Freshman Home Economics	Freshman Arts and Sciences	Senior Home Economics	Senior Arts and Sciences	
<u>Feelings About Future Major and Minor Roles</u>					
Career Girl-Major Homemaker-Minor	0	0	0	0	0
Homemaker-Major Career Girl-Minor	30	31	32	19	112
Both Roles Equally Important	5	6	14	9	<u>34</u> 146
<u>Field of Study as Preparation for Future Role</u>					
Yes	44	31	45	24	144
No	3	11	2	7	<u>23</u> 167

three groups, rural and urban home locations were almost equally represented.

A majority of the parents had a high school education or above. More of the subjects' fathers than mothers had at least some college education.

Fathers were employed in all four of the occupational classifications. The largest number of fathers held professional, managerial, and technical positions; next in number were the clerical and sales occupations, followed by services, skilled, and semi-skilled occupations, with the smallest number being those fathers pursuing farming and related occupations.

More than three-tenths of the subjects' mothers were gainfully employed outside the home. A majority of the working mothers were identified as being employed in clerical and sales occupations. Professional, technical, and managerial positions were more characteristic of working mothers than service, skilled, and semi-skilled positions.

The largest proportion of the college women judged their parents' marriages to be happy. This judgment is possibly reflected in the subjects' evaluation of their own happiness. None of the daughters thought of their lives as being unhappy, and most evaluated their lives as being happy rather than average.

The number of children in the family and the position of each respondent in her family was not treated statistically because of similarity within the groups.

As a group, the subjects felt closer to their mothers than to their fathers. Some could not choose one parent over the other and

avoided making a choice by writing in "both" or "neither."

A majority of the subjects identified their fathers as being the dominant figure in the family. There was little variability between groups regarding this question.

As for feminine role expectations, a majority of the subjects expect to play dual roles, that is, they expect to be homemakers as well as career women. Of the total population of 169 women, six expect to be career girls only; twenty expect to be homemakers only; and the remaining 143 expect to pursue a combination of these roles. A point of interest is that the freshman Home Economics students represent the largest proportion of subjects who expect to be homemakers only, while the largest proportion of subjects who expect to be both career women and homemakers are the Home Economics seniors.

Those subjects indicating they expect to pursue both homemaking and careers were asked to indicate which role would be the major and which the minor. None of the subjects indicated that career roles would be major and homemaking roles minor. The largest proportion of subjects believed homemaking would be their major role and a career a minor role. Group differences existed in that more freshmen than seniors indicated that they plan to have homemaking as the major role and a career as a minor role, whereas, more seniors than freshmen placed equal importance on both roles. It appears, therefore, that the seniors are more career oriented than the freshmen.

In making a judgment as to whether or not they believe their college training is preparing them to play their anticipated roles, a majority of the subjects indicated that they are being prepared. The largest number of "Yes" answers were given by the Home Economics

students and the largest number of "No" answers were expressed by the Arts and Sciences women.

Summary

The sample of college freshman and senior women consisted of more single women than married women and an almost equal representation from rural and urban communities. A majority of the parents of the subjects had a high school education or above. Fathers were employed in all four of the occupational classifications with the majority holding professional, mechanical, and managerial positions. Over one-third of the mothers were gainfully employed. The subjects believe their parents' marriages are happy and the larger proportion of the subjects perceive their own lives as being happy. The subjects feel closer to their mothers than to their fathers and identify their fathers as being dominant figures in the families.

A majority of the subjects expect to be homemakers as well as career women. The highest proportion of respondents prefer homemaking to be the major role and careers to be minor. Seniors appear to be more career oriented than freshmen. A majority of the subjects think their fields of study are preparing them for their expected roles. Home Economics women more than Arts and Sciences women think their field of study is preparing them for their anticipated roles.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Review of the Purposes and Design of the Study

The nature and place of women have long been controversial subjects. There is an increasing impatience with old precepts, and women are being recognized today for their great potential. They are capable of becoming more than mothers and housewives. To develop this long hidden potential they need courage and motivation; also society needs to have a favorable image of women who are able and wish to achieve beyond the realm of the home and the family.

Modern women must become well informed about their inherent potentialities themselves if they are to combat the deleterious effects of certain attitudes and standards promulgated in mass media. Women should remember, too, that they are molding the image that children will have of women, and especially, the image that little girls will have of themselves as women. Because, historically, we are a future-oriented society, each generation expects its children to go ahead, not reproduce the pattern of the past.

Women of today have a choice of a full-time career or career and marriage, or remaining single. They can also control whether or not they want to have children and how many they will have if they choose to have any. Now that research findings have indicated that it is the quality of time that mothers are with children rather than the

quantity, mothers who wish to seek gainful employment are free to do so without a feeling of guilt. The present generation of young college women, teetering on the threshold of adult life, are faced with the challenge of becoming actively involved in what their generation is to become.

In order to gain insights into how college women perceive woman's role, the concepts of the feminine role held by freshman and senior college women students were selected for study. The assumption was made that if differences exist in college women's concept of the feminine role, they would be most evident between freshman and senior class groups because of age differences. The selection of women affiliated with the College of Home Economics and women affiliated with the College of Arts and Sciences was a second dimension. Women students from these two colleges were selected because of the assumed diversity in the two colleges. It is popularly believed that the curriculum of the College of Arts and Sciences has been developed largely from a non-family oriented masculine point of view, whereas the Home Economics curriculum has been developed from a family oriented feminine point of view. It is assumed that the two colleges would attract women students with different needs, interests, and life plans. Young women were selected as the population to be studied because they have reached or will soon reach the point in their lives where serious decisions regarding their feminine social sex roles must be made. At this crucial stage in their development, parents who give counsel, educators responsible for planning and teaching the courses these women will study, and prospective employers need to be aware of how young women perceive the feminine role. Young men, the prospective husbands,

should also know how young women perceive the feminine role. This need to know and understand how young women perceive their adult feminine roles is necessary in order to best advise, instruct, employ, and wed young women. As new patterns of living evolve, women will need help in understanding the complexity of the role assigned them.

One alternative hypothesis of this study is that the feminine role concepts of women affiliated with the College of Home Economics will be more Other-oriented than the feminine role concepts of women identified with the College of Arts and Sciences. A second alternative hypothesis is that the feminine role concepts of senior women will be more Other-oriented than the feminine role concepts of freshman women.

In order to investigate college women's perceptions of the feminine role, a Feminine Role Inventory developed by Fand was selected as the device to be used to explore subjects' overt attitudes toward the feminine role. The inventory rates the attitudes of individuals toward the feminine role on a continuum ranging from an Other-oriented to a Self-oriented concept. Individuals holding Self-oriented concepts are self-assertive, whereas, individuals holding Other-oriented concepts are rewarded through the accomplishments of others--a spouse and/or children.

Following a pretest of the Fand Role Inventory and a biographical data sheet devised by the investigator, appeals were developed explaining the nature of the study and soliciting the participation of the randomly selected subjects. Data were collected over a three week period, during which time mail and telephone contacts were made with the subjects and the instruments were administered in group situations and in some cases to individuals. Because a few of the subjects were

no longer on campus, some declined to participate, and others were off campus on student teaching assignments, the instruments were administered to 173 of the two hundred subjects originally contacted. In preparing the data for analysis, four incomplete instruments of the 173 respondents were rejected, leaving a total of 169 instruments.

The data for the study were processed on a high speed electronic computer. The chi-square test was tried to determine the significance of the difference of selected social-personal characteristics of the population--marital status, home location, own happiness, closer parent, dominant figure in the family, and feminine role expectations of the subjects as well as occupations, education, and marital happiness of subjects' parents. An analysis of the data regarding the social-personal variables of the subjects indicated that distribution of responses was of such nature that the chi-square values could not be considered valid. The frequency distribution was then used to describe the sample population. These data suggest that the kinds of stratifications developed in this section demonstrated control of those variables insofar as the major statistical analyses are concerned.

The Mann-Whitney U test was the technique used to verify the hypotheses tested in the research. The test was selected because the subjects and the data met the theoretical requirements for valid application of the test.

Conclusions

From the analysis of the data the following conclusions relating to the hypotheses are drawn.

Hypotheses related to the college and class groups

First, significant differences did not emerge between groups classified according to college affiliation--Home Economics and Arts Sciences--for Own Self, Average Woman, and Men's Ideal Woman. The research hypotheses are accepted in these cases for the college group. ✓ Differences did emerge regarding concept of the Ideal Woman between the freshman Home Economics and Arts and Sciences groups but not for seniors of the two colleges. The magnitude of the mean and the U of the Ideal Woman concepts of the freshman Home Economics group indicates that this group holds the highest Other-orientation preference. For the freshman group, the alternative hypothesis that concepts of the feminine role held by women studying in the College of Home Economics will be more Other-oriented than concepts of the feminine role held by female students enrolled in the College of Arts and Sciences can be accepted. The research hypothesis is accepted for the concepts of the Ideal Woman for Home Economics and Arts and Sciences senior women.

Second, significant differences emerge between groups classified according to class levels--freshman and senior--for Own Self, for Ideal Woman and for Average Woman but not for Men's Ideal Woman. ✓ In all three cases the magnitude of the means and U's of senior subjects indicate their Other-orientation preferences. //The alternative hypothesis that concepts of the feminine role held by senior women will be more Other-oriented than the feminine role concepts of women in the freshman class can be accepted for Own Self, for the Ideal Woman and for the Average Woman. ✓ The research hypotheses regarding concepts for Men's Ideal Woman is accepted for both senior and freshman women. ✓

Expectations related to the total group

The magnitude of the means of the O-S scores (reported in Chapter IV) was the basis used to accept or refute the expected (agreement-disagreement) response of the subjects to the items on the four inventories. The expectation that the respondents' Own Self concept of the feminine role would be composed of approximately equal agreement with the Other- and Self-oriented items is confirmed. The mean reported in Table I is 2.40.

The findings refute the expectation that the respondents' concept of the Ideal Woman would be less Other-oriented than their Own Self concept of the feminine role. A mean of 3.28, being only slightly greater than 2.40 indicates that the subjects Own Self concept and their concept of the feminine role of the Ideal Woman are similar.

Expectation that the group of college women would attribute greater Other-orientation for the Average Woman than for Themselves or their Ideal Woman is confirmed. The mean reported for this condition is 16.74.

The findings reported support the expectation that the respondents would perceive Men's Ideal Woman as being more Other-oriented than they, their Ideal Woman, and the Average Woman. The mean reported is 18.29.¹ The lack of great variability between the means of the Average Woman and Men's Ideal Woman indicates that the subjects view these concepts in a similar manner.

¹The finding cited here for the total group support the findings reported in the Fand (p. 61) and Steinmann (pp. 61-62) studies.

Explanation of Findings

An explanation of the findings is presented so as to give meaning to the differences and similarities of the feminine role perceptions of the two groups that were studied.

Freshmen, being closer to adolescence than seniors who are older and probably more mature, will hold different concepts of the feminine role because of the age difference, maturity, and life experience.

Research findings indicate that students emerge at the end of their college years with more homogeneous values than when they entered. It may be that the homogeneous values of senior groups result because only the more aggressive and achievement oriented women have remained in college. It appears that female students with strong traditional and less achievement orientations drop out before reaching the senior level. This variability between the less homogeneous freshman and the more homogeneous senior groups helps to explain the differences regarding perceptions of the feminine role.

Freshmen are searching for an identity; seniors are more apt to have found theirs; thus at the senior level Own Self concepts are more realistically the same as the Ideal Self (Ideal Woman). In other words, regarding their physical appearance, innate abilities and intelligence, and personality traits, seniors rather than freshmen are more apt to accept themselves as they really are. Explained in terms of self theory, the disparity between what the freshman would like to be and what the senior has achieved and accepted about herself leaves the senior, who has found her identity, with an Ideal Self that is more equal to Own Self. Ideal Self at the senior level is less

idealistic and more realistic than at the freshman level.

Differences between the freshmen and senior concepts of the Average Woman might be accounted for in that freshmen, having just left their families and home communities, may regard the Average Woman as being like the women in their families and communities. On the other hand, the seniors, having been away from their families and home communities for a longer period of time, may have the acquaintance of women other than those in their families and communities and thus will have a different range of types of women from which to picture the Average Woman.

Because differences regarding Men's Ideal Woman did not emerge for either class or college group it can be assumed that girls, during four years of college, do not change their ideas about what men want women to be or that the variable is obscured and should be restated. The respondents may have reacted to the items on the inventory in terms of their fathers rather than contemporary males. If girls regard fathers as being men and their contemporary males as being boyfriends and husbands, the subjects may have responded differently to the items on the inventory had they been instructed to react to the items in terms of Boy's Ideal Girl. Other intervening elements affecting the subjects' concept of Men's Ideal Woman could be regional culture factors. Oklahoma, a relatively young state, closely related to a pioneer culture and bordered on the South by southern culture, fosters in women strong traditional acceptance of strong men and submissive women as being ideal.

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Implications Regarding Findings

Since the girls' concepts of the feminine role converge in the senior year this makes it appear that the two academic programs are not functioning differently in preparing women for their feminine roles. This would suggest that it really does not matter which program the student follows, her perception of the feminine role will not be influenced by her college program of study.

If the College of Home Economics lays claim to a unique program for women and has as a goal to graduate women holding feminine role concepts that differ from those of women graduating from other colleges, then something different must be done if girls affiliated with the Home Economics program are to have a concept of the feminine role that differs from that of girls affiliated with other colleges. If this is not the goal, then the Home Economics program does not need to be changed. A majority of the girls affiliated with both schools believe that their programs of study are preparing them for their expected feminine roles.

Suggestions for Further Research

Suggestions for further research would involve a follow-up study on the subjects five and ten years hence to see whether or not they have adopted the feminine roles they depicted for themselves. Since a majority of the girls studied indicated plans for future careers, it might be of interest to see just how achievement oriented they really are.

Since the sample of this study is limited to college women on one

campus of the Southwest, it would be of interest to study subjects from other areas of the United States to see if there are regional differences. It is also possible that women studying in colleges that are traditional in their liberal arts orientations will hold a concept of the feminine role that differs from that held by women studying in colleges offering non-traditional liberal arts programs.

Since the sample of this study is limited to one group of college women, it would be interesting to conduct a similar study with different groups of women, such as girls who have dropped out of college after one year on campus, or girls who do not go to college, or working and unemployed women to see if level of education and state of employment influence perceptions of the feminine role.

Because it appears that the sample in this study was drawn from families in which the father was identified in most cases as being the dominant figure in the family, it would be of interest to compare these subjects' feminine role perceptions with a sample of subjects that identify the mother as being the dominant figure. Father centered and mother centered family settings might be influencing factors in the feminine role perceptions of young women.

In addition to investigating the feminine role concepts of women studying in professional and non-professional colleges, it might also add further insights to the realm of knowledge regarding feminine roles to study young women in two or more professional schools (i.e., Home Economics and Education).

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APPENDIX A

DATA COLLECTION INSTRUMENTS

ORAL INSTRUCTIONS FOR ADMINISTRATION OF FAND INVENTORY

You have been invited to offer your cooperation in a study dealing with the role of women. Possibly, you are aware that there is a debate going on concerning women and their roles in society. This contention makes it apparent that effort should be made to clarify how women perceive their roles. The main objective of this study is to find out how the college woman of today perceives woman and her role in society and in her home.

Please state your true opinion. Your time will be wasted and the objectives of the study will not be reached unless you respond according to your true feelings. This is strictly anonymous.

Five different instruments and a pencil are being distributed to you.

First you have a set of four Fand Rating Inventories which contain a number of statements pertinent to a woman's role. Read each statement then decide whether you agree or disagree.

Record your decision in the blank found at the beginning of each statement. You will please note in the instructions given on the instruments that you are to react to the statements as follows:

- 1 strongly agree
- 2 agree
- 3 I don't know
- 4 disagree
- 5 strongly disagree

Please avoid using "I don't know" answers unless you really feel you cannot state your position.

You may start now by responding to the items on the first rating inventory--Form A-- with YOUR OWN OPINIONS. When you have finished the first inventory of 34 statements, please wait for further instructions before going on to the next instrument.

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You may now turn to Form B. On Form B you are asked to put yourselves in the place of YOUR IDEAL WOMAN and take the position toward the various statements which you believe she would take. Are there any questions?

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You may turn to Form C. On Form C you are asked to put yourselves in the place of the AVERAGE WOMAN and take the position toward the various statements which you believe she would take. Are there any questions?

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On the fourth instrument, Form D, you are asked to put yourself in the place of the kind of woman that men in general perceive as the Ideal Woman. Please respond to these statements with the type of woman in mind whom you think most men would marry. Think of what most men in our culture, as you know them, consider to be an IDEAL WOMAN.

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Finally, the fifth part of the study is a biographical data form. It contains a number of questions about your age, your college, your family, etc. Please underline or check the appropriate answers.

.

Thank you for cooperating in the study.

Read each of the statements then decide whether you agree or disagree.

Please react to the statements as follows:

- 1 strongly agree
2 agree
3 I don't know
4 disagree
5 strongly disagree

Record your decision in the blank found at the beginning of each statement.

FAND RATING INVENTORY

Number _____

Form A

Please react to these statements with your true opinion.
 Keep in mind the way you really ARE.

- ___ 1. A husband who insists on being the sole provider will be more ambitious and responsible.
- ___ 2. In my dealings with other people I am frequently oblivious of their personal feelings.
- ___ 3. A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school.
- ___ 4. I would like to create or accomplish something which would be recognized by everybody as valuable and important.
- ___ 5. When with other people I try to act in accordance with what I believe to be their thoughts and feelings.
- ___ 6. I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual.
- ___ 7. It is better for a woman to marry a person far below her ideal than to remain permanently unmarried.
- ___ 8. I sometimes feel that I must do everything myself, that I can accept nothing from others.
- ___ 9. I believe that the personal ambitions of a woman should be subordinated to the family as a group.
- ___ 10. I am not sure that the joys of motherhood make up for the sacrifices.
- ___ 11. I prefer to listen to people talk rather than do most of the talking myself.

- ___12. I argue against people who try to assert their authority over me.
- ___13. Marriage and children should take precedence over everything else in a woman's life.
- ___14. When I am doing something with a group of people I often seem to be drifting into a position of leadership.
- ___15. I am a little too greatly concerned with how I look and what impression I am making on others.
- ___16. I am energetic in the development and expression of my ideas.
- ___17. Unless single, women should not crave personal success but to be satisfied with their husbands' achievements.
- ___18. I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person.
- ___19. It is mostly the responsibility of the woman to make a success of her marriage.
- ___20. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother.
- ___21. The greatest contribution a wife can make to her husband's progress is her constant watchful encouragement.
- ___22. It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than are men.
- ___23. I am capable of putting myself in the background and working with zest for a person I admire.
- ___24. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's.
- ___25. I will have achieved the main goal of my life if I rear normal, well adjusted children.
- ___26. I am more concerned with my personal development than I am with approval of other people.
- ___27. I would make more concessions to my husband's wishes than I would expect him to make to mine.
- ___28. One attains one's greatest satisfactions in life through one's own efforts.
- ___29. I would like to marry a man whom I could really look up to.

- ___30. I believe that a capable woman has the duty to be active in a field of endeavor outside the home.
- ___31. It is a matter of common observation that the women who are less attractive to men are the ones who are most ambitious in their careers.
- ___32. Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes.
- ___33. I believe a woman's place is in the home.
- ___34. I would rather be famous, admired and popular throughout the nation than have the constant affection and devotion of just one man.

Read each of the statements then decide whether you agree or disagree

Please react to the statements as follows:

- 1 strongly agree
2 agree
3 I don't know
4 disagree
5 strongly disagree

Record your decision in the blank found at the beginning of each statement.

Number _____

Form B

Please react to these statements the way you believe an ideal woman would. Think of your concept of an ideal woman, which does not have to coincide with the stereotype ideal woman as defined by our culture.

- ___ 39. I am a little too greatly concerned with how I look and what impression I am making on others.
- ___ 40. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's.
- ___ 41. I believe a woman's place is in the home.
- ___ 42. I am not sure that the joys of motherhood make up for the sacrifices.
- ___ 43. The greatest contribution a wife can make to her husband's progress is her constant and watchful encouragement.
- ___ 44. I believe that a capable woman has the duty to be active in a field of endeavor outside the home.
- ___ 45. I will have achieved the main goal of my life if I rear normal, well adjusted children
- ___ 46. I argue against people who try to assert their authority over me.
- ___ 47. Unless single, women should not crave personal success but to be satisfied with their husbands' achievements.
- ___ 48. It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than are men.
- ___ 49. I am capable of putting myself in the background and working with zest for a person I admire.

- ___50. I would like to create or accomplish something which would be recognized by everybody as valuable and important.
- ___51. It is mostly the responsibility of the woman to make a success of her marriage.
- ___52. I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual.
- ___53. When with other people I try to act in accordance with what I believe to be their thoughts and feelings.
- ___54. I sometimes feel that I must do everything myself, that I can accept nothing from others.
- ___55. It is better for a woman to marry a person far below her ideal than to remain permanently unmarried.
- ___56. I am energetic in the development and expression of my ideas.
- ___57. I believe that the personal ambitions of a woman should be subordinated to the family as a group.
- ___58. When I am doing something with a group of people I often seem to be drifting into a position of leadership.
- ___59. I prefer to listen to people talk rather than do most of the talking myself.
- ___60. Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes.
- ___61. I would make more concessions to my husband's wishes than I would expect him to make to mine.
- ___62. One attains one's greatest satisfactions in life through one's own efforts.
- ___63. Marriage and children should take precedence over everything else in a woman's life.
- ___64. In my dealings with other people I am frequently oblivious of their personal feelings.
- ___65. I would like to marry a man whom I could really look up to.
- ___66. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother.
- ___67. It is a matter of common observation that the women who are less attractive to men are the ones who are most ambitious in their careers.

- ___ 68. I would rather be famous, admired and popular throughout the nation than have the constant affection and devotion of just one man.
- ___ 69. A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school.
- ___ 70. I am more concerned with my personal development than I am with approval of other people.
- ___ 71. A husband who insists on being the sole provider will be more ambitious and responsible.
- ___ 72. I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person.

Read each of the statements then decide whether you agree or disagree.

Please react to the statements as follows:

- 1 strongly agree
2 agree
3 I don't know
4 disagree
5 strongly disagree

Record your decision in the blank found at the beginning of each statement.

Number _____

Form C

Now, would you please react to these statements the way you believe "the average woman" would. Think of how women are alike as a rule.

- ___76. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother.
- ___77. It is better for a woman to marry a person far below her ideal than to remain permanently unmarried.
- ___78. I believe that a capable woman has the duty to be active in a field of endeavor outside the home.
- ___79. I believe that the personal ambitions of a woman should be subordinated to the family as a group.
- ___80. I argue against people who try to assert their authority over me.
- ___81. The greatest contribution a wife can make to her husband's progress is her constant and watchful encouragement.
- ___82. I am not sure that the joys of motherhood make up for the sacrifices.
- ___83. I am a little too greatly concerned with how I look and what impression I am making on others.
- ___84. I am energetic in the development and expression of my ideas.
- ___85. I will have achieved the main goal of my life if I rear normal, well adjusted children.
- ___86. Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes.
- ___87. A husband who insists on being the sole provider will be more ambitious and responsible.

Form C

- ___88. In my dealings with other people I am frequently oblivious of their personal feelings.
- ___89. A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school.
- ___90. I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person.
- ___91. I believe a woman's place is in the home.
- ___92. I sometimes feel that I must do everything myself, that I can accept nothing from others.
- ___93. I am capable of putting myself in the background and working with zest for a person I admire.
- ___94. It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than are men.
- ___95. It is mostly the responsibility of the women to make a success of her marriage.
- ___96. I am more concerned with my personal development than I am with approval of other people.
- ___97. When with other people I try to act in accordance with what I believe to be their thoughts and feelings.
- ___98. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's.
- ___99. Marriage and children should take precedence over everything else in a woman's life.
- ___100. One attains one's greatest satisfactions in life through one's own efforts.
- ___101. I would like to marry a man whom I could really look up to.
- ___102. When I am doing something with a group of people I often seem to be drifting into a position of leadership.
- ___103. I prefer to listen to people talk rather than do most of the talking myself.
- ___104. I would rather be famous, admired and popular throughout the nation than have the constant affection and devotion of just one man.
- ___105. I would make more concessions to my husband's wishes than I would expect him to make to mine.

- ___106. I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual.
- ___107. It is a matter of common observation that the women who are less attractive to men are the ones who are most ambitious in their careers.
- ___108. I would like to create or accomplish something which would be recognized by everybody as valuable and important.
- ___109. Unless single, women should not crave personal success but to be satisfied with their husbands' achievements.

Read each of the statements then decide whether you agree or disagree.

Please react to the statements as follows:

- 1 strongly agree
2 agree
3 I don't know
4 disagree
5 strongly disagree

Record your decision in the blank found at the beginning of each statement.

Number _____

Form D

This time, please respond to these statements with the type of woman in mind whom you think most men would marry. Take the position you believe an ideal woman, as men would conceive of her, would take.

- __114. I am energetic in the development and expression of my ideas.
- __115. When with other people I try to act in accordance with what I believe to be their thoughts and feelings.
- __116. I sometimes feel that I must do everything myself, that I can accept nothing from others.
- __117. I am capable of putting myself in the background and working with zest for a person I admire.
- __118. One attains one's greatest satisfactions in life through one's own efforts.
- __119. Unless single, women should not crave personal success but to be satisfied with their husbands' achievements.
- __120. It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than are men.
- __121. The greatest contribution a wife can make to her husband's progress is her constant and watchful encouragement.
- __122. I am more concerned with my personal development than I am with approval of other people.
- __123. I will have achieved the main goal of my life if I rear normal, well adjusted children.
- __124. I am not sure the joys of motherhood make up for the sacrifices.

125. I would make more concessions to my husband's wishes than I would expect him to make to mine.
126. I believe that a capable woman has the duty to be active in a field of endeavor outside the home.
127. A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school.
128. When I am doing something with a group of people I often seem to be drifting into a position of leadership.
129. I would like to marry a man whom I could really look up to.
130. Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes.
131. I believe a woman's place is in the home.
132. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother.
133. It is mostly the responsibility of the woman to make a success of her marriage.
134. I would rather be famous, admired and popular throughout the nation than have the constant affection and devotion of just one man.
135. A husband who insists on being the sole provider will be more ambitious and responsible.
136. In my dealings with other people I am frequently oblivious of their personal feelings.
137. It is a matter of common observation that the women who are less attractive to men are the ones who are most ambitious in their careers.
138. I argue against people who try to assert their authority over me.
139. I believe that the personal ambitions of a woman should be subordinated to the family as a group.
140. I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person.
141. I prefer to listen to people talk rather than do most of the talking myself.
142. I would like to create or accomplish something which would be recognized by everybody as valuable and important.

Form D

- ___143. It is better for a woman to marry a person far below her ideal than to remain permanently unmarried.
- ___144. I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual.
- ___145. Marriage and children should take precedence over everything else in a woman's life.
- ___146. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's.
- ___147. I am a little too greatly concerned with how I look and what impression I am making on others.

PERSONAL DATA FORM

Where alternative responses are given, please underline the appropriate one.

Age _____

Marital Status: Single Married Widowed Divorced

Race: White Nonwhite

Class: Freshman Sophomore Junior Senior

College: Arts and Sciences Home Economics Other

Home Community: (Check answer which best describes where you have spent the major portion of your life.)

_____ rural farm

_____ rural non-farm (small community under 2,500)

_____ small city

_____ central city (population 50,000 or more)

_____ urban fringe (suburb of central city)

Highest level of education attained by: Father _____

Mother _____

Occupation of father (specify e.g. postman, salesman, grocer, farmer, etc.)

Occupation of mother if employed (specify e.g. secretary, teacher, etc.)

Would you consider your parent's marriage to be::

Very Happy Happy Average Unhappy Very Unhappy

Do you evaluate your life as: Happy Average Unhappy

Number of brothers _____ Number of sisters _____

What position do you occupy in your family? (e.g. first born, second born, third born, etc.)

Do you feel closer to your father or to your mother? ___Father ___Mother

Would you say that the dominant figure in your family is your father

or your mother? ___Father ___Mother

With regard to your expected adult sex role, what do you perceive your future role to be:

___Career girl only ___Homemaker only ___Both career girl and
homemaker

If both (check the statement which describes how you feel)

___1. My role as a career girl will be major and my role
as a homemaker will be minor.

___2. My role as a homemaker will be major and my role as
a career girl will be minor.

___3. Both roles will have equal importance.

Do you see that your field of study is preparing you for the major

role you identified above? ___Yes ___No

Women are a Wonder

WHAT IS YOUR CONCEPT OF THE ROLE OF WOMEN?



You...

ARE UNIQUE. YOU HAVE BEEN SELECTED TO PARTICIPATE IN A STUDY OF THE COLLEGE STUDENT'S CONCEPT OF THE FEMININE ROLE

You...

AS A WOMAN, ARE THE SUBJECT OF A DEBATE ABOUT WOMEN...WHERE THEY BELONG, WHAT TYPE OF EDUCATION THEY SHOULD RECEIVE AND WHAT THEY SHOULD DO WITH IT. DECISIONS REGARDING THE KIND OF EDUCATION WOMEN NEED SHOULD BE BASED, IN PART, ON HOW YOUNG WOMEN PERCEIVE THE ADULT FEMALE ROLE. YOUR PARTICIPATION IS A "MUST" FOR THE STUDY TO BE SUCCESSFUL AND MEANINGFUL.

You...

ARE REQUESTED TO PARTICIPATE IN A STUDY OF COLLEGE WOMEN'S PERCEPTIONS OF THE FEMALE ADULT ROLE ON EITHER OF THE FOLLOWING DATES:

THURSDAY, MARCH 31, AT 4:30 PM IN ROOM 208 HEW
TUESDAY, APRIL 5, AT 3:30 PM IN ROOM 208 HEW
WEDNESDAY, APRIL 6, AT 4:00 PM IN ROOM 208 HEW

YOU WILL BE ASKED TO REACT TO SOME QUESTIONS CONCERNING THE ROLE OF WOMEN. THE SESSION WILL TAKE APPROXIMATELY ONE HOUR.

You...

CAN INDICATE YOUR WILLINGNESS TO PARTICIPATE BY FILLING OUT THE ATTACHED FORM AND RETURNING IT TO ME IMMEDIATELY IN THE ENCLOSED ENVELOPE.

IT IS IMPORTANT TO THE SUCCESS OF THE STUDY THAT ALL THOSE SELECTED PARTICIPATE OR THE STUDY FAILS. WILL YOU HELP THE STUDY SUCCEED BY PARTICIPATING?

MISS BEATRICE KALKA
HOME ECONOMICS WEST 211

FEMININE ROLE STUDY

I plan to participate in the study on

Thursday, March 31, at 4:30 P.M. _____

Tuesday, April 5, at 3:30 P.M. _____ (check one)

Wednesday, April 6, at 4:30 P.M. _____

in Room 208 Home Economics West.

NAME _____

ADDRESS _____

Your cooperation will be appreciated more than "THANK YOU" can convey.

NUMBER 1

FEMININE ROLE STUDY

REMINDER

Because you were unable to be present to participate in the study of the college women's concept of the feminine role on March 31, this is to tell you that you will have a second opportunity to participate in the study on Tuesday, April 5, at 3:30 P.M. in Room 208 HEW or on Wednesday, April 6, at 4:00 P.M. in Room 208 HEW.

REMEMBER

To insure success of the study, it is important that all who were selected participate. Will you help me out by participating?

Miss Beatrice Kalka
Home Economics West 211

NUMBER 2

"WHAT WOULD YOU DO?"

WHAT WOULD YOU DO.....if you knew that of all the women on campus you are one of the rare ones? You are one of a sample of OSU coeds selected to participate in a study of college women's perceptions of the adult female role.

WHAT WOULD YOU DO.....if you knew that your participation is a "must" for the study to be successful and meaningful?

WHAT WOULD YOU DO.....if you knew that you will have another opportunity to participate in the feminine role study on any one of the following dates and hours?

<u>Mon. April 11</u>	<u>Wed. April 13</u>	<u>Thurs. April 14</u>
1 P.M.	1 P.M.	1 P.M.
2 P.M.	2 P.M.	2 P.M.
3 P.M.	3 P.M.	3 P.M.
4 P.M.	4 P.M.	4 P.M.

Room 201 Home Economics West

WOULD YOU HELP THE STUDY SUCCEED BY PARTICIPATING?

Miss Beatrice Kalka

SCHEDULE FOR CONTACTING SUBJECTS AND
ADMINISTERING THE INSTRUMENTS

March 25---Mail "Women are A Wonder" appeal with an attached form that is to be returned to the investigator in an enclosed envelope. Returned form indicates subjects' willingness to participate in study

March 31---Administer instruments first time

March 31---Mail reminders to subjects who have not responded to first appeal

April 5---Administer instruments a second time

April 6---Administer instruments a third time

April 6---Mail "What Would You Do" appeal to subjects who have not responded

April 11---Schedule four time periods for administering the instrument

April 12---Make personal telephone appeal to subjects who have not responded to previous appeals and reminders

April 13---Schedule four time periods for administering the instruments

April 14---Schedule four time periods for administering the instruments

THE SCORING SYSTEM

Four different scores were calculated for each individual woman from the four parts of the test: One for her Own Self, one for her Ideal Woman, one for her concept of the Average Woman, and one for her concept of Men's Ideal Woman. Each score was obtained as follows:

Response	Weighted Value
Strongly agree	4
Agree	3
I don't know	2
Disagree	1
Strongly disagree	0

The weighted values of all the responses to Other oriented items were added together and likewise the weighted value of all the responses to Self oriented items. Then the sum of the responses to Self oriented items was subtracted from the sum of responses to Other oriented items.

This O-S score obtained on the Own Self (the part of the test where the subjects were invited to express their own opinions) was taken to indicate the individual's attitude toward the feminine sex role on the continuum comprised between Other and Self orientation.

If the individual's O-S score was a positive number, it was an indication of the fact that her agreement with Other-oriented statements exceeded her agreement with Self-oriented statements. Thus her score would place her on the continuum somewhere between the zero point and the extreme of Other-orientedness, depending on how high her score was, that is, on how great the difference between her Other-oriented and Self-oriented tendencies. Conversely, if the individual's O-S score was a negative number, it indicated that her agreement with Self-oriented items exceeded her agreement with Other-oriented items, and she would be placed on the continuum somewhere between the zero point and the extreme of Self-orientedness.

The O-S scores obtained by the individual under the other three conditions were considered correlates of the O-S score on the Own Self; the difference between the score on the Own Self and the Ideal Self, the Average Woman and Man's Ideal Woman was used as an index of the feelings of personal adequacy and of relatedness with the world of other men and women.¹

¹Fand, p. 40.

APPENDIX B

O-S SCORES FOR FRESHMAN AND SENIOR WOMEN STUDYING IN THE
COLLEGES OF ARTS AND SCIENCES AND HOME ECONOMICS

TABLE VIII

O-S SCORES FOR FRESHMAN AND SENIOR WOMEN STUDYING IN THE
COLLEGES OF ARTS AND SCIENCES AND HOME ECONOMICS

Group	Form A	Form B	Form C	Form D
	Own Self	Ideal Woman	Average Woman	Men's Ideal Woman
Freshman Arts and Sciences (N = 43)	-1	-3	19	32
	-14	-18	24	28
	7	-5	-3	24
	8	8	20	-7
	13	-6	13	18
	-1	-8	14	16
	-6	-20	7	32
	1	-0	15	28
	-2	5	29	27
	-17	1	7	6
	9	19	18	18
	-1	2	5	14
	-14	-14	12	26
	3	2	10	16
	-12	-19	30	25
	-7	-20	37	22
	-7	-5	3	15
	-4	-11	29	29
	-12	-21	7	12
	4	2	30	9
	2	-4	8	8
	-17	-23	-16	40
	-0	-6	8	10
	3	-8	9	27
	-17	3	-11	23
	6	-0	7	10
	-7	-2	20	12
	-19	-18	10	24
	-6	-4	16	5
	1	-1	13	11
	14	23	23	15
	-1	-14	8	8
	14	1	26	2
	2	-8	14	17
	4	6	17	12
	8	1	-1	7
	9	2	16	14
	-1	6	33	32
	-2	8	15	22
	8	17	17	4
	-10	-21	12	19
	8	-1	18	28

TABLE VIII (Continued)

Group	Form A Own Self	Form B Ideal Woman	Form C Average Woman	Form D Men's Ideal Woman
Freshman Arts and Sciences (N = 43)	4	11	-0	7
Senior Arts and Sciences (N = 31)	-12	-6	25	13
	3	-13	2	20
	2	5	35	17
	-8	11	21	23
	17	23	32	31
	3	-20	13	19
	10	21	38	23
	3	-5	14	41
	-0	11	20	15
	18	23	11	-7
	-6	-9	16	15
	14	10	23	19
	-10	-4	22	15
	-15	-9	14	10
	12	15	20	28
	24	22	45	-28
	8	11	20	33
	9	9	15	22
	19	9	20	6
	8	8	24	2
	19	3	25	12
	9	12	18	9
	18	20	31	25
	5	7	21	32
	26	19	29	42
	-11	-5	4	36
	31	24	25	23
	14	-5	26	36
	11	6	26	22
	26	33	23	-2
	-2	-2	11	11
Freshman Home Economics (N = 48)	-15	-19	-3	34
	-0	1	23	37
	-15	-6	14	17
	2	6	14	1
	-3	18	35	6
	6	13	16	18
	4	5	10	12
	11	12	2	15
	12	8	18	30

TABLE VIII (Continued)

Group	Form A Own Self	Form B Ideal Woman	Form C Average Woman	Form D Men's Ideal Woman
Freshman Home				
Economics (N = 48)	-2	-7	6	25
	5	13	12	4
	-11	3	10	15
	2	9	8	1
	-9	-10	13	20
	9	11	29	37
	2	9	10	16
	-13	-15	10	18
	2	2	21	8
	3	1	6	3
	-14	8	1	14
	-8	-8	13	14
	-6	-8	10	7
	6	10	24	28
	3	18	1	-20
	-9	-3	4	21
	-7	-1	36	35
	-0	-0	26	31
	-12	-12	16	20
	10	10	18	23
	14	8	-2	-3
	-24	-13	5	19
	-13	-9	-9	23
	-2	14	17	12
	-2	29	-10	-8
	11	14	26	22
	-2	-11	2	17
	-7	-4	11	16
	-12	-13	18	21
	11	-6	22	23
	6	5	2	15
	16	7	17	17
	-7	-10	10	17
	26	-10	28	26
	-8	17	16	4
	-4	7	2	29
	-0	18	33	34
	8	10	-2	18
	2	-1	2	9
Senior Home				
Economics (N = 47)	-15	3	32	21
	30	26	32	38
	24	12	32	21
	28	30	31	44

TABLE VIII (Continued)

Group	Form A Own Self	Form B Ideal Woman	Form C Average Woman	Form D Men's Ideal Woman
Senior Home				
Economics (N = 47)	-0	8	24	20
	-8	-6	23	28
	-12	-19	2	36
	7	2	-3	43
	-1	-5	39	31
	5	10	18	13
	-2	3	34	22
	-0	1	-2	9
	7	34	32	12
	-6	-7	3	18
	-0	-7	25	25
	-2	10	29	-5
	5	-4	26	19
	-10	3	-6	12
	11	20	9	27
	10	10	36	41
	31	12	35	35
	-1	-6	6	27
	-0	-10	33	21
	17	11	24	20
	-9	14	35	35
	-1	-1	8	31
	1	-10	23	29
	14	17	16	28
	9	25	25	19
	9	4	21	23
	-0	12	5	4
	10	20	31	12
	22	21	31	11
	11	-1	8	25
	11	17	30	12
	-0	9	11	17
	-0	4	13	-1
	10	13	19	-1
	16	21	21	22
	22	14	33	10
	-4	-9	14	22
	-8	2	17	18
	-1	-2	32	17
	5	5	4	6
	3	5	12	19
	1	22	26	11
	7	21	33	33

VITA

Beatrice Sybol Kalka

Candidate for the Degree of
Doctor of Education

Thesis: A COMPARATIVE STUDY OF FEMININE ROLE CONCEPTS OF A SELECTED GROUP OF COLLEGE WOMEN.

Major Field: Higher Education

Biographical:

Personal Data: Born near McLean, Texas, the daughter of Louis A. and Mina Waldrop Kalka.

Education: Attended elementary school near McLean, Texas; graduated McLean High School, McLean, Texas; received the Bachelor of Science degree from West Texas State College, Canyon, Texas in May, 1945; received the Master of Science degree from the University of Tennessee, Knoxville, Tennessee, with a major in Textiles and Clothing, in August, 1957; attended the Pennsylvania State University part-time 1958-60; attended Oklahoma State University part-time 1961-67; completed requirements for the Doctor of Education degree in May, 1967.

Professional experience: Taught Vocational Home Economics, Quail Rural High School, Quail, Texas, 1945-48; taught Vocational Home Economics, Stratford High School, Stratford, Texas 1948-51; taught Home Economics, Wiesbaden American Dependents High School, Wiesbaden, Germany, 1951-53; taught Vocational Home Economics, Borger Senior High School, Borger, Texas 1953-54; taught Home Economics, Northampton High School, Northampton, Massachusetts, 1954-56; served as Graduate Assistant, the Department of Clothing and Textiles, College of Home Economics, University of Tennessee 1956-57; taught Home Economics, Holston Hills High School, Knoxville, Tennessee 1957-58; served as Instructor of Textiles and Clothing, Pennsylvania State University, University Park, Pennsylvania; 1958-60; served as Assistant Professor of Clothing and Textiles, Department of Home Economics, Wayne State University, Detroit, Michigan, 1960-61; and served as Assistant Professor, Department of Clothing, Textiles, and Merchandising, Oklahoma State University, 1961-67.

Professional organizations: American Home Economics Association, Oklahoma Home Economics Association, American Association of University Professors, Phi Upsilon Omicron.