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THE RELATIONSHIP OF PERCEPTIONS OF SEX ROLES AND OCCUPATIONAL CHOICE AMONG WOMEN

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

DIANE L. GOLTZ

Norman, Oklahoma

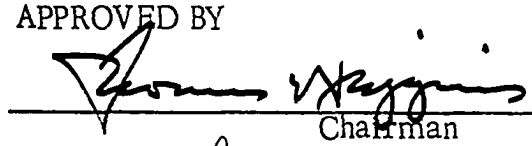
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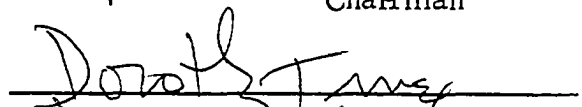
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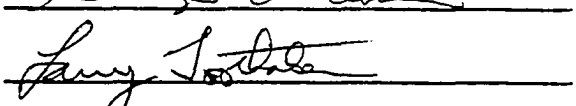
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Finally, it was through the love, understanding and support of my family and many friends that I was able to move forward with the research reported in this study.

DEDICATION

I dedicate these pages to my parents, Lewis and Bernice, to my family members, Rosalind, Susan, Earl, Madeline Helene, my grandmother, Flora, to Josephine and Calvin, for the patience, understanding, and confidence necessary for making the long journey possible and worthwhile.

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CHAPTER I

INTRODUCTION

Currently, there is much interest in and concern about women's educational and occupational choice. Women's talents are underutilized and often repressed by our society. Women in occupations of high regard and reward, such as the professions, are generally found at their lowest levels (Epstein, 1971). By 1970, women comprised thirty-eight percent of all workers, yet in many of the more than four hundred job categories women were almost totally absent (Angrist & Almquist, 1975, P. 13). Approximately two thirds of female professionals are teachers, nurses, librarians,and dieticians, occupations in which females are dominant. Even though female enrollment in law schools and medical schools increased between 1960 and 1970, women still comprise only five percent of the lawyers and nine percent of the physicians, but they make up seventy one percent of the elementary and secondary teachers (U.S. Bureau of Census, 1973). Over eighty percent of the female professional and technical workers are clustered in five occupations which are overwhelmingly female dominated occupations (Angrist & Almquist, 1975).

Women are far more concentrated into a limited list of occupations than are men. Half of women workers are in only twenty one occupations, while sixty five of the largest occupational groups encompass half of the male labor force. In 1965, more than one fifth of all employed women graduates were employed as service workers, including domestic work, factory workers, and sales or clerical workers (U. S. Department of Labor, Womens Bureau 1966).

A large portion of the intellectual talent in our country has been lost as a result of cultural patterns. Superior intelligence is limited, and the demand for it in society is great. The Report of the President's Commission on National Goals (1960) stated that the fullest development of all individuals is hindered by underestimating the potential of women (Killian, 1965).

Only a small percentage of women in the work force become part of the American professional elite or rise to positions of prestige. Traditionally, the fields of medicine and law have been prestigious professional fields for men, whereas there have been and are relatively fewer women lawyers or physicians. In recent years, women as well as men have been applying for admission to law schools and medical schools in record numbers. However, in recent decades, women have represented only four to five percent of all lawyers in the United

States. Surveys of the status of women lawyers have indicated that, as in many other spheres of employment, they occupy less prestigious and lower paid positions than men (Epstein, 1971; White, 1971).

Women have represented a considerably smaller proportion of physicians in the United States than in most other industrial countries. It is chiefly in the fields of medicine and dentistry that women form a larger proportion of those employed in some of the Western European countries than in the United States. The reasons for this have not been extensively studied, but the Carnegie Commission (1973) states that the shorter period of training typically required in Europe before an individual receives the M. D. or its equivalent is almost certainly a factor.

Women lawyers have decreased from ten percent of the profession in 1910 to five percent in 1970. Women now form 6. 8 percent of the medical profession. This is an all time high but not a striking increase over the 6. 1 percent of ten years before. In 1910, women constituted six percent of the profession (American Bar Association, 1972; Trebilcock, 1972).

Despite important gains in the scope of women's social and political rights, the fact is apparent that there have been few

extensions of sex-linked boundaries in the prestigious, male-dominated professions. There is, therefore, a need to identify the processes which act to limit women's participation and achievement within these professions (Freeman, 1975).

BACKGROUND OF THE PROBLEM

Despite the trend since World War II for more American women to be employed outside the home, social critics continue to express concern over the distribution of women's participation in the labor force. Concern is expressed not only about the narrow range of women's occupational choices but also about the quality of their commitment to vocations, and the manner in which they are attempting to integrate modern work roles with more traditional roles (Myrdal & Klein, 1956; Friedan, 1963; DeBeauvoir, 1968).

The careers of males and females have traditionally been analyzed from different conceptual frameworks in relation to sex differences in career choices and development. Males are generally viewed as having the function of status-placement for the family, choosing careers in terms of social mobility for the entire family (Parsons, 1959). Women do not have the function of status placement for their families; their choices tend to be analyzed in terms of their personal identities and familiar relationships (Lidz, 1968).

Epstein (1970) states that values, ideology, and images form much of the context in which the socialization processes shape occupational choice. From their surroundings children develop a set of expectations about themselves that become an important part of their self-images. From the predominant value system, they learn what to accept and reject and what are acceptable occupational patterns. They are taught to define certain work as essential and of high value and other work as of low value. Depending on their social class, race and sex, specific types of work are encouraged, accepted, or tabooed. This early conditioning is paramount in later occupational decision-making.

Socialization literature views the pressures on women as primarily unidimensional. Girls are seen as being consistently rewarded and reinforced for feminine behavior and consistently discouraged from or punished for inappropriate sex role behavior. Eventually they learn and internalize the feminine role (Mussen, 1969). Even though the pressures on women to conform to the feminine roles are great, it is evident that women still become socialized in an ambivalent fashion. For, while girls are rewarded for some types of masculine behavior,

girls are also rewarded for typical feminine behavior. Although she may be regarded as too aggressive, she is also admired for her accomplishments. Socialization theory applied to women appears neither totally effective nor totally consistent, indicating that the effectiveness of the socialization process has been overestimated in this sphere.

Astin (1969) states that vocational behavior represents a developmental process. This process begins early in life and progresses through distinct stages, each of which is characterized by unique developmental tasks (Ginzberg, et al., 1951; Super, 1957). Most theorists agree that a person makes vocational decisions that are congruent with her/his self concept and personal orientation (Super, 1970; Roe, 1956; Holland, 1966).

Sabrin (1954) postulated that roles are learned, not genetically determined. Based upon this assumption, stereotypes of divergent male-female roles, having been learned, can be altered or unlearned. As it is evident that women can play a valuable role in any vocation, information pertaining to factors which distinguish between women of various occupational choices, such as traditional vs. nontraditional career orientations, is relevant.

STATEMENT OF THE PROBLEM

The problem of this study was: What is the relationship of the women in the four occupation groups of law, medicine, education, and homemaking to selected characteristics hypothesized as being contributors to group membership?

The general research hypothesis was that women's membership in the four groups: law, medicine, education, and homemaking was related to perceptions of sex role, personality characteristics, and idiographic information, and that the variables would, in varying degrees, discriminate between the four groups.

HYPOTHESES

Hol: Individuals can be correctly classified on the basis of the variables considered individually.

Ho 2: There is a weighted combination of variables which will provide a classification system to separate the subjects into the four occupational groups.

Ho3: There is a weighted combination of variables which will provide a classification system to separate the subjects into two groups of a traditional occupational group and a nontraditional occupational group.

LIMITATIONS OF THE STUDY

This study was limited by the assumption that the subjects composing the four subsamples have been exposed to similar traditional feminine role demands and expectations during their lives. It was further assumed that the feminine role expectations and demands which have influenced these women are similar. Prevalent role demands and expectations held for the female by our society were identified by research and were accepted as constants. These assumptions allowed the investigator to study role enactment in terms of personality and attitudinal factors.

The assumption was made that the personality characteristics manifested by subjects at the time of this investigation were present prior to their entering specific preparation for their chosen occupation, i.e., that personality characteristics have not been modified as a result of identification with new reference groups. This assumption was based upon research that has indicated increased stability in the personality of the individual as a function of age (McKenzie, 1971).

Each of the four subsamples was drawn from the midwest portion of the United States. The four subsamples were matched for age, race, and institution of higher education.

CHAPTER II

REVIEW OF THE LITERATURE

Socialization of Sex Roles in Childhood

Although the appropriate sex role of an individual is defined by the culture in which one lives, a somewhat unique situation exists in the United States. Brown (1965) states that "one of the most significant psychosocial developments of contemporary American society appears to be the relatively fluid state of the sex role" (p. 232). Komarosky (1953) recognized the state of sex roles and stated, "Although significant changes have occurred in traditional conceptions of both the male and female sex roles, profound changes in the role of women have taken place during the twentieth century" (p. 184). Kalka (1967) said that "uncertainty and confusion concerning sex role is an indication that society is open for a new concept of woman and her role" (p. 6).

In the society of the United States there are certain differences to be observed in the personality characteristics of the two sexes. A research report by Barry, Bacon, and Child (1957) surveyed certain aspects of socialization in 110 cultures. It was found that in the American childhood there is greater pressure toward obedience, nurturance, and responsibility among girls, and toward self-reliance, achievement, and striving among boys.

Sex role socialization begins in early childhood and continues as one of the most dominant learning experiences for the young child. Research indicates that sex role identification and sex role expectations are learned by the time a child reaches kindergarten age (Sears, 1965). Kohlberg (1966) bases his model on Piaget's theory of cognitive development. His research indicates that children develop a conception of themselves as having an unchangeable sexual identity at the same age and through the same processes that they develop conceptions of the invariable identity of physical objects. Once a child realizes that she/he is female or male, she/he begins to seek and value those behaviors and objects associated with gender identity. Thus the process of forming a constant gender identity is not a unique process determined by instinctual wishes and identifications, but a part of the general process of conceptual growth. Research (Hartup and Moore, 1963; Ross, 1971) shows that behavior conforming to sex role stereotypes appears in most children by age three.

Reviews by Maccoby (1966) and Becker (1964) and specific research reports by Brown (1956); Heilbrun (1958); Lynn (1959); and Tiller (1958) suggest that children generally prefer association with their same sex parent, like them better, and are more influenced by them, indicating a strong motive by modeling the same sex parent. A correspondence between liking for parents

and the assumption of sex role manifestations has also received empirical support. There is further general agreement in the literature that appropriate sex role behaviors and personal adjustment are positively related (Cava and Raush, 1952; Lazowik, 1955; and Payne and Mussen, 1956). Still other investigations call attention to the different behavioral manifestations associated with different levels of sex role learning (Lansky, 1964).

In status, boys are more highly valued than girls, and, in personality differences, boys are viewed as active and achieving while girls are viewed as passive and emotional (Heilbrun, 1958). A girl's opportunity for developing creative or intellectual success is inhibited by training she receives for a dependent passive role. Maccoby (1974) found that the excessive dependency encouraged in girls contributes to the decline in their achievement which becomes apparent as they grow older.

Picture books play an important part in early sex role socialization and are one of the most revealing statements about a society's attitudes and values. It is through picture books that children learn about the world outside of their immediate environment. Children learn what other boys and girls do and say and feel; they learn about what is right and wrong; they learn what is expected of children their age. In addition books provide children

with role models and pereptuate the fundamental values and myths. Weitzman, Eifler, Hokada, and Ross (1972) conducted a study on sex role socialization in picture books. They found that women were shown as only working in the home. In the books girls and women are shown as dull and stereotyped. Most of the women in the books have status because of their relationship to specific men. They are depicted as wives of kings, judges, adventurers, or explorers. Most childrens' books never suggest that a girl might find fulfillment in intellectual pursuits outside the home. Women are generally excluded from sports, science, and politics.

Sex Role Socialization of Women

Sex roles, as particular instances of social behavior, must conform in general to cultural pressures influencing the society. As social roles, patterns of expected behaviors reinforced by socially instituted rewards and penalties, sex roles have been traditionally considered among the most basic (Brown, 1965). They are highly generalized roles which determine and limit the other roles an individual might pursue.

Many roles are recognized within society; however, literature has increasingly placed emphasis upon the sex role (Theodore, 1971; Astin, Suniewick, and Dweck, 1971).

Although frequently treated synonymously, the anatomical sex of an individual is not to be equated with the sex role. Where the former is biologically determined, the latter is acquired through learning within the socialization process.

A basic principal of social psychology is that the sex role or sex appropriate behavior characteristic of a particular sex is learned within the social setting and that the appropriateness of this behavior is related to unique social and cultural norms (Barry, Bacon, & Child, 1957). If the older generation were not available as sex role models, sex differences in role would probably be virtually absent in the childhood of the younger generation (Barry, Bacon & Child, 1957). Although the suggestion that observed psychological differences of sex may be due to difference in environment or learning is no longer met with universal derision within our society, there remains a tendency to discuss concepts of masculinity and femininity in terms of absolutes. The sex role or sex appropriate behavior of an individual has frequently been equated with some innate or genetically determined predisposition to respond in a particular manner. According to Lidz (1968), characteristics ascribed to men and women in different societies vary so much that they can have little physiological basis.

Mead's work (1953) has done much to dispel the notion of innate determinants of sex appropriate behavior. Mead describes a culture in which the feminine pattern or role is shared equally by both sexes, a culture in which the feminine pattern is adopted by males and the masculine pattern by females, and a culture in which the masculine pattern is shared. Such differences in sex roles or patterns of behavior suggest that any concept of appropriate sex behavior is idiosyncratic to the culture in which it is found.

Heide (1965) writes that the United States is an achievement-oriented society. Social status and role are ascribed by race, color, creed, national origin and by sex, the most fundamental subgrouping. This division of labor, status, role,and opportunity by sex is of questionable value now and has been throughout the ages. The socialization of girls includes exposure to achievement values but reinforcement of nonachievement behavior. Epstein (1971) states that women learn early that most professional jobs are men's jobs and do not think about the possibility that a woman might decide to take one of them. Epstein (1970) goes on to say that because of their socialization girls tend to accept the definitions of what they may do and develop low levels of aspiration. Even bright girls,

those who could become qualified, are never motivated sufficiently to attain the skills they would need to become members of the professions. Although middle class girls have a better chance that lower class girls, they seldom go on to get the necessary additional training for a professional level job. Young women with good college records often are more satisfied with a job that will provide good chances to meet potential husbands than with jobs that give them opportunities to gain professional training and experience (Fogarty, et al., 1971).

Aside from the problems of the job market and the reluctance of those in command in the professional and business world to invest in the training of those they consider probable career dropouts, it can be seen that many of the career limitations on women are self imposed. Women generally have exhibited minimal aspirations, chosen short run social and economic advantages, and have failed to question the social definitions and expectations of their motivation and their capabilities.

It is important to stress that although there are factors of reality which divert women from choosing particular careers, the socialization process works on the woman in such a way that she often decides against a career

without actually testing reality. Rather, she anticipates negative consequences and accepts limitations or a defeat which may not occur. Parallel in the psychological mechanisms of avoidance and denial, women, like members of other minority groups, accept defeat rather than face a struggle (Epstein, 1971 b; Daedalus, 1964).

Women in the United States are presented with a number of contradictory or mutually exclusive expectations pertaining to the manner in which they should behave. Women are encouraged to do well in school, but are simultaneously told that academic excellence will result in unpopularity with the opposite sex (Bernard, 1971). Women are expected to remain in the home during the early years of their children's lives, but are simultaneously told that little value is placed upon the role of housewife by society (Benz, 1967). To add further confusion to their dilemmas, both the housewife and the career woman fail to satisfy all social expectations pertaining to the feminine role (Sanford, 1965).

> Neither role has such universal or unambiguous sanction that it can be taken without doubt or any wishing that she had chosen the alternative course. Women have incorporated the cultural ambivalence (Sanford, p. 260).

It appears that no one feminine role exists that can be assumed by the contemporary women with absolute assurance of social approbation or sanction. Each woman is faced with

with crucial decisions during the various states of her life. One must look to the personality of the individual female in an attempt to understand and explain her unique role enactment in a time when the female role is essentially amorphous in character, and social demands and expectations are generally contradictory in nature.

According to Anastasi (1949), "Occupations have traditionally provided one of the principal cultural areas of sex differentiation." Anthropologist Mead (1953) comments:

> If we once accept the premises 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. We can build a whole society only by using both the gifts special to each sex and those shared by both sexes.

Defining role enactment in terms of occupational orientation, the hypothesis could be that women pursuing occupations representing varying degrees of conformity to traditional feminine role expectations differ in terms of certain idiographic variables and hold different perceptions of the feminine sex role. For instance, women medical students, oriented toward a traditionally masculine job, would hypothetically see the feminine role in a nontraditional manner and would exhibit personality characteristics different from the traditionally

oriented females.

Rossi and others (Rossi, 1964; Daedalus, 1964) suggest that the traditional conceptions of masculine and feminine are inappropriate to the contemporary world. They suggest an androgynous conception of sex roles which means that each sex will cultivate some of the characteristics usually associated with the other sex. In traditional sex role definitions, tenderness and expressiveness should be cultivated in boys and socially approved in men. Achievement need, workmanship, and constructive aggression should be cultivated in grils and approved in women.

Sex differences and sex role characteristics have also been examined from the view points of social learning (Mischel, 1961), psychoanalysis (Brofenbrenner, 1961), and development cognitions (Kohlberg, 1966). Within the perspectives of each of these authorities, the motivated modeling of another person has been attributed to power over resources (Bandura and Walter, 1963), consumption of resources (Whiting, 1959), potential for aggression (Brofenbrenner, 1960 ; Mowrer, 1958) and want of affection (Sanford, 1966; Sears, et al, 1953).

In the United States some occupations are delineated as women's occupations in terms of prevalent norms, while others are called men's occupations, and it has been the more highly motivated and pioneering type of women, who has crossed over the sex typed career lines from the nurse, teacher, social worker confines into the "masculine" territory of science, engineering, law and medicine (Fogarty, Rapoport and Rapoport, 1967; Rossi, 1965).

The term role transcenders has been suggested for those who overcome the limits set by sex role stereotyping. On the basis of the annual survey data gathered by the American Council on Education, Holstrom and Bernard (1974) have found that young women who are role transcenders are more "masculine" in life goals they consider essential or very important.

Shaw and McCuen (1960) noted a decrease in achievement among girls as they reached adulthood which may be related to internalization of the traditional adult feminine role. Maccoby (1966) suggests that social pressures to do well or poorly in school may have reverse effect on the two sexes, i.e., in grade school, girls are encouraged to excel academically; however, such pressures tend to focus upon the boy as he approaches adulthood, and the necessity of making an occupation choice draws near. Coleman (1961) found that the brightest girls

in high school were not necessarily the highest achievers. Terman and Oden (1970) found no relationship between level of occupational aspiration and IQ of girls as measured during school years. The correlation between occupational aspiration level and IQ of boys was substantial. It is again suggested that society presents the male and female with different expectations or role prescriptions, and that the manner in which such prescriptions are imposed and perceived are of crucial concern to education and future occupational choice.

Angrist (1975) writes that the socialization process from childhood on works to limit career aspirations of women. It shapes a girl's personality, attitudes, beliefs, and preferences so that she wonders whether she can succeed in a career. She anticipates that certain professions and occupations are not receptive to women, and she dreads high achievement, thinking it would spoil her life.

Sex differences in achievement motivation and achievement related behavior have been the subject of considerable interest in recent years. The fact that women are more likely to be underachievers in college and later life has been a matter of much concern (Raph, Goldberg, and Passow, 1966).

To account for such sex differences in achievement behaviors, Horner (1968, 1972) suggested that many women have a "motive to avoid success," because they believe that achievement can lead to social rejection. Horner (1972) reported that eighty seven percent of her sample of Harvard Law School women revealed fear of success imagery.

A study of the career development of women must look at the marital and family situation. A recent study of the effects of different variables of educational progress shows that for women, variables relating to marriage and children carried the greatest weight in predicting attrition and retention in college (Folger, Astin and Bayer, 1970). Similarly, women's career aspirations and behavior were closely and intricately connected with their plans regarding marriage and children. Women were often concerned about whether advanced training and interest in a career would hinder their chances of getting married and, conversely, about whether being married and having children would interfere with their career development (Astin, 1969).

The socialization literature assumes that women have internalized the feminine role. Yet, research on women's fulfillment has shown that those who conform most closely to the feminine role are least fulfilled (Maslow, 1942).

Both Bernard (1972) and Friedan (1963), after reviewing the literature on feminine happiness and fulfillment, conclude that most women are not content with their traditional role.

For the past thirty years researchers have made no attempt to determine "the" feminine role in society. Rather, they have emphasized defining the potential feminine roles and the identifying attitudes which underlie these roles. Such research has frequently differentiated between the "feminine" and "Modern" woman, and the "self-oriented" and the "other oriented" woman (Unger and Denmark, eds. 1975).

Komarovsky (1946) differentiated between the "feminie" role and the "modern" role. She states that the feminine role may assume a variety of forms, e.g., "glamour girl, young lady, and home girl." She believes that the modern role partially erases sex differentiation.

Fand (1955) developed a rating inventory of thirty four statements "bearing on women's needs, rights and obligations." This Likert-like rating scale was given four times to the same subjects with different instructions each time. The results of the study pointed out that all the subjects perceived the feminine role as a combination of self-and-other oriented elements. The ideal woman was seen as similar to the self-oriented whereas the average woman was perceived as significantly more other-oriented.

Theoretical Framework

The theoretical framework for the study was based upon role theory as a part of the socialization process. 'Socialization is a life long process, for individuals move through many settings and relationships as they age, each with its special demands and requirements upon their subsequent behavioral style (Stoll, 1974). Blau (1964) states that the process of socialization results in many of the legitimating values of organized community life being based on the future generations. According to Brown (1965) the individual's personality is essentially an integration of all the roles which she/he has learned to play. Sarbin (1954) conceptualizes the role as

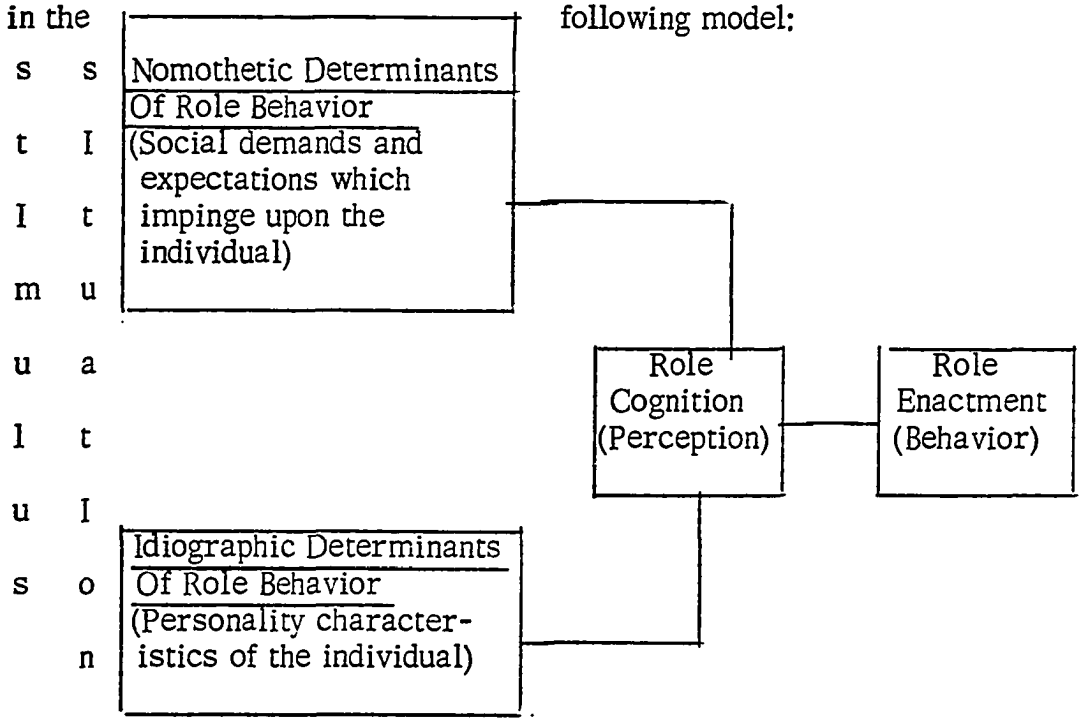
> A patterned sequence of learned actions or deeds performed by a person in an interaction situation. The organizing of individual actions is a product of the perceptual and cognitive behavior of a person A upon observing person B. On the basis of this conceptualization of the actions of B, A expects certain further actions from B. This expectation is covert, and is the equivalent of saying locates or names the position of the other. A performs certain acts which have been learned as belonging to the reciprocal position; these actions are conceptualized as A's role. (p. 225)

Such roles are acquired within the social or reality setting through a process of socialization.

Bandura's (1969) social learning theory provides a theoretical basis for the study of sex role acquisition or learning. According to Bandura, social behavior is learned and modified through a process of direct reinforcement of responses and imitation of available models. Sears (1946) states that the learning of sex appropriate behavior in the child is dependent upon the presence of models upon whose behavior she/he can pattern. This modeling or learning by imitation is essentially the acquisition of new responses through observational learning (Bandura and Walters, 1963).

Using a model of role behavior by Boney and Bonney (1971), this research was directed toward gaining insights into relationships between idiographic characteristics, feminine role conditions, and role enactment as defined by occupational orientation. This investigation was also directed toward predicting occupational choice through personality characteristics. According to the Boney and Bonney model, the manner in which the individual interprets a particular role will determine the particular role behavior which is manifested, i.e., the concept of role cognition provides a bridge between social or stimulus situation and role behavior.

Role cognition results from a restructuring of the stimulus situation by the individual perceiver. According to Boney and Bonney (1971) both nomothetic and idiographic factors influence role cognition, and ultimately the role behavior of the individual. Their conceptions are expressed in the following model:



(Boney and Bonney, 1971, p. 6)

Based upon this model, it was hypothesized that the occupational orientation (role behavior) of the woman was related to her perceptions of the feminine role (role cognition). It was further hypothesized that the predictor variables (perceptions of sex role, personality characteristics, and idiographic information) would discriminate into the four criterion categories (occupational orientation).

CHAPTER III

RESEARCH DESIGN

Restatement of the Problem and Hypotheses

The problem for this investigation is the following: What is the relationship of the women in four occupational groups: law, medicine, education, and homemaking to selected characteristics hypothesized as being contributors to group membership. The characteristics considered were idiographic information and perceptions of sex role as measured by the Fand Role Inventory. Personality characteristics, dominance, capacity for status, sociability, social presence, self acceptance, sense of well being, responsibility, socialization, self control, tolerance, good impression, communality, achievement via conformance, achievement via independence, intellectual efficiency, psychological mindedness, flexibility, and femininity were measured by the California Psychological Inventory.

The proposition that there is a relationship of the women in four occupational groups of law, medicine, education, and homemaking to selected idiographic characteristics, personality, and perceptions of sex role were tested through the following hypotheses:

BASIC HYPOTHESIS: There is a significant relationship of women in four occupational groups: law, medicine, education, and homemaking to selected characteristics hypothesized as being contributors to group membership.

HYPOTHESIS I: Individuals can be correctly classified on the basis of the variables considered individually.

HYPOTHESIS II: There is a weighted combination of variables which will provide a classification system to separate the subjects into the four occupational groups.

HYPOTHESIS III: There is a weighted combination of variables which will provide a classification system to separate the subjects into two groups of a traditional occupational group and a nontraditional occupational group.

Definition of Terms

Personality Characteristics. As employed in this study, this term refers to categories of behavior delineated quantitatively by the personality instrument used in this study. The following individual scales of the California Psychological Inventory were defined according to the test manual (Gough, 1957, p. 10 - 11):

Measures of Poise, Ascendancy, Self-Assurance and Interpersonal Adequacy:

Dominance. To assess factors of leadership ability, dominance, persistence, and social initiative.

Capacity for Status. To serve as an index of an individual's capacity for status (not actual or achieved status). This scale attempts to measure the personal qualities and attributes which underlie and lead to status.

Sociability. To identify persons of outgoing, sociable, participative temperament.

Social Presence. To assess factors such as poise, spontaneity, and self-confidence in personal and social interactions.

Self-Acceptance. To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.

Sense of Well-Being. To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

Measures of Socialization, Maturity, Responsibility, and Intrapersonal Structuring of Values.

Responsibility. To identify persons of conscientious, responsible, and dependable disposition and temperament.

Socialization. To indicate the degree of social maturity, integrity, and rectitude which the individual has attained.

Tolerance. To identify persons with permissive, accepting, and non-judgmental social beliefs and attitudes.

Good Impression. To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

Communality. To indicate the degree to which an individual's reactions and responses correspond to the model ("common") pattern established for the inventory.

Measures of Achievement Potential and Intellectual Efficiency.

Achievement Via Conformance. To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

Achievement Via Independence. To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

Intellectual Efficiency. To indicate the degree of personal and intellectual efficiency which the individual has attained.

Measures of Intellectual and Interest Modes.

Psychological-Mindedness. To measure the degree to which the individual is interested in, and responsive to the inner needs, motives, and experiences of others.

Flexibility. To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

Femininity. To assess the masculinity or femininity of interests. High scores indicate more feminine interests, low scores more masculine.

Traditional Feminine Role Concept. This term is defined as follows:

> 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 (Steinmann, 1958, p. 8)

Liberal Feminine Role Concept. This term is defined as follows:

> 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 her own potentialities. She performs an achieving role. Her distinguishing feature is that she seeks fulfillment through her own accomplishments (Steinmann, 1958, p. 8).

Other-Oriented. This term is operationally defined as numerical scores ranging from zero to +68 on the Fand Role Inventory (Fand, 1955).

Self-Oriented. This term is defined operationally as numerical scores ranging from zero to -68 on the Fand Role Inventory (Fand, 1955).

Role. A behavioral repertoire characteristic of a person or a position. A set of standards, descriptions, norms, or concepts held for the behaviors of a person or a position (Biddle and Thomas, 1966, p. 12).

Sex-Role. This term is taken to mean that model system of responses which constitute the culturally expected behavior of a member of a particular sex (Cottrell, 1942, P. 617).

Role Behavior. Refers to the current occupational orientation of the subject.

Social Expectations. Refers to covert prescriptions, norms, or rules for the behavior of the occupant of a particular role.

Social Demands. Overt prescriptions for the behavior of the occupant of a particular role (Biddle and Thomas, 1966).

Role Cognition. Refers to the individual's role interpretation or perception which results from restructuring of the stimulus situation.

SES. Socioeconomic status of parents is based upon a composite of father's education, mother's education, father's occupational level, and mother's occupational level.

Description of the Sample

The problem was a comparative study of four groups of women at the University of Oklahoma. The sample consisted of adult females differentiated on the basis of occupational orientation. The four groups were defined as: (1) women law students; (2) women medical students; (3) women education students; and (4) women homemakers with bachelor degrees. The four groups were chosen based upon the percentage of women engaged in the particular occupation toward which the subject was oriented. In law 4.9 percent were women; 9.3 percent in medicine were women; 83.7 percent were women elementary teachers; and 100 percent of the homemakers were women (Woman's Workplace, 1970).

The 180 subjects for this study were randomly selected from the 293 caucasian American women who received a packet. Eighty four law students received a packet, and eighty nine medical students received a packet. The ninety subjects chosen for the nontraditionally oriented groups were chosen from the 57 percent of

the returned packets mailed by the law school to the students enrolled during the spring of 1976 and from the 59 percent of returned packets mailed to the subjects enrolled in the medical school during the fall of 1976. The traditionally oriented subjects were made up of ninety senior women in the College of Education and women homemakers with bachelors degrees. The education subjects were in their student teaching semester. The homemakers were members of the Parent-Teachers Association who were contacted by the examiner and told, "I am doing some research and need subjects in your particular specialty. The tests will take about an hour. Would you be willing to cooperate?" All those contacted agreed and were mailed a packet. Eighty-two percent of the education majors returned packets and ninety-five percent of the homemakers contacted returned the packets. A total of two hundred and three subjects voluntarily responded to the questionnaire. This response represents a better than sixty-nine percent participation.

Description of the Instruments

California Psychological Inventory

The California Psychological Inventory (1975) was employed as a measure of selected personality characteristics. This inventory was developed by Gough (1955) in affiliation with Consulting Psychologists Press, Incorporated.

The California Psychological Inventory was chosen for use in this study because it is concerned with characteristics of personality which have a wide and pervasive applicability to human behavior. Its emphasis is upon healthy rather than pathological aspects of personality and was developed primarily for use with nonpsychiatrically disturbed individuals. This instrument is composed of 480 items. Subjects may either agree of disagree with each of these 480 items. If the subject felt the statement was true about her or if she agreed with the statement, she was instructed to respond by marking "true." If the subject felt that the statement was not true about her or if she disagreed with the statement, she was instructed to respond by marking "false." The inventory was self-administering and was hand-scored by the researcher.

The California Psychological Inventory is divided into eighteen scales. These eighteen scales are labeled: Dominance, Capacity for Status, Sociability, Social Presence, Self-Acceptance, Sense of Well-Being, Responsibility, Socialization, Self-Control, Tolerance, Good Impression, Communality, Achievement via Conformance,

Achievement via Independence, Intellectual Efficiency, Psychological-Mindedness, Flexibility, and Femininity. All eighteen scales will be utilized in this study.

Two reliability studies using the test-retest method are reported in the California Psychological Inventory Manual. Two hundred and twenty-six high school students were employed in one study. In the second study, two hundred prison males were used. There was a time lapse of one year between the two administrations to the high school sample and a lapse of from seven to twenty one days between the two testings of prison males. As the Table shows, the coefficients range from .38 for "communality" to .87 for "Tolerance."

TABLE

TEST-RETEST CORRELATIONS FOR THE CALIFORNIA PSYCHOLOGICAL INVENTORY

Scale	High School Females (N=125)	High School Males (N=101)	Prison Males (N=200)
DO	.72	.64	.80
CS	.68	.62	.80
SY	.71	.68	.84
SP	.63	.60	.80
SA	.71	.67	.71
WB	.72	.71	.75
RE	.73	.65	.85
SO	.69	.65	.80
SC	.68	.75	.86
TO	.61	.71	.87
GI	.68	.69	.81
CM	.44	.38	.58
AC	.73	.60	.79
AI	.57	.63	.71
IE	.77	.74	.80
PY	.49	.48	.53
FX	.67	.60	.49
FE	.65	.59	.73

(Gough, p. 19)

Estimates of the validity of the California Psychological Inventory scales are based upon correlations with subjective ratings and intercorrelations of the California Psychological Inventory with other testing instruments.

The Fand Role Inventory (Appendix D) was employed in this study as a measure of feminine role perception. This inventory was developed by Alexandra Botwinik Fand in 1955. It is a five point Likert-type scale composed of thirty four items

which express either traditional or modern attitudes toward women's role. Subjects were instructed to respond to each statement using a five point continuum which ranges from 1 "strongly agree" to 5 "strongly disagree." Seventeen items expressed attitudes toward the feminine sex role which are traditional, i.e., they delineate the passive woman who puts the satisfaction of her husband and children before that of her own and realizes herself indirectly through her family (Fand, 1955). Seventeen items expressed attitudes toward the feminine sex role which are non-traditional, i.e., they delineate the active woman who accepts the achievement orientation of our society and wants to fulfill herself directly through the utilization of her own abilities and potentialities (Fand, 1955). Items were alternated in pairs and scoring was done on each set of seventeen. The difference between the two scores was the score obtained for each subject. Negative scores between 0 and -68 indicate agreement with the non-traditional of "self" orientation toward the feminine role. Positive scores between 0 and +68 indicate agreement with the traditional or "other" orientation toward the feminine role.

A reliability coefficient of . 81 using the Spearman-Brown split-half method was reported by Fand. The items were also submitted to six judges. Employing Fand's definition of "other-oriented" and "self-oriented," these judges were asked to indicate which of these two types of women would probably agree with each item. Inter-judge agreement was determined, and the correlation coefficient was . 89.

Idiographic Questionnaire (see Appendix B)

The questions included three areas of interest: (1) educational background, (2) family background, and (3) motivation to become part of that chosen occupation. Pfiffner's idiographic questionnaire consisted of the following variables: place of birth, race, birth order, age range, father's occupational level, father's educational level, mother's educational level, father's influence on subject's occupational choice, mother's influence on subject's occupational choice, did mother or father have the greater influence on occupational choice, who was the dominant member, marital status, length of time married, husband's educational level, husband's occupation, is marriage a help, hindrance or both, number of children, age range of children, are children a help or hindrance, was there

a role model, was choice subject's original idea, advice from someone else, were friends and family encouraging or discouraging, when did subject make occupational decision, would the subject make the same choice again, state subject graduated high school, year of high school graduation, year enrolled in college, was college interrupted, did the subject receive academic honors and what degrees has the subject earned.

The information from the questionnaire was used to ascertain the predictability of group membership based upon the idiographic variables. The questionnaire used for this study was an adaptation of the one developed by Pfiffner's (1972) study of factors associated with women in major administration positions in California Community Colleges.

All instruments, answer sheets, and self addressed envelopes were number coded to preserve the anonymity of the subjects. The questionnaires were hand scored by the investigator.

The data was analyzed through the use of a stepwise discriminant analysis computer program written by Klecka and Tuccy found in the Statistical Package For the Social Sciences (1975). This procedure treated all variables as continuous and showed the interaction of variables. With each variable as a predictor, the program provided an F-value and a probability statement regarding each individual's likelihood of being included in the four groups. The multiple discriminant analysis of the composite of variables provided the order and contribution of each variable. A second computer run using only the variables with the highest F-values provided the most parsimonious composite.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

A multivariate analysis was used to classify individual subjects into the four occupational groups on the basis of fifty two variables, using Klecka & Tuccy's (1975) stepwise discriminant analysis computer program.

All subjects were caucasian, were enrolled or had received a degree from the University of Oklahoma. Sixty percent of the women in the sample were married, thirty-eight percent were single, and two percent were divorced or widowed. Average age was 26 (S.D. = 4); average FAND score was +16 (S.D. = 14), suggesting that the sample was slightly more oriented toward the traditional. Tables 1 & 2 provide a summary of the sample size, mean, and standard deviation for each of the continuous variables.

Insert Table 1 & 2 about here

The multivariate discriminant analysis selects independent variables for entry into the analysis on the basis of their discriminating power. Given a set of independent variables,

> The computer tries all the variables in the original set and picks the one that discriminates most among the different groups, i. e., the one that maximizes the ratio of the mean sum of squares between groups to the mean sum of squares within groups. This is the F ratio for testing the significance of differences among several group means on a single variable (Amick & Walberg, 1975, p. 245).

While 35 of the 52 variables were significantly related to prediction into the four occupational groups, the best single discriminating factor was the choice of an occupation being the original idea of the subject.

Thirty-five variables entered on step number one through step thirty-six, when no improvement was made within the classification. The analysis used was Wilks' Lambda. Wilks' Lambda scores were converted into F-statistics in order to determine significance. Since the Wilks' Lambda is an inverse measure of the separating power in the original variables, the classification gets better as the F increases, but decreases in the Wilks' Lambda.

Insert Table 3 about here

The results of Table 4 show the relative contributions of discriminant functions to the analysis.

Insert Table 4 about here

BASIS HYPOTHESIS: There is a significant relationship in four occupational groups: law, medicine, education, and homemaking to perceptions of sex role, personality, and idiographic information hypothesized as being contributors to group membership.

Insert Table 5 about here

Data in Table 5 revealed that discrimination existed among the variables, indicating a Wilks' Lambda score of 0.0096. This data confirms that women in occupational groups; law, medicine, education, and homemaking perceive sex roles, personality, and idiographic information differently, as hypothesized.

The standardized discriminant function coeffients were used to compute the discriminant score for a case in which the original discriminating variables were in standard

form (Z scores). The discriminant score is computed by multiplying each discriminating variable by its corresponding coefficient and adding together these products. Over all cases in the analysis, the score from one function will have a mean of zero and a standard deviation of one. Thus, any single score represents the number of standard deviations that case is away from the mean for all cases on the discriminant function. The scores for the cases within a particular group may be averaged in order to obtain the group mean on the respective function. For a single group the means on all the functions are referred to as the group centroid which is the most typical location of a case from that group in the discriminant space. A comparison of group means on each function shows how far apart the groups are along that particular dimension. The standardized discriminant function coefficients are also of analytic importance. When the sign is ignored, each coefficient represents the relative contribution of its associated variable to the function. The sign indicates whether the contribution is positive or negative.

Insert Table 6 about here

HYPOTHESIS I: Individuals can be correctly classified on the basis of the variables considered individually.

To determine how successful the program was in selecting variables for the analysis, the computer program constructed what is called a classification function coefficient. Classification means the process by which the likely group membership of a case can be identified when the only information available is the case's values on discriminating variables. The hypothesis was accepted on the basis of the 92.78 percent of grouped cases correctly classified.

Insert Table 7 & 8 about here

Discriminant analysis attempts to separate cases into groups by forming one or more linear combinations of the discriminating variables. These combinations are represented by discriminat functions of the form:

$$Di=dilzl+di2\ z2=\ldots dipzp$$

where Di is the score on the discriminant function i, the d's are weighting coefficients, and the z's are the standardized values of the p discriminating variables used in the

analysis. The functions are formed in such a way as to maximize the separation of the groups (Klecka, 1975).

The 52 variables entered into discriminant analysis did individually classify the subjects into two occupational groups: traditionally oriented and nontraditionally oriented. Of grouped cases 96. 67 percent were correctly classified.

Insert Table 9 & 10 about here

The five most parsimonious variables (Table 12) were entered into a discriminant analysis. They produced 70 percent of grouped cases classified correctly. (Table 14).

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Currently, woman has many choices in the enactment of her role. Women have greater freedom and more opportunities than any women before them. The contempory woman faces many choices. If she elects to pursue a career, she is no longer restricted to the traditional fields; she may enter the law profession, or become a medical doctor. However, this is not to suggest that society as readily accepts women in these occupations as men. Although in the 1970's women have greater freedom and a greater number of options in determining the direction of their lives, the continued presence of traditional feminine role expectations impinge upon every woman in the enactment of her role.

Viewing the contemporary scene, one finds women electing to enact the feminine role in a manner that is essentially traditional, i.e., entering occupations that have for generations been the domain of women. One also finds women electing to enact the feminine role in a nontraditional manner, i.e., pursuing occupations that have historically

been the exclusive domain of the male.

Based upon Boney and Bonney's (1971) model, it was hypothesized that the occupational orientation (role behavior) of the woman was related to her perceptions of the feminine role (role cognition). It was further hypothesized that the predictor variables (perception of sex role, personality characteristics, and idiographic information) would discriminate into the four critereon categories (occupational orientation).

In summary, the data were analyzed in terms of three research questions. First, how well did each variable classify or separate the subjects into the four occupational groups. Table 3 presents the F-values for each variable and notes which ones exceed the table value required for significance at the .01 level. The overall probability of correct classification reveals that 92.78 percent were classified correctly.

The second and third research questions were concerned with the order of variables within the composite, or the analysis of the contribution of each variable. Table 4 presents the F-values for the variables entered.

The third area of investigation involved the identification of the most parsimonious composite of variables required for the classification of subjects. The overall probability of correct classification for the two groups was 96.67 percent. A second computer run using the five variables with the highest F-values, produced a probability of 70 percent correct classification.

The basic research hypothesis: There is a significant relationship in four occupational groups: law, medicine, education, and homemaking to perceptions of sex role, personality, and idiographic information hypothesized as being contributors to group membership and the three other research hypotheses were accepted.

The findings of this study indicate that perceptions of sex role, personality characteristics, and background information will predict membership into the four occupational groups used in this study. In the area of personality characteristics, eleven of the variables, Table 3, were among the best predictors. The achievement via independence ($F=12.8$, $df= 3,176$) was in the most parsimonious group and significant at 0.0 level. The nontraditional group; law having a mean at 24.5 and medicine having a mean of 22.5, tend to

be seen as "mature, forceful, strong, dominant, and foresighted," (Gough, 1957, p. 11). The traditional group based upon scores of the education majors (mean = 20.0) and the homemakers (mean = 21.9) could be described as being more inhibited, anxious, and dissatisfied:" (Gough, p. 11). This data would appear to support the fact that women with a traditional orientation have not developed the qualities of autonomy and independence.

The learning of the feminine role as reflected both by the FAND and personality measures agrees with Gough's (1951) description of psychological feminity. The FAND score was the best predictor (F ratio = 18.953) of the traditional orienation. It was the fourth best predictor of the four occupational groups with an F ratio of 83.6. Women in the traditional oriented groups expressed preferences that typify woman's role to please and earn approval from others. Women in the nontraditionally oriented groups expressed interests that were more psychological minded, more responsibile, and less reliant on the approval and support of others.

Within the sample studied, the results suggested overall that the women in the homemaker group may not have fully utilized their intellectual ability or potential, as reflected by

their intellectual efficiency scores (mean=41. 6), as compared to the women law students' scores (mean= 41. 4). Of course, the inverse of this result might be true, suggesting that the law students may not have fully utilized their intellectual potential, and, according to Horner (1972), may have a fear of success.

Twenty two idiographic variables were significant in the classifying of women into the four occupational groups. Action that could be taken at the stage of early education and upbringing might be the following: (1) to widen the range of girls' qualifications; (2) to develop in girls numeracy or capacity for decision making; (3) to encourage individual rather than sex typed perceptions of members of each sex; and (4) to emphasize the importance of family integration and family centeredness. Significant others function to socialize women into a particular sociocultural reality. This result is seen through the manifestation of particular attitudes, goals, and personality attributes in social interactions. Society must take an active role in creating new options for women.

It is of importance for the future that many of the problems to be solved over women's entereing careers of the non-traditional orientation and the general re-thinking of sex roles cannot be expected to sort themselves out automatically through individual initiative. There is no single key to the problem of

providing access for more women to nontraditional occupations. Within the limitations of this study, women are apparently not provided with the inducement or opportunities and encouragement that could allow them to achieve maximally both in an academic sense and possibly later in the marketplace.

The findings of this study on the prediction of career choice suggest some new directions for research.

1. The fact that some of the early background characteristics (father's occupation, mother's occupation, father's influence, who has the greater influence, and encouraging and discouraging family and friends) differentiated the women into the four occupational groups was supported. It suggests that if a much greater number and wider variety of early personal variables are used, this model may be a useful approach to understanding how and why women make different career choices.

2. The choice of marriage, attitudes on marriage being a help or hindrance, length of time married, college interruption, and the age of children also differentiated the four occupational groups. The description and analysis of the family and career lives suggest that professional women are very competent personally and that their competence extends to

managing quite successfully their two roles, that of wife and mother and that of professional woman, (Astin, 1969). However, very little is known about early educational experiences that lead to the development of high self-esteem and competence, both of which would enable women to feel free to make innovative occupational choices.

3. Studies directed toward better understanding of the dynamics of women who make different kinds of occupational choices would be of value.

4. More studies concerning the development of a better understanding of the influences of socialization in the formulation of different aptitudes and interests by men and women are needed.

5. Research is needed to reveal the manner in which the educational structure and the woman's own experiences affect her self-concept and her vocational aspirations.

6. A replication study should be conducted in order to validate the present study. This study should control for such variables as marital status, number of children, and economic level.

7. A great deal of research is needed on the manner in which any role is actually learned.

APPENDIX A

SPECIMEN LETTERS

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

April, 1976

Dear Law Student:

The purpose of this letter is to ask you to be part of a current dissertation project in the area of Educational Administration of Higher Education. As you know, women who are enrolled in Law School comprise a very unique segment of the female population. They are thus of interest to the social scientist. The purpose of this study is to investigate feminine role perception and related personality characteristics of various women within our society.

I would greatly appreciate it if you would agree to participate in this research. Knowing your time is limited, the law school has mailed this packet to you. You are not required by the law school to complete the packet. Please read the instructions and fill out the instruments and return them in the stamped envelope. Information provided by you will be treated with the confidence expected in such research procedures, and will be available only to researchers at the University of Oklahoma concerned with this project.

Please return the packet at your earliest convenience. In case you have additional questions concerning this project, please call me at 321-0236 or 325-5176.

Thank you for your cooperation.

Reviewed and Approved

David Swank
Associate Dean, Law School

Sincerely,

Diane L. Goltz
Candidate, Doctor of Philosophy

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

May, 1976

Dear Medical Student:

The purpose of this letter is to ask you to be part of a current dissertation project in the area of Educational Administration of Higher Education. As you know, women who are enrolled in medical school comprise a very unique segment of the female population. They are thus of interest to the social scientist. The purpose of this study is to investigate feminine role perception and related personality characteristics of various women within our society.

I would greatly appreciate it if you would agree to participate in this research. Knowing your time is limited, I am mailing this packet of instructions and instruments to you. Please fill them out and return them in the stamped envelope. Information provided by you will be treated with the confidence expected in such research procedures, and will be available only to researchers at the University of Oklahoma concerned with this project.

Please return the packet at your earliest convenience. In case you have additional questions concerning this project, please call me at 321-0236 or 325-5176.

Thank you for your cooperation.

Sincerely,

Diane L. Goltz

Diane L. Goltz
Candidate, Doctor of Philosophy

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

May, 1976

Dear Education Major:

The purpose of this letter is to ask you to be part of a current dissertation project in the area of Educational Administration of Higher Education. As you know, the role of contemporary women is increasingly a subject of interest to the social scientist. The purpose of this study is to investigate feminine role perception and related personality characteristics of various women within our society.

I would greatly appreciate it if you would agree to participate in this research. Knowing your time is limited, I am mailing this packet of instructions and instruments to you. Please fill them out and return them in the stamped envelope. Information provided by you will be treated with the confidence expected in such research procedures, and will be available only to researchers at the University of Oklahoma concerned with this project.

Please return the packet at your earliest convenience. In case you have additional questions concerning this project, please call me at 321-0236 or 325-5176.

Thank you for your cooperation.

Sincerely,

Diane L. Goltz

Diane L. Goltz
Candidate, Doctor of Philosophy

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

May, 1976

Dear Homemaker:

The purpose of this letter is to ask you to be part of a current dissertation project in the area of Educational Administration of Higher Education. As you know, the role of contemporary women is increasingly a subject of interest to the social scientist. The purpose of this study is to investigate feminine role perception and related personality characteristics of various women within our society.

I would greatly appreciate it if you would agree to participate in this research. Knowing your time is limited, I am mailing this packet of instructions and instruments to you. Please fill them out and return them in the stamped envelope. Information provided by you will be treated with the confidence expected in such research procedures, and will be available only to researchers at the University of Oklahoma concerned with this project.

Please return the packet at your earliest conveninece. In case you have additional questions concerning this project, please call me at 321-0236 or 325-5176.

Thank you for your cooperation.

Sincerely,

Diane L. Goltz

Diane L. Goltz
Candidate, Doctor of Philosophy

APPENDIX B

IDIOGRAPHIC QUESTIONNAIRES

LAW STUDENT QUESTIONNAIRE

DIRECTIONS: Read each question and answer it on the questionnaire in the space provided for you. After completing this questionnaire, place it in the envelope to be mailed to the University.

FAMILY DATA

1. Place of your birth _____ Birthdate _____ Race _____

2. Number of older brothers? _____ younger brothers? _____

   older sisters? _____ younger sisters? _____

3. Indicate the highest educational level attained by each member of your family.

Elementary								College									
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	Master's	Doctorate	Post Doctorate

Father _____
Mother _____
Brothers _____ _____ _____
Sisters _____ _____ _____

4. Father's occupation _____

5. Did your Father's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

6. Mother's occupation _____

7. Did your mother's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

8. Who had the greater influence on your decision to become a lawyer your father or your mother?

   Explain _____

9. Which would you describe as being the dominant member of your family -- your father or your mother?

10. Have you ever been married? No _____
    Yes _____

    (If "No", omit questions 11 through 17.)

11. How long have you been married? _____

12. Husband's highest educational level? _____

13. Husband's occupation? _____

14. Is it your observation that marriage is a help or a hindrance to a woman law student?

In what ways is it a help? _____

In what ways is it a hindrance? _____

15. Do you have any children? No _____
Yes _____

(If "No", omit questions 16 and 17.)

16. List their birth years: Sons _____

Daughters _____

17. In what ways are a woman law student's children a help or a hindrance to her work? _____

How are they a help? _____

How are they a hindrance? _____

MOTIVATION TO BECOME A WOMAN LAWYER

18. Was there some woman who served as a model for you in your desire to achieve a position in the field of law? _____
If so, explain

19. Was the original idea or wish to become a lawyer largely your idea?

_____

Mainly a suggestion or advice from someone else?

_____

If it were your own idea, how did it originate?

_____

If the idea came from someone else, what is the capacity or relationship of this person and what is the background for the suggestion as made to you?

_____

20. Were there any encouraging or discouraging suggestions about your ambition from family, friends, or acquaintances? _____

Explain _____

21. When did you decide to become a lawyer? _____

22. If you were to choose a career again, would you become a lawyer? _____

If not, what would be your choice and why?

_____

EDUCATIONAL BACKGROUND

23. In which state and in what year were you graduated from high school?

_____

24. What year did you first enroll in any college?

_____

25. Was your college education interrupted? _____

If so, why? _____

26. Did you receive any academic honors in college? _____

If so, why? _____

27. Degrees you received:

	Year	Major	Institution
Bachelor's			
Master's			
Doctor's			

MEDICAL STUDENT QUESTIONNAIRE

DIRECTIONS: Read each question and answer it on the questionnaire in the space provided for you. After completing this questionnaire, place it in the envelope to be mailed to the University.

FAMILY DATA

1. Place of your birth _____ Birthdate _____ Race _____

2. Number of older brothers? _____ younger brothers? _____

   older sisters? _____ younger sisters? _____

3. Indicate the highest educational level attained by each member of your family.

	Elementary											College						Post
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	Master's	Doctorate	Doctorate
Father																			
Mother																			
Brothers																			
Sisters																			

4. Father's occupation _____

5. Did your Father's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

6. Mother's occupation _____

7. Did your mother's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

8. Who had the greater influence on your decision to become a doctor your father or your mother?

   Explain _____

9. Which would you describe as being the dominant member of your family -- your father or your mother?

10. Have you ever been married? No _____
    Yes _____

    (If "No", omit questions 11 through 17.)

11. How long have you been married? _____

12. Husband's highest educational level? _____

13. Husband's occupation? _____

14. Is it your observation that marriage is a help or a hindrance to a woman medical student?

In what ways is it a help? _____

In what ways is it a hindrance? _____

15. Do you have any children? No _____
Yes _____

16. List their birth years: Sons _____

Daughters _____

17. In what ways are a woman medical student's children a help or a hindrance to her work? _____

How are they a help? _____

How are they a hindrance? _____

MOTIVATION TO BECOME A WOMAN DOCTOR

18. Was there some woman who served as a model for you in your desire to achieve a position in the field of medicine? _____

If so, explain _____

19. Was the original idea or wish to become a doctor largely your idea?

_____

Mainly a suggestion or advice from someone else?

_____

If it were your own idea, how did it originate?

_____

If the idea came from someone else, what is the capacity or relationship of this person and what is the background for the suggestion as made to you?

_____

20. Were there any encouraging or discouraging suggestions about your ambition from family, friends, or acquaintances? _____

Explain _____

21. When did you decide to become a doctor? _____

22. If you were to choose a career again, would you become a doctor? _____

If not, what would be your choice and why?

_____

EDUCATIONAL BACKGROUND

23. In which state and in what year were you graduated from high school?

_____

24. What year did you first enroll in any college?

_____

25. Was your college education interrupted? _____

If so, why? _____

26. Did you receive any academic honors in college? _____

If so, what were they? _____

27. Degrees you received:

	Year	Major	Institution
Bachelor's			
Master's			
Doctor's			

EDUCATION STUDENT QUESTIONNAIRE

DIRECTIONS: Read each question and answer it on the questionnaire in the space provided for you. After completing this questionnaire, place it in the envelope to be mailed to the University.

FAMILY DATA

1. Place of your birth _____ Birthdate _____ Race____

2. Number of older brothers? _____ younger brothers? _____

   older sisters? _____ younger sisters? _____

3. Indicate the highest educational level attained by each member of your family.

Elementary												College						Post
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	Master's	Doctorate	Doctorate

Father _____
Mother _____
Brothers _____ _____ _____
Sisters _____ _____ _____

4. Father's occupation _____

5. Did your Father's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

6. Mother's occupation _____

7. Did your mother's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

8. Who had the greater influence on your decision to become a teacher your father or your mother?

   Explain _____

9. Which would you describe as being the dominant member of your family -- your father or your mother?

10. Have you ever been married? No _____
    Yes _____

    (If "No", omit questions 11 through 17.)

11. How long have you been married? _____

12. Husband's highest educational level? _____

13. Husband's occupation? _____

14. Is it your observation that marriage is a help or a hindrance to a woman education student?

    In what ways is it a help? _____

    In what ways is it a hindrance? _____

15. Do you have any children? No _____
    Yes _____

    (If "No", omit questions 16 and 17.)

16. List their birth years: Sons _____

    Daughters _____

17. In what ways are a woman education student's children a help or a hindrance to her work? _____

    How are they a help? _____

    How are they a hindrance? _____

MOTIVATION TO BECOME A WOMAN TEACHER

18. Was there some woman who served as a model for you in your desire to achieve a position in the field of teaching? _____
    If so, explain

19. Was the original idea or wish to become a teacher largely your idea?

    _____

    Mainly a suggestion or advice from someone else?

    _____

    If it were your own idea, how did it originate?

    _____

    If the idea came from someone else, what is the capacity or relationship of this person and what is the background for the suggestion as made to you?

    _____

20. Were there any encouraging or discouraging suggestions about your ambition from family, friends, or acquaintances? _____

    Explain _____

21. When did you decide to become a teacher? _____

22. If you were to choose a career again, would you become a teacher? _____

    If not, what would be your choice and why?

    _____

EDUCATIONAL BACKGROUND

23. In which state and in what year were you graduated from high school?

    _____

24. What year did you first enroll in any college?

    _____

25. Was your college education interrupted? _____

    If so, why? _____

26. Did you receive any academic honors in college? _____

    If so, what were they? _____

27. Degrees you received:

	Year	Major	Institution
Bachelor's			
Master's			
Doctor's			

HOMEMAKER QUESTIONNAIRE

DIRECTIONS: Read each question and answer it on the questionnaire in the space provided for you. After completing this questionnaire, place it in the envelope to be mailed to the University.

FAMILY DATA

1. Place of your birth _____ Birthdate _____ Race _____

2. Number of older brothers? _____ younger brothers? _____

   older sisters? _____ younger sisters? _____

3. Indicate the highest educational level attained by each member of your family.

	Elementary											College						Post
1	2	3	4	5	6	7	8	9	10	11	12	C1	C2	C3	C4	Master's	Doctorate	Doctorate

Father _____
Mother _____
Brothers _____ _____ _____
Sisters _____ _____ _____

4. Father's occupation _____

5. Did your Father's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

6. Mother's occupation _____

7. Did your mother's occupation or attitude toward education influence your educational or occupational goals? _____

   Explain _____

8. Which would you describe as being the dominant member of your family -- your father or your mother?

9. How long have you been married? _____

10. Husband's highest educational level? _____

11. Husband's occupation? _____

12. Is it your observation that marriage is a help or a hindrance to an occupation?

    In what ways is it a help? _____

    In what ways is it a hindrance? _____

13. Do you have any children? No _____
Yes _____

14. List their birth years: Sons _____

Daughters _____

15. In what ways are children a help or a hindrance to a woman's occupation?

_____

How are they a help? _____

How are they a hindrance? _____

MOTIVATION TO BECOME A HOMEMAKER

16. Was there some woman who served as a model for you in your desire to be a homemaker? _____

If so, explain _____

17. Did you have other occupational desires? _____

If so, explain _____

18. Were there any encouraging or discouraging suggestions about your being a homemaker from family, friends, or acquaintances? _____

Explain _____

19. When did you decide to become a homemaker? _____

20. If you were to choose a career, what would it be? _____

EDUCATIONAL BACKGROUND

21. In which state and in what year were you graduated from high school?

_____

22. What year did you first enroll in any college?

_____

23. Was your college education interrupted? _____

If so, why? _____

24. Did you receive any academic honors in college? _____

If so, what were they? _____

25. Degrees you received:

	Year	Major	Institution
Bachelor's			
Master's			
Doctor's			

California Psychological Inventory

by

Harrison G. Gough, Ph.D.

DIRECTIONS: This questionnaire contains a series of statements. Read each one, decide how you feel about it, and then mark your answer on the special answer sheet. MAKE NO MARKS ON THE QUESTIONNAIRE. If you agree with a statement, or feel that it is true about you, answer TRUE. If you disagree with a statement, or feel that it is not true about you, answer FALSE.

If you find a few questions which you cannot or prefer not to answer, they may be omitted. However, in marking your answers on the answer sheet, make sure that the number of the statement is the same as the number on the answer sheet.

After completing this questionnaire place the answer sheet and the questionnaire in the envelope to be mailed to the University.

1. I enjoy social gatherings just to be with people.
2. The only interesting part of the newspaper is the "funnies."
3. I looked up to my father as an ideal man.
4. A person needs to "show off" a little now and then.
5. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
6. I have a very strong desire to be a success in the world.
7. When in a group of people I usually do what the others want rather than make suggestions.
8. I liked "Alice in Wonderland" by Lewis Carroll.
9. I usually go to the movies more than once a week.
10. Some people exaggerate their troubles in order to get sympathy.
11. People can pretty easily change me even though I thought that my mind was already made up on a subject.
12. I often feel that I made a wrong choice in my occupation.
13. I am very slow in making up my mind.
14. I always follow the rule: business before pleasure.
15. Several times a week I feel as if something dreadful is about to happen.
16. There's no use in doing things for people; you only find that you get it in the neck in the long run.
17. I would like to be a journalist.
18. A person who doesn't vote is not a good citizen.
19. I think I would like the work of a building contractor.
20. I have had very peculiar and strange experiences.
21. My daily life is full of things that keep me interested.
22. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.
23. In most ways the poor man is better off than the rich man.
24. I always like to keep my things neat and tidy and in good order.
25. Clever, sarcastic people make me feel very uncomfortable.
26. It's a good thing to know people in the right places so you can get traffic tags, and such things, taken care of.

27. It makes me feel like a failure when I hear of the success of someone I know well.
28. I think I would like the work of a dress designer.
29. I am often said to be hotheaded.
30. I gossip a little at times.
31. I doubt whether I would make a good leader.
32. I tend to be on my guard with people who are somewhat more friendly than I had expected.
33. Usually I would prefer to work with women.
34. There are a few people who just cannot be trusted.
35. I become quite irritated when I see someone spit on the sidewalk.
36. When I was going to school I played hooky quite often.
37. I have very few fears compared to my friends.
38. It is hard for me to start a conversation with strangers.
39. I must admit that I enjoy playing practical jokes on people.
40. I get very nervous if I think that someone is watching me.
41. For most questions there is just one right answer, once a person is able to get all the facts.
42. I sometimes pretend to know more than I really do.
43. It's no use worrying my head about public affairs; I can't do anything about them anyhow.
44. Sometimes I feel like smashing things.
45. As a child I used to be able to go to my parents with my problems.
46. I think I would like the work of a school teacher.
47. Women should not be allowed to drink in cocktail bars.
48. Most people would tell a lie if they could gain by it.
49. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing.
50. I seem to be about as capable and smart as most others around me.
51. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawn mowed in the summer.
52. I usually take an active part in the entertainment at parties.
53. I think I would enjoy having authority over other people.
54. I find it hard to keep my mind on a task or job.
55. Some of my family have quick tempers.
56. I hate to be interrupted when I am working on something.
57. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards.
58. I get very tense and anxious when I think other people are disapproving of me.
59. The trouble with many people is that they don't take things seriously enough.
60. I have often met people who were supposed to be experts who were no better than I.
61. I liked school.
62. I think Lincoln was greater than Washington.
63. It is always a good thing to be frank.
64. A windstorm terrifies me.
65. I think I would like the work of a clerk in a large department store.
66. Sometimes I feel like swearing.
67. I feel sure that there is only one true religion.
68. I am embarrassed by dirty stories.
69. I would disapprove of anyone's drinking to the point of intoxication at a party.
70. Sometimes I cross the street just to avoid meeting someone.
71. I get excited very easily.

72. I used to keep a diary.
73. Maybe some minority groups do get rough treatment, but it's no business of mine.
74. It is very hard for me to tell anyone about myself.
75. We ought to worry about our own country and let the rest of the world take care of itself.
76. I often feel as if the world was just passing me by.
77. When I get bored I like to stir up some excitement.
78. I like to boast about my achievements every now and then.
79. I am afraid of deep water.
80. There have been times when I have been very angry.
81. I must admit I often try to get my own way regardless of what others may want.
82. I think I would like the work of a garage mechanic.
83. I usually feel nervous and ill at ease at a formal dance or party.
84. I have at one time or another in my life tried my hand at writing poetry.
85. I don't like to undertake any project unless I have a pretty good idea as to how it will turn out.
86. Most of the arguments or quarrels I get into are over matters of principle.
87. I like adventure stories better than romantic stories.
88. I do not like to see people carelessly dressed.
89. Once a week or oftener I feel suddenly hot all over, without apparent cause.
90. As long as a person votes every four years, he has done his duty as a citizen.
91. Sometimes I think of things too bad to talk about.
92. People often expect too much of me.
93. I would do almost anything on a dare.
94. With things going as they are, it's pretty hard to keep up hope of amounting to something.
95. The idea of doing research appeals to me.
96. I take a rather serious attitude toward ethical and moral issues.
97. I would like the job of a foreign correspondent for a newspaper.
98. People today have forgotten how to feel properly ashamed of themselves.
99. I cannot keep my mind on one thing.
100. I prefer a shower to a bathtub.
101. I must admit that I often do as little work as I can get by with.
102. I like to be the center of attention.
103. I like to listen to symphony orchestra concerts on the radio.
104. I would like to see a bullfight in Spain.
105. I am fascinated by fire.
106. The average person is not able to appreciate art and music very well.
107. I can be friendly with people who do things which I consider wrong.
108. I have no dread of going into a room by myself where other people have already gathered and are talking.
109. I get pretty discouraged sometimes.
110. The thought of being in an automobile accident is very frightening to me.
111. When in a group of people I have trouble thinking of the right things to talk about.
112. I set a high standard for myself and I feel others should do the same.
113. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.
114. At times I feel like picking a fist fight with someone.
115. Sometimes I have the same dream over and over.
116. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
117. I don't blame anyone for trying to grab all he can get in this world.
118. I believe we are made better by the trials and hardships of life.

119. Planning one's activities in advance is very likely to take most of the fun out of life.
120. I do not always tell the truth.
121. I was a slow learner in school.
122. I like poetry.
123. I think I am stricter about right and wrong than most people.
124. I am likely not to speak to people until they speak to me.
125. There is something wrong with a person who can't take orders without getting angry or resentful.
126. I do not dread seeing a doctor about a sickness or injury.
127. I always try to consider the other fellow's feelings before I do something.
128. It takes a lot of argument to convince most people of the truth.
129. I think I would like to drive a racing car.
130. Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on top of the world."
131. One of my aims in life is to accomplish something that would make my mother proud of me.
132. I fall in and out of love rather easily.
133. I feel as good now as I ever have.
134. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
135. I wake up fresh and rested most morinings.
136. Most people make friends because friends are likely to be useful to them.
137. I wish I were not bothered by thoughts about sex.
138. I seldom or never have dizzy spells.
139. It is all right to get around the law if you don't actually break it.
140. I enjoy hearing lectures on world affairs.
141. Parents are much too easy on their children nowadays.
142. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.
143. I like to be with a crowd who play jokes on one another.
144. I am somewhat afraid of the dark.
145. I have a tendency to give up easily when I meet difficult problems.
146. I would like to wear expensive clothes.
147. I certainly feel useless at times.
148. I believe women should have as much sexual freedom as men.
149. I consider a matter from every standpoint before I make a decision.
150. Criticism or scolding makes me very uncomfortable.
151. I have strange and peculiar thoughts.
152. I read at least ten books a year.
153. If I am not feeling well I am somewhat cross and grouchy.
154. I like tall women.
155. A person should adapt his ideas and his behavior to the group that happens to be with him at the time.
156. I hardly ever get excited or thrilled.
157. I have the wanderlust and am never happy unless I am roaming or traveling about.
158. I frequently notice my hand shakes when I try to do something.
159. I feel nervous if I have to meet a lot of people.
160. I would like to hear a great singer in an opera.
161. I am sometimes cross and grouchy without any good reason.
162. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
163. I like parties and socials.
164. My parents have often disapproved of my friends.

165. I do not mind taking orders and being told what to do.
166. In school I always looked far ahead in planning what courses to take.
167. I should like to belong to several clubs or lodges.
168. My home life was always happy.
169. Teachers often expect too much work from the students.
170. I often act on the spur of the moment without stopping to think.
171. I think I could do better than most of the present politicians if I were in office.
172. I do not have a great fear of snakes.
173. My way of doing things is apt to be misunderstood by others.
174. I never make judgments about people until I am sure of the facts.
175. I have had blank spells in which my activities were interrupted and I did not know what was going on around me.
176. I commonly wonder what hidden reason another person may have for doing something nice for me.
177. I am certainly lacking in self-confidence.
178. Most people are secretly pleased when someone else gets into trouble.
179. When I work on a committee I like to take charge of things.
180. My parents have generally let me make my own decisions.
181. I always tried to make the best school grades that I could.
182. I would rather go without something than ask for a favor.
183. Sometimes I feel as if I must injure either myself or someone else.
184. I have had more than my share of things to worry about.
185. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
186. I usually don't like to talk much unless I am with people I know very well.
187. I am inclined to take things hard.
188. I am quite often not in on the gossip and talk of the group I belong to.
189. In school my marks in deportment were quite regularly bad.
190. Only a fool would ever vote to increase his own taxes.
191. I can remember "playing sick" to get out of something.
192. When I meet a stranger I often think that he is better than I am.
193. I would be ashamed not to use my privilege of voting.
194. I like to keep people guessing what I'm going to do next.
195. The most important things to me are my duties to my job and to my fellowman.
196. I think I would like to fight in a boxing match sometime.
197. Once in a while I laugh at a dirty joke.
198. Before I do something I try to consider how my friends will react to it.
199. I would like to be a soldier.
200. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
201. I have no patience with people who believe there is only one true religion.
202. If given the chance I would make a good leader of people.
203. When things go wrong I sometimes blame the other fellow.
204. I like to plan a home study schedule and then follow it.
205. I enjoy a race or game better when I bet on it.
206. I have often found people jealous of my good ideas, just because they had not thought of them first.
207. Sometimes at elections I vote for men about whom I know very little.
208. I like to go to parties and other affairs where there is lots of loud fun.
209. Most people are honest chiefly through fear of being caught.
210. I very much like hunting.
211. I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.

212. I have never been in trouble with the law.
213. It makes me angry when I hear of someone who has been wrongly prevented from voting.
214. In school I was sometimes sent to the principal for cutting up.
215. I would like to write a technical book.
216. At times I have worn myself out by undertaking too much.
217. I think I would like the work of a librarian.
218. I love to go to dances.
219. Most people inwardly dislike putting themselves out to help other people.
220. I feel uneasy indoors.
221. People have a real duty to take care of their aged parents, even if it means making some pretty big sacrifices.
222. I would like to belong to a discussion and study club.
223. I keep out of trouble at all costs.
224. I usually expect to succeed in things I do.
225. People pretend to care more about one another than they really do.
226. Most people worry too much about sex.
227. It is hard for me to find anything to talk about when I meet a new person.
228. I like to read about history.
229. I much prefer symmetry to asymmetry.
230. I would rather be a steady and dependable worker than a brilliant but unstable one.
231. I am apt to show off in some way if I get the chance.
232. Sometimes I feel that I am about to go to pieces.
233. A person does not need to worry about other people if only he looks after himself.
234. We ought to pay our elected officials better than we do.
235. I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community.
236. I am so touchy on some subjects that I can't talk about them.
237. The future is too uncertain for a person to make serious plans.
238. Sometimes I just can't seem to get going.
239. I like to talk before groups of people.
240. I would like to be a nurse.
241. The man who provides temptation by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it.
242. I am a good mixer.
243. I am often bothered by useless thoughts which keep running through my mind.
244. If I were a reporter I would like very much to report news of the theater.
245. Most of the time I feel happy.
246. I like to plan out my activities in advance.
247. When a man is with a woman he is usually thinking about things related to her sex.
248. I must admit that I have a bad temper, once I get angry.
249. I like mechanics magazines.
250. I must admit I find it very hard to work under strict rules and regulations.
251. I like large, noisy parties.
252. I sometimes feel that I am a burden to others.
253. When prices are high you can't blame a person for getting all he can while the getting is good.
254. I have never deliberately told a lie.
255. Only a fool would try to change our American way of life.
256. I want to be an important person in the community.
257. I often feel as though I have done something wrong or wicked.

258. In school I found it very hard to talk before the class.
259. I usually feel that life is worthwhile.
260. I always try to do at least a little better than what is expected of me.
261. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
262. There have been a few times when I have been very mean to another person.
263. Lawbreakers are almost always caught and punished.
264. I would be very unhappy if I was not successful at something I had seriously started to do.
265. I dread the thought of an earthquake.
266. I think most people would lie to get ahead.
267. I am a better talker than a listener.
268. At times I have been very anxious to get away from my family.
269. I like science.
270. I often lose my temper.
271. My parents were always very strict and stern with me.
272. I must admit I feel sort of scared when I move to a strange place.
273. I am bothered by people outside, on streetcars, in stores, etc., watching me.
274. I'm pretty sure I know how we can settle the international problems we face today.
275. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
276. I have very few quarrels with members of my family.
277. I have no fear of water.
278. If I get too much change in a store, I always give it back.
279. I often get disgusted with myself.
280. I enjoy many different kinds of play and recreation.
281. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
282. A large number of people are guilty of bad sexual conduct.
283. I like to read about science.
284. It is hard for me to act natural when I am with new people.
285. I refuse to play some games because I am not good at them.
286. I have never done anything dangerous for the thrill of it.
287. I think I would like to belong to a singing club.
288. As a youngster I was suspended from school one or more times for cutting up.
289. There have been times when I have worried a lot about something that was not really important.
290. I have never been in trouble because of my sex behavior.
291. I think I would like to belong to a motorcycle club.
292. I used to like it very much when one of my papers was read to the class in school.
293. Every now and then I get into a bad mood, and no one can do anything to please me.
294. I feel that I have often been punished without cause.
295. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place.
296. I would like to be an actor on the stage or in the movies.
297. At times I have a strong urge to do something harmful or shocking.
298. I often get feelings like crawling, burning, tingling, or "going to sleep" in different parts of my body.
299. I don't seem to care what happens to me.
300. Police cars should be especially marked so that you can always see them coming.
301. I am afraid to be alone in the dark.

302. I have often gone against my parents' wishes.
303. We should cut down on our use of oil, if necessary, so that there will be plenty left for the people fifty or a hundred years from now.
304. When the community makes a decision, it is up to a person to help carry it out even if he had been against it.
305. I often wish people would be more definite about things
306. I have nightmares every few nights.
307. If I am driving a car, I try to keep others from passing me.
308. I have a great deal of stomach trouble.
309. I have been afraid of things or people that I knew could not hurt me.
310. I would rather have people dislike me than look down on me.
311. I cannot do anything well.
312. Any man who is able and willing to work hard has a good chance of succeeding.
313. I hardly ever feel pain in the back of the neck.
314. I must admit I try to see what others think before I take a stand.
315. People should not have to pay taxes for the schools if they do not have children.
316. My parents wanted me to "make good" in the world.
317. I often think about how I look and what impression I am making upon others.
318. When I was a child I didn't care to be a member of a crowd or gang.
319. In a group, I usually take the responsibility for getting people introduced.
320. I would be willing to describe myself as a pretty "strong" personality.
321. I almost never go to sleep.
322. I do not like to loan my things to people who are careless in the way they take care of them.
323. I have never done any heavy drinking.
324. Voting is nothing but a nuisance.
325. When I am feeling very happy and active, someone who is blue or low will spoil it all.
326. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
327. I find it easy to "drop" or "break with" a friend.
328. I find that a well-ordered mode of life with regular hours is congenial to my temperament.
329. It is hard for me to sympathize with someone who is always doubting and unsure about things.
330. Everything tastes the same.
331. I often start things I never finish.
332. I could be perfectly happy without a single friend.
333. Education is more important than most people think.
334. I get nervous when I have to ask someone for a job.
335. There are times when I act like a coward.
336. Sometimes I used to feel that I would like to leave home.
337. Much of the time my head seems to hurt all over.
338. I never worry about my looks.
339. I have been in trouble one or more times because of my sex behavior.
340. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
341. My people treat me more like a child than a grown-up.
342. Some people exaggerate their troubles in order to get sympathy.
343. In school most teachers treated me fairly and honestly.
344. I am made nervous by certain animals.
345. I go out of my way to meet trouble rather than try to escape it.
346. I must admit I am a pretty fair talker.
347. I never make judgments about people until I am sure of the facts.

348. I usually try to do what is expected of me, and to avoid criticism.
349. If a person is clever enough to cheat someone out of a large sum of money, he ought to be allowed to keep it.
350. A person should not be expected to do anything for his community unless he is paid for it.
351. Some of my family have habits that bother and annoy me very much.
352. I must admit I have no great desire to learn new things.
353. No one seems to understand me.
354. A strong person will be able to make up his mind even on the most difficult questions.
355. I have strong political opinions.
356. I seldom worry about my health.
357. For most questions there is just one right answer, once a person is able to get all the facts.
358. I dream frequently about things that are best kept to myself.
359. I think I am usually a leader in my group.
360. It is impossible for an honest man to get ahead in the world.
361. I like to have a place for everything and everything in its place.
362. I have never seen a vision.
363. I don't like to work on a problem unless there is the possibility of coming out with a clear-cut and unambiguous answer.
364. It bothers me when something unexpected interrupts my daily routine.
365. The future seems hopeless to me.
366. I never seem to get hungry.
367. My home life was always very pleasant.
368. I have had no difficulty starting or holding my urine.
369. I seem to do things that I regret more often than other people do.
370. Disobedience to any government is never justified.
371. I would rather be a steady and dependable worker than a brilliant but unstable one.
372. I have reason for feeling jealous of one or more members of my family.
373. My table manners are not quite as good at home as when I am out in company.
374. I would never go out of my way to help another person if it meant giving up some personal pleasure.
375. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.
376. I enjoy planning things, and deciding what each person should do.
377. Most of the arguments or quarrels I get into are over matters of principle.
378. I doubt if anyone is really happy.
379. I would rather not have very much responsibility for other people.
380. I am known as a hard and steady worker.
381. My mouth feels dry almost all the time.
382. Success is a matter of will power.
383. I usually have to stop and think before I act even in trifling matters.
384. Most people would be better off if they never went to school at all.
385. It is pretty easy for people to win arguments with me.
386. I know who is responsible for most of my troubles.
387. I don't like things to be uncertain and unpredictable.
388. When I an cornered I tell that portion of the truth which is not likely to hurt me.
389. I get pretty discouraged with the law when a smart lawyer gets a criminal free.
390. I have not lived the right kind of life.
391. I am quite a fast reader.
392. I daydream very little.

393. I have used alcohol excessively.
394. Even when I have gotten into trouble I was usually trying to do the right thing.
395. It is very important to me to have enough friends and social life.
396. I sometimes wanted to run away from home.
397. Once I have my mind made up I seldom change it.
398. Life usually hands me a pretty raw deal.
399. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
400. I think I am stricter about right and wrong than most people.
401. Most young people get too much education.
402. I have had attacks in which I could not control my movements or speech, but in which I knew what was going on around me.
403. I have a natural talent for influencing people.
404. I am in favor of a very strict enforcement of all laws, no matter what the consequences.
405. People often talk about me behind my back.
406. I have one or more bad habits which are so strong that it is no use fighting against them.
407. I have had no difficulty in starting or holding my bowel movement.
408. I always see to it that my work is carefully planned and organized.
409. I would never play cards (poker) with a stranger.
410. I regard the right to speak my mind as very important.
411. I am bothered by acid stomach several times a week.
412. I like to give orders and get things moving.
413. I get all the sympathy I should.
414. I do not read every editorial in the newspaper every day.
415. I have felt embarrassed over the type of work that one or more members of my family have done.
416. I don't think I'm quite as happy as others seem to be.
417. Any job is all right with me, so long as it pays well.
418. I am embarrassed with people I do not know well.
419. It often seems that my life has no meaning.
420. I used to steal sometimes when I was a youngster.
421. I don't really care whether people like me or dislike me.
422. I feel like giving up quickly when things go wrong.
423. If people had not had it in for me I would have been much more successful.
424. The one to whom I was most attached and whom I most admired as a child was a woman (mother, sister, aunt, or other woman).
425. I have often felt guilty because I have pretended to feel more sorry about something than I really was.
426. There have been times when I have been very angry.
427. There are a few people who just cannot be trusted.
428. My home as a child was less peaceful and quiet than those of most other people.
429. Even the idea of giving a talk in public makes me afraid.
430. The things some of my family have done have frightened me.
431. As a youngster in school I used to give the teachers lots of trouble.
432. I am not afraid of picking up a disease or germs from doorknobs.
433. It is more important that a father be kind than that he be successful.
434. My skin seems to be unusually sensitive to touch.
435. If the pay was right I would like to travel with a circus or carnival.
436. I never cared much for school.
437. I am troubled by attacks of nausea and vomiting.
438. I would have been more successful if people had given me a fair chance.

439. The members of my family were always very close to each other.
440. There are times when I have been discouraged.
441. I have often been frightened in the middle of the night.
442. The trouble with many people is that they don't take things seriously enough.
443. I'm not the type to be a political leader.
444. My parents never really understood me.
445. I would fight if someone tried to take my rights away.
446. I must admit that people sometimes disappoint me.
447. If I saw some children hurting another child, I am sure I would try to make them stop.
448. People seem naturally to turn to me when decisions have to be made.
449. Almost every day something happens to frighten me.
450. I get sort of annoyed with writers who go out of their way to use strange and unusual words.
451. I set a high standard for myself and I feel others should do the same.
452. I dislike to have to talk in front of a group of people.
453. I work under a great deal of tension.
454. My family has objected to the kind of work I do, or plan to do.
455. There seems to be a lump in my throat much of the time.
456. I have more trouble concentrating than others seem to have.
457. A person is better off if he doesn't trust anyone.
458. People who seem unsure and uncertain about things make me feel uncomfortable.
459. My sleep is fitful and disturbed.
460. A strong person doesn't show his emotions and feelings.
461. It seems that people used to have more fun than they do now.
462. Even though I am sure I am in the right, I usually give in because it is foolish to cause trouble.
463. It is hard for me just to sit still and relax.
464. From time to time I like to get completely away from work and anything that reminds me of it.
465. I must admit that I am a high-strung person.
466. I am a very ticklish person.
467. At times I think I am no good at all.
468. I like to eat my meals quickly and not spend a lot of time at the table visiting and talking.
469. I must admit that it makes me angry when other people interfere with my daily activity.
470. If a person doesn't get a few lucky breaks in life it just means that he hasn't been keeping his eyes open.
471. I sometimes feel that I do not deserve as good a life as I have.
472. I feel that I would be a much better person if I could gain more understanding of myself.
473. I can't really enjoy a rest or vacation unless I have earned it by some hard work.
474. I sometimes tease animals.
475. I have a good appetite.
476. I had my own way as a child.
477. I get tired more easily than other people seem to.
478. I would be uncomfortable in anything other than fairly conventional dress.
479. I sweat very easily even on cool days.
480. I must admit it would bother me to put a worm on a fish hook.

California Psychological Inventory

NAME (Please print) _____

AGE _____

SEX _____

DATE _____

START HERE

DIRECTIONS: Be sure to fill in your name and other information requested. Then answer TRUE (T) or FALSE (F) for each statement by putting an X in the appropriate box, as in the example at right.

EXAMPLE ONLY

T	1	2	3
F			

T	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
F																														
T	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
F																														
T	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
F																														
T	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
F																														
T	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150
F																														
T	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
F																														
T	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210
F																														
T	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
F																														
T	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270
F																														
T	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
F																														
T	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330
F																														
T	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
F																														
T	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390
F																														
T	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
F																														
T	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450
F																														
T	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480
F																														

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Palo Alto, California

DO NOT MARK BELOW THIS LINE

Do	Cs	Sy	Sp	Sa	Wb	Re	So	Sc	To	Gi	Cm	Ac	Ai	Ie	Py	Fx	Fe

APPENDIX D

FAND ROLE INVENTORY

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

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 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 be satisfied with their husband's 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.

APPENDIX E

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REFERENCES

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APPENDIX F

TABLES

TABLE I
MEANS OF FOUR OCCUPATIONAL GROUPS FOR THE CONTINUOUS VARIABLES

GROUP COUNTS

	GROUP 1 LAW	GROUP 2 HOMEMAKE R	GROUP 3 EDUCATIO N	GROUP 4 MEDICINE	TOTAL
COUNT	45.0000	45.0000	45.0000	45.0000	180.0000

MEANS

	GROUP 1 LAW	GROUP 2 HOMEMAKE R	GROUP 3 EDUCATIO N	GROUP 4 MEDICINE	TOTAL
CAREER	1.0000	2.0000	3.0000	4.0000	2.5000
PLBIRTH	0.5778	0.0111	0.6000	0.6000	0.6722
RACE	1.0000	1.0000	1.0000	1.0000	1.0000
BIRORJOB	2.5778	2.0444	1.9111	2.4000	2.2278
CARE	1.5111	2.1778	1.1333	1.2889	1.5278
FATHEDUC	3.9333	2.7556	3.4889	3.9556	3.5333
MOTHEDUC	3.3333	2.2222	2.9556	3.2222	2.9333
FATHOCCU	2.5333	3.0222	2.2444	2.4889	2.5722
FATHINFL	1.3333	0.1333	1.2667	1.1556	1.2222
MOTHOCCU	3.7333	4.0000	3.9667	3.4000	3.7500
MOTHINFL	1.3556	1.3333	1.1778	1.2000	1.2667
GRTE INFL	2.3333	0.0	2.4444	2.1111	1.7222
DUMMY	2.0444	1.4667	1.9111	2.0444	1.8667
MARRIST	1.6000	0.0	1.4222	1.6222	1.1611
LENGTH	0.9333	3.1333	1.0667	0.6000	1.4333
HUSEDUC	2.2889	3.9333	2.0889	1.4889	2.4500
HUSOCCU	1.0000	1.8667	2.5333	1.1556	1.6389
HELPHINM	0.9556	1.2000	1.0667	0.5778	0.9500
NOCHILD	1.8444	1.1778	1.9111	1.9556	1.7222
AGECHILD	0.3111	2.1556	0.1778	0.0444	0.6722
HELPHING	0.4667	1.5111	0.1333	0.0889	0.5500
PROBMOD	1.9556	1.3333	1.5556	1.9111	1.6889
UNDRIGID	1.2444	0.0	1.1556	1.2222	0.9056
ADVICE	1.8667	1.4222	1.8889	1.7556	1.7333
ENCOURDS	1.2667	1.4667	1.0667	1.0889	1.2222
WHENADU	2.7778	1.4444	2.3556	2.2444	2.2056
DOITAGAN	1.7111	1.7111	1.4444	1.0889	1.4889
STHSGRAD	0.7333	1.0000	0.7778	0.8889	0.8500
YRHSGPA	1.5778	2.0444	1.0444	1.3556	1.5056
YRENCOLL	1.6000	2.0444	1.0444	1.3556	1.5111
WASINTR	1.8222	1.6889	1.8889	1.8389	1.8222
ACADHONR	1.2333	1.4222	1.2667	1.1778	1.2500
DEGREERE	1.4000	1.1333	1.0000	1.1556	1.1722
FAMS	25.8000	6.0222	10.0444	23.1111	16.0444
DOM	32.2222	30.2000	27.0333	29.2444	29.6889
CAPSTATU	22.4444	21.3111	19.6333	22.1778	21.1167
SOCIAMOT	26.8222	25.4222	25.0333	27.3778	26.1778
SOCPRESS	39.8667	39.1555	36.5778	39.3111	37.4778
SELFADPT	23.9333	21.6444	22.0222	23.5778	22.6444
SELFHNR	37.2667	35.9555	31.6222	35.6444	35.1222
RESPONTY	30.7556	34.2444	29.0667	31.6667	31.1933
SOCALZTN	37.4889	41.2667	38.6222	37.7333	38.7778
SELFCONT	28.5778	33.6667	26.3333	29.6222	29.8000
TOLERANC	25.4444	24.4222	20.5555	23.9778	23.6000
GDIMPRES	17.0000	19.8000	14.1556	16.2222	16.7944
CMMUNALT	24.9556	25.9111	26.1111	25.8444	25.7056
ACHVCONF	29.6000	30.2000	26.0000	28.6667	28.6167
ACHVINDE	24.5555	21.9111	20.0222	22.5111	22.2500
INTLSPIC	41.4000	41.6889	38.4000	42.4889	40.0944
PSYMIND	13.9333	11.8222	10.6000	12.9111	12.3167
FLEXIBIL	12.2667	12.3111	10.6222	12.3333	11.8933
FEMININ	21.3111	24.6889	23.9556	20.3111	22.6167
AGENCY	25.7556	32.3333	23.4000	24.5778	26.5167
SES	13.5333	12.0000	12.5556	13.0667	12.7889

TABLE 2

STANDARD DEVIATIONS OF FOUR OCCUPATIONAL GROUPS FOR THE CONTINUOUS VARIABLES

STANDARD DEVIATIONS

	GROUP 1 LAW	GROUP 2 HOMEMAKER	GROUP 3 EDUCATION	GROUP 4 MEDICINE	TOTAL
		E	N		
CAREER	0.0	0.0	0.0	0.0	1.1212
PLBIRTH	0.4995	0.2878	0.4954	0.4954	0.4707
RACE	0.0	0.0	0.0	0.0	0.0
BIRTHORD	1.9266	1.0333	0.4682	1.8513	1.4640
AGE	0.5986	0.8059	0.4045	0.5886	0.7280
FATHEDUC	1.6293	1.1708	1.1604	1.8210	1.5405
MOTHEDUC	1.1678	1.1849	1.0436	1.2411	1.2309
FATHOCCU	1.2598	1.3398	0.9806	1.3568	1.2730
FATHINFL	0.5222	0.3438	0.4472	0.3665	0.4301
MOTHOCCU	1.2136	1.2069	1.2893	1.3883	1.2854
MOTHINFL	0.4841	0.5541	0.3866	0.4573	0.4798
GETOINFL	1.1076	0.0	0.9184	1.0918	1.3456
DUMMIES	1.0435	0.5878	1.0834	0.9990	0.9711
MARRIST	0.6557	0.0	0.4995	0.6839	0.8598
LENGTH	1.0745	0.8944	1.0954	0.9630	1.4140
HUSEDUC	2.4645	1.1362	1.9636	2.3415	2.2205
HUSOCCU	1.2247	0.8146	2.9511	2.2458	2.0707
HELPHINM	1.4135	0.4045	1.1765	1.0333	1.0897
NOCHILD	0.3665	0.0865	0.2878	0.2084	0.4492
AGECHILD	0.7926	0.8516	0.6136	0.2084	1.0874
HELPHINC	1.0135	0.5886	0.4573	0.4082	0.6798
PROBMOD	0.3665	0.4767	0.5025	0.2878	0.4477
UNDRIGID	0.4346	0.0	0.3665	0.4204	0.6315
ADVICE	0.3438	0.4995	0.3827	0.4346	0.4559
ENCOURIS	0.5394	0.5045	0.2523	0.3582	0.4553
WHENMADU	0.4714	0.5860	0.7433	0.8569	0.8303
DOITAGAN	0.8692	0.4564	0.7247	0.3582	0.6809
STHSGRAD	0.4472	0.0	0.4204	0.3827	0.3733
YRHSGRA	0.4995	0.2084	0.2064	0.5290	0.5337
YRENCOLL	0.4954	0.4240	0.2084	0.5290	0.5642
HASCLNTE	0.3866	0.4652	0.3173	0.3173	0.3334
ACADPUNR	0.3438	0.4995	0.4472	0.3866	0.4342
DEGREENE	0.6876	0.3438	0.0	0.5203	0.4824
FAMS	9.8026	15.0944	12.3545	8.5046	14.2106
DUM	5.7521	5.5416	5.8342	5.4026	5.8866
CAPSTATU	3.5198	3.9991	4.3097	3.5272	4.2127
SOCIABIL	3.7857	3.5324	5.3633	5.3185	4.6392
SOCPRESN	5.4675	5.4688	6.3585	6.1822	6.8093
SELFACPT	3.3603	6.6125	4.2184	4.1914	4.8574
SHELLING	4.0306	7.4556	4.8234	5.0774	5.5077
RESPONTY	4.5235	2.7401	5.2717	4.2854	4.8087
SOCALZTN	4.3204	3.9048	5.5282	5.6182	5.0855
SELFCONT	5.6185	5.7604	6.5851	7.7203	6.9318
TOLERANC	5.8565	2.7921	4.8201	3.9951	4.6413
GDIMPRES	5.0362	6.1223	5.2655	5.5346	5.8230
COMUNALT	1.9184	1.9752	2.3404	2.4951	2.3631
ACHVCONF	3.6520	2.7684	4.2800	3.8377	3.9851
ACHVINDE	3.1157	2.2546	3.7439	4.4345	3.8198
INTELFIC	3.1654	3.4631	4.4335	4.8226	4.2367
PSYMIND	3.0106	1.9690	2.0605	2.1301	2.6245
FLEXIBIL	3.2641	5.6682	2.9504	3.7538	4.0819
FEMINITY	3.7163	3.3223	3.7193	3.5202	3.7511
AGEMD	2.7399	3.6495	2.8952	2.7510	4.5912
SES	2.4735	1.8829	2.1801	2.3970	2.2989

TABLE 3

SUMMARY TABLE WITH THE F TO ENTER WILKS' LAMBDA AND SIGNIFICANCE FOR DISCRIMINATORS OF THE FOUR GROUPS

STEP NUMBER	VARIABLE ENTERED	REMOVED	F TO ENTER OR REMOVE	NUMBER INCLUDED	WILKS' LAMBDA	SIG.	RAO'S V	CHANGE IN RAO'S V	SIG. OF CHANGE
1	DRUGTID		131.71834	1	0.39815	0.0	395.15430	395.15430	0.0
2	ADVICE		41.78918	2	0.17953	0.0	793.93994	398.78564	0.0
3	AGECHILD		22.31122	3	0.12966	0.0	1132.15845	338.21851	0.0
4	FAMD		14.95395	4	0.09758	0.0	1274.13330	141.97485	0.0
5	GREENEL		12.34922	5	0.08024	0.0	1651.29053	277.15723	0.0
6	YRHSGRA		13.07670	6	0.06527	0.0	1633.48950	82.19897	0.000
7	ACHIEVDE		10.39546	7	0.05482	0.0	1683.60669	50.11719	0.000
8	DOLTAGAN		8.20679	8	0.04785	0.0	1746.94873	63.34204	0.000
9	MARITST		8.75445	9	0.04138	0.0	1994.93359	247.98486	0.0
10	LEISITY		6.57965	10	0.03697	0.0	2086.01074	91.07715	0.000
11	RESPONTY		6.90387	11	0.03289	0.0	2119.61988	33.61914	0.000
12	STHSGRAD		6.66413	12	0.02933	0.0	2242.79463	123.11475	0.0
13	SOLEMOD		5.65959	13	0.02653	0.0	2313.62881	70.78418	0.000
14	FATHEDEL		4.90388	14	0.02439	0.0	2397.08545	83.55664	0.000
15	LENGTH		4.95638	15	0.02233	0.0	2442.78662	45.70117	0.000
16	ENGLISH		3.50301	16	0.02096	0.0	2508.81201	66.02539	0.000
17	PSYTIMD		3.49573	17	0.01867	0.0	2534.18506	25.37305	0.000
18	FATHOCCU		2.84293	18	0.01867	0.0	2560.41504	26.22998	0.000
19	HASCHLTR		2.88269	19	0.01770	0.0	2659.44922	99.03418	0.000
20	HELPHINC		2.55112	20	0.01608	0.0	2761.83569	102.38647	0.0
21	SELFALPT		2.93423	21	0.01598	0.0	2792.59326	30.75757	0.000
22	HELMTPN		2.77139	22	0.01517	0.0	2847.17993	54.58667	0.000
23	MOTHOCCU		3.21291	23	0.01427	0.0	2868.52159	21.44165	0.000
24	INTLEFIC		2.19133	24	0.01368	0.0	2882.47290	13.85132	0.003
25	SKILLBNG		1.68926	25	0.01324	0.0	2895.87207	13.39917	0.004
26	HUSOCCU		1.65187	26	0.01282	0.0	2912.26929	16.39722	0.001
27	TOLERANC		1.79116	27	0.01238	0.0	2928.94409	16.67480	0.001
28	AGE		1.70262	28	0.01197	0.0	2958.28735	29.34326	0.000
29	SOCALTIN		1.60135	29	0.01159	0.0	3004.11938	45.83203	0.000
30		SKILLBNG	0.83627	28	0.01179	0.0	2995.95020	-8.16919	1.000
31	COMUNALT		1.72133	29	0.01139	0.0	3013.44507	17.49487	0.001
32	DDH		1.51097	30	0.01105	0.0	3024.03149	10.58643	0.014
33	SOCIABIL		1.77314	31	0.01066	0.0	3055.23096	31.19946	0.000
34	YRENCOLL		1.38739	32	0.01036	0.0	3073.58496	18.35400	0.000
35	HUSEDUC		1.31152	33	0.01009	0.0	3123.67725	50.09229	0.000
36	PLBIRTH		1.23457	34	0.00983	0.0	3140.40430	16.72705	0.001
37	MOTHEDEL		1.24165	35	0.00959	0.0	3179.81396	39.40967	.000

TABLE 4

VARIABLES AND THE UNIVARIATE F-RATIO

WILKS' LAMBDA (U-STATISTIC) AND UNIVARIATE F-RATIO WITH 3 AND 176 DEGREES OF FREEDOM

VARIABLE	WILKS' LAMBDA	F
CAREER	0.0000	**********
PLBIRTH	0.9163	5.5697
RACE	1.0000	0.0
BIRORDER	0.9854	2.1004
AGE	0.6980	25.3152
FATHEDUC	0.8499	6.5276
MOTHEDUC	0.8756	8.3340
FATHOCCU	0.9506	3.0485
FATHINFL	0.9838	2.2065
MOTHOCCU	0.9697	1.8307
MOTHINFL	0.9730	1.6263
GRTRINFL	0.4429	73.7872
DUMMBK	0.9400	3.7470
MARRIST	0.8835	93.5022
LENGTH	0.5014	58.3400
HUSEDUC	0.8327	11.7636
HUSOCCU	0.9134	5.6309
HELHINM	0.9545	2.7937
NOCHILD	0.4997	58.7419
AGECHILD	0.3687	100.4910
HELPHINC	0.5725	43.6479
ROLEMOD	0.7202	22.7872
UNDRSTND	0.3051	131.7183
ADVICE	0.6315	11.8855
ENCORDIS	0.8742	8.4367
WHENMADD	0.6606	30.1481
DOITAGAN	0.8586	9.6619
STHSGRAD	0.9227	4.9125
YRHSGRA	0.5316	56.6823
YRENGCLL	0.5760	42.6328
WASCINTR	0.9544	2.8046
ACADHONR	0.9350	4.0799
DEGREERE	0.9100	5.8030
FAMD	0.6681	29.1405
DOM	0.9011	6.4423
CAPSTATU	0.8640	9.2548
SOCIABIL	0.9578	2.5852
SOCPRESN	0.8956	7.5066
SELFACPT	0.9416	3.6384
SWELLBNG	0.8672	8.9853
RESPONTY	0.7852	15.7859
SOCALZTN	0.9128	5.6056
SELFCONT	0.8585	9.6722
TOLERANC	0.8503	9.9264
GDIMPRES	0.8737	8.1021
COMUNALT	0.9844	2.1681
ACHVCONF	0.8365	11.4628
ACHVINDE	0.8196	12.8398
INTLEFIC	0.8685	8.8825
PSYMIND	0.7752	17.0056
FLEXIBIL	0.9660	1.9412
FEMINTY	0.7816	16.3960
AGENCY	0.4259	78.1297
SES	0.9378	3.8927

TABLE 5

WILKS' LAMBDA OF THREE DISCRIMINANT FUNCTIONS

DISCRIMINANT FUNCTION	EIGENVALUE	RELATIVE PERCENTAGE	CANONICAL CORRELATION	:	FUNCTIONS DERIVED	WILKS' LAMBDA	CHI-SQUARE	DF	SIGNIFICANCE
				:	0	0.0096	741.328	105	0.0
1	14.72265	81.49	0.968	:	1	0.1607	301.889	68	0.0
2	2.38228	13.19	0.839	:	2	0.5096	107.530	33	0.000
3	0.46241	5.33	0.700	:					

REMAINING COMPUTATIONS WILL BE BASED ON 3 DISCRIMINANT FUNCTION(S)

TABLE 6
STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
PLBIRTH	-0.01310	0.14200	-0.03331
AGE	0.03146	0.12095	-0.28992
FATHOCCU	-0.02561	-0.16240	0.04622
FATHINFL	0.03562	-0.12368	-0.20905
MOTHOCCU	0.00886	0.05481	-0.21344
MOTHINFL	0.03769	-0.10609	-0.01442
GRTRINFL	0.16679	0.27683	-0.01726
MARRIST	0.22926	0.16058	-0.06747
LENGTH	-0.03950	0.52664	0.21330
HUSEDUC	0.09472	-0.22507	-0.03521
HUSOCCU	-0.01217	0.26094	-0.02619
HELPHIM	0.05889	0.04601	-0.29054
AGECHILD	-0.10946	-0.27464	0.26584
HELPHINC	-0.08770	0.12917	-0.16201
ROLEMOD	0.03552	-0.36722	0.24729
OBLIGID	0.40720	-0.16629	0.00012
ADVICE	0.16545	0.01758	-0.09954
ENCOURIS	-0.02754	0.00581	-0.21214
DOITAGAN	-0.03754	0.02007	-0.55136
STHSGRAD	-0.06845	0.08937	0.30345
YRHSGRAD	-0.10319	-0.40954	-0.15983
YRENCOLL	0.02021	0.39240	0.09598
WASCINT	-0.04116	-0.08505	0.05345
FUND	0.06836	-0.21807	0.19340
DOM	-0.01176	-0.09044	-0.31784
SOCIABIL	0.03557	0.17691	0.18004
SELFSCPT	0.00130	0.15352	-0.29830
PERSPNTY	-0.00236	-0.12991	0.58429
SOCALZTN	-0.03703	-0.13997	-0.11377
TOLERANC	-0.02191	-0.27197	-0.18444
COMUNALT	0.00470	0.17596	0.11222
ACHVIDOE	0.04386	-0.26823	-0.37130
INTLEFIC	-0.00492	0.03194	0.47725
PSYMIND	-0.01850	-0.09552	-0.23380
FEMINTY	-0.03782	0.21319	-0.35251

CENTROIDS OF GROUPS IN REDUCED SPACE

	FUNC 1	FUNC 2	FUNC 3
GROUP 1 LAW	0.81421	-0.92436	-0.81902
GROUP 2 HOMEMAKER	-1.66956	-0.06760	-0.00716
GROUP 3 EDUCATION	0.48747	1.34771	-0.27215
GROUP 4 MEDICINE	0.56792	-0.35578	1.09831

TABLE 7

PREDICTION RESULTS OF FOUR OCCUPATIONAL GROUPS

PREDICTION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP GP. 1	GP. 2	GP. 3	GP. 4
GROUP 1 LAW	45.	41. 91.1%	0. 0.0%	1. 2.2%	3. 6.7%
GROUP 2 HOMEMAKER	45.	0. 0.0%	45. 100.0%	0. 0.0%	0. 0.0%
GROUP 3 EDUCATION	45.	4. 8.9%	0. 0.0%	40. 88.9%	1. 2.2%
GROUP 4 MEDICINE	45.	2. 4.4%	0. 0.0%	2. 4.4%	41. 91.1%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 92.78%

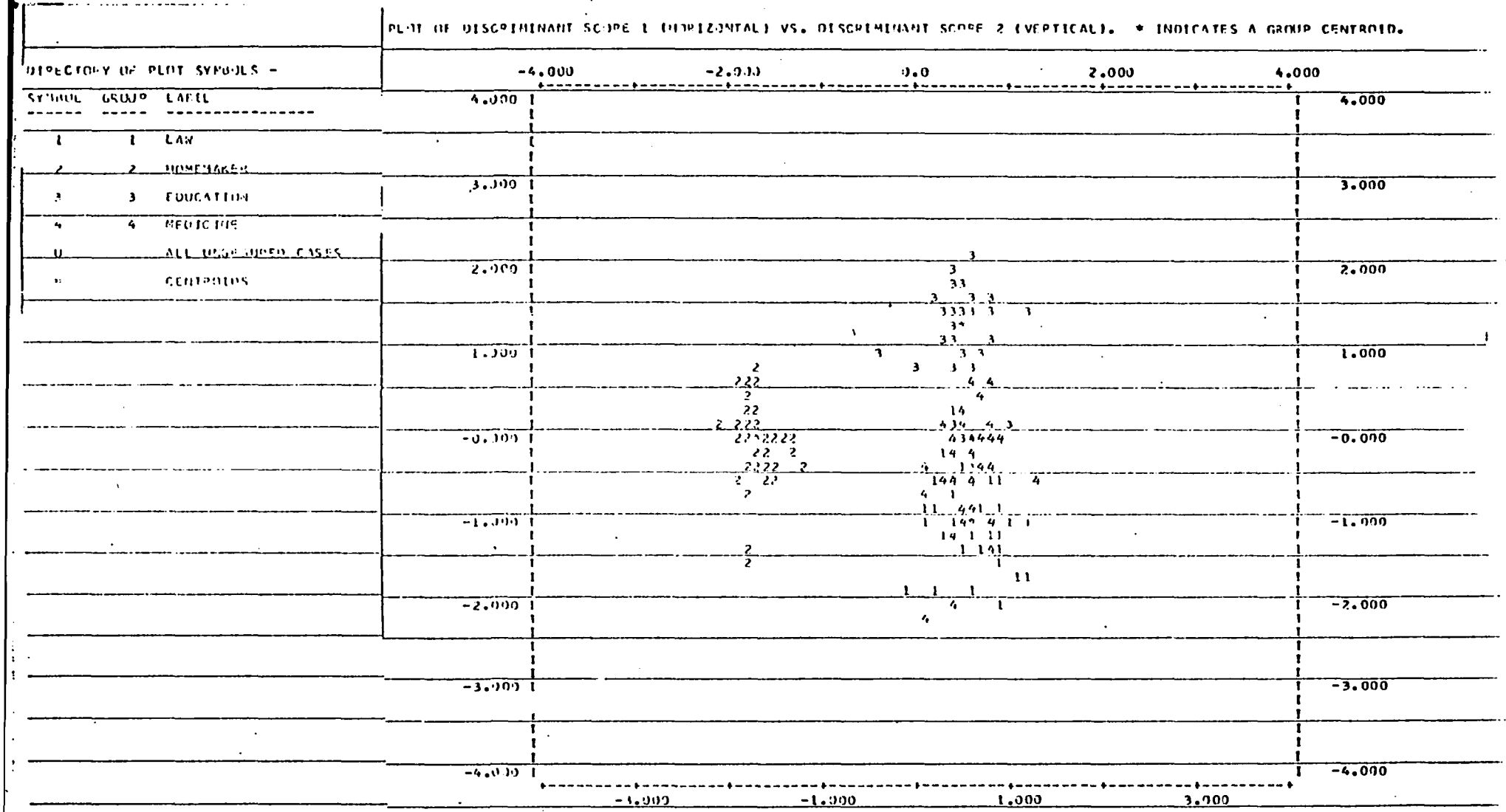


TABLE 8

PLOT OF DISCRIMINANT SCORES OF LAW, MEDICINE, EDUCATION AND HOMEMAKING GROUPS

TABLE 9

PREDICTION RESULTS OF TRADITIONAL AND NONTRADITIONAL OCCUPATIONAL GROUPS

PREDICTION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP GP. 1	GP. 2
GROUP 1 LAW	90.	87. 96.7%	3. 3.3%
GROUP 2 HOMEMAKER	90.	3. 3.3%	87. 96.7%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 96.67%

PLOT OF DISCRIMINANT SCORE 1 (HORIZONTAL) VS. DISCRIMINANT SCORE 2 (VERTICAL). * INDICATES A GROUP CENTROID.

DIRECTORY OF PLOT SYMBOLS -

SYMBOL	GROUP	LABEL
1	1	LAW
2	2	HOMEMAKER
0		ALL UNGROUPED CASES
*		CENTROIDS

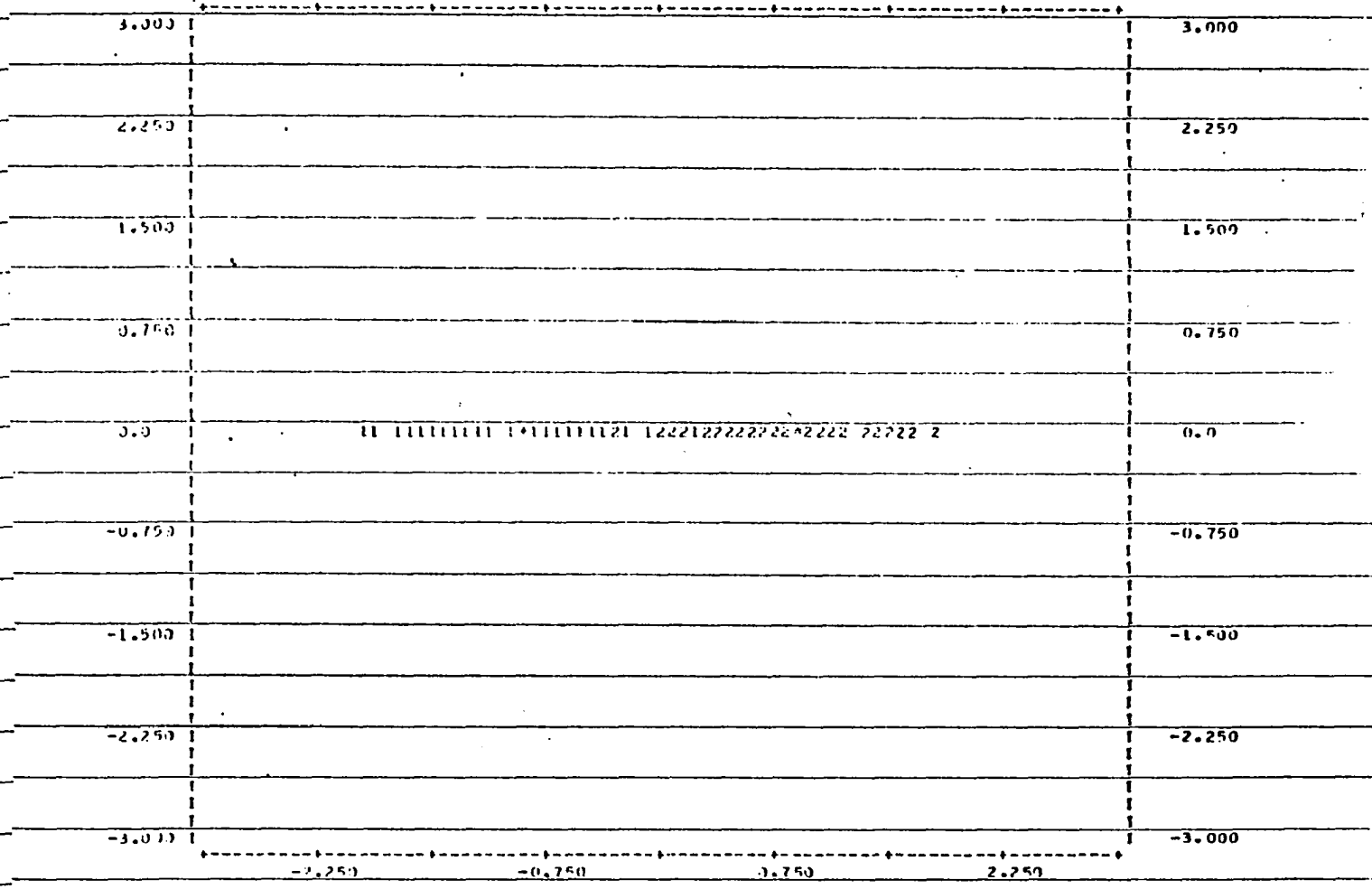


TABLE 10
PLOT OF DISCRIMINANT SCORES OF TWO GROUPS

- D I S C R I M I N A N T A N A L Y S I S -

SUMMARY TABLE

STEP NUMBER	VARIABLE ENTERED REMOVED	F TO ENTER OR REMOVE	NUMBER INCLUDED	WILKS' LAMBDA	SIG.	RAO'S V	CHANGE IN RAO'S V	SIG. OF CHANGE
1	FAID	83.60265	1	0.68042	0.000	83.60246	83.60246	0.0
2	RELFREQ	42.13457	2	0.54957	0.0	145.87950	62.27704	0.000
3	UNDERGRD	22.90618	3	0.48629	0.0	190.03751	42.15800	0.000
4	ALAVIOL	21.57625	4	0.43291	0.0	231.19783	45.13033	0.000
5	FEMINIZ	17.13622	5	0.39403	0.0	273.77612	40.60829	0.000
6	RESPONSIV	11.77537	6	0.36089	0.0	304.54882	30.76270	0.000
7	PRIVCOM	12.32736	7	0.33426	0.0	339.06616	34.52734	0.000
8	PIGEON	8.87367	8	0.32725	0.0	365.91260	26.84644	0.000
9	YESSORA	7.15490	9	0.31403	0.0	388.88057	22.91797	0.000
10	LEVOSIN	13.26512	10	0.29281	0.0	429.89819	41.06763	0.000
11	SELFCONT	7.76719	11	0.27985	0.0	458.05591	28.15771	0.000
12	SUPPORTAL	7.34635	12	0.26646	0.0	485.04179	26.98584	0.000
13	EMPHASIS	6.47704	13	0.25838	0.0	510.91675	25.87500	0.000
14	POSITIVE	6.32469	14	0.24874	0.0	537.61768	26.70093	0.000
15	DELEGAT	2.75170	15	0.24463	0.0	549.62139	12.00366	0.001
16	LAISSEZ	3.03732	16	0.24015	0.0	563.18408	13.56274	0.000
17	SELFCONT	2.72775	17	0.23618	0.0	575.66260	12.47852	0.000
18	TEACHING	2.48719	18	0.23258	0.0	587.30396	11.64136	0.001
19	ELEPOOLS	1.45333	19	0.23050	0.0	594.23706	6.93311	0.004
20	CONSTANT	1.91193	20	0.22772	0.0	603.56592	9.32886	0.002
21	AGE	1.99134	21	0.22488	0.0	613.41187	9.84595	0.002
22	DELPHIOC	1.33123	22	0.22299	0.0	620.12012	6.70825	0.010
23	ACHIEVED	1.23119	23	0.22129	0.0	626.42017	6.30005	0.012
24	SOLEMBRES	1.27144	24	0.21944	0.0	633.02246	6.60229	0.010
25	ANXIOUS	1.36697	25	0.21751	0.0	640.22144	7.19897	0.007
26	ADVICE	1.01577	26	0.21698	0.0	645.62964	5.40820	0.020

DISCRIMINANT FUNCTION	EIGENVALUE	RELATIVE PERCENTAGE	CANONICAL CORRELATION	:	FUNCTIONS DERIVED	WILKS' LAMBDA	CHI-SQUARE	DF	SIGNIFICANCE
				:	0	0.2161	252.774	26	0.0
1	3.62725	100.00	0.885	:					

REMAINING COMPUTATIONS WILL BE BASED ON 1 DISCRIMINANT FUNCTION(S)

TABLE 11
SUMMARY TABLE WITH F STATISTICS WILKS' LAMBDA, AND SIGNIFICANCE FOR DISCRIMINATORS OF THE TRADITIONAL AND NONTRADITIONAL GROUPS

- D I S C R I M I N A N T A N A L Y S I S -

SUMMARY TABLE

STEP NUMBER	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	NUMBER INCLUDED	WILKS' LAMBDA	SIG.	RAO'S V	CHANGE IN RAO'S V	SIG. OF CHANGE
1	URBRIGID		131.71834	1	0.30815	0.0	395.15430	395.15430	0.0
2	ADVICE		41.78918	2	0.17953	0.0	793.93994	398.78564	0.0
3	AGECHILD		22.31122	3	0.12966	0.0	1132.15845	338.21851	0.0
4	FAMI		18.95305	4	0.09758	0.0	1274.13330	141.97485	0.0
5	GRTRIPEL		12.39092	5	0.08024	0.0	1551.29053	277.15723	0.0

DISCRIMINANT FUNCTION	EIGENVALUE	RELATIVE PERCENTAGE	CANONICAL CORRELATION	:	FUNCTIONS DERIVED	WILKS' LAMBDA	CHI-SQUARE	DF	SIGNIFICANCE
				:	0	0.0802	440.211	15	0.0
1	8.51568	96.61	0.946	:	1	0.7636	47.073	8	0.000
2	0.25978	2.97	0.451	:	2	0.9581	7.469	3	0.058
3	0.04373	0.50	0.205	:					

REMAINING CORRELATIONS WILL BE BASED ON 3 DISCRIMINANT FUNCTION(S)

STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

	FUNC 1	FUNC 2	FUNC 3
GRTRIPEL	-0.21011	0.26106	-0.57723
AGECHILD	0.22744	-0.43000	-1.27761
URBRIGID	-0.55575	-0.10587	-0.39254
ADVICE	-0.24061	0.00348	-0.56700
FAMI	-0.12151	-1.04201	-0.06479

TABLE 12

SUMMARY TABLE OF THE FIVE MOST PARSIMONIOUS VARIABLES

TABLE 13

CENTROIDS OF GROUPS IN REDUCED SPACE

CENTROIDS OF GROUPS IN REDUCED SPACE

	FUNC 1	FUNC 2	FUNC 3
GROUP 1 LAW	-0.61846	-0.44936	-0.25577
GROUP 2 HOMEMAKER	1.63141	-0.04046	-0.00718
GROUP 3 EDUCATION	-0.46971	0.73691	-0.05108
GROUP 4 MEDICINE	-0.54324	-0.24711	0.31397

TABLE 14

PREDICTION RESULTS OF THE PARSIMONIOUS VARIABLES

PREDICTION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP GP. 1	GP. 2	GP. 3	GP. 4
GROUP 1 LAW	45.	24.	0.	10.	11.
		53.3%	0.0%	22.2%	24.4%
GROUP 2 HOMEMAKER	45.	0.	45.	0.	0.
		0.0%	100.0%	0.0%	0.0%
GROUP 3 EDUCATION	45.	7.	0.	33.	5.
		15.6%	0.0%	73.3%	11.1%
GROUP 4 MEDICINE	45.	10.	0.	11.	24.
		22.2%	0.0%	24.4%	53.3%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 70.00%

TABLE 15

PLOT OF DISCRIMINANT SCORE OF MOST PARSIMONIOUS VARIABLES

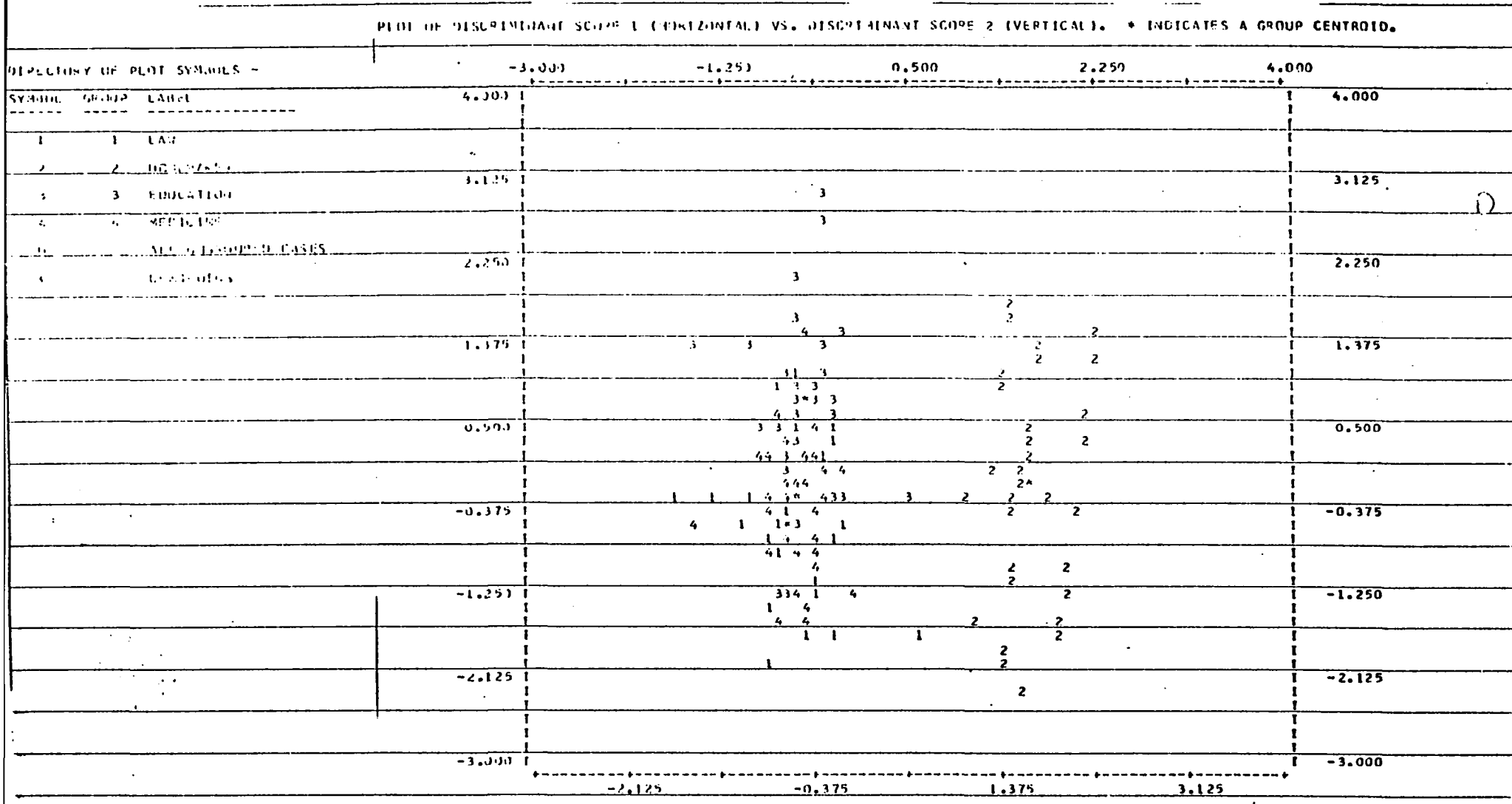


TABLE 16

VARIABLES

VARIABLE LIST	VARIABLE LABEL
CAREER	Choice of Career
PLBIRTH	Place of Birth
RACE	Race
BIRORDER	Birth Order
AGE	Age Range
FATHEDUC	Father's Educational Level
MOTHEDUC	Mother's Educational Level
FATHOCCU	Father's Occupation
FATHINFL	Father's Influence on subject's Occupational Choice
MOTHOCCU	Mother's Occupation
MOTHINFL	Mother's Influence on Subject's Occupational Choice
GRTRINFL	Did Mother or Father have greater Influence
DOMMBR	Dominant Member
MARRIST	Marital Status
LENGTH	Length of time married
HUSEDUC	Husband's Educational Level
HUSOCCU	Husband's Occupation
HELHINM	Marriage is a help or hindrance or both
NOCHILD	Number of children
AGECHILD	Age Range of children
ROLEMOD	Role Model
URORIGID	Subject's original idea
ADVICE	Advice from someone
ENCORDIS	Encouraging or discouraging friends and Family
WHENMADD	When subject made Occupational Decision
DOITAGAN	Would the Subject make the same Choice again
STHSGRAD	State Subject graduated High School
YRHSGRA	Year of High School graduation
YRENCOLL	Year enrolled in College
WASCINTR	Was College Interrupted
ACADHONR	Academic Honors

VARIABLE LIST	VARIABLE LABEL
DEGREERE	Degrees Received
FAND	Fand Role Inventory
DOM	Dominance
CAPSTATUS	Capacity for Status
SOCIABIL	Sociability
SOCPRESN	Social Presence
SELFACPT	Self-Acceptance
SWELLBNG	Sense of Well Being
RESPONTY	Responsibility
SOCALZTN	Socialization
SELFCONT	Self Control
TOLERANC	Tolerance
GDIMPRES	Good Impression
COMUNALT	Communality
ACHVCONF	Acheivement Via Conformance
ACHVINDE	Acheivement Via Independence
INTLEFIC	Intellectual Efficiency
PSYMIND	Psychological mindedness
FLEXIBIL	Flexibility
FEMINTY	Femininity
AGENO	Age in Years

TABLE 17

VARIABLE VALUES

VARIABLES	VALUE LABELS
CAREER	(1) Law (2) HomeMaker (3) Education (4) Medicine
PLBIRTH	(o) Other than Oklahoma, (1) Oklahoma
RACE	(1) Caucasian
BIRORDER	(1) Oldest (2) Second Born (3) Third Born (4) Fourth or Later born (5) Only Child (6) Youngest Child
AGE	(1) 20-25 Yrs. (2) 26-31 Yrs. (3) 32-37 Yrs.
FATHEDUC	(1) Elem School (2) High School (3) Some College (4) Bachellor Degree (5) Masters Degree (6) PhD, Md (7) Post Doct
MOTHEDUC	(1) Elem School (2) High School (3) Some College (4) Bachellors Degree (5) Masters Degree (6) PhD, Md (7) Post Doct
FATHOCCU	(1) Business or Managerial (2) Professional (3) Skilled (4) Semi-Skilled (5) UnSkilled (6) Deceased
MOTHOCCU	(1) Business or Managerial (2) Professional (3) Skilled (4) Semi-Skilled (5) Housewife
MOTHINFL	(1) Yes (2) No (3) Partially
FATHINFL	(1) Yes (2) No (o) Partially
GRTRINFL	(1) Father (2) Mother (3) Neither (4) Both (o) HMNA
DOMMBR	(1) Father (2) Mother (3) Neither (4) Both
MARRIST	(1) Married (2) Single (3) Divorced (4) HmMarried (4) Widow
LENGTH	(1) Yr. or under (2) 2-5 Yrs. (3) 6-10 Yrs (4) 11 (o) NA
HUSEDUC	(1) Elem (2) High School (3) Some College (4) Bachellors Degree (5) Masters Degree (6) PhD, Md. (7) PostDoct (o) NA

VARIABLES	VALUE LABELS
HUSOCCU	(1) Business or Managerial (2) Professional (3) Skilled (4) Semi-Skilled (5) Unskilled (6) Deceased (7) Student (o) NA
HELHINM	(1) Help (2) Hindrance (3) Both (4) Neither (o) NA (7) DoNot Know
NOCHILD	(1) 1-4 Children (2) None (3) More than 5 (o) NA
AGECHILD	(1) 105Yrs. (2) 6-10 Yrs. (3) Over 11 (o) NA (4) Under 1
HELPHINC	(1) Help (2) Hindrance (3) Both (4) Neither (o) NA
ROLEMOD	(1) Yes (2) No (3) Partially
URORIGID	(1) Yes (2) No (3) Partially
ADVICE	(1) Yes (2) No (3) Partially
ENCORDIS	(1) Encouraged (2) Di scouraged (3) Neither
WHENMADD	(1) Early childhood (2) High School (3) College
DOITAGAN	(1) Yes (2) No (3) Don't Know
STHSGRAD	(o) Other (1) Oklahoma
YRHSGRA	(1) 1970-1974 (2) 1960-1969 (3) 1950-1959
YRENCOLL	(1) 70-74 (2) 60-69 (3) 50-59
WASCINTR	(1) Yes (2) No
ACADHONR	(1) Yes (2) No
DEGREFRE	(1) Bachellors (2) Masters (3) PhD Md (4) Specialist