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A DESCRIPTIVE STUDY OF WOMEN IN THE WOMEN'S LIBERATION MOVEMENT

by

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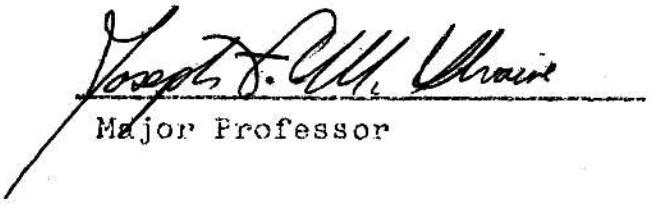

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Chapter I

STATEMENT OF THE PROBLEM

Introduction

The Women's Liberation Movement causes have stirred a considerable amount of interest in this country recently. The history of women's struggle for status and equality in the United States dates back to the 1830's when women first began to press for social change. However, the new feminist wave perhaps first emerged with the appearance of Betty Freidan's controversial book, The Feminine Mystique (1963), in which she decried the deteriorated position of women in American society.....women who had been emancipated but frustrated and pressured by an anti-feminist ideology emphasizing the importance of domesticity. Freidan's case is strong and well-documented, and the surge of controversy it provoked still continues, thus demonstrating that the problems she discussed trouble more people than may have been guessed.

Beginning with the National Organization of Women (NOW) organized by Freidan to promote equal rights for women, numerous liberation groups have emerged ranging from

militant feminist organizations to the informal local "consciousness-raising" groups. Their goals include legislation for equal job opportunities, equal pay for equal work, abortion law reform, day care centers, and a host of related issues, all designed to free women from the constraints that have prevented them from realizing their full potential as human beings in this society.

As a steadily increasing number of women decide to re-enter the work world, greater numbers have returned to school as a means of entering a career. And others are seeking education as an alternative to the traditional club, committee or volunteer work as a means of filling their days as housewives.

More women are choosing to remain single while pursuing a career and with the rise in divorce rate many more women must or are choosing to become self-sustaining.

As a result many of these women find themselves in need of emotional support; they are faced with making a vocational choice; and, they must learn to cope with the conflicting feelings arising from the changing values and life styles.

Need for the Study

There is a definite need for counselors to become more sensitive to the needs of women who are seeking to express and define in other than traditional ways what

it means to be female.

A recent study by Thomas and Stewart (1971) found that female clients interested in pursuing more traditionally masculine (deviate) career goals were perceived by both male and female counselors as needing more counseling than female clients interested in more conforming career goals. The counselors also felt that the deviate career goals were less appropriate for female clients than the more conforming goals. However, female counselors gave higher acceptance scores to both deviate and conforming female clients than did male counselors.

In Hawley's studies (1971, 1972) exploring the processes underlying women's career choice, it was found that women in traditionally feminine occupations (dichotomous) tended to think men view behavior in a sex-linked way. Women in occupations outside the feminine career group (androgynous) did not perceive men as differentiating behavior as appropriately male or female. The investigation also indicated that married women tended to be in agreement with the androgynous group and single women nearer in agreement with the feminine career group.

It was concluded that whether or not these women's perceptions were accurate, they did effect career choice. Consequently counselors should become aware of the forces which restrict the options of their clients.

Results of a recent study regarding the relationship between sex-role stereotypes and clinical concepts of mental health (Broverman, et al. 1970) indicate that clinicians have different concepts of health for men and women, and these differences parallel the sex role stereotypes prevalent in our society.

The point is clearly made that a double-standard of health exists for the sexes and that the general standard of health for adults is actually applied only to men, while healthy women are perceived as significantly less healthy by adult standards.

Accordingly, therefore, for a woman to be healthy she must adjust to and accept behavioral stereotypic norms for for her sex, even though clinicians also agreed these behaviors are generally less socially desirable and considered less healthy for the mature adult.

Implications of this investigation centered around the role therapists play in perpetuating sex-role stereotypes, and whether this attitude influences their professional activities, resulting in the reinforcement of social and psychological conflicts in their clients. It was proposed that the course of mental health would more appropriately be advanced if both sexes were encouraged toward fulfillment of their individual potentials rather than conform or adjust to restrictive sex roles.

Women do appear to have more conflicts when pursuing unconventional goals. As Maccoby (1963) has pointed out, "the girl who maintains qualities of independence and active striving necessary for intellectual mastery defies the conventions of sex appropriate behavior and must pay a price, a price in anxiety." In addition, Sandford (1961) observed that girls, after becoming "more liberal and independent" during their four years at a high-ranking women's college, showed higher incidence of anxiety and psychological disturbance than they did when they were freshman.

Therefore, in addition to gaining insight into the needs and backgrounds of women who are engaged in working toward greater freedom of choice for their sex, it is hoped that this study will bring more awareness to the counselor who may assist such women in making their choices.

Hypotheses

This study will attempt to answer the following questions:

1) Do women who are members of women's liberation movement (WLM) groups differ significantly in certain manifest needs (as measured by the Edwards Personal Preference Schedule) from the normative group of General Adult Women (GAW)?

2) Do these WLM women, as a group, exhibit specific personal background characteristics?

Null Hypotheses

1) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Achievement (Ach) variable of the EPPS.

2) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Deference (Def) variable of the EPPS.

3) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Order (Ord) variable of the EPPS.

4) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Exhibition (Exh) variable of the EPPS.

5) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Automony (Aut) variable of the EPPS.

6) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Affiliation (Aff) variable of the EPPS.

7) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the intraception (Int) variable of the EPPS.

8) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Succorance (Suc) variable of the EPPS.

9) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Dominance (Dom) variable of the EPPS.

10) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Abasement (Aba) variable of the EPPS.

11) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Nurturance (Nur) variable of the EPPS.

12) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Change (Chg) variable of the EPPS.

13) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Endurance (End) variable of the EPPS.

14) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Heterosexuality (Het) variable of the EPPS.

15) There are no significant differences between WLM women and the normative group of GAW and their mean scores on the Aggression (Agg) variable of the EPPS.

Limitations of the Study

The following considerations should be taken into account in the interpretation of the results.

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No control group consisting of a general population of adult women, who were not members of the women's liberation movement, was tested. Comparisons were thus made between the WLM group and the normative group used by Edwards.

Only those individuals having no objection to taking the personality inventory were subjects in this study. Careful consideration should be given to the description of this group before generalizations are made to other groups of women.

Chapter II

REVIEW OF THE LITERATURE

A review of the literature revealed only one research study that included some women in women's liberation movement groups. The subject matter, which dealt with attitudes toward the issues of womens liberation, was only tangential to this investigation; however, the results are worth noting. Tavris (1971) found that for both sexes the best predictors of support for woman's liberation were political radicalism, religious liberalism, and the belief that all sex differences in personality traits are culturally determined; also, for the women the most important predictor was reported career and intellectual discrimination.

However, since the majority of the women in this sample were found to be employed and well-educated. The results of several studies investigating differences in characteristics of career and homemaking-oriented women are included here.

Hoyt and Kennedy (1958) found significant differences

between these two groups on five scales of the Edwards Personal Preference Schedule (EPPS). Career-oriented women scored significantly higher than the Edward's norm group on Endurance (End), and Achievement (Ach), and Introception (Int); and below average on he ero-sexuality (Het). Homemaking-oriented women scored significantly above average on Succorance (Suc). From these results the authors propose that career-oriented women are drawn in that direction by one or more of four needs; "a) to establish one's worth through competitive behavior (Ach); b) to intellectually know and understand (Int); c) to accomplish concrete goals (End); and d) to avoid relations with the opposite sex".

Results of Wagman's study (1966) on interests and values of career and homemaking-oriented women supported Hoyt and Kennedy's (1958) findings on the Strong Vocational Interest Blank (SVIB) interest scales for these groups.

Gysbers et al. (1968) investigated the demographic and attitudinal differences between empirically-identified homemakers and career-oriented women. The latter were more apt to be single, to have pursued more education, and come from families where parents had more education, than those comprising the homemaker group.

Additionally, it was found that the stable career women were more skeptical in their religious beliefs, they derived more satisfaction from social interactions involving

more men than women, and that they regarded personal achievement as more important than regard from others.

Based on the investigations and Holland's data on personality (cited in Gysbers et al., 1968) types for classifying people, they proposed that career-oriented women were more intellectual and enterprising types, while homemaker-oriented women are more social and convential.

McKenzie (1971) studied personality characteristics and traditional attitudes of professional women (nonconformist) and housewives (conformists). She found that the two groups differed significantly in personality characteristics as measured by the California Psychological Inventory. The nonconformist group scored significantly higher on the following scales: Dominance, Capacity for Status, Sociability, Social Presence, Responsibility, Tolerance, Achievement via Conformance, Achievement via Independence, Intellectual Efficiency, and Flexibility.

A wide range of research has been carried out utilizing the Edwards Personal Preference Schedule (EPPS) as a convenient measure of normal personality traits. An attempt was made to select studies pertinent to this investigation. Again the research can only be described as tangential, for the subjects of the studies were primarily college women with no mention of career orientation or affiliation with women's liberation movement groups. (Simon and Primavera, 1972; Fitzgerald and Pasewark, 1971;

Harvey, 1971; Page, 1971; Dayries and Grimm, 1970; and Holley, 1969).

Chapter III

METHODOLOGY

Population

The population for this study consisted of all those women who were members in one or more types of Women's Liberation Movement groups in two small Midwestern cities (Manhattan, Kansas and Iowa City, Iowa).

The towns can be most accurately described as "academically-oriented communities" in that both house large universities and the citizenry is predominantly university-affiliated.

The types of groups to which these women belonged and which made them eligible for the study included the following: a)"consciousness-raising" groups, in which members of one or both sexes explore their roles and feelings in changing male-female relationships, lifestyles, goals, etc.; b) informal local "movement" groups (discussion groups); c) and national organizations, such as National Association of Women (NOW), Women's Equity Action League (WEAL) and Women's Political Caucas.

The Sample

Lists of women in the above mentioned women's groups were obtained either through the group itself or by referrals made by acquaintances.

The women contacted for the study were those available within a ten mile commuting distance of the investigator's home in each of the two cities. Only those individuals having no objection to taking the personality inventory were selected.

For this sample, then, the subjects consisted of thirty-three (33) women.

Study Variables

The Edwards Personal Preference Schedule (EPPS)

The Edwards Personal Preference Schedule (EPPS) is an inventory of 210 pairs of statements designed to assess the relative strengths of fifteen normal personality variables, which, as Edwards states in his manual (1959:5), "have their origin in a list of manifest needs presented by H.A. Murray and others".

The names of the EPPS variables are: Achievement (Ach), Deference (Def), Order (Ord), Exhibition (Exh), Autonomy (Aut),

Affiliation (Aff), Intraception (int), Succorance (Suc), Dominance (Dom), Abasement (Aba), Nurturance (Nur), Change (Chg), Endurance (End), Heterosexuality (Het), and Aggression (Agg). Additionally, the EPPS provides a measure of test Consistency (Con) and one of profile stability.

Information dealing with the method of construction of these scales can be had by referring to the EPPS manual (Edwards, 1959:5-6, 9-15).

Brief scale descriptions as they appear in the EPPS manual (Edwards, 1959:11) follow:

1. Achievement (ach): To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. Deference (def): To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the 'unconventional', to let others make decisions.

3. Order (ord): To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. Exhibition (exh): To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. Autonomy (aut): To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. Affiliation (aff): To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. Intraception (int): To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. Succorance (suc): To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. Dominance (dom): To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. Abasement (aba): To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. Nurturance (nur): To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. Change (chg): To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. Endurance (end): To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. Heterosexuality (het): To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. Aggression (agg): To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

It might be appropriate at this time to discuss the ipsative nature of the scores that are obtained from the EPPS. It should be noted that instruments that are ipsative have a forced-choice format. The arguments favoring use of ipsative forced-choice instruments, according to Bauernfeind (1963) are:

1) The ipsative forced-choice technique operates to keep intercorrelations low, thus providing the instrument a greater potential for validity.
2) The forced-choice technique parallels more closely actual life situations where one cannot do all the things he would like to do but regularly elects one course of action in preference to alternatives -- even fairly attractive alternatives. In this

sense, forced-choice testing functions as a realistic microcosm of everyday behavior.

3) The forced-choice technique tends to control "response set" -- differences in response enthusiasm between individuals and also from occasion to occasion within one individual.

4) The forced-choice technique usually provides higher reliabilities than the free-response technique. Kuder has shown that the forced-choice format evokes a high level of behavioral reliability in responding to the items, and the consistent evidence of high reliability for various forced-choice instruments is quite convincing.

Along these same lines, Clemans (1956) states that "there is evidence that forced-choice instruments yielding ipsative scores are not as influenced by the tendency to respond in the socially accepted manner and that they cannot be as easily faked as instruments designed to measure traits more directly".

Reliability and validity. Split-half reliability coefficients, as well as test-retest coefficients, were reported by Edwards (1959) for the fifteen personality variables; and for the consistency score a test-retest coefficient was computed.

Reliabilities of individual variables according to split-half method ranged from .60 (def) to .87 (het), and from .74 (ach, exh) to .88 (aba) by test-retest method. Reliability score for the Consistency scale was .78.

A review of the literature reveals that a large number of validation studies have been published on the EPPS, however, these have yielded conflicting and inconclusive results.

According to Anastasi (1968), most of these studies failed to take the ipsative nature of the scores into account, thus making the results difficult to interpret. She explains that "with ipsative scores, the mean intercorrelation of individual scales tends to be negative and the mean correlation of all the scales with any outside variable will approach zero". Therefore, "owing to these artificial constraints, ipsative scores cannot be properly analyzed by the usual correlational procedures."

Descriptive Data

The descriptive data relating to general background information of the Ss were collected by means of a Self-Report Questionnaire (SRQ), (see Appendix A), devised by the investigator, and given to the Ss. Since this information is self-explanatory, it will not be described here.

General Procedure

In order to facilitate interpretation and organization of the data relating to the study of the first research question, fifteen (15) null hypotheses were proposed encompassing all of the personality variables. The null hypotheses deal with discriminating WLM women from Edwards' normative group of General Adult Women (GAW) on each of the fifteen (15) scales contained in the EPPS. *t* tests were used in this part of the study.

Statistical Techniques

The data for each hypothesis were analyzed by use of two-tailed *t* tests. In order to compute these *t* tests from the data, an original computer program (Appendix B) was devised by the investigator in collaboration with Dr. Bill Snider at the University of Iowa Computer Center. The output of this program, which was relevant for the purpose of this study, were the means and standard deviations for each variable within the GAW normative group and the study sample group, and *t* tests (designated TPOP for the results to formula 12.3 in Blommers and Lindquist, 1960) between these two groups for each variable.

In order to justify the use of the *t* distribution, two assumptions were made: the population sampled was normal, and the population variances were homogeneous.

Since the sample size was > 30 and df = 32, the t-curve was interpreted as approaching the normal curve, therefore, violations of these assumptions were not thought to be too crucial. The .01 level of significance was chosen to indicate a significant difference between the sample group and the normative group.

The results of the descriptive data relating to the second research question were arrived at by the use of two computer programs: Card Summary (Appendix B) devised by Boyd and Glattley (1970) and Numerical Frequency Analysis (Appendix B) devised by Levine (1968) at the University of Iowa Computer Center.

The output of the Card Summary program yields a frequency matrix which plots the coded question number against a frequency count and percentage of a coded type of response.

The output of the Numerical Frequency Analysis consists of a frequency distribution table for each of several questions which were not analyzed in the Card Summary because of coding problems. Information relevant for the purpose of this study were the means and percentages.

Chapter IV

RESULTS

This chapter is divided into two major sections. The first section presents the results of the null hypotheses, which were formulated in Chapter III. The null hypotheses were tested with *t* tests in order to discover if they differentiated between the WLM women and the normative group of GAW on the fifteen personality variables. The second section presents the descriptive data relating to general background information for the sample of WLM women.

Results of the Null Hypotheses

The Edwards Personal Preference Inventory

The hypotheses stated that there are no significant differences between WLM women and the normative group of GAW on their mean scores on each of the fifteen (15) variables of the EPPS.

The results of these hypotheses are contained in Table 1.

All of the null hypotheses were rejected since all of the personality scales of the EPPS for the WLM group had means significantly different from those of the normative GAW group.

Table 1

Edwards Personal Preference Schedule (EPPS): Means, Standard Deviations, and *ts* for WLM and GAW groups

EPPS Scales	GAW		WLM		t
	Mean	SD	Mean	SD	
Ach	13.58	3.95	17.36	4.90	7.193 **
Def	14.72	3.84	10.76	3.36	- 7.533 **
Ord	15.59	4.57	10.52	5.02	- 9.648 **
Exh	11.48	3.88	13.55	2.98	3.927 **
Aut	12.10	4.11	15.21	3.72	5.916 **
Aff	17.76	4.15	14.64	2.89	- 5.938 **
Int	15.28	4.13	17.42	4.79	4.076 **
Suc	12.86	4.55	10.55	5.15	- 4.400 **
Dom	10.24	4.73	14.85	4.51	8.761 **
Aba	16.89	4.88	10.76	4.45	-11.658 **
Nur	18.48	4.43	14.00	4.83	- 8.517 **
Chg	15.99	4.73	19.33	4.42	6.356 **
End	16.50	4.66	12.94	4.77	- 6.769 **
Het	8.12	6.59	16.27	5.58	15.499 **
Agg	10.16	4.37	11.85	3.36	3.210 *

Note: For WLM group, N = 33; for GAW group N = 4932

** $p < .001$
* $p < .002$

The mean score for the WLM group on the Ach scale was 17.36, while that for the normative GAW group was 13.58. The t test gave a value of 7.193, significant at the .001 level.

A significant difference between the means of the WLM and GAW groups was obtained on the Def scale at the .001 level. The WLM group mean was 10.76, and 14.72 for the GAW group. The t value for this result was -7.533.

The mean scores for the WLM group and GAW group on the Ord variable were 10.52 and 15.59, respectively. t had a value of -9.648, significant at the .001 level.

The t test for the difference between means for the WLM and GAW groups on the Exh scale was 3.927. This also reached the .001 level of significance. The mean score for the WLM group on this scale was 13.55, and that for the GAW group was 11.48.

On the Aut variable, the mean score for the WLM group was 15.21, and 12.10 for the GAW group. The t test for these means gave a value of 5.916, which is significant at the .001 level.

A significant difference was obtained on the Aff scale, where the mean score for the WLM group was 14.64, and that for the GAW group was 17.76. The t value was -5.938, significant at the .001 level.

The mean score for the WLM group on the Int variable

was 17.42, while that for the GAW group was 15.28. The *t* test gave a value of 4.076, significant at the .001 level.

There was a significant difference between the means of the WLM group and GAW group on the Suc scale at the .001 level. The WLM group mean was 10.55, and 12.86 for the GAW group. The value for *t* was -4.400.

The mean scores for the WLM group and GAW group on the Dom variable were 14.85 and 10.24, respectively. *t* was significant at the .001 level and had a value of 8.761.

On the Aba scale, the mean score for the WLM group was 10.76, and 16.89 for the GAW group. The *t* test gave a value of -11.658, which is significant at the .001 level.

A significant difference at the .001 level was obtained on the Nur variable, where the mean score for the WLM group was 14.00, and that for the GAW group was 18.48. *t* had a value of -8.517.

Mean scores on the Chg scale were 19.33 for the WLM group and 15.99 for the GAW group. The value of *t* was 6.356, significant at the .001 level.

The mean score of the WLM group on the End variable was 12.94, while that of the GAW group was 16.50. *t* had a value of -6.769, significant at the .001 level.

On the Het scale, the mean score for the WLM group was 16.27, and 8.12 for the GAW group. The *t* test for these means gave a value of 15.499, which is significant at the .001 level.

The mean scores for the WLM group and GAW group on the Agg variable were 11.85 and 10.16, respectively. *t* had a value of 3.210, which is significant at the .002 level.

The mean for the WLM group on the Con (consistency) scale was 12.00. According to the Edwards manual (1959), a score of 11 or higher may be regarded as evidence that the *Ss* were not randomly making choices on the test items.

To gain additional perspective, *ts* were computed for the WLM group and the three remaining normative groups cited in the Edwards' manual (General Adult Men, College Women, College Men) on each of the fifteen personality variables. Results are listed in Appendix C.

Summary. The hypotheses were rejected. WLM women score significantly higher than the GAW normative group on the following EPPS scales: Ach, Exh, Aut, Int, Dom, Chg, Het, and Agg.

Mean scores for the WLM group were significantly lower than those of the GAW group on EPPS scales of: DEf, Ord, Aff, Suc, Aba, Nur, and End.

All *ts* were significant at the .001 level with the exception of the *t* value for the Agg scale, which was significant at the .002 level.

Results of the Self Report Questionnaire (SRQ)

In order to present the results from the SRQ as concisely as possible the data was organized into topical sections. Thus the order of the Ss answers will not correspond here exactly as they appeared on the questionnaire.

Unless otherwise noted, percentages given in this part of the paper were based on the total number of cases.

Physical Characteristics

The height of the Ss ranged from 62 inches to 70 inches with a mean of 64.6 inches. Weight ranged from 102 lbs. to 215 lbs., with a mean of 127.7 lbs. Ss ranged in age from 16 years to 60 years with a mean of 33 years.

All of the Ss were caucasian.

Education

The number of years of education the Ss had received ranged from 11 to 24 years with a mean of 17 years. It was noted that 66.6 per cent of the Ss had completed 16 or more years of education at the time of this study.

It was also noted that a question pertaining to educational background yielded results indicating some

measure of mobility. Only 6.1 per cent of the Ss remained in the same city for all of their education; 24.2 per cent remained in the same city for grade school and high school, but moved to another city for college; 21.2 per cent lived in different cities for all three segments of their education; 18.2 per cent lived in more than three cities for all three segments; and 30.3 per cent lived in the same city for grade school and high school but moved to three or more cities while pursuing higher education. In summary, about 69.7 per cent appear to have been relatively mobile at least throughout the years in which they were gaining an education.

Employment

At the time of this study, 78.8 per cent of the Ss were employed. Of those employed, 73.1 per cent (26 cases) worked in an academic setting as administrators, educators and/or students. Other occupations included: secretary, teacher, cashier, welfare worker, personnel management specialist, electronics assembler, and bartender. Those not employed listed themselves as homemakers or students.

Each S was asked to approximate her own income. Those Ss not employed (21.2 per cent) reported no income of their own. Those earning under $ 5,000 made up 24.2 per cent of the Ss. Ss earning $5,000 - $ 9,999 comprised 18.2 per cent

of the group. Those earning $ 10,000 - $ 14,999 were 21.2 per cent of the Ss; and 9.1 per cent of the Ss earned $ 15,000 and over. Two Ss made no response to the question.

Of those Ss who were formerly or presently married (20 cases), 65 per cent stated that they had been employed prior to marriage.

Marital Status

At the time of this study 54.5 per cent of the Ss were married; 39.4 per cent were single; and 6.1 per cent were divorced. None were separated or widowed. Two of the Ss had been married twice. Age at the time of the Ss first marriage ranged from 17 years to 50 years, with a mean of 20 years.

Of the Ss that were formerly or presently married, 30 per cent (6 cases) had no children; 30 per cent (6 cases) had one child; 5 per cent (one case) had two children; 20 per cent (4 cases) had three; 10 per cent (2 cases) had four; and 5 per cent (one case) had five. No single women reported having children.

Of the Ss husbands, 45 per cent (9 cases) were recorded as holding Ph.D.'s or degrees from professional schools. Twenty-five per cent (5 cases) of the husbands hold master's degrees; one husband has had some graduate school; 10 per cent (2 cases) hold bachelor's degrees; and 10 per cent

have had some college courses. None of the husbands stopped their education during or at the end of high school, and only one had a grade school education. It was noted that 85 per cent of the husbands hold bachelor's degrees or better.

Ss were asked to estimate the incomes of their husbands. None were unemployed. Fifteen per cent (3 cases) of the husbands earned under $ 5,000; 10 per cent (2 cases) earned $ 5,000 - $ 9,999; 35 per cent (7 cases) earned $ 10,000 - $ 14,999; and 30 per cent (6 cases) earned $ 15,000 and over. Two of the husbands' incomes were not reported by the Ss.

Childhood Environs

The Ss were asked to estimate the size of the town in which they grew up. Ss in 15.2 per cent of the cases lived in towns under 500 in population; 9.1 per cent lived in towns of 500 - 1,000; 24.2 per cent resided in towns of 1,000 - 5,000; 6.1 per cent in towns of 5,000 - 10,000; 24.2 per cent in towns of 10,000 - 50,000; 3 per cent in cities of 50,000 - 100,000, and 18.2 per cent lived in cities of over 100,000 in population. It was noted that 78.8 per cent of the Ss grew up in towns of less than 50,000 people.

The location of this town for 45.5 per cent of the Ss was in the Mid-west. North and northeastern towns comprised

24.2 per cent, followed by 18.3 per cent of them located in the south, southeast or southwest. Western towns comprised 6.1 per cent, and another 6.1 per cent were not within the continental U.S.

Parents and Siblings

The parents of 90.9 per cent of the Ss were married, and 6.1 per cent were separated. In 3 per cent of the cases either mother or father was widowed. The Ss resided with both parents during childhood in 90.9 per cent of the cases. One lived with her mother; one lived with her father; and one S lived with someone other than her parents.

The mothers of 57.6 per cent of the Ss were reported as employed; another 9.1 per cent of the mothers were reported as employed occasionally. Most of their mothers' occupations can be classified as traditionally feminine, e.g., librarian, teacher, secretary, beautician, nurse, etc.

Briefly stated, education of the Ss mothers ranged from some grade school to the professional level with 84.8 per cent having attained a high school education or better. Those holding a bachelor's degree or higher made up 24.2 per cent and only 15.2 per cent had less than a high school education.

All of the Ss father's were reported as having been employed. Their occupations can be divided into three general categories: professional or white collar, self-employed, and blue collar, with white collar and self-employed in a clear majority.

The education of the Ss fathers ranged from some grade school to the professional level with 78.8 per cent having attained a high school education or better. Those holding a bachelor's degree or higher made up 36.4 per cent, and 21.2 per cent had less than a high school education.

Siblings. Only 12.1 per cent of the Ss were among the middle children in their families. Most of the Ss were either the oldest (42.4 per cent) or the youngest (39.4 per cent) child, and 6.1 per cent were only children.

In 39.4 per cent of the cases, Ss had two siblings; 21.2 per cent had one sibling; 6.1 per cent had none; and 33.3 per cent had from three to eight siblings.

Fifty-one and one-half per cent of the Ss had only one sister; 18.2 per cent had none; 18.2 per cent had two sisters; none had three; and 12.1 per cent had four or five sisters.

In 36.4 per cent of the cases, Ss had no brothers, 33.3 per cent had one brother, and 30.3 per cent had two to four brothers.

Affiliations

With regard to religious preference, 63.6 per cent of the Ss were Protestant, 15.2 per cent were Catholic, and none were Jewish. No preference was stated by 12.1 per cent of the Ss, and 9.1 per cent cited other preferences than those mentioned.

With regard to political preference, 54.5 per cent were Democratic, 27.3 per cent were Republican, and 15.2 per cent were Independent. Only one case did not respond to the question.

The Ss were also asked to check other types of organizations or groups in which they held membership. One hundred per cent belonged to some type of women's liberation movement group; 9.1 per cent belonged to a labor union; 12.1 per cent were members of a political organization; 6.1 per cent belonged to a race relations group; 18.2 per cent were affiliated with sororities, lodges, or auxiliaries; 9.1 per cent were PTA members; 60.6 per cent held membership in a professional, business, or civic group; none belonged to a farm group; 45.5 per cent were members of a church or church-related group; and 27.3 per cent were members of other groups not mentioned above. Only one S did not respond to this category of questions.

Opinions on Current Issues

The Ss were also asked to express their views on certain selected topics. When questioned about their sympathy with the efforts of women's liberation groups, 93.9 per cent of the Ss stated they were sympathetic, 3 per cent were not sure, and one S did not respond.

When asked to describe their position on the legalization of abortion as means of birth control, 75.8 per cent

responded positively for others and for themselves; another 12.1 per cent responded positively for others but not for themselves. Those Ss who were against abortion for others and for themselves comprised 6.1 per cent. One S was not sure of her position, and one S did not respond to the question.

Most of the Ss (93.9 per cent) felt that women should become more active in politics. When questioned about their own activity in politics, 9.1 per cent responded that they were very active; 24.2 per cent were somewhat active; 36.4 per cent were only slightly active; and 27.3 per cent were not at all active. One S did not respond to the question.

Each S was asked to name the three most urgent problems they felt were facing the country today. Since there was a wide variety of responses, those problems most commonly mentioned by the Ss are recounted here: the war (Vietnam), environmental issues, rights of minorities or equal rights, the economy, and overpopulation.

The Ss were asked to name three prominent women whom they respected. Again total responses were too numerous to recount, however, those women most frequently mentioned included the following: Shirley Chisholm, Gloria Stienem, Bella Abzug, and Margaret Mead.

Summary

Tables 2a and b summarize some of the more significant

Table 2 (a) and (b)

Summary Table: Descriptive Data

(a)

Category Description	Percent of Ss
Race: caucasion	100
Employed: yes	78.8
no	21.2
Marital status: married	54.5
single	39.4
Origin: Mid-west	45.5
other	54.5
Mother employed: yes	66.6
no	33.3
Birth order: oldest	42.4
youngest	39.4
only	6.1
middle	12.1
Affiliations: Protestant	63.6
Democratic	54.5
Mobility: 3 or more cities	69.7

(b)

Description	Mean
Height	64.6 in.
Weight	127.7 lbs.
Age	33 yrs.
Education	17 yrs.

information derived from the descriptive data of the questionnaire.

Chapter V

DISCUSSION, CONCLUSIONS, IMPLICATIONS

In this chapter some of the results delineated in Chapter IV will be reviewed for a more comprehensive esplanation of their implications.

Discussion

EPPS Scales. There were fifteen (15) null hypotheses proposed which stated that there were no significant differences between the mean scores of WLM women and the normative group of GAW on the fifteen personality variables of the EPPS. None of these hypotheses were supported since significant differences did occur between the means of the two groups on every scale of the EPPS.

WLM women scored significantly higher than the GAW group on the variables of: Achievement, Exhibition, Autonomy, Intraception, Dominance, Change, Heterosexuality, and Aggression. The sample group scored significantly lower than the GAW group on the scales of: Deference, Order, Affiliation, Succorance, Abasement, Nurturance, and Endurance.

In formulating a proposed personality profile for the WLM sample, the method of reporting used by Hoyt and Kennedy (1958) was adopted, in that an interpretation of each significant variable description will be presented.

It is proposed, then, that the women in the WLM group appear to be oriented in that direction by one or more of eight needs as measured by the EPPS.

They appear to have the following needs: a) to be assertive and to establish their worth through competitive behavior (Ach), (Hoyt and Kennedy, 1958); b) to desire attention (Exh); c) to be unconventional, free and independent (Aut); d) to intellectually know and understand (Int), (Hoyt and Kennedy, 1958); e) to be a leader or organizer (Dom); f) to be mobile and open to new experiences (Chg); to be interested in sex and activities with the opposite sex (Het); and h) if viewed in combination with their Abasement (Aba) score, they appear to possess the freedom to express this need; i) at times to be critical, angry, or aggressive (Agg).

Additionally, they appear not to tend toward fulfilling some of the more traditional roles of women in this society -- they appear not to be conforming and dependent (Def); not concerned with order and details (Ord); not tied by loyalties and friends (Aff); not self-indulgent (Suc); nor do they appear to feel inferior or guilty about their actions (Aba).

They also appear to be impatient (End) and less sensitive and sympathetic toward others (Nur).

The Questionnaire

The descriptive data of the SRQ tend to support some of the results from the EPPS.

According to Ss responses, 69.7 per cent of them appear to have been relatively mobile, at least throughout their years of study.

The Ss appear well-educated (M = 17 years of education), therefore lending support to the idea that they possess a need to intellectually know and understand.

Generally, Ss tended to express liberal attitudes toward questions regarding political and religious issues. This tendency in combination with the noted high percentage of employment and educational attainment give support to the previously mentioned findings of Tavris (1971).

Most of the Ss held strong views in favor of the efforts of women's liberation movement, which diametrically opposes the traditional roles of women in this society.

Further generalizing from the data, it can be said

of this particular group of women that they are caucasian, middle-class, well-educated, employed, mobile, not middle children, Protestant, and inclined to hold liberal attitudes toward current issues.

Conclusions

From the results of this study, it appears that this particular group of women possess a very strong and definite need structure. Because their needs appear to be at variance with those of more traditionally-oriented women in our society, they may encounter more external conflicts, more anxiety, more difficulty in adjustment if their manifest behavior does not conform to that of the expected traditional role of women (Broverman et al., 1972; Farmer and Bohn, 1970; Hawley, 1972, 1971; Thomas and Stewart, 1971). Secondly, if women are not exhibiting behavior that is in harm ny with their needs, they may be experiencing internal conflicts from which psychological disturbances such as anxiety, frustration, depression might occur.

Implications for Counselors

If the results can be generalized to other women with similar backgrounds and needs, important implications for the counselor emerge.

It is important to note at this point that regardless of the counselor's theoretical stance, female clients tend to model themselves after the counselor (Albert, 1968; Bandura, 1961, 1965). Counseling that is considered successful usually ends with the client's personality and value system more congruent with the counselor's than they were at the outset (Rosenthal, 1955). The counselor should recognize this and therefore examine his own value system.

Since Rogers' (1957) statement of the necessary and sufficient conditions for personality change, much research has been devoted to the exploration of the variables of empathy, non-possessive warmth, and genuineness,; their place in therapy; and who must take responsibility for them in a therapeutic relationship.

The findings of Truax et al. (1966) indicate that the previously mentioned therapeutic conditions are primarily a function of the therapist and not the client. In the investigation of Mullen and Abeles (1971), it is further reported that in every instance of low conditions of empathy manifested by the therapist, therapy was unsuccessful.

Olesker and Balter (1972) have shown that individuals are more empathic when judging people of the same sex than when judging persons of the opposite sex.

Therefore, it is proposed that unless the counselor can truly empathize with the needs of the type of woman

that has been discussed here, he/she cannot help the client to meet her needs and to develop her potential.

Research Recommendations

The investigator believes that the results of this study warrant further exploration of the topic. However, it is absolutely essential for any future research to include a control group of general adult women of approximately the same age and socioeconomic status as that of the WLM group. It is also strongly recommended that the sample size be increased and more representative of all segments of the women's liberation movement.

It is further suggested that the questionnaire be further refined so that meaningful correlations between background data and EPPS scales can be computed.

In addition to the personality inventory, an instrument could be used and/or devised to measure the amount of perceived anxiety or conflict experienced by both groups of women. It might also prove interesting to investigate the career-orientation of these groups by inclusion of the SVIB.

The investigator views the EPPS as a particularly useful research instrument in this type of study since it measures normal personality variables. As a rather interesting footnote, a large number of the WLM women registered complaints of frustration with regard to the forced-choice

item format of the test. Several prospective Ss could not be included in the sample because the frustration encountered in taking the inventory prevented them from completing it.

Chapter VI

SUMMARY

The purpose of this study was to describe, by use of a questionnaire and personality inventory, women in the women's liberation movement. Thirty-three (33) Ss were included in the study, each of whom was administered the Edwards Personal Preference Schedule and a Self Report Questionnaire requesting personal background data.

Significant differences between the means of the Women's Liberation Movement group and the means of the EPPS normative General Adult Women group were found on every personality variable of the EPPS.

Descriptive data collected from the questionnaire tended to support results obtained from the EPPS. Furthermore, women in the WLM group could be characterized as white, middle class, highly educated and career-oriented. They were largely Protestant, Mid-western, relatively mobile, and tended toward liberal attitudes.

It was concluded that these women possessed very strong and definite need structures. It was speculated that because of their unconventionality, they may experience external or internal conflicts, which may bring them to a counseling setting. It was suggested that the counselor be aware of shifting values and roles for women today, that his/her own value system be re-examined, and

that he/she again be alerted to the importance of empathy when dealing with the needs of women who may seek their assistance.

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APPENDIX A

The Questionnaire

QUESTIONNAIRE NO. _____

Please complete the following questions about yourself.

Height: _____ Weight: _____ Age: _____

Race: Black Caucasian Native American Other: _____

Education: (Circle last year completed.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

If you attended college, vo-tech or business school, what was your area of concentration? _____

Where did you attend grade school? (city) _____

high school? (city) _____

college? (city) _____

Marital status: S M D Sep. W

Have you been married more than once? If so, how many times? ____

Age at the time of your first marriage? _____

Your occupation: _____ Currently employed? Yes No

Were you employed before you were married? Yes No

Husband's occupation: _____ Husband's education: _____

Your income:	If married, husband's income:
under $ 5,000	under $ 5,000
5,000-9,999	5,000-9,999
10,000-14,999	10,000-14,999
15,000 and over	15,000 and over

Number of children: _____ Ages: _____

Population of town in which you lived the most time as a child?

under 500	1,000-5,000	10,000-50,000	
500-1000	5,000-10,000	50,000-100,000	over 100,000

No. _____ Page 2

Location of town: (Circle name of state.)

NORTH	SOUTH	WEST	NW	SW
N. Dakota	Arkansas	California	Washington	Arizona
S. Dakota	Louisiana	Nevada	Oregon	N. Mexico
Minnesota	Mississippi	Utah	Idaho	Texas
Wiscosin	Tennessee	Colorado	Montana	Oklahoma
Michigan	Kentucky		Wyoming	

Mid-west	NE	SE	Non-Continental
Nebraska	Maine	Florida	Alaska
Kansas	New Hampshire	Georgia	Hawaii
Iowa	Vermont	Alabama	Puerto Rico
Missouri	Massachusetts	S. Carolina	Other: _____
Illinois	Rhode Island	N. Carolina	
Indiana	Connecticutt	Virginia	
Ohio	New Jersey	W. Virginia	
	Delaware		
	New York		
	Pennsylvania		
	Maryland		
	District of Columbia		

Mother's occupation: _____ Was she employed? Yes No

Mother's education (last year completed): _____

Father's occupation: _____ Father's education: _____

Number of brothers: _____ Number of sisters: _____

What is your birth order? (ex: oldest, middle, youngest): _____

Marital status of your parents during your childhood:

S M D Sep. Mother or Father widowed Both deceased

With whom did you live as a child? Both parents
Mother
Father
Mother and Stepfather
Father and Stepmother
Other: _____

Religious preference: Protestant Catholic Judaism Other: _____

Political preference: Democratic Republican Independent Other

Do you belong to any clubs or groups like these?

_____ women's movement or "women's liberation" group (ex.: NOW)
_____ labor union (ex.: AFL-CIO)
_____ political club or group (ex.: Young Democrats or Republicans)
_____ organizations concerned with race relations (ex.: NAACP)
_____ sororities, lodges, or auxiliaries (ex.: Eastern Star)
_____ PTA
_____ business, professional, or civic groups
_____ farm group
_____ a church or church-related group
_____ other: _____
_____ none

If you belong to a formal women's movement group(s), please name:

_____

If you belong to an informal women's movement group(s), please name:

_____

Describe your sympathy with the efforts of women's movement or women's liberation groups.

Sympathetic Unsympathetic Not sure

Which would best describe your position on the legalization of abortion as a means of birth control?

Positive for others and for self
Positive for others but not self
Against for others and for self
Not sure

Name the three most urgent problems you feel are facing this country today.

_____ _____ _____

Should women become more active in politics?

Should become more active Should stay as active
Should become less active Not sure

How active are you personally in politics?

Very active Not at all active
Somewhat active Not sure
Only slightly active

Name three prominent women for whom you have a great deal of respect.

_____ _____ _____

APPENDIX B

Output from Computer Programs

ORIGINAL PROGRAM FOR COMPUTING t

ILLEGIBLE

THE FOLLOWING DOCUMENT (S) IS ILLEGIBLE DUE TO THE PRINTING ON THE ORIGINAL BEING CUT OFF

ILLEGIBLE

```
      $JOB 'HARRISON'
    1       DIMENSION XMN(16,4),NSUB(4),XSDS(16,4),X(33,16),SX(16),SX2(16),
           1 XM(15),DEVX(16),VAR(16),SD(16),TPOP(16,4),N2(4),VAR1(16),
           2 VAR2(16,4),XM2(16,4),T(16,4),NAME(16),GRP(4)
    2       DATA NAME/'ACH','DEF','ORD','EXH','AUT','AFF','INT','SUC','DOM'
           1 'ABA','NUR','CHG','END','HET','AGG','CON'/
    3       DATA GRP/'CM','CW','GAM','GAW'/
    4       READ (5,1)((XMN(J,K),J=1,16),NSUB(K),(XSDS(J,K),J=1,16),K=1,4)
    5  1    FORMAT (4X,16F4.2,T72,I4/4X,16F4.2)
    6       DO 2 J=1,33
    7       READ (5,3) (X(J,K),K=1,16)
    8  3    FORMAT (4X,16F4.2)
    9  2    CONTINUE
   10       DO 4 K=1,16
   11       SX(K)=0.0
   12       SX2(K)=0.0
   13       DO 4 J=1,33
   14       SX(K)=SX(K)+X(J,K)
   15       SX2(K)=SX2(K)+X(J,K)*X(J,K)
   16  4    CONTINUE
   17       N=33
   18       DO 5 K=1,16
   19       XM(K)=SX(K)/N
   20       DEVX(K)=SX2(K)-SX(K)*SX(K)/N
   21       VAR(K)=DEVX(K)/N
   22       SD(K)=SQRT(VAR(K))
   23  5    CONTINUE
        C TO COMPUTE THE FOUR POPULATION T'S (COLLEGE MEN, COLLEGE WOMEN,
        C GENERAL ADULT MEN, GENERAL ADULT WOMEN)
        C BLOMMER'S FORMULA FOR T, #12.3,PAGE 343   DF=N-1
        C POPULATION MEAN = XMN(J,K), NAME(16), GRP(4)
        C
   24       DO 6 K=1,4
   25       DO 6 J=1,16
   26       TPOP(J,K)=(XM(J)-XMN(J,K))*SQRT(N-1.0)/SD(K)
   27  6    CONTINUE
        C
        C TO COMPUTE THE T'S USING THE N'S FOR EACH POPULATION GROUP
        C BLOMMER'S FORMULA FOR T, #12.8,PAGE 348   DF=1
        C BLOMMER'S FORMULA FOR T, #12.8,PAGE 348   DF=N1+N2-2
        C
   28       N1=N
   29       DO 7 K=1,4
   30       N2(K)=NSUB(K)
   31       DO 7 J=1,16
   32       VAR1(J)=VAR(J)
   33       VAR2(J,K)=XSDS(J,K)*XSDS(J,K)
   34       XM1(J)=XM(J)
   35       XM2(J,K)=XMN(J,K)
   36       T(J,K)=(XM1(J)-XM2(J,K))/SQRT(((N1*VAR1(J)+N2(K)*VAR2(J,K))/
           1 (N1+N2(K)-2))*(1.0/N1+1.0/N2(K)))
   37  7    CONTINUE
   38       WRITE (6,8)
   39  8    FORMAT ('1','POPULATION T''S AND N''S, MEANS, SDS, AND VARIANCES
   40       DO 9 K=1,4
   41       DO 9 J=1,16
   42       WRITE (6,10)TPOP(J,K),NAME(J),GRP(K),T(J,K),NAME(J),GRP(K)
   43  10   FORMAT ('0',F8.3,' = TPOP(',A3,',',A3,')',T28,F7.3,' = T(',A3,',',
           1 A3,')')
   44       WRITE (6,11)XM(J),NAME(J),XMN(J,K),NAME(J),GRP(K)
```

```
45    11    FORMAT ('0',F8.2,' = MEAN(',A3,')',T28,F7.2,' = POP.MEAN(',A3,',',
     1 A3,')')
46          WRITE (6,12)SD(J),NAME(J),XSDS(J,K),NAME(J),GRP(K)
47    12    FORMAT ('0',F8.2,' = SD(',A3,')',T28,F7.2,' = POP.SD(',A3,',',
     1 A3,')')
48          WRITE (6,13) VAR(J),NAME(J),VAR2(J,K),NAME(J),GRP(K)
49    13    FORMAT ('0',F8.4,' = VAR(',A3,')',T28,F7.4,' = POP.VAR(',A3,',',
     1 A3,')')
50          WRITE (6,14) N,NAME(J),N2(K),GRP(K)
51    14    FORMAT ('0',I8,' = N(',A3,')',T28,I7,' = POP.N(',A3,')')
52    9     CONTINUE
53          STOP
54          END

      $ENTRY
```

ILLEGIBLE DOCUMENT

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POPULATION T'S AND N'S, MEANS, SDS, AND VARIANCES

1.965 = TPOP(ACH,CM)	2.297 = T(ACH,CM)
17.36 = MEAN(ACH)	15.66 = POP.MEAN(ACH,CM)
4.90 = SD(ACH)	4.13 = POP.SD(ACH,CM)
24.0496 = VAR(ACH)	17.0569 = POP.VAR(ACH,CM)
33 = N(ACH)	760 = POP.N(CM)
-0.522 = TPOP(DEF,CM)	-0.710 = T(DEF,CM)
10.76 = MEAN(DEF)	11.21 = POP.MEAN(DEF,CM)
3.36 = SD(DEF)	3.59 = POP.SD(DEF,CM)
11.2746 = VAR(DEF)	12.8881 = POP.VAR(DEF,CM)
33 = N(DEF)	760 = POP.N(CM)
0.329 = TPOP(ORD,CM)	0.369 = T(ORD,CM)
10.52 = MEAN(ORD)	10.23 = POP.MEAN(ORD,CM)
5.02 = SD(ORD)	4.31 = POP.SD(ORD,CM)
25.2195 = VAR(ORD)	18.5761 = POP.VAR(ORD,CM)
33 = N(ORD)	760 = POP.N(CM)
-0.986 = TPOP(EXH,CM)	-1.368 = T(EXH,CM)
13.55 = MEAN(EXH)	14.40 = POP.MEAN(EXH,CM)
2.98 = SD(EXH)	3.53 = POP.SD(EXH,CM)
8.8540 = VAR(EXH)	12.4609 = POP.VAR(EXH,CM)
33 = N(EXH)	760 = POP.N(CM)
1.006 = TPOP(AUT,CM)	1.108 = T(AUT,CM)
15.21 = MEAN(AUT)	14.34 = POP.MEAN(AUT,CM)
3.72 = SD(AUT)	4.45 = POP.SD(AUT,CM)
13.8641 = VAR(AUT)	19.8025 = POP.VAR(AUT,CM)
33 = N(AUT)	760 = POP.N(CM)
-0.419 = TPOP(AFF,CM)	-0.478 = T(AFF,CM)
14.64 = MEAN(AFF)	15.00 = POP.MEAN(AFF,CM)
2.89 = SD(AFF)	4.32 = POP.SD(AFF,CM)
8.3526 = VAR(AFF)	18.6624 = POP.VAR(AFF,CM)

33 = N(AFF) 760 = POP.N(CM)

1.504 = TPOP(INT,CM) 1.405 = T(INT,CM)

17.42 = MEAN(INT) 16.12 = POP.MEAN(INT,CM)

4.79 = SD(INT) 5.23 = POP.SD(INT,CM)

22.9716 = VAR(INT) 27.3529 = POP.VAR(INT,CM)

33 = N(INT) 760 = POP.N(CM)

-0.224 = TPOP(SUC,CM) -0.232 = T(SUC,CM)

10.55 = MEAN(SUC) 10.74 = POP.MEAN(SUC,CM)

5.15 = SD(SUC) 4.70 = POP.SD(SUC,CM)

26.4904 = VAR(SUC) 22.0900 = POP.VAR(SUC,CM)

33 = N(SUC) 760 = POP.N(CM)

-2.989 = TPOP(DOM,CM) -2.992 = T(DOM,CM)

14.85 = MEAN(DOM) 17.44 = POP.MEAN(DOM,CM)

4.51 = SD(DOM) 4.88 = POP.SD(DOM,CM)

20.3711 = VAR(DOM) 23.8144 = POP.VAR(DOM,CM)

33 = N(DOM) 760 = POP.N(CM)

-1.710 = TPOP(ABA,CM) -1.696 = T(ABA,CM)

10.76 = MEAN(ABA) 12.24 = POP.MEAN(ABA,CM)

4.45 = SD(ABA) 4.93 = POP.SD(ABA,CM)

19.7594 = VAR(ABA) 24.3049 = POP.VAR(ABA,CM)

33 = N(ABA) 760 = POP.N(CM)

-0.046 = TPOP(NUR,CM) -0.047 = T(NUR,CM)

14.00 = MEAN(NUR) 14.04 = POP.MEAN(NUR,CM)

4.83 = SD(NUR) 4.80 = POP.SD(NUR,CM)

23.3333 = VAR(NUR) 23.0400 = POP.VAR(NUR,CM)

33 = N(NUR) 760 = POP.N(CM)

4.410 = TPOP(CHG,CM) 4.543 = T(CHG,CM)

19.33 = MEAN(CHG) 15.51 = POP.MEAN(CHG,CM)

4.42 = SD(CHG) 4.74 = POP.SD(CHG,CM)

19.4950 = VAR(CHG) 22.4676 = POP.VAR(CHG,CM)

33 = N(CHG)	760 = POP.N(CM)
0.322 = TPOP(END,CM)	0.297 = T(END,CM)
12.94 = MEAN(END)	12.66 = POP.MEAN(END,CM)
4.77 = SD(END)	5.30 = POP.SD(END,CM)
22.7842 = VAR(END)	28.0900 = POP.VAR(END,CM)
33 = N(END)	760 = POP.N(CM)
-1.589 = TPOP(HET,CM)	-1.411 = T(HET,CM)
16.27 = MEAN(HET)	17.65 = POP.MEAN(HET,CM)
5.58 = SD(HET)	5.48 = POP.SD(HET,CM)
31.1681 = VAR(HET)	30.0304 = POP.VAR(HET,CM)
33 = N(HET)	760 = POP.N(CM)
-1.086 = TPOP(AGG,CM)	-1.163 = T(AGG,CM)
11.85 = MEAN(AGG)	12.79 = POP.MEAN(AGG,CM)
3.36 = SD(AGG)	4.59 = POP.SD(AGG,CM)
11.2802 = VAR(AGG)	21.0681 = POP.VAR(AGG,CM)
33 = N(AGG)	760 = POP.N(CM)
0.542 = TPOP(CON,CM)	1.410 = T(CON,CM)
12.00 = MEAN(CON)	11.53 = POP.MEAN(CON,CM)
1.67 = SD(CON)	1.88 = POP.SD(CON,CM)
2.7879 = VAR(CON)	3.5344 = POP.VAR(CON,CM)
33 = N(CON)	760 = POP.N(CM)
7.217 = TPOP(ACH,CW)	5.696 = T(ACH,CW)
17.36 = MEAN(ACH)	13.08 = POP.MEAN(ACH,CW)
4.90 = SD(ACH)	4.19 = POP.SD(ACH,CW)
24.0496 = VAR(ACH)	17.5561 = POP.VAR(ACH,CW)
33 = N(ACH)	749 = POP.N(CW)
-2.767 = TPOP(DEF,CW)	-2.489 = T(DEF,CW)
10.76 = MEAN(DEF)	12.40 = POP.MEAN(DEF,CW)
3.36 = SD(DEF)	3.72 = POP.SD(DEF,CW)
11.2746 = VAR(DEF)	13.8384 = POP.VAR(DEF,CW)

33 = N(DEF) 749 = POP.N(CW)

0.464 = TPOP(ORD,CW) 0.351 = T(ORD,CW)

10.52 = MEAN(ORD) 10.24 = POP.MEAN(ORD,CW)

5.02 = SD(ORD) 4.37 = POP.SD(ORD,CW)

25.2195 = VAR(ORD) 19.0969 = POP.VAR(ORD,CW)

33 = N(ORD) 749 = POP.N(CW)

-1.237 = TPOP(EXH,CW) -1.138 = T(EXH,CW)

13.55 = MEAN(EXH) 14.28 = POP.MEAN(EXH,CW)

2.98 = SD(EXH) 3.65 = POP.SD(EXH,CW)

8.8540 = VAR(EXH) 13.3225 = POP.VAR(EXH,CW)

33 = N(EXH) 749 = POP.N(CW)

4.923 = TPOP(AUT,CW) 3.802 = T(AUT,CW)

15.21 = MEAN(AUT) 12.29 = POP.MEAN(AUT,CW)

3.72 = SD(AUT) 4.34 = POP.SD(AUT,CW)

13.8641 = VAR(AUT) 18.8356 = POP.VAR(AUT,CW)

33 = N(AUT) 749 = POP.N(CW)

-4.656 = TPOP(AFF,CW) -3.853 = T(AFF,CW)

14.64 = MEAN(AFF) 17.40 = POP.MEAN(AFF,CW)

2.89 = SD(AFF) 4.07 = POP.SD(AFF,CW)

8.3526 = VAR(AFF) 16.5649 = POP.VAR(AFF,CW)

33 = N(AFF) 749 = POP.N(CW)

0.176 = TPOP(INT,CW) 0.124 = T(INT,CW)

17.42 = MEAN(INT) 17.32 = POP.MEAN(INT,CW)

4.79 = SD(INT) 4.70 = POP.SD(INT,CW)

22.9716 = VAR(INT) 22.0900 = POP.VAR(INT,CW)

33 = N(INT) 749 = POP.N(CW)

-3.343 = TPOP(SUC,CW) -2.502 = T(SUC,CW)

10.55 = MEAN(SUC) 12.53 = POP.MEAN(SUC,CW)

5.15 = SD(SUC) 4.42 = POP.SD(SUC,CW)

26.4904 = VAR(SUC) 19.5364 = POP.VAR(SUC,CW)

33 = N(SUC) 749 = POP.N(CW)

1.126 = TPOP(DOM,CW) 0.817 = T(DOM,CW)

14.85 = MEAN(DOM) 14.18 = POP.MEAN(DOM,CW)

4.51 = SD(DOM) 4.60 = POP.SD(DOM,CW)

20.3711 = VAR(DOM) 21.1600 = POP.VAR(DOM,CW)

33 = N(DOM) 749 = POP.N(CW)

-7.333 = TPOP(ABA,CW) -4.967 = T(ABA,CW)

10.76 = MEAN(ABA) 15.11 = POP.MEAN(ABA,CW)

4.45 = SD(ABA) 4.94 = POP.SD(ABA,CW)

19.7594 = VAR(ABA) 24.4036 = POP.VAR(ABA,CW)

33 = N(ABA) 749 = POP.N(CW)

-4.077 = TPOP(NUR,CW) -3.068 = T(NUR,CW)

14.00 = MEAN(NUR) 16.42 = POP.MEAN(NUR,CW)

4.83 = SD(NUR) 4.41 = POP.SD(NUR,CW)

23.3333 = VAR(NUR) 19.4481 = POP.VAR(NUR,CW)

33 = N(NUR) 749 = POP.N(CW)

3.594 = TPOP(CHG,CW) 2.469 = T(CHG,CW)

19.33 = MEAN(CHG) 17.20 = POP.MEAN(CHG,CW)

4.42 = SD(CHG) 4.87 = POP.SD(CHG,CW)

19.4950 = VAR(CHG) 23.7169 = POP.VAR(CHG,CW)

33 = N(CHG) 749 = POP.N(CW)

0.521 = TPOP(END,CW) 0.336 = T(END,CW)

12.94 = MEAN(END) 12.63 = POP.MEAN(END,CW)

4.77 = SD(END) 5.19 = POP.SD(END,CW)

22.7842 = VAR(END) 26.9361 = POP.VAR(END,CW)

33 = N(END) 749 = POP.N(CW)

3.256 = TPOP(HET,CW) 2.010 = T(HET,CW)

16.27 = MEAN(HET) 14.34 = POP.MEAN(HET,CW)

5.58 = SD(HET) 5.39 = POP.SD(HET,CW)

31.1681 = VAR(HET) 29.0521 = POP.VAR(HET,CW)

33 = N(HET)	749 = POP.N(CW)
2.120 = TPOP(AGG,CW)	1.548 = T(AGG,CW)
11.85 = MEAN(AGG)	10.59 = POP.MEAN(AGG,CW)
3.36 = SD(AGG)	4.61 = POP.SD(AGG,CW)
11.2802 = VAR(AGG)	21.2521 = POP.VAR(AGG,CW)
33 = N(AGG)	749 = POP.N(CW)
0.438 = TPOP(CON,CW)	0.818 = T(CON,CW)
12.00 = MEAN(CON)	11.74 = POP.MEAN(CON,CW)
1.67 = SD(CON)	1.79 = POP.SD(CON,CW)
2.7879 = VAR(CON)	3.2041 = POP.VAR(CON,CW)
33 = N(CON)	749 = POP.N(CW)
2.899 = TPOP(ACH,GAM)	3.550 = T(ACH,GAM)
17.36 = MEAN(ACH)	14.79 = POP.MEAN(ACH,GAM)
4.90 = SD(ACH)	4.14 = POP.SD(ACH,GAM)
24.0496 = VAR(ACH)	17.1396 = POP.VAR(ACH,GAM)
33 = N(ACH)	4031 = POP.N(GAM)
-3.866 = TPOP(DEF,GAM)	-5.027 = T(DEF,GAM)
10.76 = MEAN(DEF)	14.19 = POP.MEAN(DEF,GAM)
3.36 = SD(DEF)	3.91 = POP.SD(DEF,GAM)
11.2746 = VAR(DEF)	15.2881 = POP.VAR(DEF,GAM)
33 = N(DEF)	4031 = POP.N(GAM)
-4.703 = TPOP(ORD,GAM)	-4.902 = T(ORD,GAM)
10.52 = MEAN(ORD)	14.69 = POP.MEAN(ORD,GAM)
5.02 = SD(ORD)	4.87 = POP.SD(ORD,GAM)
25.2195 = VAR(ORD)	23.7169 = POP.VAR(ORD,GAM)
33 = N(ORD)	4031 = POP.N(GAM)
0.896 = TPOP(EXH,GAM)	1.142 = T(EXH,GAM)
13.55 = MEAN(EXH)	12.75 = POP.MEAN(EXH,GAM)
2.98 = SD(EXH)	3.99 = POP.SD(EXH,GAM)
8.8540 = VAR(EXH)	15.9201 = POP.VAR(EXH,GAM)

33 = N(EXH)	4031 = POP.N(GAM)
1.343 = TPOP(AUT,GAM)	1.559 = T(AUT,GAM)
15.21 = MEAN(AUT)	14.02 = POP.MEAN(AUT,GAM)
3.72 = SD(AUT)	4.38 = POP.SD(AUT,GAM)
13.8641 = VAR(AUT)	19.1844 = POP.VAR(AUT,GAM)
33 = N(AUT)	4031 = POP.N(GAM)
0.142 = TPOP(AFF,GAM)	0.168 = T(AFF,GAM)
14.64 = MEAN(AFF)	14.51 = POP.MEAN(AFF,GAM)
2.89 = SD(AFF)	4.32 = POP.SD(AFF,GAM)
8.3526 = VAR(AFF)	18.6624 = POP.VAR(AFF,GAM)
33 = N(AFF)	4031 = POP.N(GAM)
3.654 = TPOP(INT,GAM)	4.195 = T(INT,GAM)
17.42 = MEAN(INT)	14.18 = POP.MEAN(INT,GAM)
4.79 = SD(INT)	4.42 = POP.SD(INT,GAM)
22.9716 = VAR(INT)	19.5364 = POP.VAR(INT,GAM)
33 = N(INT)	4031 = POP.N(GAM)
-0.264 = TPOP(SUC,GAM)	-0.285 = T(SUC,GAM)
10.55 = MEAN(SUC)	10.78 = POP.MEAN(SUC,GAM)
5.15 = SD(SUC)	4.71 = POP.SD(SUC,GAM)
26.4904 = VAR(SUC)	22.1841 = POP.VAR(SUC,GAM)
33 = N(SUC)	4031 = POP.N(GAM)
0.393 = TPOP(DOM,GAM)	0.379 = T(DOM,GAM)
14.85 = MEAN(DOM)	14.50 = POP.MEAN(DOM,GAM)
4.51 = SD(DOM)	5.27 = POP.SD(DOM,GAM)
20.3711 = VAR(DOM)	27.7729 = POP.VAR(DOM,GAM)
33 = N(DOM)	4031 = POP.N(GAM)
-4.317 = TPOP(ABA,GAM)	-4.277 = T(ABA,GAM)
10.76 = MEAN(ABA)	14.59 = POP.MEAN(ABA,GAM)
4.45 = SD(ABA)	5.13 = POP.SD(ABA,GAM)
19.7594 = VAR(ABA)	26.3169 = POP.VAR(ABA,GAM)

33 = N(ABA) 4031 = POP.N(GAM)

-1.881 = TPOP(NUR,GAM) -1.922 = T(NUR,GAM)

14.00 = MEAN(NUR) 15.67 = POP.MEAN(NUR,GAM)

4.83 = SD(NUR) 4.97 = POP.SD(NUR,GAM)

23.3333 = VAR(NUR) 24.7009 = POP.VAR(NUR,GAM)

33 = N(NUR) 4031 = POP.N(GAM)

6.154 = TPOP(CHG,GAM) 6.569 = T(CHG,GAM)

19.33 = MEAN(CHG) 13.87 = POP.MEAN(CHG,GAM)

4.42 = SD(CHG) 4.76 = POP.SD(CHG,GAM)

19.4950 = VAR(CHG) 22.6576 = POP.VAR(CHG,GAM)

33 = N(CHG) 4031 = POP.N(GAM)

-4.540 = TPOP(END,GAM) -4.706 = T(END,GAM)

12.94 = MEAN(END) 16.97 = POP.MEAN(END,GAM)

4.77 = SD(END) 4.90 = POP.SD(END,GAM)

22.7842 = VAR(END) 24.0100 = POP.VAR(END,GAM)

33 = N(END) 4031 = POP.N(GAM)

5.703 = TPOP(HET,GAM) 3.768 = T(HET,GAM)

16.27 = MEAN(HET) 11.21 = POP.MEAN(HET,GAM)

5.58 = SD(HET) 7.70 = POP.SD(HET,GAM)

31.1681 = VAR(HET) 59.2900 = POP.VAR(HET,GAM)

33 = N(HET) 4031 = POP.N(GAM)

-1.365 = TPOP(AGG,GAM) -1.509 = T(AGG,GAM)

11.85 = MEAN(AGG) 13.06 = POP.MEAN(AGG,GAM)

3.36 = SD(AGG) 4.60 = POP.SD(AGG,GAM)

11.2802 = VAR(AGG) 21.1600 = POP.VAR(AGG,GAM)

33 = N(AGG) 4031 = POP.N(GAM)

0.732 = TPOP(CON,GAM) 1.899 = T(CON,GAM)

12.00 = MEAN(CON) 11.35 = POP.MEAN(CON,GAM)

1.67 = SD(CON) 1.96 = POP.SD(CON,GAM)

2.7879 = VAR(CON) 3.8416 = POP.VAR(CON,GAM)

33 = N(CON) 4031 = POP.N(GAM)

7.193 = TPOP(ACH,GAW) 5.473 = T(ACH,GAW)

17.36 = MEAN(ACH) 13.58 = POP.MEAN(ACH,GAW)

4.90 = SD(ACH) 3.95 = POP.SD(ACH,GAW)

24.0496 = VAR(ACH) 15.6025 = POP.VAR(ACH,GAW)

33 = N(ACH) 4932 = POP.N(GAW)

-7.533 = TPOP(DEF,GAW) -5.911 = T(DEF,GAW)

10.76 = MEAN(DEF) 14.72 = POP.MEAN(DEF,GAW)

3.36 = SD(DEF) 3.84 = POP.SD(DEF,GAW)

11.2746 = VAR(DEF) 14.7456 = POP.VAR(DEF,GAW)

33 = N(DEF) 4932 = POP.N(GAW)

-9.648 = TPOP(ORD,GAW) -6.352 = T(ORD,GAW)

10.52 = MEAN(ORD) 15.59 = POP.MEAN(ORD,GAW)

5.02 = SD(ORD) 4.57 = POP.SD(ORD,GAW)

25.2195 = VAR(ORD) 20.8849 = POP.VAR(ORD,GAW)

33 = N(ORD) 4932 = POP.N(GAW)

3.927 = TPOP(EXH,GAW) 3.051 = T(EXH,GAW)

13.55 = MEAN(EXH) 11.48 = POP.MEAN(EXH,GAW)

2.98 = SD(EXH) 3.88 = POP.SD(EXH,GAW)

8.8540 = VAR(EXH) 15.0544 = POP.VAR(EXH,GAW)

33 = N(EXH) 4932 = POP.N(GAW)

5.916 = TPOP(AUT,GAW) 4.337 = T(AUT,GAW)

15.21 = MEAN(AUT) 12.10 = POP.MEAN(AUT,GAW)

3.72 = SD(AUT) 4.11 = POP.SD(AUT,GAW)

13.8641 = VAR(AUT) 16.8921 = POP.VAR(AUT,GAW)

33 = N(AUT) 4932 = POP.N(GAW)

-5.938 = TPOP(AFF,GAW) -4.316 = T(AFF,GAW)

14.64 = MEAN(AFF) 17.76 = POP.MEAN(AFF,GAW)

2.89 = SD(AFF) 4.15 = POP.SD(AFF,GAW)

8.3526 = VAR(AFF) 17.2225 = POP.VAR(AFF,GAW)

33 = N(AFF) 4932 = POP.N(GAW)

4.076 = TPOP(INT,GAW) 2.969 = T(INT,GAW)

17.42 = MEAN(INT) 15.28 = POP.MEAN(INT,GAW)

4.79 = SD(INT) 4.13 = POP.SD(INT,GAW)

22.9716 = VAR(INT) 17.0569 = POP.VAR(INT,GAW)

33 = N(INT) 4932 = POP.N(GAW)

-4.400 = TPOP(SUC,GAW) -2.909 = T(SUC,GAW)

10.55 = MEAN(SUC) 12.86 = POP.MEAN(SUC,GAW)

5.15 = SD(SUC) 4.55 = POP.SD(SUC,GAW)

26.4904 = VAR(SUC) 20.7025 = POP.VAR(SUC,GAW)

33 = N(SUC) 4932 = POP.N(GAW)

8.761 = TPOP(DOM,GAW) 5.579 = T(DOM,GAW)

14.85 = MEAN(DOM) 10.24 = POP.MEAN(DOM,GAW)

4.51 = SD(DOM) 4.73 = POP.SD(DOM,GAW)

20.3711 = VAR(DOM) 22.3729 = POP.VAR(DOM,GAW)

33 = N(DOM) 4932 = POP.N(GAW)

-11.658 = TPOP(ABA,GAW) -7.197 = T(ABA,GAW)

10.76 = MEAN(ABA) 16.89 = POP.MEAN(ABA,GAW)

4.45 = SD(ABA) 4.88 = POP.SD(ABA,GAW)

19.7594 = VAR(ABA) 23.8144 = POP.VAR(ABA,GAW)

33 = N(ABA) 4932 = POP.N(GAW)

-8.517 = TPOP(NUR,GAW) -5.785 = T(NUR,GAW)

14.00 = MEAN(NUR) 18.48 = POP.MEAN(NUR,GAW)

4.83 = SD(NUR) 4.43 = POP.SD(NUR,GAW)

23.3333 = VAR(NUR) 19.6249 = POP.VAR(NUR,GAW)

33 = N(NUR) 4932 = POP.N(GAW)

6.356 = TPOP(CHG,GAW) 4.048 = T(CHG,GAW)

19.33 = MEAN(CHG) 15.99 = POP.MEAN(CHG,GAW)

4.42 = SD(CHG) 4.73 = POP.SD(CHG,GAW)

19.4950 = VAR(CHG) 22.3729 = POP.VAR(CHG,GAW)

```
      33 = N(CHG)                4932 = POP.N(GAW)
-6.769 = TPOP(END,GAW)     -4.373 = T(END,GAW)
 12.94 = MEAN(END)          16.50 = POP.MEAN(END,GAW)
  4.77 = SD(END)             4.66 = POP.SD(END,GAW)
22.7842 = VAR(END)         21.7156 = POP.VAR(END,GAW)
      33 = N(END)                4932 = POP.N(GAW)
15.499 = TPOP(HET,GAW)      7.088 = T(HET,GAW)
 16.27 = MEAN(HET)           8.12 = POP.MEAN(HET,GAW)
  5.58 = SD(HET)             6.59 = POP.SD(HET,GAW)
31.1681 = VAR(HET)         43.4281 = POP.VAR(HET,GAW)
      33 = N(HET)                4932 = POP.N(GAW)
 3.210 = TPOP(AGG,GAW)      2.215 = T(AGG,GAW)
 11.85 = MEAN(AGG)          10.16 = POP.MEAN(AGG,GAW)
  3.36 = SD(AGG)             4.37 = POP.SD(AGG,GAW)
11.2802 = VAR(AGG)         19.0969 = POP.VAR(AGG,GAW)
      33 = N(AGG)                4932 = POP.N(GAW)
 0.779 = TPOP(CON,GAW)      1.283 = T(CON,GAW)
 12.00 = MEAN(CON)          11.59 = POP.MEAN(CON,GAW)
  1.67 = SD(CON)             1.83 = POP.SD(CON,GAW)
2.7879 = VAR(CON)           3.3489 = POP.VAR(CON,GAW)
      33 = N(CON)                4932 = POP.N(GAW)
CORE USAGE        OBJECT CODE=     4232 BYTES,ARRAY AREA=     4208 BYTES,TOTAL
DIAGNOSTICS       NJMBER OF ERRORS=        0, NUMBER OF WARNINGS=        1,
COMPILE TIME=     0.38 SEC,EXECUTION TIME=     1.87 SEC,  WATFOR - VERSION
```

CARD SUMMARY

```
//CGH JOB (--------),'HARRISCN'                                          JCB
//STEP EXEC STAT2,P=CRDSUM
XX      PROC                                                            0003
***THIS PROCEDURE WAS LAST UPDATED ON 01/15/73 AND IS                   0003
***AVAILABLE AT  UI ISU        NAMES AND ALIASES FOR THIS PROCEDURE     0002
***               YES  NO      STAT2,STAT                               0003
XXGO    EXEC PGM=&P,REGION=100K                                         0003
IEF653I SUBSTITUTION JCL - PGM=CRDSUM,REGION=100K
XXFT01F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,             0003
XX             RECFM=VS,BLKSIZE=3624)                                   0003
XXFT02F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,             0003
XX             RECFM=VS,BLKSIZE=3624)                                   0003
XXFT03F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,             0003
XX             RECFM=VS,BLKSIZE=3624)                                   0003
XXFT04F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,             0003
XX             RECFM=VS,BLKSIZE=3624)                                   0003
XXFT05F001 DD DDNAME=SYSIN                                              0003
XXFT06F001 DD SYSOUT=A                                                  0003
XXFT07F001 DD SYSOUT=B                                                  0003
XXSTEPLIB DD DSN=SYS1.STATLIB,DISP=SHR                                  0003
XX        DD DSN=SYS1.MISCLIB,DISP=SHR                                  0003
XX        DD DSN=SYS1.MATHLIB,DISP=SHR                                  0003
XXSYSPRINT DD SYSOUT=A                                                  0003
//SYSIN DD *
//
IEF236I ALLOC. FOR CGH      GO        STEP
IEF237I 231   ALLOCATED TO FT01F001
IEF237I 233   ALLOCATED TO FT02F001
IEF237I 230   ALLOCATED TO FT03F001
IEF237I 231   ALLOCATED TO FT04F001
IEF237I 3CC   ALLOCATED TO FT05F001
IEF237I 320   ALLOCATED TO FT06F001
IEF237I 331   ALLOCATED TO FT07F001
IEF237I 134   ALLOCATED TO STEPLIB
IEF237I 134   ALLOCATED TO
IEF237I 134   ALLOCATED TO
IEF237I 324   ALLOCATED TO SYSPRINT
IEF142I - STEP WAS EXECUTED - COND CODE 0000
IEF285I   SYS73102.T222726.RV000.CGH.RCCCC001          DELETED
IEF285I   VOL SER NOS= CFEP01.
IEF285I   SYS73102.T222726.RV000.CGF.RCCCC002          DELETED
IEF285I   VOL SER NOS= RCCC01.
IEF285I   SYS73102.T222726.RV000.CGH.RCCCC003          DELETED
IEF285I   VOL SER NOS= IEIC13.
IEF285I   SYS73102.T222726.RV000.CGH.RCCCC004          DELETED
IEF285I   VOL SER NOS= CFEP01.
IEF285I   SYS1.STATLIB                                 KEPT
IEF285I   VOL SER NOS= IMVT03.
IEF285I   SYS1.MISCLIB                                 KEPT
IEF285I   VOL SER NOS= IMVTC3.
IEF285I   SYS1.MATHLIB                                 KEPT
IEF285I   VOL SER NOS= IMVT03.

ACCTNG --              1.17 SEC. CPU,          6.76 SEC. WAIT,  DAC=     0,  I
```

QUESTIONNAIRE - HARRISON - ONE COLUMN DATA

NUMBER OF CASES = 33

CCL/PUNCH	+	-	0	1	2	3	4	5	
12	0	0	0	0	33	0	0	0	
	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	
16	0	0	0	2	8	7	6	10	
	0.0	0.0	0.0	6.1	24.2	21.2	18.2	30.3	
17	0	0	0	13	18	2	0	0	
	0.0	0.0	0.0	39.4	54.5	6.1	0.0	0.0	
18	0	0	13	18	2	0	0	0	
	0.0	0.0	39.4	54.5	6.1	0.0	0.0	0.0	
22	0	0	0	27	6	0	0	0	
	0.0	0.0	0.0	81.8	18.2	0.0	0.0	0.0	
23	0	0	13	13	7	0	0	0	
	0.0	0.0	39.4	39.4	21.2	0.0	0.0	0.0	
24	0	0	13	9	5	1	2	2	
	0.0	0.0	39.4	27.3	15.2	3.0	6.1	6.1	
25	0	0	7	8	6	7	3	0	
	0.0	0.0	21.2	24.2	18.2	21.2	9.1	0.0	
26	0	0	13	3	2	7	6	0	
	0.0	0.0	39.4	9.1	6.1	21.2	18.2	0.0	
27	0	0	19	6	1	4	2	1	
	0.0	0.0	57.6	18.2	3.0	12.1	6.1	3.0	
28	0	0	0	5	3	8	2	8	
	0.0	0.0	0.0	15.2	9.1	24.2	6.1	24.2	
29	0	0	0	4	2	2	0	2	
	0.0	0.0	0.0	12.1	6.1	6.1	0.0	6.1	4
31	0	0	0	19	11	3	0	0	
	0.0	0.0	0.0	57.6	33.3	9.1	0.0	0.0	0
32	0	0	0	1	0	3	4	6	
	0.0	0.0	0.0	3.0	0.0	9.1	12.1	18.2	6
33	0	0	1	1	3	2	6	5	
	0.0	0.0	3.0	3.0	9.1	6.1	18.2	15.2	3
34	0	0	12	11	6	3	1	0	
	0.0	0.0	36.4	33.3	18.2	9.1	3.0	0.0	0
35	0	0	6	17	6	0	3	1	
	0.0	0.0	18.2	51.5	18.2	0.0	9.1	3.0	0
36	0	0	2	7	13	4	3	2	
	0.0	0.0	6.1	21.2	39.4	12.1	9.1	6.1	0

5	6	7	8	9	BLANK	MULT.
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	0	0	0	0	0	0
0.3	0.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0	0	1	0	0	0
6.1	0.0	0.0	3.0	0.0	0.0	0.0
0	0	0	0	0	2	0
0.0	0.0	0.0	0.0	0.0	6.1	0.0
0	0	0	0	0	2	0
0.0	0.0	0.0	0.0	0.0	6.1	0.0
1	0	0	0	0	0	0
3.0	0.0	0.0	0.0	0.0	0.0	0.0
8	1	6	0	0	0	0
4.2	3.0	18.2	0.0	0.0	0.0	0.0
2	15	4	2	2	0	0
6.1	45.5	12.1	6.1	6.1	0.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	2	12	2	3	0	0
6.2	6.1	36.4	6.1	9.1	0.0	0.0
5	1	8	2	4	0	0
5.2	3.0	24.2	6.1	12.1	0.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0	0	0	0	0	0
3.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0	1	1	0	0	0
6.1	0.0	3.0	3.0	0.0	0.0	0.0

COL/PUNCH	+	-	0	1	2	3	4	5
37	0	0	0	14	13	4	2	0
	0.0	0.0	0.0	42.4	39.4	12.1	6.1	0.0
38	0	0	0	0	30	0	2	1
	0.0	0.0	0.0	0.0	90.9	0.0	6.1	3.0
39	0	0	0	30	1	1	0	0
	0.0	0.0	0.0	90.9	3.0	3.0	0.0	0.0
41	0	0	0	21	5	0	4	3
	0.0	0.0	0.0	63.6	15.2	0.0	12.1	9.1
42	0	0	0	18	9	5	0	0
	0.0	0.0	0.0	54.5	27.3	15.2	0.0	0.0
44	0	0	0	33	0	0	0	0
	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
45	0	0	29	3	0	0	0	0
	0.0	0.0	87.9	9.1	0.0	0.0	0.0	0.0
46	0	0	28	4	0	0	0	0
	0.0	0.0	84.8	12.1	0.0	0.0	0.0	0.0
47	0	0	30	2	0	0	0	0
	0.0	0.0	90.9	6.1	0.0	0.0	0.0	0.0
48	0	0	26	6	0	0	0	0
	0.0	0.0	78.8	18.2	0.0	0.0	0.0	0.0
49	0	0	29	3	0	0	0	0
	0.0	0.0	87.9	9.1	0.0	0.0	0.0	0.0
50	0	0	12	20	0	0	0	0
	0.0	0.0	36.4	60.6	0.0	0.0	0.0	0.0
51	0	0	32	0	0	0	0	0
	0.0	0.0	97.0	0.0	0.0	0.0	0.0	0.0
52	0	0	17	15	0	0	0	0
	0.0	0.0	51.5	45.5	0.0	0.0	0.0	0.0
53	0	0	23	9	0	0	0	0
	0.0	0.0	69.7	27.3	0.0	0.0	0.0	0.0
54	0	0	32	0	0	0	0	0
	0.0	0.0	97.0	0.0	0.0	0.0	0.0	0.0
55	0	0	0	4	11	6	10	1
	0.0	0.0	0.0	12.1	33.3	18.2	30.3	3.0
57	0	0	0	31	0	1	0	0
	0.0	0.0	0.0	93.9	0.0	3.0	0.0	0.0

5	6	7	8	9	BLANK	MULT.
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0	0	0	0	0	0
3.0	0.0	0.0	0.0	0.0	0.0	0.0
0	1	0	0	0	0	0
0.0	3.0	0.0	0.0	0.0	0.0	0.0
3	0	0	0	0	0	0
9.1	0.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	0	0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0
1	1	0	0	0	0	0
3.0	3.0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	1	0
0.0	0.0	0.0	0.0	0.0	3.0	0.0

CCL/PUNCH	+	-	0	1	2	3	4	5
58	0	0	0	25	4	2	1	0
	0.0	0.0	0.0	75.8	12.1	6.1	3.0	0.0
59	0	0	0	31	0	0	1	0
	0.0	0.0	0.0	93.9	0.0	0.0	3.0	0.0
60	0	0	0	3	8	12	9	0
	0.0	0.0	0.0	9.1	24.2	36.4	27.3	0.0

END OF ANALYSIS 1
THIS JOB COMPLETED

4	5	6	7	8	9	BLANK	MULT.
1	0	0	0	0	0	1	0
.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0
1	0	0	0	0	0	1	0
.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0
9	0	0	0	0	0	1	0
.3	0.0	0.0	0.0	0.0	0.0	3.0	0.0

NUMERICAL FREQUENCY ANALYSIS

```
//CGH JOB (--------),'HARRISON'
//STEP EXEC STAT2,P=NUMFREQ,REGION=106K
//       PROC                                                          CC
//**THIS PROCEDURE WAS LAST UPDATED ON 01/15/73 AND IS                 CC
//**AVAILABLE AT  UI ISU        NAMES AND ALIASES FOR THIS PROCEDURE   CC
//**               YES  NO       STAT2,STAT                           CC
//XGO    EXEC PGM=&P,REGION=100K                                       CC
IEF653I SUBSTITUTION JCL - PGM=NUMFREQ,REGION=100K
//XFT01F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,          CC
//             RECFM=VS,BLKSIZE=3624)                                 CC
//XFT02F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,          CC
//             RECFM=VS,BLKSIZE=3624)                                 CC
//XFT03F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,          CC
//             RECFM=VS,BLKSIZE=3624)                                 CC
//XFT04F001 DD  UNIT=2314,SPACE=(CYL,(5,3)),DCB=(LRECL=3620,          CC
//             RECFM=VS,BLKSIZE=3624)                                 CC
//XFT05F001 DD DDNAME=SYSIN                                           CC
//XFT06F001 DD SYSOUT=A                                               CC
//XFT07F001 DD SYSOUT=B                                               CC
//XSTEPLIB DD DSN=SYS1.STATLIB,DISP=SHR                               CC
//         DD DSN=SYS1.MISCLIB,DISP=SHR                               CC
//         DD DSN=SYS1.MATHLIB,DISP=SHR                               CC
//XSYSPRINT DD SYSOUT=A                                               CC
//SYSIN DD  *
/*
IEF236I ALLOC. FOR CGH      GO       STEP
IEF237I 230   ALLOCATED TO FT01F001
IEF237I 231   ALLOCATED TO FT02F001
IEF237I 232   ALLOCATED TO FT03F001
IEF237I 233   ALLOCATED TO FT04F001
IEF237I 300   ALLOCATED TO FT05F001
IEF237I 320   ALLOCATED TO FT06F001
IEF237I 331   ALLOCATED TO FT07F001
IEF237I 134   ALLOCATED TO STEPLIB
IEF237I 134   ALLOCATED TO
IEF237I 134   ALLOCATED TO
IEF237I 322   ALLOCATED TO SYSPRINT
IEF142I - STEP WAS EXECUTED - COND CODE 0000
IEF285I   SYS73102.T114210.RV000.CGH.R0000001          DELETED
IEF285I   VOL SER NOS= ADP003.
IEF285I   SYS73102.T114210.RV000.CGH.R0000002          DELETED
IEF285I   VOL SER NOS= PHYPAK.
IEF285I   SYS73102.T114210.RV000.CGH.R0000003          DELETED
IEF285I   VOL SER NOS= RCC002.
IEF285I   SYS73102.T114210.RV000.CGH.R0000004          DELETED
IEF285I   VOL SER NOS= ADP001.
IEF285I   SYS1.STATLIB                                 KEPT
IEF285I   VOL SER NOS= IMVT03.
IEF285I   SYS1.MISCLIB                                 KEPT
IEF285I   VOL SER NOS= IMVT03.
IEF285I   SYS1.MATHLIB                                 KEPT
IEF285I   VOL SER NOS= IMVT03.

CCTNG --          2.07 SEC. CPU,          14.19 SEC. WAIT,  DAC=   144,
```

UNIVERSITY OF IOWA COMPUTER CENTER
FREQUENCY ANALYSIS PROGRAM

QUESTIONNAIRE - HARRISON - MORE THAN ONE COLUMN DATA

NUMBER OF VARIABLES = 5 NUMBER OF CASES = 33

VARIABLE NUMBER 1 HEIGHT

OBSERVED VALUE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
62.	6	6	18.18	18.18
63.	4	10	12.12	30.30
64.	6	16	18.18	48.48
65.	5	21	15.15	63.64
66.	7	28	21.21	84.85
67.	2	30	6.06	90.91
68.	2	32	6.06	96.97
70.	1	33	3.03	100.00

MEAN = 0.646969696970D 02

STD. DEV. = 0.202306772756D 01

STD. ERROR = 0.352170918352D 00

VARIABLE NUMBER 2 WEIGHT

OBSERVED VALUE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
102.	1	1	3.12	3.12
103.	1	2	3.12	6.25
106.	1	3	3.12	9.37
108.	1	4	3.12	12.50
110.	1	5	3.12	15.62
115.	5	10	15.62	31.25
117.	2	12	6.25	37.50
119.	2	14	6.25	43.75
120.	3	17	9.37	53.13
123.	1	18	3.12	56.25
125.	1	19	3.12	59.38
128.	1	20	3.12	62.50
130.	2	22	6.25	68.75
133.	1	23	3.12	71.88
135.	1	24	3.12	75.00
138.	1	25	3.12	78.13
140.	1	26	3.12	81.25
144.	1	27	3.12	84.38
145.	1	28	3.12	87.50
150.	1	29	3.12	90.63
158.	1	30	3.12	93.75
160.	1	31	3.12	96.88
215.	1	32	3.12	100.00

MEAN = 0.12775C0000000D 03

STD. DEV. = 0.2190006628360 02

STD. ERROR = 0.3871421736980 01

DATA ARE MISSING FOR 1 CASES.

VARIABLE NUMBER 3 AGE

OBSERVED VALUE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
16.	1	1	3.03	3.03
18.	1	2	3.03	6.06
20.	2	4	6.06	12.12
21.	3	7	9.09	21.21
22.	2	9	6.06	27.27
23.	2	11	6.06	33.33
24.	2	13	6.06	39.39
27.	1	14	3.03	42.42
28.	1	15	3.03	45.45
29.	2	17	6.06	51.52
31.	2	19	6.06	57.58
33.	1	20	3.03	60.61
34.	1	21	3.03	63.64
35.	1	22	3.03	66.67
39.	1	23	3.03	69.70
44.	1	24	3.03	72.73
46.	1	25	3.03	75.76
47.	1	26	3.03	78.79
49.	1	27	3.03	81.82
50.	1	28	3.03	84.85
52.	1	29	3.03	87.88
54.	1	30	3.03	90.91
56.	2	32	6.06	96.97
60.	1	33	3.03	100.00

MEAN = 0.33484848484 8D 02

STD. DEV. = 0.1327855699 08D 02

STD. ERROR = 0.2311500275 61D 01

VARIABLE NUMBER 4 YRS.ED

OBSERVED VALUE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
11.	2	2	6.06	6.06
12.	1	3	3.03	9.09
13.	3	6	9.09	18.18
14.	2	8	6.06	24.24
15.	3	11	9.09	33.33
16.	4	15	12.12	45.45
17.	3	18	9.09	54.55
18.	6	24	18.18	72.73
19.	1	25	3.03	75.76
20.	2	27	6.06	81.82
21.	4	31	12.12	93.94
24.	2	33	6.06	100.00

MEAN = 0.1696969696970 02

STD. DEV. = 0.3395629990190 01

STD. ERROR = 0.5911033603760 00

VARIABLE NUMBER 5 AGE-FM

OBSERVED VALUE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
0.	13	13	39.39	39.39
17.	2	15	6.06	45.45
18.	2	17	6.06	51.52
19.	2	19	6.06	57.58
20.	4	23	12.12	69.70
21.	3	26	9.09	78.79
22.	2	28	6.06	84.85
23.	2	30	6.06	90.91
24.	2	32	6.06	96.97
50.	1	33	3.03	100.00

MEAN = 0.133030303030D 02

STD. DEV. = 0.1213075855130 02

STD. ERROR = 0.2111694196450 01

APPENDIX C

Tables Comparing WLM Group with Other Edwards' Normative Groups

Table A

Edwards Personal Preference Schedule (EPPS): Means, Standard Deviations, and ts for WLM and GAM groups

EPPS Scales	GAM		WLM		t
	Mean	SD	Mean	SD	
Ach	14.79	4.14	17.36	4.90	2.899 *
Def	14.19	3.91	10.76	3.36	- 3.866 **
Ord	14.69	4.87	10.52	5.02	- 4.703 **
Exh	12.75	3.99	13.55	2.98	0.896
Aut	14.02	4.38	15.21	3.72	1.343
Aff	14.51	4.32	14.64	2.89	0.142
Int	14.18	4.42	17.42	4.79	3.654 **
Suc	10.78	4.71	10.55	5.15	- 0.264
Dom	14.50	5.27	14.85	4.51	0.393
Aba	14.59	5.13	10.76	4.45	- 4.317 **
Nur	15.67	4.97	14.00	4.83	- 1.881
Chg	13.87	4.76	19.33	4.42	6.154 **
End	16.97	4.90	12.94	4.77	- 4.540 **
Het	11.21	7.70	16.27	5.58	5.703 **
Agg	13.06	4.60	11.85	3.36	- 1.365
Con	11.35	1.96	12.00	1.67	0.732

Note: For WLM group N = 33; for GAM group N = 4031

** $p < .001$
* $p < .01$

++ GAM (General Adult Men)

Table B

Edwards Personal Preference Schedule (EPPS): Means, Standard Deviations, and ts for WLM and CW groups

EPPS Scales	CW		WLM		t
	Mean	SD	Mean	SD	
Ach	13.08	4.19	17.36	4.90	7.217 **
Def	12.40	3.72	10.76	3.36	- 2.767 *
Ord	10.24	4.37	10.52	5.02	0.464
Exh	14.28	3.65	13.55	2.98	- 1.237
Aut	12.29	4.34	15.21	3.72	4.923 **
Aff	17.40	4.07	14.64	2.89	- 4.656 **
Int	17.32	4.70	17.42	4.79	0.176
Suc	12.53	4.42	10.55	5.15	- 3.343 **
Dom	14.18	4.60	14.85	4.51	1.126
Aba	15.11	4.94	10.76	4.45	- 7.333 **
Nur	16.42	4.41	14.00	4.83	- 4.077 **
Chg	17.20	4.87	19.33	4.42	3.594 **
End	12.63	5.19	12.94	4.77	0.521
Het	14.34	5.39	16.27	5.58	3.256 **
Agg	10.59	4.61	11.85	3.36	2.120
Con	11.74	1.79	12.00	1.67	0.438

Note: For WLM group N = 33; for CW group N = 749

** $p < .001$
* $p < .01$

++ CW (College Women)

Table C

Edwards Personal Preference Schedule (EPPS): Means, Standard Deviations, and ts for WLM and CM groups

EPPS Scales	CM		WLM		t
	Mean	SD	Mean	SD	
Ach	15.66	4.13	17.36	4.90	1.965
Def	11.21	3.59	10.76	3.36	- 0.522
Ord	10.23	4.31	10.52	5.02	0.329
Exh	14.40	3.53	13.55	2.98	- 0.986
Aut	14.34	4.45	15.21	3.72	1.006
Aff	15.00	4.32	14.64	2.89	- 0.419
Int	16.12	5.23	17.42	4.79	1.504
Suc	10.74	4.70	10.55	5.15	- 0.224
Dom	17.44	4.88	14.85	4.51	- 2.989 *
Aba	12.24	4.93	10.76	4.45	- 1.710
Nur	14.04	4.80	14.00	4.83	- 0.046
Chg	15.51	4.74	19.33	4.42	4.410 **
End	12.66	5.30	12.94	4.77	0.322
Het	17.65	5.48	16.27	5.58	- 1.589
Agg	12.79	4.59	11.85	3.36	- 1.086
Con	11.53	1.88	12.00	1.67	0.542

Note: For WLM group N = 33; for CM group N = 760

** $p < .001$
* $p < .01$

++ CM (College Men)

A DESCRIPTIVE STUDY OF WOMEN IN THE WOMEN'S LIBERATION MOVEMENT

by

CAROLE G. HARRISON

B. A., University of Cincinnati, 1965

AN ABSTRACT OF A MASTER'S THESIS

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Abstract of the thesis:

A DESCRIPTIVE STUDY OF WOMEN IN THE
WOMEN'S LIBERATION MOVEMENT

by

Carole G. Harrison

The purpose of this study was to determine whether women who are members of women's liberation movement (WLM) groups differ significantly in certain manifest personality needs as measured by the Edwards Personal Preference Schedule (EPPS) from the normative group of General Adult Women (GAW); and whether this WLM group exhibited specific personal background characteristics.

The sample selected to participate in the study consisted of 33 women, all members of some type of women's liberation movement groups including nationally recognized organizations, informal local "movement" discussion groups, and "consciousness-raising" groups.

All responded to two instruments. The Edwards Personal Preference Schedule (EPPS) was employed as a measure of fifteen personality needs; and a Self-Report Questionnaire (SRQ) was used to gather demographic data.

Statistical treatment of the data obtained from the EPPS involved testing for significant differences between the WLM and GAW groups by use of two-tailed *t* tests. An original computer program was devised to compute the *t*'s. All values were tested for significance at the .01 level. Demographic data were reported in terms of numerical frequency analysis.

Results revealed that WLM women scored significantly higher than the GAW normative group on the following EPPS scales: Acheivement, Exhibition, Autonomy, Intraception, Dominance, Change, Heterosexuality, and Aggression. Mean scores for the WLM group were significantly lower that those of the GAW group on EPPS scales of: Deference, Order, Affiliation, Succorance, Abasement, Nurturance, and Endurance.

Demographic data indicated that the majority of the members of this sample of WLM women were Caucasian, middle-class, well-educated, employed, mobile, not middle children, Protestant, and inclined to hold liberal attitudes toward current issues.

Within the limitations of this study it was concluded that this particular group of women possess a very strong and definite need structure, which appears to be at variance with the needs of more traditionally-oriented women in this society.

Implications for counselors who may deal with women having similar needs and backgrounds were discussed. It was speculated that because these women tend to be unconventional, they may experience external or internal conflicts which may bring them to a counseling setting. It was suggested 1) that the counselor be aware of shifting values and roles for women today; 2) that the counselor re-examine his/her own value system with regard to sex stereotyping; and 3) that he/she again be alerted to the importance of empathy when counseling women seeking their assistance.

Further research recommendations included: 1) that a matched control group of general adult women be used in place of the Edwards' normative sample; 2) that the sample size be increased and more representative of all segments of the women's liberation movement; 3) that the questionnaire

be further refined so that meaningful correlations between EPPS scales and demographic data could be computed; and that additional instruments be used and/or devised to a) measure any anxiety or conflict experienced by both groups of women and b) investigate the career-orientation of these groups.