



Attitudes toward feminism and their correlates among Montana women
by Lee Gifford Faulkner

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in Psychology
Montana State University
© Copyright by Lee Gifford Faulkner (1973)

Abstract:

Clarifies and contrasts attitudes toward the Women's Liberation Movement (WLM) among five groups of subjects: 1) university men, 2) university women, 3) women active in WLM, 4) faculty and graduate student women, and 5) Extension Homemakers. A questionnaire combining the Women's Liberation Attitude Scale (WLAS) with supplementary demographic and attitude questions was administered to all subjects. Women active in WLM had the highest WLAS scores; males had the lowest. Significant ($p < .001$) differences in mean WLAS scores were found in comparisons between groups 1 and 2, 2 and 3, and 3 and 5. For women, high WLAS scores were strongly related ($r > .3$) to political liberality, educational level, perception of discrimination, expressed need for group action, lack of religious activity, and belief in cultural determination of sex-linked personality differences. Additional significant ($p < .01$) relationships were found between high WLAS and size of home community, high school GPA, role innovation, working subject, few or no children, and untraditional expectations.

Statement of Permission to Copy

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Signature

Lee Clifford Faulkner

Date

September 17, 1973

ATTITUDES TOWARD FEMINISM AND THEIR CORRELATES

AMONG MONTANA WOMEN

by

LEE GIFFORD FAULKNER

A thesis submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

of

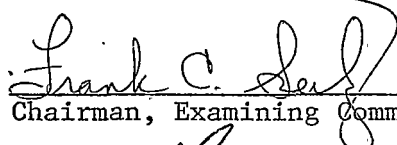
MASTER OF SCIENCE

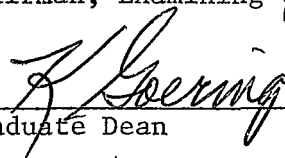
in

Psychology

Approved:


Head, Major Department


Chairman, Examining Committee


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

December, 1973

Acknowledgment

This study and the resulting thesis would not have been possible without the help of many people. I especially wish to express my gratitude for valuable assistance received in the preparation of this thesis from my graduate advisor, Dr. Frank C. Seitz, and the members of my thesis committee, Dr. George E. Rice, and Dr. M. Paul Willis.

The collection of data required highly appreciated cooperation from the professors whose classes were used as subject pools. Thanks are also due to those in the Cooperative Extension Service who arranged the opportunity for me to collect data from the Extension Homemakers. Much valuable help in statistical analysis was received from the Testing and Counseling Service and Computing Center. Especially, I am grateful to every subject who took part in the study.

Without the encouragement, assistance and forbearance of my husband, Marty, this paper would not have been possible. Finally, I want to thank my daughters, Tami and Kay, for helping me verify the punching of my data.

Table of Contents

	Page
Feminism and the Women's Liberation Movement:	1
Studies Relating to the "Nature" of Women.	3
Early Studies of Feminism.	4
Recent Studies of Feminist Attitudes	6
Role Innovation and Sex-Determined Role Standards.	9
Variables Associated with Attitudes Toward WLM	9
Hypotheses.	11
Method.	13
Subjects	13
Questionnaire.	14
Coding Method.	15
Statistical Methods.	16
Results	18
Group Differences in WLAS Scores	18
The Relationship of WLAS Scores with Demographic and Attitude Variables	20
Demographic Differences Among Groups	24
Attitude Differences Among Groups.	24
Discussion.	28
The WLAS as a Measure of Attitude Toward Feminism.	29
Limitations of the WLAS.	30

Correlations of WLAS Scores with Demographic and	
Attitude Variables	32
Generalizability of Results.	33
Implications for Further Study	35
References.	37
Appendixes.	40
Appendix A, Questionnaire.	41
Appendix B, Letters of Instruction to Subjects	50

List of Tables

Table		Page
1.	WLAS Score	19
2.	Tests of Differences of Mean WLAS Scores	21
3.	Correlation Coefficients: WLAS Score Versus Demographic and Attitude Variables	23
4.	Demographic Differences Among Groups Studied	25
5.	Attitude Differences Among Groups Studied.	27

Abstract

Clarifies and contrasts attitudes toward the Women's Liberation Movement (WLM) among five groups of subjects: 1) university men, 2) university women, 3) women active in WLM, 4) faculty and graduate student women, and 5) Extension Homemakers. A questionnaire combining the Women's Liberation Attitude Scale (WLAS) with supplementary demographic and attitude questions was administered to all subjects. Women active in WLM had the highest WLAS scores; males had the lowest. Significant ($p < .001$) differences in mean WLAS scores were found in comparisons between groups 1 and 2, 2 and 3, and 3 and 5. For women, high WLAS scores were strongly related ($r > .3$) to political liberality, educational level, perception of discrimination, expressed need for group action, lack of religious activity, and belief in cultural determination of sex-linked personality differences. Additional significant ($p < .01$) relationships were found between high WLAS and size of home community, high school GPA, role innovation, working subject, few or no children, and untraditional expectations.

ATTITUDES TOWARD FEMINISM AND THEIR CORRELATES

AMONG MONTANA WOMEN

Lee Gifford Faulkner

Montana State University

Feminism and the Women's Liberation Movement

During the last decade, attention has turned again toward feminist ideas in the appearance of the Women's Liberation Movement (WLM). The cyclic nature of the importance attached to such ideas causes one to wonder what forces are related to the rise and fall of feminism. It becomes of interest to discover if there are any regularities in the backgrounds or personalities of women who hold similar attitudes toward the Women's Liberation Movement.

Of course, this "new" movement is not an invention of today's feminists. As Carol Tavris (1972) points out, the ideology and general characteristics of the feminist has not changed a great deal since Victorian times. Modern feminists appear to be, as in the past, "well-to-do women who are likely to feel the conflict between their traditional role and their emancipated potential." However, among those of the type described above, there are many who do not subscribe to feminist ideas, and there are new aspects that have changed the character of the movement which cannot be ignored. For example, the fact that mothering and housekeeping is rarely a full time job any longer

creates new pressures on society to provide more alternatives for half of its population.

The current movement has reiterated the goals of the feminist as: equality of pay for comparable work by men and women, equality of opportunity regardless of sex, and lifting of sex-bound regulations that have no basis in physiological differences, and the raising of individual consciousness and self-esteem. Such reforms imply greater role freedom for males as well as for females. Also, two major desires of those involved in the movement are to raise the psychological value associated with traditional women's work, whether in the home or in the job market, and to see many more women in policy-making positions, in academics, and in other professional activities. The emphasis on a female identity outside the home is in sharp contrast to the more traditional view of many psychologists, who believe that female fulfillment and mental health is dependent upon acceptance of the biological role of wife and mother: "anatomy is destiny." The impact of the movement is being felt strongly in the field of psychology (Weisstein, 1969; Chesler, 1972; Rice & Rice, 1973).

Montana, a basically conservative, rural state, appears to lag several years behind centers of population as far as many social movements are concerned. In the past year at Montana State University (MSU) we have witnessed several "firsts" in relation to the feminist movement. Feminist Robin Morgan appeared and spoke, prompting the growth of

organized consciousness-raising groups. Several months later, members of these groups planned and executed a three-day Women's Symposium at which many feminist ideas were aired and discussed. Statewide controversies over the Equal Rights Amendment and abortion have brought feminist ideas before many Montana women during recent months. This current publicity attendant upon women's issues makes the time ideal to study the attitudes of women toward the Women's Liberation Movement in Montana.

Studies Relating to the "Nature" of Women

The goals of the movement as stated above and the broad consequences of its success might be better understood if one considered what could be termed the "nature" of women in general. Is there such a thing as a "general nature" that can be ascribed to women? This question has fascinated males and has been discussed, studied, argued, and philosophized about since time began. Freud's personality theory (Freud, 1933) relegated women to secondary status due to what he perceived as a major biological lack. Other theorists attempted to travel along a "separate but equal" line, such as Erikson (1967) and his description of a woman's "inner space" which compensated for her external deficiency.

On the empirical side of the question, psychologists working on the problem of individual differences found that dividing their samples into groups according to sex was extremely easy. Consequently much

data on sex differences covering a variety of psychological variables has been accumulated since 1900. Sex differences have been reported in group averages, with the males higher in mathematical reasoning, spatial judgment, and science. Female averages are higher in verbal fluency, rote memorization, dexterity and perceptual speed. When one attempts to generalize from these results, however, one finds that the distributions of the two sexes overlap a great deal. This research is thoroughly reviewed by Tyler (1965). For more recent work, much of it spurred by the current interest in feminism, see Mednick & Tangri (1972). An overall review of studies pertaining to women, including biological differences and the psychological differences they imply, plus a theoretical approach to the psychology of women is to be found in Bardwick (1971).

More directly appropriate to the question of attitudes toward the Women's Liberation Movement, and to the discovery of related background variables, are the studies to be reviewed in the remainder of this introduction. They include studies made in the '30's and '40's near the end of the previous wave of feminism, studies directly concerned with the present Women's Liberation Movement, and related research on role innovation and sex-determined role standards.

Early Studies of Feminism

Psychological literature on feminism itself is relatively rare. Less than fifteen years after women obtained the right to vote in 1920,

Kirkpatrick developed the "Belief-Pattern Scale for Measuring Attitudes Toward Feminism" which he used in several studies. In comparing attitudes of students (Kirkpatrick, 1936a) he found females to be less inconsistent than males, who more often accepted both feminist and anti-feminist stands on the same issue. In a study which compared the attitudes of husbands and wives (Kirkpatrick, 1939) he found that patriarchal (anti-feminist) beliefs on the part of the men were closely related to marital maladjustment, while women could hold highly feminist ideals without a disturbance in the adjustment of the marriage. Kirkpatrick (1936b) also compared attitudes of university students with those of their parents. On the whole, the younger generation was more feministically inclined, but when educational differences were controlled, this generation difference disappeared. The younger generation also tended to show greater sex differences in attitude than their parents, indicating that the points of view of the sexes might be diverging over time.

Using an adaptation of Kirkpatrick's attitude scale, Seward (1945) undertook a study to assess the prevalence of feminist ideas among college sophomore women and to relate high feminist and low feminist scores to such factors as family background, scholastic aptitude test scores, masculinity-femininity scores, TAT interpretations, and attitude toward female biological functions. Comparisons of extreme liberals and conservatives on the feminism scale indicated a less conforming

and less secure home background among the liberals. Their mothers were more often perceived by them as poorly adjusted, more likely to have a career, and the home was more likely to have been disrupted by death or divorce. An interesting finding was that significantly more conservatives had brothers than liberals. Conservatives were more likely to have religious backgrounds than liberals. No differences were found in scholastic aptitude scores, and both groups appeared to have a healthy acceptance of female biological functions. TAT scores indicated more feelings of hostility, guilt, and anxiety among the liberals.

Seward's study was undertaken near the end of World War II when women were needed in great numbers to keep the country going while the men were at war. Assessing the future employment desires of women was one of its purposes. Most of the sample of 147 women desired equality between men and single women, but expected to become the traditional subordinate wife and mother after marriage. After the war, large numbers of women settled down to husband-produced prosperity and good-sized families without a murmur until 1963 when Friedan published The Feminine Mystique and ushered in the present Women's Liberation Movement.

Recent Surveys of Feminist Attitudes

Due to increasing interest in the subject, two general surveys of large numbers of women (Tavris, 1972; Tavris & Jayratne, 1973) have

collected data on women interested enough to return questionnaires from two national magazines, Psychology Today and Redbook. Approximate response for the two studies numbered, respectively, 20,000 and 120,000. Women who favored the Women's Liberation Movement (WLM) composed roughly 60% of each sample. These women could be distinguished most readily from those who were neutral or didn't favor WLM by their stated awareness of having been discriminated against on the basis of sex. This result is to be expected among those active in WLM, as such participation tends to increase the perception of discrimination and in movement jargon is termed "consciousness-raising." It is hard to say whether there is a causal relationship in the opposite direction, i.e., does an experience of sex discrimination induce a woman to look more favorably on the WLM?

Agreement with a feminist point of view, however, did not mean that a woman was presently active in a group associated with WLM. Only 19% of the Psychology Today sample and 3.3% of the Redbook sample indicated that they were so affiliated. Because the questionnaires were obviously directed toward feminist ideology, it seems likely that women especially interested in it would be most likely to respond. Women who were neutral or opposed are more likely to be under-represented among the respondents.

Common to both surveys was the finding that most respondents believed in the cultural, rather than biological genesis of such

"sex-linked" traits as aggressiveness and emotionality. The Redbook sample found an age difference here, however; the older, married women tended to ascribe more "sex-linked" traits to biology than did the younger, single women.

The Psychology Today study included male, inactive female, and active WLM respondents. Extensive analysis of group differences was performed. Tavris contrasted the three groups as follows, "Invariably men lagged far behind group women in support of WL issues. . . . Nongroup women. . . sometimes fell closer to group members in attitudes and other times were more conservative than men." Many men gave lip service to the movement but admitted to having discriminated against women, and were perfectly satisfied by the traditional division of labor between the sexes. "Liberal political preference is a major indicator of support for WLM. . . .Religion has a similarly strong effect on attitudes, . . .Protestants and Catholics. . . are the most traditional. . ." Echoing Kirkpatrick, Tavris found that the most dissatisfied women were those who were trying to combine work with marriage to a traditional husband. She concluded that the potentially most active support for WLM might come from these women rather than from traditional women or from liberal women with liberal lifestyles.

Role Innovation and Sex-Determined Role Standards

In a study of determinants of occupational role innovation among college women, Tangri (1972) found that women who chose non-sextypical majors were more likely to have mothers who worked outside the home than those who made traditional choices. Innovators' attitudes toward sex roles were untraditional but not necessarily feminist. Students with traditional role expectations for the future, e.g., who anticipated having strong and wise husbands to care for them, were less likely to be role innovators.

Ellis & Bentler (1973) studied attitudes toward sex-determined role standards among college students. Among the results were the findings that for females, opposition to traditional sex role standards was related to intelligence; for both sexes, it was related to liberalism and nonreligiousness.

Variables Associated with Attitudes Toward WLM

The above survey of research on feminism indicates a number of variables which might be expected to be found related to attitudes toward the WLM in the present study. Subject variables include sex, age, education level, religious activity, political liberality, working outside the home, role innovation, and intelligence (defined as high school GPA). Family variables include mother working outside home and number of brothers. Attitudes that may be related to favorable views toward WLM include perception of discrimination against women,

disagreement with the biological origin of "sex-linked" personality differences, and traditionality of expectations.

Many other relationships to attitude toward WLM are appropriate for testing in this study. As rural areas tend to be conservative, it is possible that the size of a subject's home community will affect her point of view. Women who have a large number of children may accept the traditional role standards more completely than those with small families. Women active in WLM see a need for solidarity and sisterhood (Morgan, 1970) to achieve the goals of the movement. It is to be expected that this attitude will be shared by others with positive attitudes toward WLM. This concludes the list of variables about which specific hypotheses were made. Several other possible relationships were tested as well.

Hypotheses

This study was designed to answer the following question: What are some of the attitudes toward the Women's Liberation Movement (WLM) in Montana, and what other variables, demographic and attitudinal, are systematically related to differences in attitude toward WLM?

The following hypotheses were stated and tested:

1. The general attitude of university students toward WLM has become more favorable during the last year.
2. Attitude scores of university students toward WLM also have become more polarized during the last year.
3. Female university students have more favorable attitudes toward WLM than male students.
4. Women active in WLM and those who attended the MSU Women's Symposium have more favorable attitudes toward WLM than do women in general.
5. The following variables are positively related to attitude toward WLM among women:
 - a. political liberality
 - b. size of home community
 - c. high school GPA
 - d. educational level
 - e. role innovation
 - f. perception of discrimination against women

- g. perception of discrimination against self as a woman
- h. agreement with the need for group action to improve the lot of women

6. The following variables are negatively related to attitude toward WLM among women:

- a. age
- b. non-working status of subject
- c. non-working mother of subject
- d. number of brothers
- e. number of children
- f. degree of religious activity
- g. traditional expectations
- h. agreement that personality differences between the sexes are biologically determined

Operational definitions of all entities listed above are given in the Method section following.

Method

Subjects

Data from five groups of subjects were used for this study:

1) MSU students whose responses were used in the development of the Women's Liberation Attitude Scale (WLAS) Winter, 1972. These students were not given the entire questionnaire, therefore there is no demographic or other supplementary data available for them. 2) MSU male and female students enrolled in Introductory Psychology classes Spring, 1973. 3) A "liberal" sample of women who attended the Women's Symposium at MSU April 4-6, 1973, and/or belong to feminist groups in Bozeman, Montana. 4) Female MSU faculty members and graduate students. 5) Extension Homemakers from all regions of Montana who attended Women's Week classes on the MSU campus June 18-22, 1973.

All subjects took part on a voluntary basis. University students who participated in 1973 were given extra credit for assisting in the study. Questionnaires were personally distributed to psychology students and Extension Homemakers, but completion of the questionnaire was not supervised. "Liberal" women, faculty, and graduate students received and returned their questionnaires by mail. Percent of questionnaires completed and returned was as follows: MSU psychology students, 82%; "liberal" women, 76%; faculty and graduate students, 60%; Extension Homemakers, 64%.

Questionnaire

The entire questionnaire is presented in Appendix A, page 41.

Items 1-20 comprise the WLAS, which uses the method of summated ratings (Kerlinger, 1973). The 20 statements which appear on the WLAS were selected from 60 which were originally obtained from a large number of MSU students, mostly freshmen. These 60 statements were balanced according to their favorability or unfavorability toward WLM, and submitted to 295 other students. These students were instructed to respond to each statement on a five-point scale, strongly disagree, disagree, neutral, agree, and strongly agree. The 20 retained items, which constitute the WLAS, had the highest correlations with a total score based on the 60 original statements. The WLAS contains an equal number of statements favorable (10) and unfavorable (10) to WLM. Total scores of the 295 students' responses to the 20-statement WLAS subset obtained during the development of the scale were used in this study to test the hypothesis of attitude change toward WLM.

Items 21-32 were included to tap other ideas associated with feminism, perception of discrimination against women in general, feelings of success, fear of success, attitude toward personality differences between the sexes, and feelings of personal control over one's life.

Items 33-44 concern demographic variables of the subject.

Items 45-49 were designed to investigate role-innovation and achievement needs.

Items 50-62 concern occupation and education of subject and family data on parents, siblings and spouse.

Items 63-64, for women only, assess subjectively experienced discrimination and group membership.

Coding Method

The WLAS score used in all tests of hypotheses was calculated from items 1-20 on the questionnaire. Subjects were again asked to respond on a five-point scale with values associated with the responses as follows: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Responses to items favorable to WLM (1, 4, 7, 8, 11, 15, 16, 18, 19, 20) were added to the total score; responses to unfavorable items (2, 3, 5, 6, 9, 10, 12, 13, 14, 17) were subtracted. A constant of 40 was then added to each score in order to eliminate negative values. The possible range of total attitude is therefore 0-80. Any items left blank were coded as a neutral (3), unless there were more than five blanks, in which case the questionnaire was not used in the study. Such omissions were uncommon.

Item 45, role innovation, was coded as follows: non-attendance at college was taken to be the least innovative, and thus coded "zero." Traditionally female majors such as education, nursing, and home economics were coded "one," neutral majors such as English, business, and

drama were coded "two," and traditionally male majors such as the sciences, agriculture and engineering were coded "three."

Item 48, traditional expectations, was coded as the number of events which would indicate the housewife's role to be foremost in the subject's mind, e.g., marriage, birth of children, purchase of home, birth of grandchildren. If no such event was mentioned, the item was coded "zero." As three events were requested, the maximum score on this item was three.

Item 63, subjective experience of discrimination, was coded as the number of discrimination items checked or mentioned. If unanswered, or if answer number eight, "I have not experienced discrimination on the basis of sex," was checked, the item was coded "zero."

Item 64, group membership, was coded "one" for membership in NOW, NWPC, consciousness-raising groups, or any other distinctly feminist group. Otherwise it was coded "zero."

Males' questionnaires were coded in the same way as females', except that items 63 and 64 were disregarded.

Statistical Methods

Three basic statistical methods were indicated for testing the hypotheses outlined in this study. To test for significant differences between group means, the t-test, and t' were used. In testing for differences in variances, a form of the F-test was indicated.

Finally, to determine the relationships between WLAS scores and other variables, correlation analysis was applied.

As a supplement to these forms of analysis, distributions and response percentages were obtained for WLAS scores and all questionnaire items except numbers 46 and 47.

Results

The distributions of WLAS scores for all groups are given in Table 1. Male students' scores tend to be only slightly higher than 40, the score which would be obtained from a neutral response to each scale item. The male response was also characterized by 27.2% neutral (3) response to scale items, and 7.7% extreme, (1) or (4), responses. All women responded neutrally 15.5% of the time and extremely 16.2% of the time. Female scores show more favorable attitudes toward WLM, with faculty, graduate students, and "liberal" women indicating an extremely positive bias.

Insert Table 1 about here

Group Differences in WLAS Scores

Hypotheses 1, 3, and 4 were tested by comparison of mean WLAS scores for the appropriate groups. The results of these t-tests are indicated in Table 2. Male and female scores were combined to compare attitudes of 1972 and 1973. In all other cases males and females were treated as separate groups. Hypothesis 1, that there would be an overall increase in favorable attitude toward WLM, was not supported. Hypothesis 2 did not require a statistical test, as the variance of the 1973 sample (161.9) was not greater than that of 1972 (175.3), indicating that polarization of attitude was not apparent, and thus the hypothesis was not supported. Severe methodological difficulties

Table 1

WLAS Score

Group	0-9 %	10-19 %	20-29 %	30-39 %	40-49 %	50-59 %	60-69 %	70-80 %	mean score	Variance
university students 1972 (n=295)	0	1	9	21	26	23	18	2	46.72	175.26
university students 1973 (n=199)	0	1	7	17	33	21	17	4	47.68	161.93
males (n=101)	0	2	12	18	44	21	3	1	42.57	115.09
females (n=98)	0	0	2	15	23	21	30	7	53.01	153.13
"liberal" women (n=53)	0	0	0	0	0	9	49	42	67.55	46.13
faculty & graduate student women (n=63)	0	0	0	0	11	22	35	32	63.14	98.35
Extension Homemakers (n=199)	0	1	2	10	26	37	18	7	52.64	126.86

exist in the tests of the first two hypotheses. They are described in the Discussion section.

 Insert Table 2 about here

Differences between means of remaining groups were tested with Cochran's approximation for the significance of t' , used when population variances cannot be assumed to be the same (Snedecor and Cochran, 1967). The male and female university students' mean attitude scores were significantly different, with females having the more favorable attitude ($p < .001$), supporting hypothesis 3. The "liberal" women had significantly more favorable attitudes than female students ($p < .001$) and Extension Homemakers ($p < .001$). Mean score of faculty and graduate students was however not significantly different than that of "liberal" women ($p < .1$). Since undergraduate female students and Extension Homemakers could be considered more representative of women in general than could faculty and graduate students, hypothesis 4, that women active in WLM would have more favorable attitudes than women in general, is taken to be supported.

The Relationship of WLAS Scores with Demographic and Attitude Variables

Hypotheses 5 and 6 predict correlations between WLAS score and other variables as measured by the questionnaire. Correlation coefficients for these sixteen variables are given in Table 3.

Table 2
Tests of Differences of Mean
WLAS Scores

Hypothesis	groups compared	test	p
1. The general attitude of univ. students toward WLM has become more favorable during the last year.	1972 university students and 1973 university students	$t = .8$	$<.4$ (n.s.)
3. Female univ. students have more favorable attitudes toward WLM than male students.	male university students and female university students (1973)	$t' = 6.37$	$<.001$
4. Women active in WLM and those who attended the Women's Symposium have more favorable attitudes toward WLM than women in general.	"liberal" women and female university students	$t' = 9.26$	$<.001$
	"liberal" women and Extension Homemakers	$t' = 12.14$	$<.001$
	"liberal" women and faculty & graduate student women	$t' = 2.83$	$<.1$ (n.s.)

Calculation of the correlations was made on all female respondents' data (n=409, four subjects who failed to state their ages were eliminated). In every case the sign of the coefficient was in the direction predicted, but those for non-working mother and number of brothers were not significantly different from zero.

 Insert Table 3 about here

The correlation of age with WLAS is negative and significantly different from zero at the .05 level. All remaining correlations between WLAS score and variables with hypothesized relationships are significant at the .01 level. Positive correlations above .4 were found for political liberality, educational level, perception of discrimination in general and subjectively, and the degree of agreement with the need for group action in improving women's lot. A correlation of -.33 was found for amount of religious activity, and -.40 for the degree to which personality differences between the sexes was seen to be biologically determined. All other correlations were small, though large enough to indicate that a relationship exists.

An interesting result was a correlation between WLAS score and role innovation for the male sample of -.241 (n=100, significantly different from zero at the .05 level). This is in the opposite direction as the result for females and indicates that the more traditionally male the major, the less favorable the student is toward WLM.

Table 3

Correlation Coefficients: WLAS Score Versus Demographic and
Attitude Variables for Total Female Sample

Hypothesis		Description	r	p
5.				
Positive	a.	political liberality	.414	<.01
Relation-	b.	size of home community	.206	<.01
ships	c.	high school GPA	.147	<.01
	d.	educational level	.408	<.01
	e.	role innovation	.224	<.01
	f.	perception of discrimination in general	.613	<.01
	g.	subjective discrimination	.410	<.01
	h.	need for women in groups	.530	<.01
6.				
Negative	a.	age	-.122	<.05
Relation-	b.	non-working status of subject	-.235	<.01
ships	c.	non-working mother of subject	-.010	n.s.
	d.	number of brothers	-.096	n.s.
	e.	number of children	-.136	<.01
	f.	degree of religious activity	-.331	<.01
	g.	traditional expectations	-.254	<.01
	h.	personality differences between the sexes are biological	-.405	<.01

Demographic Differences Among Groups

Group differences found in demographic variables are summarized in Table 4. Most of the subjects have lived the largest part of their lives in Montana, except for the "liberal" women and the faculty and graduate student women. The group with the most married women (84%) is the Extension Homemakers; they also have the most children, and work outside the home the least. Political views and religious activity vary strikingly among the different groups. Also of interest is the high preponderance (65%) of first or only children among the "liberal" group. This is somewhat more remarkable when one notes that, in 1940, 35% of the children born were first (or only) children (U. S. Bureau of Census, 1972).

 Insert Table 4 about here

The last entry in Table 4 is the subgroup of all Extension Homemakers who had WLAS scores of 60 and above. The average age of this group is higher than all the others, 45.9. These women do not display the pattern of political liberality and religious inactivity that is apparent for the "liberal" group and, to a lesser degree, the faculty and graduate student group.

Attitude Differences Among Groups

Certain patterns of attitude in which the groups differed are demonstrated in Table 5. Statements listed in this table distinguish

Table 4

Demographic Differences Among Groups Studied

Group	average age (range)	lived mostly in Mon- tana, %	work outside home for pay, %	marital status		average number of children	% first or only children	average political views	average religious activity	% active in WLM
				% single	% married					
university males (n = 101)	20 (18-44)	72	91	92	8	0	29	"moderate"	"slight" to "moderate"	0
university females (n = 98)	19.7 (18-39)	82	70	91	9	0	31	"moderate"	"slight" to "moderate"	1
"liberal" women (n = 53)	31.6 (17-72)	29	71	36	64	1-2	65	"liberal" to "very liberal"	"none" to "slight"	54
faculty & graduate student women (n = 63)	36.4 (22-70)	43	83	40	60	1-2	57	"moderate" to "liberal"	"slight"	8
Extension Home- makers (All, n = 199)	37.3 (17-84)	74	30	16	84	3-4	44	"moderate"	"moderate"	9
Extension Home- makers WLAS = 60 or over (n = 50)	45.9 (18-77)	80	44	20	80	3	50	"moderate"	"moderate"	12

the "liberal" and faculty and graduate student group from all others with the possible exception of statement 27, "A woman can best improve her lot through her own hard work and individual effort." All subjects agreed with this statement, "liberal" women being less likely to agree than the others. However, when this distribution is contrasted with that for statement 25, one sees that to improve the lot of women the method of choice for the "liberal" women alone is group action to apply pressure to change society. Statements 7, 10, 13, 15, and 19 distinguish males from females. Statement 7 is an endorsement of WLM as the greatest thing that has happened to women in a long time. Statements 10 and 13 indicate definitions of femininity that are restricted. Statement 15 states that "women have been exploited too long," Statement 19 concerns the felt need for more women in policy-making positions. Although 50% of the males disagreed that personality differences between the sexes were biological, 72% or more of female groups disagreed, indicating a sex difference in attitude toward statement 22.

Insert Table 5 about here

Table 5
Attitude Differences Among Groups Studied

Statement	Group (A - agree and D - disagree)									
	U. Males		U. Females		"liberals"		Fac - Grads		Ex. Home	
	A %	D %	A %	D %	A %	D %	A %	D %	A %	D %
2. (WLAS) Women have a place and it's not as the breadwinner of the family.	41	35	33	41	8	81	8	70	44	43
7. (WLAS) Women's liberation is the greatest thing that has happened to women in a long time.	11	54	25	41	69	6	51	12	35	36
10. (WLAS) Women, in searching to be equal with men, forget some of natural behaviors of the female...	57	27	42	43	14	79	10	73	35	54
13. (WLAS) Women's liberation is exceeding the bounds of femininity.	47	29	33	42	8	79	16	70	32	54
15. (WLAS) Women have been exploited too long.	22	43	48	18	85	8	72	13	48	31
19. (WLAS) We need more women in high places making governmental policy in our country.	19	35	45	11	96	0	86	0	65	13
21. It is vital that husbands take an active part in housework and child care.	65	18	74	9	90	2	78	3	55	21
22. The personality differences between the sexes are biological and can't be changed by learning.	34	50	17	72	4	91	6	81	15	72
25. Improvement in the lot of women today is dependent upon joining with other women to apply pressure to change society.	24	46	38	32	87	6	54	19	58	22
27. A woman can best improve her lot through her own hard work and individual effort.	74	8	80	6	61	15	75	6	87	9

Discussion

Major findings in this study include the following four points:

- 1) There exists a favorable attitude toward the Women's Liberation Movement among Montana women.
- 2) Comparisons of WLAS scores taken in 1972 and 1973 failed to demonstrate attitude change or polarization over the past year.
- 3) The average WLAS score for male university students proved to be significantly lower than that of female students.
- 4) Women active in WLM had a significantly higher average WLAS score than female undergraduate university students, or homemakers who were not active in WLM.

Among the women tested, positive correlations over .4 with WLAS score were found for political liberality, educational level, perception of discrimination (both in general and subjectively), and the need seen for group action to improve the lot of women. Small but significant positive correlations with WLAS score were found for size of home community, high school GPA, and role innovation. Negative correlations over .3 with WLAS score were found for degree of religious activity and the agreement that personality differences between the sexes are strictly biological. Small significant negative correlations with WLAS score were found for age, non-working subject, number of children, and traditional expectations. Correlations of WLAS score with non-working mother and number of brothers were not significantly different from zero.

The WLAS as a Measure of Attitude Toward Feminism

The use of the WLAS as a tool for measuring attitude toward WLM was validated by comparison of scores of known sympathizers with the movement, the "liberal" group, with the scores of other groups which would not be expected to be as sympathetic. Because the average male is likely to show less sympathy toward WLM than the average female, the result that the male university students tended to be less favorable than their female counterparts also serves to validate the WLAS.

Group similarities as well as group differences were identified. In comparison to men, all women were much more willing to respond with "strong" agreement or disagreement to WLAS statements. In general, the women seemed more inclined to add remarks as well, indicating a stronger interest in the question. Among the groups of women, the distributions of the responses of the "liberal" women showed much similarity to those of the faculty and graduate student women, and the average WLAS scores were not significantly different for these two groups. The university women and Extension Homemaker groups were related to each other in a similar fashion. It is quite likely that similar background factors, goals, and beliefs are shared within each pair of groups.

A picture of the active feminist emerged from the study. She scored high on the WLAS, is politically liberal, relatively inactive

in organized religion, and has at least some college education. She tends to be the first or only child in her family, works outside the home for pay, and sees personality differences between the sexes as culturally determined. She is especially aware of discrimination against women in general and herself in particular, and believes that the remedy for this is in the application of group pressure to change society. This description best fits the "liberal" group, of which 54% were active members of organizations relating to WLM. It also describes the faculty and graduate student women, though not as well.

Limitations of the WLAS

Because such great sex differences were found in the 1973 results, comparison of WLAS scores without controlling for sex of respondents is not legitimate. The sex composition of the 1972 sample is unknown, and as it would have a direct effect upon the mean and variance of that sample, the attitude-change hypothesis was virtually untestable with the available data. In the results given above, this hypothesis was not supported, but due to the lack of information about the 1972 sample, no conclusion can be made on whether attitude change occurred or not. All data gathered using the WLAS must therefore include sex of respondent as one very important factor, or sex must be controlled in selection of subjects.

Other limitations include the style and subject matter of the scale. Many of the items in the WLAS require a willingness on the part of the subject to generalize about men and women, essentially to agree or disagree with a sex stereotype, or a stereotype about "women's libbers." This is disturbing to many feminists who wish to avoid such stereotypes as much as possible, even positive ones to some degree. Therefore, much conflict was apparent through numerous remarks made in the margins of the questionnaires, especially those of the "liberal," faculty and graduate student groups. This conflict may have created slightly lower WLAS scores among some women, primarily those involved in the movement so deeply that they are thinking beyond most generalizations.

The WLAS may also be criticized on the basis of the issues it fails to cover. Many questions are not included which are of importance to feminists, e.g., abortion, the Equal Rights Amendment, and day-care for children. However they are implied in many of the more general WLAS statements, such as "Women, in searching to be equal with men, forget some of the natural behaviors of the female, such as child-rearing, etc." Also WLAS scores correlated highly with responses to items included later in the questionnaire for the specific purpose of filling in some of the gaps in the WLAS.

Finally, the WLAS might itself have a positive bias, in that many of the negative statements are extremely strong. During the construction of the scale, no attempt was made to balance

statements according to their degree of favorability or unfavorability.

Correlations of WLAS Scores with Demographic and Attitude Variables

The fact that most of the correlations are low, though significant, suggests that multivariate methods might well be applied to the data to see how the variables combine to explain a larger proportion of the variance in WLAS scores. From an inspection of the distributions of responses for the different groups, it appeared that some correlations with WLAS, e.g., political liberality and religious activity, might prove to be higher than they turned out to be. This failed to be the case, largely because the 50 Extension Homemakers who had the highest WLAS scores did not follow the pattern of the "liberal" women as far as these variables were concerned. A response set toward "strong" agreement or disagreement may have been operating among these 50 women, artificially creating their higher scores. Since 12% indicate they are active in WLM, a better explanation is that these women responded accurately about their feelings, and that the "liberal's" political and religious viewpoints do not have to be shared by a woman who favors WLM.

Certain results may be attributed to peculiarities of the subject pool. The hypothesis that non-working mothers and low WLAS were related falls apart when the mothers get old enough to retire. That the hypothesis of a negative relationship between age and WLAS score

was not more strongly supported may be accounted for by the fact that older women who become leaders of groups (and the sample consisted of many women of this type) are an elite, who certainly believe in individuality. It should also be remembered that the very old subjects grew up during the feminist cycle associated with the '20's. Among the Extension Homemakers, those with the highest WLAS scores had a higher average age than the group as a whole. Finally, most of the university women, who were the youngest group included, are actually looking forward to the traditional marriage and home, and thus are not as favorable toward WLM as their age might indicate. It is unlikely that differences in education would account for the age effect found in this study, contrary to the findings of Kirkpatrick (1936b).

Generalizability of Results

The lack of randomness in this study makes the question of generalizability an important one to consider. It is likely that many of those who returned questionnaires had more favorable attitudes than those who failed to do so, but the controversial nature of the subject is such that one would expect those with strong negative feelings to desire to register them as well. The percentage return of questionnaires was adequate in all cases to assume that the groups tested were well represented.

The samples of "liberal" women and faculty and graduate student women were taken from the entire local population. It is reasonably

safe to predict that factors describing the "liberal" group could be generalized as true for other active feminists. These two groups cannot be taken as representative of women in general, however.

More caution is necessary concerning the other groups. The male university sample may only be taken to represent other university men, remembering that those male students required to take psychology courses may be more liberal than those who are not. This reservation does not apply to the university women, but one must remember that women who go to college are very highly selected. This group is an elite and cannot be taken to be totally representative of women in general.

Much of the same caution applies to the Extension Homemakers who attend Women's Week. These women were able to leave their homes and families for four days; they are often community leaders, and they are interested in a university atmosphere. However, being largely rural, and ranch- or farm-oriented, they are, in comparison to the average housewife, often much more closely related to their husband's jobs and take part in much activity that is labeled productive by our society. Many of these women can't see what the WLM fuss is all about. To say that they are representative of women in general probably applies only to largely rural states, such as Montana.

Implications for Further Study

Many directions of inquiry have been suggested by this study. Several possibilities concern further analysis of data already collected. What results would be obtained through a multivariate analysis of the data? Would discriminant analysis assist in differentiating between the separate groups? Concerning the WLAS, do negative feelings toward the term "Women's Liberation" color some responses? What patterns of response occur? Factor analysis of the WLAS and the remaining sections of the questionnaire are thus suggested.

Sampling a much wider population on a random basis would enhance the generalizability of results. More male respondents of varying types and backgrounds would answer the question of whether most males are largely indifferent toward WLM. Wider sampling of the professional, working and "non-working" female population would be valuable. Finally, expanding the base to other localities in the country would be informative.

Is the WLM going "out of style" in the United States now, at the point in time when it has just arrived in Montana? Or is it being institutionalized in the form of organizations such as NOW and NWPC, and publications such as Ms. magazine? The whole area of attitudes toward women, their roles, and the WLM continues to be open to

scientific study, and is an area where the unique talents of women can be well used to the advantage of all.

References

References

- Bardwick, J. M. Psychology of women. New York: Harper & Row, 1971.
- Chesler, P. Women and madness. New York: Doubleday, 1972.
- Ellis, L. J. & Bentler, P. M. Traditional sex-determined role standards and sex stereotypes. Journal of Personality and Social Psychology, 1973, 25 (1), 28-34.
- Erikson, E. H. Inner and outer space: Reflections on womanhood. In R. J. Lifton (Ed.), The woman in america. Boston: Beacon Press, 1967.
- Freud, S. Femininity. New introductory lectures on psychoanalysis. 1933, anthologized in J. Sraclay (Ed.), Complete introductory lectures on psychoanalysis. New York: Norton, 1966.
- Friedan, B. Feminine mystique. New York: Norton, 1963.
- Kerlinger, F. N. Foundations of behavioral research. (2nd ed.) New York: Holt, Rinehart and Winston, 1973.
- Kirkpatrick, C. Inconsistency in attitudinal behavior with special reference to attitudes toward feminism. Journal of Applied Psychology, 1936, 20, 535-552. (a)
- Kirkpatrick, C. A comparison of generations in regard to attitudes toward feminism. Journal of Genetic Psychology, 1936, 49, 343-361. (b)
- Kirkpatrick, C. A methodological analysis of feminism in relation to marital adjustment. American Sociological Review, 1939, 4, 325-334.

Mednick, M. S. & Tangri, S. S. (Eds.) New perspectives on women.

Journal of Social Issues, 1972, 28 (2).

Morgan, R. (Ed.) Sisterhood is powerful. New York: Random House, 1970.

Rice, J. K. & Rice, D. G. Implications of the women's liberation movement for psychotherapy. American Journal of Psychiatry, 1973, 130, 191-196.

Seward, G. H. Cultural conflict and the feminine role: An experimental study. Journal of Social Psychology, 1945, 22, 177-194.

Snedecor, G. W. & Cochran, W. G. Statistical methods. (6th ed.) Ames, Iowa: Iowa State University Press, 1967.

Tangri, S. S. Determinants of occupational role innovation among college women. Journal of Social Issues, 1972, 28 (2), 177-199.

Tavris, C. Woman and man. Psychology Today, 1972, 5 (10), 57-64.

Tavris, C. & Jayratne, T. What 120,000 young women can tell you about sex, motherhood, menstruation, housework - and men. Redbook, 1973, 140 (3), 67-69.

Tyler, L. E. The psychology of human differences. New York: Appleton-Century-Crofts, 1965. Ch. 10.

U. S. Bureau of the Census. Statistical abstract of the United States, 1972. (93rd ed) Washington, D. C., 1972.

Weisstein, N. "Kinder, Kuche, Kirche" as scientific law: Psychology constructs the female. Motive, 1969, 29, 78-85.

Appendixes

Appendix A
Questionnaire

Indicate your feelings toward each statement below by marking the line provided with the appropriate number:

1
strongly
disagree

2
disagree

3
neutral

4
agree

5
strongly
agree

1. ___ Women's liberation finally gives the woman a chance for more freedom and to become an equal to the male.
2. ___ Women have a place and it's not as the breadwinner of the family.
3. ___ A woman is too emotional and downright "bitchy" to be able to work around the machinery that men do.
4. ___ A woman can still have a career and be a mother and wife successfully.
5. ___ Women's liberation is just a bunch of maladjusted women.
6. ___ God made woman to be man's subordinate.
7. ___ Women's liberation is the greatest thing that has happened to women in a long time.
8. ___ It is much more interesting, as far as the man-woman relationship goes, if the woman has career interests outside the home rather than just her family.
9. ___ The only ones that really believe in women's liberation are the ones that wish they were men in the first place.
10. ___ Women, in searching to be equal with men, forget some of the natural behaviors of the female, such as child-rearing, etc.
11. ___ Women are quite capable and men should realize this more.
12. ___ I think women's liberation is ridiculous because women want to have men as a source of strength and someone to lean on, not someone to compete with for the same things.
13. ___ Women's liberation is exceeding the bounds of femininity.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

14. __ The man should be the boss in any home, and the woman should subject herself to his whims.
15. __ Women have been exploited too long.
16. __ Women are just as capable and maybe more capable than a lot of men.
17. __ Women's liberation is just a sign that women want more attention.
18. __ Women are underpaid for jobs and their abilities are underestimated.
19. __ We need more women in high positions making governmental policy in our country.
20. __ It's about time females were taking the matter of betterment into their hands and becoming equal to males.
21. __ It is vital that husbands take an active part in housework and child care.
22. __ The personality differences between men and women (such as aggressiveness and emotionality) are biological or inborn and can't be changed by learning.
23. __ A woman's success in life is mostly based on what her husband does.
24. __ Women are economically and socially discriminated against in our society.
25. __ Improvement in the lot of women today is dependent upon joining with other women to apply pressure to change society.
26. __ There is a lot of luck associated with finding a good husband or getting a good job.
27. __ A woman can best improve her lot through her own hard work and individual effort.

1	2	3	4	5
strongly	disagree	neutral	agree	strongly
disagree				agree

28. ___ A successful woman with a career has a hard time finding and keeping a husband.

29. ___ Capable women who fail to become leaders have not taken advantage of their opportunities.

Answer the next three questions about yourself in the same manner as you have answered the questions above.

30. ___ I am usually successful in what I set out to do.

31. ___ I find it doesn't work to plan too far ahead because many things turn out to be a matter of luck anyway.

32. ___ What happens to me is my own doing.

Please answer the remaining questions by placing a check in the appropriate blank unless otherwise instructed. Remember your answers will be confidential and anonymous.

33. Age: ___ (fill in)

34. Sex: 1. ___ male
2. ___ female

35. Do you work outside the home for pay?

1. ___ yes
2. ___ no

36. Where have you lived most of your life?

1. ___ Montana
2. ___ Western states (outside of Montana)
3. ___ Central states
4. ___ Eastern states
5. ___ Southern states
6. ___ outside U. S.

37. How would you describe your political views?

1. ☐ very conservative
2. ☐ conservative
3. ☐ moderate
4. ☐ liberal
5. ☐ very liberal
6. ☐ radical

38. What is your religious preference?

1. ☐ protestant
2. ☐ catholic
3. ☐ jewish
4. ☐ none
5. ☐ other (specify) _____

39. How would you rate your religious activity?

1. ☐ none
2. ☐ slight
3. ☐ moderate
4. ☐ active
5. ☐ very active

40. What is the population of the area where you live?

1. ☐ rural or town under 500
2. ☐ 500 - 4,999
3. ☐ 5,000 - 14,999
4. ☐ 15,000 - 49,999
5. ☐ 50,000 and up

41. What was your high school grade point average?

1. ☐ under 2.0 (under C)
2. ☐ 2.0 - 2.4 (C)
3. ☐ 2.5-2.9 (C - B)
4. ☐ 3.0 - 3.4 (B)
5. ☐ 3.5 - 4.0 (A)

42. What is your marital status?

1. ☐ single
2. ☐ married, first time
3. ☐ remarried
4. ☐ separated or divorced
5. ☐ widowed

43. How many children do you have?

1. ☐ none
2. ☐ one
3. ☐ two
4. ☐ three or four
5. ☐ five or more

44. List the ages of your children: _____

45. If you have been to college, or are now a student, list your major field: _____
(If you are not sure put down the field you are most interested in)

46. List your interests and hobbies: _____

47. Imagine the ideal person to be married to. Select from the list below the 5 most important qualities you would want in that person and order them from 1 to 5. (Place the number "1" next to the most important quality, "2" by the second most important, and so on.)

- | | |
|---|---|
| ☐ good sense of humor | ☐ high moral standards |
| ☐ strong | ☐ undemanding |
| ☐ good earning power | ☐ likes children |
| ☐ not afraid to take risks | ☐ open and easy to talk to |
| ☐ intelligent | ☐ independent |
| ☐ religious | ☐ attractive |
| ☐ helpful | ☐ reliable |

other: (specify and number according to importance) _____

48. List the three events in your life that you consider to be the most important (short of your birth and death). These may be either past events or events you are looking forward to in the future.

1. _____
2. _____
3. _____

49.. What do you picture yourself doing in 10 years? _____

50. Is your mother presently working outside the home for pay?

1. _____ yes

2. _____ no

51. If your mother worked in the past or is working now, check the sentence that best describes her working pattern.

1. _____ steadily

2. _____ until marriage

3. _____ until birth of children

4. _____ since children were in school

5. _____ since children left home

6. _____ whenever money was a problem

7. _____ other (specify) _____

Please answer questions 52, 53, 54, and 55 by filling in the number of the correct occupation from this list. List as many numbers as apply if there is more than one occupation.

Occupations (list number of all that apply)

1. student

2. housewife

3. semiskilled or unskilled worker

4. technician, skilled worker

5. artist, writer, etc.

6. white collar, sales, clerical, secretarial

7. rancher or farmer

8. managerial, administrator, business

9. teacher, counselor, social worker, nurse

10. professional with advanced degree (for example, doctor, lawyer)

11. other (specify in margin by question)

52. List the number(s) corresponding to your occupation: _____

53. If married, occupation of partner: _____

54. Father's occupation: _____

55. Mother's occupation: _____

Please answer questions 56, 57, 58, and 59 by listing the number that corresponds to the highest level of education the person in question completed.

Highest level of education completed

1. grade school
2. high school
3. some college
4. college graduate
5. some graduate school
6. advanced degree

56. List the number corresponding to your education level: _____

57. If married, education of partner: _____

58. Father's education: _____

59. Mother's education: _____

60. Have you lost a parent due to death or divorce?

1. ___ father - your age at the time: _____
2. ___ mother - your age at the time: _____

61. How many brothers and sisters do you have?

Brothers (list number) _____
Sisters (list number) _____

62. Your position in family: Child number ____ (fill in).

The final two questions are intended for women only.

63. Do you think you have been discriminated against as a woman in any of these ways? (Check as many as apply.)

1. ___ hiring, promotions, or job titling
2. ___ salary
3. ___ in classes or counseling in high school
4. ___ admission to college or graduate school
5. ___ the way men react to you when you are discussing things about which you have knowledge

- 6. ☐ the way your parents reacted to your career ambitions
- 7. ☐ other (specify) _____
- 8. ☐ I have not experienced discrimination on the basis of sex

64. Do you belong to any of the following groups? (Check as many as apply.)

- 1. ☐ local community group, charity, female auxiliary, church organization
- 2. ☐ League of Women Voters
- 3. ☐ political women's group (Republican Women, Democrat Women)
- 4. ☐ National Organization for Women (NOW)
- 5. ☐ a professional association
- 6. ☐ a feminist discussion or consciousness-raising group
- 7. ☐ National Women's Political Caucus
- 8. ☐ other (specify) _____
- 9. ☐ none

THANK YOU FOR YOUR COOPERATION

Appendix B
Letters of Instruction
to Subjects

Spring Quarter, 1973

The attached questionnaire is designed to assess attitudes toward the current women's movement, and to make it possible to find out if background factors are related to a person's attitude. It will form the basis for a master's thesis in Psychology.

Participation in this study is voluntary. Students who take part will be given extra credit in their Psy 103 class. It should take no more than 30 minutes of your time. If you do not wish to take part, please return the questionnaire without writing on it.

Your responses will be kept anonymous and confidential. Please fill out the questionnaire as quickly as possible, taking care to follow instructions exactly. Answer the questions according to the way you personally feel without consulting others. Answer all questions that apply to you, and if you wish to qualify an answer or make a comment, feel free to do so in the margins.

Thank you for helping me with my study.

Lee Faulkner
Graduate Student
Psychology

To ensure extra credit, fill in the following information, and return it with a completed questionnaire at the next class meeting. At that time, it will be separated from the questionnaire to retain your anonymity.

NAME: _____

STUDENT I.D.: _____ PSY103 INSTRUCTOR: _____

May 24, 1973

Enclosed is a questionnaire designed to assess attitudes toward the current women's movement, and to make it possible to find out if background factors are related to a person's attitude. At the Women's Symposium in April, I requested volunteers of those who were interested in helping me with such a study for my master's thesis in Psychology. If you are not one who volunteered, I have taken the liberty to send you a questionnaire because I believe you might be interested and willing to come to my assistance.

Participation in this study is voluntary. It should take no more than 30 minutes of your time. Responses will be kept anonymous and confidential. Please fill out the questionnaire as quickly as possible, taking care to follow instructions exactly. Answer the questions according to the way you personally feel without consulting others. Answer all questions that apply to you, and if you wish to qualify an answer or make a comment, feel free to do so in the margins.

Please return the completed questionnaire in the enclosed stamped, self-addressed envelope, preferably within a week. If you do not wish to take part, please return the questionnaire without writing on it.

Thank you for helping me with my study.

Lee Faulkner
Graduate Student
Psychology, MSU

May 29, 1973

Attached is a questionnaire designed to assess attitudes toward the current women's movement, and to make it possible to find out if background factors are related to a person's attitude. The data will be the basis for my master's thesis in psychology. I am administering the questionnaire to a large number of college students and to a group of Extension Homemakers who will be on campus in June. In addition, I would like to include women who are either professionally involved or preparing themselves for a profession by way of graduate school. Therefore I have taken the liberty of sending you a questionnaire in hopes that you might be interested and willing to come to my assistance.

Participation in this study is voluntary and should take no more than 30 minutes of your time. Responses will be kept anonymous and confidential. Please fill out the questionnaire as quickly as possible, taking care to follow instructions exactly. Answer the questions according to the way you personally feel without consulting others. Answer all questions that apply to you, and if you wish to qualify an answer, or make a comment, feel free to do so in the margins.

Please return the completed questionnaire via interdepartmental mail, addressed to me at the Psychology Dept., preferably within a week. I am very grateful for all the assistance I receive.

Sincerely

Ms. Lee Faulkner

Psychology, MSU

June 20, 1973

Dear Woman's Week Participant:

Would you like to help another Extension Homemaker with a scientific study? Attached is a questionnaire designed to assess attitudes toward the current women's movement, and to make it possible to find out if background factors are related to a person's attitude. Already many students and teachers here at MSU have filled out questionnaires for me, and I would like to get your opinion as well. Results from this study will form the basis for my Master's thesis in Psychology.

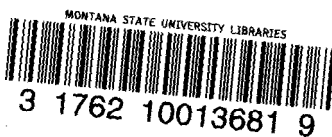
Participation in this study is voluntary and should take no more than 30 minutes of your time. Responses will be kept anonymous and confidential. Please fill out the questionnaire as quickly as possible, taking care to follow instructions exactly. Answer the questions according to the way you personally feel without consulting others. Answer all questions that apply to you, and if you wish to qualify an answer, feel free to do so in the margins.

Questionnaires are to be filled out at your convenience, and returned by the close of Woman's Week. You will receive instructions about the place and time for their return. I am very grateful for all the assistance I receive.

Sincerely,

Lee Faulkner

Gooch Hill EH Club, Gallatin Co.



N378 ~~_____~~ Faulkner, Lee
F273 Attitudes toward
cop. 2 feminism and their
correlates among
Montana women

DATE	ISSUED TO
R NOV 15 1977	ES
R NOV 30 1977	BP
DEC 24 72	DEC 24 72 4201
R JAN 18 1977	BP
JAN 25 78	JAN 25 78
DEC 2 78	DEC 2 78
R	
MAR 2 79	MAR 2 79
R	
APR 1979	
R	

~~_____~~
N378
F273
Cap. 2