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1975

MODELS OF WOMANHOOD: A MULTIVARIATE APPROACH

by

PHYLLIS BEHRMAN GRODSKY

A dissertation submitted to the Graduate
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April 15, 1975
date

Morey J. Wantman
Chairman of Examination Committee

May 12, 1975
date

Eloise L. Denmark
Executive Officer

Professor Morey J. Wantman

Dr. Gertrude Schmeidler

Dr. Samuel Messick

Supervisory Committee

The City University of New York

Abstract

MODELS OF WOMANHOOD: A MULTIVARIATE APPROACH

by

Phyllis Behrman Grodsky

Adviser: Professor Morey J. Wantman

Womanhood has traditionally been defined as a syndrome centering about the concept of femininity--where the term feminine is seen as part of a cluster of traits implying an expressive mode of sympathetic understanding; an instrumental syndrome of traits implying activity and assertion is usually not considered part of the female domain. Recently, psychologists have been calling for stripping personality traits of sexual implications. In the proposed model traits such as active, assertive and self-confident would be seen as part of a larger syndrome of traits cutting across the boundaries of an expressive-instrumental dichotomy.

The object of this dissertation was to elucidate points of view about womanhood regarding expressive-instrumental distinctions and to relate these points of view to a variety of personality variables associated with a range of adult activities.

Ninety-three female volunteers between the ages of 25 and 35 rated expressive (e.g., quiet, kind) and instrumental (e.g., active, assertive) trait words for:

a) social desirability b) personal desirability and
c) personal applicability. The subjects also rated the
stimulus words taken in pairs (e.g., quiet & kind, quiet
& assertive) for compatibility. After the ratings, the
subjects were given a battery of tests purporting to
assess the following dimensions: field dependence-field
independence, locus of control, neuroticism, introversion-
extroversion, preference for complexity, categorizing
preference, and spontaneous flexibility. A vocabulary
test was also administered and demographic data obtained.

The trait words rated for social desirability, personal
desirability and personal applicability were factor analyzed
by both the principal components and principal axes methods
with a second order factor analysis performed on the former
solution. The trait words taken in pairs and rated for
compatibility were analyzed by a modification of the
Tucker-Messick Individual Differences Model of Multi-
dimensional Scaling. Individual scores on the viewpoint
dimensions were related to factor scores and scores on
auxiliary variables.

Seven points of view were retained from the Individual
Differences Model of Multidimensional Scaling. Three of
the points of view were expressive points of view: a) The
Reserved Point of View which saw the social role of women
as being quiet and unassertive b) The Receptive Point of
View which saw woman's idealized role as being open to
feelings and intuitively understanding of others and

c) The Empathic Point of View, a more personal view, which saw woman as being emotionally supportive of others through a quiet understanding of her own feelings. Two points of view tended to regard the expressive-instrumental categories as not being personally applicable: a) The Activities Oriented Point of View which saw womanhood as being involved in activities and b) The Willful Point of View which made a distinction between being strong and assertive and understanding of others, and rejected the latter. Two points of view tended to espouse feminism: a) The Boisterous Point of View which saw feminist as being vocal and independent and b) Unification thru Feminism a point of view which saw feminism as an integrating concept, which, through the use of intuition, brings about a unification of many expressive and instrumental traits.

There was a tendency for the non-expressive points of view to be associated with lower vocabulary level and/or lower educational level. Moreover, all seven points of view systematically excluded the trait word logical from their domains of womanhood. The writer concluded that a cognitive-analytic approach is anathema to functioning within the female sex role since the latter requires that a woman remain in a state of social-emotional embeddedness.

Research was proposed to further clarify points of view about womanhood and to compare such points of view to men's ideas about maleness.

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"The question about the nature of something awakens at those times when that, whose nature is being questioned, has become obscure and confused, when at the same time the relationship of men to what is being questioned has become uncertain or has even been shattered."

Heidegger

CHAPTER I

Introduction

The most frequent word associated with woman is feminine—yet for all that has been written on the topic the meaning of the word remains an enigma (Beliauskas, 1963). Most writers begin their thinking by observing gross differences between the sexes; that which is "normatively female" becomes "feminine". The assumption is that since maleness and femaleness are defined biological categories, masculinity and femininity can be defined as distinct psychological categories (Terman and Miles, 1936). Women's personality traits are conceptualized as part of a syndrome where sex role is seen as a necessary consequence of biological functioning, and personality traits are viewed as an extension of sex roles. An example of this conceptual model can be seen in the elaborations upon the theorizing of Parsons and Bales (1955).

Parsons and Bales postulated that sex roles are differentiated into expressive and instrumental categories, the former being the female role and the latter being the male role. In the expressive role the woman emotionally binds the family together, whereas in the instrumental role the male meets the adaptive needs of the family vis-a-vis the external world. Brim (1958) used the Parsons and Bales

classification system to devise lists of personality traits associated with each role. Traits judged to belong to the instrumental or expressive roles were considered masculine or feminine respectively. Hence the emergence of a theoretical model based upon the inter-weaving of biological functioning, sex roles and personality traits.

There is empirical evidence which demonstrates that in preliterate societies biological functioning often covaries with sex roles and personality attributes. Zelditch (1955), in a study of mainly preliterate societies, found that the instrumental and expressive roles are assigned to men and women on a greater than chance basis. Barry, Bacon and Child (1957) in another cross cultural study of mainly preliterate societies found that girls were predominantly trained to be nurturant and obedient whereas boys were mainly trained to be self-reliant and achievement oriented.

A closer examination of the Zelditch data shows that there was a great deal of variation among the societies. Of the 56 societies studied there were 13 societies in which one sex played the unpredicated role and seven others in which at least one sex had differing relationships which required periodic changes between instrumental and expressive roles. Included in the Zelditch sample, drawn from Murdock's world ethnography, were three societies studied by Mead (1968): the Arapesh, Tchambuli, and Mundugomar. Arapesh men and women were rated expressive by Zelditch

on Mead's finding that both sexes were nurturant and gentle. Among the Mundugomar, members of both sexes were rated as instrumental based on Mead's descriptions of both sexes being quarrelsome and competitive. Within both of these societies there was one ideal personality type to which both sexes conformed; not so the Tchambuli: in this society men had an artistic temperament (rated expressive) and women had dominant personalities (rated instrumental).

Barry, Bacon and Child found that type of economy and size of family correlated with degree of sex role differentiation taught children. Those societies with either small family structures or economies where male strength is not imperative in the gathering of food showed the smallest sex role differences. While acknowledging that today's mechanized society not only aims for small population growth but in its focus on urban technology places minimal importance on physical strength, Barry, Bacon and Child believe that American girls, by being given training that is similar to boys, are not being properly trained for their adult sex roles and hence experience later dissatisfaction. Keniston and Keniston (1964) argue that post-industrial women should think of themselves as occupying a multiplicity of home and work roles; the Kenistons do not see the childbearing function of women as leading them to play one sex role to the exclusion of performance in other modes. Peterson (1964) cites data which indicates that the average American woman marries early, has her children rapidly, and has her last

child in school by the time she is in her early thirties, thus leaving her many years to pursue other areas of her life. Hence the Kenistons and other authors writing about modern women separate biological functioning from sex roles and personality traits. Both Zelditch and Mead provide empirical evidence that such separations are possible; that is, even in preliterate societies where both biological functioning and environmental conditions cannot be controlled a woman's biology does not necessarily lead to an invariant personality type.

This paper will discuss two models of womanhood. One model sees the feminine personality as comprised of a cluster of traits centering around passivity, nurturance and affective lability and does not admit the more dominant assertive traits into the female domain. The second model does not distinguish between uniquely feminine and uniquely masculine traits but sees women's personality as composed of a complex organization of diverse traits. Research will then be proposed to elucidate the dimensions of personality associated with middle-class white American females who adhere to each model.

Neulinger et al. (1970), Neulinger (1968) and Broverman et al. (1970) found that clinicians judge the mental health of men and women differentially. In the Broverman et al. study, three groups of clinicians were given a list of bipolar personality traits. Each pole had in an earlier study (Rosenkrantz et al., 1968) been judged either socially

desirable or undesirable and stereotypically masculine or feminine. For example: "not at all independent" was judged both feminine and undesirable while "very independent" was judged both masculine and desirable; "very gentle" was judged both feminine and desirable and "very rough" was judged both masculine and undesirable. For each bipolar pair, one group of clinicians was asked to indicate the pole which more closely described a socially competent man. The other two groups of clinicians were given the same instructions with the words "woman" and "adult" respectively substituted for the word "man". Regardless of the sex of the clinician, the results showed that the healthy competent man was viewed similarly to the healthy competent adult, but the healthy competent woman was viewed very differently; she was seen to possess those traits which had previously been judged as being stereotypically feminine and at the same time socially undesirable in adults. The healthy woman was therefore seen as less independent, more submissive, and more excitable in minor crises than was the healthy man. The Broverman et al. findings were recently replicated by Nowacki and Poe (1973) using a sample of college students. Essentially the same results were also found by Neulinger et al. (1970) and Neulinger (1968) who asked two groups of clinicians belonging to several different schools of psychotherapy to rank order paragraphs describing Murray's needs as they pertain to the Optimally Integrated Person—female and the Optimally Integrated

Person—male. Males were ranked higher on such needs as dominance, achievement and autonomy while females were ranked higher on such needs as nurturance, succorance and harmavoidance. There was little disagreement among schools of therapy on the ranking of these needs; the needs were ranked similarly by male and female clinicians. There appears then to be a high degree of consensus among clinicians as to what constitutes mental health for women.

Broverman et al. believe that clinicians are following an adjustment model of mental health and that their judgments reflect prevailing stereotypes concerning men and women. That men and women hold definite beliefs about the personalities of the opposite sex has been well documented (Bieliauskas, Miranda, & Lansky, 1968; Fernberger, 1948; Kitay, 1940; Lunneborg, 1970; McKee & Sherriffs, 1957; McKee & Sherriffs, 1959; Nichols, 1962; Rosenkrantz et al., 1968; Rosnow, Wainer & Arms, 1969; Sherriffs & Jarrett, 1953; Sherriffs & McKee, 1957). When subjects are asked to rate themselves on the same scales as they have previously rated "men" and "women", their ratings, while often in the direction of the stereotype are not as extreme. Rosenkrantz et al. asked subjects to rate bipolar personality variables under three conditions: 1) where along the continua they expected men to be; 2) where along the continua they expected women to be; 3) where along the continua they believed themselves to be. Although there were sex differences under Condition 3 they were not as extreme as under 1 or 2.

Nichols (1962) using a college sample and items from masculinity-femininity tests, tests constructed solely of items which previously had been found to statistically differentiate men from women, found items to fall into several groups: 1) a stereotype group: items which subjects thought would differentiate the groups but did not; 2) an obvious group: items which subjects thought would differentiate the groups and did; 3) a subtle group: items which subjects thought would not differentiate the groups but did; and 4) a group of items which subjects thought would not differentiate the groups and did not do so. The stereotype scale contained the largest number of items, followed by the obvious scale while the subtle contained fewest items: very few items statistically differentiated the sexes which an independent group of subjects did not predict would do so.

That many items no longer statistically separated males from females indicates that the empirical method of defining masculinity-femininity lacks stability. Terman and Miles (1936) found scores on their masculinity-femininity attitude scale to vary with age, education and interests. The Gough (1952) masculinity-femininity scale, which contained only items which differentiated both a high school and a college sample of males from females and was cross validated on both a high school and a college sample, fell mainly into the stereotype scale in the Nichols study. This seems to indicate either regional

differences between the attitudes of men and women (the Gough study took place in the far west while the Nichols study took place in the mid-west) or rapid cultural changes in the ten years between the studies which obliterated real male female attitudinal differences while leaving stereotypic notions of masculinity-femininity unchanged.

Each sex has thus dichotomized many attitudes, beliefs, and behaviors into masculine and feminine domains. While many of these separations are stereotypical and often not good differentiators of men and women, there are very few attributes which have not been so evaluated by members of both sexes.

There are several phylogenetic and ontogenetic theories on the development of the male and female personality (DeBeauvoir, 1961; D'Andrade, 1966; McClelland, 1964; Millet, 1970; Mischel, 1966; Kohlberg, 1966; Tiger, 1971). The most extensive and detailed theory responsible for generating the most research on sex differences (Tyler, 1956) is psychoanalysis.

To Freud (1966) all human beings were bisexual; although one sexual mode predominated in each person, the rudimentary sexual equipment of the other sex was also present. Although he postulated a biological bisexuality Freud (1953) in a paper originally written in 1905 with a footnote added in 1915 found it necessary though very difficult to give a psychoanalytic definition to the terms masculinity-femininity.

His distinction rested on an activity-passivity dimension. " 'Masculine' and 'feminine' are used sometimes in the sense of activity and passivity, sometimes in a biological, and sometimes again, in a sociological sense. The first of these three meanings is the essential one and the most serviceable in psycho-analysis." (Freud, 1953, p. 219)

Masculinity and femininity as activity and passivity were linked with but not entirely congruent with maleness and femaleness (which were bisexual in nature) so that each sexed person was an admixture of masculinity and femininity with the powerful and active predominating in men, and the weak and passive predominating in women. Reiff (1959) points out that the goals of psychoanalysis were by Freud's own distinction masculine; unconscious affect was to be brought into consciousness where it could be actively controlled and directed. Indeed Freud (1966) in a paper originally published in 1933 did not believe that women over 30 could even benefit from psychoanalysis. He found such women rigid and unbending and this he blamed on an unyielding biology; an anatomy which does not include a penis and hence forever leaves women with the desire to possess the male organ. So central is the concept of penis envy to Freud's psychology of women, that no psychoanalysis of a woman is considered complete until penis envy has been uncovered.

That the basic discovery of psychoanalysis, namely unconscious determinism, need not lead to Freud's particular

female psychology is attested to by the theory of Horney (1967) which is outlined in papers originally published between 1922 and 1936. Briefly, Horney believes that the young girl can develop conflicts which can lead to a flight from sexuality, but on the other hand, societal emphasis on the love relationship as women's exclusive outlet can lead to its overvaluation, where a woman enters into love relationships in order to feel "normal" and to avoid the harder decisions of life.

However, what emerges from Freud's theorizing about women (Freud, 1963a; Freud, 1963b in papers originally published between 1925 and 1933) was a person relegated to the domains of sexuality and motherhood who possessed a personality which was not only intellectually inferior to men but was inevitably imbued with the narcissistic and masochistic qualities which he repeatedly found in his recalcitrant female patients. It is interesting to note that Freud did not consider his male patients as models of good male functioning, yet he chose to see his female patients, with all their shortcomings, as models of femininity. He could have based his model of womanhood on the many competent female psychoanalysts but instead in a 1933 paper he viewed these women as exceptions and saw their character as essentially masculine (Freud, 1966). It is ironical, that Freud, whose theory went a long way towards freeing women to experience their sexuality, at the same time held such views about female sex role functioning.

Fromm (1963, p. 28) states that "A man like Freud, with the ability to look through and criticize conventional prejudices, must have been determined by strong forces within himself, not to see the rationalizing character of these allegedly scientific statements". Indeed, there is evidence that Freud's attitude towards women antedated his psychoanalytic experience with women. In a letter written during his medical school days Freud expressed his views on women vis-a-vis John Stuart Mill's essay called "The Subjection of Women", an essay in which Mill expresses favorable attitudes towards male-female equality.

In his whole presentation it never emerges that women are different beings—we will not say lesser, rather the opposite—from men. He finds the suppression of women an analogy to that of Negroes. Any girl, even without a suffrage or legal competence, whose hand a man kisses and for whose love he is prepared to dare all, could have set him right. It is really a stillborn thought to send women into the struggle for existence exactly as men. If, for instance, I imagined my gentle sweet girl as a competitor it would only end in my telling her, as I did seventeen months ago, that I am fond of her and that I implore her to withdraw from the strife into the calm uncompetitive activity of my home. It is possible that changes in upbringing may

suppress all a woman's tender attributes, needful of protection and yet so victorious, and that she can then earn a livelihood like men. It is also possible that in such an event one would not be justified on mourning the passing away of the most delightful thing the world can offer us—our ideal of womanhood. I believe that all the reforming action in law and education would break down in front of the fact that, long before the age at which a man can earn a position in society Nature had determined woman's destiny through beauty, charm, and sweetness. Law and custom have much to give women that has been withheld from them, but the position of women will surely be what it is: in youth an adored darling and in mature years a loved wife. (Jones, 1963, p. 115)

Lifton (1964) has summarized attitudes towards women under the rubrics of Woman as Temptress, Woman as Nurturer, and Woman as Knower. Freud's thinking about women can be conceptualized as belonging to the first two categories (Reiff, 1959) while Deutsch (1944), an early psychoanalyst, held the position towards women classified by Lifton as Woman as Knower—a person who combines insight with experience to produce wisdom. Deutsch's feminine woman is most at home in her emotional life: her knowledge is through intuition. Her personality radiates warmth and

her identity is entirely through the men in her life, a point later expounded upon by Erikson (1964). To Deutsch, she is not intellectual, analytic, competitive nor personally ambitious, for possession of such traits would destroy her affective qualities. "Woman's intellect is to a large extent paid for by the loss of valuable feminine qualities; it feeds on the sap of the affective life and results in impoverishment of this life either as a whole or in specific emotional qualities." (Deutsch, 1944, p. 290)

Reiff (1959) believes that such points of view about women postulate an affect-intellect split with women being assigned the former quality and men the latter. The writer believes that on a "higher order" level this division of male and female spheres can be conceptualized as a split between objectivity and subjectivity* where men are considered objective and women subjective whether this be called Instrumental versus Expressive (Parsons and Bales; 1955), Allocentric versus Autocentric (Guttman, 1965), Self-Oriented versus Environmentally Oriented (Bennett and Cohen; 1959), Assertive versus Interdependent (McClelland;

*The separation between objectivity and subjectivity has been part of western history since Plato's philosophizing (Barrett; 1958) and has gone hand in hand with western materialistic and scientific advances. According to Barrett the existential movement with its emphasis on existence preceding essence is a western philosophical attempt to reach beneath the cleavage between subject and object; a cleavage which Barrett contends was never made in eastern thought. Ironically male existential philosophers often exclude women from their theorizing; for instance Kierkegaard, considered the founder of existentialism, believed that women were less characterized by spirit than were men.

1964) or Agency versus Communion (Bakan; 1966). The present paper does not argue against the possibility that there are innate differences between the distributions of the sexes on certain dimensions of emotional lability or cognitive functioning but instead agrees with Broverman et al. (1970) that the amount of overlap between the distributions of the sexes cautions against dichotomizing functions into masculine and feminine spheres. Such a view of women has been espoused by feminist writers.

Feminism is a social movement whose goal is the social equality of males and females. The aims of the movement are twofold; the changing of laws and social institutions to afford equal political and social opportunities to women and the striving for relationships between men and women that are not based upon the fulfilling of sex roles but are instead based upon the sharing of home and work responsibilities.

Klein (1948) believes that the democratic ideology of the late eighteenth and early nineteenth centuries sharply contrasted the belief that everyone should have an equal opportunity for complete personal development with the actuality that women were entirely dependent upon men and were held socially and legally inferior to men. Although the groundwork had been laid in the early 1800's through women attempting to secure opportunities in higher education, Flexner (1959) dates the birth of feminism in America from the Seneca Falls convention of 1848. The

issue of securing the vote for women was at first of minor importance, the lack of suffrage being part of the general low status of women. Of greater importance to the early founders of the feminist movement was the control of property and earnings, guardianship of children and change in the divorce laws. However, many of the feminists were involved in the abolitionist movement and believed that women would be enfranchised along with the former slaves. That this did not occur led the feminists to become bitter towards their former allies; this bitterness added impetus to their own struggle to secure the vote, which was now fought in isolation. Gradually the winning of the vote became the main focus of the movement. Catt and Shuler (1923, p. 107) describe the enormous effort that went into the long struggle by women to secure the vote.

To get the word 'male' out of the constitution cost the women of this country 52 years of pauseless campaign...During that time they were forced to conduct 56 campaigns of referenda to male voters, 480 campaigns to get legislatures to submit suffrage amendments to voters, 47 campaigns to get state constitutional conventions to write suffrage into state constitutions, 277 campaigns to get presidential party conventions to adopt women suffrage planks in party platforms and 19 campaigns with 19 successive Congresses.

O'Neill (1969) believes that when women were finally enfranchised by the 19th amendment in 1920 social conditions were such that the vote could no longer be withheld. First of all, the status of women had always been slightly higher in the frontier states where men greatly outnumbered women, and where in many states, women had already been given the vote. Industrialization had led many women into factories where they worked long hours for little pay. The effort towards unionization brought public attention to the sharp discrepancy between the idealized image of the delicate female who was thought too weak to withstand the effort of casting a vote and the realities of the life of the working girl. Furthermore, World War I led women to hold positions which in peace time had been held by men.

Yet, after the vote for women was secured, feminism as a social movement all but ceased. The feminists who had focused on larger social goals often at great personal sacrifice did not see the sexual revolution of the 1920's as a gain in women's rights whereas the flappers of the 1920's believed themselves to be emancipated and were concerned with a momentary sexual freedom which was in a few years to settle into a new wave of domesticity. This new wave of domesticity was in Klein's (1948) view precipitated by the post-war generation's desire to recapture a modicum of security. According to Friedan (1964) it was later reinforced by the psychoanalytic view of the impor-

tance of early mothering upon the later character development of the child.

There then followed a hiatus during which time legal gains for women were part of general progressive labor legislation while educational gains did not keep pace with those of men. In the 1930's 40% of all bachelor's and Master's degrees and 14% of all Ph.D.'s were granted to women; by 1962 33% of all bachelor's and Master's degrees and 10% of all Ph.D.'s were granted to women (Peterson, 1964).

DeBeauvoir (1961) in her analysis of male-female relationships originally published in 1949 and Flexner (1959) in her history of the feminist movement called for a resurgence of feminism but the call was unheeded. The professional woman did however respond to Friedan's (1964) book which dealt with the problems of the middle class housewife who was seen to suffer from fatigue and boredom with what she called a "problem that has no name". The stir caused by the book led to the founding of the National Organization for Women. A second, younger, more radical part of the new feminist movement had its roots in the black civil rights struggle and the New Left movement on college campuses in the late 1960's. The impetus which led young women to break away from these groups and form the Women's Liberation Movement came from the behavior of the male members, who, while assigning women traditional sex roles such as the preparation of food, ignored women during

group discussions aimed at clarifying policy (Jones & Brown, 1970; Willis, 1970). Still another early group of women attracted to the new movement were young often married women involved with the arts. Before marriage these women believed themselves sexually liberated and free to pursue their artistic careers. It came as an unwelcome surprise that their marriages (often to other artists) which they had entered with the supposition that they would not be cast into sex roles, had quietly slipped into a pattern where the woman both contributed financially and performed most of the household tasks. The women soon discovered that their artistic productions were not given the same consideration as those done by males; that indeed male artists and writers often considered them dilettantes. Such dissatisfactions led them to join the newly formed feminist movement. It is this writer's opinion that many of the position papers and much of the early vitality of Women's Liberation came from this group of women.

Women's Liberation has focused upon specific social issues such as abortion repeal laws, day care centers, and equal pay for equal work. The rationale for focusing on these particular issues is the belief that women, through their inability to secure an abortion or receive the same wages as a man for the same work are neither in control of their own bodies nor their own destinies (Driscoll, 1970). The issues raised by Women's Liberation are seen as an attempt by women to define themselves as independent persons

and not solely as reflections of male needs (Amatniek, 1970; Leo, 1970; Wood, 1970).

To date, there have been few studies of the personalities of the women involved in the Women's Liberation movement. The mass media tend to give publicity to the most sensational of the women in the movement leading the reader to draw exaggerated pictures of all feminists. Feminist writers see themselves at odds with those aspects of femininity which imply weakness or dependence (Joreen, 1970; Amatniek, 1970) but stress the importance of such traditional areas of femininity as being open to feelings. Recognition of feelings is seen by Sarachild (1970) as central to the organization of consciousness raising groups. At the same time feminists describe themselves as persons who desire to be active participants in manipulating their environment. Sanger and Alker (1972) found that a belief in personal control differentiated a group of feminists from non-feminists.

Recently there have been voices within the women's liberation movement as well as among psychologists and sociologists (Bem & Bem, 1973; Block, 1973; Horner, 1972; Roszak, 1969) that have joined the sustained calls of Maccoby (1963) and Rossi (1964) in asking that personality traits be stripped from gender implications. Lilith, a Seattle based Women's Liberation group, states in a position paper (Tanner, 1970, p. 115) "The biological dichotomy of sex needs no reinforcement by differential

cultural mores. Whatever qualities pertain to humanity pertain to it as a species. If assertiveness, for example is a virtue in man, it is a virtue in woman; if forbearance is a virtue in woman, it is likewise a virtue in man."

It is a contention of this paper that the dichotomizing of traits into masculine and feminine spheres has negative consequences for women. Along with Bem and Bem (1973), Feather (1967; 1969), Horner (1972), Klein (1948; 1950), Maccoby (1963) and Walberg (1969) the present writer believes that an acceptance of stereotypic notions of femininity is related to both reluctance to actively manipulate the environment and to participate flexibly in a changing environment.

Klein (1948) asserts that the discrepancy between society's belief in the optimal development of the individual and traditional concepts of masculinity and femininity led to the granting of greater rights for women. As already stated, stereotypic concepts of masculinity and femininity still prevail in the American culture (e.g., Broverman et al., 1970; Nichols, 1962; Rosenkrantz et al., 1968). Cohen (1966) believes that adherence to stereotypic notions of masculinity and femininity lead women to be unable to cope with life's vicissitudes. Cohen (1966), who unfortunately does not specify her clinical methodology, found that married couples who exemplified female passivity and dependence on the part of the wife and male activity and independence on the part of the husband did not have the necessary flexi-

bility of personality to cope with domestic and psychological changes brought about by the wife's pregnancy, resulting in disturbed marital relationships and poor adjustment by the wife to her pregnancy. In another study which also unfortunately does not specify its clinical methodology, Maslow (1939) found that both men and women who were high in self esteem had attitudes and aptitudes which were so similar as to suggest to Maslow that the terms masculinity and femininity were misleading.

Maccoby (1963) believes that assertiveness has an important function in a woman's personality; she sees assertiveness as a necessary prerequisite for the development of an analytic frame of mind. Confirming empirical evidence comes from Bieri (1960) and Milton (1957). Bieri found that college women who scored in the field independent direction on the embedded figures test rated themselves on such semantic differential scales as active-passive and strong-weak as coming closer to their perceptions of their father than they did their mother, that is, they perceived both themselves and their fathers as stronger and more active than they perceived their mothers. Milton found a significant relationship between problem solving skills and sex-role identification as measured by the Terman-Miles masculinity-femininity scale; when an analysis of covariance was performed holding sex-role identification constant, previously found sex differences in problem solving became non-significant. That is, too close

identification with traditional female interests along with exclusion of traditional male interests was associated with an inability to solve complex problems.

Although the issues raised by Women's Liberation suggests that true social equality between the sexes does not yet exist, greater educational opportunities, better birth control methods and technological advances which minimize the need for physical strength in operating certain classes of powerful machinery have all contributed to a changed social status for women. Yet parents and educators (Kagan, 1964; Mischel, 1966) as well as clinicians (Broverman et al., 1970; Neulinger et al., 1970; Neulinger, 1968) still reinforce a concept of femininity which this writer along with Bem and Bem (1973), Cohen (1966), Horner (1972) and Klein (1948; 1950) believes is not compatible with a broad spectrum of adult activities.

Statement of the Problem and Hypotheses

One model of womanhood has defined femininity as a set of personality attributes implying passivity, nurturance and emotional lability; the complementary set of attributes implying activity, independence and intellectual mastery are not considered within the domain of the female sex. A second model of womanhood asserts that personality traits should not be assigned gender. It is theorized that by not encouraging the development of the more assertive traits in women, women's capacity to manipulate the environment is

impaired. The present writer hypothesizes that for women to have an analytic, flexible, internally controlled personality, personality traits implying activity, independence and intellectual mastery must be seen as being within the domain of the female personality.

More specifically:

- I. Concepts of womanhood are not monolithic:
 - A. there are differences in point of view:
 1. there will be one point of view with a central bipolar dimension defining the adjectives feminine and feminist (postulated point of view I);
 2. another point of view will not see feminism and feminist traits in opposition (postulated point of view II).
- II. Scores on postulated point of view I will correlate statistically significantly ($p < .05$) with scores:
 - A. which reflect a tendency to see the feminine cluster of traits as socially desirable for women and the feminist cluster of traits as socially undesirable for women;
 - B. which indicate a tendency to see their personal lives as being under external control (as measured by the Internal-External Locus of Control scale; Rotter, 1966).
- III. Scores on postulated point of view II will be statistically significantly ($p < .05$) correlated with

- A. scores indicating the following cognitive styles
(with the respective tests indicated below):

Cognitive Style	Test
1. analytic	Hidden Figures; French, Ekstrom and Price (1963)
2. flexibility	Utilities Xs-1; French, Ekstrom and Price (1963)
3. preference for complexity	Art Judgment; Messick and Kogan (1963)
4. broad categorizing (with few miscella- neous categories)	Object Sorting; Clayton and Jackson (1961)

- B. personality scale scores which indicate a sense of
being in control of one's personal life (as measured
by the Internal-External Locus of Control scale;
Rotter, 1966).

- IV. Scores on both postulated viewpoint dimensions will be
- A. moderately correlated with neuroticism scores (as
measured by the short form of the Maudsley Person-
ality Inventory; Eysenck, 1958)
- B. uncorrelated with scores of verbal ability (as
measured by the Short Form of the CAVD; Thorndike,
1942).

General Design of the Present Study

Seventeen words describing women's personality were
paired for all possible combinations. Subjects were asked

to rate, on a ten-point scale, how compatible or incompatible they found each pair of traits. The data were then analyzed by a modification of the Tucker and Messick (1963) individual differences model of multidimensional scaling. The purpose of the model is twofold: to determine consistent individual "points of view" about stimulus organization and to determine the multidimensional space within each point of view. Multidimensional scaling provides a Euclidean framework for a set of items so that interitem distances in the space correspond to psychological distances; here, items appearing far apart would be perceived as incompatible.

Jackson and Messick (1963) have stressed the importance of studying perceiver characteristics when subjects are asked to make judgments about trait combinations; they suggest use of the individual differences model of multidimensional scaling which does not relegate individual differences in judgments to the realm of "error" but instead recognizes that groups of subjects will perceive stimuli differently.

To further elucidate dimensions of personality associated with the several emergent points of view, each subject was given an auxiliary battery of tests purporting to measure the following dimensions: field dependence-field independence, locus of control, neuroticism, introversion-extroversion, preference for complexity, categorizing preference, and spontaneous flexibility. In addition a vocabulary test was administered; furthermore, the traits

were rated for social desirability, personal desirability, and personal applicability. Demographic information was also obtained.

As in Messick and Kogan (1966) and Walters and Jackson (1966) the projection of each person onto the emergent viewpoint dimensions were interpreted as a score which was then correlated with scores on the auxiliary measures. Thus a separate multidimensional space was derived for each emergent viewpoint about stimulus compatibility, and personality measures correlated with each emergent point of view to determine both a profile of the personality characteristics of the perceiver and the multidimensional manner in which she perceives relationships among the stimuli.

To further clarify the relationship between the emergent point of view and the stimulus words rated for social desirability, personal desirability, and personal applicability, the three sets of stimulus word ratings were factor analyzed and the emergent point of view scores and auxiliary variables placed in Dwyer's (1937) extension.

Relationship of the Auxiliary Tests to the Hypotheses

1. Field dependence-field independence. Witkin and his associates (1962) have defined the construct "differentiation" to describe consistency in psychological functioning across a variety of areas such as: perception, intellectual activities, approach to problem solving, body concept, sense of separate identity, and defense mechanisms. In the

area of perception, differentiation is defined as variation along a dimension called field dependence-field independence; historically it was with this dimension that Witkin and his associates (1954) began their work. Field dependence-field independence is measured by three tests: rod and frame, tilting room tilting chair, and the embedded figures test.* Field dependence is defined as the inability to distinguish between parts of the field and the larger context of which it is comprised while field independence is the perceptual mode where parts of the field are experienced as being separate from the background. Under non-laboratory conditions the embedded figures test is usually chosen to assess position along the dimension (Witkin, 1965).

With the discovery that performance on the field dependence-field independence perceptual task was correlated with performance on problem solving tasks which required the subject to isolate part of the problem in

*Witkin and his colleagues (1954) report that although the embedded figures test is related to both the tilted room tilted chair test and the rod and frame test, structurally it is more closely related to the rod and frame test. In a series of three testing sessions, in which the relationship of the body to the upright was varied, Witkin, et al. report correlations between the embedded figures test and the rod and frame test of .47, .43, and .76 for men and .03, .22, and .26 for women. In an all male sample Mischel (1968) cites Elliott who in 1961 found a correlation of .42 between the embedded figures test and the rod and frame test. Mischel points out that seemingly small procedural changes can dramatically alter response consistency. Witkin et al. point out that where the structure of the tasks is most similar, the correlations between the tasks are highest. This is seen in series 3, where the body was kept in the vertical position.

order to effect a solution, the concept was broadened to describe articulated versus global modes. Hence the concept of articulated versus global modes goes beyond the domain of perceptual functioning. In the global mode there is a fusion between part and whole, while in the analytic mode parts can be seen as distinct from but still part of the organization of the whole. When persons with an articulated cognitive style were found to have an articulated concept of their bodies, a separate sense of identity, an awareness of their own needs and feelings and how these are distinct from the needs and feelings of others, and specialization of defense mechanisms, the concept of differentiation was employed to incorporate the entire cluster of characteristics.

Studies with adults have shown the field dependence-field independence dimension to be remarkably stable. Witkin et al. (1962) cite Bauman who in 1951 found no significant change in test-retest correlations over a three year period in which significant changes such as marriage or psychotherapy had occurred in the lives of subjects. Pollack, Kahn, Karp and Fink (1960) found no significant differences in field dependence-field independence between pre electroconvulsive shock and post electroconvulsive shock scores although under the latter condition subjects experienced retrograde amnesia.

Witkin, Goodenough, and Karp (1967) using the rod and frame test studied the development of field dependence-

field independence both longitudinally and cross sectionally. In the longitudinal data, two groups of boys showed a marked decrease in field dependence between the ages of 10 and 14 and 8 and 13 respectively. The group which was further studied showed a smaller decrease in field dependence at age 17 and a levelling off by the age of 24 with each subject tending to retain his relative group position. The same study examined two groups of girls. For one (ages 8 and 13) of the two groups of girls (ages 8 and 13 and ages 10 and 14) followed longitudinally, the monotonically decreasing curve, although slightly more in the field dependent direction, paralleled the curve for the 8 and 13 year old boys: however the slope of the curve for girls studied at ages 10 and 14 was not as steep as the corresponding slope of the boys' curve. The latter group of girls were studied again at age 17 where they showed a levelling off of the trend towards field independence.

Although Witkin et al. (1962) reports a general research finding that the mean of women has been significantly more in the field dependent direction than the mean of men, Witkin and his associates (1962) point out that the between sex mean differences are much smaller than the within sex variation. While Witkin (1965) has suggested that field dependence may be under some degree of genetic control and that inability to articulate body concept in girls may be linked to the "hidden" nature of

the female sex organs, Witkin and his colleagues (1962) have suggested that the differential development of field independence between the sexes may have as a component differential parental and societal expectancies between the adult personalities of men and women. As already cited, the Barry, Bacon and Child (1957) cross cultural study showed that an independent frame of reference so necessary for good performance on tasks measuring differentiation is not usually encouraged in little girls. There is evidence that for women greater field independence is associated with less traditionally feminine identifications (Milton, 1957; Bieri, 1960). It is interesting to note that both Bieri (1960) and Jackson, Messick and Myers (1964) using college samples from highly selective schools where the women attending those schools were presumably assertive and competitive, did not find sex differences in the embedded figures test.

Since postulated viewpoint number II reflects the ability to incorporate the more assertive, intellectual traits into the female personality it is expected that field independence will be associated with postulated viewpoint II while scores reflecting field dependence will be associated with postulated viewpoint I, the more traditional view of the female.

2. Spontaneous flexibility. Guilford (1967) has classified the structure of intellect into five basic operations included among them is divergent thinking. Divergent

thinking is characterized by a large number of responses to a given stimulus where the responses play upon different aspects or different ways of conceptualizing the stimulus material. "The divergent production of class ideas is believed to be the unique feature of a factor called 'spontaneous flexibility'. A typical test instructs the examinee to list all the uses he can think of for a common brick..." (Guilford, 1967, p. 426).

Frick et al. (1959, p. 495) concluded that spontaneous flexibility "represents an ability or disposition of freedom from inertia in thinking, making possible the production of a diversity of ideas". Since postulated viewpoing number II represents a departure from traditional conceptions of femininity, it is hypothesized that it will correlate significantly with spontaneous flexibility while correlations with postulated viewpoint number I will not be significant.

3. Locus of control. The dimension of Internal-External locus of control as derived from social learning theory (Rotter, 1966) postulates two basic orientations towards reinforcement; a belief that the reinforcement one receives is based upon personal effort, and a belief that reinforcement is independent of personal control but depends instead upon fate or luck. Reinforcement therefore, is seen to affect people differentially depending upon whether or not a person perceives reinforcement as being contingent upon his own behavior. Rotter (1966) speculates

that a belief in external control of reinforcement is related to a general passivity. Hersch and Scheibe (1967) found that a group of internally controlled subjects had significantly higher endorsement of the traits independent, self-confident, ambitious and assertive than did a group of externally controlled subjects. Although Hersch and Scheibe did not find sex differences in their study and Rotter reports sex differences in only one out of five studies cited in his 1966 article, Feather (1967), using a sample of Australian college students, found the mean of the women to be significantly more in the direction of external control than the mean of the men. Feather's (1969) conclusions concur with the empirical findings of Hersch and Scheibe; that is, Feather contends that traits such as assertiveness and self-confidence are necessary for a belief in internal locus of control. Feather further maintains that such traits are usually considered incompatible with femininity. It is therefore hypothesized that scores on postulated viewpoint I will be related to external locus of control and scores on postulated viewpoint II will be related to internal locus of control.

4. Neuroticism. Today's young woman may be experiencing a double bind: on the one hand if she chooses to function in the traditional feminine manner she may be confronted by the malaise of middle class housewives described by Friedan (1964) as a syndrome of boredom, fatigue and

anxiety. On the other hand, if a woman chooses to utilize her capacities in more assertive ways she may as Maccoby (1963) has hypothesized, pay a price in anxiety for breaking tradition and customs. In this time of rapidly changing life styles (Toffler, 1970) a young woman may not be satisfied with parental ways of coping with life's vicissitudes. Various pressure groups vie for her attention and offer her incompatible sets of advice on the management of her life. It is therefore hypothesized that neither postulated viewpoint I nor postulated viewpoint II will be differentially correlated with neuroticism. It is not expected that postulated viewpoint I, the point of view about women espoused by clinicians (Broverman et al., 1970; Deutsch, 1944; Neulinger et al., 1970; Neulinger, 1968) will be differentially associated with non-neurotic women.

5. Extroversion-introversion. Jung (1933) used this classification system to describe two types of people: the extrovert, whose relationship to the world of people and objects is one of friendly sociability and quick action in problem solving, and the introvert, who meets the world slowly and with hesitation, preferring to be alone and engage in solitary activities. Jung theorized that all persons had the capacity to develop both introverted and extroverted qualities; however, due to heredity, one mode predominated. According to Jung, the extrovert represses his introverted qualities and vice versa. The more

predominant the conscious extroverted or introverted attitude, the more archaic the repressed unconscious attitude. Jung theorized that the mark of maturity was the recognition of the repressed qualities and their integration into consciousness.

Eysenck (1958) has written a short scale which purports to measure this dimension. Eysenck (1947) points out that the term introversion has often been associated with a neurotic non-social tendency but that Jung did not conceptualize the dimension in this manner; Jung (1933) saw extroversion-introversion as a personality characteristic regarding reaction to stimulation which consisted of reaching outward towards the object or inward into the self. Consistent with Jung's theorizing, the extroversion-introversion scale of the short form of the Maudsley Personality Inventory is independent in the factorial sense from the neuroticism scale.

Jung (1956) in a paper originally published in 1943 contended that psychotherapy should be an instrument to guide the person towards integration of opposite tendencies within the personality; that is, the integrated person should function in both introverted and extroverted ways. Hence it is hypothesized that scores on postulated viewpoint number II, a viewpoint which indicates the integration of opposing tendencies will not be strongly associated with either the introverted nor the extroverted position. Since there is no theoretical basis for making

a prediction about postulated viewpoint number I, no prediction is made about it.

6. Art judgment complexity. Barron (1953b, p. 163) defines this dimension of the complexity-simplicity construct as "a bipolar factor which opposes a preference for perceiving and dealing with complexity to a preference for perceiving and dealing with simplicity, when both of these alternatives are phenomenally present and when a choice must be made between them". Barron (1953a) reports that subjects who did not yield to group pressure in an Asch type experimental situation tended to prefer complexity. Barron (1953b) found preference for complexity to be associated with measures of personal tempo, verbal fluency, expansiveness, originality and a sense of humor. Preference for simplicity was found to be related to acceptance of authority and tradition and personal stability and balance.

The person espousing postulated viewpoint number II in the present study must be able to see pairs of traits which seem discordant as being able to coexist; it is therefore hypothesized that postulated point of view number II will be significantly correlated with preference for phenomena which appear to be in a dynamic state of disequilibrium. Postulated viewpoint number I which implies acceptance of traditional attitudes towards women is hypothesized to be significantly correlated with preference for simplicity.

7. Categorizing preferences. This dimension was first conceptualized under the rubric "equivalence range" or "categorizing behavior" by Gardner (1953). It refers to "stylistic consistencies in the breadth of category boundaries" (Sloane et al., 1963, p. 391), that is, the tendency of different subjects to narrowly or broadly categorize objects. Gardner originally asked subjects to manipulate 73 objects into an unspecified number of categories. The score was the total number of categories used irrespective of the number of items in each category. Clayton and Jackson (1961) devised a group measure of categorizing preferences where 50 objects were listed on a sheet and subjects were instructed to categorize the objects under headings of their own choosing as to both name and number. The test was scored in the same manner as Gardner. Sloane et al. (1963) in a factor analysis found both the Gardner and the Clayton and Jackson test to load heavily on the same factor. Messick and Kogan (1963) found that two independent scores could be derived from the Clayton and Jackson task. One score was the total number of categories containing two or more items; the second score was the number of objects left uncategorized. Messick and Kogan found that vocabulary score correlated with the use of many categories in sorting the objects while the use of many miscellaneous categories was associated with lack of spontaneous flexibility as measured by the Brick Uses test. Sloane et al. caution against the

assumption that use of many categories is associated with greater psychological differentiation. They point out that the use of few categories might not indicate lack of differentiation but integration into a few well articulated categories. Since in the present study, postulated point of view number II is conceptualized as the ability to integrate seemingly discordant personality traits, Sloane et al.'s suggestion is coupled with Messick and Kogan's finding that the use of few miscellaneous categories is associated with spontaneous flexibility to predict that scores on postulated point of view number II will be significantly correlated with a few broad categories and few miscellaneous objects left uncategorized. Since there is no theoretical basis for making a prediction about postulated viewpoint number I, no prediction is made about it.

8. Verbal ability. Miner (1957) cites 21 studies in which the correlations between measures of vocabulary and measures of general intelligence vary from .61 to .98, from which Miner argues for the prediction of general intelligence from vocabulary tests. Jackson and Messick (1967) in reviewing the history of intelligence testing cite the convergence of Spearman's notion of a general factor "g" with the emergence of "second order factors" as derived through multiple factor analysis of correlated first order factors. Jackson and Messick cite both Burt and Vernon as having found verbal ability to be a component of such

second order factors. Miner attributes the high correlations between verbal ability and general intelligence as due to: a) vocabulary and reading ability are a prerequisite to comprehending instructional matter regardless of the content of the test and b) school systems place equal emphasis on instruction in verbal and arithmetic skills.

In the present study, a test of verbal ability will be used as a control: scores on both postulated point of view dimensions are expected to be independent of verbal ability. Scores on the viewpoint dimensions are hypothesized to covary with personality factors; general intelligence playing a minor role in their determination.

Implications of the Present Research

Femininity, as Klein (1950) has pointed out, is usually viewed by psychologists as a personality trait in the same way as "extroversion-introversion" is viewed as a personality trait. Empirical work has shown that the personality attributes associated with femininity imply passivity and dependence (e.g., Rosenkrantz et al., 1968; Sherriffs and McKee, 1957). This model of womanhood is often encouraged by parents and educators (Kagan, 1964; Mischel, 1966) as well as clinicians (Broverman et al., 1970; Neulinger et al., 1970; Neulinger, 1968). Feather (1967; 1969), Cohen (1966), Klein (1950), Maccoby (1963), and Walberg (1969) see a direct linkage between acceptance of traditional femininity

and inability of women to actively manipulate their environment. Empirical support for such a contention comes from Milton (1957) and Bieri (1960).

It is a contention of this paper that women who are able to incorporate the more assertive, independent traits into the female personality will be persons who are analytic, flexible, and believe themselves to be in control of their environment. Support of the hypothesis has implications for the type of model of womanhood chosen to be encouraged by parents, educators and clinicians—people who shape the lives of females.

CHAPTER II

Method

The Sample

One hundred white women between the ages of 25 and 35 volunteered to participate in the study. The women were recruited from two community centers in Flushing, Queens, New York. Flushing is mainly a middle class residential section of New York located 25 minutes by subway from Manhattan and is largely restricted to a variety of shopping and housing areas. The housing varies from single family homes to large apartment complexes.

Notices asking for volunteers were placed in highly visible places in both community centers (i.e., bulletin boards, poolside). Notices were also placed in each community center's newsletter. Each subject initiated telephone contact with the experimenter. During the initial telephone contact the experimenter told the subject that she could not go into detail about the study but that other women had participated in it and had found it to be interesting and informative. The woman was then signed up for an appointment. The day before each appointment the experimenter called each woman as a reminder of the appointment. If the time proved inconvenient, the woman was then given a new appointment. On those occasions when a woman did not appear for a scheduled appointment, the

experimenter called her the next day to ask if all was well with her and if she could make another appointment to participate in the study. Only five women who initiated contact with the experimenter did not eventually participate in the study.

A preliminary analysis*of the data showed that seven women had atypical scores. The data revealed that each of the seven women had a dislike for a particular stimulus word (i.e., intuitive) and rated all pairs of words containing the disliked word incompatible. These seven subjects were eliminated from further analysis making the total sample size 93.

The mean age of the 93 subjects was 29.15 with a standard deviation of 3.37. The distribution is negatively skewed with regard to age inasmuch as 63% of the women were between the ages of 30 and 35. In order to relate points of view about womanhood to demographic variables the women were asked to report their age, marital status, number of children, educational background, occupation, employment, community activities, birth order and country of birth. Table 1 shows that the majority of women:

- a) were currently married (78%)
- b) had children (78%)
- c) had at least some college (84%)
- d) were not currently working (63%)
- e) were first born (60%).

The women were almost equally divided between having an occupation (47%)

*The first large unrotated point of view

TABLE 1

Percentage of Subjects in Each Demographic Category

Age		Marital Status			Children		Education			
Under 30	30 and Over	Currently Married	Separated or Divorced	Never Married	Children	No Children	No College	Some College	College Grad.	Grad. Work
37	63	78	15	7	78	22	16	40	32	12

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Occupation		Employment		Community Activities		Birth Order		Country of Birth	
Occupation	No Occupation	Currently Working	Not Working	Community Activities	No Community Activities	First Born	Later Born	U.S. Born	Foreign Born
47	53	37	63	43	57	60	40	95	5

and not having an occupation (53%) and participating in community activities (43%) and not participating in community activities (57%). The overwhelming majority of the women were U.S. born (95%).

Procedure

The subjects were tested in groups ranging in size from 5 to 12. The testing session lasted approximately two hours and was divided into two parts. During the first half of the session the subjects were asked demographic information and then completed all ratings concerning stimulus words: paired judgments, stimulus words rated for: a) personal desirability b) social desirability and c) personal applicability. During the second half of the session, subjects were given a battery of tests purporting to measure the following dimensions: field dependence-field independence, spontaneous flexibility, locus of control, neuroticism, introversion-extroversion, preference for complexity, categorizing preference, and vocabulary ability. Upon completion of all tasks the subject was asked to check her work to see if any item was inadvertently omitted. The experimenter then checked each protocol for missing data. Each subject was then paid \$3 for participating in the study.

The Measures Employed in the Study

Below is a description of each measure used in the study.

The rating tasks. The seventeen trait words used in this study were chosen to reflect the expressive (social-emotional) instrumental (task-oriented) distinction postulated by Parsons and Bales (1955). The expressive trait words were the adjectives: feminine, womanly, kind, understanding, loving, intuitive, quiet, tactful, open to feelings. The instrumental trait words were the adjectives: feminist, strong, active, self-confident, logical, independent, assertive, and ambitious. Consistent with Peabody's (1970) finding that trait pairs are rated by subjects on a descriptive and an evaluative level, the words feminine, feminist and womanly were used as descriptive markers while the word kind, found by Osgood et al. (1957) to frequently define the positive pole of the evaluative dimension of the semantic space, was used as the evaluative marker. "Kind" was chosen rather than "good", the usual choice for the positive pole of the evaluative dimension, because a pilot study showed that subjects did not consider "good" a personality trait and were hampered in their ratings of trait pairs when it appeared as a member of a pair. The remaining traits reflecting the expressive-instrumental distinction were selected because they were either associated with empirical work on concepts of womanhood (Rosenkrantz et al., 1966; Sherriffs and McKee, 1957;

Maslow, 1939), or were traits used in theories of the female personality (Deutsch, 1944), or were traits considered to be associated with feminism (Joreen, 1970; Sarachild, 1970). In an attempt to insure that subjects' ratings would be based upon psychological judgments of compatibility, care was taken to exclude words which would form pairs that would be logically inconsistent.

Each of the seventeen traits was paired with every other trait, generating $n(n-1)/2$ or 136 pairs of traits. To allow for stabilization of judgments, the first 28 pairs were repeated after all 136 judgments were made and the second set of ratings was retained for analysis. Subjects rated each pair on a ten point compatibility scale. The investigator gave a score of 0 to a rating of entirely compatible and a score of 9 to a rating of entirely incompatible.

The seventeen stimulus words were also rated three times for a) personal desirability (where the investigator gave a score of 0 to a rating of totally desirable and a score of 9 to a rating of totally undesirable), b) socially desirable (where the investigator gave a score of 0 to a rating of totally desirable and a score of 9 to a rating of totally undesirable), and c) personal applicability (where the investigator gave a score of 0 to a rating of totally like me and a score of 9 to a rating of totally unlike me). Hidden figures test Cf-1 (Part 1) (French, Ekstrom and Price, 1963). In this measure of the field dependence-

field independence dimension five simple figures are presented at the top of the page below which appear 16 complex figures. Each complex figure contains one and only one simple figure; the subject is asked to pick out the simple figure contained in the complex figure. The score is the number correctly answered in the ten minute allotted time minus a correction for guessing. Since the subjects are advised not to guess the answers, a second score, number of errors made, was also derived following Kagan et al.'s (1964) suggestion that such a score might be used as a crude measure of impulsivity. It is clearly a crude measure since errors could be the result of other factors besides impulsivity. The hidden figures test is based upon an earlier attempt by Jackson, Messick and Myers (1964) to devise a group measure of the embedded figures test.

The measure of field dependence-field independence used by Witkin et al. (1962) is a modification of the embedded figures test devised by Gottschaldt in 1926. It is an individually administered test consisting of simple figures embedded in complex colored figures. The simple figure is shown and withdrawn before the complex figure is presented. In devising a group form Jackson, Messick and Myers eliminated the memory factor by presenting five simple figures on top of each sheet below which are complex figures. It was believed that the difficulty involved in the search for one figure given five choices would compensate

for the loss of the memory factor. To compensate for the removal of color, the complex figures in the group test were constructed to reflect greater complexity (more irrelevant distracting lines) than the individually administered complex figures. The test thus devised correlated .62 with the individually administered embedded figures test and had a Kuder-Richardson 21 reliability of .71. The group embedded figures test was devised to meet the needs of large scale research projects where individual administration of tests is costly and time consuming.

Utilities test Xs-1 (French, Ekstrom and Price, 1963). This is a modification of the test used in Guilford's (1957) laboratory to assess the dimension of spontaneous flexibility. It is in two five minute parts; in the first part the subject is asked to list all the uses he can think of for a brick, and in the second part the subject is asked to list all the uses he can think of for a wooden pencil. The score for each part is the total number of different categories employed.

Frick et al. (1959) report that the Brick Uses Test has repeatedly been used as a "marker" for the spontaneous flexibility factor. This finding has recently been replicated by Carlier (1971). Frick et al. found confirming evidence for the hypothesis that spontaneous flexibility is a quality opposed to a form of rigidity called perseveration. Internal-external locus of control (Rotter, 1966). This is a 29 item test with 6 filler items not contributing to the

total score. For each item, the subject chooses between a pair of answers where each choice purports to reflect either external or internal locus of control.

Rotter found test retest reliability over one and two month periods to vary from .49 to .83, a finding which was later replicated by Hersch and Scheibe (1967) who found test retest reliability over a two month period to vary between .43 and .84. Rotter reports that the locus of control scale is relatively independent of intelligence; it is however moderately correlated with social desirability as measured by the Crowne-Marlow (1960) Social Desirability scale. In the initial series of studies (Rotter, 1966) significant relationships with non-questionnaire measures of internal-external control were found and the scale discriminated, as predicted, between groups of social action volunteers and non-volunteers with the volunteers scoring in the direction of internal control.

Rotter (1966) reports that two factor analyses of the intercorrelations amongst the items on the I-E scale indicated that the scale was composed of a single general factor. Mirels (1970) however reported a factor analysis which yielded two factors; items loading high on Factor 1 concern a belief in hard work versus luck in determining outcomes of a personal nature whereas items loading high on Factor 2 reflect a belief in the amount of control that a citizen can have on the larger social system. In the present study three scores were derived: 1) total I-E

scale score 2) score on Mirels Factor 1 and 3) score on Mirels Factor 2.

Short form of the Maudsley Personality Inventory (Eysenck, 1958). This twelve item test purporting to assess both neuroticism and introversion-extroversion was adapted from a longer 48 item test. In the short form, six items purport to measure neuroticism (N) and six items purport to measure introversion-extroversion (E). Each item answered YES on the N or E scales was scored 1. Scores are keyed in the neuroticism and extroversion directions.

Factor analysis has shown the two scales to be independent with factor loadings of the items on the E scale varying from .58 to .75. Split half reliabilities are .79 for N and .71 for E. Eysenck (1958) reports test-retest reliabilities to be approximately the same as the split half reliabilities.

Eysenck (1947) reports several validity studies employing the full Maudsley Personality Inventory which relate scores on neuroticism and introversion-extroversion to his theory of conditionability.

Art Judgment Test (Messick and Kogan, 1963). This test is a modified version of Sechrest and Jackson's (1961) revision of the original test developed by Barron and Welsh (1952). The Barron and Welsh (1952) test, consisting of several hundred line drawings, was originally developed as a nonverbal psychiatric diagnostic test when it was serendipitously discovered that artists preferred the

complex figures which they considered dynamic to the simple figures which they found dull and static. The test then became one of esthetic preference with the final scale consisting of items which statistically differentiated artist from non-artist. A factor analysis revealed that subjects judged the drawings on two orthogonal bipolar dimensions: 1) liking or disliking the stimulus and 2) preferring the simple symmetric stimulus or the complex asymmetric stimulus. The test was believed to go beyond esthetic preference and into the domain of preference for complexity or simplicity as a personality variable when it was found that preference for simplicity was associated with preference for a balanced orderly existence and preference for complexity was associated with originality, flexibility and breadth of interest.

Sechrest and Jackson eliminated the acceptance factor from the test by randomly pairing a symmetric simple figure with an unevenly lined complex figure. The result is a forced choice format consisting of 30 pairs of figures of which 10 are "set breakers" and do not contribute to the final score. The test is keyed in the direction of preference for complexity. Jackson and Sechrest report a split half reliability of .92.

Object Sorting Test (Form 1) (Clayton and Jackson, 1961).

This test is a modification of Gardner (1953) and consists of a list of fifty familiar objects. The subject is instructed to group the names of the objects under categories

labelled "A", "B", etc. The subject decides the number of categories to be used. Following Messick and Kogan (1963) who found the number of categories and the number of miscellaneous objects left unsorted to be relatively independent scores (a correlation of $-.10$ on Form 1) two scores for each subject were derived: 1) a score for the number of categories containing two or more objects and 2) a score for the number of miscellaneous objects.

Sloane et al. (1963) report that both forms of the Clayton and Jackson and the individually administered Gardner test load substantially on the same factor with loadings varying from $.74$ to $.79$ and hence they recommend that future researchers use the more economical group administered Clayton and Jackson object sorting test. Short form of the CAVD (Form A) (Thorndike, 1942). This test consists of twenty vocabulary words with five choices after each word; the test is untimed and the score is the number of correct answers.

The test was adapted by Thorndike from the longer vocabulary section of the Institutional Educational Research Scale, CAVD by taking two words from each of the CAVD levels H through G. Miner (1957) cites Thorndike and Gallup who in 1944 found the odd-even split half reliability to be $.85$. Thorndike (1942) estimated that parallel form reliability would be about $.83$ for an adult group. As in Miner (1957) Form A was used in the present study since on the original standard-

ization data Thorndike found Form A to be slightly easier at the lower levels and harder at the higher levels than Form B.

Miner (1961) reports that, for the population as a whole, correlations between this test and tests of general intelligence are at least .75, a correlation coefficient which is comparable to the intercorrelations of the I.Q. type intelligence tests themselves. Miner therefore recommends use of this short vocabulary test as a measure of general intelligence.

Range of Scores on Auxiliary Tests

Test Name	Minimum	Maximum
Hidden Figures		
correct	0	16
errors	0	16
Utilities Test		
Bricks	0	not set
Pencils	0	not set
Locus of Control		
Total	0	23
Mirels Factor 1	0	12
Mirels Factor 2	0	5
Short Form Maudsley Personality Inventory		
Extroversion	0	6
Neuroticism	0	6
Art Judgment Test	0	20
Object Sorting		
number of categories	0	not set
Number of miscellaneous	0	not set
Short Form CAVD	0	20

Background Material

Although not specifically related to the hypotheses the following information was asked of each subject:

- a) age--scored 0 if under 30; 1 if over 30
- b) marital status--scored 00 if not married; 10 if married and if not separated or divorced; 11 if separated or divorced
- c) number of children--scored 0 if subject has no children; 1 if subject has children
- d) college background--scored 1 if no college; 2 if some college; 3 if completed college and 4 if subject has graduate credits
- e) high school background--scored 0 if high school not completed; 1 if high school completed
- f) occupation--scored 0 if subject is a housewife; 1 if subject is other than a housewife
- g) currently working--scored 0 if not currently working; 1 if currently working
- h) community activities--scored 0 if no activities; 1 if some community activities
- i) birth order--scored 0 if later born; 1 if first born
- j) U.S. born--scored 0 if non-U.S. born; 1 if U.S. born

CHAPTER III

Results

All statistical analyses were done using F-4 Statistical Subroutines Systems at the Office of Data Analysis Research of Educational Testing Service in Princeton, New Jersey.

Seven points of view were retained from the multi-dimensional scaling of the stimulus words taken in pairs. These results are referred to as the emergent points of view or simply the points of view. This is in contrast to the hypothesized points of view which are referred to as the postulated points of view. The emergent points of view are best understood when seen in relationship to the factor analyses of the stimulus words rated for social desirability, personal desirability and personal applicability. A total of three factor analyses were performed: 1) a principal components factor analysis; these factors are labelled 10-19 2) a higher order principal components factor analysis performed on the matrix of intercorrelations amongst the primary factor; these factors are labelled 20-23 3) a principal axes factor analysis on the original matrix of intercorrelations; these factors are labelled 30-33. For each factor analysis a Dwyer's (1937) extension placed the point of view scores, auxiliary variables and demographic variables into the factor space.

In order for the emergent points of view to be the focus of the results section a summary of each set of factor analysis appears in the body of the results section. A complete explication of the three sets of factors is found in the appendix.

Organization of the Results Section

The Results Section is divided into three parts:

Part I

A - The means and standard deviations of the stimulus words rated for social desirability, personal desirability, and personal applicability.

B - A summary of:

Principal components factor analysis.

Second order principal components factor analysis.

Principal axes factor analysis.

Part II

A - A brief overview of multidimensional scaling.

B - The points of view analysis where the following set of results appear for each emergent point of view:

A graphing of the first two nonmetric dimensions with labelled axes; if for a specific point of view more than two dimensions are indicated, a non-metric cluster analysis in 17 dimensional space of the 17 stimulus words, and

The significant factor loadings for the point of view on the three sets of factors and the signifi-

cant correlations between the point of view and the auxiliary variables and demographic variables.

Part III

A - Testing of the hypotheses.

Part I - A. The Means and Standard Deviations of the Stimulus Words Rated for Social Desirability, Personal Desirability and Personal Applicability.

Table 2 shows the mean ratings and standard deviations of the stimulus words rated for social desirability, personal desirability and personal applicability. Table 3 shows the ratings of the stimulus words on the three parameters of desirability arranged in order of mean ratings. Table 3 shows that all the mean ratings fall above or near the "high" end of desirability. The ranking of the social desirability mean ratings shows that the traits are still seen in stereotypic terms (that is all of the expressive traits are seen as more socially desirable for a woman than any of the instrumental traits); however, the traits designated as instrumental are not seen as very socially undesirable for a woman. Rosenkrantz et al. (1968) report that such traits as very independent were rated as stereotypically masculine and socially desirable. These researchers found that women were rated as less independent than men; but they do not report if traits such as very independent were necessarily seen as socially undesirable for a woman.

TABLE 2

Means and Standard Deviations of Stimulus Words Rated for Social
Desirability, Personal Desirability and Personal
Applicability Arranged by Stimulus Words

Stimulus Word	Social Desirability		Personal Desirability		Personal Applicability	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
loving	0.44	0.97	0.40	0.80	1.21	1.29
kind	0.55	0.90	0.78	1.04	1.68	1.26
womanly	0.73	1.00	1.12	1.32	2.26	1.69
understanding	0.75	1.00	0.54	0.80	1.54	1.26
feminine	0.80	1.13	1.32	1.65	2.17	1.55
tactful	1.12	1.17	0.83	1.06	2.52	1.85
open to feelings	1.37	1.42	0.57	0.83	1.21	1.07
intuitive	2.20	1.52	1.82	1.68	2.67	1.91
quiet	2.50	1.80	4.41	1.75	4.44	2.57
self-confident	2.70	2.14	0.81	0.92	2.85	1.85
active	3.03	1.91	1.31	1.19	2.49	1.78
logical	3.10	2.17	1.55	1.26	2.97	2.26
strong	3.60	2.06	1.25	1.41	2.65	1.83
independent	4.38	2.48	1.44	1.68	2.90	2.08
assertive	4.44	2.01	2.18	1.48	2.96	1.91
ambitious	4.65	2.41	2.35	1.55	3.37	2.22
feminist	4.86	2.14	2.87	2.03	3.75	2.25

Note: 0 = Totally Desirable
9 = Totally Undesirable

TABLE 3

Mean Ratings of the Social Desirability, Personal Desirability
and Personal Applicability of the Stimulus Words
Arranged by Mean Ratings

Mean Rating	S.D.	P.D.	P.A.	Mean Rating
0.0				0.0
0.1				0.1
0.2				0.2
0.3				0.3
0.4	loving	loving		0.4
0.5	kind	understanding		0.5
0.6	womanly	open to feelings		0.6
0.7	understanding	kind		0.7
0.8	feminine	self-confident		0.8
0.9		tactful		0.9
1.0				1.0
1.1	tactful	womanly		1.1
1.2		strong	open to feelings	1.2
1.3		active; feminine	loving	1.3
1.4	open to feelings	independent		1.4
1.5		logical	understanding	1.5
1.6				1.6
1.7			kind	1.7
1.8		intuitive		1.8
1.9				1.9
2.0				2.0

TABLE 3--Continued

Mean Rating	S.D.	P.D.	P.A.	Mean Rating
2.1				2.1
2.2	intuitive	assertive	feminine	2.2
2.3		ambitious	womanly	2.3
2.4				2.4
2.5	quiet		active; tactful	2.5
2.6			strong	2.6
2.7	self-confident		intuitive	2.7
2.8			self-confident	2.8
2.9		feminist	independent	2.9
3.0	active		assertive; logical	3.0
3.1	logical			3.1
3.2				3.2
3.3				3.3
3.4			ambitious	3.4
3.5				3.5
3.6	strong			3.6
3.7				3.7
3.8			feminist	3.8
3.9				3.9
4.0				4.0
4.1				4.1
4.2				4.2
4.3				4.3
4.4	independent	quiet	quiet	4.4
4.5	assertive			4.5
4.6				4.6

TABLE 3--Concluded

Mean Rating	S.D.	P.D.	P.A.	Mean Rating
4.7	ambitious			4.7
4.8				4.8
4.9	feminist			4.9
5.0				5.0

Note: S.D. = Social Desirability
P.D. = Personal Desirability
P.A. = Personal Applicability

0 = Totally Desirable
9 = Totally Undesirable

These ratings are approximate. For exact ratings see Table 2.

Table 3 also shows that for the personal desirability ratings a) the mean ratings of expressive traits such as loving and understanding were as highly personally desirable as they had been rated socially desirable b) the mean ratings of instrumental traits such as self-confident, strong and active were rated more personally desirable or as desirable than they were rated socially desirable. Table 3 shows that in general the mean ratings of the expressive traits for personal applicability were not as "high" as the mean ratings of these same traits for either social or personal desirability. Table 3 also shows that the mean ratings of the instrumental traits except for the trait word self-confident for personal applicability fell in between the corresponding mean ratings for social desirability and personal desirability. For example, the social desirability rating of the trait word assertive is mid-way between slightly socially desirably and slightly socially undesirable (4.5); the personal desirability rating of the trait word assertive is very desirable (2.2) while the personal applicability rating of the trait word assertive is "moderately like me" (3.0). This means that for the instrumental traits women see themselves as falling short of their personal ideal but nonetheless more instrumental than society says they should be.

Table 2 shows that for the social desirability ratings, the instrumental traits have larger standard deviations

than the expressive traits. This shows that there is more disagreement about the social desirability ratings of the instrumental traits than there is about the social desirability ratings of the expressive traits. Table 2 also shows that for all three sets of ratings the instrumental traits have higher standard deviations than the expressive traits. This indicates that there is less disagreement about the expressive traits than there is about the instrumental traits. Indeed the social desirability and personal desirability of the expressive traits are so "high" and the standard deviations quite small that there is almost unanimity about the ratings. Table 2 shows that the standard deviation of the personal applicability ratings of the expressive traits are, in general, greater than the standard deviations of the expressive traits rated for social or personal desirability. This indicates that there is less consensus among the subjects as to whether or not the expressive traits are personally applicable than there is as to whether or not these same traits are socially or personally desirable.

Within the instrumental grouping of traits, Table 2 shows that the standard deviations of the personal desirability ratings of the instrumental traits are smaller than the standard deviations of the social desirability or the personality applicability ratings of the instrumental traits. This shows that there is greater agreement about the ratings of the instrumental traits on a personal

desirability level than there is about the ratings of these traits on a social desirability or a personal applicability level.

Tables 2 and 3 show that the mean rating of the trait word quiet is "lowest" of all the mean ratings of the stimulus words rated for personal desirability and personal applicability; moreover the trait word quiet has the largest standard deviation of all the stimulus words rated for personal applicability and the second largest standard deviation of all the stimulus words rated for personal desirability. On the social desirability ratings, although the mean rating of the trait word quiet shows it to be the least socially desirable expressive trait, it is still more socially desirable than any of the instrumental traits. The lack of consensus about the trait word quiet is manifest in the points of view analysis (below) where it appears as a moderator variable important in defining both expressive points of view about womanhood (where the trait word quiet is valued) and non-expressive points of view about womanhood (where the trait word quiet is devalued).

The trait word logical is an important word as it is the only stimulus word in the study which denotes cognitive capacities. Table 3 shows that the mean rating of the trait word logical places it as more socially desirable than most of the other instrumental traits. The mean rating of the trait word logical on the personally desirable level places it nearly as "highly" as the mean rating

of the trait word feminine; however the mean rating of the trait word logical for personal applicability parallels its mean rating for social desirability. The trait words independent, assertive and ambitious, trait words which on the average are perceived as being less socially desirable for a woman than the trait word logical, are nevertheless perceived as being more personally applicable than the trait word logical. This is reflected in the points of view analysis (below) where the trait word logical is systematically excluded from the domain of womanhood as it is differentially defined by all the emergent points of view in this study.

Part I - B. The Three Sets of Factor Analyses

The principal components factor analysis. The matrix of intercorrelations of the stimulus words rated for social desirability, personal desirability, and personal applicability was factor analyzed by the principal components method of factor analysis by placing unities in the diagonal. The resultant solution was rotated by promax procedures. The emergent points of view were placed in extension (Dwyer, 1937). Ten factors were retained which are labelled 10-19. A brief description of each factor follows. In order to avoid a negative description (due to the direction of scoring where totally desirable was scored 0 and totally undesirable was scored 9) each factor was statistically reflected.

Factor 10--Social desirability of instrumental traits. The social desirability ratings of the instrumental traits (assertive, independent, ambitious, logical, self-confident, strong, feminist, active) load onto this factor making it a factor of increased social valuation of the instrumental traits. Emergent Point of View 2* (Receptive) loads negatively onto this factor while Points of View 4 (Activities Oriented), 6 (Boisterous), and 5 (Willful) load positively onto this factor.

Factor 11--Personal applicability of instrumental traits excluding feminist. The personal applicability ratings of the instrumental traits with the exception of feminist (assertive, independent, ambitious, strong, self-confident, logical, active) load onto this factor making it a factor of personal applicability of the instrumental traits excluding feminist. No emergent points of view are associated with this factor.

Factor 12--Social desirability of expressive traits excluding quiet. The social desirability ratings of the expressive traits excluding quiet (womanly, open to feelings, understanding, kind, feminine, tactful, intuitive, loving) load onto this factor. This factor then is one of increased social desirability of the expressive traits excluding quiet. Emergent Point of View 6 (Boisterous) loads negatively onto this factor while Points of View 1 (Reserved) and 3

*The detailed description of the emergent points of view are given at p. 74 below.

(Empathic) load positively onto this factor.

Factor 13--Personal desirability of Extremes of outgoing activity and quietness. The personal desirability of ambitious, assertive, active and independent as well as the personal and social desirability of quiet load onto this factor making this factor one of personal valuation of traits implying the extremes of intrusiveness or withdrawal. No emergent points of view are associated with this factor.

Factor 14--Personal desirability and applicability of "marker" expressive traits. The personal desirability and applicability of feminine and womanly load highly onto this factor. No emergent points of view are associated with this factor.

Factor 15--Personal applicability of traits implying supportiveness. The personal applicability of tactful, open to feelings, kind, understanding, loving and active load onto this factor making it one of personal applicability of traits which imply interpersonal supportiveness. Emergent Point of View 5 (Willful) loads negatively onto this factor while emergent Point of View 3 (Empathic) loads positively onto this factor.

Factor 16--Personal desirability of traits implying sympathetic understanding. The personal desirability of understanding, loving, kind, tactful and open to feelings load onto this factor making it one of personal valuation of traits implying sympathetic understanding. No emergent

points of view load onto this factor.

Factor 17--Valuation of feminism. The personal applicability, personal desirability and social desirability of feminist load onto this factor making it a factor which values feminism. Emergent Points of View 1 (Reserved) and 2 (Receptive) load negatively onto this factor while emergent Points of View 6 (Boisterous) and 7 (Unification thru Feminism) load positively onto this factor.

Factor 18--Valuation of traits implying being reserved. The personal applicability and personal desirability of quiet load highly onto this factor as do the personal desirability and social desirability ratings of intuitive and the personal applicability rating of tactful. This factor then values being reserved. Emergent Point of View 1 (Reserved) loads positively onto this factor.

Factor 19--Valuation of traits implying protectiveness. The personal desirability of quiet and kind as well as the social desirability of loving load positively onto this factor while the personal desirability of self-confident loads negatively onto this factor. This implies that being quietly protective of others is seen in opposition to being personally self-confident. Emergent Point of View 7 (Unification thru Feminism) and 6 (Boisterous) load negatively onto this factor while emergent Points of View 1 (Reserved) and 2 (Receptive) load positively onto this factor.

Second order principal components factor analysis. The matrix of intercorrelations amongst the ten primary factors

was factor analyzed by principal components procedures with unities placed in the diagonal and rotated by promax procedures. Three factors labelled 20-22 were retained. The original 51 stimuli (17 stimulus words rated for social desirability, personal desirability and personal applicability) were placed into the three factor space by a Schmid-Leiman (1957) Hierarchical Transformation. Emergent points of view were placed into the three factor space by Dwyer's (1937) extension. Again, all factors were statistically reflected. Below is a brief description of the factors.

Factor 20--Tendency towards accepting the stimulus words as personally and socially desirable. The personal and social desirability of 10 stimulus words (intuitive, tactful, womanly, feminine, logical, understanding, kind, strong, open to feelings, independent) load onto this factor. In addition the personal desirability of quiet, self-confident and loving also load onto this factor making it a factor which reflects the tendency towards high personal and social valuation of the stimulus words. No emergent points of view load onto this factor.

Factor 21--Personal desirability and personal applicability of instrumental traits. The personal applicability of all the instrumental traits (assertive, independent, ambitious, logical, self-confident, strong, feminist, active) and the personal desirability of the instrumental traits (with the exception of logical) load onto this factor. Emergent Point of View 1 (Reserved) loads negatively onto

this factor while emergent Points of View 6 (Boisterous) and 7 (Unification thru Feminism) loads positively.

Factor 22--Tendency towards stimulus acceptance and social valuation of the instrumental traits. The social desirability ratings of all the instrumental traits (ambitious, active, feminist, assertive, independent, self-confident, logical, strong) load onto this factor. This factor then is associated with increased social valuation of the instrumental traits. At the same time this factor is associated with increased personal acceptance of traits implying both affective qualities (open to feelings, loving, kind, understanding) and effective qualities (logical, active). No emergent points of view load onto this factor.

Principal axes factor analysis. The matrix of inter-correlations of the stimulus words rated for social desirability, personal desirability and personal applicability was also factor analyzed by the principal axes method of factor analysis by placing Tucker's adjusted highest off-diagonal element in the diagonal. By the "break in the curve" of plotted latent roots four factors were retained and rotated by promax procedures. These factors are labelled 30-33. Since there were still several latent roots greater than one which might have been of interest it was decided to place unities in the diagonal and investigate the principal components solution. This factor analysis had already been reported. Since the principal axes solution bears upon the issue of response styles it was decided to

report this factor analytic solution too. The emergent points of view were placed in extension. As in the Principal Components solution all factors were statistically reflected. Below is a brief description of the factors.

Factor 30--Personal desirability and personal applicability of instrumental traits. The personal desirability and personal applicability of all the instrumental traits (ambitious, independent, self-confident, assertive, feminist, strong, logical, active) load onto this factor making it one of increased personal desirability and personal applicability of the instrumental traits. Emergent Points of View 1 (Reserved) and 3 (Empathic) load negatively onto this factor while emergent Points of View 6 (Boisterous) and 7 (Unification thru Feminism) load positively onto this factor.

Factor 31--Social desirability and personal desirability of expressive traits. The social desirability and personal desirability of all the expressive traits (kind, loving, womanly, understanding, tactful, feminine, open to feelings, intuitive, quiet) load onto this factor making it one of increased social desirability and personal desirability of the expressive traits. This factor is negatively associated with emergent Point of View 6 (Boisterous) and positively associated with emergent Points of View 1 (Reserved) and 3 (Empathic).

Factor 32--Social desirability of instrumental traits. The social desirability ratings of all the instrumental

traits (independent, ambitious, assertive, logical, self-confident, strong, feminist, active) load onto this factor making it a factor which tends to socially value the instrumental traits. Emergent Point of View 2 (Receptive) loads negatively onto this factor while emergent Points of View 5 (Willful), 6 (Boisterous) and 4 (Activities Oriented) load positively onto this factor.

Factor 33--Stimulus acceptance. The personal applicability ratings of 13 of the 17 stimulus words (feminine, womanly, loving, intuitive, understanding, open to feelings, quiet, kind, tactful, strong, logical, self-confident, active) load onto this factor making it a factor of stimulus acceptance. Emergent Points of View 4 (Activities Oriented) and 5 (Willful) load negatively onto this factor.

Part II - A. Multidimensional Scaling

In the present task subjects were asked to rate stimulus pairs for compatibility. In making their judgments the subjects were not constrained by experimenter defined dimensions but defined "compatibility" along dimensions which they considered relevant. Multidimensional scaling utilizes subjects' ratings of interstimulus differences to determine the multidimensional structure inherent in the ratings.

The spatial model underlying Torgerson's (1958) approach to multidimensional scaling is the Euclidean space and compatibility ratings represent the distance between

the two stimulus points. High compatibility ratings for stimulus pairs means that the two stimuli are judged to be spatially close while lower compatibility ratings for stimulus pairs place the two stimuli further apart. Since subjects make their judgments with respect to an arbitrary origin it is necessary to convert these distances into the absolute distances required by the Euclidean model.

Messick and Abelson (1956) have outlined procedures for choosing an additive constant to convert subjects' interval scale ratings into ratio scale ratings.

Rather than choose any given stimulus point as the origin (since there is some error in establishing the points and the result of subsequent analyses would depend upon the chosen point), the centroid of all the points is chosen as the origin. Torgerson outlines steps for converting a matrix of distances between all pairs of stimuli into a matrix of cross products referred to an origin at the centroid of all the points. Using the matrix of cross products, the dimensionality of the space is determined by standard factor analytic techniques.

The above described multidimensional scaling technique produces a structure indicative of the group average; such a derived space may not be indicative of any given individual. Tucker and Messick (1963) have established a technique that first isolates stable individual differences (or points of view) concerning the perception of stimulus differences and then provides for the derivation of a separate multi-

dimensional space for each point of view. This procedure, as utilized in the present study, is outlined below.

A 93 x 136 matrix of interstimulus distances was arranged. A given entry represented the interstimulus distances for a particular person on a particular stimulus pair. An Eckart-Young (1936) decomposition of the data matrix gave two matrices: a) a 93 x 8 matrix of weights for people on the eight obtained points of view and b) an 8 x 136 matrix of scores for pairs of stimuli on the eight obtained points of view. The inner product of a row from the person weight matrix and a column from the stimulus pair score matrix would approximately reproduce the original data for that person and stimulus pair. Before rotation the pair score vectors were normalized and the person weight matrix was rescaled, preserving the fit to the original data. A direct oblimin transformation was applied to the person weight matrix in order to identify idealized individuals on each point of view. After the idealized individuals were identified the perpendicular projections of each individual in the sample onto vectors aligned with each of the idealized individuals was obtained. These were the point of view scores for each individual on each point of view and are the scores which were later correlated with the auxiliary variables and were also used in the Dwyer's extension. The advantage of using person scores (perpendicular projections) instead of person weights (parallel projections) as originally suggested by Tucker and Messick

is that the weights are influenced by the particular selection of idealized individuals whereas the scores are not. Each stimulus pair was also projected onto the axes of the idealized individuals, generating a matrix of rotated pair scores (8 x 136) which were then rearranged into eight 17 x 17 reproduced distance matrices. Since the same person served as idealized individual for two points of view the point of view space was reduced to seven.

A multidimensional scaling solution (Torgerson, 1958) was obtained using reproduced distances between stimuli for each point of view, with an additive constant chosen so that all distances were non-negative. The first seven latent roots derived by Principal Components factor analysis of the scalar product matrix among stimuli (based on the double centered squared distance matrix) were examined for each point of view. If two or three latent roots predominated then a non-metric multidimensional scaling in two dimensions (using balanced least squares monotone transformation [Yates, 1972] and steepest descent iteration to adjust the configuration until convergence) was obtained. If an examination of the latent roots showed that the two dimensional non-metric fit was not adequate, then a hierarchical cluster analysis was obtained to evaluate the configuration using Johnson's (1967) compactness method.

Part II - B. The Points of View Analysis

Point of View 1--The Reserved Point of View. Although Point

of View 1 has four dimensions with latent roots of 5.9, 1.9, 1.4, 1.2, one large dimension dominates the point of view. Figure 1, a graphing of the first two non-metric dimensions, shows the large Dimension 1 to be Quiet versus Assertive and the smaller Dimension 2 to be Non-feminist versus Feminist where Feminist is seen as active thereby giving a passive implication to Non-feminist. Feminine is seen as part of a compact cluster of traits consisting of intuitive, quiet, loving, open to feelings and kind. All of the expressive traits have large projections on the Quiet pole of Dimension 1 and smaller projections on the Non-feminist pole of Dimension 2. For the instrumental traits, strong, ambitious and independent are seen as Assertive and Feminist whereas the traits logical and self-confident are seen as Assertive and Non-feminist. Dimension 1 appears to be an evaluative dimension and Dimension 2 an activity dimension. In this point of view potency (the trait word strong) does not appear as a separate dimension but is instead seen as active and is negatively valued.

Table 5 shows the seventeen dimensional non-metric cluster analysis. Since this point of view is best accounted for by four dimensions there are expected changes in the alignment of the stimuli but the basic stimulus configuration remains intact. For this point of view the expressive traits are more densely clustered than the instrumental traits.

Table 4 shows that Point of View 1 loads .25 on Factor

TABLE 4

Factor Loadings for Point of View 1—The Reserved Point
of View—On the Factors and Correlations Between
Point of View 1 and Other Points of View

Variable		Point of View 1
Factor 12	Social Desirability of Expressive Traits Excluding Quiet	.25*
Factor 17	Valuation of Feminism	-.29**
Factor 18	Valuation of Traits Implying Being Reserved	.25*
Factor 19	Valuation of Traits Implying Protectiveness	.26*
Factor 21	Personal Desirability and Personal Applicability of Instrumental Traits	-.48**
Factor 30	Personal Desirability and Personal Applicability of Instrumental Traits	-.47**
Factor 31	Social Desirability and Personal Desirability of Expressive Traits	.33**
Point of View 7	Unification Thru Feminism	-.68**
Point of View 3	Empathic	.52**
Point of View 6	Boisterous	-.46**

** $p < .01$

* $p < .05$

TABLE 5

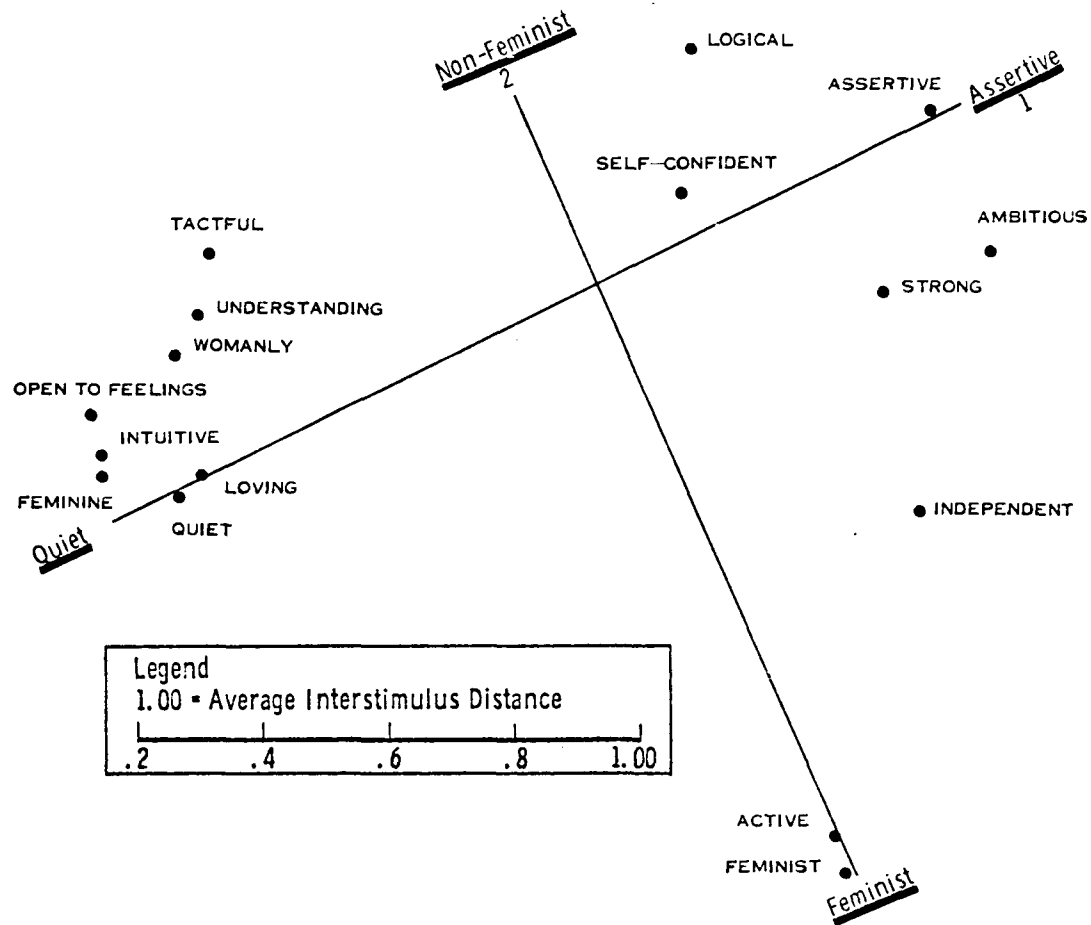
For Point of View 1—The Reserved Point of View—
 Seventeen Dimensional Nonmetric Cluster
 Analysis of Stimulus Words

Level	Compactness	Size	Stimulus Words
1	0.12	2	womanly, understanding
2	0.22	2	kind, quiet
3	0.24	3	loving, womanly, understanding
4	0.31	4	loving, womanly, understanding, feminine
5	0.33	2	strong, logical
6	0.39	2	self-confident, assertive
7	0.42	2	ambitious, independent
8	0.44	2	open to feelings, tactful
9	0.62	6	loving, womanly, kind, understanding, feminine, quiet
10	0.68	3	open to feelings, tactful, intuitive
11	0.76	4	self-confident, assertive, ambitious, independent
12	0.77	2	feminist, active
13	0.79	9	open to feelings, tactful, loving, womanly, kind, understanding, intuitive, feminine, quiet
14	0.99	6	self-confident, strong, assertive, logical, ambitious, independent

TABLE 5--Continued

Level	Compactness	Size	Stimulus Words
15	1.67	8	feminist, self-confident, strong, active, assertive, logical, ambitious, independent
16	1.89	17	feminist, self-confident, open to feelings, strong, tactful, active, loving, womanly, kind, assertive, logical, understanding, ambitious, independent, intuitive, feminine, quiet

FIG. 1 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 1:
THE RESERVED POINT OF VIEW



12 (Social Desirability of Expressive Traits Excluding Quiet), $-.29$ on Factor 17 (Valuation of Feminism), $.25$ on Factor 18 (Valuation of Traits Implying Being Reserved), $.26$ on Factor 19 (Valuation of Traits Implying Protectiveness). On the 10 level factors then Point of View is associated with a devaluation of feminism and a social valuation of the expressive traits in general with a particular emphasis on being quiet (the personal applicability of quiet has the highest loading on Factor 18 $(.84)$ and the personal desirability of quiet has the highest loading on Factor 19 $(.70)$. Table 4 shows that Point of View 1 is negatively correlated with two points of view espousing feminism (Point of View 7—Unification thru Feminism= $-.68$ and Point of View 6—Boisterous= $-.46$).

On the second order factors (20 level factors), Point of View 1 loads $-.48$ on Factor 21 (Personal Desirability and Personal Applicability of Instrumental Traits). On the 30 level factors Point of View 1 loads $-.47$ on Factor 30 (Personal Desirability and Personal Applicability of Instrumental Traits) and $.33$ on Factor 31 (Social Desirability and Personal Desirability of Expressive Traits). Consistent then with the 10 and 20 level factors, on the 30 level factors Point of View 1 is associated with diminished personal and social valuation of the instrumental traits and increased personal and social valuation of the expressive traits.

Point of View 1 is not correlated with any personality

variables nor demographic variables. This leads to the interpretation that Point of View 1 is the perceived social role of women who experience themselves as quiet. This social role cuts across marital status, educational status, employment status as well as a host of personality variables.

Point of View 2--The Receptive Point of View. Point of View 2 is a point traditionally associated with womanhood; it is a point of view where womanhood is seen as emotionally receptive to the needs of others. This point of view is statistically independent of Point of View 1—The Reserved Point of View.

Two dimensions with latent roots of 4.0 and 1.7 account for this point of view. Figure 2, a graphing of the two dimensional nonmetric space shows Dimension 1 to be Intuitive versus Strong and Dimension 2 to be Feminine versus Non-feminine. For Dimension 2, where feminine is seen as close to loving and logical projects highly onto the Non-feminine pole, loving is seen as an affective quality untempered by reason. The instrumental traits with the exception of logical are defined by the Strong and Non-feminine poles.

For this point of view Dimension 1 is seen as a potency dimension, while both the Feminine and Intuitive poles are seen as kind and somewhat passive and the Non-feminine and Strong poles are seen as somewhat unkind and active. The trait word feminist is seen as Non-feminine and Strong.

TABLE 6

Factor Loadings for Point of View 2—The Receptive
Point of View—on the Factors, and Correlations
Between Point of View 2, Other Points of View,
and Auxiliary Variables

Variables	Point of View 2
Factor 10 Social Desirability of Instrumental Traits	-.32**
Factor 17 Valuation of Feminism	-.27**
Factor 19 Valuation of Traits Implying Protectiveness	.27**
Factor 32 Social Desirability of Instrumental Traits	-.29**

Point of View 5 Willful	-.47**
Point of View 6 Boisterous	-.46**
Point of View 4 Activities Oriented	-.39**
Point of View 3 Empathic	.34**

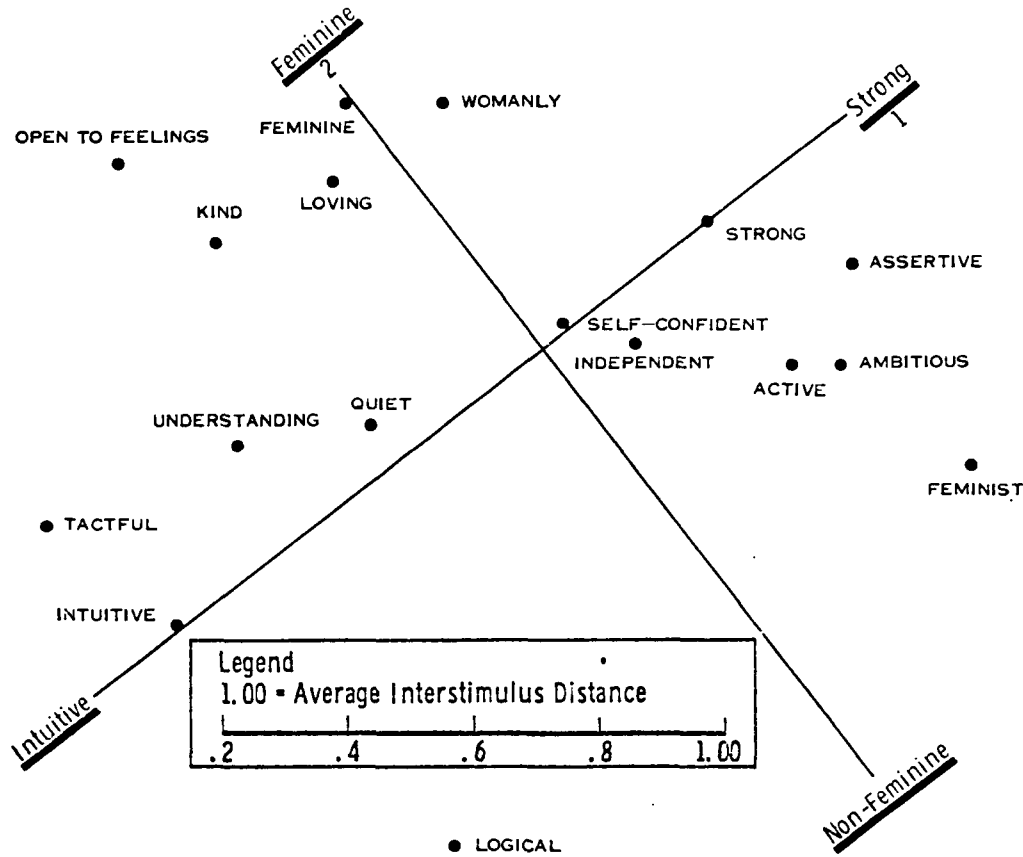
Neuroticism ^a	-.23*

** $p < .01$

* $p < .05$

^a for Neuroticism $\bar{X}=3.75$ S.D.=1.71

FIG. 2 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 2;
THE RECEPTIVE POINT OF VIEW



On the 10 level factors (see Table 6) Point of View 2 loads $-.32$ onto Factor 10 (Social Desirability of Instrumental Traits) (and $-.29$ with its counterpart on the 30 level factors, Factor 32), $-.27$ with Factor 17 (Valuation of Feminism) and $.27$ with Factor 19 (Valuation of Traits Implying Protectiveness). Point of View 2 then sees the instrumental traits as less socially desirable than Point of View 1. Both Points of View 1 and 2 devalue feminism and value traits implying protectiveness but Point of View 2 does not see quietness as being personally applicable as does Point of View 1; this is reflected in the stimulus configuration of Point of View 2 inasmuch as quiet does not define a dimension. Point of View 2 correlates negatively with three of the four non-expressive points of view (Point of View 6--Boisterous= $-.46$; Point of View 5--Willful= $-.47$; and Point of View 4--Activities Oriented= $-.39$) (see Table 6). It seems that devaluing the instrumental traits is a more important determinant of this point of view than valuing the expressive traits. Table 6 shows that there is a small but statistically significant tendency for women who endorse this point of view to score in the non-neurotic direction on the short form of the Maudsley (Neuroticism= $-.23$).

Point of View 3--The Empathic Point of View. Table 7 shows that Point of View 3 correlates $.52$ with Point of View 1 (The Reserved Point of View) and $.34$ with Point of View 2 (The Receptive Point of View). Table 7 also shows that Point of View 3 loads $.23$ on Factor 12 (Social

TABLE 7

Factor Loadings for Point of View 3—The Empathic
Point of View—on the Factors, and Correlations
Between Point of View 3, Other Points of View,
and Auxiliary Variables

Variable	Point of View 3
Factor 12 Social Desirability of Expressive Traits Excluding Quiet	.23*
Factor 15 Personal Applicability of Traits Implying Supportiveness	.37**
Factor 30 Personal Desirability and Personal Applicability of Instrumental Traits	-.22*
Factor 31 Social Desirability and Personal Desirability of Expressive Traits	.30**
-----	-----
Point of View 6 Boisterous	-.58**
Point of View 1 Reserved	.52**
Point of View 5 Willful	-.50**
Point of View 2 Receptive	.34**
Point of View 4 Activities Oriented	-.29**
-----	-----
Mirels Factor 2 ^a	-.25*
First Born ^b	-.25*

TABLE 7--Continued

Variable	Point of View 3
Working ^c	.22*
Married ^d	-.21*

** $p < .01$

* $p < .05$

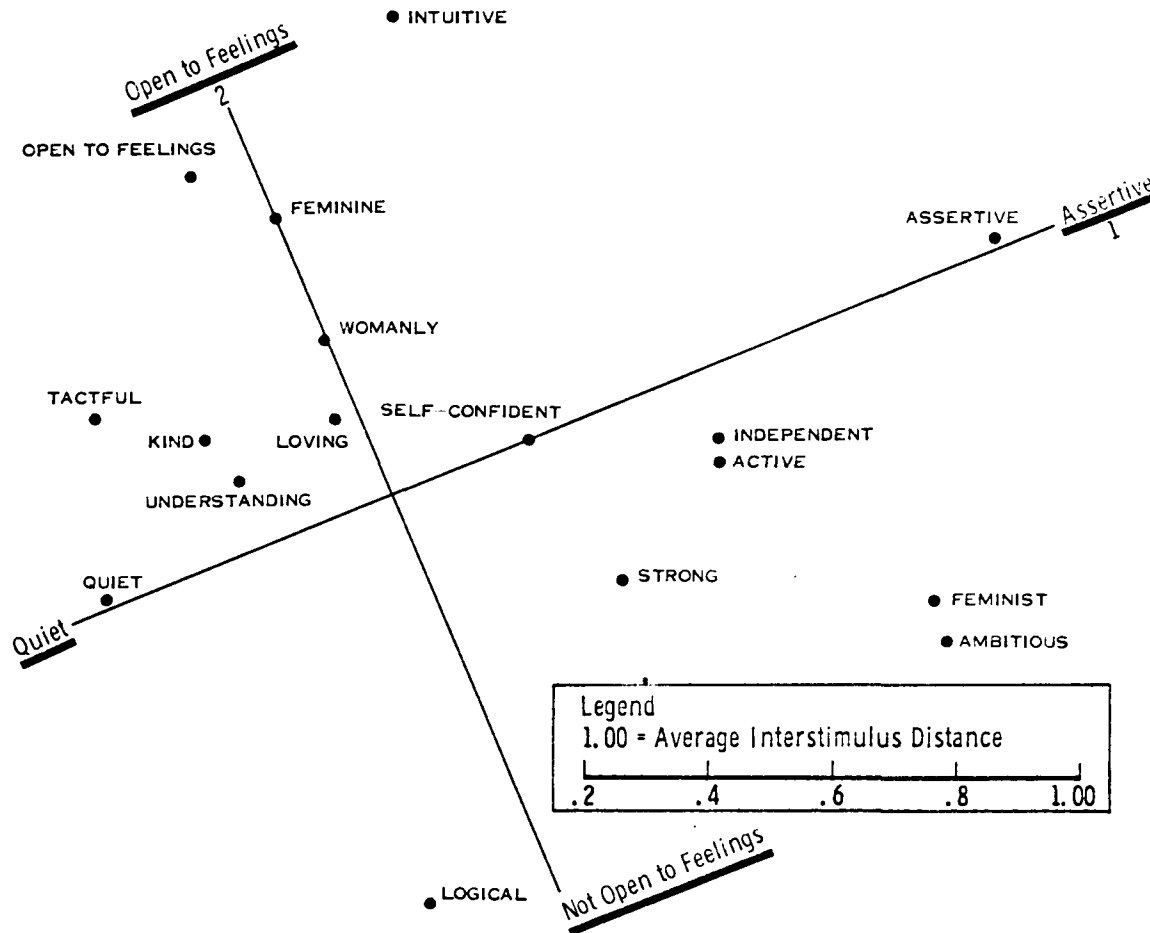
a for Mirels Factor 2 $\bar{X}=2.40$ S.D.=1.38

b for First Born $\bar{X}= .60$ S.D.= .49

c for Working $\bar{X}= .38$ S.D.= .49

d for Married $\bar{X}= .78$ S.D.= .41

FIG. 3 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 3 ;
THE EMPATHETIC POINT OF VIEW



Desirability of Expressive Traits Excluding Quiet) and .37 on Factor 15 (Personal Applicability of Traits Implying Supportiveness); hence Point of View 3 sees not only heightened social valuation to the expressive traits but also more of a personal commitment to these traits than either Points of View 1 or 2. Point of View 3 does not load significantly on Factor 17 (Valuation of Feminism) as do both Points of View 1 and 2 and hence this point of view is not associated with a devaluation of feminism as are Points of View 1 and 2.

On the 30 level factors Point of View 3 loads $-.22$ on Factor 30 (Personal Desirability and Personal Applicability of Instrumental Traits) and $.30$ on Factor 31 (Social Desirability and Personal Desirability of Expressive Traits).

Table 7 shows that Point of View 3 is negatively correlated with three of the four non-expressive points of view (Point of View 6--Boisterous= $-.58$; Point of View 5--Willful= $-.50$ and Point of View 4--Activities Oriented= $-.29$).

Point of View 3 can be accounted for by two dimensions with latent roots of 6.3 and 2.8. Figure 3, a graphing of the two non-metric dimensions, shows that Dimension 1 contrasts Quiet with Assertive; however, unlike Point of View 1 the expressive traits are more factorially complex projecting highly onto Dimension 2--Open to feelings versus Not open to feelings, a dimension which contrasts affect with cognition. The instrumental traits project onto the Assertive and the Not open to feelings poles. All three

Semantic Differential adjectives are, for this point of view, factorially complex. The expressive poles of both dimensions are positively evaluated and seen as somewhat passive and weak. Feminist is seen as ambitious and both Not open to feelings and Assertive.

Table 7 shows that Point of View 3 has small but statistically significant correlation with the tendency to see the social world as under personal control (Mirels Factor 2=-.25). It is also associated with the tendency to be later born (first born=-.25), not to be married (-.21) and to be working (.22). The pattern of correlations suggests that this point of view sees women as aligned with and receiving control through their associations with men.

Point of View 4--The Activities Oriented Point of View. This point of view tends to see womanhood as oriented towards activities; it appears that for women espousing this point of view, the expressive and instrumental personality traits chosen for this study have little salience. Although this point of view (see Table 8) places higher social valuation on the instrumental traits (Factor 10--Social Desirability of Instrumental Traits=.36; Factor 32--Social Desirability of Instrumental Traits=.39) there is a tendency towards rejecting the trait words as not being personally applicable (Factor 33--Stimulus Acceptance=-.25). This tendency towards stimulus rejection is reflected in the stimulus configuration of the trait words (see Figure 4) as there are large spaces between the stimuli indicating the tendency to see lack of

TABLE 8

Factor Loadings for Point of View 4—The Activities
Oriented Point of View—On the Factors, and
Correlations Between Point of View 4, Other
Points of View, and Auxiliary Variables

Variable	Point of View 4
Factor 10 Social Desirability of Instrumental Traits	.36**
Factor 32 Social Desirability of Instrumental Traits	.39**
Factor 33 Stimulus Acceptance	-.25*
Point of View 5 Willful	.48**
Point of View 7 Unification thru Feminism	-.39**
Point of View 2 Receptive	-.39**
Point of View 3 Empathic	-.29**
Point of View 6 Boisterous	.27**
Vocabulary ^a	-.27**
Extroversion ^b	.25*
Figure Choices ^c	-.25*

** $p < .01$

* $p < .05$

^a for Vocabulary $\bar{X}=12.76$ S.D.=3.11

^b for Extroversion $\bar{X}= 3.95$ S.D.=1.53

^c for Figure Choices $\bar{X}=14.99$ S.D.=4.19

TABLE 9

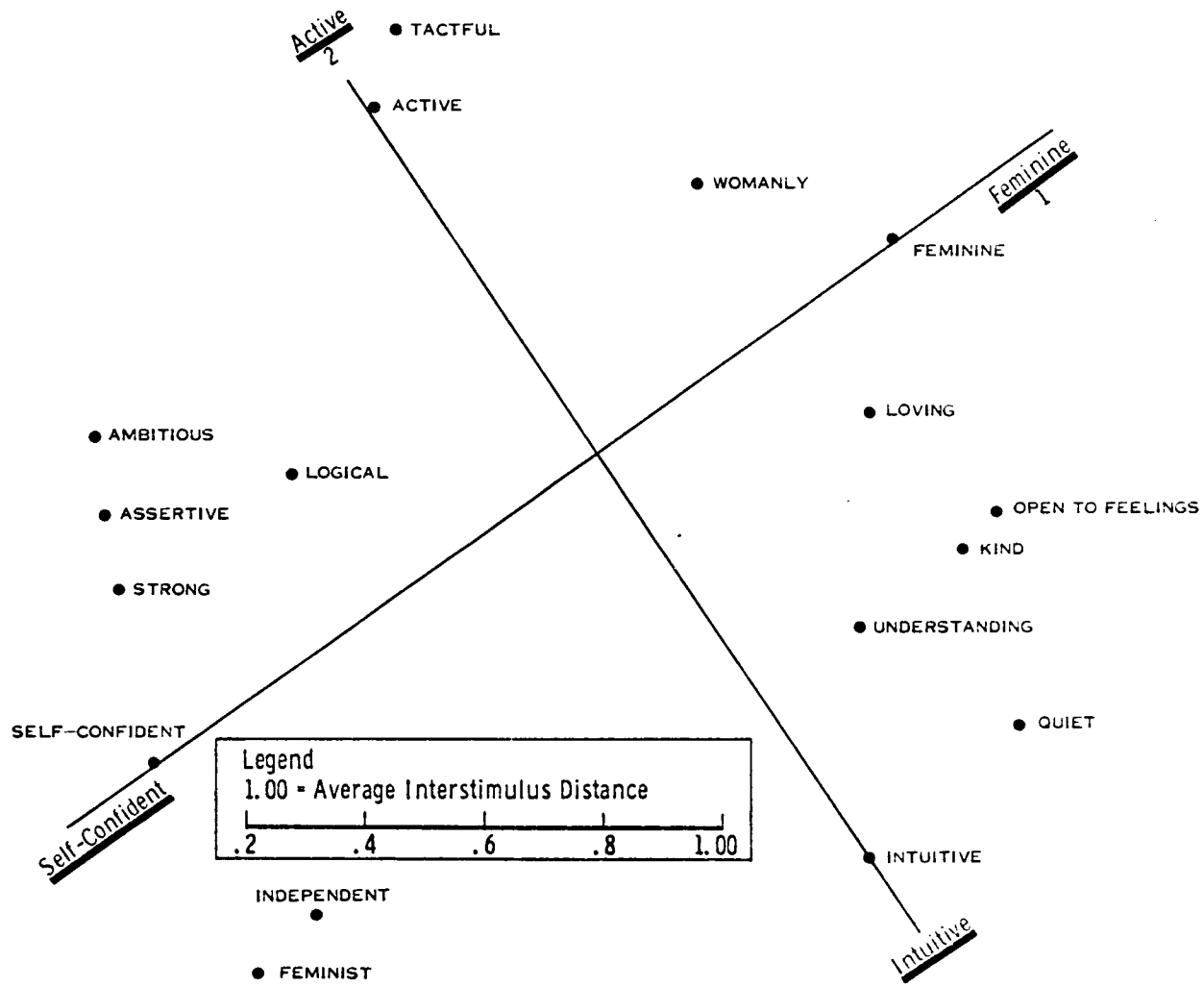
For Point of View 4—The Activities Oriented Point
of View—Seventeen Dimensional Nonmetric
Cluster Analysis of Stimulus Words

Level	Compactness	Size	Stimulus Word
1	0.48	2	understanding, feminine
2	0.53	2	loving, womanly
3	0.57	2	strong, logical
4	0.65	2	self-confident, ambitious
5	0.67	3	loving, womanly, kind
6	0.77	2	open to feelings, quiet
7	0.78	5	loving, womanly, kind, understanding, feminine
8	0.80	2	feminist, independent
9	0.83	3	strong, assertive, logical
10	0.89	2	tactful, active
11	0.92	5	self-confident, strong, assertive, logical, ambitious
12	1.04	6	loving, womanly, kind, understanding, intuitive, feminine
13	1.25	7	feminist, self-confident, strong assertive, logical, ambitious, independent
14	1.30	8	open to feelings, loving, womanly, kind, understanding, intuitive, feminine, quiet

TABLE 9--Continued

Level	Compactness	Size	Stimulus Word
15	1.70	10	open to feelings, tactful, active, loving, womanly, kind, understanding, intuitive, feminine, quiet
16	1.82	17	feminist, self-confident, open to feelings, strong, tactful, active, loving, womanly, kind, assertive, logical, understanding, ambitious, independent, intuitive, feminine, quiet

FIG. 4 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 4 ;
 ACTIVITIES ORIENTED POINT OF VIEW



compatibility both between instrumental and expressive groupings as well as within the instrumental and expressive categories.

By the "break in the curve" criterion Point of View 4 can be accounted for by three dimensions with latent roots of 3.61, 2.03, and 1.85. Figure 4 shows a graphing of the first two non-metric dimensions. Dimension 1 is Self-confident versus Feminine and Dimension 2 is Active versus Intuitive. While all the instrumental traits except independent and feminist are integrated under the penumbra Self-confident and Active and all the expressive traits except tactful and womanly are seen as Feminine and Intuitive the pattern of factor loadings between Point of View 4 and the factors gives no indication that this point of view personally values or accepts either the instrumental or the expressive traits.

Dimension 2 implies an extroversion-introversion dichotomy and Table 8 shows that Point of View 4 correlates .25 with extroversion. Tactful is seen as being near active but aside from tactful no other trait is seen as "purely" active. Indeed only the trait words tactful and womanly are bounded by the poles Active and Feminine. This implies that for this point of view the definitions of feminine and womanly are not well covered by the expressive-instrumental categories. The Feminine pole itself implies lack of self-confidence.

Table 8 shows this point of view to be negatively

correlated with both expressive Points of View 2 (Receptive=-.39) and 3 (Empathic=-.29) and Point of View 7 (Unification thru Feminism=-.39) a point of view which values feminism. This point of view does correlate positively with Point of View 5 (Willful=.48) another point of view which tends towards stimulus rejection, and Point of View 6 (Boisterous=.27) a point of view which values activity.

Table 9 shows the 17 dimensional nonmetric cluster analysis for Point of View 4. Although pairs of traits do shift, those shifts occur within the separate expressive or instrumental clusters. Active and tactful are no longer as tightly connected in 17 dimensions as they are in two dimensions but they remain however maximally separated from the loosely connected expressive and instrumental clusters.

Table 8 shows that Point of View 4 correlates .25 with extroversion, -.25 with figure choices (indicating a preference for simple, balanced figures) and -.27 with vocabulary. If traits implying activity and organization (i.e. neat, orderly, busy, organized) were included in the study it is possible that they would have been endorsed by women espousing this point of view. It appears however that the expressive-instrumental groupings of traits as they appear in this study have less salience for this point of view which seems to be oriented towards orderly activities.

Point of View 5--The Willful Point of View. By the "break in the curve" criterion Point of View 5 can be accounted for by six dimensions with latent roots of 4.21, 2.94, 2.09, 2.01, 1.65, and 1.42. Table 10 shows that Point of View 5 is negatively correlated with Points of View 2 (Receptive=-.47) and 3 (Empathic=-.50). Point of View 5 therefore is not an expressive point of view. Moreover Point of View 5 is not correlated with Point of View 6 (Boisterous) and is negatively correlated with Point of View 7 (Unification thru Feminism=-.44) so that Point of View 5 is not associated with a valuation of Feminism. Point of View 5 is however correlated with Point of View 4 (Activities Oriented=.48).

Point of View 5 sees the instrumental traits as socially valued (Factor 10--Social Desirability of Instrumental Traits=.25). There is a tendency to see the supportive traits as less personally applicable (Factor 15--Personal Applicability of Traits Implying Supportiveness=-.22). On the 30 level factors, Point of View 5 loads -.20 on Factor 33--Stimulus Acceptance. It is this tendency towards stimulus rejection that Point of View 5 shares with Point of View 4 (Activities Oriented).

Figure 5 shows a graphing of the first two nonmetric dimensions. Dimension 1 is Strong versus Understanding. The grouping of strong, assertive and independent implies self-concerned qualities as being in opposition to a reaching out for an understanding of others. Dimension 2,

TABLE 10

Factor Loadings for Point of View 5—The Willful
Point of View—on the Factors, and Correlations
Between Point of View 5, Other Points of
View, and Auxiliary Variables

Variable	Point of View 5
Factor 10 Social Desirability of Instrumental Traits	.25*
Factor 15 Personal Applicability of Traits Implying Supportiveness	-.22*
Factor 32 Social Desirability of Instrumental Traits	.29**
Factor 33 Stimulus Acceptance	-.20*
Point of View 3 Empathic	-.50**
Point of View 4 Activities Oriented	.48**
Point of View 2 Receptive	-.47**
Point of View 7 Unification thru Feminism	-.44**
First Born ^a	.24*

** $p < .01$

* $p < .05$

^a for First Born $\bar{X} = .60$ S.D. = .49

TABLE 11

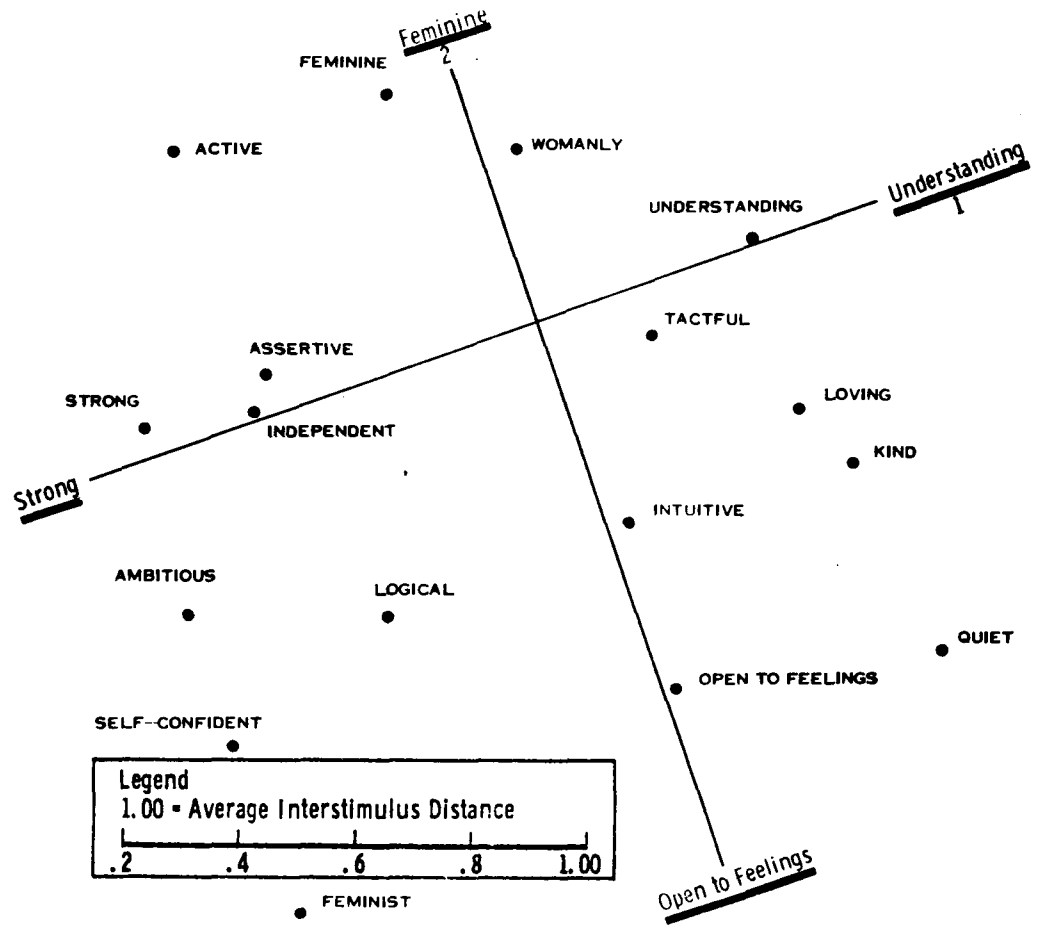
For Point of View 5—The Willful Point of View—
 Seventeen Dimensional Nonmetric Cluster
 Analysis of Stimulus Words

Level	Compactness	Size	Stimulus Words
1	0.00	2	logical, intuitive
2	0.35	3	tactful, logical, intuitive
3	0.47	2	understanding, independent
4	0.48	2	strong, ambitious
5	0.50	3	self-confident, strong, ambitious
6	0.66	2	loving, assertive
7	0.70	2	open to feelings, kind
8	0.77	2	womanly, feminine
9	0.83	4	tactful, logical, intuitive, quiet
10	0.89	3	active, womanly, feminine
11	0.92	4	loving, assertive, understanding, independent
12	0.99	6	open to feelings, tactful, kind, logical, intuitive, quiet
13	1.20	4	feminist, self-confident, strong, ambitious
14	1.64	10	open to feelings, tactful, loving, kind, assertive, logical, understanding, independent, intuitive, quiet

TABLE 11--Continued

Level	Compactness	Size	Stimulus Words
15	1.84	7	feminist, self-confident, strong, active, womanly, ambitious, feminine
16	1.95	17	feminist, self-confident, open to feelings, strong, tactful, active, loving, womanly, kind, assertive, logical, understanding, ambitious, independent, intuitive, feminine, quiet

FIG. 5 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 5 :
THE WILLFUL POINT OF VIEW



Feminine versus Open to feelings, implies a non-affective quality to Feminine. This point of view then devalues affect and understanding of others and attempts to redefine feminine as concern with the strength of the self. For this point of view the Feminine and Strong poles are seen as active and somewhat unkind.

An examination of the 17 dimensional cluster analysis (see Table 11) shows this to be a complex point of view. In 17 dimensions there is an attempt to join together being-for-oneself with being-for-others; this appears with the joining of independent and understanding (compactness=.47) and assertive and loving (compactness=.66) into a cluster with compactness of .92. It is possible that this dichotomy of being-for-oneself versus being-for-others represents a conflict about which the women espousing this point of view feel great concern and which they would like to reconcile. But the success of their integrative attempt is in doubt since women espousing this point of view tend not to see themselves as supportive.

That this point of view which shows concern for the strength of the self lacks behavioral correlates in such areas as educational level or internal locus of control may be due to the fact that Point of View 5 (in the 17 dimensional cluster analysis) links logical to intuitive and joins them both to the devalued expressive traits of tactful, quiet, kind and open to feelings at the .99 level of compactness. It is possible that women who espouse this

point of view are not applying intellectual faculties to behavioral options.

On the auxiliary variables (see Table 10) Point of View 5 is statistically significantly correlated with being first born (First Born=.24). Sixty percent of the women who volunteered for this study were first born. In this study, being first born correlated .26 ($p < .05$) with participating in community activities. Point of View 5 however does not correlate with participating in community activities. Therefore it is not a case of first born women who participate in community activities in general participating in this study in particular. It is possible that some first born women who do not necessarily participate in community activities volunteered for the study in an attempt to clarify their viewpoint on womanhood.

Point of View 6--The Boisterous Point of View. Table 12 shows that Point of View 6 is a point of view which values feminism (Factor 17--Valuation of Feminism=.34), sees the instrumental traits as socially desirable (Factor 10--Social Desirability of Instrumental Traits=.26, Factor 32--Social Desirability of Instrumental Traits=.29) and sees the expressive traits as socially less desirable (Factor 12--Social Desirability of Expressive Traits Excluding Quiet=-.24, Factor 31--Social Desirability and Personal Desirability of Expressive Traits=-.21, Factor 19--Valuation of Traits Implying Protectiveness=-.24). This point of view does not load onto the more precise Factor 11--Personal

TABLE 12

Factor Loadings for Point of View 6—The Boisterous
Point of View—on the Factors, and Correlations
Between Point of View 6, Other Points of
View, and Auxiliary Variables

Variable	Point of View 6
Factor 10 Social Desirability of Instrumental Traits	.26*
Factor 12 Social Desirability of Expressive Traits Excluding Quiet	-.24*
Factor 17 Valuation of Feminism	.34**
Factor 19 Valuation of Traits Implying Protective- ness	-.24*
Factor 21 Personal Desirability and Personal Applicability of Instrumental Traits	.33**
Factor 30 Personal Desirability and Personal Applicability of Instrumental Traits	.30**
Factor 31 Social Desirability and Personal Desirability of Expressive Traits	-.21*
Factor 32 Social Desirability of Instrumental Traits	.29**
Point of View 3 Empathic	-.58**
Point of View 7 Unification thru Feminism	.48**

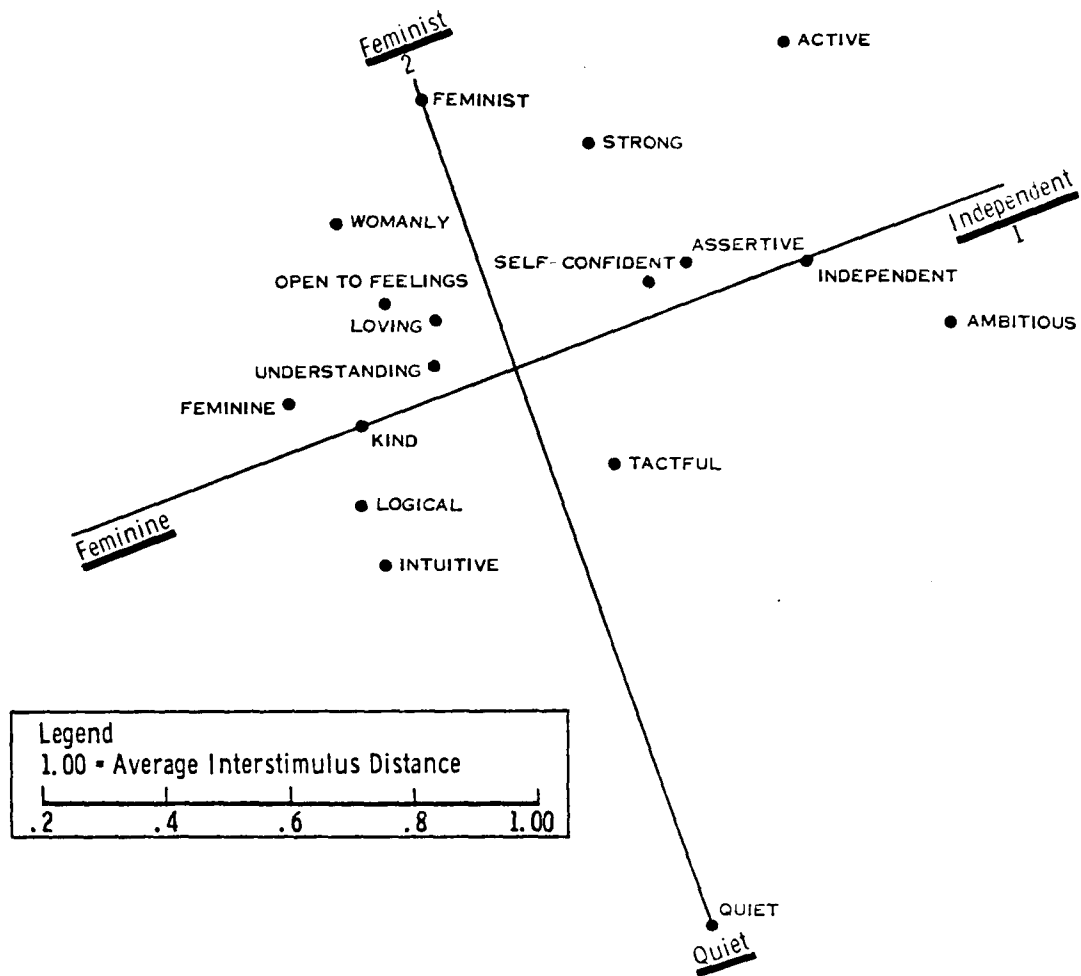
TABLE 12--Continued

Variable	Point of View 6
Point of View 1 Reserved	-.46**
Point of View 2 Receptive	-.46**
Point of View 4 Activities Oriented	.27**
<hr style="border-top: 1px dashed black;"/>	
College ^a	-.37**
Vocabulary ^b	-.35**
High School Graduate ^c	-.29**
Brick Uses ^d	-.25*
Mirels Factor 1 ^e	-.23*
Working ^f	-.23*

** $p < .01$ * $p < .05$

a	for College	$\bar{X} = 2.40$	S.D. = .90
b	for Vocabulary	$\bar{X} = 12.76$	S.D. = 3.11
c	for High School Graduate	$\bar{X} = .96$	S.D. = .25
d	for Brick Uses	$\bar{X} = 7.43$	S.D. = 4.15
e	for Mirels Factor 1	$\bar{X} = 5.13$	S.D. = 2.68
f	for Working	$\bar{X} = .37$	S.D. = .49

FIG. 6 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 6:
THE BOISTEROUS POINT OF VIEW



Applicability of Instrumental Traits Excluding Feminism, but it does load .33 onto the second order Factor 21-- Personal Desirability and Personal Applicability of Instrumental Traits. Point of View 6 also loads .30 onto Factor 30 (Personal Desirability and Personal Applicability of Instrumental Traits). This point of view then is a social and personal endorsement of feminism and the instrumental traits with a concomitant social and personal devaluation of the expressive traits.

Table 12 shows that Point of View 6 is negatively correlated with all three expressive points of view (Point of View 1--Reserved=-.46, Point of View 2--Receptive=-.46, and Point of View 3--Empathic=-.58).

By the "break in the curve" criterion Point of View 6 can be accounted for by two dimension with latent roots of 1.94 and 1.57. Figure 6 shows that Dimension 1 is Feminine versus Independent where Feminine is seen as kind and logical giving a non-kind non-logical implication to Independent. Dimension 2 is Feminist versus Quiet giving a vocal implication to Feminist. Both the Feminist and the Independent poles are seen as strong and active. With the exception of logical, intuitive, tactful and ambitious, all other traits project onto the Feminist pole of Dimension 2; a pole associated with being vocal. So out of the realm of possibilities is the trait word quiet, that all the devalued expressive terms with the exception of intuitive and tactful project onto the vocal Feminist pole.

Table 12 shows that Point of View 6 correlates with the tendency to see one's personal world under internal control (Mirels Factor 1=-.23) but this control lacks spontaneous flexibility (Brick Uses=-.25); moreover this point of view correlates with lower vocabulary level (Vocabulary=-.35) and lower educational level (College=-.37, High School Graduate=-.29) as well as the tendency towards not working (Working=-.23). The independence that this point of view values is not associated with a personal economic independence. That what is valued in this point of view implies unkind qualities coupled with lowered verbal skills and lowered educational level along with rigid internal control implies that the valued qualities of being strong, active, self-confident, and assertive (all of which for this point of view, have vocal implications), might be part of a defensive "do your own thing" syndrome without reflection as to the consequences of one's actions.

Table 12 shows that Point of View 6 is positively correlated with Point of View 4--Activities Oriented (.27) and Point of View 7--Unification thru Feminism (.48). Point of View 7--Unification thru Feminism. Table 13 shows that Point of View 7 correlates negatively with Points of View 1 (Reserved=-.68), 5 (Willful=-.44), 4 (Activities Oriented=-.39) and positively with Point of View 6 (Boisterous=.48). As does Point of View 6 (Boisterous) Point of View 7 values feminism (Factor 17--Valuation of Feminism=.32) but unlike Point of View 6 (Boisterous) there

TABLE 13

Factor Loadings for Point of View 7—Unification Thru
Feminism—on the Factors, and Correlations Between
Point of View 7, Other Points of View,
and Auxiliary Variables

Variable	Point of View 7
Factor 17 Valuation of Feminism	.32**
Factor 19 Valuation of Traits Implying Protective- ness	-.31**
Factor 21 Personal Desirability and Personal Applicability of Instrumental Traits	.40**
Factor 30 Personal Desirability and Personal Applicability of Instrumental Traits	.34**
Point of View 1 Reserved	-.68**
Point of View 6 Boisterous	.48**
Point of View 5 Willful	-.44**
Point of View 4 Activities Oriented	-.39**
College ^a	-.23*
Hidden Figures Errors ^b	-.22*

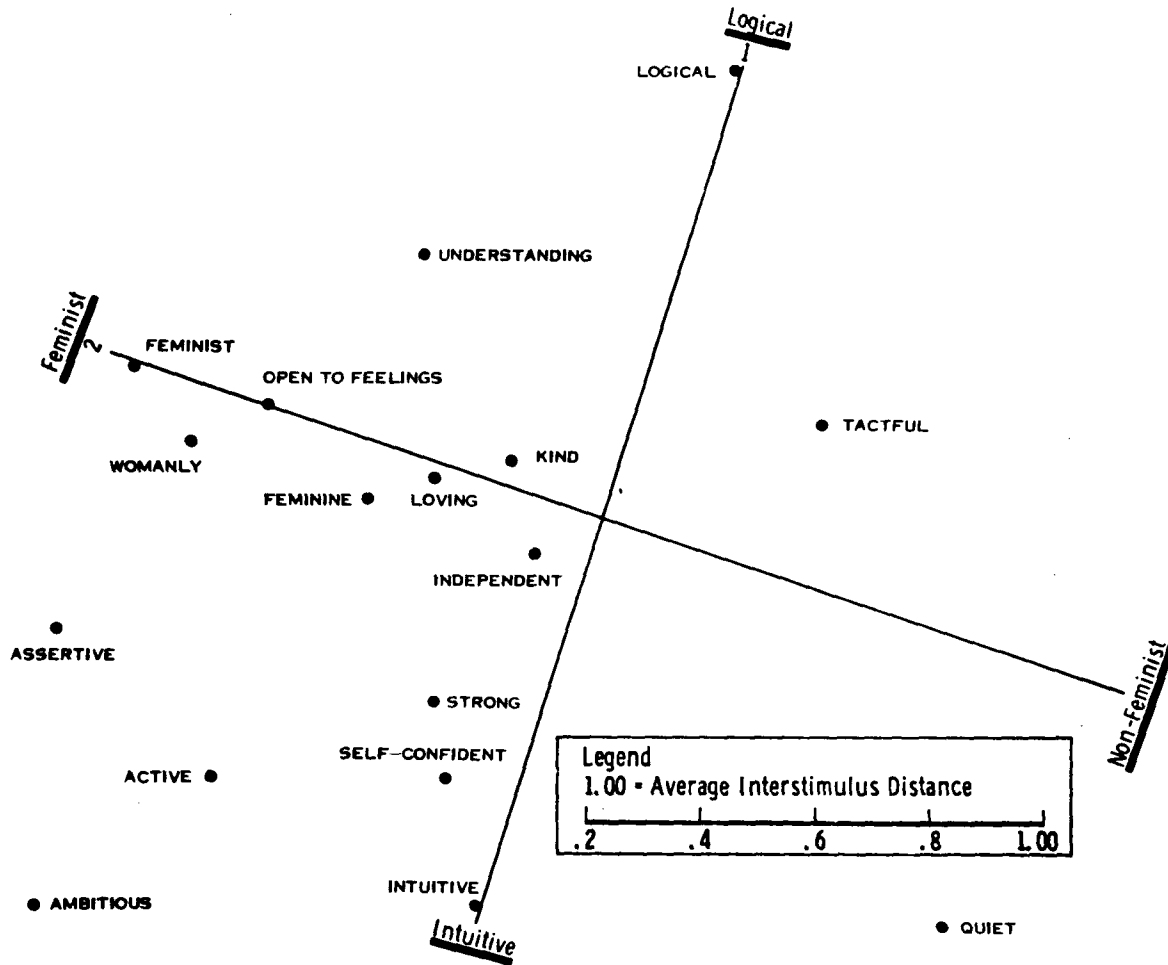
** $p < .01$

* $p < .05$

^a for College $\bar{X}=2.40$ S.D.= .90

^b for Hidden Figures Errors $\bar{X}=2.43$ S.D.=3.05

FIG. 7 TWO DIMENSIONAL NON-METRIC SCALING FOR POINT OF VIEW 7;
UNIFICATION THROUGH FEMINISM



is only a slight tendency towards devaluation of the expressive traits (Factor 19--Valuation of Traits Implying Protectiveness=-.31). Point of View 7 shares with Point of View 6 a liking for feminism and a dislike of quietness. Point of View 7 does not load onto the more precise Factor 11 (Personal Applicability of Instrumental Traits Excluding Feminism) but it does load onto the more inclusive second order Factor 21 (Personal Desirability and Personal Applicability of Instrumental Traits=.40). Point of View 7 also loads .34 onto Factor 30 (Personal Desirability and Personal Applicability of Instrumental Traits).

Using the criterion of the "break in the curve", Point of View 7 can be accounted for by two dimensions with latent roots of 3.73 and 3.11. Figure 7, a graphing of the two non-metric dimensions, shows that Dimension 1 is Intuitive versus Logical and Dimension 2 is Feminist versus Non-feminist. Quiet projects highly onto the Non-feminist pole thereby giving Feminist a vocal implication. A host of traits fall on or near the Feminist pole: womanly, open to feelings, feminine, loving, kind, and independent. The instrumental traits ambitious, active and assertive project highly onto both the Intuitive and Feminist poles while strong and self-confident project moderately onto both the Intuitive and Feminist poles. Feminist is considered kind and both the Feminist and Intuitive poles are seen as strong and active.

This point of view then sees feminism as an integrating

concept but the integration comes through an intuitive function rather than intellectual capacities. Indeed, as the axes indicate, Intuitive is seen as bipolar to Logical. Point of View 7 however is not necessarily associated with haste since there is a small but statistically significant correlation with the tendency not to make errors on the embedded figures test (Hidden Figures Errors=-.22). Table 13 shows that this point of view is however associated with the tendency to have less education (-.23). Perhaps this point of view sees Feminism as bringing about opportunities which the women in the present sample who endorsed this point of view themselves lacked.

The Intercorrelations Among the Emergent Points of View

Table 14 shows the matrix of intercorrelations amongst the emergent points of view. The writer has conceptualized Points of View 1 (Reserved), 2 (Receptive) and 3 (Empathic) as expressive points of view. All three of these points of view see womanhood (although to differing extents) as kind, weak and passive. The trait word quiet (again to various extents) is positively valued for all three points of view.

Points of View 4 (Activities Oriented) and 5 (Willful) are slightly but statistically significantly correlated with the tendency towards rejection of the expressive-instrumental categories. Both of these points of view see womanhood as active. For Point of View 4 (Activities Oriented) womanhood is also somewhat weak and kind whereas

TABLE 14

Matrix of Intercorrelations Among the
Emergent Points of View

Point of View	Point of View						
	1	2	3	4	5	6	7
1 - Reserved		.11	.52**	.19	.15	-.46**	-.68**
2 - Receptive	.11		.34**	-.39**	-.47**	-.46**	.01
3 - Empathic	.52**	.34**		-.29**	-.50**	-.58**	-.04
4 - Activities Oriented	.19	-.39**	-.29**		.48**	.27**	-.39**
5 - Willful	.15	-.47**	-.50**	.48**		.16	-.44**
6 - Boisterous	-.46**	-.46**	-.58**	.27**	.16		.48**
7 - Unification thru Feminism	-.68**	.01	-.04	-.39**	-.44**	.48**	

** $p < .01$

for Point of View 5 (Willful) womanhood is seen as strong and somewhat unkind.

Points of View 6 (Boisterous) and 7 (Unification thru Feminism) endorse feminism. Both of these points of view see womanhood as strong and active; while Point of View 6 (Boisterous) sees womanhood as somewhat unkind, Point of View 7 (Unification thru Feminism) sees womanhood as kind. Both Points of View 6 and 7 dislike the trait word quiet.

Table 14 shows that Point of View 3 (Empathic) is positively correlated with Point of View 1 (Reserved=.52) and Point of View 2 (Receptive=.34). Table 14 also shows that all of the expressive points of view (Reserved, Receptive or Empathic) are negatively correlated with two or more non-expressive points of view (Activities Oriented, Willful, Boisterous, Unification thru Feminism). This shows that the expressive points of view, which as a group see womanhood as passive and quiet, do not like points of view about womanhood which endorse activity and/or self-assertion.

Points of View 4 (Activities Oriented) and 5 (Willful) correlate positively with each other (.48). Both points of view tend to reject the expressive-instrumental categories as not personally salient. These points of view also reject the Empathic (a more personal expressive role) and the Receptive (an idealized expressive role) Points of View as well as Unification thru Feminism (which sees feminism as an organizing agent for a range of expressive-instrumen-

tal traits). The Activities Oriented Point of View is however correlated with the Boisterous Point of View (.27) and this may be due to the shared high valuation both points of view place on activity.

Points of View 6 (Boisterous) and 7 (Unification thru Feminism) are positively correlated with each other (.48). Point of View 6 (Boisterous), with its emphasis on vocal activity, is incompatible with all three expressive Points of View (Reserved=-.46, Receptive=-.46, Empathic=-.58); whereas Point of View 7 (Unification thru Feminism) is incompatible with only the Reserved Point of View (-.68) which emphasizes lack of self-assertion. Moreover, Point of View 7 (a point of view which attempts to integrate expressive-instrumental categories) is negatively correlated with those points of view which are antithetical with expressive-instrumental categories (Activities Oriented=-.39, Willful=-.44).

Part III - Tests of the Hypotheses

The reader is referred to the hypotheses as stated on pages 22-24.

- I. Concepts of womanhood are not monolithic:
 - A. There are differences in point of view
 - 1. There will be one point of view with a central bipolar dimension defining the adjectives feminine and feminist.

Result: Of the seven points of view, four points of

view saw the trait words feminine and feminist as being somewhat mutually exclusive (Receptive; Empathic; Activities Oriented; Willful). For three of these points of view (Receptive; Activities Oriented; Willful) the trait word feminine defined one pole of one of the dimensions defining the point of view. In the fourth case (Empathic) the trait word feminine fell near the defining trait word for one of the dimensions defining the point of view. In all four cases however the trait word feminist was factorially complex projecting onto both dimensions defining the point of view. The hypothesis therefore is not supported.

2. Another point of view will not see the trait words feminine and feminist in opposition.

Result: Point of View 7 (Unification thru Feminism) placed the trait words feminine and feminist on the same pole of one of the two defining dimensions. The hypothesis is supported.

- II. Scores on the point of view which tends to see feminine and feminist traits as mutually exclusive will correlate statistically significantly ($p < .05$) with scores:

- A. which reflect a tendency to see the feminine cluster of traits as socially desirable for women and the feminist cluster of traits as socially

undesirable for women;

- B. which indicate a tendency to see their personal lives as being under external control (as measured by Internal-External Locus of Control scale; Rotter, 1966).

Results: None of the emergent points of view contained a central bipolar dimension defining feminine and feminist as had been postulated. The hypotheses are not supported.

III. Scores on the point of view which tends to integrate seemingly disparate traits will be statistically significantly ($p < .05$) correlated with:

- A. scores indicating the following cognitive styles:
1. Analytic cognitive style (as measured by Hidden Figures: French, Ekstrom, & Price; 1963).

Result: The correlation between Point of View 7 (Unification thru Feminism) with Analytic cognitive style, $r = -.17$ is not significant. The hypothesis is not supported.

2. Spontaneous Flexibility (as measured by Utilities Xs-1; French, Ekstrom, & Price; 1963).

Results: The correlations between Point of View 7 (Unification thru Feminism) and two measures of spontaneous flexibility a) Brick Uses $r = -.03$ and b) Pencil Uses $r = .09$ are not significant. The hypothesis is not supported.

3. Preference for Complexity (as measured by Art

Judgment; Messick and Kogan, 1963).

Result: The correlation between Point of View 7 (Unification thru Feminism) and preference for complexity, $r=.03$ is not significant. The hypothesis is not supported.

4. Broad categorizing style with few miscellaneous categories (as measured by Object Sorting; Clayton and Jackson, 1961).

Results: The correlation between Point of View 7 (Unification thru Feminism) and the number of categories employed, $r=.19$ is not significant. The correlation between this point of view and the number of miscellaneous categories, $r=-.04$ is not significant. The hypothesis is not supported.

B. Personality scale scores which indicate a sense of being in control of one's personal life (as measured by the Internal-External Locus of Control Scale; Rotter, 1966).

Result: The correlation between Point of View 7 (Unification thru Feminism) and Locus of Control, $r=-.13$ is not significant. The hypothesis is not supported.

IV. Scores on both postulated viewpoints will be :

A. Moderately correlated with neuroticism (as measured by the Short Form of the Maudsley Personality Inventory; Eysenck, 1958).

Results: a) first postulated point of view

(tendency to see feminine and feminist traits as mutually exclusive) did not emerge from the analysis and therefore the hypothesis is not supported b) for the second postulated point of view (tendency to integrate seemingly disparate traits) the correlation between Point of View 7 (Unification thru Feminism) and neuroticism, $r=-.03$ is insignificant. The hypothesis is not supported.

B. Uncorrelated with scores of verbal ability (as measured by the Short Form of the CAVD; Thorndike, 1942).

Results: a) first postulated point of view

(tendency to see feminine and feminist traits as mutually exclusive) did not emerge from the analysis and therefore the hypothesis is not supported b) for the second postulated point of view (tendency to integrate seemingly disparate traits) the correlation between Point of View 7 (Unification thru Feminism) and verbal ability, $r=-.02$ is not significant. The hypothesis is supported.

CHAPTER IV

Discussion

Response Styles and Expressive-Instrumental Categories

Edwards (1967) has maintained that a subject's score on a personality inventory item is predictable from the social desirability scale value of that item. Messick (1960) and Orvik (1972) argue that by correlating group averages, Edwards obscures individual differences in judgments about the social desirability of an item. Both Rosen (1956) and Orvik (1972) found that when subjects were asked to rate items (both studies used MMPI items) for social desirability, personal desirability and personal applicability, the correlations between the personal applicability ratings and the personal desirability ratings exceeded the correlations between the personal applicability ratings and the social desirability ratings. For these subjects, on MMPI items, self-report ratings were based on personal valuation of the items rather than on social evaluation of the items. Orvik concluded that the average social desirability scale value together with the standard deviation of an item gives the researcher information about the range in which to expect self-reports for the item; the personal desirability of the item, however, predicts the way in which the person perceives himself.

In the current study two categories of items were

rated: expressive and instrumental traits. Table 2 shows that there is a discrepancy between the average social desirability ratings of the expressive traits and the average social desirability ratings of the instrumental traits. The expressive traits are in general rated highly desirable while the instrumental traits tend to be rated slightly desirable. Moreover, Table 2 shows that the standard deviations of the instrumental traits across the three sets of ratings are, in general, larger than the standard deviations of the expressive traits across the same three sets of ratings. This means that there is more agreement on the ratings of the expressive traits than there is on the ratings of the instrumental traits.

The principal axes factorization of the expressive and instrumental traits rated for social desirability, personal desirability and personal applicability shows a different pattern of intercorrelations for the expressive and instrumental traits. For the instrumental traits, the personal desirability and personal applicability ratings form a separate factor from the social desirability ratings (see Table 30 and Table 33 in the Appendix). The ratings of these traits (which on the average are on the border of positive social desirability and have large variability) follow the same pattern found by Rosen and by Orvik; that is, self-report ratings are predicted by personal desirability ratings independent of social desirability ratings. This is not the case for the expressive traits which are

in general extremely socially desirable and show very little variability. For these traits the personal desirability ratings load onto the same factor as the social desirability ratings (see Table 32 in the Appendix), while the personal applicability ratings load onto a separate factor. Moreover, the personal applicability ratings of the expressive traits load onto the same factor as the personal applicability ratings of four instrumental traits: self-confident, active, logical, and strong (see Table 34 in the Appendix). Table 2 shows that these traits (self-confident, active, logical, and strong) are the four most socially desirable instrumental traits. This factor, Factor 33, is correlated .32 ($p < .01$) with Factor 32-- Social Desirability of the Instrumental Traits.

The results of the current study seem to indicate that when items are not particularly socially desirable (in this case instrumental traits), and there is large variability in ratings, personal applicability ratings correlate with personal desirability ratings and not social desirability ratings. Factor 30 (see Table 31 in the Appendix) contains factor loadings for the personal applicability and personal desirability ratings of the instrumental traits while the separate Factor 32 (see Table 33 in the Appendix) contains factor loadings of the social desirability ratings of the instrumental traits. When items are extremely socially desirable (in this case expressive traits) and there is little variability in ratings, then personal desirability

ratings correlate with social desirability ratings. Factor 31 (see Table 32 in the Appendix) contains factor loadings for the personal desirability and social desirability of the expressive traits. Even though personal applicability ratings are independent of social desirability ratings these highly socially desirable expressive traits seem to "pull in" other socially desirable instrumental traits into a general stimulus acceptance factor (see Table 34 in the Appendix for the factor loadings on Factor 33--Stimulus Acceptance).

Bentler, Jackson and Messick (1971) cite Bentler who in 1969 found that when subjects were asked to rate trait items there was a tendency for acceptance acquiescence to be a factor influencing the subject's responding. In the present study the writer sees Factor 33 as a factor of stimulus acceptance. The writer believes that if Factor 33 largely reflected content, then there would, on the points of view analysis, be a point of view corresponding to Factor 33. That is, there would be a point of view which saw the expressive traits as generally compatible with the instrumental traits logical, self-confident, active and strong, and this point of view would be positively correlated with Factor 33. No such point of view emerged from the points of view analysis, and in the absence of evidence for convergent validity, there is no reason for associating Factor 33 with perceiving oneself as both expressive and instrumental, a concept sometimes called androgyny.

Bem (1974) has recently published a sex role inventory consisting of a Femininity scale, a Masculinity scale and an Androgyny scale. The Femininity scale is composed of twenty expressive traits and the Masculinity scale is composed of twenty instrumental traits. Bem maintains that a third scale, called Androgyny, can be derived by subtracting the Masculinity score from the Femininity score. Bem considers a low discrepancy score to indicate psychological androgyny; that is, a lack of preference for feminine (expressive) items or masculine (instrumental) items. It is however possible for a subject to receive a low score purporting to indicate Androgyny for blanket acceptance of traits in both expressive and instrumental categories. The present study demonstrates that a tendency for such stylistic responding to expressive and instrumental traits does exist. Care should be exercised in employing the Bem Sex Role Inventory since there is a possibility that it is confounded with acceptance acquiescence.

The Individual Differences Model of Multidimensional Scaling

Psychologists tend to think of personality variables in dichotomous terms (e.g., introversion-extroversion; dependent-independent). Often such dichotomous variables emerge from empirically constructed personality tests using factor analysis as an organizing tool. The process of factor analysis extracts as factors those groupings of

items indicative of the main trends within the item battery (i.e., factors are extracted from pattern of intercorrelations amongst test items). In this model atypical points of view are relegated to error variance and are lost to the researcher.

In the present study each subject, by rating the stimulus words in pairs on a scale of compatibility, organized the stimulus words according to her belief-value system by dichotomizing (rating as incompatible) only those trait words inconsistent with her particular set of beliefs about the domain of womanhood. By decomposing the person space into a set of points of view about the stimulus words the individual differences method of multidimensional scaling gives the researcher information about the several points of view embedded in the data.

To permit subtlety of structure to emerge from the analysis, each trait word chosen for inclusion in the study reflected an aspect of a well studied construct: expressive and instrumental roles. Some of the traits chosen were descriptive "markers" (i.e., feminine, feminist, womanly) while others were evaluative "markers" (kind, active, strong). To allow for the possibility of some persons being able to integrate seemingly disparate traits (indeed, to find such a group was the aim of the study) the traits were chosen so that no pair of traits was of necessity semantically opposite (pairs such as active-passive or quiet-talkative were not on the list). Instead the trait pairs

were judged by the experimenter to be of a subtlety (i.e., quiet-assertive or intuitive-logical) such that the compatibility of members of the pair could be seen (from different points of view) with varying shades of psychological compatibility.

Many of the trait words chosen were differentially desirable for men and women (Rosenkrantz et al., 1968). The writer believed that where such differential desirability existed there would be important trait words which would serve as moderator variables in discriminating between points of view. In the present study the trait word quiet emerged as such a moderator variable. The trait word quiet was rated as the least socially desirable of all the expressive traits (see Table 3) and yet more socially desirable than any of the instrumental traits. On the personal desirability and personal applicability ratings the trait word quiet is rated as the least personally desirable and personally applicable of all the trait words. However, on these last two ratings, the trait word quiet had a large standard deviation showing that it was a valued trait for some women. The variability of the ratings of the trait word quiet are reflected in the points of view analysis where the trait word quiet was in general an evaluatively charged word pivotal in defining several points of view and yet playing a neutral role in the structure of other points of view.

The trait word quiet was a valued trait chosen to

define one pole of a dimension for both the Reserved and the Empathic points of view. For the Reserved Point of View the dichotomy Quiet versus Assertive defined an evaluative dimension central to the point of view; being quiet was associated with being kind thereby giving assertiveness an unkind implication. For the Empathic Point of View Quiet versus Assertive also defined a dimension indicative of the point of view, but for the Empathic Point of View the Quiet-Assertive dimension did not have the central importance that it did for the Reserved Point of View; for the Empathic Point of View quietness was associated with weakness more than it was associated with kindness.

Quiet also defined a pole of a dimension for the Boisterous Point of View; but unlike the Reserved or the Empathic Points of View, the trait word quiet was devalued by the Boisterous Point of View. For this point of view the trait word quiet was seen as bipolar to the valued trait feminist. Feminist was seen as strong and active, and by implication, vocal too. To pursue the implications of the trait word quiet for still another point of view, quiet was seen by the Receptive Point of View to be a neutral trait falling near the origin of a potency dimension.

Hence, amongst a set of stimulus words reflecting a particular construct, the use of the Individual Differences Model of Multidimensional Scaling produced a variety of

psychological structures relating to individual appraisals of those stimulus words. Future researchers using the Individual Differences Model of Multidimensional Scaling on a well defined domain, within a restricted range of social desirability, should exercise care in choosing a domain which is salient for the subjects lest the emergent points of view simply reflect an undifferentiated relationship to basically positive stimuli. When such care is taken, the Individual Differences Model of Multidimensional Scaling is a powerful tool for eliciting shades of psychological compatibility hence uncovering the underlying belief-value system of persons.

Since the Jungian typology (see Jung, 1963) is receiving renewed interest (see Carlson and Levy, 1973) as the only systematic typology devised by a psychologist, the writer suggests that it would be of interest to gather trait words reflecting Jung's two personality types (introversion-extroversion) and four functions (thinking, feeling, sensing and intuiting) and, using the Individual Differences Model of Multidimensional Scaling, test to see how closely Jung's theory parallels peoples' experiences regarding this domain.

The Expressive Points of View

Of the seven emergent points of view three points of view see womanhood as engaging in expressive functions: The Reserved Point of View, the Receptive Point of View and

the Empathic Point of View.

The Reserved Point of View (see Figure 1) sees femininity as a tight clustering of expressive traits. The traits center about being quiet and are on an axis bipolar to the trait word assertive. A second smaller dimension defining this point of view contrasts Non-Feminist with Feminist. In contrast to the expressive traits, the instrumental traits are loosely clustered; they are all seen as Assertive though not necessarily Feminist. Feminist is seen as active and not closely associated with the remainder of the instrumental traits.

This point of view (see Table 4) correlates with those factors which indicate that: a) the trait word quiet is perceived as personally desirable (see Table 25 in the Appendix) and personally applicable (see Table 24 in the Appendix) b) the trait word feminist is seen as socially and personally undesirable and inapplicable (see Table 23 in the Appendix) and c) the instrumental traits are personally less desirable and less applicable (see Tables 28 and 31 in the Appendix).

The judgments for this point of view appear to be based upon the perceived high valuation of the trait word quiet in particular and all the expressive traits in general coupled with the personal devaluation of feminism in particular and all the instrumental traits in general. The socially desirable expressive traits are all seen as quite compatible with each other while the personally un-

desirable and inapplicable instrumental traits are seen as incompatible with the expressive traits and also with each other.

That for this point of view the expressive traits are held in high social esteem may also explain the finding that the Reserved Point of View is uncorrelated with all the auxiliary variables employed in this study. Endorsing the Reserved Point of View is independent of such demographic variables as marriage, having children, and educational level. It is also independent of such personality variables as field dependence-field independence, locus of control, and introversion-extroversion. It appears to be a social role for women which centers about quietness and is held by women who perceive themselves as quiet and anti-feminist.

The Receptive Point of View, a point of view uncorrelated with the Reserved Point of View, bears a striking resemblance to the model of womanhood advanced by Deutsch, (1944) as the quintessence of femininity. As does Deutsch, this point of view (see Figure 2) organizes womanhood under the rubric Feminine and Intuitive where feminine intuition is seen as non-cognitive. For this point of view feminist is seen as Strong and Non-feminine and is most closely associated with the traits assertive, active and ambitious; feminist too, is not associated with cognition. For the Receptive Point of View, cognition (in this case the trait word logical), is entirely outside definitions of womanhood

be they feminine or feminist.

As does the Reserved Point of View, the Receptive Point of View devalues feminism. While the Reserved Point of View devalues the instrumental traits on a personal level, the Receptive Point of View sees the instrumental traits as less socially desirable for a woman. The Receptive Point of View finds the trait words quiet and kind personally desirable traits and the trait word loving a socially desirable trait; it does not however see greater social sanction given to the expressive traits in general nor does it particularly see the expressive traits as personally applicable. The Receptive Point of View appears to be an historical ideal of womanhood--what Lifton (1964) called "woman as knower": an archetypal image of the woman who has an intuitive understanding of life processes emanating from a basic relationship to organic growth and change. Such an idealized woman radiates love and warmth, and because she possesses a wisdom that comes from experiencing the vagaries of life, understands all persons who cross her path. This type of woman was described by Deutsch (1944, p. 222):

They differ among themselves according to their education, nationality, religion, race, and the period in which they live. But their essential kernel always remains the same. We find this type of woman even in prehistoric times as Autonoe, the Intuitive One, in whom dwells the

feeling of what is right and what is wrong, who is wise and understanding even though lacking that strength of intellect which is man's instrument for acquiring knowledge.

There is a small but statistically significant tendency for women who score in the non-neurotic direction on the Maudsley ($r = -.23$; $p < .05$) to endorse this historically idealized version of the eternally feminine; there is no evidence, however, that these women see themselves in the Receptive role.

The Empathic Point of View is highly correlated with both the Reserved ($r = .52$; $p < .01$) and the Receptive ($r = .34$; $p < .01$) Points of View and shares elements of each; however the Empathic Point of View appears to be a more personal statement about womanhood than either the Reserved or the Receptive Points of View. The Empathic Point of View sees womanhood as being supportive of others in a quiet and feeling manner. Like the Reserved Point of View, the Empathic Point of View see the Expressive traits in general as highly socially desirable, but unlike either the Reserved or the Receptive Points of View the Empathic Point of View also sees those expressive traits implying supportiveness as personally applicable (see Table 7). The Empathic Point of View does not see the instrumental traits in general, nor feminism in particular, as socially devalued for a woman, but it does tend towards seeing the instrumental traits as neither personally desirable nor personally

applicable.

As does the Reserved Point of View, the Empathic Point of View also sees Quiet versus Assertive as a dichotomous construct for the organization of the expressive and instrumental traits; however, unlike the Reserved Point of View the Empathic Point of View does not see womanhood as exclusively centering about quietness. Open to feelings plays a central role for this point of view as it does for the Receptive Point of View. Both the Empathic and the Receptive Points of View see being open to feelings as being incompatible with being logical. Unlike the Receptive Point of View however, the Empathic Point of View sees intuition as more closely connected to an attitude about one's own feelings rather than an ability to understand others.

The Empathic Point of View values the expressive traits and sees them as bounded by the poles of the dimensions labelled Quiet and Open to feelings. The instrumental traits on the other hand are seen as personally undesirable and inapplicable, and are bounded by the poles of the dimensions labelled Assertive and Not Open to feelings. Feminist is seen as closely associated with ambitious and loosely associated with the remainder of the instrumental traits. As in the Receptive Point of View neither feminine nor feminist are seen as constructs associated with cognition (the trait word logical).

There is a small but statistically significant tendency

for endorsement of the Empathic Point of View to be associated with not being married ($r = -.21$; $p < .05$). The Empathic Point of View is slightly but statistically significantly correlated with currently working ($r = .22$; $p < .05$) but it is not correlated with having an occupation. It is possible that these women are working in ancillary positions such as secretaries or salespersons: roles in which they give service and support to others but which they see as a temporary part of their lives and not necessarily an occupation.

Endorsement of this point of view is slightly but significantly correlated with the tendency to see the social world as under personal control (Mirels Factor 2; $r = -.25$; $p < .05$). The writer believes that this correlation must be seen in the context of the Empathic role. Traditionally by giving support to others, women have to some extent seen their supportive efforts fused with the instrumental efforts of men (Deutsch, 1944). Hence it is possible that these women perceive the social efforts of others as being a personal achievement for themselves.

That the Empathic Point of View is slightly but significantly correlated with being second born (Birth Order; $r = -.25$; $p < .05$) is consistent with the findings of Stotland and his colleagues (cited by Sampson, 1972) who found that later born subjects tended to show more empathy with a model (an accomplice of the experimenter) when he was placed in a failure situation by reporting more anxiety

on a self report measure.

Women who endorse the Empathic Point of View tend to see themselves as supportive persons whose understanding of others is accomplished through a quiet feeling attitude about themselves. They tend to see the social role of women as being reserved, and the idealized role of women as being receptive.

The three expressive points of view tend to see womanhood as kind and somewhat passive and/or weak; but just as there are subtle differences in content, there are also subtle differences in evaluative qualities amongst these three points of view. For the Reserved Point of View kindness is the most salient feature of the Quiet pole while passivity is the most salient feature of the Non-feminist pole. For the Receptive Point of View weakness is the most salient feature of the Intuitive pole while kindness is the more salient feature of the Feminine pole. For the Empathic Point of View, the semantic differential terms are factorially complex with both the Quiet and the Open to feelings poles being seen as somewhat kind, weak and passive.

The Reserved Point of View, where the social role of a woman is seen as quiet and unobtrusive, gives primary emphasis to kindness and secondary emphasis to passivity. The Receptive Point of View, an idealization of womanhood, where a woman is seen as intuitively understanding of others, emphasizes both kindness and weakness. The Empathic Point of View, a more personal view, where a woman is seen as

giving support to others through quiet and feeling modes, sees the qualities kind, weak and passive as applying to both of the poles which for this point of view positively defines womanhood.

Kindness in concert with weakness and/or passivity seems to be the feeling tone of these points of view. The unspoken quality of their relationships with others may be: "If I am kind to you, will you protect me?"

For these three points of view the trait word logical is not an integral part of either the valued feminine syndrome nor the devalued feminist syndrome. Logical appears to be a trait word incompatible with concepts of womanhood held by women who espouse these expressive points of view.

The Stimulus Rejecting Points of View

For two points of view, the Activities Oriented and the Willful, there is a slight but statistically significant tendency to treat the expressive-instrumental categories as being personally inapplicable (see Table 8). For these two points of view the trait words generally do not cluster (see Figures 4 and 5). The women who endorse these points of view appear to be saying that trait words which they reject are not particularly compatible with each other either.

The Activities Oriented Point of View sees womanhood as centered around activity and tact. The positive domain of womanhood as defined by this point of view is relatively

devoid of the trait words chosen for this study. One gets the image of a well organized, efficient woman whose days are kept busy with an unending series of activities. Such an image is in keeping with the slight but statistically significant tendency to prefer simple figures ($r=-.25$; $p<.05$) (a preference purportedly related to a desire for a simply orderly life). It is also consistent with the correlation with extroversion ($r=.25$; $p<.05$) since the scale items reflect an attitude of action rather than reflection. The activity valued by this point of view may, however, be a defensive strategy since the trait word feminine is on an axis bipolar to self-confident, thereby implying a lack of self-confidence. This lack of self-confidence may in part be due to poor verbal skills since there was a slight but statistically significant tendency for this point of view to be negatively correlated with vocabulary ($r=-.27$; $p<.01$).

For the Activities Oriented Point of View the instrumental traits are seen as socially valued for a woman and are bounded by the poles Active and Self-confident. The trait word feminist is seen as distinct from the remainder of the instrumental traits and is most closely associated with the trait word independent. The expressive traits are bounded by the poles Feminine and Intuitive, similar to the Receptive Point of View. The Activities Oriented Point of View however rejects both the Receptive ($r=-.39$; $p<.01$) and the Empathic ($r=-.29$; $p<.01$) Points of View

as well as Unification thru Feminism ($r = -.39$; $p < .01$) a point of view which sees feminism as a unifying agent for a range of expressive and instrumental traits. The Activities Oriented Point of View is however positively correlated with two points of view which value activity; the Boisterous ($r = .27$; $p < .01$) and the Willful ($r = .48$; $p < .01$) Points of View.

The Willful Point of View redefines Feminine as being affectively closed and at the same time concerned about the self being strong, assertive and independent. A strong self is seen as being in opposition to a sympathetic understanding of others. The Willful Point of view, while defining the expressive traits under the rubric Understanding and Open to feelings sees these traits as personally inapplicable (see Table 10) and is negatively correlated with the Receptive ($r = -.47$; $p < .01$) and the Empathic ($r = -.50$; $p < .01$) points of view.

The feeling tone of this point of view is one of Willfulness--an affectively closed person who insists upon self-assertion. That women espousing this point of view are probably uncertain about their strength is supported by the fact that the trait word self-confident is not part of the cluster of traits associated with being strong, assertive and independent. Instead, the trait word self-confident is associated with the traits feminist, logical and ambitious, a group of traits which, while they project onto the axis labelled Strong, also project onto the

devalued axis labelled Open to Feelings (see Figure 5).

It is likely that women endorsing this point of view are in conflict about their expressed lack of supportiveness. In the seventeen dimensional cluster analysis (see Table 11) an attempt was made to integrate being-for-one-self and being-for-others. It is possible that the conflict expressed by the Willful Point of View may be part of a general conflict over dependency; not being supportive of others and at the same time insisting upon being assertive and independent may signify an ambivalent attitude over how much support one wishes to receive from others. The slight but statistically significant correlation between the Willful Point of View and birth order ($r=.23$; $p < .05$) is in keeping with Sampson's (1965) contention that much of the contradictory results in the literature as to whether first born children are dependent or independent may be due to first born children having dependency conflicts. Scholar (1972) cautions against drawing conclusions about birth order effects without taking into account socio-economic status or population trends; the fact that 60% of the present sample of volunteers were first born may be due to the fact that the years of the birth of the subjects (1937-1947) were prime years when new families were started (Scholar, 1972) and not the tendency for first born persons to volunteer out of proportion to their numbers for psychological experiments.

Both the Activities Oriented and the Willful Points of

View define womanhood as active, but activity for these two points of view have different connotations. For the Activities Oriented Point of View womanhood is also seen as being somewhat weak and kind. Perhaps these women, unable to relate to persons with a direct warmth, express themselves through activities which serve others. The Willful Point of View's valuation of activity and strength, on the other hand, is untempered by kindness. For the Willful Point of View an understanding of others which they associate with kindness is also considered weak and passive and is devalued.

For both the Activities Oriented and the Willful Points of View the trait word logical is omitted from the valued domain of womanhood. This supports the writer's view that the activity valued by the Activities Oriented Point of View may be composed of routine. It may also explain the lack of behavioral correlates in areas such as education, participation in community activities, or employment for the Willful Point of View which purportedly values strength in a woman. A desire to be strong untempered by cognition (and kindness) may appear, in its behavioral manifestation, as a stubbornness in wanting one's way rather than persistence in finding the best path towards a solution.

The Feminist Points of View

Two points of view endorse feminism: the Boisterous Point of View and Unification thru Feminism (see Tables 12

and 13). While the Boisterous Point of View values feminism, an equally important determinant of this point of view is the personal devaluation of the trait word quiet (see Tables 12 and Table 25 in the Appendix); this is illustrated in Figure 6 where the trait word Feminist is seen on an axis bipolar to the trait word Quiet, thereby giving the word feminist vocal implications. As in other points of view where a trait word, or group of trait words, were disliked (i.e., Reserved, Activities Oriented) all other trait words appear to be incompatible with the disliked trait. In the case of the Boisterous Point of View all trait words with the exception of logical, intuitive and tactful are seen as not quiet.

The Boisterous Point of View places less social valuation on the expressive traits and greater social valuation on the instrumental traits (see Table 12). Since this point of view is also associated with poorer vocabulary level ($r = -.35$; $p < .01$), less education ($r = -.37$; $p < .01$), and lack of spontaneous flexibility ($r = -.25$; $p < .05$) the social evaluations of the Boisterous Point of View may be inaccurate and based more upon "wishful thinking". It is possible that the stimulus configuration of this point of view is based upon problems, that the women holding this point of view had, in understanding the task in general and the stimulus words in particular. The writer thinks that this is not the case since the clustering of stimulus words does not appear to be random but is instead grouped

into expressive and instrumental clusters each of which is incompatible with the devalued trait word quiet.

On a personal desirability level, the Boisterous Point of View devalues the expressive traits (see Table 12). This is consistent with the high negative correlations between the Boisterous Point of View and the expressive points of view (see Table 12). The trait word feminine is seen as kind but is on an axis bipolar to the trait word independent thereby giving feminine a dependent tone.

The Boisterous Point of View rates the instrumental traits as personally desirable and personally applicable (see Table 12). This point of view positively defines womanhood as being strong and active, where strength and activity mean being vocal and independent. The vocal implications of the trait word active suggests that women holding this point of view may be drawn to feminism through some of the more colorful endeavors of the women's liberation movement such as the Witch-In or the picketing of the Miss America contest. It is possible that these women, who might not have an understanding of the social and historical implications of Women's Liberation, might nevertheless be a potential source of persons for participating in the antics the women's movement sometimes uses to draw publicity to immediate social issues.

Although the Boisterous Point of View is slightly but statistically significantly correlated with believing the personal world to be under personal control (Mirels Factor

1, $r = -.23$; $p < .05$), there is also a slight but statistically significant correlation between the Boisterous Point of View and not working ($r = -.23$; $p < .05$). This implies that for some women endorsing the Boisterous Point of View, the independence they seek is not associated with an economic independence. DeBeauvoir however (as cited by Moorehead, 1974) believes that economic independence is a necessary prerequisite for a true sense of autonomy.

Unification thru Feminism shares with the Boisterous Point of View a liking of feminism and a dislike of quietness. There is a slight but statistically significant tendency for women holding this point of view to also have less education ($r = -.23$; $p < .05$) but not necessarily less verbal skills. It is not known whether these women chose not to continue their education or had less educational opportunities. It is interesting to note that there was a slight but statistically significant correlation between this point of view and the tendency to make fewer errors on the hidden figures test ($r = -.22$, $p < .05$). This suggests that in their test taking behavior these women tended to carefully follow the experimenter's instructions and did not mark an answer unless they had a good degree of certainty as to the correctness of the answer.

Unification thru Feminism sees the instrumental traits as personally desirable and personally applicable (see Table 13). This point of view places the trait word Intuitive on an axis bipolar to the trait word Logical and Feminist on an axis bipolar to Non-feminist. All the trait

words with the exception of understanding, quiet, tactful and logical (see Figure 7) are bounded by the Intuitive and Feminist poles. This point of view then sees feminism as a unifying concept; the unification however comes about thru intuition; cognition (the trait word logical) is seen as incompatible with intuition. To the writer the feeling tone of this point of view is one of hope that feminism will be a unifying agent for a range of instrumental and expressive traits. However, the writer believes that since this point of view sees traits such as ambitious, active, and assertive as incompatible with the trait word logical, this point of view shows a lack of familiarity with the type of functioning needed to translate an ambitious attitude into a realistic possibility. Perhaps women holding this point of view hope that feminism will "bring it all together"; it appears however that the holders of this point of view do not have an understanding of the planning and persistence necessary for the fruition of personal ambition or for the continued growth of a social movement.

Both the Boisterous Point of View and Unification thru Feminism see womanhood as strong and active, qualities not usually associated with womanhood. For the Boisterous Point of View, with the advent of strength and activity one loses a certain degree of kindness; Unification thru Feminism however is able to integrate strength, activity and kindness into its model of womanhood. The Boisterous Point of View and Unification thru Feminism however share a very important feature with all the other emergent points of view, namely,

the trait word logical is excluded from the domain of womanhood. As already implied in the discussion of the Willful Point of View, the writer believes that in the absence of a cognitive approach, the desired strength may be more fancied than real.

The Relationship Between the Emergent Points of View
and the Hypotheses

The writer had originally hypothesized that a statistical analysis of the data would produce a traditional point of view which could be characterized by a bipolar dimension labelled Feminine versus Feminist. That is, it was hypothesized that the trait word feminine would be a focal point for the expressive traits and the trait word feminist would be at the center of a clustering of the instrumental traits. The results of the statistical analysis showed that the trait word feminine was seen as an organizing concept for the expressive traits, but the trait word feminist was seen as peripheral to the instrumental traits. For the Receptive Point of View the trait word feminine was chosen to define one pole of this two dimensional point of view. For the Reserved and the Empathic Points of View the trait word feminine was temporally very close to the trait word chosen to represent one of the poles defining these points of view. While, for these three points of view, the expressive traits were seen in opposition to the instrumental traits, the trait word feminist was not in the nucleus of opposed

instrumental traits. For these points of view feminist was seen as somewhat distinct from the remainder of the instrumental traits. In the Reserved Point of View feminist was seen as active, in the Empathic Point of View feminist was seen as ambitious, while in the Receptive Point of View feminist was not closely paired with any instrumental trait. For these points of view feminist is not a unifying concept for instrumentality as had been postulated but remained outside the mainstream of the instrumental traits. This may be because the women endorsing these expressive points of view have had little personal experience with women who consider themselves feminists and hence they have an unclear picture of any personality traits which might be associated with feminist women. A second possibility, not mutually exclusive with the first, is that there was a general stylistic tendency for women in the sample to rate as incompatible those pairs of traits which contained a disliked trait word; and, for the Reserved and Receptive Points of View, feminist was seen as socially and personally devalued and personally inapplicable and hence, for possible stylistic reasons, any pair of traits containing the word feminist was rated as an incompatible pair.

The second postulated point of view was one which the writer saw as an integrated expressive-instrumental syndrome. The writer believed that this point of view would reflect a conscious thinking through of the diverse roles which women are called upon to perform throughout the life cycle and

would include cognitive roles in the instrumental domain. The emergent point of view, Unification thru Feminism, does integrate a range of expressive and instrumental traits using feminism as a unifying concept. But, for this point of view, unification comes about through the use of intuition untempered by cognition; indeed the trait word intuitive is seen on an axis bipolar to the trait word logical. Since the trait words tactful and logical are two of the three traits not integrated under the umbrella of Feminist and Intuitive, this implies that cognitive processes followed by a careful assessment of how to proceed are omitted from the domain of womanhood espoused by this point of view. The writer believes that in the absence of a cognitive approach it is not surprising that Unification thru Feminism is not correlated with tests implying analytic ability.

The Present Sample and Models of Womanhood

The present sample consisted of white, urban, American women between the ages of 25 and 35. The women were middle class and tended to be educated. The writer however speculates that there is a universality about the points of view found in the present study that cuts across time and culture. For instance, in the television series "The Waltons" set in Appalachia in the 1930's the junior Mrs. Walton is portrayed as a quiet emotionally sympathetic woman (Empathic Point of View) while the senior Mrs. Walton rarely shows expressive qualities but demonstrates her caring by performing an end-

less round of chores (Activities Oriented Point of View). In the recent Swedish movie "Scenes From A Marriage", the wife, Marianne, is seen in the opening scene as quiet and unassuming much like the role described in the Reserved Point of View. The recent German film "A Free Woman", showed the plight of a woman who was filled with ambition but who had little realization of how to actualize her dreams, a pattern akin to what in the present study is called Unification thru Feminism.

If one were to test women of other ages, races, socio-economic backgrounds, educational levels, still other points of view associated with these variables would be found. In terms of eliciting the integrated point of view originally hypothesized, it would be of particular interest to test groups of women who make active use of their cognitive skills; that is, women involved in politics or women in the academic world. The writer however conjectures that variation on the themes of the current points of view would also be present.

Cognition and Womanhood

The writer believes that by the omission of the trait word logical from all the emergent points of view the women in the study are saying that a woman can depart from the expressive aspects of the female sex role but in her departure she is nevertheless reacting to situations and others and is minimally dependent upon her cognitive skills to interpret situations or to achieve a degree of separa-

tion between herself and others. The writer believes that within such a context, the woman may consider herself assertive and independent if she cajoles or stubbornly insists upon her way. Thus both the Willful and the Boisterous Points of View, which endorse independence and assertiveness in women, may nevertheless not qualitatively depart from traditional sex role dependencies.

The literature on the development of sex role differences stresses the point that girls are reinforced for remaining dependent upon adults (especially their mothers) while boys are encouraged to assume an independent stance (Mischel, 1966; Kagan, 1964). Although girls often excel in elementary school, Hoffman (1972) points out that for girls, good grades often signal reinforcement through love and acceptance while for boys completion of a task is often associated with mastery of skills for their own sake. Kohlberg (1966) cites empirical work which shows that by the age of seven or eight boys and girls realize that the power roles in society are performed by men and the nurturant roles by women. Thus their own cognitions plus parental and other adult reinforcement propel boys and girls towards learning those behaviors which will stand them in good stead for their adulthood.

Guttman (1965) believes that inherent in the male sex role is locating oneself in time and space. In addition to Guttman's belief, the writer adds that for boys cognitive growth and social growth tend to become intertwined so that

in adulthood cognition plays an important organizing function in the structure of personality. This contention receives support from the work of Witkin and his colleagues (1962) who found that field independent men tended to be better able to separate their needs and wants from those of others. The adult role of women, on the other hand, stresses interpersonal dependency and social embeddedness; the writer believes that such a social milieu is antithetical to the development of a cognitive analytic approach. Indeed, Messick and Damarin (1964) found that field dependent women had a better memory for faces (and perhaps such a skill is needed when women remain socially and emotionally dependent upon people) than field independent women. The writer contends that often cognitive skills in women remain peripheral; that is, even though a woman may score highly on a test of spatial ability the skill remains peripheral to the core of her personality and is not usually employed in analyzing non-specifically spatial tasks. Supportive evidence for the writer's point of view comes from the work of Bieriet al. (1958) who found that men who rapidly solved the embedded figures test not only tended to have better mathematical skills but tended to take a more conceptual approach to problem solving across the several experimental tasks. Women, on the other hand, who rapidly solved the embedded figures test, and who also tended to score highly on a test of mathematical skills, did not exhibit an across the board cognitive approach to

the completion of tasks which did not specifically call for spatial or mathematical skills. On the points of view analysis in the present study, women with good spatial skills and/or good verbal skills did not cluster into any identifiable point of view. That is, presence of good cognitive skills was not associated with any particular point of view let alone a point of view which saw cognition as integral to a concept of womanhood.

The writer believes the sex role training of girls encourages the separation of cognitive skills from social development and this maintains the status quo regarding the adult female sex role where extensive use of cognition is often precluded. For a woman functioning within the context of the traditional female sex role, full utilization of cognitive capacities in general and spatial skills in particular by way of an analysis of a given situation may pose the threat of the woman drawing conclusions which would put her in conflict with others who are significant in her life. If living a life where one is true to one's judgments is frightening for men, as philosophers and psychologist from Kierkegaard (1960; in journal entries originally written between 1836 and 1854) to Fromm (1968) have maintained, then the writer believes that such a possibility may be too awesome for a woman who was raised to remain dependent upon others in a state of social embeddedness. Hoffman (1972) cites research which shows that while men have a high rate of yielding on Asch-type

experiments, the rate of yielding is even higher for women.

Today, the women's movement aims to change societal institutions to allow for greater opportunities for women. But the results of the present study lend further support to Horner's (1972) contention that bright, educated middle class women have internalized a set of sex role standards incompatible with achievement. The writer believes that if the women's movement is not to become just another lobby (in this case a lobby for a select group of professional women), then a re-education of adult women as well as changes in the process of socializing children are needed. A start in this direction is being made in consciousness raising groups in which women examine the direction their lives are taking. Still another sign of change comes from changing patterns of childhood play; in early childhood both boys and girls are now often given dolls and in middle childhood both boys and girls now play together in Little League. Toys like the Visible Woman teach girls about their anatomy as well as train spatial skills. Children's literature is beginning to portray women in a variety of adult roles and children themselves now see new role models such as policewomen.

The writer does not now believe that the awakening of cognitive processes in women will automatically lead to the integrated type of functioning originally proposed. Just as men who are beginning to question male power roles sometimes dissociate themselves from these roles by dropping

out of the establishment, so some women, in the pursuit of achievement, may dissociate themselves from expressive roles. Block (1973) cites Keniston who in 1971 found that some "liberated" young women had difficulty in expressive roles. But just as some men have been able to utilize affect and intuition in the creative process (Jackson and Messick, 1967), some women also show an ability to integrate expressive and instrumental capacities. While such integrated men may work best on solitary creative products, an integrated woman may work best in the social sphere: On matters of state (i.e., Indira Gandhi, Golda Meir), commenting on the human condition (Hannah Arendt, Margaret Mead) or directly helping people (Frieda Fromm-Reichman, Karen Horney). The problem, however, is far more complex than had been originally contemplated.

Suggestions for Further Research

The subjects in the present study were all white women from a narrow age and socio-economic range. The average educational level was high (some college); only one woman had not completed high school, and, while several women had post college training, nobody in the sample held a Ph.D. degree. The writer believes that by studying women from different races, socioeconomic levels, age groups and educational backgrounds, still other points of view about womanhood would be uncovered. It would be of particular interest to conduct a longitudinal study and

follow changes in conceptions of womanhood throughout a woman's life cycle with particular emphasis on changing social conditions and major decisions affecting a woman's life style (such as the decision to marry or to remain single).

If in future research, essentially the same methodology was retained, to clarify women's attitudes towards the use of cognitive skills, the writer suggests adding stimulus words indicative of a cognitive approach; words such as intelligent, rational or objective. To further help clarify affective qualities associated with each point of view, the writer suggests adding stimulus words such as happy or fulfilled. The writer further suggests that an auxiliary battery of tests might contain tests purporting to assess cognitive factors of reasoning ability and problem solving across a variety of tasks.

The writer also proposes administering a similar task to men to assess both the supposed role complementarily between the sexes as well as the various conceptions of masculinity.

Summary and Conclusions

Ninety-three women between the ages of 25 and 35 volunteered to participate in the study. The women were shown 17 stimulus words half of which implied expressive functioning (feminine, womanly, kind, quiet, understanding, open to feelings, loving, tactful, intuitive), and half of

which implied instrumental functioning (feminist, strong, active, self-confident, logical, independent, assertive, ambitious). The subjects were asked to rate the stimulus words for social desirability, personal desirability and personal applicability. In addition each trait word was paired with every other trait (e.g., quiet - tactful; assertive - ambitious; quiet - ambitious) and the women were asked to rate the members of the pair on a ten point scale of compatibility. After the ratings were completed the women were given a battery of tests purporting to assess the following dimensions: field-dependence, field-independence; spontaneous flexibility; internal-external locus of control, neuroticism, introversion-extroversion, preference for complexity, categorizing preference and verbal ability. Background information was asked on: age, marital status, educational level, occupation, employment status, participation in community activities, birth order, country of birth.

The 17 trait words rated for social desirability, personal desirability and personal applicability were factor analyzed by the principal components method. Nine factors (labelled 10-19) were retained: Factor 10--Social Desirability of the Instrumental Traits, Factor 11--Personal Applicability of the Instrumental Traits Excluding Feminist, Factor 12--Social Desirability of Expressive Traits Excluding Quiet, Factor 13--Personal Desirability of Extremes of Outgoing Activity and Quietness, Factor 14--Personal

Desirability and Applicability of "Marker" Expressive Traits, Factor 15--Personal Applicability of Traits Implying Supportiveness, Factor 16--Personal Desirability of Traits Implying Sympathetic Understanding, Factor 17--Valuation of Feminism, Factor 18--Valuation of Traits Implying Being Reserved, Factor 19--Valuation of Traits Implying Protectiveness. A second order principal components factor analysis was done on the matrix of intercorrelations amongst the first order factors. Four factors (labelled 20-23) were retained: Factor 20--Tendency Towards Accepting the Stimulus Words as Personally and Socially Desirable, Factor 21--Personal Desirability and Personal Applicability of Instrumental Traits, Factor 22--Tendency Towards Stimulus Acceptance and Social Valuation of the Instrumental Traits.

The results of a second type of factor analytic solution bearing upon the issue of response sets was also reported: A principal axes factor analysis on the original matrix of intercorrelations of the stimulus words rated for social desirability, personal desirability and personal applicability. Four factors (labelled 30-33) were retained. Factor 30--Personal Desirability and Personal Applicability of Instrumental Traits, Factor 31--Social Desirability and Personal Desirability of Expressive Traits, Factor 32--Social Desirability of Instrumental Traits, Factor 33--Stimulus Acceptance. For the instrumental traits (which on the average are on the border of positive social desirability and have larger variability) the personal appli-

cability ratings fall on the same factor as the personal desirability ratings and are independent of the social desirability ratings. These results replicate the findings of Rosen (1956) and Orvik (1972). For the expressive traits however (which are **extremely** socially desirable and show small variability), the personal applicability ratings are independent of the social desirability and personal desirability ratings (these latter two sets of ratings fall on the same separate factor). Moreover, these highly socially desirable expressive traits seem to "pull in" the most highly socially desirable instrumental traits into a general stimulus acceptance factor.

The trait words taken in pairs were analyzed by a modification of the Tucker-Messick Individual Differences Model of Multidimensional Scaling. Seven points of view were retained. The projection of each woman onto the point of view space was taken as a score and this score was a) projected onto the factor space of the three sets of factors and b) correlated with all the auxiliary variables.

Of the seven points of view, three saw womanhood in expressive terms: The Reserved Point of View defined the social role of women as being quiet and non-assertive. The Receptive Point of View presented an idealized image of womanhood, what Lifton has called "woman as knower": a woman who, through intuition, understands others. The Empathic Point of View, a more personal view, stressed womanhood as supportive of others and understanding of her

own feelings. Two points of view tended to reject the expressive-instrumental categories as not being personally applicable: The Activities Oriented Point of View which saw womanhood as being active and the Willful Point of View which saw being concerned with oneself as incompatible with being supportive of others and rejected the latter. Two points of view endorsed feminism: The Boisterous Point of View which saw feminist as being vocal and independent and Unification thru Feminism which saw feminism as a unifying concept, which, through the use of intuition would bring about an integration of a range of expressive and instrumental traits.

The writer had originally hypothesized that the trait words feminine and feminist would be descriptive markers for a bipolar dimension of an expressive point of view. The trait word feminine was chosen to define a pole of the Receptive Point of View and was in the nucleus of traits centering about a pole for the Reserved and the Empathic Points of View. However the trait word feminist was not a focal point for the instrumental traits. In both the Reserved and the Receptive Points of View the instrumental traits tended not to cluster in general and in all three points of view the trait word feminist was peripheral to the instrumental traits. This suggests that the subjects' negative reaction to feminism and/or lack of information about feminism colored their point of view; feminism was seen as something apart from and incompatible with the

remainder of the instrumental traits.

The writer had also hypothesized that a second point of view would cut across expressive and instrumental boundaries and see womanhood as a unified construct. The writer had hypothesized that such an integrated point of view would be associated with a more cognitive and abstract approach to life. Unification thru Feminism indeed reflected an integrated approach to womanhood; however this integration was to come about through intuition and the trait word logical was specifically seen as incompatible with intuition. Unification thru Feminism appeared to be associated more with wishful thinking than with reality planning and hence was not correlated with a variety of tests aimed at assessing complexity and internal locus of control.

Indeed all the emergent points of view removed the trait word logical from their domains of womanhood. This non-cognitive approach appeared to be reflected in a stylistic approach to the task: Where trait words were devalued (either socially or personally) they tended to be seen as incompatible with each other. That is, the ratings appeared to be made on a subjective basis and disliked trait words were not seen as possibly compatible with each other. It was as if all the disliked trait words were emotionally charged and hence repellent to all others.

The writer believes that the results of the present study coupled with the empirical literature on sex-role

development points to viewing cognitive skills as serving different functions within the personality structure of boys and girls. For a boy, cognitive skills tend to be employed in the service of mastery and achieving a degree of separation from his family; hence, for a boy, cognition may be conceptualized as a higher order integrating factor. For a girl, cognitive development tends to be associated with finding the correct answers for which she is reinforced with approval from others. The writer believes that for girls cognitive skills tend to remain peripheral to the core of personality thus insuring that the adult woman remains in an embedded social role where she protects others and is in turn protected by them.

The points of view found in the present study were generated by women of a certain age, educational socio-economic and cultural background. While it is an empirical question as to how far one can generalize to other populations of women, the portrayal of women on certain television programs, movies, and books seems to indicate a certain generality about the themes of womanhood found in this study.

Research was proposed to further clarify points of view about womanhood and to compare such points of view to men's ideas about maleness.

APPENDIX

Appendix A: Factor Analyses

Principal Components Factor Analysis

A matrix of intercorrelations amongst the 51 variables (ratings of the 17 stimulus words for social desirability, personal desirability and personal applicability) was obtained. This matrix was factor analyzed by the principal components method of factor analysis by placing unities in the diagonal and then rotated to an oblique solution by promax procedures. Using as a criterion the "break in the curve" of plotted latent roots, 10 factors with latent roots of 9.33, 7.21, 4.49, 3.35, 2.27, 1.86, 1.76, 1.60, 1.47, 1.39 were retained (see Table 15). These factors accounted for 68.08% of the total variance. Because the sample size did not warrant a factor analysis on all the variables used in the study the auxiliary variables, demographic variables and points of view were placed in Dwyer's extension. This procedure had the added advantage of not distorting the original factor space. Table 15 shows the factor loadings of the social desirability, personal desirability and personal applicability ratings of the stimulus words onto the 10 dimensional space. For all other variables significant correlations with the factors appear beneath the dashed line. In order to avoid negatively describing the factors (due to the direction of scoring), each factor was statistically reflected. The data from Table 15 have been arranged as separate factors, showing only loadings above .3, as follows:

Factor 10--Social Desirability of Instrumental Traits

Factor 10 accounts for 18.29% of the total variance. Table 16 shows that the social desirability ratings of all the traits designated as instrumental load on this factor. This factor then indicates a social valuation of the instrumental traits, traits which imply that a woman can be an active agent in interacting with her environment. Being separated or divorced correlates $-.30$ with this factor and spontaneous flexibility in pencil uses correlates $-.29$. Factor 10 correlates significantly with four of the seven points of view and is one of the factors that differentiates expressive points of view from non-expressive points of view.

Factor 11--Personal Applicability of Instrumental Traits

Excluding Feminist. Factor 11 accounts for 14.14% of the total variance. Table 17 shows that the personal applicability of the instrumental traits minus the trait word feminist load highly on this factor. This factor then is a factor of personal applicability of instrumental traits excluding the trait word feminist. There are no significant factor loadings for the point of view scores on this factor; however the factor loadings for the auxiliary variables point to a stable (neuroticism= $-.32$), extroverted (extroversion= $.38$), tidy (object sorting miscellaneous= $-.26$) life style along with the belief that one's personal life is under internal control (Mirels Factor 1= $-.26$). Loading onto this factor is the tendency to be

first born (First Born=.26) and the tendency to have at least graduated from High School (.26).

Factor 12--Social Desirability of Expressive Traits

Excluding Quiet. Factor 12 accounts for 8.80% of the total variance. Table 18 shows that the social desirability ratings of all the expressive traits but quiet load highly on this factor making it a factor of social desirability of the expressive traits. A high score on this factor is associated with the tendency to be working (Working=.29) and to have an occupation (Occupation=.24). This factor is positively associated with Points of View 1 (Reserved=.25) and 3 (Empathic=.23) and negatively associated with Point of View 6 (Boisterous=-.24).

Factor 13--Personal Desirability of Extremes of Outgoing Activity and Quietness.

Factor 13 accounts for 6.59% of the total variance. Table 19 shows that the personal desirability of traits implying outgoing activity (ambitious=.82; assertive=.64; active=.52; independent=.51) and the social desirability of quiet (.73) as well as the personal desirability of quiet (.39) load highly on this factor. The factor then places greater personal valuation on extremes of activity and quietness. No auxiliary variables nor points of view load on this factor.

Factor 14--Personal Desirability and Applicability of

"Marker" Expressive Traits. Factor 14 accounts for 4.38% of the total variance. Table 20 shows that the personal desirability and applicability of the two "marker" terms

for the expressive traits (feminine and womanly) as well as the traits most closely associated with femininity (intuitive, loving) load highly on this factor. This factor then shows personal valuation of the "marker" expressive traits. The factor is associated with internal locus of control (total Rotter=-.27; Mirels Factor 1=-.27), lack of spontaneous flexibility for pencil uses (-.24) and the tendency not to be working (-.27) and not to be a High School Graduate (-.25). No points of view load onto this factor.

Factor 15--Personal Applicability of Traits Implying Supportiveness. Factor 15 accounts for 3.66% of the total variance. Table 21 shows the personal applicability of traits implying supportiveness (tactful=.77; open to feelings=.72; kind=.66; understanding=.64; loving=.49) as well as the personal applicability of active (.43) and the social desirability of active (.41) load highly on this factor. This then is a factor of personal applicability of traits implying supportiveness. This factor is positively associated with the tendency to be separated or divorced (.23). The factor is positively associated with Point of View 3 (Empathic=.37) and negatively associated with Point of View 5 (Willful=-.22).

Factor 16--Personal Desirability of Traits Implying Sympathetic Understanding. Factor 16 accounts for 3.45% of the total variance. Table 22 shows that the personal desirability of traits implying sympathetic understanding

(understanding=.86; loving=.67; kind=.63; tactful=.57; open to feelings=.43) load highly on this factor. This factor then is one of personal desirability of traits implying sympathetic understanding. No auxiliary variables load onto this factor.

Factor 17--Valuation of Feminism. Factor 17 accounts for 3.15% of the total variance. Table 23 shows this factor to be a valuation of the trait word feminist since all three ratings of the term load highly onto this factor (personal applicability feminist=.83; personal desirability feminist=.81 and social desirability feminist=.35). This factor is not associated with any personality or demographic variables but is important in distinguishing expressive points of view (Point of View 1 - Reserved=-.29; Point of View 2 - Receptive=-.27) from non-traditional points of view (Point of View 6 - Boisterous=.34; Point of View 7 - Unification thru Feminism=.32).

Factor 18--Valuation of Traits Implying Being Reserved.

Factor 18 accounts for 2.88% of the total variance. Table 24 shows that the personal applicability of quiet (.84), tactful (.53), assertive (-.40) and the social desirability of intuitive (.48) and the personal desirability of quiet (.43) and intuitive (.41) load highly on this factor. The factor then is a valuation of traits implying being reserved. The factor is associated with introversion (Extroversion=-.42) and with the tendency to see one's personal world under external control (Mirels Factor 1=.26). Point of View

1 - Reserved loads .25 on this factor.

Factor 19--Valuation of Traits Implying Protectiveness.

Factor 19 accounts for 2.74% of the total variance. Table 25 shows that the personal desirability of quiet (.70), self-confident (-.45) and kind (.43) as well as the social desirability of loving (.63) load onto this factor. This factor then is one of valuing traits implying protectiveness. It is associated with external locus of control (Rotter=.22; Mirels Factor 1=.25), the tendency not to sort objects into many miscellaneous categories (-.24) and to have graduated from High School (.24). It is positively associated with Points of View 1 (Reserved=.26) and 2 (Receptive=.27) and negatively associated with Points of View 7 (Unification thru Feminism=-.31) and 6 (Boisterous=-.24).

TABLE 15

Principal Components Factor Loadings of Social Desirability,
 Personal Desirability and Personal Applicability of Stimulus
 Ratings with Auxiliary Variables in Extension

Variable	Factor									
	10	11	12	13	14	15	16	17	18	19
SD feminist	.74	-.13	-.11	-.11	.22	-.10	-.16	.35	.05	-.14
SD self-confident	.82	-.13	.11	.07	.11	-.05	-.05	-.08	-.04	-.10
SD open to feelings	.26	-.03	.79	-.26	-.25	.05	-.07	-.02	.33	.10
SD strong	.78	-.04	.08	-.09	.10	-.04	-.03	.06	.23	-.10
SD tactful	.09	.20	.59	.08	-.15	.02	-.09	.05	.10	.18
SD active	.53	.04	-.11	.28	-.18	.41	.17	-.01	-.04	-.18
SD loving	-.19	.25	.43	-.06	-.17	-.10	.04	.02	.28	.63
SD womanly	-.11	-.09	.84	.07	.04	.17	-.05	-.07	-.10	.08
SD kind	-.07	-.10	.69	-.03	-.05	.14	.17	-.04	-.05	.27
SD assertive	.88	.04	.11	-.12	-.10	-.01	.01	-.04	.04	.10
SD logical	.83	.16	-.14	.04	.01	-.08	.18	-.17	-.01	.01
SD understanding	.20	.00	.73	-.08	.09	.09	.00	.17	-.10	.12
SD ambitious	.84	.11	-.08	.12	-.04	.16	.04	-.23	.00	.01
SD independent	.88	.12	.08	-.01	.00	.03	-.08	-.07	.19	.08
SD intuitive	.16	-.14	.50	.01	.02	.02	-.03	.12	.48	.03
SD feminine	-.20	-.15	.68	.15	.23	.20	-.12	-.01	-.11	.02
SD quiet	-.29	-.10	-.07	.73	.13	-.02	-.12	-.14	.07	.25
PD feminist	-.14	.08	.00	.13	.03	-.07	.04	.81	.13	.09
PD self-confident	-.11	.24	.15	.12	.08	-.20	.23	.03	-.04	-.45
PD open to feelings	-.06	-.03	.43	-.13	-.07	.05	.43	.10	-.06	-.29
PD strong	-.06	.16	.25	.25	.00	-.12	.20	.15	.14	-.15

TABLE 15--Continued

Variable	Factor									
	10	11	12	13	14	15	16	17	18	19
PD tactful	-.10	.19	.24	-.05	-.01	-.14	.57	-.19	-.02	-.07
PD active	-.08	-.13	-.10	.52	.04	.10	.33	.33	-.17	-.05
PD loving	-.03	-.18	.20	-.01	.13	.17	.67	.01	-.27	.05
PD womanly	.12	-.09	.13	.13	.65	-.05	.19	-.16	-.17	.14
PD kind	.11	.07	-.03	.01	.03	-.06	.63	-.11	-.16	.43
PD assertive	.08	.09	.06	.64	-.07	-.16	.02	.21	-.02	.13
PD logical	.06	.28	-.05	.27	-.07	-.01	.24	.16	.22	.24
PD understanding	.01	-.14	-.08	.01	-.03	.18	.86	.01	.15	-.07
PD ambitious	.23	.16	-.02	.82	-.09	.00	-.01	-.17	-.09	-.07
PD independent	-.02	.17	.09	.51	-.02	-.14	.01	.29	.21	.11
PD intuitive	.01	.04	.10	.21	.48	.15	.03	-.13	.41	-.03
PD feminine	.22	-.21	.15	.06	.70	-.03	.14	-.09	-.09	-.07
PD quiet	.04	-.14	.00	.39	.09	.18	.05	.13	.43	.70
PA feminist	-.11	.24	.09	-.11	.02	-.04	-.13	.83	-.04	.00
PA self-confident	.01	.77	.03	.13	.11	.12	-.13	.04	-.16	-.01
PA open to feelings	.08	.12	.33	.04	-.02	.72	.00	.04	.08	-.05
PA strong	.01	.80	-.17	-.16	.08	.17	.13	.11	-.09	-.20
PA tactful	-.24	.16	.10	.07	.05	.77	-.06	-.19	.53	-.09
PA active	.03	.40	.13	.25	-.04	.43	-.27	-.03	-.23	-.24
PA loving	.06	-.12	.06	-.23	.33	.49	.06	.14	-.04	.09
PA womanly	-.03	.22	-.05	-.03	.80	.23	-.17	.19	-.02	.05
PA kind	.05	.19	.09	-.13	.21	.66	.07	-.09	.12	.14
PA assertive	.19	.89	-.05	.00	.17	-.18	-.08	.11	-.40	.17
PA logical	.00	.67	-.14	-.25	-.04	.30	.17	.21	.06	.09
PA understanding	-.01	.11	-.06	-.19	.12	.64	.39	-.06	.16	.15
PA ambitious	.05	.80	-.03	.26	.00	.01	-.22	-.02	-.25	.06

TABLE 15--Continued

Variable	Factor									
	10	11	12	13	14	15	16	17	18	19
PA independent	-.06	.86	.02	.05	-.17	.14	.02	-.02	.03	.12
PA intuitive	-.07	.41	-.04	-.24	.59	.02	-.03	-.15	.22	-.16
PA feminine	-.02	.02	-.07	-.04	.76	.21	-.01	.11	.05	-.11
PA quiet	.15	-.36	-.12	-.04	-.09	.25	.00	.06	.84	.04
HF Error	-.01	-.09	-.07	.08	.05	.09	-.01	-.06	.03	-.12
HF Score	.01	.03	.04	-.04	-.19	.09	.05	.01	-.07	.11
Brick	-.11	.00	.09	.00	-.14	-.13	-.05	.13	-.05	-.14
Pencil	-.29**	.04	-.02	.05	-.24*	-.10	.11	.12	.09	-.07
Rotter	-.19	-.16	-.12	.19	-.27**	-.02	.04	-.18	.19	.22*
Mirels 1	-.16	-.26*	-.04	.19	-.27**	-.04	-.03	-.07	.26*	.25*
Mirels 2	.02	-.08	-.09	.13	-.19	-.12	.07	-.19	.04	.00
Neuroticism	.19	-.32**	-.10	.13	-.03	-.17	.08	-.04	.11	-.14
Extroversion	.11	.38**	.11	.01	-.01	.00	-.18	.00	-.42**	.05
Figure Choices	-.15	-.06	.00	.06	-.15	.02	.09	-.05	.06	-.18
Sort Categories	.13	-.04	-.06	.09	-.08	-.12	-.01	-.16	-.11	.18
Sort Misc	.09	-.26*	-.12	-.04	-.08	-.05	.13	-.09	.06	-.24*
Vocabulary	-.17	.09	.15	.05	.00	-.18	-.16	.02	.11	.16
Age	.11	.11	-.12	.03	.19	.05	-.13	.03	-.04	-.16
Married	.18	.02	-.19	.09	.19	-.08	-.12	.03	-.19	-.18
Separated/Divorced	-.30**	.03	.18	-.09	-.09	.23*	.05	.14	-.03	-.01
Children	.01	.13	-.13	-.02	.16	-.03	.01	.05	-.19	.01
College	-.04	.14	.15	.10	-.18	-.07	-.11	-.06	.01	-.02
High School	.00	.26**	.12	-.02	-.24*	-.10	.02	.03	-.19	.24*
Occupation	-.12	.02	.24*	.01	-.12	.01	.00	-.06	.13	-.06
Working	-.03	-.03	.29**	-.09	-.27**	.11	.04	-.06	.04	-.06

TABLE 15--Continued

Variable	Factor									
	10	11	12	13	14	15	16	17	18	19
Community Activities	.06	.10	.03	-.05	-.16	.01	.15	.05	-.10	.02
First Born	-.08	.26**	-.19	-.04	-.11	-.15	.02	.02	.01	.15
US Born	.06	.01	.19	-.09	-.04	.02	-.06	-.12	.04	-.03
point of view 1	.04	-.11	.25*	-.19	.00	.18	.01	-.29**	.25*	.26**
point of view 2	-.32**	.03	.00	.17	-.10	.10	-.04	-.27**	-.07	.27**
point of view 3	-.14	-.07	.23*	-.09	-.02	.37**	.13	-.02	.17	.14
point of view 4	.36**	-.08	.03	.19	-.08	-.08	-.11	-.07	-.01	.08
point of view 5	.25*	.12	.00	.09	-.01	-.22*	-.12	-.09	.19	.03
point of view 6	.26**	.01	-.24*	.01	.17	-.15	.01	.34**	-.01	-.24*
point of view 7	-.15	.09	-.14	-.06	.19	-.08	.11	.32**	-.08	-.31**
Latent Root	9.33	7.21	4.49	3.35	2.27	1.86	1.76	1.60	1.47	1.39
% Total Variance	18.29	14.14	8.80	6.59	4.38	3.66	3.45	3.15	2.88	2.74

** p < .01

* p < .05

TABLE 16

Factor 10--Social Desirability
of Instrumental Traits

Variable	Factor Loadings
Social Desirability assertive	.88
Social Desirability independent	.87
Social Desirability ambitious	.84
Social Desirability logical	.83
Social Desirability self-confident	.82
Social Desirability strong	.78
Social Desirability feminist	.74
Social Desirability active	.53
Separated/Divorced ^a	-.30**
Pencil Uses ^b	-.29**
Point of View 4 - Activities Oriented	.36**
Point of View 2 - Receptive	-.32**
Point of View 6 - Boisterous	.26*
Point of View 5 - Willful	.25*

** $p < .01$

* $p < .05$

^a for Separated/Divorced $\bar{X} = .15$ S.D. = .44

^b for Pencil Uses $\bar{X} = 6.45$ S.D. = 4.21

TABLE 17

Factor 11--Personal Applicability of Instrumental
Traits Excluding Feminist

Variable	Factor Loadings
Personal Applicability assertive	.89
Personal Applicability independent	.86
Personal Applicability ambitious	.80
Personal Applicability strong	.80
Personal Applicability self-confident	.77
Personal Applicability logical	.67
Personal Applicability intuitive	.41
Personal Applicability active	.40
Personal Applicability quiet	-.36
Extroversion ^a	.38**
Neuroticism ^b	-.32**
High School Graduate ^c	.26*
Mirels Factor 1 ^d	-.26**
Object Sorting Miscellaneous ^e	-.26**
First Born ^f	.26**

** $p < .01$ * $p < .05$

^a for Extroversion $\bar{X}=3.95$ S.D.=1.53

^b for Neuroticism $\bar{X}=3.75$ S.D.=1.71

^c for High School Graduate $\bar{X}= .96$ S.D.= .25

^d for Mirels Factor 1 $\bar{X}=5.13$ S.D.=2.68

^e for Obj. Sort. Misc. $\bar{X}=2.50$ S.D.=2.50

^f for First Born $\bar{X}= .60$ S.D.= .49

TABLE 18

Factor 12--Social Desirability of Expressive
Traits Excluding Quiet

Variables	Factor Loadings
Social Desirability womanly	.84
Social Desirability open to feelings	.79
Social Desirability understanding	.73
Social Desirability kind	.69
Social Desirability feminine	.68
Social Desirability tactful	.59
Social Desirability intuitive	.50
Personal Desirability open to feelings	.43
Social Desirability loving	.43
Personal Applicability open to feelings	.33
Working ^a	.29**
Occupation ^b	.24*
Point of View 1 - Reserved	.25*
Point of View 6 - Boisterous	-.24*
Point of View 3 - Empathic	.23*

** $p < .01$

* $p < .05$

^a for Working $\bar{X} = .37$ S.D. = .49

^b for Occupation $\bar{X} = .47$ S.D. = .50

TABLE 19

Factor 13--Personal Desirability of Extremes
of Outgoing Activity or Quietness

Variable	Factor Loadings
Personal Desirability ambitious	.82
Social Desirability quiet	.73
Personal Desirability assertive	.64
Personal Desirability active	.52
Personal Desirability independent	.51
Personal Desirability quiet	.39

TABLE 20

Factor 14--Personal Desirability and Applicability
of "Marker" Expressive Traits

Variable	Factor Loadings
Personal Applicability womanly	.80
Personal Applicability feminine	.76
Personal Desirability feminine	.70
Personal Desirability womanly	.65
Personal Applicability intuitive	.59
Personal Desirability intuitive	.48
Personal Applicability loving	.33
Working ^a	-.27**
Mirels Factor 1 ^b	-.27**
Rotter Locus of Control ^c	-.27**
High School Graduate ^d	-.25*
Pencil Uses ^e	-.24*

** $p < .01$

* $p < .05$

a for Working $\bar{X} = .37$ S.D.=0.49

b for Mirels Factor 1 $\bar{X} = 5.13$ S.D.=2.68

c for Rotter Locus of Control $\bar{X} = 11.09$ S.D.=4.06

d for High School Graduate $\bar{X} = .96$ S.D.=0.25

e for Pencil Uses $\bar{X} = 6.45$ S.D.=4.21

TABLE 21

Factor 15--Personal Applicability of Traits
 Implying Supportiveness

Variable	Factor Loadings
Personal Applicability tactful	.77
Personal Applicability open to feelings	.72
Personal Applicability kind	.66
Personal Applicability understanding	.64
Personal Applicability loving	.49
Personal Applicability active	.43
Social Desirability active	.41
-----	-----
Separated/Divorced ^a	.23*
-----	-----
Point of View 3 - Empathic	.37**
Point of View 5 - Willful	-.22*

** $p < .01$

* $p < .05$

^a for Separated/Divorced $\bar{X}=0.15$ S.D.=0.44

TABLE 22

Factor 16--Personal Desirability of Traits
Implying Sympathetic Understanding

Variable	Factor Loadings
Personal Desirability understanding	.86
Personal Desirability loving	.67
Personal Desirability kind	.63
Personal Desirability tactful	.57
Personal Desirability open to feelings	.43
Personal Applicability understanding	.39
Personal Desirability active	.33

TABLE 23

Factor 17--Valuation of Feminism

Variable	Factor Loadings
Personal Applicability feminism	.83
Personal Desirability feminism	.81
Social Desirability feminism	.35
Personal Desirability active	.33
<hr style="border-top: 1px dashed black;"/>	
Point of View 6 - Boisterous	.34**
Point of View 7 - Unification thru Feminism	.32**
Point of View 1 - Reserved	-.29**
Point of View 2 - Receptive	-.27**

** $p < .01$

TABLE 24

Factor 18--Valuation of Traits Implying
Being Reserved

Variable	Factor Loading
Personal Applicability quiet	.84
Personal Applicability tactful	.53
Social Desirability intuitive	.48
Personal Desirability quiet	.43
Personal Desirability intuitive	.41
Personal Applicability assertive	-.40
Social Desirability open to feelings	.33
Extroversion ^a	-.42**
Mirels Factor 1 ^b	.26*
Point of View 1 - Reserved	.25*

** $p \leq .01$
* $p \leq .05$

a for Extroversion $\bar{X}=3.95$ S.D.=1.53

b for Mirels Factor 1 $\bar{X}=5.13$ S.D.=2.68

TABLE 25

Factor 19--Valuation of Traits Implying
Protectiveness

Variable	Factor Loadings
Personal Desirability quiet	.70
Social Desirability loving	.63
Personal Desirability self-confident	-.45
Personal Desirability kind	.43
<hr style="border-top: 1px dashed black;"/>	
Mirels Factor 1 ^a	.25*
Object Sorting Miscellaneous ^b	-.24*
High School Graduate ^c	.24*
Rotter Locus of Control ^d	.22*
<hr style="border-top: 1px dashed black;"/>	
Point of View 7 - Unification thru Feminism	-.31**
Point of View 2 - Receptive	.27**
Point of View 1 - Reserved	.26*
Point of View 6 - Boisterous	-.24*

** $p < .01$ * $p < .05$

^a for Mirels Factor 1 $\bar{X} = 5.13$ S.D.=2.68

^b for Object Sorting Miscellaneous $\bar{X} = 2.50$ S.D.=2.50

^c for High School Graduate $\bar{X} = .96$ S.D.= .25

^d for Rotter Locus of Control $\bar{X} = 11.09$ S.D.=4.06

Second Order Principal Components Factor Analysis

A matrix of intercorrelations among the ten primary factors was arranged. Unities were placed in the diagonals and the matrix was factor analyzed by the principal components method of factor analysis and rotated by promax procedures. By the "break in the curve" criterion three factors with latent roots of 2.49, 1.73, and 1.23 accounting for 54.51% of the total variance were retained. A Schmid-Leiman (1957) Hierarchical Transformation placed the original 51 stimuli (17 stimulus words rated three times for a) social desirability b) personal applicability) into the second order factor space. Table 25 shows the factor loadings above .3 of the original stimulus words onto the three second order factors. Significant correlations with the factors appear beneath the dashed line. The data from Table 26 have been arranged as separate factors, showing only loadings above .3, as follows:

Factor 20--Tendency Towards Accepting the Stimulus Words as Personally and Socially Desirable. Factor 20 accounts for 24.49% of the total variance. Table 27 shows that the personal desirability ratings of eight of the original 17 stimulus words load above .5 on this factor (personal desirability: intuitive=.74; tactful=.66; womanly=.66; feminine=.61; logical=.58; understanding=.55, kind=.53; strong=.51). The personal desirability ratings of five more stimulus words load .3 to .5 on this factor (loving=.48; quiet=.43; open to feelings=.43; self-confident=.40; independent=.39).

The social desirability ratings of ten of the stimulus words (social desirability: intuitive=.57; understanding=.54; kind=.52; tactful=.52; open to feelings=.49; womanly=.49; feminine=.41; independent=.32; logical=.31; strong=.30) also load onto this factor. The loadings of the personal desirability ratings are on the average higher than the loadings of the social desirability ratings. The expressive traits are more clearly valued than the instrumental traits since all the personal desirability ratings of the expressive traits load onto this factor and only loving and quiet are absent from the social desirability group of ratings. Among the instrumental traits independent, logical and strong are both personally and socially valued. This factor then tends towards diminished personal and social valuation of the stimulus words. No auxiliary variables nor points of view load onto this factor.

Factor 21--Personal Desirability and Personal Applicability of Instrumental Traits. Factor 21 accounts for 17.34% of the total variance. Table 28 shows that the personal applicability ratings of all the instrumental traits load onto this factor (personal applicability: feminist=.74; strong=.58; active=.58; ambitious=.55; self-confident=.55; independent=.46; assertive=.44; logical=.36). Among the personal desirability ratings logical is the only instrumental trait not to load onto this factor (personal desirability: feminist=.68; active=.52; self-confident=.51; independent=.50; assertive=.45; strong=.44; ambitious=.44).

There are also smaller factor loadings for the personal desirability of kind (-.35) and the social desirability of active (.30). This factor then sees the instrumental traits as personally desirable and personally applicable. There is a small but statistically significant tendency for this factor to be associated with internal locus of control (Rotter Locus of Control=-.24; Mirels Factor 1=-.21) as well as the tendency to sort objects into few categories (Object Sorting Categories=-.22). Point of View 1 tends not to endorse this factor (Reserved=-.48) while Points of View 6 and 7 load positively onto this factor (Boisterous=.33; Unification thru Feminism=.40). The Reserved Point of View then personally devalues the instrumental traits while both the Boisterous and Unification thru Feminism Points of View personally value the instrumental traits.

Factor 22--Tendency Towards Stimulus Acceptance and Social Valuation of the Instrumental Traits. Factor 22 accounts for 12.28% of the total variance. The social desirability ratings of all the instrumental traits load onto this factor (see Table 29) (social desirability: ambitious=.60; active=.58; feminist=.57; assertive=.54; independent=.51; self-confident=.50; logical=.48; strong=.44). This factor then socially values the instrumental traits. At the same time this factor is associated with personal applicability of a host of qualities (loving=.68; kind=.63; understanding=.59; womanly=.59; open to feelings=.55; feminine=.48;

logical=.34; active=.32). Moreover the traits feminine, loving and womanly are seen as personally desirable (personal desirability: feminine=.40; loving=.33; womanly=.33).

Associated with this factor is the tendency towards decreased verbal skills (Vocabulary=-.27), lower educational level (College=-.20) and not possessing an occupation (Occupation=-.20). This factor is negatively associated with both measures of spontaneous flexibility used in this study (Pencil Uses=-.33; Brick Uses=-.20). This factor is also associated with all measures of internal control used in this study (Rotter Locus of Control=-.30; Mirels Factor 1=-.32; Mirels Factor 2=-.20). No points of view are associated with this factor.

TABLE 26

Second Order Principal Components Factor Loadings
of Original Stimulus Words With Auxiliary
Variables in Extension

Variable	Factor		
	20	21	22
SD feminist	.00	.13	.57
SD self-confident	.23	-.11	.50
SD open to feelings	.49	-.18	-.06
SD strong	.30	-.06	.44
SD tactful	.52	.23	-.05
SD active	-.01	.30	.58
SD loving	.26	-.22	-.11
SD womanly	.49	.00	-.01
SD kind	.52	-.19	.03
SD assertive	.21	-.20	.54
SD logical	.31	-.14	.48
SD understanding	.54	.08	.26
SD ambitious	.17	-.12	.60
SD independent	.32	-.13	.51
SD intuitive	.57	-.01	-.07
SD feminine	.41	.07	.05
SD quiet	.15	.06	-.29
PD feminist	.10	.68	.03
PD self-confident	.40	.51	-.26
PD open to feelings	.43	.25	-.02
PD strong	.51	.44	-.23
PD tactful	.66	-.01	-.21
PD active	.13	.52	.15
PD loving	.48	-.08	.33
PD womanly	.66	-.27	.33
PD kind	.53	-.35	.20
PD assertive	.27	.45	-.12
PD logical	.58	.23	.02
PD understanding	.55	-.03	.18
PD ambitious	.21	.44	-.02
PD independent	.39	.50	-.20
PD intuitive	.74	-.05	-.15
PD feminine	.61	-.19	.40
PD quiet	.43	-.27	.15
PA feminist	-.06	.74	.13
PA self-confident	.24	.55	.19
PA open to feelings	.18	.27	.55

TABLE 26--Continued

Variable	Factor		
	20	21	22
PA strong	.19	.58	.27
PA tactful	.21	.12	.21
PA active	-.14	.58	.32
PA loving	.08	-.11	.68
PA womanly	.38	.17	.59
PA kind	.26	-.09	.63
PA assertive	.27	.44	.25
PA logical	.17	.36	.34
PA understanding	.28	-.15	.59
PA ambitious	.09	.55	.08
PA independent	.27	.46	.00
PA intuitive	.52	.01	.11
PA feminine	.39	.07	.48
PA quiet	.10	-.26	.00
HF Error	-.05	.02	.03
HF Score	-.09	-.03	.04
Brick	-.11	.19	-.20*
Pencils	-.07	.19	-.33**
Rotter	-.11	-.24*	-.30**
Mirels 1	-.10	-.21*	-.32**
Mirels 2	-.05	-.13	-.20*
Neuroticism	.00	-.08	-.08
Extroversion	-.09	.18	.18
Figure Choices	-.06	.09	-.19
Sort Categories	-.05	-.22*	-.03
Sort Misc	-.11	-.08	-.05
Vocabulary	.10	-.02	-.27**
Age	-.04	.16	.17
Married	-.17	.14	.19
Separated/Divorced	-.05	.16	-.02
Children	-.02	-.07	.14
College	.00	.11	-.20*
High School	-.01	.03	-.06
Occupation	.12	.04	-.20*
Working	.00	.00	-.09
Community Activities	.00	.08	.05
First Born	-.05	.01	-.15
US Born	.05	-.08	-.10
point of view 1	.23	-.48**	.04

TABLE 26--Continued

Variable	Factor		
	20	21	22
point of view 2	-.08	-.19	-.19
point of view 3	.17	-.12	.14
point of view 4	.01	-.06	.09
point of view 5	.17	-.04	-.12
point of view 6	-.03	.33**	.19
point of view 7	.02	.40**	.03
Latent Root	2.49	1.73	1.23
% Total Variance	24.49	17.34	12.28

** $p < .01$

* $p < .05$

TABLE 27

Factor 20--Tendency Towards Accepting the Stimulus
Words as Personally and Socially Desirable

Variable	Factor Loadings
Personal Desirability intuitive	.74
Personal Desirability tactful	.66
Personal Desirability womanly	.66
Personal Desirability feminine	.61
Personal Desirability logical	.58
Social Desirability intuitive	.57
Personal Desirability understanding	.55
Social Desirability understanding	.54
Personal Desirability kind	.53
Social Desirability kind	.52
Social Desirability tactful	.52
Personal Applicability intuitive	.52
Personal Desirability strong	.51
Social Desirability open to feelings	.49
Social Desirability womanly	.49
Personal Desirability loving	.48
Personal Desirability quiet	.43
Personal Desirability open to feelings	.43
Social Desirability feminine	.41
Personal Desirability self-confident	.40

TABLE 27--Continued

Variable	Factor Loadings
Personal Desirability independent	.39
Personal Applicability feminine	.39
Personal Applicability womanly	.38
Social Desirability independent	.32
Social Desirability logical	.31
Social Desirability strong	.30

TABLE 28

Factor 21--Personal Desirability and Personal
Applicability of Instrumental Traits

Variable	Factor Loadings
Personal Applicability feminist	.74
Personal Desirability feminist	.68
Personal Applicability strong	.58
Personal Applicability active	.58
Personal Applicability ambitious	.55
Personal Applicability self-confident	.55
Personal Desirability active	.52
Personal Desirability self-confident	.51
Personal Desirability independent	.50
Personal Applicability independent	.46
Personal Desirability assertive	.45
Personal Desirability strong	.44
Personal Desirability ambitious	.44
Personal Applicability assertive	.44
Personal Applicability logical	.36
Personal Desirability kind	-.35
Social Desirability active	.30
Rotter Locus of Control ^a	-.24*
Object Sorting Categories ^b	-.22*
Mirels Factor 1 ^c	-.21*

TABLE 28--Continued

Variable	Factor Loadings
point of view 1 - Reserved	-.48**
point of view 7 - Unification thru Feminism	.40**
point of view 6 - Boisterous	.33**

** $p < .01$

* $p < .05$

a for Rotter Locus of Control $\bar{X}=11.09$ S.D.=4.06

b for Object Sorting Categories $\bar{X}= 8.01$ S.D.=2.49

c for Mirels Factor 1 $\bar{X}= 5.13$ S.D.=2.68

TABLE 29

Factor 22--Tendency Towards Stimulus Acceptance
and Social Valuation of the
Instrumental Traits

Variable	Factor Loadings
Personal Applicability loving	.68
Personal Applicability kind	.63
Social Desirability ambitious	.60
Personal Applicability womanly	.59
Personal Applicability understanding	.59
Social Desirability active	.58
Social Desirability feminist	.57
Personal Applicability open to feelings	.55
Social Desirability assertive	.54
Social Desirability independent	.51
Social Desirability self-confident	.50
Social Desirability logical	.48
Personal Applicability feminine	.48
Social Desirability strong	.44
Personal Desirability feminine	.40
Personal Applicability logical	.34
Personal Desirability loving	.33
Personal Desirability womanly	.33
Personal Applicability active	.32

TABLE 29--Continued

Variable	Factor Loadings
Pencil Uses ^a	-.33**
Mirels Factor 1 ^b	-.32**
Rotter Locus of Control ^c	-.30**
Vocabulary ^d	-.27**
Brick Uses ^e	-.20*
Mirels Factor 2 ^f	-.20*
College ^g	-.20*
Occupation ^h	-.20*

** $p < .01$ * $p < .05$

a for Pencil Uses	$\bar{X} = 6.45$	S.D. = 4.42
b for Mirels Factor 1	$\bar{X} = 5.13$	S.D. = 2.68
c for Rotter Locus of Control	$\bar{X} = 11.09$	S.D. = 4.06
d for Vocabulary	$\bar{X} = 12.76$	S.D. = 3.11
e for Brick Uses	$\bar{X} = 7.43$	S.D. = 4.15
f for Mirels Factor 2	$\bar{X} = 2.40$	S.D. = 1.38
g for College	$\bar{X} = 2.40$	S.D. = .90
h for Occupation	$\bar{X} = .47$	S.D. = .50

Principal Axes Factor Analysis

The 51 ratings of stimulus words for social desirability, personal desirability and personal applicability were intercorrelated and factor analyzed by the principal axes method of factor analysis with Tucker's adjusted highest off-diagonal element placed in the diagonal. Using the criterion of the "break in the curve" four factors with latent roots of 8.9, 6.8, 4.1, and 2.9 accounting for 78.41% of the common variance were retained. The factors were rotated by promax procedures. Since there were still several latent roots greater than one which might have been of interest it was decided to place unities in the diagonal and investigate the principal components solution. This factor analysis has already been reported. Since the principal axes solution is an alternate way of partitioning the variance it was decided to also report this factor analytic solution. Here too all auxiliary variables are placed in Dwyer's extension. Table 30 shows factor loadings above .3 on the social desirability, personal desirability and personal applicability ratings of the stimulus words onto the four dimensional space. Auxiliary variables which load significantly onto the factors appear beneath the dashed line. As in the principal components solution all factors have been statistically rotated. The data from Table 30 have been arranged as separate factors, showing loadings above .3, as follows:

Factor 30--Personal Desirability and Personal Applicability of Instrumental Traits. Factor 30 accounts for 30.75% of the common variance. Table 31 shows that the personal applicability and personal desirability of all the traits designated as instrumental load onto this factor making it one of personal desirability and personal applicability of the instrumental traits. This factor is positively associated with extroversion (.24), pencil uses (.22) and educational level (College=.22). This factor is negatively associated with Points of View 1 (Reserved=-.47) and 3 (Empathic=-.22) and is positively associated with Point of View 6 (Boisterous=.30) and 7 (Unification thru Feminism=.34).

Factor 31--Social Desirability and Personal Desirability of Expressive Traits. Factor 31 accounts for 23.55% of the common variance. Table 32 shows that the social desirability and personal desirability of all the traits designated as expressive load onto this factor. A high social and personal valuation of the expressive traits is associated with not being married (-.26). It is negatively associated with Point of View 6 (Boisterous=-.21) and positively associated with Points of View 1 (Reserved=.33) and 3 (Empathic=.30).

Factor 32--Social Desirability of Instrumental Traits.

Factor 32 accounts for 13.95% of the common variance. Table 33 shows that the social desirability ratings of all the instrumental traits load onto this factor. The tendency

to see the instrumental traits as socially desirable is associated with the tendency not to be separated or divorced (-.36), not to be spontaneously flexible on the pencil uses test (-.29) and extroversion (.22). This factor is negatively associated with Point of View 2 (Receptive=-.29) and positively associated with Points of View 5 (Willful=.29), 6 (Boisterous=.29) and 4 (Activities Oriented=.39).

Factor 33--Stimulus Acceptance. Factor 33 accounts for 10.16% of the common variance. Table 34 shows that the personal applicability of all the stimulus words designated as expressive load highly (above .50) on this factor. In addition the personal applicability of several of the instrumental traits have loadings greater than .30 on this factor (strong=.50; logical=.47; self-confident=.36; active=.34). This factor then is the tendency towards stimulus acceptance. The expressive traits are more clearly accepted than are the instrumental traits. This factor is associated with internal locus of control (Mirels Factor 1=-.31 and Mirels Factor 2=-.39), introversion (extroversion=-.30), lack of neuroticism (-.27), lack of spontaneous flexibility for pencil uses (-.20), the tendency to sort objects into few categories (-.20). This factor is negatively associated with Points of View 5 (Willful=-.20) and 4 (Activities Oriented=-.25).

This factor lends support to Bentler, Jackson and Messick's (1971) finding that there is a tendency towards

a blanket acceptance of trait terms when these items are presented singly.

TABLE 30

Principal Axes Factor Loadings of Social Desirability,
 Personal Desirability and Personal Applicability of
 Stimulus Ratings with Auxiliary Variables
 in Extension

Variable	Factor				h ²
	30	31	32	33	
SD feminist	.05	-.17	.69	.02	44
SD self-confident	-.05	.08	.74	-.04	54
SD open to feelings	-.05	.46	.11	.01	43
SD strong	.02	.06	.73	.03	60
SD tactful	.36	.39	.00	.06	49
SD active	.17	-.01	.49	.13	35
SD loving	-.01	.36	.20	-.06	24
SD womanly	.03	.64	-.26	.13	64
SD kind	-.10	.66	-.15	.07	41
SD assertive	-.09	.03	.84	-.02	71
SD logical	.05	.03	.84	-.04	72
SD understanding	.10	.59	.07	.15	81
SD ambitious	-.02	-.06	.85	.07	79
SD independent	.04	.02	.89	.03	85
SD intuitive	.12	.46	.13	-.03	44
SD feminine	.04	.55	-.23	.19	59
SD quiet	.23	.16	-.15	-.25	21
PD feminist	.63	.04	-.07	-.11	89
PD self-confident	.58	.22	-.19	-.02	61
PD open to feelings	.17	.46	-.18	.09	39
PD strong	.58	.36	-.09	-.12	69
PD tactful	.19	.57	-.15	.01	42
PD active	.40	.19	-.02	-.13	39
PD loving	-.14	.65	-.05	.15	61
PD womanly	-.11	.61	.16	.21	77
PD kind	-.13	.54	.17	-.03	50
PD assertive	.63	.18	.14	-.38	65
PD logical	.46	.36	.17	-.07	53
PD understanding	-.02	.54	.07	.07	53
PD ambitious	.60	.05	.26	-.28	58
PD independent	.71	.22	.06	-.29	73
PD intuitive	.25	.46	.09	.04	62
PD feminine	-.13	.55	.23	.24	78
PD quiet	-.03	.38	.25	-.09	32

TABLE 30--Continued

Variable	Factor				h ²
	30	31	32	33	
PA feminist	.59	-.14	-.13	.09	73
PA self-confident	.69	-.11	.01	.36	72
PA open to feelings	.08	.14	.05	.55	64
PA strong	.61	-.20	.00	.50	65
PA tactful	.04	.06	-.13	.56	36
PA active	.42	.24	-.03	.34	35
PA loving	-.32	.14	.09	.54	52
PA womanly	.15	.14	.05	.65	82
PA kind	-.17	.16	.10	.68	66
PA assertive	.68	-.11	.17	.25	74
PA logical	.36	-.11	.03	.47	43
PA understanding	.25	.24	.07	.61	64
PA ambitious	.72	-.23	.04	.17	59
PA independent	.66	-.08	-.05	.28	65
PA intuitive	.17	.16	-.02	.51	46
PA feminine	.03	.22	.05	.53	60
PA quiet	-.24	.01	.27	-.02	27

HF Error	-.04	-.06	.00	.04	
HF Score	-.07	-.04	.00	-.01	
Brick	.18	-.08	-.18	-.16	
Pencil	.22*	.03	-.29**	-.20*	
Rotter	-.18	-.01	-.11	.15	
Mirels 1	-.17	.03	.07	-.31**	
Mirels 2	-.06	-.03	.04	-.39**	
Neuroticism	-.09	.02	.03	-.27**	
Extroversion	.24*	-.17	.22*	-.32**	
Figure Choices	.06	-.02	-.19	-.09	
Sort Categories	-.15	-.02	.15	-.20*	
Sort Misc	-.19	.07	-.08	.14	
Vocabulary	.13	.10	-.17	-.15	
Age	.15	-.19	.12	.18	
Married	.09	-.26**	.18	.02	
Separated/Divorced	.03	.08	-.36**	-.20*	
Children	.07	-.08	.02	.12	
College	.22*	-.03	-.08	-.14	
High School	.15	.01	-.04	-.11	
Occupation	.10	.17	-.17	-.04	
Working	-.05	.10	-.12	-.01	
Community Act	.08	.02	.03	-.01	
First Born	.15	-.16	-.03	-.09	
US Born	-.07	.09	-.12	.05	

TABLE 30--Continued

Variable	Factor			
	30	31	32	33
point of view 1	-.47**	.33**	.04	.18
point of view 2	-.17	.04	-.29**	-.03
point of view 3	-.22*	.30**	-.14	.19
point of view 4			.39**	-.25*
point of view 5	.19	.00	.29**	-.20*
point of view 6	.30**	-.21*	.29**	-.04
point of view 7	.34**	-.06	-.16	.14
Latent Root	8.94	6.85	4.06	2.95
% Common Variance	30.75	23.55	13.95	10.16

** $p < .01$ * $p < .05$

TABLE 31

Factor 30--Personal Desirability and Personal
Applicability of Instrumental Traits

Variable	Factor Loadings
Personal Applicability ambitious	.72
Personal Desirability independent	.71
Personal Applicability self-confident	.69
Personal Applicability assertive	.68
Personal Applicability independent	.66
Personal Desirability feminist	.63
Personal Desirability assertive	.63
Personal Applicability strong	.61
Personal Desirability ambitious	.60
Personal Applicability feminist	.59
Personal Desirability self-confident	.58
Personal Desirability strong	.58
Personal Desirability logical	.46
Personal Applicability active	.42
Personal Desirability active	.40
Personal Applicability logical	.36
Social Desirability tactful	.36
Personal Applicability loving	-.32
<hr/>	
Extroversion ^a	.24*
Pencil Uses ^b	.22*

TABLE 31--Continued

Variable	Factor Loadings
College ^c	.22*
point of view 1	-.47**
point of view 7	.34**
point of view 6	.30**
point of view 3	-.22*

** $p < .01$

* $p < .05$

a for Extroversion $\bar{X}=3.95$ S.D.=1.53

b for Pencil Uses $\bar{X}=6.45$ S.D.=4.21

c for College $\bar{X}=2.40$ S.D.= .89

TABLE 32

Factor 31--Social Desirability and Personal
Desirability of Expressive Traits

Variable	Factor Loadings
Social Desirability kind	.66
Personal Desirability loving	.65
Social Desirability womanly	.64
Personal Desirability womanly	.61
Social Desirability understanding	.59
Personal Desirability tactful	.57
Personal Desirability feminine	.55
Social Desirability feminine	.55
Personal Desirability kind	.54
Personal Desirability understanding	.54
Social Desirability open to feelings	.46
Social Desirability intuitive	.46
Personal Desirability open to feelings	.46
Personal Desirability intuitive	.46
Social Desirability tactful	.39
Personal Desirability quiet	.38
Social Desirability loving	.36
Personal Desirability strong	.36
Personal Desirability logical	.36
Married ^a	-.26*

TABLE 32--Continued

Variable	Factor Loadings
point of view 1	.33**
point of view 3	.30**
point of view 6	-.21*

** $p < .05$

* $p < .01$

a for Married $\bar{X} = .78$ S.D. = .41

TABLE 33

Factor 32--Social Desirability of
Instrumental Traits

Variable	Factor Loadings
Social Desirability independent	.89
Social Desirability ambitious	.85
Social Desirability assertive	.84
Social Desirability logical	.84
Social Desirability self-confident	.74
Social Desirability strong	.73
Social Desirability feminist	.69
Social Desirability active	.49
Separated/Divorced ^a	-.36**
Pencil Uses ^b	-.29**
Extroversion ^c	.22*
point of view 4	.39**
point of view 5	.29**
point of view 2	-.29**
point of view 6	.29**

** $p < .01$

* $p < .05$

^a for Separated/Divorced $\bar{X} = .15$ S.D. = .44

^b for Pencil Uses $\bar{X} = 6.45$ S.D. = 4.21

^c for Extroversion $\bar{X} = 3.95$ S.D. = 1.53

TABLE 34

Factor 33--Stimulus Acceptance

Variable	Factor Loadings
Personal Applicability kind	.68
Personal Applicability womanly	.65
Personal Applicability understanding	.61
Personal Applicability tactful	.56
Personal Applicability open to feelings	.55
Personal Applicability loving	.54
Personal Applicability feminine	.53
Personal Applicability intuitive	.51
Personal Applicability strong	.50
Personal Applicability logical	.47
Personal Desirability assertive	-.38
Personal Applicability self-confident	.36
Personal Applicability active	.34

Mirels Factor 2 ^a	-.39**
Extroversion ^b	-.32**
Mirels Factor 1 ^c	-.31**
Neuroticism ^d	-.27**
Pencil Uses ^e	-.20*
Object Sorting Categories ^f	-.20*
Separated/Divorced ^g	-.20*

TABLE 34--Continued

Variable	Factor Loadings
point of view 4	-.25*
point of view 5	-.20*

** $p < .01$

* $p < .05$

a for Mirels Factor 2	$\bar{X}=2.40$	S.D.=1.38
b for Extroversion	$\bar{X}=3.95$	S.D.=1.53
c for Mirels Factor 1	$\bar{X}=5.13$	S.D.=2.68
d for Neuroticism	$\bar{X}=3.75$	S.D.=1.71
e for Pencil Uses	$\bar{X}=6.45$	S.D.=4.42
f for Object Sorting Categories	$\bar{X}=8.01$	S.D.=2.49
g for Separated/Divorced	$\bar{X}= .15$	S.D.= .44

Appendix B: Attitudes Towards Womanhood Inventory

On the next page is a list of words describing women. On the following pages every word will be paired with every other word, for example "generous" and "efficient". You are to decide if the words "go together"; that is, the amount of compatibility or incompatibility you feel there is between them. The first five boxes represent varying amounts of compatibility, that is, how harmoniously they go together. The second five boxes represent varying amounts of incompatibility or inconsistency between them.

EXAMPLES

	Entirely Incompatible	Highly Incompatible	Very Incompatible	Moderately Incompatible	Slightly Incompatible	Slightly Compatible	Moderately Compatible	Very Compatible	Highly Compatible	Entirely Compatible
generous efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you thought that generous and efficient are very incompatible then you would have checked the box labelled "very incompatible".

	Entirely Incompatible	Highly Incompatible	Very Incompatible	Moderately Incompatible	Slightly Incompatible	Slightly Compatible	Moderately Compatible	Very Compatible	Highly Compatible	Entirely Compatible
generous efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If, on the other hand, you thought that generous and efficient are moderately compatible then you would have checked the box labelled "moderately compatible".

You might have had a different judgment and would have checked another box.

You are to indicate in the same manner your own judgments of the amount of compatibility or incompatibility between the two words listed in each item. Try to use all 10 boxes in making your judgments.

On the next page is a list of words describing women. On the following pages every word will be paired with every other word, for example "generous" and "efficient". You are to decide if the words "go together"; that is, the amount of compatibility or incompatibility you feel there is between them. The first five boxes represent varying amounts of compatibility, that is, how harmoniously they go together. The second five boxes represent varying amounts of incompatibility or inconsistency between them.

EXAMPLES

	Entirely Incompatible	Highly Incompatible	Very Incompatible	Moderately Incompatible	Slightly Incompatible	Slightly Compatible	Moderately Compatible	Very Compatible	Highly Compatible	Entirely Compatible
generous efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you thought that generous and efficient are very incompatible then you would have checked the box labelled "very incompatible".

	Entirely Incompatible	Highly Incompatible	Very Incompatible	Moderately Incompatible	Slightly Incompatible	Slightly Compatible	Moderately Compatible	Very Compatible	Highly Compatible	Entirely Compatible
generous efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If, on the other hand, you thought that generous and efficient are moderately compatible then you would have checked the box labelled "moderately compatible".

You might have had a different judgment and would have checked another box.

You are to indicate in the same manner your own judgments of the amount of compatibility or incompatibility between the two words listed in each item. Try to use all 10 boxes in making your judgments.

Listed below are the 17 words describing women's personalities which will be used in the pairs. Look them over carefully before proceeding.

understanding
loving
self-confident
open to feelings
strong
tactful
active
feminist
womanly
kind
assertive
logical
feminine
ambitious
independent
intuitive
quiet

The numbers next to the words on the following pages have been added in order to help make later tabulations easier and are not connected with the rating task.

Your first impression is usually best, so do not spend much time on any one item. Make only one mark for each pair.

Do not skip any items. Be sure to make a judgment about each pair.

DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

	Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
1. understanding (12) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. feminine (16) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. self-confident (2) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. understanding (12) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. independent (14) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. kind (9) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. independent (14) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. loving (2) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. self-confident (2) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. feminist (1) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. tactful (5) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. active (6) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. strong (4) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. independent (14) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. self-confident (2) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. kind (9) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ambitious (13) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. feminist (7) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. logical (11) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. intuitive (15) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. self-confident (2) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. quiet (17) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. logical (11) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. open to feelings (3) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. womanly (8) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. active (6) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. intuitive (15) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. assertive (10) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
29.	strong (4) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	strong (4) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	feminine (16) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	tactful (5) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	active (6) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	self-confident (2) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	independent (14) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	loving (7) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	womanly (8) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	self-confident (2) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	logical (11) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	womanly (8) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	understanding (12) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	logical (11) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
43. womanly (8) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. understanding (12) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. feminine (16) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. feminine (16) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. assertive (10) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. open to feelings (3) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. assertive (10) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. quiet (17) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. feminist (1) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. ambitious (13) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. kind (9) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. assertive (10) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. intuitive (15) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. ambitious (13) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
57.	active (6) open to feelings (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	kind (9) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	self-confident (2) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	independent (14) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	quiet (17) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	active (6) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63.	open to feelings (3) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64.	intuitive (15) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.	tactful (5) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.	strong (4) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.	kind (9) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.	logical (11) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.	quiet (17) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.	kind (9) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
71.	ambitious (13) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.	open to feelings (3) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.	active (6) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.	feminine (16) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.	womanly (8) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.	feminine (16) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.	quiet (17) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.	intuitive (15) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.	strong (4) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.	feminist (1) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.	understanding (12) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82.	understanding (12) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.	womanly (8) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84.	loving (7) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
85.	understanding (12) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86.	loving (7) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87.	quiet (17) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88.	open to feelings (3) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89.	tactful (5) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90.	active (6) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91.	feminine (16) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92.	logical (11) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93.	ambitious (13) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94.	ambitious (13) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95.	tactful (5) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96.	quiet (17) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97.	loving (7) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98.	assertive (10) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
99. womanly (8) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. intuitive (15) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. independent (14) understanding (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. open to feelings (3) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. tactful (5) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. quiet (17) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. womanly (8) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. intuitive (15) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. strong (4) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. understanding (12) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. assertive (10) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. open to feelings (3) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. open to feelings (3) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. feminist (1) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
113. feminist (1) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. feminist (1) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. kind (9) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. assertive (10) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. assertive (10) ambitious (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. independent (14) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. loving (7) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. strong (4) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. ambitious (13) strong (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. tactful (5) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. intitiive (15) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. ambitious (13) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
125. feminist (1) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
126. tactful (5) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
127. logical (11) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
128. independent (14) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
129. logical (11) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. assertive (10) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. active (6) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. feminine (16) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
133. loving (7) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
134. loving (7) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
135. strong (4) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
136. self-confident (2) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137. understanding (12) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138. feminine (16) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
139. self-confident (2) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
140. understanding (12) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
141. independent (17) feminist (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
142. kind (9) independent (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
143. independent (14) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
144. loving (7) open to feelings (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
145. self-confident (2) assertive (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
146. feminist (1) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
147. tactful (5) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
148. active (2) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
149. strong (4) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
150. independent (14) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
151. self-confident (2) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
152. kind (9) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
153. ambitious (13) loving (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
154. feminist (1) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Entirely Compatible	Highly Compatible	Very Compatible	Moderately Compatible	Slightly Compatible	Slightly Incompatible	Moderately Incompatible	Very Incompatible	Highly Incompatible	Entirely Incompatible
155.	logical (11) self-confident (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
156	intuitive (15) feminine (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
157.	self-confident (2) tactful (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
158.	quiet (17) intuitive (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
159	logical (11) active (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
160.	open to feelings (3) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
161.	womanly (8) kind (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
162.	active (6) womanly (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
163.	intuitive (16) logical (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
164.	assertive (10) quiet (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below is the list of words describing women's personality.
Please rate how personally desirable you would find these descriptive words if they were part of a woman's personality.

EXAMPLE

	Totally Desirable	Highly Desirable	Very Desirable	Moderately Desirable	Slightly Desirable	Slightly Undesirable	Moderately Undesirable	Very Undesirable	Highly Undesirable	Totally Undesirable
efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you think that being efficient is moderately desirable then you would have checked the box labelled "moderately desirable". You might have had a different judgment and would have checked another box.

Your first impression is usually best, so do not spend much time on any one item.
Do not skip any items, make only one mark for each item.

1. feminist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. self-confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. open to feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. tactful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. loving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Totally Undesirable	Highly Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Highly Desirable	Totally Desirable
8.	womanly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	logical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	intuitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	feminine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please rate how socially desirable you believe these descriptive words to be; that is how desirable our society would find these descriptive words if they were part of a woman's personality.

EXAMPLE

	Totally Desirable	Highly Desirable	Very Desirable	Moderately Desirable	Slightly Desirable	Slightly Undesirable	Moderately Undesirable	Very Undesirable	Highly Undesirable	Totally Undesirable
generous	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you think that being generous is very desirable then you would have checked the box labelled "very desirable". You might have had a different judgment and would have checked another box.

Your first impression is usually best, so do not spend much time on any one item. Do not skip any items, make only one mark for each item.

1. feminist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. self-confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. open to feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. tactful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. loving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Totally Undesirable	Highly Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Highly Desirable	Totally Desirable
8.	womanly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	logical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	intuitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	feminine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please rate how descriptive you think these words are of you: that is, if you were to describe yourself to what extent would you use these words.

EXAMPLE

	Totally Like Me	Highly Like Me	Very Like Me	Moderately Like Me	Slightly Like Me	Slightly Unlike Me	Moderately Unlike Me	Very Unlike Me	Highly Unlike Me	Totally Unlike Me
efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you think that being efficient is slightly unlike you then you would have checked the box labelled "slightly unlike me". You might have had a different judgment and would have checked another box.

Your first impression is usually best, so do not spend much time on any one item. Do not skip any items, make only one mark for each item.

1. feminist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. self-confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. open to feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. tactful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. loving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Totally Like Me	Highly Like Me	Very Like Me	Moderately Like Me	Slightly Like Me	Slightly Unlike Me	Moderately Unlike Me	Very Unlike Me	Highly Unlike Me	Totally Unlike Me
8.	womanly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	logical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	intuitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	feminine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Correlation Matrix Among Stimuli Used for
the Three Sets of Factor Analyses

Code:

POFV1 LO = Point of View 1 (Reserved)
POFV2 LO = Point of View 6 (Boisterous)
POFV3 HI = Point of View 2 (Receptive)
POFV4 LO = Point of View 5 (Willful)
POFV5 LO = Point of View 7 (Unification thru Feminism)
POFV6 HI = Point of View 3 (Empathic)
POFV8 LO = Point of View 4 (Activities Oriented)

CORRELATION MATRIX

	SD INDEP	SD INTUT	SD FNINE	SD QUIET	PA FNIST	PA SCGNF	PA OPEN	PA TCTFL	PA INTUT	PA ACTIVE
PD FNIST	-0.1495	0.1983	0.1210	0.1479	0.8917	0.3544	0.0476	0.3069	-0.0177	0.1350
PD SCGNF	-0.1289	0.2526	0.2849	0.2092	0.2848	0.3331	0.0205	0.3748	0.2483	0.1770
PD OPEN	-0.0633	0.2349	0.2545	0.0477	0.2049	0.1637	0.2652	0.1895	0.0770	0.0954
PD STRNG	-0.0764	0.2444	0.2982	0.2647	0.2996	0.4175	0.0435	0.3389	0.1129	0.0693
PD TCTFL	-0.0346	0.2913	0.2914	0.0593	-0.0215	0.2103	0.0696	0.1400	0.0769	-0.0034
PD ACTIVE	-0.1359	0.0726	0.1129	0.2645	0.3050	0.0810	0.1004	0.1491	-0.0492	0.1936
PD LOVNG	0.0829	0.1475	0.4183	0.0400	-0.0233	0.0338	0.1662	0.0124	0.0352	-0.0714
PD WMNLY	0.2801	0.1764	0.3288	0.1379	-0.1174	0.1228	0.1578	0.0519	0.0723	-0.0297
PD KIND	0.2124	0.1447	0.1238	0.0756	-0.1295	-0.1018	0.0224	-0.0272	-0.0431	-0.1297
PD ASRTV	-0.0662	0.2050	0.1592	0.3098	0.2774	0.2832	-0.0319	0.0378	-0.0665	0.0725
PD LGCAL	0.1422	0.3787	0.1643	0.0948	0.2367	0.3216	0.1456	0.2443	0.0453	0.0578
PD UNDRS	0.1265	0.2743	0.0747	-0.0395	-0.0158	0.0259	0.2325	0.1277	0.1899	-0.0818
PD AMBIT	0.0947	0.0841	0.1164	0.3198	0.0782	0.3793	0.0778	0.1755	-0.0589	0.2508
PD INDEP	0.0405	0.3037	0.1738	0.3434	0.3727	0.3465	-0.0170	0.2442	-0.0215	0.1376
PD INTUT	0.1624	0.5246	0.2380	0.2130	0.0224	0.2361	0.0945	0.2271	0.2787	-0.0603
PD FNINE	0.3547	0.1856	0.3453	0.0577	-0.1333	0.0839	0.2616	0.1058	0.0446	-0.0661
PD QUIET	0.3100	0.2218	0.1035	0.1748	-0.0283	0.0530	0.1152	-0.1190	0.0344	-0.1917
SD FNIST	0.6199	0.0288	-0.1826	-0.2337	0.1187	0.0303	0.1929	0.0958	0.0102	0.0525
SD SCGNF	0.6751	0.1223	-0.0348	-0.1852	-0.1528	-0.0199	0.1331	-0.0742	-0.0510	0.0310
SD OPEN	0.2686	0.4780	0.2913	-0.0684	0.0082	-0.0161	0.2191	0.0406	0.1362	-0.0551
SD STRNG	0.7136	0.2100	-0.0775	-0.1642	-0.0706	0.0384	0.1623	0.0817	0.0972	-0.0377
SD TCTFL	0.1118	0.3223	0.2905	0.0588	0.1886	0.3507	0.2571	0.1567	0.2076	0.1858
SD ACTIVE	0.4593	0.0649	-0.0221	-0.1052	-0.0259	0.2443	0.2668	0.2893	0.1241	0.2570
SD LOVNG	-0.0965	0.0781	0.1623	0.1500	-0.0440	0.0374	0.0332	-0.0606	-0.0976	-0.1149
SD WMNLY	-0.0463	0.3145	0.6146	0.1597	0.0810	0.1424	0.2671	0.0202	0.1234	0.0388
SD KIND	0.0717	0.2735	0.3778	-0.0118	-0.0288	0.0370	0.2249	-0.0755	0.0694	-0.0286
SD ASRTV	0.7792	0.1902	-0.0652	-0.2557	-0.1793	-0.0667	0.2376	-0.0726	-0.0296	-0.0767
SD LGCAL	0.7219	0.1093	-0.0629	-0.1484	-0.1597	0.0526	0.1968	0.0771	-0.0343	-0.0182
SD UNDRS	0.2532	0.3634	0.3607	-0.0384	0.1758	0.2217	0.2946	0.0641	0.1171	0.0698
SD AMBIT	0.8167	0.1357	-0.1310	-0.2004	-0.2447	0.0685	0.2995	0.1055	0.0903	0.0744
SD INDEP	1.0000	0.2899	-0.1235	-0.2386	-0.1599	0.0954	0.2468	0.0993	0.1038	0.0140
SD INTUT	0.2899	1.0000	0.3031	-0.1010	0.0973	0.0149	0.1260	0.0177	0.2091	-0.0177
SD FNINE	-0.1235	0.3031	1.0000	0.1789	0.0611	0.1415	0.1535	0.0439	0.1395	0.1050
SD QUIET	-0.2386	-0.1010	0.1789	1.0000	0.0869	0.0378	-0.0322	-0.0619	-0.0173	0.0073
PA FNIST	-0.1599	0.0973	0.0611	0.0869	1.0000	0.3351	0.1347	0.4542	-0.0136	0.2585
PA SCGNF	0.0954	0.0149	0.1415	0.0978	0.3461	1.0000	0.2197	0.0868	0.2455	0.4099
PA OPEN	0.2468	0.1250	0.1536	-0.0622	0.1347	0.2197	1.0000	0.3002	0.4803	0.2571
PA STRNG	0.0983	0.0177	0.0499	-0.0619	0.4042	0.2968	0.3602	1.0000	0.3006	0.3640
PA TCTFL	0.1038	0.2091	0.1395	-0.0073	-0.0186	0.2455	0.4803	0.3006	1.0000	0.2816
PA ACTIVE	0.0140	-0.0177	0.1050	0.0093	0.2385	0.4099	0.2571	0.3640	0.2816	1.0000
PA LOVNG	0.2807	0.0754	0.1435	-0.2378	-0.1211	-0.0142	0.3942	0.0732	0.2562	0.0713
PA WMNLY	0.2454	0.1902	0.2839	-0.1833	0.1650	0.3556	0.3344	0.3277	0.2265	0.1953
PA KIND	0.3722	0.1310	0.1747	-0.1945	-0.0972	0.1236	0.4459	0.1778	0.4772	0.1785
PA ASRTV	0.1615	0.0292	0.1119	0.0944	0.3484	0.5803	0.1744	0.5750	0.0156	0.3453
PA LGCAL	0.1356	0.0114	0.0783	-0.1712	0.3054	0.4436	0.2215	0.5312	0.2921	0.1714
PA UNDRS	0.2532	0.1117	0.1311	-0.2340	-0.1092	0.0025	0.4350	0.1421	0.3631	0.0255
PA AMBIT	0.0535	0.0066	0.0257	0.0994	0.3260	0.4724	0.0852	0.4725	0.2123	0.4892
PA INDEP	0.0786	0.1368	0.1026	0.1460	0.3774	0.4874	0.2288	0.6518	0.2022	0.4125
PA INTUT	0.2057	0.2072	0.1296	0.0367	0.0211	0.0272	0.2934	0.4097	0.4002	0.1676
PA FNINE	0.2228	0.1692	0.1446	-0.1398	0.0061	0.2555	0.3241	0.1938	0.2414	0.1579
PA QUIET	0.3105	0.1544	-0.1259	-0.1301	-0.1085	-0.2648	0.0025	-0.1432	0.2804	-0.2073

CORRELATION MATRIX

	PA QUIET
PD FNIST	-0.6700
PD SCGNF	-0.1421
PD OPEN	-0.0735
PD STRNG	-0.0214
PD TCTFL	-0.1370
PD ACTIVE	-0.1943
PD LCVNG	-0.0813
PD WMNLY	-0.0919
PD KIND	-0.0332
PD ASRTV	-0.7096
PD LGCAL	-0.0252
PD UNDRS	0.1105
PD AMBIT	-0.2140
PD INDEP	-0.1030
PD INTUT	0.0867
PD FNINE	0.0071
PD QUIET	0.3079
SD FNIST	0.2339
SD SCGNF	0.2302
SD OPEN	0.2231
SD STRNG	0.3227
SD TCTFL	-0.0934
SD ACTIVE	0.0964
SD LCVNG	-0.1525
SD WMNLY	-0.1349
SD KIND	-0.0397
SD ASRTV	0.2517
SD LGCAL	0.1970
SD UNDRS	-0.0842
SD AMBIT	0.1747
SD INDEP	0.3105
SD INTUT	0.1544
SD FNINE	-0.1259
SD QUIET	-0.1301
PA FNIST	-0.1085
PA SCGNF	-0.2649
PA OPEN	0.0086
PA STRNG	-0.1432
PA TCTFL	0.2804
PA ACTIVE	-0.2073
PA LCVNG	0.0832
PA WMNLY	-0.0588
PA KIND	0.1515
PA ASRTV	-0.4030
PA LGCAL	0.0622
PA UNDRS	0.1602
PA AMBIT	-0.2582
PA INDEP	-0.1280
PA INTUT	0.0989
PA FNINE	0.0543
PA QUIET	1.0000

	PD FNI1ST	PD SCDF	PD CPEN	PD STRAG	PD ICIFL	PD ACTIVE	PD LOVW9	PD WBY	PD STATE	PD ASPTV
PF ERROR	0.0266	-0.0241	0.0138	0.127	-0.0279	0.0292	-0.0394	0.0379	-0.0377	0.0366
PF SCORE	0.0099	0.1202	0.0614	0.0924	0.0249	0.0336	0.1269	0.0379	-0.0377	0.0379
BRICK 1	-0.1577	-0.1151	-0.1755	-0.0351	0.0217	-0.1391	-0.1313	-0.1747	-0.1327	-0.1329
BRICK 2	-0.1931	-0.1085	-0.1434	-0.0365	0.0135	-0.2017	0.1176	0.2233	0.2459	-0.0748
BRICK A	-0.1669	-0.1117	-0.1507	-0.0192	0.0147	-0.2394	0.1935	0.1751	0.194	-0.0919
PENCIL 1	-0.3045	-0.1940	-0.0613	-0.1480	-0.0847	-0.1789	0.1344	0.2572	0.1971	-0.0377
PENCIL 2	-0.2814	-0.1912	-0.0678	-0.1399	-0.1135	-0.1955	0.1174	0.2532	0.1194	-0.0336
PENCIL A	-0.2931	-0.1955	-0.0592	-0.1454	-0.1034	-0.1872	0.1731	0.2477	0.1292	-0.0361
RUTTER	0.1422	0.2363	0.2347	0.1441	0.0058	0.0334	0.038	0.032	-0.0087	0.0695
MIRELI	0.0628	0.2338	0.1724	0.0919	0.0650	0.0452	0.1344	0.2245	0.0284	-0.0142
MIREL2	0.0651	0.0369	0.1904	0.0439	-0.0352	0.0961	0.0722	0.1666	-0.0989	-0.1026
NEUROT	0.0813	0.0244	0.1931	-0.0104	0.0138	-0.0632	-0.0367	0.0418	-0.1140	0.0265
EXTRO	-0.0197	0.0232	0.1101	0.0514	-0.0456	-0.1695	0.0533	-0.0129	0.0131	-0.0291
FIG CHCE	-0.0907	-0.0207	-0.1427	-0.0675	0.0361	-0.0954	0.0241	0.1313	0.1742	0.0651
SORT CAT	0.2217	0.1807	0.1821	0.0983	0.0462	0.0356	-0.0351	-0.0301	-0.2006	-0.0153
SORT MIS	0.1202	0.0818	0.0377	0.0332	0.1118	0.1555	0.0343	0.0281	0.0326	0.0613
VUCAB	-0.1181	-0.1672	-0.1033	-0.1324	-0.0445	-0.1502	0.1217	-0.0379	-0.0226	-0.1201
AGE	0.0057	-0.0779	0.0825	-0.0578	0.1404	0.0579	0.1143	-0.1797	0.0327	0.0543
MARRIED	0.1219	0.0322	0.0764	0.1654	0.1439	-0.2162	0.0978	0.0673	0.1673	-0.0772
SEPORDIV	-0.1357	-0.1145	-0.0590	-0.1652	-0.1340	0.0546	-0.0486	0.0994	0.1423	-0.0259
CHILDREN	0.0051	-0.0502	-0.0481	0.0342	-0.0053	-0.1202	-0.0013	-0.1053	0.1119	-0.0294
COLLEGE	-0.1203	-0.1157	-0.1038	-0.1213	-0.0347	-0.1683	0.2170	0.0696	0.0460	-0.1369
HIGH SCH	-0.0628	-0.0921	-0.0515	-0.0302	-0.0806	-0.1074	0.1070	0.0363	-0.2044	-0.1149
OCCUPIED	-0.0886	-0.1754	-0.1054	-0.2283	-0.1211	-0.0313	-0.0610	0.0457	-0.0444	-0.0006
WORKING	0.0057	0.0187	-0.1336	-0.0736	-0.0709	0.0767	-0.1661	0.1395	-0.0957	0.0565
COMM ACT	0.0769	-0.1716	-0.0475	0.0171	-0.1147	-0.2192	0.0275	0.0533	-0.0503	0.0249
1ST BORN	0.0133	-0.0039	0.0023	-0.0133	0.0216	-0.0086	0.2420	0.0729	0.0309	-0.1377
US BORN	0.1026	-0.0502	-0.0667	0.0759	-0.1274	0.0629	-0.0396	0.1298	0.0286	0.0613
POFV1 HI	-0.2550	-0.2768	0.2803	-0.0722	0.1033	-0.3529	0.1310	-0.2673	0.1711	-0.3521
POFV1 LO	0.3813	0.2803	0.0341	0.1621	-0.0690	0.3449	-0.0937	-0.2319	-0.2132	0.3624
POFV2 HI	-0.0811	-0.2768	-0.2813	-0.2298	-0.1274	-0.0086	0.1310	0.2673	-0.1711	-0.3521
POFV2 LO	-0.2234	-0.0481	0.0958	-0.1180	0.0379	-0.2084	0.0136	0.0067	-0.1735	0.0254
POFV3 HI	0.2235	0.0347	0.0042	0.0030	0.0603	-0.0041	-0.0357	0.0425	0.1348	-0.2215
POFV3 LO	-0.4045	-0.1522	-0.1218	-0.2241	-0.1265	-0.0923	-0.1286	-0.0469	-0.0685	0.0895
POFV4 HI	0.0249	-0.1171	-0.1239	-0.2389	0.0055	-0.0438	-0.1597	-0.1092	0.0470	-0.1214
POFV4 LO	0.0370	-0.0543	0.0777	0.0471	-0.1301	-0.0250	0.1325	-0.0241	-0.0471	-0.1163
POFV5 HI	0.1298	0.4028	0.1879	0.1662	0.2485	0.0091	-0.0395	-0.0366	-0.1462	0.1200
POFV5 LO	-0.3618	-0.3692	-0.1797	-0.3334	-0.0871	-0.2262	-0.1142	0.0012	0.1395	-0.2327
POFV6 HI	-0.0015	0.0185	-0.1877	-0.1221	-0.0906	0.1432	-0.2345	-0.1595	-0.0261	0.2145
POFV6 LO	0.1891	-0.0858	0.0526	-0.0192	-0.0523	0.0461	0.0937	-0.1670	0.1918	0.0016
POFV7 HI	0.0040	0.2107	0.1940	0.2361	0.2739	-0.0487	0.1345	0.2351	0.1279	-0.0470
POFV7 LO	0.0370	-0.0543	0.0777	0.0471	-0.1301	-0.0250	0.1325	-0.0241	-0.0471	-0.1163
POFV8 HI	0.2311	0.0170	-0.0663	0.1835	-0.1215	0.2939	0.0433	-0.0257	0.0257	0.2766
POFV8 LO	0.1300	0.1729	0.2153	0.0757	0.0987	-0.0678	0.0930	-0.1051	0.0164	-0.1020

	SD STRNG	SD ICTHL	SD ACTIVE	SD LUVES	SD WNNLY	SD R110	SD ASPTV	SD LGDAL	SD 105	SD 106	SD 107
HF ERRCR	-0.0261	-0.0849	0.0143	0.0226	0.1182	-0.1129	0.0667	-0.0131	0.0000	0.0000	0.0000
HF SCORE	0.0914	-0.0143	-0.0959	-0.0992	0.0656	0.0778	-0.0851	-0.0171	0.0000	0.0000	0.0000
BRICK 1	0.1841	-0.0927	0.0942	-0.1199	-0.0869	0.0914	0.2749	0.2217	0.0000	0.0000	0.0000
BRICK 2	0.2187	-0.0711	0.1937	-0.0939	-0.0904	0.1492	0.2742	0.3795	0.0000	0.0000	0.0000
BRICK A	0.1422	-0.0891	0.0934	-0.0993	-0.0991	0.1033	0.3642	0.2795	0.0000	0.0000	0.0000
PENCIL 1	0.2659	-0.0593	0.1915	0.0298	-0.1112	0.0494	0.4197	0.3419	0.0000	0.0000	0.0000
PENCIL 2	0.2732	-0.0592	0.1040	-0.0111	-0.1073	0.0980	0.4127	0.3639	0.0000	0.0000	0.0000
PENCIL A	0.2207	-0.0506	0.1093	-0.0119	-0.1128	0.0428	0.4101	0.3333	0.0000	0.0000	0.0000
MIRELI	0.1943	0.0852	0.1479	-0.0313	0.1373	0.1736	0.1641	0.1866	0.0000	0.0000	0.0000
MIRFL2	0.0489	0.0543	-0.0608	0.0462	0.1731	0.1650	0.1604	0.2598	0.0000	0.0000	0.0000
NEURCT	-0.2133	0.0474	-0.0274	0.1447	0.0878	0.2073	0.0950	0.0343	0.0000	0.0000	0.0000
EXTRO	0.0275	-0.1115	-0.0142	0.1447	0.0378	-0.0817	-0.0232	-0.1489	0.0000	0.0000	0.0000
FIG CHCE	0.2061	0.0269	-0.0284	0.0439	-0.0629	0.0705	0.2969	0.2323	0.0000	0.0000	0.0000
SHORT CAT	-0.1944	0.0295	0.0068	-0.0364	0.1496	0.0941	-0.0986	-0.1111	0.0000	0.0000	0.0000
SHORT MIS	-0.0306	0.1659	-0.1414	0.2290	0.1246	0.1366	0.0429	0.0429	0.0000	0.0000	0.0000
VUCAR	0.1410	-0.0579	0.2300	-0.2631	-0.1182	0.0002	0.2005	0.2740	0.0000	0.0000	0.0000
AGE	-0.1850	0.0546	-0.1531	0.1049	0.0991	0.1692	-0.1645	-0.0452	0.0000	0.0000	0.0000
MARRIED	-0.0633	0.1208	0.0226	0.1033	0.2528	0.1156	-0.1331	-0.1343	0.0000	0.0000	0.0000
SEPORDIV	0.1983	-0.1403	-0.0187	-0.0804	-0.1781	-0.0731	0.3039	0.3630	0.0000	0.0000	0.0000
CHILDREN	0.0847	0.1562	0.0731	-0.1066	0.0649	0.0514	-0.1376	-0.0452	0.0000	0.0000	0.0000
COLLEGE	0.0982	-0.1177	-0.0139	-0.1657	-0.0243	-0.0441	0.1123	0.2423	0.0000	0.0000	0.0000
HIGH SCH	0.1653	-0.0728	0.0667	-0.0353	0.0002	-0.0471	0.0000	-0.0129	0.0000	0.0000	0.0000
OCCUPIED	0.0369	-0.1520	0.0179	-0.1371	-0.0300	-0.0750	0.1726	0.1879	0.0000	0.0000	0.0000
WORKING	0.0209	-0.1745	-0.0365	-0.1247	-0.0048	-0.0048	0.1220	0.1239	0.0000	0.0000	0.0000
COMY ACT	-0.1387	-0.0323	-0.0604	-0.2164	-0.0054	-0.0468	0.0040	-0.0542	0.0000	0.0000	0.0000
1ST BORN	0.1102	0.0071	0.0484	-0.1293	0.1776	0.2028	0.0692	0.0059	0.0000	0.0000	0.0000
US BORN	0.0933	-0.0578	0.2044	-0.0392	-0.0643	-0.0668	0.0287	0.0326	0.0000	0.0000	0.0000
POFV1 HI	0.1620	0.1959	0.0409	0.1390	-0.1715	0.2512	0.1268	-0.0134	0.0000	0.0000	0.0000
POFV1 LO	-0.1810	-0.1956	-0.0092	-0.2171	-0.1131	-0.2472	-0.1038	-0.0589	0.0000	0.0000	0.0000
POFV2 HI	-0.0952	-0.2473	0.0356	-0.1022	-0.1709	-0.2366	0.0165	0.0330	0.0000	0.0000	0.0000
POFV2 LO	-0.2415	-0.0380	-0.1017	0.3049	0.1309	0.1551	-0.1547	-0.2137	0.0000	0.0000	0.0000
POFV3 HI	0.2983	0.2212	0.2100	-0.3473	-0.1270	0.0677	0.2454	0.2616	0.0000	0.0000	0.0000
POFV3 LO	-0.3376	-0.1738	-0.2201	0.4594	-0.0216	-0.0691	-0.2220	-0.2299	0.0000	0.0000	0.0000
POFV4 HI	0.1733	0.1357	0.0791	-0.2200	-0.2723	-0.0047	0.1175	0.2779	0.0000	0.0000	0.0000
POFV4 LO	-0.1985	-0.2726	-0.0430	-0.0081	0.2068	-0.1176	-0.0979	-0.0320	0.0000	0.0000	0.0000
POFV5 HI	-0.1560	0.0949	-0.2426	0.0345	-0.0402	-0.0066	0.1804	-0.2516	0.0000	0.0000	0.0000
POFV5 LO	0.0553	0.0832	0.0704	0.2065	-0.0931	-0.1170	-0.0765	-0.0320	0.0000	0.0000	0.0000
POFV6 HI	-0.0234	-0.0298	0.0840	-0.1073	-0.3108	0.1370	0.0765	0.1374	0.0000	0.0000	0.0000
POFV6 LO	0.0521	-0.0595	0.2196	-0.1004	0.1245	-0.2319	-0.0176	0.1019	0.0000	0.0000	0.0000
POFV7 HI	0.1581	0.2597	-0.0649	0.1624	0.1981	0.1245	0.0381	0.1343	0.0000	0.0000	0.0000
POFV7 LO	-0.1985	-0.2726	-0.0430	-0.0081	0.2068	-0.1176	-0.0979	0.0076	0.0000	0.0000	0.0000
POFV8 HI	0.1754	-0.0146	0.2971	-0.1526	0.0533	-0.0134	0.1921	-0.2516	0.0000	0.0000	0.0000
POFV8 LO	-0.2343	-0.1376	-0.1978	-0.0253	0.1014	-0.0363	-0.2263	-0.2365	0.0000	0.0000	0.0000

	SD INDEP	SD INTUT	SD ENINE	SD QUIET	PA ENISI	PA SCORF	PA OPEN	PA STARS	PA TITEL	PA ACTIVE
HF LPRCR	-0.0144	0.0534	0.0092	-0.0240	0.0004	0.0037	-0.0000	0.0217	-0.0000	-0.0000
HF SCORE	0.0273	0.0359	0.0305	-0.0105	-0.0067	0.0308	-0.0354	0.0000	-0.0000	0.0000
BRICK 1	0.2525	0.0588	0.1130	-0.0032	-0.1285	-0.0057	0.0076	-0.0075	0.0000	-0.0000
BRICK 2	0.2816	0.0600	0.1351	-0.0191	-0.1675	-0.0354	0.0037	-0.0000	0.0000	-0.0000
BRICK A	0.2551	0.0849	0.1515	-0.0092	-0.1397	-0.0094	0.0070	-0.0000	0.0000	-0.0000
PENCIL 1	0.3126	-0.0484	0.1284	-0.0274	-0.2133	0.0473	0.1355	-0.0481	0.0000	-0.0000
PENCIL 2	0.3152	-0.0851	0.1215	-0.0268	-0.1743	0.0627	0.1413	-0.0251	0.0000	-0.0000
PENCIL A	0.3175	-0.0519	0.1152	-0.0332	-0.1945	0.0550	0.1470	-0.0370	0.0000	-0.0000
ROTTER	0.1691	-0.0328	0.0418	-0.1125	0.2209	0.3133	0.2579	0.2419	0.0000	0.0000
MIREL1	0.1573	-0.0491	0.1093	-0.1031	0.1707	0.3044	0.3228	0.3373	0.0000	0.0000
MIREL2	0.0734	0.0075	-0.0941	-0.1295	0.1547	0.1475	0.1997	0.1112	0.0000	0.0000
NEUROT	-0.0853	0.1323	-0.0039	-0.1172	0.0939	0.2770	0.2368	0.2735	0.0000	0.0000
EXTRO	-0.0431	0.0932	0.0940	-0.0097	-0.1264	-0.2598	-0.1515	-0.2131	0.0000	-0.0000
FIG CHCE	0.1727	0.0055	0.0938	-0.0394	-0.0383	-0.0901	0.1167	-0.0657	-0.0000	0.0000
SORT CAT	-0.0183	0.1660	-0.0689	-0.2331	0.1324	0.1958	0.2846	0.2425	0.0000	0.0000
SORT MIS	0.0465	0.0505	0.0726	0.0019	0.0242	0.2592	0.0533	0.0000	0.0000	0.0000
VOCAB	0.1689	-0.0241	-0.0170	-0.1097	-0.0535	-0.1158	0.2075	-0.0145	-0.0000	-0.0000
AGE	-0.1183	0.0418	-0.0366	0.0285	-0.0225	-0.1532	-0.1567	-0.2000	-0.0000	-0.0000
MARRIED	-0.0580	0.2435	0.1846	-0.0566	-0.0227	-0.0429	-0.0172	0.0000	0.0000	0.0000
SFPORDIV	0.2156	-0.1273	-0.1560	0.2576	-0.1043	-0.0786	-0.1382	-0.0429	-0.0000	-0.0000
CHILDREN	0.0152	0.0502	0.0420	0.0563	0.0330	0.0267	-0.1318	-0.0662	0.0000	-0.0000
COLLEGE	0.1367	-0.0362	0.1025	-0.0381	-0.0592	-0.1076	0.0998	-0.0150	-0.0000	-0.0000
HIGH SCH	0.0857	0.0000	-0.0377	0.0235	-0.0755	-0.0230	0.0397	0.0000	0.0000	-0.0000
OCCUPIED	0.1084	-0.1137	-0.1537	-0.0746	-0.0684	-0.0630	0.0109	-0.1406	-0.0000	-0.0000
WORKING	0.0434	-0.1048	-0.0761	0.0408	-0.0331	0.0153	0.0098	0.0000	-0.0000	-0.0000
COMM ACT	-0.0796	-0.0886	0.0227	0.0698	-0.0398	0.0121	-0.0326	-0.0506	0.0000	-0.0000
1ST BORN	0.0882	-0.0499	0.2827	0.0329	-0.1093	0.0291	0.2052	-0.0330	0.0000	-0.0000
US BORN	-0.0023	-0.1883	-0.0859	0.2259	0.1013	0.0583	-0.0414	0.0098	-0.0000	-0.0000
POFV1 HI	0.1656	0.1835	0.0782	-0.2026	-0.3008	-0.1215	0.1073	-0.1659	0.0000	-0.0000
POFV1 LO	-0.2411	-0.1994	0.0094	0.1499	0.3897	0.1619	-0.0861	0.2499	-0.0000	0.0000
POFV2 HI	-0.0357	-0.3016	-0.2348	0.1155	0.0305	-0.0753	-0.0444	-0.1119	-0.0000	-0.0000
POFV2 LO	-0.1690	0.0126	0.1498	0.0020	-0.3331	-0.0866	-0.1346	-0.2314	0.0000	0.0000
POFV3 HI	0.1983	0.1388	-0.1178	-0.1987	0.2609	0.0477	0.1532	0.0857	-0.0000	0.0000
POFV3 LO	-0.2260	-0.1849	-0.0013	0.1654	-0.4212	-0.1491	-0.2324	-0.2799	-0.0000	-0.0000
POFV4 HI	0.1323	0.0826	-0.2526	-0.1438	0.1266	-0.0249	0.0142	-0.0652	-0.0000	0.0000
POFV4 LO	-0.2237	-0.2056	0.1595	0.0292	-0.0045	0.0015	-0.0251	-0.0041	0.0000	-0.0000
POFV5 HI	-0.2265	0.1068	0.1182	-0.0129	0.1214	0.1164	-0.1442	0.2009	0.0000	-0.0000
POFV5 LO	0.1455	0.0381	-0.1729	-0.0734	-0.3502	-0.1927	-0.0253	-0.3799	-0.0000	0.0000
POFV6 HI	-0.0639	-0.1302	-0.2260	0.0630	0.1247	-0.0007	-0.1007	0.0335	-0.0000	-0.0000
POFV6 LO	0.1140	0.0573	0.0162	0.0106	0.1190	0.0484	0.0822	-0.0220	0.0000	0.0000
POFV7 HI	0.2081	0.3287	0.1909	-0.0090	-0.0877	0.0640	0.1093	0.1346	0.0000	0.0000
POFV7 LO	-0.2237	-0.2056	0.1595	0.0292	-0.0045	0.0015	-0.0251	-0.0041	0.0000	-0.0000
POFV8 HI	0.2051	-0.0633	-0.0240	0.1245	0.1877	0.0640	0.1742	0.1182	-0.0000	0.0000
POFV8 LO	-0.2867	-0.0017	0.1797	-0.0381	0.1034	0.0874	-0.1161	0.1082	0.0000	0.0000

	PA LCVNG	PA WMNLY	PA KIND	PA AS3IV	PA LOCAL	PA U334S	PA AB3IT	PA 134P	PA 134J	PA F3INE
HF ERRCR	-0.0115	-0.0365	0.0134	0.1566	0.1117	0.1111	0.1115	-0.0566	-0.1111	-0.1111
HF SCORE	-0.0424	0.1592	-0.0769	0.0287	-0.0723	-0.0395	0.0439	0.1111	0.1111	0.0721
BRICK 1	0.2200	0.2456	0.3452	0.1101	0.0346	0.2111	-0.0111	0.1111	0.1111	0.0007
BRICK 2	0.2421	0.2375	0.3323	0.0955	-0.0124	0.2211	-0.0737	0.0955	0.1571	0.0573
BRICK A	0.2293	0.2317	0.3334	0.0117	-0.0189	0.2311	-0.0339	0.0955	0.1111	0.0450
PENCIL 1	0.3651	0.2947	0.2938	-0.0012	0.1321	0.1421	-0.0199	-0.1111	0.1111	0.1582
PENCIL 2	0.3637	0.2979	0.2755	0.0145	0.0296	0.1181	-0.1691	-0.1612	-0.1122	0.1529
PENCIL A	0.3672	0.2941	0.2942	0.0091	0.0113	0.1178	-0.0591	-0.0543	-0.1247	0.1630
ROUTER	0.2121	0.3302	0.2241	0.2582	0.2294	0.0944	0.1673	0.0345	0.2465	0.2548
MIRELL	0.2363	0.2466	0.2341	0.3000	0.2724	0.0660	0.1649	0.1590	0.1597	0.2990
MIREL2	0.2354	0.2120	0.2062	0.1395	0.2595	0.1365	0.0964	-0.0518	0.1111	0.1917
MICROBT	0.1393	0.1948	0.1289	0.2029	0.1924	0.0420	0.1525	0.1739	0.0711	0.0913
EXTRC	-0.0361	-0.0406	-0.0427	-0.3159	-0.0443	0.0263	-0.3124	-0.2025	-0.1545	-0.0600
FIG CHCE	0.1785	0.1873	0.1454	0.2093	0.1123	0.1291	-0.0511	-0.0513	0.1104	0.2261
SORT CAT	0.0496	0.0819	-0.0058	0.0947	0.1117	0.0427	0.0759	0.1974	0.1943	0.1912
SORT MIS	0.0553	0.1879	0.1138	0.2142	0.1119	0.0917	0.2074	0.1695	0.1740	0.2581
VOCAB	-0.1726	-0.0818	0.1547	-0.0260	-0.0529	-0.2337	-0.1191	-0.0682	-0.1111	0.1635
AGE	-0.0651	-0.1454	-0.0303	-0.1576	-0.0673	-0.2144	0.2121	-0.1575	-0.1111	-0.1010
MARRIED	-0.1503	-0.0441	-0.0303	-0.1496	0.0153	0.0365	-0.0524	0.0494	-0.1111	-0.0664
SEPORDIV	-0.0174	-0.1108	-0.0270	0.0336	-0.0822	-0.0392	-0.0411	-0.1184	0.2154	-0.1019
CHILDREN	-0.1034	-0.1147	-0.0678	-0.1927	-0.1276	-0.1636	-0.0411	-0.1184	-0.1356	-0.1208
COLLEGE	0.3139	0.1318	0.2200	-0.0249	0.0364	0.1445	-0.2401	-0.0606	-0.1186	0.1298
HIGH SCH	0.1313	0.0503	0.1587	-0.1559	0.0189	0.1010	-0.0248	-0.1191	-0.1111	0.0549
OCCUPIED	0.1285	0.1361	0.1578	0.0329	0.1733	0.1429	-0.1495	-0.0511	-0.1111	0.0339
WORKING	-0.0479	0.2236	0.0582	0.0526	0.2221	0.0252	-0.1263	0.0256	0.0299	0.1144
COMW ACT	-0.0199	0.0216	-0.0363	-0.0946	-0.0937	-0.0087	0.0528	-0.1064	0.1111	-0.0667
1ST BORN	0.1081	0.0854	0.0712	-0.1224	-0.0312	0.1294	-0.1040	-0.1176	0.0546	0.0764
US BORN	-0.0592	-0.0201	-0.0613	0.0448	0.0013	0.0261	-0.0292	0.0390	-0.1111	-0.0357
PGFV1 HI	0.1950	0.1126	0.2236	-0.0284	0.0013	0.3490	-0.2494	-0.1341	0.1166	0.2855
POFV1 LO	-0.1490	-0.0866	-0.1680	0.2195	0.0184	-0.3024	0.2133	0.1496	-0.1024	-0.2213
POFV2 HI	-0.0921	-0.1771	-0.1582	-0.0397	-0.1411	-0.1728	-0.0026	-0.1972	-0.2059	-0.1919
POFV2 LO	0.0110	-0.1070	0.0371	-0.1988	-0.1422	0.0202	-0.0258	-0.0603	-0.1746	-0.0650
POFV3 HI	0.0100	0.0812	0.0715	0.1136	0.1613	0.1353	-0.0477	-0.0056	0.1667	0.1729
POFV3 LO	-0.1833	-0.2685	-0.1847	-0.2025	-0.3426	-0.2489	0.0302	-0.1597	-0.3084	-0.2260
POFV4 HI	-0.1008	-0.0270	-0.0460	0.0284	-0.0289	-0.0066	-0.0117	-0.0095	0.0005	-0.0182
POFV4 LO	0.2092	0.0360	0.1099	-0.1008	0.0526	0.1158	-0.1174	-0.0670	-0.1745	0.0051
POFV5 HI	-0.1622	0.0369	-0.0767	0.1854	-0.0355	-0.1671	0.1278	0.1742	0.2273	-0.0756
POFV5 LO	-0.0593	-0.1636	-0.0213	-0.2637	-0.1858	0.0457	-0.0943	-0.2317	-0.1541	-0.0218
POFV6 HI	-0.2821	-0.1548	-0.2500	0.1283	-0.1641	-0.3038	0.1020	-0.05614	-0.1334	-0.1495
POFV6 LO	0.1690	0.0535	0.1198	0.0136	0.1445	0.1259	0.0603	0.1025	-0.1004	-0.0784
POFV7 HI	0.0961	0.2078	0.1376	0.0481	0.1528	0.1920	0.0539	0.2973	0.3248	0.1611
POFV7 LO	0.2092	0.0360	0.1099	-0.1008	0.0566	0.1188	-0.1174	-0.0770	-0.1746	0.0051
POFV8 HI	0.0044	-0.0327	-0.0309	0.1572	0.1437	-0.0506	0.1106	0.0977	-0.1907	0.0361
POFV8 LO	0.1378	0.1309	0.1055	0.0161	0.0547	0.0733	-0.0163	0.0513	0.0753	-0.0788

PA QUIET

HF ERROR	-0.0673
HF SCORE	0.1189
BRICK 1	0.1156
BRICK 2	0.0929
BRICK A	0.1205
PENCIL 1	0.1416
PENCIL 2	0.1202
PENCIL A	0.1351
KOTTER	-0.0911
MIREL1	-0.1374
MIREL2	-0.0010
NEBROT	-0.2268
EXTRC	0.4300
FIG CHCE	0.0438
SOFT CAT	-0.0194
SOFT MIS	-0.1586
VOCAB	-0.0153
AGE	-0.0384
MARRIED	0.1822
SEPOR DIV	0.1037
CHILDREN	0.1331
COLLEGE	0.0691
HIGH SCH	0.0562
OCCUPIED	-0.1043
WORKING	-0.0731
COYM ACT	0.0286
1ST BORN	0.0456
LS BORN	0.0783
POFV1 HI	0.1763
POFV1 LO	-0.2864
POFV2 HI	-0.1370
POFV2 LO	0.0315
POFV3 HI	0.0019
POFV3 LO	-0.0985
POFV4 HI	0.0674
POFV4 LO	-0.1170
POFV5 HI	-0.1247
POFV5 LO	0.1515
POFV6 HI	-0.1904
POFV6 LO	0.2228
POFV7 HI	0.2692
POFV7 LO	-0.1170
POFV8 HI	-0.0416
POFV8 LO	-0.0030

Appendix D: Subject's Scores on Points of View Analysis

Code:

Column 78 = Point of View 1 (Reserved)

Column 84 = Point of View 6 (Boisterous)

Column 23 = Point of View 2 (Receptive)

Column 65 = Point of View 5 (Willful)

Column 46 = Point of View 7 (Unification thru Feminism)

Column 37 = Point of View 3 (Empathic)

Column 62 = Point of View 4 (Activities Oriented)

PERSON STRUCTURE MATRIX (P)

1	2	7	15	16	23	3	17	11	21	46
1	-1.6655	1.7872	-0.1264	-0.0022	-0.2691	-1.7732	-1.8843	1.3575	0.4611	-2.9542
2	0.0205	-0.0656	-3.5576	1.1461	1.7112	-1.1134	-0.4623	-0.1316	-1.7346	3.0436
3	-0.7193	-1.9745	1.9267	3.2377	-3.4370	13.4254	-2.5245	-0.6243	0.3333	4.0004
4	-0.1850	-1.7125	-1.2733	1.2664	0.1175	1.4774	0.3354	0.3548	2.2074	-0.4124
5	-0.3167	1.1166	-2.1200	-0.5676	0.2023	-3.2426	1.6931	-1.4649	2.4250	-1.5337
6	-1.2985	0.2443	0.1490	-1.1574	0.0371	-1.7197	1.6898	-1.1634	0.2468	-0.5289
7	-1.0173	0.6546	0.5331	0.0233	-0.7515	0.3734	-0.5345	1.1675	0.7731	-1.0745
8	0.7455	-0.7718	-0.6251	0.0589	-0.3452	-0.3161	-0.3587	0.3661	-0.0519	-0.0320
9	-0.1651	-0.1665	-0.0739	0.3259	-0.1520	1.1775	0.4579	-0.5059	0.5727	0.5356
10	-0.0803	0.0916	-2.4604	-0.3123	-0.4116	-1.3763	-0.9589	0.2311	2.3354	-2.7245
11	1.2982	-1.0176	3.9561	-0.5340	-0.3312	-0.2572	-2.7111	1.5011	-1.2605	-0.5560
12	0.0660	-0.0024	0.1524	0.1298	-0.0039	0.2237	0.1156	0.2250	-0.0232	0.1652
13	-2.4739	1.0860	1.1427	-0.9687	-0.3023	-0.8691	-1.4439	-0.4385	-0.1741	-1.6255
14	-3.6155	3.4933	1.1479	-2.1421	-0.2311	-2.8615	-1.4430	0.2619	1.1814	-4.5468
15	-0.7430	0.0076	1.1850	-0.5614	0.3379	0.4747	1.4746	-1.6736	0.9227	0.1026
16	1.6095	-1.2941	-1.2619	1.0397	-0.1294	0.2741	-0.1757	1.27514	-0.2539	0.8440
17	-0.3659	-0.4412	0.7739	-1.1266	2.5557	0.2157	9.2317	-0.2752	1.2557	4.1220
18	-2.0817	1.0615	7.5398	-1.5154	-0.6366	1.6385	0.5208	2.1156	-3.3553	0.3793
19	0.4932	-1.0240	-0.6262	-0.2632	-0.3219	-0.3413	-0.3413	-1.5507	-1.4970	0.8193
20	1.2345	-0.6025	0.2531	0.6112	0.1234	0.8182	0.3040	1.4961	0.6348	0.6469
21	2.6454	-2.7330	-1.5938	0.3544	0.9655	-1.9030	1.6255	-0.4767	-1.3439	2.3405
22	1.5349	-1.4500	0.5384	-0.6473	0.4565	-1.5904	0.1270	0.3315	-1.5662	0.4175
23	0.3974	-0.3307	-0.8795	-0.9817	2.0635	-3.8359	2.3660	-1.6300	0.3655	0.2094
24	0.3473	0.3447	-0.1285	0.3842	-0.3842	0.3842	0.2159	-0.2655	0.5315	0.3567
25	-1.2964	1.5269	-4.7128	0.0316	0.3729	0.3945	1.2142	-2.6195	0.2754	-1.9513
26	0.6464	-1.1322	0.2523	-0.4681	-0.2737	0.1356	-0.7354	-0.2506	-0.7335	-0.0002
27	-1.3444	-0.4336	5.2668	-0.0270	-1.6457	4.7051	0.3946	1.2025	-1.6321	1.5501
28	-0.9031	0.7505	-0.5021	0.3516	0.3135	0.2951	1.0095	-0.6756	1.0477	0.2871
29	-2.0547	0.4270	4.3042	-2.0012	-0.1325	0.0130	2.0135	-1.2221	-0.0903	-0.1906
30	0.6099	-0.0523	-1.0596	0.0050	0.4944	-0.7731	0.9353	-1.0996	0.5214	0.5024
31	-3.3122	4.1826	-0.1537	-0.6734	-0.1455	-0.5175	-1.2784	0.7864	2.6250	-3.9294
32	-0.1610	0.0305	-0.4626	0.2912	-0.6022	0.9715	-1.6184	0.3240	-0.1338	0.4422
33	-2.2015	1.1916	1.6439	-1.4033	-0.0594	-1.2175	1.2934	-1.1625	0.4657	-1.1669
34	2.1077	-2.3304	-1.3355	1.2130	-0.0014	1.6033	1.2698	-0.5761	0.2358	2.4886
35	-0.2094	1.5090	1.5642	-1.2531	1.0353	-2.6822	-2.3529	0.3162	-3.1907	-0.9283
36	0.7834	0.0728	1.7493	-0.3302	0.9624	-2.2983	1.2367	2.3159	-1.9024	0.2990
37	-1.3015	1.0250	1.6866	-0.6367	0.5315	0.6588	2.0754	-2.0049	1.1317	0.2919
38	-0.2666	0.9519	-1.2897	0.3345	-0.1725	0.4042	-1.1380	0.6911	1.4734	-1.2995
39	2.0053	-1.3195	0.4791	0.0304	-0.0063	-0.1827	-3.0731	3.4013	-2.5063	-0.9071
40	1.0684	-0.4480	-3.1023	1.8661	-0.3426	1.9303	0.3769	0.5201	2.1652	0.4453
41	0.8107	-1.1245	0.1175	0.3334	0.3724	1.2581	-0.6179	0.7669	-0.3072	0.3606
42	-2.7383	2.6540	4.1768	-0.1433	1.5340	1.2320	4.0768	-3.5193	-1.4049	3.6762
43	-0.5316	0.3607	-1.2892	1.0045	0.7142	1.4487	2.6460	-1.7443	2.3544	1.3391
44	0.5975	-0.9405	0.3484	-0.2672	0.5011	-0.0756	1.4128	0.6957	-0.2372	0.6412
45	-1.5071	1.0058	3.3703	-0.3957	0.6034	1.6731	-0.7093	1.4557	-1.0076	-0.4283
46	0.8702	-1.5829	0.2036	0.6924	-0.0817	1.7804	-1.4890	-1.7223	-0.7466	2.7655
47	0.2365	-1.2675	0.6488	3.6413	-2.7110	9.1376	-2.1296	0.7933	-0.7919	3.4748
48	-0.0282	-0.2759	1.1211	-0.1637	-0.5606	1.6664	-0.7398	0.5329	-0.4908	0.3174
49	-1.5448	0.5587	2.2790	-1.6793	1.0241	-2.6052	1.5055	-2.5457	-0.6472	0.6950
50	1.7133	-0.5966	-0.6249	-0.1175	0.4731	-1.1745	-1.4249	1.5704	-0.3375	-0.7161

PERSCA STRUCTURE MATRIX PG

	2	7	1	4	23	1	17	10	25	46
51	-2.0243	0.7059	5.1164	-1.5247	-0.5933	1.4261	0.1305	0.2935	-2.0300	0.3427
52	0.5562	-0.2341	0.4244	-0.2176	0.6032	-0.5652	1.5213	-0.1267	1.2363	0.3055
53	-1.8359	-0.5833	0.1804	1.2912	-1.4771	-2.5663	0.7513	1.5522	-4.1351	1.7189
54	0.4362	0.0722	-0.2863	0.0330	-0.0015	-0.1117	-0.1362	0.1132	0.0280	-0.5315
55	0.0944	-0.2291	-0.4924	0.0000	-0.0175	-0.1191	0.4581	-0.4374	0.8144	0.0170
56	-0.9956	1.7400	-0.8556	1.6794	-3.5580	3.3561	-0.0466	1.5407	1.9564	0.0997
57	0.3376	-1.0061	-1.8126	0.0427	-0.1430	0.3217	-0.2322	-2.2217	0.5428	0.4081
58	0.4600	-0.3190	-1.0626	0.3413	0.1167	-0.2137	0.2374	-0.1196	0.5242	0.1537
59	0.8290	-0.5481	-1.7003	0.2304	0.8533	-0.4659	-0.4527	-0.1276	0.7213	-0.3827
60	-0.3627	0.6058	1.6155	-0.4907	0.1106	-0.5236	0.5219	1.5582	-0.3187	-0.6768
61	0.2498	0.3370	0.7476	-0.0391	0.2664	0.0627	-0.0124	0.9435	-0.3763	0.7133
62	-1.0054	0.4315	-0.9222	0.5328	-1.0271	-0.3711	-0.6002	2.0802	1.4060	-1.9502
63	2.6721	-3.1151	-1.5966	0.5115	0.0732	1.0037	0.0018	-1.5235	-0.2297	2.0071
64	-0.1354	0.9451	-0.0441	-0.4041	-0.7038	-0.0762	-0.7511	-0.3986	-0.6033	-0.2281
65	-0.0857	1.6538	-2.5609	-0.1308	-1.4341	-0.6271	-0.1113	2.4824	-2.2294	-3.8835
66	-0.3010	-0.2314	0.8148	0.0822	-0.5485	1.1744	-0.0491	0.3583	-0.0908	0.1610
67	0.3355	-0.4534	-1.4474	0.0553	0.1466	-0.5243	0.2372	-1.0355	0.6610	0.0354
68	0.5648	-1.2035	1.0775	0.1230	0.2279	1.5022	1.3636	-1.0037	-0.4256	1.9456
69	0.2330	0.0392	-0.1592	-0.2765	0.1487	-1.0554	-0.1194	0.5247	0.1375	-0.7013
70	0.3116	0.0757	-0.3542	0.3410	-0.1767	0.3682	-1.1631	0.8237	-0.2562	-0.2679
71	1.4258	0.1223	-0.1764	0.5252	1.0134	0.1208	0.2294	0.9057	-0.1443	0.8837
72	1.1769	-0.9784	0.0352	0.4694	-0.3318	0.3582	-1.8821	1.3033	-2.0351	0.5309
73	0.4355	-0.7751	-0.2675	0.3357	-0.4232	1.3253	-0.3313	-0.0815	0.0741	0.5032
74	-1.7931	0.8036	4.7458	-1.3648	0.0328	1.5839	1.8560	-1.1288	-0.9115	0.8078
75	-1.0424	1.2947	0.5001	-0.8332	0.9435	-1.2104	1.8066	-1.5549	1.0469	-0.2659
76	-0.5003	1.7032	-0.3661	-1.3781	0.6272	-3.0393	-0.9583	1.1051	1.5119	-3.3712
77	-0.5933	-0.5353	2.3312	-0.2853	-0.0899	1.4363	2.2761	-1.2051	-0.4485	1.7299
78	-3.5169	4.8684	1.3106	-0.8326	0.2967	-1.5095	-0.7825	1.6268	1.7480	-3.6395
79	-1.0845	0.7135	2.0867	-0.6073	-0.2211	0.1794	0.5828	0.6709	-0.0210	-0.5015
80	-0.9956	0.3802	0.7138	-0.8925	0.1225	-1.2769	-0.2414	-0.2627	-0.2547	-1.0576
81	1.6915	-1.6809	-2.1096	0.5827	0.1425	-0.2370	-0.1978	-0.7395	-0.1480	0.9578
82	-0.6262	-0.4719	2.2668	0.1761	-1.5513	3.5966	-1.2846	0.5299	-0.8018	0.3245
83	-1.9580	0.9817	4.1104	-2.2283	-0.0660	-1.0378	1.3028	0.0255	-0.4067	-1.4133
84	1.0845	-1.1558	-2.5971	2.7232	-1.0984	4.6031	-1.2993	0.1852	0.7714	2.0828
85	1.1518	-1.6495	0.4985	0.1831	-0.4208	1.0403	-0.0343	0.4969	-0.7136	0.8910
86	0.8041	-0.8054	-1.1264	0.3975	0.0447	-1.0003	0.4972	0.5561	0.0484	0.2496
87	-1.2172	1.3551	0.9862	-1.4718	0.3330	-1.5625	0.8422	-1.8454	0.4843	-1.1688
88	1.2934	-1.7696	-0.4977	0.6208	-0.2617	1.1754	0.1374	-0.3921	-0.6356	1.5525
89	1.8955	-1.1273	-1.6236	0.7720	0.4501	-0.2272	-0.3973	0.2852	-0.4523	0.9710
90	0.3418	0.1147	-1.7396	0.7719	0.2330	0.0124	0.8240	-0.5434	1.5718	0.1471
91	1.4225	0.1184	-2.2280	2.1943	-1.1690	4.1380	-6.0521	2.4797	-0.8197	-0.3623
92	1.4874	-2.7339	-5.8960	0.8883	-0.7652	-0.1305	-1.5945	-3.1297	1.2356	0.2583
93	1.0473	-0.9215	-1.3590	-0.1285	0.6120	-0.6961	0.6661	-1.6232	0.4674	0.5756

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PERSON STRUCTURE MATRIX P₀

	37	38	39	40	41	42
1	-0.1678	-0.4407	0.3971	1.3975	-2.9157	1.3317
2	-3.1617	-1.6547	1.8731	-0.1373	-0.2605	-1.3652
3	1.9251	-1.4271	-0.1056	-0.0249	-1.9774	-0.3605
4	0.6653	-1.3784	-1.4322	0.8046	-1.9767	1.2633
5	0.6524	0.0306	0.5775	-1.4445	-0.7072	0.3635
6	1.0796	0.6261	0.2829	-1.1634	-0.3581	0.3521
7	0.2102	-0.0010	-0.2900	1.0475	-0.4937	1.1845
8	-0.6482	0.0586	0.4512	1.3661	-0.4577	0.3436
9	0.4589	-0.2534	-0.0665	-0.5509	-0.5665	0.1373
10	-0.4105	-0.3631	1.7630	0.3311	-1.0031	1.6134
11	-0.8205	-1.4177	0.4574	1.6011	0.6463	-0.5337
12	0.0031	0.0113	-0.3236	0.2250	-0.1678	0.1172
13	0.6943	0.9904	0.4334	-0.4305	1.4843	-0.3504
14	1.9253	-0.3709	0.5571	0.2019	1.4690	0.2776
15	2.0843	-1.6152	-1.1199	-1.0730	-0.4875	-0.2853
16	-1.6671	0.7917	0.0660	1.2514	-0.3858	0.0144
17	3.9900	0.5348	-1.5693	-6.2752	-1.3600	-0.7112
18	2.1744	0.0864	-3.9545	2.1158	0.4215	-0.6556
19	-1.2151	1.6187	2.9105	-1.5569	0.8091	-0.7950
20	-0.1909	-0.8673	-1.4950	1.4561	-1.1270	0.6018
21	-1.4958	0.7183	0.8268	-0.7767	-0.1368	-0.6354
22	-0.5131	-0.3629	0.0540	0.3318	0.4179	-0.6910
23	0.9459	-0.3733	-0.7061	-1.6300	0.7503	-1.1266
24	-0.0759	-0.1822	0.2058	-0.2655	-0.5257	0.2242
25	2.0546	-2.7827	1.2100	-2.6135	-2.3920	1.5739
26	-0.1272	-0.7115	0.9665	-0.2096	0.3059	-0.6197
27	1.5260	-0.0715	-2.2548	1.2025	-0.8498	0.1243
28	0.6592	-0.0507	-0.5413	-0.6780	-0.4059	0.2245
29	3.4149	-1.3356	-1.6332	-1.2221	-0.3334	-0.6983
30	0.1362	-0.2632	0.4569	-1.0596	-0.2970	-0.1669
31	1.5358	-0.9641	-0.6426	0.7564	0.3752	1.0905
32	-0.6912	0.2108	0.9402	0.3246	0.4708	-0.0760
33	1.7633	0.2116	-0.0498	-1.1825	0.0426	0.1452
34	-0.5355	-0.2946	0.2480	-0.7461	-1.6606	0.2454
35	-0.5459	0.3486	-0.1277	0.3182	4.6922	-3.1223
36	-0.3259	0.3978	-2.7660	2.3159	-0.1528	0.3985
37	3.0067	-1.6971	-1.3481	-2.0049	-0.2233	-0.7735
38	-0.1098	-0.8598	0.1353	0.0911	-0.3091	0.6211
39	-2.5002	-0.2405	0.3577	3.4019	1.3649	-0.2673
40	-1.0769	-0.2690	0.4365	0.5201	-1.8704	1.4648
41	-0.4896	-0.4008	0.1643	0.7467	-0.7425	0.3621
42	3.7372	1.0363	-3.5880	-3.8193	2.5577	-3.1405
43	1.3859	-0.2281	-1.1639	-1.7443	-1.3052	0.4187
44	0.2380	-0.4660	-0.7462	0.0957	-0.7045	0.1163
45	1.1570	-0.4290	-2.1702	1.4357	0.6803	-0.3001
46	0.2027	0.4420	0.0940	-1.7223	-0.2618	-0.6347
47	-1.3242	1.3434	0.3351	0.7933	-1.4356	0.5721
48	0.1996	-0.5296	-0.3721	0.5326	-0.0603	-0.1570
49	2.1917	0.8435	-0.7882	-2.6457	0.0940	-0.9051
50	-1.2795	-0.7496	0.0307	1.5784	0.7319	-0.3757

PERSON STRUCTURE MATRIX PG

	37	38	32	35	36	32
51	2.5334	-0.4527	-2.4184	0.2935	0.4015	-0.7642
52	0.7747	-0.9234	-1.0997	-0.9235	-0.4177	0.2735
53	-5.3944	11.6824	1.7715	1.7722	0.3823	2.7675
54	-0.3027	-0.5231	-0.1547	0.9132	0.0522	0.1187
55	0.1959	-0.2737	0.3184	-0.4374	-0.6019	0.2944
56	0.4462	-0.2273	-2.2519	1.6997	-1.6633	1.6797
57	-0.1391	-0.1897	2.3768	-2.2217	0.2866	-0.7350
58	-0.3751	0.1212	0.3131	-0.1156	-0.4995	0.3774
59	-0.6385	-0.4557	0.9523	-0.0296	-0.3580	0.2510
60	0.3603	-0.1194	-1.6691	1.5782	-0.5001	0.7061
61	0.2768	-0.6526	-1.3393	0.4435	0.1666	-0.1356
62	-1.2551	1.6747	-0.0684	2.6502	-2.0570	3.1037
63	-0.6988	-1.2443	2.1183	-1.9235	-0.4259	-1.1509
64	-0.5993	0.7383	1.7418	-0.3955	0.1312	0.0223
65	-3.1396	1.1312	-2.5407	2.4224	0.2023	2.5674
66	0.1862	0.7458	-0.2133	0.3583	-0.5803	0.4112
67	-0.1968	-0.5419	0.1466	-1.0365	-0.1594	-0.0397
68	0.9721	-1.0374	-0.5219	-1.0037	-0.4618	-0.7642
69	-0.1832	-0.2606	-0.0676	0.5787	-0.1721	0.3361
70	-0.7147	0.7351	0.1130	0.6237	0.3591	-0.0260
71	0.1695	-1.4787	-1.6690	0.5057	0.4094	-0.8547
72	-1.8977	1.0375	0.5424	1.3033	1.1193	-0.5860
73	-0.2127	-0.2593	0.4462	-0.0315	-0.4878	0.0593
74	3.3259	-1.5091	-2.3973	-1.1258	0.3334	-1.2397
75	2.1006	-1.1318	-0.7539	-1.3549	0.3777	-0.7399
76	0.8624	-2.3409	-0.3813	1.1081	0.2009	0.4352
77	1.6571	-0.0217	-1.1921	-1.2061	-0.8083	-0.2123
78	1.6372	-0.3449	-2.2638	1.6865	0.9790	0.8185
79	1.1357	-0.2912	-1.3684	0.6758	-0.5440	0.5259
80	0.4903	0.0912	0.2081	-0.2227	0.9427	-0.4197
81	-1.3010	0.2755	1.5885	-0.7395	-0.0911	-0.2562
82	0.3625	-0.3763	-0.0977	0.8259	-0.5706	0.2168
83	2.7154	-1.3760	-1.6139	0.0255	-0.1422	-0.0570
84	-1.6551	1.0575	1.0210	0.1852	-1.1261	0.7280
85	-0.3949	-0.3604	0.0614	0.4969	-0.8292	0.1796
86	-1.1523	1.1147	0.3679	0.5561	-0.8667	0.9613
87	1.8047	-0.3649	0.3862	-1.8454	0.7350	-0.7331
88	-0.7615	0.3029	0.6826	-0.3821	-0.4859	-0.1590
89	-1.3259	0.0036	0.3955	0.2062	0.2167	-0.4153
90	-0.1804	-0.0133	-0.1458	-0.0434	-1.2402	1.0037
91	-2.9734	-0.5036	1.3294	2.4797	2.0491	-1.0045
92	-2.6004	1.3079	6.1849	-3.1297	-0.1000	-0.0814
93	0.2454	-1.0135	0.9259	-1.6232	0.0659	-0.7808

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