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WOMEN'S SELF-PERCEIVED SEX-ROLE IDENTIFICATION
AND REACTIONS TO PERCEIVED FRUSTRATION

by

Elaine Tuccillo

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1977

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July 20, 1977
date

Herbert Nechin
Chairman of Examining Committee

August 6, 1977
date

Florence S. Denman
Executive Officer

Dr. William Crain

Dr. Harold Wilensky

Dr. Herbert Nechin

Supervisory Committee

The City University of New York

Abstract

WOMEN'S SELF-PERCEIVED SEX-ROLE IDENTIFICATION
AND REACTIONS TO PERCEIVED FRUSTRATION

by

Elaine Tuccillo

Adviser: Professor Herbert Nechin

The relationship between women's self-perceived sex-role identity and their responses to depicted frustrating situations was investigated. Three groups of Ss, determined by the Bem Sex Role Inventory to be femininely-identified, masculinely-identified or androgynous, were asked to react as the frustratee to 26 pictured frustrating situations (based on the model of the Rosenzweig Picture Frustration Test (1948) by writing the first reply that came to mind. Picture scenes varied with re-

spect to sex of frustrator, while frustratee's sex was constant (female). The content of Ss' statements were rated by two judges, independently, as to (a) Direction of Aggression (i.e., extrapunitive, intropunitive, impunitive) and (b) Type of Reaction (i.e., object-dominant, ego-defensive, need-persistent) according to the Rosenzweig manual (1947). Ss were 66 adult women ranging in age from 18 to 50; all had some college experience. It was hypothesized that the nature of both Direction of Aggression and Type of Reaction would vary depending on self-perceived sex-role identification (BSRI score) and sex of frustrator. No differences in response tendencies were found in either dimension as a function of sex of frustrator. Significant differences in both dimensions were found for Feminine vs. Androgynous and Feminine vs. Masculine groups, but not for Androgynous vs. Masculine groups. Feminine women were rated as less extrapunitive, more intro-

punitive, more impunitive, more object-dominant and less ego-defensive than Androgynous or Masculine women. A factor analysis of the eight variables, including the six categories of reaction to frustration and the two BSRI scale scores, yielded a three dimensional solution; in particular, one factor (labeled heuristically as the sex-role conformity factor) reflected the high degree of association between sex-role identity (BSRI scores) and response tendencies in the dimension of Direction. The factor analysis also revealed a cluster interrelating the two Rosenzweig dimensions; this factor was discussed as possibly defining response qualities of 'Personal Assertiveness'. The implications of the intra-sex response differences as a function of sex-role definition found in this study were discussed and related to previous research findings.

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Chapter I

Introduction:

This study seeks to determine the relationship between women's self-perception of sex-role identity, as defined by the Bem Sex Role Inventory (this will be elaborated below) and their reactions to frustration as elicited by pictured frustrating situations. It further seeks to determine the relationship between sex of the frustrator and subjects' reaction to frustration.

History:

In a paper presented at the UCLA Symposium on Women (1972) Bem challenged one of the assumptions underlying much, if not most, of the research on sex-roles. That assumption is that masculinity and femininity are conceptual terms describing two distinct clusters of personality characteristics or traits which are at opposite poles of a single continuum. According to this assumption masculinity and femininity are by definition inversely correlated and traits

describing these terms are mutually exclusive; a masculine individual cannot also be femimine and vice versa. Similarly, an individual cannot be identified as integrating both highly feminine and highly masculine sex roles simultaneously. Since investigators have used most sex role inventories to classify subjects as either sex-typed or sex-reversed, Bem argued, they have systematically ignored and excluded from investigation a substantial part of the population of subjects who have integrated both masculine and feminine characteristics within their self-perceived sex-role identity. These individuals are more appropriately categorized as androgynous. As an example of the research bias and subsequent loss of a substantial part of the subject population Bem (1972) points to a study by Hetherington (1965) investigating the relationship between the child's sex role and the sex of the dominant parent. In this study one third of the families were discarded from the sample under investigation simply because no dominant parent existed; rather a more

equalitarian relationship between parents was noted. The investigatory bias here led to a systematic neglect and consequent ignorance of a large part of the subject population - perhaps the healthiest, most adjusted and most interesting.

The research literature over the past three or four decades (Kitay, 1940; Lynn, 1959; McKee and Sheriffs, 1959; Rosenkrantz, et. al., 1968) gives clear evidence of a related bias in the differential valuations of behaviors and traits stereotypically ascribed to men and women. Thus, in addition to the evidence presented above regarding the fact that integration within individuals of masculine and feminine personality traits has been systematically ignored in research, there exists as well an evaluative bias operating to fix a stereotyped set of gender-specific behaviors as indicative of social and psychological adjustment. Thus individuals are pigeonholed and pressured by social sanction, by the socialization process and by psychotherapeutic models of adjustment to conform to the bi-polar, unidimensional model described above.

Yet, almost universally, the direction considered healthy or adjusted favors one pole of the continuum over the other. In particular, those traits considered stereotypically masculine are more often perceived as socially desirable, "normal" (Cowen, 1961), indicative of adjustment (Weiner, Blumberg, Segman and Cooper, 1959) and healthy (Kogan, Quin, Ax and Ripley, 1957); whereas, those traits considered stereotypically feminine are perceived as significantly less socially desirable and relatively more abnormal, maladjusted or sick. According to Broverman, et. al. (1970) the typical sex role stereotyping further compounds a "double standard of health" among professional clinicians. Their 1970 study confirmed a hypothesis that certain behaviors or characteristics thought of as pathological for one sex were not necessarily considered pathological for members of the opposite sex. More specifically, when clinically trained psychologists, psychiatrists and social workers of both sexes were asked to make clinical judge-

ments regarding the characteristics reflective of a healthy adult - sex unspecified, they were significantly in agreement in their selection of those traits and behaviors stereotypically regarded as masculine. Further, clinicians showed a significant tendency to choose socially desirable masculine traits more often as healthy behaviors for men than for women. While only half the socially desirable feminine traits were chosen as healthy behaviors for women rather than men. Clinicians were more likely to hold the opinion that "healthy women differ from healthy men by being more submissive, less independent, less adventurous, more easily influenced, less aggressive, less competitive, more excitable ... having their feelings more easily hurt, ... more emotional, more conceited, ... less objective" (pp. 4-5)

Broverman, et. al. (1970) discuss an analogous "bankrupt" concept of healthy adjustment as it has been applied to black Americans who were considered well-adjusted when displaying traits of docility, childishness and deference.

More preferable, alternative conceptual models of healthy adjustment such as self-actualization, drives toward mastery, growth toward maturity and actualization of one's innate potential have been proposed by humanistic, existentialist thinkers such as Erikson (1950), Rogers (1951), Maslow (1954), Bühler (1959) and Allport (1955).

In line with more recent thinking and in the direction of exploring greater fusion and expansion of appropriate sex-role behaviors, especially among supporters of the women's liberation movement (Bem, 1977), more attention is being given to our current system of sex role stereotyping and differentiation.. Movement supporters (Millet, 1970; Friedan, 1963; Chesler, 1972, Greer, 1971; Gornick and Moran, 1972) agree that socialization based on previous concepts of the psychologically healthy male and the psychologically healthy female are out-dated and "prevent men and women from developing as full and complete human beings." (Bem, 1975, p. 634) Ultimately they encourage a more mixed

sex-role identification in which both masculine and feminine traits are integrated within the personality structure such that individuals whether male or female may have available to themselves a more expanded repertoire of behavioral reactions and feeling states and a less stereotyped and restrictive set of sanctions as to what is deemed appropriate and healthy in various, changing life situations. Thus, being instrumental (a masculine quality) and expressive (a feminine quality), being both assertive and yielding or, more generally, being both masculine and feminine depending on the contingencies and appropriateness of the situation should be encouraged (Bem, 1975).

In a 1974 article Bem described the development of a sex role inventory based on alternative underlying theoretical assumptions regarding the nature and development of sex-role identity than the typical assumptions supportive of the bi-polar, unidimensional conceptualizations of sex-role identification described above. The inventory was

based on the idea that sex-role identification can progress along more than one dimension such that traits of masculinity and femininity can evolve and become integrated within the personality structure and that one set of traits need not be dominant or exclude the development of the other.

An analogous, albeit simplistic, example of the paradigm involved would be the child's development of pitching and catching skills; he or she may develop one, or both, but development of one does not necessarily preclude development of the other.

The Bem Sex Role Inventory (BSRI) (see Appendix II) enables discrimination by the researcher of that large part of the adult population more appropriately labeled "psychologically androgynous"; that is, both masculine and feminine traits are substantially manifested in personality and behavior. Bem developed this inventory to initiate a research program advancing the hypothesis that psychologically androgynous individuals as measured by the BSRI are more likely than

either masculine or feminine subjects to show greater sex-role adaptability across situations. She believed that the greater behavioral flexibility as regards sex role stereotyped behavior of the androgynous individuals would allow them to act more effectively in various situations and that their reactivity would not be motivated or as influenced by a regard for what might be sex appropriate or sex stereotypical for any particular situation. It was Bem's contention that those androgynous individuals display more flexible, more effective, more adaptive and generally healthier behavior across various life situations and that sex-typed or sex-reversed individuals display less adaptive, more rigid, restricted, stereotypical behaviors across situations. In support of this contention she cited previous theoretical and research literature (Kagan, 1964; Kohlberg, 1966) suggesting that active and unconscious suppression of what is considered inappropriate sex role behavior is part of the general course of the sex

role socialization process; that the sex-typed person becomes motivated to suppress opposite sex behavior in order to maintain consistency with an internalized sex-role ideal. MacKinnon (1962) states similarly that in highly sex-typed individuals, cross-sex tendencies are repressed. The sex-reversed individual would also display a restricted range of behavior deemed acceptable and appropriate to his/her self-image or sex-role ideal. In contrast, the psychologically androgynous individual, according to Bem (1975), would not display any similar behavioral inflexibility across situations.

... because his or her self-definition excludes neither masculinity or femininity, the androgynous individual should be able to remain sensitive to the changing situation and engage in whatever behavior seems most effective at the moment, regardless of its stereotype as appropriate for one sex or the other whereas a narrowly masculine self-concept may inhibit so-called feminine behaviors, and a narrowly feminine self-concept may inhibit so-called masculine behaviors, a mixed androgynous self-concept allows an individual to engage freely in both masculine and feminine behaviors. (Bem, 1975, pp. 634-635).

Despite previous adjustment notions that highly sex-typed

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individuals, i.e. masculine males and feminine females who conform to the dictates of the socialization process, are likely to be psychologically healthier, more well-adjusted members of society, the recent literature indicates otherwise. Specifically, numerous research studies (Cosentino and Heilbrun, 1964; Emmerick, 1959; Gray, 1957; Gall, 1969; Sears, 1970; Webb, 1963) indicate a significant degree of correlation between high femininity and poorer adjustment, high anxiety, low self-esteem and low social acceptance. Similar findings have been discovered in adult males displaying high masculinity exclusively (Mussen, 1962). Harford, Willis and Deabler (1967) found that high masculinity in males was associated with emotional dissatisfaction, guilt proneness, anxiety and neurotic tendencies. Low scores (femininity) in males were associated with brighter mental capacity. Maccoby (1966) has also shown significant sex differences in intellectual development as a function of sex-role identification. Her reports indicate that

the more feminine boys were brighter than their more masculine peers; among girls, greater intellectual development was positively correlated with both masculinity and femininity. The brighter girls showed qualities of dominance and striving (masculine characteristics) as well as nurturance and eagerness to help others (feminine characteristics). General findings (Maccoby, 1966) support the fact that highly sex-typed boys and girls evidence relatively lower intellectual functioning, lower level analytical thinking, lower visual-spatial ability and lower creativity and original thinking abilities, while integration of cross-sex-typed characteristics is generally associated with higher level functioning on measures of all the above cognitive variables. Maccoby (1966) concluded that "for girls and women, the evidence consistently points to masculinity as a correlate of intellectuality." (p. 35) She reported as that regarding such variables as dependence-passivity/ independence-aggressivity that the cross-sex-typed, less de-

pendent, more aggressive females "were the brighter ones".

(Maccoby, 1966, p.35)

It is the purpose of the present study to investigate the relationship between sex-typed, androgynous and cross-sex-typed self-perception of sex-role identity and qualitative differences in response to frustrating situations. The BSRI will be employed to select female subjects as sex-typed, androgynous or cross-sex-typed. The BSRI is distinguished from other Masculinity-Femininity scales (see Heston, 1948; Shepler, 1951) according to Bem (1974, 1975) in that it does not automatically build in an inverse relationship between masculinity and femininity; rather, these are logically and empirically independent dimensions. That is, two separate scales (plus a scale tapping qualities generally judged to be socially desirable) are contained within the BSRI each based on 20 personality characteristics selected on the "basis of sex-typed social desirability and not on the basis of differential endorsement by males and

females as most other inventories have done." (Bem, 1974, p. 155) A characteristic was categorized as masculine if it was considered a more desirable quality in a man than in a woman in American society and as feminine if it was considered more desirable for a woman than for a man. A subject is designated as masculine, feminine or androgynous as a function of the comparison of his/her endorsement, in quantitative terms, on the two scales of masculine and feminine personality characteristics. (See Method section for details of BSRI classification procedure.)

Recent research (Bem, 1975; Bem and Lenney, 1976) employing the BSRI and investigating various sex role specific behaviors as dependent variables, has confirmed many of Bem's hypotheses concerning the greater situational flexibility and adaptability of the self-perceived androgynous individual. This research also lends corroborative support to much of the previous theoretical and research work discussed above (Maccoby, 1966; Harford, Willis and Deabler,

1967) especially regarding sex-role identification and its relationship to adjustment, behavioral adaptability and cognitive abilities. In a 1975 study Bem asked college students to engage in previously validated, stereotypical masculine and feminine tasks. Experimental results indicated significant differences in degree of conformity vs. independence as a function of self-perceived sex-role identification; both masculine and androgynous subjects of both sexes showed significantly greater independence than feminine subjects. In a second related experiment significant differences in degree of spontaneous playfulness vs. non-involvement were found as a function of self-perceived sex-role identity. Of particular interest, Bem found that for female subjects, femininely-identified subjects showed greater passivity and less spontaneous involvement than androgynous females with a stereotypically feminine task (Bem, 1975). Generally these studies provide support for the hypothesis that androgynous subjects of both sexes

show less stereotypy in behavior. According to Bem (1975) they provided "the first empirical demonstration that there exists a distinct class of people who can appropriately be termed androgynous, whose sex-role adaptability enables them to engage in situationally effective behavior without regard for its stereotype as masculine or feminine." (Bem, 1975, p. 643)

In a 1976 paper titled "Beyond Androgyny: Some Presumptuous Prescriptions for a Liberated Sexual Identity" Bem summarizes and discusses the results of a number of investigations made to clarify the 1975 studies discussed above, especially with regard to female expressive functioning. Her remarks suggest that the androgynous woman behaves distinctly differently in that she can be both instrumental and expressive, independent and nurturant; the masculine woman shows weakness in the expressive and nurturant dimensions and the feminine woman in the instrumental and independent dimensions. The androgynous woman is less bound by the

by the restrictions of sex-typing. The feminine woman is not consistently high in nurturance, according to experimental results, but only shows consistent nurturant reactions when requirements allow her to play a passive-receptive role. Initiating or taking responsibility for nurturant behavior was more consistently characteristic of the androgynous woman. (Bem, 1977 a)

In a more recent study (1976) Bem and Lenney present evidence that cross-sex behavior is consciously, motivationally problematic for sex-typed subjects and they actively avoid such behaviors that they consider more appropriate to the opposite sex. Sex-typed subjects are significantly more likely than either androgynous and sex-reversed subjects to prefer sex appropriate activity and to resist what they consider sex inappropriate activity, even if this resistance has as its consequence a monetary penalty. These sex-typed subjects report subjective feelings of discomfort and negative feelings regarding themselves when actually

acting in a cross-sex manner. Additionally, a significant interaction between self-perceived sex-role of the S and sex of E was observed; that is sex-typed subjects engaging in cross-sex activities in front of the opposite sex experimenter reported feeling less comfortable, while androgynous subjects reported feeling more comfortable. With sex-reversed subjects, this effect was more varied; male sex-reversed subjects felt less comfortable and female sex-reversed subjects felt more comfortable performing in front of an opposite sexed experimenter. Negative feelings about self were stronger, as well, when in the presence of the opposite sex E for sex-typed Ss. This result was not confirmed for sex-reversed and androgynous subjects (Bem and Lenney, 1976). The investigators concluded that sex-typing does restrict one's behavior in unnecessary and perhaps dysfunctional ways. The research literature discussed thus far indicates that subjects are likely to show significant, systematic differences in their reactions to various situations as a function

of their self-perceived sex-role identity as measured by the BSRI. An important and clinically interesting area of behavior study in which individual and sex differences in responding may imply healthy, adaptive vs. dysfunctional, problematic modes of functioning is that involving the exploration of differential reactions to situational frustration. In 1945 Saul Rosenzweig first introduced the Picture-Association Method and the Picture-Frustration (P-F) Study as investigative tools in the assessment of individual patterns of reaction to frustration. The technique includes a test consisting of a series of 24 cartoon pictures depicting common, mildly frustrating situations and a procedure (Rosenzweig, et. al., 1946; Rosenzweig, et. al., 1947) for rating subjects' written responses to these situations as if he/she was the person frustrated. Subjects were instructed to identify with the frustrated person in the cartoons and to write down the first reply to the frustrator(s) that came to mind. The 24 frustrating sit-

uations were divisible into two categories: 16 Ego-blocking situations in which an obstacle of some kind, human or otherwise, directly frustrates the subject; 8 Superego-blocking situations in which some accusation is leveled or burden of guilt is imposed on the frustratee. The assessment procedure (Rosenzweig, 1945; Rosenzweig, et.al., 1946; Rosenzweig, et. al., 1947) which will be used in the present study allows category scores to be assigned to each of the subject's responses as to the Direction of Aggression and the Type of Reaction. Direction of Aggression is divisible into three mutually exclusive categories: extra-punitive - E - in which the aggression is turned outward onto the environment; intropunitive - I - in which the aggression is turned inward upon the self; and impunitive - M - in which the aggression is turned off or evaded. Three distinct Types of Aggressive Reaction conceptualized and described by Rosenzweig (1938, 1945) give rise to a second set of scoring determinants: obstacle dominance - O-D - in

which the barrier causing the frustration is the salient characteristic of the frustratee's statement; ego-defensive - E-D - in which the ego of the subject is of predominant concern; need persistence - N-P - in which the solution to the frustrating situation is of predominant interest.¹

The initial research results with the Adult Form of the P-F Study (Rosenzweig, 1945) led to the conclusion that sex difference trends were "not outstanding There is evidence to suggest that males and females react differently on given items of the test the percentage scores for various categories are rather similar for the two sexes" (Rosenzweig, 1945, p. 17) Rosenzweig published revised norms in 1950 based on 460 normal subjects ranging in age from 20 - 39. Here again he found no differences

¹ The reader is referred to the "Guide to Research on the Rosenzweig Picture-Frustration (P-F) Study, 1934-1974" (Rosenzweig, S. and Rosenzweig, L., 1976) which indexes the wide application of this technique in basic research in personality-diagnostic and other similar clinical-applied areas.

in mean percentage of responses across all six categories.

Later research evidenced mixed results regarding intersex differences in response to frustration but demonstrated response differences as a function of such variables as ethnic and cultural background (McCary, 1950, 1956), age of frustrator (Spache, 1951), sex of frustrated individual (Moore and Schwartz, 1963), socio-economic status (Stoltz and Smith, 1959). Although Rosenzweig's 1950 investigation showed no significant difference between the sexes with the Adult Form, using an Adolescent Form of the P-F Study (1970) he demonstrated significant differences between sexes (Ss were 10th and 12th grade high school students) in five out of six categories. Female adolescents were found to be significantly less extrapunitive, more intropunitive, more impunitive, less ego-defensive and more need-persistent than male adolescents in their reactions to 24 frustrating situations ($p < .01$) as computed by a t test for differences between mean percentages

of responses for each sex under each category. Rosenzweig speculated that these significant differences might be attributable to the female's greater maturity and need to conform at this age (Rosenzweig and Braun, 1970).

McCary (1950, 1956) using the Adult P-F form found inter and intra-sex differences in reaction to frustration as a function of cultural-ethnic variables. Of particular interest to the present investigation was McCary's demonstration of significant differences in extrapunitiveness between Southern White Females and Northern White or Northern Negro Females. No research to date has investigated intra-sex differences in reaction to frustration as a function of self-perceived sex-role identity; nor has the sex of the frustrator been investigated as a variable affecting subjects' responses to frustration.

It follows from the investigations employing the BSRI cited above that qualitative differences in response to

frustration as measured by the Rosenzweig scoring technique (1947) are likely to exist as a function of self-perceived sex-role identity and that these differences are likely to follow similar behavioral trends as that found for other sex-stereotypical/ gender-specific behaviors. It further follows that the population of subjects categorized as androgynous will likely differ from sex-typed or sex-reversed subjects in their reactions to frustration.

Chapter II

Hypotheses:

The following hypotheses were investigated:

Given instructions to respond as the frustratee to 26 pictured scenes portraying perceived frustrating situations, the mean frequency of Ss' responses in each of the 3 categories of Direction of Aggression is expected to differ as a function of Ss' self-perceived sex-role identity; that is that differences in mean frequency of extrapunitive, intropunitive and impunitive responses are expected as a function of Ss' BSRI identification as Feminine, Masculine or Androgynous. Specifically,

I A. Feminine Ss are expected to show fewer extrapunitive, more intropunitive and more impunitive responses than Androgynous or Masculine Ss.

I B. There are some indications from research by Bem (1975) and Harford, Willis and Deabler (1967) that Masculine Ss will differ from Androgynous Ss

by showing greater tendencies toward intro-punitive reactions.

The mean frequency of Ss' responses in each of the 3 categories of Type of Reaction is expected to differ as a function of Ss' self-perceived sex-role identity; that is that differences in mean frequency of object-dominant, ego-defensive and need-persistent responses are expected as a function of Ss' BSRI identification as Feminine, Masculine or Androgynous. Specifically,

- II. Feminine Ss are expected to show more object-dominant, more need-persistent and fewer ego-defensive responses than Androgynous and Masculine Ss. Masculine Ss are expected to show more ego-defensive and fewer need-persistent responses than Androgynous Ss.

The mean frequency of Ss' responses in each of the 6 categories defining Direction of Aggression and Type of Reaction are expected to differ as a function of sex of frus-

trator. Assuming the Feminine Ss are likely to behave in relatively more conforming, stereotypical ways when interacting with the opposite sex (for example, see Bem and Lenney, 1976) than Androgynous or Masculine Ss, some specific trends in response frequency are expected as a function of sex of frustrator.

III A. Feminine Ss are expected to be less extrapunitive, more intropunitive and more impunitive with male frustrators than with female frustrators.

III B. Feminine Ss are expected to be less extrapunitive and more intropunitive with male frustrators than Androgynous or Masculine Ss.

Chapter III

Method

Pilot Study: The 1948 P-F Study could not be used to test the stated hypotheses above. In the original Adult Form (Rosenzweig, 1948) P-F Study the figures were often ambiguous as to sex of frustrator(s). Additionally, an analysis of the Frustrator - Frustratee pairs revealed a sexual bias in that there were 12 scenes in which frustrator and frustratee were both males (50%); six scenes in which they were both females (25%); three in which the frustrator was female and the frustratee was male (12.5%) and none in which a male was the frustrator and a female was the frustratee. Three scenes (12.5%) were conservatively judged as ambiguous as to frustrator, although in each of these scenes the frustrated individual was male.

In order to investigate the relationship between sex of frustrator and subjects' differential response tendencies,

in order to eliminate the bias in Frustrator - Frustratee pairs discussed above, and finally in order to encourage identification by the subjects with the frustratee, 30 picture scenes were drawn, some using Rosenzweig situations (same or similar wording or scene adaptations) and others differing from the Rosenzweig cartoons (see Appendices III and V). In each scene a woman is pictured as the frustratee; 15 of the 30 scenes pictured a male frustrator and 15 pictured a female frustrator. Two similar sets of booklets containing 30 scenes were collated. Set A (Appendix III) differed from Set Z (Appendix V) in that the sex of the frustrator for each situation was reversed. Each booklet was collated according to a randomization procedure such that each booklet had a different order of picture scenes. The BSRI was placed at the front of the booklet.

To determine whether or not each of the 30 situations was frustrating, anger provoking, easy with which to

identify or realistic a pilot questionnaire (see Appendices IV and VI) was given to the first 51 subjects.

These subjects were requested to respond to six separate questions for each picture scene. They were instructed not to begin the pilot questionnaire until they had completed the BSRI and their responses in all 30 scenes.

Ss were asked to refer back to their responses in the picture scenes as they answered the questionnaire. Ss were then asked whether or not their responses in the 30 scenes reflected how they would actually respond in similar, real-life situations. Finally, pilot Ss were requested to answer six questions dealing with their feelings about or involvement with the Feminist Movement, the Equal Rights Amendment and various therapy experiences (see Appendices IV and VI). The criterion for exclusion of a picture scene in the present study was that 1/3 or 33 1/3% or more of the pilot respondents answered that they would find the situation "not frustrating". Four

picture scenes were excluded on this basis. They were:

#9 - I heard you weren't invited to the party to-night.

39.2 % of Ss responded "not frustrating".

#12 - You're not too good at this are you?

49% of Ss responded "not frustrating".

#18 - Too bad partner. We'd have won after your swell playing if I hadn't made those stupid mistakes.

62.8% of Ss responded "not frustrating".

#24 - I meant to warn you that the floor was just waxed.

33.3% of Ss responded "not frustrating".

In response to the question as to whether or not their responses were a true reflection of how they would actually respond in similar, real-life situations, 43 out of 51 Ss or 84.3% responded Yes. See Appendix I for complete pilot data. Suffice it to say here that the pilot data generally reflected that for a large majority of Ss the scenes were generally easy to identify with and most Ss felt the situations could (or had) happen(ed) to them.

Subjects:

Ss were volunteers solicited by E from colleges and universities in the New York City and surrounding area, including the City University of New York, Columbia University, Adelphi University, South Hampton College, Long Island University and Hofstra University. All Ss had some college experience and varied in number of years of education, marital history, ethnic background and occupational status. 88 women participated in the complete study; 88 men were given the BSRI. 66 of the women were identified on the basis of their BSRI scores as members of one of the three groups - Feminine, Masculine, Androgynous; the remainder were identified as 'Undifferentiated'.

Procedure:

The Ss were given a booklet (see Appendices III and V) which contained the BSRI and the 26 picture scenes determined by the pilot study (described above and in Appendix I) to be

experientially frustrating.

Ss were instructed to begin by filling out a brief biographic questionnaire at the top of the booklet. Then they were asked to read the BSRI instructions and rate themselves on a list of adjectives using a 7 point scale ranging from "never or almost never true" to "always or almost always true". The adjectives comprising the BSRI checklist were selected by two independent samples of undergraduates who selected them as traits most desirable in American society; a masculinity scale of 20 adjectives and a femininity scale of 20 items was derived from those adjectives independently judged by both males and females in both samples to be significantly more desirable for a man (for the masculinity scale) or for a woman (for the femininity scale). Bem (1974) originally used a t-ratio as an index of sex-typing or androgyny. More recently Bem and Watson (1976) recommend using median scores to classify subjects as sex-typed, cross-sex-typed or androgynous.

This method, which was used in this study, involves determination of overall median masculinity and femininity scores determined from individual S's mean scores on masculinity and femininity scales. Each S's mean scores on both scales in relation to the overall median determined her classification. A S whose mean masculinity score fell at or above the median masculinity score and whose mean femininity score also fell at or above the median femininity score was classified as 'androgynous'. Those Ss scoring at or above the femininity median but below the masculinity median were classified as 'feminine' and similarly those Ss scoring at or above the masculinity median but below the femininity median were classified as 'masculine'; those scoring below both medians were classified as 'undifferentiated'.

In order to derive median scores for both scales both male and female Ss were administered the BSRI. 88 males from the same or a similar subject population were administered the BSRI (but not the 26 picture booklet).

After completion of the BSRI Ss were asked to follow instructions on page 3 of the booklet (see Appendix III or V); that is, to fill in the blank box with the first reply that comes to mind as if S were the woman - frustratee.

Chapter IV

Results

Table 1 presents the demographic data obtained for the three BSRI groups for age. The majority of Ss in each group were in their mid-twenties, single and of moderate feminist orientation. Fewer Feminine Ss (n=5) had participated in some form of therapy than Masculine Ss (n=10) or Androgynous Ss (n=11); this difference between groups was not significant, however ($\chi^2 = 3.93, p < .20$).

Table 2 shows the mean BSRI scores for the three groups for the Masculinity scale and for the Femininity scale. The median Masculinity and Femininity scores obtained for the total sample of 176 male and female Ss were 4.75 and 4.80, respectively.

Table 1

Demographic Data for Three BSRI Groups

		BSRI Group		
Variable		Feminine	Masculine	Androgynous
Age	M	24.36	25.54	25.63
	s.d.	9.80	4.85	7.21
Code		Number of <u>Ss</u>		
Marital Status	1	16	14	13
	2	2	4	6
	3	4	4	3
Previous Therapy	1	17	12	11
	2	5	10	11
Feminist Orientation	1	5	4	4
	2	13	18	17
	3	4	0	0
	4	0	0	1

Legend: Coding was as follows:

Marital status: 1 - Single
 2 - Separated/Divorced
 3 - Married

Previous therapy: 1 - None
 2 - Yes

Feminist orientations: 1 - Feminist
 2 - Moderate Feminist
 3 - Moderate Anti-feminist
 4 - Anti-feminist

Table 2

Mean Masculinity and Femininity Scores
for Three BSRI Groups

Mean BSRI Scores		
BSRI Group	Masculinity score	Femininity score
Feminine	4.06	5.43
Masculine	5.33	4.40
Androgynous	5.37	5.20
Total Sample Median	4.75	4.80

Ss responses were judged according to the standard Rosenzweig procedure (Rosenzweig, et. al., 1946; Rosenzweig, et. al., 1947) by two judges as to Direction of Aggression (E, I, M) and Type of Reaction (O-D, E-D, N-P). For an initial 10 Ss and for the last 5 Ss, judges' independent ratings were compared and statistically analyzed as to degree of association or stability of agreement using χ^2 . From the χ^2 value, C - the contingency coefficient - and C' - and index of the proportion of the maximum possible

contingency (i.e. degree of association) actually achieved by the judges - were calculated. All scores were significantly associated at the .001 level. C' values were above .84 for Direction of Aggression and .73 for Type of Reaction (See Table 1 - Appendix VII for actual values of χ^2 , C, and C' for the four tests of degree of association).

After determination of degree of association, rating discrepancies were referred to the Rosenzweig manual (1947) or discussed until agreement was reached; if this was not possible in rare cases the scoring category 'U' (unscorable) is advised by Rosenzweig and was used. All scoring by judges was done blind; that is, without knowledge of S's BSRI identification, age, etc.

For each BSRI group the total number of responses in each dimension of reaction to frustration was determined; that is, the sum of the frequency of responses over the 3 categories of Direction (E-I, M) and over the 3 categories of Type (O-D, E-D, N-P) was obtained for each group. Table 3

presents the means and standard deviations for the three BSRI groups for the two dimensions of reaction to frustration. No significant differences between mean frequency of responses for each dimension for the three groups were found.

Table 3

Means and Standard Deviations for the 3 BSRI Groups for Frequency of Responses to the 2 Dimensions of Reaction to Frustration

BSRI Group		Direction of Aggression	Type of Reaction
Feminine	M	27.8	28.6
	s.d.	19.0	19.4
Masculine	M	28.1	29.5
	s.d.	19.8	19.9
Androgynous	M	28.2	29.6
	s.d.	19.9	20.3

In order to enhance the sensitivity of the Rosenzweig scoring system and to increase the adaptability of its scores to various statistical operations, frequency scores were used in the present study. The use of frequency scores is possible since the mean response frequencies

and standard deviations under each dimension of reaction to frustration for each group are quite similar (see Table 3).

For each S, the frequency of responses in each category (E, I, M or O-D, E-D, N-P) was determined for the two frustrator conditions (Male and Female). For each category the maximum frequency possible for each S under each frustrator condition was 13. Mean frequency scores and standard deviations were determined under Male Frustrator and Female Frustrator situations for each dimension of reaction to frustration for the total 66 Ss and within each BSRI group (Feminine, Masculine, Androgynous) of 22 Ss (see Table 4). Mean differences in frequency of response to Male and Female frustrators for each of the six categories of reaction were statistically evaluated by means of t tests; t values are presented in Table 5. No significant differences were found in comparing Ss' reac-

tions to Male Frustrators and Female Frustrators within each BSRI group and for the whole sample (Hypothesis III).

Table 4

Means and Standard Deviations of Six Categories of Reactions to Frustration for Male and Female Frustrator Conditions and for Three BSRI Groups

	E		I		M		O-D		E-D		N-P	
	Sex of Frustrator											
	M	F	M	F	M	F	M	F	M	F	M	F
Fem.												
M	6.5	6.0	3.6	3.9	3.8	4.0	2.6	2.8	5.8	5.6	6.0	5.9
sd	2.1	1.9	1.6	1.6	2.2	1.7	1.3	1.8	1.7	1.9	2.2	2.1
And.												
M	9.3	8.5	2.6	2.7	2.5	2.7	2.3	2.0	6.6	6.6	6.0	6.2
sd	2.3	2.1	1.1	1.4	1.5	1.6	1.8	1.6	2.2	1.6	1.9	1.9
Mas.												
M	8.7	8.7	3.1	2.8	2.1	2.6	2.2	1.7	6.9	6.0	6.0	6.7
sd	2.1	2.3	1.6	1.5	1.6	2.1	1.8	1.1	2.2	1.9	1.4	1.9
Total Sample												
M	8.2	7.8	3.1	3.1	2.8	3.1	2.3	2.2	6.4	6.1	6.0	6.3
sd	2.4	2.4	1.5	1.6	1.9	1.9	1.6	1.6	2.1	1.9	1.8	2.0

Legend: E - extrapunitiveness O-D - object-dominance
 I - Intropunitiveness E-D - ego-defensiveness
 M - impunitiveness N-P - need-persistence

Table 5

Values of t for Six Categories of Reaction to Frustration for Differences in Mean Frequency of Response to Male and Female Frustrator Conditions for Three BSRI Groups

Group	E	I	M	O-D	E-D	N-P
Feminine (n=22)	0.91	-0.66	-0.41	-0.45	0.40	0.14
Androgynous (n=22)	1.42	-0.36	-0.61	-0.39	0.00	-0.47
Masculine (n=22)	0.00	0.71	-0.95	1.31	1.40	-1.61
Total sample (n=66)	1.33	-0.29	-1.18	0.54	1.10	-0.94

Legend: E - extrapunitiveness O-D - object-dominance
 I - intropunitiveness E-D - ego-defensiveness
 M - impunitiveness N-P - need-persistence

Table 6 presents the mean frequencies and standard deviations for the six scoring categories of reaction to frustration for the three BSRI groups.

Table 6

Means and Standard Deviations of Six Scoring Categories for Reactions to Frustration for the Three BSRI Groups

BSRI Group	E	I	M	O-D	E-D	N-P
Feminine (n=22)	M 12.45 sd 2.84	7.55 2.58	7.82 3.35	5.32 2.03	11.41 2.42	11.91 3.02
Masculine (n=22)	M 17.45 sd 3.21	5.86 2.66	4.78 2.76	3.91 2.43	12.86 2.83	12.73 2.53
Androgynous (n=22)	M 17.82 sd 3.43	5.23 1.85	5.14 2.50	4.32 2.10	13.09 2.96	12.23 3.10

Legend: E - extrapunitiveness O-D - object-dominance
 I - intropunitiveness E-D - ego-defensiveness
 M - impunitiveness N-P - need-persistence

Findings in Table 6 were statistically evaluated by use of a t test for the difference between means for the three BSRI groups. Table 7 presents the t values for the three BSRI group comparisons across the two dimensions of reaction to frustration.

Tables 6 and 7 show significant differences in mean frequency of Ss' responses in each of the three categories of Direction of Aggression (Hypothesis I) and two of the three

The results in Table 7 confirm Hypothesis IA. Feminine Ss showed significantly fewer extrapunitive ($p < .001$), more intro-punitive ($p < .001$), and more impunitive ($p < .005$) responses than Androgynous Ss. Feminine - Masculine comparisons were quite similar. Feminine Ss showed significantly fewer extrapunitive ($p < .001$), more intro-punitive ($p < .05$) and more impunitive ($p < .001$) responses than Masculine Ss. Results do not confirm Hypothesis IB; although Masculine Ss did show a higher mean frequency of intro-punitive responses (see Table 4) than Androgynous Ss, this difference did not approach significance.

Two of the three expected differences regarding Type of Reaction were confirmed for Hypothesis II. Feminine Ss showed a significantly higher frequency of object-dominant responses ($p < .05$) and significantly fewer ego-defensive responses ($p < .05$) than both Androgynous and Masculine Ss; the latter two groups did not differ significantly in

response frequency in any category under Type of Reaction.

A reversal in the expected trend is observable in Tables

6 and 7 for need-persistent responses. Hypothesis II

states that the expected direction would be a greater fre-

quency of need-persistent responses in the femininely-

identified group. Although differences between groups are

not significant, it is interesting to note that the Mas-

culine group has the highest mean frequency of N-P responses

and the Feminine group has the lowest frequency (see

Table 6).

Demographic Correlations

Pearson correlation coefficients were obtained establish-

ing the degree of relationship between demographic vari-

ables (age, marital status, previous therapy, feminist

orientation) and the six categories of reaction to frus-

tration for the whole sample (N=66) and for each BSRI

group (n=22). Table 8 presents the r values and the level

of significance obtained on a two-tailed test. The degree of association between age and the six categories of reaction to frustration did not reach significance for any of the BSRI groups. Some trends are worthy of note, however. Feminine women tend to be more extrapunitive (E) ($p < .080$) and less impunitive (M) ($p < .086$) with advancing age. Androgynous women tend to be less ego-defensive ($p < .052$) with advancing age. In the total sample, women tend to be less impunitive as they get older ($p < .064$). The degree of association between marital status and the six categories of reaction to frustration did not reach significance for the Feminine and Androgynous groups. In the masculinely-identified group, Ss were significantly less impunitive ($r = -.46$, $p < .05$) if they were married, or had been married; masculinely-identified Ss also showed a trend toward less object-dominant responses if they were married or had been married ($r = -.41$, $p < .058$). In the total sample, a significant degree of

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association ($r=.34$, $p<.005$) was found between mean frequency of extrapunitive and previous participation in some form of therapy (psychotherapy, assertiveness training, or consciousness raising groups); this level of significance was also found for the Masculine group ($r=.59$, $p<.005$).

In the total sample a significant negative association ($r=-.27$, $p<.05$) between previous therapy and frequency of impulsive (M) responses was found; this association was also significant for the Masculine group ($r=-.46$, $p<.05$).

For Androgynous Ss, previous therapy was associated with mean frequency of object-dominant responses ($r=.55$, $p<.01$) and tended to be negatively associated with mean frequency of ego-defensive responses ($r=-.31$, $p<.058$). Finally, the degree of association between feminist orientation and the six categories of reaction to frustration did not reach significance for the Feminine and Androgynous groups or for the total sample. In the Masculine group as Ss became more feminist in orientation they showed less mean frequency

of ego-defensive responses ($r = -.49$, $p < .05$); a similar trend ($r = -.22$, $p < .07$) was found in the total sample.

Since it was found that the mean frequency of E - extrapunitiveness is associated significantly with previous therapy (see Table 8) and with sex-role identification (see Tables 6 and 7), and since the Feminine group had the fewest Ss with previous therapy experience (see Table 1) and the lowest mean E scores, it was decided that this relationship needed to be reexamined. It was questioned whether or not the significant difference found between groups on E would remain after controlling for the effects of previous therapy. To this end, the therapy factor was regressed on E and the residuals were intercompared as shown in Table 9. Table 9 shows the means, standard deviations and t values of the residuals on Extrapunitiveness after controlling for the effects of S's previous participation in some form of therapy. It was found that the same relationship between BSRI groups held up with the residuals

Table 9

Residuals on Extrapunitiveness (E)
After Controlling for the Effects
of Previous Therapy

Groups	M	s.d.
Feminine	-.750	.674
Masculine	.346	.661
Androgynous	.405	.971
Values of t		
Feminine vs. Masculine	-5.44****	
Feminine vs. Androgynous	-4.58****	
Masculine vs. Androgynous	-.24	

**** $p < .001$

after controlling for the effects of previous therapy.

That is that Feminine Ss differ significantly from Masculine and Androgynous Ss in mean frequency of E at the .001 level. The same level of significance was obtained for the group comparisons shown in Table 7 before controlling for the effects of previous therapy.

Factor Analysis

The eight variables including Feminine BSRI score, Masculine BSRI score and the six categories of reaction to frustration (E,I,M,O-D,E-D,N-P) were examined in more detail by determining correlation coefficients (see Table 10) for the whole sample of 66 Ss and then subjecting the data to a principal - components factor analysis with varimax rotation (see Tables 11 and 12) using the SPSS Factor Procedure (Nie, et. al., 1975).

Table 10 presents the correlation matrix for the eight variables. The BSRI Masculinity Score for the 66 Ss was significantly correlated with all three categories of Direction of Aggression: it correlated positively with E-extrapunitiveness ($r=.54$, $p<.005$) and negatively with I-intropunitiveness ($r=-.39$, $p<.005$) and with M-impunitiveness ($r=-.31$, $p<.05$). Masculine BSRI score also correlated significantly with two categories of Type of Reaction; it correlated nega-

Table 10

Correlation Coefficients for BSRI Masculinity and Femininity Scores and for Mean Response Frequencies for Six Categories of Reaction to Frustration

Variable	E	I	M	O-D	E-D	N-P
Masc. BSRI	.54***	-.39***	-.31*	-.34**	.37***	.02
Fem. BSRI	-.30*	.16	.25*	.15	-.06	-.16
E		-.44***	-.79***	-.27*	.49***	-.07
I			.11	.04	.03	.15
M				.25	-.35***	.19
O-D					-.37***	-.38***
E-D						-.31**

* $p < .05$ ** $p < .01$ *** $p < .005$

tively with O-D - object-dominance ($r = -.34$, $p < .01$) and positively with E-D - ego-defensiveness ($r = .37$, $p < .005$).

The BSRI Femininity Score correlated with two categories of Direction; it correlated negatively with E ($r = -.30$, $p < .05$) and positively with M ($r = .25$, $p < .05$).

Significant correlations between the six categories were also found. Across dimensions of Direction and Type, E correlated positively with E-D ($r=.49$, $p<.005$) and negatively with O-D ($r=-.27$, $p<.05$); M correlated negatively with E-D ($r=-.35$, $p<.005$). These significant coefficients indicate some degree of co-variation between the two dimensions of reaction to frustration. Within the dimension of Direction of Aggression, E significantly correlated negatively with the other two categories - I ($r=-.44$, $p<.005$) and M ($r=-.79$, $p<.005$). Within the dimension of Type of Reaction, O-D significantly correlated negatively with E-D ($r=-.37$, $p<.005$) and with N-P ($r=-.38$, $p<.005$); E-D correlated negatively with N-P ($r=-.31$, $p<.01$).

Assuming from the results in Table 10 that the eight variables under consideration are not independent, it is of interest to obtain a more complete description of the patterns of co-variation between these variables. To this end a factor analysis was performed having as its general goal

a reduction of the total number of variables to the smallest number of sets. This operation creates a new group of completely separate measures (factors) which are mutually independent (correlation between any two factors equals zero). The factors obtained describe clusters of interaction among variables and serve a predictive function with regard to the amount of variance accounted for by a particular factor. The analysis allows the determination of the most parsimonious set of factors; the degree of participation of each variable in each factor is specified by a coefficient of loading. These loadings, like correlation coefficients, indicate the degree and type of participation; loadings have values from 0 - 1 and have positive or negative valence indicating a direct or inverse relationship between the variable and the factor. The squares of the loadings indicate the percentage of variance accounted for by a variable; a good degree of participation in a factor is indicated when the variable loading is .5 or greater

($r^2 = .25$ and represents 25% of the variance).

In this study two factor analyses were performed and were based on the intercorrelations of the variables in Table 10. A principal components factor analysis of all item intercorrelations among the six categories of reaction to frustration followed by a varimax rotation resulted in a three dimensional solution; three interpretable factors accounting in sum for 81.6 percent of the variance were discriminable. Table 11 presents the loadings of each variable on the three factors. Items loading .500 or higher are boxed to indicate their participation in the factor and their inclusion in the definition of that factor. The signs of the loadings indicate a direct or inverse relationship of the original variable to the factor. The results of the first factor analysis may be described as follows:

I - The first factor includes high positive loadings

Table 11
 Rotated Factor Matrix for the Six
 Categories of Reaction to Frustration

Variable	Factors		
	I	II	III
E	.780	.089	-.530
I	-.054	.061	.918
M	-.788	-.008	.272
O-D	-.453	-.765	-.060
E-D	.842	-.068	.253
N-P	-.309	.886	.007
% of Variance accounted for	40.2	23.3	18.0

for E in the dimension of Direction and E-D in the dimension of Type of Reaction; it includes a high negative loading for M in the dimension of Direction. This factor accounts for 40.2 percent of the variance and indicates a correspondence or lack of independent variation between

the two dimensions of Direction and Type. The high loading variables suggest that this factor might be labeled - 'Personal Assertiveness' factor (see Discussion section).

II - The second factor includes a high positive loading for N-P and high negative loading for O-D; both variables are in the Rosenzweig dimension of Type of Reaction. This factor seems to define 'Reaction Type' along a developmental continuum (see Discussion section) as proposed by Rosenzweig, et. al. (1947). Notably E-D does not load on this factor.

III - The third factor includes a high positive loading on I and a negative loading on E. It includes two categories of the dimension of Direction of Aggression; one category - I - loads very highly (accounting for 84% of the variance). This factor may be described as an index of

'Tendency toward Intropunitiveness'.

From Table 11 one can observe that the variable E participates significantly in two factors, Factor I and Factor III. E participates in Factor I to a greater extent than in Factor III. E accounts for over 60 percent of the variance in Factor I and 25 percent in Factor III. There is significant participation of variables across dimensions in Factor I; whereas Factors II and III seem to be well described by variables in the separate dimensions of Direction and Type.

The second factor analysis was based on the intercorrelations of all eight variables in Table 10. This second analysis was performed to discover the relationship of the two BSRI scores to the three Rosenzweig factors; that is, the question arose as to whether or not self-perceived sex-role identification as measured by the two BSRI scores was related to the factors established by the first factor

analysis. This question may be seen as another way of approaching Hypotheses I and II.

The second factor analysis is presented in Table 12. It yielded a three dimensional solution with three interpretable factors accounting for 71.2 percent of the variance.

Table 12

Rotated Factor Matrix for BSRI Masculinity and Femininity Scores and for the Six Categories of Reaction to Frustration

Variable	Factors		
	I	II	III
Masc. BSRI score	.398	-.684	.227
Fem. BSRI score	-.059	.663	-.315
E	.724	-.547	-.014
I	.004	.777	.275
M	-.746	.280	.040
O-D	-.445	.046	-.742
E-D	.863	.096	.024
N-P	-.342	-.064	.844
% of variance accounted for	37.4	18.6	15.2

Items loading .500 or higher are boxed to indicate their participation in the factor and their inclusion in the definition of that factor. The results, as shown in Table 12, show an identical correspondence with two factors in the previous six variable factor analysis shown in Table 11. Factor I in both Tables has identical loadings to the first digit; Factor II - Table 11 corresponds to Factor III - Table 12 with identical loadings to the first digit for the high ($r \geq .500$) loading items. These two Factors have been labeled 'Personal Assertiveness' and 'Reaction Type', respectively. In further comparing Table 11 and 12 one can see that the Factor (III - Table 11) previously labeled as 'Tendency toward Intropunitiveness' corresponds to Factor II - Table 12; both BSRI scores load on this factor; Feminine BSRI varies directly with I and Masculine BSRI varies directly with E. This factor may be described as an index

of 'Sex-role Conformity'. As shown earlier in this section, self-perceived sex-role identity as measured by the BSRI is highly associated with the dimension of Direction of Aggression and independently varies in relation to the dimension of Type of Reaction. The results in Table 12 also suggest the predictive abilities of Masculine and Feminine BSRI as indices of behavioral tendencies toward intropunitiveness.

Chapter V

Discussion

The present study investigated the relationship between women's self-perception as sex-typed, cross-sex-typed, or androgynous and qualitative differences in response to frustrating situations. It was hypothesized that intra-sex differences in expression would be observed as a function of sex-role identity; that is, that Ss would show significant, systematic differences in their reactions to depicted frustrating situations as a function of their self-perceived sex-role identity as measured by the BSRI. Directional hypotheses were made based on previous research by Bem (1975), Bem and Lenney (1975) and Rosenzweig and Braun (1970) regarding expressive differences between groups, in the two Rosenzweig (1945) dimensions (including six categories) of reaction to frustration, and in their response to sex of frustrator. Feminine Ss were expected to be less extrapunitive, more intropunitive and more impunitive (Hypo-

thesis I), more object-dominant, more need-persistent and less ego-defensive (Hypothesis II) than Masculine or Androgynous Ss; it was also expected that these trends would be shown to a significantly greater extent with Male Frustrators than with Female Frustrators, both within the femininely-identified group (Hypothesis III A) and between the Feminine, Androgynous and Masculine groups (Hypothesis III B). Additionally, masculinely-identified Ss were expected to show a relatively greater tendency toward intropunitiveness, and ego-defensiveness and less of a tendency toward need-persistiveness than Androgynous Ss (Hypotheses I B and II, respectively).

The results of this study indicate that women's reactions to frustration differ as a function of their sex-role identity. A significant relationship was shown to exist between women's self-perceived sex-role identity as measured by the BSRI and their reactions to depicted frustrating situations. The present investigation did not confirm

the hypothesized relationship between sex of frustrator and reactions to frustration for any BSRI group; it provided no evidence that sex of frustrator is a factor influencing the differential responsiveness to frustration measured by the projective developed for this study. It was not determined, however, whether or not situational variables might influence Ss' reactions to differences in sex of frustrator; that is, data tapping differences in reaction to each of the twenty-six depicted situations were not analyzed for an interaction effect between situation and sex of frustrator. It is possible that Ss might have reacted differentially based on sex of frustrator in, say, a sex-discriminatory situation (i.e., situations 21 and 28, see Appendix I), yet reacted similarly in situations with dynamics of a more interpersonal nature (i.e., situations 7 and 8, Appendix I). The data available will be examined in order to tap a possible interactional effect; however, this analysis is beyond the scope of the

present investigation.

The results in this study demonstrated clear differences between femininely-identified Ss responses to frustration and those of the Androgynous and masculinely-identified Ss in the dimension of Direction of Aggression (E, I, M). Feminine Ss were significantly less extrapunitive, more intro-punitive and more impunitive (evasive), as hypothesized, than Ss in the other two BSRI groups (Hypothesis I), whose responses in all three categories of Direction were similar in mean frequency. Hypothesis I B regarding possible differences in intro-punitive tendencies between the Androgynous and Masculine Ss was not confirmed; although masculinely-identified Ss did show a somewhat greater tendency to become intro-punitive in their reactions, this difference did not approach significance. In sum these results point to a definite inclination in femininely-identified Ss to direct aggression inward (or more broadly speaking, to take the burden of the frustration upon the

self in some way) or to turn it off and/or evade any type of overt confrontation. Feminine Ss acted upon this inclination, at least projectively, significantly more often than Masculine or Androgynous Ss. Conversely, Masculine and Androgynous Ss were more comfortable with extrapunitive - outwardly aggressive and/or openly confrontative - modes of expression, at least when expressed projectively.

Further these Ss generally showed less inclination to direct aggression inward, to avoid the issue or to deny the frustration altogether.

It seems that Feminine Ss, in conforming to a stereotyped role concept that includes relatively more passive, more silent, less instrumental, less aggressive and less active and outwardly - directed behavior, avoided outward punitiveness, outward expressions of hostility or even overt self-assertive forms of expression. In avoiding these patterns of interaction, they chose with equal probability either to

direct aggression inward (intropunitive) or to become evasive. It is important to recognize that this intra-sex response difference in Direction of Aggression was a function of BSRI score. That is, those Ss who saw themselves as relatively more yielding, cheerful, shy, sympathetic, soft-spoken, feminine and so on, and relatively less assertive, self-reliant, competitive, dominant, masculine and so on, responded to projective situations in such a way as to conform to their self-perception. Conversely those Ss who integrated more stereotypically masculine traits within their self-perception, regardless of whether or not they perceived well-developed feminine traits in their personality as well, conformed to a more assertive, openly expressive and behaviorally dominant pattern of reaction.

The findings discussed thus far bring into question the results obtained previously by Rosenzweig and others using the P-F study (1948). The intra-sex differences above are

are similar to significant inter-sex differences demonstrated by Rosenzweig and Braun (1970) for female and male adolescents. Interestingly, these researchers did not find a similar sex difference for adult man and women with the P-F study (Rosenzweig, 1945 and Rosenzweig, 1950).

It may be that the original P-F test either did not elicit such differences or was not sensitive to possible existing differences in reaction. One possibility may be that the original P-F situations were not sufficiently evocative due to the mildness of the frustrating situations presented. In the present study, one scene (#18, Appendix I) that was identical in content to one of the Rosenzweig P-F situations, and one scene (#9, Appendix I) that was based on similar content to another P-F situation, were deleted from the projective booklet; these deletions were based on pilot results suggesting that for over one third of the Ss these situations were not experienced as frustrating or anger-provoking. Other possible reasons for the discrepancy

between the present results and those for the P-F study (1950) may be that the factor of S's sex-role identity, found in the present study to be a relevant determinant of response differences, was not taken into account in making comparisons between Ss. If the adults in the 1945 and 1950 P-F studies had been discriminated on the basis of self-perceived sex-role identity, would differences in response tendencies have been revealed? It has yet to be determined whether male and female adults differ as whole groups in response to the projective used here. It is possible that sex-role identity is a more significant determinant of response differences to frustration than actual gender. With the present projective it remains to be investigated whether or not sex-role identity is as relevant a factor for men as it is for women in determining Direction of reaction to frustration.

The present results have implications regarding general behavioral effectiveness, social-adjustment and healthy

self-expression and how these are influenced by sex-role identity. Present findings seem to substantiate the claim that Bem has made in the past (1976) that Androgynous individuals, and more specifically Androgynous and cross-sex-typed women, show greater sex-role adaptability; that is, they show less need to conform to a gender specific stereotype, and greater overt expressivity. In fact this study presents findings that Androgynous and Masculine women evidence in their reactions to frustration more integration of stereotypically masculine traits. The tendency toward greater intropunitiveness (I), that is, to take the burden of the frustration upon oneself in some way, and the tendency toward greater impunitiveness (M), that is to engage in passively - avoidant or evasive behaviors, observed in Feminine Ss, are generally reflective of the feminine sex-role stereotype in Western culture. Whether or not these tendencies, separately or in combination, are dysfunctional or at least problematic for healthy, adaptive, effective

functioning, as Bem (1976) has suggested, must now be investigated. One can only speculate as to the effects of these tendencies, seen here in projective responses, on actual daily functioning. Greater conformity to a passive behavior pattern dictated by sex-typing and greater, perhaps unnecessary, constriction and inhibition of overt expression in femininely-identified women is suggested by the present data. The Feminine Ss' relative avoidance of extrapunitive behaviors corresponds to the pattern of avoidance of cross-sex behaviors in Feminine Ss found by Bem (1975) and Bem and Lenney (1976). These researchers discovered that cross-sex behaviors were motivationally problematic for femininely-identified women; they found, also, that required performance of such cross-sex behaviors was experienced as discomforting and often was accompanied by losses in self-esteem. The pattern of reactions to frustration shown by Feminine Ss in the present study may be reflective of similar motivational constraints; it may

be that femininely-identified women place self-restrictions on the range and pattern of their reactions to frustration in accordance with their sex-role definition, while cross-sex and Androgynous women do not. The present results raise questions regarding a psychological adjustment model based on conformity to gender specific sex-roles. It may be that in "adjusting" to a traditionally feminine pattern of behavior, a woman is unnecessarily restricting her range of behaviors that may prove most effective or appropriate at the moment. Further study and clinical evaluation of actual behavior is necessary to resolve this issue. The question still remains whether or not the differences in response as a function of sex-role identity are translated by individuals in actual expression in real-life situations (over 80% of the Ss in this study reported that they would respond similarly in real-life situations). Also of interest is whether or not the differences are subjectively felt as problematic or dysfunctional by one group or another,

and whether or not changes in self-perception over time - perhaps as a function of involvement in psychotherapy - are also associated with change in direction of expressive reaction to frustration and/or even change in sex-role identification.

The present findings demonstrated differences between BSRI groups along the dimension of Type of Reaction. Feminine Ss were found to be significantly more object-dominant and less ego-defensive than Androgynous or Masculine Ss. No significant difference in need-persistent tendencies was found. Feminine Ss tended to be more blocked at the level of the obstacle in the frustrating situation (greater frequency of O-D responses) and tended to avoid more interpersonal interactions (fewer E-D responses); that is, Feminine Ss, when encountering frustration, chose relatively more often to deal with or recognize the inanimate or situational aspects of the frustrating circumstance and tended to avoid the interpersonal-interactional aspects. Combined

with a somewhat weaker tendency toward need-persistive behavior (although this was not significant) the higher frequency of O-D responses for femininely-identified Ss suggests a more primitive (psychologically and developmentally speaking), less instrumental, less interactive and likely more dysfunctional response style than that exhibited by the other two groups of women. Certainly a woman who does not address herself to the interpersonal dynamics of a situation, or who is relatively inattentive to the potential solutions of a frustrating situation, and rather becomes blocked, inhibited and expressively constricted as a consequence of her sex-role definition, is trapped within a restrictive and likely unsatisfying behavior pattern. With such a concrete focus on the inanimate obstacle and with the lack of attention to the more relevant, practical and dynamic aspects of a situation, the femininely-identified woman is more prone to act inappropriately, misguidedly and ineffectively. The relat-

ively low frequency E-D scores of the Feminine Ss reflected their greater tendency to inhibit confrontative-aggressive behaviors and to be generally less interpersonally assertive.

The results found between BSRI groups in the dimension of Type of Reaction were not completely in accordance with expectation as derived from the Rosenzweig and Braun (1970) research. It was expected that Feminine Ss would be more need-persistent; this was not confirmed and in fact a non-significant, inverse trend was noted. Rosenzweig has suggested that the results he obtained for adolescent males and females (significantly greater percentage of N-P responses in female adolescents) may have been due to the relatively greater maturity of high school age females (Rosenzweig and Braun, 1970). If this notion can be extended to the present data, it might be argued that the greater number of object-dominant responses, significantly fewer ego-defensive and somewhat fewer need-persistent responses

of the femininely-identified group may have been due, perhaps, to their relative lack of maturity or, to extend the notion somewhat, to a lack of sufficient personality or ego development. It might be argued, conversely, that the Androgynous Ss and Masculine Ss have struggled to some extent with identity issues toward a more self-actualized pattern of behavior and self-concept. That is that they are further along in their negotiation of the sequence of psychosocial stages, including the process of identity achievement, that Erikson (1959) has proposed to describe development toward psychological maturity. On the other hand, the Feminine Ss have tended toward identity foreclosure, adopting prematurely, a more restrictive set of highly stereotyped behaviors and avoiding to some extent the struggle through Erikson's identity conflict - and - moratorium stages, toward a more mature level of development.

In sum the findings for Type of Reaction generally indicate

that focused, assertive, interpersonal behavior is more problematic for femininely-identified individuals. They tend to be relatively more submissive, constricted and avoidant of openly acting upon a frustrating or anger provoking situation; they are generally less comfortable with and often inhibit expressions of negativity especially toward a human frustrator. These conclusions have practical as well as theoretical implications for those clinicians interested in developing more effective psychotherapeutic techniques in furthering broad goals such as self-actualization or facilitating more limited goals such as those projected with training in self-assertiveness. The data of this study suggest that sex-role definition is of fundamental importance in areas of self-expression and reactivity. If a woman sees herself as lacking masculine traits she is likely to behave in a relatively more non-assertive, self-punitive or less instrumental fashion; if she sees herself as more masculine, whether or not she also sees

herself as comparably feminine, she will tend to be more actively expressive, self-assertive and outwardly-aggressive. Clinicians must concern themselves with the dynamic relationship between sex-role, self-image and self-expression when they seek to psychotherapeutically influence changes in these areas of behavior and experience. Clinicians should be aware that when they place differential valuations regarding healthy adjustment on behaviors and traits stereotypically ascribed to men and women, as Broverman et. al. (1970) found, they may, at least subtly, be supporting a less adaptive, more constricted, and less functional mode of adjustment. Clinicians who support a stereotypically feminine identification for women or, more importantly, do nothing to facilitate or support integration of masculine traits within the self-image, may be impeding progress with their clients toward more adaptive, healthier and self-supportive functioning. If clinicians are genuinely interested in facilitating ego-autonomy, self-actuali-

zation and mature personality integration, they must address themselves both theoretically and clinically to various conceptions of sex-role as it relates to mature ego development and psychological well-being. To date, a good deal of the research tapping the relationship between sex-typed and androgynous sex-role definitions and such variables as ego development (Loevinger, 1966) and level of moral reasoning (Kohlberg, 1964) indicate that more mature functioning is associated with development of self-concepts reflecting an integration of stereotypically masculine and feminine traits (Block, 1973).

The results of the factor analysis carried out on the data point to interesting relationships between the variables involved in this study. The correlation matrix (Table 10) and the first factor analysis (Table 11) examined the relationships among the six Rosenzweig variables. The high

correlations between the variables within each dimension (i.e., E with I or M, and O-D with E-D or N-P) were expected due to the reciprocal relationship of these variables within the Rosenzweig scoring system. Of greater interest was the determination of three independent factors, one which included variables in both Rosenzweig dimensions. Theoretically the dimensions of Direction and Type are independent and mutually exclusive. The use of the Rosenzweig scoring system in this study showed (at least with data tabulated in terms of frequencies) that the dimensions of Direction and Type are actually defined by the co-variation of two rather than three variables. Direction was defined by an individual's tendency to be intro-punitive as opposed to extrapunitive; the tendency to be impunitive was found to vary independently and appeared to be more relevant to a separate independent factor, named heuristically in this study the 'Personal - Assertiveness' factor. Type of Reaction was defined by the co-variation of the

variable O-D and N-P; this factor seemed to describe Type of Reaction in terms of presence or absence of instrumentality (that is, whether or not the response was action-oriented or blocked at simple observation of an obstacle). Thus the two Rosenzweig dimensions were described by the two factors above. Yet a third factor was found to exist as well with high loadings on E, and M, and E-D suggesting that Reactions to Frustration may be thought of as independently predictable along a third dimension as well; that is, the dimension defined as the tendency to either act in an outwardly confrontative way (E) or not and to act interpersonally (E-D) as well - hence the label 'Personal Assertiveness'. Further investigation is necessary to show whether or not any of these factors correlate with or predict overt behavior such as actual assertiveness, intropunitiveness or instrumentality.. Also of interest would be the investigation of the relationship of each factor to specific BSRI scale judgements using a multiple

regression model. Bem (1977 b) has recently suggested the use of such an approach with the BSRI; for example an individual's numerical judgements of self as assertive, yielding, dominant, sympathetic, shy and so on can be predictively related to each of the three factors. Of interest theoretically is the relationship of the qualities of behavior described by these three factors to specific developmental or adjustment models of personality development. Further investigation of the three factors may be carried out by determining their relationship to other scales or inventories of personality development such as those developed by Loevinger and Wessler (1970) or Marcia (1966). The relationship between an individual's level of ego development as tapped by the Loevinger scale and her Factor II (Table 11) score (often z scores are used) describing her behavioral propensity in the dimension of Type of Reaction is of particular interest. Determination of an individual's stage of identity achievement as

described by Marcia and its relationship to her Factor II score (Table 11) is also worthy of investigation.

The second factor analysis (Table 12) did show the relationship between overall Masculinity and Femininity BSRI scores and the three factors. Notably, two factors remained intact and the factor describing Direction (E - outward or I - inward) of aggressive tendency had high loadings for both BSRI variables. This encourages a broadening of the conceptualization of this factor as not only describing Direction but also having something to do with sex-role identification. In effect, this factor (II, Table 12) showed clearly that the tendency toward intropunitiveness varied directly with Feminine BSRI score and inversely with Masculine BSRI score. Factor II also indicated that intropunitive tendencies varied independently from general tendencies toward personal assertiveness (Factor I) and toward instrumentality (Factor II describing Type of Reaction). Thus Factor II may be labeled more broadly as a sex-role

conformity factor. Interestingly, the correlations between these variables and the results of the factor analysis indicate that it is the integration of masculine traits (Masculine BSRI score) within a women's self-image which is the most influential determinant and predictor of an absence or greater avoidance of intropunitiveness; the masculinity score is somewhat less predictive of extrapunitiveness.

The results of the factor analyses give further clarification of the most significant findings of this investigation. Sex-role identity is a relevant factor in predicting Direction of aggressive reaction to frustration. Feminine sex-role identification is directly predictive of stereotyped intropunitive behaviors when it exclusively defines a women's self-perception of sex-role; masculine sex-role identification is inversely predictive of intropunitiveness in women..

The presence of well-developed masculine traits within a women's self-image is directly related to her tendencies

to be outwardly and interpersonally confrontative, and inversely (or inhibitorily) related to tendencies to be intro-punitive, evasive or blocked at the level of situational obstacles. It remains for future investigation to discover whether or not these findings have a parallel in males or whether there is a reversal; that is, is integration of cross-sex identificatory traits in males predictive of reduced intro-punitiveness and greater object-dominance and so on or does some other relationship between the eight variables studied here exist for men?

Appendix I

Pilot Data

Degree to which scene is experienced as
Frustrating

Scene*	%not	%mid	%mod.	%very
1.	20.0	48.0	20.0	12.0
2.	31.4	39.2	21.6	7.8
3.	3.9	9.8	29.4	56.9
4.	9.8	33.3	29.4	27.5
5.	13.7	52.9	21.6	11.8
6.	11.7	27.5	29.4	31.4
7.	9.8	17.6	17.6	54.9
8.	18.0	44.0	18.0	20.0
9.	39.2	33.3	21.6	5.9
10.	19.6	31.4	35.3	13.7
11.	31.4	37.3	13.7	17.6
12.	49.0	39.2	7.8	3.9
13.	14.0	34.0	22.0	30.0
14.	14.0	26.0	24.0	36.0
15.	7.8	21.6	17.6	52.9
16.	30.0	24.0	26.0	20.0
17.	7.8	37.3	25.5	29.4
18.	62.5	27.5	5.9	3.9
19.	31.4	27.5	21.6	19.6
20.	17.7	39.2	25.5	17.6
21.	7.8	3.9	13.7	74.5
22.	5.9	13.7	17.6	62.7
23.	2.0	5.9	25.5	66.7
24.	33.3	51.0	11.8	3.9
25.	14.0	32.0	38.0	16.0
26.	32.0	28.0	22.0	18.0
27.	9.8	41.2	29.4	19.6
28.	9.8	19.6	31.4	39.2
29.	3.9	25.5	29.4	41.2
30.	11.8	13.7	29.4	45.1

* See key (following page) for scene content.

Scene*	Degree to which scene is experienced as				% of Ss responding that scene was:	
	<u>Anger provoking</u>				<u>easy or very easy to identi- fy with</u>	<u>could or has happened to them</u>
	%not	%mild	%mod.	%very		
1.	58.0	30.0	12.0	00.0	86.0	80.0
2.	33.3	39.2	25.5	2.0	78.4	66.6
3.	11.8	13.7	39.2	35.3	84.3	74.5
4.	27.5	29.4	19.6	23.5	92.2	80.4
5.	51.0	35.3	9.8	3.9	94.1	96.1
6.	13.7	19.6	29.4	37.3	86.3	78.4
7.	3.9	15.7	29.4	51.0	62.7	47.1
8.	38.0	26.0	24.0	12.0	86.0	82.0
9.	47.1	31.4	17.6	3.9	76.5	62.7
10.	25.5	37.3	25.5	11.8	76.5	66.7
11.	39.2	47.1	11.8	1.9	96.1	88.2
12.	58.8	35.3	3.9	2.0	96.1	92.2
13.	16.0	26.0	28.0	10.0	94.0	80.0
14.	38.0	22.0	26.0	14.0	72.0	62.0
15.	11.8	17.6	21.6	49.0	64.7	60.8
16.	36.0	16.0	14.0	14.0	80.0	72.0
17.	17.6	25.5	35.3	21.6	84.3	68.6
18.	80.4	15.7	3.9	00.0	94.1	80.4
19.	49.0	13.7	25.5	11.8	82.4	68.6
20.	19.6	41.2	25.5	13.7	76.5	68.6
21.	5.9	5.9	13.7	74.5	76.5	72.5
22.	2.0	17.6	25.5	54.9	94.1	79.4
23.	3.9	9.8	29.4	56.9	60.8	58.9
24.	43.1	27.5	15.7	13.7	86.3	76.5
25.	26.0	20.0	44.0	10.0	60.0	48.0
26.	52.0	28.0	12.0	8.0	98.0	82.0
27.	43.1	29.4	21.6	5.9	62.7	60.8
28.	9.8	19.6	31.4	39.2	58.9	43.1
29.	15.7	27.5	31.4	25.5	72.5	66.7
30.	7.8	9.8	35.3	47.1	66.7	60.8

* See key (following page) for scene content.

Scene key:

1. You can't see a thing.
2. Here's your newspaper. My dog tore it up a bit.
3. I can't interview you this morning even though you made an appointment with me last week.
4. We're behind schedule. Your dress won't be ready until Monday.
5. We just sold the last one and we don't expect a shipment for about a month.
6. I know that you did all the cooking - but I'm not going to help clean up.
7. You're a liar and you know it.
8. I'm so late that we'll have to miss the movie.
9. I heard you weren't invited to the party tonight.
10. Sorry I splashed you just now - I tried hard to avoid the puddle.
11. That man/woman just got in front of you on line.
12. You're not too good at this -- are you?
13. It's just too bad you can't get here earlier. Closing time is closing time. You'll have to come back tomorrow.
14. How clumsy you are! You've just broken an expensive china vase.
15. Now look what you've done! You've smashed my car. You had no right to try and pass me.
16. Next time be careful and look for stop signs.
17. Of course I agreed to come to dinner - but I knew you'd understand when something more important came up.
18. Too bad partner. We'd have won after your swell playing if I hadn't made those stupid mistakes.
19. You just don't have the figure for that suit.
20. I'll take it back but aren't you being a little too fussy?

Scene key (continued):

21. Yes I know you have the qualifications - but we would like a man to fill this position.
22. I know you bought this watch only one week ago, but you can't return it even if it has stopped working.
23. Although your preliminary work was excellent, we are giving this project to someone else.
24. I meant to warn you that the floor was just waxed.
25. You'll have to go play someplace else.
26. The library rules permit you to take only two books at a time.
27. Your work in this department has not been up to par this week.
28. Ladies are not admitted without an escort.
29. You'll have to have an official permit signed in order to get your luggage.
30. Sometimes I make mistakes but you can't do anything right.

Appendix II

The BSRI

Please answer the following questions:

-103-

Age: _____ School: _____

Year in school: _____ Major: _____

Ethnic background: _____

If not a student: Occupation: _____

Education: High school _____ College _____ Grad. _____
years

Marital Status: Single _____ Married _____ Widowed _____

Separated/Divorced _____

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly.

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

DESCRIBE YOURSELF

1
2
3
4
5

NEVER OR
ALMOST NEVER
TRUE
USUALLY
NOT
TRUE
SOMETIMES BUT
INFREQUENTLY
TRUE
OCCASIONALLY
TRUE
OFTEN
TRUE

Self reliant	
Yielding	
Helpful	
Defends own beliefs	
Cheerful	
Moody	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	
Masculine	

War
Sol
Wil
Ter
Fri
Age
Gul
Ine
Act
Chi
Ada
Ind
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Lov
Tac
Ant
Ger
Cor

DESCRIBE YOURSELF

2 3 4 5 6 7
 USUALLY NOT TRUE SOMETIMES BUT INFREQUENTLY TRUE OCCASIONALLY TRUE OFTEN TRUE USUALLY TRUE ALWAYS OR ALMOST ALWAYS TRUE

t	
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te	
e	
sonality	
ble	

Reliable	
Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	
Masculine	

Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use harsh language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	

Appendix III

Set A - Picture Scene Booklet with
Instructions

INSTRUCTIONS:

In each of the following pictures there is a woman talking with another person. The words said by the other person are always given. Imagine you are the woman and you are responding to the person talking. Write in the blank box the very first reply that comes to mind. Since there are 30 picture scenes do not spend a great deal of time on each one.

I MEANT TO WARN YOU THAT
THE FLOOR WAS JUST WAXED.



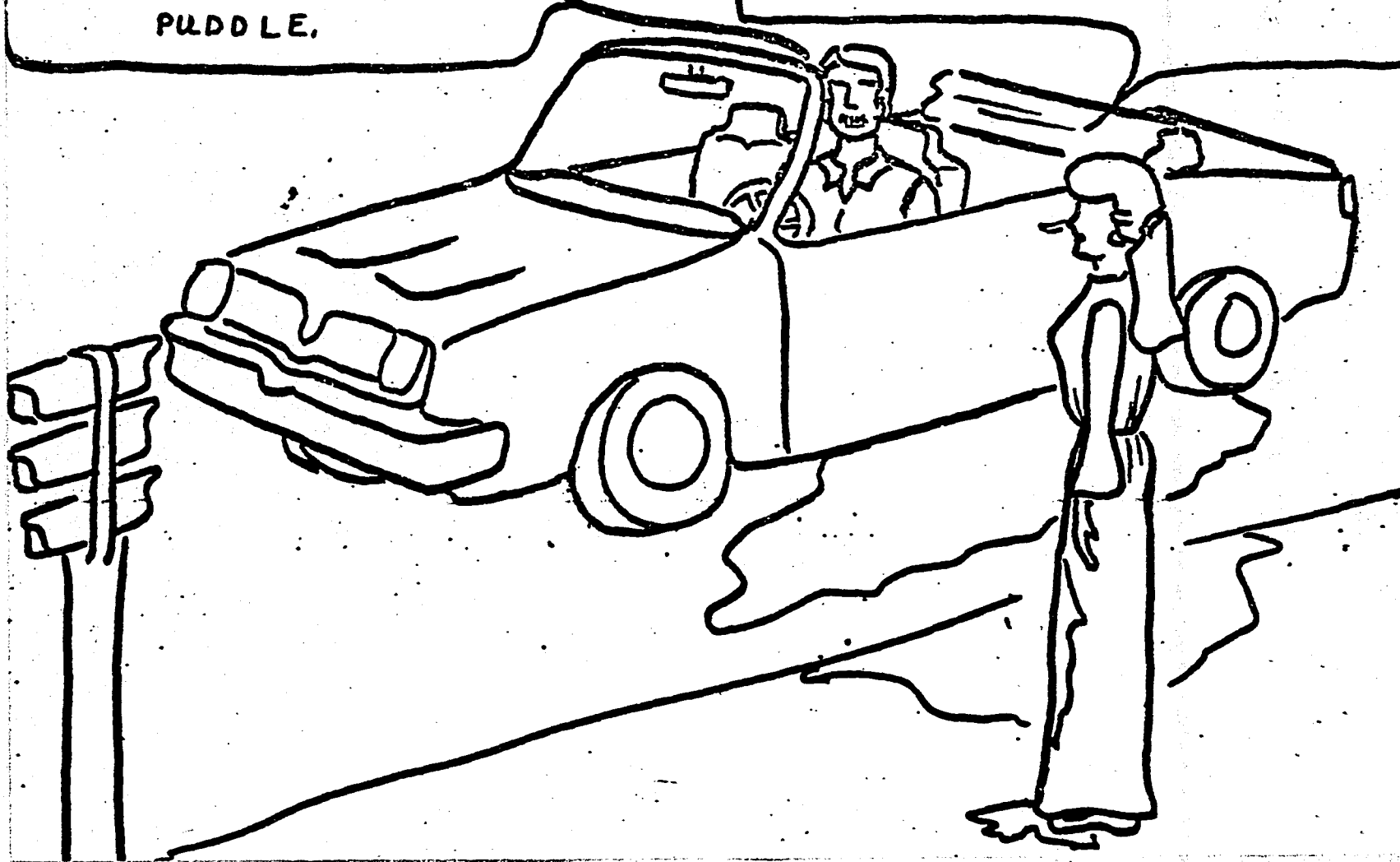
I HEARD YOU
WEREN'T INVITED TO
THE PARTY TONIGHT.



SORRY I SPLASHED YOU
JUST NOW -- I TRIED
HARD TO AVOID THE
PUDDLE.



SORRY I SPLASHED YOU
JUST NOW -- I TRIED
HARD TO AVOID THE
PUDDLE.





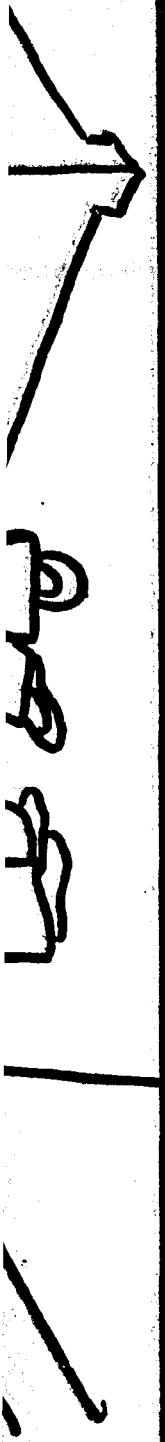
YOUR WORK IN THIS DEPARTMENT HAS NOT BEEN UP TO PAR THIS WEEK.

[Empty speech bubble]

LADIES ARE NOT ADMITTED WITHOUT AN ESCORT.

BAR LOUNGE

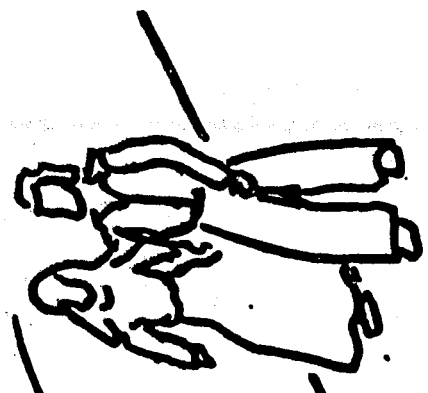
club



LADIES ARE NOT ADMITTED
WITHOUT AN ESCORT.



CLUB



[Empty speech bubble]

you just DON'T
HAVE THE FIGURE
FOR THAT SUIT.



I'LL TAKE IT
BACK BUT
AREN'T YOU



[Empty speech bubble]

I'LL TAKE IT
BACK BUT
AREN'T YOU
BEING A LITTLE
TOO FUSSY?



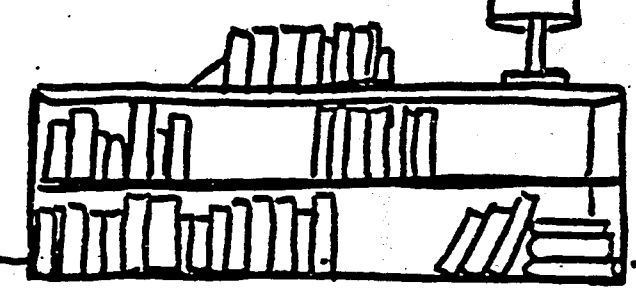
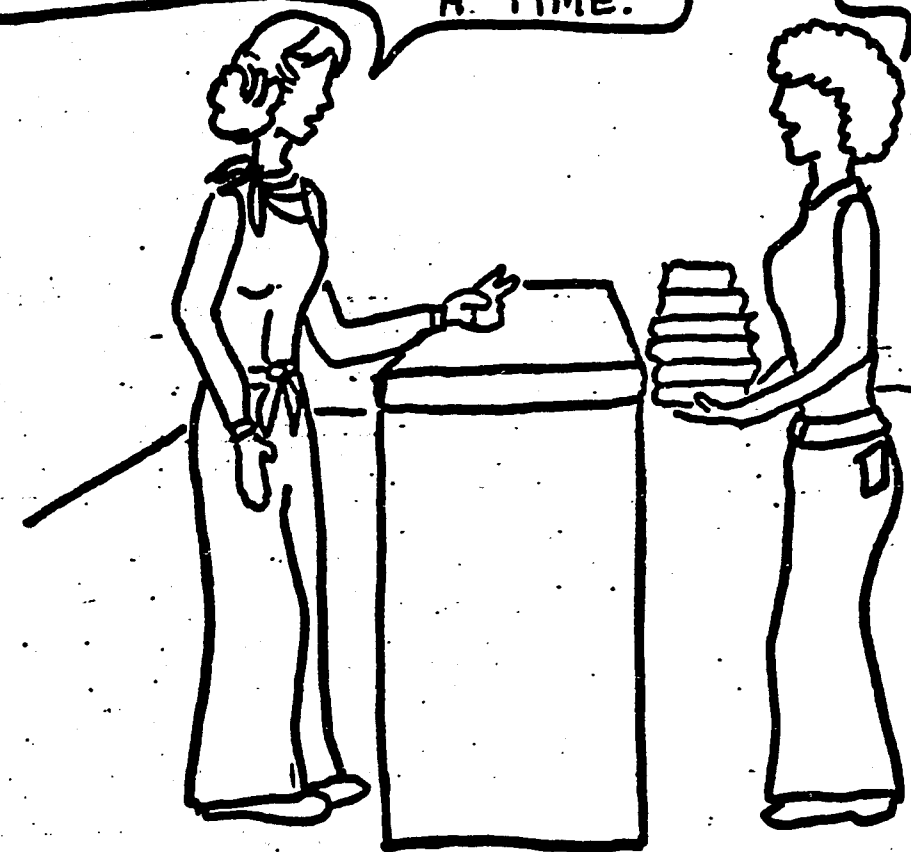
[Empty speech bubble]

YOU'LL HAVE TO GO
PLAY SOMEPLACE ELSE.

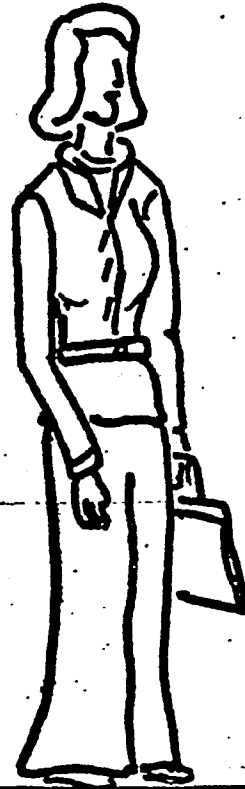


THE LIBRARY RULES PERMIT YOU
TO TAKE ONLY TWO BOOKS AT
A TIME.

THE LIBRARY RULES PERMIT YOU
TO TAKE ONLY TWO BOOKS AT
A TIME.



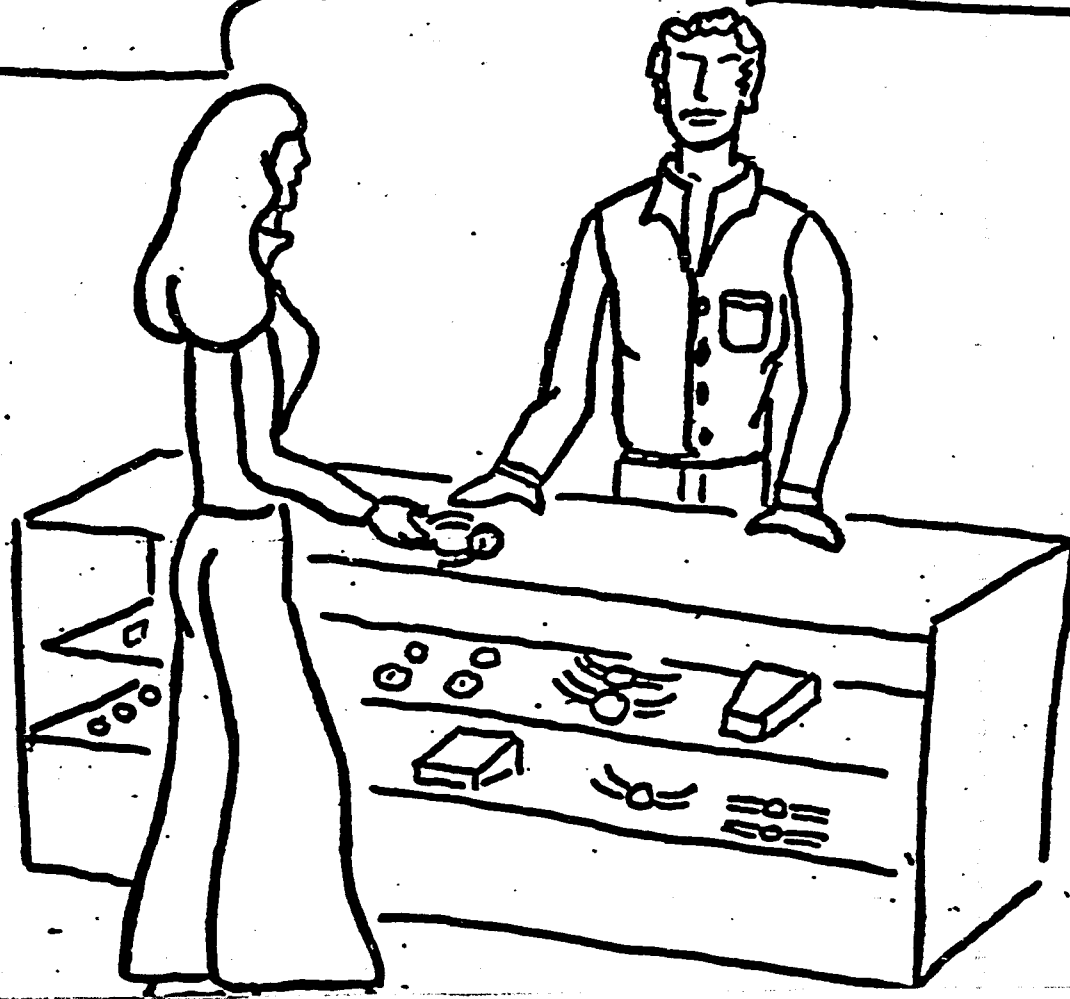
YES I KNOW YOU HAVE
THE QUALIFICATIONS --
BUT WE WOULD LIKE A
MAN TO FILL THIS POSITION.



I KNOW YOU BOUGHT THIS WATCH ONLY ONE WEEK
AGO - BUT YOU CAN'T RETURN IT EVEN IF
IT HAS STOPPED WORKING.



I KNOW YOU BOUGHT THIS WATCH ONLY ONE WEEK
AGO - BUT YOU CAN'T RETURN IT EVEN IF
IT HAS STOPPED WORKING.

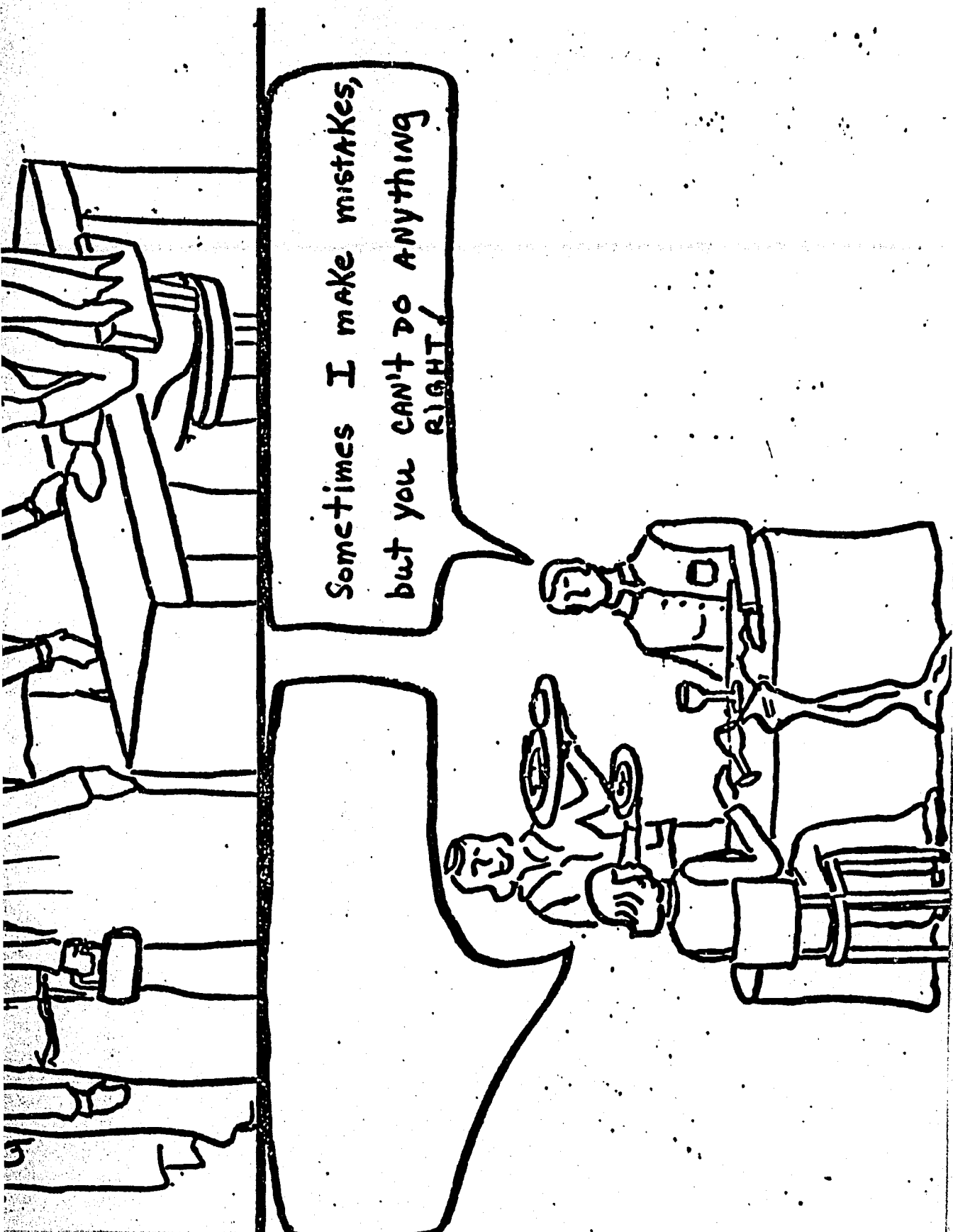


AIRPORT BAGGAGE CLAIM

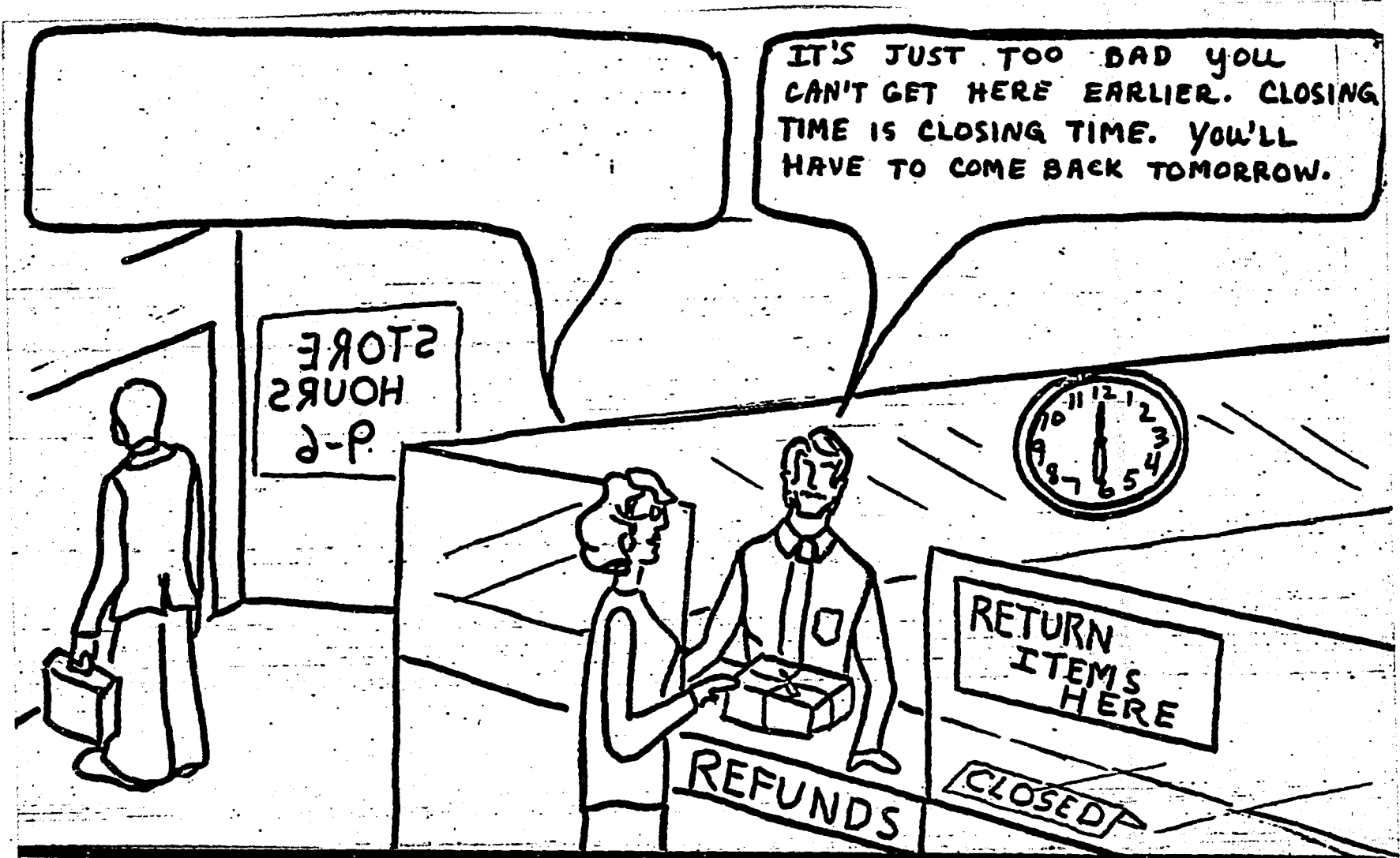
You'll have to have
an official permit
signed in order to GET
your Luggage.



Sometimes T ...



Sometimes I make mistakes,
but you CAN'T DO ANYTHING
RIGHT!



[Empty speech bubble]

IT'S JUST TOO BAD YOU CAN'T GET HERE EARLIER. CLOSING TIME IS CLOSING TIME. YOU'LL HAVE TO COME BACK TOMORROW.

STORE HOURS 2-P.



RETURN ITEMS HERE

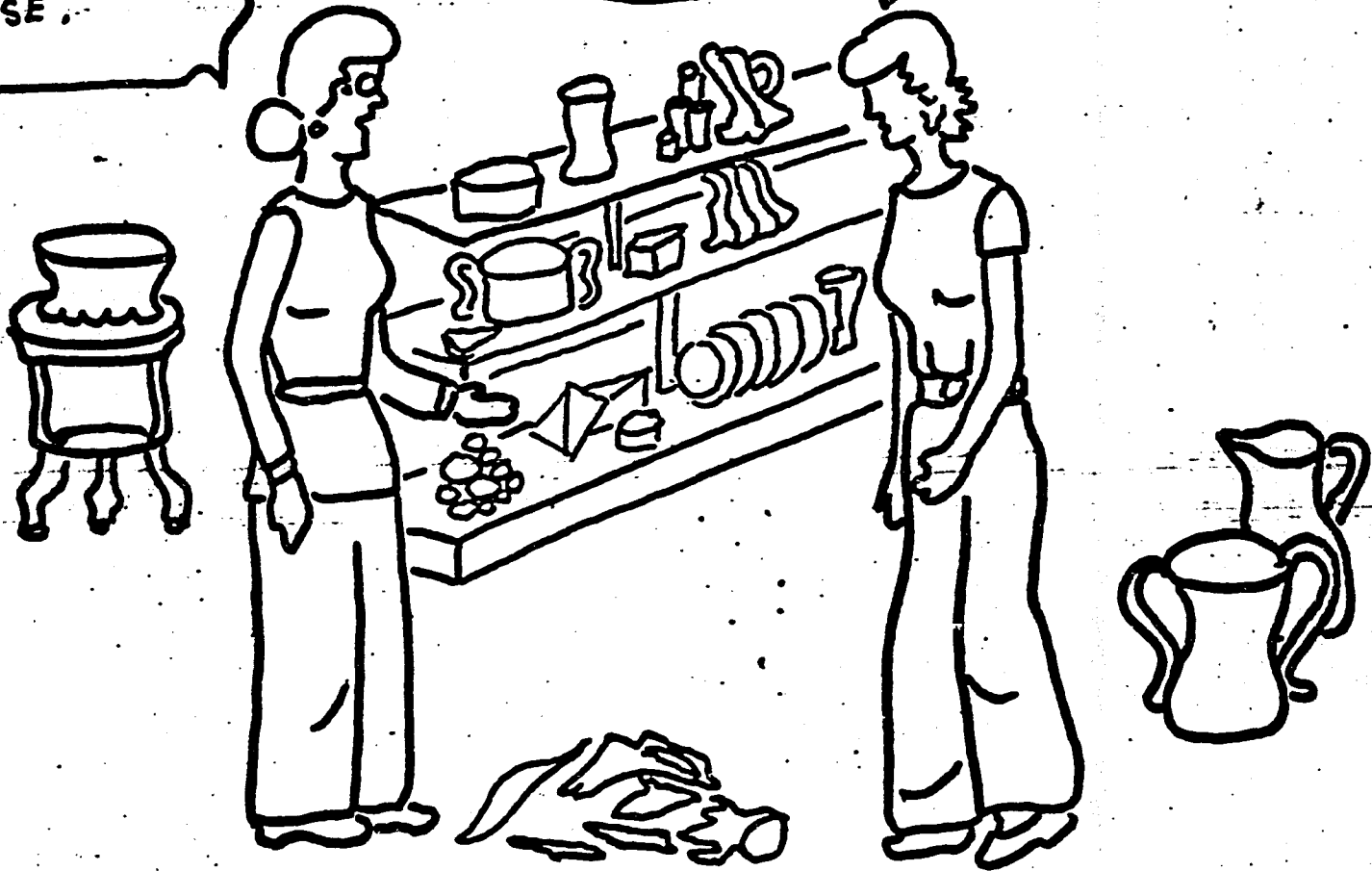
REFUNDS

~~CLOSED~~

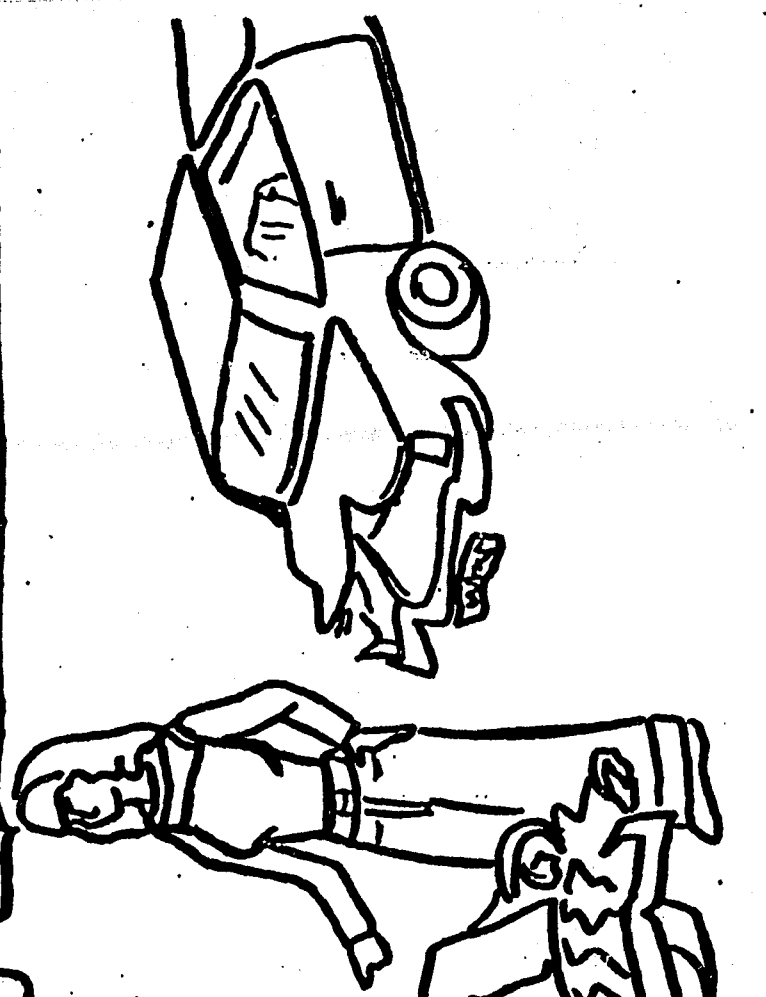
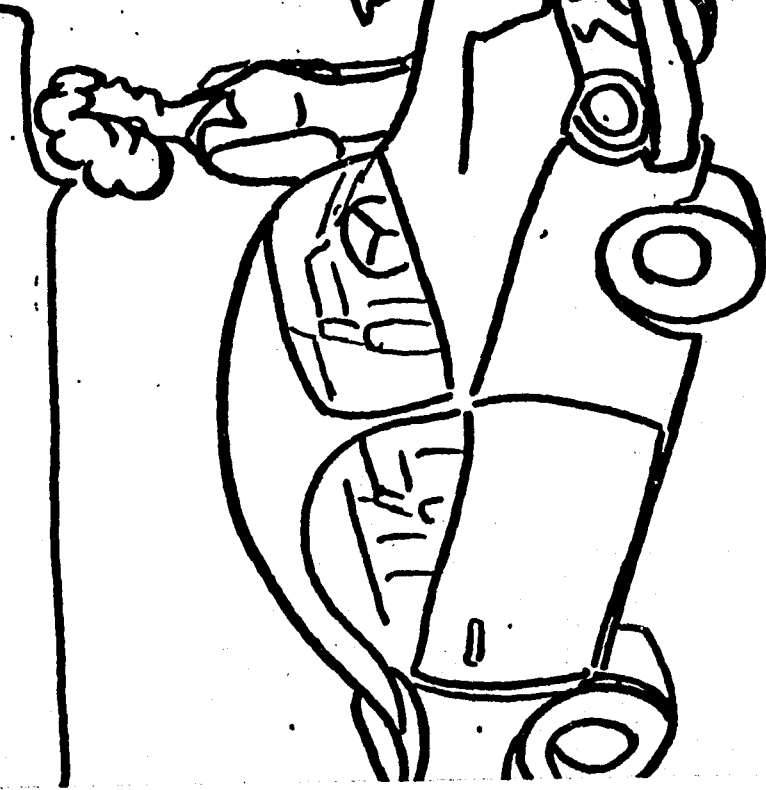
HOW CLUMSY YOU ARE! YOU'VE JUST BROKEN AN EXPENSIVE

[Empty speech bubble]

HOW CLUMSY YOU
ARE! YOU'VE JUST
BROKEN AN EXPENSIVE
CHINA VASE.

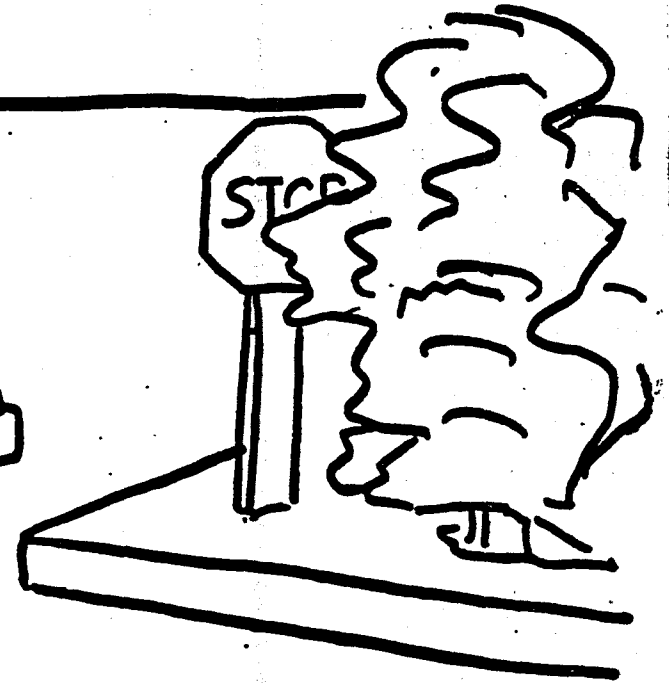


Now Look what you've done!
You've smashed my car. You had
NO right to try AND PASS ME.

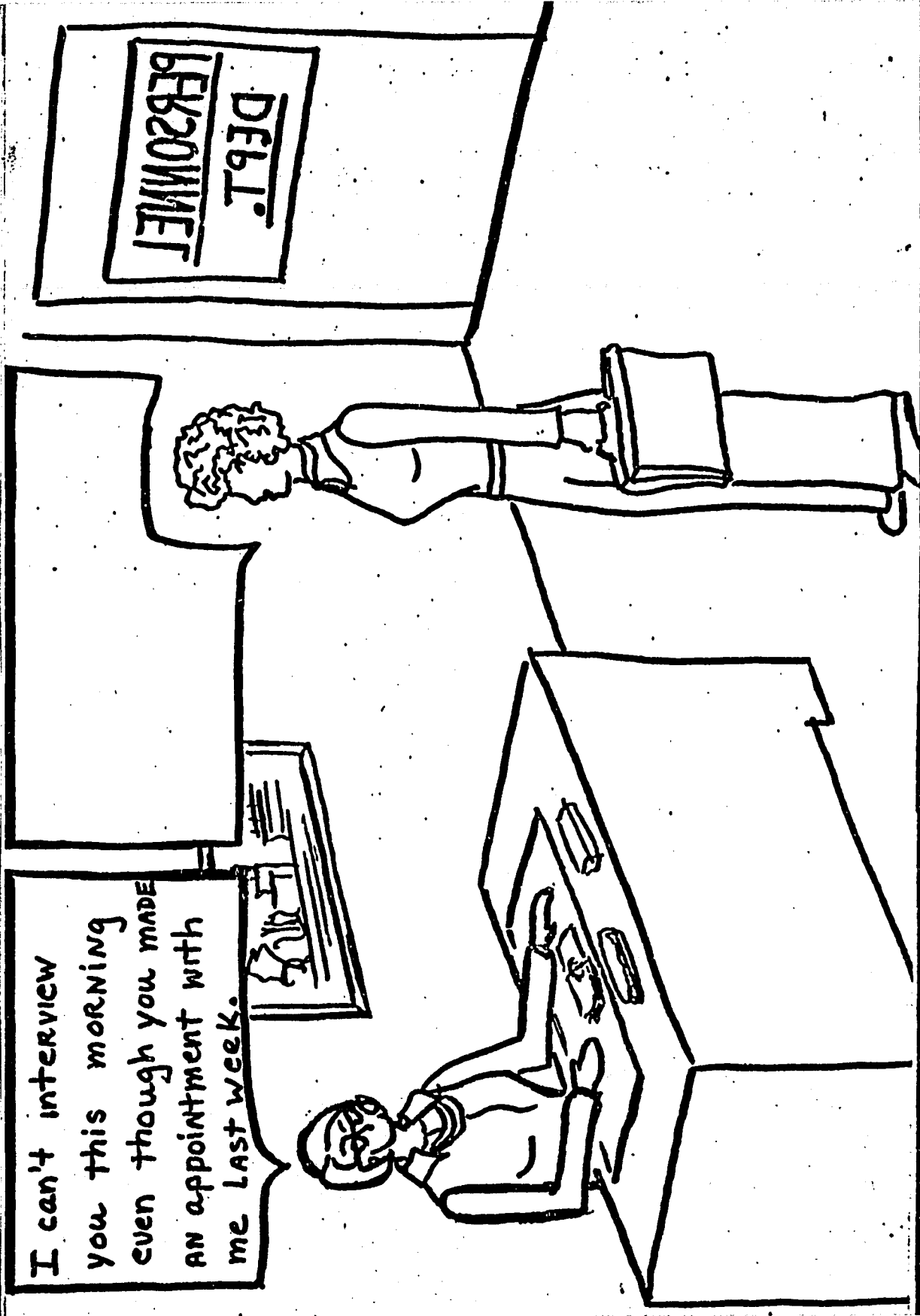


Next time - be careful
and LOOK for
stop signs.

Next time - be careful
and look for
stop signs.



I can't interview
you this morning
even though you made
an appointment with
me last week.

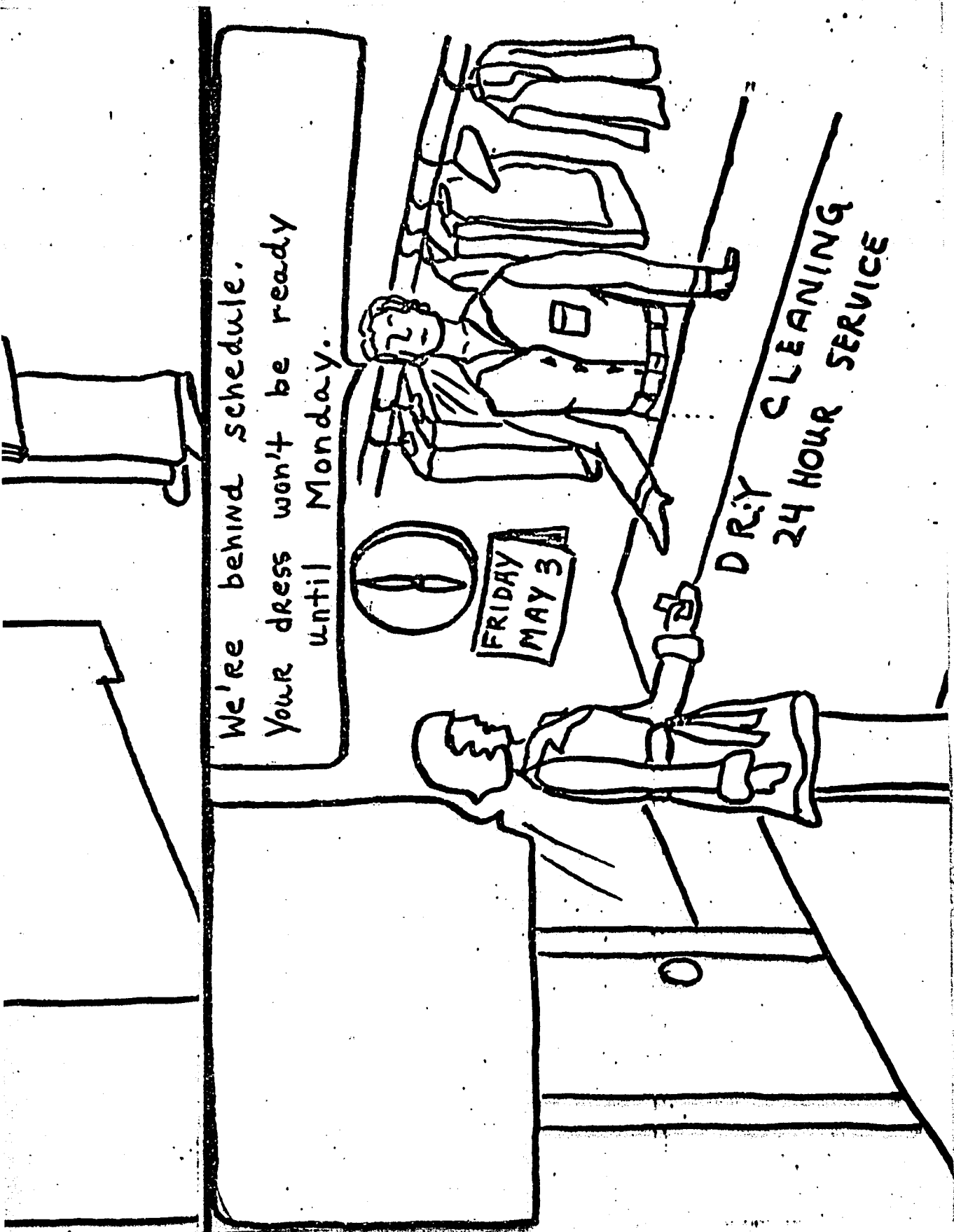


We're behind schedule.
Your dress won't be ready

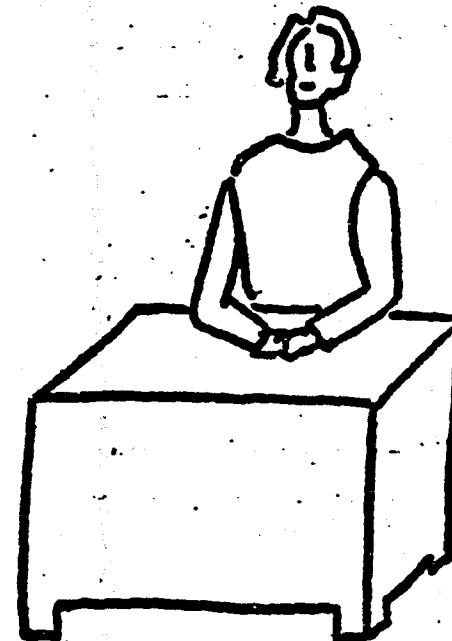
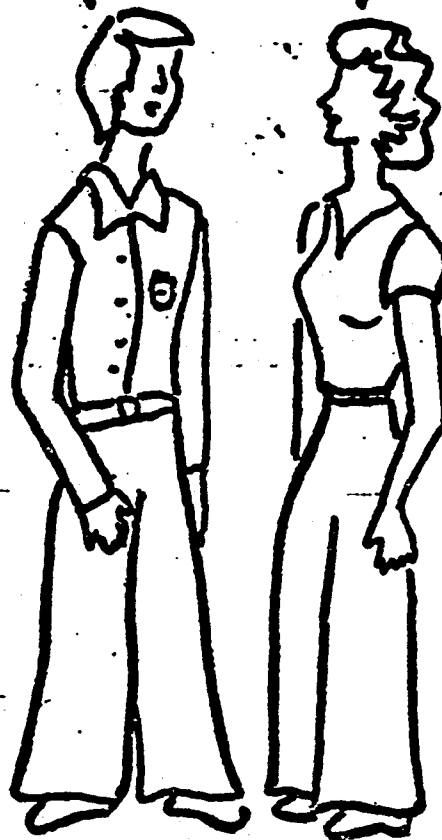
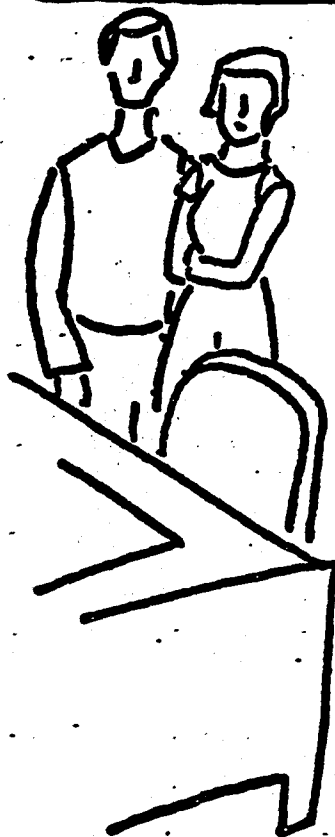
We're behind schedule.
Your dress won't be ready
until Monday.

FRIDAY
MAY 3

DRY CLEANING
24 HOUR SERVICE

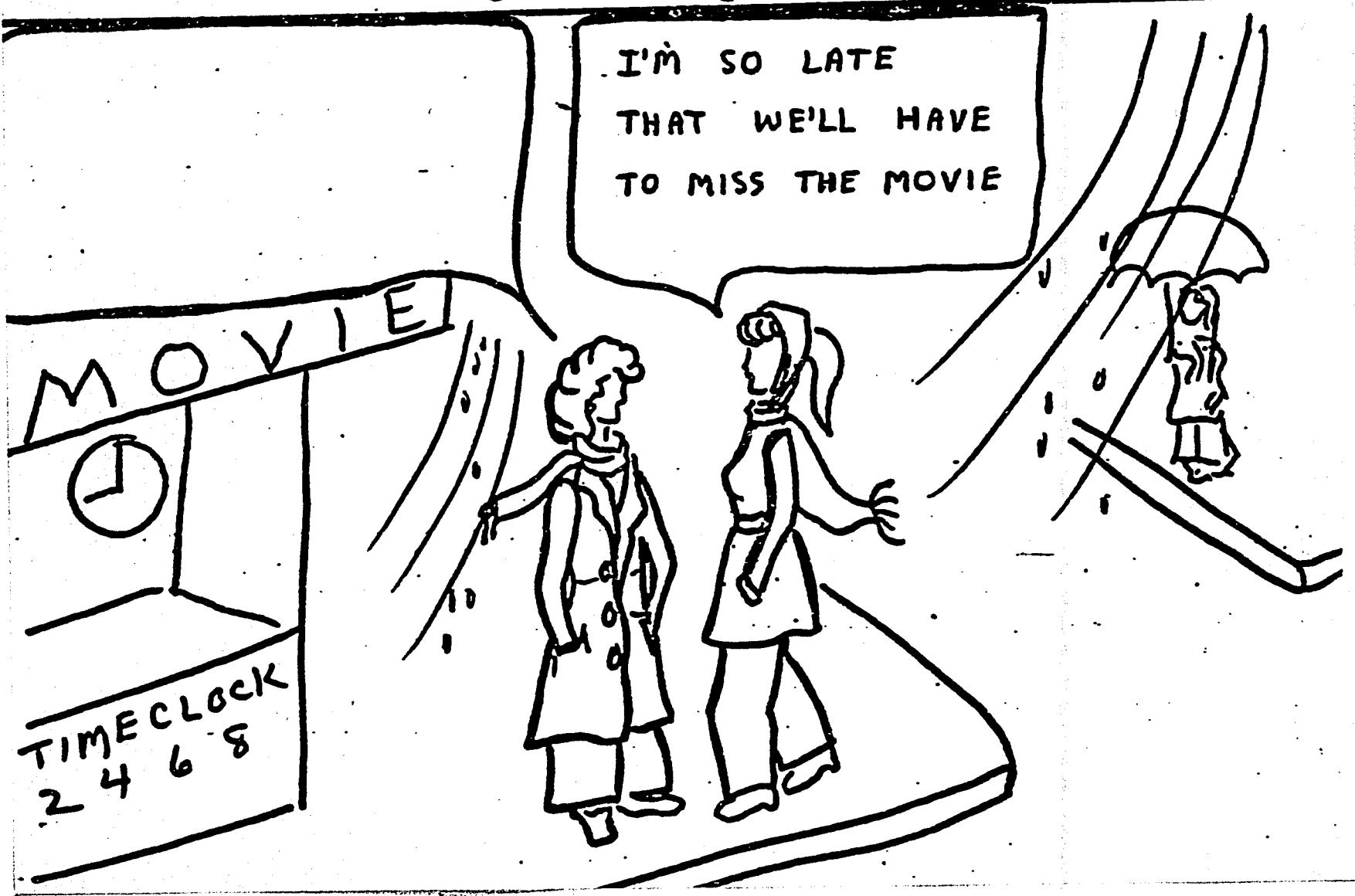


YOU'RE A LIAR - AND
YOU KNOW IT.



I'M SO LATE
THAT WE'LL HAVE
TO MISS THE MOVIE





I'M SO LATE
THAT WE'LL HAVE
TO MISS THE MOVIE

MOVIE

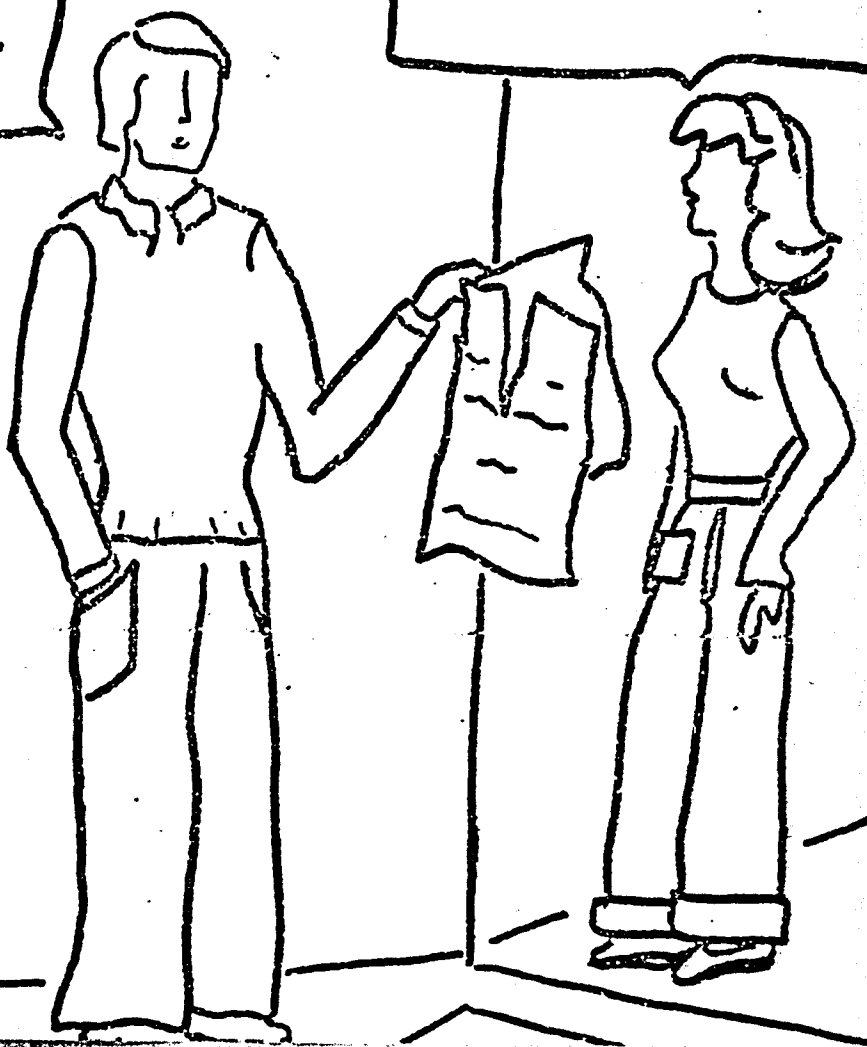
TIMECLOCK
2 4 6 8

YOU
CAN'T SEE
A THING.

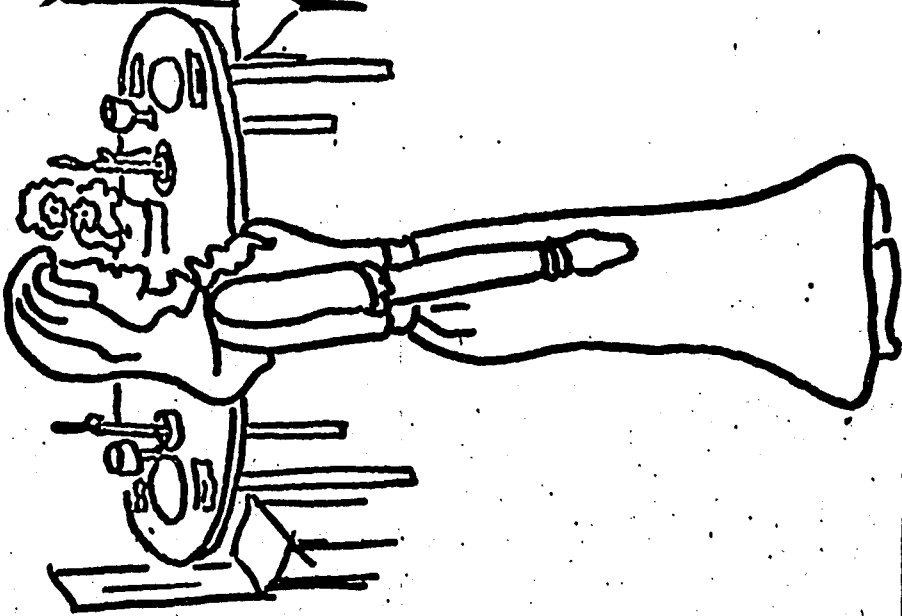
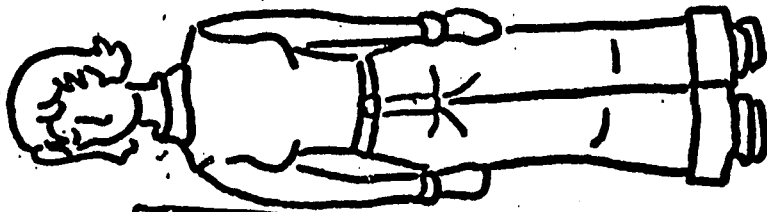
HERE'S YOUR NEWS-
PAPER -- MY DOG
TORE IT UP A BIT.

HERE'S YOUR NEWS-
PAPER -- MY DOG
TORE IT UP A BIT.

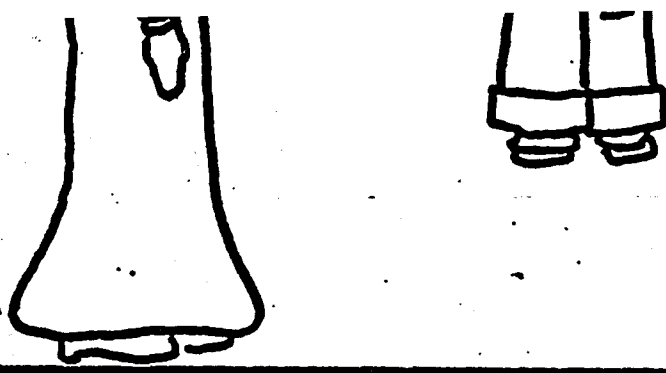
[Empty speech bubble]



OF COURSE I AGREED TO COME
TO DINNER -- BUT I KNEW
YOU'D UNDERSTAND WHEN SOME-
THING MORE IMPORTANT CAME UP.



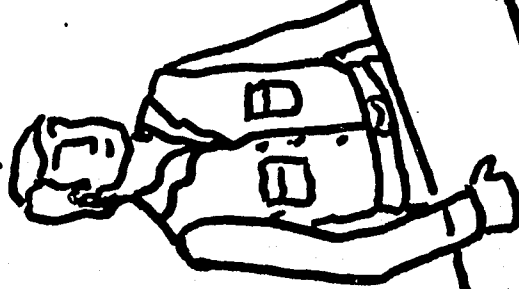
TOO BAD PARTNER. WE'D HAVE
WON AFTER YOUR SWELL PLAYING!



TOO BAD PARTNER. WE'D HAVE
WON AFTER YOUR SWELL PLAYING
IF I HADN'T MADE THOSE STUPID
MISTAKES.



We just sold the last one and we don't expect a shipment for about a month.



EMO
YAD
EJAS

ONE DAY SALE
50% off
ALL ITEMS

I know that you did all the cooking — but I'm not

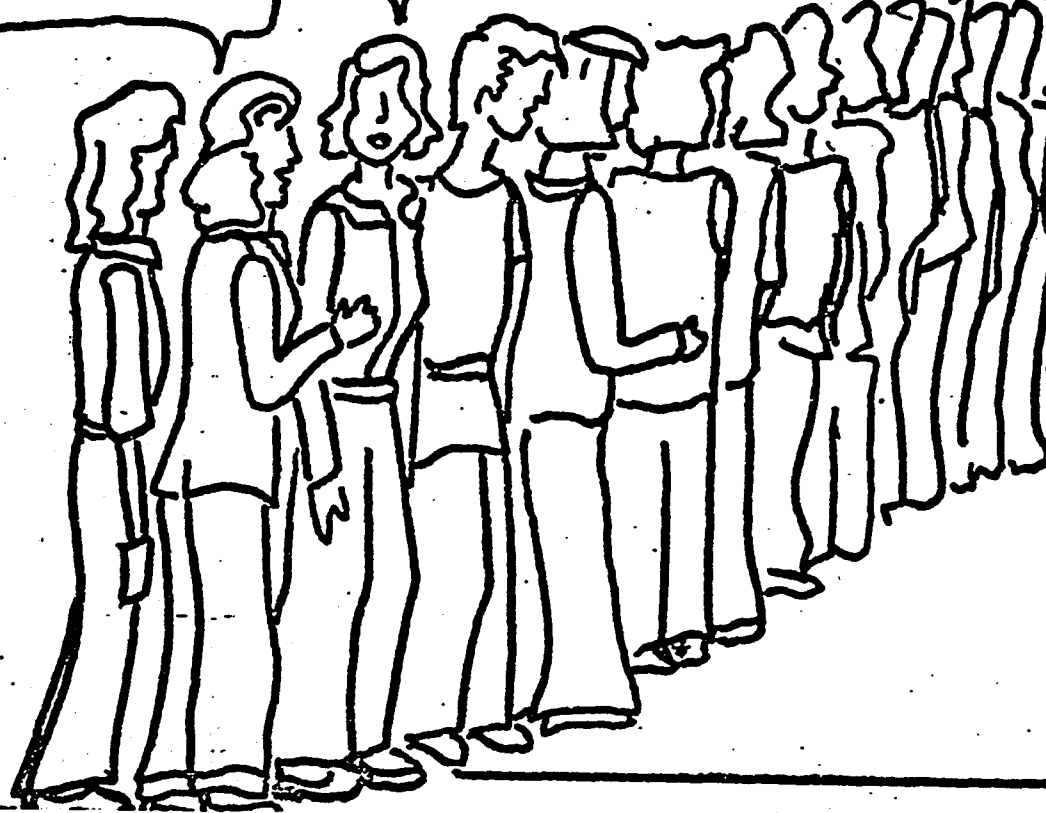


ONE DAY SALE
ALL ITEMS 50% OFF

I know that you did all the cooking — but I'm not going to help clean up.



THAT MAN
JUST GOT
IN FRONT OF
YOU ON
LINE.



YOU'RE NOT TOO GOOD AT THIS—
ARE YOU?



YOU'RE NOT TOO GOOD AT THIS—
ARE YOU?



Appendix IV

Pilot Questionnaire for Set A

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

ALTHOUGH YOUR PRELIMINARY WORK WAS EXCELLENT- WE ARE GIVING THIS PROJECT TO SOMEONE ELSE,

1. I would find the situation: (a) not frustrating (b) mildly frustrating (c) moderately frustrating (d) very frustrating

2. I would feel: (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene. (a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me. (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I MEANT TO WARN YOU THAT THE FLOOR WAS JUST WAXED.

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I MEANT TO WARN YOU THAT THE FLOOR WAS JUST WAXED.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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Response To All 30 Scenes

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The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

I HEARD YOU WEREN'T INVITED TO THE PARTY TONIGHT.

1. I would find the situation: .

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

SORRY I SPLASHED YOU JUST NOW - I TRIED HARD TO AVOID THE PUDDLE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
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If I was the woman answering the speaker that says:

YOUR WORK IN THIS DEPARTMENT HAS NOT BEEN
UP TO PAR THIS WEEK.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
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reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with
which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

LADIES ARE NOT ADMITTED WITHOUT AN ESCORT.

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

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If I was the woman answering the speaker that says:

YOU JUST DON'T HAVE THE FIGURE FOR THAT SUIT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

I'LL TAKE IT BACK BUT AREN'T YOU BEING A LITTLE TOO FUSSY.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

-127-

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Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'LL HAVE TO GO PLAY SOMEPLACE ELSE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
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which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

**THE LIBRARY RULES PERMIT YOU TO TAKE ONLY TWO
BOOKS AT A TIME.**

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

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If I was the woman answering the speaker that says:

YES I KNOW YOU HAVE THE QUALIFICATIONS -- BUT WE WOULD LIKE A MAN TO FILL THIS POSITION.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
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(a) could (b) could not (c) might (but it's unlikely) (d) has
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6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I KNOW YOU BOUGHT THIS WATCH ONLY ONE WEEK AGO--
BUT YOU CAN'T RETURN IT EVEN IF IT HAS STOPPED WORKING.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

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6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'LL HAVE TO HAVE AN OFFICIAL PERMIT SIGNED IN ORDER TO GET YOUR LUGGAGE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

SOMETIMES I MAKE MISTAKES - BUT YOU CAN'T DO ANYTHING RIGHT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

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The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

IT'S JUST TOO BAD YOU CAN'T GET HERE EARLIER. CLOSING TIME IS CLOSING TIME. YOU'LL HAVE TO COME BACK TOMORROW.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
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If I was the woman answering the speaker that says:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

HOW CLUMSY YOU ARE! YOU'VE JUST BROKEN AN
EXPENSIVE CHINA VASE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

NOW LOOK WHAT YOU'VE DONE! YOU'VE SMASHED MY CAR.
YOU HAD NO RIGHT TO TRY AND PASS ME.

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

- (a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

NEXT TIME BE CAREFUL AND LOOK FOR STOP SIGNS.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

I CAN'T INTERVIEW YOU THIS MORNING EVEN THOUGH YOU MADE AN APPOINTMENT WITH ME LAST WEEK.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

WE'RE BEHIND SCHEDULE, YOUR DRESS WON'T BE
READY UNTIL MONDAY.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

-133-

((Please Do Not Answer These Questions Until You Have Completed Your
Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'RE A LIAR AND YOU KNOW IT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

I'M SO LATE THAT I CAN'T

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I'M SO LATE THAT WE'LL HAVE TO MISS THE MOVIE.

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU CAN'T SEE A THING.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

HERE'S YOUR NEWSPAPER-- MY DOG TORE IT UP A BIT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

OF COURSE I AGREED TO COME TO DINNER - - BUT I KNEW YOU'D UNDERSTAND WHEN SOMETHING MORE IMPORTANT CAME UP.

- 1. I would find the situation:
 - (a) not frustrating (b) mildly frustrating (c) moderately frustrating
 - (d) very frustrating
- 2. I would feel:
 - (a) not angry (b) mildly angry (c) moderately angry (d) very angry
- 3. I found it _____ to identify with the woman spoken to in the scene.
 - (a) very easy (b) easy (c) difficult (d) very difficult
- 4. I think this situation _____ happen to me.
 - (a) could (b) could not (c) might (but it's unlikely) (d) has
- 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
- 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

TOO BAD PARTNER. WE'D HAVE WON AFTER YOUR SWELL
PLAYING IF I HADN'T MADE THOSE STUPID MISTAKES.

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your
Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

WE JUST SOLD THE LAST ONE AND WE DON'T EXPECT
A SHIPMENT FOR ABOUT A MONTH.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----
~~-----~~

If I was the woman answering the speaker that says:

I KNOW THAT YOU DID ALL THE COOKING -- BUT
I'M NOT GOING TO HELP CLEAN UP.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----
~~-----~~

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

THAT MAN JUST GOT IN FRONT OF YOU ON LINE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

YOU'RE NOT TOO GOOD AT THIS - ARE YOU?

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

On the whole do you think your responses in the 30 scenes reflect how you would actually respond to similar, real-life situations?

Yes

No

If not then please comment on what basis you responded and how you might actually respond in similar situations.

((Please Do Not Answer Until You Have Completed All Other Material
In Both Booklets))

Please answer the following questions by circling the best or
most appropriate answer.

1. Regarding the Feminist Movement:

- (a) I agree with the major goals and principles
- (b) I disagree with the major goals and principles
- (c) I have no opinion and do not feel its important to my life.
- (d) I'm not active, but tend to agree with some of the ideas.
- (e) I tend to disagree with most of the ideas and goals.

2. I consider myself:

- (a) a feminist (b) moderate feminist (c) moderate anti-feminist
- (d) anti-feminist

3. I have participated in : (check or circle which ever apply)

- (a) consciousness raising groups
- (b) assertiveness training
- (c) psychotherapy
- (d) none of the above

4. I think that the Equal Rights Amendment

- (a) should not be passed in New York
- (b) should be passed in New York
- (c) should not be the law of the land
- (d) should be the law of the land
- (e) both 1 & 3
- (f) both 2 & 4

5. To me, Women's Liberation is:

- (a) a meaningless term
- (b) not very important or worthwhile
- (c) a meaningful part of my life
- (d) something I am actively involved in
- (e) something I dislike and do not want
- (f) I think women should get equal pay but that's about it.

6. I think women _____ have equal pay for equal work and that
it should be enforced by law.

- (a) should (b) should not (c) no opinion

THANK YOU for participating. If you have any comments about this study
please write them below.

Appendix V

Set B - Picture Scene Booklet and
Instructions

-14-

INSTRUCTIONS:

In each of the following pictures there is a woman talking with another person. The words said by the other person are always given. Imagine you are the woman and you are responding to the person talking. Write in the blank box the very first reply that comes to mind. Since there are 30 picture scenes do not spend a great deal of time on each one.

ALTHOUGH YOUR PRELIMINARY
WORK WAS EXCELLENT - WE
ARE GIVING THIS PROJECT
TO SOMEONE ELSE.



I MEANT TO WARN YOU THAT
THE FLOOR WAS JUST WAXED.



I MEANT TO WARN YOU THAT
THE FLOOR WAS JUST WAXED.



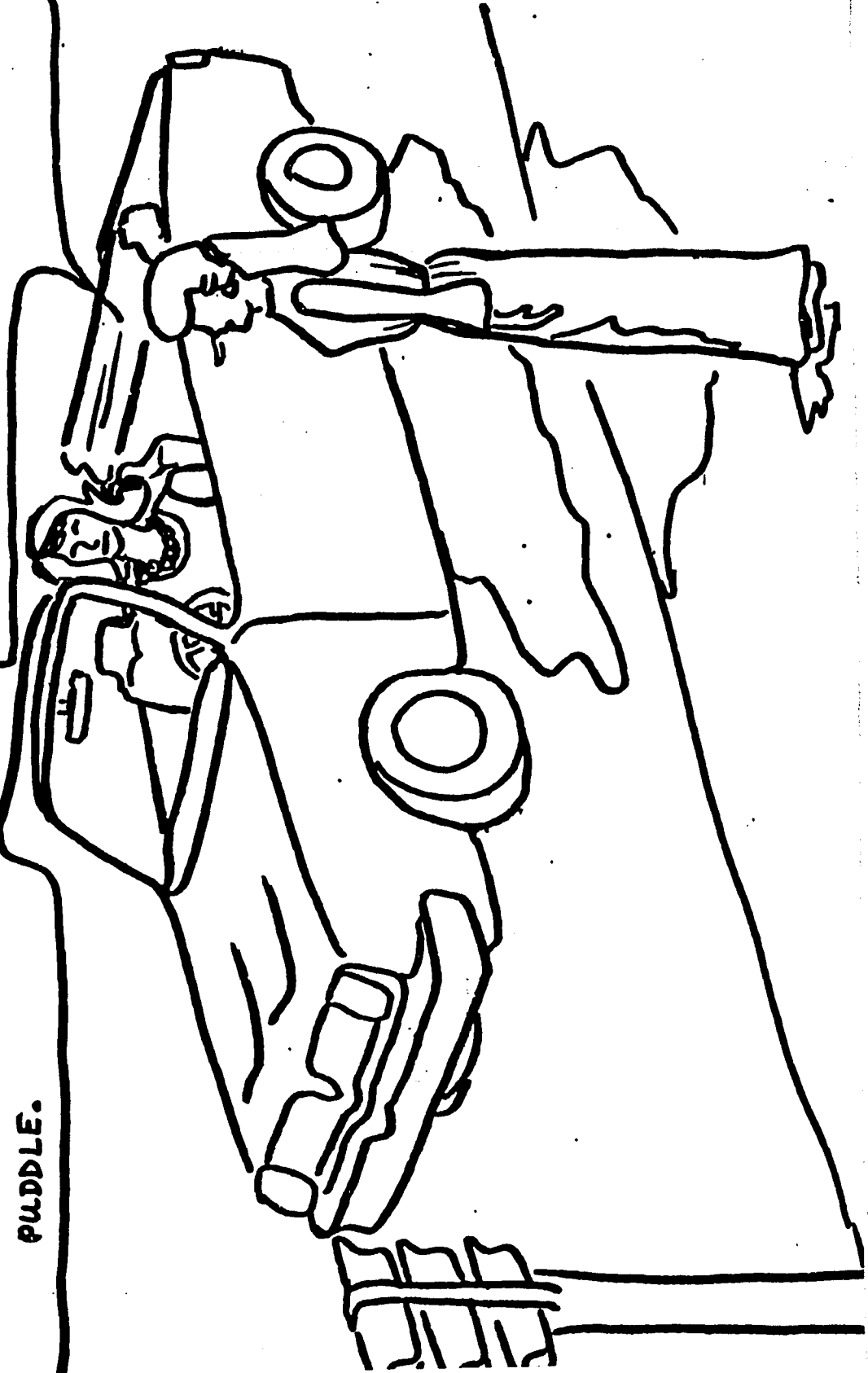
I HEARD YOU
WEREN'T INVITED TO
THE PARTY TONIGHT.



SORRY I SPLASHED YOU
JUST NOW -- I TRIED
HARD TO AVOID THE
PUDDLE.

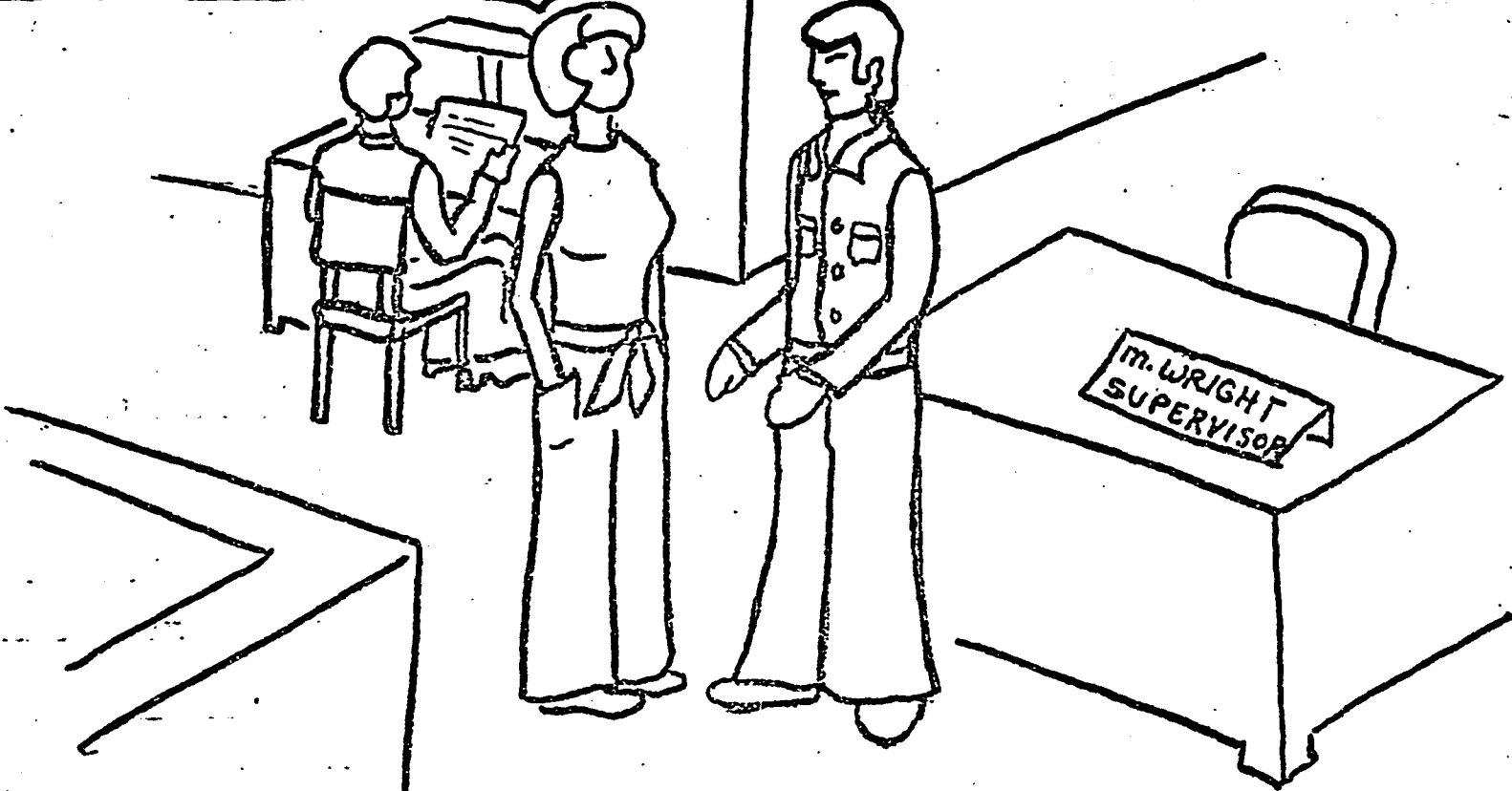


SORRY I SPLASHED YOU
JUST NOW -- I TRIED
HARD TO AVOID THE
PUDDLE.



[Empty speech bubble]

YOUR WORK IN THIS DEPARTMENT HAS NOT BEEN UP TO PAR THIS WEEK.



LADIES ARE NOT ADMITTED WITHOUT AN ESCORT.

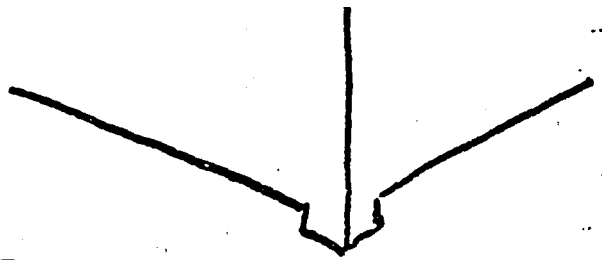
BAR

[Empty speech bubble]

LADIES ARE NOT
ADMITTED WITHOUT AN
ESCORT

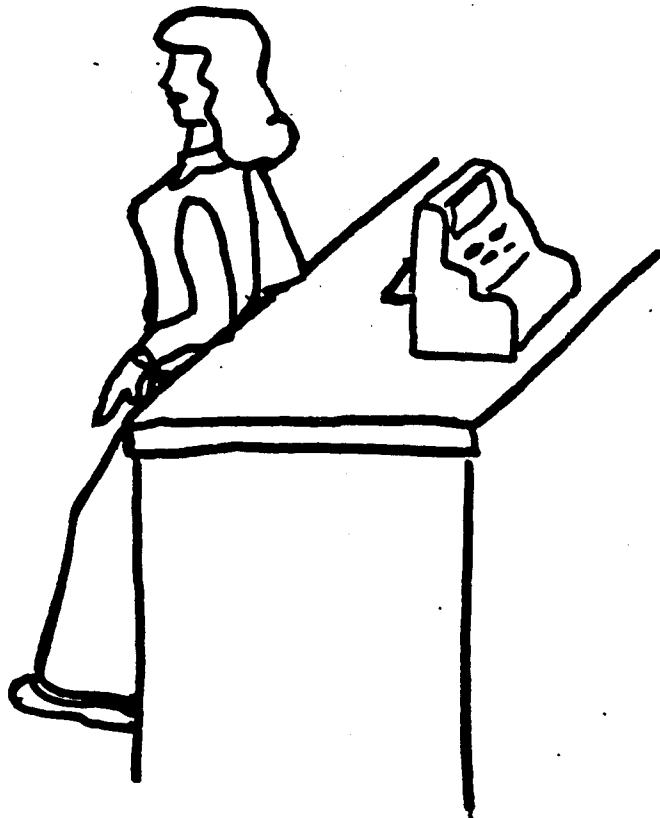
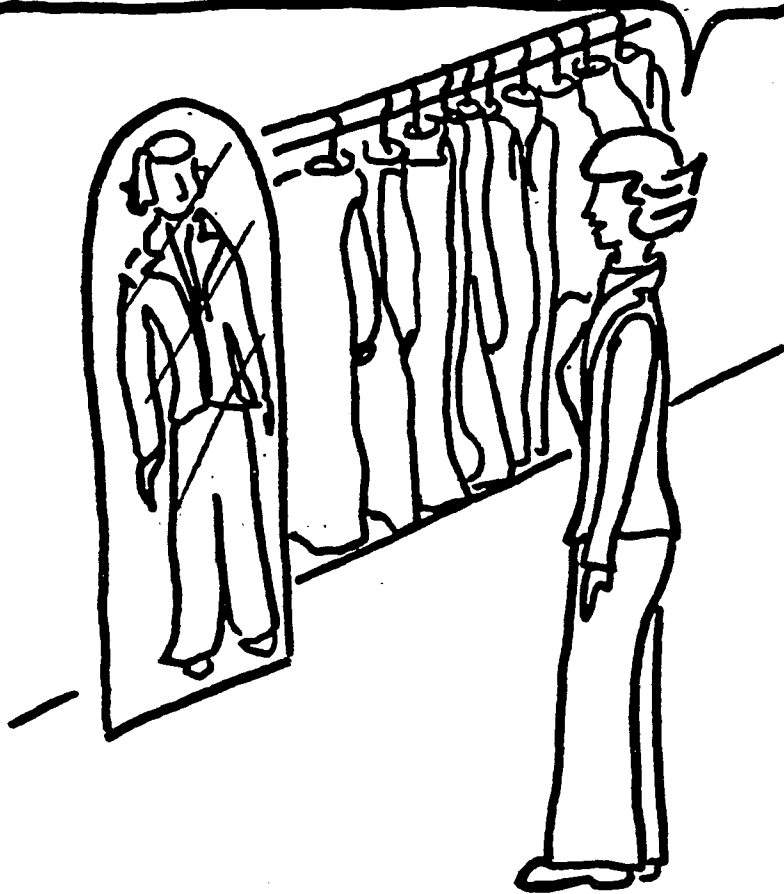
BAR
LOUNGE

CLUB
21



[Empty speech bubble]

YOU JUST DON'T
HAVE THE FIGURE
FOR THAT SUIT.

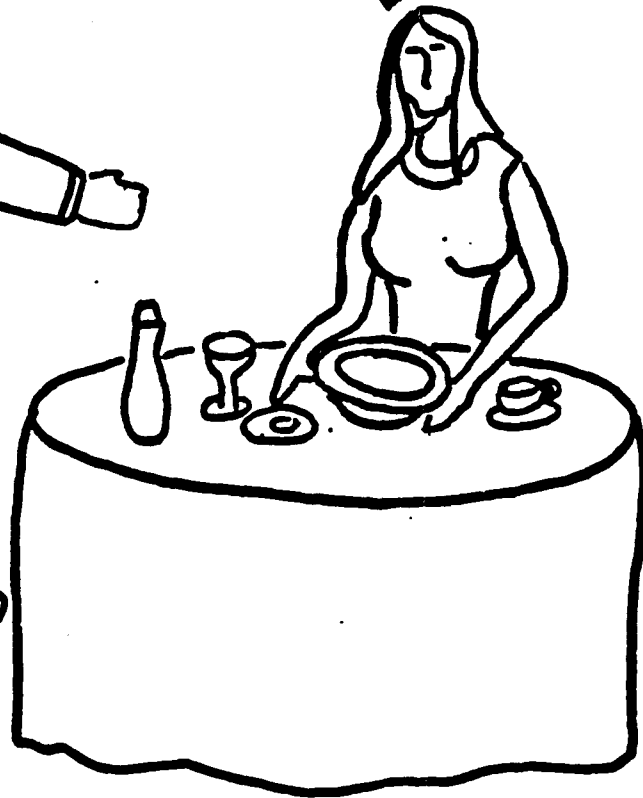
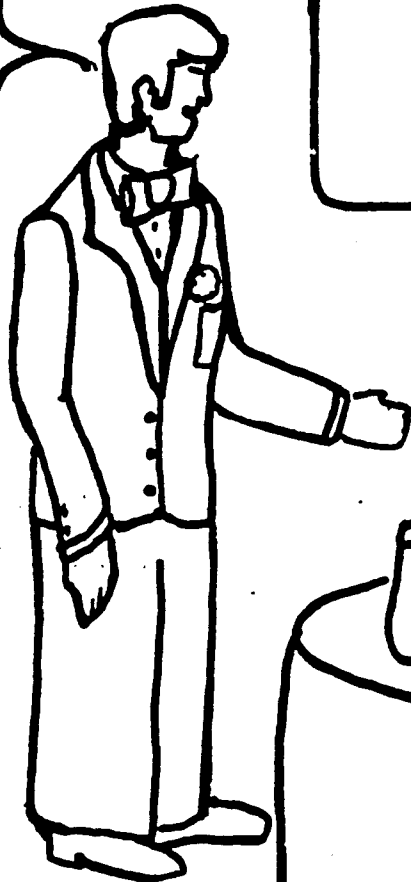


I'LL TAKE
IT BACK BUT
AREN'T YOU
BEING A LITTLE

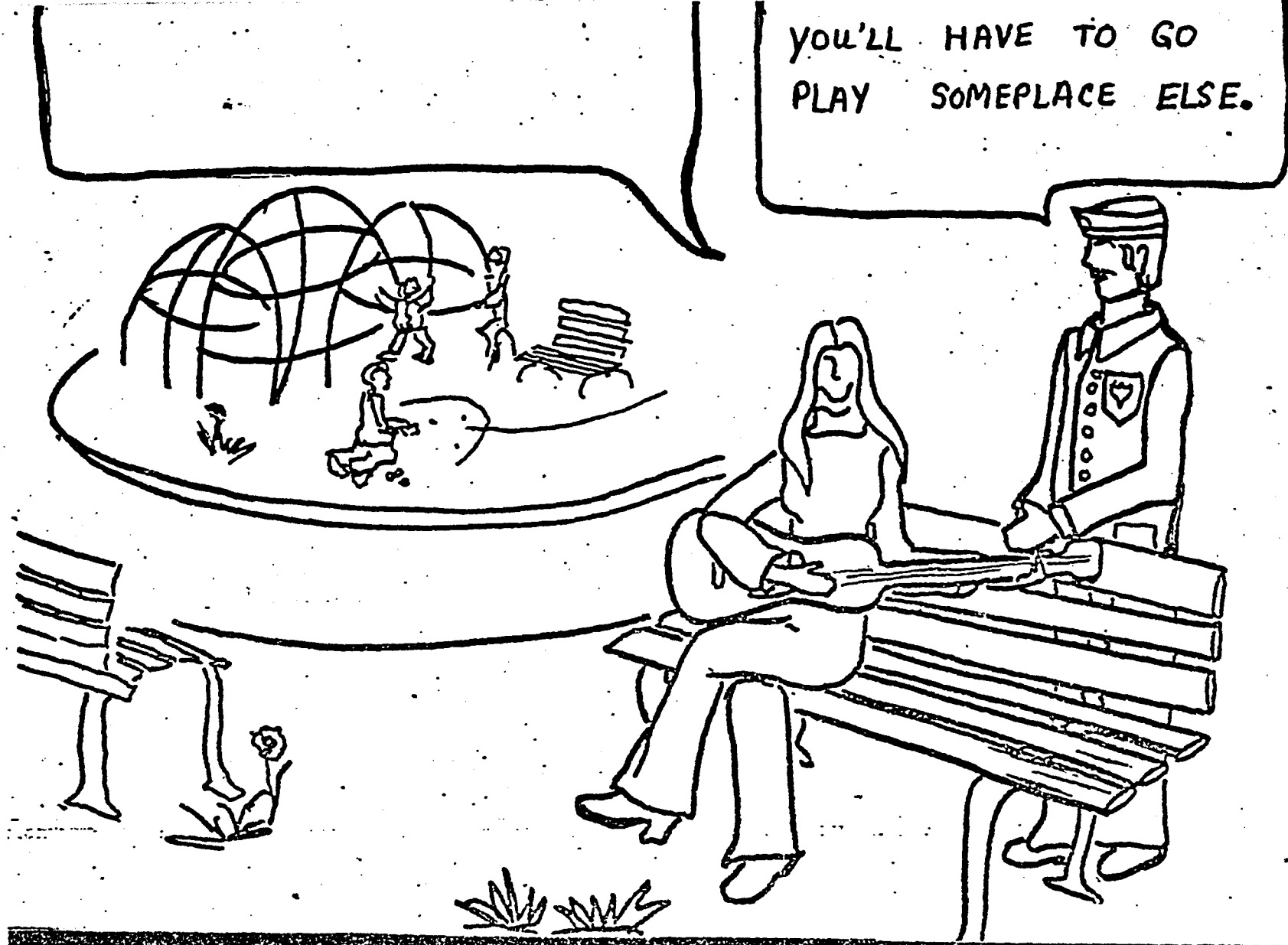


[Empty speech bubble]

I'LL TAKE
IT BACK BUT
AREN'T YOU
BEING A LITTLE
TOO FUSSY?

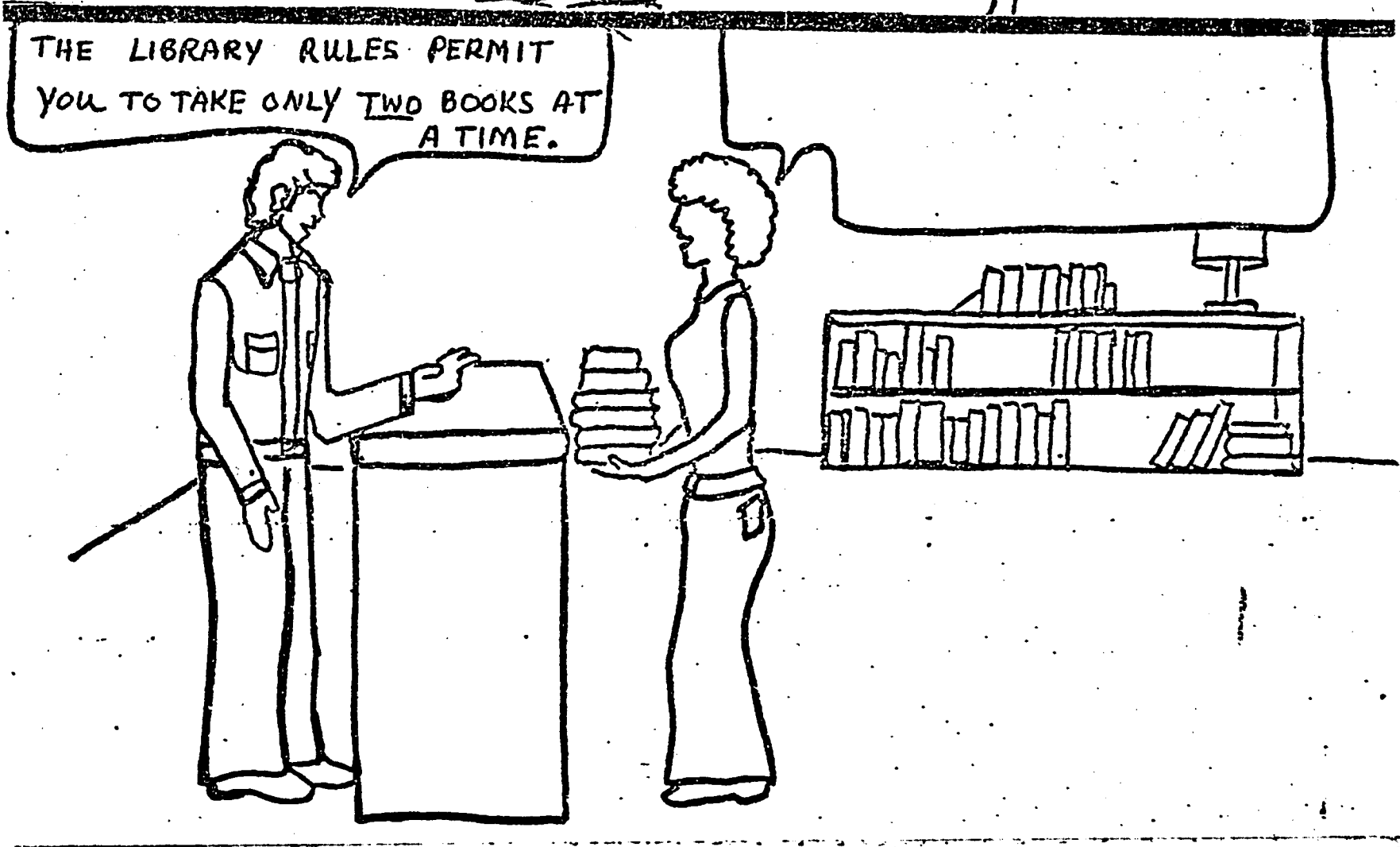


YOU'LL HAVE TO GO
PLAY SOMEPLACE ELSE.

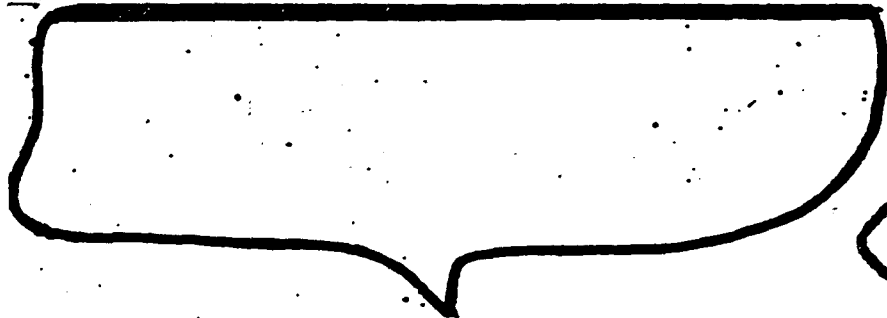


THE LIBRARY RULES PERMIT
YOU TO TAKE ONLY TWO BOOKS AT
A TIME.

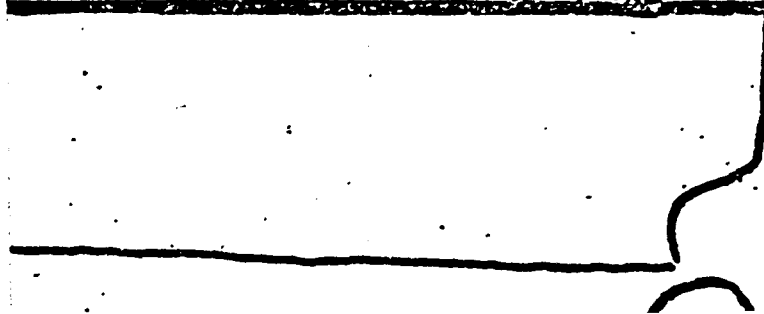
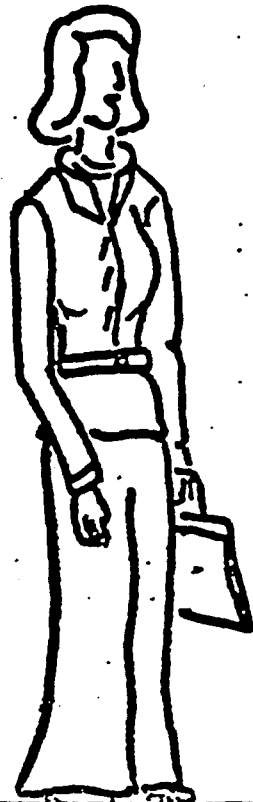




THE LIBRARY RULES PERMIT
YOU TO TAKE ONLY TWO BOOKS AT
A TIME.

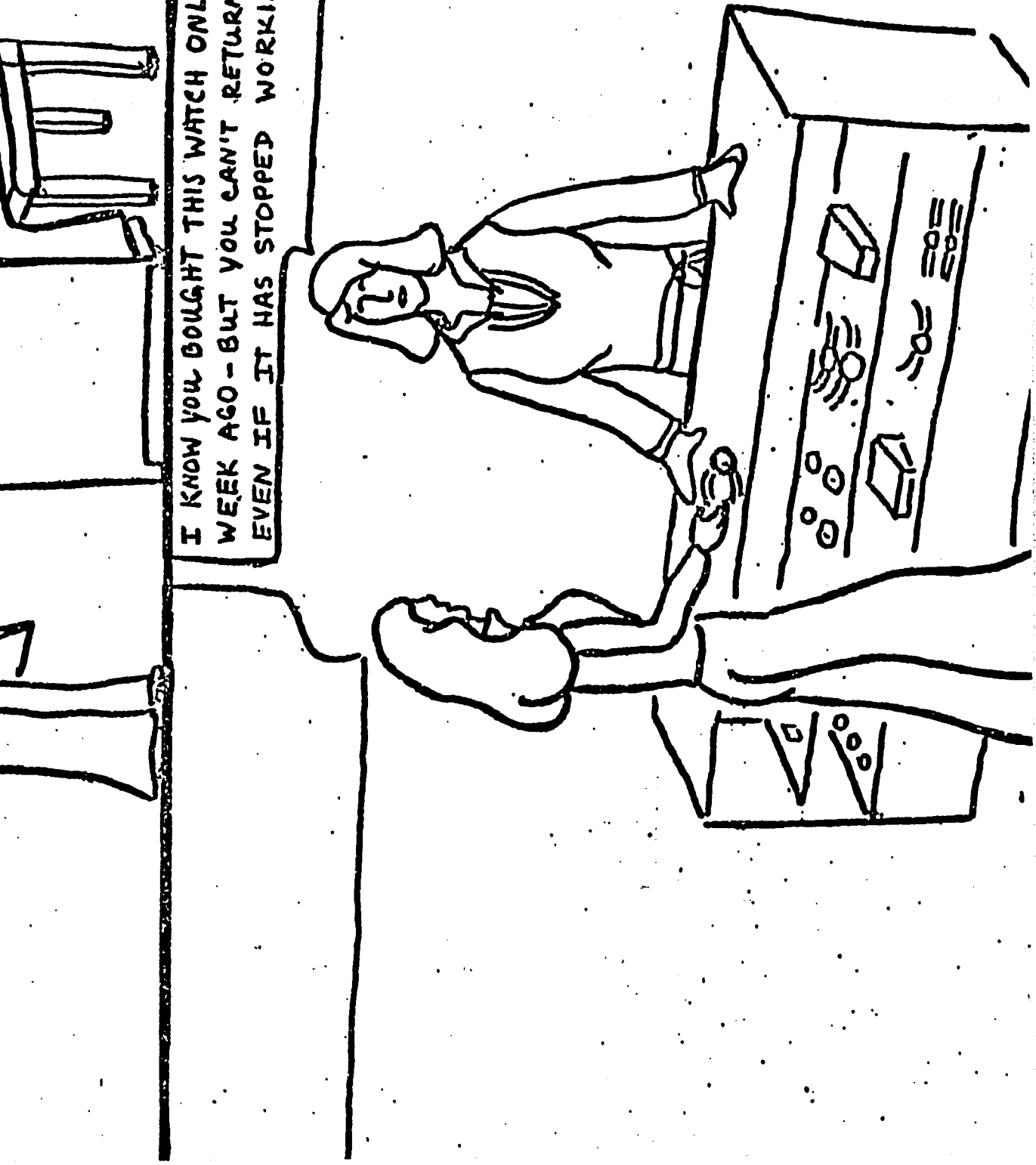


YES I KNOW YOU HAVE THE QUALIFICATIONS -- BUT WE WOULD LIKE A MAN TO FILL THIS POSITION.



I KNOW YOU BOUGHT THIS WATCH ONLY ONE WEEK AGO - BUT YOU CAN'T RETURN IT EVEN IF IT HAS STOPPED WORKING.

I KNOW YOU BOUGHT THIS WATCH ONLY ONE WEEK AGO - BUT YOU CAN'T RETURN IT EVEN IF IT HAS STOPPED WORKING.

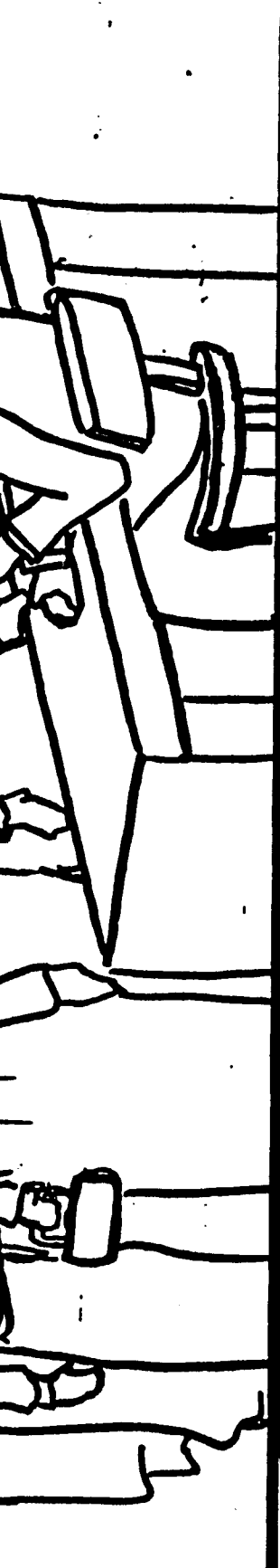


AIRPORT
BAGGAGE CLAIM

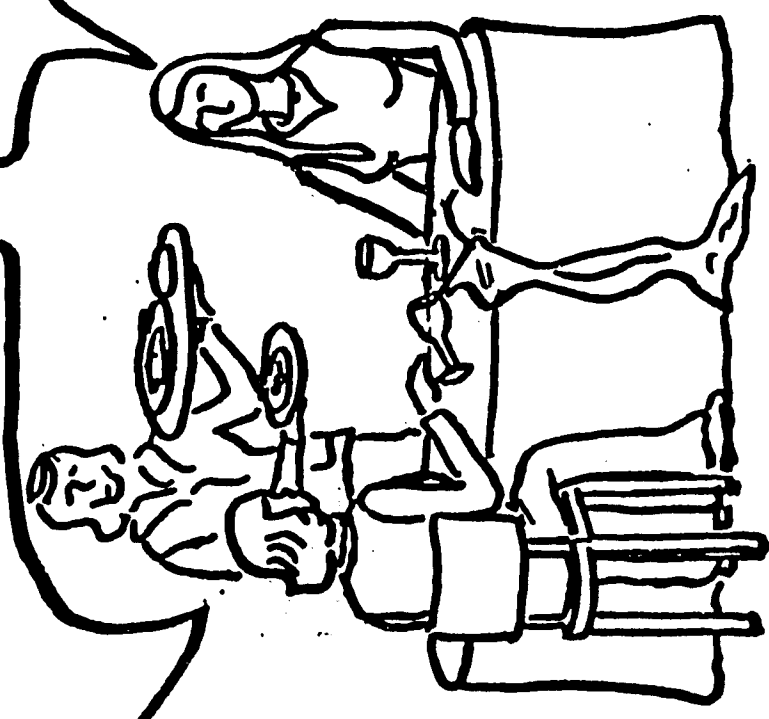
YOU'LL HAVE TO HAVE AN
OFFICIAL PERMIT SIGNED
IN ORDER TO GET YOUR
LUGGAGE.

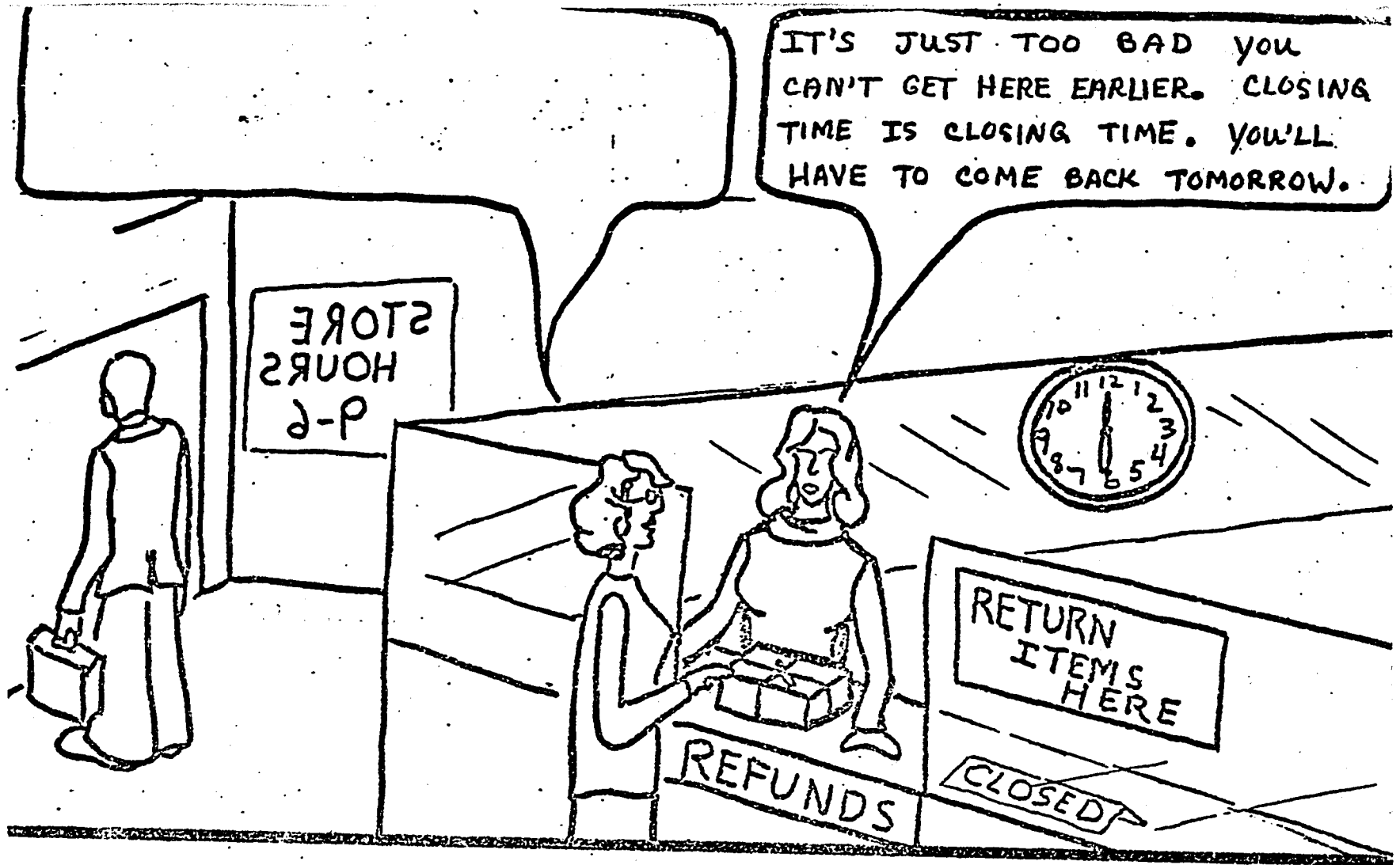


SOMETIMES I MAKE MISTAKES,
BUT YOU CAN'T DO ANYTHING

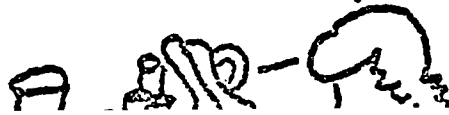


SOMETIMES I MAKE MISTAKES,
BUT YOU CAN'T DO ANYTHING
RIGHT!



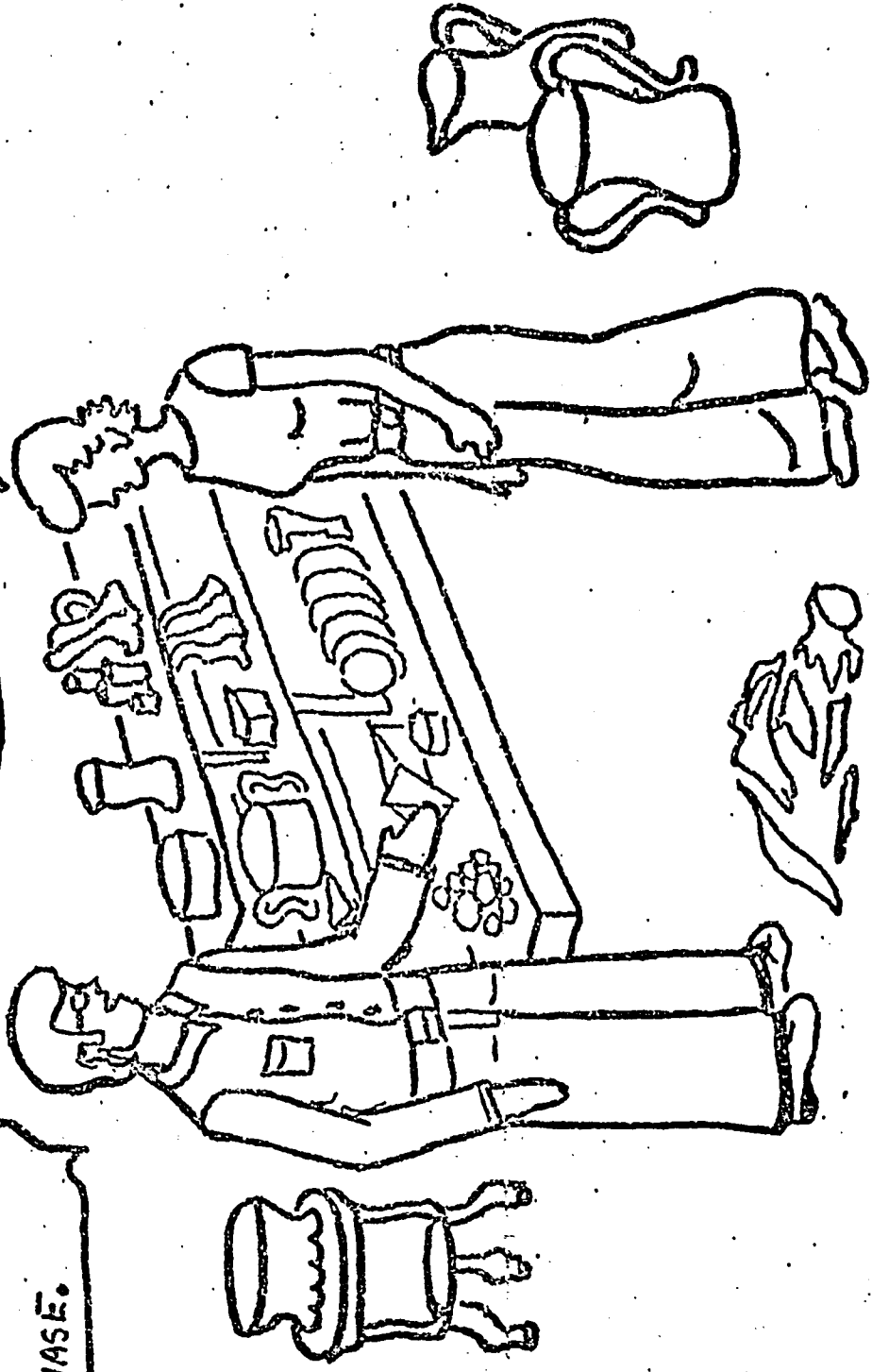


HOW CLUMSY YOU ARE! YOU'VE JUST BROKEN AN EXPENSIVE CHINA VASE.

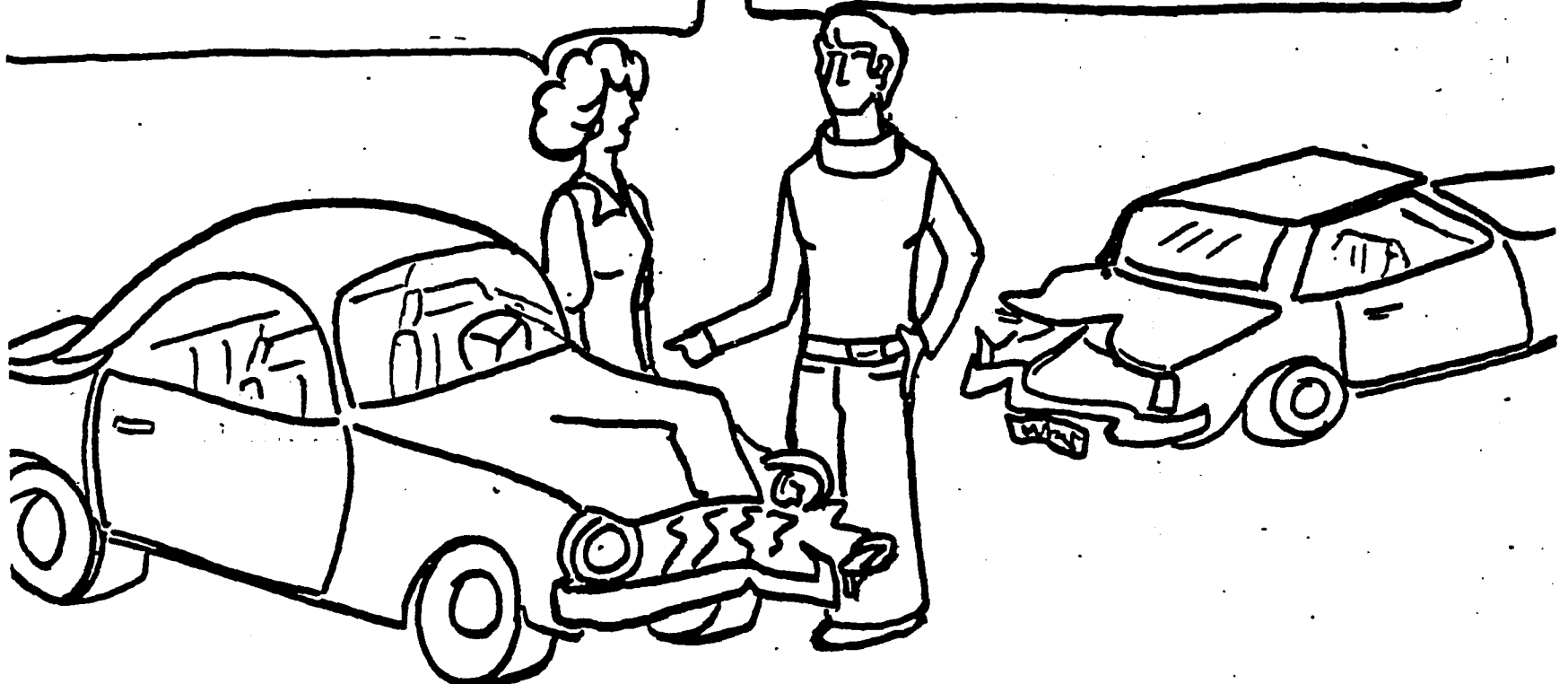


[Empty speech bubble]

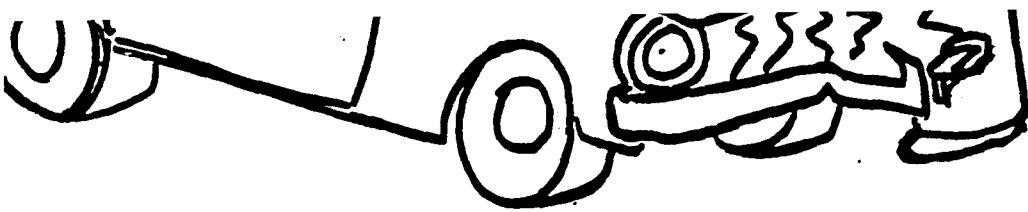
HOW CLUMSY YOU
ARE! YOU'VE JUST
BROKEN AN EXPENSIVE
CHINA VASE.



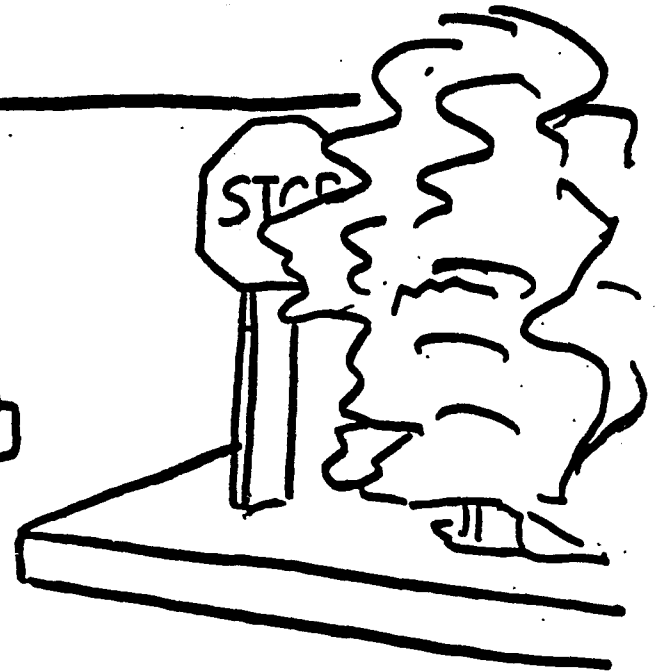
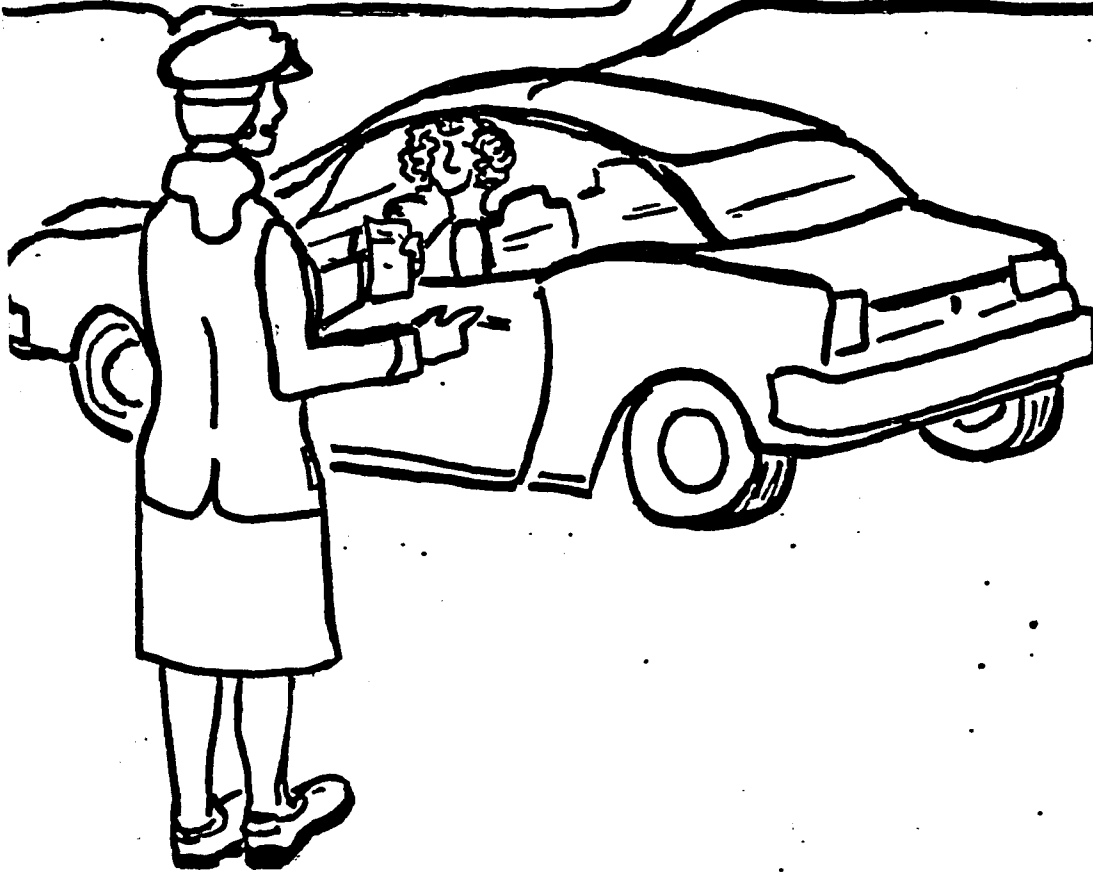
NOW LOOK WHAT YOU'VE DONE!
YOU'VE SMASHED MY CAR. YOU
HAD NO RIGHT TO TRY AND
PASS ME.



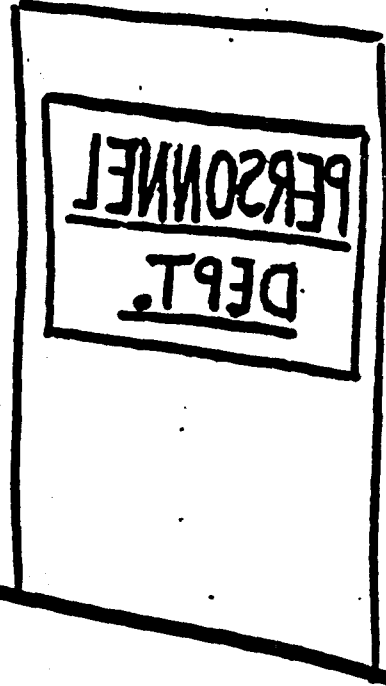
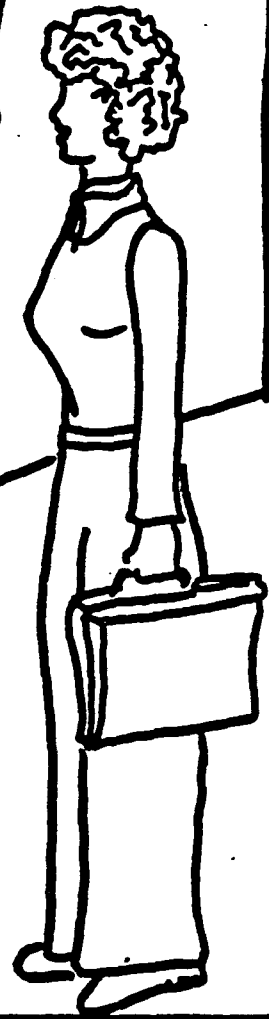
NEXT TIME - BE CAREFUL
AND LOOK FOR
STOP SIGNS.



NEXT TIME - BE CAREFUL
AND LOOK FOR
STOP SIGNS.

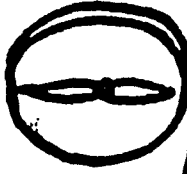


I CAN'T INTERVIEW YOU
THIS MORNING EVEN
THOUGH YOU MADE
AN APPOINTMENT WITH
ME LAST WEEK.



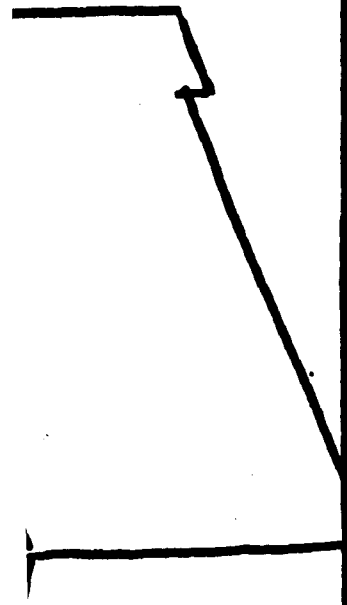
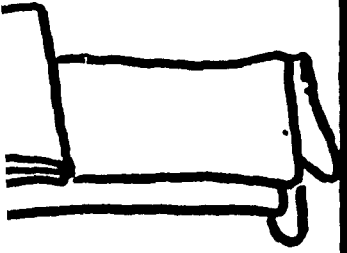
WE'RE BEHIND SCHEDULE. YOUR DRESS
WON'T BE READY UNTIL MONDAY.

WE'RE BEHIND SCHEDULE. YOUR DRESS
WON'T BE READY UNTIL MONDAY.

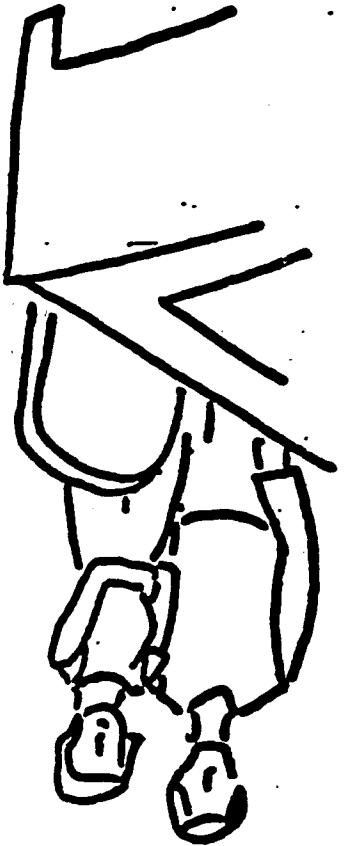


FRIDAY
MAY 3

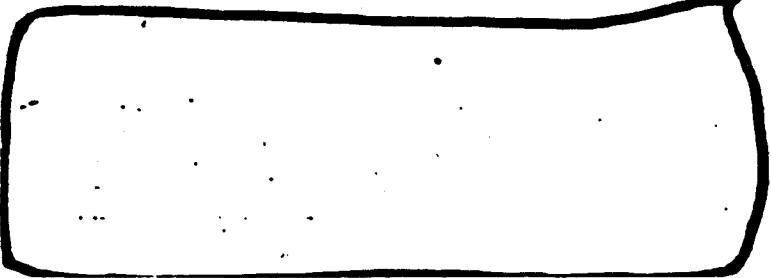
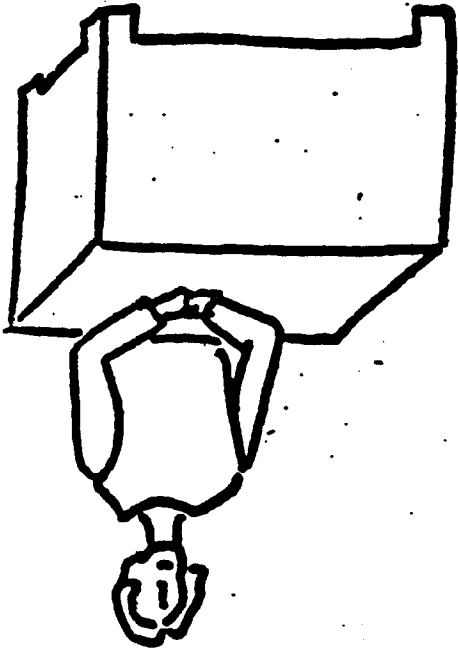
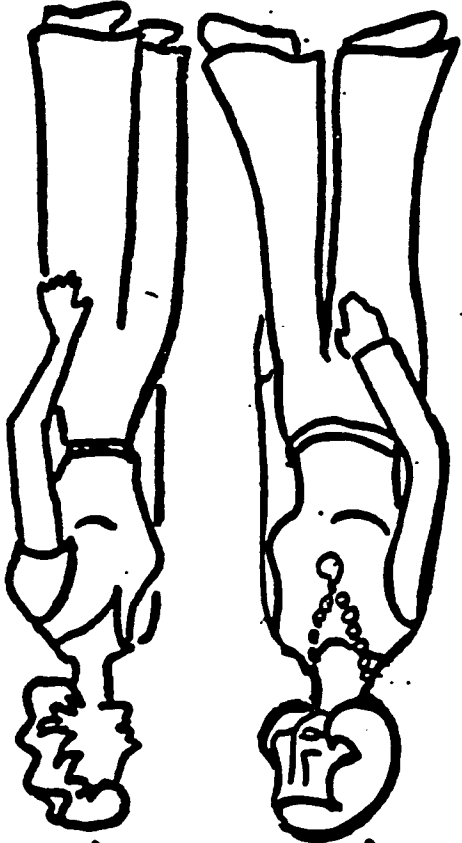
DRY CLEANING
24 HOUR SERVICE

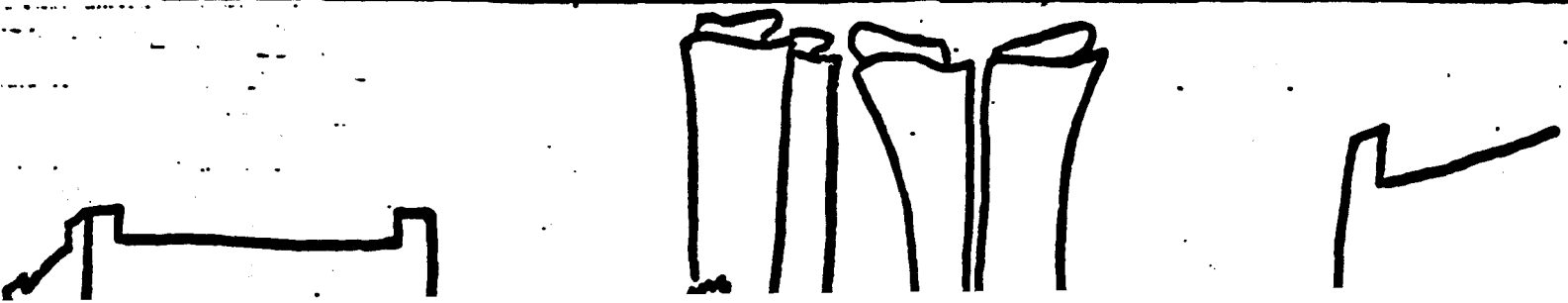
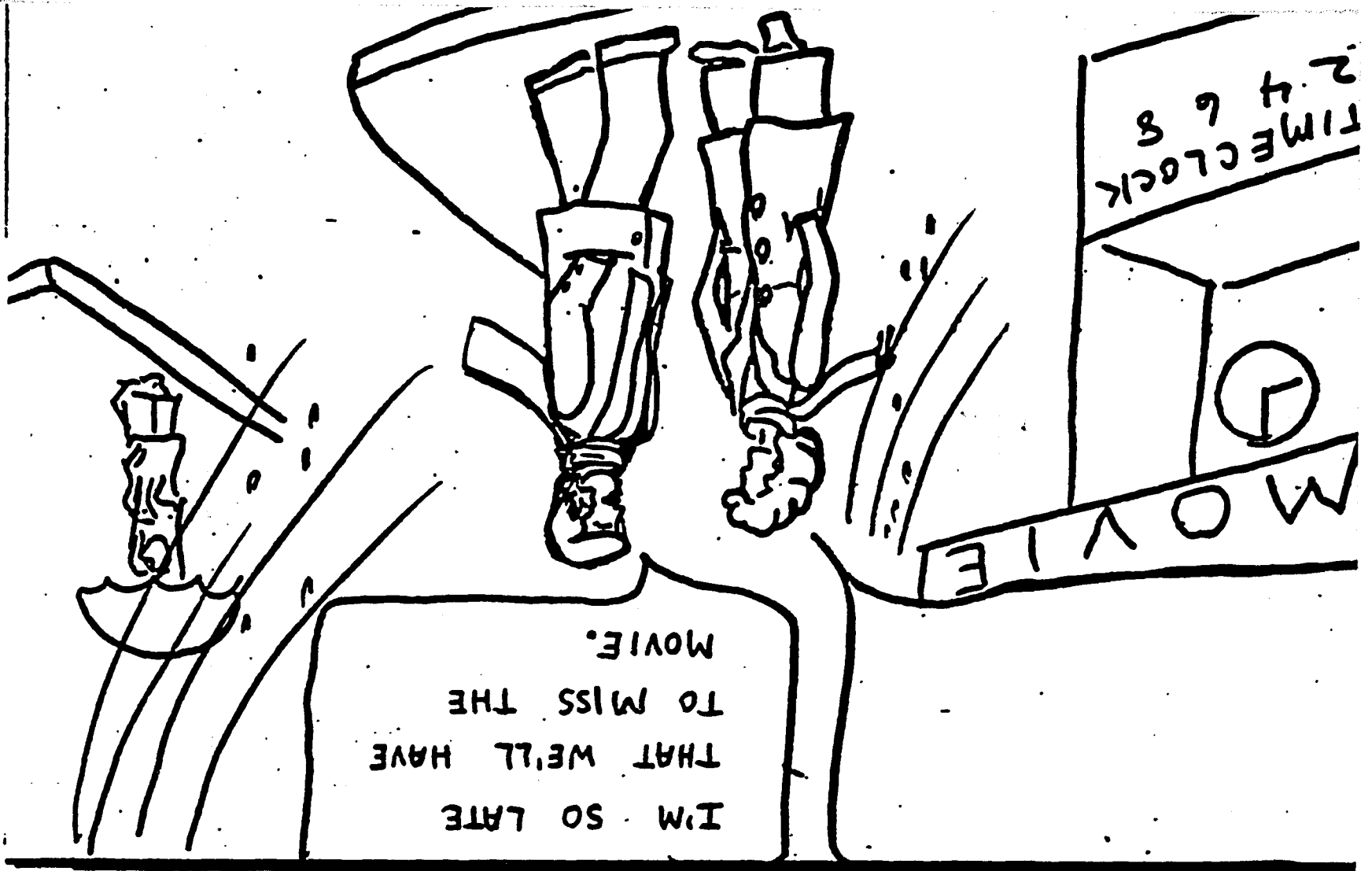


I'M SO LATE
THAT WE'LL HAVE
TO MISS THE

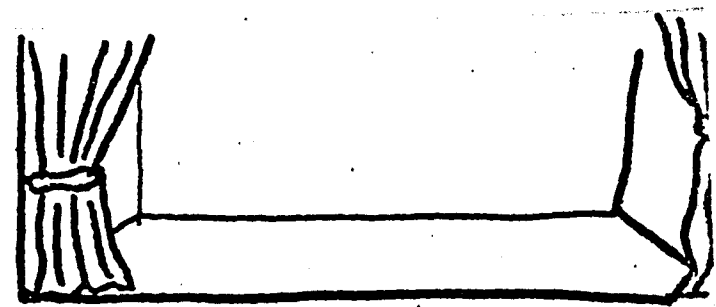


YOU'RE A LIAR - AND
YOU KNOW IT.





YOU
CAN'T SEE
A THING.



HERE'S YOUR NEWS-
PAPER -- MY DOG
TORE IT UP A BIT.



HERE'S YOUR NEWS-
PAPER -- MY DOG
TORE IT UP A BIT.

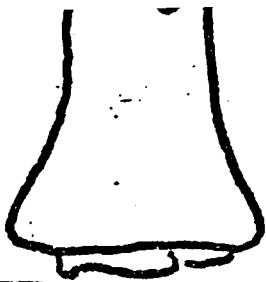


[Empty speech bubble]

OF COURSE I AGREED TO COME TO DINNER -- BUT I KNEW YOU'D UNDERSTAND WHEN SOMETHING MORE IMPORTANT CAME UP.



TOO BAD PARTNER. WE'D HAVE WON AFTER YOUR SWELL PLAYING IF I HADN'T MADE



TOO BAD PARTNER. WE'D
HAVE WON AFTER YOUR SWELL
PLAYING IF I HADN'T MADE
THOSE STUPID MISTAKES.



WE JUST SOLD THE LAST ONE
AND WE DON'T EXPECT A
SHIPMENT FOR ABOUT A
MONTH.



ONE
DAY
SALE

ONE DAY SALE
ALL ITEMS 50% OFF

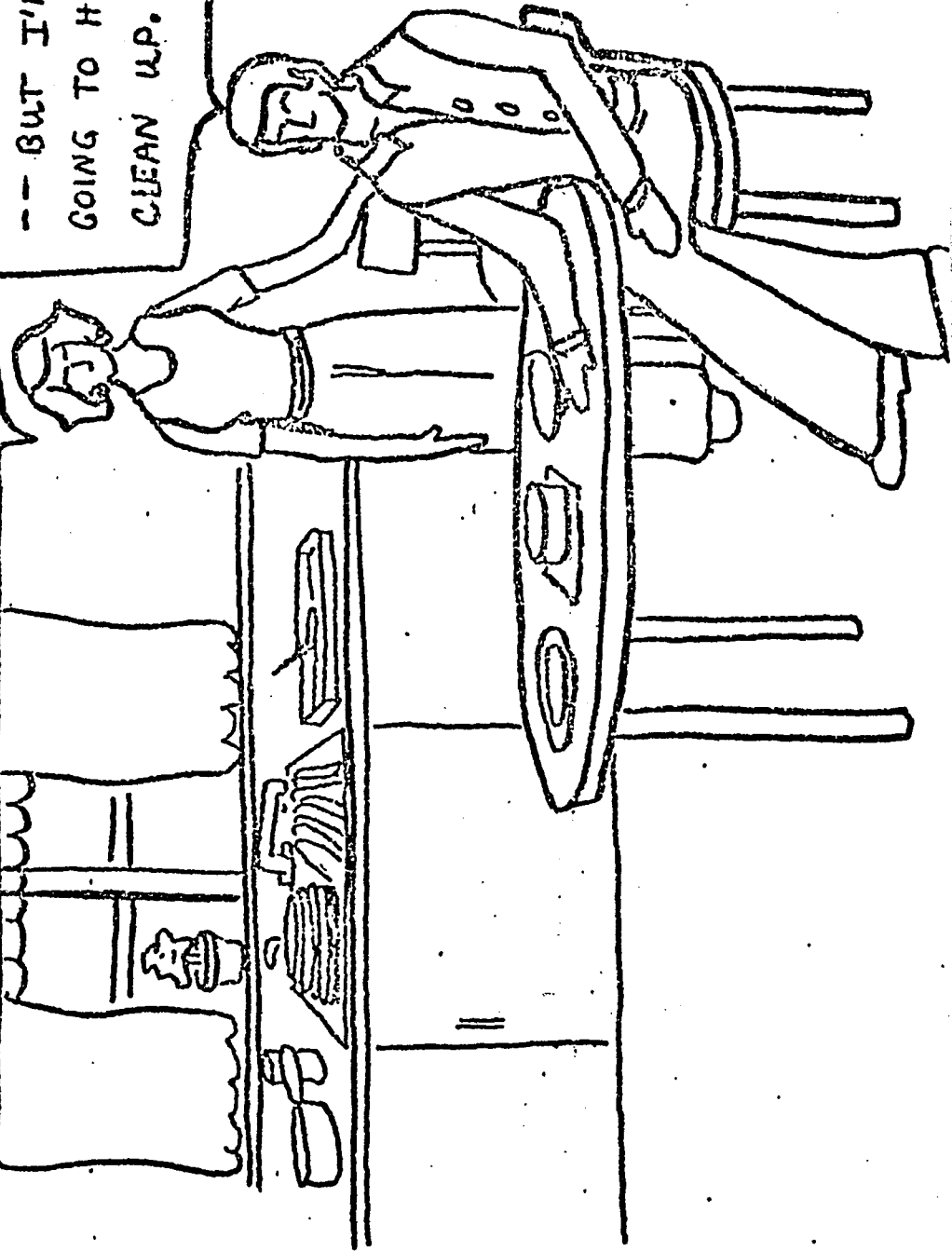
I KNOW THAT YOU
DID ALL THE COOKING
-- BUT I'M NOT
GOING TO HELP
CLEAN UP



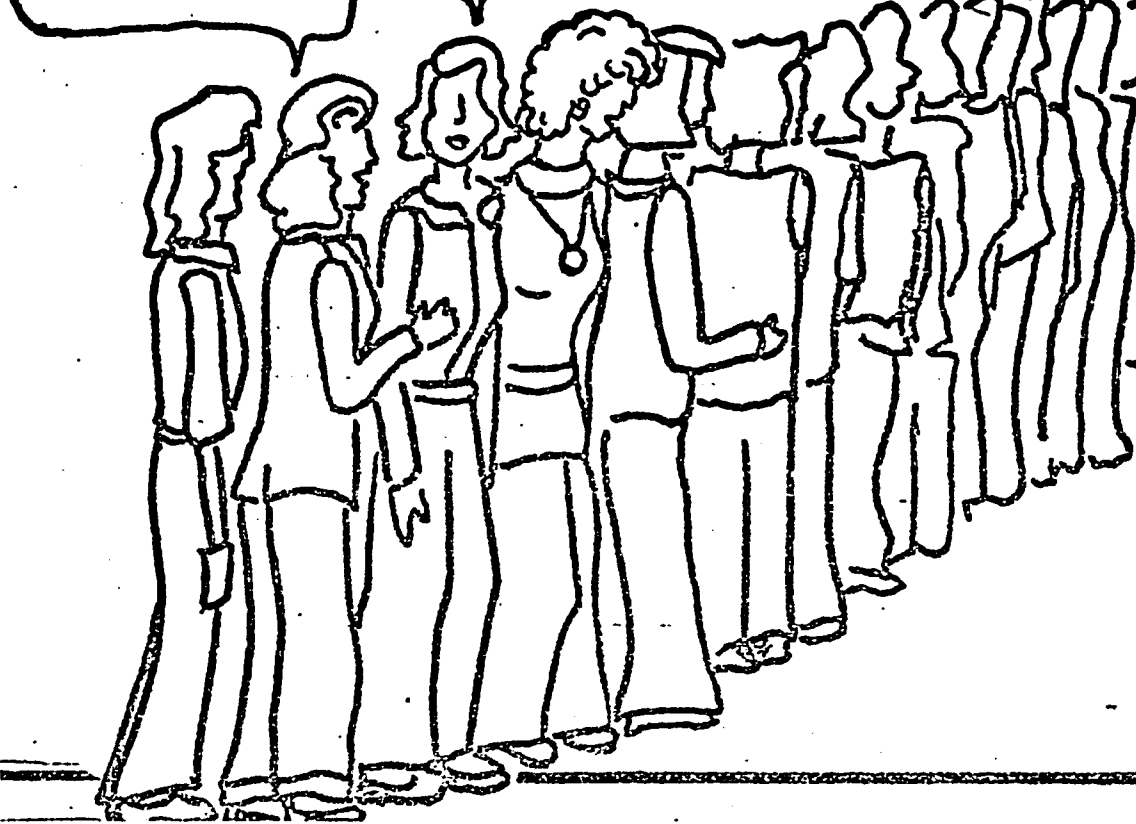
I KNOW THAT YOU
DID ALL THE COOKING
-- BUT I'M NOT
GOING TO HELP
CLEAN UP

COULD
ALL ITEMS

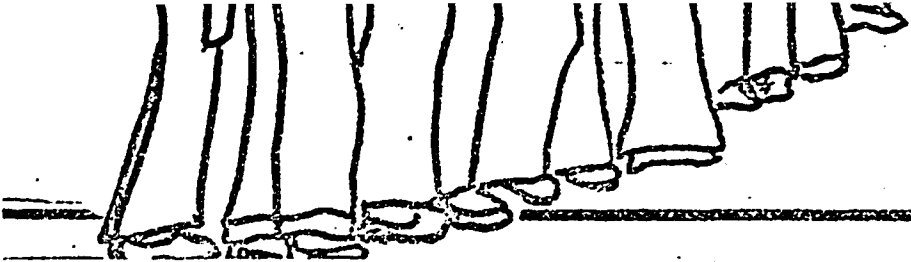
I KNOW THAT YOU
DID ALL THE COOKING
-- BUT I'M NOT
GOING TO HELP
CLEAN UP.



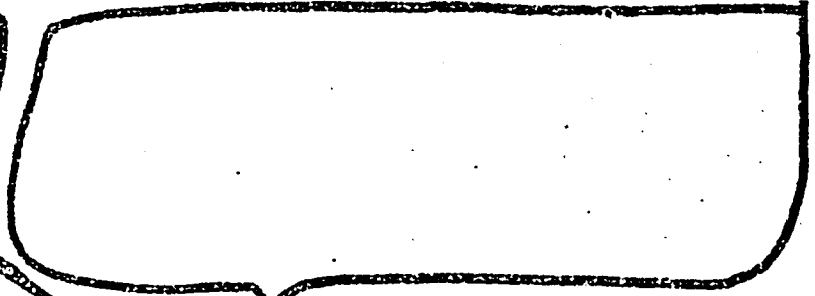
THAT WOMAN
JUST GOT IN
FRONT OF YOU
ON LINE.



YOU'RE NOT TOO GOOD AT THIS -
ARE YOU?



YOU'RE NOT TOO GOOD AT THIS -
ARE YOU?



Appendix VI

Pilot Questionnaire for Set B

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

ALTHOUGH YOUR PRELIMINARY WORK WAS EXCELLENT-
WE ARE GIVING THIS PROJECT TO SOMEONE ELSE,

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I MEANT TO WARN YOU THAT THE FLOOR WAS JUST WAXED.

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I MEANT TO WARN YOU THAT THE FLOOR WAS JUST WAXED.

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

I HEARD YOU WEREN'T INVITED TO THE PARTY TONIGHT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

SORRY I SPLASHED YOU JUST NOW - I TRIED HARD TO AVOID THE PUDDLE.

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

SORRY I SPLASHED YOU JUST NOW - I TRIED HARD TO AVOID THE PUDDLE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOUR WORK IN THIS DEPARTMENT HAS NOT BEEN
UP TO PAR THIS WEEK.

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

LADIES ARE NOT ADMITTED WITHOUT A TICKET

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

LADIES ARE NOT ADMITTED WITHOUT AN ESCORT.

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU JUST DON'T HAVE THE FIGURE FOR THAT SUIT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-
reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with:
which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I'LL TAKE IT BACK BUT AREN'T YOU BEING A LITTLE TOO FUSSY.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

-163-

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Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'LL HAVE TO GO PLAY SOMEPLACE ELSE.

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

THE LIBRARY RULES PERMIT YOU TO TAKE ONLY TWO

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

THE LIBRARY RULES PERMIT YOU TO TAKE ONLY TWO BOOKS AT A TIME.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

163

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Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'LL HAVE TO GO PLAY SOMEPLACE ELSE.

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

- (a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

**THE LIBRARY RULES PERMIT YOU TO TAKE ONLY TWO
BOOKS AT A TIME.**

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

**I KNOW YOU BOUGHT THIS WATCH ONLY ONE WEEK AGO - -
BUT YOU CAN'T RETURN IT EVEN IF IT HAS STOPPED WORKING.**

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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Response To All 30 Scenes

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The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'LL HAVE TO HAVE AN OFFICIAL PERMIT SIGNED IN ORDER
TO GET YOUR LUGGAGE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it; write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

SOMETIMES I MAKE MISTAKES - BUT YOU CAN'T DO ANYTHING RIGHT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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Response To All 30 Scenes

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The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

IT'S JUST TOO BAD YOU CAN'T GET HERE EARLIER. CLOSING
TIME IS CLOSING TIME. YOU'LL HAVE TO COME BACK TOMORROW.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-
reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with
which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

HOW CLUMSY YOU ARE! YOU'VE JUST BROKEN AN
EXPENSIVE CHINA VASE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

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Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

**NOW LOOK WHAT YOU'VE DONE! YOU'VE SMASHED MY CAR.
YOU HAD NO RIGHT TO TRY AND PASS ME.**

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

NEXT TIME BE CAREFUL AND LOOK FOR STOP SIGNS.

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your
Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

**I CAN'T INTERVIEW YOU THIS MORNING EVEN THOUGH
YOU MADE AN APPOINTMENT WITH ME LAST WEEK.**

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

WE'RE BEHIND SCHEDULE, YOUR DRESS WON'T BE
READY UNTIL MONDAY.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here -----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU'RE A LIAR AND YOU KNOW IT.

1. I would find the situation:
 (a) not frustrating (b) mildly frustrating (c) moderately frustrating
 (d) very frustrating
2. I would feel:
 (a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
 (a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
 (a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I'M SO LATE THAT I'LL HAVE TO

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I'M SO LATE THAT WE'LL HAVE TO MISS THE MOVIE.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

YOU CAN'T SEE A THING.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-
reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with
which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

HERE'S YOUR NEWSPAPER-- MY DOG TORE IT UP A BIT.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-
reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with
which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

OF COURSE I AGREED TO COME TO DINNER - - BUT I KNEW YOU'D UNDERSTAND WHEN SOMETHING MORE IMPORTANT CAME UP.

1. I would find the situation:

- (a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

- (a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

- (a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

- (a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

TOO BAD PARTNER. WE'D HAVE WON AFTER YOUR SWELL

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

**TOO BAD PARTNER. WE'D HAVE WON AFTER YOUR SWELL
PLAYING IF I HADN'T MADE THOSE STUPID MISTAKES.**

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.

(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

**WE JUST SOLD THE LAST ONE AND WE DON'T EXPECT
A SHIPMENT FOR ABOUT A MONTH.**

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-
reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with
which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

I KNOW THAT YOU DID ALL THE COOKING -- BUT
I'M NOT GOING TO HELP CLEAN UP.

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

((Please Do Not Answer These Questions Until You Have Completed Your Response To All 30 Scenes

Please answer the following questions by circling the best or most appropriate answer.

The questions below concern the scenes you have just completed and they are presented in the same order. Please refer back to the picture scenes as you answer the questions below.

If I was the woman answering the speaker that says:

THAT WOMAN JUST GOT IN FRONT OF YOU ON LINE,

1. I would find the situation:
(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating
 2. I would feel:
(a) not angry (b) mildly angry (c) moderately angry (d) very angry
 3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult
 4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has
 5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.
 6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)
-

If I was the woman answering the speaker that says:

YOU'RE NOT TOO GOOD AT THIS - ARE YOU?

(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

If I was the woman answering the speaker that says:

YOU'RE NOT TOO GOOD AT THIS - ARE YOU?

1. I would find the situation:

(a) not frustrating (b) mildly frustrating (c) moderately frustrating
(d) very frustrating

2. I would feel:

(a) not angry (b) mildly angry (c) moderately angry (d) very angry

3. I found it _____ to identify with the woman spoken to in the scene.
(a) very easy (b) easy (c) difficult (d) very difficult

4. I think this situation _____ happen to me.
(a) could (b) could not (c) might (but it's unlikely) (d) has

5. If you have other words to describe this situation and your feeling-reactions to it, write them below. Please be brief.

6. What suggestions if any do you have to make this scene easier with which to identify? (Answer on back of this sheet - here-----)

On the whole do you think your responses in the 30 scenes reflect how you would actually respond to similar, real-life situations?

Yes

No

If not then please comment on what basis you responded and how you might actually respond in similar situations.

((Please Do Not Answer Until You Have Completed All Other Material
In Both Booklets))

Please answer the following questions by circling the best or
most appropriate answer.

1. Regarding the Feminist Movement:

- (a) I agree with the major goals and principles
- (b) I disagree with the major goals and principles
- (c) I have no opinion and do not feel its important to my life.
- (d) I'm not active, but tend to agree with some of the ideas.
- (e) I tend to disagree with most of the ideas and goals.

2. I consider myself:

- (a) a feminist (b) moderate feminist (c) moderate anti-feminist
- (d) anti-feminist

3. I have participated in : (check or circle which ever apply)

- (a) consciousness raising groups
- (b) assertiveness training
- (c) psychotherapy
- (d) none of the above

4. I think that the Equal Rights Amendment

- (a) should not be passed in New York
- (b) should be passed in New York
- (c) should not be the law of the land
- (d) should be the law of the land
- (e) both 1 & 3
- (f) both 2 & 4

5. To me, Women's Liberation is:

- (a) a meaningless term
- (b) not very important or worthwhile
- (c) a meaningful part of my life
- (d) something I am actively involved in
- (e) something I dislike and do not want
- (f) I think women should get equal pay but that's about it.

6. I think women _____ have equal pay for equal work and that
it should be enforced by law.

- (a) should (b) should not (c) no opinion

THANK YOU for participating. If you have any comments about this study
please write them below.

Appendix VII

Table 1

Chi-square Values and Contingency Coefficients
for Judges' Independent Ratings for Direction
of Aggression and Type of Reaction at the
Beginning and End of Study

Dimension	χ^2	C	C*	P value (df = 4)
<u>Direction (E,I,M)</u>				
Initial 10 <u>Ss</u>	337.14	.715	.876	p < .001
Last 5 <u>Ss</u>	176.35	.687	.842	p < .001
<u>Type (O-D,E-D,N-P)</u>				
Initial 10 <u>Ss</u>	196.86	.602	.737	p < .001
Last 5 <u>Ss</u>	107.77	.620	.759	p < .001

* C* = C / maximum possible C

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