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A Comparison of Socialization and the Current Attitudes Towards Personal and Feminist Issues of Women Over 65

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A COMPARISON OF SOCIALIZATION AND THE CURRENT ATTITUDES
TOWARDS PERSONAL AND FEMINIST ISSUES OF WOMEN OVER 65

by

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and

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A research practicum in partial fulfillment of the
requirements for the degree of

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CHAPTER I

INTRODUCTION

Women, as feminists and as familists, have been in many varied ways the subjects for study. They have been studied as black women, middle-aged women, sexual women, women in poverty, women in prison, women raped, executives, celebrities, lesbians, and homemakers. The classifications and combinations approach infinity. Now older women are becoming a more popular research topic, as their numbers increase with medical attainments. With the increasing participation of older "sisters" in such organizations as the National Organization for Women, and the advent of groups such as the Gray Panthers, it has become apparent that there are no age barriers to feminism. "Since sexism pervades our entire society from cradle to grave there are feminist issues for all ages. Women, as well as men, take sides on all of them."¹ Still, a survey of the literature indicates a dearth of research on the combination: older women and feminism.

A series of questions led us to our topic. What will our attitudes on the issues now personally significant be in 40 years, when we have passed "retirement age?" What were women who have reached this age like when they were our age and younger?

1. Bernard, Jesse, "Age, Sex, and Feminism,"
The Annals of the American Academy of Political and
Social Science,
Vol. 415 (September 1974), p. 127.

Is there a connection between their younger years and the attitudes they now possess? In pursuing this final question we chose to define the "younger years" as before 25, when socialization influences one's search for identity, development of autonomy, and development of internal criteria for self-esteem. The age chosen for our population was after the 65th birthday, when most women are no longer working outside of the home for wages.

We used Bardwick and Douvan's definition for socialization: "the pressures--rewarding, punishing, ignoring, and anticipating--that push the child toward evoking acceptable responses."² These are the pressures, individualized by degree, to nurture, obey, be responsible, achieve, and/or rely upon oneself. These early pressures would be difficult to measure considering our chosen population. Those subtle influences are not with ease accurately recalled. The results of pressures and encouragement lend themselves to both recollection and measurement. The individual activities and family of girlhood became our indicators of socialization.

We sought, the first half of our questionnaire, to measure the independence, assertiveness, and analytic-mindedness of the woman in her younger years. We asked questions about the woman's parents and her own marriage and family. The second half of the questionnaire was designed to measure the woman's present attitudes of feminist issues and her attitudes toward her own family and personal life.

2. Bardwick, Judith M. and Elizabeth Douvan, "Ambivalence: the Socialization of Women," Gornick, V. and B.K. Moran (editors), Woman in Sexist Society, New York: Basic Books, Inc., 1971, p. 226.

It has been said that women who have achieved and have been rewarded for their achievements cannot accept traditional roles. Such roles do not gratify their non-nurturant, non-supportive, non-dependent, non-passive aspects of their selves.³ Our hypotheses were made in accordance: that a woman's "feminism," as measured by our scale, would be directly related to her level of achievement in school and in work, her leadership or participation in religious activities, politics, and sports. In addition to the above objectives, we wanted to seek a relationship between the woman's feminism score and other aspects of her family background, her inter-relationships with boys, and her opportunities to travel. We approached these issues without hypotheses, but with great receptivity and interest.

3. Ibid., p. 235.

CHAPTER II

METHODOLOGY

A. DATA COLLECTION

Pretest. The first step in our data collection involved distributing our questionnaire to nine women acquaintances who served as our pretest population.

After the pretest was conducted, several questions were modified or eliminated because they were either confusing, vague or irrelevant. Two of the open-ended questions were eliminated because of the difficulty involved in coding their responses and the questionable use of the information.

We checked the number of undecided responses in part two of the questionnaire and changed those statements accordingly to make room for a clearer understanding of the statements.

After the questionnaire was answered by each participant in our pretest population it was discussed for comments.

Population and Sample. The population consisted of 50 women aged 65 and older who live in the greater Portland area. The sample is representative of differing income levels. The 50 women who participated in our study were volunteers from five different senior adult groups.

At the Jewish Community Center the majority of our participants was Jewish. The parents of many and some of the women had lived in Russia or Finland.

The Jewish Community Center serves the leisure hours of members with athletic, cultural, social, and educational programs. Members from preschool age through senior adults take part in a variety of activities including physical education, swimming, a health club, interest classes for all age groups, gameroom and lounges, and special programming for senior adults. The hydrotherapy program has served those in physical need for over 40 years. The Jewish Community Center's resident camp, B'nai B'rith Camp, has special programs for senior adults.

The membership fee is based on family composition. The annual membership fee for the total family is \$200.00 and for older persons it is an individual fee.

The Jewish Community Center's source of income comes from the Jewish Welfare Federation, membership fees, other income, and United Good Neighbors.

Services for senior adults offered by Lake Oswego Adult Community Center include social, recreational, and educational classes and activities, transportation to the center, tours, shopping, etc., hot meals, outreach volunteer opportunities, information and referral. Nursing home visitation and health clinic are also offered.

To be eligible the individual must be 50 years and above. There is no membership fee but donations are appreciated. There are nominal charges for specific services.

The source of support for Lake Oswego Adult Community Center

comes from the city of Lake Oswego, contributions, and federal funds (Administration on Aging).

At Holladay Park Plaza, people 62 years of age and over are eligible to apply for residency. At this particular retirement home, there is a 90-day "trial period" in which the resident has the opportunity to see whether or not life at Holladay Park Plaza will fulfill his or her hopes.

The monthly charge at Holladay Park Plaza is based on actual operating costs. The site is a private residence providing meals, utilities, maid and linen service, building and grounds upkeep, recreational facilities, 24-hour switchboard service and the use of the health-care center. The monthly charge may run \$186.00 for one person and \$331.00 for two people. In addition, the entrance fee at Holladay Park Plaza is approximately \$11,800 but the fee varies according to the type, size, and location of the apartment unit and the meal plan selected.

Loaves and Fishes offers a low-cost nutritional mid-day meal at 34 meal centers, most of which also deliver meals to homebound elderly at the same "pay as you can" rates. There are also opportunities for recreation and fellowship at these centers.

Anyone who is 60 years of age or over is eligible to attend Loaves and Fishes's luncheons.

Loaves and Fishes's source of support includes churches, community organizations, donations, Housing Authority of Portland,

and federal funds.

Our sample was taken from a Loves and Fishes center located in a Housing Authority apartment building in north Portland.

Marshall Center is operated through the Department of Parks and Recreation in Vancouver, Washington, and it is a multi-media recreational center for all ages. For senior adults, Marshall Center offers a wide range of social and recreational opportunities, such as potlucks, dances, card games, billiards, dance and swimming lessons.

Our sample from Marshall Center was taken from a group of bridge players who meet weekly.

With the exception of Holladay Park Plaza, where our questionnaire was distributed to 18 people by the Coordinator of Activities following our verbal instructions, we were initially introduced to the senior groups by the host or hostess as graduate students from Portland State University School of Social Work. We explained briefly our study and then asked for volunteers. We asked our volunteers to remain anonymous.

We encountered resistance on the part of some volunteers. A few began answering the questionnaire but changed their minds later and returned it to us. We offered some assistance to the visually impaired and to those who found it difficult to follow instructions.

B. THE QUESTIONNAIRE*

Reliability. Obviously ambiguous questions were eliminated after the pretest. Independent variables afforded checks of internal consistency, found satisfactory in all cases. Statistical measures of reliability and validity were not used.

Description of the Questionnaire. The questionnaire consisted of 50 questions and was divided into two parts, the first part of which dealt with family background and the socialization process before the age of 25. Most of the questions were structured but some were unstructured.

The second part of the questionnaire was an attitude scale of 24 statements, phrased positively and negatively and balanced between self-oriented and family-oriented statements.

In developing this second part we used questionnaires from other feminist studies, modifying some of their statements while adding some of our own original statements. These statements covered both basic and current issues of concern to women.

* See Appendix A for a copy of the questionnaire.

CHAPTER III


ANALYSIS OF QUESTIONNAIRE RESULTS

A. THE CATEGORIZED VARIABLES

The Dependent Variables

The dependent variable used in seeking correlation with the independent variables was the composite score achieved on the feminist attitude scale (intensity and degree) by sample. These scores were divided into two evenly numbered groups according to whether they were above or below the median score.

The statements, as described in the methodology, were of three orientations, and split into three categories. Category one statements related to specific social and personal issues. These are the issues which make news--issues regarding woman's role in society. Some have been discussed emotionally for several years and have been brought out politically in recent months. For instance, funds for day-care centers have been recently cut, sending many women who are heads of their households to the welfare rolls, and wives back to homemaking because their incomes are no longer sufficient to pay for day-care for their children. Rape has been a legislative issue in Oregon this year with a bill which would eliminate the use of a woman's past sexual experience as evidence by the defendant's attorneys. Women are suing against discrimination



by creditors, and last year a dozen women were not long ordained as Episcopalian priests before they were de-ordained.

TABLE I

MEAN SCORES FOR ALL WOMEN FOR ANSWERS TO CATEGORY 1 QUESTIONS

	n=	Mean Score
I see a great need for inexpensive day care centers for children.	44	3.34
It's usually the woman's fault if she is raped.	45	3.31
Women don't need to have credit in their own names if they are married.	49	2.95
I don't believe women should be clergy.	43	2.83
Woman's image in the mass media overly emphasizes beauty, fashions, and home-making virtues.	44	2.70
Boys have a greater need for athletic programs in school than do girls.	47	2.53
Single women should have the choice to bear and/or adopt children without social rejection.	41	2.39
We need more women politicians.	43	2.22
	<u>n=356</u>	
Mean score for Category 1 questions: 2.87		

Issues of this category brought out the strongest feminist scoring. The four above mentioned issues--day-care, rape, credit, and clergy, in that order--were given the strongest responses in the category. Within the category, the statement "We need more women politicians" was the most undecided upon, and drew the lowest score from those

who were decided. The issues, in varying degrees all political, appear to be more important than who decides upon them.

Category two statements elicited responses to issues regarding marriage and motherhood, including issues of inter-relationships between work and family responsibility.

TABLE II

MEAN SCORES FOR ALL WOMEN FOR ANSWERS TO CATEGORY 2 QUESTIONS

	n=	Mean Score
Child raising should be an equally shared responsibility of husband and wife.	49	3.40
Wives should share equally with their husbands in making family financial decisions.	49	3.34
Employed women probably have less satisfying marriages.	38	2.86
For a woman nowadays, it is marriage which gives her her sense of identity and a respected place in society.	45	2.77
A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother.	45	2.75
A marriage can be very complete without children.	44	2.75
Husbands should earn more money than their wives.	40	2.22
A woman can make no greater contribution to society than the successful rearing of normal, well-adjusted children.	46	1.71
	<u>n=356</u>	
Mean score for Category 2 questions: 2.72		

Two particular statements, "Wives should share equally with their husbands in making family financial decisions," and "Child raising should be an equally shared responsibility of husband and wife" both evoked very high scores and only one "undecided" response. It may be pointed out that they were the only two in the category (and for that matter, in all three categories) which used the word "equally."

The statement "A woman can make no greater contribution to society than the successful rearing of normal, well-adjusted children" scored, by a wide margin, the lowest of any statement in all categories.

Category three statements related to personal issues including self-realization.

TABLE III

MEAN SCORES FOR ALL WOMEN FOR ANSWERS TO CATEGORY 3 QUESTIONS

	n=	Mean Score
Education is as important for women as for men.	50	3.38
I am more concerned with my personal development than I am with the approval of others.	44	3.04
Women do not think as logically as men.	42	2.97
Women are much better off than men in this society because they have protection, leisure, and freedom from pressures to achieve.	41	2.65
Women in the Women's Liberation Movement are well-adjusted women with justifiable causes.	35	2.51
Women are more emotional than men.	46	2.23
Women are conditioned to hide their intelligence.	46	2.21
Militant efforts for women's rights will do more harm than good.	44	2.10
	<u>n=348</u>	
Mean scores for Category 3 questions: 2.63		

The category's mean score was the lowest of the three, and the number of "undecided" responses was highest. It did, however, include the one statement on which no woman was undecided, and with which only two women disagreed: "Education is as important for women as for men." The score was the second highest of any among all questions. We note that "equally" could easily substitute for "as" in this statement. A strongly "undecided" upon question was in regard to

women in the Women's Liberation Movement, although women agreeing and disagreeing balanced each other out. The women indicated a stand against militant efforts for women's rights.

Summary

The questions evoking the strongest feminist responses related to equality--in child-raising, in need for education, and in making family financial decisions--and the current issues of day-care and rape. It might be noted also that the statement scoring sixth highest was "I am more concerned with my personal development than I am with the approval of others."

The women's mean scores indicated their feelings that (1) well-reared children are a woman's most important contribution to society; (2) militant women's rights efforts are disdainful; (3) husbands should earn more than their wives; and (4) women are not conditioned to hide their intelligence.

B. THE INDEPENDENT VARIABLES *

The independent variables used in seeking correlation with the dependent variables previously described were drawn from the tallied answers to the questions in the first two sections of the questionnaire. The first section requested basic information about the respondent and her parents. The answers indicated decisions that had been made by or for the respondent and her parents, including decisions about school, work, marriage, and childbearing.

The second section asked questions in reference to the respondent's life before the age of 25 ("before the age of 25" was repeatedly emphasized). We sought answers that would provide us with information about the respondent's home life, her interests, and the intensity of her involvement in various activities. These included school, work, athletics and sports, and politics. Two questions requested information about the roles of the mother and father of the respondent.

C. THE COMPOSITE RELATIONSHIPS

The responses to each of the questions were grouped when necessary for statistical analysis. For instance, because not all of the six possible responses to the question "What is your marital status?" had enough indicated answers to be used statistically, we chose to divide the respondents into two groups: those who were

* See Appendix B for tables describing the responses to each question.

and were not widowed.

Correlations by group affiliation were not sought. However, we found that the women from the Jewish Community Center scored 23.2% higher than the women of Holladay Park Plaza with the mean scores of the other groups arrayed in between. Table IV shows the results of our inspection and calculation of the correlations between the independent variables.

TABLE IV
FEMINIST ATTITUDES AND SELECTED VARIABLES

<u>Independent Variables</u>	<u>χ^2^a</u>	<u>Conclusions</u>
Age	.8682 ^b	*
Marital	by inspection	*
Age at Marriage	by inspection	*
Number of Children	by inspection	*
Education	by inspection	*
Studies in College	2.3203 ^b	*
Mother's Education	1.6632 ^b	*
Father's Education	.3565	*
Mother's Occupation	by inspection	*
Father's Occupation	by inspection	*
Mother's working when a child	2.4964 ^b	*
Father's Participation in Housework	by inspection	*
Favorite Subject in School	by inspection	*
Participation in Athletic Activities	5.0852	**
Comfort with Boys during Adolescence	.7305	*
Attendance at Religious Activities	by inspection	*
Leadership in Church	4.5037 ^b	**
Involvement in Politics	by inspection	*
Employment Outside of Home	by inspection	*
Type of Employment	by inspection	*
Travel	by inspection	*

a. d.f.=1 in all cases; critical value, 3.841.

b. 1 cell with insufficient N, but association is clearly not significant, or clearly significant.

* not significant.

** significant at .05 level.

By inspection, we found that of the dependent variables, as grouped, showed no correlation to the independent variables. These grouped variables were:

1. marital status:
widowed
never widowed
2. age at marriage:
before 20
after 20
("never" excluded)
3. number of children:
one
two
more than two
4. education:
high school education or less
education beyond high school
5. mother's occupation:
homemaker
other occupation
("don't know" excluded)
6. father's occupation:
farmer or "blue collar"/craftsman
"white collar"/businessman or professional
7. father's participation in housework:
repairs and odd jobs, "no women's work"
helped out more
("not applicable" excluded)
8. favorite subject in school:
English or languages
liberal arts or physical education
science or math
history or geography
("no favorite" excluded)
9. attendance at religious activities:
about once a month or less
nearly every week or weekly
more often than weekly

10. involvement in politics
seldom or never voted
usually voted
(more involvement in politics excluded)
11. employment outside of home:
yes
no
12. type of work:
skilled
un-or semi-skilled
professional
13. travel:
very little or not at all
more travel

We tested eight of the dependent variables, using the chi-square formula, for statistically significant correlations with the independent variables. Six of these were not significant at the .05 level, but some showed, to varying degrees, a tendency we chose to include in this study. We recognize that other studies, using other samples, could negate these tendencies. The critical value for these chi-square calculations is 3.841.

1. age:
under 70
70 or older

$$\chi^2 = .8662$$

Tendency: the younger women scored higher on the feminist attitude scale

2. studies in college:
education
other studies
("no major" excluded)

$$\chi^2 = 2.3203$$

Tendency: education majors scored higher on the feminist attitude scale

3. mother's education:
 grade school or less
 more than grade school

$$X^2 = 1.6632$$

Tendency: women whose mothers had education levels of grade school or less scored higher on the feminist attitude scale

4. father's education:
 grade school or less
 more than grade school

$$X^2 = .3565$$

Tendency: women whose fathers had education levels of grade school or less scored higher on the feminist attitude scale

5. mother's working when a child:
 did work to some degree
 not at all

$$X^2 = 2.4964$$

Tendency: women whose mothers worked scored higher on the feminist attitude scale

6. comfort with boys when an adolescent:
 usually relaxed and at ease
 not relaxed or seldom associated with boys

$$X^2 = .7305$$

Tendency: women who were not relaxed or seldom associated with boys scored higher on the feminist attitude scale

The correlation of the independent variable with two of the dependent variables proved significant at the .05 level when tested with the chi-square formula.

Responses to the question of extent of participation in athletic activities were divided between "not active or seldom

participated," and those indicating activity to some degree. This division created a very even split among the women of our sample. We found a correlation between inactivity in athletics and above-the-median scores on the feminist attitude scale.

We found that women who were not active participants in sports before they were 25 scored significantly higher than women who did. A first step in trying to understand why these women were more feminist oriented was to learn more about who they were. We decided to seek a relationship between education level and participation in sports.

TABLE V
COMPARISON OF PARTICIPATION IN SPORTS WITH EDUCATIONAL LEVEL

	less than college or trade school	at least some college or trade school
Non-participants	16	6
Participants	9	17
N=48		

The result (a chi-square of 5.493, statistically significant at the .05 level with one degree of freedom) showed that most of the women who did participate in sports continued their education after high school. Most of the women who were not athletic did not attend high school. This may indicate that sports were emphasized

more in college. There was indeed a feeling by some that "no physical weakling, undeveloped of muscle, deficient in nervous control and hampered by uncorrected bodily defects can ever hope to grapple successfully with the complicated situations of modern life as they arise in a vocation, in politics, and in the give and take of strenuous social living."⁴

The sports women participated in 50 years ago were not tremendously different from the sports of today. Colleges offered volleyball, hockey, track, tennis, soccer, swimming, etc. However, many of these sports had separate, less competitive rules for the "weaker sex." By the 1920's the size of bloomers had steadily decreased, and short trousers were occasionally advocated.⁵

The reasons for the lower feminist scores for the most athletic women can only be speculated. Perhaps the 32% of the women who did not finish high school and who likely missed out on sports had to help mothers with housework while the fathers did not help, and consequently did a lot of thinking about it. Perhaps non-athletic women did more reading and became, through heightened awareness, more feminist prone. Perhaps through their success in college, where they took physical education, some women became "Queen Bees."

4. Goodsell, W., The Education of Women, New York: MacMillan Company, 1924, pp. 288-289.

5. Ainsworth, Dorothy S., The History of Physical Education in Colleges for Women, New York: Barnes and Company, 1930, p. 12.

Solid as the statistical relationship seems, the reasons are difficult to specifically determine.

Although we found no association between attendance at religious activities and feminist attitudes, we found leadership in church to have a statistically significant relationship. Women who took leadership roles in church scored lower than women who never or seldom took leadership roles. Although we had associated leadership, a form of assertiveness, with feminism, a consideration of what the Bible and church taught made the association more understandable. The church meant respect for tradition, submissiveness to husbands, and saw women's role as mother and wife. "As the church is subject to Christ, so let wives also be subject in everything to their husbands."⁶ We should note that St. Paul gave separate orders for children and slaves. In I Corinthians, St. Paul wrote that "the head of a woman is her husband... for a man was not created for woman, but woman for man."⁷

We decided, upon having come thus far in our analysis, to further compare the attitudes of church leaders and women who were less active in church before the age of 25 toward the statement: "It's usually the woman's fault if she is raped." The mean score on this question was high (3.31), so we sought a dichotomy between

6. The Holy Bible, Revised Standard Version, New York: Thomas Nelson and Sons, 1959, Ephesians 5:23.

7. Ibid., I Corinthians 11:3 and 11:9

women who responded "strongly disagree" (4), and those who responded with agree, disagree, strongly disagree, or undecided (3,2,1,0, respectively).

TABLE VI

RESPONSES OF CHURCH LEADERS AND NON-LEADERS TO THE STATEMENT
"IT'S USUALLY THE WOMAN'S FAULT IF SHE IS RAPED"

	Strongly agreed	Did not strongly agree
Church leaders	10	5
Church non-leaders	18	17
N=50		

While insignificant statistically, the data showed that non-leaders were evenly split on the issue, and only 1/3 of the leaders strongly agreed with the statement. This may reflect the attitude of the church toward "temptresses," and also an attitude that if the woman were home as she should be, rape would not occur.

CHAPTER IV

SUMMARY AND CONCLUSIONS

During the gathering of our data, it became evident to us that many of our hypotheses, as formally stated and as informally believed, did not stand. It would take another study or at least perusal of other studies to find whether these hypotheses of correlations between socialization and feminist values would hold for younger women.

The majority of variables we chose had no effect upon the women's scores on the feminist attitude scale. One of these variables somewhat contradicted the findings of another study which reported that "increased education is related to profeminist positions. "This study was based upon a 1972 Harris Poll of men and women aged 18 to over 50. With regard to education, the study found that "in general, less educated persons tend to be somewhat older, as well as more conservative, than the better educated."⁸

While this study found increased education related to profeminism, it did consider changes in schooling over the course of 50 years. Perhaps what women have been taught and who they have been taught by is where the difference lies.

Employment outside of the home before the age of 25 was another variable which showed no correlation with feminist attitudes. Perhaps if we had asked for information about employment and success

8. Bernard, op. cit., p. 124.

in improving employment throughout each woman's lifetime the results would have been more significant. The theory of transactional analysis suggests that women who have succeeded in their fields often fall into the "Queen Bee Syndrome." "Queen Bees" are women who are highly rewarded for being special, for "looking so feminine" yet "thinking like a man."⁹

The professionally successful women are more likely than feminists or traditional women to be individualists, deny discrimination and to reject the assumption and goals of the woman's movement.¹⁰

We had expected that the occupation of each woman's parents and the opportunity to travel, as an indicator of social standing, have some effect upon woman's attitude. We found no associations.

Age had a slight effect upon women's feminist attitudes, but less than the Harris Poll study of women of a broader age range. That study found that "although in cross-section the older women were uniformly more conservative than the younger, they had changed in a modern, rather than a traditional, direction."¹¹ "The effect of aging...was not to reverse attitudes or prevent change, but only to slow it down."¹²

9. Staines, G., "Queen Bee Syndrome," Psychology Today, VII, No. 8 (January 1974), pp. 55-56.

10. Ibid., p. 58.

11. Bernard, op. cit., p. 122.

12. Ibid., p. 121.

Our findings were in accordance: younger women scored higher.

Women who majored in education scored higher than women who pursued other studies in college and trade school. In particular, we expected that women who studied more analytical studies might score higher than education majors. However, an inspection of the data shows that the converse is true. We can only speculate, but we feel that education majors may have scored higher because after graduation they were prepared to go into a profession that was open to women, and where they may have had lengthy careers.

We found that mother's education had a greater effect upon the scores of the women than did father's education. Also, scores were affected by mothers who worked or did not work when the women were children (working mothers were associated with higher scores on the scale), but unaffected by the participation of fathers in housework. It might be simply said that women's mothers had a greater influence upon them than their fathers.

Our research has truly been a learning experience. Many of the lessons have been technical ones concerning the research process. Some of the lessons have been in judgement. We have soundly realized that our world of social workers and other "helping" professionals is not representative of the world at large, and we have learned the necessity of doing a more thorough study of all possible angles before judging or making hypotheses. The connections between the younger and older years of women's lives, we found, do

in fact exist, but they are far more complicated than we presumed.

The more important lessons cannot be adequately described. From each woman we met we gained an awareness of the experience of being a woman in a male-dominated society during decades of struggles for that society's reform. The lessons were laced with bitterness and weariness, but also included a measure of hope.

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APPENDIX A
THE QUESTIONNAIRE

Group _____

1. What is your age? _____
2. What is your marital status? (check one)
 single
 married
 widowed
 divorced
 separated
 other
3. At what age were you first married? _____
4. If you have had children, how many have you had? _____
5. How far did you go in school? (check one)
 did not finish grade school
 finished grade school
 some high school
 finished high school
 some college or trade school
 finished college or trade school
 graduate school degree: _____
6. If you attended college or trade school, what did you study?

7. How far did your parents go in school?
mother _____
father _____
8. What were your parents' specific occupations?
mother _____
father _____

The following questions refer only to your life BEFORE THE AGE OF TWENTY-FIVE:

1. Did your mother work when you were a child? (check one)
 full-time throughout
 part-time, or full-time on and off
 did not work while her children were young, but did work later
 not at all

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2. What did your father do around the house? (check one)
- repairs and odd jobs; no "women's work"
- helped out occasionally with household tasks
- shared equally in most household tasks
- did most or all household tasks
- not applicable

Please remember, all of the questions on this page refer only to your life BEFORE THE AGE OF TWENTY-FIVE:

3. What was your favorite subject in school? _____
4. How active were you in sports or athletic activities? (check one)
- not active or seldom participated
- moderately active
- very active, on a regular basis
5. How comfortable did you feel with boys during your adolescence? (check one)
- usually uncomfortable and uneasy
- usually relaxed and at ease
- seldom associated with boys then
6. How often did you attend religious activities? (check one)
- almost never
- about once a month or less
- nearly every week or weekly
- more often than weekly
7. Did you take any leadership roles in your church? (check one)
- never
- seldom
- often
8. How involved were you in politics before you were twenty-five? (check one)
- seldom or never voted
- usually voted
- usually voted, and was involved in party or campaign work
- usually voted, was involved in party or campaign work, and was a candidate myself
9. Did you work outside of your home for wages?
- no
- yes
- What kind of work? _____

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10. Did you travel for pleasure? (check one)
- not at all
- very little; just close to home
- within the United States
- within the continent of North America
- outside of the continent

We would like to know your current opinions of the following statements. Please indicate your feelings by circling the letters to the left of each statement, according to whether you:

SA STRONGLY AGREE
A AGREE
U UNDECIDED
D DISAGREE
SD STRONGLY DISAGREE

- SA A U D SD 1. I don't believe women should be clergy.
- SA A U D SD 2. Husbands should earn more money than their wives.
- SA A U D SD 3. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother.
- SA A U D SD 4. Women do not think as logically as men.
- SA A U D SD 5. Wives should share equally with their husbands in making family financial decisions.
- SA A U D SD 6. We need more women politicians.
- SA A U D SD 7. Boys have a greater need for athletic programs in school than do girls.
- SA A U D SD 8. Childraising should be an equally shared responsibility of husband and wife.
- SA A U D SD 9. I am more concerned with my personal development than I am with the approval of others.
- SA A U D SD 10. I see a great need for inexpensive day care centers for children.

APPENDIX A

- SA A U D SD 11. Employed women probably have less satisfying marriages.
- SA A U D SD 12. It's usually the woman's fault if she is raped.
- SA A U D SD 13. Women in the Women's Liberation Movement are well-adjusted women with justifiable causes.
- SA A U D SD 14. A woman can make no greater contribution to society than the successful rearing of normal, well-adjusted children.
- SA A U D SD 15. A marriage can be very complete without children.
- SA A U D SD 16. Women are much better off than men in this society because they have protection, leisure, and freedom from pressures to achieve.
- SA A U D SD 17. For a woman nowadays, it is marriage which gives her her sense of identity and a respected place in society.
- SA A U D SD 18. Single women should have the choice to bear and/or adopt children without social rejection.
- SA A U D SD 19. Women are conditioned to hide their intelligence.
- SA A U D SD 20. Militant efforts for women's rights will do more harm than good.
- SA A U D SD 21. Women are more emotional than men.
- SA A U D SD 22. Woman's image in the mass media overly emphasizes beauty, fashions, and home-making virtues.
- SA A U D SD 23. Education is as important for women as for men.
- SA A U D SD 24. Women don't need to have credit in their own names if they are married.

THANK YOU FOR YOUR COOPERATION!!!

APPENDIX B

RESPONSES TO BASE DATA ITEMS

"Group" :

	<u>number</u>	<u>% of total</u>	<u>mean score</u>
Jewish Community Center	8	16.0	65.38
Marshall Center	5	10.0	62.20
Loaves and Fishes	11	22.0	59.72
Lake Oswego Senior Center	8	16.0	59.13
Holladay Park Plaza	18	36.0	53.06
	<u>n=50</u>	<u>100.0</u>	

"What is your age?", (categorized) :

	<u>number</u>	<u>% of total</u>
65-69	16	32.0
70-74	16	32.0
75-79	8	16.0
80-84	8	16.0
85-89	2	4.0
	<u>n=50</u>	<u>100.0</u>

"What is your marital status?" :

	<u>number</u>	<u>% of total</u>
widowed	31	62.0
married	13	26.0
single	4	8.0
divorced	1	2.0
separated	1	2.0
	<u>n=50</u>	<u>100.0</u>

"At what age were you first married?" :

	<u>number</u>	<u>% of total</u>
never	4	8.0
before 20	9	18.0
20-24	21	42.0
25-29	9	18.0
after 29	7	14.0
	<u>n=50</u>	<u>100.0</u>

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"If you have had children, how many have you had?", (categorized):

	<u>number</u>	<u>% of total</u>
1	16	40.0
2	11	27.5
3	8	20.0
4	2	5.0
5	2	5.0
6	1	2.5
	<u>n=40</u>	<u>100.0</u>

"How far did you go in school?":

	<u>number</u>	<u>% of total</u>
did not finish grade school	5	10.0
finished grade school	4	8.0
some high school	7	14.0
finished high school	9	18.0
some college or trade school	13	26.0
finished college or trade school	10	20.0
graduate school degree	2	4.0
	<u>n=50</u>	<u>100.0</u>

If you attended college or grade school, what did you study?", (categorized):

	<u>number</u>	<u>% of total</u>
education	9	31.0
trade (secretarial)	8	27.5
liberal arts (language, music)	5	17.2
sciences (math, psychology, nursing)	5	17.2
no major	2	6.8
	<u>n=29</u>	<u>100.0</u>

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How far did your parents go in school?", (categorized):

	MOTHER		FATHER	
	<u>number</u>	<u>% of total</u>	<u>number</u>	<u>% of total</u>
did not finish grade school	18	36.0	16	32.0
finished grade school	19	38.0	17	34.0
some high school	2	4.0	4	8.0
finished high school	9	18.0	8	16.0
some college or grade school	1	2.0	4	8.0
finished college or grade school	1	2.0	1	2.0
graduate school degree	0	0.0	0	0.0
	<u>n=50</u>	<u>100.0</u>	<u>n=50</u>	<u>100.0</u>

"What were your parents' specific occupations?", (categorized):

	MOTHER		FATHER	
	<u>number</u>	<u>% of total</u>	<u>number</u>	<u>% of total</u>
"don't know"	1	2.0	3	6.0
homemaker or farmer	41	82.0	12	24.0
"blue collar," craftsperson	5	10.0	22	44.0
"white collar," businessperson	2	4.0	10	20.0
professional	1	2.0	3	6.0
	<u>n=50</u>	<u>100.0</u>	<u>n=50</u>	<u>100.0</u>

"Did your mother work when you were a child?":

	<u>number</u>	<u>% of total</u>
not at all	37	75.5
did not work while her children were young, but did work later	6	12.3
part-time, or full-time on and off	3	6.1
full-time throughout	3	6.1
	<u>n=49</u>	<u>100.0</u>

Note: one woman did not know, and was excluded from the tabulation.

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"What did your father do around the house?":

	<u>number</u>	<u>% of total</u>
repairs and odd jobs; no "women's work"	22	44.0
helped out occasionally with household tasks	12	24.0
shared equally in most household tasks	2	4.0
did most or all household tasks	0	0.0
not applicable	14	28.0
	<u>n=50</u>	<u>100.0</u>

"What was your favorite subject in school?", (categorized):

	<u>number</u>	<u>% of total</u>
English or languages	14	28.0
liberal arts or physical education	11	22.0
science or math	11	22.0
history or geography	10	20.0
no favorite	4	8.0
	<u>n=50</u>	<u>100.0</u>

"How active were you in sports or athletic activities?":

	<u>number</u>	<u>% of total</u>
moderately active	18	36.0
very active, on a regular basis	8	16.0
not active or seldom participated	24	48.0
	<u>n=50</u>	<u>100.0</u>

"How comfortable did you feel with the boys during your adolescence?":

	<u>number</u>	<u>% of total</u>
usually relaxed and at ease	27	54.0
seldom associated with boys then	16	32.0
usually uncomfortable and uneasy	7	14.0
	<u>n=50</u>	<u>100.0</u>

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"How often did you attend religious activities?":

	<u>number</u>	<u>% of total</u>
nearly every week or weekly	32	64.0
more often than weekly	12	24.0
about once a month or less	4	8.0
almost never	2	4.0
	<u>n=50</u>	<u>100.0</u>

"Did you take any leadership roles in your church?":

	<u>number</u>	<u>% of total</u>
seldom	19	38.0
often	16	32.0
never	15	30.0
	<u>n=50</u>	<u>100.0</u>

"How involved were you in politics before you were twenty-five?":

	<u>number</u>	<u>% of total</u>
usually voted	32	64.0
seldom or never voted	17	34.0
usually voted, and was involved in party or campaign work	1	2.0
usually voted, was involved in party or campaign work, and was a candidate myself	0	0.0
	<u>n=50</u>	<u>100.0</u>

"Did you work outside your home for wages?":

	<u>number</u>	<u>% of total</u>
yes	34	68.0
no	16	32.0
	<u>n=50</u>	<u>100.0</u>

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"What kind of work?", (categorized):

	<u>number</u>	<u>% of total</u>
skilled, secretary, clerk, beautician	13	40.6
professional	12	37.5
un- or semi-skilled, laborer, maid	7	21.9
	<u>n=32</u>	<u>100.0</u>

"Did you travel for pleasure?":

	<u>number</u>	<u>% of total</u>
very little; just close to home within the United States	28	56.0
within the continent of North America	14	28.0
outside of the continent	3	6.0
not at all	2	4.0
	<u>3</u>	<u>6.0</u>
	<u>n=50</u>	<u>100.0</u>