THE EFFECTS OF ACTIVE VERSUS PASSIVE PARTICIPATION ON EGO-INVOLVED ATTITUDES: CHANGES IN KNOWLEDGE AND ATTITUDES FOLLOWING A LIFE-PLANNING WORKSHOP FOR COLLEGE WOMEN

THE EFFECTS OF ACTIVE VERSUS PASSIVE PARTICIPATION ON EGO-INVOLVED ATTITUDES: CHANGES IN KNOWLEDGE AND ATTITUDES FOLLOWING A LIFE-PLANNING WORKSHOP FOR COLLEGE WOMEN

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GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my direction by Margaret Ann Lloyd

entitled The Effects of Active Versus Passive Participation on Ego-Involved Attitudes: Changes in Knowledge and Attitudes Following a Life-Planning Workshop for College Women

be accepted as fulfilling the dissertation requirement of the degree of Doctor of Philosophy

Reed A. Mentha — Dissertation Director — Feb. 20, 1973 — Date

After inspection of the final copy of the dissertation, the following members of the Final Examination Committee concur in its approval and recommend its acceptance:*

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*This approval and acceptance is contingent on the candidate's adequate performance and defense of this dissertation at the final oral examination. The inclusion of this sheet bound into the library copy of the dissertation is evidence of satisfactory performance at the final examination.

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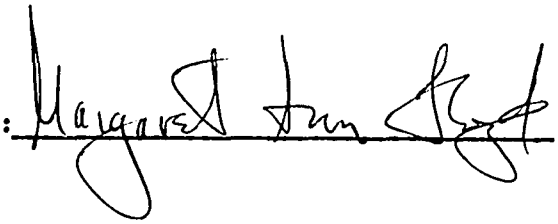
SIGNED: 

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ABSTRACT

This study was conducted to demonstrate the relative superiority of active versus passive participation in producing increments in information about women, changes in attitudes toward women, and changes in expectations related to careers and life-style preferences.

Subjects were 30 female undergraduate volunteers drawn from sororities, residence halls, and Normal Personality classes at The University of Arizona during the spring semester, 1971-72.

Two independent variables were manipulated in this study:

1. Active versus passive participation (Workshop-and-Readings, Readings-Only, and No-Treatment conditions)
2. Administrations of pre-, post-treatment, and follow-up measures

The dependent variables consisted of the subjects' scores on the following measures:

1. Factual Information Questionnaire (FIQ)
2. Personal Beliefs Survey (BPS)
3. Life-Style Expectations Survey (LSES)
4. Goal-Setting Survey (GSS)
5. Student Consultant Behavioroid Index
6. Group Discussion Leader Behavioroid Index

It was concluded that the Life-Planning Workshop for Women combined with assigned readings was an effective means of inducing significantly

greater attitudinal changes than either the Readings-Only or No-Treatment conditions.

Significant differences between pre- and post-test scores on the Factual Information Questionnaire were not directly attributable to the treatment conditions. With respect to the Life-Style expectations survey, differences in groups were in the predicted direction, but not significant. These obtained differences on the Factual Information Questionnaire, Personal Beliefs Survey, and Life-Style Expectations Survey remained stable over a three-week period following subjects' participation in the Workshop.

No significant differences were found among groups on the Goal-Setting Survey, the Student Consultant Behavioroid Index, or the Group Discussion Leader Behavioroid Index. A significant difference was found between the post-test and follow-up test means on the Goal-Setting Survey, indicating movement toward negative intention regarding seeking information about life-style and career-planning.

Failure to obtain significant differences on a greater number of dimensions was attributed to a wide range of variability among subjects' scores and too little discrepancy between subjects' initial attitudes toward women (moderately liberal) and the experimental communications.

INTRODUCTION

This study is an attempt to bridge the gap between existing relevant theories and principles in personality and social psychology and their application to naturalistic settings within higher education. This problem is reviewed elsewhere as it relates to research on college teaching methods (Lloyd 1972).

Support for this endeavor comes from Anastasi (1972) who has encouraged psychologists to direct their concern to the solution of society's problems:

> In psychology, as in other sciences, basic research and technology are not interchangeable; neither can serve as an adequate substitute for the other. A well-developed psychotechnology is needed to provide mediating links between basic research and the solution of immediate practical problems. . . . The results of basic research are rarely, if ever, in such a form as to be applicable directly to problems of daily life. There has been a growing recognition of the need for specialists trained in various phases of psychotechnology, to parallel engineers in other fields (p. 1094).

Personality and social psychologists have access to much relevant information which would be useful in maximizing the intellectual and personal development of college students. Traditionally, however, their interests have not been in applying relevant principles to this domain. Those persons concerned with educational programs at all levels of higher education are much in need of such information but most have neither access to the information because of non-psychology backgrounds nor the time with which to pursue this undertaking.

Thus, there appears to be a pressing need for psychotechnologists who would translate psychological principles for application to higher education. Ideally, these psychological engineers would be individuals who are equally familiar with both relevant academic principles and with the goals and concerns of higher education. Their role would be to provide information relevant to curricular and extracurricular planning, program development, and evaluation.

This experiment, then, is viewed as prototypic of an approach to a whole family of research endeavors based upon personality and social psychological principles translated into functional programs in higher education.

In this study, the author was interested in producing change in firmly anchored attitudes in the context of a naturalistic setting. In designing this research, it was necessary to select an ego-involving issue and embed it in a setting which would be interesting enough to attract a sizeable number of volunteers. An additional consideration was the disguising of the experimental nature of the project.

For these reasons, a Life-Planning Workshop for Women was selected as a functional experimental treatment. Similar programs had been conducted through the Outreach Program of the University of Arizona Student Counseling Service. The experimental structuring and evaluation of a Workshop specifically designed for women served both the purposes of the author and those of the Student Counseling Service.

The Life-Planning Workshop for Women (Appendices A and D) was a program designed to meet the unique needs of college women in making

short-term and long-range life-style and career decisions. The Workshop program included speakers discussing the changing roles of women in society, women in the world of work, employment opportunity trends, on- and off-campus informational resources, a panel of women with different life-styles and career orientations, readings, case studies, and small group exercises designed to put women in touch with their feelings and expectations related to life-styles and career plans.

The emphasis of the Workshop and readings was one which encouraged the participants to combine careers with marriage and discouraged a marriage-only life-style. The methods brought to bear in this task included articles, statistics, speakers, case studies, and discussion topics which indicated the high chances of a woman's being in the labor force, the "deromanticization" of housework and child care, and the desirability of equal sharing of household and family responsibilities with husband and children.

While a career-only life-style was discussed, this stance was not stressed in the Workshop because it was felt that it was likely to be perceived as "unrealistic" by the participants.

An attitude change study conducted in the naturalistic setting does not permit rigorous control over the variables under investigation. Insofar as possible, however, relevant experimental findings were drawn upon to maximize the probability of cognitive, attitudinal, and expectational changes in this study. These findings will be discussed in the following paragraphs in terms of their incorporation into the experiment.

The "loose-link" model of attitudes (McGuire 1969a) views firmly entrenched values as anchors to which attitudes are chained by several

loosely-structured cognitive links. In attempting to produce attitude change in the context of this conceptualization, according to McGuire,

> . . . . There are two levels of difficulty. Relatively minor forces are capable of moving the attitude until the chain becomes taut; but to move the subject beyond this limit requires a major exertion of additional energy, for the anchoring values themselves must be uprooted (1969a, p. 169).

In this study, the author was interested in producing change in firmly anchored attitudes in the context of a naturalistic setting. While the climate of indoctrination in this study was not as intensive as some described by McGuire, e.g., psychotherapy or "brainwashing," it was certainly more powerful than the minor forces characteristically employed in most laboratory studies of attitude change.

McGuire further specified at least two conditions which are related to the degree of implosion necessary to achieve attitude change: the type of issue and the degree of change being induced on a given attitude.

With regard to type of issue, "ego-defensive" attitudes are seen as being rooted deeply in the personality and are less likely to change through conventional informational attitude change procedures. In this experiment, it was hypothesized that women's attitudes toward members of their own sex and toward themselves, by implication, are closely tied to self-concept and are "ego-defensive" in nature.

In attempting to induce attitude change on a deeply-rooted issue, it was decided to study the differential effects of active versus passive participation of subjects with the advocated position. Findings in both social psychology and educational psychology (concerning relative

effectiveness of lecture versus discussion classes) indicate that active participation is more effective in producing attitude change (McGuire 1969a, McKeachie 1963). In this design, the levels of the treatment variable (Workshop-and-Readings, Readings-Only, and No-Treatment) were used as conditions of active or passive participation in the attitude change situation for the purpose of studying differential impacts of such conditions on subjects' attitudes toward women and toward life-style and career-related issues.

It has been found that high credibility sources are likely to produce greater attitude change than low credibility sources. These findings are in keeping with several theoretical predictions which state that self-other discrepancies are resolvable either by attitude change or by derogating the source, the latter alternative being less likely when the source is perceived as highly credible (McGuire 1969a). In this study, it was intended that the message sources be perceived as competent and credible, thereby enhancing the likelihood of attitude change. Speakers and group discussion leaders, therefore, were introduced to the participants with references made to professional titles and relevant past experience.

With regard to temporal effects of messages, it has been found that a complex issue elicits more slow decay than a less complex one (McGuire 1969a). Also, there is more slow decay with actively participating subjects. In this area, much of the research is interpretable in terms of McGuire's concept of "cognitive inertia," which holds that it may take an extended period of time for the effects of the message and

its ramifications to "sink in." These findings indicate the desirability for more than a single post-treatment assessment of effects, and in this study a follow-up assessment was made three weeks after subjects had participated in the Workshop. Ideally, it would have been more effective to administer follow-up tests to subjects in all groups; however, it was necessary that all participants attend the Workshop as part of the "cover," and once the subjects in the Readings-Only and No-Treatment groups had participated in the Workshop, they could no longer be considered apart from the Workshop-and-Readings groups.

In social psychological research, the issue of artifactual contamination is particularly significant, and is discussed in the following paragraphs.

It is commonly recognized that attitude change as measured by self-reports may not be highly correlated with other indices of attitude change, e.g., behavioral, physiological, projective, etc. (Cook and Selltiz 1964). To increase the breadth of measurement of experimental effects, several indices were employed in addition to traditional self-reports (Appendix B). One such measure was a goal-setting or "intentional" index and two other indices (Appendices E) were "behavioroid" measures, i.e., assessments of the subjects' commitment to perform given behaviors without actually performing them (Aronson and Carlsmith 1968).

In this repeated measures design, the possibility of pre-test sensitization was also relevant. While resource related to uni-dimensional message studies indicates that this artifact is less likely to be operating than in conflicting message studies (Lana 1969), it still would have been desirable to have controlled for this factor. The exigencies of the study,

however, precluded this control, i.e., the limited number of subjects made experimental design control impossible and the use of a single topic (life-style and career-planning) made employing an embedded measures technique unrealistic.

The problem of "reactivity" (the possibility of the pre-, post-treatment, and follow-up measures acting as independent variables in their own right) also exists in this study; however, the author saw no way of controlling for this artifact given the nature of the experiment.

The issue of "demand characteristics" (Orne 1969) would also be relevant in this experiment, if participants believed that whether or not the Workshop would be offered again was dependent upon their positive evaluations. This, in turn, assumes that participants would be able to distinguish which responses were likely to enhance the evaluation of the Workshop. Subjects were told that the Life-Planning Workshops for Women would continue to be offered and that the evaluative data would be used to improve their content.

"Suspiciousness of the experimenter's intent" (McGuire 1969b) as related to the subjects' helpfulness or intransigence in the experiment was controlled for by offering the Life-Planning Workshop under the auspices of the University of Arizona Student Counseling Service and by disguising subject evaluation as Workshop evaluation. It was hoped, thereby, to conceal the experimental nature of the study.

Although "experimenter bias" (Rosenthal 1969) does not seem to be as pervasive and reliable a phenomenon as originally believed (Barber and Silver 1968), the probability of the occurrence of this artifact in this experiment seemed high. One aspect of this bias was controlled for by

not discussing the substance of the experiment with any of the speakers or the discussion leaders. [Their assistance was sought for the purposes of conducting the Workshop and not for evaluating the participants. These assistants were told that participants would be asked to evaluate the Workshop and, if asked, the coordinator would explain that she was interested in the effects of the Workshop on the participants, but would not indicate what results were hoped for. (Luckily, this problem did not arise.)]

Another aspect of experimenter bias relevant here concerned the experimenter's conveying verbal and non-verbal messages which might have indicated the desired outcomes of the Workshop, i.e., movement away from commitment to a housewife-mother (only) life-style toward a career-marriage or career-only life-style orientation. In this study, the role of the experimenter was confounded with that of Workshop coordinator. To lessen the magnitude of the possible effect of experimenter bias, the participation of the experimenter-coordinator was kept at a minimum, e.g., introductions of speakers, exercises, etc. All factors considered, the significance of this problem did not seem particularly great.

The possibility of "experimenter effects" appeared in the potential confounding of results with the experimenter's personal attributes. In this setting, it was likely that the sex of the experimenter-coordinator, speakers, and participants was a highly salient factor. To control for cross-sex effects, all speakers, discussion leaders, participants, and the experimenter-coordinator were females.

Other personal attributes of the experimenter might have operated in such ways as to have attracted certain types of volunteers

and/or idiosyncratically interacted with the participants, discussion leaders, and speakers. With regard to these factors, the author could see no way to control for this problem.

Statement of the Problem

This study investigated the effects of a Life-Planning Workshop for Women on the knowledge and attitudes of participants toward women and toward life-style and career-related issues.

Hypotheses

The specific hypotheses tested in this study were:

1. that the Workshop-and-Readings and Readings-Only groups would show significantly greater increments on factual information compared to the No Treatment group;
2. that the Workshop-and-Readings group would show significantly greater changes in attitudes toward women and expectations related to careers and life-styles than the Readings-Only or No-Treatment groups;
3. that scores on the follow-up measures would be the same or higher than the scores on the post-test measures for the Workshop-and-Readings groups (other groups not tested).

METHOD

Subjects

The subjects for this study were 30 female undergraduate volunteers drawn from sororities, residence halls, and Normal Personality (Psychology 40) classes at The University of Arizona during the spring semester, 1971-72.

Experimenter

The experimenter, a female graduate student, appeared in the role of coordinator to the participants in the Workshop.

Additional assistance in conducting the Workshop activities was provided by speakers and discussion group leaders, all women with experience in small group work. [The leaders also participated in a three-hour training session during which they were familiarized with the non-experimental Workshop goals, program, and group exercises (Appendix A).]

Research Instruments

Measures used to gather data in this study included?

1. Factual Information Questionnaire (FIQ) (Appendix B)
2. Personal Beliefs Survey (PBS) (Appendix B)
3. Life-Style Expectations Survey (LSES) (Appendix B)
4. Goal-Setting Survey (GSS) (Appendix E)
5. Student Consultant Behavioroid Index (Appendix E)
6. Group Discussion Leader Behavioroid Index (Appendix E)

Scoring Procedures

Factual Information Questionnaire (FIQ). This measure (Appendix B) was developed to test factual knowledge related to the set of assigned readings (see pp. 13-14). There were 12 items on the questionnaire, and a correct answer was arbitrarily assigned a value of two points. The possible range of scores was from 0 to 20.

Personal Beliefs Survey (PBS). The 12 questions on this attitude scale (Appendix B) were taken from Centers' (1963) Attitude toward Women Scale. Changes in Centers' scale were made in terms of extending the original three response categories to five, by changing the direction of conservative-liberal scoring (high score indicating a more favorable attitude toward women in this study), and by changing the title of the measure to diminish possible sensitization effects as a function of the title.

The response categories were structured according to a five-point Likert scale of "strongly agree," "moderately agree," "neutral," "moderately disagree," and "strongly disagree," with the more favorable attitude receiving highest points. The possible range of scores was from 12 to 60.

Life-Style Expectations Survey (LSES). This measure (Appendix B) was compiled to measure subjects' preferences and expectations regarding marriage-career-family orientations. The survey consisted of six items, with Likert-type response categories indicating degree of preference (1-5) for a given statement. Responses indicating preferences of marriage, only, as a life-style and preferences of not working when there were young

children in the home were scored low; responses indicating preferences of career-only or marriage-career-family life-style preferences and of working when there were young children in the home were scored high. Possible scores ranged from 6 to 30.

Goal-Setting Survey (GSS). This six-item assessment device (Appendix E) was designed to measure information-seeking behaviors and/or subject-reported intentions of seeking information related to life-style and career-planning for women. There were six possible response categories ("have already done so," "definitely will do so," "probably will do so," "am not sure at this time," "probably will not do so," and "definitely will not do so"), scored from 1 to 6. Responses indicating positive intention were scored high; responses indicating negative intention were scored low. The possible range of scores was from 6 to 36.

Student Consultant Behavioroid Index. This instrument (Appendix E) was designed to measure subjects' willingness to behaviorally commit themselves to assisting with future Life-Planning Workshops for Women. Subjects volunteered by writing their names and addresses on the appropriate form.

Group Discussion Leader Behavioroid Index. This instrument (Appendix E) was designed by the author to measure subjects' willingness to behaviorally commit themselves as group discussion leaders in future Life-Planning Workshops for Women. Subjects volunteered by writing their names and addresses on the appropriate form.

In addition, subjects' preferences for discussion topics (Appendix B) and their subsequent evaluations of the Workshop and readings (Appendix E) were tabulated. These items were used in designing the Workshop and in evaluating it, but were not incorporated into the experiment because they were tangential to the major concern of the study.

Procedure

The following paragraphs provide a basic description of the experimental procedure; more specific information is included in Appendix A. The Workshop program was explained to potential subjects in their residence halls, sorority houses, and classrooms. A total of 62 women volunteered for the Workshop, and pre-test measures were mailed to all volunteers. These measures included the Factual Information Questionnaire, the Personal Beliefs Survey, and the Life-Style Expectations Survey.

Upon collection of the pre-test data, subjects were randomly assigned to one of three treatment conditions: Workshop-and-Readings, Readings-Only, or No-Treatment group.

Packets containing Workshop information and assigned readings were mailed to the subjects in the Workshop-and-Readings and Readings-Only groups. The readings consisted of the following items:

1. "Did You Know . . . ," a one-page compilation of statistics and facts related to women compiled by the author (Appendix C).
2. A six-page excerpt from S. L. Bem and D. J. Bem. Case study of a non-conscious ideology: Training the woman to know her

place. In D. J. Bem, Beliefs, attitudes and human affairs. Belmont, California: Brooks-Cole, 1970.

3. A five-page excerpt from B. Friedan, The feminine mystique. New York: Norton and Company, 1963.
4. A six-page excerpt from A. B. Rossi. Equality between the sexes: An immodest proposal. In R. J. Lifton (Ed.), The woman in America. Boston: Beacon Press, 1965.

Approximately one week prior to the Workshop, the Readings-Only and No-Treatment subjects were post-tested on the following measures: Factual Information Questionnaire, Personal Beliefs Survey, Life-Style Expectations Survey, Goal-Setting Survey, Student Consultant Behavioroid Index, and the Group Discussion Leader Behavioroid Index.

Following the collection of the post-test data, the Workshop was held. Speakers presented information about the changing role of women in society, opportunities for women in the labor force, and about a variety of career-marriage life-styles (Appendix D).

At various times during the Workshop (Appendix D), subjects were divided into pre-assigned groups of approximately six to participate in the "Life-Line" exercise (Appendix D), the "When I Grow Up, I'm Going to Be Married" game (Appendix D), and a summary discussion of the Workshop experience.

At the Workshop, a resource sheet was distributed (Appendix D), and a number of books and pamphlets concerning women were on display. The Workshop was conducted in the main lounge of the graduate women's

residence hall (Maricopa Hall). The furnishings and carpeting promoted an informal atmosphere.

At the end of the Workshop, subjects in the Workshop and Readings condition were post-tested. Three weeks following the Workshop, these subjects were re-tested for temporal effects of decay or enhancement on their scores on the following items: Factual Information Questionnaire, Personal Beliefs Survey, Life-Style Expectations Survey, and the Goal-Setting Survey.

Although 62 women originally volunteered to attend the Workshop, complete data was available for only 30 subjects. Attrition was due either to cancellations or failure to return pre- or post-test data.

RESULTS

Statistical analyses of the data in this experiment indicated that the Life-Planning Workshop for Women had differential effects on the participants when compared with the Readings-Only and No-Treatment groups. For this reason, the effects of the Workshop will be reviewed successively on each of the evaluative measures employed in this study. Data are first presented in terms of the initial assessments (pre- and post-testing). Results related to the post-test and follow-up assessments are presented second.

Initial Assessments

Factual Information Questionnaire (FIQ)

Increments in factual information concerning women were measured by the FIQ. The possible range of scores was from 0 to 20; subjects' scores ranged from 2 to 18. The means for all subjects on the pre- and post-tests were 7.53 and 11.67, respectively.

Table 1 and Figure 1 show the results of a two-way analysis of variance (mixed design) with unequal Ns (Winer 1971) on the Factual Information Questionnaire. Significant main effects of both treatment ($p<.01$) and successive test administration ($p<.005$) were found. The interaction was not significant.

Post-hoc comparisons of the Workshop-and-Readings, the Readings-Only, and the No-Treatment group means by the Newman-Keuls Test (Winer 1971) indicated that there was no significant difference between the

Table 1. Analysis of Variance Summary Table for Workshop-and-Readings, Readings-Only, and No-Treatment Groups (A) and Successive Administrations of Factual Information Questionnaire (B)

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
A	2	69.89	5.93	<.01
Subjects within groups	27	11.78		
B	1	274.82	9.44	<.005
A x B	2	52.61	1.80	-
B x subjects within groups	27	29.10		
Total	59			

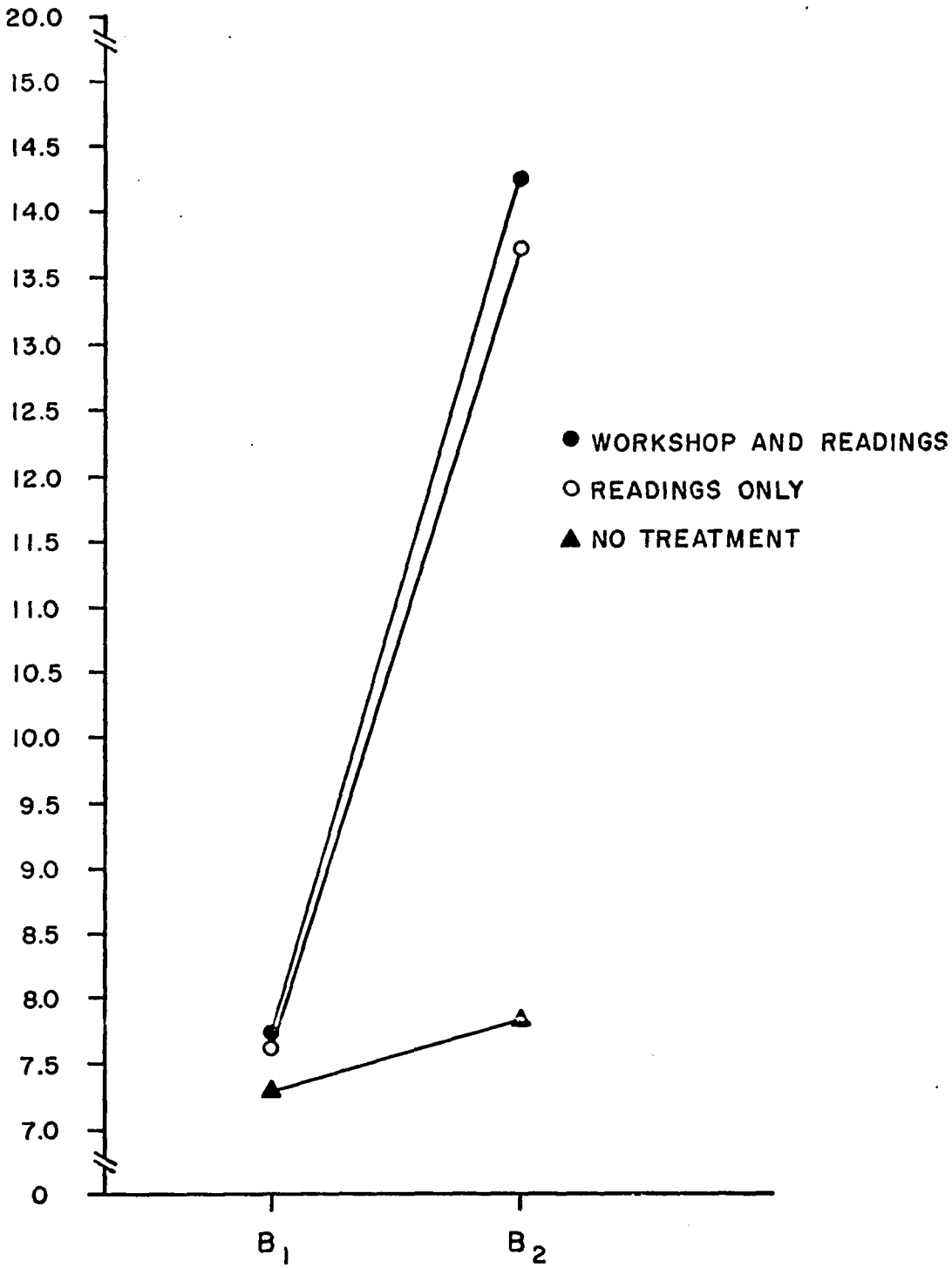

Figure 1. Mean Pre-Test (B_1) and Post-Test (B_2) Scores on Factual Information Questionnaire for Workshop-and-Readings, Readings-Only, and No-Treatment Groups

Workshop-and-Readings and the Readings-Only groups, but that both of these groups were significantly different from the No-Treatment group (both ps<.01).

Thus, it is concluded that the Workshop-and-Readings and Readings-Only groups did show significantly greater increases in factual information over the No-Treatment group. Because the interaction effect was not significant, it is not possible to attribute the increments in information to the various treatment conditions.

Personal Beliefs Survey (PBS)

Changes in attitudes toward women were measured on the PBS. The possible range of scores was from 12 to 60; subjects' scores ranged from 40 to 60. The means for all subjects on the pre- and post-tests were 52.37 and 54.43, respectively.

Table 2 and Figure 2 show the results of a two-way analysis of variance (mixed design) with unequal Ns (Winer 1971) on the Personal Beliefs Survey. A significant main effect of successive test administrations (p<.01) and a significant interaction effect of treatment and successive administrations (p<.025) were found. There was no significant treatment effect.

Since there was a significant interaction effect, Scheffé's test (Winer 1971) was used for post-hoc comparisons of three sets of means. No significant differences were found between the No-Treatment subjects' pre- and post-test scores nor for the Readings-Only subjects' pre- and post-test scores. The pre- and post-test scores of the Workshop-and-Readings subjects were significantly different (p<.001).

Table 2. Analysis of Variance Summary Table for Workshop-and-Readings, Readings-Only, and No-Treatment Groups (A) and Successive Administrations of Personal Beliefs Survey (B)

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
A	2	70.18	1.54	-
Subjects within groups	27	45.57		
B	1	86.15	7.83	<.01
A x B	2	50.09	4.55	<.025
B x subjects within groups	27	11.01		
Total	59			

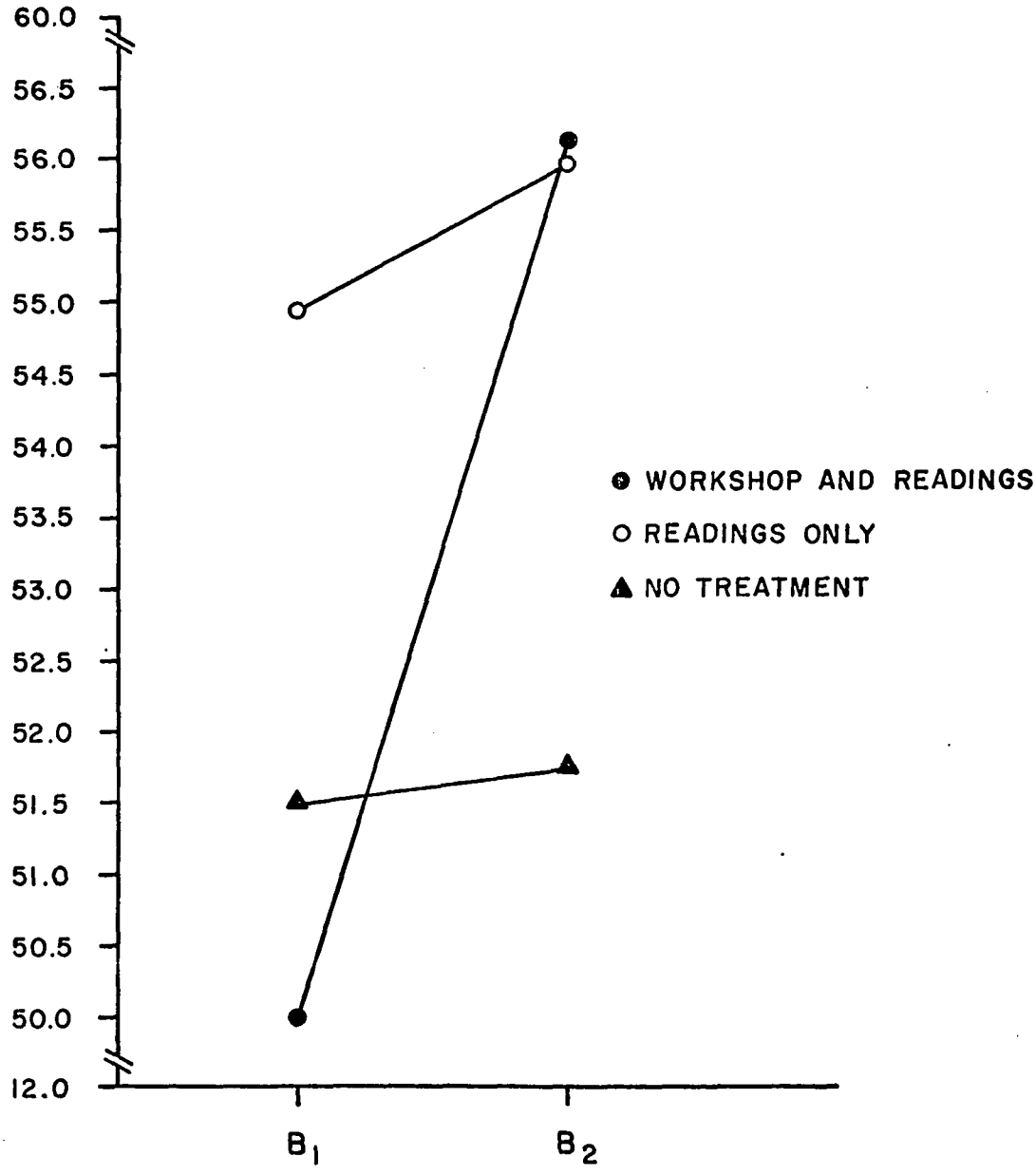

Figure 2. Mean Pre-Test (B_1) and Post-Test (B_2) Scores on Personal Beliefs Survey for Workshop-and-Readings, Readings-Only, and No-Treatment Groups

Thus, it is concluded that only the Workshop-and-Readings condition had a significant effect on subjects' attitudes toward women.

Life-Style Expectations Survey (LSES)

The possible range of scores on the Life-Style Expectations Survey was from 6 to 30; subjects' scores ranged from 11-29. The means for all subjects on the pre- and post-tests were 20.57 and 21.93, respectively.

Table 3 and Figure 3 show the results of a two-way analysis of variance (mixed design) with unequal Ns (Winer 1971) on the LSES. There was a significant effect of successive administrations of the Survey ($p<.025$); however, there were no significant effects for either the treatment variable or the interaction. (As can be seen from Figure 3, the differences among the treatment groups were in the predicted direction.)

Thus it is concluded that the effects of the Workshop compared with the other conditions were not strong enough to change participants' expectations in terms of life-style preferences to a significant extent, but that the outcomes were in the predicted direction.

Goal-Setting Survey (GSS)

The GSS was used to detect changes in the subjects' intentions to seek additional information related to women's concerns. The GSS was administered to subjects after their exposure to each of the respective treatment conditions. The possible range of scores on the GSS was from 14 to 32; the mean for all subjects was 24.43.

Table 3. Analysis of Variance Summary Table for Workshop-and-Readings, Readings-Only, and No-Treatment Groups (A) and Successive Administrations of Life-Style Expectations Survey (B)

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
A	2	6.83	.31	-
Subjects within groups	27	21.98		
B	1	33.30	6.97	<.025
A x B	2	.91	.19	-
B x subjects within groups	27	4.78		
Total	59			

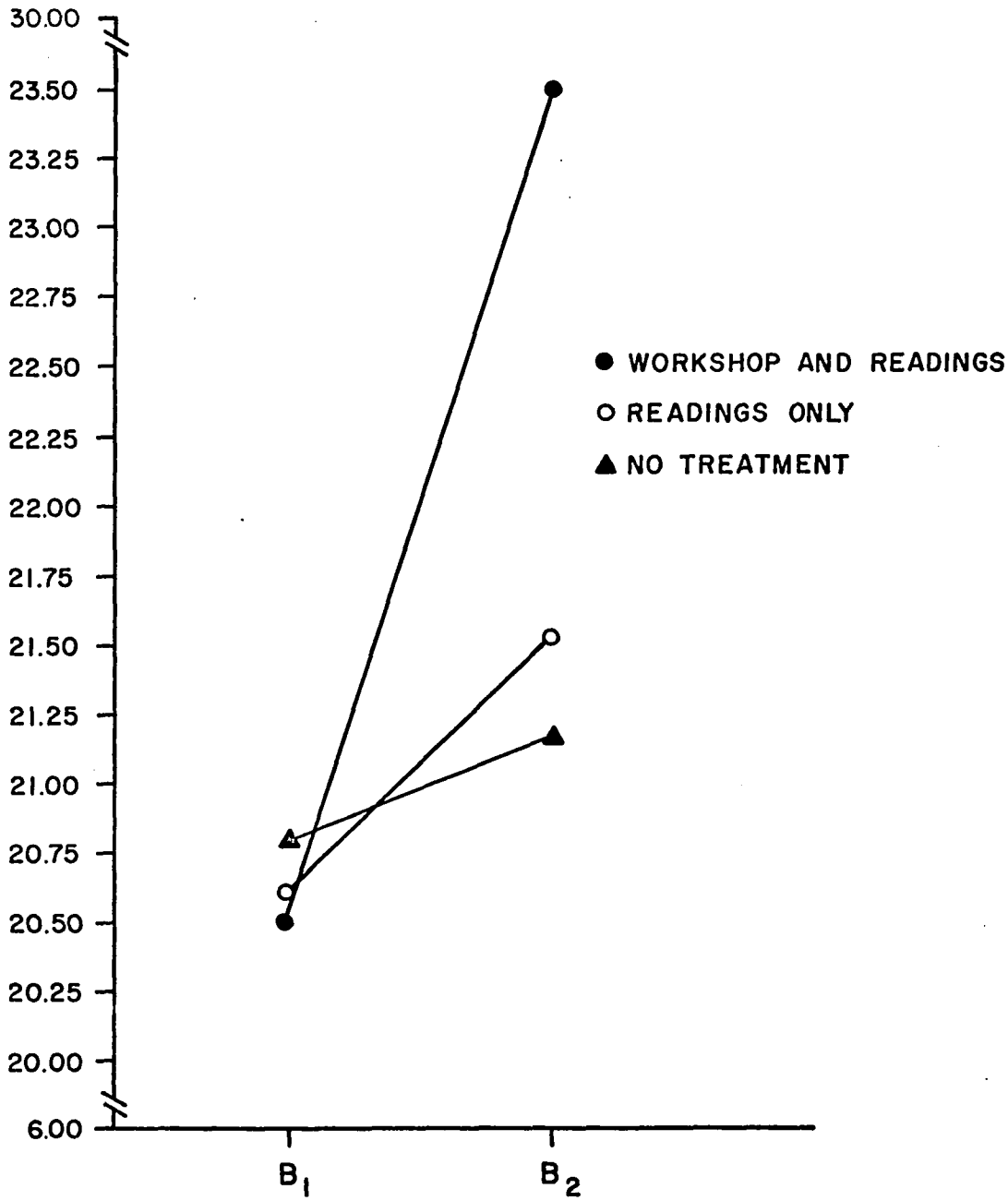

Figure 3. Mean Pre-Test (B_1) and Post-Test (B_2) Scores on Life-Style Expectations Survey for Workshop-and-Readings, Readings-Only, and No-Treatment Groups

Table 4 shows the results of a one-way analysis of variance with unequal Ns (Winer 1971) on the Goal-Setting Survey. No significant differences among the three treatment conditions were found, although the post-test means were in the predicted direction ($\bar{X}$s = 25.75, 24.09, and 23.82 for the Workshop-and-Readings, Readings-Only, and No-Treatment groups, respectively.

Table 4. Analysis of Variance Summary Table for Workshop-and-Readings, Readings-Only, and No-Treatment Groups on Goal-Setting Survey

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
Treatment	2	9.66	.33	-
Error	27	29.10		
Total	29			

Thus, it is concluded that the Workshop experience did not influence participants' intentions of additional information seeking a significant amount.

Student Consultant Behavioroid Index

This measure was used as an index of subjects' willingness to actively involve themselves in planning future Life-Planning Workshops for Women.

Table 5 shows the frequencies and percentages of students in the three treatment conditions who volunteered or did not volunteer to participate in future planning.

Table 5. Distribution of Subjects' Responses on Student Consultant Behavioroid Index

Treatment Group	Volunteer*	Non-Volunteer*	Total*
Workshop-and-Readings	6 (75%)	2 (25%)	8 (100%)
Readings-Only	7 (64%)	4 (36%)	11 (100%)
No-Treatment	8 (73%)	3 (27%)	11 (100%)
Total	21 (70%)	9 (30%)	30 (100%)

*Frequency listed first; percentage of subjects in a given treatment group listed below frequency in parentheses.

A Chi Square test (Siegel 1956) was used to compare the frequencies of subjects distributed in the "volunteer" and the "non-volunteer" categories for the three treatment groups. No significant differences among groups were found ($\chi^2 = .35$, df = 2).

Group Discussion Leader Behavioroid Index

Subjects' willingness to serve as group discussion leaders in future Life-Planning Workshops for Women was measured by this index.

Table 6 indicates the frequencies and percentages of students in the three treatment conditions who volunteered or did not volunteer to serve as discussion leaders. A Chi Square test (Siegel 1956) comparing the frequencies of "volunteers" and "non-volunteers" in each treatment group revealed no significant differences among groups ($\chi^2 = 2.37$, df = 2).

Table 6. Distribution of Subjects' Responses on Group Discussion Leader Behavioroid Index

Treatment Group	Volunteer*	Non-Volunteer*	Total*
Workshop-and-Readings	5 (63%)	3 (38%)	8 (100%)
Readings-Only	5 (45%)	6 (55%)	11 (100%)
No-Treatment	3 (37%)	8 (73)	11 (100%)
Total	13 (43%)	17 (57%)	30 (100%)

*Frequency listed first; percentage of subjects in given treatment group listed below frequency in parentheses.

Follow-Up Assessments

This portion of the experiment was designed to measure the persistence of cognitions (FIQ), attitudes (PBS), expectations (LSES), and information-seeking intentions (GSS) three weeks after subjects had participated in the Workshop. Results of follow-up assessments on each of the four measures are presented below, based on data obtained from six of eight subjects in the Workshop condition.

Factual Information Questionnaire (FIQ)

Table 7 shows the results of a one-way analysis of variance with unequal Ns (Winer 1971) on the Factual Information Questionnaire. There was no significant difference between post-test and follow-up test means on the FIQ ($\bar{X}$s = 13.67 and 14.33, respectively). The difference

between the means, although not significant, was not in the predicted direction, i.e., one would expect decrements in factual information over time.

Table 7. Analysis of Variance Summary Table for Workshop-and-Readings Group on Post- and Follow-Up Administrations of Factual Information Questionnaire

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
Between subjects	5			
Within subjects	6			
Treatment (Test Administrations)	1	1.33	.62	-
Residual	5			
Total	11			

It is concluded, then, that the initially significant increments in information among the Workshop participants did persist through the time of follow-up testing, a period of approximately three weeks.

Personal Beliefs Survey (PBS)

Table 8 shows the results of a one-way analysis of variance with unequal Ns (Winer 1971) on the Personal Beliefs Survey. There was no significant difference between post-test and follow-up means on the PBS ($\bar{X}$s = 55.5 and 54.17, respectively).

Thus, the initial attitudinal changes (significant interaction effect attributable primarily to the Workshop condition) persisted through the follow-up assessment period.

Table 8. Analysis of Variance Summary Table for Workshop-and-Readings Group on Post- and Follow-Up Administrations of Personal Beliefs Survey

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
Between subjects	5			
Within subjects	6			
Treatment (Test Administrations)	1	5.34	5.74	-
Residual	5	.93		
Total	11			

Life-Style Expectations Survey (LSES)

Table 9 shows the results of a one-way analysis of variance with unequal Ns (Winer 1971) on the Life-Style Expectations Survey. No significant difference between the post-test and follow-up means on the LSES was found. The means for post-testing and follow-up assessment were 22.6 and 21.8, respectively.

It is concluded, therefore, that subjects' expectations in terms of life-style preferences, initially not significant but in the predicted direction, persisted through the time of the follow-up testing.

Goal-Setting Survey (GSS)

Table 10 shows the results of a one-way analysis of variance with unequal Ns (Winer 1971) on the Goal-Setting Survey. A significant difference ($p<.05$) between post-test and follow-up means was found on the GSS. The means for post-testing and follow-up assessment were 25.67 and 24.5, respectively.

Table 9. Analysis of Variance Summary Table for Workshop-and-Readings Group on Post- and Follow-Up Administrations of Life-Style Expectations Survey

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
Between subjects	4			
Within Subjects	5			
Treatment (Test Administrations)	1	1.60	1.88	-
Residual	4	.85		
Total	9			

Table 10. Analysis of Variance Summary Table for Workshop-and-Readings Group on Post- and Follow-Up Administrations of Goal-Setting Survey

Source of Variance	Degrees of Freedom	Mean Square	F Ratio	p
Between subjects	5			
Within subjects	6			
Treatment (Test Administrations)	1	4.09	6.02	<.05
Residual	5	.68		
Total	11			

It is concluded that subjects' intentions of seeking information related to life-styles and career-planning for women did, in fact, move significantly in the direction of negative intention on the follow-up test administered three weeks after the Workshop. Initially (on the post-test), there were no significant differences among treatment conditions.

DISCUSSION

This experiment was conducted to demonstrate the relative superiority in producing attituce change of a Life-Planning Workshop for Women and readings compared to readings, only, or no treatment.

A summary of the results described in the preceding section indicated that the Workshop-and-Readings treatment, compared to the Readings-Only and No-Treatment groups, did effect changes on some dimensions, but was ineffective in inducing changes on other dimensions. On the Factual Information Questionnaire, significant main effects of both treatment ($p<.01$) and successive administration ($p<.005$) were found, but no significant interaction effect was found.

The Workshop-and-Readings group scored significantly higher ($p<.01$) than the No-Treatment group on the FIQ. There was no significant difference between the Readings-Only and the Workshop-and-Readings groups, presumably because both of these groups had access to the same information.

It appears, on the basis of Figure 1, that all groups were initially similar in terms of levels of information. Correct answers to the relatively specific questions would be difficult to obtain without access to the assigned readings. These facts and that of finding significant differences between the means of the No-Treatment group and those of the Workshop-and-Readings and Readings-Only groups suggest that the differential changes in test scores were related to treatment

conditions. The failure to obtain a significant interaction is attributed to the high degree of subject variability which diminished the between groups effect.

With regard to producing changes in "ego-defensive" attitudes, one would expect from the previous discussion that active participation (Workshop-and-Readings) would be more effective than passive participation (Readings-Only) or no participation (No-Treatment). Although there were no significant differences on the treatment variable on the Personal Beliefs Survey, a significant pre- and post-testing effect and an interaction effect were found (ps = <.01 and <.025, respectively). Post-hoc comparisons on the interaction effect showed that post-tested attitudes changed significantly in the liberal direction only as a function of the Workshop-and-Readings condition.

As can be seen from Figure 2, the means for the three groups were not similar on the pre-test ($\bar{X}$s = 50.0, 54.91, and 51.55 for the Workshop-and-Readings, Readings-Only, and No-Treatment groups, respectively). The failure to obtain a significant treatment effect may have been caused by high variability among subjects' initial scores and/or may indicate the presence of ceiling effects.

In terms of the effectiveness of inducing changes in life-style expectations, it was found that participation in the Workshop was not a powerful enough condition to significantly alter expectations compared to the other conditions. Significant main effects of pre-post-testing were obtained ($p<.025$). Figure 2 indicates that the changes in the treatment groups were in the predicted direction; however, from looking at the raw data, it appears that the individual variation among subjects within

each of the groups was large enough to mask the moderately strong Workshop effects.

Thus, it is not possible to say that participation in a one-day Life-Planning Workshop for Women does significantly effect changes in life-style expectations. Life-style expectations are, however, based on a number of complexly inter-related factors, and have been developed over many years. That such deep-rooted attitudes would change significantly as a result of a one-day Workshop was the hope of the experimenter, but not a particularly realistic one. Considering the nature of this dimension, it is remarkable that any changes were obtained. Future studies might concentrate on effecting changes as a function of participation in on-going group discussions or, perhaps, in a course in the Psychology of Women.

All of the effects on the preceding measures held up when subjects were tested three weeks later. Because of the approach of the end of the semester, it was not possible to schedule a later follow-up test, so it is not possible to know if these changes were longer-lasting than three weeks. At least the effects persisted beyond the actual Workshop experience. There was no indication of enhancement as a result of passage of time.

The three remaining indices showed no superior effects attributable to the Workshop-and-Readings treatment. On the Goal-Setting Survey (GSS), the post-test means for the different groups were in the predicted direction but not widely different (25.75, 24.09, and 23.92 for the Workshop-and-Readings, Readings-Only, and No-Treatment groups,

respectively). In addition, the variability among subjects in the three groups was high. This would account for the failure to obtain significant results.

A significant difference was found between the post-test and follow-up test means on the Goal-Setting Survey, indicating movement toward negative intention regarding seeking information about life-style and career-planning. One factor related to this finding could have been the approach of the end of the semester. A number of the GSS items made reference to making use of on-campus resources. With the approach of final examinations and summer vacation, it is possible that subjects realistically evaluated their priorities and responded to the GSS accordingly.

With regard to the Student Consultant Behavioroid Index, in Table 5, it can be seen that 70% of the subjects across all conditions volunteered, and that there were no significant differences in volunteering as a function of treatment condition.

This may reflect the fact that subjects in <u>all</u> groups were volunteers for the Workshop and had a relatively high degree of interest in the Workshop and related activities. It is also apparent, however, that the Workshop experience, itself, did not serve to boost volunteering responses significantly above those of subjects in either of the other two conditions. It is hypothesized, then, that this index failed to tap responses specifically related to differential treatment experiences. Perhaps converting some of the responses on the Goal-Setting Survey into behavioroid indices would result in more valid indicants.

In Table 6, it can be seen that the Discussion Leader Behavioroid Index did not produce as many volunteers as did the previous measure (43% and 70%, respectively). Also, while subjects were distributed within the volunteer category in the predicted direction (63%, 45%, and 37% for the Workshop-and-Readings, Readings-Only, and No-Treatment groups, respectively), the differences were not enough to produce statistical significance. Willingness to serve as a discussion leader, it may be argued, is not necessarily only a function of interest in women's programs. That is, volunteering to serve as a discussion leader probably also reflected subjects' self-perceptions and evaluations of their group interaction skills. To the degree that the latter state of affairs is valid, the index would be an insensitive measure of attitudes toward women and related activities, per se. It is also hypothesized that participation in the Workshop and the consequent gaining of knowledge of the actual functions of a group discussion leader, probably accounts for the obtained differences in numbers of volunteers among groups: the No-Treatment and Readings-Only groups were separated by only eight percentage points; whereas, the Readings-Only and the Workshop-andReadings groups were separated by 18 percentage points. Again, however, the differences among groups were not substantial enough to be statistically significant.

Overall, it can be said, then, that compared to the other two conditions, the Workshop-and-Readings experience produced significant attitudinal changes, but did not produce significant changes in factual information, life-style expectations, goal-setting, or volunteering for participation in future Workshop-related activities.

Such findings are consistent with the previously stated findings in the attitude change literature, namely that a high degree of implosion is necessary to move "ego-defensive" attitudes. As a result of this study, one may conclude that participating in a one-day Life-Planning Workshop for Women did not provide an intensive enough climate to produce a wide range of significant expectational and goal-oriented changes. Future research ought to be directed toward exposing subjects to Workshop experiences, group discussions, or classroom activities over longer periods of time to increase the intensity of the experiences. That is to say, it is difficult to conceive of incorporating more attitude-change methodologies within a day-long period; therefore, maximizing intensity would seem to be more functionally defined in terms of extending the period of treatment.

With testing conducted at various times, it would be possible to determine, within broad limits, what information, and the amount of exposure and involvement necessary to achieve a number of significant attitudinal changes.

In the attitude change literature, the effects of the discrepancy between the initial position of the subject and the position subsequently advocated in the experimental message have received considerable attention. McGuire (1969a) suggests that most of the research can be classified into one of two orientations:

1. the straight-forward discrepancy hypothesis which states that greater attitude changes occur relative to the amount of change advocated, or

2. the Sherif-Hovland hypothesis which holds that attitude change is more likely to occur with moderate (as opposed to no or extreme) discrepancy between the subject's own position and that advocated in the experimental communication.

In this area, research findings indicate that

> At least up to rather extreme discrepancies, the amount of obtained attitude change is a negatively accelerated increasing function of the discrepancy between the receiver's and the message's positions. . . . There is also evidence that when the discrepancy becomes quite extreme the downturn of the curve predicted by the non-monotonic theory does set in, at least under certain conditions (McGuire 1969a, pp. 223-224).

It appears, then, that some discrepancy, within broad limits, between the subject's initial attitude and the advocated position is necessary for attitude change to take place, but that with extreme discrepancy, attitude change is less likely to occur. These findings offer some support for the Sherif-Hovland hypothesis.

Because subjects' attitudes toward women (Personal Beliefs Survey) clustered toward the moderately liberal end of the continuum, it is suggested that lack of discrepancy between initial attitudes and the experimental communications was a major factor in the failure to obtain significant changes on a number of dimensions. It would be worthwhile, and was the original intention of this experimenter, to test for the effects of active versus passive participation related to differences in initial attitudes, i.e., conservative, moderate, and liberal. It would be predicted, then, that moderate subjects would exhibit more change than moderately liberal or conservative subjects.

Additional research might also focus on the variables of sex of subjects, their ages or class in school, active versus passive participation, and initial attitudes. In addition, one might study the effects of sex of Workshop coordinator and assistants or teacher on opposite sex participants or students. These findings would be particularly interesting since they touch on social influence processes related to sex-role and cross-sex role identification.

While the results of this experiment were not as conclusive as the author had hoped, this study did demonstrate the feasibility of adapting psychological principles, albeit in a limited sense, to the domain of higher education.

APPENDIX A

PLANNING TREATMENT CONDITIONS

WORKSHOP INFORMATION SHEET

Why a Life-Planning Workshop for Women?

Today, women frequently marry, complete their families, and see their youngest child off to school while they are near 30 years of age. With homemaking tasks lightened because of increased use of household appliances and convenience foods and with assistance from husbands and children, women are likely to have 25-30 years ahead of them in which to make contributions to society and their own self-development.

Other factors--such as the high rate of divorce, a choice not to marry, advances in the educational attainment of women, greater longevity, legislation for women's equality--all point to the fact that much of most women's lives is going to be spent in the working world.

For the most part, women tend to think of their future in terms of adapting themselves to available circumstances. Consequently, they see the future in vague terms, and avoid laying out possible alternatives from which to make short-term and long-range career choices. While flexibility is particularly necessary in career-planning for most women, it seems desirable that they come to view careers or occupations as aspects of their lives which they can determine, and not let casually unfold.

The Life-Planning Workshop has been planned with these special needs of women in mind, and seeks to provide women with information which will allow them to cast their futures in realistic lights. Hopefully, then, women will be able to make life-style and career-related decisions in time to avoid the frustrations and disappointments often caused by a lack of planning.

What is Planned During the Workshop?

The Workshop will include speakers discussing the changing roles of women in society, women in the world of work, employment opportunity trends, on- and off-campus informational resources, a panel of women with different life-style and career orientations, readings, case studies for discussion, and small group exercises designed to put women in touch with their feelings and expectations related to life-styles and career plans.

When and Where Will the Workshop be Held?

9:00 a.m. - 4:30 p.m. Saturday, April 22 Maricopa Hall (Main Lounge)

For Further Information, Please Contact:

Counseling Service Coordinator: Margaret Lloyd, 884-1164

INSTRUCTIONS TO GROUP DISCUSSION LEADERS

Responsibilities of Group Leaders:

1. Prior to the opening remarks, mingle with participants -- try to make people feel at ease. Some of you might station yourselves near the registration table in case we get bogged down; others might be near the resource tables to answer questions or point out available literature, talk with speakers, etc.

2. Serve as group leaders for the

   a. "Life-Line" exercise (a.m.)
   b. "When I Grow Up, I'm Going to Be Married" game (a.m.)
   c. "Getting It Together" discussion (p.m.)

3. Listen to Workshop presentations so as to be knowledgeable in the group discussion.

4. If you feel that salient points should be made or particular issues raised in the question-and-answer sessions, feel free to ask questions; however, do not pre-empt participants' chances to obtain information. (Also, if discussion should lag during question sessions, you might inject a question.)

5. Hand out evaluation packets to each of your group members (I'll give these to you after the lunch break). Also, collect the completed packets from members. If there are any questions, please direct them to me.

6. There should be approximately 5 members for each of the 6 groups (plus yourselves).

EXPERIMENTAL PROCEDURES

1. Explanation of Workshop to members of Panhellenic Council (coordinating organization for sororities).

2. Contact by telephone of 14 sorority presidents for permission to speak to groups about Workshop.

3. Verbal presentations to sororities (Alpha Delta Pi, Alpha Epsilon Phi, Alpha Omicron Pi, Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Zeta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Phi Mu, Pi Beta Phi, and Sigma Delta Tau) explaining Workshop program and time commitments; distribution of information sheets (Appendix A, p. 41) and sign-up sheets.

4. Contact by telephone of seven undergraduate residence hall Head Residents to arrange for verbal presentations at residence halls.

5. Verbal presentations to students in seven residence halls (Arizona, Coconino, Gila, Manzanita, Mohave, Sonora, and Yuma) explaining Workshop program and time commitments; distribution of information sheets (Appendix A, p. 41) and sign-up sheets.

6. Verbal presentations to students in three Normal Personality classes explaining Workshop program and time commitments; distribution of information sheets (Appendix A, p. 41) and sign-up sheets.

7. Collection of sign-up sheets from sororities, residence halls, and classes.

8. Mailing of introductory letter to volunteers (Appendix B, p. 46) and Workshop Preferences Survey (Appendix B, p. 47).

9. Mailing of pre-test packets to all subjects (Appendix B, pp. 48-54).

10. Collection of pre-test data (through Student Counseling Service).

11. Random assignment of subjects to one of three treatment conditions: Workshop-and-Readings, Readings-Only, and No-Treatment groups.

12. Mailing of packets containing Workshop information and readings selections to subjects in Workshop-and-Readings and Readings-Only groups (Appendix C, pp. 56-60); readings other than those contained in appendices are specified on pp. 13-14.

13. Mailing of readings "reminder" letter and Workshop information to all groups (Appendix C, pp. 61-63).

14. Collection of post-test data for subjects in Readings-Only and No-Treatment groups through Student Counseling Service (Appendix B, pp. 49-54; Appendix E, pp. 82, 86-88).

15. Administration of Workshop treatment and subsequent post-testing at end of Workshop (Appendix B, pp. 49-54; Appendix E, pp. 82, 86-89). Subjects in all groups attended the Workshop (after post-testing of these groups had been completed), and all Workshop participants completed the Workshop evaluation (Appendix E, pp. 84-85) to help disguise the fact that the subjects in the Workshop-and-Readings group were receiving different post-Workshop treatment.

16. Mailing of follow-up test packets to all subjects in the Workshop-and-Readings group three weeks after the Workshop to test for temporal effects of decay or enhancement on their scores (Appendix B, pp. 49-54; Appendix E, p. 86).

APPENDIX B

PRE-TREATMENT SURVEY MATERIALS

INTRODUCTORY LETTER TO WORKSHOP PARTICIPANTS

Dear Workshop Participant:

We are happy that you have decided to participate in the Life-Planning Workshop for Women and believe that the experience will be a worthwhile one for you.

As you recall, we are asking participants to spend about 20 minutes completing a few questionnaires which are designed to help us structure the Workshop in a manner which will be most beneficial to you. In addition, we are asking you to spend approximately 45 minutes reading a selection of articles prior to the Workshop.

We are planning to mail the questionnaire packets during the first week of April. The readings will be mailed after that.

Please be sure to call me if you have any questions. Also, if you find that you will be unable to attend the Workshop, please let us know as soon as possible so that we might notify people on the waiting list.

We look forward to seeing you on Saturday, April 22.

Sincerely yours,

/s/ Margaret A. Lloyd
Counseling Service
Coordinator
884-1164

WORKSHOP PREFERENCES SURVEY

1. What do you hope to gain from participation in a Life-Planning Workshop for Women?

2. Please rank the following activities in order of your preference for such a Workshop:

   _____ 1. readings
   _____ 2. speakers
   _____ 3. discussion with speakers
   _____ 4. small group discussions of speakers' topics
   _____ 5. small group exercises (case studies, role-playing, etc.)
   _____ 6. other
   _____ 7. other

3. Please rank the following topics in order of your preference for such a Workshop:

   _____ 1. changing roles of women in society (family, occupations, etc.
   _____ 2. employment trends for women
   _____ 3. alternative life-styles for women
   _____ 4. problems women face in the working world
   _____ 5. where to go on-campus for information related to women's special concerns re careers/life-styles
   _____ 6. where to go off-campus for information related to women's special concerns re careers/life-styles
   _____ 7. information about Women's Liberation Movement issues
   _____ 8. other
   _____ 9. other

4. Additional comments:

COVER LETTER FOR PRE-TEST PACKET

Important: Please Read the Information Below Before you Read any of the Attached Material

Since this is the first Life-Planning Workshop for Women we have offered at the University, we are naturally interested in its success. We have devised a few surveys which we hope will provide us with information we can use in structuring the program to meet your specific informational needs. Together, the four enclosed questionnaires should not take more than 20 minutes to complete.

Note that no names appear on any of the questionnaires, only on this information sheet. Please be assured that no one except Counseling Service staff will view the surveys, and that as soon as the information has been recorded, all names will be removed.

When you have completed all four surveys, please place them back in the envelope along with this information sheet, seal the envelope, and return it to the Student Counseling Service. This should be done no later than noon on Saturday, April 8. The Counseling Service is located in the Old Psychology Building (between the Auditorium and the Liberal Arts Building). Just go in the front door, up the stairs to the second floor, turn to the right, and drop your packet in the box labeled "Life-Planning Workshop for Women."

While you are at the Counseling Service, ask the secretary for the packet of readings for the Workshop.

Thank you for your cooperation.

Margaret A. Lloyd
Counseling Service
Coordinator
884-1164

- -

Please fill in the blanks below:

Name: _____

Address (Sorority/Res. Hall): _____

Telephone: _____

Year in school: _____

FACTUAL INFORMATION QUESTIONNAIRE

Please read each question, then circle the letter you feel indicates the answer which you believe to be true. If you are unsure of an answer, please make a "best guess."

1. a. One out of every ten women workers is a college graduate.
   b. Two out of every ten women workers are college graduates.
   c. Three out of every ten women workers are college graduates.
   d. Five out of every ten women workers are college graduates.

2. There is a great deal of evidence which indicates that when a mother works, the chances that her children will become neurotic or delinquent are

   a. decreased
   b. not particularly affected
   c. moderately increased
   d. highly increased

3. Of all women between the ages of 18 and 65, the percentage who work outside the home at paid employment number approximately
   a. 25%
   b. 40%
   c. 50%
   d. 65%

4. The percentage of all women workers who are married and living with their husbands is
   a. 25%
   b. 45%
   c. 60%
   d. 75%

5. Research has consistently shown that

   a. men attain better grades than women from elementary school through college.
   b. women attain better grades than men from elementary school through college.
   c. women attain better grades than men in elementary school and high school, but not in college.
   d. there is no difference in grades attained by men and women from elementary school through college.

6. The typical high school woman graduate has

   a. not more than 7 years of employment outside the home ahead of her.
   b. not more than 12 years of employment outside the home ahead of her.
   c. not more than 20 years of employment outside the home ahead of her.
   d. more than 25 years of employment outside the home ahead of her.

7. There are indications that today's typical college women are

   a. opting for the housewife-mother (only) role rather than the marriage-career life-style.
   b. choosing careers in place of marriage.
   c. interested in careers and interested in living with a man but not within the legal constraints of marriage.
   d. opting for the marriage-career life-style rather than the housewife-mother (only) role.

8. In one study, subjects were given professional articles presented as being written by women authors and the identical articles (on a different occasion) presented as being written by men authors. (These articles dealt with both "typically male" (e.g., law) and "typically female" (e.g., dietetics) subject matter.) The findings in this study were that

   a. both male and female subjects rated the male higher in the "typically male" domains and rated the female author higher in the "typically female" domains.
   b. female subjects rated the female author higher in both the "typically male" and "typically female" domains.
   c. both male and female subjects rated the male author higher in articles in both fields.
   d. no differences were found.

9. One national survey concerned with those most happy in American society has found that

   a. married men are most happy; single women, next; married women, next; single men, least happy.
   b. single women are most happy; married men, next; single men, next; married women, least happy.
   c. single men are most happy; single women, next; married men, next; and married women are least happy.
   d. married women are most happy; married men, next; single men, next; and least happy, single women.

10. There is good reason to believe that

    a. male and female preferences of occupations are largely determined by biological factors.
    b. male and female preferences of occupations are largely determined by environmental factors.
    c. neither biological nor environmental factors are related to male and female preferences of occupations.
    d. there are very slight sex differences in terms of male and female career choices.

PERSONAL BELIEFS SURVEY

Please read each question and circle the letter designating the response which you feel to be most representative of your feelings.

1. Women should have the same educational advantages as men.

   a. strongly agree b. moderately agree c. neutral
   d. moderately disagree e. strongly disagree

2. Married women should have jobs and careers outside the home if they want them.

   a. strongly disagree b. moderately disagree c. neutral
   d. moderately agree e. strongly agree

3. Women are as practical as men.

   a. strongly agree b. moderately agree c. neutral
   d. moderately disagree (women are less practical)
   e. strongly disagree (women are less practical)

4. Women should be permitted to enter any kind of work for which they are fitted by training and experience.

   a. strongly disagree b. moderately disagree c. neutral
   d. moderately agree e. strongly agree

5. Women are as intelligent as men.

   a. strongly agree b. moderately agree c. neutral
   d. moderately disagree (women are less intelligent)
   e. strongly disagree (women are less intelligent)

6. Women should be able to hold any political office men can hold.

   a. strongly disagree b. moderately disagree c. neutral
   d. moderately agree e. strongly agree

7. Women are no more extravagant than men.

   a. strongly agree b. moderately agree c. neutral
   d. moderately disagree (women are more extravagant)
   e. strongly disagree (women are more extravagant)

8. The position and treatment of women in our country is as good as that of men.

   a. strongly disagree (women treated worse than men)
   b. moderately disagree (women treated worse than men)
   c. neutral
   d. moderately agree
   e. strongly agree

9. In planning for the future, women are as able as men.

   a. strongly agree
   b. moderately agree
   c. neutral
   d. moderately disagree (women are less able)
   e. strongly disagree (women are less able)

10. For a "spoiled child," the mother is no more often to blame than the father.

   a. strongly disagree (mother more often to blame)
   b. moderately disagree (mother more often to blame)
   c. neutral
   d. moderately agree
   e. strongly agree

11. In factories and offices and other work situations, women have the ability to supervise men.

   a. strongly agree
   b. moderately agree
   c. neutral
   d. moderately disagree
   e. strongly disagree

12. In general, women are able to do things as well as men.

   a. strongly disagree (women not as able)
   b. moderately disagree (women not as able)
   c. neutral
   d. moderately agree
   e. strongly agree

LIFE-STYLE EXPECTATIONS SURVEY

Please read each question and circle the letter designating the response which you feel to be most representative of your feelings:

1. With regard to a long-term preference, how desirable is a marriage-family only life-style to you?

   a. extremely desirable b. somewhat desirable c. undecided
   d. somewhat undesirable e. extremely undesirable

2. With regard to a long-term preference, how desirable is a career-only life-style to you?

   a. extremely undesirable b. somewhat undesirable c. undecided
   d. somewhat desirable e. extremely desirable

3. With regard to a long-term preference, how desirable is a marriage-family-career (occupation) life-style to you?

   a. extremely desirable b. somewhat desirable c. neutral
   d. somewhat undesirable e. extremely undesirable

4. Imagine that you are married and have no children. Would you plan to work?

   a. definitely would not work b. probably would not work
   c. undecided d. probably would work
   e. definitely would work

5. Imagine that you are married and have children who are not yet in school. Would you plan to work?

   a. definitely would work b. probably would work c. undecided
   d. probably would not work e. definitely would not work

6. Imagine that you are married and that your children are all in school. Would you plan to work?

   a. definitely would not work b. probably would not work
   c. undecided d. probably would work e. definitely would work

APPENDIX C

READING MATERIALS

COVER LETTER FOR READINGS PACKET
(Workshop-and-Readings Subjects)

Dear Workshop Participant:

Enclosed are three articles and an "information sheet" we are asking each Workshop participant to read. We have chosen these articles because we feel that they provide information about major issues confronting women today. We are asking participants to read the articles and information sheet so that we may all have a common background of information when we get together.

We are asking that you complete the readings by Saturday, April 15 (one week prior to the Workshop) so that you might have time to reflect on them and their implications prior to the Workshop.

At the close of the Workshop, we will be asking participants to answer some questions we have designed to meausre the importance of the readings and an evaluation of the Workshop experience.

Thank you for your cooperation. We look forward to seeing you on April 22!

Sincerely yours,

Margaret A. Lloyd
Counseling Service Coordinator
884-1164

COVER LETTER FOR READINGS PACKET
(Readings-Only Subjects)

Dear Workshop Participant:

Enclosed are three articles and an "information sheet" we are asking each Workshop participant to read. We have chosen these articles because we feel that they provide information about major issues confronting women today. We are asking participants to read the articles and information sheet so that we may all have a common background of information when we get together.

We are asking that you complete the readings by Saturday, April 15 (one week prior to the Workshop) so that you might have time to reflect on them and their implications prior to the Workshop.

Then, sometime between Monday, April 17 and Thursday, April 20 (8:00 a.m. - 5:00 p.m.), please come to the Counseling Service to complete some surveys we have designed to measure the importance of the readings in the Workshop. The questionnaires should take no more than 20 minutes to complete, and you may fill them out at the Counseling Service in their testing room.

Thank you for your cooperation. We look forward to seeing you on April 22!

Sincerely yours,

Margaret A. Lloyd
Counseling Service Coordinator
884-1164

COVER LETTER FOR "READINGS PACKET"
(No-Treatment Subjects)

Dear Workshop Participant:

Some of the participants in the Life-Planning Workshop for Women have been given a set of readings to complete several weeks prior to the Workshop. You are among a number of students we are asking not to read the articles until just before the Workshop so that we might be able to judge the importance of including the readings in the Workshop program.

We are asking, then, that you return to the Counseling Service between Monday, April 17 and Thursday, April 20 (8:00 a.m. - 5:00 p.m.) to spend 20 minutes completing some questionnaires which are designed to show us the importance of including vs. not including the readings in the Workshop program. When you have finished filling out the surveys (you may use the testing room at the Counseling Service), the secretary will give you your packet of readings. Together, the articles should take about 45 minutes to read, so you should have ample time to complete them prior to the Workshop on Saturday, April 22.

Thank you for your cooperation.

Sincerely yours,

Margaret A. Lloyd
Counseling Service Coordinator
884-1164

FACT SHEET INCLUDED IN READINGS PACKET

Did You Know.....

1. The National Opinion Research Center (University of Chicago) studied the question of the most happy persons in American society. They found that married men are the most happy; single women, next; married women, next; and single men, least happy. (1)

2. One out of every ten women workers is a college graduate. (2)

3. Approximately 50% of all women between the ages of 18 and 65 are in the labor force, and the percentage continues to rise rapidly. (2)

4. Sixty percent of all women workers are married and living with their husbands.

5. The typical high school woman graduate has more than 25 years of employment outside the home ahead of her. (3)

6. Research has consistently shown that women attain higher grades than men from elementary school through college. (4)

7. Today's college women are opting for the marriage-career life-style rather than the housewife-mother (only) role. (4)

8. In the 1920's, the typical woman worker was young (28), single, and a factory worker or clerk. (2)

9. The typical woman worker in the 1970's is older (39), married, and engaged in a variety of occupations. (2)

10. Generally, the more education a woman has, the more likely she is to work:

    - 25% of eighth grade women graduates work
    - 50% of high school women graduates work
    - 56% of college women graduates (4 years) work
    - 71% of college women graduates (5 years or more) work

The sources for this information are as follows:

1. Adams, Elsie and Briscoe, Mary Louise, Up Against the Wall, Mother. Beverly Hills: Glencoe Press, 1971.

2. U.S. Department of Labor, Women's Bureau, Women Workers Today. Washington, D.C.: Government Printing Office, 1971.

3. U.S. Department of Labor, Women's Bureau, Background Facts on Women Workers in the United States. Washington, D.C.: Government Printing Office, 1970.

4. Cross, K. Patricia, The Undergraduate Woman. Washington, D.C.: American Association for Higher Education (Research Report No. 5), 1971.

READINGS "REMINDER" AND WORKSHOP INFORMATION LETTER
(Workshop-and-Readings Subjects)

Dear Workshop Participant:

Thanks very much for completing the surveys last week. As you can see from the attached sheet, we have used the information to structure the Workshop program.

The Workshop session on the 22nd will be informal, so please feel free to dress casually. We will provide coffee and donuts in an attempt to keep people awake; however, you will be "on your own" for lunch.

As we mentioned before, we are interested in assessing the importance of the readings in the Workshop and are asking you to fill out some questionnaires designed for this purpose.

If you have not already done so, please complete the readings (this should take about 45 minutes) and then go to the Counseling Service, Old Psychology Building, to fill out the surveys in the testing room. They should take no more than 20 minutes to complete.

This should be done between Monday, April 17 and Thursday, April 20 (8:00 a.m. - 5:00 p.m.). In order to be admitted to the workshop on Saturday, all participants must have completed this phase of the program - so be sure you allot a portion of your time this week to this task.

If you have any questions, please feel free to call me.

Thanks very much. We look forward to seeing you on Saturday!

Sincerely yours,

Margaret A. Lloyd
Counseling Service Coordinator
884-1164

READINGS "REMINDER" AND WORKSHOP INFORMATION LETTER
(Readings-Only Subjects)

Dear Workshop Participant:

Thanks very much for completing the surveys last week. As you can see from the attached sheet, we have used the information to structure the Workshop program.

The Workshop session on the 22nd will be informal, so please feel free to dress casually. We will have coffee and donuts in an attempt to keep people awake; however, you will be "on your own" for lunch.

As we mentioned before, at the close of the Workshop we will be asking participants to answer some questions we have designed to measure the importance of the readings and evaluate the Workshop experience.

In order to be admitted to the Workshop on Saturday, you must have completed the readings; therefore if you have not already read the articles, please be sure you do so.

If you have any questions, please feel free to call me.

We look forward to seeing you on Saturday.

Sincerely yours,

Margaret A. Lloyd
Counseling Service Coordinator
884-1164

READINGS "REMINDER" AND WORKSHOP INFORMATION LETTER
(No-Treatment Subjects)

Dear Workshop Participant:

Thanks very much for completing the surveys last week. As you can see from the attached sheet, we have used the information to structure the Workshop program.

The Workshop session on the 22nd will be informal, so please feel free to dress casually. We will provide coffee and donuts in an attempt to keep people awake; however, you will be "on your own" for lunch.

As we mentioned before, we are interested in assessing the importance of the readings in the Workshop and are asking you to fill out some questionnaires designed for this purpose. You are among a group of students we asked not to read the articles until just before the Workshop.

Please do not read the articles, but go to the Counseling Service (Old Psychology Building) to fill out the questionnaires we have designed to measure the importance of including vs. not including the readings in the program. They should take no more than 20 minutes to complete - you may use the testing room in the Counseling Service office.

When you have finished filling out the surveys, ask the secretary for your packet of readings. Together, the articles should take about 45 minutes to read, so you should have ample time to complete them prior to the Workshop on the 22nd.

This should be done between Monday, April 17 and Thursday, April 20 (8:00 a.m. - 5:00 p.m.). In order to be admitted to the workshop on Saturday, all participants must have completed this phase of the program. So, be sure that you allot a portion of your time this week to this task.

If you have any questions, please feel free to call me.

Thanks very much. We look forward to seeing you on Saturday!

Sincerely yours,

Margaret A. Lloyd
Counseling Service Coordinator
884-1164

APPENDIX D

WORKSHOP MATERIALS

WORKSHOP PROGRAM
April 22, 1972 -- Maricopa Hall

9:00 a.m. Introductory Comments (coffee and donuts)
--Ms. Margaret Lloyd, Workshop Coordinator

9:15 Speaker: "Women in Contemporary Society" (30 min.)
--Dr. Shirley Fahey, Asst. Prof. of Psychiatry, U of A

9:45 Question and Answer Discussion with Speaker (30 min.)

10:15 "Life-Line" Exercise (30 min.)
(small groups)

10:45 "When I Grow Up, I'm Going to Be Married" Game (90 min.)
(small groups)

12:15 p.m. Lunch Break (45 min.)

1:00 Panel Presentation: "Alternative Life-Styles for Women"
(45 min.)
--3 married women with different career-marriage patterns will discuss typical days, joys and frustrations concerning career-marriage-family roles, working in the world, etc.

--Ms. Edith Armstrong, Graduate Student in Journalism, U of A
--Dr. Shirley Fahey, Asst. Prof. of Psychiatry, U of A
--Ms. Dorthi Hatunen, Dean of Girls, Santa Rita High School

1:45 Question and Answer Discussion Session with Panel Members (30)

2:15 Speaker: "Women in the Working World" (15 min.)
--Ms. Judy Burgard, Asst. to Director, U of A Placement Serv.

2:30 Question and Answer Discussion Session with Speaker (30 min.)

3:00 "Getting it Together" (30 min.)
(small group discussion)

3:30 Wrap-up: "What Next?"
--Ms. Margaret Lloyd, Workshop Coordinator

3:40 Evaluation Session (20 min.)*

4:00 Close

*Please plan to stay until 4:00 p.m.; we want your evaluation of the Workshop.

"LIFE-LINE" WORKSHOP EXERCISE

1. On a piece of paper, each participant draws a straight line signifying birth at one end and death at the other.

2. An "X" is placed at that point at which individuals see themselves at the current time--in terms of chronological age, life experiences, etc. Individuals may "fill in" the space between birth and the "X" by drawing a line which goes up and down profiling meaningful experiences.

3. Each person explains her "life-line" to the group. Leader can set the pace and model by explaining her "life-line."

Note: Leaders should emphasize the fact that if an individual is 20 now, she has 55 more years of life expectancy. How will one productively use this time? Reflect on all that has happened to date and of the possibilities for the future.

"WHEN I GROW UP, I'M GOING TO BE MARRIED" WORKSHOP GAME

A Game Which Illustrates How
Time and Circumstance Affect Women

Purpose of the game: The game has limited purposes, but serves as a start toward these goals: 1) to give women greater self-awareness of the realities of women's lives; 2) to give women experience and self-confidence in dealing with unexpected hardship or altered circumstances; and 3) to motivate women to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Background Information: When you ask a little boy what he is going to be when he grows up, he will tell you. He may not end up being what he first says, and he may "be" a number of different things over the course of his life; however, throughout his lifetime, he is focusing on the work which he does. Most little girls say they will be married, period. Yet, data of the U.S. Department of Labor show the following:

- The average life expectancy of women today is 75 years.
- Since child-bearing patterns have changed, the average mother of today has 40 years of life ahead of her after her youngest child enters school.
- Nine out of 10 girls will marry.
- Eight out of 10 will have children.
- Nine out of 10 will be employed outside the home for some period of their lives.
- At least six out of 10 will work full-time outside their homes for up to 30 years.
- More than one in 10 will be widowed before she is 50.
- Probably three in 10 will be divorced.
- Six out of 10 women workers are married and living with their husbands.
- One out of every 10 women workers is a college graduate.

Most young women have few educational or experiential resources to draw upon in dealing with many of the realities they will face in their lives. Society will continue to experience the loss of the talents of many bright women because women are not given early encouragement or because girls believe that they must choose between family and a career.

First, the immediate problem is dealt with; then, the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" girl's stated aspirations can ever be reached (in some profiles, the latter is not relevant and this aspect should be omitted).

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should non-judgmentally add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the members' self-confidence on the one hand, and helping them to learn what is really involved in coping with day-to-day problems on the other. Examples might take the following forms:

1. Profile No. 1: No one speaks up. The leader might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"

2. Profile No. 6: Someone has suggested that the wife sell the house. The leader might ask if apartment housing might not be as expensive as the house payment, pick an arbitrary figure for the house payment and inquire whether anyone knows the cost of apartments that would fit the family's needs.

(Phase 3): After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem, and/or how the particular person's aspirations could most easily have been reached. This process is repeated until each member's "altered" life has been dealt with.

Instructions: A person who is knowledgeable of the above statistics and their implications and possibilities "leads" the game. The game is based upon the statistics listed under "background information" (above). There is a profile sheet for each group member. On each sheet (covered from view at first), "chance factors" are also listed.

Before the profile sheets are distributed to the group, the leader explains that the game illustrates how time and circumstance affect women, reads the facts under "background information" and explains that the profiles are representative of the statistics.

Each person is given a numbered profile. Four facts are showing which correspond to the marital, child-bearing, employment and college statistics listed previously. In turn, each group member is asked to read her four facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game - perhaps two or three minutes per girl. Its principal purpose is to break the ice, get girls talking about themselves, and to set the stage for the second phase of the game.

If the girl who starts the game has trouble understanding what she is expected to say, the leader can assist her by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc. No one should be pressured to be more specific about her plans than is comfortable for her. The leader may make brief notes on a duplicate set of profiles about each member if she wishes, e.g., "interested in computer programming and plans early marriage," "plans on graduate school, no marriage plans," etc.

It is not important whether the four profiled facts fit a particular girl's specific plans, or whether her projections when trying to fit them to the facts are realistic. For instance, some girls have said things like, "I plan to be a marine biologist, but this says that I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also during this segment, they are not required to build a whole life - they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

(Phase 2:) After each girl's "projections" are dealt with in turn, the second phase begins by starting again with profile No. 1. Girl No. 1 is asked to unstaple her profile and read aloud her chance factors. It is then the task of the group and the particular girl to work on the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot," and gives all the group members experience in problem-solving and identification with a variety of possible "lives."

Profile No. 1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will complete your college education before marriage.

Chance Factors

Within two years after your marriage, it becomes apparent that it was a mistake and you are divorced. You remarry when you are 25 and then have two children.

When you are 35 and the children are 7 and 9, your husband's job and whole field of work are wiped out by automation.

How can your family cope?

Profile No. 2

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will complete your college education before marriage.

Chance Factors

You fall into a "dream job" soon after graduation from college. Two years later, you meet and marry a young man with a promising future in another field from yours. You continue working after your two children are born because you love your work and are rising fast in your company.

Ten years later when you are near the top, your company is bought by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

Profile No. 3

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period of your life.

You will complete your college education before marriage.

Chance Factors

In your senior year in college, you fall in love with an exciting "older man" of 29, who is already successful in business. You are married after you graduate. He is of the firm opinion that a woman's place is in the home, and states often that no wife of his will ever work.

The two of you continue to be generally compatible and remain married all of your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time hunting and fishing "with the boys." Your children are all on their own by the time you are 45 years old.

What do you do with the rest of your life?

Profile No. 4

You will live to be 75 years old.

You will marry.

You will work outside the home for some period during your life.

You will complete two years of your college education before marriage.

Chance Factors

You marry your college steady after your sophomore year. At this point, he has completed two years of college and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job.

After five years, you are promoted to head secretary in the law firm. You find the work fascinating. You and your husband are disappointed that no children come along; however, since you both enjoy the challenges and freedom of your life, you decide that you will not adopt children.

You are very interested in the cases being handled by the firm but over the next five years, you find your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

Profile No. 5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You will complete two years of college before your marriage.

Chance Factors

You have three children. Your husband has a good job and things are going well for you and your family until you are 34. At this time, your husband is tragically killed in an automobile accident. The children are then 4, 8 and 10. There is some life insurance, but not enough to last for very long.

How will you cope?

Profile No. 6

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You will complete three years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no four-year college. You marry and go with him.

When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce law he can do this and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman. However, since you have been married for such a long time, the court awards you a small amount of spousal support for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only two-thirds paid for. Even with the support money, there is not enough money to make ends meet.

How will you cope?

Profile No. 7

You will live to be 75 years old.

You will work outside the home for some period of your life.

You do not complete your college education before taking your first job.

Chance Factors

Your father dies unexpectedly when you are a junior in college. Your mother is in poor health, and you have four younger brothers and sisters, the youngest of whom is four, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work as a waitress in a nice restaurant. The pay is not bad, but you are pretty tired by nighttime, especially after taking care of things at home.

You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never find one.

What will you do with the rest of your life?

RESOURCE SHEET DISTRIBUTED AT WORKSHOP

More Information - -

Periodicals and Presses:

1. Everywoman
   - newspaper
   - 10 issues for $2.50

   write: Everywoman's Bookstore
   6516 West 83rd Street
   Los Angeles, California

2. Feminine Focus
   - Discussion of contemporary issues affecting collegiate women
   - 7¢ per copy
   - published by Intercollegiate Association of Women Students (IAWS)

   write: Feminine Focus
   155 Student Services Bldg.
   Michigan State University
   East Lansing, Michigan 48823

3. Know, Inc.
   - reprints of articles about women's issues

   write: Know, Inc.
   P.O. Box 10197
   Pittsburg, Penna. 15232

4. Know News Service
   - news bulletins re women's issues
   - $1.00 per year

   write: Know News Service
   P.O. Box 10197
   Pittsburg, Penna. 15232

5. Ms.
   - new monthly magazine devoted to women's issues; includes news, book, cinema, art, music reviews; interviews; articles; etc.
   - $9.00 per year

   write: Ms.
   Subscription Department
   370 Lexington Ave.
   New York, New York 10017

6. The Spokeswoman
   - an independent monthly newsletter of women's news
   - $7.00 per year

   write: The Spokeswoman
   5464 South Shore Drive
   Chicago, Illinois 60615

Organizations:

1. Business and Professional Women's Foundation
   2012 Massachusetts Avenue N.W.
   Washington, D.C. 20036

2. National Organization for Women (NOW)
   Box 114, Cathedral Station
   New York, New York 10025

3. National Women's Political Caucus
   707 Warner Building
   13th and "E" Streets, N.W.
   Washington, D.C. 20004

4. President's Council on the Status of Women
   Washington, D.C. 20402

5. Women's Bureau
   U.S. Department of Labor
   Washington, D.C. 20210

Books:

(pb) 1. Adams, Elsie, and Briscoe, Mary Lou, (eds.) Up Against the Wall, Mother ... Beverly Hills, California: Glencoe Press, 1971.

(pb) 2. Bardwick, Judith M. Psychology of Women. New York: Harper and Row, 1971.

(pb) 3. Beard, Mary R. Women as a Force in History. New York: Collier Books, 1962. Contrasts, myths and realities about women.

4. Cade, Toni. The Black Women. New York: New American Library, 1970. An anthology.

(pb) *5. Careers for College Women. Bibliography of vocations for educated women. 1968. 82 pp. ($1.00)

(pb) 6. Dahlstrom, Edmund, ed. The Changing Roles of Men and Women. Boston: Beacon Press, 1971.

(pb) 7. de Beauvois, Simone. The Second Sex. Translated by H.M. Parshley. New York: Bantam Books, 1961.

(pb) 8. Flexnor, Eleanor. A Century of Struggle. Cambridge, Massachusetts: Harvard University Press, 1966. Most complete history of the women's rights movement in the U.S. up to 1920.

(pb) 9. Friedan, Betty. The Feminine Mystique. New York: Dell, 1963.

(pb) 10. Greer, Germaine. The Female Eunuch. New York: McGraw-Hill, 1971.

(pb) 11. Lifton, Robert Jay, ed. The Woman in America. Boston: Beacon Press, 1967.

(pb) 12. Mead, Margaret. Male and Female: A Study of the Sexes in a Changing World. New York: Morrow, 1949.

13. Millett, Kate. Sexual Politics. New York: Doubleday, 1970.

(pb) 14. Morgan, Robin. Sisterhood is Powerful: An Anthology of Writings from the Women's Liberation Movement. New York Vintage, 1970. Extensive compendium of writings by women's liberation people: psychology, education, birth control, sexuality, etc.

(pb)*15. New Careers in Community Service. Careers for women in adult counseling, community organization, urban and regional planning, population studies and education. 1968, 131 pp. ($1.50).

(pb)*16. New Pattern of Employment. Part-time employment possibilities for educated women in a wide variety of fields.

(pb) 17. Thompson, Mary Lou, ed. Voices of the New Feminism. Boston: Beacon, 1970.

18. Reeves, Nancy. Womankind. Chicago: Aldine-Atherton, 1972.

19. Women's Bureau, U.S. Department of Labor, Know Your Rights. Summary of women's legal rights in the U.S. (free).

(pb) 20. Women's Bureau, U.S. Department of Labor, Handbook on Women Workers. Latest Edition.

21. Women's Bureau, U.S. Department of Labor, Leaflet #10. List of Bureau Publications (free).

(pb) 22. Women's Bureau, U.S. Department of Labor, Recommendations of the Four Task Forces of the Citizen's Advisory Council on the Status of Women. Family law and policy, labor standards, health and welfare, social insurance and taxes.

*Order from: Center for Continuing Education of Women
University of Michigan
330 Thompson Street
Ann Arbor, Michigan 48108

(pb) - available in paperback

Bibliographies:

1. Business and Professional Woman's Foundation. Sex Role Concepts: An Annotated Bibliography. 2012 Massachusetts Avenue, Washington, D.C. 20036

2. Cisler, Lucinda. Women: A Bibliography. 102 W. 80th Street, New York, New York 10024 (25¢)

3. New University Women's Caucus. A Selected Bibliography on Women, Room 403A, 622 W. Diversey, Chicago, Illinois 60614.

APPENDIX E

POST-TREATMENT EVALUATIONS

COVER LETTER FOR POST-TEST PACKET
(Readings-Only and No-Treatment Subjects)

Important: Please Read the Information Below Before you Read any of the Attached Material.

In evaluating the Life-Planning Workshop for Women, we are interested in the importance of assigning readings to the Workshop participants. To find out if there is any advantage to having readings as a part of the Workshop, some of you have been given readings and some of you have not.

The questionnaires in this packet are being given to both those people who have completed the readings and those who have not. The questionnaires should not take more than 20 minutes to complete. You will have seen some of the questions before. Try to respond to them as you feel at this time - do not be concerned about right or wrong answers.

Again, no names appear on the questionnaires, only on this information sheet. As soon as we have reviewed the results, all names will be removed.

When you have completed all of the questionnaires, please place them back in this envelope along with this information sheet. Then, seal the envelope and return it to the secretary.

Please complete the questionnaires in the order in which they are presented.

Thanks very much for your cooperation.

Margaret A. Lloyd
Counseling Service Coordinator

- -

Please fill in the information below:

Name: _____

I have completed the readings for the Workshop: yes no

Academic Major: _____

COVER LETTER FOR POST-TEST PACKET
(Workshop-and-Readings Subjects)

Important: Please Read the Information Below Before you Read any of the Attached Material.

Enclosed are some questionnaires we are using to evaluate the Workshop for future improvements. Together, they should take no more than 25 minutes to complete.

You will have seen some of the questions before. Try to respond to them as you feel at this time--do not be concerned about right or wrong answers. Just respond as honestly as you can--we are depending upon your evaluations for Workshop improvements.

Again, no names appear on the questionnaires, only on this information sheet. As soon as we have tallied the results, all names will be removed.

When you have completed the surveys, please place them back in the envelope along with this information sheet. Then, seal the envelope and return it to your group leader.

Please complete the questionnaires in the order in which they are presented.

Thank you very much for your cooperation.

Margaret A. Lloyd
Counseling Service Coordinator

- -

Please fill in the information below:

Name: _____

I have completed the readings for the Workshop: yes no

Academic Major: _____

WORKSHOP EVALUATION

Instructions: Please read each question and circle the letter designating the response which you feel to be most representative of your feelings. Add your personal comments where you can.

1. Did this Workshop meet your needs and expectations?
   a. strongly feel that it did b. somewhat feel that it did
   c. unsure d. somewhat feel that it did not
   e. strongly feel that it did not

   Please comment:

2. Please evaluate the following general groups of Workshop offerings:

   Readings:

   a. excellent b. good c. average d. fair e. poor

   Comments:

   Speakers:

   a. poor b. fair c. average d. good e. excellent

   Comments:

   Panel Presentation:

   a. excellent b. good c. average d. fair e. poor

   Comments:

   Discussions with Speakers:

   a. poor b. fair c. average d. good e. excellent

   Comments:

Topics:

a. excellent b. good c. average d. fair e. poor

Comments:

3. If you had a chance to participate in the Workshop for the first time knowing what you know now, would you do so?

a. definitely would b. probably would c. undecided
d. probably would not e. definitely would not

Comments:

4. Additional comments (suggestions for improvement, etc.):

GOAL-SETTING SURVEY

Instructions: Please read each question and the possible responses carefully. Then, circle the letter designating the response most descriptive of your intentions at this time.

1. Do you plan to go to the library to check out books or articles which are related to career and/or life-style planning for women?

   a. have already done so
   b. definitely will do so
   c. probably will do so
   d. am not sure at this time
   e. probably will not do so
   f. definitely will not do so

2. Do you plan to visit the Student Counseling Service's Vocational Library to obtain more information about career-planning?

   a. definitely will not do so
   b. probably will not do so
   c. am not sure at this time
   d. probably will do so
   e. definitely will do so
   f. have already done so

3. Do you plan to go to the Student Counseling Service to speak with a counselor about career and/or life-style planning?

   a. have already done so
   b. definitely will do so
   c. probably will do so
   d. am not sure at this time
   e. probably will not do so
   f. definitely will not do so

4. Do you plan to go to the University Placement Service for career-planning information?

   a. definitely will not do so
   b. probably will not do so
   c. am not sure at this time
   d. probably will do so
   e. definitely will do so
   f. have already done so

5. If you were engaged (or if you are), would you plan to discuss career-marriage issues with your fiance?

   a. have already done so
   b. definitely would do so
   c. probably would do so
   d. am not sure at this time
   e. probably would not do so
   f. definitely would not do so

6. Do you plan to subscribe to magazines or journals which are concerned with issues facing women today?

   a. definitely will not do so
   b. probably will not do so
   c. am not sure at this time
   d. probably will do so
   e. definitely will do so
   f. have already done so

STUDENT CONSULTANT BEHAVIOROID INDEX

The Student Counseling Service plans to extend its services on campus in the area of career and life-style planning. We are interested in developing a core of "student consultants" who have participated in our Workshops and whom we can call upon to assist us in promoting and organizing future Workshops.

If you would be interested in serving in such a "student consultant" capacity* for Workshops to be conducted next year, please sign below. (The Counseling Service will contact you regarding further information.)

Name: _____

Address: _____

Telephone: _____

*These students would be called upon to offer their ideas regarding helpful programs and would be asked to spend some time in promoting and helping to organize the Workshops.

GROUP DISCUSSION LEADER BEHAVIOROID INDEX

The Student Counseling Service is also interested in developing a core of students who would serve as discussion leaders* for future Workshops. If you would be interested in serving in this capacity, please sign below. (The Counseling Service will contact you regarding further information.)

Name: _____

Address: _____

Telephone: _____

*Responsibilities would include attending a 3-hour training session in order to learn how to conduct small group discussions and the exercises to be used in the Workshop.

COVER LETTER FOR FOLLOW-UP TEST PACKET
(Workshop-and-Readings Subjects)

Dear Workshop Participant:

In reviewing the evaluations of the Workshop, we noted that many people felt that they needed time for the Workshop experience to "sink in" and did not feel able to evaluate the Workshop immediately after participating in it. For this reason, we are asking just a few of you to complete the Workshop evaluation questionnaires at this time so that we might know what your feelings are now.

We realize that final exams are approaching and that we are cutting into your last-minute studying time; however, we hope that you might find 20 minutes in which to fill out the enclosed surveys.

We are asking that you place the questionnaires back in the envelope and return them to the Counseling Service (Old Psychology Building, Second Floor) by next Tuesday, May 16.

Again, we thank you for your cooperation and assistance.

Margaret Lloyd
Counseling Service Coordinator
884-1164

- -

Please fill in the blanks below:

Name: _____

Address (or Sorority): _____

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