

A STUDY OF ROLE BEHAVIOR WITHIN THE MARITAL DYAD
OF MATURE FEMALE GRADUATE STUDENTS
AND THEIR SPOUSES

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BY

ROGENE G. STRYKER, B.A., M.A.

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Doctor of Philosophy

Committee:

Del Sawhan
Chairman
Robert P. Lintfield
Clifton L. Sparks
Rose Spicola
James D. Corey

Accepted:

Mary Evelyn Huey
Dean of Graduate Studies

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CHAPTER I

INTRODUCTION

"Why does a mature woman like you, with a nice home, successful husband, and lovely children, want to go back to college?" Some version of this question is put to many older women students more often than they care to hear it. Depending on the student, the questioner might be perceived to be suggesting the student as not being a "good" mother to her children, as failing her true responsibilities as a wife, or worst of all, as not "putting first things first," e.g., trying to find self-fulfillment outside the traditional woman's role. A major threat to this researcher, and perhaps to others of these women, lies not in the woman's decision to return to school, but in the marital adjustments necessary for accommodation to her modifying view of self and her role within the marriage as she completes her career preparation and launches herself into the larger social system.

Conventional wisdom supports a model of marriage within which there are quite rigidly defined roles for the marital partners. This Traditional Role Model is best described by Blood and Wolfe (1960) and Parsons and Bales (1955). Most of the research appears to be based on the

theoretical framework of the Traditional Model. This model ascribes an outward-directed role for the husband and an inward-directed (to family) role for the wife. About the only correlation between this model and a growing number of marital relationships is the implied complementarity of the roles. The husband's contribution to the relationship is the provision of material resources, establishment of the family's social status, and the management (primarily financial) of all intercourse with the larger social system. The wife is responsible for the affective qualities of the relationship, socialization of children, and "sanitary engineering." Evidence that this model no longer reflects the aspirations of many women is found in both the popular and the professional literature (Hoffman, 1960; Orden & Blackburn, 1968b; Rose, 1955; Farmer & Bohn, 1970; Axelson, 1963). There is no evidence of husbands' degree of satisfaction with behaving in the Traditional Role Model.

Recently a more flexible, Egalitarian Model has been emerging. This model has been called by Laws (1971) the "roommate model" as suggested by Bem and Bem (1969) or "companionship marriage" by Burgess (1956). Within this Egalitarian Model, the marital partnership is democratic and permissive. The autonomy of the individual and mutuality of decision is stressed; personality development and self-actualization is the goal-state. The model is based on a

relationship between two people rather than roles the individuals play. Marriage is a process, not an institution immobilized into rigidity. Some couples are finding that a relationship wherein the partners contribute on the basis of skills, knowledges, desires, and mutually determined goals, rather than on biological-social criteria, adds a new dimension to their marriage (Lu, 1952; Navran, 1967). Marriage is viewed as a process wherein each partner negotiates the division of labor, for example, based on preference and agreement, acknowledging that today's commitment is not a promise to the future.

The notion that women who return to college with professional career expectations may be among a vanguard of the women who are moving toward an egalitarian marital relationship is appealing. The study reported here was initiated to explore that notion.

CHAPTER II

REVIEW OF THE LITERATURE

The recent literature that examines aspects of marital relationships confirms, with few exceptions, Laws' (1971) view that,

Apart from its usefulness in substantiating the feminist critique of marriage, the literature on marital satisfaction or adjustment has a number of other characteristics. . . . It is, besides being a source of data, a repository for conservative ideas about women, and a faithful reflection of some of the damaging stereotypes held by bigots undistinguished by graduate degrees. It is lamentable that scholars should hold the same prejudices; but there are additional negative consequences which derive from the peculiar powers academicians have. For one, bias becomes a self-fulfilling prophecy when the questions researchers ask (and omit) reflect traditional prejudices (p. 483).

Studies of perceived marital happiness and satisfaction abound in the literature. Rollins and Feldman (1970) summarize 12 previously published reports of research that were concerned with the pattern of satisfaction change over the full life cycle. Their research is an example of the "level of marital satisfaction" studies. The investigators purported to relate couple satisfaction to stages of the marriage. The method used was a survey sampling of 799 couples that were classified into eight stages of the family life cycle. Data were taken from four questions on a questionnaire that they administered. These questions were used

to ascertain (a) "Some Discrimination of General Marital Satisfaction," (b) "Negative Feelings About Interaction with Spouse," (c) "Positive Companionship Experiences with Spouse," and (d) "Satisfaction with Present Stage of Family Life Cycle." The first three questions required the respondent to pinpoint what proportion of the time things were going well in the husband-wife dyad; how often the respondent felt misunderstood, resentful, needed, etc.; how often the individuals laugh together, discuss something together, exchange ideas, etc. Responses to the questions were used as indices to pattern marital satisfaction over the life cycle. These investigators found that "The majority of the subjects were on the high end of the scale. Eighty percent of the wives and 80% of the husbands indicated that things were going well in their marriage all of the time or most of the time (p. 24)." Such results make one wonder from what population the divorced couples are coming.

Another study that is representative of this genre is Renne (1970). She sampled 2480 couples in Alameda County, California. The "Component Item of the Index of Marital Satisfaction (p. 56)" used in this study, as in Rollins and Feldman (1970), ascribes levels of satisfaction on subjective recall of the subjects. Renne remarks that, "Evidently people were reluctant to make negative overall evaluations of their marriages. . . (p. 57)." This notion was not pursued

by the investigator but it points to a major methodological shortcoming of this body of literature.

As Laws (1971) points out, "The researchers seem to lack all scepticism with respect to the verbal behavior of their respondents . . . (p. 484)." Pineo (1961) found that acceptance of the liberal attitude and actual changes in behavior appear not to be directly related. He reported high disenchantment scores (loss of satisfaction in marriage) by both husbands and wives in his sample. There was a high positive correlation between the partners on level of disenchantment. He attributes this to changes in behavior, personality, and situations that were unanticipated by members of the marital dyad.

Axelson (1963) confirmed that husbands whose wives do not work outside of the home believe that the wife's employment would detrimentally affect children. Further, the wife "would become too independent." The woman's job should not interfere with her "own work," e.g., homemaking. He found a strong cultural emphasis on the primacy of the economic career of the male. Husbands of working wives, he found, hold less tenaciously to historical male prerogatives. Orden and Blackburn (1969) conclude that the working wife's career need not necessarily be detrimental to the marriage. If we assume Heer (1958) is correct that working wives have more family

power than do non-working wives and that there is an inverse relationship between number of children and the wife's power, then it may be reasonable to assume that there may be a positive relationship between "wife power" and the number of wife options in life, i.e., more children, fewer options, less power. Blau (1964) found that the marriage partner with fewer alternatives tends to be more dependent. This state of affairs opens the door for the more powerful partner to exploit the weaker partner. Thus, the unskilled, under-educated mother of six children has little power and virtually no options. There is a circularity found by Neal and Groat (1970), such that if a woman is unable to exercise alternative options, e.g., working, her status is depressed in the marital power struggle which she perpetuates by having more children. Hurley and Palonen (1967) found that marital satisfaction decreases as the number of children increases and continues decreasing as number of years married increases.

Laws (1971) summarizes her review of marital adjustment literature: "On the basis of research reported here, it seems evident that childbearing is used as a mechanism for the suppression of women's exercise of their talents and rights to determine conditions of their lives (p. 489)." If we view women as persons with a self-actualization need and this need is not satisfied in some women by performing in the traditional

wife-mother role, what marital and personal adjustments are available to them? Stuckert (1963) found that dissimilarity of role definitions and expectations by the partners mitigate against marital satisfaction. Therefore, which model, Traditional or Egalitarian, both partners prefer is not as important as their concurrence in this preference. The wife who is not content with her role within the Traditional Model and whose husband's expectations are based on this model, has a problem. Stuckert suggests that she can accommodate her husband's expectations. He implies the necessity of some modification of self-concept and, perhaps, a rise in marital disaffection, or she can exercise a perceived option, e.g., by working or going to school. School, then a career, does not fit comfortably within the Traditional Model. Conjugal power shifts have already been described as a function of the wife's working outside of the home. A power shift necessity leads to an adjustment process between the partners. Assuming that the wife is unwilling to accommodate her husband's notion of what she "ought" to do, her option becomes a forced-choice between husband satisfaction and self-satisfaction. Survival of the marital relationship may well depend on his willingness to forego his traditional prerogatives.

Arnott (1972) reported that there is threat involved to the wife when she is not occupying a role in accord with

her husband's preference. Concomitantly, there is intrinsic pain experienced by wives who function in roles that are incongruent with self-concept. Liberal women expect their husbands to adjust to their modifying self-concept of role that includes extrafamilial activity. This mode of adjustment is replaced by moderate and conservative women with misperception of their husband's preference so that they are more closely in accord with their own role-desires. This last result fits neatly into Festinger's (1959) cognitive dissonance theory. Moderate women appear to lack the commitment to home that conservative women seem to act upon and the commitment to career that identified liberal women. In sum, Arnott finds that the wife's self-concept has more impact than the husband's attitude on role involvement. The most difficult dilemma is faced by "the woman in the middle." She is moving from the Traditional Model role but has no strong commitment nor clear norms to follow for role modification.

Lederer and Jackson (1968) suggest a test designed to "determine how close or far apart couples are in their repertoire of values. The amount of difference will indicate the likelihood that the two individuals can form a functional system (p. 381)." These authors further state that "In general, the greater the gap between two people in culture and taste, the greater the likelihood they will find themselves incompatible and the greater will be the difficulty in

forming a highly functional relationship (p. 391)." Certainly, role behavior is culturally determined and learned; therefore, it seems possible that this test would yield some insight into a couple's functional relationship.

There are more than thirty-three million women in the labor force. Three out of five of these women are married. They represent 38 percent of the total labor force in the United States. Unlike the women workers in the 1920's, these women are in widely diverse occupations. (Statistics published by the Women's Bureau of the U.S. Department of Labor, 1973.) Based on the notion that academic preparation is required for many professions and other employment opportunities, this investigator assumes that mature college women may be subject to or anticipating the same role biases and conflicts as the working wife. There are 1.6 million women enrolled in graduate school (U.S. Bureau of Census, 1970), and a woman in graduate school may be more committed to a career than the undergraduate woman.

Page (1971) reported the results she obtained when administering the Edwards Personal Preference Schedule to almost 200 mature (over age 32) female undergraduate students at North Texas State University. She found significant differences between her sample and the publisher's normative sample on every scale of the test except "Nurturance."

Although her interpretation of these results is open to question as it is related to the study reported here, that there are such differences is important.

Purpose

The purpose of this study was to describe and analyze marital relationships between mature (over age 30) female graduate students in Dallas-Fort Worth area universities and their spouses. Specifically, data relating to the woman's role behavior in relationship to her husband's role expectations were sought. The question was asked: If these women are seeking to broaden their repertoire of options toward self-fulfillment beyond the role predicted by the Traditional Model, on what dimensions are the husband-wife adjustments occurring?

Hypotheses

The following hypotheses were tested:

1. There is a positive correlation between similarity of respondents' pre-marital history as measured by the Interpersonal Comparison Test and agreement between partners in the marital dyad of role behaviors observed and expected by the partners as measured by the Division of Labor Schedule.
2. There is a negative correlation of personality traits as measured by the Edwards Personal Preference Schedule and

the role behaviors observed and expected as measured by the Division of Labor Schedule.

2. There is a negative correlation of personality traits as measured by the Edwards Personal Preference Schedule and the role behaviors observed and expected as measured by the Division of Labor Schedule.
3. There is no significant difference between the scores of marital partners on attitude toward women's independence from the traditionally assigned marriage role as measured by the scale Autonomy for Women and the role behaviors observed and expected as measured by the Division of Labor Schedule.

The underlying hypothesis was that if there is a correlation between husband-wife concurrence on one measure, there would be a parallel correlation on another measure of husband-wife concurrence.

Delimitations

This study was limited to mature (age 30 years or older) married women who are currently enrolled in graduate school in the Dallas-Fort Worth area and their spouses or ex-spouses who are not students.

Limitations

Random selection of subjects within the population was not attempted. There was no control relating to the factors of socio-economic status or religion.

Definition of Terms

The following definitions were accepted for purposes of this study:

1. Graduate student: a woman currently accepted into and enrolled in a university graduate school within a radius of 75 miles from Texas Woman's University.
2. Mature woman: a woman who has achieved her thirtieth birthday or more.
3. Marital relationship: formal, legal marriage state between a man and a woman with or without subsequent legal divorcement.

CHAPTER III

METHODS

Subjects

The subjects (Ss) in this research were 49 married couples. In each case the wife was age 30 or more and a graduate student currently enrolled in a university located within a 50-mile radius of Dallas, Texas. The husbands were all non-students employed in professional or managerial occupations. Socio-economic status and ethnic group membership were not elicited from subjects in this investigation.

Instruments

In order to achieve the purpose of this study, which was to describe and analyze the marital relationships between mature, female graduate students and their spouses, four test instruments and a questionnaire were administered to respondents. The questionnaire inquired into specific aspects of pre-marital history and the respondent's current view of his or her marital relationship. Respondents were also asked to order a scale of "most preferred" and "least preferred" activities (Lederer & Jackson, 1968), complete an attitude scale reflecting views toward Autonomy for Women

(Arnott, 1972), a Division of Labor Schedule (Blood & Wolfe, 1960), and the Edwards Personal Preference Schedule (Edwards, 1959).

1. The questionnaire for wives inquired into her field of study, graduate hours achieved, academic degree sought, career objective after graduation, husband's attitude toward her academic activity, pre-marital and marital history (Appendix A).
2. The questionnaire for husbands inquired into his age, length of marriage, number of children, occupational category, highest educational level achieved, attitude toward his wife's academic activity, pre-marital and marital history (Appendix B).
3. The Interpersonal Comparison Test, which evolved from the professional practice and research of Don D. Jackson at the Mental Research Institute in Palo Alto, California, inquire into the respondent's geographic, religious, financial, and parental history. Past and present familial relationships, perceptions of the present marital relationship, and expectations of the future within the marriage also are explored. This instrument has been used by Lederer and Jackson (1968) primarily to counsel with engaged couples and couples married less than five years. However, the questionnaire is offered by the authors without limitation. An

additional schedule is provided to discriminate the respondent's activity preferences (Appendix C).

4. The Edwards Personal Preference Schedule is a personality inventory designed to measure 15 manifest needs selected from Murray's (Murray, 1933) need system. The needs identified are: (a) Achievement, (b) Deference, (c) Order, (d) Exhibition, (e) Autonomy, (f) Affiliation, (g) Intraception, (h) Succorance, (i) Dominance, (j) Abasement, (k) Nurturance, (l) Change, (m) Endurance, (n) Heterosexuality, and (o) Aggression (Appendix D).
5. The attitude survey, Autonomy for Women, is a Likert-type scale designed to measure attitudes from "conservative" to "liberal." This scale was evaluated for construct and content validity as well as reliability by the author of the test (Arnott, 1972). Validity was established to be at the $p < .001$ level of confidence using a difference of means test. Using the test-retest technique, six weeks apart, a Pearsonian product-moment correlation was found (Appendix E).
6. The Division of Labor Schedule was used to discriminate subjective and perceived role behaviors within the marital dyad (Blood & Wolfe, 1960). This schedule was modified to reflect a difference in climate between Detroit, Michigan and Dallas, Texas, i.e., the question was eliminated "who shovels the walk?" In order to equate numbers

of items traditionally performed by husbands and wives, the question "who gets the husband's breakfast on work-days?" was also eliminated.

In order to define another dimension of husband-wife concurrence on home-related role behaviors, 14 behaviors were added to the Schedule. These behaviors relate to responsibility for children in part. Blood and Wolfe did not choose child-care tasks since one-third of their respondents had no children. The authors of this instrument claim that tasks were chosen on the theoretical basis that either partner could perform them. The supplemental tasks were chosen based on the same rationale (Appendix F).

Procedure

Volunteers were drawn from graduate schools at area universities that conformed to the criteria for female subjects as previously defined. Individual faculty members were requested to distribute postcards to qualified students who signified an interest in participating. The postcards were addressed to this researcher and requested of the prospective respondent her name, address, and phone number (Appendix G). Three hundred postcards were distributed to faculty of departments within the various colleges of the Texas Woman's University, University of Texas at Arlington, and North Texas State University. Of these postcards, 33 were returned.

Twenty-four couples volunteered after hearing of this research by "word-of-mouth." A total of 57 volunteer couples were mailed packets containing the test instruments, and a stamped, addressed return envelope. Forty-nine packets were returned completed. The investigator telephoned respondents in order to facilitate returns. Each respondent couple was contacted and offered individual feed-back on their test results and the results of this study.

CHAPTER IV

RESULTS

Analysis of the data and findings of the present study are presented below by descriptions of respondents and segments of the Interpersonal Comparison Test, Activities Scale, Autonomy for Women, Division of Labor Schedule, and the Edwards Personal Preference Schedule. Results of analysis of those instruments will be followed by tests of the hypotheses and other relationships of interest.

Description and Selected History of Respondents

Male respondents ranged in age from 30 to 66 years (Median = 37 years of age). Forty-five of these men classified themselves as "professionals," "managers," or "engineers" by occupation. Eighty-four percent had attained at least a Bachelor's degree (Table 1).

Female respondents' median age was 36. Approximately half of these women were working toward a Ph.D. degree. Part-time students comprised 57% of this student group. Respondents' major fields of study included (a) child development, (b) psychology, (c) urban affairs, (d) home economics, (e) guidance and counseling, (f) education, and (g) miscellaneous

Table 1

Descriptive Information About Male Respondents

Category	N (N=49)	%
Ages:		
30-34	11	22
35-39	20	40
40-44	6	12
45-50	6	14
Above 50	6	12
Educational level:		
Some High School	0	0
High School Diploma	2	4
Some College	6	12
Bachelor's Degree	15	30
Some Graduate School	7	14
Master's Degree (or equivalent)	13	26
Ph.D. (or equivalent)	6	14
Occupation:		
Professional	25	50
Managerial	13	28
Engineering	7	14
Skilled Labor	4	8
Agriculture	0	0

Note.--The mean age = 40, the median age is 37.

liberal arts fields, i.e., linguistics, history, mathematics, and English. Although the female subjects specified a wide number of diverse career objectives, the goal most often mentioned was college teaching (31%).

All respondents were married at the time the instruments were completed. The median for years married was 14. Of the 49 couples represented in this sample, 40 of them had children. The median number of children per couple was three, although the range was zero to seven. Both husbands and wives perceived that the husband was either "supportive" or "encouraging" to her in career-directed schooling (Table 2).

A majority of these men and women were born in the southwestern part of the United States (47%). The remainder were found to be quite evenly divided between the Eastern Seaboard, South, and Midwest. Regarding the relative population of the locale where the respondents were reared, almost two-thirds were raised in large cities (30%) or small towns (31%). An overwhelming majority of the Ss were from Protestant religious backgrounds (79%).

Thirty-seven percent of the fathers and 20% of the mothers of the male respondents were holders of Bachelor degrees. Concomitantly, 33% of the women's fathers and 31% of their mothers held Bachelor degrees.

Virtually all of the respondents (86%) grew up in a household consisting of both biological parents. Data

Table 2

Descriptive Information About Female Respondents

Category	N (N=49)	%
Ages:		
30-34	18	36
35-39	17	36
40-44	8	16
45-49	5	10
Above 50	1	2
Student Status:		
Full Time	21	42
Part Time	28	58
Desired Degree		
Master's	25	50
Ph.D.	24	50
Years Married		
Less than 10	9	18
10-14	18	38
15-19	13	26
20-24	5	10
25-29	4	8

Note.--Mean age = 37, median age = 36, median years married = 14. Number of Children: Median = 3, Mean = 2.6, Range = 0-7.

relating to the ordinal position among the siblings in the family for both husbands and wives indicated that relatively few were "middle children" (29% of males, 24% of females).

In response to the query which parent was perceived to be "most in charge" of rearing the children, 51% of the male Ss marked "father" and 61% of the females answered "mother." However, the respondents also reported that the most pleasant aspects of their childhood were associated with both parents.

Over half of the participants in this study recall that socially they had only one or two close friends while growing up. The men were predominately interested in sports and outdoor activities in their boyhood. During their high school years they were interested in maintaining an active social life and getting good grades, as well as continuing their interests in outdoor activities (43%). The women, as girls, were more interested in reading, daydreaming and solitary hobbies. While in high school their major interests were in academic achievement and social activity (92%) (Table 3).

Current Relationships with Spouse

Within the marital dyad 80% of the male Ss and 65% of the female Ss perceived themselves to be equally "in charge." All but 10% of the respondents considered that their marital relationship was companionable as related to activities and

Table 3

Responses Describing Subjects' Pre-marital
History in Percent of Total Responses

No.	Question	Subjects' Responses %	
		Male	Female
7	I was born		
	a. on the Eastern seaboard	10%	14%
	b. in the Southern United States	12	16
	c. in the Midwestern United States	20	16
	d. in the Southwestern United States	50	42
	e. in the Western United States	4	6
	f. outside of the United States	2	4
8	My place of rearing was		
	a. a metropolis	30	28
	b. a suburb	4	10
	c. a medium-sized town	14	16
	d. a small town	34	28
	e. a rural area	16	18
9	My religious background is		
	a. Catholic	16	10
	b. Jewish	4	8
	c. Protestant	76	78
	d. Moslem	2	2
	e. None	0	0
12	The highest educational level reached by my father was		
	a. grade school	32	30
	b. high school	28	34
	c. college	24	26
	d. graduate school	8	6
	e. a doctoral degree	4	0

Table 3--Continued

No.	Question	Subjects'	
		Responses	%
		Male	Female
13	The highest educational level reached by my mother was		
	a. grade school	26%	30%
	b. high school	52	36
	c. college	14	22
	d. graduate school	6	8
	e. a doctoral degree	0	0
14	My position in the family was		
	a. oldest child	36	24
	b. middle child	10	12
	c. youngest child	22	18
	d. only child	10	28
	e. one of several in middle	18	12
15	The number of children in my family was		
	a. very large (seven or more)	10	6
	b. large (five or six)	14	4
	c. average (three or four)	38	32
	d. small (two)	26	28
	e. only one	10	28
19	In my family rearing the person who seemed most in charge was		
	a. my mother	24	60
	b. my father	50	22
	c. neither parent	8	2
	d. I never thought about who was in charge	16	14

Table 3--Continued

No.	Question	Subjects' Responses %	
		Male	Female
21	My family situation consisted of		
	a. living with both of my biological parents	88%	80%
	b. living with just my mother	2	10
	c. living with just my father	2	0
	d. living in foster homes or with step-parents	2	4
	e. living with my real mother and a step-father	0	4
	f. living with my real father and a step-mother	2	0
24	The most pleasant aspects of my childhood are associated with experiences		
	a. with both parents	42	40
	b. with the parent of the same sex	12	14
	c. with the parent of the opposite sex	6	10
	d. with my siblings	14	10
	e. unconnected with members of my immediate family	16	20
	f. I do not recall any particular pleasant experiences	8	4
25	As a child I was fond of		
	a. reading, solitary hobbies, and daydreaming	32	56
	b. sports and outdoor activities	54	28
	c. being around other people socially as much as possible	6	12
	d. no particular interests which I can recall	6	2
26	During my growing-up period		
	a. I had many close friends	34	24
	b. I had one or two close friends	60	72
	c. I had no friends whom I particularly recollect	2	2
	d. I was a very solitary person	2	0

Table 3--Continued

No.	Question	Subjects' Responses %	
		Male	Female
28	When I was in high school		
	a. my major interest was in getting good grades as well as in maintaining an active social life	42%	90%
	b. my major interest was in maintaining an active social and sports life rather than in getting good grades	30	6
	c. I did not want to go to school any longer and wanted to make money	12	0
	d. I felt confused and did not know what I wanted to be	12	2

interests which were either held in common or were independent but were supported by the other partner.

Two of the questions posed to the Ss related to possible doubts about their marriage. Thirty-five percent of the men and 47% of the women had discussed their fears and doubts with their spouses. Forty-five percent of the men and 39% of the women reported that they either had no doubts or had overcome doubts that they had felt previously. Thirty-five percent of the husbands and 37% of the wives claimed that they would have had doubts no matter whom they had married.

With regard to occupational or avocational interests, the Ss responded that they had the courage to pursue such interests even when they appeared to generate conflict (20%), or saw no reason for such conflict (48%). Thirty-four percent of the husbands found their wives' "devotion to career interest" something that could be easily admired and supported (Table 4).

The level of concurrence between members of the marital dyad as measured by their responses was not significant. There was response-agreement of 33% on the questions that explored pre-marital history, e.g. questions seven through 28. Consonance of response was found to be present on 56% of the questions regarding the respondents' current perception of their marital relationship, e.g. questions 29 through 41. Level of concurrence when considering responses to all 34

Table 4

Responses Describing Subjects' Current Relationship
With Spouse in Percent of Total Responses

No.	Question	Subjects' Responses %	
		Male	Female
34	In the relationship with my spouse I feel that		
	a. he is more in charge than I am	4%	20%
	b. we are equally in charge	66	58
	c. I am more in charge than he is	16	6
	d. neither of us is in charge	12	14
35	With regard to companionship, my spouse and I		
	a. have many interests in common	30	38
	b. have independent interests, but are tolerant and supportive of each other's activities	58	50
	c. expect to develop interests in common	0	2
	d. seem to have relatively little in common when we are not busy with social activities	10	8
36	With regard to the question of marriage, my spouse and I		
	a. have discussed our doubts and fears of marriage	34	46
	b. have had some doubts, but have not mentioned them	10	6
	c. may be afraid of hurting each other by bringing up the question of whether we have made a mistake	4	6
	d. do not have any doubts whatsoever	32	20
	e. used to have doubts but overcame them	12	18

Table 4--Continued

No.	Question	Subjects' Responses %	
		Male	Female
37	With regard to our present marriage		
	a. I would like to leave it, but am afraid of the consequences	2%	2%
	b. despite my doubts I prefer to stay with it	20	26
	c. I feel I can overcome any doubts since my love is great enough for two	30	22
	d. I would have doubts no matter whom I had married and should therefore not let these doubts stand in the way now	34	36
39	With regard to my occupational or avocational interests		
	a. I feel I have the courage to pursue both marriage and my interests, even when they conflict	16	24
	b. I feel I could sacrifice almost anything in order to have a happy marriage	6	2
	c. I see no reason for conflict between marriage and my other interests	38	56
	d. my spouse has no ambitions or professional commitments which will jeopardize or interfere with our marriage	0	6
	e. my spouse's devotion to his (her) career interest is something I can easily admire and support	32	8
	f. my spouse's devotion to his (her) career is something I hope I can get more enthusiastic about	6	0

questions was at 41%. Data suggested that agreement was at the highest level on questions nine (regarding religious preference), 17 (which inquired into divorce), 29 (on which the husband and wife concurred at the 86 percentile on their optimism regarding finances), and 38 (little conflict about religion). Conversely, questions 14, 15, 24, 25, and 31 uncovered the differences between spouses in ordinal family position in relationship to siblings, number of children in the Ss family of origin, parent with whom the Ss associated pleasant experiences in childhood, pastimes indulged during the Ss early years (an inverse relationship was found between the male and female respondents), and feelings held about each other's family at that time (Table 5).

Preferred and Non-preferred Activities

Data reveal that within the marital dyad the respondents concur on Mean = 2.1 out of five activities selected by each of them as "most preferred." Agreement on least preferred choices was somewhat lower at Mean = 1.8 per five activities. However, when Ss were considered as groups of males and groups of females, it was found that four of five activities from the list of 20 possible were held in common by both groups as "most preferred." The order of the two lists was not the same. The activities selected by both

Table 5

Responses Reflecting Areas of Most and Least Agreement from the Interpersonal Comparison Schedule, by Percent

No.	Question	Subjects' Responses %	
		Male	Female
<u>Highest Agreement:</u>			
9	My religious background is		
	a. Catholic	16%	10%
	b. Jewish	4	8
	c. Protestant	76	78
	d. Moslem	2	2
	e. None	0	0
17	My parents' experience with divorce was that		
	a. neither was ever divorced	84	78
	b. one had been previously divorced	4	8
	c. both had been previously divorced	0	2
	d. they were divorced when I was a child (12 or under)	4	6
	e. they were divorced when I was in my teens or older	6	4
29	Financially and socially I feel the next five years		
	a. will be reasonably successful	82	96
	b. will consist of two steps forward and one back	4	0
	c. are impossible to predict at present	12	2
	d. the future scares me	0	0

Table 5--Continued

No.	Question	Subjects' Responses %	
		Male	Female
38	With regard to religion		
	a. we are of the same faith and there are no conflicts	70%	68%
	b. neither of us has had serious religious training, and we do not intend to become involved with any church	0	4
	c. we are of different faiths, but have agreed to rear our children in one of them	6	4
	d. we have opposing religious views, but we are tolerant of each other's ideas	20	18
	e. we would have no problems about religion if other people would stay out of our business	2	2
<u>Lowest Agreement:</u>			
14.	My position in the family was		
	a. oldest child	36	24
	b. middle child	10	12
	c. youngest child	22	18
	d. only child	10	28
	e. one of several in middle	18	12
15.	The number of children in my family was		
	a. very large (seven or more)	10	6
	b. large (five or six)	14	4
	c. average (three or four)	38	32
	d. small (two)	26	28
	e. only one	10	28

Table 5--Continued

No.	Question	Subjects' Responses %	
		Male	Female
24	The most pleasant aspects of my childhood are associated with experiences		
	a. with both parents	42%	40%
	b. with the parent of the same sex	12	14
	c. with the parent of the opposite sex	6	10
	d. with my siblings	14	10
	e. unconnected with members of my immediate family	16	20
	f. I do not recall any particular pleasant experiences	8	4
25	As a child I was fond of		
	a. reading, solitary hobbies, and day-dreaming	32	56
	b. sports and outdoor activities	54	28
	c. being around other people socially as much as possible	6	12
	d. no particular interests which I can recall	6	2
31	My spouse		
	a. comes from a family I greatly admire	28	16
	b. comes from a family I feel very much a part of	44	42
	c. has so little family closeness I feel sorry for him	10	24
	d. has very irritating parents, but I can overlook them	10	12

groups of Ss were (a) outdoor activities, (b) special gatherings with friends, (c) reading, and (d) competitive sports.

The same ratio of commonality was revealed with the list of "least preferred activities." The members of this activity cluster were also found to be in a different order for each S group. Activities held by both groups to be "least preferred" were (a) night clubs, (b) membership in organizations, (c) politics, and (d) civic activities (Tables 6, 7, and 8).

Autonomy for Women

After dichotomizing the test scores for this instrument into discontinuous categories by Arnott's (1972) criteria, a chi square (χ^2) test was used to compare her category frequencies with the data derived from the women in the research reported here:

Significant differences were found ($\chi^2 = 11.3$, $p < .01$) when testing numbers of Ss discriminated as "liberal," "moderate," "conservative," and non-classified in both samples against the total number of Ss in each group. A further test confirmed that the numbers of women in each category, without considering the Ss whose scores fell between the criterion scores, were significantly different in this study from the Arnott groupings. ($\chi^2 = 7.4$, $p < .025$). Within the group of Ss participating in the study reported here, there were

Table 6

The Five Activities Most and The Five Activities Least Preferred by Respondents Reported in Percentages

Most Preferred	Men %	Women %
Special Gatherings with Friends	52	74
Reading	44	80
Outdoor Activities	56	56
Competitive Sports	44	30
Hobbies	--	32
Spectator Sports	46	--
Least Preferred	Men	Women
Membership in Organizations	64	52
Night Clubs	42	64
Politics	48	48
Civic Activities	40	54
Business or Professional Activities	34	--
Spectator Sports	--	36

Table 7

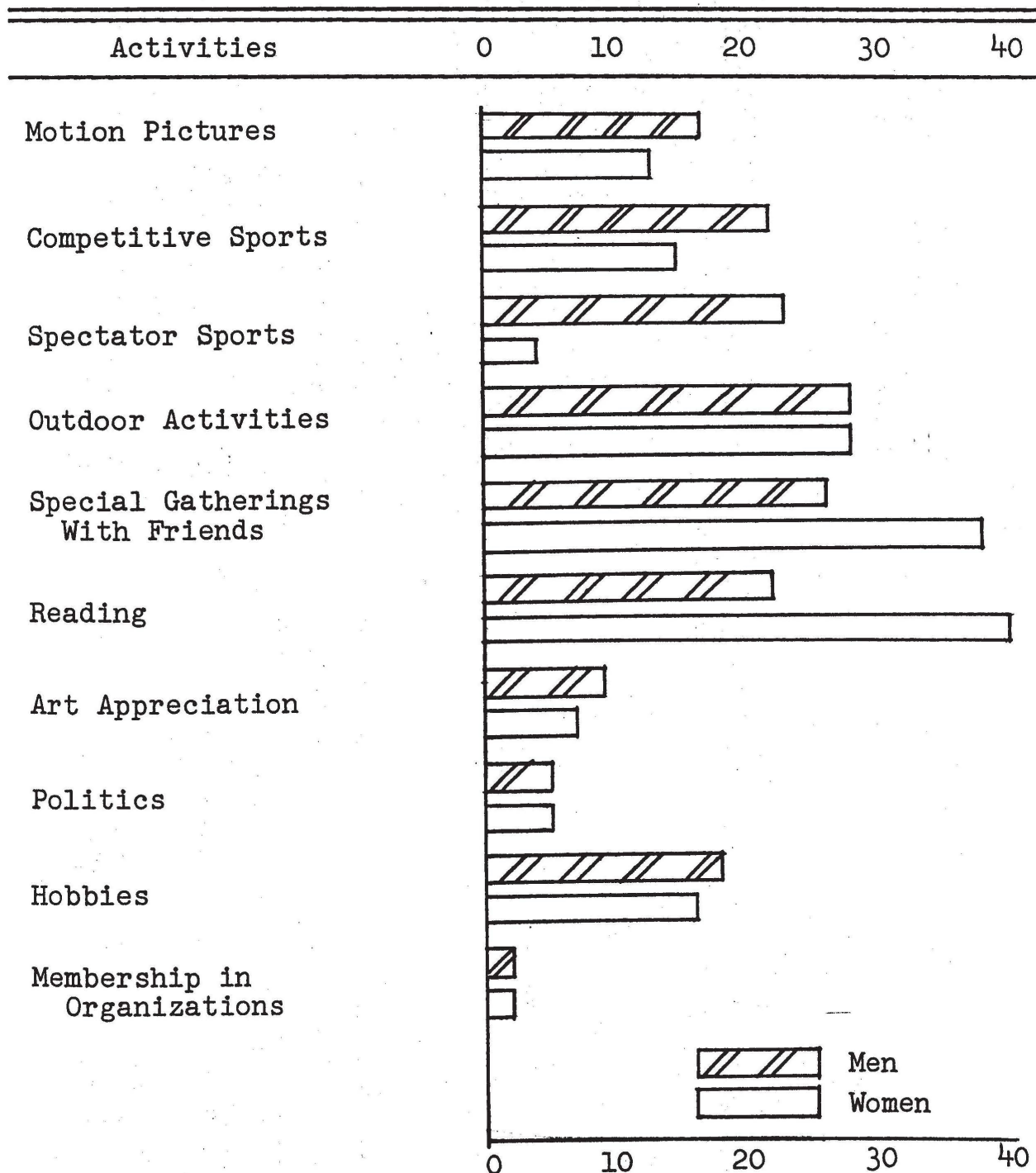
Activities Preferred Most By
Husbands and Wives

Table 7--Continued

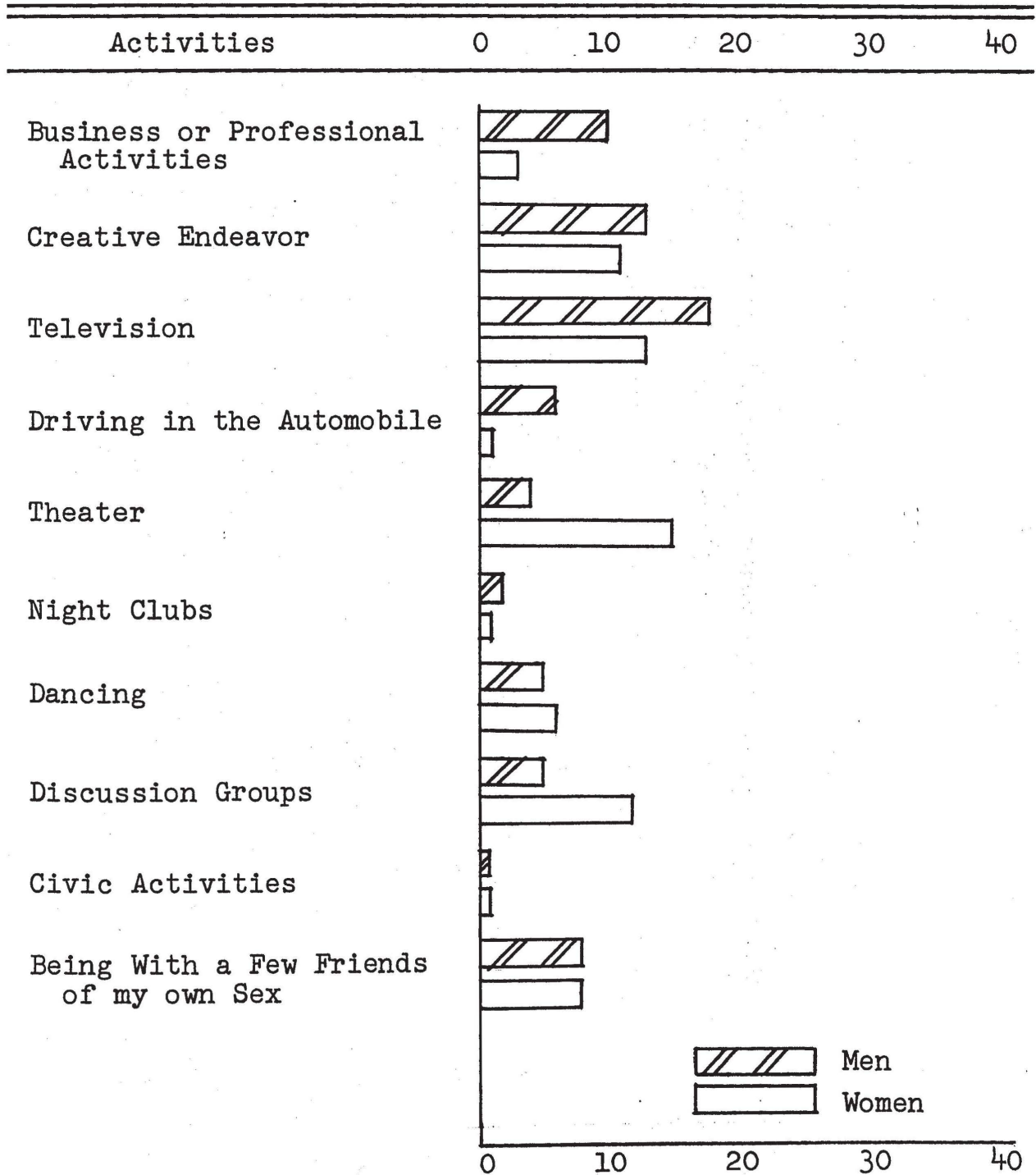


Table 8

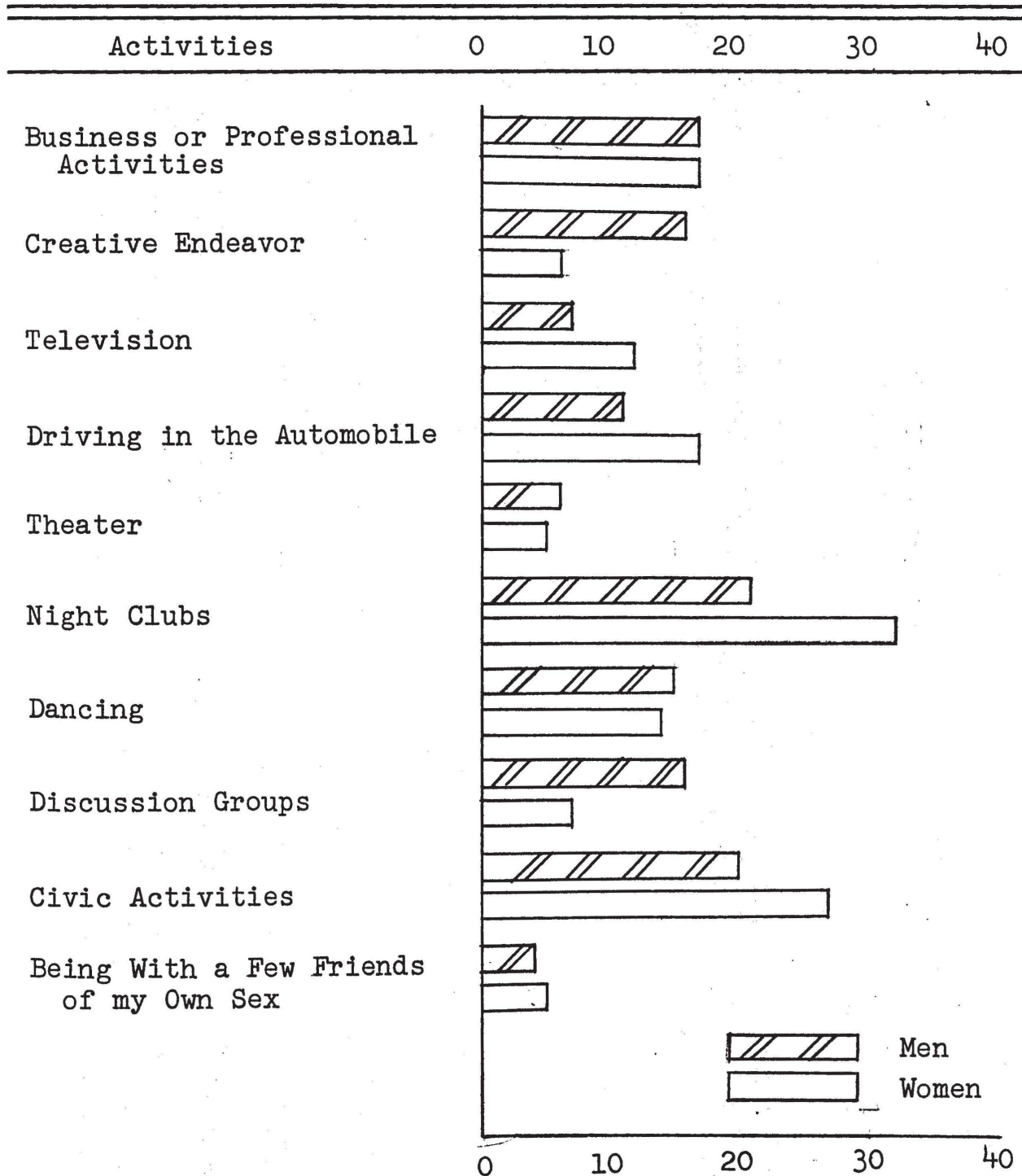
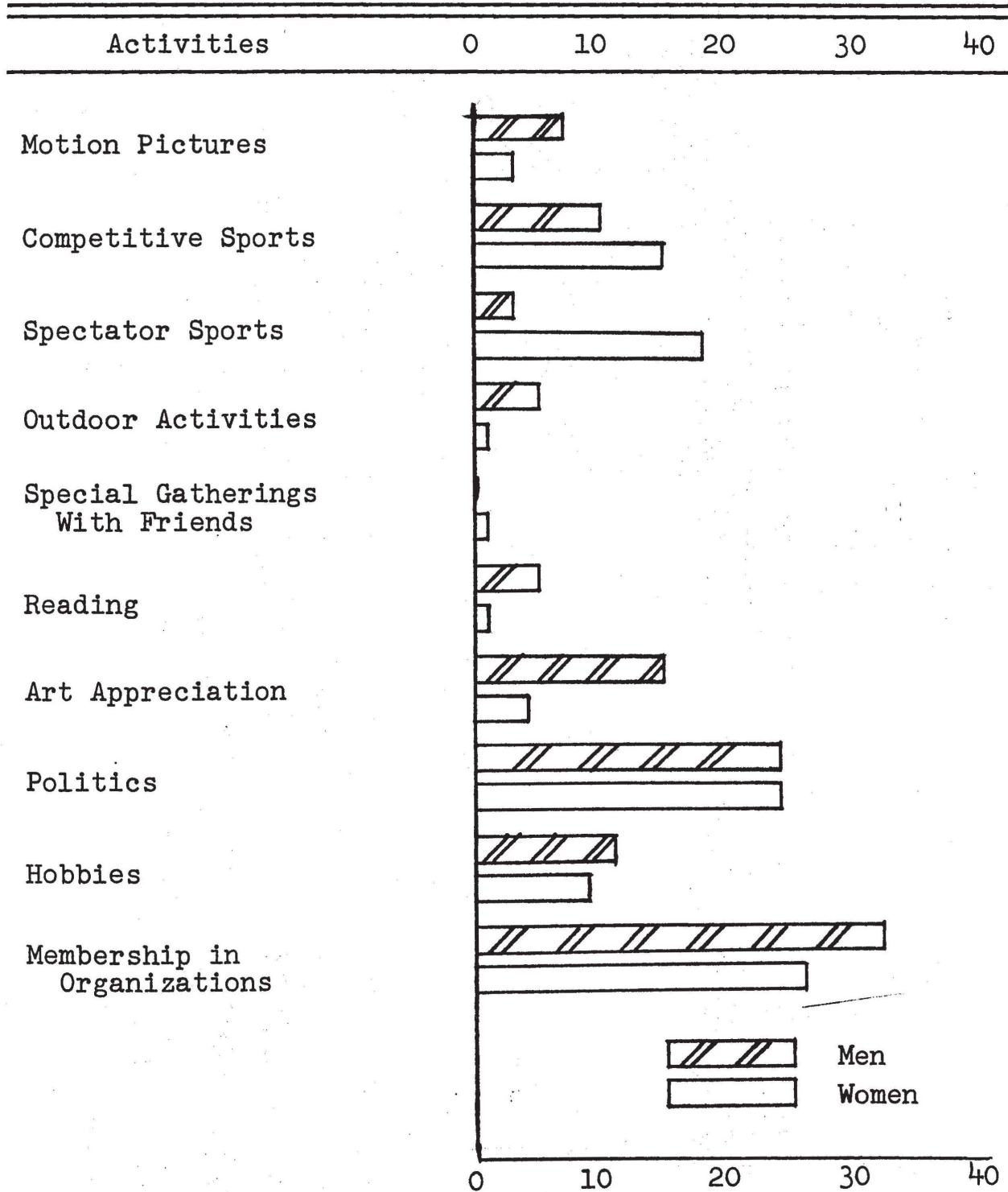
Activities Preferred Least By
Husbands and Wives

Table 8--Continued

proportionally more "liberal" women and fewer "moderate" women. In short, a different population was sampled by this investigator.

Further tests of the data reported here yielded a significant difference between the men's expectations of level of autonomy as measured by this instrument and the expectations of their spouses ($t = 1.88$, $p < .05$). The women were found to hold an attitude more autonomous than their husbands' regarding appropriate role behavior for women. However, there was a correlation between the attitudes of husbands and wives ($r = .4354$, $p < .05$) (Table 9).

Division of Labor Schedule

Analysis of data gathered from Ss responses to this schedule yielded a 70% level of concurrence between spouses relating to task performance within the family. A comparison of data compiled in this research was made with the percentages reported by Blood and Wolfe (1960) on the same tasks. The designated tasks for husbands were (a) small household repairs, (b) lawn mowing, and (c) money management. Results were not different for the first two tasks: (a) Blood and Wolfe 73%, Stryker 71%; (b) Blood and Wolfe 66%, Stryker 65%. However, 49% of the men in the sample tested performed the third task compared to the 19% reported from the Blood and Wolfe sample.

Table 9

Autonomy for Women

Category	Study		p
	Arnott (1972)	Stryker	
Liberal	37	17	$\chi^2 = 11.3$
Moderate	56	14	$p < .01$
Conservative	17	0	$\chi^2 = 7.4$
Ungrouped	125	10	$p < .025^*$

Note.--*Ungrouped Ss not included.

Tasks compared that Blood and Wolfe designated as "women's work" were: (a) shopping for groceries, (b) washing the evening dishes, and (c) "straightening" the house. Whereas 70% of the women in the Blood and Wolfe sample performed the second and third task, only 59% of the Ss participating in this study conformed to the second task and 43% to the third. Thirty-six percent of the Blood and Wolfe sample performed the first task compared to 57% of the female respondents. Of the three traditional role behaviors compared for each male or female S within the marital dyad, the mean traditional task behavior as perceived by the husband and wife indicated that both spouses agreed on a performance level of Mean = 1.42 of three possible tasks by the wife. The wife perceived her husband performing at a slightly lower level (Mean = 1.86) than her husband did (Mean = 2.14) in relationship to the traditional role model.

When the entire list of tasks was analyzed and a comparison made, it was revealed that wives perform, in gross numbers, more tasks than their spouses. However, when tasks related to child care were not considered, husbands' and wives' differences of perception of the number of tasks performed by each became even more insignificant. When the analysis of task performance was reduced to the 15 items that were unrelated to child care, the spouses agreed that the wife

was responsible for Mean = 4 tasks, the husband was responsible for Mean = 4.5 tasks and they were equally responsible for Mean = 5.8 tasks which yields an accounting of 95% of the total task performance (Table 10).

The Edwards Personal Preference Test

Husbands of mature graduate students were significantly higher than the publisher's general normative group of men on the achievement scale $t = 4.57$, $p < .01$, exhibition $t = 3.06$, $p < .01$, autonomy $t = 3.96$, $p < .01$, dominance $t = 6.10$, $p < .01$, heterosexuality $t = 5.37$, $p < .01$, and change $t = 2.47$, $p < .01$. They were lower than the normative population on deference $t = 3.86$, $p < .01$, order $t = 2.93$, $p < .01$, affiliation $t = 1.77$, $p < .05$, abasement $t = 7.6$, $p < .91$, nurturance $t = 3.31$, $p < .01$, endurance $t = 4.39$, $p < .01$ (Table 11).

Wives were higher than the publisher's general normative group in achievement $t = 6.37$, $p < .01$, exhibition $t = 2.67$, $p < .01$, autonomy $t = 2.09$, $p < .05$, intraception $t = 4.15$, $p < .01$, dominance $t = 7.78$, $p < .01$, aggression $t = 1.96$, $p < .05$, and heterosexuality $t = 8.76$, $p < .01$. These women were lower than the normative population on the scales of deference $t = 7.83$, $p < .01$, order $t = 8.29$, $p < .01$, affiliation $t = 3.61$, $p < .01$, abasement $t = 10.4$, $p < .01$, nurturance $t = 5.05$, $p < .01$, and endurance $t = 5.15$, $p < .01$.

Table 10

Comparison of Blood and Wolfe (1960) and Stryker Results
on Performance Level of Traditional Role Tasks

	Blood & Wolfe	Stryker	Total #
Husbands:			
Small Repairs	78%	71%	(Stryker) Mean = 2.14
Mows Lawn	66	65	
Pays Bills	19	49	
Wives:			
Grocery Shops	36	57	(Stryker) Mean = 1.42
Evening Dishes	70	59	
Straightens House	70	43	
All Tasks (unrelated to child care)			Total #
Husbands			Mean = 4.5
Wives			Mean = 4
Both			Mean = 5.8

Table 11

Comparison of Scores by Spouses on the Edwards
Personal Preference Schedule by Scale

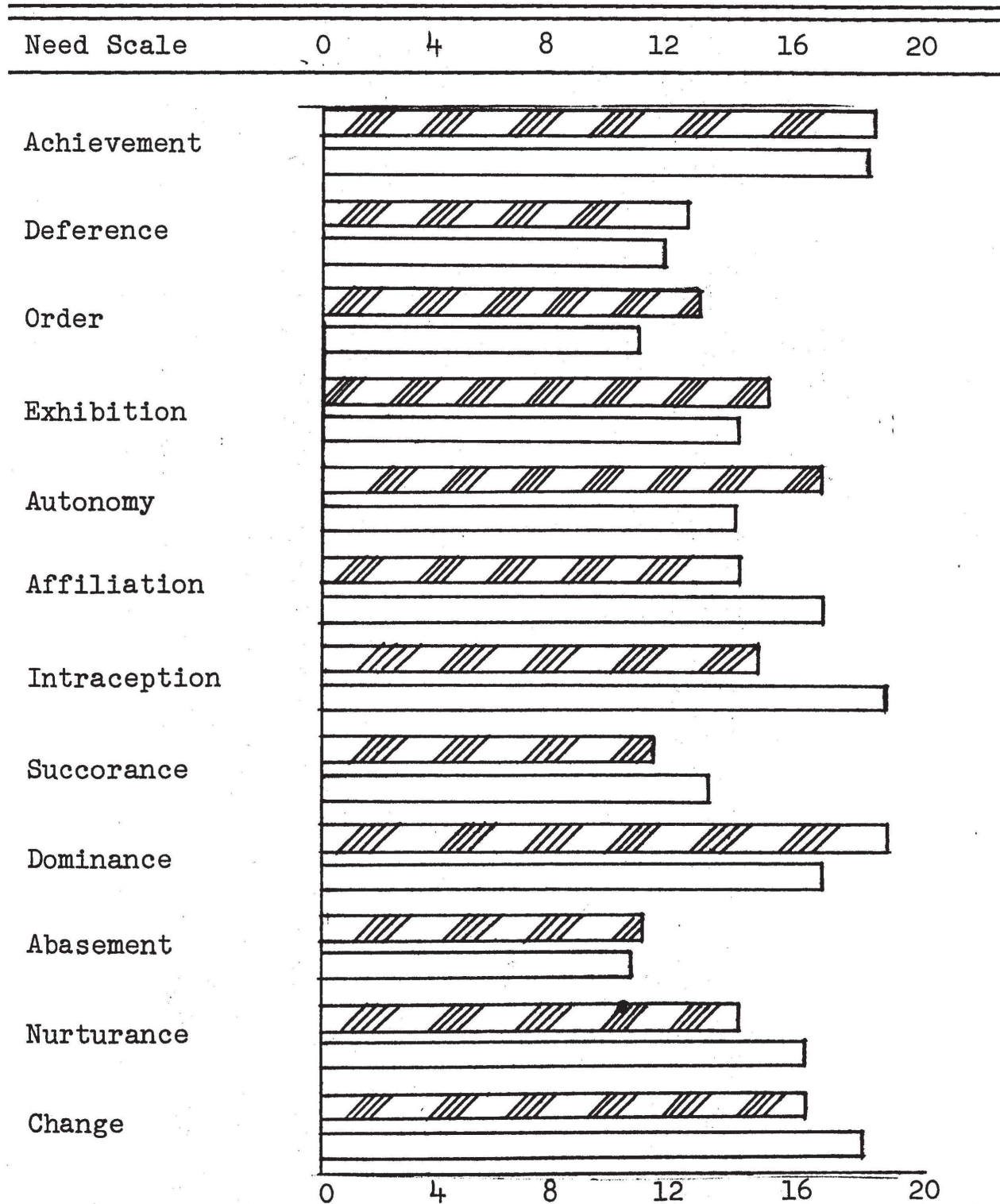
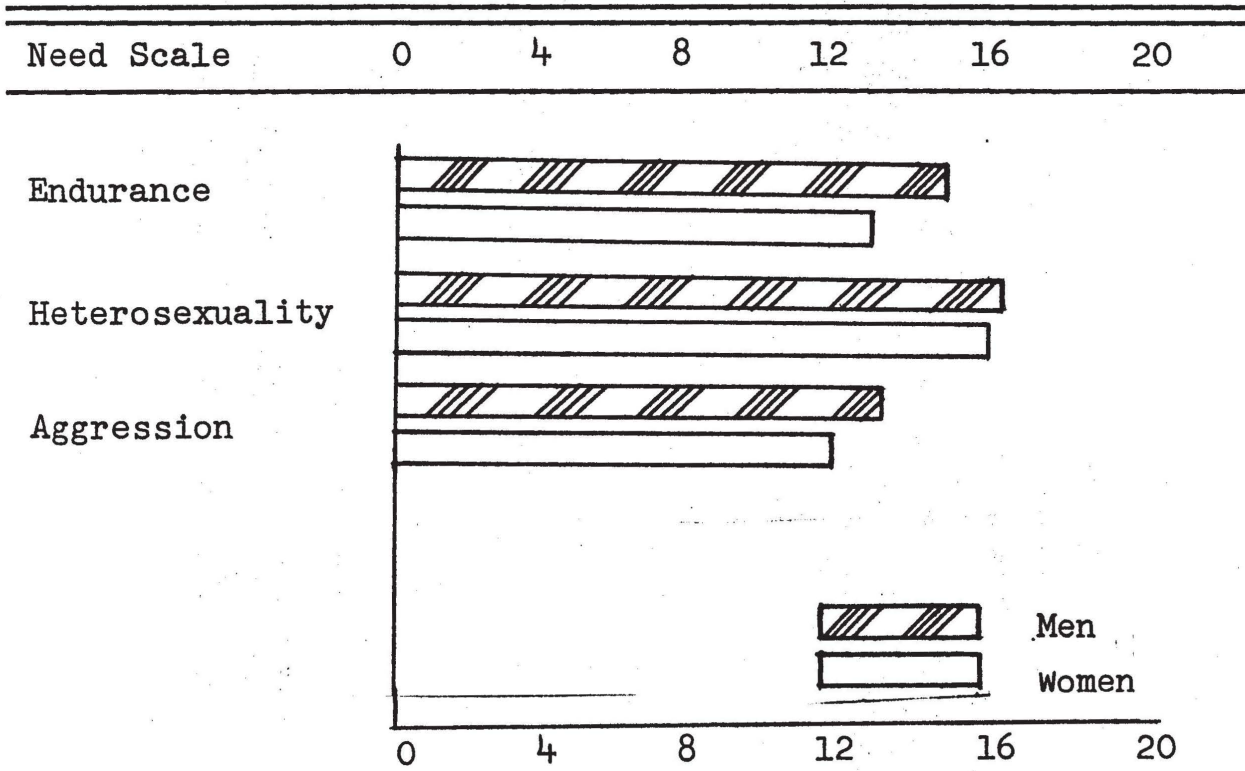


Table 11--Continued

A comparison of Page (1971) and the present study on the Edwards Personal Preference Schedule scales yielded significantly higher scores for the female graduate students than for the female undergraduate students on achievement $t = 3.37$, $p < .01$, autonomy $t = 3.11$, $p < .01$, dominance $t = 3.35$, $p < .05$, aggression $t = 2.02$, $p < .05$, and heterosexuality $t = 2.73$, $p < .01$ (Table 12).

Significantly lower scores for the sample of women in this study were found in deference $t = 4.96$, $p < .01$, affiliation $t = 1.92$, $p < .05$, abasement $t = 4.88$, $p < .01$, order $t = 2.05$, $p < .05$, nurturance $t = 1.8$, $p < .05$, and endurance $t = 4.01$, $p < .01$. The differences between husbands and wives from the general normative scale appropriate to each group were correlated $r = .95$, $p < .001$ (Table 13).

In an effort to uncover relationships that may not have been anticipated before the study was begun, further statistical tests of data were made. No differences were found between groups when the subjects were used as a blocking variable by age of the female partner, her degree-goal, or the length of marriage. This indicates that these factors do not significantly influence the reported findings of this investigation. No correlation was found when response-difference scores of the marital partners were compared between (a) Autonomy for Women and the pre-marital

Table 12

A Comparison of Male Ss Scores With The Publisher's Norms
on Edwards Personal Preference Schedule Scales

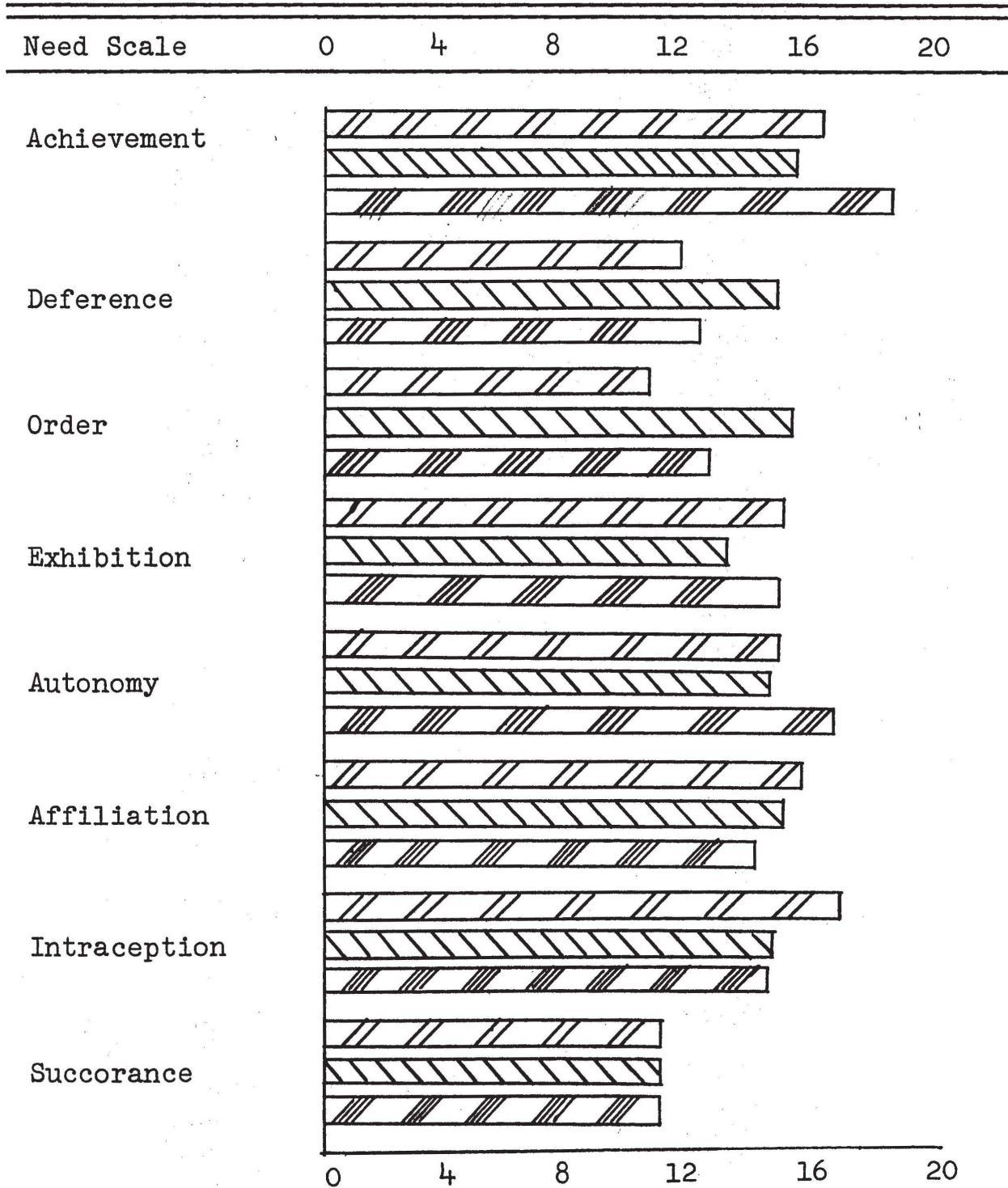


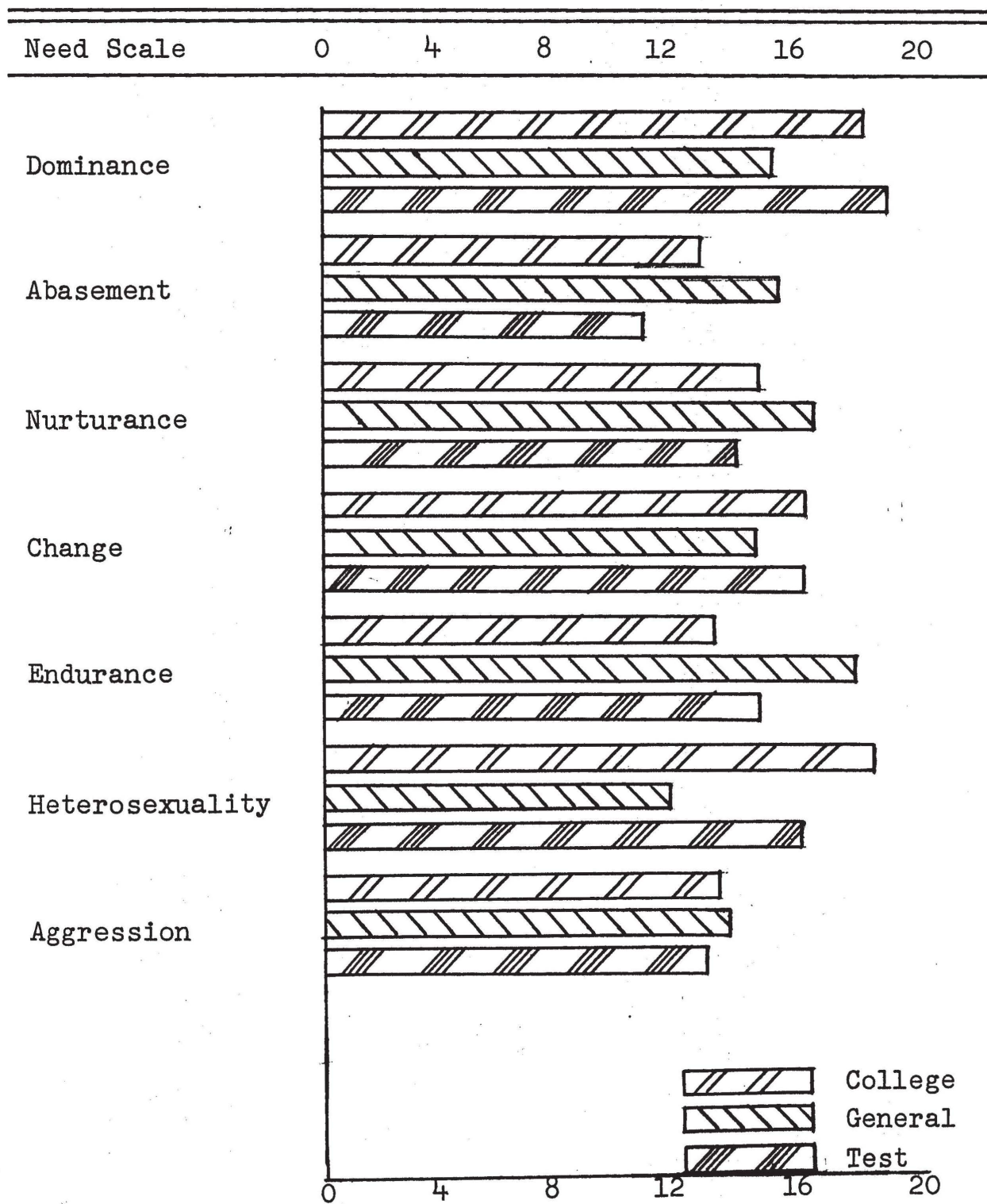
Table 12--Continued

Table 13

A Comparison of Female Ss Scores With The Publisher's
Norms and Page (1970) on The Edwards
Personal Preference Schedule

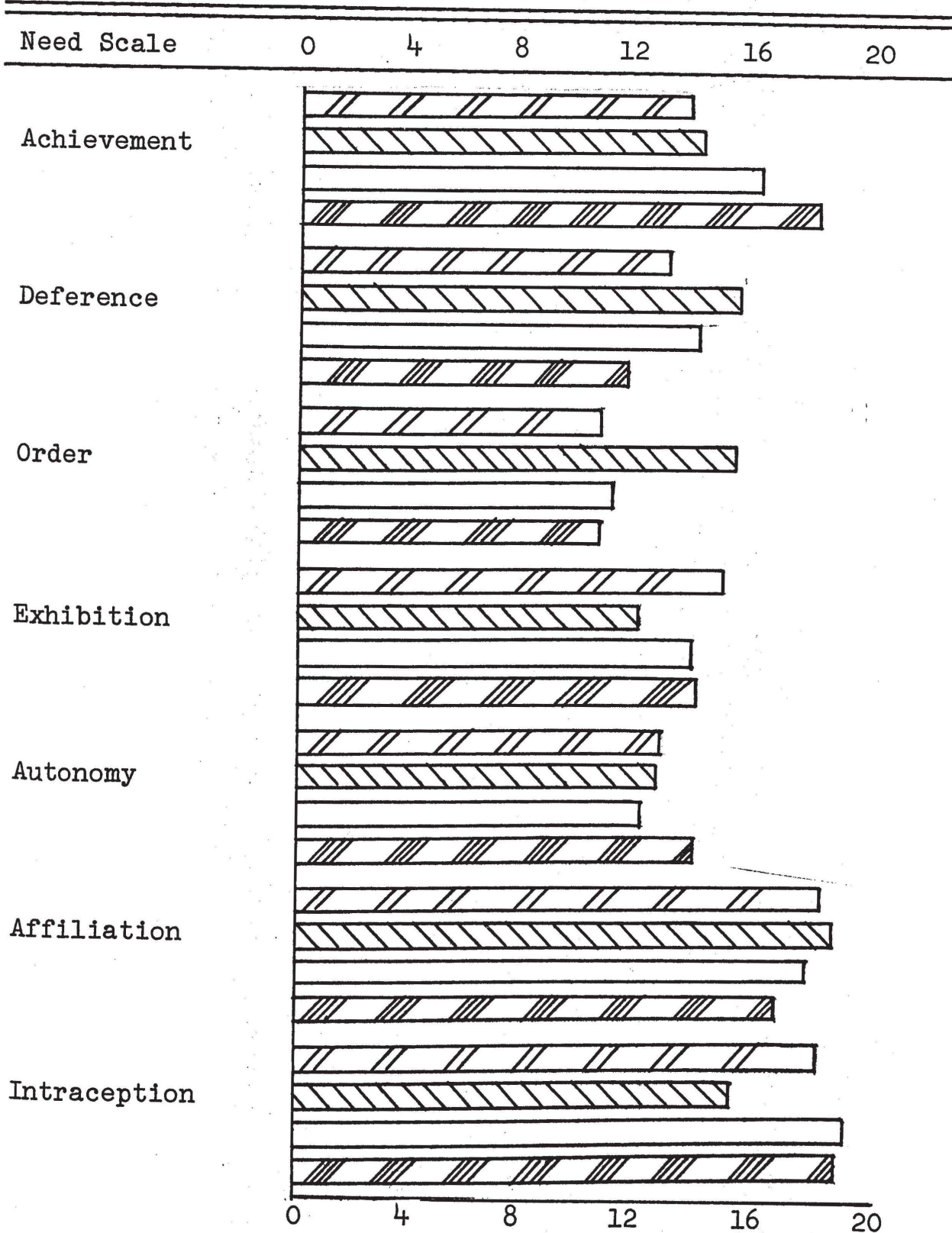
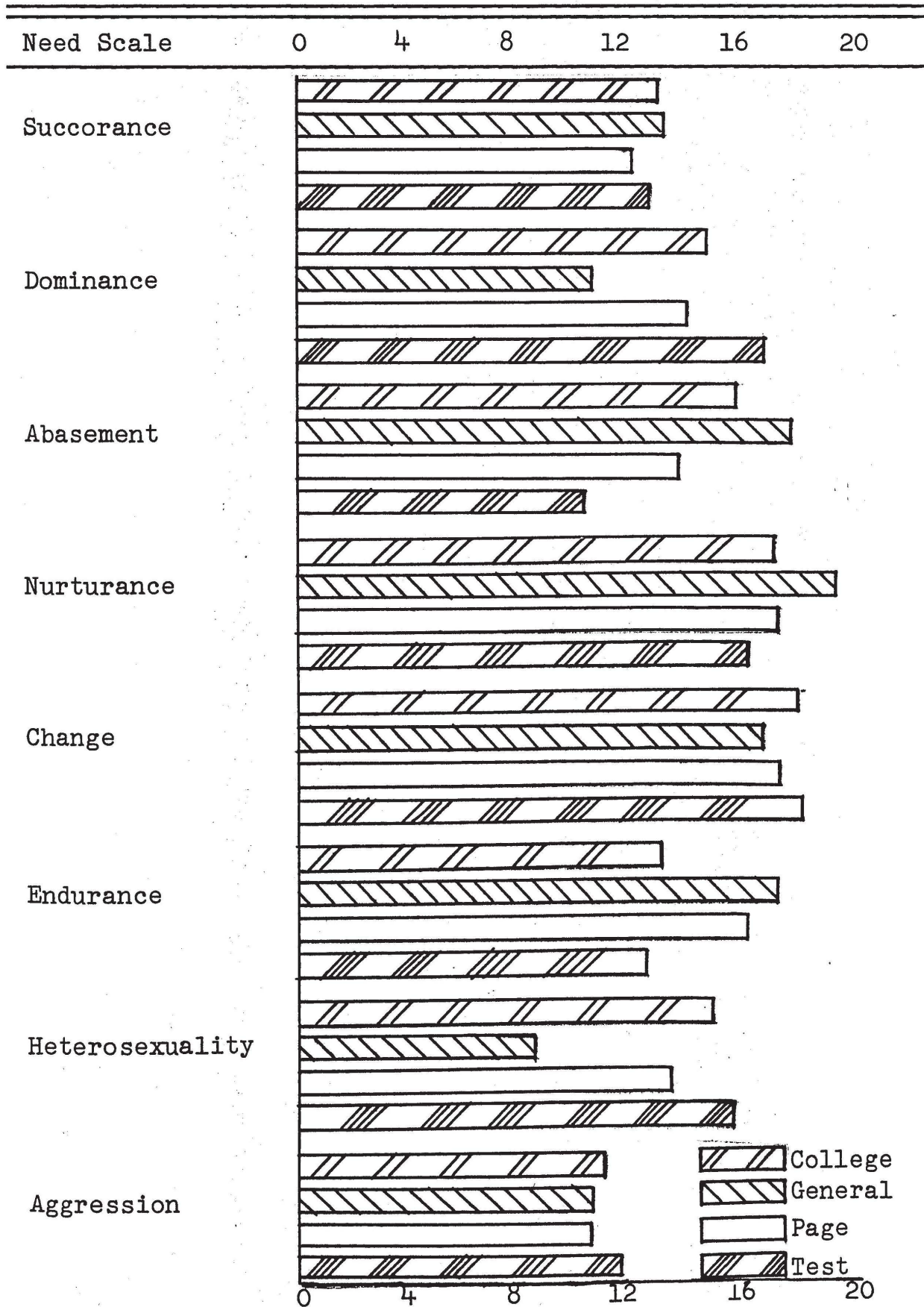


Table 13--Continued

history portion of the Interpersonal Comparison Test and (b) Autonomy for Women and the remainder of the Interpersonal Comparison Test. When the two segments of the Lederer and Jackson (1968) test results were compared to each other, the correlation was more pronounced but did not reach significance ($r = .2359$). The major unanticipated finding that flowed from these post hoc tests was the interaction found to exist between the subjects' attitudinal expectancies of women's and womens' role behavior (Table 14).

Hypotheses

The following hypotheses were tested:

1. There is a positive correlation between similarity of respondents' pre-marital history as measured by the Interpersonal Comparison Test and agreement between partners in the marital dyad of role behaviors observed and expected by the partners as measured by the Division of Labor Schedule. No significant correlation was found ($r = .13$). The hypothesis was rejected.
2. There is a negative correlation of personality traits as measured by the Edwards Personal Preference Schedule and the role behaviors observed and expected as measured by the Division of Labor Schedule. No significant correlation was found ($r = .1627$). The hypothesis was rejected.

Table 14

A Comparison of Liberal and Moderate
Womens' Role Behavior

Task Categories	Liberal N = 17 \bar{X}	Moderate N = 14 \bar{X}	p	All Women \bar{X}
All Tasks	6.88	7.28	Not Significant	6.27
Traditional Tasks	1.18	2.00	$p < .01 = 2.46$	2.14
Mothering Tasks	2.41	1.92	Not Significant	2.12

3. There is no significant difference between the scores of marital partners on attitude toward women's independence from the traditionally assigned marriage role as measured by the scale Autonomy for Women and the role behaviors observed and expected as measured by the Division of Labor Schedule. No significant correlation was found ($r = .006$). The hypothesis was accepted.

Discussion

The primary theoretical question underlying this study was whether mature, married female graduate students and their spouses conform more closely in their marriage and family-related behaviors to the Traditional Role Model (Blood & Wolfe, 1960; Parsons & Bales, 1955) or to the Egalitarian Model (Burgess, 1956).

The Traditional Role Model ascribes to the husband all behaviors relating to intercourse with the larger social system, provision of material resources, and establishment of the family's social status. Many of the husbands in this study reported that they do not limit their contribution to these clusters of behaviors. They also are active, equal performers in other important home and family related responsibilities as well. The evidence reported here suggests that although the men behave in the ways predicted by the Traditional Model

and are content to do so, they have also expanded their role within the family circle.

Just as the husbands appear to be going beyond the limitations of the Traditional Model, so do the wives, in a slightly different pattern. The research reported here provides evidence that these wives and mothers no longer feel totally responsible for the affective qualities of the marital relationship. They appear to have the expectation that their husbands will share in this responsibility. However, except for the discipline and training of their children which is shared, these mothers continue to be primarily responsible for providing for the extrinsic needs of their children. Therefore, it appears to be possible that this may be a part of some process through which marriages modify from a form of the Traditional to the Egalitarian Model.

Evidence revealed in this study supports the notion that these relationships are a process wherein the partners contribute on the basis of skills, knowledges, desires, and mutually determined goals as stated in the Introduction. An Egalitarian marriage appears to be based on the relationship between two people and not on successful conformance to rigid, sex-determined role behavior. The tasks that are performed by the husband and wife, respectively, may be negotiated by the partners. Hypothetically the behavioral difference between the actors representing the two models could be

expressed by the example of the woman who feels bound by a need to conform to her learned, sex-determined role behavior saying, "it's my duty," and her Egalitarian counterpart performing the same task saying, "it's my choice."

Pineo (1961) attributes the correlation that he found between marital partners to their high level of disenchantment to changes in behavior, personality, and situations unanticipated by the members of the marital dyad. Disaffection and boredom with being "locked-in" to a rigidly defined relationship could have been an equally viable hypothesis. A marital relationship that cannot accommodate behavior change and growth of personality over a period of time may already be a dead relationship. Experience teaches that "unanticipated situations" are probably more common than otherwise within a marriage.

The mothers in this sample appear to be maintaining their traditional behaviors in relationship to their children but not in other home and husband-directed tasks. This finding concurs with the findings that resulted from a recently published attitude survey (Stains et al., 1974) that "The great majority of the married professionals (women) do all or almost all of the housework and child care, and tend to think that it should be that way (p. 58)." It could be that these women are not yet willing to negotiate away their power base

or risk the well-being of their children in a "war for independence." This last notion may relate to the findings already reported.

In his study Axelson (1963) reported that some husbands feared that if their wives worked outside of the home they would become "too independent" and home-directed behavior would lose primacy. If a husband is sufficiently convincing in persuading his restless wife to remain at home, his most telling arguments would involve the welfare of children. This investigator has a strong suspicion that the husband's motives may be more selfish and relate more closely to her other behaviors that are supportive of his own welfare.

Heer (1958) suggested that working wives have more family power than do non-working wives. Certainly, the kinds of power, intrinsic or extrinsic, may be different. The women sampled in this study may well feel that they want to keep a power base at home through their children while reaching for another dimension of power outside of the home. The findings reported here provide evidence that these women are responsible for a significantly higher number of behaviors than their spouses but this significance disappears when child-related tasks are removed.

Although the results of this study do not appear to speak directly to the Blau (1964) findings, an effort was made by the researcher to uncover evidence of husband-power

used for exploitation of the "weaker" partner. It is possible that in this sample the partners, despite the numbers of children, perceived power to be relative to other undiscovered dimensions. By the definition of the target sample, the question could be moot in relationship to this research. All but nine of our respondent couples were parents, and we found nothing significant to support Laws (1971) that their child-bearing was a "mechanism for suppressing" or that any of their behavior was involuntary.

Stuckert (1963) supports Lederer and Jackson's (1968) notion that dissimilarity of role definitions and expectations by the partners mitigate against marital satisfaction. The respondents in this study showed little similarity in these two areas, yet they reported themselves to be quite satisfied with their marriage. Role behaviors performed by both spouses were perceived to be highly consonant.

In our measure of behaviors performed, no inquiry was made into how either partner might wish the situation to be. An expansion of the idea that there may be little commonality between desired behaviors and those actually performed leads one back to the question of which role model, Traditional or Egalitarian, is most descriptive of contemporary marriages. It really matters little within the day-to-day process of a marriage which role-model behaviors one or the other prefers, as long as they are able to accept and concur in their own

and their spouses' actual performance. Support is found in the results of this study for the descriptive validity of either model.

Lederer and Jackson (1968) report that the Interpersonal Comparison Test exposes some measure of difference between affianced or married couples that will predict the probability of a functional marital system. "The greater the gap between the two people in culture and taste, the greater the likelihood they will find themselves incompatible and the greater will be the difficulty in forming a highly functional relationship (p. 391)." Although they recommend no minimum level of response compatibility, the data derived from this test when administered to our sample of respondents yielded 41% concurrence. This result suggests that these husbands and wives have, for the most part, been married long enough that their joint experiences have prevailed over the difficulties engendered by pre-marital differences in culture and taste. A much higher percentage of consonance was reported in reference to current perceptions than was apparent on the earlier questions.

A closer attention to responses is quite revealing and interesting. By combining two of the possible responses that may have communicated the same notion to test-takers on question 34, 70% of the respondent couples appear to agree

that they both are "in charge." This result strongly implies some kind of egalitarianism operating between spouses.

The next question, number 35, generated a high proportion of responses that may be viewed to heighten the probability of husband-wife equality. Many of these couples report that they "have independent interests, but are tolerant and supportive of each other's activities."

Responses to questions numbered 36 and 37 regarding marital doubts and fears suggest that these couples take advantage of one of several alternative methods of reducing concomitant anxiety. They either (a) expose their thoughts to their spouse which could clarify their own perceptions, and might reduce their anxiety, (b) repress their anxiety, or (c) they appear to be willing to accept some level of anxiety produced by the doubts and fears.

The finding that there was 95% support by the husbands of their wives' advanced academic degree aspirations was unexpected. Responses to question 39 were highly concurrent between husband and wife, and confirmed the other findings of a high level of encouragement from the husband. This result also appears to reinforce the notion that this group of respondents interact in some conformance to the Egalitarian Model.

In reviewing the findings related to the couples' activities as measured by the Activities schedule, there

appears to be puzzling, contradictory results. On the one hand, there are only approximately four of the ten activities as selected by the husband and wife held in common. Yet eight of the ten activities designated "most" and "least" preferred were common to both groups of subjects. Perhaps the forced-choice design contributes to generating these results. It may be that the high achievement need reported from results of the Edwards Personal Preference Schedule test, combined with the broad interests found among the highly educated sample, led respondents to make fewer choices than would truly reflect their interests.

The pattern of choices is illuminating in that this investigator expected more positive interest to be shown in "art appreciation," "politics," "creative endeavors," "theatre," and "civic activities." This is an admission that a stereotype of the professional, educated person held by many investigators was violated; however, a rationale was developed that commends itself, i.e., these people are so busy "achieving" that their limited recreation time is spent, for the most part, indulging in non-cerebral types of activities.

Yet another bit of evidence that supports the view that the women in this sample prefer an Egalitarian relationship is found in responses to the Autonomy for Women scale. Whereas Arnott's normative sample included more "moderate"

women than "liberal" women, the graduate student group contained significantly more "liberal" women. Pineo (1961) found that acceptance of the "liberal idea" and actual changes in behavior appear to be not directly related. Data from responses to this scale when compared to the level of Traditional role performance on the Division of Labor schedule reveal that liberal women on the average perform fewer behaviors compared to those tasks performed when the total number of women is considered (Table 14). Additionally, liberal women perform slightly more of the childcare tasks than the sample mean indicates. Staines et al. (1974) suggest the notion that "The Queen Bee tries to be Superwoman, and is eager to 'win' in the traditional role of wife and mother . . . (p. 58)." These findings lend support to the idea of superwoman-mother but clearly refute the idea that liberal women are trying to be superwoman-Traditional wife.

Although there was a significant correlation between husbands' and wives' attitudes toward autonomy for the wife, in all but one couple the husbands' attitude score was lower than his wife's score. As was suggested earlier, there is little evidence that husbands are dissatisfied with their more conservative role. This view is supported by evidence derived from the Division of Labor schedule. Whereas women perform on the average only 1.44 of the three target

behaviors that Blood and Wolfe term "traditional," the men perform their roles at a mean level of 2.4 behaviors. This measure of husband and wife task performance yielded a high consonance between the spouses regarding "who does what." Wives appear to do more of the household related tasks, but closer scrutiny reveals that these labors are child-directed. When the "mother" role behaviors are separated out there is clarification of role behaviors. The conclusion seems inescapable that men still perform within their traditional roles but have enlarged their home-directed participation in family tasks. The women in this sample have reduced their sex-determined behaviors within the marriage, but they still perform an almost equal number of chores.

The activities discriminations made by respondents were interesting in that, although the individual couples did not concur on hierarchical arrangement of the activities, it was clear that they agreed overall. Our sample of respondents were definitely not "joiners." They appear to enjoy socializing but not in groups. It is not their way to be part of a team effort. In considering the "most" and "least" preferred activities together, it becomes obvious that they are little interested in trying to change the world. Leisure time is for relatively solitary and individual pleasures. This result becomes more understandable when related to the Edwards Personal Preference Schedule test results.

The respondents' activities suggest individual effort in sports, recreation, and socialization. Their personality profiles, as measured by the Edwards Personal Preference Schedule, identify traits that are consonant with these behaviors and other behaviors disclosed by this study. The respondents are "achievers" or they probably would not be in graduate school (women Ss) or be professional men and managers (men Ss). The significant difference found on the autonomy scale as defined falls in with both the "activities," Autonomy for Women, and the Division of Labor Schedule results.

It is probably a "plus" for the relationships between marital partners that husbands are high on need for change. If their wives have modified their view of their domestic role behavior, then their husbands have undoubtedly had to adapt to much change during their marriage experience.

The marital partners were both found to be significantly different from the normative groups on 11 scales. Husbands also differed on need for change and wives on the intraception and aggression need scales. The only measured need that was not significantly different is succorance.

The most interesting finding is in regard to the significantly higher scores of these respondents on the heterosexuality scale. An appealing explanation is that a group of Freudian reaction formation is at work. The stereotype of a career woman describes her as aggressive and somehow

"unwomanly." Yet, how can that be if she is a good wife and mother? Our subject sample was shown to be aggressive but they certainly did not want to be categorized as "mannish." They report themselves as high performing mothers and very heterosexual. Are they protesting too much?

The men may see themselves losing their outward and visible signs of patriarchal power as evidenced by their expanding role within the family circle. There may still be some vestiges left of the idea that a man whose wife is serious about her career is a husband who is something less than the "man in the house" as perceived within his male world. How better to give this canard a decent burial than to feel and, perhaps, behave as a super-male.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study was designed to describe a very narrowly defined sample of married couples. The lower age limit of the women subjects was set at 30 years in order to sample wives for whom there had been a hiatus between their undergraduate college achievement and matriculation in graduate school. Limitation on this factor also made it possible to sample couples who have been, in the majority, married at least 10 years. In this way the investigator hoped to study women who are directed toward career goals that relate to self-fulfillment beyond home and family-directed behaviors. It was hypothesized that results of this study could give direction to further research results that would be more accessible to generalization on the interrelated phenomena of higher education, professional career goals, and autonomy aspirations of contemporary women as they relate to the marital process.

Data from this investigation disclose that there is a strong possibility that the longer a marriage endures, the less will be the effect of large differences between partners in pre-marital history. Whether the men and women in the

sample enjoyed the same leisure-time activities does not appear to be as important as was each partners' willingness to have the other participate in other than joint endeavors. It is interesting that the couples enjoy the same gross categories of leisure-time pursuits even though the men and women within the marital dyads did not order their preferences in the same sequences. Recreation for the people in this sample was characterized by activities that required no team effort or group interaction. These men and women appear to be oriented toward individual achievement and solitary pleasures.

Although the husbands in the sample held less liberal attitudes about womens' autonomy, their attitudes were significantly correlated with their wives' attitudes. The importance of this finding lies within the attitudinal concurrence between the husband and wife, rather than in the definition of the couples' attitude as "liberal," "moderate," or "conservative." Even though liberal women performed fewer of the traditional tasks than the wife whose attitude on womens' autonomy was moderate, both groups performed fewer of these chores than their husbands did of the traditionally male tasks. Overall, husbands and wives perceived themselves, and were perceived by their spouses, to contribute about equally in performing the totality of home-related tasks. With the exception of equal participation by father and mother in the discipline

and training of children, the responsibility for performing parenting-related tasks was primarily the province of the women.

The significant differences between the scores of these couples and the publisher's normative samples for mature men and women suggest strongly that the subjects were drawn from a different population. The significantly correlated pattern of personality needs of the mature, female graduate students and their spouses may also be unique to the population sampled in this study. Further research that explores the predictive usefulness of the Edwards Personal Preference Schedule as a tool in (a) the selection of graduate students and, (b) assessing some probability that a marriage will survive either partner's course of graduate work given the pattern of personality needs reported in this investigation would be useful. A follow-up study of younger, married graduate students might clarify which adjustments this sample of couples has already made to allow for the wife "doing her thing."

Although longevity of a marital relationship is the only reliable measure of the pairing of two individuals, such a measure explains and describes nothing. An enduring marriage is not necessarily a happy marriage. "To understand a given marriage . . . is realistically possible only

in terms of particular sets of experiences, meanings, hopes, and intentions (Cuber & Harnoff, 1965)." This study has been an effort to describe and define a sample of marital couples as related to the wife's ". . . meanings, hopes, and intentions."

APPENDIX

APPENDIX A

QUESTIONNAIRE FOR FEMALE RESPONDENTS

Instructions

Please answer this questionnaire in complete privacy. Take your time. Answer each question by placing an X or your answer on the horizontal line provided. Mark only a single answer for each question, choosing the one which is more true than any of the others. If you have further comments on any questions, identify the question and write your remarks on the back using additional paper, if necessary.

Name: _____ Age: _____

Address: _____ Tel. No. _____

1. Major field of study? _____

2. Graduate hours achieved? _____

3. Desired degree (circle one)? Master's Ph.D. None

4. Professional objective after graduation? _____

5. Full-time student? _____ Part-time student? _____

6. What is your husband's attitude toward your going to college (check one)?

Supportive _____ Tolerant _____ Opposed _____

Encouraging _____ Discouraging _____

APPENDIX B

QUESTIONNAIRE FOR MALE RESPONDENTS

Instructions

Please answer this questionnaire in complete privacy. Take your time. Answer each question by placing an X or your answer on the horizontal line provided. Mark only a single answer for each question, choosing the one which is more true than any of the others. If you have further comments on any questions, identify the question and write your remarks on the back using additional paper, if necessary.

Name: _____ Age: _____

Address: _____ Tel. No. _____

1. At what age were you married to your present spouse? _____
2. If divorced, how long did that marriage last? _____
3. Number of children, if any, from the marriage? _____
4. What is your occupation (check one)?

Professional _____	Skilled labor _____
Managerial _____	Agriculture _____
Engineering _____	Unskilled labor _____

5. What was (is) your attitude toward your wife's going to graduate school (check one)?

Supportive _____	Tolerant _____	Opposed _____
Encouraging _____	Discouraging _____	

6. What is the highest level of education you achieved (check one)?

Some high school	_____
High school diploma	_____
Some college	_____
Bachelor's degree	_____
Some graduate school	_____
Master's degree (or equivalent)	_____
Ph.D. (or equivalent)	_____

APPENDIX C

INTERPERSONAL COMPARISON TEST

Instructions

Please answer this questionnaire in complete privacy. Take your time. Answer each question by placing an X or your answer on the horizontal line provided. Mark only a single answer for each question, choosing the one which is more true than any of the others. If you have further comments on any questions, identify the question and write your remarks on the back using additional paper, if necessary.

7. I was born
- a. on the Eastern seaboard _____
 - b. in the Southern United States _____
 - c. in the Midwestern United States _____
 - d. in the Southwestern United States _____
 - e. in the Western United States _____
 - f. outside of the United States _____
8. My place of rearing was
- a. a metropolis _____
 - b. suburbia _____
 - c. a medium-sized town _____
 - d. a small town _____
 - e. a rural area _____
9. My religious background is
- a. Catholic _____
 - b. Jewish _____
 - c. Protestant _____
 - d. Moslem _____
 - e. None _____
10. My parents are
- a. first-generation Americans _____
 - b. second-generation Americans _____
 - c. third-generation Americans (or earlier) _____
 - d. not American citizens _____

11. The highest annual income earned by my father was
a. over \$30,000 _____
b. over \$20,000 _____
c. over \$15,000 _____
d. over \$10,000 _____
e. over \$ 5,000 _____
f. \$5,000 or less _____
12. The highest educational level reached by my father was
a. grade school _____
b. high school _____
c. college _____
d. graduate school _____
e. a doctoral degree _____
13. The highest educational level reached by my mother was
a. grade school _____
b. high school _____
c. college _____
d. graduate school _____
e. a doctoral degree _____
14. My position in the family was
a. oldest child _____
b. middle child _____
c. youngest child _____
d. only child _____
e. one of several in middle _____
15. The number of children in my family was
a. very large (seven or more) _____
b. large (five or six) _____
c. average (three or four) _____
d. small (two) _____
e. only one _____
16. My parents were
a. very close in age _____
b. less than five years apart _____
c. less than ten years apart _____
d. less than fifteen years apart _____
e. fifteen or more years apart _____
17. My parents' experience with divorce was that
a. neither was ever divorced _____
b. one had been previously divorced _____
c. both had been previously divorced _____
d. they were divorced when I was a child
(12 or under) _____
e. they were divorced when I was in my teens
or older _____

18. In my parents' families (including grandparents and parents' siblings)
- a. there have been no divorces
 - b. there has been one divorce
 - c. there have been two divorces
 - d. there have been three or more divorces
19. In my family rearing the person who seemed most in charge was
- a. my mother
 - b. my father
 - c. neither parent
 - d. I never thought about who was in charge
20. In our community my parents were
- a. considered important people
 - b. included among people of some standing
 - c. just average socially
 - d. below average socially
 - e. considered outsiders
21. My family situation consisted of
- a. living with both of my biological parents
 - b. living with just my mother
 - c. living with just my father
 - d. living in foster homes or with stepparents
 - e. living with my real mother and a stepfather
 - f. living with my real father and a stepmother
22. My own family experience was
- a. warm and pleasant
 - b. pleasant but not intimate
 - c. nothing I can particularly remember
 - d. unpleasant
23. As clearly as I can remember my earliest days were
- a. extremely pleasant
 - b. neither pleasant nor unpleasant
 - c. pleasant, though I was nervous
 - d. unpleasant
24. The most pleasant aspects of my childhood are associated with experiences
- a. with both parents
 - b. with the parent of the same sex
 - c. with the parent of the opposite sex
 - d. with my siblings
 - e. unconnected with members of my immediate family
 - f. I do not recall any particular pleasant experiences

25. As a child I was fond of
a. reading, solitary hobbies, and daydreaming _____
b. sports and outdoor activities _____
c. being around other people socially as much as possible _____
d. no particular interests which I can recall _____
26. During my growing-up period
a. I had many close friends _____
b. I had one or two close friends _____
c. I had no friends whom I particularly recollect _____
d. I was a very solitary person _____
27. In my family, my dating
a. was something I could easily discuss with my parents _____
b. was mentioned rarely, or only in a kidding manner _____
c. was something I did not care to discuss _____
d. aroused considerable conflict _____
28. When I was in high school
a. my major interest was in getting good grades as well as in maintaining an active social life _____
b. my major interest was in maintaining an active social and sports life rather than in getting good grades _____
c. I did not want to go to school any longer, and wanted to make money _____
d. I felt confused and did not know what I wanted to be _____
29. Financially and socially I feel the next five years
a. will be reasonably successful _____
b. will consist of two steps forward and one back _____
c. are impossible to predict at present _____
d. the future scares me _____
30. My spouse
a. is extremely attractive physically _____
b. is not unusually attractive physically, but is likable _____
c. is someone I do not think of in terms of physical beauty or good looks _____
d. embarrasses me because of his (her) looks _____

31. My spouse
 a. comes from a family I greatly admire _____
 b. comes from a family I feel very much a part of _____
 c. has so little family closeness I feel sorry for him _____
 d. has very irritating parents, but I can overlook them _____
32. With regard to the family of my spouse
 a. I am worried that he (she) may become too much like his father _____
 b. I am concerned that he (she) may become too much like his father _____
 c. I do not feel his (her) parents do play any significant role in our marriage _____
 d. I do not think he (she) is like either of his parents _____
33. I feel that my spouse's parents
 a. are better educated than my family _____
 b. have considerably more money than my family _____
 c. are not as socially acceptable as my family _____
 d. I do not think about them in this way _____
34. In the relationship with my spouse I feel that
 a. he is more in charge than I am _____
 b. we are equally in charge _____
 c. I am more in charge than he is _____
 d. neither of us is in charge _____
35. With regard to companionship, my spouse and I
 a. have many interests in common _____
 b. have independent interests, but are tolerant and supportive of each other's activities _____
 c. expect to develop interests in common _____
 d. seem to have relatively little in common when we are not busy with social activities _____
36. With regard to the question of marriage, my spouse and I
 a. have discussed our doubts and fears of marriage _____
 b. have had some doubts, but have not mentioned them _____
 c. may be afraid of hurting each other by bringing up the question of whether we have made a mistake _____
 d. do not have any doubts whatsoever _____
 e. used to have doubts but overcame them _____

37. With regard to our present marriage
- a. I would like to leave it, but am afraid of the consequences _____
 - b. despite my doubts I prefer to stay with it _____
 - c. I feel I can overcome any doubts since my love is great enough for two _____
 - d. I would have doubts no matter whom I had married and should therefore not let these doubts stand in the way now _____
38. With regard to religion
- a. we are of the same faith and there are no conflicts _____
 - b. neither of us has had serious religious training, and we do not intend to become involved with any church _____
 - c. we are of different faiths, but have agreed to rear our children in one of them _____
 - d. we have opposing religious views, but we are tolerant of each other's ideas _____
 - e. we would have no problems about religion if other people would stay out of our business _____
39. With regard to my occupational or avocational interests
- a. I feel I have the courage to pursue both marriage and my interests, even when they conflict _____
 - b. I feel I could sacrifice almost anything in order to have a happy marriage _____
 - c. I see no reason for conflict between marriage and my other interests _____
 - d. my spouse has no ambitions or professional commitments which will jeopardize or interfere with our marriage _____
 - e. my spouse's devotion to his (her) career interest is something I can easily admire and support _____
 - f. my spouse's devotion to his (her) career is something I hope I can get more enthusiastic about _____
40. With regard to the future with my spouse
- a. I sometimes think he may become ill _____
 - b. I fear that he may become ill _____
 - c. I fear that he will become superior intellectually or more important than I can become _____
 - d. I never have had any doubts _____

41. With regard to the future of our marriage
- a. I am worried about becoming poor _____
 - b. I am worried about the influence of our
in-laws upon us _____
 - c. I am troubled about the bad effects on our
marriage of her (my) having a career _____
 - d. it sometimes occurs to me that my spouse
might have an affair _____
 - e. I prefer not to worry about things until
they happen _____

Instructions

Please number from 1-5, in order of your preference, the activities you like most. Label A through E, those activities you least prefer.

Motion pictures	_____
Competitive sports (tennis, bowling and so on)	_____
Spectator sports	_____
Outdoor activities (fishing, walking, bicycling, etc.)	_____
Special gatherings with friends	_____
Reading	_____
Art appreciation (listening to music, visiting art galleries, etc.)	_____
Politics	_____
Hobbies (woodworking, sewing, stamp collecting, etc.)	_____
Membership in organizations (school or college clubs, union activities, etc.)	_____
Business or professional activities (beyond ordinary office hours)	_____
Creative endeavor (writing, drawing, singing, acting, playing a musical instrument)	_____
Television	_____
Driving in the automobile	_____
Theater	_____
Night clubs	_____
Dancing	_____
Discussion groups	_____
Civic activities	_____
Being with a few friends of my own sex	_____

EDWARDS PERSONAL PREFERENCE SCHEDULE

Operational Definitions of Needs

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.
2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.
3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.
5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.
6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.
7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems,

to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a

single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

APPENDIX E

AUTONOMY FOR WOMEN

Instructions

Please use the symbols below to make the response that most closely reflects your view of the following statements in the right hand column.

✓✓ Means strongly agree
X Means mildly disagree

✓ Means mildly agree
XX Means strongly disagree

1. The word "obey" should be removed from the marriage service. _____
2. Girls should be trained to be homemakers and boys for an occupation suited to their talents _____
3. The initiative in courtship should come from men. _____
4. A woman should expect as much freedom of action as does a man. _____
5. Women should subordinate their career to home duties to a greater extent than should men. _____
6. Motherhood is the ideal "career" for most women. _____
7. Within their marriage, women should be free to withhold or initiate sex intimacy as they choose. _____
8. The husband should be regarded as the legal representative of the family group in matters of law. _____
9. The decision whether to seek an abortion should rest with the wife. _____
10. Her sex should not disqualify a woman from any occupation. _____

APPENDIX F

THE DIVISION OF LABOR SCHEDULE

Instructions

In the space provided please mark with the following symbols the person who performs (performed) each of the duties listed most of the time.

H (Husband) W (Wife) B (either husband or wife or both
N (Neither) depending on circumstances)
H (Hired) --(please use appropriate symbol for person
 responsible--either H or W)

- () 1. Small household repairs*
- () 2. Arranges for child care
- () 3. Lawn mowing*
- () 4. Gardening
- () 5. Keeps track of money and pays bills*
- () 6. Makes the bed
- () 7. Grocery shopping*
- () 8. Shops for children's clothing
- () 9. Chooses the church to attend
- () 10. Does the evening dishes*
- () 11. Washes windows outside
- () 12. "Straightening" the house*
- () 13. Selects joint recreational activity
- () 14. Makes appointments with doctors and dentists
- () 15. In charge of discipline and training of children
- () 16. Selects home decor items
- () 17. Carries out the garbage
- () 18. Confers with school personnel
- () 19. Takes care of details of household business
- () 20. Keeps automobiles serviced (other than gasoline)

*Designates items from Blood and Wolfe (1960).

APPENDIX G

FORMAT OF POSTCARD

Format of postcard addressed to the investigator
and returned by prospective female respondents:

Please contact me about participating in your
research.

Name:

Address:

Telephone No.

Area Code:

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BIBLIOGRAPHY

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