

Self-Actualizing Men and Women – A Comparison Study

Eleanor G. Hall
Jan Hansen

Differences in the self-actualization of men and women were investigated in this study. Ivy League men researched by John Gowan (1972) were compared to University of Michigan women who resided in the Martha Cook (MC) dormitory between 1950-1970. Gowan concluded that the men were caught in the parental stage or the hobbies, art, and travel stage and did not progress to actualization of their talent. In contrast, over twice as many women were self-actualized using Gowan's definition of actualization. Moreover, three times as many women were considered accomplished, while only two percent were in the hobbies, art, and travel stage, as compared to 13 percent of the men. Finally, only 15 percent of the women were classified as in the parental stage, while 27 percent of the men were considered family focused. A second part of the study compared two groups of the MC women to each other for differences between groups which might help explain why some women self-actualized in adult life while others did not.

Eleanor Hall is national consultant for the National Research Center on the Gifted and Talented, a mental health counselor for Masterpeace Center for Counseling and Development in Tecumseh, Michigan, and has taught education of the gifted at four different universities including the University of Michigan. **Jan Hansen** is a parent, researcher, writer and an Adjunct Professor at the University of St. Thomas, St. Paul, Minnesota.

Researchers in education of the gifted have long debated whether gifted women achieve their potential as well as men do. This article focuses on this question by describing a study which compared University of Michigan women who resided in Martha Cook dormitory and Ivy League men as studied by John Gowan in 1972. A secondary purpose was to determine if there were differences between most productive women and the less productive women in the sample.

The literature reveals how other researchers describe self-actualization. Gowan (1972), for example, looked for lives filled with... a profound sense of commitment. Kerr (1991) sought those who challenged the limits of intellectual potential and used their gifts to the fullest. Reis and Callahan (1989) favored achievements in recognized fields of endeavor. While Walker, Reis and Leonard (1992) noted achievements, (or lack thereof) specifically in the areas of patents, National Merit semi-finalists, the United States Senate and the Supreme Court.

In addition to these definitions, there are numerous biographies and case studies that describe actualization of talents in individuals (Hollingworth, 1926, Maslow, 1971; Gowan, 1972; Brennan and Piechowski, 1991; Ries, 1995). Review of these studies indicate that actualization was described broadly and in many ways. Moreover, no matter how actualization was defined, career achievements were typically used as a yardstick for measuring the actualization.

Interestingly, much of the literature paints a bleak picture for the gifted female pointing out the barriers she faces, and the segments of society that remain unwilling to support her. On the other hand, some authors do highlight the more positive opportunities for women, describe the open doors that do exist,

and the altruistic purpose that some gifted women sustain.

The authors maintain that it would be a mistake to judge women mainly in terms of career achievement in traditional areas as others have done. Rather than use other definitions of actualization, Maslow's Hierarchy of Needs (1954) was the prime reference for the development of self. By using Maslow's definition, which does not require prestigious job titles or eminence, perhaps more gifted women achieve self-actualization.

According to Maslow who developed the notion of self-actualization, self-actualization is the highest level of a hierarchy from physiological, safety, belonging, self esteem, to self-actualization. The lower more simple needs or motives must be satisfied first in order for other higher motives to emerge. The highest and most evolved motive is self-actualization, a healthy desire to be the best one can be.

As examples, Maslow (1962) described a homemaker who was original, novel, ingenious, and inventive in her work as self-actualized. He also cited a woman devoted to social service who created an organization which helped many more people than she could have helped individually. The self-actualizers in Maslow's examples were spontaneous, ambitious, and problem centered. They had a mission in life beyond themselves which enlisted their energies for the betterment of society.

In 1972, John Gowan applied Maslow's Hierarchy to a group of men 35 years after their graduation from an Ivy League College, finding what he perceived to be disappointing results for the men. He concluded that the men remained in lower levels of Maslow's Hierarchy, specifically motivated by selfish interests in parenting, or in hobbies, art, and travel, and did not advance to self-actualize their talent. Unlike Maslow who identified 17 % of the population as self-actualized, Gowan found only five percent of the Ivy League men reached moderate professional accomplishment, and only four percent reached self-actualization.

Gowan (1972) used Maslow's hierarchical approach to divide the men into eight categories, with category one, as the non-responders of a reunion survey. Categories from two to eight comprise a series of levels which progress in a continuum from ego-centrality toward altruism. At the lowest level, self-concept is concentrated on self, my possessions, my children, my hobbies, my concerns, my accomplishments and my creations. As one progresses up the scale there is more self-disclosure, more objectivity, more concern for others, less self-reference, less stereotyping, to more altruistic, unselfish motives.

Other authors define self-actualization in men and women as associated with advanced degrees and prestigious job titles, (Kerr, 1985, Reis and Callahan, 1989). *The typical perception often calls for monetary rewards, and rewards given by men for men.* (Silverman, 1995). This study examines women's achievements in a broader way as suggested by Eccles (1986), Ries (1995), and within the framework of moral sensitivity (Dabrowski, 1964; Silverman, 1994). This broader interpretation includes both process and product creativity, as well as altruism and self development, with or without prestigious job

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titles and awards. This concept of actualization is best described by Silverman (1995), *The natural trajectory of giftedness in childhood is not a six-figure salary, perfect happiness, and a guaranteed place in Who's Who. It is the deepening of the personality, the strengthening of one's value system, the creation of greater and greater challenges for oneself, and development of broader avenues for expressing compassion. Advanced development in adulthood is the commitment to becoming a better person and helping to make this a better world.*

The Study

The authors chose the group of 312 alumnae of Martha Cook Building (MC) of The University of Michigan who graduated between 1950 and 1970. The women scored in the top ten percent of the population on measures of potential and achievement (as demonstrated by their acceptance into The University of Michigan), were expected to be active in campus organizations, to abide by the honor code of behavior, and to contribute to the good of the dormitory. Women were chosen by the House Director who usually asked the women how they would contribute to the good of the dormitory.

The Martha Cook Anniversary book (1990) described the expectations for the women as follows: "For from the moment the building opened, in 1915, Martha Cook residents have not only been encouraged but expected to be campus leaders, active in worthy and altruistic endeavors...One Cookie was on the debate team, one on the Daily staff, another was president of the International Center; others were officers in a myriad of organizations. Martha Cook residents have always worked for their pleasure rather than having it handed to them, organizing and participating in activities for the common good, and the common enjoyment."

Methods and Procedures

Quantitative and qualitative methods were used in this study. Data were collected from *The Survey of University Women* which focused on family background, education, occupation, the nature and extent of professional and volunteer positions, development of talents, meaning in life, relationships, self-esteem, and life satisfaction; primary source data including articles, chapters, and recordings of achievements; and other materials written about the participants.

The *Survey of University Women* which was developed for the study was first field tested by experts in survey design and then sent to all 312 women on the MC Alumnae list from the classes 1950-1970. At the time of the survey, the group ranged in age from 45 to 70 with nearly half (48%) of the group about 50 years old. Younger women were not included as they would not be close enough in age to Gowan's men who were about 50-55 years old at the time of his study; and because actualization according to Maslow is more probable at those ages. A total of 167 surveys were completed and returned providing a 54% response rate. The women were often very open about sharing insights and intimate information about themselves. Over half expressed eagerness.

The *Survey of University Women* provided an opportunity for the women of the study to report their accomplishments. The women were asked how many new organizations, products, inventions, businesses, compositions or professional

papers, and other accomplishments they had achieved or created. This left room for the women to take credit for a variety of achievements in various environments. In addition, there was an opportunity for the women to specify what they themselves believed to be note-worthy. For example, one said, *Managed a successful community foodbank for nearly ten years.* Another answered, *Newsletters (writing and designing), flyers, and I'm having a family reunion.* And a third listed her other accomplishments as, *My students have become professional musicians and music teachers.* One more indicated that her accomplishments included 300+ book reviews and the invention and organization of a national professional conference from which the papers were published as a book.

Another survey item, #18, gave the women a chance to score the number of times, (1= never, 2= sometimes, and 3= frequently) they had held office in professional organizations, held volunteer leadership positions, created new products or organizations, published books or book chapters, published compositions, articles, poems, participated in religious organizations, served on editorial boards, reviewed or wrote grants, gave recitals, presentations, exhibitions, directed choirs, orchestras, bands, plays, were quoted in books, newspapers, served as expert witness or TV expert; performed professionally in music or sports; advocated for the welfare of others; and if they preferred working alone to create or achieve. This rating of the number of times the women accomplished or achieved in the list of activities provided a numerical way to classify the women into the eight groups. The scores were added and the highest scores were assigned to group 8, next highest scores to group 7, etc.

In order to further identify the self-actualizers in the group, participants were asked a series of open-ended questions to recognize characteristics the researchers believed to be important for self-actualization. These questions were parallel to those the Ivy League men answered. The women were asked to describe their most meaningful event and the most significant accomplishments in the last 20 years, what was satisfying in their lives, and to describe their personalities, and relationships. The approach and procedures in the study attempted to replicate Gowan's work as closely as possible, while asking questions that would permit comparison between the women and the men. For instance, Gowan assumed that the men were on a continuum or hierarchical path similar to Maslow's Hierarchical of Needs (1954); and although the women were grouped in eight groups to correspond to Gowan's men, the final groups are not considered by the authors to be hierarchical, nor did the women necessarily progress from one level to another in a developmental path as Gowan implies. Rather than naming the groups as did Gowan, the groups in this study were numbered to correspond to Gowan's levels.

Part I of The Study

It was assumed that the women compared very closely to the Ivy League men based upon Gowan's description and the caliber of students attending both schools. However, some caution should be used in interpreting the results since the women represented graduating classes over a 20 year span of time. In Gowan's study the groups were chosen based upon their responses to anniversary reunion surveys 35 years after graduation. The men were asked to describe their accomplishments and the most meaningful events in their lives (they were not

aware they were being studied). The women in the current study knew they were being studied and were asked to complete a lengthy questionnaire about their lives.

Initially, each completed survey and its accompanying primary and secondary sources were read and reflected upon by two researchers to obtain a general understanding of how the women in the study perceived their accomplishments, and to gain insight about their lives. This was no small task given that attached to many surveys were items of complex additional information, including articles about and by them. A small grant was received from the Michigan Alliance for the Gifted to conduct the survey, but much of the project was funded by the researchers themselves. Reviewing the surveys was time consuming as the women of MC had fascinating stories to tell and were eager to tell them. For instance, one woman, a PTO worker, advocated for desegregation of the Chicago Public Schools. One more administered a well-known medical center; another served on a Federal Grand Jury; and still another was listed in *Who's Who in Finance and Industry*. Some women were musicians who performed in world-class theaters; some were critical to the functioning of churches. Still others donated their talents to education, the arts, theater groups, or beautification projects. Some were mothers who devoted much of their energy to actualization of their children. The narrative responses from 167 women were categorized, themes triangulated, and findings compared to the numerical results.

Based upon Maslow's Hierarchy, Gowan's categories were: #1 Non-Responders, #2 Unhappy or Unfulfilled, #3 Career and Financial Success, #4 Family oriented, #5 Hobbies, Art, and Travel oriented, #6 Concerned without action, #7 Action and Accomplishment oriented at moderate level, and #8 Numerous Creative Accomplishments and major office holding involving the public good. The women were assigned to the eight groups based upon their scores using item #18, and then cross-checked with information from the essay responses and from item #19 in which they ranked activities and accomplishments of: a happy home, higher education of children, loving spouse, collections, travel, exercise, vacations, sports, crafts, hobbies, financial success, community service, writing for publication, public speaking, holding office, participation in professional organization, serving on editorial boards, invention, composing, arranging, leading an organization for a good cause, a rewarding satisfying career, and working for the betterment of society.

Results

Numbers of men and numbers of women in each category were compared using Chi-Square analysis (Table 1). The women were significantly different from the men, $X^2(2)=136.85, < .00001$. Using Gowan's criteria, the women of MC were more often classified as group 8, which Gowan considered highly productive and in his perception, at the level of self-actualization. Twenty-four (8%) as compared to 13 (3%) men, were in Group 8. Over three times as many women , 50 (16%) were in Group 7 Action and Accomplishment at moderate level) as compared to, 19 (5%) of the men. Only 4 (1%) of the women showed Concern for Society (without action, Group 6), whereas 49 (12%) of the men were in this group. Only 6 (2%) of the MC women were in Group 5, which Gowan called Hobbies, Art, Travel; while 61 (15%) of the men were so classified.

Number and Percentages of Responders in Each Group

Groups	Women		Men	
	N	%	N	%
1. Non-responders	145	47	81	19
2. Unfulfilled	4	01	07	02
3. Career	28	09	42	11
4. Family	46	15	99	24
5. Hobbies, art, travel	06	02	61	15
6. Concern for society (without action)	04	01	49	12
7. Accomplishment	50	16	19	05
8. Most productive (Selfactualizes)	24	08	13	03

Table 1

Forty-six (15%) of the women were classified as Family Oriented (Group 4) while (24%) of the men were focused upon family achievements and interests. Twenty-eight (9%) of women and 42 (11%) of the men were focused upon Career and Financial Success (Group 3). The group that Gowan referred to as unfulfilled was 7 (2%) of the men and just 4 (1%) of the women. Gowan went on to conclude that the non-responders probably included many who were unsuccessful, unhappy, or defeated. However, a random sample of Group 1, Non-Responders in this study, who returned postcards, indicated that they were a very similar group to the responders. One non-responder, for example, closed her own company to devote herself, full time to translation of Bosnian publications in an effort to bring about peace accord. The notion that non-responders were unfulfilled or too embarrassed to respond, as Gowan suggested for males, did not hold true for the women of MC.

Part II of the Study

A second part of the study compared the women classified as Group 3, (career women) to Group 8, the most productive, altruistic, essentially self-actualized women. These two groups were compared for significant differences on a variety of measures. The purpose of this analysis was to ascertain if differences between these groups helps explain why some were so actualizing, while others were less so. Although both groups were career women in terms of the number of years spent working outside the home (16 or more), some were highly productive while others were not. T-tests were conducted to measure differences between Groups 3 and 8. The results of these tests showed that Group 3 women were more often leaders in organizations, valued financial success more, spent more years at home with children, held public office more frequently, and did more public speaking. However, Group 8, (most productive, self-actualized), had more siblings, published articles, earned degrees, created products, performed, contributed to society, had recitals, were quoted, volunteered, tutored, published books, wrote, reviewed, and served as expert witness more often than Group 3.

It is noteworthy that Group 3 women were more interested in activities that promoted themselves and their families, much like many of Gowan's men, and valued financial success more than Group 8 women. Group 8 women were more intent on doing things to make a better world, they volunteered, tutored, and gave of themselves without much concern for financial gain.

Limitations

Credibility of this study depends upon to what degree the subjects are accurately described and how well the survey discriminated between groups. In order to receive feedback about the validity of the study, presentations were made to other researchers, educators and parents, in education of the gifted, and to the MC women themselves. Considerable interest was shown by these groups, and the MC women themselves were satisfied with the study findings. Their willingness to accept the results is an indication of some legitimacy in the study.

Another limitation of the study was the interpretation of Gowan's work which was not entirely clear from his article, therefore, the study could not be replicated exactly. Readers should generalize these results only in light of the traits, backgrounds, and particulars of the groups described.

Analysis of Results

Much of the difference in the comparison between the women and men could have occurred because of the way the individuals were classified by the researchers. However, the results were triangulated to be as objective as possible. Therefore, other explanations are more likely to explain a larger share of the differences between groups. For example, one reason MC women may have been more productive and actualizing than the men was that they were not the entire class of University women, but a select group chosen partly for their willingness to contribute and partly because they opted to live there. In addition, the women lived together with other women where volunteerism and idealism were the norm.

Moreover, graduate women lived in the Martha Cook Building and served as role models for undergraduates. Lack of role model has often been blamed for unactualized potential in gifted females (Walker, Reis and Leonard, 1992; Silverman, 1993; Kerr, 1991; and Callahan, Cunningham, and Plucker, 1994). These women of MC probably benefitted not only from individual relationships with one or more goal-oriented women who served as potential role models, but also from the Zeitgeist where achievement and social acceptance went hand in hand. For example, awards were given for perfect grade point averages. However, it could not be determined from Gowan's report (1972) whether or not the Ivy League men had adequate role models, but it is clear that the women of MC were encouraged to achieve. The importance of support from female friends who share common school experiences has been documented by Casserly (1979) and it is obvious from the women's comments that they had that kind of support. They were expected to be active on campus, to contribute to social causes, and to be the best they could be. Perhaps, they lived a self-fulfilling prophesy.

Another explanation for MC women being more self-actualized than Gowan's men can be attributed to the fact that the men were a generation older than the MC women and they had lived through the Great Depression and were proud of financial success. Gowan (1972) lamented that most of the Ivy League men were "stuck in financial success." However, the distinctions cannot all be explained away by generation differences or differences in the biases of the researchers. Even today, greater achievement, more prestigious careers, and financial success are expected from men. However, the MC women were more self-actualized because a greater number had the ability to look beyond money and possessions for

meaning in their lives. Actualization requires altruism and giving of one's self, characteristics expected from women and often even accepted as more natural for women in our culture, so women are socialized to self-sacrifice which may play a part in more women achieving actualization.

One of the most important findings from the study was that the women of MC were service oriented. This makes sense given that the House Director selected them, in part, based on their willingness to contribute to the common good of Martha Cook Building. In life after college, the women continued to serve through their professions, their volunteer work, and their families and friends. They held close a philosophy of humility that permeated many aspects of their lives. The altruistic nature of the group as a whole, pervaded many aspects of the study. Comments from the women which exemplify this more altruistic form of actualization are:

My most satisfying experience is knowing that I am doing something that has a meaningful purpose for the betterment of society, or another who said, saving Island Park and maintaining its natural status for the public.

My most significant accomplishment was establishing a program to give Native Americans a greater role in decisions about protecting places that are a part of their heritage; or ...influencing the lives of thousands of young people; and receiving two awards for humanitarian service... one a professional award, the other from the city.

The comparison of Group 3, (career women) to Group 8, (most productive, altruistic women or self-actualized), served to identify another possible reason why the women actualized their talent more often than the men. Since Group 8 actualizes attended more graduate school, perhaps graduate school fostered self-actualization through contact with professors, who often serve as role models and mentors, and encouraged students to achieve. In addition, in graduate school, women had education and experience in writing, creating, performing, giving recitals, and becoming an expert in a field.

Furthermore, graduate education offers the opportunity to advance one's skills and abilities, which in turn, can foster higher self-esteem, necessary for self-actualization according to Maslow (1954). With greater achievement and success in school, perhaps the women developed more risk-taking qualities that were needed for developing new organizations and creative products. Gowan's study does not indicate how many of the men had graduate education except for those men in law and medical careers.

It should be noted that the Group 8 self-actualized women showed other differences from Group 3, career women, in the T-test comparison between groups. Perhaps, because they had more siblings, ($T = 3.16 (43), p = .003$) they were taught to be more caring of others, and less selfish. Often girls in larger families act as assistant mother and provide part of the parenting of siblings (Echoic and Schlosser, 1996) which may lead to a more altruistic person.

The career women of Group 3 were more interested in public speaking, and financial success. These factors seem to indicate a more self-centered outlook on life than the self-actualizing Group 8 women. In fact, these women are much like the men that Gowan described in his study of the Ivy League men, except that the women were not so focused upon hobbies, art, and travel as the men.

In addition, self-actualizing women of Group 8 more often volunteered, were more creative, tutored, served as expert wit-

ness, and claimed that to have contributed to society was more important than other achievements. They also wrote, were published, reviewed, performed, and had recitals more than the career women of Group 3. The numbers of activities in which these women were involved demonstrate altruism and creativity which Maslow thought necessary for self-actualization.

Thematic analyses of the surveys of actualized women of Group 8 showed that these women were impelled by a potent, personal, and humble life purpose. This sense of purpose was noted by other researchers of gifted women and was described by Kerr (1985) as a powerful sense of personal mission and identity. Less actualized women in Group 3 devoted themselves to secure, long-term employment, but did not feel a personal and driving purpose as the actualized women described. Some helped their spouses, children, or colleagues with their goals, but did not act upon a personal purpose as can be seen in these comments:

My most significant accomplishment is that I worked 20 years for the same boss.

Surviving the financial and emotional difficulties of a divorce and single parenthood.

One woman described her personality as tenacious, prefer routine, usually cheerful. Very competent but unsure of myself, cheerful disposition.

Another commented that, I've always considered home and family as my career. Work is just my 'day job'.

In addition, actualized women committed their work to the common good, which included a deeply moral and sensitive outlook on life. The actualized MC women worked for balance in their lives. They did not sacrifice their purpose for personal relationships, nor did they sacrifice personal relationships for their purpose. They found that their achievements were often recognized by others, even though they were not driven by recognition and glory. The actualized women of MC were committed to a life pattern of growth. Since they valued a personal mission as well as unity with family and others, they were more likely to seek opportunities that would serve that personal mission and remain emotionally available to their families and friends as well.

Comments from the actualizes reflect this sense of personal mission, growth, and importance of relationships:

The most meaningful events I've experienced personally were the near deaths of one son and my husband... I work very hard, with intense focus, concentration, and organization: I keep my friendships, familial, personal, and professional in order and try to resolve difficulties within 12 hours....most importantly for my career, always an innovator, I have begun to take tremendous professional risks...My most significant accomplishments, publication of some 16 books: progressively more innovative research.... have helped move these fields from the margin to the mainstream.

In response to what she finds satisfying in her life another ways, As Freud says. 'Love and work'—in that order.

Most meaningful, working in the jungle of Ecuador as a volunteer MD with my family.

Most significant accomplishment, 3 healthy well balanced socially conscious kids. Respect and cooperation in my HMO of my department members. Success with my patients.

Another women gave this answer to what gives you your

self-esteem? My dedication to high-quality performances in everything I do – from the daily dishes to rarefied research.

Some of the Group 8 women indicated that their spouses encouraged them to use their talents. One stated, *Total encouragement of my professional goals by my spouse is the secret of my success.*

Discussion

There are two important parts to the discussion of the findings of this study of MC women. First, is an examination of why these women out-performed Gowan's men and the second portion includes some possible recommendations based upon the findings. These recommendations for educators and parents are offered with the hope that through some of the understandings of self-actualization gleaned from this study, more individuals, both men and women, will achieve self-actualization in the generations that follow.

Since the authors used Maslow's definition of self-actualization rather than defining actualization as eminence, numbers of prestigious awards, merit scholarships, or numbers who reached outstanding positions on the Supreme Court, or the Senate as a standard for self-actualization, women actually have an advantage over men in attaining actualization. The strengths of women which often include unselfishness and humility were actually beneficial to their achieving success. Many readers will agree that some of the sex differences between men and women are that women are socialized to be more giving of themselves, more humanistic, more concerned with relationships, more humble and less caught up in climbing the corporate ladder. These characteristics, actually provide them with more characteristics of self-actualization. When bright and gifted women who have a great potential and talent combine these talents with their more feminine traits of nurturing, caring, and giving, the result is greater numbers reaching self-actualization.

When considering whether gifted girls reach their potential as well as gifted boys it is essential that we look beyond such measures as eminence, occupation, the Supreme Court, number of patents, and the Senate. Far too much bias in society still exists for women to receive equal opportunities in these areas. One African American women described this bias in response to the question of how she gains her self-esteem. She responded, *Self esteem comes from two supportive parents who demand in all activities a good performance from their only child. They prepared me well for the racial problems I would soon meet but not for the gender opposition. I believe the latter is a shock to many black people since performance expectations are not vastly different with regard to gender (in the black social culture). Attitudes of the larger society seemed strange and alienating.*

However, if we measure success and achievement in gifted women based upon giving of themselves for the good of society, using their talents to strengthen one's value system, achieving greater and greater challenges, lack of contentment with the status quo, development of broader avenues of expression, having a personal mission to be a better person and to make this a better world, then women have an equal chance or even a greater chance to be considered self-actualized. In addition, if society values service, and moral integrity, and offers more training and rewards more men for achievements beyond the typical prestigious career ladder, additional men

will also reach self-actualization and society will benefit by the creative products, caring family structures, and more altruistic nature of the people.

If it is agreed that self-actualization is a worthy goal, then the question is how do we raise, teach, and educate gifted persons to be self-actualized? Because of the comparison between Group 3 and Group 8 women, we know that more siblings was related to more actualization. It is speculated that when raised with more siblings, less selfishness results because of having to care and share more. If this is carried over into education, then we should be teaching moral and ethics, and reinforcing concern for others. The authors recommend that a program for the gifted include a component of community service, of peer or cross-age tutoring, and a conscious effort to promote sharing of one's talent for the good of society, rather than a selfish thrust to be all one can be in order to be rich, famous, or eminent.

Being self-actualized is also more possible in a milieu where others are setting good examples, where persons are rewarded for high achievement, where it is commendable to be smart and to be altruistic. When young people are struggling to attain good self-esteem it is essential that they be socially reinforced for being scholarly and committed to the common good. Living in Martha Cook gave the women who lived there this kind of environment. In most K-12 public schools it is considered taboo to be smart and to be socially conscious or to study too much, efforts must be made to counteract this social milieu. Magnet, charter, residential, schools-within-a-school, and private schools are possible sites for establishing programs which teach and motivate students to serve as well as to excel, so that an altruistic atmosphere of volunteers, and idealism prevails. At the same time it would be prudent to reward volunteers, to teach moral values, and to provide role models and mentors for the students. Teachers could be selected for their ability to motivate and exemplify self-actualization. Another suggestion is to include support groups for students in the way of service clubs or future leadership training groups which stress high moral values. These support groups can serve as an additional component to all day school settings or can be part of a pullout program for gifted students. However, the more time the students can be together, the better the opportunity to create the social milieu needed to promote self-actualization. It is also recommended that school gifted programs and parents encourage gifted students to attend graduate school as a way to promote more students to self-actualize.

Summary

Clearly, MC women are achievers. They had the intellectual ability to be successful students at The University of Michigan. They out-performed the Ivy League men that Gowan studied by taking advantage of their education to serve their communities, families, religious organizations, and places of employment. The house director's question, "What will you contribute?" has been answered. MC women contributed themselves, their talents, and their personalities to society in many ways. They actualized more than the Ivy League men as they were more altruistic, less selfish, and although they highly valued relationships with family and friends, they continued to grow and develop their own talents and abilities while at the same time serving others. Martha Cook Alumnae women continue to serve and pass on the tradition of success and service through their contributions to the Martha Cook Scholarship,

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Building Preservation, and the Alumnae Memorial Fund . It is evident from the women's commitment to the Alumnae Association that they have a sense of gratitude to the women they associated with during their stay in The Martha Cook Building for igniting and enriching their lives and wish to see this support continued for the next generation.

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