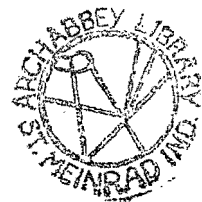


An Application of Murstein's  
S. V. R. Theory of Marital  
Choice to Metropolitan  
and Rural High  
School Seniors

A Research Paper  
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In general, Mr. Wenzinger was responsible for the work relating to the theoretical background of this research, and Mr. Stephens for the analysis of the current data.

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## I. Introduction

For almost every person in our contemporary American culture, one of the more important stages in his life is that allotment of time loosely termed "the dating period", "the courtship process", or "the pre-marriage ritual". Through socialization, the child, from birth incorporates into his life a cultural script on dating and marriage which as he matures becomes a part of his personal life script.

The very simple plot of many books and movies of years gone by of: "boy meets girl, boy and girl fall in love, boy and girl get married", is still more than a romantic fiction. It has at its core the basic prelude to one of America's greatest institutions-marriage and the family.

It is fair to say that everyone, with few exceptions, is expected to date at some point in his life and it is assumed in general that this process is meant to lead to marriage, at some point in time. There are many different reasons for the act of dating: the expectation of society, the enjoyment of being with others of the opposite sex, interpersonal attraction, need for acceptance, mutual interest, etc. But to a large extent the goal of dating is the final selection of a mate, the making of a marital choice.

People of all classes, economic backgrounds, geographical locations, needless to say, are involved in this social

pattern, be it anywhere between the two extremes of parental selection of marriage partners or computer date matching.

Various and sundry factors influence each person's own experience in this area, such as education, social class, religion, personal values, self-image, physical attributes, in-group-out-group influence, peer and parental pressure, mental and geographical location, age, race, fads, moods, and stages.

In some instances, what could be called dating is begun at a relatively young age, such as the "mixed party" in elementary school or even the neighborhood playground for that matter. For the consideration of this paper though, dating will be viewed from the angle of that activity partaken in by the adolescent and young adult, the member of the average high school age group. It is the opinion of the authors that what is commonly referred to as "dating" in our culture begins and is maintained primarily at this secondary educational level, and ultimately leads to selection of a mate. It is also held that there is a discrepancy in view of dating between this defined grouping in the metropolitan area as opposed to that in the rural area.

Common sense appears to hold that young people in rural areas tend to marry earlier on the average, than do their counterparts in the metropolitan areas. Taking this one step further then, it would appear logical that these rural people too would begin dating not necessarily earlier, but would in the dating process be more intense and concerned about searching out and selecting a possible and suitable mate for

marriage.

Processes for human development and interaction are often delineated into stages for closer scrutiny in an attempt at explanation and verification. Marital choice is just such a process. Bernard I. Murstein, a professor of psychology at the University of Connecticut and a researcher in the fields of interpersonal attraction and marital choice, has developed and tested a theory on marital choice called the S-V-R theory.

Murstein posits that there are three stages that a couple must go through in the dating process leading to mate selection: the stimulus stage, the value stage and the role stage; if each stage is successfully completed, then the chances are very high that the individuals in the couple will indeed marry each other.

The authors are of the opinion that senior students in the rural high school are much closer to successful completion of the aforementioned stages than those senior students in the metropolitan high school. Because of this, the seniors in rural high schools are much closer to actual mate selection and marriage than are the seniors in metropolitan high schools.

## II. Review of the Literature

Generally speaking, there has always been some interest shown in the topics of interpersonal attraction and marital choice in many societies of the history of the world. Psychologists and social scientists have shown particular interest in this topic over the last hundred years and even more so in the present.

This interest has led to a number of opinions, as well as to a variety of tested and reliable theories related to the area of attraction, dating and marital choice.

### Nineteenth Century

Current positions on mate selection have their literary sources in theories of a century ago.

In their review of 19th century marriage manuals, Gordon and Bernstein (1969) observed that the chief criteria of mate selection were religious, constitutional, physical, moral, and character considerations. During the second half of the nineteenth century, articles on marriage showed more emphasis on interactions between men and women. In this they were influenced by the effects of industrialization, which freed the middle class woman from exceedingly tedious household tasks and allowed more time for interaction not related to sex-role tasks each was expected to perform.

The nineteenth century gave to psychological data the

two concepts often found at the very core of explanations of attraction. These are the principles of similarity and the concept of complementarity. According to Murstein, O.S. Fowler devoted a considerable number of pages of his book, Matrimony to this problem of compatibility. He believed strongly in the concept of similarity in that "like" must marry "like". Fowler finally integrates the two in a basic principle of marital choice:

Wherein, and as far as you are what you ought to be, marry one like yourself; but wherein and as far as you have any marked excesses or defects, marry those unlike yourself in those objectionable particulars. (Fowler, 1859, cited in Murstein, 1971, p.102.)

He is saying that the balanced, normal person should marry someone who is similar to the self to achieve compatibility, but for one who is markedly deficient in one or many areas, then it is better to marry the complement to the self.

Coan, agreed with the thesis of complementarity as concerns "natural organizations" by which he meant temperament and physique, but he added that in terms of learned behavior there must be a similarity in purpose and thought; thus:

"...the secret of fitness of marriage is opposition of temperament with identity of aim". (Coan, 1869, cited in Murstein, 1971, p.102)

Nineteenth century thinking seemed to hold that a couple should be homogamously selected with respect to the traditional cultural variables such as education, wealth and religion. Regarding "temperament" there was some division between advocates of total complementarity and those calling for

similarity for "good traits" and complementarity for deviations from the norm. (Murstien, 1970.)

### Psychoanalytic Theory

With the twentieth century came the removal of much of the legal, political and economic discrimination against women. Women began to exercise newfound powers in their choice of a spouse. Now men and women were on a relatively equal footing in the area of freedom of choice. The qualities of relationships were now focused on. Also with the coming of the twentieth century came several theories which differed considerably among themselves on the dimensions of marital choice. It was in this century that much progress was made in the fields of personality and social psychology. The individual and his inner workings, as well as his interpersonal relationships came under the careful scrutiny of the psychologists, in the unending search for cause and effect in behavior patterns.

Sigmund Freud and his psychoanalytic theory of personality was a very pervasive force in the discipline of psychology. It seems right that he and his school be mentioned in the background leading up to present theories.

In relation to the criteria for marital choice, the psychoanalytic school has held that it is unconscious. (Evans, 1964.) Jung, believed that the search for a mate was guided by unconscious archetypes. Freud presented two types of marital choice. He said that a person may love according to the narcissistic type: loving what he himself is, what he

himself was, what he himself would like to be, someone who was once a part of himself; or according to the attachment type: loving the woman who feeds him, the man who protects her. The psychoanalytic approach in examining marital choice has not been confirmed by testing and experimentation to any great extent.

At the other end of the continuum lies the concept of marital choice as a consciously experienced effort. In this approach the individual is said to possess an image of an ideal spouse which he seeks to implement with a real person who approaches this ideal as much as possible. Anselm Strauss (1940) did work in this area. Strauss found that 80% of his subjects reported that they held an ideal spouse, and only 14.5% thought their ideal spouse was unconscious. About half reported comparing their actual partner and ideal when deciding on a choice, and half did not. Some 59% achieved their physical ideal and 74% their personality ideal.

### Interpersonal Attraction

The mid-twentieth century was characterized by extensive research on the antecedents of interpersonal attraction in general. All of these factors are relevant to mate selection and must be incorporated into an adequate theory of such. The important antecedents which emerge in the research literature are:

- 1) Propinquity--we like people who are closer to us better than we like people who are at a physical distance from us, all other things being equal. (Newcomb, 1961)

- 2) Similarity of Values and Beliefs--we like people who agree with us better than people who disagree with us. (Richardson, 1940)
- 3) Similarity of Personality Traits--we like people who are like us. (Shapiro, 1953)
- 4) Complementarity of need systems--under certain conditions we like people whose characteristics make it easy for them to satisfy our needs and whose needs are such that we can easily satisfy them. (Winch, 1958)
- 5) High Ability--we like able and competent people better than incompetent people. (Iverson, 1964)
- 6) Pleasant or Agreeable Characteristics of Behavior--we like people who are "nice" or "do nice things". (Jackson, 1959)
- 7) Being liked--we like people who like us. (Backman & Secord, 1959). (Aronson, 1969)

It has also been shown that such variables as age, socioeconomic status, propinquity, race, previous marital status, and educational level are of definite influence in marital choice. It is apparent that these variables are not independent of each other but tend to interact. Kernodle (1959), Reiss (1960), and Coombs (1961), state that the cultural and social variables take precedence over individual and psychologically oriented variables which are held to be only derivatives of the sociological conditions, in attraction and marital choice.

Another factor of concern in interpersonal relationships is the relationship of the overall attractiveness of the individual and his abilities to attract others. Cattell and Nesselroade (1967), give this conclusion from their hypothesis that "...every person tends to seek in a partner much the same set of desirables (good looks, intelligence, emotional stability, etc.) but more to the extent that he or she lacks them". (Cattell & Nesselroade, 1967, p.356).

In a study of matching on the basis of values, Coombs (1956), found empirical support for his theory that value

similarity is a positive factor for individuals who "date" each other. Such individuals are more likely to want to continue the relationship than those lacking value similarity. The importance of similarity in other than cultural background variables has been emphasized by Burgess and Locke (1960). They found six factors to be influential: 1)propinquity, 2)group membership, 3)disapproval of marriage outside the in-group, 4)concept of the ideal mate, 5)similarity of prospective partner to ones parents, 6)the tendency to marry another like the self.

#### Stage Theory

In the face of multiple antecedents to the theory of mate selection, the solution has been to formulate stage theories by which different antecedents could be viewed. A review of the literature produced two such theories.

A.C. Kerckhoff and K.E. Davis (1962) did work in the area of mate selection and posit a theoretical model that they have constructed. The model suggests that courtship proceeds through a series of successive "filters". First, a pool of eligible partners is established on the basis of such factors as proximity and social background. Once two eligible people have met and have started to interact, then the model posits similarity of attitudes as the most crucial filtering factor. Couples who find that they agree on matters they consider important are likely to intensify their relationship, couples who discover basic disagreements tend to break up. The third "filter" in the mate selection process is need complementarity.

Members of a couple who discover that their distinctive psychological needs can be gratified by the other are more likely to marry than are those who do not make this discovery. While the filter theory covers most of the major factors in mate selection, Kerckhoff and Davis have not yet been able to empirically support all aspects of their theory.

Bernard I Murstein, though, has attempted to reach some conclusions and try to answer some unanswered questions in the area of attraction, and love, and especially in this area of marital choice. Working upon the efforts of those who went before him, Murstein formulated a three stage theory of marital choice called Stimulus-Value-Role (SVR). The three stages refer to the chronological sequence of the development of the relationship. In a four year research project, Murstein and thirteen colleagues have examined nineteen hypotheses concerning the validity of the relationships of these stages. (Murstein, 1970) The work was carried out mainly with college students in several New England colleges and universities.

SVR theory holds that in a relatively free choice situation such as exists in the United States, most couples pass through three stages before deciding to marry. These three stages are: 1) the stimulus stage, which consists of perceptual satisfaction obtained by visual, auditory, and non-interactional means; 2) the value stage, consisting from values learned from verbal interaction; 3) the role stage, which involves the ability of the couple to function in mutually

assigned roles.

Stimulus. The stimulus stage is that stage in which an individual may be drawn to another based on his perception of the other's physical, social, mental or reputational attributes and his perception of his own qualities that might be attractive to the other person. Because initial movement is due primarily to non-interactional cues not dependent on interpersonal attraction, these are categorized as "stimulus" values. Even though an individual may be physically unstimulating, they may yet possess compensating stimulus attributes. In discussing the stimulus stage, Murstein points out the necessity of pointing out two other factors: the person's own evaluation of how attractive he is to the other, and the conceptualization of marital choice as a kind of exchange-market phenomenon. In sum, in the first stage, perception of the other comprises the appreciation of all perceptions of the prospective partner, which do not necessitate any kind of meaningful interaction.

Value. Once a mutual "stimulus" attraction has occurred, the couple now enters the second stage, which Murstein has labeled as the "value" stage. Unlike the stimulus stage in which attributes of the partner are evaluated without any necessary interpersonal contact, the value comparison stage involves the appraisal of value compatibility through verbal interaction. The couple may compare their attitudes toward life, politics, religion, sex, and the roles of men and women in society and marriage. The fact that the couple is now interacting also permits more continuous and closer scrutiny of

physical appearance, as well as other important factors such as temperament, "style" of the world and its perception, and the ability to relate to others.

Should the couple find that they hold similar value orientations in important areas, they are apt to develop much stronger positive feelings for each other than they experienced in the stimulus stage. Berschied and Walster (1969) stated it in this way: "...when an individual encounters another who holds similar values, he gains support for the conclusion that his values are correct; his views are given social validation." Many values are intensely personal and are so linked to the self concept that rejection of these values is experienced as rejection of the self and acceptance of them implies validation of the self. Assuming a positive self image, we tend to be attracted to those persons whom we perceive as validating it. Perceived similarity of values may lead to the assumption that others like us, and there is empirical evidence that we like those whom we think like us.

Persons who have similar values are likely to engage in similar activities and thus validate each other's commitment to the activity, thus drawing the couple together. In this area of the value stage, Murstein (1971) validated his hypothesis that individuals considering marriage tend to show great similarity with regard to their hierarchy of values concerning marriage. The overall decision of whether to continue to view the relationship as possibly leading to marriage will depend largely on the effects of value congruence with all

respect to the values leading to the encounter and the values encountered in the verbal interaction. At this point it is possible that some people may decide to marry, but for most persons these are not sufficient conditions for marriage.

Role. It is also important that the couple be able to function in compatible roles. This brings us to Murstein's third stage in his theory of marital choice, the "role" stage. The role stage is based on the previous two stages and that is why it is the third and last time sequence of Murstein's theory leading to marital choice. By role is meant "...that behavior which is characteristic and expected of the occupant of a defined position in a group." (English & English, 1958)

A role is thus a norm for a particular relationship and for particular situations. In this case, the role of husband as seen by the woman and the man, and the role of the wife as seen by the man and the woman. The partner's ability to function in the desired role is not as readily available-observable as his verbalized expression of views on religion, economics, politics, and how men should treat women. Murstein limited his analysis in this stage to three broad areas: perceived role fit, personal adequacy, and sexual compatibility. As members increasingly confide in each other and thus become aware of a broader range of each other's behavior, they also become more aware of what they desire in a future spouse, and more consciously compare these expectations with their perception of the partner. They also become more aware of the impact that their own behavior has on the partner and whether

he considers these behaviors to be appropriate. Another task is to take the measure of one's own personal adequacy and that of the partner. The third task involves the necessity of attaining a good sexual relationship in practice or by agreement as to the degree of sexuality which will be expressed during the role stage.

Four perceptual concepts must be considered in the understanding and evaluating of the role stage, they are: self, ideal-self, perceived partner, and ideal-spouse. The dating structure encourages shopping around until some tangible approximation of the ideal is discovered. Murstein continues to state that if the individual is highly satisfied with himself as determined by a high correlation between the self and the ideal-self, and if the ideal spouse and the perceived partner are highly intercorrelated, then it follows that the individual will attempt to marry someone whom he sees as fulfilling the role of the ideal spouse. Murstein (1971), gives data which supports the hypothesis that satisfaction with the self leads to a tendency to choose partners perceived as generally similar to the self, and this tendency is diminished for those persons dissatisfied with themselves.

Murstein acquired most of his data from research done on college age students in New England colleges. As a whole, such students were probably further along in the dating courtship process than those of a younger age. In the present study, the authors attempted to employ Murstein's S-V-R

theory among younger men and women, adolescents who are seniors in the high school system. At this age there should already be sufficient variability in dating behavior, that some students will be dating only in response to the stimulus attraction of their partners. Meanwhile, others have already progressed to the final stages of mate selection and are contemplating marriage as an immediate possibility or as something in the remote future. This was a criterion against which to test Murstein's stages. The differences too, between urban and rural seniors were of particular interest to the authors. Therefore, using Murstein's theory primarily as background, it is hypothesized that: seniors in rural areas see marriage for themselves as earlier in life and that seniors in metropolitan high schools see marriage for themselves later in life; seniors who see marriage later in life are in the earlier stage, and seniors who see marriage as early in life are in the later stage; and that seniors in the metropolitan area are in the earlier stage of Murstein's theory and that seniors in the rural area are in the later stage of Murstein's theory.

### III. Method

The original data pool used in this experiment were 360 members of the senior classes at four coeducational high schools. Out of this population, 131 questionnaires were evaluated. The criterion of inclusion in evaluating these questionnaires was whether or not the student answered question #14 in the first section with a "yes" answer, i.e. "Do you date any one person steadily or seriously?" (See Appendix A) Eleven females and six males from Holgate High, twenty-four females and eleven males from St. Pius X, forty-one females and sixteen males from Mater Dei, and twelve females and ten males from Heritage Hills were those evaluated. (See Appendix B) The subject pool was 99% caucasian. The schools were selected to represent a range of rural-urban settings. Saint Pius X was chosen as the metropolitan school because it is located in Atlanta, Georgia. Mater Dei High in Evansville, Indiana, was the school chosen for its cross section of students from rural and urban areas. Holgate High in Holgate, Ohio and Heritage Hills High in Dale, Indiana were chosen because of their rural locations. St. Pius X High and Mater Dei High were both Catholic schools and the other two were public high schools. The subjects came from a mixed social class backround. The subjects were asked to volunteer to take the test, and the tests were administered during the

morning of a class day. The subjects were not told anything except that they were filling out a questionnaire in order to assist a person in fulfilling his requirement for graduation.

#### Apparatus

The subjects were administered a modification of Bernard I. Murstein's Marriage Expectation Test (MET) and Rokeach's Value Scale. (1973) The questionnaire consisted of 66 questions dealing with evaluation of self, ideal-self, partner, and ideal spouse. In answering the questions, they were asked to respond by circling a "yes", "no", or "don't know" on the questionnaire. In the middle of the questionnaire they were asked to rate ten values for their self and then to rate the same ten values for their partner or ideal spouse. They were then questioned on the surety of their answers on the value scale. Different forms of the test were given in accord with sexual difference. Subjects were also asked to answer background questions (occupations of parents, sex, religious preference, activities of self and ideal spouse, how far away they saw marriage, etc.). (See Appendix A)

#### Procedure

The entire procedure lasted between 30 and 45 minutes. Tests were administered in groups of fifteen to twenty-five students. Subjects all received the questionnaire at the same time and were asked to complete it without discussing it with anyone except the administrator in case any question arose. (Only those who reported to class that day received

the test, there were no extra copies left at the school.) They were told to complete it during the period they were in and to turn them in to their teachers when completed. The subjects were thanked for their cooperation and then dismissed.

Items on the questionnaire were to be answered "yes" or "no" or "don't know". In scoring these, the experimenters were interested in the extent to which certain items were marked similarly. That is, each question had a mate, e.g. "I am attractive" and "My boyfriend is handsome". If these were answered similarly, one point was given, if dissimilar answers were indicated, no point was given. Separate scores for each scale were tabulated. In scoring the value scale, the experimenters used the Sum of  $\underline{d}^2$ . To test the hypotheses, chi squares were run on the relation between rural-urban distinctions and time of marriage, between time of marriage and role stage, and between stage and rural-urban distinctions.

#### IV. Results

In the first hypothesis, it is stated that seniors in metropolitan high schools see marital choice as something later in life, whereas seniors in rural high schools see marital choice as something earlier in life. The chi square was significant for males at the .05 level. ( $X^2=6.218$ .) For females, the chi square proved significant at an alpha level of .01. ( $X^2=11.805$ .) (See Table 1)

The second hypothesis states that seniors who see marriage as later in life are in the earlier stages (stimulus, value), and that seniors who see marriage as early in life are in the later stage (role). A relationship between time until marriage and scores on the role stage was not found to be significant for either males or females.

In the third hypothesis it is stated that seniors in the metropolitan area are in the earlier stages, whereas seniors in rural areas are in the later stage. This was found not to be significant for either males or females.

Table 1

Hypothesis 1: Rural vs. Metropolitan and time expected until marriage.

		Locale		
MALES		RURAL	TOWN	METRO.
0 - 31	Months	9	7	0
31 +		8	10	11

$$\chi^2 = 6.217$$

$$p < .05$$

		Locale		
FEMALES		RURAL	TOWN	METRO.
0 - 31	Months	17	18	4
31 +		8	24	21

$$\chi^2 = 11.805$$

$$p < .01$$

## V. Discussion and Conclusions

This study gives support to the first hypothesis, and it can be said that seniors in the rural area high schools tested tend to see marriage for themselves as earlier in life and that seniors tested in metropolitan high schools tend to see marriage for themselves as later in life.

No statistical significance was found to support the second hypothesis. Therefore, it cannot be stated that seniors who see marriage as later in life are in the earlier stage of Murstein's theory, and that seniors who see marriage as early in life are in the later stage.

Likewise, the third hypothesis obtained no statistical significance. Therefore, it cannot be said that seniors tested in the metropolitan area are in the earlier stage, nor that seniors tested in rural areas are in the later stage.

The authors of this study, in other words, were able to ascertain a general view of prospective marriage dates for subjects in the senior class who responded that they were dating steadily or seriously. This fact in itself is interesting and is a good beginning point for further investigation of marital choice among high school seniors. Partial explanation for failure of the second and third hypotheses to be significant could be that Murstein's theory might

not hold true for high school seniors since his study was done with engaged couples in college. Or that in using parts of Murstein's original questionnaire an unrepresentative set of questions resulted and thus made it difficult to adequately assess the population's true ranking in regards to marital choice.

Upon the reflection of the authors, it is posited that the key question that acted as criterion for evaluation of questionnaires needs clarification. (See question #14, Table 2) Dating steadily, and dating seriously seem not to connote the same meaning to all respondents. To some students, dating steadily means dating the same person with the end result being primarily, someone to go out with regularly. Whereas dating seriously holds more the meaning aimed at by the authors, that activity of choosing a possible mate. There should be some means of distinguishing between serious daters and steady daters in the introductory section of the questionnaire which was not done in the present research. This would make analysis easier and more concrete. The existence of questions containing double negatives, sophisticated or complicated words seemed to confuse some of the subject group. It is also felt that although the total population (350) that were given the questionnaires was significantly large, the number who responded to the key question (131), and were thus those evaluated, was too small. Nonetheless, while this is true, it does not necessarily detract from the results since

it is representative of our sample.

In so much as it is true that the questionnaire that the authors utilized for the gathering of data was compiled from validated questionnaires of Murstein and Rokeach, it as a whole was not pre-tested and thus not statistically validated. As a result, the definite location of a particular subject in one, two or three of the above stages was impossible in a significant manner.

It is also felt that a more universal population is needed before the data can be more validly generalized to seniors as a whole since this study was done mainly in a predominantly Catholic region in the midwest. The study might increase the population to seniors in at least five metropolitan high schools and five rural high schools. A clearer criterion for inclusion (as a dating person) and a more definite manner of placing subjects in stages should increase the possibility of significance in regard to Hypothesis Two and Three.

APPENDIX A  
MALE AND FEMALE  
FORMS OF  
THE QUESTIONNAIRE

THIS IS A QUESTIONNAIRE WHICH IS A PART  
OF MY RESEARCH FOR MY THESIS.

PLEASE ANSWER ALL THE QUESTIONS AS TRUTHFULLY  
AND AS QUICKLY AS POSSIBLE.

IF YOU WISH TO COMMENT ON ANY QUESTION, PLEASE  
WRITE IT NEXT TO THE QUESTION.

1. SCHOOL \_\_\_\_\_
2. SEX ( MALE, FEMALE )
3. RELIGION \_\_\_\_\_
4. AGE \_\_\_\_\_
5. RACE ( BLACK, BROWN, WHITE )
6. OCCUPATION OF FATHER \_\_\_\_\_
7. OCCUPATION OF MOTHER \_\_\_\_\_
8. NUMBER OF BROTHERS \_\_\_\_\_
9. NUMBER OF SISTERS \_\_\_\_\_
10. YOUR RANKING AMONG THEM ( SUCH AS OLDEST, SECOND OLDEST, etc.)  
\_\_\_\_\_
11. WHAT ARE YOU GOING TO DO AFTER HIGH SCHOOL? \_\_\_\_\_  
\_\_\_\_\_
12. WHAT ACTIVITIES ARE YOU INVOLVED IN AT SCHOOL? \_\_\_\_\_  
\_\_\_\_\_
13. WHAT ARE YOUR FAVORITE HOBBIES OR EXTRACURRICULAR ACTIVITIES?  
\_\_\_\_\_
14. DO YOU DATE ANY ONE PERSON STEADILY AND SERIOUSLY? YES/NO
15. I AM NOT DATING ANYONE STEADILY OR SERIOUSLY NOW. TRUE/FALSE.  
IF YOU ANSWERED "YES" TO NUMBER 14 PLEASE ANSWER THE FOLLOWING 4  
QUESTIONS:
  16. WHAT IS THIS PERSON'S AGE? \_\_\_\_\_
  17. HOW LONG HAVE YOU KNOWN, DATED THIS PERSON? \_\_\_\_\_  
Known-- Dated--
  18. WHAT DOES THIS PERSON THAT YOU DATE STEADILY PLAN TO DO  
AFTER GRADUATION? \_\_\_\_\_
  19. WHAT ARE THE FAVORITE ACTIVITIES OF THIS PERSON WHOM YOU  
DATE? \_\_\_\_\_
20. DO YOU THINK THAT YOUNG MEN AND WOMEN YOUR AGE ARE ABLE TO  
CHOOSE A PERSON TO LIVE WITH FOR THE REST OF THEIR LIFE IN  
MARRIAGE? YES/NO COMMENT: \_\_\_\_\_
21. WOULD YOU BE ABLE TO MAKE THAT KIND OF DECISION NOW? YES/NO
22. HOW LONG FROM NOW DO YOU EXPECT IT TO BE UNTIL YOU GET MAR-  
RIED, REGARDLESS OF WHETHER YOU ARE DATING SOMEONE OR NOT?  
\_\_\_\_\_

IN THIS SECTION, IF YOU ANSWERED "YES" TO NUMBER 14 THINK OF HER WHEN YOU READ QUESTIONS REFERRING TO "GIRLFRIEND".

IF YOU ANSWERED "NO" TO QUESTION NUMBER 14 THINK OF ONE PERSON YOU WOULD LIKE TO DATE STEADILY. CIRCLE ONE FOR EACH:

1. I am admired by my girlfriend. (Yes, No, Don't Know)
2. My family likes and accepts my girlfriend. (Yes, No, Don't Know)
3. I always look at the bright side of things. (Yes, No, Don't Know)
4. My girlfriend is considered good looking by most of my friends.  
(Yes, No, Don't Know)
5. I admire my girlfriend. (Yes, No, Don't Know)
6. My girlfriend's family likes and accepts me. (Yes, No, Don't Know)
7. My girlfriend is cheerful most of the time. (Yes, No, Don't Know)
8. My girlfriend is athletically oriented. (Yes, No, Don't Know)
9. I am more intelligent than my girlfriend. (Yes, No, Don't Know)
10. I am popular. (Yes, No, Don't Know)
11. I always get my work done on time. (Yes, No, Don't Know)
12. I prefer almost anything else to sports. (Yes, No, Don't Know)
13. My girlfriend is more intelligent than me. (Yes, No, Don't Know)
14. My girlfriend is liked by almost everyone. (Yes, No, Don't Know)
15. My girlfriend is efficient and ambitious. (Yes, No, Don't Know)
16. My family is of a lower social class than my girlfriend's.  
(Yes, No, Don't Know)
17. I am handsome. (Yes, No, Don't Know)
18. My family is of a higher social class than my girlfriend's family. (Yes, No, Don't Know)
19. My girlfriend and I often have serious conversations about life, love, and those things that are valuable in our lives.  
(Yes, No, Don't Know)
20. I am not jealous or possessive. (Yes, No, Don't Know)
21. My girlfriend gets upset whenever things don't go her way.  
(Yes, No, Don't Know)
22. One of the most important things in a relationship is the

ability to be open. (Yes, No, Don't Know)

23. My girlfriend limits my freedom. (Yes, No, Don't Know)
24. I believe that the "end justifies the means". (Yes, No, Don't Know)
25. I am a religious person. (Yes, No, Don't Know)
26. If something is important enough for my girlfriend, she will do anything to reach her goal. (Yes, No, Don't Know)
27. My girlfriend thinks that religious things are important. (Yes, No, Don't Know)
28. I can accept disappointment and adapt to change. (Yes, No, Don't Know)
29. Rank in order of importance these values for yourself:

- \_\_\_\_\_ A Comfortable Life (pleasurable, successful life)
- \_\_\_\_\_ A World at Peace (a world free of war and conflict)
- \_\_\_\_\_ A World of Beauty (beauty of nature and the arts)
- \_\_\_\_\_ Equality (brotherhood, equal opportunity for all)
- \_\_\_\_\_ Freedom (independence, free choice)
- \_\_\_\_\_ Personal Security (safe, free from worry)
- \_\_\_\_\_ Respect From Others (looked up to, admired by others)
- \_\_\_\_\_ Salvation (saved, eternal life)
- \_\_\_\_\_ Self-Fulfillment (developing myself fully)
- \_\_\_\_\_ Wisdom (mature understanding of life)

30. Now rank in order of importance as your girlfriend would rank them:

- \_\_\_\_\_ A Comfortable Life (pleasurable, successful life)
- \_\_\_\_\_ A World at Peace (a world free of war and conflict)
- \_\_\_\_\_ A World of Beauty (beauty of nature and the arts)
- \_\_\_\_\_ Equality (brotherhood, equal opportunity for all)
- \_\_\_\_\_ Freedom (independence, free choice)
- \_\_\_\_\_ Personal Security (safe, free from worry)
- \_\_\_\_\_ Respect From Others (looked up to, admired by others)
- \_\_\_\_\_ Salvation (saved, eternal life)
- \_\_\_\_\_ Self-Fulfillment (developing myself fully)
- \_\_\_\_\_ Wisdom (mature understanding of life)

31. How sure are you that you are correct about her ranking?  
       \_\_\_\_\_ very sure  
       \_\_\_\_\_ somewhat sure  
       \_\_\_\_\_ not very sure  
       \_\_\_\_\_ don't know
32. Almost any woman is better off in her own home than in a job or profession. (Yes, No, Don't Know)
33. My girlfriend decides where we go. (Yes, No, Don't Know)
34. My girlfriend is prepared to be a good wife and mother. (Yes, No, Don't Know)
35. My girlfriend is in favor of woman's liberation. (Yes, No, Don't Know)
36. My girlfriend doesn't think people our age should marry. (Yes, No, Don't Know)
37. I am prepared to be a good husband and father. (Yes, No, Don't Know)
38. My wife's opinion will carry more weight than mine in money matters. (Yes, No, Don't Know)
39. I want a lot of children. (Yes, No, Don't Know)
40. I let others make my decisions. (Yes, No, Don't Know)
41. My girlfriend wants a lot of children. (Yes, No, Don't Know)
42. The husband should have the final say in our house. (Yes, No, Don't Know)
43. I think people our age may have sexual intercourse if they are planning to marry. (Yes, No, Don't Know)
44. My girlfriend and my mother have a lot in common. (Yes, No, Don't Know)
45. My girlfriend and I have discussed our roles in marriage. (Yes, No, Don't Know)
46. I would like a wife similar to my mother. (Yes, No, Don't Know)

1. SCHOOL \_\_\_\_\_
  2. SEX ( MALE, FEMALE ) \_\_\_\_\_
  3. RELIGION \_\_\_\_\_
  4. AGE \_\_\_\_\_
  5. RACE ( BLACK, BROWN, WHITE ) \_\_\_\_\_
  6. OCCUPATION OF FATHER \_\_\_\_\_
  7. OCCUPATION OF MOTHER \_\_\_\_\_
  8. NUMBER OF BROTHERS \_\_\_\_\_
  9. NUMBER OF SISTERS \_\_\_\_\_
  10. YOUR RANKING AMONG THEM ( SUCH AS OLDEST, SECOND OLDEST, etc.)  
\_\_\_\_\_
  11. WHAT ARE YOU GOING TO DO AFTER HIGH SCHOOL? \_\_\_\_\_  
\_\_\_\_\_
  12. WHAT ACTIVITIES ARE YOU INVOLVED IN AT SCHOOL? \_\_\_\_\_  
\_\_\_\_\_
  13. WHAT ARE YOUR FAVORITE HOBBIES OR EXTRACURRICULAR ACTIVITIES?  
\_\_\_\_\_
  14. DO YOU DATE ANY ONE PERSON STEADILY AND SERIOUSLY? YES/NO
  15. I AM NOT DATING ANYONE STEADILY OR SERIOUSLY NOW. TRUE/FALSE.
- IF YOU ANSWERED "YES" TO NUMBER 14 PLEASE ANSWER THE FOLLOWING 4 QUESTIONS:
16. WHAT IS THIS PERSON'S AGE? \_\_\_\_\_
  17. HOW LONG HAVE YOU KNOWN, DATED THIS PERSON? \_\_\_\_\_  
Known-- Dated--
  18. WHAT DOES THIS PERSON THAT YOU DATE STEADILY PLAN TO DO AFTER GRADUATION? \_\_\_\_\_
  19. WHAT ARE THE FAVORITE ACTIVITIES OF THIS PERSON WHOM YOU DATE? \_\_\_\_\_
  20. DO YOU THINK THAT YOUNG MEN AND WOMEN YOUR AGE ARE ABLE TO CHOOSE A PERSON TO LIVE WITH FOR THE REST OF THEIR LIFE IN MARRIAGE? YES/NO COMMENT: \_\_\_\_\_
  21. WOULD YOU BE ABLE TO MAKE THAT KIND OF DECISION NOW? YES/NO
  22. HOW LONG FROM NOW DO YOU EXPECT IT TO BE UNTIL YOU GET MARRIED, REGARDLESS OF WHETHER YOU ARE DATING SOMEONE OR NOT?  
\_\_\_\_\_

IN THIS SECTION, IF YOU ANSWERED "YES" TO NUMBER 14 THINK OF HIM WHEN YOU READ QUESTIONS REFERRING TO "BOYFRIEND".

IF YOU ANSWERED "NO" TO QUESTION NUMBER 14 THINK OF ONE PERSON YOU WOULD LIKE TO DATE STEADILY. CIRCLE ONE FOR EACH:

1. I am admired by my boyfriend. (Yes, No, Don't Know)
2. My family likes and accepts my boyfriend. (Yes, No, Don't Know)
3. I always look at the bright side of things. (Yes, No, Don't Know)
4. My boyfriend is considered handsome by most of my friends.  
(Yes, No, Don't Know)
5. I admire my boyfriend. (Yes, No, Don't Know)
6. My boyfriend's family likes and accepts me. (Yes, No, Don't Know)
7. My boyfriend is cheerful most all the time. (Yes, No, Don't Know)
8. My boyfriend is athletically oriented. (Yes, No, Don't Know)
9. I am more intelligent than my boyfriend. (Yes, No, Don't Know)
10. I am popular. (Yes, No, Don't Know)
11. I always get my work done on time. (Yes, No, Don't Know)
12. I prefer almost anything else to sports. (Yes, No, Don't Know)
13. My boyfriend is more intelligent than me. (Yes, No, Don't Know)
14. My boyfriend is liked by almost everyone. (Yes, No, Don't Know)
15. My boyfriend is efficient and ambitious. (Yes, No, Don't Know)
16. My family is of a lower social class than my boyfriend's.  
(Yes, No, Don't Know)
17. I am attractive. (Yes, No, Don't Know)
18. My family is of a higher social class than my boyfriend's family. (Yes, No, Don't Know)
19. My boyfriend and I often have serious conversations about life, love, and those things that are valuable in our lives.  
(Yes, No, Don't Know)
20. I am not jealous or possessive. (Yes, No, Don't Know)
21. My boyfriend gets upset whenever things don't go his way.  
(Yes, No, Don't Know)
22. One of the most important things in a relationship is the

ability to be open. (Yes, No, Don't Know)

23. My boyfriend limits my freedom. (Yes, No, Don't Know)

24. I believe that the "end justifies the means". (Yes, No, Don't Know)

25. I am a religious person. (Yes, No, Don't Know)

26. If something is important enough for my boyfriend he will do anything to reach his goal. (Yes, No, Don't Know)

27. My boyfriend thinks that religious things are important. (Yes, No, Don't Know)

28. I can accept disappointment and adapt to change. (Yes, No, Don't Know)

29. Rank in order of importance these values for yourself:

- \_\_\_\_\_ A COMFORTABLE LIFE (pleasurable, successful life)
- \_\_\_\_\_ A WORLD AT PEACE (a world free of war and conflict)
- \_\_\_\_\_ A WORLD OF BEAUTY ( beauty of nature and the arts)
- \_\_\_\_\_ EQUALITY (brotherhood, equal opportunity for all)
- \_\_\_\_\_ FREEDOM (independence, free choice)
- \_\_\_\_\_ PERSONAL SECURITY (safe, free from worry)
- \_\_\_\_\_ RESPECT FROM OTHERS (looked up to, admired by others)
- \_\_\_\_\_ SALVATION (saved, eternal life)
- \_\_\_\_\_ SELF-FULFILLMENT (developing myself fully)
- \_\_\_\_\_ WISDOM (mature understanding of life)

30. Now rank in order of importance as your boyfriend would rank them:

- \_\_\_\_\_ A COMFORTABLE LIFE (pleasurable, successful life)
- \_\_\_\_\_ A WORLD AT PEACE ( a world free of war and conflict)
- \_\_\_\_\_ A WORLD OF BEAUTY (beauty of nature and the arts)
- \_\_\_\_\_ EQUALITY (brotherhood, equal opportunity for all)
- \_\_\_\_\_ FREEDOM (independence, free choice),
- \_\_\_\_\_ PERSONAL SECURITY (safe, free from worry)
- \_\_\_\_\_ RESPECT FROM OTHERS (looked up to, admired by others)
- \_\_\_\_\_ SALVATION (saved, eternal life)
- \_\_\_\_\_ SELF-FULFILLMENT (developing myself fully)
- \_\_\_\_\_ WISDOM (mature understanding of life)

31. How sure are you that you are correct about his ranking?

- ☐ very sure
- ☐ somewhat sure
- ☐ not very sure
- ☐ don't know

32. Almost any woman is better off in her own home than in a job or a profession. (Yes, No, Don't Know)

33. My boyfriend decides where we go. (Yes, No, Don't Know)

34. My boyfriend is prepared to be a good husband and father. (Yes, No, Don't Know)

35. My boyfriend is in favor of woman's liberation. (Yes, No, Don't Know)

36. My boyfriend doesn't think people our age should marry. (Yes, No, Don't Know)

37. I am prepared to be a good wife and mother. (Yes, No, Don't Know)

38. My husband's opinion will carry more weight than mine in money matters. (Yes, No, Don't Know)

39. I want a lot of children. (Yes, No, Don't Know)

40. I let others make decisions. (Yes, No, Don't Know)

41. My boyfriend wants a lot of children. (Yes, No, Don't Know)

42. My husband should have the final say in our house. (Yes, No, Don't Know)

43. I think people our age may have sexual intercourse if they are planning to marry. (Yes, No, Don't Know)

44. My boyfriend and my father have a lot in common. (Yes, No, Don't Know)

45. My boyfriend and I have discussed our roles in marriage. (Yes, No, Don't Know)

46. I would like a husband similar to my father. (Yes, No, Don't Know)

# APPENDIX B

## Graphic Representation of Total Population

	MALE SUBJECTS "NO" <sup>1</sup>	FEMALE SUBJECTS "NO"	MALE SUBJECTS "YES" <sup>2</sup>	FEMALE SUBJECTS "YES"	TOTAL
St. Pius X Atlanta, Ga. metropolitan	15	31	11	24	81
Mater Dei Evansville, Ind. mixed	43	45	16	41	145
Holgate Holgate, O. rural	6	8	6	11	31
Heritage Hills Dale, Ind. rural	35	36	10	12	93
TOTAL	99	120	43	88	350

1.1 Those subjects not dating steadily or seriously and not part of the final sample.

2.2 Those subjects dating steadily or seriously and thus the final sample.

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