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ADOLESCENT FAMILIZATION, SOCIALIZATION, SITUATIONAL STRUCTURE, AND HIGH SCHOOL AGE MARRIAGE

by

David Holland

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INTRODUCTION

During the past fifteen years research on various aspects of the self concept has comprised a significant portion of the growing literature of the social sciences. Interest in the topic is evidenced by Wylie's recent book (1961) which is devoted exclusively to a critical review of research findings and methodology of studies regarding the self over approximately a ten year period. In view of the major contributions to theories of the self made by such men as Charles Cooley and George H. Mead, it seems remarkable that so few of these studies have been undertaken by sociologists. The paucity of such studies is even more striking when one considers that practically every introductory sociology text on the market devotes a section not only to the self but also to its formation by the process of socialization.

A part of the sociologist's reluctance to deal empirically with the self concept may be due to fear of appearing psychologistic. A number of prominent psychologists such as Carl Rogers, Erich Fromm, Harry Stack Sullivan, and Abraham Maslow have written extensively on the self. However, this fact may well be mitigated, in the sociologist's view, by the corresponding fact that most of the above psychologists were strongly

influenced by Mead and Cooley. Another possible objection lies in the current tendency to restrict the applicability of socialization to infancy and early childhood much as the Freudians have done in their treatment of psycho-sexual development. Numerous authors question the primacy of early socialization (Lindesmith and Strauss, 1959; Orlansky, 1949; and DeVos and Miner, 1958). Still others devote at least comment in passing to a notion of continuing socialization (Bolton, 1958; Parsons and Bales, 1955; and Shibutani, 1961). Both Howard Becker (1964) and Nelson Foote (1963) have devoted recent articles to adult personality change which would imply ongoing socialization. Add to this the current, somewhat more restricted usage of the concept anticipatory socialization in studies of social mobility, and this potential objection appears less damning.

Behavioral scientists generally seem to have ventured little into the area of socialization as it relates to self concept development. Wylie cites only six studies of the development of self; and of these, three deal with adolescent self development. Cooley and Mead developed their theories thirty years ago. Stendahl (Merrill, 1961) conceived of the social self as emerging from a complex process of role taking a century before Cooley and Mead even began their work. Another review of personality research undertaken by Carlson and Carlson (1960)

revealed that over a two year period only 5 per cent of the studies reported in a particular journal used females exclusively as respondents, in contrast to 38 per cent which used only males. Of 108 studies using both sexes, 30 per cent reported sex differences, 69 per cent of which were significant. Carlson went on to point out that a number of relationships had been found which held for one sex and not the other. Thus, in view of the time lag in the empirical study of the self concept, the paucity of studies of adolescent socialization, and the neglect of female respondents, it was decided to focus this study on adolescent socialization among women.

As a special case of adolescent socialization, high school age marriages will also be examined. Whiting and Child (1953) have pointed out that during the course of middle class socialization sexual impulses and tendencies to be dependent are two of the many impulses which are inhibited. Mowrer (1951) points to the need for the study of satisfaction of affectional needs in family life research. Certainly these concerns have a direct relationship to the occurrence of marriage.

Given the brief statement of the rationale for the study, a few words are in order regarding the mode of presentation to follow. The first part of the theory chapter examines several theoretical approaches that might be used in a study of

socialization. Theories considered included psychoanalytic theory, learning theory, and symbolic interactionism. This critical review of theory resulted in a general intention to rely upon a synthesis of concepts drawn from each of the theoretical approaches. Thus, the next step was to analyze relevant concepts in depth. Socialization was the central concept to be scrutinized as to conceptual development. Identification and certain learning theory concepts proved to be indigenous to thinking on socialization as it has expanded over the years. Close perusal of identification and learning as processes within the process of socialization lead to the origination of the concept familization as a replacement for identification, certain learning processes, and qualified definitions of socialization such as primary and secondary socialization. Subsequent portions of the theory section are devoted to the definition and articulation of major concepts such as familization, socialization, and situational structure. The integration of pertinent research evidence with the conceptual schema comprises another element of theory and the remaining segment of the chapter is relegated to the development of hypotheses and to operationalization.

In the methodology chapter, questionnaire construction is described in detail. Research procedures are discussed in conjunction with a consideration of the sample. Methods of data

analysis conclude this section which is followed by chapters on the results, discussion, and summary.

THEORY

Just as the more typical member of society is faced with alternatives to normative prescriptions so too the researcher in seeking the means of explicating his study is faced with a variety of choices. This is true not only with regard to theoretical persuasion, but also with regard to the manner in which the chosen theory is used. There is considerable disagreement among sociologists as to what constitutes the most desirable level of abstraction from which to derive hypotheses. One group holds that general theory is the logical starting point, another that interaction between theoretical fragments and empirical results is best suited to cumulation of knowledge, and a third that all possible hypotheses and interpretations should be examined in order to screen the most fruitful approaches.

Parsons (1959) is undoubtedly the foremost proponent of general systematic theory. Katona (1953), Meadows (1957), and Merton (1957) all advocate, in one form or another, theories of the middle range. At the other extreme one finds such men as Zetterberg (1954), who makes no distinction as to the testability of any given statement, and Westie (1957) who would examine all presupposed empirical relationships and interpretations.

Fortunately, the dilemma is relatively easy to resolve in this case for the selection of the problem demands the use of a particular theoretical approach which in turn determines to an extent how hypotheses shall be derived. Symbolic interactionism is one of the few major sociological theories which deal with socialization extensively, and has been the basis from which sociological approaches to socialization have developed. One might say that socialization is the primary focus of this theory.

Alternative Theories

Psychoanalytic theory and socialization

Parsons and Bales (1955) have written extensively on socialization. However, they appear to have been primarily reliant upon Freud with the addition of the self concept, role concepts, and of emotional symbols from symbolic interactionism. The theory to be developed for this study will draw from and expand upon the work of such men as Erich Fromm, Abraham Maslow, Carl Rogers, Erik Erikson, and Harry S. Sullivan all of whom have been influenced by and have improved upon both psychoanalytic and symbolic interactionist thinking. The extrapolation of Freudian theory, which Parsons relies upon so heavily, to normal personality development has proven to be a rather disappointing venture in some respects. The possible exceptions to this

generalization lie in the descriptive work of men such as Davis and Havighurst (1946); Sears, Maccoby, and Levin (1957); and Littman, Moore, and Pierce-Jones (1957). These studies of social status and childrearing have yielded a modicum of results with from one-half to two-thirds of the expectations being verified. Some historical trends may be reflected in the reversals reported in the latest studies, or as Littman suggests, there may well be more variation in such general variables as indulgence within classes than there is between classes.

Studies by Kohn (1959, 1963), Miller and Swanson (1958), and White (1957), appear to fall midway between descriptive studies of status related aspects of child training practices and studies of the effect of these practices upon psychosexual development. Rather than using specific child training practices these men have examined general value or attitude orientations. Kohn suggests that class differences in parent-child relationships hinge upon values held by parents. He characterizes middle class parents as emphasizing self reliance and lower class parents as stressing conformity to external authority, an interpretation in keeping with the findings of Davis and Havighurst, and of Sears. Miller and Swanson go one step further with their typology of the entrepreneurial and the bureaucratic family orientations which are not class bound. They find differences similar to

those proposed by Kohn among entrepreneurial families, but no class differences among bureaucratic families. Both the model and the results are consistent with Littman's interpretation. White's proposal represents a less complex conceptual approach than that of Miller and Swanson. He maintains that class differences in child rearing are due to different reference groups and that the middle class parent in particular relies upon expert pronouncements. This might be revised with the suggestion that bureaucratic parents are especially reliant upon expert counsel of the adjustment variety. At any rate these studies are an indication of the increasing disenchantment with psychoanalytically derived hypotheses about the relationship between social status and patterns of childrearing.

Sewell (1952) and Sewell and Mussen (1952) provide cogent evidence as to the impact of specific childrearing practices upon the personality of the child. Neither of these major studies found any significant relationship between the two phenomena. Reviews of research findings on the effect of the working mother upon children (Hoffman, 1961; Nye, 1961; Stolz, 1960) reveal that employment has little, if any, effect upon the child's personality or behavior. Such studies are similar to the earlier ones of child training in that both were influenced by Freudian

views and that both posited a relatively simple view of socialization.

A number of interpretations of these theoretically inconclusive results have been posed. Dentler and Hutchinson (1961) and Nye (1961) point out that such variables as social status, age, sex, family size, and divorce affect parent child relationships and family attitudes. Thus, the growing realization of the complexities of the interaction involved in socialization. Parsons (1951) suggests that child training is significant as an expression of the attitudes of the agent of socialization rather than through intrinsic effects of the practices themselves. Evidence on this proposition, however, is contradictory. Behrens (1954) reports a positive relationship between the mother's general orientation and the child's personality. Zunich (1962), on the other hand, found no relationship between parental attitudes and the child's behavior. Similarly, Sewell, Mussen and Harris (1955) found that parental attitudes manifested toward the child in child training were highly inconsistent. Still another interpretive approach is represented by the work of Serot and Teevan (1961) who find significant relationships between the child's perception of the parents and the child's personality. While the evidence on perception as a key variable is unclear at

the moment, it appears to offer a more productive approach than many of the others.

Then of course there are methodological factors related to the paucity of findings such as the commonly used recall design in interviewing parents. Robbins (1963) found that women are especially likely to slant responses toward expert opinion, and Rosenthal (1963) found that women are inclined to respond in terms of the present when asked to recall past events. These findings are of considerable importance when one considers that mothers are often the sole source of data regarding parental attitudes and practices. Auld (1952) and Hoffman and Albizu-Miranda (1955), among others, have called attention to the middle class bias of many standard measurements of personality which results in lower scores for the lower class. Similarly, Schatzman and Strauss (1955) point out significant differences between lower and middle class communication patterns. Members of the lower class appear to be much less articulate in their responses to interviews. Finally, there is concern about the application of standard personality measures, or any personality measures for that matter, to children, especially preschoolers. Are current measures adequate to assess the personality development of young children? While it is possible that any one of these

methodological elements could account for the confusion or absence of results, it seems more reasonable to assume that an interaction between conceptualization and methodology and empirical findings has resulted in an increase in sophistication, the outcome of which is as yet uncertain. Undoubtedly a portion of this uncertainty is due to the current, and perhaps permanent, lag between conceptualization and social reality. Witness the rediscovery of kinship relations in the traditionally--from the sociologist's view--nuclear American family by Litwak (1960) and Sussman (1959).

Learning theory and socialization

Still another alternative to following either symbolic interactionism, Parsons, or psychoanalytic theory exclusively lies in a recent combination of learning theory and symbolic interaction. Lewis (1953) urges that sociologists make greater use of learning theory pointing out that hundreds of learning experiments have dealt with human subjects and that a number of useful concepts have been derived from this work. He also notes that if the operations and the relations between them are the same it makes little difference what they are called. Whiting and Child (1953), Dollard and Miller (1950), and Mowrer (1950) have all made major contributions to the integration of learning theory and theories of socialization, notably the psychoanalytic.

Others, such as Helper (1955) seem to have articulated psychoanalytic, symbolic interactionist, and learning theories in their research.

Apple (1951), on the other hand, dissents with the common criticism that learning theory is maze bound and amounts to little more than post facto labeling. If one were to examine what might be termed social learning it seems likely that it too would be bound. Bound to the society in which it occurs even though Apple says that the training situation and culture are not analytically identical. For that matter, the delineation of identities is a rare occurrence in the social sciences no matter what the theory. Apple's further contention that socialization could be viewed as learning only if learning is defined as the modification of behavior by experience appears to be self defeating for this is identical with rudimentary definitions of learning. Take for instance Underwood's (1949) definition of learning as the acquisition of new responses or the enhancement of old ones.

Wrong's (1961) critical reaction to what he terms the oversocialized view of man seems more relevant to any hasty adoption of learning theory models. He observes that internalization, a basic process in socialization, has gradually become equated with learning. Wrong's basic criticism, however, is aimed at the

use to which this notion has been put. He points out that the increasing emphasis is upon consistent affirmation and conformity to a norm which rules out internal conflict and deviance. Sociologists, in his view, have reified status and approval seeking as the sole motives for human behavior. Thus, the major objection appears to be to the standard of conformity rather than to the use of the concept of learning itself. Howard Becker (1963) suggests that deviance too is learned in an orderly sequence. This further obviates the aversion for the concept of learning implicit in Wrong's critique.

Theoretical synthesis for the study

These introductory remarks on theory suggest the author's intention to rely primarily upon the theoretical framework provided by symbolic interactionism with elements added from learning theory and contemporary NeoFreudian analytic theory. The selection of certain elements of learning theory grows out of the need for more precise delineation of certain of the processes of socialization. The notion of sequential learning underlies the concept of cumulative deprivation which is to be defined shortly. Learning theory also becomes the basis for the development of a typology of early marriages. Unfortunately, however, one can draw little from learning theory regarding the structure

of personality or the temporal development of personality. These are precisely the problems to which the NeoFreudians and other contemporary theorists have addressed themselves. The demands made upon them for purposes of this study will be primarily in the area of personality development. This latter as a result of symbolic interactionist's emphasis upon socialization rather than upon structure. In combination learning theorists and the Neo-Freudians provide not only the processes, but also the patterns of sequential development and its resultant structure.

Such a combination of theories is necessarily of the middle range variety advocated by Merton for symbolic interactionist views fall short of general systematic theory, especially in the area of structure. Certainly none of the other theoretical orientations comprise a general theory in the sociological sense. It might also be noted that Parsons' (1959) general approach is used in that this will be an interdisciplinary endeavor. The plan will be to move from the higher levels of abstraction to the level of the operational. Thus, basic concepts will be defined within the context of symbolic interactionism. The overview will also include an attempt to integrate some of the most pertinent research evidence with the theory. General hypotheses may then be derived. Finally, hypotheses specific to the problem

of adolescent socialization and high school age marriage will be set forth.

Conceptualization

Socialization

Symbolic interactionist origins The first major concept to be defined is that of socialization. While Mead did not explicitly define socialization, he did write about the development of the self. Since his were among the pioneering publications in symbolic interactionism, his views will be presented briefly at the outset. Mead spoke of the self as developing in the process of social interaction and pointed out that it was highly dependent upon the situation. He stated that each individual has a unique perspective of the social structure. From these perspectives individual differences arise. Closely related to these ideas was his belief that the character of the organism determines the environment and that the individual is not a passive recipient in social interaction (Mead, 1934). Thus, while Mead by no means presents a detailed account of what has come to be termed socialization, his thinking is still highly pertinent given his emphasis upon individual uniqueness and upon the individual's active participation in his own development. Certainly Mead's work parallels that of such contemporary

thinkers as Charles Bolton (1958), and Abraham Maslow (1962) to name a few who have either rediscovered or perhaps re-emphasized these very ideas.

A basic difference between the thinking of Mead and that of Cooley lies in Mead's pragmatic focus on socialization as a cognitive process whereas Cooley stressed the affective nature of socialization which is more nearly Freudian. It seems reasonable to suppose that the self is formed by both affective and cognitive experiences. Sullivan (1953) recognizes this in his description of three modes of experience, only one of which (the syntaxic) is predominantly cognitive. Parsons also distinguishes between affective and cognitive elements in his writing on socialization (1955). Both Sullivan and Parsons affirm the importance of affective elements in infant and child socialization. However, only Sullivan explicitly takes account of affective components in later development with his thoughts on the continuing occurrence of the parataxic mode of experience. This mode is characterized by thinking which is based on illogical notions of cause and effect.

Two other definitions will suffice to round out the picture of early conceptualizations of socialization. The Dictionary of Social Science defines socialization as:

> "The process of developing a personality; it refers to the way that people learn the habits, attitudes, social roles, self-conceptions, group norms, and universes of discourse that enable them to interact with other people in their society."

The Beagleholes add to this definition the element of culture in stating that:

> "Socialization is all those factors, influences, and processes, formalized and implicit, which the culture of the group acting through parents, elders, or other children brings to bear upon the neonate and continues through maturation to adolescence in order to gradually mold the raw stuff of human nature into conformity." (Beaglehole, 1941: 282)

Essentially, both of these definitions designate socialization as the process of ensuring conformity though the one is concerned with personality and the other with culture, thus justifying Wrong's critique to an extent. The Beagleholes also include such terms as factors and influences which lend themselves to static consideration. To this extent their definition is not in keeping with current conceptualizations of socialization as process.

<u>Recent development of the concept</u> Later extensions include the incorporation of learning, of reference group systems, and an increase in the age span over which socialization occurs. Hovland and Janis (1959) state succinctly that the self is a

function of the individual's reinforcement history. Klausner (1953) suggests that the self develops as a learned product of social interaction through the individual's responding to his perceptions and conceptions of the behavior of others toward him, through experiencing his own body, and through introspection. According to Shibutani (1961), socialization refers to the processes whereby newcomers learn to participate effectively in social groups, and the learning of new skills which continues throughout life. Parsons (1959) regards socialization as a series of stages defined as learning to participate in various levels of organization of society. Socialization systems in his thinking are reference group systems. He concurs with the Freudian stress upon early learning, but points out that later stages are by no means unimportant. The concept of identification is a basic mechanism of socialization in Parsons' thinking.

The recent work of Charles D. Bolton (1958) grows directly out of symbolic interactionism. Three basic ideas undergird Bolton's intricately constructed definitions. First, there is the stress upon man's active experiencing of social interaction; then the idea that behavior and/or objects are formed and modified, a notion strikingly similar to that of learning; and finally, the concept of ordering is applied to social units of

varying sizes. Thus, Bolton's work does provide both an approach directly in line with symbolic interactionism and support of the previously cited definitions.

The viewpoint taken in all of the preceding definitions has been implicitly that of the larger society. Fromm (1941) states the case clearly when he speaks of instilling in the child the desire to do what he must do if a given society is to be maintained. Socialization might also be viewed from the individual's perspective as the process of equipping him to actualize his potentials within a social setting. In general though, socialization in its rudimentary form consists of ensuring a more or less commonly agreed upon definition of a social situation. This is what Sullivan (1953) terms consensual validation which is defined as the process whereby one arrives at an implicit meaning for a word or experience as a result of the characteristic responses elicited from others. The consensually validated symbol or experience then is one which is commonly agreed to have a particular meaning, especially among those significant to the individual in socialization. This term, undefined, has appeared in sociological writing and seems to be of symbolic interactionist origin. Nelson Foote (1963) describes a similar process as being part of the establishment of self conceptions or of the

validation of identity. For these reasons the term consensual validation will be used rather than the concept of learning.

Sources of divergence Subscription to these tacit assumptions regarding the perspective from which socialization is viewed, however, by no means assures uniformity in further elaborations of the concept itself. Some authors focus on the acquisition of a self or of personality, others on culture, others on social functioning, and still others on social learning in general. Indeed it is difficult to distinguish between current concepts of learning and those of socialization in the work of many authors. Perhaps the beginning of a useful distinction is to be found in the idea that concepts of socialization typically contain an explicit reference to the presence of a social context whereas concepts of learning seldom do so.

Three other sources of contention may be noted in the writings of the authors examined. The first has to do with the activity of the individual in socialization. Mead and Bolton both reject what would be a simple stimulus-response model and point to the individual's constructive participation. Among learning theorists, Hebb (1949), Hull (1943), and Tolman (1951) have noted the element of the organism itself as an influential intervening variable. Since none of the above authors explicitly posit a passive recipient, the individual will be assumed to be an active

force in socialization. The assumption is also compatable with the primary theoretical orientation chosen for the study.

Secondly, there is the problem of delimiting the boundaries of the term socialization. Does it apply only to the self or does it apply to the gamut of social learning? At this point any limitation appears arbitrary, with the exception of the specification of a social context. Practically, attention will be focused upon the attainment of a self concept.

The foregoing suggests a third possible source of confusion in the conceptualization of socialization. Most of the authors cited infer that socialization is not a single process, but rather is made up of a number of processes. Learning of one sort or another and identification are the two most commonly mentioned processes to be subsumed under the more general concept of socialization. This then indicates that socialization is a generic term and as such occupies a high level of abstraction. Recognition that such is the case clarifies the issue to an extent. However, one might go a step further with the proposal that socialization is in fact a theoretical construct and represents a shorthand expression for a good many of the specific processes involved in social existence. Learning has been tentatively differentiated from socialization on grounds that socialization specifies a social context, and the concept of consensual

validation has been offered as a refinement of the general term learning which is more adequate to a sociological frame of reference rooted in interpersonal relations. What then of identification? Most current approaches to identification, even those of sociologists such as Parsons, originate with Freud. Therefore a brief examination of Freud's thinking becomes appropriate in evaluating the possible contribution of identification to the more general concept of socialization.

Freud's concept identification Freud eventually distinguished two forms of identification. The first of these, which was termed anaclitic identification, was presexual and based upon dependency of the child on his mother in particular (1933). The other type of identification was later termed identification with the aggressor by his daughter Anna (1946) and was said to grow out of castration anxiety engendered during the young male's resolution of the Oedipal complex. During the first phase of development, Freud (1948) believed that there was a fusion of ego and object. Later an object choice was made along with attachment of the libido to a person, and finally, the ties with the chosen object were undermined, freeing the libido which in turn formed the identification of the ego with the abandoned object. Freud posited a basic ambivalence between love and hate throughout these phases of development. Dependency underlies

both forms of identification--dependency for love on the one hand and dependency for physical satisfaction on the other. He proposed that elements of both types of identification were experienced by both sexes though anaclitic identification was believed to predominate in the development of young women, and identification with the aggressor in the case of the male. Biological support was provided by Freud's observations on the physical bisexuality of both sexes. Freud (1933) held that identification hinged upon the imitation of a model; namely that of the parents. However, he believed the imitation to be of the parent's ideal standards and not of the parent's actual behavior.

Freud's successors Stoke (1954) takes issue with Freud in proposing that a distinction be made between behavioral identification and emotional identification, thus contradicting Freud's proposal that identification is oriented only to parent's ideals. More fundamental is Stoke's contention that Freudian theories do not explain differences between parent and child as well as similarities nor do they illuminate discrepancies between behavioral and emotional identification. Mowrer (1950) adds a distinction between developmental and defensive identification which appears on the surface to have considerable potential. However, he goes on to define developmental identification as being prompted by biological drives and defensive identification

as being derived from experiences of social discomfort. This suggests that both types of identification are defenses with only the source of frustration being different; physical in one instance and social in the other. A more important contribution to thinking on identification lies in Mowrer's proposal that a sexual object choice follows rather than preceding identification. Robert Sears (1957) defines identification as a secondary motivational system in which acting like mother is the goal response. The infant incorporates some of the mother's habitual actions into his own sequence of behaviors, and can thus reward himself in her absence. In this context identification is necessary to explain the child's learning of the principle, "be like mother."

Sanford (1955), however disagrees stating that neither identification nor his own concept of introjection explain normal personality development as well or as simply as learning theory. Miller and Dollard (1941) tacitly agree in their replacement of identification with the concept of copying behavior. Copying consists of a person learning to model behavior after another and knowing that his act is an acceptable reproduction of the model act. This concept appears to be closer to the usual definition of imitation in that it deals with behavior in a segmented fashion. Bronfenbrenner (1960) takes issue with both Sanford and Miller and Dollard. He points out that identification can

be considered unique if treated as a strong emotionally laden motivation on the part of the child to become like the complete personality of his parent. In his view, learning theory fails to account for either the motivation or the totality of identification. Bronfenbrenner also agrees with Sears' (1957) contention that even if identification were regarded as learning it would be a rather unusual sort of learning in that there is an absence of specific training.

Learning theory alternatives to identification

Indeed, lesson plans are seldom a part of parental efforts at childrearing. However, two bits of information from learning research do have bearing on these points quite aside from the obvious rebuttal that the current state of learning theory need not be considered a definitive alternate to identification. It has been found that irregular reinforcement schedules lead to unusually persistent behavior patterns (Jenkins and Stanley, 1950; Wike, 1953). The analogy between this situation and childrearing is quite clear in that both involve considerable uncertainty for the learner. This might explain the intensity of the child's motivation to become human let alone parent like. Still another approach to motive is to assume, as Rogers (1961), Maslow (1962), and Sullivan (1953) do, that human beings are equipped with a "drive" for self-actualization or for mental

health. Bandura and Huston (1961) suggest that identification progresses by means of what they term incidental learning. Incidental learning is that taking place in the absence of an induced set or intent to learn the behavior in question. Such an approach would appear to qualify Sears' objections regarding lack of specific training. Again there is the potential for confusion introduced by tacitly proposing processes within a process, or perhaps, further grounds for questioning the utility of the concept identification. At this point even those elements of the concept of identification which Bronfenbrenner considers unique can be accounted for by the more general assumption of self-actualization as motive; or by findings from research on learning, and by the concept of incidental learning.

Identification in sociology Talcott Parsons has introduced a basically Freudian conceptualization of identification into sociology. His thinking parallels that of Bronfenbrenner in the proposal that identification involves a generalized cathectic attachment as opposed to imitation in which a specific pattern is the model (1962). Freud too posited a general cathexis, but termed the process imitation which he believed to be the basic component of identification. Since this seems to be a matter of terminology rather than a fundamental disagreement, the later thinking of Parsons, which is clearer in

this respect, will be followed. Parsons goes on to essential modifications of Freudian proposals with the statement that the child internalizes a cognitive frame of reference for interpersonal relations and a common system of expressive symbolism in addition to a moral conscience in the course of his development (1953). Early in life the child is said to identify with the parent's behavior. This continues up to the time when a sexual differentiation is made. Thereafter, expectations in the form of sex roles predominate and the child goes on to internalize a sequence of increasingly specialized and abstract role patterns. Identification then is a matter of internalizing a reciprocal role relationship that is functional at a particular period of development instead of being the internalization of total personality or of personality traits. The identification of the infant with the mother is not sex typed for the status of infant overrides that of sex in the mother's approach (1955). This idea corresponds to Mowrer's thinking (1950) as does the contention that identification is more difficult for men than for women. Both of these theorists contradict Freud's original belief that women experience the greater difficulty. Finally, Parsons offers differential learning as the basis for sex roles rather than physiological bisexuality and stresses the instrumental role of the father rather than his punitiveness as did Freud.

The question of motivation and identity is dealt with from a different perspective by Nelson Foote (1951). He suggests that identification be made the motivating component of role theory. Motivation in his writing refers to the degree to which a human being as a participant in the ongoing social process . . . defines a problematic situation as calling for performance of a particular act, with more or less anticipated consummations and consequences, and thereby his organism releases the energy appropriate to performing it. Identification is defined as the appropriation of and commitment to a particular identity or series of identities. It proceeds by naming and its products are evolving self-conceptions. Identification becomes a motive in the sense that one's identity in a given situation is problematic. The inclusion of perceived situational social expectations and the hypothesis of a series of identities is similar to Parsons' thinking on the matter. However, Foote's distinctiveness lies in his proposal that identification is motivation. In this respect his thinking is similar to that assuming self-actualization as motive.

<u>Summing up identification</u> Certain commonalities emerge from the above treatments of identification; most of them having appeared in Freud's original works. There is agreement that identification entails an intense emotional attachment to

the whole of another person and that it develops out of the child's early dependency upon his parents. It is also agreed that identification is a matter of progressive differentiation and that there are sex differences in the process. For the most part identification is dealt with as a process though occasional allusions to it as behavior or as product in the form of self or of superego complicate the issue.

One might follow Bronfenbrenner's (1960) lead and retain the concept of identification on the basis of its intensity, and its completeness. He adds to these elements an activity or exploratory drive. Taking this reasoning one step further identification might be restricted in its application to childhood and to parent-child relationships reserving the term socialization for adult development. The added element of an exploratory drive provides a link with Foote's thinking and thence with that of Maslow and others regarding actualization as motive. However, the question raised by Stoke concerning parent-child differences and the earlier objections of Wrong to the oversocialized man remain undealt with by such an approach.

Familization defined

The need for a clear conceptualization in this area is apparent in the discussion to this point--one more nearly sociological.

The concept of familization is offered by the current researcher as a step in that direction. Familization refers to those processes by which the family member, reactively and proactively, develops a universe of meaning relevant to his family as a group, to its various members, and to himself as a member of that family. A distinguishing feature of the concept familization is that it is bound by the context of interpersonal relationships in the family within which it occurs. The term has reference only to interaction among family members. Consensual validation is viewed as a fundamental process underlying the more general process of familization.

A second distinction between familization and related concepts such as socialization is to be found in the role of affect in familization. During approximately the first year of life the prototaxic mode of experience proposed by Sullivan (1953) would characterize consensual validation occurring within the family setting. Prototaxic experience applies to the situation where only momentary flashes of awareness occur without logical or chronological connection. Parataxic experience which involves differentiation of parts within the whole and the observation that events occur together is prelogical. Presumably it predominates consensual validation at the preschool age level. Both of these modes of experience are basically affective. The

assumption that consensual validation is characterized by the prototaxic and parataxic modes of experience in early life therefore suggests that much of family interaction is affective rather than cognitive. This is consistent with Cooley's (1909) emphasis upon the affective nature of primary relationships.

The concept familization takes into account the fact that the child's family world usually includes relationships between parents, parental relations with other children, and relations among children in addition to his particular parent-child relations. Certainly these interactions would account for some of the differences between parent and child. The concept of proaction would also be associated with the likelihood of parent-child differences quite aside from those differences fostered by socialization. Still another source of the child's uniqueness would lie in the probable development of negative referrents within the family setting. The distinction between socialization and identification becomes unnecessary and identification is replaced by the more inclusive and precise concept of familization. Concern for the oversocialized man is ameliorated by the consideration that any given family is likely to produce for its members a rather unique perception of society. Handel (1965) has suggested that every family is very nearly a different culture with its own values, norms, and role definitions.

Socialization defined

A parallel definition of socialization is that it consists of those processes whereby the individual, reactively and proactively, develops a universe of meaning relevant to society. It is restricted to the individual's transactions outside the family, and to the processes by which similar transactions of other family members are given meaning. Consensual validation in this context is more likely to be of the syntaxic variety which involves the cognitive use of language. Mead's stress upon cognition in socialization is congruent with this approach as the ability to use language entails abstraction and the ability to abstract increases with age during childhood and adolescence. The legitimacy of cognition as a part of socialization is thus enhanced. This is not to imply, however, that either affect or cognition hold exclusive domain in familization or in socialization. The distinction is one of degree.

In summary, distinctions exist between familization and socialization with regard to the social context within which they take place, in the degree to which the prototaxic, parataxic, and syntaxic modes of experience comprise the process, and in the parallel importance of affect in familization as contrasted with the role of cognition in socialization. Processual and experiential overlap is not completely ruled out since the

distinction is one of context and of degree. Both children and adults experience familization and socialization concurrently. However, one might expect familization to predominate in the experience of the preschool child with socialization gradually gaining ascendency as adulthood approaches. The frequently encountered distinction between primary and secondary socialization may be replaced by the terms familization and socialization. The labels primary and secondary socialization imply differences in the process according to age, but do not make these differences explicit. Familization and socialization, on the other hand, represent an attempt to make the differences explicit.

Situational structure defined

The product of familization and socialization may be termed situational structure. It is defined as the universe of meaning developed by the individual as he experiences, perceives, and conceives his total environment. The usage of situational in this context is meant to indicate that the individual's universe of meaning is subject to variation from one moment to the next and thus is to that extent unique in each situation. The term variation is used to suggest a slight modification in the universe of meaning as opposed to complete creation-demolition-

recreation of the universe with each new situation which would be chaotic. The concept universe of meaning has reference to those constructs consensually validated by experience and, more specifically, by perception. In its simplest form a construct is defined as a way in which two or more things are alike and at the same time different from one or more other things (Kelly, 1955). It is, therefore, a cognitive statement of the relatedness of a number of perceptions. Hence, situational structure is a generic concept with a level of abstraction sufficient to subsume the self concept, personality when defined as structure, and concepts of role. The words total environment have reference to the physical, psychological, and sociological elements of the situation which would include the individual himself.

Taking a cue from the work of Sherif (1953), the definition of a facet of a life situation by means of consensual validation might be seen as providing an anchoring point within the universe of meaning comprising situational structure. Presumably some optimum number of such anchoring points is necessary for appropriate action. A paucity of anchoring points, for instance, might lead to erratic or rigid behavior. The quality of these points would be of special significance as would the relationships among them. The anchoring points themselves might be negative or inappropriate when compared with outside criteria.

Another dimension of the anchoring point would lie in the extent to which it is buttressed by a cumulation of affirming experience. Thus, the number of anchoring points, the extent to which they are consistent with one another, the degree to which they are appropriate, and their previous reinforcement by experience would all influence the predictability of the individual's behavior. The person experiencing inadequate or unsatisfactory familization and socialization is thus likely to develop a distorted situational structure.

Motivation and situational structure The question of motivation for identification has been discussed, but the related question of motive for social behavior was considered only briefly. Some authors regard this as a psychological need for relatedness (Fromm, 1941), others as growing out of man's early dependency (Linton, 1955), and still others propose that actualization (Maslow, 1962) or identification (Foote, 1951) are in themselves motivators. Social behavior could well be traced to the organism's drive for survival. Survival demands that the organism, even a one celled one, differentiate threatening from non-threatening environmental objects. A further necessity is that the organism be differentiated from its environment. Hence, any object, including the organism, must be defined for failure to do so is a potential threat to survival. The role of dependency

then may be seen as one of focusing mans' attention upon the differentiation of social relations. This focus is further accentuated by mans' increasing control over his physical environment which results in its being less problematic.

Thus, the relevance of the generic concept of situational structure as an approach congruent with those proposing actualization or competency as a basic motive for behavior. The statements just made about situational structure intimate a thrust on the part of the individual to know his life situation which would indicate a concept of broader scope than that of self-actualization. Writers on actualization concern themselves for the most part with an inner core of human potentialities whereas situational structure has reference to one's total life space or environment broadly defined. The concept of situational structure thus parallels the thinking of Foote (1955) regarding identity and interpersonal competence. Again, however, the concern is not so much with the establishment of an individual's identity, though this is included, as with a more general quest for meaning. The push to know and to establish meaning in life then is the presumed motive for social behavior and specifically for the acquisition of situational structure. The term self-actualization may then be appropriately applied to those segments of situational structure designated the self and the self concept.

Components of situational structure It has already been proposed that situational structure originates out of familization and socialization combined. In order to narrow the concept to workable dimensions for purposes of research only a few facets of situational structure will be studied in detail. One would expect an entire cluster of concepts relevant to the intricate pattern of family alignment (Handel, 1965) to arise during the course of familization. The most general of these would be some concept of the family as a unit. More specific conceptions would develop in relation to any grouping of family members that occurred with regularity whether they be dyads or larger numbers of interacting family members. Taken as a whole, this cluster of concepts may be termed a familial concept. A familial concept is defined as that portion of situational structure which consists of the affective, evaluative experiencing by the individual of motives, attitudes, and values perceived by him as being characteristic of family interaction.

The theoretical basis linking familization, the familial concept and socialization is provided by an interactionist interpretation of Winch's theory of complementarity (Winch, 1958). Rather than positing complementary needs as a basis for mate selection the current researcher offers the following assumption. The individual in selecting a mate seeks to establish a relationship which

will allow the maintenance of a pattern of interaction experienced in the family of orientation which has known, but not necessarily maximal or optimal, satisfactions.

The second facet of situational structure selected for intensive study is the self concept. It represents a more nearly global aspect of situational structure than does the familial concept. Thus, the range of behavior which may be related to situational structure is extended considerably to allow a more complete view of adolescent development. Though the self concept remains an unassessed variable in the study of early marriage and a neglected one in the study of adolescent development, it has been an integral part of symbolic interactionism since its inception. The self concept is viewed as one of the major products of socialization. Hence, the choice of the self concept as a major variable is relevant both theoretically and empirically in a stucy seeking to test elements of symbolic interactionist theory. The self, as it is defined in the next few pages would have been another logical variable to study. However, the necessary direct observation, undertaken on a large scale, would be prohibitively expensive and time consuming. In addition, the focus upon familization in the current study requires greater attention to affect than to cognition.

One may use the work of Klausner (1953) as a starting point in defining the term self concept. Though it represents a synthesis of thinking from sociology and psychology, it is predominantly psychological in orientation. He defines the self as the cognitive experiencing of the individual as he perceives and conceives of his body and personality traits and processes as characteristic of an actor in a socially determined frame of reference. The self concept, on the other hand, is the affective evaluative experiencing by the individual of the organization of conscious, preconscious, and unconscious motives, attitudes, and values towards himself. Both develop as a learned product of social interaction through the responding of the individual to his perceptions and conceptions of behavior of others toward himself, through experiencing his own body, and through introspection. This latter evaluative aspect of the self concept is termed self esteem by Hovland and Janis (1959) and ego identity by Erikson (1950). Erikson, however, is not explicit about evaluation. He defines ego identity as the accrued confidence that inner sameness and continuity are matched by sameness and continuity of his meaning to others. The terms accrued confidence would seem to imply a cumulative judgment.

Kinch (1963), in his effort to present a formalized theory of the self concept originating in symbolic interactionism,

defines self concept as that organization of qualities that the individual attributes to himself. Qualities refer to both attributes and roles. This definition appears to offer less precision than that of Klausner with regard to a distinction between cognition and evaluation. Shibutani (1961) defines the self concept as a way of behaving; the regularized manner in which a person acts with reference to himself based upon assumptions about himself. He uses the term self-esteem in reference to evaluative elements. Thus, he assigns different meanings to the terms, than do the previous authors. Later in the same work further confusion is added by his statement that the self concept is a personification that places an individual within a social system and that it involves a set of claims and obligations. Shibutani does contribute the idea that the self concept may vary along several dimensions. These include the degree of integration, the extent of conscious awareness, the degree of stability, evaluation, and the consensus of the personification. The self concept, then, is by no means unidimensional. The dimensions as set forth, however, lead to another source of confusion. While behavioral, perceptual, and evaluative components are distinguished, the elements are not consistently separated in his writing.

Digressing briefly and returning to psychological views, one again encounters the concept of personification in the

writings of Harry S. Sullivan (1953). He sees a personification as an image that an individual has of himself or of others. It is a complex of feelings, attitudes and conceptions that grows out of experiences with need satisfaction and anxiety in relation to the person of whom it is formed. Personifications may also be formed in relation to fictional persons or they may represent persons once significant in the individual's past but no longer physically present in the situation. In Sullivan's thinking the self dynamism, as he calls it, is a defensive measure which, to an extent, is isolated from the rest of personality. It grows out of experiences of approval and disapproval from others and thus serves to restrict attention to such events. The self eventually serves to reduce objectivity of judgment and to gloss over contradictions between self and personality. Personality is the relatively enduring pattern of recurrent interpersonal situations which characterize human life. It is manifest only when the person is behaving in relation to others. Thus, Sullivan's thinking directly parallels that of the previous authors with the concepts of personality and of self being based upon actual behavior, and the terms self dynamism or self concept applying to evaluative aspects.

The consensus concerning awareness of characteristic behavior in relation to others and evaluation provides the major

source of differentiation between self and self concept to be used in this study. Paraphrasing Klausner (1953) the self will be defined as the cognitive experiencing of the individual as he perceives and conceives himself, his attributes, and his behavior as characterizing him in interpersonal relationships. The self concept is the affective evaluative experiencing by the individual of the organization of motives, attitudes and values towards himself. Both the self and the self concept reflect the individual's proaction as well as his reactions to the responses of others. Self and self concept may be further articulated with earlier concepts with the proposal that familization is the primary process responsible for the formation of the self concept while socialization develops the self. Ultimately both cognition and affect thus become legitimate components of the generic concept situational structure.

Sources of situational structure The innumerable sources of situational structure necessitate some limitation for purposes of research. Cooley (1909) and Mead (1934) state that primary relationships are a prerequisite for self-identification and integration. The psychotherapists Fromm (1941) and Sullivan (1953) suggest that a basic motive for social behavior is mans' need for intimate, stable, confidential relationships. Such interdisciplinary consensus logically points to an experience of

import in human relations. Cooley (1909) first defined primary groups as being characterized by intimate, face-to-face association and cooperation. He regarded them as primary in that they are fundamental in forming social nature. In his thinking, one result of such association was a fusion of individualities into a common whole. Subsequent authors (Faris, 1932) took issue with the proposition that face-to-face relationships were an essential characteristic of primary relationships. The concept of personifications would suggest that indeed they are not. It does seem improbable, though, that many primary relations are maintained at a distance. By definition primary relations demand communication in depth and nearly total involvement of the individual which is unlikely during prolonged separation. Thus, in narrowing the field of possible influences upon situational structure, primary relationships have been chosen as the major independent variable.

The basic concern of this study is with potential sources of primary relationships. Therefore, the simple definition that they are intimate, stable, confidential relationships will suffice. Examination in depth of a potential source of primary relationships will be further restricted to the family, though the relation of other sources to dependent variables will also be considered. Obviously, primary relationships are not an absolute

necessity in defining each and every social relationship. They are, however, necessary in the process of consensually validating and integrating the self concept.

Cumulative deprivation

The final concept to be defined, that of cumulative deprivation, may grow out of a number of different experiences, all of which have bearing upon situational structure. Deprivation may result from the withdrawal of gratifying objects, from enforced relationships with nongratifying objects, or from the threat of any of the above (Parsons and Shils, 1962). Psychologists tend to view it as a period of unavailability of a given reinforcer (Gerwitz and Baer, 1958). This definition is operational and grows out of learning theory. For purposes of this study deprivation will be defined as any experience which may be expected to diminish or distort a person's situational structure. Thus deprivation is any phenomenon which decreases the probability that a person will achieve an adequate situational structure.

Both Bolton (1958) and Shibutani (1961) assume that no single incident is likely to alter the self concept appreciably thus pointing to the significance of a cumulation of similar experiences. The conceptualization as it has been developed to this point is not meant to imply a linear cumulation of deprivation,

but rather assumes an interdependent relationship between variables. Zetterberg (1963) describes an interdependent relationship as one in which a small increment in one variable results in a small increment in a second variable; then the increment in the second variable makes possible a further increment in the first variable.

The conceptual schema in Figure One, as shown on the following page, provides a diagramatic overview of the theoretical orientation which was used in this study. Underlying the broad constructs of familization and socialization is the fundamental process of consensual validation. Familization and socialization are viewed as taking place largely within the context of primary relationships and as being the source of situational structure. The familial concept and the self concept in turn are a part of situational structure.

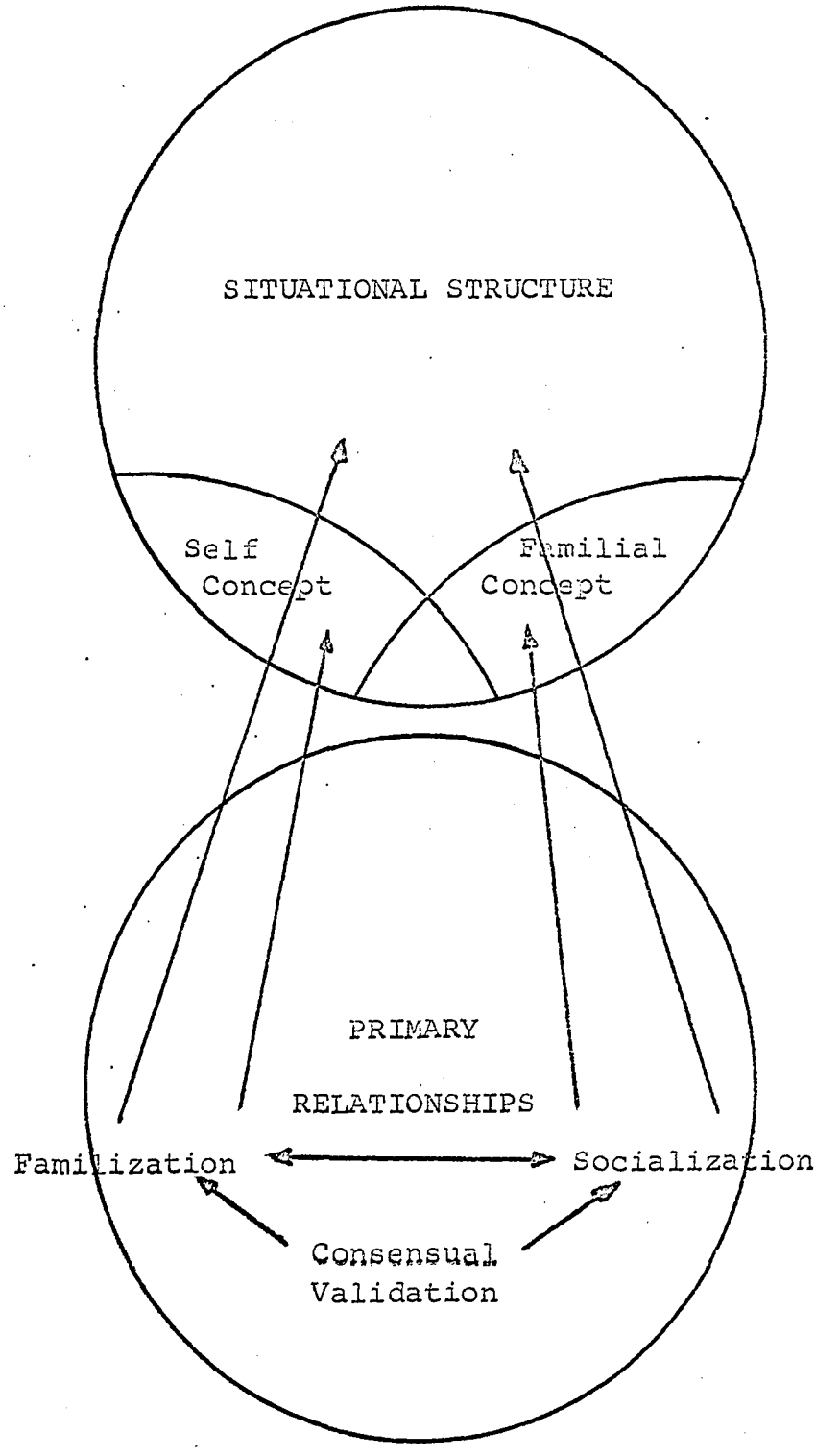

Figure 1. Conceptual schema

Articulation of Evidence with Concepts

Socialization

Durkheim was among the first sociologically oriented writers to point out that clarity and continuity of social expectations are sources of psychological support to the individual (1956) and thus call attention to situational structure. MacIver (1952) later described the anomic person as being impulsive, goalless, and insecure due to a sense of social exclusion which fostered hatred. More recently, Srole (1956) has proposed the concept of anomia as a continuum along which the extent of interpersonal integration can be arrayed. A number of studies point to a negative relationship between anomia and such variables as socio-economic status, class identification, neighborhood status, social isolation, and youth (Bell, 1957; Meier and Bell, 1959; Mizruchi, 1960). Interpersonal integration is reflected in that those who are highly anomic participate less in both formal and informal groups, have fewer friends and are less likely to be married. Additional supporting evidence as to the effect of perceived disturbance on situational structure is provided by Davids (1955) and by Ansbacher (1956). They found that the alienated have fewer social contacts and come to distrust their own worth as individuals. Such individuals were characterized as having weak egos. Similarly, Fine (1955) reports that maladjustment

significantly reduces social, educational, and occupational attainments with a tendency for social participation and adequacy to be decreased as well.

Two studies of interpersonal integration have direct bearing on the factors of cumulative deprivation and social interaction. Wilensky (1961) assumed that continuous, predictable rewards foster a long time perspective and deferment of gratification. His hypothesis that the vitality of social participation, primary and secondary, and the strength of attachment to community and to the major institutional spheres of society are in part a function of cumulative experience in the economic system was born out. Continuity in even one-fifth of a person's work life enhanced participation. Wilensky concludes that the pattern of a career is more important than any given position or income as a determinant of social relations. He found that age, education, mobility, and income were unrelated to social participation. Adolescent socialization was unrelated to adult social participation in this study. However, the only measures of socialization used were religion, father's occupation, and intergenerational mobility. Hallowell's (1964) approach is more problematic. Using similar assumptions and indices, he found that unemployment reduced formal and informal social participation. Intervening positive experiences in the case of a sporadic work history proved

inadequate to rejuvenating social skills and relationships. Thus, it appears that the situational structure provided by work has a cumulative effect upon social behavior. These two studies extend the time span of earlier cross sectional studies of anomia and alienation and are consistent with the findings of the early research.

The element of a time perspective mentioned in Wilensky's assumption has been given a good deal of attention in psychological studies of delinquency and stealing. A general conclusion drawn by these studies (Brock, 1963; Davids, Kidder and Reich, 1962; Mischel, 1961; and Siegman, 1961) is that delinquency seems to be associated with a characteristically shorter future time span. The study by Davids, et al. (1962) reported the additional finding that there were no sex differences in time orientation.

Experimental studies of social isolation which cover a much shorter time span than did Wilensky and Hallowell reveal some rather curious findings. Gerwitz and Baer (1958) and Stevenson and Odom (1962) both found that social isolation enhances the effectiveness of social reinforcers. This is in keeping with the suggestion that the situational structure provided by social relationships is necessary to the individual. Even brief periods of isolation appear to increase social reactivity. Gerwitz also

reports that social initiations and the intensity of social interaction are increased by prior isolation.

Studies of a lesser social isolation, namely animosity between the two persons liked best by an individual in a group, indicate that interpersonal instability grows out of this dislike (Festinger and Hutte, 1954). However, the individual, seeing this hostility between his chosen friends, perceives the feelings of others toward himself more accurately than do those not faced with such a situation. This occurs despite the interpersonal instability growing out of the disagreement between friends. Thus, while it appears that social deprivation is a source of instability, this instability does not necessarily impair the individual's perception with regard to precision as might have been expected.

How does conflict between persons liked by the individual then ultimately have a negative effect upon social interaction and upon the self concept? Is imprecise perception of the feelings of others an asset? Is the intensity mentioned by Gerwitz eventually a barrier to continuing social relationships? Arriving at an answer to these questions is by no means a simple matter though the following research findings yield some basis for speculation. A first bit of information was contributed by Stotland and Zander (1958). They found that only those aspects

of self concept involved in the performance of a task were altered by experiment. Torrance (1954) notes that threatened subjects restrict perception which results in unrealistic evaluation. Perhaps this restriction is the source of the greater accuracy reported by Festinger. Diller's (1954) perspective is somewhat broader. He reports that failure disrupts interpersonal attitude patterns in such a way as to destroy the relationship between self and other attitudes. Going one step further, Rosengren (1961) concludes that changes in one aspect of self are related to changes in others, to changes in the content of self processes, and finally, to a change in behavior. In addition to clarifying the role of conflict and perception in behavior, these studies serve to point out a mediation of perception in relation to elements of the self concept and thus indirectly support the notion of proaction, or actualization.

Other studies, at a more general level and in a more positive vein, provide further information. One might well view interpersonal instability as a detriment to the development of situational structure. Rosenberg (1961) found that persons in well defined situations develop more positive and more certain self evaluations than do those in less structured settings. Significantly higher self evaluations are also engendered by success experiences (Coopersmith, 1959). Both Block (1961) and Engel

(1959) report a positive relationship between interpersonal consistency in the presentation of self and adjustment. By the same token, those with high self esteem appear to be less influenced by the experience of failure (Stotland, et al., 1957). It has also been found that those who are tolerant of ambiguity are superior in the ability to generalize, to perceive figure relationships, and in problem solving (Rushlau, 1957). Ambiguity tolerance was defined as the capacity, inferred from behavior, to endure and deal with situations and relationships, the structure of which was not clear. The finding on problem solving is further supported by Kamano (1963) who concludes that ego disjunction is associated with an increase in the time required for conflict resolution. Dittes (1959) notes that impulsiveness of closure is greater in those with low self esteem which renders much of their behavior situational. Similarly, Engel (1959) found that negative perceptions of self were the most unstable over time.

The evidence thus far presented on situational structure and socialization points to a basic postulate which is in keeping with the development of symbolic interactionist thinking. The postulate is that an unspecified optimal degree of situational structure is a function of adequate socialization. Adequate socialization is apparently associated with a positive self

concept, an immunity to failure, and a superior problem solving ability. Inadequate socialization results in a restricted and distorted perception, a negative seemingly situational self concept, and a diminished problem solving ability. Thus two circles develop, one of a positive constructive nature and the other being negative and destructive.

Adolescent socialization

The final step in this theoretical framework requires articulation of the concepts thus far proposed with the adolescent situation. Erikson (1956) suggests that adolescence may be viewed profitably as a period of identity crisis. He sees the crisis as being precipitated by the experiencing of heterosexual intimacy, by increasing personal freedom, and by demands for major decisions regarding adult life. These three precipitants point to the significance of situational structure in the life of the adolescent. He is quite literally defining an adult self concept and at the same time is being gradually released from the structure of childhood and adolescence. Unlike the adult male studied by Wilensky and Hallowell the adolescent has no career to provide needed structure. Thus the adolescent, and particularly the female, is reliant upon parents and peers for the provision of necessary consensual validation and structuring.

Available research evidence indicates that relatively more structure is provided the adolescent female than the male. Hence, study of the female provides a more exacting test of any hypotheses that might be made about the development of situational structure in the context of primary relations in that the zealous control exercised by society and parents together should produce a relatively homogeneous population.

Characterization of the respondent to be studied in specific relationship to theory might well be started with consideration of a representative study done by Milner (1949). This author especially notes the conformity of young women to parental and social norms. Conformity is seen as being enforced by the withholding of affection or of approval which results in considerable anxiety. The anxiety thus engendered is said to lead to frequent daydreaming, dependency, manipulation of and an inability to relate emotionally to others, insecurity, rigid outer control, and a lack of spontaneity. This vignette may be expanded with the finding that sexual, affectional, and aggressive needs are denied with special vigor (Milner, 1949; Rainwater, 1956; Schoeppe, et al., 1953; Whiting and Child, 1953). Parallel evidence shows that family consensus in love and companionship is least among siblings (Dentler and Hutchinson, 1961). The denial of various needs is qualified to an extent by social status. Rainwater

(1956) reports that denial characterizes the middle class whereas the lower class girl identifies with her sexual and affectional needs.

The finding that middle class girls pursue meaningful human relationships with unusual persistence (Rainwater, 1956; Bonney, 1944; Lansky, 1961; Weinstein and Geisel, 1960) would appear to be a logical outgrowth of the general pattern of suppression and conformity. Again the generalization is modified by social status as three groups of lower class girls of approximately equal size exhibit varied reactions. One-third of these girls follow the example of the middle class group; another third consistently deny the need for such relationships; and the remainder seek meaningful relationships insatiably (Rainwater, 1956). At any rate these findings are consistent with the proposal that primary relationships are important in the definition of the self concept, particularly when those previously relied upon become ambiguous and unsatisfactory. They are also congruent with the findings cited on deprivation of social interaction, perception, evaluation and consequent behavior.

Adolescent familization

Shifting from the individual adolescent to the relationship between parent and adolescent, we find that a warm, nurturant mother is important to the normal development of a girl (Heilbrun,

1964a; Liccione, 1955; Mussen and Rutherford, 1963; Rainwater, 1956; Schoeppe, et al., 1953). Such a relationship is important in the development of an acceptance of authority (Bieri and Lobeck, 1959), of role consistency and value-behavior consistency (Heilbrun, 1964a), and of sex appropriate behavior (Mussen and Rutherford, 1963). There is also evidence that the father plays a crucial role in sex typing (Bieri and Lobeck, 1959; Johnson, 1963). His contribution is the provision of differential treatment of the sexes, something mothers are less likely to do. Though the mother's role is fundamental, it has been found that consensus on authority is least between mothers and their adolescent daughters (Dentler and Hutchinson, 1961). Dentler further notes that social status, age and sex are more significant determinants of family attitudes than is family membership, thus introjecting some evidence contrary to that just described. Burchinal's finding (1957) of no relationship between parental acceptance and the child's adjustment is more directly related to findings on maternal nurturance and lends support to Dentler's results. It also calls into question the notion that mothers do have an appreciable influence upon adolescent daughters.

The impact of family relationships upon the adolescent forms a bridge between the family and the individual's relations outside the family. Thus, the concepts of familization and socialization are articulated. There is general agreement that parental

over control, notably maternal control, hampers the daughter's emancipation from the family (Cass, 1952; Peck, 1958; Schoeppe, et al., 1953). Peck (1958) notes that ego strength is the result of a consistent, warm, trusting, approving family whereas hostility and guilt grow out of autocratic, untrusting, disapproving family settings. Similarly, Heilbrun (1964b) points to a negative relationship between appropriateness of identification and aggression.

The same sort of family that produces ego strength appears to be associated with the ready development of friendship and with spontaneity (Peck, 1958; Brown, Morrison and Couch, 1947). In the same vein, Davids and Parenti (1958) report that the disturbed are less stable in friendship. It has also been found that a strong peer orientation is associated with sociometric rejection (Peck, 1958) which is in keeping with the findings on parent-child relationships involving suppression and conformity, and with those supporting the postulated relationship between socialization and situational structure. At this point the postulate concerning socialization and situational structure may be restated to include familization, and the segment of situational structure to be examined in depth. It reads--an unspecified optimum definition of the familial concept and of the self concept is a function of adequate familization and socialization.

Evidence on parent-child-peer interaction is contradictory. One study (Brittain, 1963) finds that the difficulty of a choice is directly related to conformity to parental expectations. Rosen (1955), however, concludes that in the case of parent-child conflict, peers hold sway. Perhaps the difference lies in the fact that Brittain did not specify conflict as a factor in the choice whereas Rosen did.

A tentative generalization as to the meaning of adequate familization emerges from the data regarding parental influence upon self concept development and consequently upon relationships outside the family. It appears that adequacy consists at least in part of a warm, accepting, trusting, nurturant mother-daughter relationship. There is the further indication that differential paternal expectations serve to delineate more clearly the feminine role. Qualifications in the form of findings by Burchinal and by Dentler suggest an equivocal position. Heilbrun's (1964a) finding that a curvilinear relationship exists between degree of maternal nurturance and the daughter's development adds doubt. Therefore, an aspect of familization emerges which is worthy of exploration. What is the relationship between familization and the self concept development of the adolescent girl?

The evidence described to this point offers support for two postulates drawn from symbolic interactionism by Kinch (1963).

His first postulate that the individual's self concept is based on his perception of the way others are responding to him was confirmed by findings concerning the relations between self concept and the experience of success or failure, between self concept and structure, and between self concept and parental affection and nurturance. Kinch's second postulate that the individual's self concept functions to direct his behavior was inferentially supported by data on employment and social participation, on isolation and social responsiveness, and on maternal nurturance and emancipation from parents. Direct support was found in two additional studies; one dealing with self concept and problem solving and the other with family experience, ego strength, and friendship.

High school marriage

The focusing of primary relationships upon friendship may be further sharpened by the examination of heterosexual interaction with special attention devoted to high school marriages. High school marriages may be defined as those in which the bride is less than nineteen years old and has not completed, or is still attending high school. At least three studies of marriage thus defined have been completed which have a direct bearing upon adolescent familization and socialization. Several other

studies of early marriage provide inferential support. This latter group of studies cover an age range from eighteen to twenty-two and several of them deal with college marriages. Data relating parent-child relationships and personality to marriage are completely contradictory. In a longitudinal study undertaken by Moss and Gingles (1959) it was found that girls who marry while still of high school age were emotionally unstable and had less satisfactory parent-child relationships. Both of these findings were statistically significant in addition to being consistent with Kinch's postulates regarding the formation of the self concept and its function in directing behavior. Inselberg (1961) also reports greater conflict with mother and a lesser degree of attachment to the father on the part of early marrying girls.

Burchinal (1959), on the other hand, found no significant relationship between role deprivation in the form of personality disturbance and high school marriage nor between dissatisfaction with parental roles and marriage. The two personality variables that did yield significant differences between married and unmarried girls were in a direction opposite that predicted. The married girls had lesser needs for heterosexuality and stronger needs for endurance than did the single girls.

The controversy continues in studies of marriages occurring within four or five years after high school graduation. Two studies of ego deficiency as a factor in early marriage (Martinson, 1955, 1959) offer additional support to the findings of Moss and Gingles. The longitudinal studies of both men and women revealed consistent and significant differences favoring single respondents with regard to health and emotional adjustment, self-reliance, adjustment to home, and high school grades. Vincent (1964) reports minute directional differences favoring later marrying women on characteristics such as social presence, self-control, responsibility, and tolerance. This too was a longitudinal study. Riemer (1942) adds to this overall description the conclusion that college wives appear to have strong desires for recognition and affection. Unfortunately, the application of rigorous interpretational standards would require that the findings of Vincent be viewed as supporting Burchinal's general conclusion of no difference, rather than substantiating Martinson's and Moss and Gingles' work. Thus the picture of early marriage remains ambiguous.

Jones' (1958) finding that married college students were significantly better able to deal with affective tensions than their single peers is in direct opposition to the only other significant findings to date. He defined affective tolerance in

terms of tranquility, frankness, stability, tolerance, seriousness, and firmness. Thus, the entire gamut of possible findings is represented. The studies reporting significant results seemingly neutralize one another with the bulk of the available evidence being equivocal at best. Quite aside from this statistical impass, no two of the above studies used the same instruments to assess major variables.

Consensus has been reached, however, on the facts that those who marry early date earlier, more frequently, and with greater exclusiveness than do those who remain single (Burchinal, 1959; Inselberg, 1961; Moss and Gingles, 1959). Despite their early and intense involvement in dating, girls who marry early experience shorter courtships than do those who marry later in life (Foreman, 1957; Inselberg, 1961). Premarital pregnancy no doubt foreshortened many engagements. Estimates as to the rate of such pregnancies in high school marriages range from thirty to seventy per cent with the most common proportion between thirty and forty per cent (Burchinal, 1959; Inselberg, 1961). Another engagement shortener may be found in adolescent rebellion. Both Riemer (1942) and Vincent (1964) note that a portion of the early marrying group experience repressive parent-child relationships. The same interpretation may be made of Burchinal's (1959) finding that only the non-pregnant high school married girls indicated

a significantly greater amount of conflict with parents than did the single girls.

In summary, it may be said that studies of adolescent familization, both with regard to general development and in the more specific case of early marriage, have yielded no clear cut conclusions. Fundamental disagreement continues to exist on such basic factors as the influence of parent-child relationships upon emotional maturity or adjustment, ego deficiency, and role deprivation. Available data on socialization though it is perhaps narrower in scope maintains some semblance of consistency. This is particularly true of the relationship between dating and early marriage. However, the broader question as to the relationship between socialization and the self concept remains to be explored. Thus, it would seem logical to investigate both familization and socialization as they relate to the familial concept, the self concept, and to early marriage in hopes of attaining a clearer understanding.

Two broad avenues of approach to the study of high school marriage present themselves. One might choose, in keeping with the traditional vein of social research, to assume a basically pathological frame of reference, and treat such marriages as deviant behavior. They may be defined as deviant both in terms of their incidence and of their violation of middle class norms

supporting a pattern of deferred gratification. On the other hand, high school marriages may be conforming behavior. That is, certain groups and social classes expect and encourage early marriage. The patterns of familization and socialization associated with each of these alternatives are quite likely to differ in some respects.

Thus one might develop the following typology. The first pattern, one of deviance, would be the one in which the middle class respondent's parents, friends, and siblings disapprove of high school marriage and themselves marry at a later age. Hence, the married respondent has deviated from expectations common to his social class and to those likely to be significant others. A second pattern would consist of subgroup conformity in which a middle class respondent's parents, friends, and siblings approve high school age marriage and/or have themselves married while of high school age. The only expectations violated here are the less immediate ones of a social category. The final pattern would be one of conformity in which lower middle class and upper lower class respondent's parents, friends, and siblings approve high school age marriage and/or have themselves married while in high school. The conforming pattern is based on the assumption that early marriage is the norm in the social classes designated.

The idea of continuing reinforcement of a particular orientation to marriage underlies each of the three patterns of adolescent familization and socialization just described in brief. The basic premise therefore is that girls who marry early experience a cumulative deprivation of meaningful primary relationships in the course of socialization with the exception of those which would orient them to marriage such as dating. Thus, in addition to the expectation that experiences of deprivation in socialization will focus attention upon dating and marriage, there is the parallel expectation that familization will be unsatisfactory. Finally, it is expected that the familial concept emerging from this background of experience will reflect a predisposition toward early marriage.

Hypotheses

The synthesis of theory and research evidence developed for this study suggests that whether one studies adult work careers, social interaction in a laboratory setting, or adolescent familization and socialization certain tentative consistencies evolve, thus providing the basis for the following general orientation. In social interaction a relative lack of adequate, satisfactory primary relationships serves to reduce and perhaps to distort the development of situational structure. Sporadic primary relationships and those affirming negative

attributes would similarly disrupt situational structure. Finally, one might become involved in primary relationships which are ambiguous. These would include relationships in which the perceived attitudes and responses of others to oneself were either unclear, inconsistent, or both. Any experience then which limits primary relationships with regard to number, frequency of interaction, clarity, or consistency, or which attributes negative characteristics to the individual, may be viewed as a potential limitation of situational structure. The individual will take steps, depending upon the alternatives perceived by him, to neutralize or to transcend the impact of such deprivation. The assumption made by Shibutani (1961) and by Bolton (1958) that no single incident is likely to alter the self concept significantly is well supported by available research evidence (Engel, 1959; Hallowell, 1964; Rosenberg, 1961; and Wilensky, 1961). The emphasis then is upon a cumulation of depriving experience in the context of primary relationships.

The statements above may logically be developed into several hypotheses of the generic variety. Stated in the positive form, they are:

1. A positive relationship exists between the quality of adolescent familization and the development of adequate situational structure.

2. A positive relationship exists between the quality of adolescent socialization and the development of adequate situational structure.

3. A positive relationship exists between the quality of adolescent familization and the subsequent quality of adolescent socialization.

4. Adequate adolescent familization, socialization, and situational structure are positively related to satisfactory interpersonal behavior patterns.

5. Differences favoring the single group exist between matched groups of married and single high school age girls with regard to adolescent familization, socialization, situational structure, and interpersonal behavior patterns.

6. The familization, socialization, and situational structure of married girls will reflect a focus upon and favorable orientation toward early marriage.

The first three hypotheses may be seen as emerging directly from Kinch's (1963) postulate that the individual's self concept is based upon his perceptions of the way others are responding to him. The remaining three grow out of his postulate that the individual's self concept functions to direct his behavior. If the first postulate has any validity, which the evidence cited would suggest it does, the adolescent's perceived satisfaction with parent-child interaction may be expected to be a determinant of his familial concept and of his self concept.

Though the self concept is central to interactionist theory, it has yet to be examined in relationship to early marriage and has been used infrequently in the study of adolescent development. Logically this would be a period in life when one would expect rapid change and growth of self concept. Thus the current study

extends the scope of previous work on several counts. It offers an original concept in the abstraction familial concept, it incorporates the self concept, and it also deals with a wider range of socializing experiences than have previous efforts. As noted earlier, perception appears to offer a fruitful approach to the study of adolescent development. An advantage of choosing perception as a central factor is that it places variables on a similar level of abstraction. Both the self concept and perceptions of family interaction entail evaluation on the part of the respondent thus evoking presumably similar processes in responding to the major variables.

Operationalization

Familization

Child-parent relationships inventory Several indices of familization endeavor to determine the quality of family interaction. They will be dealt with according to the order of their appearance in the marital interaction form of the questionnaire. Swanson's Child-Parent Relationships Inventory (1950) is a global effort to measure the quality of parent-child interaction. In keeping with the focus on affect as a significant aspect of familization, thirteen of the thirty items used from this inventory call for a judgment of affective interaction. Items such

as, "I feel close to my parents," and "My friends have happier homes than I do," illustrate the endeavor to assess affect in parent-child relationships. Several of the remaining items deal with the child's perception and evaluation of his parents as parents, of parent's attitudes toward the child, and a few deal with the child's perception comparing family interaction with potential outside sources of interaction. The child's perception is the key factor rather than parental observations.

Scales of family affection and fairness of family discipline

Sex and agression have been recurrent themes in research on human development since the early work of Freud. A cross cultural study done by Barry, Bacon, and Child (1957) indicates that these two areas tend to be highly problematic around the world which lends further support to the data on adolescent development in this country cited earlier. Additional substantiation was found in some of the studies of early marriage. For these reasons patterns of family affection and control of aggression were viewed as particularly important in a study of adolescent development and marriage.

The Slocum and Stone (1959) Guttman scales measuring family images of Affection and Fairness of Family Discipline appear to be directly relevant to the assessment of themes of sex and aggression. The unidimensionality of these scales is attested

to by coefficients of reproducibility of over .90 in four high school populations. The scales were developed out of reference group theory which is compatable with the theoretical orientation of this study and have a modicum of face validity as judged by teenagers and young adults. Statements such as, "Children are disciplined when they don't need it," and "Parents show real love and affection for children," are indicative of the face validity of the scales. These statements clearly ask for a perception based evaluation of family interaction. Also, the scales of perceived affection and discipline were found to be significantly related to the commission of delinquent acts. Thus one might expect them to be related to early marriage to the extent that it represents deviant behavior.

Additional measures The general nature of the questions in the Child-Parent Relationships Inventory regarding the child's evaluation of his parents is reflected in a more specific item, written expressly for this study, concerning his evaluation of parental marital satisfaction. A cruder measure of the quality of the husband-wife relationships is to be found in their marital status. An inferential measurement of the quality of family interaction lies in the number of children in the family. Research evidence (Bossard and Boll, 1956) suggests that larger families experience less intense interaction. Assuming, as Kinch (1963)

and others have, that attitudes influence behavior, one would expect attitudes toward doing household chores to be reflected in the quality of family interaction. These items also extend the range of data from the strictly interpersonal to include some evidence relative to more nearly physical activity.

Quantitative measures The concept cumulative deprivation necessitates concern not only with the quality of primary relationships but also with the potential number of them available to the individual. Quantity of family interaction may be derived from items concerning marital status and maternal employment. Presumably, both marital dissolution and maternal employment would reduce the number of opportunities for interaction. Also, the larger the number of children in the family the greater the potential sources of interaction. Similarly, the age at which the child began to participate in household chores and the frequency with which they were done would tap the incidence of another possible interaction setting. The items about family baby sitting in particular provide an indication of the frequency of sibling interaction.

Socialization

Due to the extensity of potentially socializing experiences, an effort was made to determine the individual's participation

in a wide range of social situations. Therefore, the indices of socialization tend to be quantitative. Quantitative items included measures of the frequency of church and Sunday school attendance, club memberships, the number of same and of opposite sex friends, the age at which single dating began, the age at which steady dating began, and the frequency of dating relative to that of peers. Qualitative data may be inferred from the item on friendship which specifies that friends be close ones, from the number and duration of steady dating relationships, and from the number of love relationships experienced in the course of dating. Another source of qualitative data may be derived from the fact of holding office in an organization. Officers tend to be selected on the basis of competence, service to the organization, and popularity; all of which would be indicative of the adequacy of socialization.

Measures relating familization and socialization A number of items on familization provide a bridge between family interaction and socialization. Such evidence is of importance when one considers that the establishment of a degree of autonomy from the family is a major developmental task in adolescence (Havighurst, 1953; Rose, 1959) and that autonomy is a usual prelude to marriage. It is also significant in that familization may be viewed as influencing the individual's response to potential

socializing experiences. Thus, parental attitudes toward dating partners may be said to intimate a portion of their general attitude toward the child's moving into the larger world outside the family. The presence or absence of maternal employment suggests another facet of this general attitude. The fact of maternal employment, for instance, might be interpreted as implying a familial attitude of approval with regard to the movement of family members into the larger society (Gianopulos and Mitchell, 1957).

Situational structure

Familial concept The adolescent girl's orientation to marriage is of major import both theoretically and empirically. The extent to which familization is a productive concept could reasonably be expected to manifest itself in the images most directly related to family interaction. Concepts developed with reference to oneself as a marriage partner and parent would comprise a portion of the familial concept and would appear to be highly significant in a study of the gradual assumption of adult roles and of early marriage. Traditional concepts of femininity add further importance to marital and parental role expectations in the case of the adolescent female. These are in fact her major adult roles.

A portion of the familial concept was therefore operationalized by several items. These questions included such factors as the perceived desirability of parents as spousal models, expectations of affection in marriage, anticipations of marital happiness, and the frequency of doubts about success in marriage. Additional questions dealt with the respondent's attitudes toward the assumption of marital responsibilities, toward children, and their desire to have children. The statement, "I could be happy in marriage with a mate who was not very affectionate," is sufficient to illustrate the affective evaluations called for by these items related to marital and parental expectations.

Self concept The rationale articulating familization, socialization, situational structure and the self concept has been discussed in detail elsewhere and need not be dealt with further at this point. The scale used in assessing the self concept does, however, merit further attention. In keeping with Shibutani's (1961) thinking, several dimensions of the self concept were tapped by the instrument selected for this study. The dimensions were emotional and interpersonal adjustment, intellectual capacity, and physical characteristics. Adjectives such as cheerful, sulky, and sociable suggest the face validity of the emotional and interpersonal dimension while words like dull, inventive, and bright sample concepts of intellectual capacity; and

the terms graceful, attractive, and tired draw upon conceptions of physical characteristics. The emotional and interpersonal adjustment subscale is logically the most relevant to a study of familization and socialization in that interpersonal relationships are central to both processes. Evidence concerning intellectual aspects of life from some of the studies of early marriage (Martinson, 1959; Moss and Gingles, 1959) is contradictory thus suggesting a topic for further research. Though Klemer (1959) found some relationship between attractiveness and late marriage, no data were found relating physical images to behavior such as early marriage. Hence, the physical characteristics subscale represents an extension of previous work. Studies relating the adjective check list to such variables as psychological control (Luft, 1957) and rebellious behavior (Shippee-Blum, 1959) indicated its utility for the current study. The fact that the scales of perceived family affection and fairness of family discipline were also related to deviant behavior suggests at least a rudimentary basis for concurrent validity of the scales selected for use in this study.

Emotionality The indices discussed thus far, with the partial exception of the self concept schedule, have maintained a focus upon interpersonal relationships. The proposed chain connecting experience, perception, evaluation, and behavior,

suggests that intrapersonal consequents are also a part of the interdependence. The scale chosen for the task of examining intrapersonal aspects of the sequence was selected in part to assure some continuity of measurement. Moss and Gingles (1959) used the Minnesota Personality Scale which represents in part a revised version of the Bell Adjustment Inventory used by Martinson (1959). The first measure derived from the emotionality subscale of the Minnesota Personality Scale which was used in this study was concerned exclusively with emotional content, thus expanding the range of the affective dimension to an intrapersonal context. The questions, "Do you consider yourself a rather nervous person?" and "Do you get upset easily?" demonstrate the manner in which personal feeling was measured. The scale also contains eighteen items dealing with psychosomatic complaints such as, "Are your eyes sensitive to light?" The total emotionality subscale score provided the third measure derived from the subscale. The three scores were used to provide both a clear cut extension of concepts employed by the current study and data comparable to previous work.

Interpersonal behavior patterns

The final portion of the suggested interdependent sequence of experience, perception, and evaluation is behavior. The question

of whether or not situational structure is in fact related to the individual's behavior has a direct bearing upon Kinch's second postulate that the self concept serves to direct behavior. The person experiencing inadequate or unsatisfactory familization and socialization might manifest inadequacies and distortions in situational structure by behaving impulsively or inappropriately.

The scale of psychological control was chosen to assess the behavioral and interpersonal ramifications of familization and socialization. Like the self concept schedule the psychological control scale has several dimensions. Ranked according to their relevance for the current study the dimensions are control in interpersonal relationships which includes evaluative or perceptual sensitivity, emotional transparency, and autonomy; perceived social control; intrapersonal control, which includes self-consistency and integration and emotional reactivity; and temporal control. While the construct psychological control is defined in psychological terms of constriction and expressiveness, the items themselves, as suggested by the dimension names, deal extensively with interpersonal behavior. Face validity of the items was judged by four clinical psychologists and concurrent predictive validity was tentatively established by the significance of seven of fifteen predicted correlations in addition to the finding of

a significant relationship between control and teacher's ratings of the adolescent's cooperativeness. Thus, the scale seemed appropriate in a study focused upon interpersonal relationships.

The dimension measuring control in interpersonal relationships for instance contains statements such as, "I am easily hurt by others.", "It is hard for me to keep a secret.", and "In my friendships, I tend to avoid being intimate (close)." The perceived social control dimension extends the range of behavior considered to include general social conformity with statements like, "I do what is socially acceptable." Items in the intrapersonal control section are similar to those in the emotionality subscale and thus provide a check on it. Temporal control deals with the organization of time and activity with items such as, "I am disorganized in my activities." The psychological control scale has also been related to deviant behavior as were the self concept schedule and the scales measuring family affection and fairness of family discipline. This fact in combination with the relationship between future time perspective and delinquency cited earlier provides a rather thorough basis for assessing the extent to which early marriage is in actuality deviant behavior.

The occurrence of high school age marriage represents the final behavioral index of the extent to which familial and self concepts serve to direct behavior.

Empirical Hypotheses

Paired combinations of the measures used to assess the major concepts in the generic hypotheses would require the statement of over 500 empirical hypotheses. Thus in order to ensure a modicum of brevity, the indices of the various concepts will be presented in summary empirical hypotheses and the reader may provide the relevant combinations. To enhance clarity the indices used extensively in data analysis on the high school sample are also set forth in Table 1. They are listed in accordance with the order of their appearance in the Marital Interaction Survey form of the questionnaire (See Appendix D). The theoretical relevance of the indices has been discussed though the methodological rationale for their selection will be presented in the section dealing with methodology.

The rationale just developed leads logically to the statement of more specific operationally oriented hypotheses. In the null form, they are:

1. No relationship exists between adolescent familization as measured by the Child-Parent Relationships Inventory, the scales of Family Affection and Fairness of Family Discipline, perceptions of and characteristics of current family life, participation in and attitudes toward household tasks, and the development of situational structure as measured by the Self Concept Schedule, the expectations of and attitudes toward future marriage and family life comprising the familial concept, and the Emotionality Scale.

2. No relationship exists between adolescent socialization as measured by the frequency of secondary group participation, the number of close friends, dating history, and the development of situational structure as determined by the indices listed in Hypothesis One.

3. No relationship exists between the indices of adolescent familization described in Hypothesis One and the measures of adolescent socialization set forth in Hypothesis Two.

Note that the items defining the familial concept are included in the measures of situational structure in Hypothesis Two. This in combination with Hypothesis Three allows a partial testing of the extent of interaction between familization, socialization, and situational structure.

Given the hypothesized relationships among familization, socialization, and situational structure, a number of hypotheses focused upon the interdependence of perception, structure, and interpersonal relationships follow.

4. Adolescent familization as measured by the scales of Family Affection and Fairness of Family Discipline, perceptions of and characteristics of current family life, participation in and attitudes toward household tasks; socialization as measured by the indices in Hypothesis Two; and situational structure as assessed by the Self Concept Schedule, the expectations of and attitudes toward future marriage and family life are unrelated to interpersonal behavior patterns as determined by the Psychological Control Scale.

The Child-Parent Relationships Inventory measuring familization and the Emotionality Scale which was an index of situational structure were omitted from Hypothesis Four because these measures

were not included in the form of the questionnaire which contained the Psychological Control Scale.

5. No differences exist between matched groups of married and single high school age girls with regard to adolescent familization as measured by the indices specified in Hypothesis One, the measures of socialization described in Hypothesis Two, situational structure as determined by the indices in Hypothesis One, and interpersonal behavior patterns as assessed by the Psychological Control Scale.

While it is expected that married girls generally will experience less adequate familization and socialization and will develop distortions of situational structure, it is also expected that familization and socialization will focus their social interaction toward early marriage. Thus, a more specific hypothesis dealing with the expected unique orientation to marriage is appropriate.

6. No differences exist between matched groups of married and single high school age girls with regard to:

   A. Familization as measured by perceived parental attitudes toward high school age marriage, and parental and sibling ages at marriage.

   B. Socialization as measured by dating participation items, friends' attitudes toward early marriage, and the number of friends married while of high school age.

   C. Orientation toward early marriage as measured by familial concept indices and intended age at marriage.

Table 1. Indices of the concepts familization, socialization, situational structure, and interpersonal behavior patterns

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Familization

- Child-Parent Relationships Inventory
- Family Affection Scale
- Fairness of Family Discipline Scale
- Ratings of mother's and of father's marital happiness
- Ratings of mother's and of father's attitudes toward respondent's dating partners
- Parent's marital status
- Maternal employment
- Number of children in family
- Age began, frequency done, and attitudes toward household tasks

Socialization

- Frequency of church and of Sunday school attendance
- Number of close girl friends and of close boy friends
- Number of club memberships and of offices held
- Social Participation Score
- Age began dating and relative frequency of dating
- Age began steady dating, number of steady dating partners, and duration of steady relationships
- Intensity of dating relationships
- Dating Participation Score

Situational structure

- Self Concept Schedule
  - Emotional and interpersonal adjustment
  - Intellectual capacity
  - Physical characteristics
- Familial Concept
  - Ratings of mother and of father as spousal models
  - Respondent's rating of desired marital affection
  - Respondent's attitude toward assumption of marital responsibilities
  - Respondent's anticipation of happiness in her marriage
  - Respondent's doubt as to success of her marriage
  - Respondent's attitude toward and desire to have children

Table 1 (Continued)

Emotionality Scale (subscale of Minnesota Personality Scale)
Emotionality items
Psychosomatic complaint items
Interpersonal behavior patterns
Psychological control
Interpersonal control
Social control
Intrapersonal control
Temporal control
High School age marriage

METHODOLOGY

The Sample

Study site

Selection of the site for the study proceeded on the basis of rather crude criteria. First an urban setting was considered necessary in order to assure an adequate sample size and a relatively accessable population. The cities of Florida were narrowed to Sarasota and Tampa in the following manner. Though Tallahassee would have been the easiest place to carry out the project it was ruled out on grounds that it was quite atypical of Florida cities. Tallahassee is the state capitol and thus reflects a political conservatism characteristic of rural northwest Florida rather than the political tenor of the state as a whole. Tallahassee is also the location of a large state university which alters appreciably the character of a community of approximately 25,000. This may counteract the political climate, but appears instead to have effectively divided these two major elements of the population.

Jacksonville was also regarded as being too atypical on grounds that it was highly industrialized relative to other urban concentrations in the state. Miami, on the other hand, is significantly influenced by tourism and thus has a highly mobile,

cosmopolitan population. Thus, Sarasota and Tampa remained. Sarasota was ruled out as the result of public reaction to research conducted in the schools the previous year. Fortunately, Tampa, located in Hillsborough county, had an extensive family life education program and school officials were quite willing to cooperate with such a venture. Tampa seemed to offer a moderate combination of political, academic, industrial, and tourist components present to the extreme in various other cities.

High school sample

The major sample consisted of 305 white, unmarried, female high school students. A total of 165 sophomore girls at Chamberlain High School and 140 junior girls at Robinson High School completed the High School Survey. These girls represented the total enrollment of the sophomore and junior classes present on the day of administration. The Survey was given during an assembly meeting of each group which lasted one hour. The verbal instructions which preceded administration may be found in Appendix A. One respondent refused to fill out the Survey in this high school group.

The average score obtained on the short form of the McGuire-White Index of Value Orientations (1955) by the unmarried high school girls was 49.2. This score is indicative of lower middle

class status while the modal score of 52 falls in the upper lower class range. Religiously the group was predominantly protestant with 56.7 per cent of them affiliated with the Baptist, Church of Christ, Methodist, and Christian churches. An additional 16.1 per cent were members of Protestant denominations such as Episcopalian, Congregational, Unitarian, Presbyterian, Quaker, and Christian Scientists. Girls in the sample were an average of 16 years old. The single largest group of them spent the majority of their first 16 years in a community of from 25,000 to 100,000 in population (33.8%). Another large group, 30.4 per cent, was reared in a community of 100,000 or over. Farm and small town girls comprised 12.4 per cent of the sample, those from towns of 2,500 to 25,000 made up 15.1 per cent of the sample, and the remaining 7.3 per cent were reared in military or migrant families.

Married sample

The attrition rate in the sample of married girls presents quite a different problem than that found in the larger high school sample. County school records of drop-outs during the 1959 calendar year produced a list of 75 girls who gave as their reasons for leaving school that they were married, or that they were going to be married. Another group of five girls from the

original sample of 310 high school girls proved to be married, thus bringing the total to 80. Efforts were made to contact these 75 girls, shortly after the administration of the High School Survey, in the spring and summer of 1960. Only single names and parental addresses were provided by school records. Thus the girl's parents were the first to be approached. Two girls' parents refused to tell the interviewer where their daughters might be located and two of the young couples themselves refused to participate in the study. The rate of refusal when personal contact was achieved was thus quite moderate.

Accomplishing direct contact, however, was another matter. One of the girls on the original list had not actually married and another had divorced and moved out of the city. A total of fourteen girls were nonwhite and were excluded from the sample. Two other girls had appeared in the list twice; once under their single name and once with their married name. In four cases no trace could be found of the potential respondent or no such address existed and in three instances the families had moved with no forwarding address. Questionnaires were mailed to those who left forwarding addresses. Of the 17 mailed questionnaires, three were returned completed, four were returned by the postal department, and ten produced no response whatever. Thus, 25 married girls ultimately completed the questionnaire and a brief

interview. The total sample of married girls who completed the questionnaire included 33 respondents when the three questionnaires completed by mail and the five completed in the high school were added.

An approximate description of the interviewer's approach to the married girls' parents and of the initial contact with the couples themselves may be found in Appendix A. Once the girl's whereabouts had been learned from parents they were called in order to set up an appointment during which the study was explained to them. Questionnaires were left with the girls at this time and were ordinarily picked up the following day. A brief interview, done when the completed questionnaire was returned, concluded the data collection for the study. The researcher personally administered all of the questionnaires and interviews.

Comparability of social status measures was ensured by using the male head of the family of orientation as the determinant of status in both the high school and the married samples. Thirteen of the married girls came from a lower middle class background, sixteen from an upper lower class background, two from the upper middle and two from the lower lower classes. Hence the majority of the married group were either lower middle class or upper lower class in origin. They were Protestants with the exception of three Catholics. The largest portion of the married girls

were Baptists or members of the Church of Christ (51.5%). Another 21.2 per cent were Methodists or Christians while other denominational groups were less frequently represented. The average husbands' age was 19.1 and that for the wives was 15.7 at the time of marriage. Husbands ranged in age from 16-24 and wives from 14-18 at marriage. They had been married an average of 12.8 months at the time the study was done. Nearly half (45.4%) indicated that they were reared in a city of over 100,000 and 21.2 per cent in a city between 25,000 and 100,000 in size. A large number (24.3%) were from towns of up to 25,000. The final six per cent had been reared in migrant or in military families.

The married couples had known each other for an average of nearly one and one-half years (74.9 weeks) prior to engagement while the length of this acquaintance ranged from one month to six years. Median length of acquaintance was one year. Engagements lasted an average of 16 weeks with a median of 8 weeks and a mode of 6 months. Six of the couples had not been engaged while other engagements ranged in length from two weeks to two years.

The Questionnaire

Another step involved in testing the hypotheses lay in the construction of a questionnaire. Several criteria were used in the selection of scales and items to be included. Primary consideration was given to the operationalization of theoretical concepts. Closely related were the general criteria for attitude scale construction set forth by Edwards (1957). Another requirement was that the questionnaire content be appropriate to the population of adolescents studied, and that some of the measures be comparable to those used by previous researchers. Finally, a maximum of one hour's time was allowed for administration of the questionnaire which served to restrict its length.

Due to the large number of indices required to test the hypotheses, three forms of the questionnaire were used. Two of the forms were used in the unmarried high school sample and a third was administered to the married high school age girls. The Self Concept Schedule, the Family Affection Scale, the Fairness of Family Discipline Scale, items dealing with the familial concept, the McGuire-White Index of Value Orientations, and a group of questions on familization and socialization were common to all forms of the questionnaire. The Psychological Control Scale appeared only in Form I of the High School Survey and in Form III,

the Marital Interaction Survey. The Emotionality Scale of the Minnesota Personality Scale and the Child-Parent Relationships Inventory were used in Form II of the High School Survey and in Form III. Thus, Form III contained all of the indices used in Forms I and II in addition to descriptive items regarding the marriage itself.

Self concept schedule

Scales and items will be taken up in order of their appearance in the Marital Interaction Survey form of the questionnaire. The Self Concept Schedule which was the first instrument in all forms of the questionnaire was selected for a number of reasons. It was initially an adjective check list created by Shippee-Blum (1959) for measuring the self concept. Varied formats of presentation have been used, but the adjective check list is certainly congruent with the operationalization in other instruments (Wylie, 1961). The list itself was multidimensional yielding scores on emotional and interpersonal, intellectual, and physical functioning. Thus it is in keeping with the theoretical orientation of this study. During the initial development of the instrument, the adjectives were screened for intelligibility and favorability in a high school group and only those retained which discriminated between high and low scorers. Group

administration proscribed other techniques such as Q sorts and the time element ruled out more extensive approaches such as the Bills-Vance-McClean Index of Adjustment and Values (1953).

The adjective check list was modified to a multiple choice response with four categories for each word in order to enhance precision and to facilitate a more extensive description of self concept. This modification necessitated the use of scale analysis to determine whether the adjectives continued to discriminate between high and low scoring respondents. The criteria for rejection was a "t" value of 1.74 or less. Likert scaling techniques (Edwards, 1957) resulted in the statistical elimination of the words insecure, angry, selfish, quarrelsome, high strung, respected, impatient, easily hurt, moody, resentful, loving, warm, and irritable. These adjectives all came from the emotional and interpersonal dimensions of the scale. No adjectives were discarded from the intellectual capacities and physical functioning dimensions. Three negatively descriptive adjectives were discarded for every one positive adjective using statistical criterion. In order to restore the balance of positive and negative adjectives in the scale the words confident, thoughtful, humorous, cooperative, helpful, jolly, merry, alert, even tempered, obeying, sympathetic, gentle, contented, and agreeable were discarded according to their relative powers of discrimination.

The most discriminative positive adjectives were retained. Thus, the adjectives ashamed, cheerful, sulky, considerate, popular, complaining, timid, jumpy, blue, sunny disposition, nagging, calm, worried, bossy, nervous, easy going, generous, relaxed, sociable, and good natured comprised the new emotional and interpersonal adjustment subscale of the Self Concept Schedule. The twenty adjectives making up the revised subscale are listed above in the order of their appearance in the questionnaires. Detailed results of all Likert analyses may be found in Appendix B.

Child-parent relationships inventory

Swanson's Child-Parent Relationships Inventory (1950) was selected from among several available instruments. Martinson's early studies (1955; 1959) used the Bell Adjustment Inventory while Moss and Gingles (1959) chose the Minnesota Personality Scale. The subscales in these two instruments relating to family interaction share twenty-one of their thirty-six items in common. A difference between them lies in the fact that modifiers such as "frequently" have been deleted from items in the Minnesota Personality Scale. In view of the similarities between the subscales, it may be worthy of consideration that Martinson's findings in this area were significant and those of Moss and Gingles were highly significant. Was the difference in findings due to

the scales used? If so, one might suppose that continued application of Edwards' criteria concerning brevity and the use of modifiers in items would lead to further improvement of the scale.

Swanson's scale drew upon existing instruments, but he wrote shorter items with fewer modifiers than were found in previous scales. Fifteen of the items remaining in his scale after Likert analysis parallel items in the Bell Adjustment Inventory and the Minnesota Personality Scale thus maintaining continuity of measurement to a certain extent. It is worth noting here that items rejected in Swanson's analysis tended to be appreciably longer and more complex than those that were retained. Also items were changed from third person to first person phraseology which was in keeping with the overall format of the current questionnaire. A total of thirty-six questions were chosen according to critical ratios reported by Swanson and by item content.

Inspection of data from the Child-Parent Relationships Inventory beginning on page 245 of the questionnaire suggested the possibility that several of the items in it failed to differentiate between high and low scoring groups in the current study. An extraordinary number of the responses were coded as threes. Therefore, Likert scaling techniques were also applied to this scale. The scale analysis resulted in the statistical rejection of the items numbered 1, 3, 4, 6, 7, 11, 15, 21, 25, 27, and 36

in the questionnaire. Again, the criteria for rejection was a "t" value of 1.74 or less. The balance of positive and negative items was restored by omitting the statements numbered 2, 16, 20, and 34, all of which were positively phrased.

Psychological control

The Psychological Control Scale (Luft, 1957) was also developed especially for use with adolescent populations and item content on the whole met the criteria set forth by Edwards. Other indices of similar concepts were available but many of them focused almost exclusively on the intrapersonal aspects of control which is not conceptually appropriate to the current study. Another group of such indices is based upon clinical-experimental performance which renders their use impossible in group settings. The Psychological Control Scale, on the other hand, was developed explicitly to examine the relationship between the individual and others. The scale itself has been related to such variables as deviant behavior, self concept, intelligence, academic achievement, and parental psychological control, several of which were considered in the current study. Also, items were stated in the first person format of the current questionnaire.

Response categories for the psychological Control Scale were modified to a multiple choice format with alternates ranging from

Almost Always to Almost Never. The original Scale (Luft, 1957) utilized a Yes, No dichotomy in the form administered to adolescents. However, the multiple choice format of the Scale given to adults yielded an appreciably higher reliability than did the dichotomous answers. Cumbersome modifiers were deleted from lead statements wherever grammatically feasible. For these reasons a Likert analysis was done on the Psychological Control Scale. The analysis resulted in the rejection of 30 of the original 52 items which in turn decimated some of the logically derived dimensions. The final measures derived from the scale were a combined social and interpersonal dimension (used only in the analysis of the high school age marriage data), an intrapersonal score, and the total score. The items numbered 13, 17, 23, 32, 37, 39 and 40 on pages 247 and 248 of the Marital Interaction Survey were included in the revised social and interpersonal subscale. The intrapersonal dimension was based on items numbered 5, 7, 11, 19, 25, 27, and 33 from pages 247 and 248, and on the item numbered 16 on page 254. In addition, the total score included the items numbered 2, 6, 8, 14, and 16 on page 247 and 35, and 36 on page 248. Again detailed results of all Likert analyses are presented in Appendix B.

The foregoing Likert analyses of various scales should in no way be construed as an effort at formal standardization of

the instruments in question. Rather the analyses were intended simply as a means of refining the scales for use in the current study and to provide a more concrete basis for their interpretation within the limits of the sample tested. Such manipulation raises the question of the extent to which the scales were subsequently modified. Data pertinent to this question are available on the Psychological Control Scale which was the most radically changed by Likert analysis. Correlations between psychological control and other variables were altered nominally by the revision. The major effect of analysis appears to have been an increase in the variance of the revised form (See Appendix C). Also differences between married and single pairs of girls were relatively uninfluenced by the analyses of other scales.

Family affection and fairness of family discipline scales

The scales of Family Affection and of Fairness of Family Discipline developed by Slocum and Stone (1959) are located on page 249 of the questionnaire. These scales were also created for use in an adolescent population. A pilot study was done by Slocum and Stone in order to determine empirically the face validity and social desirability of the items to be used and those items remaining were further screened by means of Guttman analysis of the responses of a large sample. In addition to providing information of special concern in the current study these scales offer a partial and brief means of estimating the concurrent validity of Swanson's longer and more extensive Child-Parent Relationships Inventory.

Familial concept

Using previous questionnaires as a guide, several items which appear on pages 250 and 251 of the Marital Interaction Survey were written for use in the current study to tap familial concepts. Twenty high school juniors and seniors from Tallahassee, Florida were asked to complete the rough draft of the questionnaire and to devote special attention to those items which seemed vague or unclear. The students were asked to circle these items as they responded to the questionnaire. None of the items designed to

measure marital or parental expectations were discarded though the students did make suggestions for revisions in wording which considerably increased clarity.

In their final form the lead statements for the items measuring parents as spousal models read: "I want to be the kind of wife my mother has been in her marriage." and "I wanted to marry a man who would be the kind of husband my father has been in his marriage." The item relating to expected affection in marriage read, "I could be happy in marriage with a mate who was not very affectionate.", while the item relating to marital happiness read, "Before your marriage, how happy did you think you would be when you married?" Expectations of marital success were reflected by the response to the statement, "Did you ever have doubts about your chances of having a successful marriage?" Expected attitudes toward the responsibilities of marriage were assessed by the statements, "Before my marriage I thought I would find the responsibilities of married life:", "Children are generally a nuisance to their parents.", and "I want to have children or would want to at the right age." The sum of the weighted responses to these items comprised the familial concept score.

Modifiers were changed slightly in several of the above items for the High School Survey form of the questionnaire and

appear on pages 208 and 209 of that form. The creation of these items was deemed necessary because no previous studies could be located which attempted to examine the marital and parental expectations facet of the familial concept. Marital role expectation inventories are available but the above items are not restricted completely to role expectations and considerations of length required the use of only a few items to explore marital and parental expectations. Thus the inventories were used primarily as a model for the writing of items used in this study.

Emotionality

The Emotionality subscale of the Minnesota Personality Scale, as noted earlier, was chosen in part to ensure continuity of measurement. Two major studies of early marriage used it, or a form of it, and several of the other studies included personality variables. Twenty-four of the thirty-five items in the Bell Inventory Scale also appear in the Minnesota Personality Scale subscale. Again many modifiers are left out of the items in the Minnesota Personality Scale. This scale replaces several items in the Bell Inventory dealing with psychotic symptoms such as feeling that one is being hypnotized by others with items on psychosomatic complaints which seem to be much more prevalent in a relatively normal population, and no doubt less threatening to

an adolescent population. Thus, the Minnesota Personality Scale was selected for the current study.

High school marriage typology

The small size and homogeneous socioeconomic status of the married sample rendered use of the high school age marriage typology set forth earlier impossible. Assumed variation in family and social support of high school age marriage which was the basis for the typology did, however, retain its utility. Therefore, a measure of social support was derived from several items scattered throughout the questionnaire. The relevant questions will be drawn together and dealt with as a group at this point. The first pertinent item appears on page 250 in the section of the questionnaire dealing with marital expectations and reads, "My parent's feelings toward my marrying while still in high school would be feelings of:". Respondents were asked to provide separate answers for their perceptions of maternal and paternal approval of such a marriage. A similarly worded item in the same section concerns the degree of friends' approval of high school marriage. The respondent was also asked when she expected to marry with possible answers ranging from, "I am married," to "I will finish college and probably work a few years before I marry.

The remaining questions appear in the section headed General Information beginning on page 256. The items in this section include parents' ages at marriage, siblings' ages at marriage, and the number of close friends married while in high school. In addition married respondents indicated the degree of parental and in-law approval at the time of marriage and at the time of the study. In combination the above items provide a basis for differentiating interaction patterns leading to marriage as opposed to those associated with a single status.

A summary measure of these indices termed a social support measure was created by arbitrarily assigning a value of one point to each instance of approval of high school marriage by parents and friends, one point for having a mother who married at age nineteen or less, one point for each friend or sibling who married while in high school, and one point for being engaged or intending to marry while in high school.

General information

The questions in this section concern a range of information from background material, to necessary matching data, and items about familization and socialization which served to extend the scope of data from the previously mentioned scales. The McGuire-White Index of Value Orientations (1955) was used primarily for

matching purposes in the analysis comparing married with single high school age girls.

Paternal religious affiliation, education, occupation, and chief source of income are the components of the index. Raw data from each of the questions dealing with these aspects of status are then weighed according to a scale provided by the authors. The first two items are viewed as assessing probable differences in beliefs, attitudes, and values while the latter two have to do with the socioeconomic base of family styles. Religious affiliation and amount of education together with economic data thus yield a measure of special relevance to this study. The scale itself is a modification of Warner's Index of Social Status (1949), and McGuire previously used it in a study of conforming, mobile, and divergent families (1952). In addition to the parallels between McGuire's study (1952) and the typology of high school age marriage developed for this study, the index itself was initially created with reference group theory as a base. The central concern for beliefs, attitudes, and values was a primary consideration in the selection of this index in preference to other available measures.

The bulk of the remaining items concerning familization appear in the General Information section. However, a few were presented in previous pages of the questionnaire and these will

be included in the discussion at this time according to topic. Question six in the General Information section ascertains the respondent's parents' current marital status. Related qualitative items concerning the adolescent's perception of their parents' marital happiness may be found in the section dealing with marital and parental expectations on page 250. They were placed in this section simply to provide a cluster of items with similar content within the questionnaire. To assure that the adolescent's perception was involved in response to the items dealing with parents' marital happiness the lead statements read, "From what you have observed, would you say that . . .". Other questions related to familization were strictly informational with two exceptions. The informational items included data on the age of the adolescent when the mother began work, if she did; whether the mother worked full or part time; the number of brothers and sisters; and the age at which family chores were first undertaken and the frequency with which they were done. An exception to the information type of items lies in those questions probing the respondent's attitude toward doing various household chores. Specific tasks covered by these items ranged from sibling care to meal preparation. The other exception, which appeared in the marital and parental expectations section on page 250, has to do with the girls' perceptions of the attitudes of their parents

toward their dating partners. The lead statement is, "My parents' feelings toward most of the boys I date are feelings of:".

All of the items dealing with socialization were placed in the General Information section as their content fit logically with other background data. The most detailed data on socialization were obtained in the area of dating experience since this information was relevant to the question of high school age marriage and is generally central to the female's achievement of an adult role. Again the majority of these items were informational in nature. Therefore, they will not be discussed further at this point, except to note the derivation of two measures of socialization. Weighted responses to the indices of frequency of church and Sunday School attendance, number of close boy and girl friends, and number of club memberships and offices held were summed to obtain the social participation score. Responses concerning the age at which single and steady dating began, the frequency of dating and number of steady dating partners, and the number of boys in love with were, in turn, combined to form the dating participation measure. Unfortunately, an editorial oversight in constructing Form III of the questionnaire made it necessary to exclude the items on the number of close boy friends, club memberships, and offices held in analyzing the data, from the married sample. An item on the duration of steady dating

relationships was not included in the dating participation score due to the lack of empirical or logical bases for relating it to other indices of dating.

Questions used in the General Information section as well as those on marital and parental expectations that were not part of an established scale were all written specifically for the current study with the exception of the McGuire-White Index of Value Orientations. They were all subject to the same pretest face validation described previously under the heading familial concept. Questionnaires used in prior research on high school and early marriage served as a guide in the writing of general information items.

Data Analysis

The combination of large numbers of respondents and of variables in analyzing the data from the high school sample precluded the use of nonparametric statistics. Few computer programs are available for such tests of significance and manual computation would have been prohibitively time consuming. Thus, though nonparametric assumptions could have been met with greater precision than parametric ones, a decision was reached to use a parametric technique. The assumed cumulative interdependent nature of the relationships between familization and situational structure,

between socialization and situational structure, and between familization and socialization may be appropriately tested by use of the correlation coefficient. Pearson's product-moment correlation was selected on the assumption that variables were related to one another in a linear fashion. The assumption of linearity was made after several scattergrams of selected variables had revealed no evidence to the contrary. In particular, the relation of Child-Parent Relationships to several other measures was checked as previous studies suggested that these relationships might well be curvilinear. While a predictive analysis might have been engrossing, it seemed unlikely in view of previous research that correlations would be sufficiently high to warrant such a procedure (Blalock, 1960).

The small size of the married sample, however, made possible the use of a nonparametric statistical test. Married women were matched with single ones on the basis of age, religious denomination, and social status. This fact plus the hypothesis of no difference between the matched groups lead to the selection of the Wilcoxon matched-pairs signed-ranks test (Siegel, 1956). It is expressly designed to determine the extent of difference between matched pairs and is said to be 95 per cent as efficient as the parametric measure "t".

The administration of two forms of the questionnaire to the high school sample necessitated the construction of two control groups for the comparisons between the married and the single girls. In control group one the girls were drawn equally from the Chamberlain and Robinson schools and in control group two there were two more girls from Robinson than from Chamberlain. Thus, the single girls used to match the married sample were drawn in nearly equal numbers from both high schools. Matching for religion was exact with two exceptions whereas age was matched within one year and social class was less precisely matched. A difference of ten points in scores on social class was necessary in one pair. Other pairs were successfully matched within a five point range on either side of the score obtained by the married girl with few pairs differing more than three points. Precision in matching on social class was deemed less important than that on age and religion due to the range of scores included in any given status category.

RESULTS

High School Sample

The two forms of the questionnaire used in this sample required computation of three separate correlation matrices drawn from groups of varying sizes. Wherever possible the coefficients reported are based on the total sample of 294 high school sophomores and juniors. However, coefficients for the Child-Parent Relationships Inventory (CPRI) and the Emotionality subscale indices, which appeared in only one of the forms, were taken from a subsample of 148 girls while coefficients for the Psychological Control Scale (PCS) were derived from a second subsample of 146 girls. Thus, the magnitude of correlation coefficients required to reach a particular level of significance differs somewhat across variables. In general findings of one particular hypothesis will be dealt with in the order of decreasing statistical significance, density, and theoretical import.

Familization and situational structure

The statistics relevant to testing the first null hypothesis that no relationship exists between adolescent familization and situational structure are presented in Table Two. On the whole there appears to be sufficient evidence to reject the first null hypothesis. The three major indices of familization, namely the

Table 2. Pearson product-moment correlation coefficients for the relationships between the indices of familization and those of situational structure in the high school sample

Situational Structure Variable	Familization Variable										
	CPRI	Fam. Affec. Scale	Fam. Disc. Scale	Moth. Mar. Happ.	Fath. Mar. Happ.	Fath. Att. Dates	Moth. Att. Dates	Par. Mar. Stat.	Mat. Empl.	Age began Hsehld. Tasks	Att. to Hsehld. Tasks
Self Concept--Emot.-											
Interpers. Adj.	—	—	.13[a]	—	—	—	—	—	—	—	—
Intell. Cap.	.18[a]	.14[a]	.15[b]	—	—	—	—	—	-.12[a]	—	—
Phys.Attr.	—	.16[b]	.14[a]	—	—	—	—	—	—	—	—
Tot. Sc.	—	.15[b]	.15[b]	—	—	—	—	.12[a]	—	—	—
Familial Concept											
--Moth. Spouse Mod.	.62[c]	.58[c]	.45[c]	.54[c]	.45[c]	.18[b]	.18[b]	.15[b]	—	.16[b]	.23[c]
Fath. Spouse Mod.	.27[c]	.44[c]	.37[c]	.55[c]	.54[c]	—	—	.16[b]	—	—	.13[a]
Exp. Affec.	—	.14[a]	—	—	—	—	—	—	—	-.13[a]	—
Att. Mar. Resp.	—	.12[a]	.14[a]	.14[a]	.14[a]	—	—	—	—	—	.18[b]
Exp. Happ.	—	.19[c]	.21[c]	.14[a]	.12[a]	—	—	—	—	—	.13[a]
Dbts. of Succ.	—	.12[a]	.17[b]	.16[b]	.13[a]	—	.13[a]	—	—	—	.16[b]
Att. to Child.	.18[a]	.24[c]	.22[c]	—	—	.15[b]	.17[b]	—	—	—	.14[a]
Des. for Child.	.17[a]	.24[c]	—	.13[a]	.12[a]	—	—	-.13[a]	—	—	.17[b]
Tot. Sc.	.44[c]	.53[c]	.42[c]	.51[c]	.46[c]	.17[b]	.18[b]	—	—	—	.24[c]

Emotionality											
--Emotional traits	.22[b]	.16[a]	.20[a]	——	——	——	——	——	——	——	.29[c]
Tot. Sc.	.22[b]	.17[a]	.23[b]	——	——	——	——	——	——	——	.26[b]
Psychological Control--Inter-personal	**	.22[b]	.24[b]	.27[c]	——	——	——	——	——	——	.18[a]
Social	**	.26[b]	.29[c]	.19[a]	.19[a]	——	.17[a]	——	——	——	.19[a]

[a]Significance at or beyond the .05 level.

[b]Significance at or beyond the .01 level.

[c]Significance at or beyond the .001 level.

**No data.

—— indicates nonsignificant.

CPRI, the Family Affection Scale, and the Fairness of Family Discipline Scale, were all significantly and quite consistently related to the indices of situational structure in the predicted positive direction. In addition, the measures dealing with the perceived marital happiness of mother and father and the items on attitudes toward household tasks were significantly related to situational structure in a reasonable number of tests.

The most significant correlations in the table are to be found in two clusters. The most important cluster from a theoretical viewpoint is that which contains the relationships between familization and the familial concept with correlations ranging from .42 to .53. Five of the indices of familization are involved in this cluster and three of these are major indices. There is a direct relationship between the adequacy of parent-child relationships as reflected in the CPRI, in the scales of Family Affection and Fairness of Family Discipline; the respondent's perception of her parent's marital happiness; and the emergence of a positive orientation to family life. The positive orientation to family life tapped by the familial concept consists of a desire to be or to seek a mate similar to one's parents, high expectations of affection and happiness in marriage coupled with having few doubts as to the success of marriage, a favorable disposition toward the performance of marital responsibilities, and

a favorable attitude toward, plus a strong desire to have, children.

The measures included in the second cluster of highly significant correlation coefficients covering a span from .27 to .62 are themselves a part of the familial concept and are thus of lesser theoretical import. The indices of familization involved are the same as those in the first cluster whereas the measures of situational structure referred to include only those concerning the extent to which mother and father were viewed as being desirable spousal models. Parental attitudes toward doing household chores were also related to several of the indices of the familial concept including the summary index itself. Thus, it would seem that the interactionist interpretation of Winch's theory of complementarity has some validity. Apparently family experiences do influence the development of a familial concept in a significant and direct fashion. Familization seems to be an especial influence upon the degree to which parents are viewed as adequate models in mate selection and upon expected marital happiness, the presence of few doubts as to success in marriage, and attitudes toward and desire to have children. This is in addition to the pronounced influence of familization on the summation of indices constituting the familial concept.

The quality of familization, and more specifically of parent-child relationships as assessed by the CPRI, the Family Affection Scale, and the Fairness of Family Discipline Scale is also related to the emotionality facet of situational structure. In this instance, though, the correlation coefficients were not nearly so high. Attitudes toward doing household tasks were positively related to indices of emotionality. The total Emotionality subscale score yielded significant results as did the items of the subscale termed emotional traits. The sum of the responses to the psychosomatic complaints items, however, was unrelated to any of the familization variables. It may be concluded then that adequate familization seems to be related to the development of appropriate intrapersonal responses as well as to the formation of a familial concept.

Examination of the coefficients relating familization and self concept reveals a pattern of relationships similar to that described with reference to familization and emotionality measures. Again parent-child relationships are the facets of familization most closely related to situational structure. Unlike familial concept measures, few of the familization variables were related to self concept indices. Parent's marital status was nominally related to the overall self concept score indicating that children of intact marriages had slightly higher self concepts.

The finding that a mother's not working was negatively related to the intellectual capacity dimension of the self concept measure is rather curious in view of the complete absence of any other significant results regarding maternal employment. The relative absence of findings on maternal employment is consistent with general conclusions drawn in recent reviews (Hoffman, 1961; Nye, 1961). The finding on perceived intellectual development may be in keeping with the suggestion that children of working mothers are more autonomous.

It should also be noted that the number of children in the family, and the frequency with which household tasks were done produced no significant relationships whatever. These two variables in addition to the psychosomatic complaints dimension were therefore omitted from the table. The findings on psychological control which appear at the bottom of the table will be dealt with shortly in conjunction with the remaining evidence pertinent to hypothesis four.

Socialization and situational structure

In general the findings in connection with null hypothesis two that no relationship exists between adolescent socialization and situational structure form a far more tenuous base for any attempt to reject the hypothesis. The correlation coefficients

are reported in Table 3. Social participation in particular seems to be unrelated to situational structure with the logically meaningful exceptions that frequent church attendance was related to higher scores on the emotional and interpersonal adjustment subscale of the Self Concept Inventory, to having few doubts about the success of marriage, and to a positive attitude toward children.

In contrast to social participation, the dating participation measures did manifest a modicum of significant relationships to situational structure. Frequent dating, early steady dating, a large number of steady dating partners, and the summation measure of dating participation were the socialization variables most significantly related to situation structure. The characteristics of situational structure involved in this cluster included comparatively high expectations of marital affection and happiness, favorable attitudes toward assuming the responsibilities of married life, and having few doubts about success of a future marriage. This pattern roughly approximates a secondary one that emerged from the relationships between familization and situational structure. Again those indices of the familial concept most directly related to marriage itself come to the fore.

The remaining significant relationships between dating participation and the familial concept are, for the most part,

Table 3. Pearson product-moment correlation coefficients for the relationships between the indices of socialization and those of situational structure in the high school sample

Situational Structure Variable	Socialization Variable											
	F. of Ch. Att.	No. Boy Friends	No. Club Memberships	No. Off. Held	Summ. Soc. Part.	Age beg Dat.	F. of Dating	Age beg. Stdy. Dating	No. Stdy. Dat. Part.	Dur. Stdy. Dating	No. boys loved	Summ. Dat. Part.
Self Concept --Emot.-Interpers. Adj.	.15[b]	—	—	—	—	-.12[a]	-.13[a]	—	—	—	-.16[b]	-.12[a]
Familial Concept --Moth. Spouse Mod.	—	—	—	—	—	—	—	—	-.14[a]	—	—	—
Fath. Spouse Mod.	—	—	—	—	—	.13[a]	—	—	—	—	—	—
Exp. Affec.	—	—	.18[b]	.19[c]	—	.12[a]	—	.15[b]	.14[a]	-.13[a]	—	.17[b]
Att. Mar. Resp.	—	—	—	—	—	—	.14[a]	.22[c]	.18[b]	—	—	.19[c]
Exp. Happ.	—	—	—	—	—	—	.20[c]	.14[a]	—	—	—	.16[b]
Dbts. of Succ.	.17[b]	—	—	—	—	—	.15[b]	.17[b]	—	—	—	.13[a]

Att. to Child.	.14[a]	——	——	——	——	——	——	——	——	——	——	——
Des. for Child.	——	——	-.18[b]	——	——	——	.14[a]	.12[a]	——	——	——	——
Tot. Sc.	——	——	——	——	——	.14[a]	——	——	——	——	——	——
Emotionality --Emotional traits	——	——	——	——	——	——	——	——	-.16[a]	——	-.18[a]	——
Psychosomatic Complaints	——	——	——	——	——	-.16[a]	——	——	-.18[a]	——	-.18[a]	-.19[a]
Psychological Control-- Interpersonal	——	.26[b]	——	.19[a]	.25[b]	——	——	——	——	——	——	——
Social	——	.20[a]	——	.21[b]	.24[b]	——	——	——	——	——	——	——

[a]Significance at or beyond the .05 level.

[b]Significance at or beyond the .01 level.

[c]Significance at or beyond the .001 level.

—— indicates nonsignificant.

scattered. The two negative correlations deserve special comment. The negative relationship between the number of steady dating partners and the desire to be a mate like mother suggests that the frequent participant in steady dating tends to reject her mother as a spousal model. The negative relationship between usual duration of steady relationships and desired affection in marriage indicates that the briefer the relationship, the greater the need for affection.

The significant results obtained relating socialization as assessed by dating participation to the self-concept and emotionality measures of situational structure were consistently negative. Whereas emotional and interpersonal adjustment was related to just one of the familization variables, it is theoretically noteworthy that this adjustment was the only dimension of the Self Concept Schedule to be related to socialization with any regularity. Similarly, although the emotional traits and psychosomatic complaints dimensions of the Emotionality subscale were related to socialization, the total Emotionality score was not. The fact that dating participation was negatively related to situational structure suggests that a high degree of involvement in dating is associated with a relatively low self concept and with less adequate emotional functioning.

The data on socialization, therefore, lead to the possible interpretation that social participation is of little influence upon the ongoing development of situational structure among adolescent girls. Dating participation, on the other hand, does appear to be related to situational structure formation, though not so consistently as in the instance of familization. The question of whether dating experience molds situational structure or is a function of it remains open for discussion. Hence, the second hypothesis positing no relationship between socialization and situational structure may be rejected in part at best.

Several variables were omitted from Table 3 due to the absence of any significant relationships between them and other indices. The socialization variables omitted were the frequency of Sunday School attendance and the number of close girl friends. Those omitted from situational structure included the intellectual capacities and physical attributes dimensions of the self concept measure as well as the total self concept score and the total Emotionality subscale score.

Familization and socialization

Rejection of the third null hypothesis that no relationship exists between adolescent familization and socialization can be undertaken only with considerable hesitance. Relevant correlation

coefficients may be found in Table 4. The proportion of significant results remains about the same as it was for hypothesis two, but the pattern of relationships is relatively dispersed, and, more important, the clusters of highly significant correlations shift from major to minor indices. This shift from major to minor indices is most pronounced with regard to the familization measures.

For instance, the largest cluster of markedly significant correlations in Table 4 involves the familization indices of parental attitudes toward dates, the number of children in the family, and the age at which household tasks were undertaken. As stated, the shift of results on socialization is less conspicuous in that the social participation index is a part of the cluster. There is, however, a shift with respect to socialization as well for in hypothesis two the bulk of the significant results involved dating participation rather than social participation. Thus, many of the indices of familization and socialization that had bearing upon situational structure do not relate to one another when the interaction between familization and socialization is examined.

The frequency of church attendance and the age at which single dating began indices of socialization related with some regularity to the major indices of familization while the same

Table 4. Pearson product-moment correlation coefficients for the relationships between the indices of familization and those of socialization in the high school sample

Socialization Variable	Familization Variable										
	CPRI	Fam. Affec. Scale	Fam. Disc. Scale	Moth. Mar. Happ.	Fath. Mar. Happ.	Fath. Att. to Dates	Moth. Att. to Dates	No. Child. in Family	Age beg. Hsehld. Chores	F of Doing Hsehld. Chores	Att. to Hsehld. Chores
F of Ch. Att.	.16[a]	.12[a]	.16[b]	—	—	—	.15[b]	.12[a]	—	.15[b]	—
F of S.S. Att.	—	—	—	—	—	—	.13[a]	—	-.12[a]	.14[a]	—
No. Girl Friends	—	—	—	—	—	—	—	—	—	—	.14[a]
No. Boy Friends	—	—	—	—	.14[a]	—	—	—	—	—	—
No. Club Memb.	—	—	—	—	—	.13[a]	.17[b]	-.22[c]	-.15[b]	—	—
No. Off. Held	—	—	—	—	—	—	.14[a]	-.17[b]	-.22[c]	—	—
Summ. Soc. Part.	—	—	—	—	—	.12[a]	.19[c]	—	-.16[b]	—	.14[a]
Age beg. Dating	—	.15[b]	.18[b]	.18[b]	.20[c]	—	—	—	—	—	—

Rel. F. of dating	——	——	.13[a]	——	——	——	.13[a]	——	——	——	——
Age beg. stdy. dating	——	——	——	——	——	——	——	——	——	-.12[a]	——
No. stdy. dat. part.	-.21[c]	——	——	——	——	-.14[a]	——	——	——	——	——
Summ. Dat. Part.	——	——	——	.12[a]	.13[a]	——	——	——	——	——	——

[a]Significance at or beyond the .05 level.

[b]Significance at or beyond the .01 level.

[c]Significance at or beyond the .001 level.

—— indicates nonsignificant.

is true of the dating participation summary score to a lesser extent. Hence, though it appears that familization and socialization are nominally related they seem to be so in ways that are of little relevance to the development of situational structure. Such a finding calls into serious question the proposed interdependence of familization and socialization. This doubt is mitigated to an extent by the previously reported finding that socialization is significantly related to the familial concept and to many of its individual facets. Further exploration of the meaning of these findings must await the discussion section.

Indices of familization measuring the marital status of parents and maternal employment failed to yield significant relationships to any of the socialization variables and were therefore deleted from Table 4. The socialization indices of the duration of steady dating relationships and of the number of boys in love with were omitted for similar reasons.

Familization, socialization, situational structure and interpersonal behavior patterns

Null hypothesis four predicted no relationship between familization, socialization, situational structure, and interpersonal behavior patterns. Data on the relationships between familization, socialization, and interpersonal behavior patterns as measured by the PCS were presented in Tables 2 and 3 while

that relating situational structure and interpersonal behavior patterns will simply be described in the paragraphs to follow. Unfortunately, the interpersonal control dimension of the PCS, which was intended to provide the primary test of this hypothesis, was lost in the Likert analysis. Therefore, only a crude approximation of precise testing is possible in that eight of the items on interpersonal and social control still remain a part of the revised total PCS score.

The findings on the total psychological control score present a pattern similar to that reported for previous hypotheses in many respects. Family Affection and Fairness of Family Discipline scores are two of the major indices of familization which were related to psychological control. Attitudes toward doing household tasks were also related to psychological control. These findings are quite consistent with those relating familization and situational structure. Intrapersonal control, which is more appropriately a component of situational structure, repeats this pattern which dominates Table 2.

To the extent that socialization relates to psychological control the pattern of findings reported earlier is reversed. In this instance, social participation rather than dating participation is the important component of socialization. This was also the case in relating familization to socialization. The

number of close boy friends, the number of offices held, and the social participation score itself were all related to psychological control. The failure of the relationship between the number of close boy friends and psychological control to carry over into dating participation is striking when one considers that the number of close boy friends was practically the only index of social participation to be significantly related to dating participation.

Situational structure was highly related to psychological control with the significant correlations ranging from .23 to .45. Several variables comprising the familial concept were not related to psychological control. These included the extent to which mother was viewed as a desirable spousal model, expected affection and happiness in marriage, attitudes toward assuming marital responsibility, and the desire to have children. At any rate, there is more than sufficient evidence to reject the null hypothesis of no relationship among these variables, given the qualification that the operations were of necessity an approximation.

Married Sample

The three forms of the questionnaire used in making these comparisons again required special statistical treatment. In this instance the treatment took the form of matching two single

girls with each married girl thus creating two control groups as mentioned earlier. It was possible to make comparisons between both matching groups of single girls and the married girls on the majority of indices, thus providing a double check on findings. While such a double check is desirable from the viewpoint of rigor, it certainly proved to have unanticipated ramifications. The complications may have resulted, at least in part, from differences between the two groups of single girls. In order to clarify the statement just made, data relevant to a portion of null hypothesis six will be presented first.

Social support of high school age marriage

Data on social support and its various components are presented in Table 5. The portions of null hypothesis six tested may be made explicit with the statement that no differences exist between matched groups of married and single high school age girls with regard to familization as measured by perceived parental attitudes toward high school age marriage and maternal age at marriage, socialization as measured by friend's attitudes toward early marriage and the number of friends married while of high school age, and orientation toward early marriage as measured by intended time of marriage. Findings in Table 5, with the exception of those on maternal age at marriage, clearly suggest

Table 5. Wilcoxon matched-pairs signed-ranks tests of differences between married and single high school age girls with regard to social support of high school age marriage and tests of changes in social support prior to and following marriage

Variable	D[a]	N[b]	T[c]	P[d]
Summary of Social Support				
Control Group One	M	28	20.5	.00003*
Control Group Two	M	29	58.0	.0003*
Attitudes toward High School Age Marriage				
Mother				
Control Group One	M	19	7.5	.0003*
Control Group Two	M	25	48.0	.001*
Father				
Control Group One	M	15	13.5	.004*
Control Group Two	M	19	18.0	.001*
Friends				
Control Group One	M	20	19.5	.0007*
Control Group Two	M	25	36.5	.0003*
Mother's Age at Marriage				
Control Group One	M	29	144.0	.06
Control Group Two	M	26	173.0	.48

Number of Close Friends Married in High School				
Control Group One	M	21	15.5	.0003*
Control Group Two	M	27	97.5	.01*
Intended Time of Marriage				
Control Group One	M	29	96.0	.004*
Control Group Two	M	27	66.0	.002*
Before-After Change in Attitudes toward the Marriage				
Mother	A	21	48.5	.01*
Father	A	19	13.5	.0007*
Mother-in-Law	A	13	10.5	.007*
Father-in-Law	A	14	12.5	.005*

[a]Direction of the difference with M indicating a higher score for the married group, A a higher score after marriage.

[b]Number of signed-ranks.

[c]Value obtained for the Wilcoxon matched-pairs signed-ranks test.

[d]Confidence level.

*Significant at or beyond the .05 level for a one-tailed test.

that married girls experience greater support of high school age marriage from significant others. All but the differences with regard to maternal age at marriage are highly significant. Thus, the null hypothesis may be rejected.

A finding derived from Table 5, however, is the one of relevance to the complications added by the use of two groups of single girls to match the married respondents. Group one experienced less social support of high school marriage than did group two with the difference being at the .13 level. While this difference is not significant, it does suggest a qualified approach to interpretation. It would seem logical that such a difference might well have a bearing on any discrepancies in results between the two groups. The girls in group two would appear to be more likely candidates for early marriage themselves than would those in group one.

Of descriptive interest is the finding that both parents and in-laws became more approving of early marriage with time. That is they were more likely to approve of the marriage at the time of the study than they were at the time of the marriage. Presentation of the remaining findings on high school age marriage will be organized around the major concepts under study and then integrated as they apply to null hypotheses five and six.

Familization and high school age marriage

The results of the Wilcoxon matched-pairs signed-ranks tests of the differences between married and single girls with regard to familization are set forth in Table 6. None of the major indices of familization differentiate between married and single girls at the tacitly accepted .05 level of significance. The only difference approaching significance was that in the control group one comparison on Fairness of Family Discipline which is in the predicted direction. There were, then, essentially no differences between the matched groups in so far as the Child-Parent Relationships Inventory, the Family Affection Scale, and the Fairness of Family Discipline Scale measures of familization were concerned.

Significant differences favoring the single girls were found in comparisons made on the majority of the remaining indices. Single girls were more likely to come from homes where parents were happy in their marriage, to experience a higher degree of parental approval of dates, to be from unbroken homes, and were less likely to have mothers who worked. The finding on parental approval of dates would seem to buttress that on Family Discipline. The control group one comparison on the number of children in the family indicates that single girls come from larger families. In view of the operational duality of this item, it is appropriate

Table 6. Wilcoxon matched-pairs signed-ranks tests of differences between married and single high school age girls on indices of familization

Variable	D[a]	N[b]	T[c]	P[d]
Child-Parent Relationships Inventory				
Control Group Two	S	28	197.5	.50
Family Affection Scale				
Control Group One	M	27	173.5	.36
Control Group Two	S	29	190.5	.28
Fairness of Family Discipline Scale				
Control Group One	S	26	122.5	.09
Control Group Two	S	30	200.0	.25
Parents' Marital Happiness				
Mother				
Control Group One	S	20	62.5	.06
Control Group Two	S	19	36.0	.01*
Father				
Control Group One	S	18	60.0	.13
Control Group Two	S	19	45.0	.02*
Parents' Attitudes toward Dates				
Mother				
Control Group One	S	14	30.0	.07
Control Group Two	S	11	11.0	.02*

Father				
Control Group One	S	20	60.0	.05*
Control Group Two	S	16	32.5	.03*
Parents' Marital Status				
Control Group One	S	20	42.5	.01*
Control Group Two	S	19	25.0	.005*
Maternal Employment				
Control Group One	M	16	26.0	.01*
Control Group Two	M	14	12.0	.005*
Number of Children in Family				
Control Group One	S	20	62.0	.05*
Control Group Two	M	25	160.0	.47

[a]Direction of the difference with M indicating a higher score for the married group, S a higher score for the single group.

[b]Number of signed-ranks.

[c]Value obtained for the Wilcoxon matched-pairs signed-ranks test.

[d]Confidence level.

*Significant at or beyond the .05 level for a one-tailed test.

to interpret the results in conjunction with the lack of difference in Family Affection. This latter might well intimate that the number of children reflects a quantitative rather than a qualitative factor. Thus, it may be that the presence of siblings does offer the potential of support primarily in terms of numbers. Of course the possibility that sib relatedness is a meaningful adjunct to parent-child interaction is by no means completely ruled out. Finally, it should be noted that married girls in the control group two comparison performed household tasks more often.

As a whole the results suggest that although parent-child interaction is generally similar in both groups, there are significant differences between them with regard to those indices of familization that focus most explicitly upon courtship and marriage. Considering these factors, it seems appropriate to reject only a portion of that part of null hypothesis five stating that no differences exist between married and single girls with regard to familization. Due to their minor nature and the comparative absence of significant differences the indices dealing with the various aspects of household tasks were omitted from the table.

Socialization and high school age marriage

Table 7 contains the results of the tests for differences between married and single high school age girls concerning socialization. These results are pertinent to null hypotheses five and six. Neither the separate indices of social participation surviving editorial error nor the summated social participation score yielded significant differences between the matched pairs. The control group one comparison of the number of close girl friends did, however, approach significance with single girls having the expected greater number of friends.

Findings on dating participation were consistently significant in the expected direction with two exceptions. Married girls began single and steady dating earlier and were involved in both kinds of dating more often. They also received significantly higher scores on the summary measure of dating participation. Though it is logically consistent, the finding that single girls maintained steady dating relationships over a longer period of time was unanticipated. No differences were found between the groups in so far as the number of boys loved was concerned. Given the truncated nature of the data available on social participation and the significant results dealing with dating participation, the portion of hypothesis five positing no differences in socialization may be rejected. Similarly, the more specific

Table 7. Wilcoxon matched-pairs signed-ranks tests of differences between married and single high school age girls on indices of socialization

Variable	D[a]	N[b]	T[c]	P[d]
Summary of Social Participation				
Control Group One	S	26	161.0	.36
Control Group Two	S	27	188.5	.50
Frequency of Church Attendance				
Control Group One	M	16	62.0	.37
Control Group Two	M	17	59.5	.21
Frequency of Sunday School Attendance				
Control Group One	S	16	66.0	.46
Control Group Two	M	20	105.0	.50
Number of Close Girl Friends				
Control Group One	S	24	105.5	.10
Control Group Two	S	27	155.5	.21
Summary of Dating Participation				
Control Group One	M	30	112.0	.007*
Control Group Two	M	31	139.5	.02*
Age began Single Dating				
Control Group One	M	22	92.5	.13
Control Group Two	M	25	79.0	.01*

Relative Frequency of Dating				
Control Group One	M	13	18.5	.03*
Control Group Two	M	14	21.0	.02*
Age began Steady Dating				
Control Group One	M	22	40.5	.003*
Control Group Two	M	22	33.5	.001*
Number of Steady Dating Partners				
Control Group One	M	26	109.0	.05*
Control Group Two	M	30	179.0	.02*
Duration of Steady Relationships				
Control Group One	S	28	112.0	.02*
Control Group Two	S	29	143.0	.05*
Number of Boys in Love with				
Control Group One	M	22	116.0	.37
Control Group Two	M	20	104.0	.48

[a]Direction of the difference with M indicating a higher score for the married group, S a higher score for the single group.

[b]Number of signed-ranks.

[c]Value obtained for the Wilcoxon matched-pairs signed-ranks test.

[d]Confidence level.

*Significant at or beyond the .05 level for a one-tailed test.

statement that no differences exist between married and single girls with respect to dating participation appearing in hypothesis six may be rejected.

Situational structure and high school age marriage

The findings depicted in Table 8 have bearing upon the final segments of null hypothesis five which specify that no differences exist between married and single girls with reference to situational structure and interpersonal behavior patterns. Single girls did have a higher estimate of their physical attributes than did the married girls in the group two comparison, but this is the only significant difference among the self-concept indices. The finding on physical attributes also approached significance in the test for group one. Thus the total self-concept score, and the emotional and interpersonal, and intellectual capacities dimensions of self-concept revealed no differences between married and single girls.

Results with regard to the familial concept were similarly irratic. A minor cluster of significant differences indicates that the married girls had fewer doubts about success in marriage and more positive attitudes toward children. The other significant difference on the familial concept was that single girls in the second matching group found their mothers to be more desirable

Table 8. Wilcoxon matched-pairs signed-ranks tests of differences between married and single high school age girls on indices of situational structure

Variable	D[a]	N[b]	T[c]	P[d]
Self Concept Schedule Total Score				
Control Group One	S	30	195.5	.22
Control Group Two	S	32	257.5	.45
Emotional and Interpersonal Adjustment				
Control Group One	S	28	172.5	.24
Control Group Two	M	30	228.5	.47
Intellectual Capacity				
Control Group One	S	28	203.0	.37
Control Group Two	M	30	216.5	.37
Physical Characteristics				
Control Group One	S	27	132.0	.08
Control Group Two	S	29	142.5	.05*
Familial Concept Summary				
Control Group One	M	30	222.5	.42
Control Group Two	S	31	230.5	.37
Mother as Spousal Model				
Control Group One	S	24	115.0	.16
Control Group Two	S	22	65.0	.02*
Father as Spousal Model				
Control Group One	S	22	118.0	.39
Control Group Two	S	25	116.5	.11
Desired Marital Affection				
Control Group One	M	19	73.5	.19
Control Group Two	M	20	95.5	.36

Attitude toward Marital Responsibility				
Control Group One	S	12	22.0	.09
Control Group Two	S	13	32.5	.18
Anticipated Happiness in Marriage				
Control Group One	M	10	33.0	.29
Control Group Two	S	5	6.0	.34
Doubts about Success of Marriage				
Control Group One	M	15	45.0	.20
Control Group Two	M	23	64.0	.01
Attitude toward Children				
Control Group One	M	18	21.0	.002*
Control Group Two	M	18	24.0	.004*
Desire to have Children				
Control Group One	M	8	9.5	.12
Control Group Two	M	8	11.0	.16
Emotionality Subscale of the Minnesota Personality Scale				
Control Group Two	M	29	185.0	.24
Emotionality Items				
Control Group Two	M	29	182.0	.22
Psychosomatic Complaints				
Control Group Two	M	29	197.0	.33
Psychological Control Total Score				
Control Group One	S	28	165.0	.19
Interpersonal and Social Control				
Control Group One	S	29	126.0	.02*
Intrapersonal Control				
Control Group One	M	28	140.0	.08

[a]Direction of the difference with M indicating a higher score for the married group and S a higher score for the single group.

[b]Number of signed-ranks.

[c]Value obtained for the Wilcoxon matched-pairs signed-ranks test.

[d]Confidence level.

*Significant at or beyond the .05 level for a one-tailed test.

as spousal models than did the married. The same comparison for group one approached significance thus supporting the finding from group two. Hence the few significant differences found were in the expected direction. No differences between married and single girls were found pertaining to the summary measure of the familial concept, perceptions of father as a spousal model, the desire for affection in marriage, attitudes toward assuming marital responsibilities, anticipated happiness in marriage, or the desire to have children.

To round out the insignificant portion of the table there were no differences between married and single with respect to any of the measures of emotionality. In like manner no differences were found on the total PCS score, nor on the intrapersonal control dimension of the PCS though the latter finding did approach significance.

The items salvaged from the combined interpersonal and social dimension of the PCS for this analysis did however yield a significant difference favoring the single girls. This was the predicted outcome. All in all there seems to be little basis for rejecting the hypothesis of no differences between married and single girls with regard to situational structure. While an appreciable number of significant results were found, they were scattered and did not involve major indices.

Status of null hypotheses five and six

Only portions of null hypothesis five may be rejected with a reasonable degree of assurance. With certain qualifications the specification of no difference between married and single girls with regard to familization, socialization, and interpersonal behavior patterns may be rejected. The segment of the hypothesis dealing with situational structure, however, cannot justifiably be rejected. Although the major indices of familization did not reveal significant differences between the matched pairs there was a logical cluster of significant findings focusing upon courtship and marriage. Similarly, in the case of socialization, the social participation measures, which failed to produce significant results, were considerably abbreviated due to questionnaire construction. Dating participation measures of socialization did elicit significant differences as predicted. The interpersonal and social dimension of the PCS also yielded significant differences. This dimension was the primary index of patterns of interpersonal behavior.

Findings on an additional five indices of familization approached significance in the predicted direction with a significance level of .13 or less. All told, eleven of the fourteen insignificant findings were in the expected direction. Two more indices of socialization likewise approached significance with

eight of eleven insignificant findings being in the predicted direction. Eight of eleven findings on situational structure approaching significance were predicted and eighteen of twenty-six insignificant results were in the expected direction.

Null hypothesis six may be rejected with less equivocation. Briefly it stated that no differences exist between matched groups of married and single high school age girls with regard to perceived parental attitudes toward high school age marriage, parental ages at marriage, dating participation, friend's attitudes toward early marriage, number of friends married while of high school age, and intended age at marriage. Only five of twenty-six tests of this hypothesis failed to result in significant predicted results. Thus, it may be rejected without major qualifications. On the whole it would seem that though the logic underlying these two hypotheses was sound, it might well have been focused with greater precision in the actual expression of the hypotheses. This is especially true of hypothesis five.

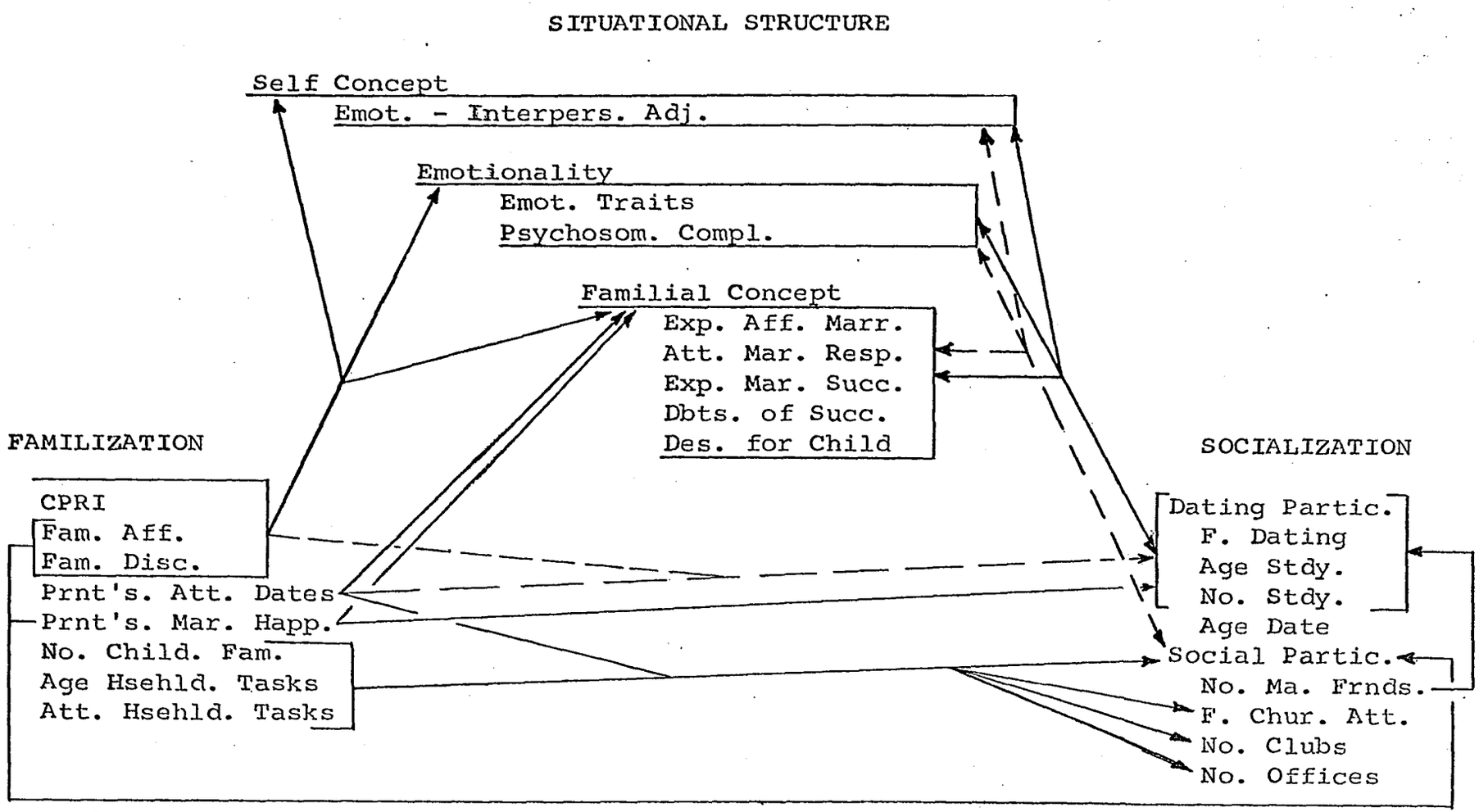
DISCUSSION

High School Sample

Familization and situational structure

To enhance clarity the findings of major theoretical and statistical significance are presented in schematic form in Figure 2. Inspection of Table 2 and Figure 2 clearly suggests that the more extensive major indices of familization were related to the development of situational structure. The familization measures of parent-child relationships were significantly related to measures of the self-concept, emotionality, and the familial concept which comprised the major indices of situational structure. Though correlations cannot specify cause and effect, there is a chronological, an empirical, and a theoretical basis for supposing that familization is a primary determinant of situational structure in this study.

Chronologically, familization has precedence over socialization. Empirically, one need only recall the sequence linking interaction with a consistent, warm, trusting, and approving family to the development of a positive, relatively stable self-concept and the ready formation of durable friendships. This composite was derived from several studies of adolescent development and is thus to an extent inferential. Taken as a whole these



[a]Solid lines indicate significant predicted results. Broken lines indicate insignificant expected results.

Figure 2. Schematic presentation of the relationships among familization, socialization, and situational structure

findings provide a base for assessing the construct and the predictive validity of the current study. The construct validity of current findings is reflected in the parallels between these findings and those of previously reported research dealing with similar variables by such men as Heilbrun (1964a), Lansky (1961), and Mussen and Rutherford (1963) to cite only a few of the more recent studies described in the theory section. Predictive validity is attested to by the rejection of the first null hypothesis that no relationship exists between adolescent familization and the development of situational structure which leads one to the theoretical implications of these findings.

Other than the null hypothesis itself the most concise statement of the theoretical basis supporting the primacy of familization lies in Kinch's first postulate that the individual's self concept is based on his perception of the way others are responding to him. In this instance those others are his parents. Thus the findings of the current study are consistent with Cooley's early contention concerning the significance of primary relationships within the family (1909). In a more specific vein they are also consistent with theoretical and empirical interest in the importance of sex and aggression to normal development. It is worthy of note that the scales of Family Affection and Fairness

of Family Discipline were the indices of familization which related to situational structure with the greatest consistency and that these same correlations were of greater magnitude than those for any of the other indices.

In addition, several minor indices of familization had a bearing upon the formation of situational structure. The respondent's perceptions of her parents' marital happiness and of their attitudes toward her dating partners were significantly related to the growth of a familial concept. In like manner, the respondent's attitudes toward doing household tasks were related to the familial concept and to emotionality. Of incidental interest is the finding that the marital status of the respondent's parents was related only to the self-concept total score and to the desire to find or to be a spouse like one's parents. Further support of this comparative absence of results is offered by the finding that marital status and perceived parental marital happiness were not highly correlated though the correlation was significant. These incidental findings are in keeping with those of recent studies by Nye (1957) and Burchinal (1964).

Socialization and situational structure

In general the findings relating socialization and situational structure are more discrete or fragmented than were those concerning familization. Stated succinctly the major results were that dating participation was negatively related to emotional and interpersonal adjustment, to emotionality, and positively related to what might be termed a marital concept. The usage of marital concept has reference to the finding that dating participation was related to only those portions of the familial concept most directly focused upon the anticipated marriage relationship itself. Dating participation was not related to perceptions of parents as spousal models nor to the respondent's attitudes toward and desire to have children.

The question of whether socialization influences situational structure or situational structure influences socialization remains open to interpretation. Such an interpretation can only be started at this point with elements added as further evidence is taken up concerning the relationships between familization and socialization, and high school age marriage.

Should one choose a pathological model for interpretation, the standard conclusion emerges that early, frequent, and intense dating involvement is symptomatic of a desire to escape one's family or oneself, or of a search for reciprocated affection.

Such a conclusion is supported by the findings in the current study that dating participation, or certain of its facets, were associated with high expectations of affection, happiness, and success in marriage, a positive attitude toward assuming marital responsibilities, and a strong desire to have children. This coupled with the finding that dating participation is nominally related to rejection of mother as a spousal model and negatively related to the emotional and interpersonal adjustment dimension of the Self Concept Schedule and to the psychosomatic complaints component of the Minnesota Personality Scale could well be interpreted as indicating that precocious dating behavior is a function of a disturbed personality, and the formation of a romanticized view of marriage. Certainly it might be argued that these girls have inordinately high expectations of marriage and that they seek solace for a low self-concept in dating. This interpretation presupposes that familization determines situational structure which in turn influences socialization. It also assumes that the individual's developmental history is the primary determinant of current behavior without taking immediate social interaction into account. Therefore, the sociologist is forced to pursue a different general approach to interpretation.

The interpretation to follow differs from that just offered in that the basic orientation is not problematic, the social

setting is taken more fully into account, and the findings on familization are incorporated. As noted earlier, familization was positively related to all three major facets of situational structure unlike socialization which was related only to the marital concept positively. How then does one explain the reversal apparent in the negative relationships between socialization and the self-concept and psychosomatic complaints? Given the assumption of cumulative interdependence such a reversal is perplexing. The basic assumption is again that of a bridge linking familization, situational structure, and ultimately socialization; but why the figurative breakdown of this bridge when one encounters the negative relationships between situational structure and socialization?

The development of a logical alternative to the first interpretation may begin with noting that familization was consistently positively related to situational structure. Thus, the bridge from familization to the familial concept, and finally, to socialization is complete. This fact suggests the possibility that for some adolescent girls marriage and motherhood have assumed a preeminent role in social interaction. Hence, dating becomes the central arena of adolescent socialization and in a sense might be considered the young woman's occupation. The completion of

the bridge involving the familial concept suggests that, for these young women, familization still predominates. Thus, they might be viewed as maintaining dependency upon their families while at the same time they are exploring or experiencing norms established within the family in their dating relationships. Dating participation then is not deviant behavior per se unless one sees it as reflecting overconformity to familial criteria for male-female relatedness.

On the other hand, one might suppose that the reversal concerning the self concept and emotionality is applicable to another group of young women who, rather than moving into the dating arena, are seeking independence from their families. Or perhaps they simply intend to complete college before marriage which might be expected to curtail their dating participation. In either event, this group is deviant in the sense that the majority of their peers are oriented to marriage after high school rather than to independence or to college graduation. Quite aside from this relative deviance, the quest for autonomy in itself may be construed as personally disconcerting. This is in keeping with Erikson's (1956) concept of identity diffusion.

To summarize, two patterns of socialization may be tentatively said to emerge from the data of the current study. The first is oriented toward marriage, perhaps in an idealized fashion, whereas

the second may be oriented to autonomy or to some other life goal. Two other interpretive possibilities exist though selection among them or integration of them must await data yet to be discussed. The simplest is that an intervening variable accounts for the reversal of relationships found. Still another is that the findings in toto are a valid depiction of the adolescent condition. That is to say that the two patterns of socialization just proposed are fictitious and that in actuality one pattern is involved which embraces all of the characteristics uncovered by the current study.

Familization and socialization

To review briefly, the relationships found between familization and socialization represented a shift from those between either concept and situational structure. The transition was from major to minor indices of familization and from dating participation to social participation indices of socialization. Closer examination of these findings offers additional support of the interpretation proposing two distinct patterns of socialization. Family affection, fairness of discipline, and happiness of parent's marriage were all related directly to the age at which dating began. These same independent variables were also positively related to the development of a familial concept which in turn

was related to active dating participation. Parents' marital happiness, however, was the only familization measure that was associated directly with overall dating participation. This suggests that family interaction provides a cumulative reinforcement of a positive orientation toward dating involvement via the familial concept. Again one notes continuing dependency upon the family as the adolescent moves into dating relationships.

Contrariwise, it should be pointed out that parental attitudes toward dates were unrelated to dating participation, and were, instead, directly related to social participation. Combined with the finding on parental marital happiness this might indicate that the behavioral model parents provide their teenage daughters is of greater import than their pronouncements in regulating dating experience. A less speculative possibility and one that is better integrated with theory construction in the current study is that parental approval of dates frees the young woman to engage herself more fully in the available social milieu. Encountering little opposition to her choice of men she can devote more of her attention to a broader social perspective. Thus the interpretive development of an interdependent cumulative sequence of familization and socialization experiences as they relate to situational structure is augmented. This chain corresponds directly to that formulated in the theory section linking social

interaction, perception, situational structure, socialization, and subsequent behavior. Interpreted in this fashion the findings of the current study are consistent not only with the theory proposed at its initiation, but also with empirical evidence derived from studies by Festinger and Hutte (1954), Diller (1954), and Rosengren (1961). Finally, the findings appear to offer indirect support of Kinch's second postulate to the effect that the self concept functions to direct behavior. Of course one could interpret all of this to mean that the adolescent girl idealizes her family whether or not she is intensively and extensively engaged in dating relationships, but there is neither theory nor evidence at this point in the current study to support such a view.

Also of theoretical relevance is the conclusion that familization and socialization are relatively independent of one another as they relate to situational structure. This is consistent with their original conceptualization for purposes of this study. Unfortunately, this conclusion must be qualified in that the differences in operationalization of the two concepts may have resulted in a spurious finding of independence. It is difficult to relate quantitative and qualitative data with precision though there was by no means a complete absence of qualitative information available concerning socialization. In fact those facets of

socialization which were qualitative were the ones which yielded the most significant results.

Familization, socialization, situational structure, and interpersonal behavior patterns

The pattern of results with regard to psychological control parallels that relating familization and socialization to a considerable extent. Major and minor indices of familization are related positively to control but it in turn is not related to dating participation. Rather, psychological control is related to social participation. Psychological control is also consistently related to self and familial concept measures of situational structure. Thus, there is an empirical basis for the previously offered speculation that those items remaining in the scale were more appropriately measures of situational structure than of interpersonal behavior patterns. It is the only index that relates consistently to the components of situational structure which may suggest that there is a high degree of overlap between psychological control and situational structure. However, the parallels in patterns of results just noted may also indicate that it has some of the properties of an intervening variable. Psychological control as operationalized is not logically a segment of familization, nor can it be said to be a part of socialization after the Likert analysis deletion of items. Though it is related to

situational structure the pattern of relationships with socialization is reversed from that found for situational structure. Hence, the psychological control variable occupies a rather ambiguous position with the most logical interpretation at this time being that it is an intervening variable.

Married Sample

There is little to add by way of interpretation to the results comparing married and single pairs of high school age girls per se. Therefore, findings will be taken up as a whole and then their synthesis with results from the larger sample may be undertaken. To summarize, the differences emerging from these paired comparisons with regard to familization, socialization, and situational structure were focused upon courtship and marriage. Differences in familization indicated that married girls came from homes where parents were less happily married, more likely to be divorced, less likely to approve of the girl's dates, and where the mother was employed. Approximately one-half of the married girls came from broken homes, three-quarters of which were broken by divorce. Spontaneous comments made by about eight of the couples during the interview substantiate the conflict that may be inferred concerning approval of dates. They described highly restrictive parental control of dating activities. This

lack of approval parallels findings cited from studies by Burchinal (1959), Inselberg (1961), Riemer (1942), and Vincent (1964).

Despite the disapproval of dating partners the socialization differences revealed that the married girls were more involved in dating participation than their single peers. The findings on parents' marital happiness and divorce, and on dating participation combined contradict those reported by Landis (1963). He found that college girls from unhappy homes were less active in dating during high school though there was some evidence that when they did date it was a more serious relationship which corresponds to findings in the current study. Of course Landis was dealing with girls from unhappy homes who had remained single long enough to attend college. The extensive and intensive dating participation of the married girls found in this study is, however, consistent with results from several previous studies of early marriage (Burchinal, 1959; Inselberg, 1961; Moss and Gingles, 1959).

The results dealing with situational structure, like those for familization and socialization, tend to focus upon marriage itself. The married girls had fewer doubts about success in marriage and a more positive attitude toward children than did the single girls. Single girls saw themselves as being more physically attractive and manifested greater interpersonal and social control than the married girls reported.

The conclusion to be drawn from the significant differences between married and single girls seems to be that married girls through the course of familization and socialization develop a situational structure which is quite specifically oriented to marriage. This pattern is further augmented by the finding that the married experience a high degree of social support for early marriage from parents and friends. However, the absence of certain expected findings would seem to be of considerable human and theoretical significance over and above the statistically significant results dealt with thus far. In keeping with the findings of Burchinal (1959) and Vincent (1964), no differences between married and single girls were found with regard to parent-child relationships, the self-concept, or emotionality. This suggests that, if one wishes to predict early marriage, close attention must be paid to the formation of a familial concept and that the examination of parent-child relationships, the self-concept, or emotionality in a rather general way is wide of the mark. While these conclusions are congruent with the theoretically proposed cumulative interdependence, they do call into question the generality of such broad concepts as parent-child relationships in studies like the current one.

Synthesis and Conclusions

The major finding of the study insofar as isolated clusters are concerned is that familization appears to be a primary determinant of situational structure. Parent-child relationships in particular were highly correlated with the measures of situational structure. Taken as a whole the findings present a reasonably coherent pattern of continuing dependency by the adolescent girl upon her family. Data on early marriage for the most part failed to substantiate the interpretive proposal of differential familization and socialization. Thus, the most logical conclusion to be drawn from available information is that the findings of the current study are a valid reflection of the total life situation of the adolescent girls studied. One might also conclude that psychological control is an intervening variable.

The rationale for these conclusions requires further explication. The absence of support for differential patterns of development will be taken up first. Had the evidence been consistent in reflecting a sequence involving dependence and eventually early marriage or a pattern of striving for autonomy, it would seem logical to suppose that significant differences between married and single girls would have been found with regard to situational structure. Such findings did not emerge from the study except with reference to the marital concept. Hence, it

appears that adolescents experience some instability in self concept and emotionality regardless of their marital or dating status.

While there was little evidence from the married sample to maintain the idea of differential patterns of development, there was further substantiation for the unitary interpretation. In addition to the sequence noted linking familization, the familial concept, and dating participation; and the finding on parental support of high school age marriage, there is descriptive evidence that the married girls continue dependent relationships with their families even after marriage. Slightly over one-third of them saw their parents every day and two-thirds of them saw parents at least two to three times per week. Nearly half of the married couples continued to reside in the parental home or in living quarters adjacent to the home. The inferred continuing dependency of the adolescent girl upon her family is further supported by studies (Hobart, 1958; Rose, 1959) which found that men but not women tend to be emancipated from their parents at the time of marriage or during advanced courtship. This suggests differential patterns of socialization for the young man and the young woman.

The conclusion that psychological control is an intervening variable is based on the finding in the married sample that it

was related to early marriage. None of the major components of situational structure differentiated the married from the single which indicates that psychological control is not a facet of situational structure.

Implications

Further extension of the analysis of available data offers possible clarification of some issues that were tentatively resolved. As a first step one might do a partial correlation analysis of the relationships between socialization and situational structure holding familization constant in order to elucidate the extent of interdependence between familization and socialization. Secondly, partialling for psychological control in the relationships between familization, socialization, and situational structure would serve to render with greater precision the role of psychological control as an intervening variable. Finally, responses to the item dealing with future plans might be partialled for in the relationships between familization and situational structure and those between familization and socialization to shed some light upon the discarded interpretation that two patterns of familization and socialization might exist.

Future studies of socialization might well be improved methodologically by use of techniques recently developed by Heilbrun

(1964a). These techniques or a modification of them would make possible the examination in depth of a range of the primary relationships involved in socialization rather than scrutinizing only potential sources of relatedness. Thus the study of interaction could be expanded to include not only dating relationships but also friendships and contacts with others in secondary groups that might be of significance in socialization. One might also propose in a more general vein that family research would be greatly improved by the development of instruments specifically designed for the study of marriage and family rather than relying upon scales developed in other areas for other purposes. In this study the borrowed instruments did not prove to be as productive as items developed expressly for investigating family life.

Another methodological consideration is evident in the minor reversals found in the comparisons of the matched pairs of single and married girls. The reversals question the advisability of small sample research even with rather intensive data collection. Seemingly the results might have been different had one or the other or a combination of these two pairings been relied upon exclusively. However, it is further noteworthy that the differences between the matching groups with regard to social support of early marriage were not manifested systematically

in the results as anticipated. Such concerns do attest to the need for restricting the generalization of current findings to the sample studied.

From a theoretical perspective the concepts of familization and the familial concept were quite productive in this study. Further research delving into both concepts would seem to offer a fruitful approach. Both intrafamily patterns of relatedness and the familial concept might be scrutinized more precisely with consideration given to mother-child, father-child, and child-child interaction, and the resulting facets of the familial concept.

SUMMARY

The purpose of this study was to examine adolescent socialization and early marriage in depth. In order to accomplish this concepts were drawn from symbolic interactionism, learning theory, and NeoFreudian personality theory. As conceptualization progressed the concept familization was developed to provide clarification. Familization was defined as those processes by which the family member, reactively and proactively, develops a universe of meaning relevant to his family as a group, to its various members, and to himself as a member of that family. A parallel concept of socialization was developed which had reference only to interaction with persons outside the family and stressed cognitive aspects of interaction rather than the affective which were said to be predominant in familization. The product of familization and socialization was termed situational structure which was defined as the universe of meaning developed by the individual as he experiences, perceives, and conceives his total environment. The self-concept and the familial concept were in turn defined as components of situational structure. Integration of theory and research evidence lead to the postulate that an unspecified optimum definition of the familial concept and of the self-concept is a function of adequate familization and socialization.

Stated briefly in composite form, the hypotheses tested were that: (1) A relationship exists between adolescent familization, socialization, situational structure, and interpersonal behavior patterns; (2) A Relationship exists between familization and socialization; (3) There are differences between married and single high school age girls with regard to familization, socialization, situational structure, and interpersonal behavior patterns; and (4) The familization, socialization, and situational structure of married girls will reflect a focus upon and favorable orientation toward early marriage.

A questionnaire was administered to a group of 305 high school sophomore and junior girls and to a smaller group of 35 married girls. In addition the married girls were interviewed. Scales in the questionnaire included the Self Concept Schedule, the Child-Parent Relationships Inventory, the Psychological Control Scale, the Family Affection Scale, the Fairness of Family Discipline Scale, the Emotionality subscale of the Minnesota Personality Scale, and the Index of Value Orientations. Also included were items concerning familization, socialization, and the familial concept. Pearson product-moment correlation coefficients were used to test hypotheses in the large high school sample and the Wilcoxon matched-pairs signed-ranks test was used to compare married and single groups. Two single girls from the

high school sample were matched with each married girl on age, religion, and social status for the latter comparisons.

Results from the high school sample were as follows. The major indices dealing with parent-child relationships were positively related to the self-concept, emotionality, and the familial concept thus substantiating the hypothesized relationship between familization and situational structure. Dating participation measures were negatively related to the self-concept and to emotionality, but positively related to the familial concept while social participation measures were unrelated to situational structure which provides support for only a portion of the predicted relationship between socialization and situational structure. Parent-child relationships and social participation were positively related to psychological control which indicates nominal support of the expected relationship between familization-socialization and interpersonal behavior patterns. Familization and socialization were independent. Thus analysis failed to confirm that relationship. Major indices of familization and situational structure failed to yield significant differences between married and single girls, though single girls did manifest greater social and interpersonal control. In general differences between them were focused upon courtship and marriage and the married girls received greater support from significant others for early

marriage, in addition to being more actively involved in dating participation.

It was concluded that familization continues to dominate the life experience of the adolescent girl even in the course of dating where the familial concept appears to be a significant determinant of behavior. The married girl experiences cumulative reinforcement of a positive orientation to marriage which focuses her attention upon dating. Familization was proposed as a productive concept for use in future research.

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APPENDIX A

INSTRUCTIONS TO RESPONDENTS

Instructions to High School Sample

Good morning. I'm here today to administer a high school survey. The purpose of this survey is to learn what young women think about family life in general. This is a subject of vital importance to all of us. Since it is so important we need facts to base our conclusions on rather than making them on the basis of inadequate evidence. The gap between what is known about family life and what has been written means that a certain proportion of writing is based on opinion which may or may not be correct. Therefore, I am asking you to help in making this gap a little smaller. Your cooperation and sincerity in doing this is greatly appreciated.

You will notice that there is no place for you to put your name on the questionnaire. This is intentional since the questionnaire is to be anonymous and we don't want to know your name. I have brought along a collection box into which you will put your finished questionnaire.

If for any reason you feel uncomfortable about completing the entire questionnaire, would you please fill in the first 22 questions of the General Information Section which is toward the back of the survey so that we'll know a little bit about the people who didn't wish to fill out the whole questionnaire. This is important because sometimes studies are done which are

later called into question as a result of their failure to consider what the people were like who didn't want to participate. It is understandable that some of you may not even want to fill in these 22 questions, and that is your privilege. Cooperation and sincerity are necessary and appreciated, but cannot be forced.

Here are some simple rules for you to follow in filling out the questionnaire. Give the best answer you can to all of the questions. Answer the way you really feel rather than the way you think someone would want you to answer. This is a questionnaire, not a test. Any answer is the right one if it is the true answer for you. Be sure to read the directions for each section before starting to fill it in. When you have finished, please check to be sure that you have not left out any pages or questions. Then place your completed questionnaire in the collection box here. If time runs out you may leave blank the items numbered 34 to 48 in the general information section which deal with the jobs you do at home. I would appreciate it if you would draw a circle around any words or phrases that are not clear to you so that they may be changed in future surveys. If you want to make any comments please write them in the margins. For instance, if a question does not apply to you, please note why. Now, if you will please turn to the first page of the survey, I'll read the directions with you to see if there

are any questions about them. Are there any questions before you begin?

Contacting the Married Sample

As noted earlier, parents were the first persons contacted in this phase of the study in order to learn the location of their married daughters. Conversations with parents, many of which were conducted by telephone, proceeded approximately as follows:

Hello, this is David Holland from Florida State University. I'm here in Tampa working on part of a state-wide study about the day to day experiences of recently married young couples. Only 106 couples were selected on the basis of county school records so it is important that I interview as many of them as possible. Taking part in the study would consist of filling out a questionnaire and participating in a short interview. Do you have a daughter named _____? Do you think she would be willing to be a part of the study? Could you give me her current address please? Can she be reached by telephone to make an appointment? What is the telephone number? Is there any special time of day when it would be best to call her for an appointment? Do you have any questions about the study?

A similar telephone protocol was used in contacting the married couples except that arrangements for the appointment comprised the latter portion of the dialogue. The actual encounter with the couple progressed more or less in the following manner.

Instructions to Married Sample

Hello, I'm David Holland from Florida State University. I called earlier about a study of young married couples. Briefly, the purpose of this study is to add to the small amount of knowledge available about young couples. Any number of people might be asked for this information but I feel that the couples themselves can supply the most accurate answers. Therefore, I would like to ask your help in adding to our factual knowledge.

You were selected as part of a group of 106 couples which was screened from county school records. Since so few couples were chosen it is important that I see as many of you as possible.

I'd like to ask you to fill out this questionnaire. In it you'll find a section containing words used to describe people, two sections on family life, one on beliefs and feelings that people have, and a general information section. (The interviewer leafed through the questionnaire to show them the sections as they were enumerated and asked if there were any questions about filling it out.)

You needn't put your name on the questionnaire. When all of the questionnaires are returned they will be compared as a group with a larger group of unmarried people.

Some of the questions may seem silly but your answers will still say something about you as a person. (At this point rules similar to those given the high school girls were discussed briefly.)

As a small payment for your efforts I wonder if you'd be interested in a copy of the results of the study?

It takes about an hour to finish the questionnaire. Will you have time to complete it by _____? Would it be convenient for me to talk with you for about one-half hour when I pick up the questionnaire? Fine, I'll stop back at _____ to pick up the questionnaire, and for the interview. Thank you very much for your cooperation.

Letter to Married Sample

School of Social Welfare
Florida State University
Tallahassee, Florida
August 6, 1960

Dear Mr. and Mrs. _____:

I worked in Tampa this summer on a part of a state-wide study of newly married young women. Briefly, this is a study

about the everyday life experiences of these women. Undoubtedly you have noticed a few of the rash of articles appearing in magazines recently which have something to say about young couples. In order to add to the small amount of knowledge about young marrieds we could study their parents, their teachers, or ask their ministers, but I feel that the most accurate answers must come from the young people themselves. After all who knows more about how young people feel than they themselves know? Therefore, I am asking you, Mrs. _____, to help in adding to our knowledge about young people.

You are part of a group of 106 women who have been carefully selected and screened from a group of over 1000 couples on the basis of county school records. Since so few women were chosen it is very important that I contact as many of you as possible, either by mail or in person.

As you thumb through the enclosed questionnaire you will notice a section dealing with words often used to describe people, two sections on the feelings and experiences of family life, a section on events of everyday life, one on beliefs and feelings people commonly have, and a general information section. You will also notice that there is no place for you to put your name. Thus you cannot be identified as an individual. When all of the questionnaires have been returned they will be

compared as a group with another group of questionnaires from unmarried people. Some of the questions may seem silly, but your answers will still say something about you as a person.

Here are some simple rules for you to follow in filling out the questionnaire. Give the best answer you can to all the questions. Answer the way you really feel rather than the way you think someone else would want you to answer. This is a questionnaire, not a test, and any answer is the right one if it is the true answer for you. Be sure to read the directions for each section before starting to fill it in. When you have finished please check to see that you have not left out any pages or questions. I would appreciate it if you would draw a circle around any words or phrases that are not clear to you so that they can be changed in future surveys. If you want to make any comments you may write them in the margins. If a question doesn't apply to you, draw a line through it so that I'll know that you have read it and haven't accidentally skipped over it. If you are in doubt about the answer to a question please make a short note of the reasons in the margin. I must ask that you fill out the questionnaire without consulting anyone else. For your convenience I have enclosed a stamped, self-addressed envelope in which to return the completed questionnaire.

By way of a small payment to you for your time and effort I am planning to write up a short report of the study which I will gladly send to those of you who have been kind enough to be a part of the study. The report will be based on a comparison of the married and single groups. If you would like to have a copy please put your name and address on a separate piece of paper and enclose it in the envelope along with the questionnaire. The paper will be taken out separately and will not be connected to the questionnaire in any way.

This has been a long letter but I hope that I have been able to explain the purpose of the study to your satisfaction and that you now have a good idea as to why your part is so important. This is your chance to contribute some factual information to our knowledge about young people, and I sincerely hope that you will use it by returning your completed questionnaire at your earliest convenience. In closing I want to thank you for your invaluable help and to say that I am deeply indebted to you for your willing cooperation.

Respectfully yours,

David Holland

APPENDIX B

LIKERT ANALYSES OF SELECTED QUESTIONNAIRE SCALES

Table 9. Results of Likert Analysis on the Emotional and Interpersonal Dimension of the Self Concept Schedule

Adjective***	Mean of Upper Quartile	Mean of Lower Quartile	Variance of Upper Quartile	Variance of Lower Quartile	Value of 't'
Confident	2.28	1.31	1.52	1.44	5.15**
Thoughtful	2.56	1.90	1.50	1.22	3.64**
Humorous	2.41	1.85	1.49	1.37	3.04**
Insecure	2.47	2.34	1.62	1.52	.68*
Enthusiastic	2.52	2.08	1.50	1.19	2.47**
Angry	2.42	2.46	1.29	1.59	-.19*
Cooperative	2.80	1.99	1.53	1.34	4.32**
Ashamed	2.63	2.14	1.45	1.25	2.73
Selfish	2.65	2.39	1.51	1.40	1.41*
Quarrelsome	2.42	2.28	1.29	1.45	.79*
Cheerful	2.84	1.72	1.52	.83	6.70
Helpful	2.68	1.73	1.48	.93	5.56**
Sulky	2.74	2.40	1.53	1.39	1.79
Considerate	2.65	1.62	1.49	.81	6.20
Popular	2.21	1.24	1.45	.62	6.15
Highstrung	2.69	2.50	1.66	1.87	.93*
Respected	2.78	2.47	1.55	1.70	1.58*

Complaining	2.52	2.04	1.35	1.13	2.78
Timid	2.50	1.92	1.57	1.34	3.08
Jumpy	2.45	1.85	1.51	1.30	3.26
Impatient	2.27	2.03	1.29	1.77	1.25*
Jolly	2.66	1.82	1.55	.84	4.95**
Blue	2.57	2.17	1.39	1.52	2.11
Sunny Dispos.	2.71	1.51	1.62	.74	7.12
Easily Hurt	2.11	1.81	1.56	1.37	1.60*
Nagging	2.80	2.32	1.53	1.49	2.52
Moody	2.40	2.06	1.36	1.78	1.73*
Merry	2.75	1.75	1.54	.76	5.98**
Calm	2.54	1.32	1.44	.74	7.55
Alert	2.70	1.84	1.59	.93	4.96**
Resentful	2.56	2.29	1.55	1.41	1.40*
Even Tempered	2.24	1.42	1.77	.81	4.70**
Loving	2.75	2.42	1.59	1.51	1.68*
Warm	2.66	2.36	1.55	1.45	1.58*
Worried	1.92	1.39	1.09	.87	3.44
Irritable	2.44	2.15	1.27	1.47	1.58*
Bossy	2.56	2.17	1.43	1.33	2.10
Nervous	2.35	1.50	1.41	.98	5.02

*Statistically rejected (t = 1.74 or less).

**Rejected to balance numbers of positive and negative adjectives.

***These items may be found on pages 243 and 244 of Appendix D.

Table 10. Results of Likert Analysis on the Intellectual Capacity Dimension of the Self Concept Schedule

Adjective*	Mean of Upper Quartile	Mean of Lower Quartile	Variance of Upper Quartile	Variance of Lower Quartile	Value of 't'
Slow	2.17	1.73	1.49	1.24	2.43
Creative	1.94	.94	1.37	.68	6.38
Dull	2.75	2.27	1.61	1.33	2.53
Wise	2.11	1.15	1.33	.64	6.19
Narrow Inter.	2.76	2.05	1.64	1.58	3.57
Inventive	1.49	.66	1.06	.57	5.87
Original	2.29	1.19	1.53	.80	6.55
Intelligent	2.44	1.28	1.51	.84	6.80
Foolish	2.38	1.74	1.35	1.12	3.66
Confused	2.16	1.49	1.33	.99	4.00
Bright	2.47	1.13	1.57	.68	8.11
Catch On Quickly	2.56	1.32	1.67	.97	6.89
Clear Thinking	2.62	1.51	1.63	.95	6.22
Artistic	1.69	.80	1.85	.89	4.86

*These items may be found on pages 243 and 244 of Appendix D. None of them were rejected in the analysis.

Table 11. Results of Likert analysis on the Child-Parent Relationships Inventory

Item*** Number	Mean of Upper Quartile	Mean of Lower Quartile	Variance of Upper Quartile	Variance of Lower Quartile	Value of 't'
1	2.71	2.27	1.10	1.79	1.74*
2	2.88	2.44	.94	1.83	1.77**
3	2.51	2.05	1.68	2.22	1.57*
4	2.88	2.57	.94	1.57	1.30*
5	2.88	2.27	1.04	1.79	2.46
6	2.90	2.62	.94	1.54	1.22*
7	2.82	2.51	.96	1.68	1.27*
8	2.97	2.40	.92	1.53	2.45
9	2.66	2.07	.95	2.12	2.27
10	2.95	2.44	.92	1.87	2.03
11	2.95	2.62	.92	1.54	1.41*
12	2.79	2.00	1.23	1.30	3.34
13	2.64	1.98	1.18	1.81	2.56
14	2.93	2.16	.93	1.86	3.09
15	2.73	2.55	1.01	1.24	.79*
16	2.93	2.46	.93	1.75	1.89**
17	2.95	1.94	.92	1.79	4.12
18	2.64	2.16	1.00	1.63	2.00

19	2.84	2.42	.95	1.59	1.76
20	2.97	2.44	.92	1.83	2.14**
21	2.66	2.44	.95	1.87	.88*
22	2.93	2.49	.93	1.71	1.82
23	2.88	1.58	.94	.87	6.47
24	2.90	1.96	.98	1.74	3.85
25	2.84	2.49	.95	1.76	1.43*
26	2.84	2.16	.95	1.45	2.95
27	2.95	2.75	.92	1.19	.91*
28	2.90	2.35	.94	1.59	2.32
29	2.68	2.00	1.09	1.89	2.65
30	2.93	2.44	.93	1.87	1.94
31	2.84	2.33	.95	1.62	2.12
32	2.90	2.31	.94	1.64	2.48
33	2.77	2.24	1.23	1.86	2.01
34	2.82	2.24	1.00	1.86	2.27
35	2.79	1.98	1.05	1.68	3.30
36	2.60	2.42	.94	1.81	.71*

*Statistically rejected (t of 1.74 or less).

**Rejected to balance numbers of positive and negative items.

***These items may be found on pages 245 and 246 of Appendix D.

Table 12. Results of Likert analysis on psychological control

Item** Number	Mean of Upper Quartile	Mean of Lower Quartile	Variance of Upper Quartile	Variance of Lower Quartile	Value of 't'
1	2.67	2.14	7.37	4.60	.92*
2	2.47	1.22	6.04	1.60	2.71
3	1.33	1.03	2.62	1.50	.90*
4	2.75	2.08	7.45	5.13	1.13*
5	2.30	1.33	5.38	2.33	2.10
6	2.22	1.08	5.68	1.44	2.56
7	2.56	1.58	6.77	3.31	1.84
8	2.22	1.08	5.62	1.61	2.54
9	2.03	1.33	5.08	3.01	1.46*
10	1.92	1.39	4.05	2.40	1.25*
11	2.08	1.11	4.62	1.58	2.34
13	2.58	1.25	6.71	2.40	2.65
14	2.75	1.86	7.34	4.09	1.58
15	1.23	1.64	2.48	3.47	-.89*
16	2.47	1.50	5.93	2.13	2.05
17	2.44	1.19	6.04	1.64	2.71
18	.80	.92	.56	1.55	-.46*
19	1.89	1.03	3.62	1.45	2.29
20	1.64	1.33	3.30	2.21	.78*
21	2.69	2.17	7.42	5.53	.88*
22	2.11	2.30	4.93	5.08	.16*
23	2.38	1.53	6.26	3.55	1.65
24	1.53	1.06	3.27	1.64	1.28*
25	2.53	1.58	6.60	2.85	1.84

26	.56	1.33	.31	2.50	-2.78*
27	2.72	1.80	7.64	4.30	1.59
28	2.06	1.56	5.11	3.37	1.03*
29	1.00	.97	1.82	1.96	.09*
30	.03	1.89	8.10	3.79	-3.24*
31	2.53	2.33	7.35	6.58	.31*
32	2.47	1.61	6.21	3.36	1.67
33	1.78	1.19	3.64	1.58	1.53
35	2.03	1.11	4.91	1.52	2.17
36	2.50	1.42	6.66	2.40	2.16
37	2.30	1.30	5.49	2.14	2.17
38	1.44	1.39	2.36	2.34	.16*
39	2.61	1.44	6.71	2.29	2.33
40	2.22	1.14	5.45	1.77	2.42
41	.03	2.06	8.27	4.65	-3.38*
42	2.67	2.19	7.43	5.26	.80*
43	2.39	1.72	6.20	3.21	1.30*
11	2.53	2.39	6.78	6.20	.23*
12	1.22	1.00	1.26	1.13	.86*
13	2.36	1.72	6.14	2.93	1.27*
15	2.28	1.80	5.02	3.50	.97*
16	1.78	1.17	3.64	1.50	1.62
17	1.67	1.47	3.01	2.07	.52*
18	1.42	1.14	2.12	1.14	.92*
19	1.06	1.19	1.59	1.46	-.48*
20	1.67	1.50	3.07	2.07	.44*
21	2.03	1.61	4.34	2.96	.92*
22	2.03	1.58	4.51	2.91	.98*
23	2.42	1.97	5.92	4.28	.83*

*Statistically rejected (items with "t" as low as 1.53 were retained in order to maintain the item pool).

**Items numbered 1 - 43 may be found on pages 247 and 248 of Appendix D whereas the latter items numbered 11 - 23 appear on pages 254 and 255 of the same appendix. Items 12, 34, and latter 14 do not appear because they were not a part of the scale.

Table 13. Results of Likert analysis on the emotional traits items from the Emotionality Subscale of the Minnesota Personality Scale

Item** Number	Mean of Upper Quartile	Mean of Lower Quartile	Variance of Upper Quartile	Variance of Lower Quartile	Value of 't'
1	3.26	2.24	1.95	1.77	3.52
2	3.34	1.98	1.95	1.22	5.14
3	3.87	2.66	2.33	1.77	4.01
5	4.00	3.34	2.44	2.58	1.98
6	3.50	2.09	2.58	2.42	4.22
7	4.55	3.30	2.59	2.45	3.75
8	4.14	2.95	2.66	3.29	3.27
9	4.11	2.71	2.72	2.55	4.11
11	4.18	2.73	2.32	2.10	4.63
12	4.36	3.06	2.32	2.37	4.02
14	4.75	3.52	2.02	2.95	1.99
15	4.42	3.10	2.75	3.62	3.51
17	4.20	2.73	2.49	2.96	4.24
19	4.07	2.57	2.19	2.02	4.89
20	3.94	2.51	2.50	2.68	4.21
21	4.27	2.73	2.57	2.05	4.80
22	3.17	1.83	2.21	1.30	4.80
24	4.18	2.71	2.68	2.19	4.48
25	4.22	2.77	3.11	2.82	4.00
26	4.22	2.49	2.74	2.08	5.31
27	4.64	3.04	2.02	2.25	2.54
28	3.19	2.05	2.10	1.27	4.18
29	4.69	3.59	1.99	2.80	1.78
31	4.03	2.66	3.39	3.41	3.51
32	4.36	2.75	2.50	1.78	5.21

**These items may be found on pages 252 and 253 of Appendix D. Items dealing with psychosomatic complaints were not included in this analysis.

APPENDIX C

MEANS AND VARIANCES

OF

MAJOR INDICES

Table 14. Means and variances of major indices used in the study.

Index	Number of Cases	Mean	Variance
Familization			
Child-Parent Relationships Inventory	148	1.67	.26
Family Affection Scale	294	2.40	.45
Fairness of Family Discipline Scale	294	2.41	.41
Socialization			
Social Participation	294	2.37	.90
Dating Participation	294	2.71	1.70
Situational Structure			
Self Concept Schedule	294	1.84	.19
Familial Concept	294	2.67	.32
Emotionality	148	3.42	.34
Interpersonal Behavior Patterns			
Psychological Control (Revised)	146	1.86	.23
(Original)	146	1.90	.09

APPENDIX D

QUESTIONNAIRES

AND

INTERVIEW SCHEDULE

FORM I

HIGH SCHOOL SURVEY

H I G H S C H O O L S U R V E Y

FLORIDA STATE UNIVERSITY

TALLAHASSEE, FLORIDA

Your cooperation and sincerity in filling out this questionnaire is greatly appreciated.

The words below are often used to describe people. To the right of each word you will notice a series of letters which are the answers. AA means Almost Always; O means Often; S means Sometimes; and AN means Almost Never. FOR EACH WORD DRAW A CIRCLE AROUND THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. For example, if the word were Happy, and you are almost always happy you would draw a circle around AA. If you are often happy you would draw a circle around O, and so on. THE BEST ANSWER FOR EACH WORD IS YOUR FIRST IMPRESSION -- THERE ARE NO RIGHT OR WRONG ANSWERS. REMEMBER WHAT THE LETTERS MEAN:

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

PLEASE WORK AS RAPIDLY AS YOU CAN AND BE SURE TO CIRCLE AN ANSWER FOR EACH WORD.

Well Dressed	AA	O	S	AN	Attractive	AA	O	S	AN
Confident	AA	O	S	AN	Dull	AA	O	S	AN
Thoughtful	AA	O	S	AN	Highstrung	AA	O	S	AN
Slow	AA	O	S	AN	Respected	AA	O	S	AN
Humorous	AA	O	S	AN	Wise	AA	O	S	AN
Insecure	AA	O	S	AN	Complaining	AA	O	S	AN
Enthusiastic	AA	O	S	AN	Timid	AA	O	S	AN
Angry	AA	O	S	AN	Jumpy	AA	O	S	AN
Cooperative	AA	O	S	AN	Impatient	AA	O	S	AN
Ashamed	AA	O	S	AN	Narrow Interests	AA	O	S	AN
Selfish	AA	O	S	AN	Graceful	AA	O	S	AN
Quarrelsome	AA	O	S	AN	Jolly	AA	O	S	AN
Cheerful	AA	O	S	AN	Blue	AA	O	S	AN
Helpful	AA	O	S	AN	Sunny Disposition	AA	O	S	AN
Sulky	AA	O	S	AN	Skillful	AA	O	S	AN
Creative	AA	O	S	AN	Easily Hurt	AA	O	S	AN
Considerate	AA	O	S	AN	Nagging	AA	O	S	AN
Good Looking	AA	O	S	AN	Moody	AA	O	S	AN
Popular	AA	O	S	AN	Inventive	AA	O	S	AN
Tired	AA	O	S	AN	Messy	AA	O	S	AN

Awkward	AA	O	S	AN	Vigorous	AA	O	S	AN
Merry	AA	O	S	AN	Easy Going	AA	O	S	AN
Calm	AA	O	S	AN	Obeying	AA	O	S	AN
Alert	AA	O	S	AN	Generous	AA	O	S	AN
Resentful	AA	O	S	AN	Strong	AA	O	S	AN
Athletic	AA	O	S	AN	Relaxed	AA	O	S	AN
Even Tempered	AA	O	S	AN	Sociable	AA	O	S	AN
Original	AA	O	S	AN	Sympathetic	AA	O	S	AN
Loving	AA	O	S	AN	Catch on Quickly	AA	O	S	AN
Intelligent	AA	O	S	AN	Gentle	AA	O	S	AN
Warm	AA	O	S	AN	Well Groomed	AA	O	S	AN
Foolish	AA	O	S	AN	Clear Thinking	AA	O	S	AN
Worried	AA	O	S	AN	Contented	AA	O	S	AN
Irritable	AA	O	S	AN	Clumsy	AA	O	S	AN
Confused	AA	O	S	AN	Agreeable	AA	O	S	AN
Bossy	AA	O	S	AN	Artistic	AA	O	S	AN
Nervous	AA	O	S	AN	Good Natured	AA	O	S	AN
Bright	AA	O	S	AN					

Here are some questions about the events and experiences of everyday life. PLEASE CIRCLE THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. The letters have the same meaning as they did in the section you just finished.

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

1.	I open presents before I am supposed to.	AA O S AN
2.	I make a plan before I start to do something.	AA O S AN
3.	I find that my likes and dislikes change.	AA O S AN
4.	I have difficulty getting places on time.	AA O S AN
5.	I am calm and cool.	AA O S AN
6.	I stick to a job even though it seems I am not getting results.	AA O S AN
7.	I am easily bored.	AA O S AN
8.	I say things I am sorry about afterwards.	AA O S AN
9.	I am interested in too many things.	AA O S AN
10.	In most things I tend to be conservative.	AA O S AN
11.	My decisions are influenced by how I happen to feel at the time.	AA O S AN
12.	I am worried about sex matters.	AA O S AN
13.	I am easily hurt by others.	AA O S AN
14.	I start new projects without waiting to finish what I have been doing.	AA O S AN
15.	I tend to keep things to myself.	AA O S AN
16.	I act on the spur of the moment without stopping to think.	AA O S AN
17.	I argue against people who try to boss me.	AA O S AN
18.	I prefer popular people as my friends.	AA O S AN
19.	I change my mind about things.	AA O S AN
20.	In matters of conduct I conform to custom.	AA O S AN
21.	It is hard for me to keep a secret.	AA O S AN
22.	In arguments there is a right side and a wrong side.	AA O S AN

23.	People know it when I do not like them.	AA	O	S	AN
24.	In order to avoid a scene I give up an argument even though I know I am right.	AA	O	S	AN
25.	I make decisions which I regret later.	AA	O	S	AN
26.	I am irritated when my daily activities are disrupted by unforeseen events.	AA	O	S	AN
27.	My desires are at war with one another.	AA	O	S	AN
28.	It takes a lot to make me angry.	AA	O	S	AN
29.	In my friendships, I tend to avoid being intimate (close).	AA	O	S	AN
30.	I am disorganized in my activities.	AA	O	S	AN
31.	I do not pay attention to my clothes.	AA	O	S	AN
32.	I have been able to break my bad habits.	AA	O	S	AN
33.	I feel things more deeply than other people.	AA	O	S	AN
34.	I wish I were not bothered by thoughts of sex.	AA	O	S	AN
35.	I arrange my daily activities so there is little confusion.	AA	O	S	AN
36.	I get rattled when the going gets rough.	AA	O	S	AN
37.	I consider all sides of a question before making a decision.	AA	O	S	AN
38.	I keep my feelings from others.	AA	O	S	AN
39.	I lose my temper easily.	AA	O	S	AN
40.	I get into trouble because I stick up for my own point of view when others disagree.	AA	O	S	AN
41.	I get along well with my superiors.	AA	O	S	AN
42.	I act impulsively just to blow off steam.	AA	O	S	AN
43.	I do what is socially acceptable.	AA	O	S	AN

IS YOUR FAMILY LIKE THIS? CIRCLE THE ANSWER WHICH BEST DESCRIBES YOUR FAMILY FOR EACH STATEMENT. The answers have the same meaning as before.

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

1.	Home life is very happy	AA	O	S	AN
2.	Parents show real love and affection for children.	AA	O	S	AN
3.	Children are ashamed of parents	AA	O	S	AN
4.	Children feel "close" to parents.	AA	O	S	AN
5.	Parents dislike children.	AA	O	S	AN
6.	Parents are generous with praise.	AA	O	S	AN
7.	Parents are hateful.	AA	O	S	AN
8.	Parents neglect children	AA	O	S	AN
9.	Enforcement of rules is not consistent; sometimes punishment is harsh, sometimes not.	AA	O	S	AN
10.	Children are punished more severely than children in other families.	AA	O	S	AN
11.	Children are disciplined when they don't need it.	AA	O	S	AN
12.	Parents get all the facts before punishing.	AA	O	S	AN
13.	Some children in the family are punished more severely than others.	AA	O	S	AN
14.	Children are hesitant about showing their affection for parents.	AA	O	S	AN
15.	Parents give more affection to some children in the family than to others.	AA	O	S	AN

16. In rating your family on affection would you say it is: (check one)

_____Very affectionate
_____Somewhat affectionate
_____Not very affectionate
_____Very unaffectionate

17. In rating your family on discipline would you say discipline is: (check one)

_____Very fair
_____Quite fair
_____Rather unfair
_____Very unfair

18. From what you have observed, would you say that your mother is: (Check one)
_____Completely happy in her marriage.
_____Generally happy and satisfied.
_____More unhappy than happy.
_____Very unhappy and dissatisfied.

19. From what you have observed, would you say that your father is: (Check one)
_____Completely happy in his marriage.
_____Generally happy and satisfied.
_____More unhappy than happy.
_____Very unhappy and dissatisfied.

The following questions concern beliefs and feeling about marriage and the family that you and your parents have. PLEASE CHECK THE ANSWER WHICH MOST NEARLY DESCRIBES YOUR OWN BELIEF OR FEELING; OR THOSE OF YOUR PARENTS WHERE THEY ARE CALLED FOR.

1. I want to be the kind of wife my mother has been in her marriage.

_____In almost every way
_____In most ways
_____In a few ways
_____In very few ways

2. I want to marry a man who will be the kind of husband my father has been in his marriage.

_____In almost every way
_____In most ways
_____In a few ways
_____In very few ways

3. I could be happy in marriage with a mate who was not very affectionate.

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree

4. My parents' feelings toward my marrying while still in high school would be feelings of: (Check one answer for each parent)

Father	Mother
_____Strong approval	_____Strong approval
_____Approval	_____Approval
_____Disapproval	_____Disapproval
_____Strong Disapproval	_____Strong disapproval

5. My parents' feelings toward most of the boys I date are feelings of: (Check one answer for each parent)

Father	Mother
_____Strong approval	_____Strong approval
_____Approval	_____Approval
_____Disapproval	_____Disapproval
_____Strong Disapproval	_____Strong disapproval

6. In general, I think I will find the responsibilities of married life:

_____Very enjoyable
_____Fairly enjoyable
_____Not too enjoyable
_____Not at all enjoyable

7. How happy do you think you will be if you marry?

_____Very happy
_____Happy
_____Unhappy
_____Very unhappy

8. Do you ever have doubts about your chances of having a successful marriage?

_____Almost never
_____Sometimes
_____Often
_____Almost always

9. My friends' feelings toward my marrying while still in high school would be feelings of:

_____Strong approval
_____Approval
_____Disapproval
_____Strong disapproval

10. When do you expect to get married?

_____I am married
_____I am engaged
_____Perhaps before high school graduation
_____Probably right after high school graduation
_____I will probably work a few years after high school graduation
_____I will probably go to college for a year or two first
_____I will probably go to college and graduate first
_____I will finish college and probably work a few years before I marry
_____I do not plan to marry.

11. Children are generally a nuisance to their parents.

_____Almost always
_____Often
_____Sometimes
_____Almost never

12. I want to have children or would want to at the right age.

_____Very much
_____Fairly much
_____Not too much
_____Not at all

13. I am satisfied with the amount of privacy I have had in my family.

_____Very satisfied
_____Fairly satisfied
_____Not too satisfied
_____Not at all satisfied

The statements below are about beliefs and feelings that people commonly have. You will notice that the answers are different. SA means Strongly Agree; A means Agree; D means Disagree; and SD means Strongly Disagree. If you strongly agree with a statement draw a circle around SA. If you disagree circle D and so on.

SA -- Strongly Agree
A -- Agree
D -- Disagree
SD -- Strongly Disagree

1.	These days a person does not really know whom he can count on.	SA	A	D	SD
2.	Most public officials (people in public office) are not really interested in the problems of the average man.	SA	A	D	SD
3.	Nowadays a person has to live pretty much for today and let tomorrow take care of itself	SA	A	D	SD
4.	In spite of what some people say, the lot (situation, condition) of the average man is getting worse, not better.	SA	A	D	SD
5.	It is hardly fair to bring a child into the world with the way things look for the future.	SA	A	D	SD
6.	Most people don't really care what happens to the next fellow.	SA	A	D	SD
7.	You sometimes can't help wondering whether anything is worthwhile any more.	SA	A	D	SD
8.	Next to health, money is the most important thing in life.	SA	A	D	SD
9.	No one really understands me.	SA	A	D	SD
10.	To make money, there are no right and wrong ways any more, only easy ways and hard ways.	SA	A	D	SD
11.	I feel that a person should finish school and have a job before thinking of marriage.	SA	A	D	SD
12.	I have strong likes and dislikes.	SA	A	D	SD
13.	I feel that schedules and routines are unnecessary.	SA	A	D	SD
14.	Many of my dreams are about sex matters.	SA	A	D	SD
15.	I have developed self-control.	SA	A	D	SD
16.	I have few, if any, emotional problems.	SA	A	D	SD
17.	I feel that people in authority are bossier than they need to be.	SA	A	D	SD

18.	I feel that too many people go without things they would like to have just to save money.	SA	A	D	SD
19.	What one does and not what one feels inside is important.	SA	A	D	SD
20.	I do not respect those who are carried away with their own emotions.	SA	A	D	SD
21.	I feel that I am temperamentally different from other people.	SA	A	D	SD
22.	I feel that many manners and customs of our society are ridiculous and should not be observed.	SA	A	D	SD
23.	I think it is important to finish everything I start.	SA	A	D	SD
24.	At times I have very much wanted to leave home.	SA	A	D	SD
25.	I have had very peculiar and strange experiences.	SA	A	D	SD
26.	At times my thoughts have raced ahead faster than I could speak them.	SA	A	D	SD
27.	I like to talk about sex.	SA	A	D	SD
28.	My way of doing things is apt to be misunderstood by others.	SA	A	D	SD
29.	Sometimes without any reason, or even when things are going wrong, I feel excitedly happy, "on top of the world."	SA	A	D	SD
30.	I have very few fears compared to my friends.	SA	A	D	SD
31.	I have periods in which I feel unusually cheerful without any special reason.	SA	A	D	SD
32.	I wish I could be as happy as others seem to be.	SA	A	D	SD
33.	I do not mind being made fun of.	SA	A	D	SD
34.	I believe that my home life is as pleasant as that of most people I know.	SA	A	D	SD
35.	What others think of me does not bother me.	SA	A	D	SD
36.	I wish I were not so shy.	SA	A	D	SD
37.	There is very little love and companionship in my family as compared with other homes.	SA	A	D	SD

GENERAL INFORMATION

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR FATHER, OR IN THE EVENT OF NO FATHER, THE MALE HEAD OF YOUR FAMILY.

1. What is his church membership (or church preference if not a member)? _____

_____

2. Circle the highest grade that each of your parents finished in school:

	School	College	Post College
Father	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4	1 2 3 4
Mother	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4	1 2 3 4

3. What is (or was) your father's job? (Check the one it is most like)

____ Works as a laborer
____ Operates a machine -- in a factory, or drives a truck, etc.
____ Works at a skilled trade like carpenter, plumber, railroad engineer, etc.
____ Salesman or clerk in a store or office.
____ Manager for a business or the government.
____ Owns and runs own business.
____ Professional -- doctor, lawyer, teacher, engineer, etc.
____ Retired (If he is retired, check what his last job was before he retired)
____ Unemployed (If he is unemployed, check what his last job was)
If his job is not like any of these:
____ It is _____

4. What name does he give his job? (like doctor, painter, machinist, etc.)

_____

5. What is your family's chief source of income? (Check only one answer)

____ Wages on an hourly basis; weekly checks.
____ Salary, commissions; income paid on a monthly basis.
____ Profits, fees, and royalties.
____ Investment from earned wealth.
____ Inherited savings and investment.
____ Income from "odd jobs" or private relief work, "sharecropping" or seasonal work.
____ Public relief or charity.
____ Other (Specify) _____

6. Are your real mother and real father:

_____Living together.
_____Father dead: How old were you when he died? _____years.
_____Mother dead: How old were you when she died? _____years.
_____Parents divorced: Your age then? _____years.
_____Parents separated: Your age then? _____years.
_____I am adopted.

7. Where did you live most of the time before you were sixteen years old?

_____Farm
_____Small town (Under 2,500)
_____Town (2,500 - 25,000)
_____City (25,000 - 100,000)
_____Large city (Over 100,000)
_____Other (Specify)_____

8. What was your mother's approximate age when she married? _____years.

9. What was your father's approximate age when he married? _____years.

PLEASE FILL IN THE BLANKS OR CHECK THE ANSWER WHICH APPLIES TO YOU OR TO YOUR FAMILY.

10. Has your mother ever worked outside the home?

_____No
_____Yes, part time
_____Yes, full time

11. How old were you when your mother started to work part time?

_____Hasn't worked part time
_____Years old
_____Other (Specify)_____

12. How old were you when your mother started to work full time?

_____Hasn't worked full time
_____Years old
_____Other (Specify)_____

13. How old were you on your last birthday? _____years.

14. What is your church membership (or church preference, if you are not a member)?

_____

15. How often do you go to church, and to Sunday School or young peoples' meetings? (Check one answer for church and one answer for Sunday School and young peoples' meetings)

Church	Sunday School and young peoples' meetings
____ Never go	____ Never go
____ Less than once a week	____ Less than once a week
____ Once a week	____ Once a week
____ Twice a week	____ Twice a week
____ Three or more times a week	____ Three or more times a week

16. How many close girl friends do you have now? (Circle how many)

0 1 2 3 4 5 (If more than 5, give number _____)

17. How many close boy friends do you have now? Include those you would consider dating as well as those you date. (Circle how many)

0 1 2 3 4 5 (If more than 5, give number _____)

18. Do you belong to any clubs or organizations? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

19. Do you hold offices or serve on committees in any of these? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

20. How far have you gone in high school? (Check your present grade)

____ Freshman
____ Sophomore
____ Junior
____ Senior

21. Have you taken a course in marriage and the family?

____ Yes ____ Church ____ School (Check where)
____ No
If yes, what was it called? _____

_____

22. How many brothers and sisters do you have? (Give the number)

____ Older brothers
____ Younger brothers
____ Older sisters
____ Younger sisters

23. How old were you when you started to go on dates once a month or more with boys (not in large groups or on double dates)?

____Never dated
____11 years old or less
____12 years old
____13
____14
____15
____16
____17
____18

24. Do you usually have dates with boys more often or less often than most of your friends?

____Don't date
____More often
____About the same
____Less often

25. Have most of your dates during the past two months been with boys who:

____Are still in school
____Have dropped out of high school
____Have graduated from high school
____I don't date

26. How old were you when you first started going steady with one boy?

____Have never gone steady
____13 years old or less
____14 years old
____15
____16
____17
____18

27. How many boys have you gone steady with since you began dating? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

28. How long do you usually go steady with a boy? (Put the number in the blank or check the last answer)

____Years
____Months
____Weeks
____Haven't gone steady

29. How many different boys whom you have dated or gone steady with have you felt you were in love with? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

30. How soon after first becoming interested in a boy whom you are dating do you want to be touched or held close by him?

_____At first acquaintance
_____After our first date
_____After three or more dates
_____After about a month
_____After two months
_____After three months
_____After four or more months

31. At what age did you begin to menstruate (have monthly periods)?

_____Haven't started
_____10 years old or less
_____11 years old
_____12
_____13
_____14
_____15
_____16
_____17
_____18

32. If any of your brothers or sisters have married, what were their ages at the time of their marriages? How far had they gone in school then?

Brothers		Sisters	
Age	Highest grade completed	Age	Highest grade completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

33. How many of your close friends have gotten married while they were still in high school? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

THE REMAINING QUESTIONS ARE ABOUT JOBS YOU DO AT HOME. Please check the answer which applies to you or fill in the blank.

34. At what age did you start to baby sit with younger brothers and sisters? _____years.

35. How often did you baby sit at this age?

_____Never had to baby sit
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

36. How did you feel about baby sitting with younger brothers and sisters?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

37. At what age did you begin to help with the care of younger brothers and sisters (getting them ready for bed, etc.)? _____years

38. How often did you help with the care of the children at this age?

_____Never helped with the care of the children
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

39. How did you feel about helping care for the children?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

40. At what age did you start to help with the family ironing? _____years.

41. How often did you help with the ironing at this age?

_____Never helped with the ironing
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week

42. How did you feel about helping with the ironing?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

43. At what age did you start to help with general house clearning? _____years.

44. How often did you help with general house cleaning at this age?

_____Never helped with the cleaning
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

45. How did you feel about helping with the cleaning?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

46. At what age did you begin to help with preparing family meals? _____years.

47. How often did you help with preparing the family meals at this age?

_____Never helped with preparing family meals
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

48. How did you feel about helping prepare family meals?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

FORM II

HIGH SCHOOL SURVEY

H I G H S C H O O L S U R V E Y

FLORIDA STATE UNIVERSITY

TALLAHASSEE, FLORIDA

Your cooperation and sincerity in filling out this questionnaire is greatly appreciated.

The words below are often used to describe people. To the right of each word you will notice a series of letters which are the answers. AA means Almost Always; O means Often; S means Sometimes; and AN means Almost Never. FOR EACH WORD DRAW A CIRCLE AROUND THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. For example, if the word were Happy, and you are almost always happy you would draw a circle around AA. If you are often happy you would draw a circle around O, and so on. THE BEST ANSWER FOR EACH WORD IS YOUR FIRST IMPRESSION -- THERE ARE NO RIGHT OR WRONG ANSWERS. REMEMBER WHAT THE LETTERS MEAN:

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

PLEASE WORK AS RAPIDLY AS YOU CAN AND BE SURE TO CIRCLE AN ANSWER FOR EACH WORD.

Well Dressed	AA	O	S	AN	Attractive	AA	O	S	AN
Confident	AA	O	S	AN	Dull	AA	O	S	AN
Thoughtful	AA	O	S	AN	Highstrung	AA	O	S	AN
Slow	AA	O	S	AN	Respected	AA	O	S	AN
Humorous	AA	O	S	AN	Wise	AA	O	S	AN
Insecure	AA	O	S	AN	Complaining	AA	O	S	AN
Enthusiastic	AA	O	S	AN	Timid	AA	O	S	AN
Angry	AA	O	S	AN	Jumpy	AA	O	S	AN
Cooperative	AA	O	S	AN	Impatient	AA	O	S	AN
Ashamed	AA	O	S	AN	Narrow Interests	AA	O	S	AN
Selfish	AA	O	S	AN	Graceful	AA	O	S	AN
Quarrelsome	AA	O	S	AN	Jolly	AA	O	S	AN
Cheerful	AA	O	S	AN	Blue	AA	O	S	AN
Helpful	AA	O	S	AN	Sunny Disposition	AA	O	S	AN
Sulky	AA	O	S	AN	Skillful	AA	O	S	AN
Creative	AA	O	S	AN	Easily Hurt	AA	O	S	AN
Considerate	AA	O	S	AN	Nagging	AA	O	S	AN
Good Looking	AA	O	S	AN	Moody	AA	O	S	AN
Popular	AA	O	S	AN	Inventive	AA	O	S	AN
Tired	AA	O	S	AN	Messy	AA	O	S	AN

Awkward	AA	O	S	AN	Vigorous	AA	O	S	AN
Merry	AA	O	S	AN	Easy Going	AA	O	S	AN
Calm	AA	O	S	AN	Obeying	AA	O	S	AN
Alert	AA	O	S	AN	Generous	AA	O	S	AN
Resentful	AA	O	S	AN	Strong	AA	O	S	AN
Athletic	AA	O	S	AN	Relaxed	AA	O	S	AN
Even Tempered	AA	O	S	AN	Sociable	AA	O	S	AN
Original	AA	O	S	AN	Sympathetic	AA	O	S	AN
Loving	AA	O	S	AN	Catch on Quickly	AA	O	S	AN
Intelligent	AA	O	S	AN	Gentle	AA	O	S	AN
Warm	AA	O	S	AN	Well Groomed	AA	O	S	AN
Foolish	AA	O	S	AN	Clear Thinking	AA	O	S	AN
Worried	AA	O	S	AN	Contented	AA	O	S	AN
Irritable	AA	O	S	AN	Clumsy	AA	O	S	AN
Confused	AA	O	S	AN	Agreeable	AA	O	S	AN
Bossy	AA	O	S	AN	Artistic	AA	O	S	AN
Nervous	AA	O	S	AN	Good Natured	AA	O	S	AN
Bright	AA	O	S	AN					

Here are some questions about the feelings and experiences of everyday life. PLEASE CIRCLE THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. The letters have the same meaning as before.

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

1.	As far as ideas are concerned, my parents and I live in different worlds.	AA	O	S	AN
2.	I feel close to my parents.	AA	O	S	AN
3.	I get a "square deal" at home.	AA	O	S	AN
4.	It is hard for me to be pleasant and happy when my parents are around.	AA	O	S	AN
5.	I am happy and contented at home.	AA	O	S	AN
6.	My parents compare me unfavorably with other children.	AA	O	S	AN
7.	My parents point out my faults to my friends.	AA	O	S	AN
8.	I wish that I had different parents than the ones I have.	AA	O	S	AN
9.	My parents tell other people things about me that I think they should not mention.	AA	O	S	AN
10.	I feel like leaving home for good.	AA	O	S	AN
11.	I believe that my parents think I will not "amount to much."	AA	O	S	AN
12.	I often have good times at home with my family	AA	O	S	AN
13.	I find more understanding at home than elsewhere.	AA	O	S	AN
14.	As I have known it, family life is happy.	AA	O	S	AN
15.	I change from loving my parents to hating them and back again.	AA	O	S	AN
16.	My parents have faith in me.	AA	O	S	AN
17.	I feel contented at home.	AA	O	S	AN
18.	Other people understand me better than my parents do.	AA	O	S	AN
19.	My friends have happier homes than I do.	AA	O	S	AN
20.	There is real love and affection for me at home.	AA	O	S	AN
21.	My parents get angry easily.	AA	O	S	AN
22.	I have to keep quiet or leave home to keep peace at home.	AA	O	S	AN
23.	My parents are what I think ideal parents should be.	AA	O	S	AN

24.	We have good times together at home.	AA	O	S	AN
25.	My parents criticize me too much.	AA	O	S	AN
26.	When they make me mind, my parents are nice about it.	AA	O	S	AN
27.	My parents are mean to me.	AA	O	S	AN
28.	I am picked on at home.	AA	O	S	AN
29.	My parents say that I am not nice to them as I should be.	AA	O	S	AN
30.	It is hard for me to feel pleasant at home.	AA	O	S	AN
31.	My parents nag at me.	AA	O	S	AN
32.	I feel that my parents do not trust me.	AA	O	S	AN
33.	My parents try to understand my problems and worries.	AA	O	S	AN
34.	I feel that my parents are pleased with me.	AA	O	S	AN
35.	My parents take an interest in the things I do.	AA	O	S	AN
36.	My parents quarrel with me.	AA	O	S	AN

IS YOUR FAMILY LIKE THIS? CIRCLE THE ANSWER WHICH BEST DESCRIBES YOUR FAMILY FOR EACH STATEMENT. The answers have the same meaning as before.

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

1.	Home life is very happy	AA	O	S	AN
2.	Parents show real love and affection for children.	AA	O	S	AN
3.	Children are ashamed of parents	AA	O	S	AN
4.	Children feel "close" to parents.	AA	O	S	AN
5.	Parents dislike children.	AA	O	S	AN
6.	Parents are generous with praise.	AA	O	S	AN
7.	Parents are hateful.	AA	O	S	AN
8.	Parents neglect children	AA	O	S	AN
9.	Enforcement of rules is not consistent; sometimes punishment is harsh, sometimes not.	AA	O	S	AN
10.	Children are punished more severely than children in other families.	AA	O	S	AN
11.	Children are disciplined when they don't need it.	AA	O	S	AN
12.	Parents get all the facts before punishing.	AA	O	S	AN
13.	Some children in the family are punished more severely than others.	AA	O	S	AN
14.	Children are hesitant about showing their affection for parents.	AA	O	S	AN
15.	Parents give more affection to some children in the family than to others.	AA	O	S	AN

16. In rating your family on affection would you say it is: (check one)

_____Very affectionate
_____Somewhat affectionate
_____Not very affectionate
_____Very unaffectionate

17. In rating your family on discipline would you say discipline is: (check one)

_____Very fair
_____Quite fair
_____Rather unfair
_____Very unfair

18. From what you have observed, would you say that your mother is: (Check one)
_____Completely happy in her marriage.
_____Generally happy and satisfied.
_____More unhappy than happy.
_____Very unhappy and dissatisfied.

19. From what you have observed, would you say that your father is: (Check one)
_____Completely happy in his marriage.
_____Generally happy and satisfied.
_____More unhappy than happy.
_____Very unhappy and dissatisfied.

The following questions concern beliefs and feeling about marriage and the family that you and yours parents have. PLEASE CHECK THE ANSWER WHICH MOST NEARLY DESCRIBES YOUR OWN BELIEF OR FEELING; OR THOSE OF YOUR PARENTS WHERE THEY ARE CALLED FOR.

1. I want to be the kind of wife my mother has been in her marriage.

_____In almost every way
_____In most ways
_____In a few ways
_____In very few ways

2. I want to marry a man who will be the kind of husband my father has been in his marriage.

_____In almost every way
_____In most ways
_____In a few ways
_____In very few ways

3. I could be happy in marriage with a mate who was not very affectionate.

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree

4. My parents' feelings toward my marrying while still in high school would be feelings of: (Check one answer for each parent)

Father	Mother
_____Strong approval	_____Strong approval
_____Approval	_____Approval
_____Disapproval	_____Disapproval
_____Strong Disapproval	_____Strong disapproval

5. My parents' feelings toward most of the boys I date are feelings of: (Check one answer for each parent)

Father	Mother
_____Strong approval	_____Strong approval
_____Approval	_____Approval
_____Disapproval	_____Disapproval
_____Strong Disapproval	_____Strong disapproval

6. In general, I think I will find the responsibilities of married life:

_____Very enjoyable
_____Fairly enjoyable
_____Not too enjoyable
_____Not at all enjoyable

7. How happy do you think you will be if you marry?

_____Very happy
_____Happy
_____Unhappy
_____Very unhappy

8. Do you ever have doubts about your chances of having a successful marriage?

_____Almost never
_____Sometimes
_____Often
_____Almost always

9. My friends' feelings toward my marrying while still in high school would be feelings of:

_____Strong approval
_____Approval
_____Disapproval
_____Strong disapproval

10. When do you expect to get married?

_____I am married
_____Perhaps before high school graduation
_____Probably right after high school graduation
_____I will probably work a few years after high school graduation
_____I will probably go to college for a year or two first
_____I will probably go to college and graduate first
_____I will finish college and probably work a few years before I marry
_____I do not plan to marry.

11. Children are generally a nuisance to their parents.

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree

12. I want to have children or would want to at the right age.

_____Very much
_____Fairly much
_____Not too much
_____Not at all

13. I am satisfied with the amount of privacy I have had in my family.

_____Very satisfied
_____Fairly satisfied
_____Not too satisfied
_____Not at all satisfied

The questions below are about feelings that people commonly have. Notice that the answers are different. AA means Almost Always; F means Frequently; O means Occasionally; R means Rarely; and AN means Almost Never. If a statement would almost always apply to you DRAW A CIRCLE AROUND AA. If it would rarely apply to you circle R, and so on. REMEMBER WHAT THESE NEW LETTERS STAND FOR:

AA -- Almost Always
F -- Frequently
O -- Occasionally
R -- Rarely
AN -- Almost Never

1.	Does criticism disturb you greatly?	AA	F	O	R	AN
2.	Are your feelings easily hurt?	AA	F	O	R	AN
3.	Do you get angry easily?	AA	F	O	R	AN
4.	Were you ill much of the time during childhood?	AA	F	O	R	AN
5.	Do things go wrong for you from no fault of your own?	AA	F	O	R	AN
6.	Are you sorry for the things you do?	AA	F	O	R	AN
7.	Do you feel just miserable?	AA	F	O	R	AN
8.	Do ideas run through your head so that you cannot sleep?	AA	F	O	R	AN
9.	Do you feel self-conscious because of your personal appearance?	AA	F	O	R	AN
10.	Are your eyes sensitive to light?	AA	F	O	R	AN
11.	Do you have ups and downs in mood without apparent cause?	AA	F	O	R	AN
12.	Do you get discouraged easily?	AA	F	O	R	AN
13.	Are you worried about sex matters?	AA	F	O	R	AN
14.	Are you bothered by the feeling that things are not real?	AA	F	O	R	AN
15.	Do you consider yourself a rather nervous person?	AA	F	O	R	AN
16.	Are many of your dreams about sex matters?	AA	F	O	R	AN
17.	Do you worry too long over humiliating experiences?	AA	F	O	R	AN
18.	Do you feel fatigued when you get up in the morning?	AA	F	O	R	AN
19.	Do you have spells of the "blues?"	AA	F	O	R	AN
20.	Have you been depressed because of low marks in school?	AA	F	O	R	AN
21.	Do you worry over possible misfortunes?	AA	F	O	R	AN
22.	Do you daydream?	AA	F	O	R	AN

23.	Do you feel very tired towards the end of the day?	AA	F	O	R	AN
24.	Do you envy the happiness that others seem to enjoy?	AA	F	O	R	AN
25.	Does it frighten you when you have to see a doctor about some illness?	AA	F	O	R	AN
26.	Do you have conflicting moods of love and hate for members of your family?	AA	F	O	R	AN
27.	Do you get upset easily?	AA	F	O	R	AN
28.	Do you feel lonesome, even when you are with people?	AA	F	O	R	AN
29.	Do you get excited easily?	AA	F	O	R	AN
30.	Do you have difficulty getting to sleep even when there are no noises to disturb you?	AA	F	O	R	AN
31.	Do you feel that your parents are disappointed in you?	AA	F	O	R	AN
32.	Are you frightened by lightning?	AA	F	O	R	AN
33.	Do you have difficulty breathing through your nose?	AA	F	O	R	AN
34.	Do you take cold rather easily from other people?	AA	F	O	R	AN
35.	Do you have headaches?	AA	F	O	R	AN
36.	Has it been necessary for you to have medical attention?	AA	F	O	R	AN
37.	Do you wish you were not bothered by thoughts of sex?	AA	F	O	R	AN
38.	Do you find it necessary to watch your health carefully?	AA	F	O	R	AN
39.	Do you feel tired most of the time?	AA	F	O	R	AN
40.	Have you been ill during the last ten years?	AA	F	O	R	AN
41.	Do you have difficulty in getting rid of a cold?	AA	F	O	R	AN
42.	Do you suffer discomfort from gas in the stomach or intestines?	AA	F	O	R	AN
43.	Do you have colds?	AA	F	O	R	AN
44.	Are you subject to eye strain?	AA	F	O	R	AN
45.	Have you been absent from school because of illness?	AA	F	O	R	AN
46.	Does some particular useless thought keep coming into your mind to bother you?	AA	F	O	R	AN
47.	Do you have shooting pains in the head?	AA	F	O	R	AN

The statements below are about beliefs and feelings that people commonly have. You will notice that the answers are different. SA means Strongly Agree; A means Agree; D means Disagree; and SD means Strongly Disagree. If you Strongly agree with a statement draw a circle around SA. If you disagree circle D, and so on.

SA -- Strongly Agree
A -- Agree
D -- Disagree
SD -- Strongly Disagree

1.	These days a person doesn't really know whom he can count on.	SA	A	D	SD
2.	Most public officials (people in public office) are not really interested in the problems of the average man.	SA	A	D	SD
3.	Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	SA	A	D	SD
4.	In spite of what some people say, the lot (situation, condition) of the average man is getting worse, not better.	SA	A	D	SD
5.	It's hardly fair to bring a child into the world with the way things look for the future.	SA	A	D	SD
6.	Most people don't really care what happens to the next fellow.	SA	A	D	SD
7.	You sometimes can't help wondering whether anything is worthwhile any more.	SA	A	D	SD
8.	Next to health, money is the most important thing in life.	SA	A	D	SD
9.	No one really understands me.	SA	A	D	SD
10.	To make money, there are no right and wrong ways any more, only easy ways and hard ways.	SA	A	D	SD
11.	At times I have very much wanted to leave home.	SA	A	D	SD
12.	I have had very peculiar and strange experiences.	SA	A	D	SD
13.	At times my thoughts have raced ahead faster than I could speak them.	SA	A	D	SD
14.	I like to talk about sex.	SA	A	D	SD
15.	My way of doing things is apt to be misunderstood by others.	SA	A	D	SD
16.	Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on top of the world."	SA	A	D	SD
17.	I have very few fears compared to my friends.	SA	A	D	SD
18.	I have periods in which I feel unusually cheerful without any special reason.	SA	A	D	SD

19.	I wish I could be as happy as others seem to be.	SA	A	D	SD
20.	I do not mind being made fun of.	SA	A	D	SD
21.	I believe that my home life is as pleasant as that of most people I know.	SA	A	D	SD
22.	What others think of me does not bother me.	SA	A	D	SD
23.	I wish I were not so shy.	SA	A	D	SD
24.	There is very little love and companionship in my family as compared with other homes.	SA	A	D	SD

GENERAL INFORMATION

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR FATHER, OR IN THE EVENT OF NO FATHER, THE MALE HEAD OF YOUR FAMILY.

1. What is his church membership (or church preference if not a member)? _____

_____

2. Circle the highest grade that each of your parents finished in school:

	School	College	Post College
Father	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4	1 2 3 4
Mother	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4	1 2 3 4

3. What is (or was) your father's job? (Check the one it is most like)

_____Works as a laborer
_____Operates a machine -- in a factory, or drives a truck, etc.
_____Works at a skilled trade like carpenter, plumber, railroad engineer, etc.
_____Salesman or clerk in a store or office.
_____Manager for a business or the government.
_____Owns and runs own business.
_____Professional -- doctor, lawyer, teacher, engineer, etc.
_____Retired (If he is retired, check what his last job was before he retired)
_____Unemployed (If he is unemployed, check what his last job was)
If his job is not like any of these:
_____It is _____

4. What name does he give his job? (like doctor, painter, machinist, etc.)

_____

5. What is your family's chief source of income? (Check only one answer)

_____Wages on an hourly basis; weekly checks.
_____Salary, commissions; income paid on a monthly basis.
_____Profits, fees, and royalties.
_____Investment from earned wealth.
_____Inherited savings and investment.
_____Income from "odd jobs" or private relief work, "sharecropping" or seasonal work.
_____Public relief or charity.
_____Other (Specify)_____

6. Are your real mother and real father:

_____Living together.
_____Father dead: How old were you when he died? _____years.
_____Mother dead: How old were you when she died? _____years.
_____Parents divorced: Your age then? _____years.
_____Parents separated: Your age then? _____years.
_____I am adopted.

7. Where did you live most of the time before you were sixteen years old?

_____Farm
_____Small town (Under 2,500)
_____Town (2,500 - 25,000)
_____City (25,000 - 100,000)
_____Large city (Over 100,000)
_____Other (Specify)_____

8. What was your mother's approximate age when she married? _____years.

9. What was your father's approximate age when he married? _____years.

PLEASE FILL IN THE BLANKS OR CHECK THE ANSWER WHICH APPLIES TO YOU OR TO YOUR FAMILY.

10. Has your mother ever worked outside the home?

_____No
_____Yes, part time
_____Yes, full time

11. How old were you when your mother started to work part time?

_____Hasn't worked part time
_____Years old
_____Other (Specify)_____

12. How old were you when your mother started to work full time?

_____Hasn't worked full time
_____Years old
_____Other (Specify)_____

13. How old were you on your last birthday? _____years.

14. What is your church membership (or church preference, if you are not a member)?

_____

15. How often do you go to church, and to Sunday School or young peoples' meetings? (Check one answer for church and one answer for Sunday School and young peoples' meetings)

Church	Sunday School and young peoples' meetings
_____ Never go	_____ Never go
_____ Less than once a week	_____ Less than once a week
_____ Once a week	_____ Once a week
_____ Twice a week	_____ Twice a week
_____ Three or more times a week	_____ Three or more times a week

16. How many close girl friends do you have now? (Circle how many)

0 1 2 3 4 5 (If more than 5, give number _____)

17. How many close boy friends do you have now? Include those you would consider dating as well as those you date. (Circle how many)

0 1 2 3 4 5 (If more than 5, give number _____)

18. Do you belong to any clubs or organizations? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

19. Do you hold offices or serve on committees in any of these? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

20. How far have you gone in high school? (Check your present grade)

_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior

21. Have you taken a course in marriage and the family?

_____ Yes _____ Church _____ School (Check where)
_____ No
If yes, what was it called? _____

_____

22. How many brothers and sisters do you have? (Give the number)

_____ Older brothers
_____ Younger brothers
_____ Older sisters
_____ Younger sisters

23. How old were you when you started to go on dates once a month or more with boys (not in large groups or on double dates)?

____Never dated
____11 years old or less
____12 years old
____13
____14
____15
____16
____17
____18

24. Do you usually have dates with boys more often or less often than most of your friends?

____Don't date
____More often
____About the same
____Less often

25. Have most of your dates during the past two months been with boys who:

____Are still in school
____Have dropped out of high school
____Have graduated from high school
____I don't date

26. How old were you when you first started going steady with one boy?

____Have never gone steady
____13 years old or less
____14 years old
____15
____16
____17
____18

27. How many boys have you gone steady with since you began dating? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

28. How long do you usually go steady with a boy? (Put the number in the blank or check the last answer)

____Years
____Months
____Weeks
____Haven't gone steady

29. How many different boys whom you have dated or gone steady with have you felt you were in love with? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

30. How soon after first becoming interested in a boy whom you are dating do you want to be touched or held close by him?

____At first acquaintance
____After our first date
____After three or more dates
____After about a month
____After two months
____After three months
____After four or more months

31. At what age did you begin to menstruate (have monthly periods)?

____Haven't started
____10 years old or less
____11 years old
____12
____13
____14
____15
____16
____17
____18

32. If any of your brothers or sisters have married, what were their ages at the time of their marriages? How far had they gone in school then?

Brothers		Sisters	
Age	Highest grade completed	Age	Highest grade completed

33. How many of your close friends have gotten married while they were still in high school? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

THE REMAINING QUESTIONS ARE ABOUT JOBS YOU DO AT HOME. Please check the answer which applies to you or fill in the blank.

34. At what age did you start to baby sit with younger brothers and sisters?
_____years.

35. How often did you baby sit at this age?

____Never had to baby sit
____Once a month or less
____Every other week
____Once a week
____Twice a week
____More than twice a week

36. How did you feel about baby sitting with younger brothers and sisters?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

37. At what age did you begin to help with the care of younger brothers and sisters (getting them ready for bed, etc.)? _____years

38. How often did you help with the care of the children at this age?

_____Never helped with the care of the children
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

39. How did you feel about helping care for the children?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

40. At what age did you start to help with the family ironing? _____years.

41. How often did you help with the ironing at this age?

_____Never helped with the ironing
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week

42. How did you feel about helping with the ironing?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

43. At what age did you start to help with general house clearning? _____years.

44. How often did you help with general house cleaning at this age?

_____Never helped with the cleaning
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

45. How did you feel about helping with the cleaning?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

46. At what age did you begin to help with preparing family meals? _____years.

47. How often did you help with preparing the family meals at this age?

_____Never helped with preparing family meals
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

48. How did you feel about helping prepare family meals?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

FORM III

MARITAL INTERACTION SURVEY

M A R I T A L I N T E R A C T I O N S U R V E Y

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE, FLORIDA

Your cooperation and sincerity in filling out this questionnaire is greatly appreciated.

The words below are often used to describe people. To the right of each word you will notice a series of letters which are the answers. AA means Almost Always; O means Often; S means Sometimes; and AN means Almost Never. FOR EACH WORD DRAW A CIRCLE AROUND THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. For example, if the word were Happy, and you are almost always happy you would draw a circle around AA. If you are often happy you would draw a circle around O, and so on. THE BEST ANSWER FOR EACH WORD IS YOUR FIRST IMPRESSION -- THERE ARE NO RIGHT OR WRONG ANSWERS. REMEMBER WHAT THE LETTERS MEAN:

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

PLEASE WORK AS RAPIDLY AS YOU CAN AND BE SURE TO CIRCLE AN ANSWER FOR EACH WORD.

Well Dressed	AA	O	S	AN	Attractive	AA	O	S	AN
Confident	AA	O	S	AN	Dull	AA	O	S	AN
Thoughtful	AA	O	S	AN	Highstrung	AA	O	S	AN
Slow	AA	O	S	AN	Respected	AA	O	S	AN
Humorous	AA	O	S	AN	Wise	AA	O	S	AN
Insecure	AA	O	S	AN	Complaining	AA	O	S	AN
Enthusiastic	AA	O	S	AN	Timid	AA	O	S	AN
Angry	AA	O	S	AN	Jumpy	AA	O	S	AN
Cooperative	AA	O	S	AN	Impatient	AA	O	S	AN
Ashamed	AA	O	S	AN	Narrow Interests	AA	O	S	AN
Selfish	AA	O	S	AN	Graceful	AA	O	S	AN
Quarrelsome	AA	O	S	AN	Jolly	AA	O	S	AN
Cheerful	AA	O	S	AN	Blue	AA	O	S	AN
Helpful	AA	O	S	AN	Sunny Disposition	AA	O	S	AN
Sulky	AA	O	S	AN	Skillful	AA	O	S	AN
Creative	AA	O	S	AN	Easily Hurt	AA	O	S	AN
Considerate	AA	O	S	AN	Nagging	AA	O	S	AN
Good Looking	AA	O	S	AN	Moody	AA	O	S	AN
Popular	AA	O	S	AN	Inventive	AA	O	S	AN
Tired	AA	O	S	AN	Messy	AA	O	S	AN

Awkward	AA	O	S	AN	Vigorous	AA	O	S	AN
Merry	AA	O	S	AN	Easy Going	AA	O	S	AN
Calm	AA	O	S	AN	Obeying	AA	O	S	AN
Alert	AA	O	S	AN	Generous	AA	O	S	AN
Resentful	AA	O	S	AN	Strong	AA	O	S	AN
Athletic	AA	O	S	AN	Relaxed	AA	O	S	AN
Even Tempered	AA	O	S	AN	Sociable	AA	O	S	AN
Original	AA	O	S	AN	Sympathetic	AA	O	S	AN
Loving	AA	O	S	AN	Catch on Quickly	AA	O	S	AN
Intelligent	AA	O	S	AN	Gentle	AA	O	S	AN
Warm	AA	O	S	AN	Well Groomed	AA	O	S	AN
Foolish	AA	O	S	AN	Clear Thinking	AA	O	S	AN
Worried	AA	O	S	AN	Contented	AA	O	S	AN
Irritable	AA	O	S	AN	Clumsy	AA	O	S	AN
Confused	AA	O	S	AN	Agreeable	AA	O	S	AN
Bossy	AA	O	S	AN	Artistic	AA	O	S	AN
Nervous	AA	O	S	AN	Good Natured	AA	O	S	AN
Bright	AA	O	S	AN					

Here are some questions about the feelings and experiences of everyday life. PLEASE CIRCLE THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. The letters have the same meaning as before. Please answer the following questions about the family in which you grew up during the time before you met your husband.

AA -- Almost Always S -- Sometimes
O -- Often AN -- Almost Never

1.	As far as ideas are concerned, my parents and I live in different worlds.	AA	O	S	AN
2.	I feel close to my parents.	AA	O	S	AN
3.	I get a "square deal" at home.	AA	O	S	AN
4.	It is hard for me to be pleasant and happy when my parents are around.	AA	O	S	AN
5.	I am happy and contented at home.	AA	O	S	AN
6.	My parents compare me unfavorably with other children.	AA	O	S	AN
7.	My parents point out my faults to my friends.	AA	O	S	AN
8.	I wish that I had different parents than the ones I have.	AA	O	S	AN
9.	My parents tell other people things about me that I think they should not mention.	AA	O	S	AN
10.	I feel like leaving home for good.	AA	O	S	AN
11.	I believe that my parents think I will not "amount to much."	AA	O	S	AN
12.	I often have good times at home with my family	AA	O	S	AN
13.	I find more understanding at home than elsewhere.	AA	O	S	AN
14.	As I have known it, family life is happy.	AA	O	S	AN
15.	I change from loving my parents to hating them and back again.	AA	O	S	AN
16.	My parents have faith in me.	AA	O	S	AN
17.	I feel contented at home.	AA	O	S	AN
18.	Other people understand me better than my parents do.	AA	O	S	AN
19.	My friends have happier homes than I do.	AA	O	S	AN
20.	There is real love and affection for me at home.	AA	O	S	AN
21.	My parents get angry easily.	AA	O	S	AN
22.	I have to keep quiet or leave home to keep peace at home.	AA	O	S	AN
23.	My parents are what I think ideal parents should be.	AA	O	S	AN

24.	We have good times together at home.	AA	O	S	AN
25.	My parents criticize me too much.	AA	O	S	AN
26.	When they make me mind, my parents are nice about it.	AA	O	S	AN
27.	My parents are mean to me.	AA	O	S	AN
28.	I am picked on at home.	AA	O	S	AN
29.	My parents say that I am not nice to them as I should be.	AA	O	S	AN
30.	It is hard for me to feel pleasant at home.	AA	O	S	AN
31.	My parents nag at me.	AA	O	S	AN
32.	I feel that my parents do not trust me.	AA	O	S	AN
33.	My parents try to understand my problems and worries.	AA	O	S	AN
34.	I feel that my parents are pleased with me.	AA	O	S	AN
35.	My parents take an interest in the things I do.	AA	O	S	AN
36.	My parents quarrel with me.	AA	O	S	AN

Here are some questions about the events and experiences of everyday life. PLEASE CIRCLE THE ANSWER WHICH MOST NEARLY APPLIES TO YOU. The letters have the same meaning as they did in the section you just finished.

AA -- Almost Always
O -- Often
S -- Sometimes
AN -- Almost Never

1.	I open presents before I am supposed to.	AA	O	S	AN
2.	I make a plan before I start to do something.	AA	O	S	AN
3.	I find that my likes and dislikes change.	AA	O	S	AN
4.	I have difficulty getting places on time.	AA	O	S	AN
5.	I am calm and cool.	AA	O	S	AN
6.	I stick to a job even though it seems I am not getting results.	AA	O	S	AN
7.	I am easily bored.	AA	O	S	AN
8.	I say things I am sorry about afterwards.	AA	O	S	AN
9.	I am interested in too many things.	AA	O	S	AN
10.	In most things I tend to be conservative.				
11.	My decisions are influenced by how I happen to feel at the time.	AA	O	S	AN
12.	I am worried about sex matters.	AA	O	S	AN
13.	I am easily hurt by others.	AA	O	S	AN
14.	I start new projects without waiting to finish what I have been doing.	AA	O	S	AN
15.	I tend to keep things to myself.	AA	O	S	AN
16.	I act on the spur of the moment without stopping to think.	AA	O	S	AN
17.	I argue against people who try to boss me.	AA	O	S	AN
18.	I prefer popular people as my friends.	AA	O	S	AN
19.	I change my mind about things.	AA	O	S	AN
20.	In matters of conduct I conform to custom.	AA	O	S	AN
21.	It is hard for me to keep a secret.	AA	O	S	AN
22.	In arguments there is a right side and a wrong side.	AA	O	S	AN

23.	People know it when I do not like them.	AA	O	S	AN
24.	In order to avoid a scene I give up an argument even though I know I am right.	AA	O	S	AN
25.	I make decisions which I regret later.	AA	O	S	AN
26.	I am irritated when my daily activities are disrupted by unforeseen events.	AA	O	S	AN
27.	My desires are at war with one another.	AA	O	S	AN
28.	It takes a lot to make me angry.	AA	O	S	AN
29.	In my friendships, I tend to avoid being intimate (close).	AA	O	S	AN
30.	I am disorganized in my activities.	AA	O	S	AN
31.	I do not pay attention to my clothes.	AA	O	S	AN
32.	I have been able to break my bad habits.	AA	O	S	AN
33.	I feel things more deeply than other people.	AA	O	S	AN
34.	I wish I were not bothered by thoughts of sex.	AA	O	S	AN
35.	I arrange my daily activities so there is little confusion.	AA	O	S	AN
36.	I get rattled when the going gets rough.	AA	O	S	AN
37.	I consider all sides of a question before making a decision.	AA	O	S	AN
38.	I keep my feelings from others.	AA	O	S	AN
39.	I lose my temper easily.	AA	O	S	AN
40.	I get into trouble because I stick up for my own point of view when others disagree.	AA	O	S	AN
41.	I get along well with my superiors.	AA	O	S	AN
42.	I act impulsively just to blow off steam.	AA	O	S	AN
43.	I do what is socially acceptable.	AA	O	S	AN

IS YOUR FAMILY LIKE THIS? CIRCLE THE ANSWER WHICH BEST DESCRIBES YOUR FAMILY FOR EACH STATEMENT. The answers have the same meaning as before. Please answer the following questions about the family in which you grew up.

AA -- Almost Always S -- Sometimes
O -- Often AN -- Almost Never

1.	Home life is very happy	AA	O	S	AN
2.	Parents show real love and affection for children.	AA	O	S	AN
3.	Children are ashamed of parents	AA	O	S	AN
4.	Children feel "close" to parents.	AA	O	S	AN
5.	Parents dislike children.	AA	O	S	AN
6.	Parents are generous with praise.	AA	O	S	AN
7.	Parents are hateful.	AA	O	S	AN
8.	Parents neglect children	AA	O	S	AN
9.	Enforcement of rules is not consistent; sometimes punishment is harsh, sometimes not.	AA	O	S	AN
10.	Children are punished more severely than children in other families.	AA	O	S	AN
11.	Children are disciplined when they don't need it.	AA	O	S	AN
12.	Parents get all the facts before punishing.	AA	O	S	AN
13.	Some children in the family are punished more severely than others.	AA	O	S	AN
14.	Children are hesitant about showing their affection for parents.	AA	O	S	AN
15.	Parents give more affection to some children in the family than to others.	AA	O	S	AN

16. In rating your family on affection would you say it is: (check one)

_____Very affectionate
_____Somewhat affectionate
_____Not very affectionate
_____Very unaffectionate

17. In rating your family on discipline would you say discipline is: (check one)

_____Very fair
_____Quite fair
_____Rather unfair
_____Very unfair

18. From what you have observed, would you say that your mother is: (Check one)
_____Completely happy in her marriage.
_____Generally happy and satisfied.
_____More unhappy than happy.
_____Very unhappy and dissatisfied.

19. From what you have observed, would you say that your father is: (Check one)
_____Completely happy in his marriage
_____Generally happy and satisfied
_____More unhappy than happy.
_____Very unhappy and dissatisfied.

The following questions concern beliefs and feeling about marriage and the family that you and your parents have. PLEASE CHECK THE ANSWER WHICH MOST NEARLY DESCRIBES YOUR OWN BELIEF OR FEELING; OR THOSE OF YOUR PARENTS WHERE THEY ARE CALLED FOR.

1. I want to be the kind of wife my mother has been in her marriage.

_____In almost every way
_____In most ways
_____In a few ways
_____In very few ways

2. I wanted to marry a man who would be the kind of husband my father has been in his marriage.

_____In almost every way
_____In most ways
_____In a few ways
_____In very few ways

3. I could be happy in marriage with a mate who was not very affectionate.

_____Strongly agree
_____Agree
_____Disagree
_____Strongly disagree

4. My parents' feelings toward my marrying while still in high school were feelings of: (Check one answer for each parent)

Father	Mother
_____Strong approval	_____Strong approval
_____Approval	_____Approval
_____Disapproval	_____Disapproval
_____Strong Disapproval	_____Strong disapproval

5. My parents' feelings toward most of the boys I dated were feelings of: (Check one answer for each parent)

Father	Mother
_____Strong approval	_____Strong approval
_____Approval	_____Approval
_____Disapproval	_____Disapproval
_____Strong Disapproval	_____Strong disapproval

6. Before my marriage I thought I would find the responsibilities of married life:
_____Very enjoyable
_____Fairly enjoyable
_____Not too enjoyable
_____Not at all enjoyable

7. Before your marriage, how happy did you think you would be when you married?
_____Very happy
_____Happy
_____Unhappy
_____Very unhappy

8. Did you ever have doubts about your chances of having a successful marriage?
_____Almost never
_____Sometimes
_____Often
_____Almost always

9. My friends' feelings toward my marrying while still in high school were feelings of:
_____Strong approval
_____Approval
_____Disapproval
_____Strong disapproval

10. When did you expect to get married?
_____Perhaps before high school graduation
_____Probably right after high school graduation
_____I planned to work a few years after high school graduation
_____I planned to go to college for a year or two first
_____I planned to go to college and graduate first.
_____I planned to finish college and probably work a few years before I married
_____I did not plan to marry

11. Children are generally a nuisance to their parents.
_____Almost always
_____Often
_____Sometimes
_____Almost never

12. I want to have children or would want to at the right age.
_____Very much
_____Fairly much
_____Not too much
_____Not at all

13. I was satisfied with the amount of privacy I had in my family.
_____Very satisfied
_____Fairly satisfied
_____Not too satisfied
_____Not at all satisfied

The questions below are about feelings that people commonly have. Notice that the answers are different. AA means Almost Always; F means Frequently; O means Occasionally; R means Rarely; and AN means Almost Never. If a statement would almost always apply to you DRAW A CIRCLE AROUND AA. If it would rarely apply to you circle R, and so on. REMEMBER WHAT THESE NEW LETTERS STAND FOR:

AA -- Almost Always
F -- Frequently
O -- Occasionally
R -- Rarely
AN -- Almost Never

1.	Does criticism disturb you greatly?	AA	F	O	R	AN
2.	Are your feelings easily hurt?	AA	F	O	R	AN
3.	Do you get angry easily?	AA	F	O	R	AN
4.	Were you ill much of the time during childhood?	AA	F	O	R	AN
5.	Do things go wrong for you from no fault of your own?	AA	F	O	R	AN
6.	Are you sorry for the things you do?	AA	F	O	R	AN
7.	Do you feel just miserable?	AA	F	O	R	AN
8.	Do ideas run through your head so that you cannot sleep?	AA	F	O	R	AN
9.	Do you feel self-conscious because of your personal appearance?	AA	F	O	R	AN
10.	Are your eyes sensitive to light?	AA	F	O	R	AN
11.	Do you have ups and downs in mood without apparent cause?	AA	F	O	R	AN
12.	Do you get discouraged easily?	AA	F	O	R	AN
13.	Are you bothered by the feeling that things are not real?	AA	F	O	R	AN
14.	Do you consider yourself a rather nervous person?	AA	F	O	R	AN
15.	Do you worry too long over humiliating experiences?	AA	F	O	R	AN
16.	Do you feel fatigued when you get up in the morning?	AA	F	O	R	AN
17.	Do you have spells of the "blues?"	AA	F	O	R	AN
18.	Have you been depressed because of low marks in school?	AA	F	O	R	AN
19.	Do you worry over possible misfortunes?	AA	F	O	R	AN
20.	Do you daydream?	AA	F	O	R	AN
21.	Do you feel very tired towards the end of the day?	AA	F	O	R	AN
22.	Do you envy the happiness that others seem to enjoy?	AA	F	O	R	AN

23.	Does it frighten you when you have to see a doctor about some illness?	AA	F	O	R	AN
24.	Do you have conflicting moods of love and hate for members of your family?	AA	F	O	R	AN
25.	Do you get upset easily?	AA	F	O	R	AN
26.	Do you feel lonesome, even when you are with people?	AA	F	O	R	AN
27.	Do you get excited easily?	AA	F	O	R	AN
28.	Do you have difficulty getting to sleep even when there are no noises to disturb you?	AA	F	O	R	AN
29.	Do you feel that your parents are disappointed in you?	AA	F	O	R	AN
30.	Are you frightened by lightning?	AA	F	O	R	AN
31.	Do you have difficulty breathing through your nose?	AA	F	O	R	AN
32.	Do you take cold rather easily from other people?	AA	F	O	R	AN
33.	Do you have headaches?	AA	F	O	R	AN
34.	Has it been necessary for you to have medical attention?	AA	F	O	R	AN
35.	Do you find it necessary to watch your health carefully?	AA	F	O	R	AN
36.	Do you feel tired most of the time?	AA	F	O	R	AN
37.	Have you been ill during the last ten years?	AA	F	O	R	AN
38.	Do you have difficulty in getting rid of a cold?	AA	F	O	R	AN
39.	Do you suffer discomfort from gas in the stomach or intestines?	AA	F	O	R	AN
40.	Do you have colds?	AA	F	O	R	AN
41.	Are you subject to eye strain?	AA	F	O	R	AN
42.	Have you been absent from school because of illness?	AA	F	O	R	AN
43.	Does some particular useless thought keep coming into your mind to bother you?	AA	F	O	R	AN
44.	Do you have shooting pains in the head?	AA	F	O	R	AN

The statements below are about beliefs and feelings that people commonly have. You will notice that the answers are different. SA means Strongly Agree; A means Agree; D means Disagree; and SD means Strongly Disagree. If you strongly agree with a statement draw a circle around SA. If you disagree circle D and so on.

SA -- Strongly Agree
A -- Agree
D -- Disagree
SD -- Strongly Disagree

1.	These days a person does not really know whom he can count on.	SA	A	D	SD
2.	Most public officials (people in public office) are not really interested in the problems of the average man.	SA	A	D	SD
3.	Nowadays a person has to live pretty much for today and let tomorrow take care of itself	SA	A	D	SD
4.	In spite of what some people say, the lot (situation, condition) of the average man is getting worse, not better.	SA	A	D	SD
5.	It is hardly fair to bring a child into the world with the way things look for the future.	SA	A	D	SD
6.	Most people don't really care what happens to the next fellow.	SA	A	D	SD
7.	You sometimes can't help wondering whether anything is worthwhile any more.	SA	A	D	SD
8.	Next to health, money is the most important thing in life.	SA	A	D	SD
9.	No one really understands me.	SA	A	D	SD
10.	To make money, there are no right and wrong ways any more, only easy ways and hard ways.	SA	A	D	SD
11.	I feel that a person should finish school and have a job before thinking of marriage.	SA	A	D	SD
12.	I have strong likes and dislikes.	SA	A	D	SD
13.	I feel that schedules and routines are unnecessary.	SA	A	D	SD
14.	Many of my dreams are about sex matters.	SA	A	D	SD
15.	I have developed self-control.	SA	A	D	SD
16.	I have few, if any, emotional problems.	SA	A	D	SD
17.	I feel that people in authority are bossier than they need to be.	SA	A	D	SD

18.	I feel that too many people go without things they would like to have just to save money.	SA	A	D	SD
19.	What one does and not what one feels inside is important.	SA	A	D	SD
20.	I do not respect those who are carried away with their own emotions.	SA	A	D	SD
21.	I feel that I am temperamentally different from other people.	SA	A	D	SD
22.	I feel that many manners and customs of our society are ridiculous and should not be observed.	SA	A	D	SD
23.	I think it is important to finish everything I start.	SA	A	D	SD
24.	At times I have very much wanted to leave home.	SA	A	D	SD
25.	I have had very peculiar and strange experiences.	SA	A	D	SD
26.	At times my thoughts have raced ahead faster than I could speak them.	SA	A	D	SD
27.	I like to talk about sex.	SA	A	D	SD
28.	My way of doing things is apt to be misunderstood by others.	SA	A	D	SD
29.	Sometimes without any reason, or even when things are going wrong, I feel excitedly happy, "on top of the world."	SA	A	D	SD
30.	I have very few fears compared to my friends.	SA	A	D	SD
31.	I have periods in which I feel unusually cheerful without any special reason.	SA	A	D	SD
32.	I wish I could be as happy as others seem to be.	SA	A	D	SD
33.	I do not mind being made fun of.	SA	A	D	SD
34.	I believe that my home life is as pleasant as that of most people I know.	SA	A	D	SD
35.	What others think of me does not bother me.	SA	A	D	SD
36.	I wish I were not so shy.	SA	A	D	SD
37.	There is very little love and companionship in my family as compared with other homes.	SA	A	D	SD

GENERAL INFORMATION

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR FATHER, OR IN THE EVENT OF NO FATHER, THE HEAD OF THE FAMILY IN WHICH YOU GREW UP.

1. What is his church membership (or church preference if not a member)?_____

_____

2. Circle the highest grade that each of your parents finished in school:

	School	College	Post College
Father	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4	1 2 3 4
Mother	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4	1 2 3 4

3. What is (or was) your father's job? (Check the one it is most like)

_____Works as a laborer
_____Operates a machine -- in a factory, or drives a truck, etc.
_____Works at a skilled trade like carpenter, plumber, railroad engineer, etc.
_____Salesman or clerk in a store or office.
_____Manager for a business or the government.
_____Owns and runs own business
_____Professional -- doctor, lawyer, teacher, engineer, etc.
_____Retired (if he is retired, check what his last job was before he retired)
_____Unemployed (if he is unemployed, check what his last job was)

If his job is not like any of these:
_____It is_____

4. What name does he give his job? (like doctor, painter, machinist, etc.)

_____

5. What is your family's chief source of income? (Check only one answer)

_____Wages on an hourly basis; weekly checks.
_____Salary, commissions; income paid on a monthly basis.
_____Profits, fees, and royalties.
_____Investment from earned wealth.
_____Inherited savings and investment.
_____Income from "odd jobs" or private relief work, "sharecropping" or seasonal work.
_____Public relief or charity.
_____Other (Specify)_____

6. Are your real mother and real father:

_____Living together.
_____Father dead: How old were you when he died? _____years.
_____Mother dead: How old were you when she died? _____years.
_____Parents divorced: Your age then? _____years.
_____Parents separated: Your age then? _____years.
_____I am adopted.

7. Where did you live most of the time before you were sixteen years old?

_____Farm
_____Small town (Under 2,500)
_____Town (2,500 - 25,000)
_____City (25,000 - 100,000)
_____Large city (Over 100,000)
_____Other (Specify)_____

8. What was your mother's approximate age when she married? _____years.

9. What was your father's approximate age when he married? _____years.

PLEASE FILL IN THE BLANKS OR CHECK THE ANSWER WHICH APPLIES TO YOU OR TO YOUR FAMILY.

10. Has your mother ever worked outside the home?

_____No
_____Yes, part time
_____Yes, full time

11. How old were you when your mother started to work part time?

_____Hasn't worked part time
_____Years old
_____Other (Specify)_____

12. How old were you when your mother started to work full time?

_____Hasn't worked full time
_____Years old
_____Other (Specify)_____

13. How old were you on your last birthday? _____years.

14. What is your church membership (or church preference, if you are not a member)?

_____

15. How often did you go to church, and to Sunday School or young people's meetings before you were married? How often do you go now? (Check one answer for before you were married and one for after you were married.)

Church			Sunday School and Young Peoples' Meetings		
Before	After		Before	After	
_____	_____	Never go	_____	_____	Never go
_____	_____	Less than once a week	_____	_____	Less than once a week
_____	_____	Once a week	_____	_____	Once a week
_____	_____	Twice a week	_____	_____	Twice a week
_____	_____	Three or more times a week	_____	_____	Three or more times a week

16. How many close girl friends do you have now? (Circle how many)

0 1 2 3 4 5 (If more than 5, give number _____)

17. How many close boy friends do you have now? (Circle how many)

0 1 2 3 4 5 (If more than 5, give number _____)

18. Do you belong to any clubs or organizations? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

19. Do you hold offices or serve on committees in any of these? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

20. How far have you gone in high school? (Check the highest grade finished)

_____Freshman
_____Sophomore
_____Junior
_____Senior

21. Have you taken a course in marriage and the family?

_____Yes _____Church _____School (Check where)

_____No

If Yes, what was it called?_____

_____

22. How many brothers and sisters do you have? (Give the number)

_____Older brothers
_____Younger brothers
_____Older sisters
_____Younger sisters
_____I have no brothers or sisters (check)

23. How old were you when you started to go on single dates once a month or more with boys (not in large groups or on double dates)?

_____Never dated
_____11 years old or less
_____12 years old
_____13
_____14
_____15
_____16
_____17
_____18

24. Did you usually have dates with boys more often or less often than most of your friends?

_____Didn't date
_____More often
_____About the same
_____Less often

25. Were most of your dates during the two months before you met your husband with boys who:

_____Were still in school
_____Had dropped out of high school
_____Had graduated from high school
_____I didn't date

26. How old were you when you first started going steady with one boy?

_____Have never gone steady
_____13 years old or less
_____14 years old
_____15
_____16
_____17
_____18

27. How many boys did you go steady with? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

28. How long do you usually go steady with a boy? (Put the number in the blank or check the last answer)

_____Years
_____Months
_____Weeks
_____Didn't go steady

29. How many different boys whom you dated or went steady with did you feel you were in love with? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

30. How soon after first becoming interested in a boy whom you were dating did you want to be touched or held close by him?

_____At first acquaintance
_____After our first date
_____After three or more dates
_____After about a month
_____After two months
_____After three months
_____After four or more months

31. At what age did you begin to menstruate (have monthly periods)?

_____Have not started
_____10 years old or less
_____11 years old
_____12
_____13
_____14
_____15
_____16
_____17
_____18

32. If any of your brothers or sisters have married, what were their ages at the time of their marriages? How far had they gone in school then?

Check here _____ if none have been married.

Brothers		Sisters	
Age	Highest grade completed	Age	Highest grade completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

33. How many of your close friends have gotten married while they were still in high school? (Circle how many)

0 1 2 3 4 5 6 7 8 9 10

THE QUESTIONS BELOW ARE ABOUT JOBS YOU DID AT HOME. Please check the answer which applies to you or fill in the blank.

If you have no younger brothers or sisters, check here _____ and skip to question 40 on the next page.

34. At what age did you start to baby sit with younger brothers and sisters? _____years.

35. How often did you baby sit at this age?

_____Never had to baby sit
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

36. How did you feel about baby sitting with younger brothers and sisters?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

37. At what age did you begin to help with the care of younger brothers and sisters (getting them ready for bed, etc.)? _____years

38. How often did you help with the care of the children at this age?

_____Never helped with the care of the children
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

39. How did you feel about helping care for the children?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

40. At what age did you start to help with the family ironing? _____years.

41. How often did you help with the ironing at this age?

_____Never helped with the ironing
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week

42. How did you feel about helping with the ironing?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

43. At what age did you start to help with general house clearning? _____years.

44. How often did you help with general house cleaning at this age?

_____Never helped with the cleaning
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

45. How did you feel about helping with the cleaning?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

46. At what age did you begin to help with preparing family meals? _____years.

47. How often did you help with preparing the family meals at this age?

_____Never helped with preparing family meals
_____Once a month or less
_____Every other week
_____Once a week
_____Twice a week
_____More than twice a week

48. How did you feel about helping prepare family meals?

_____Liked it very much
_____Liked it
_____It had to be done
_____Disliked it
_____Disliked it very much

The remaining questions are about the history of your marriage. PLEASE CHECK THE ANSWER WHICH MOST NEARLY APPLIES TO YOU, OR FILL IN THE BLANK.

1. How long have you lived in Florida? _____years (No.) _____months (No.)

2. How long have you lived in this county? _____years (No.) _____months. (No.)

3. When were you married? _____ Year _____ Month _____ Day

4. How old was your husband (or wife) at the time of your marriage? _____years. (No.)

5. How old were you at the time of your marriage? _____years. (No.)

6. How long did you know your husband (or wife) before you became engaged? _____years (No.)

_____months (No.) _____weeks (No.)

7. How long were you engaged to your husband (or wife) before your marriage?

_____years (No.) _____months (No.) _____weeks (No.)

8. How often did you and your fiance date during engagement? _____times per week.
(If less than once per week, please indicate how often. _____)

9. My father's feeling toward my marriage at the time of marriage was one of:

_____Strong disapproval
_____Disapproved, but not completely
_____Approved, but not completely
_____Strong approval
_____Did not seem to care much

10. My mother's feeling toward my marriage at the time it happened was one of:

_____Strong disapproval
_____Disapproved, but not completely
_____Approved, but not completely
_____Strong approval
_____Did not seem to care much

11. My father-in-law's feeling toward my marriage at the time of marriage was one of:

_____Strong disapproval
_____Disapproved, but not completely
_____Approved, but not completely
_____Strong approval
_____Did not seem to care much

12. My mother-in-law's feeling toward my marriage at the time it happened was one of:

_____Strong disapproval
_____Disapproved, but not completely
_____Approved, but not completely
_____Strong approval
_____Did not seem to care much

13. My father's feeling toward our marriage now is one of:

_____Strong disapproval
_____Disapproves, but not completely
_____Approves, but not completely
_____Strong approval
_____Does not seem to care much

14. My mother's feeling toward our marriage now is one of:

_____Strong disapproval
_____Disapproves, but not completely
_____Approves, but not completely
_____Strong approval
_____Does not seem to care much

15. My father-in-law's feeling toward our marriage now is one of:

_____Strong disapproval
_____Disapproves, but not completely
_____Approves, but not completely
_____Strong approval
_____Does not seem to care much

16. My mother-in-law's feeling toward our marriage now is one of:

_____Strong disapproval
_____Disapproves, but not completely
_____Approves, but not completely
_____Strong approval
_____Doesn't seem to care much

17. How often do you see or visit your parents?

_____Practically every day
_____Two or three times a week
_____About once a week
_____Two or three times a month
_____About once a month
_____If less often, how frequently? _____

18. How often do you see or visit your husband's (or wife's) parents?

_____Practically every day
_____Two or three times a week
_____About once a week
_____Two or three times a month
_____About once a month
_____If less often, how frequently? _____

19. How do you feel toward your father-in-law?

_____Like him very much
_____Like him a little
_____Dislike him a little
_____Dislike him very much

20. How do you feel toward your mother-in-law?

_____Like her very much
_____Like her a little
_____Dislike her a little
_____Dislike her very much.

INTERVIEW SCHEDULE

INTERVIEW FORM

Now I am going to ask you some questions which I would like you to answer in your own words with the first thought that comes to mind.

Structure and support for previous performance.

The first few questions are about money matters.

1. What does your husband do?_____
   If in service, where is he located? _____
   How long were you married before he left?_____
   (Weeks) (Months) (Years)

2. Are you working now? ____Yes, _____No (Check which)
   Part time _____, or full time _____? (Check)
   Job_____

Structure for item three:

3. Could you give me an estimate of your monthly income?
   Total_____
   Husband's Income _____
   Wife's Income _____
   Contribution of husband's family to income _____
   Contribution of wife's family to income _____
   Other sources of income _____
   Gifts received from either family other than cash: (Who gave what, when, and under what conditions?)_____

Support and structure for next area of friendships:

4. Could you describe your two closest friends for me? In what ways is _____ like you? In what ways is _____ unlike you? Is _____ a new friend that you have made since you married?

Probes: Age, marital status, occupation, background and personality.

5. How many new friends have you made since you were married? _____
(Number)

In what ways are your new friends different than the ones you had before marriage? (Omit if have no new friends.

In what ways are they the same? (Omit if have no new friends)

Probes: Age, marital status, occupation, background and personality.

Structure for item six: recall two friends described earlier.

6. In what ways are _____ and _____ like your husband's two closest friends?

In what ways are they different?

7. How many friends do you have that both you and your husband like especially well? _____
(Number)

Do you and your husband usually agree in picking friends? _____Yes, _____No

What do you usually disagree about?

8. Are most of your firends people that you met first _____, that your husband met first _____, or that you met together _____?

9. Who has picked most of your friends since you were married? You_____, your husband _____, or someone else _____? (Specify) _____

Structure for item 10: people have different abilities to make friends.

10. How would you rate your own ability to make friends?

_____Make friends very easily
_____Make friends without too much trouble
_____Make friends with difficulty

What about your husband? How do you think he would rate when it comes to making friends?

_____Makes friends very easily
_____Makes friends without too much trouble
_____Makes friends with difficulty

Has your ability to make friends changed in any way since your marriage?

_____Improved
_____Same
_____Gotten worse

11. What has happened to the friendships you had before you were married?

_____Have made many new friends (6 or more)
_____Have made a few new friends (2-5)
_____Have not changed friends much
_____Have fewer friends now

_____Feel as close to old friends as ever
_____Not as close as before marriage
_____Hardly ever see old friends

12. What qualities do you look for in a friend?

Probes: Interests, shared activities, goals and values, personality, age, marital status, background.

13. What do you usually do when you are together with friends?

_____Play cards
_____Watch TV
_____Go to a movie or ball game
_____Drink
_____Talk

14. What do you usually talk about when you are with _____ or _____?

_____House work
_____Home decoration
_____Frunishings
_____Personal problems
_____Neighbors
_____Children

15. Which friends do you usually see most often and spend the most time with?

_____Your personal friends
_____Your husband's personal friends
_____Friends that you both like well

16. Could you estimate the number of times you see your personal friends a week?

_____
(Number)

17. How many times a week do you and your husband visit friends together? _____
(Number)

18. How long do you usually stay friendly with a person?

In general, how do you feel about the friendships you have had since you were married? Do you feel left out in any way?

* * * * * * * * * * *

Support and structure for problem solving: different problems, different ways of solving them, and different ways of expressing them. Not saying things to follow have happened or will happen, but just suppose they did. (Note ego involvement)

19. How would you feel if your husband did not speak to you for days?

How long could this go on before you would say it was a problem in your marriage?

What would you most likely do, if it were a problem?

Do you think of anything else you might do?

If you could, what would you like to do in this case?

Who would you turn to with this problem?_____
Why?

20. How would you feel if your husband argued with you?

How long could this go on before you would say it was a problem in your marriage?

_____

What would you do about it, if it were a problem?

Do you think of anything else you might do?

If you could, what would you most like to do in this instance?

Who would you want to talk to about this?_____
Why?

What would you consider to be an argument?

21. How would you feel if your husband rarely showed any love for you?

How long could this go on before you would way it was a problem in your marriage?

_____

What would you do if it were a problem?

Do you think of anything else you might do?

If you could, what would you like to do in this situation?

Who would you share this problem with? _____
Why?

What does showing love mean to you? How is it done?

22. How would you feel if your husband hit you?

How many times could this happen before you would say it was a problem in your marriage? _____

What would be the first thing you would do?

Do you think of anything else you might do?

If you could, what would you like to do in this case?

Who would you turn to in this instance? _____
Why?

23. How would you feel if your husband made nasty remarks about your family?

How long could this go on before you would say it was a problem in your marriage?

_____

What would you do about it, if it were a problem?

Do you think of anything else you might do?

If you could, what would you most like to do?

Who would you turn to about this problem? _____
Why?

24. How would you feel if your husband accused you of being with another man?

How many times could this happen before you would say it was a problem in your marriage?_____

What would you most likely do if it were a problem?

Do you think of anything else you might do?

If you could, what would you like to do in this situation?

Who would you share this problem with? _____
Why?

What did you interpret being with another man to mean? (Degree of involvement)

25. If your husband compared you unfavorably with other women, how would you feel?

How long could this go on before you would say it was a problem in your marriage? _____

What would you do about it, if it were a problem?

Do you think of anything else you might do?

If you could, what would you like to do?

Who would you go to about this? _____
Why?

26. How would you feel if your husband spent more time with his family than he did with you?

How long could this go on before you would say it was a problem in your marriage? _____

What would you do if this were a problem?

Do you think of anything else you might do?

If you could, what would you most like to do?

Who would you turn to about this problem? _____
Why?

27. How would you feel if your husband refused to sleep with you?

How long could this go on before you would say it was a problem in your marriage?_____

What would you do if it were a problem?

Do you think of anything else you might do?

If you could, what would you most like to do?

Who would you turn to in this case?_____
Why?

What specifically did you have in mind about the

28. How would you feel if your husband did not pay the bills?

How many times could this happen before you would say it was a problem in your marriage?_____

What would you do about it, if it were a problem?

Do you think of anything else you might do?

If you could, what would you like to do?

Who would you want to talk to about this?_____
Why?

* * * * * * * * * * * * * * * * * * *

Support and structure for motivation: Shift ground to school experiences.

29. Are you going to school now? _____Yes, _____No.
How did (do) you feel about going to school?

What things made up your mind about going to school longer?

Structure: Hard one, think back to your life before you met your husband.

30. Do you remember any specific times in your life, before you met your husband, when you were most determined to get married?

Could you tell me some of the things that happened to you at these times when you thought seriously about getting married?

Do you have any ideas about why these experiences made you think about getting married?

31. Can you think back for a moment now and tell me a little about how your family looked to you during the year before you met your husband?

32. How did you and your husband first meet?

_____At school
_____Home of a friend
_____Home of a relative
_____Where I worked
_____At church
_____"Pick-up"
_____In a neighborhood group
_____At a dance place, skating rink, etc.
_____Other

33. Could you tell me what first attracted you to your husband? What was the first thing you noticed about him?

What did you especially like about him at the time? What did you dislike about him at the time?

34. What first attracted your husband to you? Do you know what he first noticed about you?

What did he especially like about you at the time? What did he dislike about you at the time?

35. Now, can you tell me what your family was like during the time you were going with your husband, before you were married?

Structure for item 36: Probe for rating on ease of talking about sex and attitude toward it.

36. How important would you say sexual attraction was to you and your husband when you first met? (Break down) How important is it now?

When Met			During Acquaintance		
Self	Mate		Self	Mate	
____	____	Very important	____	____	Very important
____	____	Fairly important	____	____	Fairly important
____	____	Not too important	____	____	Not too important
____	____	Not at all important	____	____	Not at all important

N O W		
Self	Mate	
____	____	Very important
____	____	Fairly important
____	____	Not too important
____	____	Not at all important

Probe for circumstances bringing change, if any.

Structure: Overseas duty, invalid parents, pregnancy, tired of waiting to live as man and wife and enjoy sex, etc.

37. Was there any special reason for your getting married when you did?

38. What has been most satisfying about your marriage?

39. What is least satisfying about being married?

40. Do you have any children now? ____Yes, ____No.

If yes, date of birth? _____ Month ____ Day _____ Year

When do you plan to have your first child? _____ Month _____ Year

41. In terms of your experience, what would you say is the biggest problem facing young married couples today?

Do you think of any other important problems?

How would you suggest that they solve these problems?

Thank and summarize accomplishments.
Now that all through -- what do you have to say? How did you feel about the interview? Did you feel that you were well enough prepared for each question? If one of your best friends were thinking of getting married before finishing school what would you want to ask her to be sure in your own mind that it was the thing for her to do? What would you do differently if you were doing a study like this?

I felt -- support. Get card for results.