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The Fort Hays Rating and Dating Complex

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THE FORT HAYS RATING AND DATING COMPLEX

A Thesis
Presented to
the Graduate Faculty of Fort Hays Kansas State College
In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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July 1960

Date

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CHAPTER I

INTRODUCTION TO DATING BEHAVIOR AND MARRIAGE ORIENTATION

In 1929 Willard Waller conducted a study of dating on the campus of Pennsylvania State College. The results of his research, "The Rating and Dating Complex," were presented in the American Sociological Review for October, 1937, and this article has been recognized as a pioneer study in dating.¹ Investigators have found that the term dating and its derivatives are missing from the indexes of marriage and family textbooks published prior to the presentation of Waller's article.² Since that time nearly all leading textbooks in this field make reference to Waller's study in the sections dealing with dating. It would be correct to conclude he was a pioneer in presenting a systematic approach to dating behavior and rating norms.

Later studies gave some indication that upper-classmen tended to become more serious in their dating relationships and attributed the cause to factors such as the student's maturing, the gradual acclimatization to college and emotional

¹Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:37, February, 1956.

²Francis E. Merrill, Courtship and Marriage (New York: Henry Holt and Company, 1959), p. 95.

weaning from parents, and the approach of financial and social independence associated with graduation.³

It was the purpose of the present study to cast some light on the question as to whether or not certain types of dating behavior are related to marriage orientation. This researcher has made the assumption that as college students advance from the freshman to the senior class, they become more marriage oriented in their dating patterns. The figures obtained from the registrar's office for the present study tended to support the above generalization. An examination of the married students enrolled, however, revealed a marked degree of marriage orientation present from the freshman through the senior class. The preceding statement was supported by the proportion of married students at each class level. The researcher, therefore, desired to study the problem of marriage orientation at each of the undergraduate class levels at Fort Hays Kansas State College.

For the purpose of this study, marriage orientation was defined as dating with the possibility of marriage in view. An individual who was not marriage oriented would

³Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:42, February, 1956.

⁴Office of Registrar, Fort Hays Kansas State College, Hays, Kansas, Spring Semester, 1960.

date for the purpose of seeking thrills, sexual exploitation, or merely conforming with the expectations of his peer group.

In determining marriage orientation for the purpose of this research, an individual's conception of his ideal date might give some indication as to the extent to which he was really considering marriage. Those persons who considered only the very superficial qualities in a date partner would generally not be considering marriage too seriously, if at all.

The possession of certain qualities makes some individuals more desirable for dating than others. Even a sex ratio of 100 males to 100 females provides no guarantee against rivalry, jealousy, and competition. Some of the elements of desirability have been recorded as: general attractiveness, money, social prestige, beauty, physical strength, lovemaking ability, thoughtfulness, cheerfulness, general personality make-up, and numerous other traits.⁵ Depending upon the amount of stress placed upon certain of these desirable characteristics, a fairly accurate conclusion could

⁵Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:37-45, February, 1956; Reuben Hill and Howard Becker, Marriage and the Family (Boston: D. C. Heath and Company, 1942), p. 177; Thomas C. McCormick and Boyd E. Macrory, "Group Values in Mate-Selection in a Sample of College Girls," Social Forces, 22:315, March, 1944; Francis E. Merrill, Courtship and Marriage (New York: Henry Holt and Company, 1959), pp. 95-97; and, Willard Waller, "The Rating and Dating Complex," American Sociological Review, 2:731, October, 1937.

be drawn as to whether the person is seeking a potential marriage partner or is simply using dating as a pastime. The investigator poses his question again: Do senior students conduct their dating behavior more seriously in that they are seeking a mate while the freshmen use dating merely as a social activity or entertainment?

CHAPTER II

PREVIOUS RESEARCH IN THE AREA OF DATING

The campus community of a college is a world in itself. It is composed of men and women away from home for the first time and freed from many of the customary controls of family life. The individuals making up this world mingle almost always with members of their own age. Therefore, the college community is insulated to some degree from the outside world, and the undergraduates are thrown upon their own resources for social life.

In the course of social interaction, students develop norms and standards of expectations that define their behavior. In view of their age these individuals are usually strongly interested in dating. The majority of the students are still unmarried, although an increasing number are entering marriage while still attending college. Those individuals are, therefore, still in the exploratory stage of seeking entertainment or ultimately finding a mate. The dating norms and values of the campus world will generally influence the student's behavior relating to his purpose for dating.

The campus world is by no means entirely uniform because wide differences exist due to such factors as

physical location, whether the school is private or public, and the relative influence of various campus organizations. In some schools prestige may revolve around athletic ability; in others, money, cars, and dress may be recognized as more important indicators of prestige. The basis of social stratification among undergraduates differs among institutions of higher learning, and symbols of campus prestige differ accordingly. One may say that dating is a form of social interaction that reflects its social setting.⁶

Generalizations concerning dating behavior on one type campus do not usually apply directly to another. Although a number of studies have been conducted in different institutions, there have not been enough of them to construct any sort of typology of dating; hence, some reservation must be made when applying previous research.

One of the most popular studies regarding campus dating behavior was conducted on the Pennsylvania State College campus by Willard Waller in the late 1920's.⁷ The

⁶Francis E. Merrill, Courtship and Marriage (New York: Henry Holt and Company, 1959), p. 95.

⁷Willard Waller, "The Rating and Dating Complex," American Sociological Review, 2:727-734, October, 1937. (Note): There was not agreement as to the exact year the study was conducted. The date was referred to by "the late twenties" (Blood); the "early thirties" (Merrill); and the "mid-thirties" (Smith).

campus was described as a large, coeducational institution located in a fairly small city. Student prestige was based upon fraternity-sorority membership, athletic success, sexual attractiveness, automobiles, money, and clothes.⁸ The interaction pattern built around these norms and values was called the "rating and dating complex" by Waller. This "complex" provided the basis for grading individuals into a social hierarchy, and he considered success in dating as the basic consideration for rating. Dating was almost exclusively the privilege of fraternity men and the prestige of fraternity was also of major importance in determining position in the "rating and dating complex." The social prestige of women was determined by much the same factors.

Waller devised a social hierarchy in which dating desirability was ranked from "highly desirable" to least desirable. At the top of the hierarchy were the "class A" men and women. In order to have been a "class A" man, the man would have had to belong to one of the better fraternities, be prominent in activities, have had a copious supply of spending money, be well-dressed, have had a good

⁸Francis E. Merrill, Courtship and Marriage (New York: Henry Holt and Company, 1959), p. 95; Willard Waller, "The Rating and Dating Complex," American Sociological Review, 2:731, October, 1937.

"line," be "smooth" in manners and appearance, dance well, and have had access to an automobile.⁹

Important factors for women were to have good clothes, a "smooth" line, the ability to dance well, and have popularity as a date. The most important factor was the last, for the girl's prestige depended upon dating more than anything else. It was the case of "nothing succeeded like success."¹⁰ It was not uncommon for women to give the outward impressions of being much sought after. Waller reported that "a girl who was called to the telephone in the dormitories would often allow herself to be called several times, in order to give all the other girls ample opportunity to hear her paged."¹¹ It was not permissible for top-ranking women to be available for last minute dates, to be seen with the same man too often, to be seen in inexpensive meeting places, and to date any man other than a "class A" man. Thus, if a student desired to "rate" according to Waller, "going steady" was to be avoided. If such behavior were carried on, it had to be done with great secrecy and discretion. Many girls reported to Waller that after about two

⁹Willard Waller, "The Rating and Dating Complex," American Sociological Review, 2:731, October, 1937.

¹⁰Ibid., p. 731.

¹¹Ibid., p. 731.

years of the expected competitive dating behavior, they tired of it and were interested in more permanent associations.¹²

In the "Rating and Dating Complex" Waller points out that the dating complex varies from one school to another. He cited that the students of one particular school had the policy of the older coeds instructing the younger that it was all right to shop around early in the year, but by November they should settle down and date someone steadily.¹³ No specific study was mentioned which revealed these particular results.

The conclusions of Waller's study were examined on two university campuses several years later. In one study, the University of Michigan students were under observation.¹⁴ In another, the Pennsylvania State College students were again the subjects of research.¹⁵

¹²Ibid., p. 731.

¹³Ibid., p. 732.

¹⁴Robert O. Blood, Jr. "A Retest of Waller's Rating Complex," Marriage and Family Living, 17:41-47, February, 1955; Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:37-45, February, 1956.

¹⁵William M. Smith, "Rating and Dating: A Restudy," Marriage and Family Living, 14:312-316, November, 1952.

The Michigan research project, "A Retest of Waller's Rating Complex," conducted by Robert O. Blood, Jr. was published in 1955, and he presented some evidence that Waller's competitive-materialistic rating complex no longer applied to college campuses.¹⁶ Blood described Waller's article as more descriptive than systematic; however, he incorporated the basic elements of Waller's treatise into four generalizations which served as his hypotheses for the retest:

Hypothesis 1: The items listed in Waller's rating complex are, relatively speaking, the most generally supported criteria in the campus norms for dating popularity.

Hypothesis 2: Students are extremely conscious of these social distinctions, i.e., this is a 'scale of campus values' which is generally recognized by the student body.

Hypothesis 3: Students follow these campus norms in their own casual (or nonmarriage oriented) dating behavior. Or, as Waller put it, 'they extend themselves enormously in order that they may rate.'

Hypothesis 4: There is a sharp break between what Waller calls 'dating' and 'courtship' or what is termed in this study casual dating and serious dating, caused by the fact that casual dating is governed by the rating complex whereas serious dating is oriented toward a different set of values.¹⁷

¹⁶Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:37, February, 1956.

¹⁷Robert O. Blood, Jr., "A Retest of Waller's Rating Complex," Marriage and Family Living, 17:42, February, 1955.

Blood circulated a questionnaire with thirty-seven items on the Michigan campus in 1953 attempting to discover what the students considered as most desirable in a good date. Six of the items received unanimous approval from all segments of the student body and these characteristics were: (1). Is pleasant and cheerful; (2). Has a sense of humor; (3). Is a good sport; (4). Is natural; (5). Is considerate; and (6). Is neat in appearance.¹⁸ These six items were chosen as the most important traits for dating selection by both sexes, the Greeks, the independents, and by the underclassmen and the upperclassmen.

The unanimous selection of the six characteristics suggested that college dating norms and dating preferences had become more functional in marriage preparation than had been previously assumed.¹⁹ Personality traits were more important in dating at this time than were many of the standards of the rating and dating era of Waller. It seemed probable that the emphasis given to the personality characteristics indicated that students were seeking in their premarital dating experiences the sort of relationship which would wear well before and after marriage.²⁰ It appeared

¹⁸Robert O. Blood, Jr., "Uniformities and Diversities In Campus Dating Preferences," Marriage and Family Living, 18:37, February, 1956.

¹⁹Ibid., p. 37.

²⁰Ibid., p. 45.

that one set of values for a good date and another set for a good mate had slowly evolved into a single standard. A good human being with the desirable personality characteristics made not only a good date but also a good mate.²¹

In Blood's research he noted that students were aware of the norms set forth by Waller; however, the students felt that Waller's complex might be applied in a general way in campus dating but they did not apply in their particular cases. He indicated this by stating "lip service is paid to certain norms on the Michigan campus which are then not followed. Women students say that certain male characteristics (such as car ownership, fraternity membership, and prominence in activities) are relatively important to other women on the campus, but they don't matter to us."²²

Another re-examination of Waller's study was conducted at the scene of Waller's original research; however, the retest was some fifteen years later. William M. Smith conducted the second study on the Pennsylvania State College campus and he called it "Rating and Dating: A Restudy."²³

²¹Ibid., p. 37.

²²Ibid., p. 38.

²³Francis E. Merrill, Courtship and Marriage (New York: Henry Holt and Company, 1959), p. 96; William M. Smith, "Rating and Dating: A Restudy," Marriage and Family Living, 14:312, November, 1952.

Smith had a sample of 602 students express their agreement or disagreement relative to twenty-eight characteristics mentioned by Waller in his earlier study.²⁴ Smith noted that in his sample changes in the composition of the student body had occurred since the pioneer study of Waller. In the spring term of 1950, forty-four per cent of the campus population was made up of veterans. About half of the men had lived in fraternities during Waller's study, but Smith found only twenty-six per cent of the men to be fraternity members and not all of them lived in their fraternity houses. In 1950 almost all of the women students lived in the dormitories on campus. The sororities had separate suites in the dormitories for meetings but not for social affairs involving men.²⁵

Smith discovered that over 90 per cent of the girls in his study felt that in order for a man to be popular it was not necessary that he be sexually experienced, be on the football team, or invite an "import" for special occasions on the campus. The men were in general agreement with the women in their concept of a popular man. A frequent response to Waller's list of characteristics was "these are not essential to popularity on the campus and do not insure

²⁴William M. Smith, "Rating and Dating: A Restudy," Marriage and Family Living, 14:312, November, 1952.

²⁵Ibid., p. 312.

popularity, but they would be helpful if the person had the right personality."²⁶ The students repeatedly made the point that personality factors were important in dating. On the schedules they added such items as: being polite and considerate, being pleasant, being cheerful and friendly, and having a sense of humor--all of which were not represented on Waller's scale of a good date.²⁷

During the lapse of time between the two studies the importance of fraternities and sororities had declined. Social activities had been taken over by the dormitories and public recreational facilities. There appeared to be less exploitation in the dating relationship, and both men and women seemed less concerned about the competition for dates. The change in competitiveness might have been affected by the change in the sex ratio. The sex ratio of the college in the 1920's was six males to each female; in 1950, there were only slightly more than three men for each woman.²⁸ Whatever brought about the change in the campus dating norm from Waller's time to 1950 was not firmly established, but there was a change. At the time of Smith's research the

²⁶Ibid., p. 314.

²⁷Ibid., p. 316.

²⁸Ibid., p. 312.

students at Pennsylvania State College regarded dating as all forms of paired associations between the sexes and they definitely included courtship and engagement with the term.²⁹

The articles discussed above by Waller, Blood, and Smith represented the major research in the area of rating and dating. A number of minor research works, analytical essays, and textbook commentaries on dating behavior were, however, worthy of note. The material of John Cuber,³⁰ Reuben Hill and Howard Becker,³¹ Thomas McCormick and Boyd

²⁹Ibid., p. 317.

³⁰John Cuber, "Changing Courtship and Marriage Customs," Annals of the American Academy of Political and Social Science, 229:30-38, September, 1943.

Cuber noted that in order to be realistic, one must study formal courtship and pre-courtship as one continuous process. He gave the following reasons for dating; it was enjoyed as an end in itself; one received status among associates; and it was a practical means for finding a life mate. p. 32.

³¹Reuben Hill and Howard Becker, Marriage and the Family (Boston: D. C. Heath and Company, 1942), p. 177.

The authors cited a study conducted among a number of college girls who were asked to describe their ideal man. Results of the survey showed health, honesty, intelligence, ambition, and a good disposition to be the most desirable characteristics.

Macrory,³² Robert Winch,³³ Meyer F. Nimkoff and Arthur Wood,³⁴ and Ernest W. Burgess and Harvey J. Locke offered some information regarding the practices of dating.³⁵ They presented findings influenced by various dating norms and values across the United States. The results from the research and data gathered on the Fort Hays Kansas State College campus was another contribution in reporting prestige symbols and social expectations. Some measure of marriage orientation was designed along with the measurement of dating behavior in the present study.

³²Thomas C. McCormick and Boyd E. Macrory, "Group Values in Mate-Selection in a Sample of College Girls," Social Forces, 22:315-317, March, 1944.

A study was conducted in 1941 at the University of Wisconsin in regard to women rating various desirable traits in a husband. The most important traits revealed were good character and intelligence. The qualities chosen indicated the girls preferred traits which were associated with personal dependability and with success in society. p. 315.

³³Robert F. Winch, Mate-Selection: A Study of Complementary Needs (New York: Harper and Brothers, 1958); Robert F. Winch, "The Theory of Complementary Needs in Mate-Selection: Final Results on the Test of the General Hypothesis," American Sociological Review, 20:552-555, October, 1955; Robert F. Winch, "The Relationship Between Courtship Behavior and Attitudes Toward Parents Among College Men," American Sociological Review, 8:164-175, April, 1943.

The author advanced the hypothesis that falling in love was based in large measure upon various complementary emotional needs of the prospective mates. Each individual sought within his or her own field of eligibles a person who gave the greatest promise of providing maximum need gratifications.

Also, he presented a study which indicated that an individual's attitude and attachment to his parents had some inhibiting factors in dating relationships. p. 174.

³⁴Meyer F. Nimkoff and Arthur L. Wood, "Courtship and Personality," American Journal of Sociology, 53:269, January, 1948.

The authors gathered information from five hundred students at an eastern coeducational college regarding their courtship behavior. They were interested in various phases of emotional maladjustment caused by such factors as dating against the wishes of the parents, and going steady at an early age. It was their conclusion that a student's personality types influenced dating and courtship behavior.

³⁵Ernest W. Burgess and Harvey J. Locke, The Family (New York: American Book Company, 1940), p. 382.

Burgess and Locke described dating as the opportunity for an individual to rate members of his own age and make personal selections. In general, the authors summarized dating as a gradual, almost unconscious, development from the customs of courtship whereby the young people obtained the training and experience needed for sensible selection of a mate.

CHAPTER III

THE FORT HAYS KANSAS STATE COLLEGE DATING COMPLEX

For the past twenty-five years a number of studies have been concerned with the dating system conceptualized in essentially the same terms which Waller set forth in his article, "The Rating and Dating Complex."³⁶ He developed the notion that dating was a dalliance relationship and not true courtship activity.

Other writers have questioned some of Waller's opinions about the dating complex, especially his emphasis on dating not being marriage oriented and the dangers of exploitation in dating behavior.³⁷ This researcher desired

³⁶Willard Waller, "The Rating and Dating Complex," American Sociological Review, 2:731, October, 1937.

³⁷Robert O. Blood, Jr., "A Retest of Waller's Rating Complex," Marriage and Family Living, 17:41-47, February, 1955; Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:37-45, February, 1956; Ernest W. Burgess and Paul Wallin, Engagement and Marriage (Chicago: Lippincott, 1953), pp. 126-143; Robert D. Herman, "The 'Going Steady' Complex: A Re-Examination," Marriage and Family Living, 17:36-40, February, 1955; Samuel H. Lowrie, "Dating Theories and Student Responses," American Sociological Review, 16:334-340, June, 1951; and, William M. Smith, "Rating and Dating: A Restudy," Marriage and Family Living, 14:312-316, November, 1952.

to investigate the above two aspects of dating with regard to the students at Fort Hays Kansas State College. As the undergraduate classes on the campus progressed from the freshman year to the senior class, the proportion of married students in each class increased.³⁸ Because married students were present in all four of the undergraduate levels, the first hypothesis for this study was made: "Marriage orientation is present in all undergraduate levels." A second hypothesis was: "Marriage orientation increases as the student passes from the freshman to the senior class."

A difference in the number of males and females married was also noted by the investigator. Therefore, a third hypothesis was: "A difference of marriage orientation exists between males and females."

Finally, the fourth assumption was drawn to examine the prestige of dating fraternity-sorority members and to note if their marriage orientation differed from the independents. The fourth assumption was: "Fraternity-sorority members and independents differ in their orientation toward marriage."

The sample for the research was limited to single, undergraduate students regularly enrolled during the spring semester of 1959-60. Random samples of 80 males and 80 females were drawn. These two classifications were further

³⁸Table I, p.44.

equally divided into class levels and fraternity-sorority members and independents. Each of the individuals was mailed a questionnaire accompanied with a letter of introduction and purpose for the study. Also included in the letter was the information that the individual might be contacted at a later date for an interview.

The interview was a check on consistency in answering the items, and also to locate any misinterpretations of the items by the examinee. Therefore, only the persons who returned the questionnaires were of value for the interview. The names of the respondents were known only to the researcher through a code system incorporated in the sending of the questionnaires. It was by this means that he contacted the sample to be interviewed.

The questionnaire consisted of fifteen items designed especially for this study. The items were constructed in an attempt to measure either seriousness (dating with the possibility of marriage in view) or casualness (dating to be dating) in the student's dating behavior.³⁹ Each item could be answered by selecting one of four possible descriptions: (1) Strongly agree, very few exceptions, couldn't be more true in your case; (2) Mildly agree, you go along with the idea most of the way, positive in nature; (3) Mildly disagree, you don't quite go along with the idea, negative in nature;

³⁹Table II, p.45.

and (4) Strongly disagree, very few exceptions, this is almost completely false in your case.⁴⁰ Thus, by the use of the above legend, serious dating practices (marriage oriented) or casual dating practices (nonmarriage oriented) were indicated for each item on the questionnaire. Each of the above possible answers was assigned a numerical value. Of the possible responses, the ones with the higher values indicated marriage orientation on each item. By totaling the responses to each item an orientation score could be obtained for an individual. A scale of orientation was established and a high total score on the questionnaire indicated that the individual was seriously interested in marriage. For a check on the questionnaire's marriage orientation scale, the researcher immediately examined on the returned data the scores of the persons indicating "engaged to be married." Since engaged persons would be the most marriage oriented, their scores should have been relatively high. The questionnaire's scoring technique for indicating positive marriage orientation was valid in relation to the engaged individual's responses.

The questionnaire return from the female and male samples were 64 per cent and 63 per cent respectively.

⁴⁰The Rating and Dating Complex on Fort Hays Campus Questionnaire legend, Fort Hays Kansas State College, Spring, 1960.

Those individuals who did not respond possibly felt they did not wish to sacrifice the time filling out the questionnaire or be subjected to an interview.

The responses from the questionnaires returned were tabulated and placed in tabular form.⁴¹ An analysis of each item was then possible in regard to those in favor and those opposed, both males and females, and how each undergraduate class accepted or rejected the item. Such a procedure was used to test hypothesis 1: Marriage orientation is present in all four undergraduate levels. Item (1) in the questionnaire stated "I consider my dating practices as a step toward the selection of a marital partner." In response to the item, only 9 individuals out of the total 101 respondents indicated negative answers of which 3 persons were strongly opposed. On the marriage oriented side, 45 respondents were in strong agreement with the item. According to class levels, 26 of the 28 freshmen, 18 of the 21 sophomores, 22 of the 23 juniors, and 26 of the 29 seniors indicated marriage orientation scores on item (1). For item (3), "Dating is an exploratory venture for me to find my marriage partner," only 23 of the total 101 individuals indicated negative answers; 12 people were strongly opposed. Of the responses showing marriage

⁴¹Table III, p. 46; Table IV, p. 47; Table V, p. 48; and Table VI, p. 49.

orientation, 33 individuals indicated strong orientation for the particular item. When the responses were broken down into class levels, 20 of the 28 freshmen, 17 of the 21 sophomores, 18 of the 23 juniors, and 23 of the 29 seniors indicated marriage orientation. Item (11), "As a college student, I would not consider marriage," also indicated some marriage orientation at all levels. In order to show marriage orientation on this item, the respondent had to indicate some degree of disagreement. Of the total 101 responses, 61 individuals indicated disagreement with the item. By class levels, 18 of the 28 freshmen, 6 of the 21 sophomores, 15 of the 23 juniors, and 21 of the 29 seniors indicated marriage orientation. Therefore, the first assumption of this study was supported in that there were indications of marriage orientation in all class levels.

Other total responses in support of the above items were in items: (4), (6), (8), (9), and (10). For item (4), "In selecting a date, the characteristics which I seek do not differ from those I seek in a marital partner," 79 individuals of the total 101 respondents indicated positive marriage orientation; of the 22 individuals indicating nonmarriage orientation, only 7 were strongly opposed.

Item (6) on the questionnaire stated "Many persons on this campus have the qualities which would appeal to me

in a marital partner, and I would like to have the opportunity to know them better." Of the 101 responses, there were 56 individuals in agreement (marriage oriented) and 45 in opposition to the item. Of the nonoriented group, 24 strongly disagreed. The researcher noted that the individuals with a high total score on the questionnaire, the engaged persons in particular, received a nonmarriage orientation score on this item. The interview revealed that the engaged persons were responding to the item in the light that they were no longer looking for a potential marriage partner. That fact possibly accounted for approximately 11 of the 24 individuals responding with strongly disagree.

Item (8), "I date largely because my friends expect me to date," yielded the following results. Only 9 respondents of the total 101 indicated agreement (nonmarriage orientation) and 92 indicated marriage orientation on this particular item. Of the 92 positively oriented, 70 were strongly oriented.

On item (9), "It is best for me, being a Protestant, to date another Protestant; or, being a Catholic, to date only another Catholic," was another item indicating a higher total of marriage orientation than had been expected. A total of 83 persons of the 101 responded in agreement with

the item, and only 18 were in disagreement (nonmarriage oriented). The source of influence for this result was not established by this research.

Also of considerable interest was the response to item (10). "Material goods such as a car, wardrobe, and money are of utmost importance to me in selecting my date" showed 11 individuals to be in agreement (nonmarriage oriented). There were 90 individuals in the sample of 101 who played down the importance of material goods; however, 33 of these individuals only mildly disagreed. In the interview some of the individuals mentioned the convenience of the automobile for dating purposes, but the importance of the automobile alone could not be determined from the item.

The remaining items in the questionnaire were used as checks for consistency in the answering of the above items.⁴² They were tabulated, however, and used in determining an individual's total orientation score.

In testing the remaining three hypotheses the total orientation scores of each questionnaire were used. This method was done in order that analysis of variance designs might be applied to the data.⁴³

⁴²Table II, p. 44.

⁴³A statistical design for a valid quantitative estimate of the precision of the estimated effect. The researcher was interested in the individual's overall marriage orientation or nonorientation.

When all males were compared with all females the orientation scores varied more widely for the males in the sample. This appeared to be the result of some of the male scores being lower than those of the female scores. When the statistical significance of this difference in variability was checked, an F-ratio of 1.60 at 50 degrees of freedom showed a significant difference between the variances of the two groups.⁴⁴

Three separate analyses of simple-randomized designs were then applied to the data to determine any significant differences in the degree of marriage orientation between the variables male and female, Greeks and independents, and finally, the four undergraduate class levels.⁴⁵

In using the simple-randomized design, the means for the male and female variables were 28.06 and 31.08 respectively. The researcher found the male and female variables to have a between variance F-ratio of 6.506 which was significant at better than the .05 level. For the overall sample, the women tended to have a higher average score on the questionnaire which indicated a higher degree of marriage

⁴⁴Statistical significance at the .05 level. Table VII., p. 50.

⁴⁵E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education (Boston: Houghton Mifflin Company, 1956), p. 7.

orientation for them. The hypothesis that "A difference of marriage orientation exists between males and females" was supported statistically by this design.

SOURCE	MEAN SQUARE	d.f.	F
Between Sex	230.029	1	6.506*
Within Groups	35.359	99	1
Total	37.305	100	

*Significant beyond the .05 level.

FIGURE 1

SUMMARY OF THE ANALYSIS OF VARIANCE

The variable, Greeks and independents, were then tested. In using the simple-randomized design, the researcher found no statistically significant difference between the two variables. The means of the Greeks and independents were 29.10 and 30.20 respectively.

SOURCE	MEAN SQUARE	d.f.	F
Between Greeks and Independents	29.985	1	.803
Within Groups	37.379	99	1
Total	37.305	100	

FIGURE 2

SUMMARY OF THE ANALYSIS OF VARIANCE

In this study the Greeks and independents were found to be approximately equal in marriage orientation. The hypothesis, "Fraternity-sorority members and independents differ in their orientation toward marriage," was not supported.

The final computation with the simple-randomized design was made to determine any difference in marriage orientation between the undergraduate class levels. The between classes variance showed an F-ratio of 2.74 which was significant beyond the .05 level. An examination of the means for the freshman, sophomore, junior, and senior class showed 29.92, 26.23, 30.26, and 31.13 respectively.

SOURCE	MEAN SQUARE	d.f.	F
Between Classes	106.328	3	2.74*
Within Groups	35.171	97	1
Total	37.305	100	

*Significant beyond the .05 level.

FIGURE 3

SUMMARY OF THE ANALYSIS OF VARIANCE

This design indicated a significant difference between the classes in regard to marriage orientation; however, the hypothesis "Marriage orientation increases as the student passes from the freshman to the senior class" was not supported.

A treatments x levels design was employed to determine whether there was a significant interaction between sex and class levels.⁴⁶ An equal number of each sex and each class were randomly selected for the computation with the loss of only 21 cases from the total of 101 cases. With this statistically more sophisticated design, the sexes again showed a significant difference in marriage orientation. An F-ratio of 7.10 was found to be significant beyond the .01 level of confidence.

The between classes variation in using this design did not show a significant difference in orientation. The F-ratio 2.12 was short of the 2.74 needed to indicate statistical difference at the .05 level.

SOURCE	MEAN SQUARE	d.f.	F
Between Sexes	221.112	1	7.105**
Between Classes	66.212	3	2.128
Interaction Sex X Class	26.746	3	.859
Within Groups	31.121	72	1
Total	34.692	79	

**Significant beyond the .01 level.

FIGURE 4

SUMMARY OF THE ANALYSIS OF VARIANCE

⁴⁶Ibid., pp. 7-8.

The means for the freshman, sophomore, junior, and senior class were 29.85, 26.35, 29.80, and 30.25 respectively.⁴⁷ Again, the hypothesis that marriage orientation increased with class progression was not supported.

There was no significant interaction of class level and sex in regard to marriage orientation. The above two variables were not acting together to affect marriage orientation scores.

In summary, the first hypothesis of the study, "Marriage orientation is present in all undergraduate levels," was supported. All class levels indicated that there were traits other than material goods, fraternity-sorority membership, physical attractiveness, and sexual prowess that were of importance to them in selecting a date partner. They desired more lasting qualities which would also be suitable for a marital partner.

The second hypothesis, "Marriage orientation increases as the student passes from the freshman to the senior class," was not supported in this research. The marriage orientation level of the sophomore class dropped below the freshman level. The slump in orientation for the sophomores might have been partially due to chance sampling errors.

⁴⁷The number making up the sample was changed, and in the statistical computation, the degrees of freedom were lowered.

However, there might be some indication that the sophomore year on the campus in question is one of "disenchantment" in regard to dating with marriage in view. These students might have just become adjusted to college and felt, with graduation so far away, that they would just play the field in dating and not consider marriage seriously. More research in relation to the sophomore class's nonmarriage oriented dating behavior would be necessary to draw definite conclusions.

The third hypothesis, "A difference of marriage orientation exists between males and females," was supported. The females indicated more marriage orientation in their dating behavior than males. This possibly might be explained by the differing value systems associated with the masculine and feminine sub-cultures in contemporary American society. Family life is stressed in the culture and this is possibly of more concern to the women than to the men.

The fourth and final hypothesis, "Fraternity-sorority members and independents differ in their orientation toward marriage," was not supported. The two groups were found to be approximately equal in marriage orientation. Being a Greek member neither enhanced nor lessened the possibility of being desirable as a date or a marriage partner.

The researcher concluded that the dating norms and values on campus were in accordance with those which Blood found on the University of Michigan campus. Blood concluded that the students in his study sought in their premarital dating experiences the sort of relationship which were well before and after marriage.⁴⁸

⁴⁸Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:45, February, 1956.

CHAPTER IV

A SUMMARY OF THE DATING COMPLEX AND MARRIAGE ORIENTATION

Much emphasis in previous research has been placed on what qualities were the most desirable in a date partner. The preferred characteristics rated by the students generally indicated the purpose which their dating behavior fulfilled. Willard Waller set forth in his article, "The Rating and Dating Complex," that dating was merely an exploitative and thrill-seeking experience. The qualities needed to rate as a good date involved such factors as the following: money, expensive clothes, fraternity-sorority membership, physical attractiveness, and popularity as a date.⁴⁹

Later studies of dating by Robert O. Blood, Jr. and William M. Smith found that the importance of the characteristics for a good date set forth by Waller had changed.⁵⁰ In their respective studies, Blood and Smith found the dating

⁴⁹Willard Waller, "The Rating and Dating Complex," American Sociological Review, 2:731, October, 1937.

⁵⁰Robert O. Blood, Jr., "A Retest of Waller's Rating Complex," Marriage and Family Living, 17:41, February, 1955; Robert O. Blood, Jr., "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18:45, February, 1956; William M. Smith, "Rating and Dating: A Restudy," Marriage and Family Living, 14:312-316, November, 1952.

relationship becoming more serious and functioning more as preparation for the selection of a marital partner. The competitive-materialistic aspect of dating had almost disappeared. Some of the changes in the aspect of dating behavior were attributed to the changes in recreational facilities, the increased prestige of informal group organizations, and the change in the economic structure.

Smith, in particular, was able to make some comparisons of campus environment since Waller's study had been on the same campus. The composition of the student body had changed since the pioneer study by Waller. The sex ratio had dropped from 6 males to each female to 3 males to each female.⁵¹ Another factor discussed in Smith's study was the presence of male veterans on campus. The fact that these factors were present probably influenced the campus norms for dating.

The dating norms of a student body are generally developed through the social interaction of the students themselves. Factors influencing the student's behavior are the physical location of the institution, whether the school is private or public, and possibly the school administration's policies. It is difficult, therefore, to take the norms of one institution and apply them directly to another

⁵¹William M. Smith, "Rating and Dating: A Restudy," Marriage and Family Living, 14:312, 1952.

as a "this is what you should expect" standard. This problem has been especially true in the area of dating norms. Each campus has remained somewhat as a world in itself.

The setting for the present study was a college in a rural area with an undergraduate enrollment of approximately 2,500 students in the spring of 1960. Because of the smaller number of students, a tradition of informality and friendliness has been maintained. It was in this social climate that the researcher found the following dating behavior patterns: (1) marriage orientation was indicated at all undergraduate class levels; (2) the females were more marriage oriented than males; (3) the fraternity-sorority members did not differ from the independents in dating with marriage in view; and (4) no one undergraduate class level was any more oriented toward marriage than the others.⁵² The finding of no difference between classes in marriage orientation would be interesting to retest to determine if it is a general situation or only applicable to this particular campus.

Also, because the freshman class level indicated some degree of marriage orientation, it would be of interest to determine at what school level students first become oriented

⁵²No statistically significant difference was shown in using the more elaborate treatments x levels design.

toward marriage in their dating relationships? Since an increasing number of high school graduates are entering college, the college administrations may be perplexed with innumerable problems of changing their curriculum to meet the demands of married students. An increasing number of married college students will also affect future planning of college officials in housing their student body.

Other questions worthy of note in the area of dating might be as follows: (1) Is there a relationship between the frequency of dating and marriage orientation? (2) Is there a significant difference in marriage orientation between students with an urban background and those with a rural background? (3) Is there some form of personality maladjustment present in those students who date exclusively for exploitative purposes? These are but a few of the unanswered questions to be examined in the area of dating and courtship.

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THE HATING AND HATEFUL BELIEFS BY ERIC H. F. SMITH

Instructions: Place an (X) in the appropriate space.

Classification: Fr. Grad. Jr. Sr. Other

Sex: Male Female Age (Last Birthday)

Marital Status: Single Married Widowed

Residence: Fraternity Sorority Not Campus

Executive None

Home Address: _____

Live in Town: _____ Live in the Country: _____

College Major: _____

College Minor: _____

Fraternity or Sorority Member: Yes No

If male, veteran: Yes No

MULTIPLE CHOICE: Place the appropriate letter in the space to the left.

____ 1. How many dates have you had since the beginning of the school year 1968-1969?
 (a) 0 (b) 1-3 (c) 4-6 (d) 10-15 (e) 16-20 (f) 25 plus

____ 2. How many dates have you had during the past month?
 (a) 0 (b) 1 (c) 2-3 (d) 4-10 (e) 11-15 (f) 16 plus

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TABLE I

FORT HAYS KANSAS STATE COLLEGE UNDERGRADUATE
CLASS ENROLLMENT FOR THE SPRING OF 1959-60

CLASS	MALES	(S)*	(M)**	FEMALES	(S)*	(M)**	TOTAL PER CENT MARRIED
FRESHMAN	459	407	52	314	267	47	13
SOPHOMORE	338	265	73	169	126	43	23
JUNIOR	303	190	113	243	109	134	45
SENIOR	334	144	190	264	87	177	61

(S)* : Single Students

(M)** : Married Students

TABLE II

"THE RATING AND DATING COMPLEX ON FORT HAYS CAMPUS"
MARRIAGE ORIENTATION QUESTIONNAIRE AND SCORING TECHNIQUE

3	2	1	0		
SA	MA	MD	SD	1.	I consider my dating practices as a step toward the selection of a marital partner.
0	1	2	3		
SA	MA	MD	SD	2.	I date largely for entertainment, as at the present time I am not seeking a marital partner.
3	2	1	0		
SA	MA	MD	SD	3.	Dating is an exploratory venture for me to find my marriage partner.
3	2	1	0		
SA	MA	MD	SD	4.	In selecting a date, the characteristics which I seek do not differ from those I seek in a marital partner.
0	1	2	3		
SA	MA	MD	SD	5.	I like to date persons who are physically attractive even though they may have very few other qualities which appeal to me.
3	2	1	0		
SA	MA	MD	SD	6.	Many persons on this campus have the qualities which would appeal to me in a marital partner, and I would like to have the opportunity to know them better.
0	1	2	3		
SA	MA	MD	SD	7.	I would date a person whom I know does not have any of the qualities I would seek in a marital partner.
0	1	2	3		
SA	MA	MD	SD	8.	I date largely because my friends expect me to date.
3	2	1	0		
SA	MA	MD	SD	9.	It is best for me, being a Protestant, to date another Protestant; or, being a Catholic, to date only another Catholic.
0	1	2	3		
SA	MA	MD	SD	10.	Material goods such as a car, wardrobe, and money are of utmost importance to me in selecting my date.

TABLE II (continued)

0	1	2	3		
SA	MA	MD	SD	11.	As a college student, I would not consider marriage.
0	1	2	3		
SA	MA	MD	SD	12.	I avoid dating a person who is interested in marriage, as this is not my purpose in dating at the present time.
3	2	1	0		
SA	MA	MD	SD	13.	I would be willing to marry at the present time if I were given the opportunity.
0	1	2	3		
SA	MA	MD	SD	14.	I believe that sexual exploitation is as good a reason for me to date as any other.
0	1	2	3		
SA	MA	MD	SD	15.	I would be willing to date someone I do not know because it would afford me the opportunity of entertainment and relaxation.

The high score (3 or 2) indicated marriage orientation on the item.

The low score (1 or 0) indicated nonmarriage orientation for the item.

The total orientation for the individual was indicated by totalling the responses (1 through 15).

TABLE III
FRESHMEN RESPONSES TO MARRIAGE ORIENTATION QUESTIONNAIRE

QUESTION	MALE				FEMALE			
	SA	MA	MD	SD	SA	MA	MD	SD
1.	6	5	0	1	11	4	1	0
2.*	2	2	5	3	2	6	4	4
3.	3	6	1	2	9	2	3	2
4.	3	6	2	1	7	6	2	1
5.*	0	4	7	1	0	2	6	8
6.	3	4	4	1	4	2	5	5
7.*	0	4	3	5	1	5	3	7
8.*	1	0	4	7	0	1	1	14
9.	6	3	0	3	10	2	1	3
10.*	0	1	4	7	1	1	3	11
11.*	4	1	2	5	3	2	3	8
12.*	1	7	2	2	1	5	5	5
13.	0	2	1	9	4	4	6	2
14.*	1	4	3	4	0	0	5	11
15.*	0	6	3	3	0	5	5	6

*Indicated a "disagreement" answer needed to show marriage orientation.

The responses are cumulative in the chart and it is read as follows: Six freshmen males strongly agree with item (1); five mildly agree with item (1); no male freshman mildly disagreed with item (1); and, one freshman male strongly disagreed with item (1). This also indicated that twelve freshmen males responded to item (1).

TABLE IV
 SOPHOMORE RESPONSES TO MARRIAGE ORIENTATION QUESTIONNAIRE

QUESTION	MALE				FEMALE			
	SA	MA	MD	SD	SA	MA	MD	SD
1.	2	6	3	0	6	4	0	0
2.*	5	3	3	0	3	4	2	1
3.	0	8	1	2	2	7	0	1
4.	0	7	4	0	4	5	1	0
5.*	1	3	7	0	0	2	3	5
6.	2	5	3	1	3	3	2	2
7.*	3	3	4	1	0	2	5	3
8.*	0	0	2	0	0	3	2	5
9.	4	5	0	2	5	5	0	0
10.*	0	0	5	6	1	1	4	4
11.*	3	5	2	1	1	5	2	2
12.*	1	4	4	2	3	2	4	1
13.	1	1	2	7	1	1	4	4
14.*	3	3	3	2	0	1	1	8
15.*	3	7	1	0	1	3	3	3

*Indicated a "disagreement" answer needed to show marriage orientation.

TABLE V
 JUNIOR RESPONSES TO MARRIAGE ORIENTATION QUESTIONNAIRE

QUESTION	MALE				FEMALE			
	SA	MA	MD	SD	SA	MA	MD	SD
1.	7	4	1	0	4	7	0	0
2.*	3	3	4	2	1	5	2	3
3.	4	5	2	1	5	4	2	0
4.	4	4	3	1	8	2	1	0
5.*	1	5	2	4	0	0	8	3
6.	5	4	1	2	0	6	1	4
7.*	1	3	2	6	1	2	4	4
8.*	0	1	1	10	0	1	4	6
9.	4	2	3	3	9	2	0	0
10.*	0	0	7	5	0	2	4	5
11.*	1	3	4	4	1	3	4	3
12.*	0	4	5	3	1	3	4	3
13.	2	4	4	2	2	3	4	2
14.*	2	4	3	3	0	0	2	9
15.*	2	4	4	2	1	1	6	3

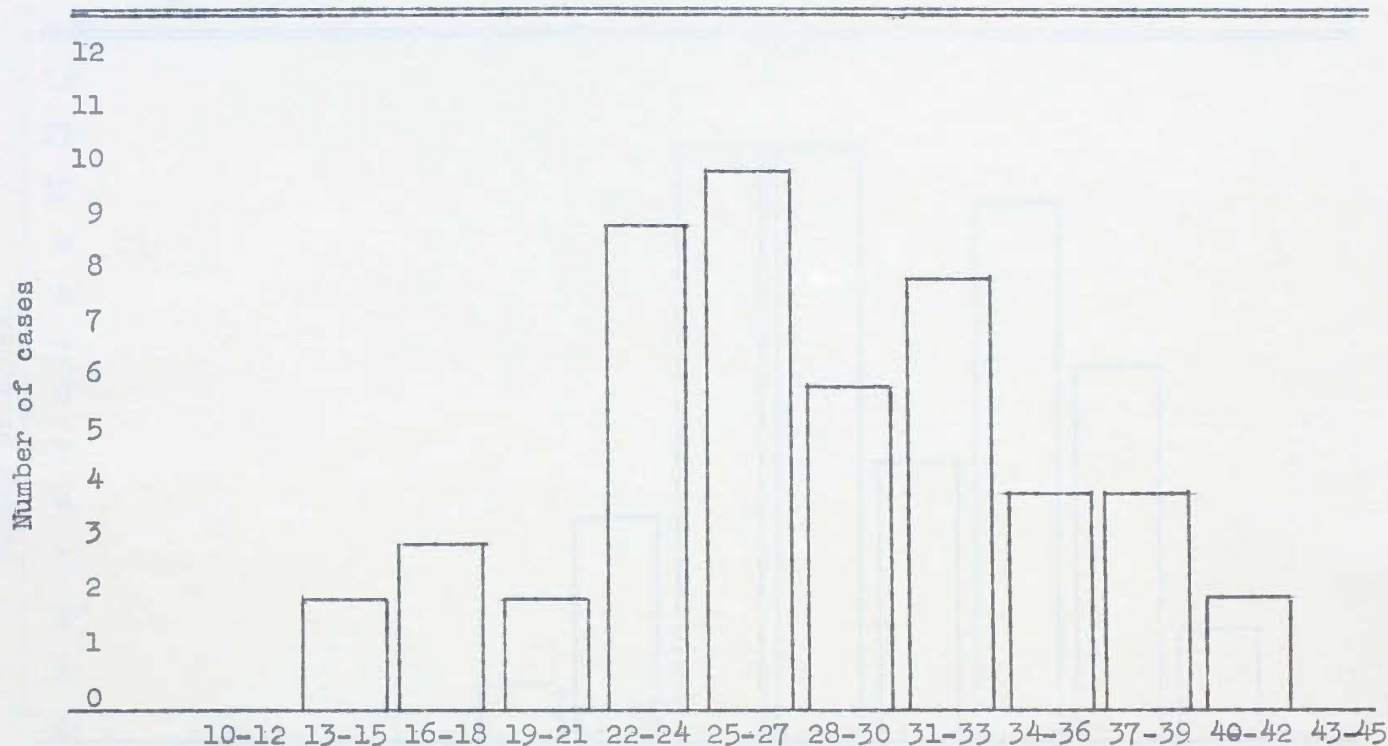
*Indicated a "disagreement" answer needed to show marriage orientation.

TABLE VI
SENIOR RESPONSES TO MARRIAGE ORIENTATION QUESTIONNAIRE

QUESTION	MALE				FEMALE			
	SA	MA	MD	SD	SA	MA	MD	SD
1.	6	7	0	2	4	9	1	0
2.*	2	3	4	6	3	5	4	2
3.	6	6	1	2	4	7	1	2
4.	8	3	1	3	3	9	1	1
5.*	1	0	10	4	0	3	7	4
6.	3	6	1	5	2	4	4	4
7.*	0	7	2	6	0	4	3	7
8.*	0	1	3	11	0	1	5	8
9.	9	4	2	0	11	2	0	1
10.*	0	3	2	10	0	1	4	9
11.*	2	4	2	7	1	1	6	6
12.*	3	3	2	7	1	5	5	3
13.	7	4	2	2	4	3	3	4
14.*	0	1	6	8	0	0	2	12
15.*	2	9	1	3	0	5	4	5

*Indicated a "disagreement" answer needed to show marriage orientation.

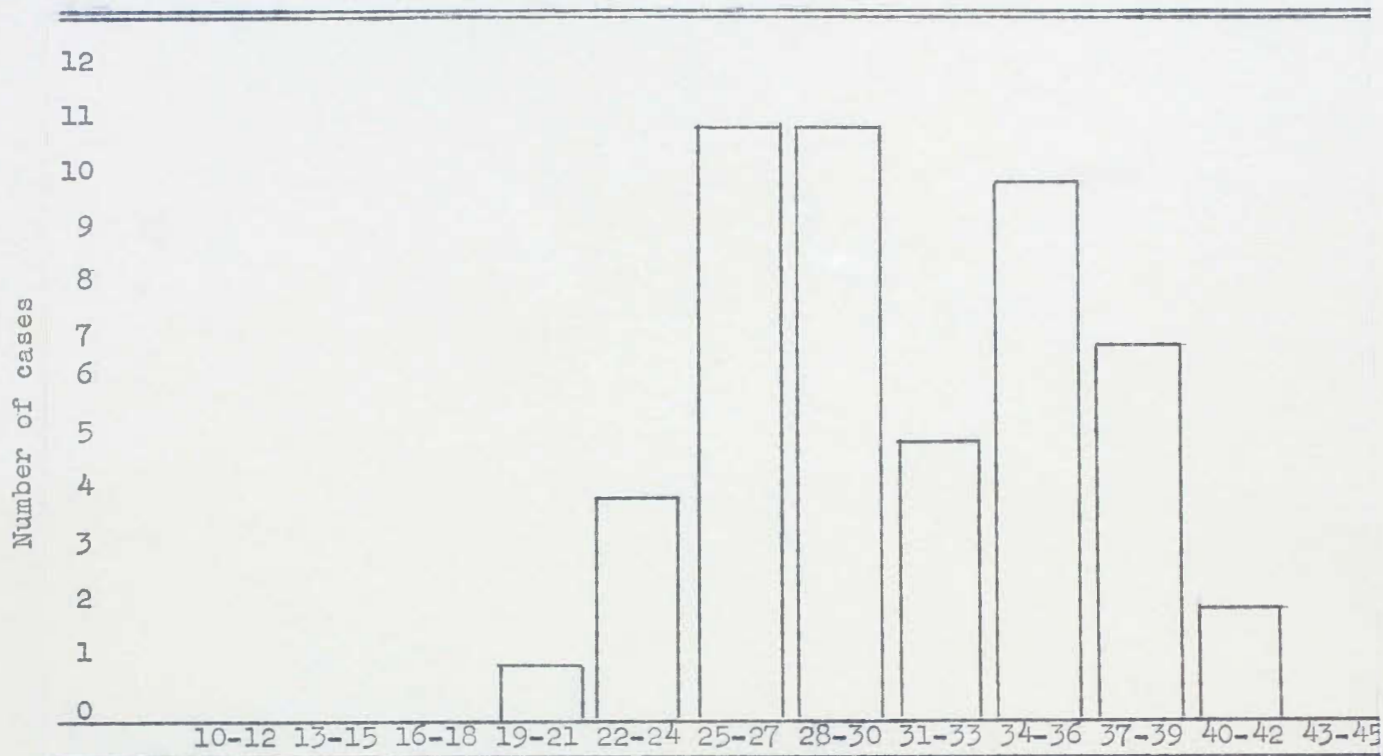
TABLE VII
ORIENTATION SCORES FOR MALES



Test score on Orientation Questionnaire (101 subjects). High score indicates stronger marriage orientation.

Males = $\bar{x} = 28.246$, $n = 50$.

TABLE VIII
ORIENTATION SCORES FOR FEMALES



Test score on Orientation Questionnaire (101 subjects). High score indicates stronger marriage orientation.

Females = \bar{x} = 31.083, n = 51