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An Investigation Into the Relationship between Identity and Intimacy in Young Married Adults

Rock Edward Doddridge
Loyola University Chicago

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AN INVESTIGATION INTO THE

RELATIONSHIP BETWEEN IDENTITY

AND INTIMACY IN YOUNG

MARRIED ADULTS

by

Rock Edward Doddridge

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at each point, allowed me to proceed.

DEDICATION

To my wife, Suzanne,

my partner in love and will,

whose commitment to her best and my best

infuses each shared day of life with

values of wonder and truth and delight,

and to my parents, Rodney and Sandy

Doddridge, who caused me to

thirst for fullness of life.

VITA

The author, Rock Edward Doddridge, was born on April 16, 1949 in New York City, New York, the son of Rodney and Sandy Doddridge. He is married to Suzanne Edwards Doddridge, and is the happy father of Jonathan, Ryan, and Lindsley.

His elementary education was obtained at Sunset and Palmetto Elementaries in Miami, Florida. Secondary education was obtained at Palmetto Junior and Senior High Schools in Miami, Florida, where he graduated in 1967.

In June, 1971, the author received the Bachelor of Arts in Psychology from the University of Florida in Gainesville, Florida. He graduated with honors after also lettering in varsity football as a four year scholar athlete. He and Suzanne Edwards married in June, 1970.

After college, the author served as Dean of Students at Bayshore Christian School in Tampa, Florida for two years. He also served as children's and youth minister at Bayshore United Methodist Church. Jonathan

was born in Tampa.

After this, the author weaved masters degrees in theology and education together over twelve consecutive quarters. He received the Master of Divinity from Fuller Theological Seminary in Pasadena, California, in March, 1976, and completed the Master of Educational Administration - Secondary Level from the University of Florida in Gainesville, Florida as of June, 1976.

From 1976 to 1981, the author served as Youth Director at First united Methodist Church and Associate Director of Program Development at Christian Marriage Encounter, International, both in Colorado Springs, Colorado. A second son, Ryan, was born there. During this time the author worked on a Doctor of Ministry degree out of Fuller Theological Seminary's School of Continuing Education. This degree was granted in December, 1980.

The author began his Ph.D. work at Loyola University of Chicago in 1981. At the same time, he worked on the Master of Arts in Religious Education from North Park Theological Seminary in Chicago, Illinois, earning this degree in June, 1983. While in Chicago, he also served as Minister to collegians at North Park Covenant Church

and North Park College.

Research and writing of this thesis was polished
off in Salina, Kansas, where the author ministers as
Associate Pastor of Education at First Covenant Church.
While in Salina, the author has been graced by the birth
of his first daughter, Lindsley, as well as being honored
with ministerial ordination in the Evangelical Covenant
Church.

TABLE OF CONTENTS

ix

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Young adulthood, rather than being a static state, is a period of tremendous challenge and change. Although little empirical study has been aimed at this developmental period, Erik Erikson has proposed a developmental theory for human development extending over the entire life cycle. In his view, developmental tasks continue through adulthood. Erikson theorizes that the achievement of identity stands at the gate of the normative developmental challenge of young adulthood, the achievement of intimacy. His model contends that identity is a prerequisite for intimacy. This study examined the relationship between identity and intimacy in young married adults.

Overview of the Eriksonian Theory

Erik Erikson constructed a developmental theory postulating stages of human growth extending over the life span. According to Erikson, a range of psychological strengths and resources gradually are realized in the personality as one adjusts and interacts with life challenges throughout the life span. Departing from main-

1

stream psychoanalytic thought, which emphasized instinc-
tual drives (id; psychosexual), Erikson advanced the ego
as having autonomous properties of its own. Human growth,
to Erikson, unfolds according to a course of "psychosocial"
development. The stages are psychological in that the in-
dividual is an active and intentional agent of his/her own
growth; they are social because individuals are, neces-
sarily, defined within cultural and relational contexts.

Personality development is thought to follow the
epigenetic principle. Somewhat generalized, this means
that "anything that grows has a ground plan, and that out
of this ground plan the parts arise, each part having its
time of special ascendancy, until all parts have arisen
to form a functioning whole" (Erikson, 1968, p. 92). Per-
sonality, then, develops according to inner laws of devel-
opment out of an interaction between the organism and a
widening radius of significant persons and institutions.

Crisis is used by Erikson to connote not a threaten-
ing catastrophe befalling the unfortunate but, in a
developmental sense, to mark a natural period of develop-
ment. Crisis suggests that the individual approaches a
crucial intersection of personal readiness and social
expectancies for psychological development. Erikson calls
this "a turning point, a crucial period of increased vul-
nerability and heightened potential" (Erikson, 1968,
p. 96). Crisis signals a crucial period "when develop-

ment must move one way or another, marshalling resources
for growth, recovery, and further differentiation" (Erik-
son, 1968, p. 16). New virtues are called to ascendancy
and formed capacities can be reworked. The way we tra-
verse the crisis dictates the level of generational
strength and maladjustment with which we will live.

According to Erikson, each human organism passes
through an orderly sequence of eight major developmental
stages. In Figure 1, Monte (1980) has spelled out these
eight stages (p. 259):

Figure 1
Crises, Ego Strengths, and Ritualizations of the Life Cycle

	EGO CRISIS	EGO STRENGTH	RITUALIZATION RANGE
Infancy	1. Trust versus Mistrust	Hope	Mother-Child mutual recognition: Numinous to Idolism
Early Childhood	2. Autonomy versus Shame and Doubt	Will	Good-Bad discrimination: Judicious to Legalism
Childhood (PLAY AGE)	3. Initiative versus Guilt	Purpose	Dramatic elaboration: Authenticity to Impersonation
Childhood (SCHOOL AGE)	4. Industry versus Inferiority	Competence	Methodical performance: Formality to Formalism
Adolescence	5. Identity versus Role Confusion	Fidelity	Solidarity of conviction: Ideology to Totalism
Young Adult-hood	6. Intimacy versus Isolation	Love	Complementarity of identities: Affiliative to Elitism
Mature Adult-hood	7. Generativity versus Stagnation	Care	Transmission of values: Generational to Authoritism
Old Age	8. Ego Integrity versus Despair	Wisdom	Affirmation of life: Integral to Sapientism

Based on Erikson, 1950, 1977, 1978

Healthy personality is not dependent upon totally favorable resolution of the crisis. No one perfectly maximizes the developmental opportunities of these critical engagements between self and environment. In fact, the individual unavoidably is confronted with contradictory psychic impulses and both positive and negative aspects of the personality during such periods. Satisfactory passage is signaled by a blending of these ambiguous dimensions in a "favorable ratio," a configuration that is appropriate to one's own history and personality.

To Freud, healthy personality boils down to the ability to "love and to work" (Erikson, 1963, p. 136). Elaborating, Erikson summarizes three general features of mental health from Jahoda as: active mastery of the environment, unity of the personality, and perceiving the world and oneself correctly (Erikson, 1968, p. 92). Such capacities accrue, he theorizes, out of the successive stages as we adapt to life's necessities.

We are indebted to Erikson for pioneering a perspective of growth that extends over the entire life-span. Personality development continues dynamically throughout the adult years. We also benefit from the recognition that psychological health occurs along a continuum. Adjustment and maladjustment are not rigidly exclusive categories; we are all part healthy and part unhealthy in our various re-

sponses to life's demands.

As we have seen, the young adult years, according to Erikson, are introduced by the identity versus identity confusion resolutions and overarched by the intimacy versus isolation crisis. Interestingly, identity and intimacy are character strengths that have special prominence in Erikson's system. Although identity formation has its normative crisis in adolescence, this component -- spelling "wholeness" -- seems to permeate every process of infancy and childhood just as it influences strongly all subsequent striving of the adult. In the writings of Erikson, identity is usually center stage (1959, 1964, 1968, 1974, 1981).

Intimacy has a special distinction in Erikson's scheme as well. This is due to the virtue that arises out of the intimacy versus isolation crisis, the strength to love. He considers "that love is the greatest of human virtues, and, in fact, the dominant virtue of the universe." Then, he asked rhetorically, "Does not love bind together every stage?" (Erikson, 1964, p. 127). Erikson would not disagree with Fromm who contends, "Love is the only satisfactory answer to the problem of human existence" (Fromm, 1956, p. i).

Erikson defines identity as, first of all, a conviction of selfsameness." He writes that identity is accorded through "the immediate perception of one's selfsameness

and continuity in time; and the simultaneous perception of
the fact that others recognize one's selfsameness and con-
tinuity: (Erikson, 1980, p. 22). Thus, identity is self-
realization coupled with a societal recognition.

Achieved identity is perceived as a sense of whole-
ness. Erikson explains:

> An optimal sense of identity is experienced as a sense
> of psychosocial well-being. Its most obvious concomi-
> tants are a feeling of being at home in one's body, a
> sense of "knowing where one is going," and an inner
> assuredness of anticipated recognition from those who
> count (Erikson, 1980, p. 165).

Correspondingly, Erikson defines intimacy as "the
capacity to commit oneself to concrete affiliations and
partnerships and to develop the ethical strength to abide
by such commitments, even though they may call for signifi-
cant sacrifices and compromises" (Erikson, 1968, p. 263).

Sexual intimacy is merely an aspect of intimacy.
Intimacy refers to a true and mutual psychosocial "counter-
pointing as well as fusing of identities" (Erikson, 1968,
p. 135), be it in marriage, friendship, erotic encounters,
or in joint inspiration.

As we might expect, Erikson contends that the
achievement of identity is both the precursor to and pre-
requisite for the achievement of intimacy as a style of
relating interpersonally. In that intimacy is an inter-
personal fusion, firm self-delineation is essential if
engagement with others is not to threaten identity loss.
Erikson writes:

True "engagement" with others is the result and the test of firm self-delineation. Where this is still missing, the young individual, when seeking tentative forms of playful intimacy in friendship and competition, in sex play and love, is apt to experience a peculiar strain, as if such tentative engagement might turn into an interpersonal fusion amounting to loss of identity. (Further) it is only after a reasonable sense of identity has been established that real intimacy with the other sex (or, for that matter, with any other person...) is possible (Erikson, 1959, p. 95).

Thus, capacity for intimacy depends upon achievement of identity. Those who have not accomplished identity differentiation may settle for "highly stereotyped interpersonal relations and come to retain a deep sense of isolation" (Erikson, 1968, p. 136).

Statement of the Problem and
Significance of the Study

While Erikson's developmental theory has become a standard reference point to clinicians and academicians, little empirical research has followed to test it. Most references in the literature are descriptions of, or elaborations on, the apparent implications of this theory. Because of the prominence of the theory and the significance inherent to a life-span perspective, empirical investigation is necessary.

Empirical investigations designed to examine the relationship of identity and intimacy in young adults and marrieds are very limited. Most studies are of collegians, and males at that. Further, the variables are assessed almost exclusively through the Marcia Identity Status Inter-

view (ISI) and the Orlofsky Intimacy Interview (InSI), instruments with marked limitations, especially when applied to adults. One aspect of the investigation described here is that instruments more appropriate to adults were used.

Erikson's theory purports that identity formation precedes, and is a prerequisite for, capacity for intimacy. Others (Hodgson and Fischer, 1979; Tesch, 1980; Douvan and Adelson, 1966) say this order seems to follow only for men, while in women intimacy precedes identity formation. A third model is interactional, with the processes envisioned as alternately advancing the other. The present investigation was designed to probe developmental patterns for both men and women.

Whatever the order, researchers of the life cycle see identity and intimacy as distinct developmental processes. Young adulthood is the period where the processes meet and strive for fulfillment. Tasks critical to the fulfillment of the young adult -- career development, assumption of responsibilities for the social order, marriage, and family -- examine, test, and exercise the capacities for identity and intimacy residing in the young adult. It is appropriate to study these psychosocial personality attributes as related to the prime relationship these young adults share -- their marital relationship. This study examined the relationship of age, length of marriage, and sex to identity and intimacy scores.

Whether married partners are matched, as some contend

(Bowen, 1978), by similar ego differentiation (identity)
levels was also examined. These findings were related to
developmental perspectives on love and marriage.

Erikson's model would lead us to believe that those
adults and couples with more firmly delineated identities
would also enjoy the greatest depths of intimacy together.
It was my assumption that this deserved testing. There-
fore, the present investigation was designed to systemati-
cally examine the relationship of identity and intimacy in
young married adults.

The present study was also designed to specifically
determine how the variable of individual stress level in-
teracts with the variables of identity and intimacy.
Stress levels were assessed in order to guage the indepen-
dence of identity and intimacy scores as related to sub-
jects' stress levels. It is necessary, given Erikson's de-
velopmental theory, that our identity and intimacy scores
represent developmental capacities rather than circumstan-
tial and temporary states.

Up to this point, primary researchers of identity
and intimacy have assumed a theoretical matrix that has
supposed these psychosocial capacities to be either
"achieved" or not. This has oversimplified the interrela-
tionships of these capacities. The design of the present
investigation plotted identity and intimacy formation
scores on continuums so that their progressive and con-

tinuing development might be noted and charted in the future. Components and subcomponents of identity and intimacy underlying the tests have been identified and compared.

Because of the weaknesses inherent in self-evaluation, and out of deference to Erikson's understanding that we are defined by others as well as by self, "self-report" has been compared with "spouse-report of self." This has produced some measure of validity for the identity and intimacy formation categories used.

Bourne (1978b) has called for a convergence of several of the ego-developmental measures. This study has attempted to do this, thereby testing the concurrent validity of each and extending its theoretical scope.

For individuals, the benefits of this present investigation include provocation to understand identity, intimacy, and developmental issues in their marriages and stimulation to apply such principles and insights to their own marriages. For society, benefits center upon isolating dynamics that work to strengthen marriages, families, and relationships in general. The field of identity research has great promise.

Havighurst (1953) contends that no period of life is as full of teachable moments as young adulthood but, at the same time, emptiest of formalized efforts to teach. This present investigation was conducted to distill information

on this oft-neglected phase so as to contribute to better self and life-phase understanding. Carl Rogers (1972) has recommended that education for partnership be a goal of our educational system. Our society largely leaves learning to be a spouse and parent to chance. Few of us even benefit from knowing the developmental stages to anticipate in early years of marriage. A general plan for family life education can draw upon the implications and finding of this research.

Summary

In sum, the present investigation has been designed to systematically examine the relationship of identity and intimacy in young married adults. The overall aim of the study was to gain insight into early adult development, the growth of marital intimacy, and possible developmental processes in early years of marriage.

Erik Erikson contended that identity is a prerequisite for intimacy. His developmental model predicts that individuals, and couples, with more firmly delineated identities would also have the greatest capacities for intimacy. This prediction has been tested using reliable identity and intimacy scales. Variables of secondary interest are current stress levels of individuals and sex, age, and length of marriage of young married adults.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II is divided into five main sections.
The first examines Eriksonian theory within the context
of the broader developmental and life-span theory. The
second section scans efforts to define the major subcom-
ponents of identity and intimacy. The third and fourth
sections survey investigative studies of identity and
intimacy development, respectively. Finally, research
evidence bearing upon the relationship of identity and
intimacy is examined. These five main sections are fol-
lowed with a critical evaluation of those instruments
used most often in the field to assess identity and in-
timacy.

Theoretical Context of Adult Development

> When I was a child, I spoke like a child, I thought
> like a child, I reasoned like a child; when I became
> a man I gave up childish ways (I Corinthians 13:11).

When I was a child, I viewed adulthood as a time of
stability and predictability. My images were of "set-
tling down," being "grown up," of being a finished prod-
uct. But my experience of adulthood has been much dif-

12

ferent. Life continues to present challenge, demand change, and generally "unsettle" me. Significant personal development continues. Equilibrium has not set in. There has been no leveling off.

Three contrasting perspectives exist concerning adult personality development. The first still stresses stability. The self-system is believed to enforce a consistent identity after adolescence. In adulthood we work to preserve a steady state. In this vein Hurlock (1968) writes: "An adult . . . is an individual who has completed his growth and is ready for his status in society with other adults" (cited in Troll, 1975, p. 1).

An opposing viewpoint insists that personality is only a function of the situations encompassing the person. A stable personality merely indicates a more stable environment and life situation.

Only the third viewpoint posits true development. From this perspective patterned change occurs as the self-system acts to incorporate changes and respond to disequilibriums to become transformed into a new and different role.

Perhaps adult life once was largely devoid of change. To be sure, only in the last hundred years has medicine led the way for many adults to live much past child bearing age. Paralleling a doubled life expectancy are the overwhelming increases in mobility, industrialization,

and information. Our "shelters" have been swept away.
We no longer live out our lifetime in the same locale or
possess the power of our own employ. Most adults today
face unrelenting change. So, we believe, do they experi-
ence development.

A Hindu text from the second century described life
as "a series of passages, in which former pleasures are
outgrown and replaced by higher and more appropriate pur-
poses" (cited in Sheehy, 1976, p. 355). In spite of such
isolated references to adult development, the concept of
development through the adult years was ignored by the sci-
entist until almost the mid-20th century. What reference
we glean reflecting adult stages was hidden in the litera-
ture of the poet and playwright such as Shakespeare who,
in "As You Like It," immortalized the "seven ages of man."

Freud's psychosexual theory at the turn of this cen-
tury provoked lively consideration of childhood develop-
ment. Even with that, development was thought to largely
shut down following the adolescent identity crisis.
Adults, assumedly, were consigned to live out life as de-
termined by childhood resolutions.

Modern life-span developmental theory traces to the
five-stage theory of Charlotte Buhler, a clinical psy-
chologist in Vienna, published in 1933. Buhler emphasized
goal-setting in her scheme. Stages two through five re-

side in adulthood. For the first time, the concept that vital growth centered upon adult intentionality was broadly promulgated.

This set the stage for Erik Erikson who, in 1950, forwarded his epigenetic theory that has paced the field since. Beginning with Freud's five (psychosexual) stages, Erikson tacked on three more stages extending through the adult years. Each of these stages, he theorized, set up the testing of critical character components and the development of personal virtues. Most importantly, the adult years were presented as a time of active and systematic change.

According to Erikson, young adulthood is bridged via resolution of the identity versus identity diffusion issue. The search for identity is, of course, a life-long enterprise. Nonetheless, the issue comes to ascendancy during adolescence. It is here that childhood identifications must be sorted and consolidated. Successful resolution is achieved when based upon "a subjective sense of an invigorating sameness and continuity" (Erikson, 1968, p. 19). Identity is "an assured sense of inner continuity and social sameness which will bridge what he was as a child and what he is able to become, and will reconcile his conception of himself and his community's recognition of him" (Erikson, 1981, p. 190). Thus, identity does not emerge merely out of personal perceptions of self but out

of interpersonal perceptions.

As explained by Erikson (1959), favorable resolution of the identity issue results in the ability to interface with the social environment with assuredness. Unfavorable resolution of the identity issue produces diffusion, marked by a weakness of ego strength, clarity, and force of commitment.

This resolution leads the young adult into the intimacy versus isolation conflict. Intimacy, to Erikson, involved the "counterpointing of identities" (Erikson, 1959, p. 125). In theory, then, achievement of identity is necessary for the successful resolution of the intimacy versus isolation issue. Firm self-delineation leads to true engagement with others. Insufficient identity differentiation leads to shallow, "stereotyped interpersonal relations" (Erikson, 1968, p. 136) and a deep sense of isolation.

Just so, the achievement of intimacy was a prelude to successful traversing of the middle adult issue of generativity versus stagnation. In turn, generativity was precursor to ego integrity over despair. Encouragingly, Erikson allows that stage-specific deficits can repeatedly be reworked in subsequent life experience.

Following Erikson, a number of psychologists plunged into life span research. Robert Havighurst (1953) proposed a slightly different model in which the stages are a

series of "developmental tasks." It is the tasks of each phase of life that are focused on rather than the personal capacity. The degree of solution or completion of the set of tasks appropriate to that life phase leads to life satisfaction in that era. The tasks he stipulates for early adults include to: select a mate; learn to live with a marriage partner; start a family; rear children; manage a home; get started in an occupation; take on civic responsibility; and find a congenial social group.

Developmental psychology recognizes that it is possible to have change that is not development. A developmental change involves an organismic progression from simple to complex behavior, from undifferentiated to differentiated, with an achieved task leading to the next more advanced task in an ordered sequence (Werner, 1948; Holt, 1977, p. 82; Troll, 1975, p. 3). Developmental theory holds that behaviors within a specific task are ordered along a continuum that individuals must advance upon from lowest levels of the sequence through to highest levels of the repertoire. For this reason this researcher has conducted his investigations utilizing continuums and scales as opposed to all-or-none "statuses".

Havighurst (1956) stipulates three methods appropriate for identifying developmental tasks: (1) by direct observation of varying age groupings; (2) via the interview, probing for chief concerns and reactions; and (3)

through history giving, ascertaining developmental patterns by recollection of one's past.

Bernice Neugarten and her University of Chicago colleagues began their research on middle-aged adults in the mid-50's. In 1968, Neugarten identified some personality characteristics that seem to change progressively through life. Her research has indicated "orderly and sequential changes related to age...significant in accounting for differences in behavior" (Neugarten, 1977, p. 632). In more recent years, Neugarten (1980) and others have modified their age-oriented view of life change, leaning toward greater consideration of the experiences one has.

Robert Peck (1955) is another social scientist who expanded on Erikson's concepts. He focused on psychological development in the second half of life, seeking to flesh out Erikson's provocative sketches. Though not disagreeing with Erikson's contention that generativity and ego integrity were the crises of middle and older age, Peck categorized those issues into subcomponents. For instance, four psychological developments were specified as critical to successful adjustment in middle age. They are:

1. Valuing wisdom versus valuing physical powers.
2. Socializing versus sexualizing in human relationships.
3. Cathectic flexibility (ability to shift emotional investment) versus cathectic impoverishment.

4. Mental flexibility versus mental rigidity.

Peck (1955) suggested that these changes needed to occur by middle age or there was little chance of them developing later. Thus, the human organism was elastic for change only within certain perceptible confines.

Abraham Maslow, with his self-actualization theory, offered a continuum, end-point perspective for adult development. By studying healthy persons, Maslow (1956) identified clusters of attributes the self-actualized individual was characterized by. He saw life, ideally, as a journey toward more self-fulfilling levels. To him, all growth is by very small degrees. There is much need for incorporation of gains and adjustment across attributes. Motivation, too, depends upon the meeting of a hierarchical set of human needs. These needs are, from most basic: 1. physiological; 2. safety; 3. belongingness and love; 4. esteem; and 5. self-actualization. Only when the basic, pressing needs are satisfied is the person free to strive to meet the needs on the next, more sophisticated level.

Jung is one of the few major personality theorists of the first half of the 20th century who consistently incorporated the whole adult span into his system. As early as 1933 Jung wrote:

> We cannot live in the afternoon of life according to the programme of life's morning...The afternoon of human life must also have a significance of its own and

cannot be merely a pitiful appendage to life's morn-
ing. Whoever carries over into the afternoon the law
of the morning (money-making, social existence, etc.)
must pay for so doing with damage to his soul (Jung,
1933, pp. 108-109).

Jung (1971) sketches a "reversal" picture of the

life-span, meaning there is postulated a shift in direc-

tion from outward to inward at middle age. Kuhlen (1964),

in a similar vein, represents expansion-constriction theo-

rists. In this visualization, early life is envisioned as

expanding and later life as contracting.

In the 70's there was a rash of popular writing on

the adult years. This was a welcome sign, taken both as

indication of public interest and a forecasting of further

study.

Substantial study has been undertaken of young and

middle age adults by Daniel Levinson and associates at

Yale University. Forty men were interviewed consistently

for fourteen years. Seasons of a Man's Life stands as a

reconstruction of their young adult development. From

this, Levinson (1978) theorizes that the goal of adult de-

velopment is to build a life structure capable of support-

ing them through varying seasons of life. Like Erikson,

Levinson stipulates age-linked transitional periods alter-

nating with stable periods. Unlike Erikson, Levinson

focuses upon the tasks of each age level. Furthermore, he

divides the adult years into segments of six to eight years,

each with one or more reorienting tasks attached to it.

Finally, tracing popular publications, Sheehy (1976) and Gould (1978) can be mentioned. Sheehy's Passages was the first popular book on adult development to engage a substantial portion of the American reading public. Sheehy postulated an order underlying adult growth. Further, her interviews of men and women allowed her to generalize and contrast the pathways of each sex. Immediately, everyone seemed to want to know where they were on their developmental trail...where they were succeeding and faltering. Importantly, she emphasized the potential each person has to pick self up and proceed forward to fulfillment in spite of inevitable developmental stasis points and, even, deficiencies.

Whereas Sheehy's people seemed to find marriage expendable, Roger Gould (1978) steadied us by placing marriage squarely amidst the male and female processes. Further, his study is the only major one (almost 1,000 subjects) with in-depth attention to women as well as men. Once again the pattern emerges: there are predictable crises and changes in adult life. He emphasizes age-related problems. Relationships, like marriage, cannot be ducked, for it is they that reveal us for what we are. Growth begins with self-realizations and proceeds as we consciously take away from "childhood consciousness" the control of our

own lives.

This review of life-span theory is concluded with reference to the longest lasting developmental project, the Grant Study of Adult Development. This research into normal adult development began in 1938 with a pool of 268 eighteen-year-old Harvard students. In 1972, after following up the average subject into his fifties, Valliant and McArthur published preliminary notes about adult development. At this time the form taken is largely observational, noting people's actions and thought patterns, responses to environmental tensions, and cohort distinctions. Akin to Levinson, Gould, and others, this approach blends psychodynamic and situational explanations for understanding adult growth. Some clarification is needed to distinguish change which is developmental from change which is not.

To summarize, adult life is no longer viewed as primarily static or stable. What is emerging is a new understanding of adulthood as a dynamic series of predictable changes that fit into a normal sequence of development.

Erik Erikson is one of many who led the way into an identifying of such anticipated patterns throughout adulthood. The perspective that is sought is an understanding of the unfolding potentials of human selfhood and the ways effective adaptation can be managed in a soci-

ety in flux.

Defining Terms

Identity and intimacy are words which can be in-
fused with many meanings. Each stands prominent in Erik-
son's system and needs to be defined clearly. This task
follows.

Identity

Since Childhood and Society (1950) hit the scene,
the concept of identity has exerted a pervasive influence,
extending from the social sciences to the humanities to
the person on the street. Indeed, popular tags such as
"finding one's identity" and "identity crisis" reflect
directly Erikson's impact.

Unfortunately, Erikson was not always consistent in
the way he used the term. Nor did he attempt to operation-
alize it. Bourne (1978a, pp. 225-226) has outlined seven
different ways in which identity is variously categorized
in Erikson's writings.

(1) Genetic

Ego identity is a cumulative attainment incorporating
all the crucial experiences of the individual's life. Out
of this understanding, Constantinople (1969) designed her
Inventory of Psychosocial Development (IPD) and counsels

that a reliable identity score can be projected from the
resolution scores of the cumulative first five stages.

Erikson writes:

> While the end of adolescence thus is the stage of an
> overt identity crisis, identity formation neither be-
> gins nor ends with adolescence. It is a lifelong de-
> velopment largely unconscious to the individual and
> to his society. Its roots go back all the way to the
> first self-recognition: in the baby's earliest ex-
> change of smiles there is something of a self-reali-
> zation coupled with a mutual recognition (Erikson,
> 1981, p. 108).

Thus, ego identity _develops_. Identity can be seen as "the
comprehensive gains which (the young person) must have de-
rived from all his preadult experience in order to be ready
for adulthood" (Erikson, 1959, p. 108).

(2) Adaptive

Ego identity is also to be understood as an adaptive
accomplishment. Bourne explains, "Specifically, it is the
adaptation of the individual's special skills, capacities,
and strengths to the prevailing role structure of the soci-
ety in which he lives" (Bourne, 1978a, p. 225). Citing
Erikson, ego identity "bridges the early childhood stages,
when body and parent images were given their specific mean-
ing, and the later stages, when a variety of social roles
become available and increasingly coercive" (Erikson, 1959,
p. 96).

(3) Structural

Erikson often elaborates an intrapsychic synthesis,

or structural configuration, that integrates perceptions
and incorporates gains. For instance, Erikson stipulates
identity as "a configuration gradually integrating: 1) con-
stitutional givens, 2) idiosyncratic libidinal needs, 3)
favored capacities, 4) significant identifications, 5) ef-
fective defenses, 6) successful sublimations, and 7) con-
sistent roles" (Erikson, 1959, p. 129). The degree of
strength of ego identity determines how surely one can pro-
ceed into society and toward commitment.

(4) Dynamic

The individual is an active agent in the formation
of identity. Thus, identity moves beyond the simple blend-
ing of previous life identifications. Erikson explains:

> Individually speaking, identity includes, but is more
> than, the sum of all the successive identifications of
> those early years when the child wanted to be, and of-
> ten was forced to become, like the people he depended
> on. Identity is a unique product, which now meets a
> crisis to be solved only in new identifications with
> age mates and with leader figures outside of the fam-
> ily (Erikson, 1968, p. 87).

Dynamically, intentionally, identity represents "the selec-
tive repudiation and mutual assimilation of childhood iden-
tifications, and their absorption in a new configura-
tion..." (Erikson, 1968, p. 87).

(5) Subjective or Experiential

Identity can be felt, can be "sensed." Achieved
identity, according to Erikson, produces a conviction of

"self-sameness," of "wholeness" (Erikson, 1968, p. 65; 1980, p. 22), and "an assured sense of inner continuity and social sameness" (Erikson, 1981, p. 190). More comprehensively: "An optimal sense of identity...is experienced... as a sense of psychosocial well-being. Its most obvious concomitants are a feeling of being at home in one's body, a sense of 'knowing where one is going' and an inner assuredness of anticipated recognition from those who count" (Erikson, 1968, p. 165).

Erikson cites a letter from William James to his wife to capture this subjective sense of an invigorating sameness and continuity. It reads:

> A man's character is discernible in the mental or moral attitude in which, when it came upon him, he felt himself most deeply and intensely active and alive. At such moments there is a voice inside which speaks and says: "This is the real me!" (Erikson, 1968, p. 19).

This "character" experience is what Erikson equates with a "sense of identity".

(6) Psychosocial Reciprocity

Erikson stresses that identity is more than the product of personal perceptions; identity emerges out of interpersonal perceptions as rooted in relationship. Identity is self-realization coupled with mutual recognition.

Explains Erikson, identity is based upon two simultaneous observations: "the immediate perception of one's selfsameness and continuity in time; and the simultaneous perception of the fact that others recognize one's self-

sameness and continuity" (Erikson, 1980, p. 22). Identity
denotes a persistent sharing of some kind of essential
character with others (Erikson, 1959, p. 109, 122). Thus,
identity is not merely an intrapsychic configuration but a
sense of oneself as part of society and subsocieties, as
embedded in a matrix of concurrent and historical relation-
ships (Erikson, 1975).

(7) An Existential Stance

Identity, finally, is more than just a way of "being";
it is also a way of "being in the world." Achieved identi-
ty, writes Erikson, "is a successful variant of a group
identity and is in accord with its space-time and life
plan" (Erikson, 1980, p. 21).

Bourne expounds:

> That is, identity has to do with how one establishes
> his place in the world, where "world," more than simply
> "social environment," implies the inclusive context for
> asking fundamental questions such as "What is the mean-
> ing of life?" or "What is the meaning of my life?" Thus
> the motivation for achieving ego identity may encom-
> pass not only needs for biological and social adapta-
> tion but also the "need for a meaningful world"
> (Bourne, 1978a, p. 227).

This last comment leads to an interesting aside:
What is the source of the universal and almost perpetual
motivation that drives the self? Erikson hints, at times,
of the existence of a transcendent, essential self, serving
as a dim reference point and providing imperceptible direc-
tion for ego identity formation processes. William Kil-
patrick, in Identity and Intimacy, explores this lead:

> It is only our sense of continuity that allows us to tolerate the contradictions and inconsistencies of such a process. A sense of continuity reassures us that despite the redefinitions we have made, there still persists an essential self. We may not be able to locate this bedrock foundation precisely, but without the sense that it exists, without the conviction that something essential endures, our identity would seem an insubstantial thing (Kilpatrick, 1975, p. 24).

Interestingly, Piaget explains identity as the "perception of qualitative invariants which underly a constancy" (found in Erikson, 1981, p. 120). There is an obvious common chord being struck, that being the existence of an essential, underlying self.

Erikson himself muses:

> How did man's need for individual identity evolve? Before Darwin, the answer was clear: because God created Adam in his image, as a counterplayer of His identity, and thus bequeathed to all men the glory and the despair of individuation and faith. I admit to not having come up with any better explanation (Erikson, 1968, p. 40).

Schenkel and Marcia (1972) and Rogow, Marcia, and Slugowski (1982) found that sexual expression and religion interview areas provided the greatest predictive utility of identity status. Bourne (1978b) suggests that "self" is motivated toward meaning. Man and woman created in the image of God would, understandably, have the greatest sense of "selfsameness" when developing consistent with that model.

To recapitulate, identity is a psychosocial phenomenon, "an assured sense of inner continuity and social sameness" (Erikson, 1981, p. 190). Several different dimen-

sions of identity appear in Erikson's writings. Following
Bourne (1978b), we have summarized the perspectives as 1)
genetic, 2) adaptive, 3) structural, 4) dynamic, 5) subjec-
tive or experiential, 6) psychosocial reciprocity, and 7)
an existential stance.

<div align="center">Intimacy</div>

Intimacy is a less complex concept in Erikson's
scheme. It is also less difficult to search out.

Intimacy, as a developmental task of adulthood, does
not appear in the literature until mid-century. Tryon and
Lilienthal (1950), in one of the first attempts at develop-
mental stage theory, though through adolescence only, stip-
ulated the task of late adolescence as building a strong
mutual affectional bond with a potential life partner.

Erikson was the first theoretician to present inti-
macy as an adult task, this also in 1950. Although Erik-
son's original representation of intimacy was sketchy, this
event was quite significant in that adulthood was presented
as a time of continuing development with specific tasks
necessary for on-going and optimum health.

Intimacy is broadly defined as "the capacity to com-
mit oneself to concrete affiliations and partnerships and
to develop the ethical strength to abide by such commit-
ments, even though they may call for significant sacrifices
and compromises" (Erikson, 1963, p. 263). Further, the

term refers to a true and mutual psychosocial "counter-
pointing as well as fusing of identities" (Erikson, 1968,
p. 135), be it in friendship, marriage, erotic encounters,
or in joint inspiration.

Sexual intimacy, while presented as the peak of in-
timacy, is merely an aspect of intimacy. Regarding this,
Erikson defined intimacy as:

1. mutuality of orgasm;
2. with a loved partner;
3. of the other sex;
4. with whom one is able and willing to share a mu-
   tual trust;
5. and with whom one is able and willing to regulate
   the cycles of
        a. work,
        b. procreation,
        c. recreation;
6. so as to secure to the offspring, too, all the
   stages of a satisfactory development (Erikson,
   1963, p. 266).

When Freud was once asked what he thought a normal
person should be able to do well, the questioner, undoubt-
edly, expected a long and complicated answer. Freud, with
all directness and succinctness, is reported to have said:
"Lieben and arbeiten", which translates, "to love and to
work" (cited in Erikson, 1963, p. 265).

Erikson confesses inability to better this. Love,
he claims, is "the greatest of human virtues," in fact,
"the dominant virtue of the universe" (Erikson, 1964,
p. 127). He asks, rhetorically, "Does not love bind to-
gether every stage?" (Erikson, 1964, p. 127). Reminiscent
of Freud, he qualifies that achieved identity allows for

general work-productiveness without encroachment on one's

right or capacity to be a genital and a loving being

(Erikson, 1963, p. 265).

Erikson contends that a secure sense of identity is

prerequisite to the capacity for intimacy. In that inti-

macy is an interpersonal fusion, firm self-delineation is

essential if "engagement" with others is not to become

identity loss. Those who have not accomplished suffi-

cient identity differentiation may settle for "highly

stereotyped interpersonal relations and come to retain a

deep sense of isolation" (Erikson, 1968, p. 136).

In an article aptly entitled "The Problem of Ego

Identity," Erikson elaborates:

> True "engagement" with others is the result and the
> test of firm self-delineation. Where this is still
> missing, the young individual, when seeking tentative
> forms of playful intimacy in friendship and competi-
> tion, in sex play and love, in argument and gossip,
> is apt to experience a peculiar strain, as if such
> tentative engagement might turn into an interpersonal
> fusion amounting to a loss of identity, and requiring,
> therefore, a tense inner reservation, a caution in
> commitment. Where a youth does not resolve such
> strain he may isolate himself and enter, at best,
> only stereotyped and formalized interpersonal relations;
> or he may, in repeated hectic attempts and repeated
> dismal failures, seek intimacy with the most improb-
> able partners. For where an assured sense of identity
> is missing, even friendships and affairs become des-
> perate attempts at delineating the fuzzy outlines of
> identity by mutual narcissistic mirroring. To fall in
> love then often means to fall into one's mirror image,
> hurting oneself and damaging the mirror (Erikson, 1981,
> p. 1961).

An insight Erikson offers is that the counterpart

of intimacy is a capacity for distantiation, i.e., "the

readiness to repudiate, to ignore, or destroy those forces and people whose essence seems dangerous to one's own" (Erikson, 1981, p. 196). He felt that acceptance of one set of people and ideas would mean, in effect, a rejection of others. "Thus, weakness or excess in repudiation is an intrinsic aspect of the inability to gain intimacy because of an incomplete identity; whoever is not sure of his 'point of view' cannot repudiate judiciously" (Erikson, 1981, p. 196).

We have seen that love in its truest sense pre-supposes identity (as well as fidelity and prior virtues). Only the achievement of identity allows for the task of intimacy achievement and other concomitant, qualitative "virtue" developments. Erikson indicates, "If we should continue the game of 'I am' formulations 'beyond identity' we should have to change the tune. For now (in adulthood), the increment of identity is based on the formula 'We are what we love'" (Erikson, 1968, p. 138).

To summarize, intimacy is the capacity to enter and continue in interpersonal partnerships even to the point of sacrifices. True engagement with others is dependent upon firm self-identity. The lack of such self-delineation results in identity loss right at the point that relationship "threatens" to deepen. Intimacy with one set of people and ideas means rejecting intimacy with another set.
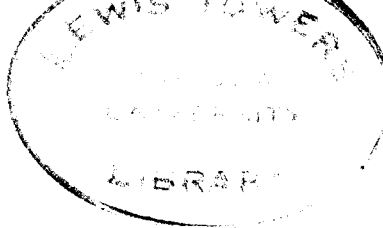
Identity Development

Numerous studies have attempted to operationalize
the concept "ego identity." Three major procedures have
been employed: 1) self-descriptive Q sorts, picking up
on adjectives and/or phrases; 2) self-report question-
naires; and 3) semi-structured interviews. These include
Rasmussen's (1961) Ego Identity Scale, Dignan's (1965) Ego
Identity Scale, the Ego Identity-Incomplete Sentence Blank
(Marcia, 1966), the Inventory of Psychosocial Development
(Constantinople, 1969), the Identity Achievement Scale
(Simmons, 1970), and Loevinger's Sentence Completion List
(1970).

Since 1966, though, Marcia's Identity Status Inter-
view (ISI) has dominated the empirical study of identity.
The method is interview. Following it, subjects are identi-
fied as achievers, moratorium, foreclosure, or diffuse.

Non-ISI Based Research

We begin by reviewing important research which has
not utilized the ISI. Bronson (1959) utilized semistruc-
tured interviews to rate subjects in terms of four presumed
subdimensions of Erikson's identity: (1) degree of certain-
ty about the relation between past and current notions of
the self, (2) certainty about dominant personal charac-
teristics, (3) fluctuations in feelings about the self,
and (4) level of internal tension or anxiety (Bourne, 1978a,

p. 230). Finding modest correlations between all four cat-
egories, he forwarded this study as evidence for the con-
struct validity of ego identity.

Gruen (1960) employed a self-decriptive Q-sort pro-
cedure to investigate discrepancies between subjects' real
and ideal self scores. Then, subjects were tested to see
how willing they were to accept false personality descrip-
tions of themselves. The significant positive relation-
ship (r=0.45) between high "discrepancy" and "influence-
ability" scores was taken as evidence for finding facets
of a poorly developed sense of identity.

Rasmussen (1961) developed the Ego Identity Scale.
Then he used high and low identity ratings and high and
low sociometric ratings from peers to successfully predict
personal adjustment of recruits into the Navy.

Block (1961) employed adjective sorting procedure
to correlate "role variability" with a psychoneuroticism
scale. Expecting to find neuroticism associated with high
and low extremes of role stability, instead he found
greater role stability correlated linearly with lower neu-
roticism. This did not support the idea that mature iden-
tity was based on some role flexibility.

Following Block's Q-sort method, Heilbrun (1964)
compared role consistency with masculinity-femininity in
both college men and women. In men, role consistency was

significantly related to high masculinity. In women, though, the results were not as simple: those women both high and low in femininity were significantly higher in role consistency than those scoring in the mid-ranges.

Dignan (1965) developed her own 50-item self-report Ego Identity Scale questionnaire and administered it to 245 college females. She then tested each one for "maternal identification." As hypothesized, results showed that those marked higher on ego identity also were higher in maternal identification. Results, reports Dignan, "support Erikson's theory that one of the early single identifications, that with mother, is significant for identity formation during adolescence."

Hershenson (1967) assessed the congruence between the (162 male) college junior's self-image and his expectations of others' images of him. Compared with self-reported degree of commitment to a consistent occupational role, this yielded modest correlation (r=0.25) compared with the two presumed dimensions of ego identity.

Simmons (1970) designed an Identity Achievement Scale (IAS) that was significantly consistent with self-report based scoring of identity crisis and commitment. Subjects scoring high in identity achievement correlated at low but significant levels on many "maturity" sub-scales on two personality tests.

Constantinople (1969) administered her Inventory of

psychosocial Development (IPD) to 952 freshmen and seniors in one initial and two follow-up studies. Ratings were assessed related to the first six Eriksonian personality dimensions. Significant differences in the expected direction were found between freshman and senior scores on many of the attributes.

Joyce (1970) selected Catholic nuns from ages 18 to 59 and administered Dignan's Ego Identity Scale. She reported a progressive increase in scores according to age. It could be interesting to compare identity development of nuns and women in traditional "mothering" and "wifing" task relationships.

LaVoie (1976) utilized Constantinople's IPD, along with others, to test identity formation in middle adolescence. In general, high identity males and females were sure of their sexual identity, perceived themselves positively across many dimensions, and scored high on basic trust and industry.

Tzuriel and Klein (1977) integrated the Rasmussen Ego Identity Scale and Constantinople's IPD to test Western and Oriental Israelis. Ego identity was positively related to ethnic-group identification while negatively associated with ethnocentricity.

Examining married women for general psychosocial development, Miller (1981) utilized the IPD and Marcia's ISI indexes. He reported identity achievers and foreclosures,

based on ISI, to have highest scores overall as guaged by the IPD.

Identity Status Interview Based Research

Skeptical of self-rating and self-report accuracy, James Marcia (1964, 1966) presented an alternative, the Identity Status Interview (ISI). This instrument measures two psychosocial realities that Marcia understood to be central to Erikson's identity formation process: 1) the experience of alternative role-taking and crisis, and 2) the making of occupational and ideological commitments. Three ten-minute interview sections probe the degree of crisis and extent of present commitment in sectors of occupational, religious, and political choice. Those interviewed are then placed into one of four "identity statuses" according to the following standards. An identity achiever has progressed through a period of crisis to relatively firm, dedicated commitments. One who is in moratorium is currently in crisis, sorting through alternatives in search of commitments and values. The foreclosure status individual has made firm commitments without having gone through soul searching, alternative-sorting, and crisis. Normally this means a ready assumption of parental values and beliefs. Identity diffusion covers those who lack both commitment and the experience of identity crisis.

Since 1964, numerous studies have probed differ-

ences evidenced among those variously categorized. Data is accumulating on identity-status individuals with respect to a multitude of cognitive, personality, developmental, and interpersonal style variables. These correlates have been reviewed by category.

Cognitive Correlates

Marcia (1966) found no significant correlation between IQ and identity status in men. Marcia and Friedman (1970) and Schenkel (1975) duplicated these findings in women. Cross and Allen (1970) extended this by confirming no differences for SAT scores among statuses. Nonetheless, they found significant relationship between identity achievement and grade point average.

Looking at college women again, Marcia and Friedman (1970) determined that achievers and foreclosures chose most difficult majors. Alternately, when Orlofsky (1978) examined achievement motivation, he discovered achiever and moratorium men and women lumped together at significantly higher levels.

Orlofsky (1978) discovered an interesting contrast between the sexes in relating statuses to "fear of success." While women in the achiever and moratorium statuses registered greatest fear of success it was men in foreclosure and diffusion statuses that paralleled them.

Waterman and Waterman (1970) queried college stu-

dents on their satisfaction with: 1) the quality of education they were receiving, 2) their faculty, 3) the administration, and 4) fellow students. Moratoriums grouped as consistently less satisfied than achievers and foreclosures with quality of the college education and administration. This, it might be noted, was during the heat of student activism.

Next, Waterman and Waterman (1972) probed change of majors as a variable. If this can be taken as portending to difficulties in adjustment, moratoriums again stick out. The researchers found that of freshmen rated moratorium at the end of their first year, 80% switched their majors before college graduation. On the average, only 30% in the remaining three statuses did so.

Personality Correlates

A consistent result has been that foreclosed subjects score highest on authoritarian measures (Marcia, (1966, 1967; Marcia and Friedman, 1970; Schenkel and Marcia, 1972; Matteson, 1974). Chillingly, Dodd (1972) found only foreclosures significantly willing to readminister maximum shock on a Milgram obedience task. Moratoriums score lowest of the four.

College men in moratorium evidenced significantly greater anxiety according to two studies (Marcia, 1967; Mahler, C., 1969). Marcia and Friedman (1970) found that with college women identity diffuse subjects report the

greatest anxiety. Foreclosure subjects score lowest in anxiety (Marcia, 1967; Marcia and Friedman, 1970), and highest in measures of social desirability (Orlofsky, Marcia, and Lesser, 1973).

Surprisingly, no consistent correlation has been displayed between self-esteem and identity statuses. This could be interpreted as construct validity for identity measures, though. Using various measures, Marcia (1966), Schenkel and Marcia (1972), and Orlofsky (1978) found no differences among the statuses in self-esteem for either men or women. Breuer (1973) found male achievers and moratoriums scoring higher than the other two groups, while Prager (1976) determined higher self-esteem scores for women tagged as achievers and foreclosures. In an unreplicated reversal, Marcia and Friedman (1970) found identity achiever women scoring significantly lower than other statuses in self-esteem, with foreclosures scoring highest.

Weston and Stein (1977) found identity achievement collegiate women to be most involved in campus activities. Schenkel (1975), again probing college women, found identity achievers and foreclosures to be more field-independent than moratorium and identity diffusion women. Howard (1975) and Miller (1981) both report identity achievement and foreclosure women with a more internal locus of control whereas moratorium and identity diffusion coeds were more

external.

Regarding males, and using Rotter's internal-external scale, C. K. Waterman, Buebel, and A. S. Waterman (1970) found males in achiever and moratorium classifications displaying internal locus of control. Working with Danish students, Matteson (1974) was not able to replicate this, though.

There seems to be a recurring pattern relative to the way males and females are grouping according to statuses. With males, identity achievement and moratorium often co-vary. With females, identity achievement and foreclosure seem to score similarly, instead. Perhaps this indicates a differing criterion that our culture imposes upon males and females to be considered ready for adulthood. Again, it has been argued that males and females follow different development pathways.

Podd (1970) probed into cooperative versus competitive responses and found no differences between statuses. Interestingly, Podd reported significantly greater rebelliousness toward authority figures and greater reactionary responses from moratorium subjects.

Developmental Correlates

Jordan (1971) administered the 192-item Children's Report of Parental Behavior Inventory (CR-PBI) to male college juniors and seniors and to both parents of each sub-

ject. Consistent differences between statuses were found. The greatest discrepancies between parent and child views of parental attitude were consistently found when considering moratoriums. Achievement and moratorium subjects were rated ambivalent in relationship to parents, but the achievement subjects were moderate in their differences. Foreclosure sons were consistently close to their parents, and especially to their fathers. Regarding identity diffuse subjects, detachment and lack of involvement and concern ran through both sons' and parents' response to the CR-PBI, heightenedly so with fathers.

Several investigators have examined correlations between achievement of earlier Erikson stages and identity achievement. Gilmore (1970) and Bauer and Snyder (1972) correlated high identity and high industry scores. Rothman (1978) identified the autonomy and industry stages as important precursors of identity resolution. Various confirmations of stage progression using the IPD were also mentioned above when considering non-ISI based research.

Oshman (1975) and Jacobson (1977) demonstrated the importance of supportive paternal relationships for male identity achievement. This did not hold up for females.

Josselson, Greenberger, and McConochie (1977a, 1977b) have looked closely at differences between high and low-maturity high school boys as relates to heterosexual contacts. Low-maturity boys are characterized by preoccu-

pation with heterosexual contacts. Erikson would ask whether this didn't also trace to inadequate prior resolutions.

Other researchers have also studied the correlation of the resolution of earlier psychosocial stages to the achievement of identity (Boyd and Koskela, 1970; Waterman and Goldman, 1977; Waterman, Buebel, and Waterman, 1970; Whitbourne and Waterman, 1977). All studied only college students. Marcia summarized, "In general, significant positive relationships have been found" (Marcia, 1980, p. 170).

Of course, identity has also been related to intimacy. That will be looked at in a following section.

Of developmental interest, Podd (1972) investigated the relationship of identity status and moral reasoning in 100 male college juniors and seniors. As hypothesized, identity achievers performed at significantly higher levels than foreclosure or diffusion subjects. Conversely, significantly more identity diffusion subjects operated out of the preconventional stage of moral reasoning. On the other hand, Podd failed to confirm his hypothesis that a greater number of foreclosure subjects would be at the conventional stage. Bourne remarks: "These findings are consonant with Erikson's position that identity achievement should be accompanied by a more differentiated moral ideology and maturer moral values" (Bourne, 1978a, pp. 242-243). Cauble

(1976) disputed these results. Rowe (1978) and Hayes (1977) reinforce Podd.

Interpersonal Style Correlates

Podd, Marcia, and Rubin (1970) found moratoriums less cooperative with authorities when playing a preplanned prisoners' dilemma game. They were not less cooperative when playing with peers, though.

Donovan (1975) gathered a TAT, Rorschach, an Early Memories Inventory, an autobiography, and a week-long log from individuals of all statuses. The diffused were withdrawn and negative about the world they grew up in and now existed in. Foreclosures were appreciative, well-behaved, and placid. Moratoriums were volatile, intense, struggling. The (two) achievers demonstrated non-defensive strength.

Matteson (1974) found foreclosure males to be very positive toward their fathers, and the foreclosure family as being most task-oriented with pressure for conformity to family values. Emotional expression was not particularly encouraged but the offspring perceived his parents as very accepting and encouraging. This composite was consistent with Jordan's (1971) where foreclosures were described as "participating in a love affair" with their families. Identity diffusion youth were characteristically "inactive," and perceived their parents as being rejecting and detached. Matteson and Jordan each noted that this was

particularly so regarding perceptions of the father. Moratorium families were described as interacting to preserve autonomy and with high activity and self-expression. Relationships were ambiguous, with the males apparently engaged in a struggle to free themselves from their mothers (Matteson, 1974; Donovan, 1975; Schilling, 1975; Jordan, 1971). Finally, identity achievement families reported "positive, though moderately ambivalent, relationships with each other" (Marcia, 1980; p. 171).

Bob (1968) discovered that, when convention was perceived as the point, some college male achievers performed better under conditions of stress while others performed worse. Breuer (1973) similarly distinguished between two types of achievers in a forced conflict experiment: those who disapproved of rebellious behaviors versus those that had a greater opposition to authoritarian behavior. Orlofsky, Marcia, and Lesser proposed an "alienated achiever" status to cover those who "express a lack of occupational commitment, though they seem to have a consistent rationale for it to which they are strongly committed" (1973, p.212). This seems less necessary now that campus activism has receded.

Intimacy Development

Intimacy, as a developmental task of adulthood, does not appear in the literature until the fifties. Tryon and

Lilienthal (1950), in one of the first attempts at developmental stage theory, say the task of late adolescence is to build a strong mutual affectional bond with a potential life partner.

Erikson first presented "intimacy" as an adult task in 1950. Although Erikson's representation of "intimacy" was sketchy, this event was significant in that adulthood was presented as a time of continuing development with specific tasks necessary for on-going and optimum growth.

Sexual intimacy, while presented as the peak of intimacy, is merely an aspect of intimacy. Intimacy is broadly defined by Erikson as "the capacity to commit oneself to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments, even though they may call for significant sacrifices and compromises" (Erickson, 1963, p. 263). Further, the term refers to a true and mutual psychosocial "counterpointing as well as fusing of identities" (Erikson, 1968, p. 135), be it in marriage, friendship, erotic encounters, or in joint inspiration.

Attributes of intimacy include "the selflessness of joined devotion,...a mutual commitment" (Erikson, 1964, p. 128). Intimacy is displayed in "a chosen, an active love,...an adult affiliation which is actively chosen as a mutual concern" (Erikson, 1964, p. 128).

Intimacy and love aren't easily distinguished from

each other in Erikson. Basically, intimacy is the psycho-social task; love is the virtue that arises from the commitment and capacity.

As to intimacy, many others have lent a hand and attempted to identify it. Definitions of intimacy range from the very brief to the more elaborate. Desmond Morris (1971) offers a brief one. Intimacy, he says, exists "whenever two individuals come into bodily contact" (Morris, 1971, p. 9).

Thomas Oden, theologian and psychologist, forwards a more elaborate definition. He suggests:

> Intimacy is an intensely personal relationship of sus-tained closeness in which the intimus sphere of each partner is affectionately known and beheld by the other through congruent, empathic understanding, mutual ac-countability, and contextual negotiability, durable in time, subject to ecstatic intensifications, emotively warm and conflict-capable, self-disclosing and dis-tance-respecting, subject to death and yet in the form of hope reaching beyond death (Oden, 1974, pp. 24-25).

While intimacy began to be recognized as relevant to adult processes in the fifties, very little research has followed to date. Humanistic psychology incorporated in-timacy into its pattern of actualization. Various scales have been presented to try to measure intimacy. Most, though, are restricted to the measure of isolated aspects of intimacy like sexual intimacy. Holt, in 1977, can write: "After an exhaustive search of ERIC and APA data bases which failed to yield any significant studies of in-timacy, it appears that, at present, there exists no syste-

matic study of intimacy as a developmental concept nor does there exist an instrument to assess an individual's capacity for mature intimacy" (Holt, 1977, p. 26). She attempted to build such an instrument and we have included it in our battery of tests.

Various theoretical positions and scattered empirical investigations of intimacy can be cited. Harlow and Harlow (1966) found intimacy to be learned, given certain necessary experiences. Contact comfort was central to the ability to reciprocate affectional feelings. Others have determined, as did Harlow, that experiences of warmth, affection, and tenderness in infancy and childhood seem prerequisite (Montagu, 1958; Kirkendall, 1968; Morris, 1971) to the ready development of a capacity for intimacy.

Maslow (1958) observed the intimate relationships of self-actualized people to get an idea of what constitutes higher order affection. The characteristics he saw included:

1. A dropping of defenses and roles; a spontaneity of behavior;
2. Ability to love and be loved;
3. Sexuality of intense and ecstatic perfection; a mystical quality;
4. Fun, merriment, gaiety in sex;
5. Acceptance of other's individuality; a nonpossesiveness;
6. Love as an end-experience with feelings of wonder and awe;
7. Detachment and individuality; no clinging; freedom to go apart easily; and
8. Greater perceptiveness of the other person; less attracted by physical qualities and more by compatibility, goodness, considerateness.

Swensen (1961) was involved in a series of studies aimed at identifying consistent dimensions of love and intimacy. Much of this used self-description followed by factor analysis.

Kirkendall (1968) identified six developmental stages in a love relationship as: 1) physical involvement; 2) communication; 3) dependability; 4) concern; 5) trust; and 6) sincerity and honesty. Giffen (1968) focused upon trust in a relationship, constructing a semantic differentiation scale to assess trust based upon perceptions of the partner.

Fromm (1956) clarified four basic elements common to all forms of love. These are care, responsibility, respect, and knowledge (Fromm, 1956, p. 22).

Jourard (1970) confirmed that degree of intimacy can be related to the amount of reciprocal self-disclosures. Allen and Martin (1972) sought to scale an intimacy quotient but restricted their scope to sexual intimacy. Sexual intimacy began to appear in the literature more often.

Through application of his Care Attraction Inventory, Shostrom (1971) determined that intimacy could be seen within a developmental context. Stages of intimacy could be designated as attached to certain age groupings: affection (up to 6); friendship (8-12); eros (13-21); and

empathy and interdependence (21 and on).

Dahms (1972) visualized three interrelated dimensions of intimacy forming an hierarchical pyramid: intellectual intimacy (ideas, words, roles, games, defenses); physical intimacy (touching, proximity, hugging, caressing); then emotional intimacy (mutual accessibility, naturalness, nonpossessiveness). Mature intimacy incorporates all levels.

On the other hand, Howard and Charlotte Clinebell (1970) found it useful to distinguish twelve different types or strata of intimacy that can apply to close relationships. They are:

> Sexual intimacy (erotic or orgasmic closeness);
> Emotional intimacy (being tuned to each other's wavelength);
> Intellectual intimacy (closeness in the world of ideas);
> Aesthetic intimacy (sharing experiences of beauty);
> Creative intimacy (sharing in acts of creating together);
> Recreational intimacy (relating in experiences of fun and play);
> Work intimacy (the closeness of sharing common tasks);
> Crisis intimacy (closeness in coping with problems and pain);
> Conflict intimacy (facing and struggling with differences);
> Commitment intimacy (mutuality derived from common self-investment);
> Spiritual intimacy (the we-ness in sharing ultimate concerns); and
> Communication intimacy (the source of all types of true intimacy).

This list, mind you, is not the definition of intimacy. Intimacy, to the Clinebells, is the common element of sharing, closeness, and mutuality inherent in all of

them. This diagram, though, shows us how varied are the stratas that heighten and blend mature intimacy.

Rubin's (1970) Love and Liking Scale, based upon observations of collegians, was one of the first instruments to measure intimacy since Yufit's (1956) intimacy-isolation questionnaire. Rubin's love scale scored a summed measure of three components of love: attachment, caring, and intimacy as self-disclosure.

Holt (1977) sought to develop an instrument to assess capacity for mature intimacy. Her experimental Intimacy Development Inventory has evidenced some initial validity and has been revised to improve it. Holt's attempt is aimed at measuring an individual's progress along continua representing three intimacy development dimensions -- emotional, physical, and intellectual intimacy.

In a dissertation, Weiss (1978) used his 16-item intimacy ranking instrument to study the association between level of spouse and friendship intimacy with adaptation to stress over the adult life span. He determined that intimacy served as a buffering factor in adapting to stress for older people but not younger people, and that this effect was more powerful for married couples than for friends.

Abrams (1977) hypothesized from his data that there are identifiable developmental stages in the early years of marriage. These stages, occurring in sequence accord-

ing to the length of the relationship, are pre-intimacy; intimacy; pre-differentiation; followed by either differentiation/intimate or differentiation/non-intimate. Stages in marriage, it is suggested, depend upon the interaction of differentiation and intimacy.

Similarly, Gans (1975) studied separation-individuation derivatives as related to closeness in adult love relationships. Her two major findings were stated as: "First, the separation-individuation process (from early childhood) is reactivated in the formation of couple relationships. Second, this process not only reoccurs, but it may also be reworked to a higher level of separation-individuation" (Gans, 1975, p. iv). Closeness, then, depends upon a married couple actively working for closeness at the same time as they strive to deepen separation-individuation.

Rogers (1972) suggests that "education for partnership" be a goal of our educational efforts. This could serve as a mandate for church-related ministry, too. Rogers equates communication, dissolution of roles, and "becoming a separate self" with mature intimacy.

This idea of "becoming a separate self" as parcel of intimacy is affirmed by many theoreticians. Murray Bowen stipulates that mature couples "maintain well-defined selfs and engage in intense emotional relationships at the same time" (Bowen, 1978, p. 164). Martin Buber

(1958) asserts that interpersonal intimacy is always based upon an interfaced "I" and "Thou." A formula emerges: "oneness" promotes "twoness" and "twoness" promotes "oneness."

Margaret Mahler (1972), drawing upon Freud, states that the tension between intrapsychic oneness and twoness, separation-individuation versus rapprochment, reverberates throughout the life cycle. She maintains, "Consciousness of self and absorption without awareness of self are the two polarities between which we move" (Mahler, 1972, p. 333). She theorizes that "the mainspring of man's eternal struggle...is against both fusion and isolation" (Mahler, 1972, p. 338). So, it is believed, this need for individuation and yet this drive for fusion permeate the tension and striving implicit in adult intimate relationships.

Reik (1978) presents a different slant which can be applied to marital intimacy. Internal discontent, he maintains, is at the root of "jumping" in love. (We jump rather than fall, he qualifies.) We are dissatisfied with ourselves because of our failure to live up to the demands we make on ourselves. Thus, at an opportune time, we project our ego-ideal onto another person. We love one who fulfills our secret and haunting ego-ideal!

Nonetheless, Reik allows that love is more meritori-

ous than that. Continuing on, he explains: "We understand that the primary condition for the formation of love is dissatisfaction with, even a certain dislike of, oneself. But that is only the incentive. To love means to overcome this inner discord" (Reik, 1957, p. 126).

Another clarification must be drawn. Walster and Walster (1978) have interviewed and tested more than 100,000 people over the past 15 years. They find that passionate love is quite short-lived, with a duration ranging from only six months to about two and a half years. With time the relationship either terminates or metamorphizes into "companionate," committed, affectionate love.

Tennov (1980) has reported the same phenomenon in a delightful book called Love and Limerance. Tennov is one who believes we should take seriously the task of investigating the development of love. With an abundance of interviews to bolster her, she contends that falling, or "jumping," in love is akin to "passionate" love, or romance, or what she prefers to call "limerance." Once again, the distinction is made between "this love" and "mature love." And, again, what is found is that "under the best of conditions, the waning of limerance through mutuality is accompanied by the growth of the emotional response more suitably described as love" (Tennov, 1980, p.23).

The connection is this: projection of the ego-ideal,

psychoanalytic rapproachment and/or fusion, and any other
paralleled processes may be the incentive to move toward
intimacy; nonetheless, they are not love. They are more
related to passion, romance, limerance. Only the oppor-
tunity for the growth of love is resident in that initial
bonding. Love is to be associated with a oneness that
learns to promote twoness and a twoness that grows to pro-
mote oneness.

Love is epitomized by decision, not feeling. Love,
as Erikson insists, is, in essence, commitment. This musing
from Enid Bagnold, will suffice for illustration:

> It's not till sex has died out between a man and a woman
> that they can really love...When I look back on the pain
> of sex, the love like a wild fox so ready to bite, the
> antagonism that sits like a twin beside love, and con-
> trast it with the affection, so deeply unrepeatable of
> two people who have lived a life together...it's the
> affection I find richer. It's that I would have again
> (Bagnold, 1983, p. 31).

In closing, there are various instruments that aim at
operationalizing intimacy or claim to measure some aspect of
intimacy. Examples include Yufit's (1956) Intimacy Scale,
Rubin's (1970) Loving and Liking Scale, the intimacy sub-
scale of Constantinople's (1969) Inventory of Psychosocial
Development, Miller's (1982) Social Intimacy Scale, the
revised Holt (1979) Intimacy Development Inventory (IDI),
and Orlofsky's (1973) Intimacy Status Interview. Applied in
this research were the Miller, Constantinople, and Holt
scales.

Modeled after Marcia's Identity Status Interview

(ISI), the Orlofsky Intimacy Status Interview (InSI) was
published in 1973 in an attempt to operationalize intimacy
via interview. Orlofsky's tool yields the well-known cate-
gories "intimate," "preintimate," "stereotyped," "pseudoin-
timate," and "isolate." This is a 15-30 minute interview
used to assign subjects to one of these five statuses.
Higher rankings are based upon: "1) the presence of close
relationships with peers; 2) the presence of commitment to
an enduring heterosexual love relationship; and 3) depth
versus superficiality of relationship" (Orlofsky, 1974, p.
76).

Each status has been defined. Intimate individuals
establish and maintain deep and enduring friendships and
love relationships. The preintimate individual has genuine
interest in others and close relationships. Nonetheless,
he is "conflicted about commitment; his relationships are
marked by some ambivalence about the risk involved in inti-
mate sexuality" (Orlofsky, Marcia, and Lesser, 1973, p.
213). Stereotyped relationships are superficial and utili-
tarian, lacking in both self-awareness and deep, mutually
satisfying commitment. The pseudointimate has made a
more or less lasting heterosexual commitment, but with
few signs of closeness or depth except when it is to his
advantage. Finally, the isolate is markedly withdrawn
from personal relationships, only occasionally initiates
casual interpersonal contact, and lacks enduring personal

relationships.

    Dissatisfied with aspects of this, Holt (1977) built
her experimental Intimacy Development Inventory (IDI).
This aims to identify and measure the following components
of intimacy, which Holt believed were essential to mature
intimacy: empathy, physical closeness, open communication
(reciprocal self-disclosure), risk-taking, commitment, re-
spect for individuality (interdependence), loosening and
dropping of roles, trust, and responsibility. Based upon
analysis of the test after application, the IDI has more
recently been revised. It is the revised inventory which
was used in this current study.

    Since Orlofsky published his status interview, inti-
macy has received more empirical attention. The relation-
ship between identity and intimacy has been investigated,
too. The Orlofsky and Marcia instruments are standardly
applied. Results of these examinations will now be re-
viewed.

The Relationship of Identity to Intimacy

    As stated, for Erikson the achievement of identity
is a necessary prerequisite for the establishment of an in-
timate mode of interpersonal relationships. He writes:

> True "engagement" with others is the result and the
> test of firm delineation. Where this is still missing,
> the young individual, when seeking tentative forms of
> playful intimacy in friendship and competition, in sex
> play and love,...is apt to experience a peculiar strain,
> as if such tentative engagement might turn into an inter-

personal fusion amounting to loss of identity. Further, it is only after a reasonable sense of identity has been established that real intimacy with the other sex (or, for that matter, with any other person...) is possible (Erikson, 1959, p. 95).

Theodore Reik (1957) indicates the same necessary link. He maintains: "No one can say 'I love you' who feels as a nobody. You have to regain yourself before you can give yourself away...To love, one must be entirely oneself" (Reik, 1957, pp. 71, 144).

Murray Bowen (1978), influential pioneer in family systems theory and therapy, has created an unreleased Differentiation of Self Scale. He explains:

In broad terms it would be similar to an emotional maturity scale, but it deals with factors that are different from "maturity" concepts...This is a scale for evaluating the level of "differentiation of self" from the lowest possible level of "undifferentiation," which is at 0 on the scale, to the highest theoretical level of "differentiation," which is at 100 on the scale. The greater the degree of undifferentiation (no self), the greater the emotional fusion into a common self with others (undifferentiated ego mass). Fusion occurs in the context of a personal or shared relationship with others and it reaches its greatest intensity in the emotional interdependency of a marriage (Bowen, 1978, pp. 472-473).

On the other hand,

...when the well-differentiated person marries a spouse with an equally high level of differentiation of self, the spouses are able to maintain clear individuality, and at the same time to have a comfortable, nonthreatening emotional closeness with each other. These spouses do not become involved in the "fusion of selfs" that occurs in marriages of less differentiated spouses (Bowen, 1978, p. 109).

As a clarification, Bowen uses the term "fusion" as a negative derivative of immaturity. Erikson often uses it

positively to indicate genuine oneness.

The relationship of Bowen's differentiation-close-
ness to Erikson's identity-intimacy is more than inciden-
tal. According to Bowen:

> In the use of this terminology I would consider 'dif-
> ferentiation of self' to be equivalent to "identity"
> or "individuality"...A person with a high level of
> "differentiation of self," or "identity," or "indi-
> viduality," is one who can be emotionally close to
> others without emotional fusions or loss of self,
> or loss of identity, because he has attained a higher
> level of differentiation of self (Bowen, 1978, p. 109).

Garfinkel (1980), working out of Bowen's framework,
has developed what he contends is a valid and reliable
measure of this differentiation of self. Termed the Fam-
ily Systems Personality Profile (FSPP), it is designed both
to measure levels of differentiation in the individual and
examine dynamics and tensions in the family of origin.
The FSPP was applied in this research.

Several studies have attempted to confirm the rela-
tionship of identity and intimacy empirically. Constan-
tinople's (1969) Inventory of Psychosocial Development
(IPD) is a personality questionnaire which measures the
success of the individual's resolution of the first six
psychosocial crises proposed by Erikson. With a college
sample, Constantinople documented group trends toward re-
latedness of stage specific outcomes based upon, and as
predicted by, Erikson's theory. The progress of the males,
it must be noted, was more closely in accord with the ex-

pected pattern than was the case with the females, though. The IPD was applied in this research.

Whitbourne and Waterman (1979) replicated these findings. They also found intimacy scores to be related to androgyny and, to a lesser extent, to feminine sex-role orientation.

Kinsler (1972) found identity diffusions to have the lowest measures of intimacy and self-expression. He used Yufit's (1956) activities index checklist and a situational intimacy task.

In a widely cited study, "Ego Identity Status and the Intimacy versus Isolation Crisis of Young Adulthood," Orlofsky, Marcia, and Lesser (1973) investigated the relationship between the ego identity statuses and intimacy statuses. Their abstract summarizes the design and results:

> Ego identity status and intimacy status were determined for 53 college men and related to each other and to measures of intimacy, isolation, social desirability, autonomy, affiliation, and heterosexuality. Subjects in the identity achievement status and the alienated achievement status, a new identity status, appeared to have the greatest capacity for engaging in intimate interpersonal relationships. The interpersonal relationships of foreclosure and identity diffusion subjects were stereotyped and superficial. Moratorium subjects were the most variable. Identity diffusion individuals were least intimate and most isolated, while alienated achievement subjects were least isolated. The latter were also highest in autonomy and affiliation. Foreclosure subjects obtained the lowest autonomy and the highest social desirability scores. The results were interpreted as supporting the hypothesis that favorable resolution of the intimacy-isolation crisis is related to successful resolution of the identity crisis (Orlofsky, Marcia, and Lesser, 1973, p. 211).

In conclusion, they add:

The hypotheses concerning the relationship between the
psychosocial states of identity and intimacy were con-
firmed. Identity achievement subjects were generally
found to have successful, mature, intimate relation-
ships...The findings for both identity achievement and
moratorium subjects relate to a basic premise of the
study, that genuine intimacy generally occurs only
after a reasonable sense of identity has been estab-
lished (Orlofsky, Marcia, and Lesser, 1973, p. 218).

As a result of the follow-up on 30 male subjects in-
terviewed six years before while in college, Marcia (1976)
gathered interesting evidence for the suggested link be-
tween identity and intimacy. When reinterviewed for iden-
tity status, intimacy status, life style, and campus activ-
ism, interviewees were found to be vulnerable to change in
identity status over the six years. Nonetheless, "identity
was related to intimacy both concurrently and predictively"
(Marcia, 1976, p. 154), the experimenter found. The con-
clusion read: "As expected, current identity status was re-
lated to current intimacy status. But, most importantly,
previous identity formation -- when the particular mode re-
mained stable -- was related to current intimacy status"
(Marcia, 1976, p. 153).

Orlofsky (1973) correlated intimacy status subjects,
based upon their InSI classifications, to their resolution
scores on the other Erikson psychosocial crises, as mea-
sured by the IPD. By statuses, the high intimacy men
scored significantly higher, and the low intimacy status
men scored lower, on all six subscales of the IPD except
the Industry versus Inferiority scale. Isolate status

men ranked fairly strong in Industry.

Initially, all looks well. Unfortunately, questions have surfaced. Also, if intimacy is a young adult task, why have virtually all studies been conducted on collegians? Further, why were almost all studies done of men to the the virtual exclusion of women?

Casting a shadow over results cited, it must be pointed out further that Marcia's Identity Status Interview had evolved to the point that different interviews were suggested for males and females. Males were often now tested for vocational and ideological commitment only. Females were additionally being gauged variously, though inconsistently, for sexual attitudes and sex-role orientation. Thus, male and female identity status subjects -- often subsequently being related experimentally to intimacy statuses -- were not being classified according to the same standards.

Controversy has long been brewing that Erikson described identity and intimacy development properly as it occurred in males but not females (Gallatin, 1975; Matteson, 1975). The controversy probably traces to Erikson himself. In a provocative treatise, "Womanhood and Inner Space," Erikson (1968) appeared equivocal as to the woman's development. He indicated that, whether or not the woman seeks a career, her identity will still particularly be traced to her biological and psychological

"commitment" to nurture others. Before marriage, this is developing in her selective attraction of "the man by whom she wishes to be sought" (Erikson, 1968, p. 283). The implication seems to be clear: the woman's identity, at least, is not complete until intimacy is attained. Erikson did not, however, then clarify his view of sex differences as it pertained to processes of psychosocial development.

As early as 1966 Douvan and Adelson suggested that the process of identity and intimacy may actually be attained in reverse order for males and females. Research addressing identity development in women specifically (Marcia and Friedman, 1970; Schenkel and Marcia, 1972; Toder and Marcia, 1973) yielded inconsistent findings. Noting that this is "perhaps a reflection of shortcomings in their Eriksonian theoretical underpinings," Hodgson and Fischer concluded: "Relatively little is known about either identity development processes or the relative salience of identity and intimacy issues in women" (Hodgson and Fisher, 1979, p. 38).

Another interesting sex difference has been noted. Among college males it is identity achiever and moratorium subjects that often score higher. In contrast, among college females, it is identity achievers and foreclosures

that frequently behave as a distinct group and with higher
scores. Several investigators, based upon this pattern,
have concluded that the foreclosure status is more adaptive
for women than for men.

Bourne rebuts this conclusion:

The foreclosure status may still be more adaptive for
some women than for most men, yet there is insufficient
evidence to warrant that foreclosure is generally adap-
tive for women. The observation of Marcia and Friedman
(1970) that achiever and foreclosure women behaved as a
group was not replicated by Schenkel and Marcia (1972).
More crucially, the conclusion that the identity sta-
tuses have different implications for the sexes is
based upon a series of studies in which women and men
have been (1) drawn from different populations, (2)
given different types of identity status interviews
(the women's interview contained an additional section
on attitudes toward premarital sexuality), and (3) as-
sessed on different types of dependent measures (Bourne,
1978a, p. 245).

Orlofsky (1978) controlled for all these factors and
tested college men and women on measures of need for
achievement and fear of success. He found that identity
achievers and moratoriums among both men and women tended
to be distinguished as a group apart from foreclosures and
identity diffusions.

Rogow, Marcia, and Slugowski (1982) responded to the
charge that interpersonal-sexual concerns are more impor-
tant to women by testing 80 college males in those supposed-
ly female content parts, as well. Two new areas were added
to the (male) ISI so that commitment in all five content
areas of occupation, religion, politics, sexual expression,
and sex-role belief could be assessed in males. Their con-

clusion surprised some:

> The new areas tapping interpersonal-sexual concerns
> correspond more highly with overall identity status and
> discriminated better on the cognitive complexity mea-
> sure than did occupation. Hence, we seem to be in a
> position that supports Matteson (1977): interpersonal
> concerns are important for men's identity as well as
> for women's, and they are certainly no less important
> than occupational issues in men's identity development
> (Rogow, Marcia, and Slugowski, 1982, p. 11).

Those researchers believe that they have an interview

that works for both men and women. The invitation to find

out is open.

Two different schema are before us regarding women.

Erikson's eight stage theory, even granting his inferences

about sex differences, places identity formation before inti-

macy formation. Others have countered that, in women, inti-

macy precedes identity. Bourne proposes a third model:

> While Erikson's original theoretical position was that
> identity preceded intimacy (at least for boys), it re-
> mains questionable whether these variables are at least
> partially interdependent for both sexes. Certainly if
> identity depends upon separation from parental identi-
> fications, and such separation is in turn dependent
> upon the establishment of new object relations, then
> identity formation and the development (perhaps not
> the achievement) of intimacy should go hand in hand
> (Bourne, 1978b, p. 376.

After assessing all current evidence, Waterman seems

correct in this conclusion:

> Comparisons of the patterns of identity formation shown
> by males and females yield far more evidence of similar-
> ities than differences. With respect to the processes
> of development, the sexes show generally similar proba-
> bilities of consideration of identity alternatives and
> establishment of commitments. Only in the area of
> attitudes toward premarital sexual activity are differ-
> ences evident. Here, females appear more likely to go

through a period of moratorium and achieve identity commitments; males are more likely to maintain the early commitments on which they had foreclosed (Waterman, 1981, p. 355).

Erikson's order for identity and intimacy formation finds general support. Some of the "discrepant" evidence might suggest that, while males and females achieve identity gains precedent to intimacy, what may differ is the content of their identity choices (Waterman, 1981; Frieze, Parsons, Johnson, Ruble, and Zellman, 1978). Such a sex difference could be thought to be foreshadowed in Erikson's (1968) philosophizing in "Womanhood and Inner Space."

Bourne's "interdependent" model is appealing but reflects an important shortsightedness. Of course identity and intimacy proceed interdependently. Erikson emphasizes that all major components of personality proceed interdependently throughout the life cycle. So, too, is identity based upon interpersonal-sexual domains and, thus, even intimacy "development." Erikson emphasizes this, too. The critical point, though, which Bourne pretends to neatly skirt, is the order of "achievement." Relationships always permeate, support, and advance identity formation. Even if the weight of identity choices is distributed differently for males and females, the point is that intimacy achievement follows identity achievement for both.

Again, the pattern of identity formation and the order of identity preceding intimacy appear to be similar for

males and females. The content of their identity choices may differ.

Having addressed the controversy, there have been three recent designs which included men and women. Hodgson and Fischer (1979) focused upon alleged sex differences related to identity statuses. First, they grouped college males and females according to "high" (achievement and moratorium) and "low" (foreclosure and diffusion) identity statuses and compared part scores from all the content areas. Males were significantly higher than females in occupational, religious, and political commitment while females were higher in sex-role commitment. Next, they compared identity and intimacy status placements. Combining the part scores from all the content areas, they determined sex differences in the relationship of identity and intimacy statuses. Hodgson and Fischer termed identity achievement in occupation, religion, and politics the "male pathway," and identity achievement in sex role the "female pathway" of identity development. It must be noted, methodological problems have been attributed to Hodgson and Fischer (Tesch, 1980, pp. 33-34).

Kacerguis and Adams (1980) systematically examined identity and intimacy status in females and males. Their data confirms the relationship between identity and intimacy. In contrast to Hodgson and Ficher, they found no significant sex differences in the relationship between

identity and intimacy statuses. Neither were significant sex differences observed in intimacy status composite. Unfortunately, the identity status interview omitted the sex-role segment.

As mentioned, the great majority of studies have been restricted to college students. Tesch (1980), though, studied 88 men and women between the ages of 21 and 35, with a mean age of 26. Assessment was made with a modified version of the Orlofsky measure, further altered to focus upon openness of communication, involvement, and co-determination. In addition, sex-role orientation was introduced in a separate test as a variable. Tesch summarized: "Findings from males supported Erikson's theory that a strong identity facilitates the development of intimacy. Among the females, however, intimacy was largely independent of identity formation. For women, socialization experiences may be as important as personality factors in the development of intimacy" (Tesch, 1980, p. vi).

In summarizing, Erikson's theory of ego epigenesis predicts that the psychosocial achievement of identity precedes the achievement of intimacy in males and females. Some researchers object that intimacy comes before identity in women; others maintain that there are distinct male and female "pathways" of identity development.

Research results largely confirm Erikson's identity-intimacy order as well as the basic pattern of identity

formation for both males and females. Nonetheless, some evidence suggests that males and females may differ in the content of their identity choices.

A Critical Examination of Existing Measures

Almost all identity studies since 1964 have used Marcia's Identity Status Interview (ISI) as the instrument of assessment. That means virtually all identity studies partake of its strengths and weaknesses. That makes it all the more surprising that major shortcomings to the ISI have not been addressed.

Construct Validity

Most importantly, does the ISI measure what Erikson meant by "identity"? Earlier, the seven different ways in which identity can be categorized in Erikson's writings were reviewed. They were: 1) a genetic/developmental process; 2) and adaptive achievement; 3) a structural configuration or "synthesis;" 4) a dynamic process; 5) the subjective, or experiential, grasp; 6) psychosocial reciprocity; and 7) an existential stance. Marcia's ISI pertains almost exclusively to the last two. Virtually all administrations of the ISI have assessed nothing but degree of subjects' occupational and ideological commitment.

As Bourne contends:

> The question arises, however, whether there are other
> areas of commitment relevant to identity besides occu-
> pation and ideology. From Erikson's discussion (1968,

> pp. 183-188) of subsidiary issues involved in identity
> formation (e.g., "polarity of sex differences vs. bi-
> sexual confusion," "leadership vs. followership," etc.)
> it would seem that the young person's resolution of
> conflicts and subsequent commitments in domains such
> as sex-role identity, view of authority, and even het-
> erosexual intimacy are all constitutive of identity
> (Bourne, 1978b, p. 376).

The tool, then, does not measure comprehensively what

Erikson intends by identity.

Marcia admits as much:

> A half hour interview on crisis and commitment in occu-
> pation and ideology may be a better approach to identi-
> ty than some that have preceded it, but it is insuffi-
> cient to expose the core of identity. I am very aware
> that what has been dealt with by these studies are some
> surface manifestations of identity and that their refer-
> ent is a much more highly concentrated group of processes
> ordinarily inaccessible to direct observation (Marcia,
> 1976b; cited in Bourne, 1978b, p. 377).

The most recent attempts (Rogow, Marcia, and Slugow-

ski, 1982) to extend the ISI content areas to include sex-

ual beliefs and sex-role orientation are welcomed. Nonethe-

less, as will be seen, this is not the only critical pro-

blem.

Although, due to its pre-eminence, critique is almost

exclusively aimed at the ISI, Bourne (1978b) reminds that

construct validity has not been proven for any of the iden-

tity scales floating around. He calls for a convergence of

several different types of ego-developmental measures. This

present study did this. Incidentally, Bourne (1978b, p. 383)

revealed skepticism that anything more than a modest level

of convergence would be found.

Reliability

Few researchers have employed the ISI to follow sub-
jects longitudinally. When results have been analyzed
(Waterman, A.S., and Waterman, C.K., 1971; Marcia, 1976a)
experimenters have not found the identity status categori-
zations to be particularly stable over time. In fact, sub-
jects gauged identity achievers during college were most
vulnerable to change. This has led Marcia (1976a) himself
to conjecture that the ISI may reflect short-term "states"
as opposed to long-term enduring "traits."

Is this what Erikson meant by identity achievement?
Is identity achievement a mere function of the way a person
feels one day or, perhaps, how sure they are at this par-
ticular isolated moment "what they want to be when they
grow up?" Bourne (1978b) points out that ISI statuses have
not even been demonstrated to be stable over short one to
three month periods. Just as damaging, is identity an
extension of how articulate a person is? Obviously, this
is not plugging into Erikson's postulations.

Relating, also, to reliability, there has been little
uniformity in what version of the ISI has been administered.
Different identity tests, it has been supposed, were to be
given to males and females. Does not that make for a built-
in sex bias? Much of the discrepancy in "pathways" could

conceivably be traced: 1) to the different tests being administered to males and females; and, 2) tests that measure only isolated, limited parcels of what Erikson meant by identity.

A Critique of the "Status" Concept

Also at the heart of the critique is the "status" concept itself. Is it really to be believed that identity is something that is achieved in an "all or nothing" flash by one's senior year of college? Is identity a typological end-point that one leaps upon like a fumbled

Ego identity formation can not be viewed as a static configuration. It is, instead, an ever-continuing, rich confluence of multiple, developmental processes. What is required is study of identity as a living center pulsing through a family of many developmental dimensions. Bourne rightly declares: "Studying the process of identity formation first requires the elaboration of a conceptual framework specifying certain relevant developmental dimensions which implicitly refer to long-term maturational processes as opposed to hypothetical states or traits of the individual" (Bourne, 1978b, p. 386).

This call is affirmed by others (Matteson, 1977; Bosma, Gerrits, and Ketting, 1982). Even Marcia assents: "Without belaboring well-worn criticisms of typological approaches, it may be productive to begin thinking of identity in terms of ongoing process or dimensions (rigid-flex-

ible, open-closed) instead of the identity status categories and their proliferation" (Marcia, 1976a, p. 154).

It is time to move beyond the "status" conception. This applies to Orlofsky's intimacy status set-up, too. The call comes through clearly. If the field is to move toward the heart of identity and intimacy, developmental dimensions and behavioral continuums and integrally related processes must be identified. A new direction for research has been mapped.

To summarize, Marcia's Identity Status Interview has dominated the field of identity research since its inception in 1964. Much research has been generated. Nonetheless, serious limitations in the instrument must be recognized. Critical problems exist with construct validity, reliability, possible sex-bias, and the unfortunate absence of a cogent conceptual-operational framework. What is signaled is a new direction for research. Given that which is presented above, perhaps a developmental, process-oriented philosophy could replace a static, typological one. This will lead to a dimensional rather than a categorical scoring system, as well.

This investigation attempted a "bite-sized" contribution. Adult men and women were given the same test and identity and intimacy were correlated. Charting was on continuums, developmental dimensions were probed, and conver-

gence of several non-typological psychometric scales was
tested.

CHAPTER III

METHOD

Hypotheses

The following hypotheses were tested:

Hypothesis 1

There is no significant positive linear relationship be-
tween the set of intimacy formation variables and the set
of identity formation variables of young married adults.

Hypothesis 2

There are no differences between the intimacy formation
scores of husbands and the intimacy formation scores of
wives.

Hypothesis 3

There are no differences between the identity formation
scores of husbands and the identity formation scores of
wives.

Hypothesis 4

There is no significant difference between the intimacy
formation scores for males and females being married
different lengths of time when the age of the subject

has been controlled.

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<center>Hypothesis 5</center>

There is no significant difference between the identity
formation scores of males and females being married dif-
ferent lengths of time when the age of the subject has
been controlled.

<center>Further Analyses</center>

In addition to testing the five hypotheses stated
above, further analysis considered concurrent validity of
the four identity instruments and three intimacy instru-
ments by correlating them. Further, results were analyzed
to see if a certain score level of identity formation is
necessary for higher intimacy formation scores to result
for men and women, alternately. Finally, analysis to
determine the nature of the linear relationship between
the total negative stress variable and the identity and
intimacy formation scores of married young adult men and
women is presented. Each of these operations will be
reported alongside the hypothesis it relates to most closely.

<center>Subjects</center>

The sample consisted of 30 white, middle-class couples,
between the ages of 20 and 35, married 3 months to ten years
and three months. All couples were in their first marriage.

Of the thirty couples in this study, 15 had no chil-
dren, five had one child, seven had two children, two had

three children, and one had five children. The ages of women ranged from 20 to 35, with a mean of 27.03. The ages of the men ranged from 23 to 35, with a mean of 28.83.

The sample was solicited from young adult fellowship classes at Protestant churches in three states. The churches chosen were those three that the investigator had worked at full-time. Generally, all couples who qualified to be in the study volunteered to participate.

The size of the communities varied considerably. Fourteen couples participated from Tampa, Florida, a metropolitan area of over half a million residents. Six couples volunteered in Colorado Springs, Colorado, a city of 220,000 population. Finally, ten couples contributed in Salina, Kansas, a town of 42,000.

Couples fell into three distinct groups delineated by length of marriage. Ten couples had been married 0 to three years; ten couples had been married four to six years; and, ten couples had been married seven to ten and a quarter years. Duration of marriage in months ranged between three and 123 months ($\bar{X} = 61.8$, SD = 37.3). Length of dating prior to marriage ranged from zero to nine years ($\bar{X} = 2.27$, SD = 1.82).

Of the 30 men in the study, 27 had attended some college, or were still enrolled, and 19 had completed at least one college degree. In terms of occupation, 23 were employed in professional or skilled occupations and seven

were employed in semi-skilled or clerical occupations.

Of the 30 women in the study, 26 had attended some college or were still enrolled, and 12 had completed at least one college degree. In terms of occupation, ten were employed in professional or skilled occupations, six were employed in semi-skilled or clerical occupations, one was a full-time student, and 13 were full-time homemakers (some were going to college part-time at the same time).

Participating couples were presented with the packet of psychometric tests, with data sheet and consent form; were assigned a couple number to insure anonymity; reviewed the tests and guidelines; were asked to fill out all answers privately without comparing responses; were assured of anonymity and confidentiality; and voiced any questions they had to the investigator. Couples took their packets home to complete them.

Procedures

Couples who agreed to participate in the study were first briefed together before they received, and filled out, the instruments. It was explained that they were being asked to participate in a doctoral study on the development of the marriage relationship. It was explained that their contribution would consist of answering a personal data form and seven inventories.

To assure greater accuracy and candidness in answer-

ing, the procedure was designed to produce anonymity for each respondent. As soon as the consent form was removed from the test packet, each couple could no longer be identified by name. Instead, each was given a joint, unique couple number. The two were distinguished only as to sex beyond this common number. Each person's packet and all instruments within their packet were labelled with their symbols. For instance, the wife in the experimental couple designated "06" was given packet "06W" with "06W" inscribed on each packet insert. This insured anonymity while eliminating possibility of mismatching of tests. No names were collected apart from the consent forms which were immediately separated from the packets. Partners were instructed not to show their responses to one another. Couples uniformly reported that they did not reveal their responses to one another.

Within each packet was an instruction sheet with a review of all procedural points. This was attached to a personal data form (see Appendix B for details). The seven psychometric instruments in each packet included all the tests used in our research since one identity and one intimacy scale were both on the Inventory of Psychosocial Development. The seven instruments were designated the "Family Systems Personality Profile", "Rasmussen Questionnaire", "Dignan Personal Inventory", "The Life Experiences Survey", "Miller Social Intimacy Scale", "Holt Development Inventory",

and the "Self-Perception Inventory" (see Appendices C through O). Five of the tests had "rate your spouse" sections attached.

All couples knew that marriage development was being studied. However, none were told that the focus was upon the two specific processes of identity and intimacy. The somewhat obscure titles given to each instrument cloaked the specific foci of the study without being unacceptably deceptive. Hopefully, this controlled for some response bias.

Instrumentation

Four instruments were employed to gather independent assessments of identity formation levels. Dignan's (1965) Ego Identity Scale (EIS), Rasmussen's (1964) Ego Identity Scale (REIS), Garfinkel's (1980) Family System Personality Profile (FSPP), and the identity subscale of Constantinople's (1970) Inventory of Psychosocial Development (IPD) are the four identity instruments (see Appendices C through J for details).

Three instruments were used to assess intimacy formation levels. The IPD was utilized for its intimacy subscale. Miller's (1979) Social Intimacy Scale (MSIS) was used. Finally, Holt's (1977) Intimacy Development Inventory (IDI) produced our third measure of intimacy (see Appendices I through N for details).

Stress was measured using Sarason, Johnson, and Siegel's (1976) Life Experiences Survey (LES). The negative stress

score was selected as our variable of measure (see Appendix 0 for details).

All eight psychometric instruments depend upon self-report. As a control, the questions from the FSPP (identity), the IPD (identity and intimacy), the MSIS (intimacy), the IDI (intimacy), and the LES (stress) were adapted so that each young married adult could independently rate their spouse on many of those same items upon which the spouse had rated themselves. For each person, then, there was a self-rated score and a spouse-rated score for that first person on identity and intimacy formation utilizing most of the psychometric instruments. This allowed an extra degree of control over responses of social desirability and provided us another measure of identity and intimacy.

EIS

Mary Howard Dignan (1965) constructed her 50-item Ego Identity Scale (EIS) to assess ego identity formation based upon Erikson's definition and discussion of ego identity. Seven dimensions of personality were considered most germane: sense of self, uniqueness, self-acceptance, interpersonal role expectations, stability, goal directedness, and interpersonal relations.

Dignan's test is a self-report questionnaire. Each of the 50 statements is followed with "Yes, Mostly Yes, Mostly No, and No" response categories. For scoring purposes, "Y and MY" are considered a "Yes" response, and "N and MN" categories

are considered a "No" response. Desirable direction of each
item was determined by five judges. The EIS yielded a maxi-
mum score of 50 after several items were reverse scored.
The higher the score the more firm the ego identity.

The reliability for this scale was determined in two
ways. First, the odd-even correlation coefficient, cor-
rected by the Spearman-Brown formula, was assessed. Sec-
ond, test-retest coefficients for a one-week interval were
determined. Using large college populations, both internal
consistency and stability coefficients were high, in the
0.70 - 0.80 range.

Validity for the Ego Identity Scale was estimated by
correlating it with the Student Rating Scale for Identity
Traits. Significance was beyond the .01 level for groups
of freshmen and sophomores. The results when correlating
the EIS with the Counselor Rating Scale for Identity Traits
did not correlate at a reportable level of significance.

A further validity check was sought correlating five
personality dimensions relevant to ego identity with the
Ego Identity Scale. Significance was found beyond the .01
level for three dimensions when freshmen were tested and
two dimensions when sophomores were tested.

Evidence for the construct validity of the Ego Iden-
tity Scale comes from the correlation of its scores with
scores produced from tests of manifest anxiety. Correla-
tions have been established beyond the .01 level.

In addition to the EIS, Dignan administered a seman-

tic differential scale to her subjects which they completed both for themselves and as they believed their mothers would. A positive significant relationship between the two semantic differential ratings was assumed to indicate identification with the mother. As predicted, Dignan found those higher on the EIS also scoring higher in maternal identification. Decided correlation found between the semantic differential scale and social desirability response sets confounds this finding (Jabury, 1967; Wylie, 1974).

As noted, the original EIS called for a two-choice answer to each item. Without altering any test items, subjects in the present study answered on a standardized, more precise 0 - 100 continuum, with end-points of "completely disagree" to "completely agree." This reflects the strong bias represented in this study that identity and intimacy continue to develop over a lifetime and, thus, must be viewed via "continuums" rather than "statuses." EIS was coded ID3, or "identity test number three."

REIS

Rasmussen (1964) developed his 60-item ego identity questionnaire to differentiate Navy recruits receiving high and low psychosocial effectiveness ratings from their peers. The test has five subscales designed to measure degree of resolution on the first five of Erikson's psychosocial stages. The total scale together yields Rasmussen's "identity

vs. identity diffusion" score.

In completing the scale, each subject marks "Agree" or "Disagree" after each item depending upon how self-descriptive he deems the item to be. Instructions say that subjects are to agree or disagree to each statement based upon which one decidedly or generally applies. Approximately half of the items are stated in the negative direction to avoid response set bias. Again, this study employed a 0 - 100 continuum instead.

Item face validity has been demonstrated. To begin, experts were able to classify 141 and 137 of 144 original items in terms of their theoretical derivatives. Two forms of 72 items were then pretested on Navy recruits so that poor discriminators could be eliminated. After randomization, the final form of the scale was administered to two samples of 100 subjects. Split-half reliabilities of .849 and .851 were obtained.

Construct validity estimates were reported by Rasmussen (1964). The scale significantly differentiated Navy recruits who were rated either high and low in sociometric effectiveness by their peers. Further, scores on the Ego Identity Scale related to the self-acceptance scale of the Gough Adjective Check List. Rosenfield remarks that "the attitudinal derivatives of the scale are consistent with dimensions of ego identity reported in the literature"

(Rosenfield, 1972, p. 19).

The REIS was applied as is customary, but with a couple necessary alterations. Male dominated language was replaced by "his/her" on a few items. Items that Rasmussen did not compute were dropped from this test. In addition, two questions which seemed specific only to recent high school graduates were deleted. Once again, as noted, the subjects in this present study answered on a standardized, more precise 0 - 100 continuum, with end-points of "completely disagree" to "completely agree." This replaced the original two-choice answer which was either "A" for "agree" or "generally agree" or "D" for "disagree" or "generally disagree." This reflects the strong bias represented in this study that identity and intimacy continue to develop over a lifetime and, thus, must be viewed via "continuums" rather than "statuses." The REIS was coded ID2, or "identity test number two."

FSPP

Garfinkle's Family Systems Personality Profile (FSPP) is a new, experimental ego differentiation assessment instrument (1980) based on the Bowen theory. To test the correspondence between Erikson's ego identity and Bowen's ego differentiation, this instrument was included.

The final form has 30 items. Eighteen items are reverse scored. Subjects choose between four answers, ranked

0 - 3, with the poles labelled "completely disagree" and "completely agree." The FSPP was employed intact but, again, with a 0 - 100 continuum for purposes of standardization.

The FSPP appears to be a significant predictor of behavioral functioning. A Pearson correlation was computed to measure the test-retest reliability of each item. Significantly consistent scores were recorded when the FSPP was readministered to the same 30 individuals three weeks apart.

It has been demonstrated that the FSPP has face validity. Four family therapists, experts in the field of ego functioning, judged 125 original items for general quality and for the extent to which they reflected the constructs intended. Their ratings resulted in the items presented to the research subjects.

Construct validity was also demonstrated. Factor analytic procedures were employed to arrive at the final factor solution. Garfinkle began by formulating five constructs, reflecting principal components, for which scale items were developed. From factor analysis emerged two distinct clusters of items around the a priori structures. Therefore, a two-factor solution was accepted, clustered around family dynamics and individual affective and cognitive response styles. This appeared to have marked resemblance to Bowen's method of assessing individual's levels

of differentiation.

Predictive validity was demonstrated by computing a two-way ANOVA between the FSPP scores and stress scores assessed by the Holmes Social Readjustment Rating Scale. The results showed the FSPP to be a highly significant predictor of behavioral functioning. In addition, a two-way ANOVA was computed comparing each of the implicit subscales of the FSPP with stress scores. Once again, there were significant main effects and no significant interaction effect.

Finally, social desirability influence was tested, utilizing subjects' scores on the Crowne-Marlowe Social Desirability Scale. The greatest amount of common variance shared by the social desirability scale and the other scales was .09. Social desirability was not a major influence on FSPP responses.

Without altering the FSPP, a "rate your spouse" section was tacked on as a separate appendage at the end of the FSPP by this researcher. Only nine of the original 30 items were adaptable to this superadded purpose. The FSPP was coded ID1 or "identity test number one".

IPD

The Inventory of Psychosocial Development (IPD) was finalized by Ann Constantinople (1970) to measure the successful and unsuccessful resolutions of the crises associated with the first six stages of development described by Erikson (1963): a) Basic Trust vs. Basic Mistrust, b)

Autonomy vs. Shame and Doubt, c) Initiative vs. Guilt, d)
Industry vs. Inferiority, e) Identity vs. Identity Diffu-
sion, and f) Intimacy vs. Isolation. The instrument con-
sists of 60 items, five measuring the successful resolu-
tions and five measuring the unsuccessful resolutions of
each of the six developmental stages. The IPD follows a
questionnaire format with respondents rating themselves on
a seven-point range. Afterwards, this was converted to a
score on a 0 - 100 continuum scale.

Data indicates good test-retest reliability. Con-
stantinople (1969) reported six-week test-retest reliabil-
ity coefficients with a median of .70. Using undergradu-
ates, Waterman and Whitbourne (1981) report one-week test-
retest reliability of the six stage scales ranging from .71
to .89, with the identity vs. identity diffusion scale
registering .83 reliability and intimacy vs. isolation at
.77. The reliability of the full-scale score was .88.

Internal consistency was indicated (Whitbourne and
Waterman, 1979) in a study of undergraduates and older
adults (n = 404). Cronbach's alpha coefficients for the
six stage scales scored a median of .72, with .68 relia-
bility for intimacy vs. isolation.

Validity for identity versus identity diffusion has
been buttressed. Comparing the IPD stage 5 scale with
self-definition statuses yielded by Identity Status Inter-
views (ISI), Marcia (1979) found that the Stage 5 scale

discriminated between the ISI statuses to a far greater extent than the other stage scales in a sample of adult women. As predicted, those women classified as identity achievers and foreclosures, i.e. well-defined, scored far higher than those who were identity diffuse.

Discriminant validity of intimacy versus isolation has been investigated by assessing individuals who differ in social dimensions of caring, mutuality, and open communications. Orlofsky (1978) found IPD stage six scores showing significant correlations with Intimacy Status Interview results in the expected directions. Further, LaVoie and Adams (1979), assessing the relationship between Rubin's Liking and Loving scales and the IPD scales, found the strongest positive correlations for Liking and Loving to occur for the intimacy scale and the strongest negative correlations to occur for the isolation scale. In addition, evidence for the discriminant validity of the Intimacy-Isolation scale is reported by Waterman and Whitbourne (1979) with significant, predicted correlations established between the IPD scale and the Bem Sex Role Inventory. It should be noted, though, Olczak and Goldman (1975) failed to find a significant correlation between the IPD stage six scale and a comparable subscale on Shostrom's Personal Orientation Inventory.

Finally, Constantinople (1969), LaVoie and Adams

(1979), and Whitbourne and Waterman (1979) correlated the IPD scales with the Marlowe-Crowne Social Desirability Scale. Whitman and Waterman report, "The relatively modest size of the correlations suggests that the full-scale and stage scales of the IPD are not particularly sensitive to a social desirability response bias" (Whitman and Waterman, 1981, p. 5).

Without altering the IPD, a "rate your spouse" instrument was produced by this researcher using the same items as those on the original IPD. This was administered after completion of the self-ratings. The IPD identity subscale was coded ID4, or "identity test number four." The IPD intimacy subscale was coded IN1, or "intimacy test number one."

MSIS

The Miller Social Intimacy Scale (MSIS) consists of seventeen items structured to permit an assessment of intimacy in the context of friendship or marriage. Ratings are on a ten-point range. For the present study, ratings were, instead, laid out on a 0 to 100 scale so that all psychometric tests could be approached similarly.

As to reliability, internal consistency was assessed by calculating the Cronbach alpha coefficient. The magnitude of this coefficient indicates that one single construct was being measured, as was intended. A test-retest

reliability of r = .96 (p< .001, Class 2, n = 25) over a two-month period and r = .84 (p < .001, Class 4, n = 20) over a one-month period indicates stability over time.

Convergent validity has been evidenced. Subjects scoring high in trust and intimacy on the 52-item Interpersonal Relationship Scale (Schlein, Guerney, and Stover, 1971; cited in Guerney, 1977) also scored high on this scale (r = .71, p < .001, Class 3, n = 45). Subjects scoring low on the UCLA Loneliness Scale also scored low on the MSIS (r = -.65, p < .001, Class 5, n = 59).

Discriminant validity has been evidenced in expected, positive direction on the Fitts' (1965) Tennessee Self-Concept Scale and on that subscale of the Jackson's Personality Research Form (Miller, 1982). Correlations with the Marlowe-Crowne Need for Approval Scale were not statistically significant for males or females (Miller, 1982).

Construct validity has been reported. The mean MSIS score for married adults is significantly higher than that for unmarried adults, while the mean for married adults is significantly higher than for a distressed married clinic sample (Miller, 1982). It is important to note that the mean MSIS score for an unmarried sample was significantly higher than that for the distressed married clinic sample, also. Thus, marital status and intimacy are discriminated.

The MSIS was administered without alteration or adaptation of any items. The response scale, though, was

changed from "1 - 10" to "0 to 100". In addition, fifteen of the original seventeen items were put on a separate "rate your spouse" instrument. This was administered upon completion of the self-ratings. The MSIS was designated IN2, or "intimacy test number two."

IDI

Holt's Intimacy Development Inventory (revised) is a promising intimacy assessment instrument (1979) that combines three subscales--one for emotional intimacy, another for physical intimacy, and a final one for intellectual intimacy.

Content validity had been demonstrated for the behavioral items on the IDI. After the determination of behavioral items, using interviews and Rasch analysis of slope values and scalability, 241 items were presented to six experts in the field of young adult development. This panel of developmental specialists was asked to sort each item by appropriate category (a. physical; b. intellectual; c. emotional; d. mixed; e. inappropriate; f. descriptive) and, then, to rate each item as to its high or low importance in the identification of intimacy. Any item which at least four out of six judges agreed was highly appropriate to the same category was retained. All statements not meeting the predetermined criteria were discarded. Remaining items were reanalysed by MESAMAX in order to develop intimacy scales for each subtest. The face validity of each inti-

macy subtask was determined in this manner. 122 test items, thus, were further reduced to 66 items.

Reliability was demonstrated using Guilford correlations between the emotional, physical, and intellectual scales. Correlations of 0.84, 0.76, and 0.79, respectively, were established, which is a reasonable level.

Holt sought to establish construct validity by studying possible variables influencing intimacy maturity levels. Analysis of variance design was used to determine if level of achievement on the developmental subtasks of intimacy was dependent on age, sex, race, and marital status, and independent of education and occupation.

Further, concurrent validity was advanced by the significant correlation between the IDI and the other two intimacy tests used in this present study. At the same time, the IDI was not correlated with other related measures such as marital satisfaction, stress, and the identity scales. These findings are reported in chapter four.

The IDI was administered without alteration or adaptation of any items. The response scale, though, was changed from "0 - 3" to "0 - 100". In addition, most of the items were put on a separate "rate your spouse" instrument. This was administered upon completion of the self-ratings. The IDI was designated IN3, or "intimacy test number three."

LES

The Life Experiences Survey (LES) was developed by Sarason, Johnson, and Siegel for the measurement of life stress. The advantage of its design is in having separate assessment of positive and negative life experiences as well as allowing for personalized gaugings of the varying impact of events.

The full LES has 57 self-report items that allow respondents to indicate events, and their impact, experienced during the past year. The scale has two sections. The first consists of 47 items which refer to life changes that are common to adults in a wide variety of situations. Three additional blank spaces follow where respondents are free to indicate other less common life changes they have been subjected to. The second section of ten items is specifically for students and pertains to changes commonly experienced in an academic environment.

The LES provides subjects the opportunity to rate both impact and desirability of life events separately. Thus, respondents first check those events that they have experienced in the last year. They then indicate: 1) whether the experience was positive or negative; and 2) to what magnitude it was regarded positive or negative at the time of occurrence. Ratings range from extremely negative (-3) to extremely positive (3). All negative scorings are totalled to provide a negative change score;

all positive scores are totalled to provide a positive change score; and, the summing of these two change scores produces a total change score.

Studies indicate that negative and total change scores derived from the LES are reasonably reliable over a 5- to 6-week time interval (Sarason, Johnson, and Siegel, 1978). Support for the LES is provided by significant relationship between negative change scores and a number of stress-related dependent variables. In addition, survey scale totals show no significant relationship with social desirability biases.

Further study shows the measure differentiating subjects who have sought help for adjustment problems from those who have not. Several investigators report that the negative change score measures "life stress" as determined by longer instruments. For this study, the negative change score was utilized as a reliable measure of life stress.

Tests of the Concurrent Validity of Identity and Intimacy Scales

To provide a check on the concurrent validity of the identity scales, zero-order correlations were run among each set of scales with results shown in Table 1. The scales were significantly correlated with each other for both husbands and wives, demonstrating concurrent validity.

To provide a check on the concurrent validity of the intimacy scales, zero-order correlations were run among

TABLE 1

CONCURRENT VALIDITY OF IDENTITY SCALES

ZERO-ORDER CORRELATION[a]

	ID1[b]	ID2	ID3	ID4
ID1		.51**[c]	.29	.43**
ID2	.49**		.60***	.67***
ID3	.21	.48**		.63***
ID4	.36*	.68***	.66***	

[a] Correlations in the upper right hand portion--or above the diagonal --are for wives. Correlations in the lower left hand portion--or below the diagonal--are for husbands.

[b] ID1 stands for FSPP; ID2 stands for Rasmussen's EIS; ID3 stands for Dignan's EIS; and ID4 stands for the IPD, identity subscale.

[c] The asterisks denote:
* $p \leq .05$;
** $p \leq .01$; and
*** $p \leq .001$.

each set of scales with results shown, in this case, in Table 2. The scales were significantly correlated with each other, once again, for both husbands and wives, a demonstration of concurrent validity.

Design and Statistical Analysis

Canonical correlation procedures were used to analyze the linear relationship between the set of identity formation variables and the set of intimacy formation variables of young adults. The Wilks lambda test was utilized with a .05 level of significance to evaluate the significance of the overall linear relationship between the two sets of variables.

Since canonical correlation assumes linear relationships between its variables, the possibility of a curvilinear relationship between intimacy and identity was assessed as a check on the assumptions of canonical correlation. The possible curvilinearity was assessed by oneway analyses of variance with tests for quadratic and cubic trends. Furthermore, since canonical correlation procedures assume that intimacy and identity relationships are not changing with duration of marriage, the interaction effect between duration of marriage and each identity variable upon each intimacy variable was assessed by multiple regression. The significance of the interaction effect was assessed by the additional incremental variance that the product of the duration of marriage and each identity variable explains in intimacy

TABLE 2

CONCURRENT VALIDITY OF IDENTITY SCALES

ZERO-ORDER CORRELATION[a]

	IN1[b]	IN2	IN3
IN1		.18	.30**[c]
IN2	.56***		.81***
IN3	.48**	.75***	

[a] Correlations in the upper right hand portion--or above the diagonal--are for wives. Correlations in the lower left hand portion--or below the diagonal--are for husbands.

[b] IN1 stands for the IPD, intimacy subscale; IN2 stands for MSIS; and IN3 stands for the ID1.

[c] The asterisks denote:
* $p \leq .05$;
** $p \leq .01$; and
*** $p \leq .001$.

above and beyond what can be explained by the main effects of duration of marriage and identity. The significance of the interaction term was assessed in SPSS^X by a t-test statistic.

Multiple dependent t-tests were used to test whether means for the intimacy formation scores differed for husbands and wives. Multiple dependent t-tests were used to test whether the means for the identity formation scores differed for husbands and wives, as well. Dependent t-tests were used because of the expected positive correlation between the scores of husbands and wives. A .05 level of significance was used to evaluate the significance of the relationship.

Further analysis was done on the differences between "self-rating" scores and "self rated by spouse" scores of young adults on intimacy and identity formation scores. In addition, correlation between these husband and wife scores was examined. Dependent t-tests were used to compare mean scores.

A 2 X 3 multivariate analysis of variance, with repeated measures over sex, was used to analyze the relationship between the identity and intimacy scores for males and females married different lengths of time when the age of the subject was controlled as a covariate. The three groupings were 0-3, 4-6, and 7-10 years. The multivariate approach in SPSS^X was used to perform the seven analyses.

Lastly, because both intimacy and identity could be a

function of stress, and their relationship an artifact of
that stress, partial correlations were derived for each
intimacy/identity relationship, controlling for stress as
a way of checking for the possibility of a spurious inti-
macy/identity relationship.

CHAPTER IV

RESULTS

Results Related To Null Hypothesis 1

There is no significant linear relationship between the set of intimacy formation variables and the set of identity formation variables of young married adults.

Canonical correlation procedures between the set of identity formation variables and the set of intimacy forma-tion variables of young married adults showed canonical cor-relations beyond the .05 level of significance for both men and women.

For husbands, the canonical correlation (.75364) be-tween the first set of canonical variates was significant at the .012 level, with Wilks lambda = .35714, F (12,61) = 2.42. The correlation between the two sets of scales ap-pears to be associated primarily with HID4 and HIN3, which had the highest loadings on their canonical variates (see Table 3 for details).

For wives, the canonical correlation (.78070) between the first set of canonical variates was significant at the .004 level, with Wilks lambda = .30958, F (12,61) = 2.84. The correlation between the two sets of scales appears to

TABLE 3

MEN'S IDENTITY FORMATION AND INTIMACY FORMATION

CANONICAL CORRELATION

Number	Eigenvalue	Canonical Correlation	Wilks Lambda	F	df	p
1	1.31470	.75364	.35714	2.42	12,61	.012
2	.20711	.41422	.82666	0.80	6,48	.576
3	.00213	.04613	.99787	0.03	2,25	.974

Standardized Coefficients for Canonical Variables
First Significant Canonical Correlation

First Set Variables		Second Set Variables	
Variable	Canonical Variate 1	Variable	Canonical Variate 1
HID1[a]	-.10183 (-.36)[b]	HIN1	-.40096 (-.79)
HID2	.16938 (-.57)	HIN2	-.20121 (-.85)
HID3	-.50307 (-.88)	HIN3	-.56410 (-.91)
HID4	-.66722 (-.92)		

[a] HID1 reads, "Husband self-report scores on identity test number 1."

[b] Correlations between each variable and its canonical variate are reported in parentheses.

be associated primarily with WID2 and WIN3, which had the
highest loadings on their canonical variates (see Table 4
for details).

Given these findings, we conclude that the identity
items and intimacy items correlate significantly. This is
true both for husbands and wives.

Since canonical correlation assumes linear relation-
ships among its variables, the possibility of a curvilin-
ear relationship between intimacy and identity was assessed
as a check on the assumptions of canonical correlations.
One way analyses of variance with tests for linear, quadrat-
ic, and cubic trends were performed for each pair of inti-
macy and identity variables for both husbands and for wives.
Of the 48 tests for quadratic and cubic trends only four
yielded significant results, whereas 17 of 24 linear trends
were significant at the $p \leq .05$. In fact, if the first non-
Eriksonian identity test was discounted (HID1, WID1), then
17 of 18 linear trends would be significant. Therefore, it
is concluded that the primary relationship between intimacy
and identity is linear.

The canonical correlation analysis assumes that there
are no interaction effects between duration of marriage
and identity on intimacy. Twenty-four regressions were com-
puted with the identity scales, duration of marriage, and
the interaction effect between duration of marriage and
identity on intimacy. However, only two of the 24 possible

TABLE 4

WOMEN'S IDENTITY FORMATION AND INTIMACY FORMATION

CANONICAL CORRELATION

Number	Eigenvalue	Canonical Correlation	Wilks Lambda	F	df	p
1	1.56077	.78070	.30958	2.84	12,61	.004
2	.21365	.41957	.79276	0.98	6,48	.446
3	.03935	.19458	.96214	0.49	2,25	.617

Standardized Coefficients for Canonical Variables
First Significant Canonical Correlation

First Set Variables		Second Set Variables	
Variable	Canonical Variate 1	Variable	Canonical Variate 1
WID1	.0216 (-.46)[a]	WIN1[b]	-.34855 (-.61)
WID2	-.50836 (-.91)	WIN2	.37899 (-.58)
WID3	-.40611 (-.86)	WIN3	-1.10779 (-.91)
WID4	-.24135 (-.83)		

[a] Correlations between each variable and its canonical variate are reported in parentheses.

[b] WIN1 reads, "Wife self-report scores on intimacy test number 1."

interaction effects were significant (p $\leq$ .05), an outcome
close to chance for that many tests. Therefore, it was
concluded that, generally, there was no significant inter-
action between identity and duration of marriage.

Next, because both intimacy and identity could be a
function of stress, and their relationship an artifact of
that stress, partial correlations were derived for each
intimacy/identity relationship, controlling for stress.
As reported in Table 5, in the majority of cases, the
relationship between intimacy and identity is not altered
when degree of stress is controlled. Once again, the
first identity test (HID1, WID1) was involved each time,
with one exception, when stress could not be ruled out as
a factor in the relationship between intimacy and identity.

Given that which is reported above, null Hypothesis 1
was rejected, indicating that there is significant linear
relationship between the set of intimacy formation vari-
ables and the set of identity formation variables of
young married adults. This was found to be true both
for husbands and wives.

TABLE 5

RELATIONSHIPS BETWEEN INTIMACY AND IDENTITY
SCORES AS A FUNCTION OF NEGATIVE STRESS SCORES

PARTIAL CORRELATIONS

Variable Pair	r	pr[a]
Husbands		
HIN1;HID1	.21 [b]	.18
HIN1;HID2	.42**	.39*
HIN1;HID3	.46**	.44**
HIN1;HID4	.62***	.61***
HIN2;HID1	.24	.22
HIN2;HID2	.42**	.42*
HIN2;HID3	.54***	.54***
HIN2;HID4	.62***	.63***
HIN3;HID1	.25	.21
HIN3;HID2	.31*	.26
HIN3;HID3	.66***	.64***
HIN3;HID4	.57***	.54***
Wives		
WIN1;WID1	.26	.29
WIN1;WID2	.38*	.42*
WIN1;WID3	.43**	.43**
WIN1;WID4	.48**	.52**
WIN2;WID1	.01	-.07
WIN2;WID2	.30	.23
WIN2;WID3	.51**	.54***
WIN2;WID4	.38*	.33*
WIN3;WID1	.25	.19
WIN3;WID2	.62***	.59***
WIN3;WID3	.64***	.68***
WIN3;WID4	.56***	.53***

[a] Partial correlations between identity and intimacy scores, controlling for subjects' negative stress, are listed.

[b] The asterisks denote: * $p \leq .05$; ** $p \leq .01$; and *** $p \leq .001$.

Results Related To Null Hypotheses 2 & 3

a. There are no differences between the intimacy formation scores of husbands and the intimacy formation scores of wives.

b. There are no differences between the identity formation scores of husbands and the identity formation scores of wives.

Multiple dependent t-tests were computed for the two variables. The means and standard deviations for husbands and wives were computed and compared on each intimacy and identity scale. There was significant difference between intimacy scores of men and women beyond the .05 level of significance when scores were compared on all three intimacy scales (Table 6). Wives scored higher on the intimacy scales than did husbands. On the other hand, there was no significant difference between identity scores of men and women when scores were compared on all four identity scales (Table 7).

Tables 8 and 9 contain results of t-tests comparing "self-reports" of subjects' intimacy and identity with the same subjects' intimacy and identity as perceived by their spouse. Wives generally saw themselves as more intimate than their husbands saw them. Results were consistent for husbands inasmuch as husbands saw themselves as less intimate than did their wives see them on HIN1, HIN2,

TABLE 6

MEANS AND STANDARD DEVIATIONS OF INTIMACY
FORMATION SCORES FOR MEN AND WOMEN

T - TEST

Variable	Mean	Standard Deviation	r	t value	df	p[c]
HIN1[a]	735.3667	105.666				
			.34	-3.51	29	0.001
WIN1	806.9667	86.533				
HIN2	1323.8333	158.901				
			.60***[b]	-5.20	29	0.000
WIN2	1451.5000	136.471				
HIN3	5050.0000	545.292				
			.55**	-6.12	29	0.000
WIN3	5581.8333	444.102				

[a] The number of items for IN1 is 10, for IN2 is 17, and
for IN3 is 66.

[b] The asterisks denote:
* $p \leq .05$;
** $p \leq .01$; and
*** $p \leq .001$.

[c] Two-tail probability.

TABLE 7

MEANS AND STANDARD DEVIATIONS OF IDENTITY
FORMATION SCORES FOR MEN AND WOMEN

T - TEST

Variable	Mean	Standard Deviation	r	t value	df	p[b]
HID1[a]	1826.1667	206.538				
			-.20	-0.02	29	0.981
WID1	1827.8333	272.253				
HID2	3731.3667	444.690				
			-.02	-0.62	29	0.539
WID2	3812.3333	548.024				
HID3	3320.6667	394.334				
			.11	-0.33	29	0.745
WID3	3353.5000	426.469				
HID4	679.2333	88.179				
			-.07	-0.89	29	0.382
WID4	699.4000	81.630				

[a] The number of items for ID1 is 30, for ID2 is 56, for
ID3 is 50, and for ID4 is 10.

[b] Two-tail probability.

TABLE 8

COMPARISON OF MEANS FOR WIFE'S SELF-REPORTED
INTIMACY AND IDENTITY SCORES WITH HUSBAND'S
PERCEPTION OF WIFE'S SCORES

T - TEST

Variable	Mean	Standard Deviation	r	t value	df	p[e]
WID1[a]	60.93	9.08				
HWID1	53.66	12.2	-.05	2.57	29	.016
WID4	699.40	81.63				
HWID4	679.00	79.54	.40*[d]	-1.27	29	.214
WIN1	806.97	86.53				
HWIN1	754.63	97.07	.34	-2.71	29	.011
WIN2[b]	85.38	8.03				
HWIN2	79.34	9.83	.59***	4.00	29	.000
WIN3[c]	84.57	6.73				
HWIN3	76.88	10.39	.42*	-4.35	29	.000

[a] Each scale was divided by its number of items to allow for equivalent mean comparisons. WID1 is divided by 30; HWID1 is divided by 9. Before adjustment, the mean and standard deviation for WID1 was 1827.83 and 272.25; for HWID1 they were 482.97 and 109.62.

[b] Each scale was divided by its number of items to allow for equivalent mean comparisons. WIN2 is divided by 17; HWIN2 is divided by 15. Before adjustment, the mean and standard deviation for WIN2 was 1451.50 and 136.47; for HWIN2 they were 1190.17 and 147.47.

c Each scale was divided by its number of items to allow
   for equivalent mean comparisons. WIN3 is divided by
   66; HWIN3 is divided by 37. Before adjustment, the
   mean and standard deviation for WIN3 was 5581.83 and
   444.10; for HWIN3 they were 2844.50 and 384.54.

d The asterisks denote:
   * $p \leq .05$;
   ** $p \leq .01$; and
   *** $p \leq .001$.

e Two-tail probability.

TABLE 9

COMPARISON OF MEANS FOR HUSBAND'S SELF-REPORTED
INTIMACY AND IDENTITY SCORES WITH WIFE'S
PERCEPTION OF HUSBAND'S SCORES

T - TEST

Variable	Mean	Standard Deviation	r	t value	df	p[e]
HID1[a]	60.87	6.89	.35	-2.06	29	.049
WHID1	65.53	13.03				
HID4	679.23	88.18	.39*[d]	1.60	29	.120
WHID4	709.53	99.13				
HIN1	735.37	105.67	.36*	0.33	29	.741
WHIN1	744.60	153.32				
HIN2[b]	77.87	9.35	.69***	-1.16	29	.254
WHIN2	80.17	14.85				
HIN3[c]	76.52	8.26	.56***	2.45	29	.021
WHIN3	80.77	11.23				

[a] Each scale was divided by its number of items to allow
for equivalent mean comparisons. HID1 is divided by
30; WHID1 is divided by 9. Before adjustment, the
mean and standard deviation for HID1 was 1826.17 and
206.54; for WHID1 they were 589.80 and 117.25.

[b] Each scale is divided by its number of items to allow
for equivalent mean comparisons. HIN2 is divided by
17; WHIN2 is divided by 15. Before adjustment, the
mean and standard deviation for HIN2 was 1323.83 and
158.90; for WHIN2 they were 1202.50 and 222.78.

c   Each scale was divided by its number of items to allow
    for equivalent mean comparisons. HIN3 is divided by
    66; WHIN3 is divided by 37. Before adjustment, the
    mean and standard deviation for HIN3 was 5050.00 and
    545.29; for WHIN3 they were 2988.33 and 415.67.

d   The asterisks denote:
    *   p ≤ .05;
    **   p ≤ .01; and
    ***   p ≤ .001.

e   Two-tail probability.

and HIN3. In terms of identity, wives scored themselves
higher than husbands scored their wives. Husbands scored
themselves lower on the identity scales than did the wives
score their husbands.

Thus, when rating themselves, wives scored signifi-
cantly higher than husbands on intimacy and comparably on
identity. Interestingly, though, the wives could be seen
as "generous" scorers, for they also rated the husbands
higher on four of five scores than the husbands rated
themselves.

On the other hand, husbands are "negative" scorers--
at least when it comes to their spouses. They rated the
wives lower than the wives rated themselves on all five
scales being compared. In fact, findings indicated that
husbands did not agree that their wives were more intimate
than themselves. In addition, husbands rated themselves
higher in identity than they rated their wives.

Given that which is reported above, null Hypothesis 2
was rejected, indicating that there was significant differ-
ence between intimacy scores for husbands and wives. Null
Hypothesis 3 could not be rejected, since there was no
significant difference between identity scores for hus-
bands and wives.

Results Related to Null Hypotheses 4 & 5

a. There is no significant difference between the intimacy formation scores for males and females being married different lengths of time when the age of the subject has been controlled.

b. There is no significant difference between the identity formation scores for males and females being married different lengths of time when the age of the subject has been controlled.

A 2 x 3 multivariate analysis of variance was performed to test the relationship between the intimacy and identity scores for husbands and wives married different lengths of time when the age of the subjects was controlled as a covariate.

Box's M test was nonsignificant for all seven tests. Therefore, the assumption of equality of covariance matrices was established for all seven analyses and the results in Tables 10 through 16 may be considered valid.

Results were obtained that were very similar to those for Hypotheses 2 and 3. Husbands and wives differed on intimacy, for the most part, even after controls for duration of marriage and age were applied, with wives having higher scores. Once again, no significant differences were found for husband and wife identity scores. Given these results, null Hypothesis 4 was rejected while null Hypothesis 5 could not be rejected.

TABLE 10

COMPARING INTIMACY SCORES FOR HUSBANDS AND WIVES
ON INTIMACY SCALE 1[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	4986.98	2	2493.48	.183	.834
Age	.69	1	.69	.000	.994
Within S					
Age	11190.30	1	11190.30	1.780	.194
Sex	18231.59	1	18231.59	2.901	.100
DM x Sex	538.50	2	269.25	.043	.958

Box's M = 21.19   F(20,2616) = 0.83   p = .683

[a] Intimacy Scale 1 (IN1) is the intimacy subscale of
     Constantinople's Inventory of Psychosocial Development
     (IPD), often termed the Self-Perception Inventory.

[b] Cell mean scores and standard deviations on intimacy
     scale 1 for husbands and wives as a function of dura-
     tion of marriage are calculated. Standard deviations
     are in parentheses after the mean score with which they
     are associated. Husbands married 0-3 years: 736.7
     (121.0). Husbands married 4-6 years: 738.4 (97.3).
     Husbands married 7-10 years: 731.0 (108.7). Wives
     married 0-3 years: 831.6 (79.4). Wives married 4-6
     years: 783.1 (84.1). Wives married 7-10 years:
     806.2 (97.3).

TABLE 11

COMPARING INTIMACY SCORES FOR HUSBANDS AND WIVES
ON INTIMACY SCALE 2[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	54439.45	2	27219.73	.765	.476
Age	74724.35	1	74724.35	2.099	.159

Within S					
Age	5085.44	1	5085.44	.632	.434
Sex	101977.05	1	101977.05	12.673	.001
DM x Sex	48555.97	2	24277.98	3.017	.066

Box's M = 18.14   F(20,2616) = 0.71   p = .822

[a] Intimacy Scale 2 (IN2) is the Miller Social Intimacy
     Scale (MSIS).

[b] Cell mean scores and standard deviations on intimacy
     scale 2 for husbands and wives as a function of dura-
     tion of marriage are calculated. Standard deviations
     are in parentheses after the mean score with which they
     are associated. Husbands married 0-3 years: 1345.5
     (167.5). Husbands married 4-6 years: 1325.5 (133.1).
     Husbands married 7-10 years: 1300.5 (185.6). Wives
     married 0-3 years: 1428.5 (161.8). Wives married 4-6
     years: 1418.5 (129.5). Wives married 7-10 years:
     1507.5 (108.6).

TABLE 12

COMPARING INTIMACY SCORES FOR HUSBANDS AND WIVES
ON INTIMACY SCALE 3[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	1289383.57	2	644691.76	1.72	.198
Age	588046.58	1	588046.58	1.57	.221

Within S					
Age	193094.18	1	193094.18	1.698	.204
Sex	1525073.01	1	1525073.01	13.413	.001
DM x Sex	137214.44	2	68607.22	.603	.554

Box's M = 21.58   F(20,2616) = 0.84   p = .664

[a] Intimacy Scale 3 (IN3) is Holt's Intimacy Development
Inventory (IDI), often termed the Holt Development
Inventory.

[b] Cell mean scores and standard deviations on intimacy
scale 3 for husbands and wives as a function of dura-
tion of marriage are calculated. Standard deviations
are in parentheses after the mean scores with which
they are associated. Husbands married 0-3 years:
5033.5 (575.1). Husbands married 4-6 years: 4981.5
(450.6). Husbands married 7-10 years: 5135.0 (640.9).
Wives married 0-3 years: 5523.5 (606.9). Wives mar-
ried 4-6 years: 5424.0 (315.5). Wives married 7-10
years: 5798.0 (290.2).

TABLE 13

COMPARING IDENTITY SCORES FOR HUSBANDS AND WIVES
ON IDENTITY SCALE 1[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	241209.53	2	120604.76	2.82	.078
Age	112673.90	1	112673.90	2.64	.116

Within S					
Age	68077.99	1	68077.99	.948	.339
Sex	32248.55	1	32248.55	.449	.509
DM x Sex	136568.23	2	68284.12	.951	.399

Box's M = 30.06   F(20,2616) = 1.17   p = .268

[a] Identity Scale 1 (ID1) is Garfinkel's Family Systems
    Personality Profile (FSPP).

[b] Cell mean scores and standard deviations on identity
    scale 1 for husbands and wives as a function of dura-
    tion of marriage are calculated. Standard deviations
    are in parentheses after the mean score with which
    they are associated. Husbands married 0-3 years:
    1807.0 (205.9). Husbands married 4-6 years: 1817.0
    (261.1). Husbands married 7-10 years: 1854.5 (159.7).
    Wives married 0-3 years: 1852.0 (182.4). Wives mar-
    ried 4-6 years: 1714.0 (287.8). Wives married 7-10
    years: 1917.5 (314.2).

TABLE 14

COMPARING IDENTITY SCORES FOR HUSBANDS AND WIVES
ON IDENTITY SCALE 2[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	1215572.77	2	607786.39	3.07	.064
Age	1760256.06	1	1760256.06	8.88	.006

Within S					
Age	260911.91	1	260911.90	1.031	.319
Sex	11958.43	1	11958.43	0.473	.830
DM x Sex	481682.50	2	240841.25	0.952	.399

Box's M = 21.62   F(20,2616) = 0.84   p = .662

[a] Identity Scale 2 (ID2) is the Rasmussen Ego Identity
Scale (REIS), often termed the Rasmussen Questionnaire.

[b] Cell mean scores and standard deviations on identity
scale 2 for husbands and wives as a function of dura-
tion of marriage are calculated. Standard deviations
are in parentheses after the mean score with which they
are associated. Husbands married 0-3 years: 3588.0
(403.3). Husbands married 4-6 years: 3683.5 (359.0).
Husbands married 7-10 years: 3922.6 (528.8). Wives
married 0-3 years: 3891.5 (687.8). Wives married 4-6
years: 3788.0 (497.6). Wives married 7-10 years:
3757.5 (485.9).

TABLE 15

COMPARING IDENTITY SCORES FOR HUSBANDS AND WIVES
ON IDENTITY SCALE 3[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	146643.19	2	73321.62	.36	.699
Age	16890.59	1	16890.59	.08	.775
Within S					
Age	45852.10	1	45852.10	.280	.601
Sex	2404.04	1	2404.04	.015	.905
DM x Sex	73867.34	2	36933.67	.225	.800

Box's M = 18.59 $F(20,2616) = .73$ $p = .804$

[a] Identity Scale 3 (ID3) is Dignan's Ego Identity Scale
(EIS), often termed the Dignan Personal Inventory.

[b] Cell mean scores and standard deviations on identity
scale 3 for husbands and wives as a function of dura-
tion of marriage are calculated. Standard deviations
are in parentheses after the mean score with which they
are associated. Husbands married 0-3 years: 3249.0
(433.3). Husbands married 4-6 years: 3290.0 (392.8).
Husbands married 7-10 years: 3423.0 (375.0). Wives
married 0-3 years: 3304.5 (513.3). Wives married 4-6
years: 3381.5 (400.2). Wives married 7-10 years:
3374.5 (397.9).

TABLE 16

COMPARING IDENTITY SCORES FOR HUSBANDS AND WIVES
ON IDENTITY SCALE 4[a] WITH CONTROLS FOR
DURATION OF MARRIAGE AND AGE[b]

2 X 3 MULTIVARIATE ANALYSIS OF VARIANCE

Between S	SS	df	MS	F	p
DM	47693.19	2	23846.59	4.24	.025
Age	24111.81	1	24111.81	4.24	.048
Within S					
Age	34.68	1	34.68	.004	.950
Sex	3835.92	1	3835.92	.449	.509
DM x Sex	1659.01	2	829.51	.097	.908

Box's M = 24.27 $F(20,2616) = 0.95$ p = .527

[a] Identity Scale 4 (ID4) is the identity subscale of
Constantinople's Inventory of Psychosocial Development
(IPD), often termed the Self-Perception Inventory.

[b] Cell mean scores and standard deviations on identity
scale 4 for husbands and wives as a function of dura-
tion of marriage are calculated. Standard deviations
are in parentheses after the mean score with which they
are associated. Husbands married 0-3 years: 661.7
(98.0). Husbands married 4-6 years: 675.9 (68.0).
Husbands married 7-10 years: 700.1 (100.0). Wives
married 0-3 years: 665.0 (93.6). Wives married 4-6
years: 708.6 (59.5). Wives married 7-10 years:
724.6 (84.0).

Chapter V

CONCLUSIONS

Implications

For Erikson's theory, the relationship between in-
timacy and identity is supported. Greater levels of iden-
tity formation relate to greater levels of intimacy forma-
tion. The relationship of identity and intimacy was con-
firmed for both men and women. Thus, men and women both
conformed to Erikson's model, in this regard. As a quali-
fier, this study isn't able to reveal how male and female
pathways may compare. Researchers should continue to look
at the crises and resolutions of men and women over the
entire life-span. Longitudinal study must follow. Another
point: canonical correlations do not probe directionality,
only relationship. It can not be established by this pre-
sent examination the predictive order of these two tasks.

Further, the content of identity and intimacy choices
may differ. Take the concept of intimacy, for instance.
Men and women seem to differ in their defining of personal
intimacy. Men, in my experience, infer intimacy from in-
strumental acts, i.e., from what a person does. Women, on
the other hand, tend to weight intimacy more toward emotion-

al expressiveness, i.e., what a person feels and expresses. When model Jerry Hall was asked the secret of her grasp on rock star Mick Jagger she offered this formula: "Be a nanny with the children, a gourmet in the kitchen, and a tart in the bedroom." That is a decidedly masculine view of intimacy, characterized by instrumental acts. What that shows is that Jerry Hall understands what intimacy is to this man (even though, mind you, it does not mean that the complement of that formula is intimacy's equation to her as a woman). Women, more often, relate intimacy to the expression of affect, the open sharing of emotion in the moment.

Such consideration reflects on two problems apparent in the reporting of our scales. First is the contrasting scores subjects give to themselves and their partners on identity and intimacy factors. Regarding intimacy again, if we accept the scores women give themselves on intimacy, then women are significantly more intimate when compared to the husband scores. On the other hand, the husbands do not agree with those assessments (see Table 8 for details). They, in fact, give themselves higher intimacy ratings than they attribute to their wives! If it was not for this we might be tempted to merely guess that women are "generous" scores. Instead, we must examine the differing way men and women interpret intimacy and identity.

The second problem alluded to is how vastly different the canonical weightings were when comparing the identity

and intimacy factors both within sexes and between sexes.
The instruments, no doubt, gauged useful composite scores.
But were they measuring the same thing when considered sepa-
rately? The canonical weightings would make us wonder. The
answer would seem to be that, while they each measure an as-
pect of what can be termed identity or intimacy, each comes
at it differently. Just as definitions of intimacy, for in-
stance, differ markedly as seen in the review of literature,
so would measures of intimacy tend to differ. Miller, as an
example, built the MSIS (Appendix K) to assess "social inti-
macy"; Holt, on the other hand, in the IDI (Appendix M),
aimed to determine "emotional, intellectual, and physical
intimacy." Again, Rubin's (1970) Love and Liking Scale
scores a summed measure of these three components of love:
attachment, caring, and intimacy as self-disclosure. What
becomes obvious, then, is that these differing tests are
measuring different dimensions of intimacy, and identity, and
measuring the dimensions in ways that women and men respond
to differently. ID4, as an illustration, is weighted quite
differently for men and women, suggesting that it is measur-
ing something very different for each.

Hopefully, the instruments can move toward standardiza-
tion. But, before this can be attempted, the components of
identity and intimacy must be clarified. When Erikson pre-
sents intimacy as a task, he broadly defines it a capacity to
commit self to specific purposes and people, joining self to

these objects of commitment, even in the face of obstacles
and call for sacrifice. Erikson did not operationalize his
terms. For sure, there will be no one right and obvious way
to do that. Holt identified these capacities as central to
her testing of intimacy: empathy; physical closeness; open
communication; risk-taking; commitment; respect for individu-
ality and interdependence; loosening and dropping of roles;
trust; and responsibility. Constantinople focused on these:
global concern; candidness; friendliness and warmth; sympa-
theticness; tactfulness and sensitivity; comfort in close re-
lationships; extent of relatedness; and minimal amounts of
loneliness and role switching. As is apparent, for all their
compatibility, these tests are framed to reflect different
pictures of intimacy. Identity and intimacy will remain neb-
ulous terms until Eriksonians identify specific components of
these psychosocial processes. Until then, the theory will
hang before us as an intriguing and enhancing vision of the
"might be."

The same is true for other Eriksonian terms relating to
these major life tasks. For instance, take the terms "iden-
tity confusion," "identity achievement," "identity formation,"
and "identity resolution." What do they mean? How do we
distinguish them? How will we know when we have one of
these? With our subjects, we assessed scores on 0-100 con-
tinuums. But what does that mean to us? What does a score
of 62 mean as opposed to a score of 48? Is the 62 subject

"achieved" and the 48 subject "confused"? Are both

"achieved"? Neither? We don't know. Not until we are sure

of what we are testing will we be able to work on these fur-

ther distinctions.

What Erikson intended by "identity achievement" far

outstrips a restricted, four-status typology that considers

only sense of crisis and commitment to occupation and ideolo-

gy. As enumerated by Bourne (1978b), at least seven distinct

facets of Erikson's concept of ego identity must be tapped.

Implied is a need for more scales, reliable scales, and more

analyses of scales. Only with more accurate defining of iden-

tity will we be capable of following the process through the

adult years. Confirming Erikson, Kilpatrick writes:

> Identity is not a static established achievement but a
> dynamic and continuous process of consolidation and re-
> organization. It is a synthesis of many intersts and
> choices into a unique and distinctive style--but a
> synthesis that never stops. A healthy identity, then,
> maintains a balance between continuity and change
> (Kilpatrick, 1975, p. 6).

In addition to having a flexible, adaptive nature, iden-

tity also necessitates commitment. "Identity builds on

choices and commitments and on the ability to stick to them"

(Kilpatrick, 1975, p. 9). As an example, Kilpatrick (1975)

cites Robert Bolt's play, "A Man for All Seasons", in which

Sir Thomas More's family appeals to him to sign the king's

oath, compromising his own integrity. More's answer exempli-

fies the place of commitment for identity. To his daughter

he says:

When a man takes an oath, Meg, he's holding his own
self in his own hands. Like water. (He cups his
hands.) And if he opens his fingers then--he needn't
hope to find himself again. Some men aren't capable
of this, but I'd be loathe to think your father one
of them (Kilpatrick, 1975, p. 25).

Perhaps that explains the vital relationship between
ethics and identity drawn by Erikson (1964, p. 222). Rokeach
goes on to describe a "master sentiment" (Rokeach, 1973, p.
15) of valuation underlying identity development. Podd,
(1970) has probed identity as related to morality variables.
I believe ethics will be found to be fundamental to what iden-
tity is. It is not that each "achiever" will emerge with the
same beliefs. The point is, "achievers" will, no doubt, be
characterized by commitment to an ethical system that corre-
sponds fairly well to the realities they have experienced
with others.

This is all intriguing. But it is as soft as beef
broth. But, how could it be otherwise at this point? This
is a new theory, essentially. Erikson began publishing in
the 50's and 60's and interest picked up gradually from there.
Considering intimacy, not until the late 70's did researchers
even begin looking at this capacity. Even today social
scientists battle immense scepticism when they purpose to
examine an entity so ethereal and unscientific. Necessarily,
a discipline in infancy is going to be "undisciplined." It
must be admitted that all these early efforts are fumbling
and a scratching at the surface. But bite-sized contribu-
tions can be made. For instance, in this study, concurrent

validity was demonstrated both between various identity
scales and various intimacy scales. Five of the scales --
all except the FSPP and the MSIS -- were based specifically
upon Eriksonian theory. These showed significant concurrent
validity. Beyond this, positive movement is registered in
the mere application of tests which yield scores on continu-
ums. This reflects Eriksonian underpinings. Finally, the
examination of these capacities in adults, rather than teen-
agers and other collegians, is a step in the right direction,
as is the study of intimacy within the context of marriage.

The evidence in this study that women stay abreast men
in terms of identity development, in spite of reported dimi-
nution of occupational commitment, could indicate that the
crisis of commitment is being traversed by women at differ-
ent points. If vocation is the arena in which men more cen-
trally contend with commitment, achievement, accomplishment,
sense of efficacy, or whatever the complex of resolution
values might be, then we have reason to believe women are
facing that same challenge on a different front, even if more
centered in relationships. Men, to me, seem to place a
stronger emphasis upon accomplishment in their 20's, with
many gradually shifting that emphasis to relationship in
their 40's, or thereabouts. Women, recently at least, appear
to reverse this movement. Whereas women reflect a priority
for relationship earlier, later they seem to assert the need,
or right, for achievement. This, certainly, can be cultural,

although my suspicion is that it is not altogether cul-
tural. In any case, if occupational or relational commit-
ments are traversed at different times by males and fe-
males -- for whatever reasons -- it may only indicate that
the content of identity and intimacy choices differs, not the
order of the psychosocial crises. The contrasting movement
of men and women can be observed to cause intense disruption
in many marriages. I see this as a testing of the quality of
love that a couple shares. If we are married to a partner
for how they support our dedications, we will be in trouble
at each shift of power or investment. If our love, instead,
is a trust for, and commitment to, our partner's self-deter-
mined best, then such shifts will primarily enrich and en-
large the experience of each.

The study of love is called for directly by Fromm. He
calls love the "only satisfactory answer to the problem of
human existence" (Fromm, 1956, p. 6). Yet the dilemma is
isolated by Kierkegaard, who laments, "In love every man
starts from the beginning" (cited in May, 1969, p. 300).
And, as Harlow puts it, because "There is and always will be
a desperate need for learning to love" (Harlow, 1974, p.
vii), we are compelled to come to grips with the factors
catalyzing love as a developmental process. Identity and
intimacy, this study confirms once again, are related. If
either is predictive, we are at the heart of a dynamic pro-
ducing the life attributions that make life meaningful to

most people. Of course, there will be many contributors to a capacity such as intimacy. These must be isolated. Only then will we have a pattern that guides us in the mutual nurturance of such growth. Because evidence connects intimacy with identity much interest is arising in the interaction of these processes. Already, counselors standardly work to strengthen autonomy if union is also desired. In a changing world, intensifying need presses us to come up with answers.

Certainly, we suffer when in disequilibrium or, even more so, when change is necessitated. Gans (1975) notes the obvious -- that great strain is involved in working out a marriage relationship. But such disequilibrium can be instructive. One psychotherapist (Peck, 1978) maintains that the one who desires to know himself, or herself, can either pay for ten years of psychotherapy or get married. For, as Gould (1978) charges, marriage "reveals us" (Gould, 1978, pp. 118, 166, 322). Nonetheless, as Peck (1982) cautions, too, this promising result only comes as we submit ourselves to reality as our teacher. Only then can we agree with Keats, who scribed: "Do you not see how necessary a World of Pains and troubles is to school an Intelligence and make it a soul?" (cited in Kilpatrick, 1975, p. 141). Erikson cites a capacity for suffering as an element to all growth (Erikson, 1981, p. 192). We would be enlightened by an outline of the challenges and adaptations that lie in wait for us. And

Rogers (1972) calls for this. In fact, he maintains that "education for partnership" be a primary goal even of the academic institute. If the developing psychosocial capacities and attached virtues were better understood, this education could be intentionally planned into marriage and family-making instruction in schools, churches, and community agencies. For, if identity and intimacy are developmental processes, then marriage might also be visualized as a somewhat predictable series of dilemmas. Gould enumerates the particular difficulties involved to coupling in our twenties (Gould, 1978, p. 134). Troll offers a developmental interpretation for marital disenchantment (Troll, 1975, pp. 88-91). It is obvious that great help would come from being able to understand some marital strains, or perhaps even from being assured of the normality of buffeting disorientations.

Family education goes hand in hand with this. As an example, child-raising must be done in such a way that autonomy is not discouraged. The demand for obedience will need to yield to an increasing tolerance for self-responsibility and, even (accountable) irresponsibility. Such parenting choices are not easy. Our homes are not often without tensions. It is most certainly true, as Newman and Newman (1979) contend, "A family generates stress" (p. 284). Nonetheless, we usually make the extreme effort because love is most important to us (Gans, 1975, pp. 1,4). Abrams (1977)

encourages a dedication to family life education as an out-
growth of this field of study. In spite of contrary winds
of doctrine, the family will have to remain our primary
base for formation of persons and socialization, in my esti-
mation. As Bowen contends, non-family relationships can not
hold up against the stresses that come upon us (Bowen, 1978,
p. 539).

One problem in marriage is the disturbing loss of
earlier feelings of excitement. Sartre wryly asserts that
what we want is to be loved. He pessimistically views the
amorous relationship as little more than a deceptive form of
"dupery" (cited in Tennov, 1980, p. 71). A more compassion-
ate interpretation would be that we can discover our own
needs and, at the same time, develop an empathy for the needs
of others. Relationship, thus, demands of us at the same
time that it gives to us. Tennov (1980) has done a delight-
ful study on love as related to romance (which she calls
"limerance"). Interestingly, she finds that "the waning of
limerance can be accompanied by the growth of love" (Tennov,
1980, p. 23). As Kilpatrick (1975) , May (1964), and Reik
(1957) contend, as well, romantic attraction is not love; it
merely provides stimulus and opportunity for us to choose to
learn to love. Dimensions of such choice are waiting to be
discovered by researchers. Our appetite is only whetted by
the provocative line from theologian martyr Dietrich Bon-
hoeffer to his niece upon her wedding date: "Up to this day

your love has nurtured your commitment; from this day forth your commitment will nurture your love" (Barbeau, 1976, p. 39).

The identification of such (supposed) factors behind love's growth would be most useful. For instance, I, as a pastoral teacher and counselor, could work from, or toward, specifics as I tried to bring healing advice to pained families or wounded mariages. If "sense of self-sameness" is a predictor of intimacy in a wife, intentional efforts can be made to build and reinforce that. Or, another example, if mature love is not feeling-based but proceeds from choices, say, for another person's highest good (L. Morris, 1981), marital love could revive even after severe strain has taken its toll. The condition of present feelings would not altogether be the determiners of future love satisfaction. Perhaps the purpose of romance, and the trials of early marriage, is to bring us to a loss of feelings, and irreconcilable conflict, just so two individuals can mature out of selfishness to mutuality of commitment. I want to know what is involved to love. I want to know for myself, and so I can aid others. I am a church pastor. I would prefer to labor for marriage recovery rather than divorce recovery, given a choice. Obviously, the most skilled job will be done by the more knowledgeable counselor helper, who knows what factors facilitate growth of love. Within the church, the Whiteheads (1982) call for the emergence of "ministers of marriage." Couple growth could be supported through retreats, support

groups marriage enrichment, counseling, family support ser-
vices, and adult education programming geared toward the
whole person. Marriage should be strengthened because good
marriages nourish life (Whitehead, 1982, p. 96).

Spirituality can be right at home with Erikson. Ego
integrity -- the culmination of the successful resolutions of
the many tasks of life -- implies, accordingly to Erikson,
"a post-narcissistic love of the human ego -- not of the
self -- as an experience that conveys some world order and
spiritual sense, no matter how dearly paid for" (Erikson,
1963, p. 268). As one voice proclaimed, "Life itself wit-
nesses to the existence of God; but abundant life heralds the
existence of a _good_ God!" (Hansel, 1980). Many centuries
ago, Irenaeus shouted, "The Glory of God is a human being who
is fully alive!" (cited in Powell, 1976, p. 7). May the
ultimate contribution of our studies in identity and intimacy
be that individuals, families, and couples are being fitted
to live life more fully.

Suggestions For Future Research

To insure greater generalizability, future research
should use random sampling. In this present investigation,
the use of a religious sample was atypical of the total popu-
lation, as was the bias toward white, middle class, well
educated couples. Future research could also profit from the
use of a larger sample. With a larger sample additional
multivariate analyses would be feasible, looking for possible

differences in major groups of people. A larger sample would also permit path analysis, where the researcher would not be looking at only two variables. Four to six variables could be chosen, looking for factors that predict identity just as identity is studied for its effect on intimacy. Intimacy could be taken, as well, to predict another variable, perhaps marital adjustment. This would advance the building of a model of behavioral change. A larger sample would also permit more accurate testing of curvilinear effects. The use of more subjects would yield a better estimate of interaction effects.

In the future, more research could be done on the validity of these, and other, relatively untested scales. Much more data needs to be gathered for the evidence of the validity of scales such as these that measure identity and intimacy capacities on continuums and consistent with Erikson's theory. Cronback Alpha coefficients and test-retest reliabilities could be gathered even on the scales used in the present study.

There are many theories as to the components and precedents to identity achievement and intimacy achievement. Those variables and, thus, those theories could be correlated with these and other scales to see whether or not they were confirmed. Thus, concurrent validity could be confirmed, or examined in other instruments.

Cross sectional research does not measure change of

psychosocial capacity over time. The older couples might have had change that is not reflected in cross sectional comparison. Longitudinal data should be gathered in the future. Couples could also be asked to compare themselves now with the estimated place they saw themselves in five years ago, for instance. Another idea would be to follow-up on couples who were studied three to ten years ago.

Papalia and Olds note that Erikson conceives identity as formed and reformed continually throughout adulthood (Papalia and Olds, 1981, p. 372). Study of qualitative differences in identity determinants longitudinally and by comparing cohort groups would have value. Continued study of possible differences in male and female pathways would be warranted.

Another question, related to the influence of identity on intimacy, is how long a time lag exists before change in a certain "unit" of identity resolution translates into a discernible "unit" of intimacy formation. True longitudinal data could shed light on that question.

Future research should also test for many other factors beyond stress. Marital adjustment, for instance, could be controlled for. Other suggestions would include social desirability, locus of control, emotional maturity (Bessell, 1984), the Millon Behavioral Health Inventory, and parent scores. With another religious group, it would be interesting to investigate Allport's Religious Types I and II, or

attitudes regarding dominance-submissiveness expectations as pertains to spousal roles.

Future researchers are encouraged to experiment with the "self report" and "spouse report" feature of this study. It would be interesting to see if young men, as a pattern, rate themselves and their partners lower on behavior attributes than young women do.

It is imperative that researchers return to Erikson and make sure measures of identity reflect his theory if, indeed, the tests are claiming to be based upon Erikson. As noted, identity, to Erikson, far outstrips restricted views of identity that weigh little more than occupational and ideological commitments. I believe the time is ripe to design a new psychometric test operationalizing identity that measures the many dimensions of identity via continuums (Whitehead, 1982, p. xxi; Bourne, 1978b).

Researchers are just beginning to examine and formulate theories of love in earnest. Mature love, not doubt, is something we learn. As Harlow (1974) reflects, there is a "desperate need" (Harlow, 1974, p. vii) for humans to learn to love. As Hebrews 10:24 exhorts, we can be dedicated to "provoke one another to love." It is a most encouraging sign that students are probing the nature of love and factors influencing the growth of love (Morris, 1981, pp. 30-32, 73 ff.; Puckett, 1977; Tennov, 1980; Reik, 1957; Bessell, 1984; Rubin, 1973; May, 1969; Liebowitz, 1983;

McGinnis, 1982).

The relationship of romance to love is interesting. Tennov (1980) joins others who distinguish the two sharply. Romance only provides stimulus, the opportunity, to learn to love (Tennov, 1980, pp. 15-16, 23). Much study is demanded of the course of identity and intimacy formation as it relates to stages of a marriage (Troll, 1975, p. 86; Abrams, 1977, pp. vi, 2; Gould, 1978).

The relationship of intimacy and identity continues to cry out for study. A firm sense of self appears to be needed before we can love. And, yet, meaningful (intimate) relationship is necessary before "self" can find its definition. Clearly, though, identity and intimacy are still rightly to be seen as distinct processes, too. "The two will become one," according to Genesis 2:24, but only, apparently, as they remain "two," also. It takes two distinct beings for "oneness" in intimacy to progress. Bowen (1980) distinguishes intimacy, where "twoness" is preserved and nourished, from "fusion," where differences and wills are seen as threatening and, thus, resisted. Reik (1957) and Abrams (1977) mention that intimacy often necessitates a suspension of elements of identity, at least in some stages. On the other hand, differentiation can necessitate a loss of intimacy (Abrams, pp. 24-25). The relationship of "oneness" to "twoness", or union to autonomy, is a fascinating area beckoning for attention (Abrams, 1977, p. vi; Keen, 1983,

pp. 62-63; Reik, 1957, p. 158; Mahler, 1972; Bowen, 1978; Fromm, 1956; May, 1969).

Bowen proposes that we marry a person that matches us in degree of ego differentiation, or identity formation (Bowen, 1978, p. 124). Such data could be analysed from numerous studies such as this present one to test this. Further studies might investigate what occurs in a marriage when one spouse is "outgrowing" the other spouse.

Male intimacy is just beginning to be focused upon (Balswick, 1978; Goldberg, 1979; Naifeh and Smith, 1984; Feirstein, 1982; Hite, 1981; Pleck, 1981; Salk, 1982; Appleton, 1981; Smith, 1983; Shain, 1976). Some are suggesting a male pathway that gradually moves from an emphasis upon achievement toward an emphasis on relationship and a female pathway that reverses this order. This still must be demonstrated. A man's relationship with sons, daughters, wives, and friends of both sexes can be easily studied.

Marcia's Identity Status Interview (ISI) needs to be checked for stability of "statuses" over periods of time. A test of this issue would be to administer the interview twice to groups. Perhaps one group could be tested at an interval of several months and another group at an interval of one year or so (Bourne, 1978b). Further work with the ISI should use a standard test for men and women (Rogow, 1982).

Holt (1977) encourages researchers to systematically

study intimacy as a developmental concept (pp. 26, 108).
The measurement of intimacy is only in its infancy. Tesch
(1980) reminds us that adult intimacy can not be primarily
an assessment of college students (pp. 36-37). Also, vari-
ous components of intimacy must be related (Weiss, 1978, p.
168).

Abrams offers a model for studying differences in
intimate relating behaviors based on levels of "differen-
tiation" (Abrams, 1977, pp. 96-103). In our present re-
search we sought to test the relationship of Bowen's dif-
ferentiation of self" -- at least as captured in Garfinkel's
FSPP -- to Erikson's "ego identity" as represented in the
other three identity-measuring instruments used. Results
were less than impressive. Other related conceptualiza-
tions of "identity" could be correlated with Eriksonian-
based tests for convergence (Edson, 1970). That would
allow for more promising study of the relationship of inti-
macy and identity, too.

A longitudinal study could be undertaken measuring
"romanticism" in a population with the follow-up consider-
ing adjustment in marriage, marital satisfaction, stabili-
ty in relationships, or the like. A college group could
be used for this.

Waterman recommends use of cohort-sequential method-
ology to identify generality of developmental patterns of
identity development across cohort groupings. He notes

that insufficient research exists to even begin to dis-
tinguish "the relative contribution of ontogenetic and
situational variables to such changes" (Waterman, 1981,
p. 355).

A theoretical, comparative study of identity as con-
ceptualized in theology and psychology would be a fruitful
integration. Theology could begin with Buber, Tillich,
Kierkegaard, Tournier, and Neibuhr, among others. Psycho-
logy could begin with Erikson, Jung, May, Horney, Bowen,
Mahler, and Kohut, among others.

Many authors suggest that "commitment" is the heart
of growth in identity and intimacy issues (Kilpatrick,
1975; May, 1969; Barbeau, 1978). Capacity and willingness
for commitment and related fields of valuing (Rokeach,
1973) are alive with possibilities for research in terms of
their relationship to growth.

To conclude, identification of conceptual counter-
parts of identity and intimacy, and examination of those
proposed "orderly and sequential changes" (Neugarten, 1977,
p. 632) in adult capacities such as identity and intimacy,
are ripe fields for research. In Insight and Responsibili-
ty, Erikson announced, "I have, in recent years, attempted
to delineate the whole life-cycle as an integrated psycho-
social phenomenon" (Erikson, 1964, p. 114). Just such pre-

sumed relationships give birth to the scientist.

Summary

Erikson advanced developmental theory by proposing
his theory of sequential growth continuing over the entire
life-span. In his scheme, tasks of early adulthood focus
upon identity and intimacy formation.

Erikson suggests that favorable resolutions of ear-
lier and current psychosocial issues pave the way for suc-
cessful resolution of present and future issues. Thus, he
theorizes that, generally, those young adults achieving
firmest ego identity formation will have the greatest
capacity for intimacy.

Attempts to operationalize identity seem to have
stuck at Marcia's "status" concept, a restricted, **static**
typological approach. Research on intimacy has barely
begun. What research has been produced on both identity
and intimacy has been largely restricted to youth and
college populations. Research must proceed toward a con-
ceptual-operational, dimensional framework for understand-
ing adult development past the college years.

In the present investigation, evidence was found
indicating that a higher level of intimacy formation is
associated with a higher level of identity formation.
This was found to be true both for men and women.

However, the present research findings did not shed

much light upon the sequence of identity and intimacy formation. No significant interaction effect existed between duration of marriage and identity on intimacy. Stress was assessed and found not to account for the relationship between intimacy and identity.

Three separate scales were used to measure intimacy scores of husbands and wives. Women's scores were significantly higher on all three. This accords with the thought of many that women approach relational intimacy more earnestly earlier than men. Some even interpret Erikson to say that a woman's identity formation is more critically dependent on intimacy attainment.

Interestingly, the husbands did not agree that their wives were characterized by higher intimacy. When husbands evaluated their spouses on all three intimacy scales, the husbands graded their wives lower than themselves.

The convergence of these three different psychometric tests for measuring intimacy enhances concurrent validity of each one. The scales were significantly correlated with each other for both husbands and wives.

Four separate scales were used to measure identity scores of husbands and wives. In contrast to intimacy, there was no difference between identity scores of men and women when we compared all four identity scales. The identity scales were also significantly correlated with each other for both husbands and wives, once again showing

a good degree of concurrent validity.

Even after controls for duration of marriage and age were applied, wives emerged with higher intimacy formation while spouses scored comparably in identity formation, similar to before. It was also found that husbands and wives did not differ substantially on identity or intimacy as a function of duration of marriage.

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APPENDIX A

CONSENT FORM FOR RESEARCH SUBJECTS

Loyola University of Chicago-Graduate School

820 N. Michigan Avenue, Chicago, Illinois 60611

Phone: (312) 670-3076

CONSENT FORM FOR RESEARCH SUBJECTS

To be signed by any human subjects tested as part of this research
project.

I,_____

of address:_____

_____

give my consent to the person listed below as principal investi-
gator to collect psychological data on myself as subject for this
research project. I am aware that this data will be kept confi-
dential and that the principal investigator will follow the
American Psychological Association ethical standards, including
those for research with human subjects. I understand that I may
omit any items I do not want to answer.

_____   _____
Signature of Subject   Date

_____   _____
Signature of Principal Investigator   Date

Name of Research Project:__A study of development in young_____

married adults._____

Participation of Subject:__Personal data inventory and seven_____

psychometric scales._____

_____

****

Questions and concerns about research conduct may be addressed to
the Chair, Institutional Review Board, WH 25, Loyola University
of Chicago, 6525 N. Sheridan, Chicago, IL 60626.

APPENDIX B

PERSONAL DATA FORM

DEVELOPMENT IN YOUNG MARRIED ADULTS

Young Adult Form and Inventories

A Ph.D.Research Project

Loyola University of Chicago

Introduction:
    You are being asked to participate in a doctoral study on the development of the marriage relationship. Your contribution will consist of answering a personal data form and six inventories. The responses given by 60 young married adults and many of their parents will be studied for understanding.

    It is, of course, of critical importance that your answers be as accurate and candid as possible. Otherwise, the information we will be considering will be misleading. Please answer thoughtfully and carefully.

    To help enable your freedom to answer openly, every response will be kept private and every participant will remain anonymous. No names will be collected. Further, partners are not to show their questionaires to each other.

    Responses will be kept in strictest confidence and will be used only for this research project. You can withdraw from this study at any point before your responses are coded.

    Because no names are desired, we will be depending upon birthdates and marriage dates to match couples' answers. Please be sure your month, day, and year figures are accurate.

    If your parents participate, make sure your birth date and marriage date, or the number and gender symbol on your test booklet, are put on their test packets. That will be our method of correlating their answers with yours.

    Fill out all forms in private. Do not share your questionaires even with your spouse as this alters our research conditions. If you are mailing your forms, please return completed answer sheets, as soon as possible to:

                        Dr. Rock Doddridge
                        c/o O. W. Edwards
                        P. O. Box 188
                        Quincy, Florida 32351

    Thank you for your willingness to let us look into your marriage. Our hope is that marriages can be strengthened through our discoveries.

PERSONAL DATA FORM

Today's date (month, day, year): _____

Your birthdate (month, day, year): _____Age_____

Your spouse's birthdate (month, day, year): _____

Your date of marriage (month, day, year): _____

Occupation (give both general title and specific job or duty): _____

_____

Sex: Male   Female

Marital Status: Single   Married   Divorced   Separated   Widowed   Remarried

            Single but living with partner

Race: Black   Caucasian   Hispanic   Native American   Oriental   Other_____

Circle highest level of education completed:

Less than   Junior   Partial   High   Partial   College   Graduate
7 years   High   High   School   College   Grad   Professional
of school   School   Scheol   Grad   Degree

Are you still married to your first marriage partner? Yes   No

Put names and birthdates (include year) of your children._____

_____

What word best describes your belief in God?
    a) atheist   b) agnostic   c) believe in God   d) have an assured belief
       in a personal God   e) unsure

How frequently do you attend a weekly organized religious assembly, like a
church worship service?
    a) never   b) infrequently   c) often   d) as a rule, weekly

Which of your parents were you closest to as you grew up?
    a) father   b) mother

Which parent influenced you the most as you grew up?
    a) father   b) mother

Which parent are you most alike in disposition and temperament?
    a) father   b) mother

Describe, as best you can, the mood and quality of the relationship your mother and father had as a married couple as you grew up.

How often a week, on the average, do you generally like to have sexual relations with your spouse? Circle one: 0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5
     5.0 5.5 6.0 6.5 7.0

Estimate what percentage of your sense of self-worth comes from your accomplish-ments? _____ From the quality of your relationships? _____

How long did you and your partner date before marrying? _____

How satisfying, generally is your whole relationship with your partner?
Estimate on a scale of 0 to 100: _____

What socioeconomic level did you grow up on? Circle one:

     lower   lower-middle   middle   middle-upper   upper
What socioeconomic level are you living on now?

     lower   lower-middle   middle   middle upper   upper

How many days have you been sick since this same time last year?_____

How many brothers and sisters did you grow up with?_____Put the year of birth
(approximate) of each. _____

Did your parents divorce when you were in their home?____ If so, how old were you?____

How many times has your father been divorced? _____

How many times has your mother been divorced? _____

What authority relationship best describes your marital relationship?

     a) husband dominates   b) wife dominates   c) equal partnership

     d) confusing and/or conflictual   e) other describe:_____
What authority relationship best describes your parents marital relationship?

     a) husband dominates   b) wife dominates   c) equal partnership

     d) confusing and/or conflictual   e) other describe:_____

                         END OF PERSONAL DATA FORM.
                         THANK YOU.

APPENDIX C

FAMILY SYSTEMS PERSONALITY PROFILE

ORIGINAL

Family Systems Personality Profile

Family Dynamics Scale

1[a] (3).[b] When I was a child there was another family whose house I felt was like my second home.

2 (4). I felt helpless as I was growing up.

3 (6). I was never very attached to my parents.

4 (8). It seemed like running away from home could have been the only means of becoming independent as I grew up.

5 (12). As I was growing up each member of my family clearly had their own responsibilities.

6 (13). I became interested in the opposite sex at about the same time most of my friends did.

7 (14). When I was growing up I never ran away from home.

8 (15). Members of my family expressed their anger by not speaking to each other.

9 (17). There was never any violence in my parental home.

10 (18). I sometimes feel guilty about how I acted to my parent(s) as I grew up.

11 (19). My parent(s) would have preferred a child of the opposite sex in my place.

12 (20). I felt (or feel it would be) better to leave my parental home than to argue with my parent(s) about leaving.

13 (21). As a child I was taught that problems and worries would disappear if I did not think about them.

14 (22). My parent(s) seemed to be satisfied with me.

15 (23). My family seemed closest when major problems affected one or more of us.

16 (24). I can remember waiting for the day that I would move out of my parent(s)' house.

17 (26). The easiest way to gain independence is to live at a distance from one's parent(s).

18 (28).   I had sexual relations for the first time before I was 17 years old.

19 (29).   My parent(s) used to openly share their problems and worries with me.

20 (30).   The relationships in my family did not seem to change when problems arose.

Intrapsychic Subscale of Affective and Cognitive Response Styles

21 (31).   I feel more comfortable when my opinions are similar to those of my friends.

22 (32).   My emotional life is satisfying.

23 (34).   It is easy for me to express my feelings to others.

24 (36).   I say things to people that I later regret.

25 (37).   Being liked by others is less important than liking myself.

26 (38).   Children should grow up to carry on their parent(s)' beliefs.

27 (41).   I prefer to maintain and defend my own position rather than to conform to the majority.

28 (42).   When I become angry the feeling lasts longer than I would like.

29 (43).   I find it uncomfortable to oppose the opinions of others.

30 (50).   I will change my opinions more on the basis of new knowledge than on the basis of the opinions of others.

---

[a]Underscored items are reverse scored.

[b]Numbers in parentheses represent the item's position in the original 50-item form of the FSPP.

APPENDIX D

FAMILY SYSTEMS PERSONALITY PROFILE

(ADAPTED)

CODED: FSPP   (ID1)

Family Systems Personality Profile

INSTRUCTIONS: Below is a set of statements. Following each state-
ment is a scale from 0 to 100. Read each statement carefully. Circle
the percentage figure that best represents the extent to which you
agree or disagree with each statement as it pertains to you. There are
no right or wrong answers and you may take as much time as you need.
Please do not leave any statements unanswered and complete each one by
yourself.

The first twenty questions describe childhood and adolescent
behavior. Please answer this group of statements to reflect your
behavior, experiences, and opinions throughout your childhood and
adolescence and NOT those that are more current.

1. When I was a child there was another family whose house I
    felt was like my second home.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

2. I felt helpless as I was growing up.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

3. I was never very attached to my parents.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

4. It seemed like running away from home could have been the only
    means of becoming independent.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

5. As I was growing up each member of my family clearly had their
    own responsibilities.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

6. I became interested in the opposite sex at about the same
    time that most of my friends did.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

7. When I was growing up I never ran away from home.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

8. Members of my family expressed their anger by not speaking to
    each other.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

9. There was never any violence in my parental home.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

10. I sometimes feel guilty about how I acted to my parent(s) as I
     grew up.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

11. My parent(s) would have preferred a child of the opposite sex
     in my place.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

12. I felt (or feel it would be) better to leave my parental home
     than to argue with my parent(s) about leaving.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

13. As a child I was taught that problems and worries would disappear
     if I did not think about them.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

14. My parent(s) seemed to be satisfied with me.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

15. My family seemed closest when major problems affected one of
     more of us.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

16. I can remember waiting for the day that I would move out of my
     parent(s) house.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

17. The easiest way to gain independence is to live at a distance
     from one's parent(s).

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

18. I had sexual relations for the first time before I was 17 years old.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

19. My parent(s) used to openly share their problems and worries with me.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

20. The relationships in my family did not seem to change when problems
     arose.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

INSTRUCTIONS: Your responses to each of the statements that follow
reflect your behavior, experiences, and opinions of only the last <u>two</u>
years. Please answer all statements.

21. I feel more comfortable when my opinions are similar to those of
     my friends.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    22. My emotional life is satisfying.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    23. It is easy for me to express my feelings to others.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    24. I say things to people that I later regret.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    25. Being liked by others is less important than liking myself.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    26. Children should grow up to carry on their parent(s) beliefs.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    27. I prefer to maintain and defend my own position rather than to
         conform to the majority.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    28. When I become angry the feeling lasts longer than I would like.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    29. I find it uncomfortable to oppose the opinions of others.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    30. I will change my opinions more on the basis of new knowledge
         than on the basis of the opinions of others.

Completely   Completely
 disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

INSTRUCTIONS: Your responses to each of the statements that
follow reflect your marital partner's behavior, experiences, and
opinions of only the last two years. Please answer all statements.

31. My spouse feels more comfortable when his/her opinions are
     similar to those of his/her friends.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    32. My spouse's emotional life is satisfying.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    33. It is easy for my spouse to express her/his feelings to
         others.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    34. My partner says things to people that he/she later regrets.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    35. Being liked by others is less important to my partner than
         her/him liking her/himself.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    36. My partner prefers to maintain and defend his/her own position
         rather than to conform to the majority.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    37. When my partner becomes angry the feeling lasts longer than
         I would like.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    38. My partner finds it uncomfortable to oppose the opinions of others.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    39. My partner will change her/his opinions more on the basis of
         new knowledge than on the basis of the opinions of others.

Completely   Completely
  disagree 00 05 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

APPENDIX E

RASMUSSEN EGO IDENTITY SCALE

(ORIGINAL)

Name_____ Student No._____

Directions: The following pages contain a number of statements
which are related to opinions and feelings about yourself and
life in general. There are no right and wrong answers to these
statements. Thus, you should give <u>YOUR OWN</u> personal opinion in
answering the statements.

Read each statement, decide how you really feel about it and mark
your answer as follows: If the statement is one with which you
AGREE or GENERALLY AGREE as it applies to you or what you believe,
mark it "A" on the line to the left. If you DISAGREE or GENERALLY
DISAGREE with the statement mark it "D" on the line to the left.

It is important that you work right through the statements and
answer each one. Don't spend too much time on any one statement,
but try to be as accurate as you can. Several of the statements
may sound the same but don't worry about this. Answer each one
as you come to it.

_____ 1. I seem to have regrets when I have to give up my pleasures
           right now for goals or things I want in the future.

_____ 2. No one seems to understand me.

_____ 3. I have a fear of being asked questions in class because
           of what other people will think if I don't know the
           answer.

_____ 4. Working is nothing more than a necessary evil that a
           person must put up with to eat.

_____ 5. It doesn't pay to worry much about decisions you have
           already made.

_____ 6. People are usually honest in dealing with each other.

*_____ 7. From what others have told me, I feel I am a person
           who is very easy to talk to.

_____ 8. When given a job, I try never to get so tied up in what
           I am doing at the moment so as to lose sight of what
           comes next.

           Note: Items marked with an asterisk are not included
                  in the computation of the ego identity score.

_____ 9. I work best when I know my work is going to be compared with the work of others.

*_____ 10. I have no difficulty in avoiding prople who may get me in trouble.

_____ 11. When I have to work I usually get pretty bored no matter what the job is.

_____ 12. It doesn't worry me if I make a mistake in front of my friends.

_____ 13. The decisions I have made in the past have usually been the right ones.

*_____ 14. Although I sometimes feel very strongly about things, I never show other people how I feel.

_____ 15. After I do something I usually worry about whether it was the right thing.

_____ 16. I am confident that I will be successful in life when I finally decide on a career.

_____ 17. It's best not to let other people know too much about your family or background if you can keep from it.

_____ 18. I really don't have any definite goals or plans for the future.

_____ 19. I never enjoyed taking part in school, clubs, or student government activity.

_____ 20. If I am not careful people try to take advantage of me.

_____ 21. In general people can be trusted.

_____ 22. It is very seldom that I find myself wishing I had a different face or body.

_____ 23. I would get along better in life if I were better looking.

_____ 24. At my age a man must make his own decisions even though his parents might not agree with the things he does.

_____ 25. It's not hard to keep your mind on one thing if you really have to.

_____ 26. It seems as if I just can't decide what I really want to do in life.

_____ 27. I am always busy doing something but I seem to accomplish less than other people even though they don't work as hard as I do.

* _____ 28. When I'm in a group I find it hard to stand up for my ideas if I think other people won't agree with me.

* _____ 29. I have at least one close friend with whom I can share almost all of my feelings and personal thoughts.

_____ 30. I do not feel that my looks and actions keep me from getting ahead in life.

_____ 31. Even when I do a good job in my work, other people don't seem to realize it or give me credit.

_____ 32. One of the hardest things for a young person to overcome is his family background.

_____ 33. The best part of my life is still ahead of me.

* _____ 34. In a group I can usually stand up for what I think is right without being embarrassed.

* _____ 35. I seem to have the knack or ability to make other people relax and enjoy themselves at a party.

* _____ 36. I can't seem to say no when the group does something which I don't think is right.

* _____ 37. Being without close friends is worse than having enemies.

_____ 38. I am not sure what I want to do as a lifetime occupation but I have some pretty definite plans and goals for the next few years.

_____ 39. It is easier to make friends with people you like if they don't know too much about your background.

_____ 40. I don't like sports or games where you always have to try and do better than the next guy.

_____ 41. A man who can be trusted is hard to find.

_____ 42. I believe that I must make my own decisions in important matters as no one can live my life for me.

* _____ 43. In order to be comfortable or feel at ease a person must get along with others but he doesn't really need close friends.

_____ 44. I am proud of my family background.

_____ 45. I cannot keep my mind on one thing.

_____ 46. It is a good idea to have some plan as to what has to be done next, no matter how much you have to do at the moment.

_____ 47. During the past few years I have taken little or no part in clubs, organized group activity or sports.

_____ 48. I have found that people I work with frequently don't appreciate or seem to understand my abilities.

*_____ 49. For some reason, it seems that I have never really gotten to know the people I have worked with even though I liked them.

_____ 50. I am pretty content to be the way I am.

_____ 51. I can't stand to wait for things I really want.

*_____ 52. A person is a lot happier if he doesn't get too close to others.

_____ 53. Even though I try it is usually pretty hard for me to keep my mind on a task or job.

_____ 54. One of the good parts of being a college student is getting together with a group which makes its own rules and does things as a group.

_____ 55. When it comes to working I never do anything I can get out of.

_____ 56. My way of doing things is apt to be misunderstood by others.

_____ 57. A person who hasn't been a member of a well-organized group or club at some time in his teens has missed a lot.

_____ 58. When I think about my future I feel I have missed my best chances for making good.

_____ 59. I like to tackle a tough job as it gives me a lot of satisfaction.

_____ 60. I am always busy but it seems that I am usually spinning my wheels and never seem to get anywhere.

_____ 61. It is very important that your parents approve of everything you do.

_____ 62. It doesn't bother me when my friends find out that I can't do certain things as well as other people.

_____ 63. As a rule I don't regret the decisions I make.

____ 64. I feel pretty sure that I know what I want to do in the future and I have some definite goals.

____ 65. I don't have any trouble concentrating on what I am doing.

____ 66. A person can't be happy in a job where he is always competing against others.

____ 67. I feel I have missed my opportunity to really be a success in life.

____ 68. If a person wants something worth-while he should be willing to wait for it.

____ 69. At home I enjoyed work or spare time activities where I had to compete against others.

____ 70. I never make any important decisions without getting help or advice from my family.

____ 71. It is better to say nothing in public than to take a chance on other people hearing you make a mistake.

____ 72. I lose interest in things if I have to wait too long to get them.

APPENDIX F

RASMUSSEN EGO IDENTITY SCALE

(ADAPTED)

CODED: RASMUSSEN QUESTIONAIRE (ID2)

RASMUSSEN QUESTIONAIRE

DIRECTIONS: The following pages contain a number of statements which are related to opinions and feelings about yourself and life in general. There are no right and wrong answers to these statements. Thus, you should give YOUR OWN personal opinion in answering the statements.

Following each statement is a scale from 0 to 100. Read each statement carefully. Circle the percentage figure that best represents the extent to which you agree or disagree with each statement as it applies to you.

It is important that you work right through the statements and answer each one. Don't spend too much time on any one statement, but try to be as accurate as you can. Several of the statements may sound the same but don't worry about this. Answer each one as you come to it.

    1. No one seems to understand me.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    2. I have a fear of being asked questions because of what other people
       will think if I don't know the answer.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    3. Working is nothing more than a necessary evil that a person must put up
       with to eat.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    4. It doesn't pay to worry much about decisions you have already made.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    5. People are usually honest in dealing with each other.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    6. When given a job, I try never to get so tied up in what I am doing at
       the moment so as to lose sight of what comes next.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    7. I work best when I know my work is going to be compared with the work
       of others.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    8. When I have to work I usually get pretty bored no matter what the job is.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

    9. It doesn't worry me if I make a mistake in front of my friends.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

10. The decisions I have made in the past have usually been the right ones.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

11. After I do something I usually worry about whether it was the right thing.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

12. I am confident that I will be successful in life.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

13. It's best not to let other people know too much about your family or
    background if you can keep from it.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

14. I really don't have any definite goals or plans for the future.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

15. I never enjoyed taking part in school clubs or student government activity.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

16. If I am not careful people try to take advantage of me.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

17. In general people can be trusted.
Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Completely
                                                                            agree

18. It is very seldom that I find myself wishing I had a different face
    or body.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

19. I would get along better in life if I were better looking.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

20. At my age a man/woman must make his/her own decisions even though
    his/her parents might not agree with the things he/she does.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

21. It's not hard to keep your mind on one thing if you really have to.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

22. It seems as if I just can't decide what I really want to do in life.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

23. I am always busy doing something but I seem to accomplish less than
     other people even though they don't work as hard as I do.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

24. I do not feel that my looks and actions keep me from getting ahead
     in life.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

25. Even when I do a good job in my work, other people don't seem to realize
     it or give me credit.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

26. One of the hardest things for a young person to overcome is his family
     background.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60· 65 70 75 80 85 90 95 100   agree

27. The best part of my life is still ahead of me.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

28. I have some pretty definite plans and goals for the next few years.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

29. It is easier to make friends with people you like if they don't know
     too much about your background.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

30. I don't like sports or games where you always have to try and do better
     than the next guy/gal.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60.65 70 75 80 85 90 95 100   agree

31. A man who can be trusted is hard to find.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

32. I believe that I must make my own decisions in important matters as no
     one can live my life for me.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

33. I am proud of my family background.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

34. I cannot keep my mind on one thing.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

35. I have found that people I work with frequently don't appreciate or seem to understand my abilities.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

36. I am pretty content to be the way I am.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

37. I can't stand to wait for things I really want.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

38. Even though I try it is usually pretty hard for me to keep my mind on a task or job.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

39. When it comes to working I never do anything I can get out of.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

40. My way of doing things is apt to be misunderstood by others.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

41. A person who hasn't been a member of a well organized group or club at some time in his teens has missed a lot.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

42. When I think about my future I feel I have missed my best chances for making good.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

43. I like to tackle a tough job as it gives me a lot of satisfaction.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

44. I am always busy but it seems that I am usually spinning my wheels and never seem to get anywhere.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

45. It is very important that your parents approve of everything you do.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

46. It doesn't bother me when my friends find out that I can't do certain things as well as other people.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

47. As a rule I don't regret the decisions I make.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

48. I feel pretty sure that I know what I want to do in the future and I
      have some definite goals.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

49. I don't have any trouble concentrating on what I am doing.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

50. A person can't be happy in a job where he is always competing against
      others.
Completely   Completely
    disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

51. I feel I have missed my opportunity to really be a success in life.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

52. If a person wants something worth-while he should be willing to wait
      for it.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

53. At home I enjoyed work or spare time activities where I had to compete
      against others.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

54. I never make any important decisions without getting help or advice
      from my family.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

55. It is better to say nothing in public than to take a chance on other
      people hearing you make a mistake.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

56. I lose interest in things if I have to wait too long to get them.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

APPENDIX G

DIGNAN'S EGO IDENTITY SCALE

(ORIGINAL)

PERSONAL INVENTORY

* 1. It seems to me that the arts, politics, current events,
      science and things aside from my main pursuits make
      life interesting and exciting.
* 2. I feel that I am respected by everyone for what I am.
* 3. What I am now is pretty much what I am going to be.
  4. Occasionally I sit back and wonder "what makes me tick?"
* 5. I am more myself now than when I was in high school.
* 6. I like to picture myself as someone else.
  7. Sometimes I worry about what I will be like as a senior.
  8. It is a nice feeling to be safe in the crowd, out of
      the limelight.
  9. Frequently I do things that aren't like me at all.
 10. When I lived with my mother during high school days, I
      generally did things her way.
*11. I believe I see my self pretty much as others see me.
 12. I know myself only too well.
 13. I wish I had the freedom my brother has.
 14. It isn't hard for me to say no to people.
 15. When I was a child, I was sometimes disturbed by sex matters.
*16. I have no regrets for having become what I am.
 17. Once in a while, I feel strange about myself.
 18. I had a pretty good idea of why I came to college.
 19. I can be myself with almost everyone I know.
*20. People who work with me find that I know what I'm after.
*21. From day to day, I'm just not the same.
 22. I get panicky when I am told I have to select a major
      very soon.
 23. There are times when I feel like a nobody.
*24. I'm tired of acting roles all the time, I want to be
      myself.
*25. I would like to be something other than I am.
*26. Sexual matters no longer bother me much.
*27. People seldom mistake me for another girl.
 28. I often wish people wouldn't be shocked at some of the
      things I do.
 29. I am not really myself in front of my teachers.
*30. My problem is that I don't really know what I would
      like to become.
 31. As I was growing up, being a girl was no problem for
      me.
*32. First I try to be like one person I know, then another.
*33. It is easier to lay aside my principles than to fight
      for them against opposition.
*34. I believe I know most of my strong points.

35. Most of the career opportunities I'm interested in accept few women.
36. It isn't hard for others to dominate me.
37. I feel uneasy if a boy tries to hold my hand.
38. Most people remember something about me that is distinctive.
*39. My roommate complains because I always seem to know what I want.
40. I like my sister, but I don't want to be just like her.
41. I don't seem to have any difficulty in letting others know what I am like.
42. I do better work when I have to compete with others.
43. I guess my parents are disappointed in me.
*44. I experience a real sense of pride in my accomplishments.
45. I sometimes think of myself as a nobody.
*46. I like to be called by my first name.
47. I feel that my parents understand me.
*48. I feel swallowed up by the crowd here at college.
*49. Criticism doesn't upset me.
50. Somehow I still find myself trying to be the kind of person my mother wants me to be.
51. I want to be different from others.
52. With strangers, I usually don't say much.
*53. If I don't want to do something, I don't hesitate to say why not.
54. When I am left alone for a while, I get jittery.
55. I don't have any trouble in trying to decide things for myself.
*56. It annoys me when others refer to me as S's "younger sister" or S's "daughter."
*57. Sometimes I wonder who I really am.
58. Funny little incidents happen from time to time that make me feel I'm a different girl at times.
*59. I know pretty much what I want from life.
60. I have a close friend, and people often take one of us for the other.
61. There are so many things I want to do I just can't make up my mind.
62. My views on life stay the same.
*63. It doesn't bother me that I can't do many of the things men can do.
*64. Regardless of what people think, I am willing to fight for the things I value.
*65. At times, I seem to feel unfamiliar, even to myself.
66. I know what my attitude should be on most things.
67. I often wish I were more like my older (or younger) sister (or cousin or aunt).
*68. It seems to me that most of the things girls do are very dull.

69. I don't mind having a boy put his arm around me during
    a movie.
70. People think of me as wishy-washy.
71. I never know what I am going to do next.
72. I find it easy to get personal with most of my girl friends.
73. At socials I don't try to keep a boy's interest if he
    looks at another girl.
74. I have no doubt about what my parents expect of me.
75. My appearance tells people fairly well what I am like.
76. In the lounge I just sort of lose myself in the crowd.
77. I often do things, not because I believe in them, but
    to please others.
78. After seeing a good movie, I usually have the feeling
    that I'm the heroine.
79. In the presence of persons of authority, I prefer to
    keep quiet.
* 80. Now that I'm away from my parents more, I prefer to do
    things my own way.
81. Girls who are very sure of themselves make me angry.
82. I feel that I have not been myself the last couple of weeks.
* 83. What strikes others most about me is my strong personal
    convictions.
84. I don't like to think of decisions about my future work.
85. If others don't accept me, I feel it is their loss.
86. If I have to spend the evening by myself, I usually
    go to bed early.
87. My loyalties keep changing.
88. I am not at all the same girl I was in high school.
* 89. I feel a deep need to live up to my ideals.
90. I usually ask other people their opinion, even on
    unimportant decisions.
91. At times I feel that I am about to go to pieces.
* 92. I'm not good enough to do what I'd really like to do
    with my life.
* 93. At times, I think I am a mystery, even to myself.
* 94. Hard as I try, I can't really fool myself.
95. I think my brother can have more fun than I can.
96. I don't find it difficult to assert myself with others.
97. I don't like to date unless I double, or go in a
    group.
98. I have never talked intimately about myself to my
    friends.
99. Competition in games and sports spoils the fun for me.
100. The idea of falling in love frightens me.
101. Maybe I should be different, but I'd probably do the
    same things all over again.
*102. I feel I am a young woman now.

103. At times, when I am with others, I feel that I am an actress on stage.
104. Most people get to know me as I am.
105. My parents still treat me like a child.
106. I don't think that people expect too much of me.
107. I don't always go along with what my classmates expect me to think.
108. With certain friends, I feel like a nobody.
109. When others are disappointed in me, I am puzzled by my own actions.
110. Occasionally, a fleeting thought that I am not myself crosses my mind.
111. My friends and family can tell pretty well how I will react to things.
112. The memories I have of my past fit in well with what I am today.
113. I'm not sure why I came to college.
114. It often seems that I want one thing one time and something different later.
*115. I feel that I am a different person now that I'm in college.
116. I try to do everything just the way my mother (or father) wants it done.
*117. I know I'm not perfect, but I prefer to be as I am.
*118. Although I do not act the same with teachers as I do with my boy friends, basically I am the same person.
*119. When I encounter a stranger face to face, I generally like to introduce myself.
120. No matter how hard I try, I just can't do enough to please my mother.
*121. I enjoy spending an evening alone occasionally.
122. I don't really know myself.
123. I don't mind going places alone.
124. I am disappointed in myself because I am weak.
125. Being left alone with a boy doesn't make me feel uncomfortable.
126. When I think about myself, I generally consider myself as my parent's daughter.
127. I don't long for the life I had in high school any more.
128. One day I'm all settled on my major, then the next I think it's wrong and get upset.
*129. I always think of myself as a college girl now.
130. The less people know about me the better.
131. If I had it to do over again, I would become a different kind of person.
*132. I impress others as very self-possessed.
133. I can usually tell how boys expect a girl to act.
134. Among friends, I feel free to "let my hair down."
*135. It is easy for me to make up my mind.
136. I seldom worry about the impression I am making when I meet people.

137. I can tell from the people I'm with how I should behave.
138. I don't feel that I know myself well.
139. I just can't do what the crowd wants to do, when I don't approve.
*140. I don't like relatives to tell me that I'm just like my mother or father.
141. I usually know what teachers expect of me.
*142. Meeting new people is fun for me.
143. I am one who is not afraid to ask myself what I have become.
*144. Most people say that I know my own mind.
145. It seems to me that I am often at odds with myself.
146. I am always amazed when I have accomplished something really worthwhile.
*147. I know my principal weaknesses pretty well.
*148. I don't seem to be changing as much in college as I did in high school.
149. People don't find it hard to get to know me well.
150. My close friends are quite different from me.

* Items on which there was concurrence among 80 to 100 per cent of the judges. Only the starred items were scored.

APPENDIX H

DIGNAN'S EGO IDENTITY SCALE

(ADAPTED)

CODED: DIGNAN PERSONAL INVENTORY (ID3)

DIGNAN PERSONAL INVENTORY

INSTRUCTIONS: This is not a test in the ordinary sense, and there are no correct or incorrect answers. Simply read each statement and decide whether it is _true_ _as applied to you_ or _false as applied to you._

Following each statement is a scale from 0 to 100. Read each statement carefully. Circle the percentage figure that best represents the extent to which you agree or disagree with each statement as it applies to you.

Remember to give your OWN opinion of yourself. _Do not leave any blank spaces._ Your responses will remain anonymous.

Don't spend too much time on any one question. Usually your first reaction will describe you best. Consequently, there is no need to go over previous items.

     1. It seems to me that the arts, politics, current events, science and things aside from my main pursuits make life interesting and exciting.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     2. I feel that I am respected by everyone for what I am.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     3. What I am now is pretty much what I am going to be.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     4. I am more myself now than when I was a teenager.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     5. I like to picture myself as someone else.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     6. I believe I see myself pretty much as others see me.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     7. I have no regrets for having become what I am.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     8. People who work with me find that I know what I'm after.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     9. From day to day, I'm just not the same.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

     10. I'm tired of acting roles all the time, I want to be myself.

Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

11. I would like to be something other than I am.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

12. Sexual matters no longer bother me much.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

13. People seldom mistake me for another woman/man.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

14. My problem is that I don't really know what I would like to become.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

15. First I try to be like one person I know, then another.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

16. It is easier to lay aside my principles than to fight for them
    against opposition.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

17. I believe I know most of my strong points.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

18. People can tell I seem to know what I want.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

19. I experience a real sense of pride in my accomplishments.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

20. I like to be called by my first name.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

21. I feel swallowed up by the crowd.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

22. Criticism doesn't upset me.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

23. If I don't want to do something, I don't hesitate to say why not.
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

24. It annoys me when others refer to me as S's "younger brother/sister"
    or S's "son/daughter."
Completely   Completely
 disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

25. Sometimes I wonder who I really am.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

26. I know pretty much what I want from life.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

27. It doesn't bother me that I can't do many of the things others can do.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

28. Regardless of what people think, I am willing to fight for the
    things I value.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

29. At times I seem to feel unfamiliar, even to myself.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

30. It seems to me that most of the things people do are very dull.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

31. Now that I'm away from my parents more, I prefer to do things
    my own way.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

32. What strikes others most about me is my strong personal convictions.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

33. I feel a deep need to live up to my ideals.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

34. I'm not good enough to do what I'd really like to do with my life.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

35. At times, I think I am a mystery, even to myself.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

36. Hard as I try, I can't really fool myself.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

37. I feel I am a man/woman now.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

38. I feel that I am a different person now that I'm an adult.
Completely   Completely
  disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

39. I know I'm not perfect, but I prefer to be as I am.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

40. Although I do not act the same with authorities as I do with my
    friends, basically I am the same person.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

41. When I encounter a stranger face to face, I generally like to
    introduce myself.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

42. I enjoy spending an evening alone occasionally.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

43. I always think of myself as an adult now.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

44. I impress others as very self-possessed.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

45. It is easy for me to make up my mind.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

46. I don't like relatives to tell me that I'm just like my mother or
    father.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

47. Meeting new people is fun for me.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

48. Most people say that I know my own mind.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

49. I know my principal weaknesses pretty well.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

50. I don't seem to be changing as much as I did in high school.

Completely   Completely
disagree 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   agree

APPENDIX I

INVENTORY OF PSYCHOSOCIAL DEVELOPMENT

(ORIGINAL)

Mood is usually applied to states lasting for minutes or hours, but most people can estimate their average or typical mood over a longer period of time. Using the following scale, please indicate which statement best describes your typical mood for the current academic year. Draw a circle around the number of the statement which best describes your average level of happiness or unhappiness since September.

ELATION vs. DEPRESSION (How elated or depressed, happy or unhappy, you usually felt during this year.)

10. Complete elation. Rapturous joy and soaring ecstasy.
 9. Very elated and in very high spirits. Tremendous delight and buoyancy.
 8. Elated and in high spirits.
 7. Felt very good and cheerful.
 6. Felt pretty good, "O.K."
 5. Felt a little bit low. Just so-so.
 4. Spirits low and somewhat "blue".
 3. Depressed and felt very low. Definitely "blue".
 2. Tremendously depressed. Felt terrible, miserable, "just awful".
 1. Utter depression and gloom. Completely down, all is black and leaden.

Following these instructions you will find a list of 60 items and phrases which were used by students to describe themselves. Please use the list to describe yourself as you honestly feel and believe you are. Following each phrase are numbers from 7 to 1. Circle the seven ⑦ for phrases that are definitely most characteristic of you, the six ⑥ for phrases that are very characteristic of you, etc. Circle the one ① if the phrase is definitely most uncharacteristic of you. In other words:

    7 = definitely most characteristic of you
    6 = very characteristic of you
    5 = somewhat characteristic of you
    4 = neither characteristic nor uncharacteristic of you
    3 = somewhat uncharacteristic of you
    2 = very uncharacteristic of you
    1 = definitely most uncharacteristic of you

Be sure when you do these ratings that you are guided by your best judgment of the way you really are. There is no need to ponder your ratings excessively; your first impressions are generally the best. Do the phrases in order. Be sure to answer every item.

1. placid and untroubled   7 6 5 4 3 2 1

2. an automatic response to all situations   7 6 5 4 3 2 1

3. adventuresome   7 6 5 4 3 2 1

4. can't fulfill my ambitions   7 6 5 4 3 2 1

5. confidence is brimming over   7 6 5 4 3 2 1

6. little regard for the rest of the world   7 6 5 4 3 2 1

7. incapable of absorbing frustration and everything frustrates me   7 6 5 4 3 2 1

8. value independence above security   7 6 5 4 3 2 1

9. sexually blunted   7 6 5 4 3 2 1

10. conscientious and hard-working   7 6 5 4 3 2 1

11. a poseur, all facade and pretense   7 6 5 4 3 2 1

12. candid, not afraid to expose myself   7 6 5 4 3 2 1

13. accessible to new ideas   7 6 5 4 3 2 1

14. meticulous and over-organized   7 6 5 4 3 2 1

15. dynamic   7 6 5 4 3 2 1

16. don't apply myself fully   7 6 5 4 3 2 1

17. natural and genuine   7 6 5 4 3 2 1

18. preoccupied with myself   7 6 5 4 3 2 1

19. can't share anything   7 6 5 4 3 2 1

20. free and spontaneous   7 6 5 4 3 2 1

21. afraid of impotence   7 6 5 4 3 2 1

22. interested in learning and like to study   7 6 5 4 3 2 1

23. spread myself thin   7 6 5 4 3 2 1

24. warm and friendly   7 6 5 4 3 2 1

25. imperturbable optimist   7 6 5 4 3 2 1

26. cautious, hesitant, doubting   7 6 5 4 3 2 1

27. ambitious   7 6 5 4 3 2 1

28. fritter away my time   7 6 5 4 3 2 1

29. poised   7 6 5 4 3 2 1

30. very lonely   7 6 5 4 3 2 1

31. pessimistic, little hope   7 6 5 4 3 2 1

32. stand on my own two feet   7 6 5 4 3 2 1

33. think too much about the wrong things   7 6 5 4 3 2 1

34. serious, have high standards   7 6 5 4 3 2 1

35. attempt to appear at ease   7 6 5 4 3 2 1

36. have sympathetic concern for others   7 6 5 4 3 2 1

37. able to take things as they come   7 6 5 4 3 2 1

38. feel as if I were being followed   7 6 5 4 3 2 1

39. inventive, delight in finding new solutions to new
     problems   7 6 5 4 3 2 1

40. ineffective, don't amount to much   7 6 5 4 3 2 1

41. know who I am and what I want out of life   7 6 5 4 3 2 1

42. cold and remote   7 6 5 4 3 2 1

43. dim nostalgia for lost paradise   7 6 5 4 3 2 1

44. quietly go my own way   7 6 5 4 3 2 1

45. big smoke but no fire   7 6 5 4 3 2 1

46. accomplish much, truly productive   7 6 5 4 3 2 1

47. never know how I feel   7 6 5 4 3 2 1

48. tactful in personal relations   7 6 5 4 3 2 1

49. deep, unshakable faith in myself   7 6 5 4 3 2 1

50. always in the wrong, apologetic   7 6 5 4 3 2 1

51. sexually aware   7 6 5 4 3 2 1

52. a playboy, always "hacking around"   7 6 5 4 3 2 1

53. pride in my own character and values   7 6 5 4 3 2 1

54. secretly oblivious to the opinions of others   7 6 5 4 3 2 1

55. never get what I really want   7 6 5 4 3 2 1

56. good judge of when to comply and when to assert
                                    myself   7 6 5 4 3 2 1

57. inhibited and self-restricted   7 6 5 4 3 2 1

58. excel in my work   7 6 5 4 3 2 1

59. afraid of commitment   7 6 5 4 3 2 1

60. comfortable in intimate relationships   7 6 5 4 3 2 1

   Below are listed several items which students have indicated are im-
portant goals for them when they come to college. Using the 7-point
scale following the item, rate each one on its importance as a goal to-
ward which you have actually been working during your college career.
As usual, 7 = extremely important goal, 1 = not at all important goal.
Please be sure to rate each item.

1. learning how to learn from books and teachers   7 6 5 4 3 2 1

2. acquiring and appreciation of ideas   7 6 5 4 3 2 1

3. establishing your own personal, social and academic
                                    values   7 6 5 4 3 2 1

4. developing relationships with the opposite sex   7 6 5 4 3 2 1

5. contributing in a distinguished, meaningful manner to some
                                campus group   7 6 5 4 3 2 1

6. developing your ability to get along with different
                            kinds of people   7 6 5 4 3 2 1

7. becoming self-confident   7 6 5 4 3 2 1

8. personal independence   7 6 5 4 3 2 1

9. finding a spouse   7 6 5 4 3 2 1

10. achieving academic distinction   7 6 5 4 3 2 1

11. having many good friends   7 6 5 4 3 2 1

12. discovering your own strong points and limitations   7 6 5 4 3 2 1

13. preparing for a career which begins right
                        after graduation   7 6 5 4 3 2 1

14. preparing for a career which requires further
                    study beyond the B.A. or B.S.   7 6 5 4 3 2 1

   Now we would like you to indicate how much being a student a Vassar
College has actually helped or hindered your progress toward these goals.
Use the following scale to indicate the extent to which you have been
helped or hindered in your progress toward each goal:

            +3 = VC has helped greatly
            +2 = VC has helped moderately
            +1 = VC has helped slightly
             0 = VC has neither helped nor hindered
            -1 = VC has hindered slightly
            -2 = VC has hindered moderately
            -3 = VC has hindered greatly

1. learning how to learn from books
                    and teachers   +3 +2 +1 0 -1 +2 -3

2. acquiring an appreciation of ideas   +3 +2 +1 0 -1 -2 -3

3. establishing your own personal, social
                and academic values   +3 +2 +1 0 -1 -2 -3

4. developing relationships with
                the opposite sex   +3 +2 +1 0 -1 -2 -3

5. contributing in a distinguished, meaningful
                manner to some campus group   +3 +2 +1 0 -1 -2 -3

6. developing your ability to get along
            with different kinds of people   +3 +2 +1 0 -1 -2 -3

7. becoming self-confident   +3 +2 +1 0 -1 -2 -3

8. personal independece   +3 +2 +1 0 -1 -2 -3

9. finding a spouse   +3 +2 +1 0 -1 -2 -3

10. achieveing academic distinction   +3 +2 +1 0 -1 -2 -3

11. having many good friends   +3 +2 +1 0 -1 -2 -3

12. discovering your own strong points
                and limitations   +3 +2 +1 0 -1 -2 -3

13. preparing for a career which begins
                right after graduation   +3 +2 +1 0 -1 -2 -3

14. preparing for a career which requires
    further study beyond the B.A. or B.S.   +3 +2 +1 0 -1 -2 -3

Sex: _____ Male   Age: _____   Class: _____ Freshman

     _____ Female   _____ Sophomore

                                                    _____ Junior

                                                    _____ Senior

What is your major? _____

What are your plans after Vassar?

APPENDIX J

INVENTORY OF PSYCHOSOCIAL DEVELOPMENT

(ADAPTED)

CODED: SELF-PERCEPTION INVENTORY (ID4, IN1)

Mood is usually applied to states lasting for minutes or hours, but most people can estimate their average or typical mood over a longer period of time. Using the following scale, please indicate which statement best describes your typical mood for the current personal year. Draw a circle around the number of the statement which best describes your average level of happiness or unhappiness since September.

ELATION vs. DEPRESSION (How elated or depressed, happy or unhappy, you usually felt during this year.)

10. Complete elation. Rapturous joy and soaring ecstasy.
9. Very elated and in very high spirits. Tremendous delight and buoyancy.
8. Elated and in high spirits.
7. Felt very good and cheerful.
6. Felt pretty good, "O.K."
5. Felt a little bit low. Just so-so.
4. Spirits low and somewhat "blue".
3. Depressed and felt very low. Definitely "blue".
2. Tremendously depressed. Felt terrible, miserable, "just awful".
1. Utter depression and gloom. Completely down, all is black and leaden.

Following these instructions you will find a list of 60 items and phrases which were used by people to describe themselves. Please use the list to describe yourself as you honestly feel and believe you are. Following each phrase are numbers from 7 to 1. Circle the seven ⑦ for phrases that are definitely most characteristic of you, the six ⑥ for phrases that are very characteristic of you, etc. Circle the one ① if the phrase is definitely most uncharacteristic of you. In other words:

    7 = definitely most characteristic of you
    6 = very characteristic of you
    5 = somewhat characteristic of you
    4 = neither characteristic nor uncharacteristic of you
    3 = somewhat uncharacteristic of you
    2 = very uncharacteristic of you
    1 = definitely most uncharacteristic of you

Be sure when you do these ratings that you are guided by your best judgment of the way you really are. There is no need to ponder your ratings excessively; your first impressions are generally the best. Do the phrases in order. Be sure to answer every item.

1. placid and untroubled   7 6 5 4 3 2 1

2. an automatic response to all situations   7 6 5 4 3 2 1

3. adventuresome   7 6 5 4 3 2 1

4. can't fulfill my ambitions   7 6 5 4 3 2 1

5. confidence is brimming over   7 6 5 4 3 2 1

6. little regard for the rest of the world   7 6 5 4 3 2 1

7. incapable of absorbing frustration and everything
   frustrates me   7 6 5 4 3 2 1

8. value independence above security   7 6 5 4 3 2 1

9. sexually blunted   7 6 5 4 3 2 1

10. conscientious and hard-working   7 6 5 4 3 2 1

11. a poseur, all facade and pretense   7 6 5 4 3 2 '1

12. candid, not afraid to expose myself   7 6 5 4 3 2 1

13. accessible to new ideas   7 6 5 4 3 2 1

14. meticulous and over-organized   7 6 5 4 3 2 1

15. dynamic   7 6 5 4 3 2 1

16. don't apply myself fully   7 6 5 4 3 2 1

17. natural and genuine   7 6 5 4 3 2 1

18. preoccupied with myself   7 6 5 4 3 2 1

19. can't share anything   7 6 5 4 3 2 1

20. free and spontaneous   7 6 5 4 3 2 1

21. afraid of impotence   7 6 5 4 3 2 1

22. interested in learning and like to study   7 6 5 4 3 2 1

23. spread myself thin   7 6 5 4 3 2 1

24. warm and friendly   7 6 5 4 3 2 1

25. imperturbable optimist   7 6 5 4 3 2 1

26. cautious, hesitant, doubting   7 6 5 4 3 2 1

27. ambitious   7 6 5 4 3 2 1

28. fritter away my time   7 6 5 4 3 2 1

29. poised   7 6 5 4 3 2 1

30. very lonely   7 6 5 4 3 2 1

31. pessimistic, little hope   7 6 5 4 3 2 1

32. stand on my own two feet   7 6 5 4 3 2 1

33. think too much about the wrong things   7 6 5 4 3 2 1

34. serious, have high standards   7 6 5 4 3 2 1

35. attempt to appear at ease   7 6 5 4 3 2 1

36. have sympathetic concern for others   7 6 5 4 3 2 1

37. able to take things as they come   7 6 5 4 3 2 1

38. feel as if I were being followed   7 6 5 4 3 2 1

39. inventive, delight in finding new solutions to new
    problems   7 6 5 4 3 2 1

40. ineffective, don't amount to much   7 6 5 4 3 2 1

41. know who I am and what I want out of life   7 6 5 4 3 2 1

42. cold and remote   7 6 5 4 3 2 1

43. dim nostalgia for lost paradise   7 6 5 4 3 2 1

44. quietly go my own way   7 6 5 4 3 2 1

45. big smoke but no fire   7 6 5 4 3 2 1

46. accomplish much, truly productive   7 6 5 4 3 2 1

47. never know how I feel   7 6 5 4 3 2 1

48. tactful in personal relations   7 6 5 4 3 2 1

49. deep, unshakable faith in myself   7 6 5 4 3 2 1

50. always in the wrong, apologetic   7 6 5 4 3 2 1

51. sexually aware   7 6 5 4 3 2 1

52. a playboy, always "hacking around"   7 6 5 4 3 2 1

53. pride in my own character and values   7 6 5 4 3 2 1

54. secretly oblivious to the opinions of others   7 6 5 4 3 2 1

55. never get what I really want   7 6 5 4 3 2 1

56. good judge of when to comply and when to assert
    myself   7 6 5 4 3 2 1

57. inhibited and self-restricted   7 6 5 4 3 2 1

58. excel in my work   7 6 5 4 3 2 1

59. afraid of commitment   7 6 5 4 3 2 1

60. comfortable in intimate relationships   7 6 5 4 3 2 1

Now, in the same way, rate your spouse on the same list of 60 items and phrases. Please use the list to describe your spouse as you honestly believe he/she is. So, this time, circle the number following the phrase that is most characteristic of your spouse. Once again, the numbers are to mean:

7= definitely most characteristic of your spouse
6= very characteristic of your spouse
5= somewhat characteristic of your spouse
4= neither characteristic nor uncharacteristic of your spouse
3= somewhat uncharacteristic of your spouse
2= very uncharacteristic of your spouse
1= definitely most uncharacteristic of your spouse

Be sure when you do these ratings that you are guided by your best judgment of the way your spouse really is. There is no need to ponder your ratings excessively; your first impressions are generally the best. Do the phrases in order. Be sure to answer every item.

1. placid and untroubled   7 6 5 4 3 2 1
2. an automatic response to all situations   7 6 5 4 3 2 1
3. adventuresome   7 6 5 4 3 2 1
4. can't fulfill my ambitions   7 6 5 4 3 2 1
5. confidence is brimming over   7 6 5 4 3 2 1
6. little regard for the rest of the world   7 6 5 4 3 2 1
7. incapable of absorbing frustration and everything
    frustrates me   7 6 5 4 3 2 1
8. value independence above security   7 6 5 4 3 2 1
9. sexually blunted   7 6 5 4 3 2 1
10. conscientious and hard-working   7 6 5 4 3 2 1
11. a poseur, all facade and pretense   7 6 5 4 3 2 1
12. candid, not afraid to expose myself   7 6 5 4 3 2 1
13. accessible to new ideas   7 6 5 4 3 2 1
14. meticulous and over-organized   7 6 5 4 3 2 1
15. dynamic   7 6 5 4 3 2 1
16. don't apply myself fully   7 6 5 4 3 2 1
17. natural and genuine   7 6 5 4 3 2 1
18. preoccupied with myself   7 6 5 4 3 2 1
19. can't share anything   7 6 5 4 3 2 1
20. free and spontaneous   7 6 5 4 3 2 1
21. afraid of impotence   7 6 5 4 3 2 1
22. interested in learning and like to study   7 6 5 4 3 2 1
23. spread myself thin   7 6 5 4 3 2 1
24. warm and friendly   7 6 5 4 3 2 1
25. imperturbable optimist   7 6 5 4 3 2 1
26. cautious, hesitant, doubting   7 6 5 4 3 2 1
27. ambitious   7 6 5 4 3 2 1
28. fritter away my time   7 6 5 4 3 2 1
29. poised   7 6 5 4 3 2 1
30. very lonely   7 6 5 4 3 2 1

31. pessimistic, little hope   7 6 5 4 3 2 1

32. stand on my own two feet   7 6 5 4 3 2 1

33. think too much about the wrong things   7 6 5 4 3 2 1

34. serious, have high standards   7 6 5 4 3 2 1

35. attempt to appear at ease   7 6 5 4 3 2 1

36. have sympathetic concern for others   7 6 5 4 3 2 1

37. able to take things as they come   7 6 5 4 3 2 1

38. feel as if I were being followed   7 6 5 4 3 2 1

39. inventive, delight in finding new solutions to new
    problems   7 6 5 4 3 2 1

40. ineffective, don't amount to much   7 6 5 4 3 2 1

41. know who I am and what I want out of life   7 6 5 4 3 2 1

42. cold and remote   7 6 5 4 3 2 1

43. dim nostalgia for lost paradise   7 6 5 4 3 2 1

44. quietly go my own way   7 6 5 4 3 2 1

45. big smoke but no fire   7 6 5 4 3 2 1

46. accomplish much, truly productive   7 6 5 4 3 2 1

47. never know how I feel   7 6 5 4 3 2 1

48. tactful in personal relations   7 6 5 4 3 2 1

49. deep, unshakable faith in myself   7 6 5 4 3 2 1

50. always in the wrong, apologetic   7 6 5 4 3 2 1

51. sexually aware   7 6 5 4 3 2 1

52. a playboy, always "hacking around"   7 6 5 4 3 2 1

53. pride in my own character and values   7 6 5 4 3 2 1

54. secretly oblivious to the opinions of others   7 6 5 4 3 2 1

55. never get what I really want   7 6 5 4 3 2 1

56. good judge of when to comply and when to assert
                              myself   7 6 5 4 3 2 1

57. inhibited and self-restricted   7 6 5 4 3 2 1

58. excel in my work   7 6 5 4 3 2 1

59. afraid of commitment   7 6 5 4 3 2 1

60. comfortable in intimate relationships   7 6 5 4 3 2 1

THANK YOU VERY MUCH!!

APPENDIX K

MILLER SOCIAL INTIMACY SCALE

(ORIGINAL)

Miller Social Intimacy Scale

	Very Rarely			Some of the Time				Almost Always		
1. When you have leisure time how often do you choose to spend it with him/her alone?	1	2	3	4	5	6	7	8	9	10
2. How often do you keep very personal information to yourself and do not share it with him/her?	1	2	3	4	5	6	7	8	9	10
3. How often do you show him/her affection?	1	2	3	4	5	6	7	8	9	10
4. How often do you confide very personal information to him/her?	1	2	3	4	5	6	7	8	9	10
5. How often are you able to understand his/her feelings?	1	2	3	4	5	6	7	8	9	10
6. How often do you feel close to him/her?	1	2	3	4	5	6	7	8	9	10

	Not Much			A Little				A Great Deal		
7. How much do you like to spend time alone with him/her?	1	2	3	4	5	6	7	8	9	10
8. How much do you feel like being encouraging and supportive to him/her when he/she is unhappy?	1	2	3	4	5	6	7	8	9	10
9. How close do you feel to him/her most of the time?	1	2	3	4	5	6	7	8	9	10
10. How important is it to you to listen to his/her very personal disclosures?	1	2	3	4	5	6	7	8	9	10
11. How satisfying is your relationship with him/her?	1	2	3	4	5	6	7	8	9	10
12. How affectionate do you feel towards him/her?	1	2	3	4	5	6	7	8	9	10
13. How important is it to you the he/she understands your feelings?	1	2	3	4	5	6	7	8	9	10
14. How much damage is caused by a typical disagreement in your relationship with him/her?	1	2	3	4	5	6	7	8	9	10
15. How important is it to you that he/she be encouraging and supportive to you when you are unhappy?	1	2	3	4	5	6	7	8	9	10
16. How important is it to you the he/she show you affection?	1	2	3	4	5	6	7	8	9	10
17. How important is your relationship with him/her in your life?	1	2	3	4	5	6	7	8	9	10

APPENDIX L

MILLER SOCIAL INTIMACY SCALE

(ADAPTED)

CODED: MILLER SOCIAL INTIMACY SCALE (IN2)

Miller Social Intimacy Scale

INSTRUCTIONS: Below is another set of statements applied to relating within marriage. Once again, you are asked to make ratings based upon your marriage relationship. Circle the appropriate percentage figure that matches the degree you believe best fits the statement as applied to you and/or your spouse.

1. When you have leisure time how often do you choose to spend it with him/her alone?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

2. How often do you keep very personal information to yourself and do not share it with him/her?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

3. How often do you show him/her affection?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

4. How often do you confide very personal information to him/her?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

5. How often are you able to understand his/her feelings?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

6. How often do you feel close to him/her?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

7. How much do you like to spend time alone with him/her?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

8. How much do you feel like being encouraging and supportive to him/her when he/she is unhappy?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

9. How close do you feel to him/her most of the time?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

10. How important is it to you to listen to his/her very personal disclosures?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

11. How satisfying is your relationship with him/her?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

12. How affectionate do you feel towards him/her?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

13. How important is it to you that he/she understands your feelings?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

14. How much damage is caused by a typical disagreement in your relationship with him/her?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

15. How important is it to you that he/she be encouraging and supportive to you when you are unhappy?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

16. How important is it to you that he/she show you affection?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

17. How important is your relationship with him/her in your life?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

18. When your partner has leisure time how often does she/he choose to spend it with you alone?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

19. How often does your partner keep very personal information to him/herself and does not share it with you?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

20. How often does your partner show you affection?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

21. How often does your partner confide very personal information
    to you?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

22. How often is your partner able to understand your feelings?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

23. How often does your partner feel close to you?

Never 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Always

24. How much does your partner seem to like to spend time alone with you?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

25. How much does your partner seem to feel like being encouraging
    and supportive to you when you are unhappy?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

26. How close does your partner seem to feel to you most of the time?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

27. How important (seemingly) is it to your partner to listen to
    your very personal disclosures?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

28. How satisfying (seemingly) is your relationship to him/her?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

29. How affectionate does your partner feel towards you?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

30. How important is it to your partner that you understand her/his
    feelings?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

31. How important does it seem to your partner that you show him/her
    affection?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

32. How important is the relationship with you in his/her life?

Not at all.   Completely.
  None. 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 Complete.

APPENDIX M

INTIMACY DEVELOPMENT INVENTORY

(ORIGINAL)

INTIMACY DEVELOPMENT INVENTORY

Mary Lou Holt, Ph.D.
Corpus Christi State University

Theodore K. Miller, Ed.D.
University of Georgia

The following inventory is part of a research project designed to study human intimacy. Responses will be kept in strictest confidence and will be used only for this research project.

For purposes of this project, the term "intimacy" refers to the different ways in which two people interact who have some form of special, meaningful relationship with each other. This relationship refers to that between two people of approximately equal status and power who are not blood relatives; i.e., NOT a father-daughter, mother-son, or brother-sister relationship. The word "partner", as it appears in the following statements, refers to the other person who shares the intimate relationship with you.

On the separate answer sheet there are two parts. In the first part please fill in the personal information as requested. Your name need not be given. The second part of the answer sheet is a list of inventory item numbers and coded responses. Read each statement on the following pages and decide whether it is Never True (1), Seldom True (2), Often True (3), or Always True (4) as applied to your relationship. Circle the appropriate number on the separate answer sheet. Be sure that the number of the statement agrees with the number on the answer sheet.

Answer all the statements. Your cooperation and honesty in completing this form is appreciated.

Return completed answer sheet to:

INTIMACY DEVELOPMENT INVENTORY
Mary Lou Holt, Ph.D. Corpus Christi State University
Theodore K. Miller, Ed.D. University of Georgia

1. Pressures and demands that my partner makes on me keep our relationship from growing.

2. I enjoy being touched by my partner.

3. I encourage my partner to be his/her own person.

4. I recognize my partner's needs to have his/her privacy.

5. In my intimate relationship, I give pleasure to and receive pleasure from my partner in our sexual activities.

6. I tell my partner that I care about him/her.

7. I hide my faults from my partner.

8. Our relationship would dissolve if faced with a really difficult problem.

9. Casual signs of affection are as important as passionate ones in my intimate relationship.

10. I tell my partner about my sexual needs.

11. My relationship does not require physical sex relations for it to continue.

12. It is difficult for me to trust my partner.

13. I tell my experiences, even sad ones, to my partner.

14. My partner and I have different goals for our relationship.

15. Physical sexual activities play the most important part in my relationship with my partner.

16. If trust is not evident in my relationship, it will not be a lasting one.

17. My partner and I depend on one another for mutual support.

18. I do not openly discuss significant problems with my partner.

19. My partner and I keep each other well informed about our personal goals.

20. There is a close emotional tie between my partner and myself.

21. I use my partner's nonverbal signs (gestures, facial expression, tone of voice) to tell how he/she is feeling.

22. My partner expects me to be something I am not.

INTIMACY DEVELOPMENT INVENTORY

23. What my partner does is his/her own business and what I do is my own.

24. Trust between my partner and me is at the heart of our intimate relationship.

25. My partner and I have many life goals in common.

26. My partner and I touch each other and show other signs of physical affection in private.

27. Without sex, my relationship with my partner would not last.

28. An important part of my relationship is open and honest communication with my partner.

29. I give moral support to my partner when he/she is trying something new.

30. I recognize when my partner needs some sign of care and affection from me.

31. My partner and I "communicate" with gestures as well as with words.

32. I am willing to experiment with different approaches to sexual activities as suggested by my partner.

33. My partner fails to keep a promise made to me.

34. My partner and I agree upon the conditions of our relationship.

35. Touching and other signs of affection are necessary for my relationship to grow.

36. I want my partner to tell me about his/her personal activities.

37. My partner gives me a good deal of freedom.

38. There are certain subjects that I do not directly discuss with my partner.

39. My partner and I have mostly different interests.

40. I receive pleasure from giving pleasure to my partner.

41. I put aside my personal needs when important problems arise for my partner.

42. I "communicate" with my partner by touch, bodily gestures, and eye contact.

43. My partner and I usually come to agreement on important things.

44. I am interested in my partner's personal goals.

INTIMACY DEVELOPMENT INVENTORY

45. I experiment with different approaches to sexual activities with my partner.

46. I regularly communicate to my partner that I care about him/her.

47. I am initially attracted to someone who has similar goals to my own.

48. Talking to my partner does not increase my confidence in my abilities to do things.

49. I express my true feelings toward my partner in physical ways.

50. I do not need physical contact in my relationship.

51. It is difficult for me to socialize with others of my own choosing without my partner becoming jealous.

52. I confide my innermost feelings to my partner.

53. Sex between my partner and me is necessary before trust can be established.

54. I find my partner to be an intellectually stimulating person.

55. I show my partner signs of care and affection.

56. I remain sexually faithful to my partner even when we are separated by time and distance.

57. My partner and I have frequent physical contact.

58. I help my partner to grow and develop as a person.

59. My partner and I share one or more mutually determined goals.

60. Sexual activities are more important than touching and other signs of affection that I show toward my partner.

61. My respect for my partner's judgment continues to grow over time.

62. I tell my partner what gives me pleasure and pain.

63. Physical contact with my partner, such as affectionate touching, is not an important part of our relationship.

64. I express my true feelings about my partner to him/her personally.

65. It is important to me that my partner have a sense of humor.

66. I enjoy listening to my partner's ideas.

END OF INVENTORY
Thank you for your cooperation

APPENDIX N

INTIMACY DEVELOPMENT INVENTORY

(ADAPTED)

CODED: HOLT DEVELOPMENT INVENTORY (IN3)

Holt Development Inventory

INSTRUCTIONS: The following inventory is the first of those you are requested to fill out in our study of the marital relationship. For purposes of this inventory, the term "intimacy" refers to the different ways in which two people interact who have some form of special, meaningful relationship with each other. The word "partner", as it appears in the following statements, refers to the marital spouse who shares the intimate relationship with you.

Below is a set of statements on relating within marriage. Following each statement is a scale from 0 to 100. Read each statement on the following pages and decide to what degree it is true <u>as it applies to your relationship</u>. Circle the appropriate percentage figure that matches the degree you believe the statement is true.

1. Pressures and demands that my partner makes on me keep our relationship from growing.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

2. I enjoy being touched by my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

3. I encourage my partner to be his/her person.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

4. I recognize my partner's needs to have his/her privacy.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

5. In my intimate relationship, I give pleasure to and receive pleasure from my partner in our sexual activities.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

6.   I tell my partner that I care about him/her.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

7.   I hide my faults from my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

8.   Our relationship would dissolve if faced with a really difficult
     problem.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

9.   Casual signs of affection are as important as passionate ones in my
     intimate relationship.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

10. I tell my partner about my sexual needs.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

11. My relationship does not require physical sex relations for
     it to continue.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

12. It is difficult for me to trust my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

13. I tell my experiences, even sad ones, to my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

14. My partner and I have different goals for our relationship.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

15. Physical sexual activities play the most important part in
     my relationship with my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

16. If trust is not evident in my relationship, it will not be a lasting one.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

17. My partner and I depend on one another for mutual support.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

18. I do not openly discuss significant problems with my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

19. My partner and I keep each other well informed about our personal goals.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

20. There is a close emotional tie between my partner and myself.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

21. I use my partner's nonverbal signs (gestures, facial expression, tone of voice) to tell how he/she is feeling.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

22. My partner expects me to be something I am not.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

23. What my partner does is his/her own business and what I do is my own.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

24. Trust between my partner and me is at the heart of our intimate relationship.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

25. My partner and I have many life goals in common.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

26. My partner and I touch each other and show other signs of physical affection in private.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

27. Without sex, my relationship with my partner would not last.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

28. An important part of my relationship is open and honest communication with my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

29. I give moral support to my partner when he/she is trying something new.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

30. I recognize when my partner needs some sign of care and affection from me.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

31. My partner and I "communicate" with gestures, as well as with words.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

32. I am willing to experiment with different approaches to sexual activities as suggested by my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

33. My partner fails to keep a promise made to me.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

34. My partner and I agree upon the conditions of our relationship.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

35. Touching and other signs of affection are necessary for my relationship to grow.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

36. I want my partner to tell me about his/her personal activities.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

37. My partner gives me a good deal of freedom.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

38. There are certain subjects that I do not directly discuss with
    my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

39. My partner and I have mostly different interests.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

40. I receive pleasure from giving pleasure to my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

41. I put aside my personal needs when important problems arise for
    my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

42. I "communicate" with my partner by touch, bodily gestures, and
    eye contact.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

43. My partner and I usually come to agreement on important things.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

44. I am interested in my partner's personal goals.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

45. I experiment with different approaches to sexual activities with
    my partner.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

46. I regularly communicate to my partner that I care about him/her.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

47. I am initially attracted to someone who has similar goals to my own.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

48. Talking to my partner does not increase my confidence in my
    abilities to do things.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

49. I express my true feelings toward my partner in physical ways.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

50. I do not need physical contact in my relationship.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

51. It is difficult for me to socialize with others of my own
    choosing without my partner becoming jealous.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

52. I confide my innermost feelings to my partner.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

53. Sex between my partner and me is necessary before trust can be
    established.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

54. I find my partner to be an intellectually stimulating person.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

55. I show my partner signs of care and affection.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

56. I remain sexually faithful to my partner even when we are separated
    by time and distance.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

57. My partner and I have frequent physical contact.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

58. I help my partner to grow and develop as a person.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

59. My partner and I share one or more mutually determined goals.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

60. Sexual activities are more important than touching and other
    signs of affection that I show toward my partner.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

61. My respect for my partner's judgment continues to grow over time.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

62. I tell my partner what gives me pleasure and pain.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

63. Physical contact with my partner, such as affectionate touching,
    is not an important part of our relationship.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

64. I express my true feelings about my partner to him/her personally.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 5.5 60 65 70 75 80 85 90 95 100   True

65. It is important to me that my partner have a sense of humor.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

66. I enjoy listening to my partner's ideas.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

67. Pressures and demands that I make on my partner keep our
    relationship from growing.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

68. My partner enjoys being touched by me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

69. My partner encourages me to be my own person.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

70. My partner recognizes my needs to have privacy.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

71. In our intimate relationship, my partner gives pleasure to and
    receives pleasure from me in our sexual activities.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

72. My partner tells me she/he cares about me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

73. My partner hides his/her faults from me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

74. My partner tells me about her/his sexual needs.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

75. It is difficult for my partner to trust me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

76. My partner tells his/her experiences, even sad ones, to me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

77. Physical sexual activities play the most important part in my
    partner's relationship with me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

78. My partner does not openly discuss significant problems with me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

79. My partner uses my nonverbal signs (gestures, facial expression,
    tone of voice) to tell how I am feeling.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

80. I expect my partner to be something she/he is not.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

81. An important part of my partner's relationship is open and honest communication with me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

82. My partner gives moral support to me when I am trying something new.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

83. My partner recognizes when I need some sign of care and affection.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

84. My partner is willing to experiment with different approaches to sexual activities as suggested by me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

85. My partner wants me to tell him/her about my personal activities.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

86. I give my partner a good deal of freedom.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

87. There are certain subjects that my partner does not directly discuss with me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

88. My partner receives pleasure from giving pleasure to me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

89. My partner puts aside her/his personal needs when important problems arise for me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

90. My partner "communicates" with me by touch, bodily gestures, and eye contact.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

91. My partner is interested in my personal goals.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

92. My partner experiments with different approaches to sexual
     activities with me.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

93. My partner regularly communicates to me that she/he cares about me.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

94. My partner is initially attracted to someone who has similar
     goals to him/her.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

95. My partner expresses her/his true feelings toward me in physical ways.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

96. My partner does not need physical contact in our relationship.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

97. It is difficult for my partner to socialize with others of his/her
     own choosing without me becoming jealous.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

98. My partner confides her/his innermost feelings to me.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

99. My partner finds me to be an intellectually stimulating person.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

100. My partner shows me signs of care and affection.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

101. My partner remains sexually faithful to me even when we are separated by
     time and distance.

Never   Always
True 00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 True

102. My partner helps me to grow and develop as a person.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

103. Sexual activities are more important than touching and other
     signs of affection that my partner shows toward me.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

104. My partner's respect for my judgment continues to grow over time.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

105. My partner tells me what gives her/him pleasure and pain.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

106. My partner expresses his/her true feelings about me to me personally.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

107. It is important to my partner that I have a sense of humor.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

108. My partner enjoys listening to my ideas.

Never   Always
True   00 05 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100   True

APPENDIX O

LIFE EXPERIENCES SURVEY

The Life Experiences Survey

Listed below are a number of events which sometimes bring about change in the lives of those who experience them and which necessitate social readjustment. *Please check those events which you have experienced in the recent past and indicate the time period during which you have experienced each event.* Be sure that all check marks are directly across from the items they correspond to.

Also, for each item checked below, *please indicate the extent to which you viewed the event as having either a positive or negative impact on your life* at the time the event occurred. That is. *indicate the type and extent of impact that the event had.* A rating of −3 would indicate an extremely negative impact. A rating of 0 suggests no impact either positive or negative. A rating of +3 would indicate an extremely positive impact.

Section 1

	0 to 6 mo	7 mo to 1 yr	extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
1. Marriage			−3	−2	−1	0	+1	+2	+3
2. Detention in jail or comparable institution			−3	−2	−1	0	+1	+2	+3
3. Death of spouse			−3	−2	−1	0	+1	+2	+3
4. Major change in sleeping habits (much more or much less sleep)			−3	−2	−1	0	+1	+2	+3

	0 to 6 mo	7 mo to 1 yr	extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
5. Death of close family member:									
a. mother			−3	−2	−1	0	+1	+2	+3
b. father			−3	−2	−1	0	+1	+2	+3
c. brother			−3	−2	−1	0	+1	+2	+3
d. sister			−3	−2	−1	0	+1	+2	+3
e. grandmother			−3	−2	−1	0	+1	+2	+3
f. grandfather			−3	−2	−1	0	+1	+2	+3
g. other (specify)			−3	−2	−1	0	+1	+2	+3
6. Major change in eating habits (much more or much less food intake)			−3	−2	−1	0	+1	+2	+3
7. Foreclosure on mortgage or loan			−3	−2	−1	0	+1	+2	+3
8. Death of close friend			−3	−2	−1	0	+1	+2	+3
9. Outstanding personal achievement			−3	−2	−1	0	+1	+2	+3
10. Minor law violations (traffic tickets, disturbing the peace, etc.)			−3	−2	−1	0	+1	+2	+3
11. Male: Wife/girlfriend's pregnancy			−3	−2	−1	0	+1	+2	+3
12. Female: Pregnancy			−3	−2	−1	0	+1	+2	+3
13. Changed work situation (different work responsibility, major change in working conditions, working hours, etc.)			−3	−2	−1	0	+1	+2	+3
14. New job			−3	−2	−1	0	+1	+2	+3
15. Serious illness or injury of close family member:									
a. father			−3	−2	−1	0	+1	+2	+3
b. mother			−3	−2	−1	0	+1	+2	+3
c. sister			−3	−2	−1	0	+1	+2	+3
d. brother			−3	−2	−1	0	+1	+2	+3
e. grandfather			−3	−2	−1	0	+1	+2	+3
f. grandmother			−3	−2	−1	0	+1	+2	+3
g. spouse			−3	−2	−1	0	+1	+2	+3
h. other (specify)			−3	−2	−1	0	+1	+2	+3
16. Sexual difficulties			−3	−2	−1	0	+1	+2	+3
17. Trouble with employer (in danger of losing job, being suspended, demoted, etc.)			−3	−2	−1	0	+1	+2	+3
18. Trouble with in-laws			−3	−2	−1	0	+1	+2	+3
19. Major change in financial status (a lot better off or a lot worse off)			−3	−2	−1	0	+1	+2	+3
20. Major change in closeness of family members (increased or decreased closeness)			−3	−2	−1	0	+1	+2	+3
21. Gaining a new family member (through birth, adoption, family member moving in, etc.)			−3	−2	−1	0	+1	+2	+3
22. Change of residence			−3	−2	−1	0	+1	+2	+3
23. Marital separation from mate (due to conflict)			−3	−2	−1	0	+1	+2	+3
24. Major change in church activities (increased or decreased attendance)			−3	−2	−1	0	+1	+2	+3

	0 to 6 mo	7 mo to 1 yr	extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
25. Marital reconciliation with mate			−3	−2	−1	0	+1	+2	+3
26. Major change in number of arguments with spouse (a lot more or a lot less arguments)			−3	−2	−1	0	+1	+2	+3
27. *Married male*: Change in wife's work outside the home (beginning work, ceasing work, changing to a new job, etc.)			−3	−2	−1	0	+1	+2	+3
28. *Married female*: Change in husband's work (loss of job, beginning new job, retirement, etc.)			−3	−2	−1	0	+1	+2	+3
29. Major change in usual type and/or amount of recreation			−3	−2	−1	0	+1	+2	+3
30. Borrowing more than $10,000 (buying home, business, etc.)			−3	−2	−1	0	+1	+2	+3
31. Borrowing less than $10,000 (buying car, TV, getting school loan, etc.)			−3	−2	−1	0	+1	+2	+3
32. Being fired from job			−3	−2	−1	0	+1	+2	+3
33. *Male*: Wife/girlfriend having abortion			−3	−2	−1	0	+1	+2	+3
34. *Female*: Having abortion			−3	−2	−1	0	+1	+2	+3
35. Major personal illness or injury			−3	−2	−1	0	+1	+2	+3
36. Major change in social activities, e.g., parties, movies, visiting (increased or decreased participation)			−3	−2	−1	0	+1	+2	+3
37. Major change in living conditions of family (building new home, remodeling, deterioration of home, neighborhood, etc.)			−3	−2	−1	0	+1	+2	+3
38. Divorce			−3	−2	−1	0	+1	+2	+3
39. Serious injury or illness of close friend			−3	−2	−1	0	+1	+2	+3
40. Retirement from work			−3	−2	−1	0	+1	+2	+3
41. Son or daughter leaving home (due to marriage, college, etc.)			−3	−2	−1	0	+1	+2	+3
42. Ending of formal schooling			−3	−2	−1	0	+1	+2	+3
43. Separation from spouse (due to work, travel, etc.)			−3	−2	−1	0	+1	+2	+3
44. Engagement			−3	−2	−1	0	+1	+2	+3
45. Breaking up with boyfriend/girlfriend			−3	−2	−1	0	+1	+2	+3
46. Leaving home for the first time			−3	−2	−1	0	+1	+2	+3
47. Reconciliation with boyfriend/girlfriend			−3	−2	−1	0	+1	+2	+3

Other recent experiences which have had an impact on your life. List and rate.

	0 to 6 mo	7 mo to 1 yr	extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
48. ───────────────────			−3	−2	−1	0	+1	+2	+3
49. ───────────────────			−3	−2	−1	0	+1	+2	+3
50. ───────────────────			−3	−2	−1	0	+1	+2	+3

		extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
	0 to 6 mo	7 mo to 1 yr						

Section 2: Student Only

	extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
51. Beginning a new school experience at a higher academic level (college, graduate school, professional school, etc.)	−3	−2	−1	0	+1	+2	+3
52. Changing to a new school at same academic level (undergraduate, graduate, etc.)	−3	−2	−1	0	+1	+2	+3
53. Academic probation	−3	−2	−1	0	+1	+2	+3
54. Being dismissed from dormitory or other residence	−3	−2	−1	0	+1	+2	+3
55. Failing an important exam	−3	−2	−1	0	+1	+2	+3
56. Changing a major	−3	−2	−1	0	+1	+2	+3
57. Failing a course	−3	−2	−1	0	+1	+2	+3
58. Dropping a course	−3	−2	−1	0	+1	+2	+3
59. Joining a fraternity/sorority	−3	−2	−1	0	+1	+2	+3
60. Financial problems concerning school (in danger of not having sufficient money to continue)	−3	−2	−1	0	+1	+2	+3

APPENDIX P

ABBREVIATIONS

ABBREVIATIONS

FSPP: Garfinkel's Family System Personality Profile

REIS: Rasmussen's Ego Identity Scale, also called the Rasmussen Questionaire

EIS: Dignan's Ego Identity Scale, also called the Dignan Personal Inventory

IPD: Constantinople's Inventory of Psychosocial Development, also termed the Self-Perception Inventory

MSIS: Miller's Social Intimacy Scale

IDI: Holt's Intimacy Development Inventory, also referred to as the Holt Development Inventory

LES: Sarason, Johnson, and Siegel's Life Experiences Survey

ID1:   Identity Test number one, the FSPP

ID2:   Identity Test number two, the REIS

ID3:   Identity Test number three, the EIS

ID4:   Identity Test number four, the IPD, subscale four

IN1:   Intimacy Test number one, the IPD, subscale five

IN2:   Intimacy Test number two, the MSIS

IN3:   Intimacy Test number three, the IDI

HID1:   Husband's self-report score on identity test number one

WIN2:   Wife's self-report score on intimacy test number two

HWID4:   Husband's perception of wife's identity score based on identity test four

WHIN3:   Wife's perception of husband's intimacy score based on intimacy test three

The dissertation submitted by Rock Edward Doddridge
has been read and approved by the following committee:

Dr. Carol Harding, Director
Assistant Professor, Foundations and
Director of Special Education, Loyola

Dr. Jack Kavanagh
Associate Professor, Foundations and
Associate Dean, School of Education, Loyola

Dr. Ronald Morgan
Associate Professor, Foundations, Loyola

Dr. Victor Gordon
Assistant Professor, Theology and
Chaplain, Wheaton

The final copies have been examined by the director of the
dissertation and the signature which appears below verifies
the fact that any necessary changes have been incorporated
and that the dissertation is now given final approval by
the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfill-
ment of the requirements for the degree of Doctor of Philo-
sophy.

_____12-10-85_____   _Carol Harding_____
Date   Director's Signature