

DATING PATTERNS AMONG A SELECTED
SAMPLE OF STUDENTS AT THE
UNIVERSITY OF MANITOBA

A Thesis
Presented to
the Faculty of Graduate Studies and Research
The University of Manitoba

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Edward Stephen Herold
August, 1966



ABSTRACT

DATING PATTERNS AMONG A SELECTED SAMPLE OF STUDENTS AT THE UNIVERSITY OF MANITOBA

It was the purpose of this study (1) to attempt clarification of various issues in the area of dating and (2) to test in Canada the findings of American research on dating.

Data were collected in March, 1966, by means of a questionnaire administered to students enrolled in sociology courses at the University of Manitoba. As the sample was chosen on a non-random basis, findings were not generalized to all students at the University of Manitoba.

Twenty-two hypotheses were tested by means of contingency tables. A Chi Square analysis was applied to each test and the five percent level of confidence was selected as the minimum for the determination of significance.

The analysis of data indicated that age of initial dating was not significantly related to the variables of occupational class of head of student's household, educational class of head of student's household, use of language in addition to English in the student's home, and going steady. Age of initial dating was found to be significantly related to frequency of dating for both sexes, to expected age of marriage for females, and to number of persons dated for males.

Dating type was found to be significantly related to frequency of dating for both males and females, and to expected age of marriage for females. Dating frequency was

found to be related to number of persons dated for both sexes and to expected age of marriage for females.

The data also indicated a significant difference between urban and rural males with regard to age of initial dating, and to times lack of material factors interfered with dating, but not with regard to frequency of dating.

It was found that students from the upper social classes tended to restrict their dating to university students more than did students from the lower social classes. No significant difference was found between students from the upper and lower classes with regard to times lack of material factors interfered with dating or with regard to dating adjustment.

Dating adjustment was found to be related to dating frequency for both sexes, and to age of initial dating and type of dating for females.

The data indicated that fraternity members dated more frequently than non-members. There was no difference between sorority members and non-members regarding frequency of dating.

Finally, it was found that a greater proportion of Jewish than of Gentile students mentioned religion as a factor interfering with dating.

As the results of the analyses of data indicated that for females in four instances, and for males in one instance, three variables were significantly interrelated, additional analyses were performed in which the relationship

of two variables was compared while controlling the effect of the third related variable. When this was done, it was found that among females, seven relationships were being influenced by a third variable, while among males, two relationships were influenced by a third variable.

Edward Stephen Herold

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to all those who have assisted me during the preparation of this thesis. Thanks goes out to the University of Manitoba Computer Centre staff whose co-operation was at all times courteously extended. Grateful acknowledgement also goes out to Don Peterson, who, voluntarily, and with able vigour, prepared programs for computer use. As a direct result of Don's aid, use of the computer was made feasible, resulting in a broadening of the scope of the study, as well as the saving of valuable time. Acknowledgement also goes out to Mrs. Pat Houska for the professional concern given by her in the typing of the manuscript.

Special acknowledgement is also given to the Faculty of Graduate Studies and Research at the University of Manitoba for providing the funds which enabled me to complete this thesis during the summer of 1966. Without this financial assistance, the task of preparing the thesis would have been rendered more arduous and it would have taken a considerably longer length of time to complete.

I would also like to thank the members of my committee, Dr. W. Morrison, Dr. W. J. Mayer-Oakes, and especially my advisor, Dr. Douglas Rennie, who freely gave of his time in making innumerable contributions. His frank observations and kindly counsel resulted in thesis writing being an enjoyable and profitable learning experience.

Finally, my personal appreciation goes out to Diane Gudgeon who assisted with coding operations and who provided an impatient, but helpful spur, throughout the entire course of this research.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	Objective of Study.	1
	Outline of Study.	1
II	REVIEW OF THE LITERATURE	3
III	STATEMENT OF THE PROBLEM	19
	Problems.	19
	Hypotheses	20
	Definition of Concepts.	23
IV	METHODOLOGICAL PROCEDURES.	25
	Questionnaire	25
	Sample.	27
	Data Processing	27
	Statistical Techniques.	28
	Measurement of the Variables.	29
V	CHARACTERISTICS OF THE SAMPLE	33
	General Characteristics	33
	Dating Characteristics.	44
VI	ANALYSIS OF FINDINGS	62
	Hypotheses Concerned with Correlates and Consequences of Age of Initial Dating	62
	Hypotheses Concerned with Type of Dating, Frequency of Dating, and Expected Age of Marriage	74

CHAPTER	PAGE
Hypotheses Concerned with the Urban-Rural Continuum and Dating Patterns	82
Hypothesis Concerned with Social Class and Type of Persons Dated	84
Hypotheses Concerned with Material Factors in Dating	87
Hypotheses Concerned with Dating Adjustment	89
Other Hypotheses	95
VII CONTROL OF INTERRELATED VARIABLES	99
Control of Related Variables for Females	99
Control of Related Variables for Males	110
VIII ANALYSIS OF STUDENT COMMENTS.	113
IX SUMMARY AND CONCLUSIONS	125
X SUGGESTIONS FOR FURTHER RESEARCH.	133
BIBLIOGRAPHY.	135
APPENDIX.	138

LIST OF TABLES

TABLE		PAGE
I	Age By Sex	34
II	Faculty Representation By Sex.	35
III	Year in Faculty By Sex	36
IV	Anticipated Education By Sex	36
V	Religion By Sex.	37
VI	Social Class Background By Sex	38
VII	Education of Student's Head of Household By Sex.	39
VIII	Urban-Rural Origin By Sex.	40
IX	Present Residence By Sex	41
X	Use of Other Language in Student's Home By Sex.	42
XI	Fraternity-Sorority Membership By Sex.	42
XII	Age of Initial Dating By Sex	45
XIII	Current Dating Type By Sex	46
XIV	Dating Frequency During School Year By Sex	47
XV	Number of Dating Partners During School Year By Sex	49
XVI	University Status of Students' Dating Partners By Sex of Student.	50
XVII	Times Lack of Material Factors Interfered With Dating By Sex.	52
XVIII	Attitude of Sample Toward Permitting Girls More Initiative in Making of Dates.	54
XIX	Attitude By Sex Toward Establishing a Dating Bureau on Campus	55
XX	Attitude By Sex Toward Probable Use of Dating Bureau	56

TABLE	PAGE
XXI	Expected Age of Marriage By Sex 58
XXII	Dating Adjustment By Sex. 59
XXIII	The Relationship of Age of Initial Dating to Frequency of Dating By Sex, in Percents . 67
XXIV	The Relationship of Age of Initial Dating to Frequency of Dating By Sex, in Numbers. . 68
XXV	The Relationship of Age of Initial Dating to Expected Age of Marriage for Females. . . 71
XXVI	The Relationship of Age of Initial Dating to Number of Persons Dated For Males 73
XXVII	The Relationship of Type of Dating to Dating Frequency for Females 76
XXVIII	The Relationship of Type of Dating to Dating Frequency for Males 76
XXIX	The Relationship of Dating Type to Expected Age of Marriage for Females 77
XXX	The Relationship of Number of Persons Dated to Frequency of Dating By Sex. 79
XXXI	The Relationship of Frequency of Dating to Expected Age of Marriage for Females. . . 81
XXXII	The Relationship of Urban-Rural Origin to Age of Initial Dating for Males. 83
XXXIII	The Relationship of Class Background to University Status of Students' Partners for Males. 86
XXXIV	The Relationship of Class Background to University Status of Students' Partners for Females. 86
XXXV	The Relationship of Urban-Rural Origin to Times Lack of Material Factors Interfered With Dating for Males. 89
XXXVI	The Relationship of Age of Initial Dating to Dating Adjustment By Sex. 91
XXXVII	The Relationship of Age of Initial Dating to Dating Adjustment for Females 92

TABLE	PAGE
XXXVIII The Relationship of Dating Type to Dating Adjustment By Sex	93
XXXIX The Relationship of Dating Type to Dating Adjustment for Females	94
XL The Relationship of Dating Frequency to Dating Adjustment By Sex	95
XLI The Relationship of Fraternity-Sorority Membership to Frequency of Dating.	96
XLII The Relationship of Jewish Affiliation to Mentioning Religious Endogamy as a Factor Interfering With Dating.	97
XLIII Interrelationships Among Significant Variables for Females.	99
XLIV Comparison of Frequency of Dating and Expected Age of Marriage with Type of Dating Held Constant	101
XLV Comparison of Type of Dating and Expected Age of Marriage with Frequency of Dating Held Constant	103
XLVI Comparison of Dating Frequency and Dating Adjustment With Type of Dating Held Constant	104
XLVII Comparison of Type of Dating and Dating Adjustment with Frequency of Dating Held Constant	105
XLVIII Comparison of Age of Initial Dating and Dating Adjustment with Frequency of Dating Held Constant.	106
XLIX Comparison of Frequency of Dating and Dating Adjustment with Age of Initial Dating Held Constant	106
L Comparison of Age of Initial Dating and Expected Age of Marriage with Frequency of Dating Held Constant	108
LI Comparison of Frequency of Dating and Expected Age of Marriage with Age of Initial Dating Held Constant	109
LII The Relationship Among Males of Number of Persons Dated and Frequency of Dating with Age of Initial Dating Held Constant.	111

TABLE

PAGE

LIII The Relationship Among Males of Age of
Initial Dating and Frequency of Dating
with Number of Persons Dated Held
Constant 112

LIV Summary of Results of Chi Square Analyses
By Sex 126

CHAPTER I

INTRODUCTION

Objective of Study

It is the purpose of this study to examine certain patterns of dating among students enrolled in sociology courses at the University of Manitoba in an attempt: (1) to clarify various issues in the area of dating, and (2) to test in Canada the findings of American research on dating. No attempt will be made to explore the changes in dating that may have occurred over time.

Outline of Study

In the following chapter, the review of literature will deal with convergences, as well as divergences, in the findings of sociological research on dating. Issues requiring additional study will be emphasized.

Chapter III will deal with hypotheses arising from issues presented in the review of literature and the definition of concepts used in this study.

Chapter IV will deal with the methodology of this study including: questionnaire, measurement of variables, sample, and statistical techniques.

The general and dating characteristics of the sample will be presented in chapter V.

Chapter VI will deal with the analysis of findings. The hypotheses presented in chapter III and additional hypotheses which arose during the course of the study will

be analyzed here.

In chapter VII, control for interrelated variables will be made in order to see whether or not certain relationships are being influenced by other variables.

A qualitative dimension will be added to the study in chapter VIII, where an analysis of students' comments in reply to open-ended questions will be made.

A summary of the study will be presented in chapter IX followed by suggestions for further research in chapter X.

CHAPTER II

REVIEW OF THE LITERATURE

A study of the literature indicates that most investigations of dating are concerned with the influences on dating choices. The data may be grouped into four schools of thought from the work of five major sociologists: Waller, Burgess and Locke, Lowrie, and Burchinal.

Waller

Waller's essay on rating and dating has greatly influenced sociological conceptions of dating and courtship.¹ In his conceptualization, dating and courtship are separate activities governed by different norms and engaged in for different purposes, although courtship may emerge from dating. Waller regarded dating as a competitive game in which the primary objective of young people was not to build meaningful relationships but to exploit or to use the dating partner for personal benefit. This exploitative element which makes dating a competitive game of strategies, was found to be extremely prevalent among the dating pairs Waller studied at Pennsylvania State College in the late 1930's. Waller discovered that students tend to rate one another according to such criteria as physical appearance, dancing ability, access to an automobile, popularity with the

1

W. Waller, "The Rating and Dating Complex," American Sociological Review, 2, 1937, pp. 727-734.

opposite sex, clique membership, and having a "good line". On the basis of these ratings some persons were considered to be class A daters, while others not faring so well were considered to be class B, C, or D daters. Dating invitations were then extended or withheld, accepted or rejected, with the clear notion of whether or not the particular date would raise or lower one's own prestige.

Largely because of the influence of Waller's views, to a great extent, dating and courtship have remained separate areas of discussion. The rating and dating complex has been ritualistically repeated in marriage and family textbooks, and the dysfunctional elements of the dating system have been emphasized.²

Burgess and Locke

For Burgess and Locke, "dating is...a social engagement of a man and a woman which is for the enjoyment of each other's company and involves no matrimonial commitment."³ To these authors dating provides a basis for determining compatibility before becoming emotionally involved.

Lowrie

Lowrie, in 1951, called attention to the discrepancies which he found between the theories of dating put forth by

²

Margaret E. Donnelly, "Toward a Theory of Courtship," Marriage and Family Living, 25, 1963, pp. 290-293.

³

E. W. Burgess and H. J. Locke, The Family (2nd ed.) (New York: American Book Co., 1960), p. 67.

Waller on one hand and by Burgess and Locke on the other. Data from high school and college students were analyzed by Lowrie to test the validity of Waller's idea of the competitive, exploitative relationship, Burgess and Locke's idea that dating is a distinct yet preliminary phase of courtship, and Lowrie's view that dating is a process whereby youth obtain the training and experience needed for reasonable selection of mates. From his findings, Lowrie concluded that motivation for dating was dominated by educational and socialization aims and that aims associated with the rating and dating complex were negligible.⁴

Critics of Waller

W. M. Smith retested Waller's theory at Penn State University in the 1950's. Responses from students failed to substantiate the rating and dating system as described by Waller and attached greater importance to the personality-companionship factors. However, Smith reported some support for Waller's thesis in the selection of dating partners since dating among fraternity men exhibited status homogamy.⁵ By itself, however, evidence that the fraternity men and sorority women selected dates on an equal basis does not mean that their dating was characterized by the rating and

⁴

S. H. Lowrie, "Dating Theories and Student Responses," American Sociological Review, 16, 1951, pp. 335-340.

⁵

W. M. Smith, Jr., "Rating and Dating: A Restudy," Marriage and Family Living, 14, 1952, pp. 312-316.

dating complex.

Blood, in analyzing data obtained from a random sample of single undergraduate students at the University of Michigan, in 1953, found that popularity was based more on personality items than those derived from Waller's complex. He concluded that if the rating and dating formulation was applicable earlier, it was not typical among the students in his sample.⁶

Yet, an investigation of rating and dating practices based on a random sample of unmarried undergraduate students at Iowa State University, in 1956, found that prestige ratings were established for fraternities, sororities, dormitories, and off-campus housing, and that students dated within their own prestige groups.⁷

Thus, it appears that two points of view are reflected in the research concerning criteria for selecting a mate. One, expressed in Waller's rating-dating theory, suggests that the choice is based on a desire to rate well in the peer group and is made according to prestige symbols as dictated by that group. The other, proposed by critics of Waller, maintains that personality factors and inter-personal relationships influence the choice of a date, not material-

6

R. O. Blood, "A Retest of Waller's Rating Complex," Marriage and Family Living, 17, 1955, pp. 41-47.

7

E. M. Rogers and A. E. Havens, "Prestige Rating and Mate Selection on a College Campus," Marriage and Family Living, 22, 1960, pp. 55-59.

istic or prestige factors. The important determinants are such things as pleasant personality, neat appearance, and consideration for others.

Burchinal states that there need not be any quarrel between these two sets of data. Dating appears to be based on the educational-personality-companionship norms described by Blood, Smith and Lowrie. Yet at the same time, as data reviewed later in this paper will show, dating is generally endogamous with regard to race, religion, status, and other sociological variables.⁸

Dating as a Market System

Goode approaches the field of dating by comparing it with a market system in which the participants attempt to gain the best bargain for themselves. Of course, the participants may not be consciously aware of this process. Parents may see themselves as "seeking the best for their children" or a young man may see himself as "seeking the hand of his beloved". Few clearly see the factors affecting their choice. In our part of the world, legally, any man can marry any woman. In reality, however, as concrete findings indicate, the number of eligibles is in fact highly restricted.⁹

8

Lee G. Burchinal, "The Premarital Dyad & Love Involvement," Handbook of Marriage and the Family, ed. Harold T. Christensen (Chicago: Rand McNally & Co., 1964), p. 645.

9

William J. Goode, The Family, in Foundations of Modern Sociology Series, ed. Alex Inkle (Englewood Cliffs: Prentice-Hall, 1964), pp. 37-38.

Despite today's emphasis on human qualities in social relationships, class factors are influential even at the early dating phase of the mate-selection process. Hollingshead, in Elmtown's Youth, reports that 61 percent of all dates belonged in the same social class and 35 percent in an adjacent social class. When a boy crossed class lines in two out of three times he dated a girl in a lower class; if a girl crossed the lines, in two out of three cases she dated upward. What is important to note here is that those who dated in a higher class were likely to have special qualities. The girls were popular or pretty; the boys were outstanding athletes or high-school leaders.¹⁰ In Goode's language, they were able to gain the advantage of dating with a person in a higher class position by offering in exchange other valued traits. Thus even in the dating phase there is a pattern of bargaining and class influence. Goode concludes:

It is clear that if the sober factors of wealth, occupation, caste, age, or religion do not substitute for love, they nevertheless create the framework within which it operates. Since the marriageable population of the United States is gradually segregated into pools of eligibles with similar social backgrounds, relatively free dating patterns can exist without disrupting the stratification system. In fact, there is not a completely free market in courtship or mate selection. Rather, as in economic exchanges, there are smaller markets in which few are eligible to participate. It is within each such market that considerable freedom exists.¹¹

10

A. B. Hollingshead, Elmtown's Youth (New York: John Wiley & Sons, Inc., 1949), p. 149.

11

Goode, loc. cit.

Thus, in a society such as ours where the courtship system is highly competitive and where many cultural barriers operate to obstruct mate selection opportunities, a sizeable number of individuals are handicapped in the competition for dating partners. In considering the influence of sociocultural factors on dating relationships special emphasis should be given to their influence on non-dating, for amid the reports of dating frequency, it is well to remember that some students do not date at all, or at least not as often as they would like.

Psychological Adjustment to Dating

Melvin J. Williams, in his survey of 1,500 high school students in rural and urban communities in Georgia and Michigan found that well over one-fourth of all high school youths and almost one-third of the girls felt that they were failures in dating and courtship. While about 54 percent of his respondents wanted to date more, a large percentage of these did not know what to do, or how to act on dates; a third of them did not find their dating experiences very satisfactory, and almost one-third of them experienced fear while dating. This, Williams points out, illustrates the frustration which arises as a result of conflicts between what is upheld as valuable (namely popularity and dating) and the ability of youth to make satisfactory adjustment to social pressure.¹²

12

Melvin J. Williams, "Personal & Family Problems of High School Youth and their Bearing Upon Family Education Needs," Social Forces, 27, 1949, pp. 279-285.

Material Possessions

Williams also notes the special emphasis given to the need for material possessions to gain status among the young people in his survey. He states that this need is considered so important that if it is not met, adolescents tend to become upset, often to the point of self-pity, and may seek fulfillment of their needs in anti-social behaviour.¹³

Landis, in his research on teen-age dating, found that among boys the reasons mentioned most often for not dating were lack of money and access to an automobile. In the lower-income class almost two-thirds of the boys felt blocked in dating for lack of a car; in the middle class, half, and in the upper class a little more than a third did. As well, girls considered the boy's lack of a car an important factor in their not dating. Many felt they could not, for status reasons, accept a date unless the boy had a car.¹⁴

Dating Adjustment

Many young people still report considerable anxiety and unhappiness about their dating relationships. A national sample of high school students reported common feelings of inadequacy in dating and feelings of shyness, self-consciousness, or being ill at ease. Furthermore, large percentages of each sex were anxious for the other sex to assume more initiative in making dates.¹⁵

¹³

Ibid., pp. 281-282.

¹⁴

P. H. Landis, "Research on Teen-Age Marriage," Marriage and Family Living, 10, 1960, pp. 90-91.

¹⁵

H. T. Christensen, "Dating Behavior As Evaluated By High School Students," American Journal of Sociology, 57, 1952, pp. 580-586.

Ehrman reports that frequency of dating is directly related to male happiness. The relationship between unhappiness and low frequency is particularly marked. Although there are almost twice as many very happy as unhappy males in the high and medium categories of dating frequencies, there are seven times as many unhappy as very happy males in the low frequencies.¹⁶ In another study by Kirpatrick and Caplow, satisfaction with dating was associated with personal unhappiness among University of Minnesota students.¹⁷

From the studies discussed above, one can conclude that there are a considerable proportion of students who date seldom or not at all. Many students, perhaps those who would benefit most from its socializing influence are excluded from dating. Therefore, it would be most enlightening to explore some of the sociocultural variables involved here in the Manitoba setting.

Age of Inception of Dating

Some dynamics of dating and non-dating may be inferred from conditions that influence the age at which dating begins, and from differences in dating practices between those who begin dating early and those who begin late. One of the

16

Winston Ehrman, Premarital Dating Behavior, (New York: Henry Holt Co., 1959), p. 144.

17

C. Kirpatrick and T. Caplow, "Courtship in a Group of Minnesota Students," American Journal of Sociology, 51, 1945, pp. 114-125.

major studies in this area is that of Lowrie.¹⁸ An excellent summary of this study has been presented by Burchinal:

Lowrie (1961) investigated factors which influenced the ages of initial dating among youth in Ohio, Texas and California. Ages at which dating began were related to the national origins of the parents of the youth, the parents' educational levels, sizes of the families, their socioeconomic status, and the region of the country. Also, some of these factors were related to the youth's dating practices. Two broad patterns are suggested by Lowrie. In one group were children from families that are thoroughly American, with above-average education, a relatively high socioeconomic status, and fewer siblings. Children in this group dated early and comparatively frequently; after considerable experience in dating they tended to go steady relatively early, but they returned quickly to playing the field. The second group of children came from families of more recent foreign origin, of lower education, lower socioeconomic status, and more siblings. Children of these families tended to begin dating later and to begin going steady relatively quickly without much experience in dating. The ages of initial dating for girls were affected more by variations in the variables than were those of boys...

Further complications among ages at which dating begins, dating status, and the frequency of dating were reported by Lowrie. Ages at initial dating and going steady were related, but not in the same manner for all students. As dating began earlier, there was a larger delay before going steady, and as dating began later, there was a correspondingly shorter delay before initiation of steady dating. Early dating was related to a relatively broad and lengthy experience in paired-sex association before steady dating, whereas later introduction of dating was associated with a relatively short experience in inter-sex association before going steady began. 19

Burchinal questions two of Lowrie's findings: one, that going steady is only a phase through which students pass who

18

S. H. Lowrie, "Factors Involved in the Frequency of Dating," Marriage and Family Living, 18, 1956, pp. 46-51.

19

Lee G. Burchinal, "The Premarital Dyad and Love Involvement," in Handbook of Marriage and the Family, ed. Harold T. Christensen. (Chicago: Rand McNally & Co., 1964), p. 629.

then revert to playing the field, especially if they started dating earlier than most youth, and two, that late daters who rush into steady dating without much previous experience should be the ones to whom youthful marriage would appeal most highly.²⁰ Burchinal found that girls who married while still in high school had begun dating earlier, dated more frequently, dated more boys, had gone steady earlier, and felt they had been in love with a greater number of boys than a control group of girls.²¹ Results comparable to those of Burchinal have been found by Moss and Gingles, and Inselberg.²² Burchinal concluded that the disagreement of those findings with those of Lowrie cannot be dismissed lightly. "Obviously, considerably more research is needed on the correlates and consequences of variations in initial ages of dating and going steady."²³

Dating and Courtship

Having presented some of the main streams of research regarding dating, it is now appropriate to clarify some of the dimensions of the dating process. To begin with, it should be stated that the conceptual relationships between

20

Ibid.

21

L. G. Burchinal, "Adolescent Role Deprivation and High School Marriage," Marriage and Family Living, 21, 1959, pp. 378-394.

22

Burchinal, op. cit., p. 630.

23

Ibid.

dating and courtship have never been fully agreed upon by sociologists studying these phenomena.²⁴ Although a considerable number of studies make a clear distinction between the two, Jacobshon and Mathney point out that this distinction is beginning to disappear:

Casual dating has been linked to formal engagement by means of a continuum in terms of increasing responsibility, involvement and social pressures. An important stage, short of engagement, is that of going steady defined as a temporary relationship between dating partners involving mutual monopoly, reciprocal role obligations, and peer group recognition. 25

Burchinal, in discussing Herman's study of going steady notes that going steady as one pattern in dating is not yet completely understood:

Herman's study (1955) helped to clarify the concept. His sample consisted of university students, but he asked them about their high school dating as well as about their current dating behavior. Dating increased in frequency and moved from playing the field in the sophomore year to going steady in the senior year in high school. Going steady was also the most frequent form of dating among the most popular students but steady dating did not represent the same kind of relationship to all youth.

Herman distinguished between two types of steady dating. One was marriage-oriented, and the dating of students with this orientation constituted courtship. The other type implied no thought of marriage and represented a relationship maintained for recreation, fun, education or other reasons. 26

²⁴

Ibid., p. 624.

²⁵

Peter Jacobshon and Adam P. Mathney, Jr., "Mate-Selection in Open Marriage Systems," International Journal of Comparative Sociology, 3, 1962, p. 98.

²⁶

Burchinal, op. cit. p. 630.

Steady dating may also be viewed in an educational framework as a sensible adjustment to the conflict, to the uncertainty, and to the insecurity of the highly competitive and often exploitative dating patterns of not going steady. Random dating permits only superficial association because of the lack of personal attachment, and lower feelings of responsibility. For so many, the greater sincerity and the more intense personal relations of going steady far surpass the attraction of the new and different involved in not going steady. In this sense, steady dating provides anticipatory socialization for courtship and later marital adjustment.²⁷

Blood noted increased rapproachment between the sexes as students moved to senior class levels and became more serious in their dating relationships. Students gradually became disenchanted with the competitive dating world of the first few years of college and replaced it with more individualized pair activities.²⁸

Thus, it can be seen that the general term 'date' is too broad to cover all types of dating relationships and that for different purposes different conceptions of dating are required.

27

Ibid., p. 631.

28

R. O. Blood, "Uniformities and Diversities in Campus Dating Preferences," Marriage and Family Living, 18, 1956, pp. 37-45.

Types of Dating

Jack Delora approaches dating by viewing it as a social system defined as two or more people interacting with each other more than with outsiders for the purpose of reaching some end or objective. The structure of interaction is described in terms of norms or shared frames of reference which determine the status-role patterns for members.²⁹ By using such a framework, Delora believes it is possible to make comparative analyses of dating patterns with respect to time and place and to arrive at a systematic evaluation of on-going practices.

Under this framework Delora discusses five general categories of dating: casual dating, going steadily, going steady, engaged to be engaged, and engagement. The following are descriptions of the structure of such types:

Casual dating - The first few dates of a couple are of this type. The purpose is that of getting acquainted. The boy and girl act in a way so as to make an impression and are formal.

Going Steadily - This involves going with one person more than with anyone else, but with no formal agreement. Both are "free".

Going steady - The couple go out with each other exclusively. The general purpose of this form of dating is that of

29

Jack Delora, "Social Systems of Dating on a College Campus," Marriage and Family Living, 25, 1963, pp. 81-84.

providing companionship. This is a monogamous arrangement with daily contact between the couple. The interaction is informal with a relatively open display of affection.

Engaged to be engaged or pinned - This is an "extreme" form of going steady! In addition to the patterns discussed above, this form involves a discussion of marriage and plans relative to educational and occupational goals.

Engagement - This type of dating is characterized as a preparation for marriage. The interaction is more conservative in that less expensive forms of entertainment are involved and that having a 'good time' is underplayed somewhat.³⁰

Summary of Literature

From the above review of literature, it can be seen that there are convergences as well as divergences in the findings of sociological research on dating. For example, the initial divergence between Waller's rating-dating complex and Lowrie's educational-personality centered dating has been somewhat reconciled by Burchinal & Goode, who have found that the rating factors of wealth, peer group membership, age, and religion segregate young people into pools of eligible dates. It is within these pools that the choice of dating partners is based on the norms of personality-

30

Ibid., p. 83.

companionship.

As a result of the segregation of pools of eligibles it was concluded that cultural barriers were operating to limit a large number of individuals in their selection of dating partners. Findings were presented which indicated that there was a considerable proportion of students who date seldom or not at all. It was implied that Lowrie's study of the correlates and consequences of initial ages of dating might provide further answers to the dynamics of non-dating as well as dating.

In presenting Lowrie's findings, it was stated that they were not conclusive and required further testing, particularly where Burchinal disagreed with two of Lowrie's findings: (1) that going steady is only a phase through which students pass who then revert to playing the field, especially if they started dating earlier than most youth; and (2) that late daters who rush into steady dating without much previous experience should be the ones to whom youthful marriage would appeal most highly.

Finally, it was noted that the distinction between dating and courtship is beginning to disappear with casual dating being linked to formal engagement by means of a continuum. It was emphasized that the general term "date" is too broad to cover all types of dating relationships and that for different purposes different conceptions of dating are required.

CHAPTER III

STATEMENT OF THE PROBLEM

I. PROBLEMS

It is apparent from the review of literature, that there are many problems in the area of dating. One of these is the divergence in findings between Burchinal and Lowrie.¹ Because of these differences, more research is needed to examine the relationship between age of initial dating and going steady; and age of initial dating and expected age of marriage.

Also, because dating is assigned such an important status among young people,² and because a great deal of emphasis is being placed on the importance of dating in providing the individual with valuable socialization experience in preparation for marriage, more research is needed which will examine some of the sociological factors related to a young person's not dating. A test of Lowrie's generalizations regarding the relationship between dating patterns and certain familial characteristics such as father's occupation, and use of a language other than English in the home might clarify the relevance of some of these factors.

As well, because the overwhelming proportion of studies on dating have been carried on inside the United States, research outside of the United States is required if generality

¹

See summary of literature for a discussion of these differences, p. 15.

² H. R. Lantz and Eloise C. Synder, Marriage, (New York: John Wiley & Sons, Inc., 1962), p. 67.

of findings is to be accomplished.

Finally, as there have been comparatively few major studies in the area of dating, further research is needed to look at relationships which, until now, have remained relatively unexplored.

II. HYPOTHESES

In an attempt to gain further insight into factors involved in dating, the following hypotheses were formulated and tested.

Hypotheses Concerned with Actual Dating

Hypotheses 1 - 4 were intended to test Lowrie's findings for Canada.

- (1) Age of a student's initial dating is inversely related to the class status of the head of his household.
- (2) Age of a student's initial dating is inversely related to the educational status of the head of his household.
- (3) Age of a student's initial dating is related to the use or non-use of a language other than English in the student's home. Students from families in which English is the only language spoken begin to date earlier than students from families in which a language other than English is spoken.
- (4) Age of initial dating is inversely related to frequency of dating.

Hypotheses 5 and 6 were intended to test Ehrman's findings for Canada. Ehrman found that males with rural as compared with urban occupations of father began to date at a later age and dated less frequently. (See Winston Ehrman, Premarital Dating Behavior, p. 84.).

- (5) Age of initial dating is related to the rural-urban continuum. Students from rural areas begin to date at a later age than students from urban areas.
- (6) Frequency of dating is related to the rural-urban continuum. Students from rural areas date less frequently than students from urban areas.

Hypothesis 7 was based on Hollingshead's finding that high school students tend to date students who are in the same social class. Hollingshead also found that the majority of high school students going on to college come from the middle and upper social classes. Therefore, it would appear that college students from lower-class families would date non-students rather than students because the majority of fellow-student dating partners would be in a higher social class, thus discouraging them from dating fellow students.

- (7) The degree to which a university student dates university students rather than others is directly related to the class status of the head of his household.

Hypotheses 8 and 9 were intended to help clear the

divergent findings of Lowrie and Burchinal. Lowrie found that students who begin dating at an early age as compared with students who begin dating at a late age tend to go steady earlier but then revert to playing the field. Late daters begin going steady at a later age and tend to keep on going steady. Burchinal found that early daters do not necessarily revert to playing the field but are more likely to go steady than late daters.

Also, Burchinal disagrees with the implications of Lowrie's findings that those who begin dating late as compared with those who begin dating early would be the ones to whom youthful marriage would appeal most highly. Burchinal found that girls who married while in high school began dating earlier than a control group of girls.

- (8) Age of initial dating is inversely related to the probability of a student's currently going steady.
- (9) Age of initial dating among students varies directly with expected age of marriage.

Hypothesis Concerned with Material Factors Tending to Interfere with Dating

Hypothesis 10 was intended to test in Canada the findings of Landis that more boys in the lower than middle and upper social classes feel blocked in dating for lack of a car.

- (10) The degree to which a student feels restricted in his dating for lack of material factors is inversely related to his social class background.

Hypothesis Concerned with Adjustment in Dating

Hypothesis 11 was intended to test for Canada the findings of Christensen that many young people feel anxious and unhappy about their dating relationships. It was hypothesized that students from the lower classes would be less adjusted in their dating because they would feel greater frustration due to the lack of material possessions needed in order to date successfully.

- (11) Dating adjustment is directly related to social class background.

III. DEFINITION OF CONCEPTS

The special definitions used in this report which are important for a clear understanding of the data presented are:

Date

During the pretest of the questionnaire, Ehrman's definition of a date was used. Ehrman stated that a date means being with a person of the opposite sex on a male-female basis for any appreciable length of time regardless of the fact that it was or was not prearranged.² However, as most of the students taking part in the pretest of the present study disagreed with Ehrman, and stated that a date must be prearranged, the definition of a date was changed to

3

Winston Ehrman, Premarital Dating Behavior, (New York: Henry Holt Company, 1959), p. 44.

the following: A date means a prearranged meeting with a person of the opposite sex (to go on a date).

Types of Dating

With three modifications, Delora's typology of dating discussed earlier³ was adapted for this study. First, the category of not dating was added so as to include those students who were not dating at the time of the study. Secondly, Delora's category of "casual dating" was changed to "playing the field" as this expression was found to be a more common term among the students in this study. Thirdly, the categories of pinned and going steady were combined. This was done during the pretest of the questionnaire when it was found that several of the students felt that there was very little, if any, difference between going steady and being pinned.

University Students

University students are full or part-time students attending the University of Manitoba or one of its affiliated colleges, or graduates of these institutions.

⁴

See review of literature, p. 16.

CHAPTER IV

METHODOLOGICAL PROCEDURES

This chapter will deal with the methods and procedures used in collecting and analyzing the data of this study.

Questionnaire

The data were obtained by means of a questionnaire which was constructed in such a manner that the data could be easily transferred to IBM cards. The two-part questionnaire was prepared during the month of March, 1966. Part A consisted of questions related to general background characteristics and asked for such information as: age, religion, place of origin, etc. Part B consisted of questions related to dating characteristics and requested such information as: age of initial dating, current dating type, frequency of dating, etc. (The complete schedule can be found in Appendix A).

Pre-test of Questionnaire

The first draft of the questionnaire was pretested on 18 volunteers enrolled in one section of an introductory sociology class. Several of the students in this group made invaluable suggestions about the content of the tentative schedule. A number of changes, such as the change in the definition of a date, discussed earlier, were made as a result of the pretest.

Administration of Questionnaire

The questionnaires were administered in regular class periods to students taking sociology courses. The instructor of each class, before introducing the researcher, emphasized the seriousness of the study and requested the cooperation of the students. The researcher, in briefly explaining the purpose of the study, attempted to impress on the students that their responses would aid in finding, in a scientific manner, some of the factors associated with dating. In obtaining the voluntary, anonymous responses, oral directions were pointed toward arousing the interest of the students. Students were informed that only the questionnaires of single Canadian students between the ages of 18 and 22 would be used in the analysis of results. Those students who fell outside of these criteria were permitted to complete the schedule if they wished, but were requested to write "ineligible" on their schedules.

Discarding of Questionnaires

After the questionnaires had been returned, they were examined for completeness. Four questionnaires which were too incomplete to be used, as well as those which were marked ineligible, were put aside and were not used in the analysis of results. For the most part, student responses on the schedules were fully complete and indicated a serious attitude on the part of the students toward the study.

Sample

As the study was concerned with dating among single Canadian students, those students who were married or who were not Canadian citizens, were not included in the sample. Also, in order to control for the factor of age, the sample was limited to students between the ages of 18 and 22.

The sample was selected largely on a basis of accessibility and convenience. As the questionnaire was not ready for use until near the end of the school year, in March, time was not available to attempt the selection of students on a random basis. Consequently, it was decided to administer schedules only to students in sociology classes as these were the ones who were most accessible. This procedure resulted in obtaining usable questionnaires from 249 females and 98 males.

In being drawn from students in sociology classes, it should be noted that the data come from a selected fraction of the university population and may not be representative of the entire student body. While this group is referred to in this report as a sample, in the strict sense of the word, it is not a sample in that it does not involve a random procedure. Therefore, any generalization of these findings to the entire student body is not warranted.

Data Processing

After all of the questionnaires had been collected, they were each given an identifying number and grouped

according to sex. Then the responses to the open-ended questions were classified under several headings, such as attitudes toward dating bureau, going steady, etc. (See chapter VIII). Next, the responses to the closed-ended questions were coded numerically and transferred to 80 column data sheets. Coding operations were performed with the assistance of an undergraduate sociology student. Key punch operators at the University of Manitoba's Computer Centre transferred the data from the data sheets onto IBM cards. The cards were checked to see if they had been punched correctly. A graduate student in physics prepared a program in Fortran language which was also punched onto IBM cards by Computer Centre staff. Directed by this program, 40 cross-tabulations were performed on the data, for males and females separately, by the Centre's IBM computer. The calculation for internal consistency within the dating adjustment scale was also performed by the computer after a second program had been prepared by the same physics student. Statistical calculations were performed with the use of a desk calculator. After the data had been analyzed, a check for confounding variables was made. The sorting for this operation was done on the Computing Centre's IBM sorter.

Statistical Techniques

All of the frequency distributions and cross-tabulations obtained in this study were percentaged in order to facilitate the comparison of class intervals.

The Chi Square test was used to determine the statistical

significance of difference between measures. The .05 level of significance was used. In other words, if a difference was so great that the probability of its occurrence by chance was 5 percent or less, the conclusion was that a significant difference existed. The Chi Square value was calculated from the actual frequencies, not from the percentages which were given in the tables. Sometimes it was necessary to combine two or more sets of cells in the calculation of Chi Square if the frequencies in the cells were too small.

After the initial analysis had been completed, it was found that a few of the variables were interrelated. Yule's Q was used to determine whether or not certain relationships were being influenced by other variables. In order to accomplish this, cross-tabulations were analyzed while holding constant the effect of a third interrelated variable. Yule's Q was used because it was easy to apply and because many of the cell frequencies were too small to use Chi Square. Although Yule's Q is different from Chi Square in that it is a measure of association and not a test of significance; nevertheless, it proved to be of value in the search for confounding variables.

Measurement of the Variables

Occupational Class of Head of Household.¹ The occupation of the head of the student's household was ranked according to the Blishen Occupational Class Scale.² In this

1

Occupational class of head of household is at times referred to as social class background of student.

scale, 343 Canadian occupations were ranked and grouped into seven classes according to combined standard scores for income and years of schooling. Data were based on the 1951 Canada Census.

For purposes of analysis in this study, the following classes were combined: 1 and 2, 3 and 4, 6 and 7. Class 5 was not combined with any of the other classes as it contained the largest proportion of persons. Students who listed the occupation of the head of their household as housewife or as retired were placed in a separate category (class 8) and were not included in the analysis of findings.

Dating Adjustment. Dating adjustment was measured by means of a dating adjustment scale. This scale consisted of 3 items representing attitudes associated with dating adjustment. The items included in this scale were:

- (1) Times student feels that he is a failure at dating.
- (2) Times student feels ill at ease in dating.
- (3) Student's satisfaction with dating.³

2

Bernard R. Blishen, "The Construction and Use of an Occupational Class Scale," in Canadian Society: Sociological Perspectives, ed. Bernard R. Blishen et al., (Toronto: MacMillan, 1965).

3

See questionnaire #24, #25, and #26 (Appendix A). It should be noted that the degree to which an individual considers himself to be a failure in dating, or ill at ease, or dissatisfied in his dating experience will be affected by the individual or individuals whom he is currently dating. Nevertheless, it is convenient for purposes of this study to overlook these distinctions, and to assume that an individual's characteristics will be independent of his current dating relations.

Items 1 and 2 included five choices ranging from always to never, while item 3 included four choices ranging from very satisfied to very dissatisfied. In addition, each item included a category of not dating. (Students who chose this category were not included in the analysis of dating adjustment). Each possible response was given a number ranging from 1 - 5 for items 1 and 2, and 1 - 4 for item 3. The focus of interest was not in the responses to the separate items, but in the total score that resulted for each individual from the combination of his responses to the various items.

The relevance of each item in the scale was tested by correlating for every individual in the sample his score on each item with his total scale score. The coefficient of correlation, "r", of each of the three items with the scale score was:

Item 1: .82

Item 2: .84

Item 3: .76

As shown by their high correlations with the scale score, all the items were judged to be relevant to the scale.

According to their total scale scores, individuals were classified as: well adjusted (3-6), moderately adjusted (7-10) and poorly adjusted (11-14). As very few students were in the poorly adjusted group, they were combined for purposes of analysis with the moderately adjusted group.

Frequency of Dating. Frequency of dating was found by asking students to indicate the average number of dates they

had per week or per month during the school year. Students who dated less than once a week were categorized as low frequency daters, while those who dated 3 or more times a week were classed as high frequency daters. Those who dated once or twice a week were classed as medium frequency daters in most analyses; although, in some they were combined with those dating 3 or more times a week and both were called high frequency daters.

Number of Persons Dated. The number of persons dated was found by asking students the number of persons they had dated during the school year. According to the number of persons they had dated, students were placed into the following categories: low (1-3), medium (4-6), and high (7 or more).

Material Factors. Students were asked to indicate the times lack of money or access to a car interfered with dating. As so few students felt they were often affected, only two categories (never or seldom) and (sometimes or often) were used to indicate the times lack of material factors interfered with dating.

Rural-Urban. In analyses dealing with rural-urban origin, students from Winnipeg and those from a city having a population greater than 1,000 were combined into the category of urban, while those from small towns or farms were combined into the category of rural.

CHAPTER V

CHARACTERISTICS OF THE SAMPLE

The general and dating characteristics of the females and males in this sample are presented in the tables of this chapter in percentages.

I. GENERAL CHARACTERISTICS

The following are included in the discussion of general characteristics: sex, age, faculty, year, anticipated education, religion, social and educational status of head of student's household, place of origin, present place of residence, use of language in addition to English in the student's home, and fraternity-sorority membership.

Sex

The sample consisted of 249 females and 98 males. The preponderance of females can be explained by the fact that only students taking sociology courses were included in the sample. As there is a greater tendency on the part of females than of males to take sociology courses, an excess of females over males was obtained.

Age

In order to control for the factor of age in this study, the sample was limited to students between the ages of 18 and 22. Table I shows that, in general, the males in the sample were older than the females. The mean age for males

was 19.9 while that for females was 19.2.

TABLE I

AGE BY SEX

Age	Females %	Males %
18	20	15
19	39	19
20	21	34
21	11	24
22	1	8
N	249	98

Faculty

Three-fourths of the students, as shown in Table II, were in the Faculty of Arts. This is not unusual considering the sample was limited to students taking sociology courses. About one-fifth of the females were in Home Economics. The remainder of the males were mainly in Science, Agriculture, and Commerce.

Year in Faculty

Table III shows that approximately one-half of the students were in the first year of their faculty. Only 12 percent of the females and 18 percent of the males were in their third year. The fact that the majority of students

were in their junior years of university is important because these students tend to "play the field" more than students in their senior years.¹

TABLE II
FACULTY REPRESENTATION BY SEX

Faculty	Females %	Males %
Arts	75	76
Science	1	10
Home Economics	19	0
Commerce	0	6
Agriculture	0	5
Other	5	3
N	248	98

Anticipated Education

Table IV shows that males expected to reach a higher educational level than females - an indication of the greater pressure on males than on females to succeed and to become the main provider of the family. Nearly one-half of the females expected to complete their education at the bachelor's level compared with one-fourth of the males.

¹

See review of literature p. 15.

Only 2 percent of the females expected to reach the doctoral level compared with 13 percent of the males.

TABLE III
YEAR IN FACULTY BY SEX

Year	Females %	Males %
First	44	51
Second	43	30
Third	12	18
Fourth	1	1
N	249	98

TABLE IV
ANTICIPATED EDUCATION BY SEX

Anticipated Education	Females %	Males %
Some University	2	0
Bachelor's	43	23.5
Master's	21	26
Doctoral	2	13
Professional	16	14
Undecided	16	23.5
N	249	98

Religion

Table V shows that slightly more than one-half of the students were Protestant while about one-fourth were Jewish. Fifteen and 8 percent of the females and males respectively were Catholic. The fact that the percentage of Catholics in this sample is less than the percentage of Catholics in the Province of Manitoba² might be accounted for by the fact that there are two colleges in Winnipeg; St. Paul's and St. Boniface, which draw large numbers of Catholic students.

TABLE V
RELIGION BY SEX

Religion	Females %	Males %
Protestant	60	52
Catholic	15	8
Jewish	21	29
Other	2	2
None	2	9
N	248	98

Social Class of Student's Head of Household

As discussed in the chapter on methodology, social class

²

According to the 1961 Canadian Census Reports, about 20 percent of the population of Manitoba is Catholic. See Canada Census: 1961. "Religious Denominations," Series 1.2, (Ottawa: Queen's Printer, 1963), p. 42.

was determined by applying Blishen's scale to the occupation of the head of the student's household.³ Table VI shows that the social class background of the females was slightly higher than that of the males. One-third of the females were from classes 1 and 2 compared with one-fourth of the males. Eight percent of the females and 12 percent of the males were from classes 6 and 7. The sample indicates that there is a greater proportion of males in the lower classes than of females attending university.

TABLE VI
SOCIAL CLASS BACKGROUND BY SEX

Social Class	Females %	Males %
1	10	4
2	24	22
3	10	14
4	19	27
5	28	21
6	6	7
7	2	5
N	242	98

* Seven female students who listed the occupation of the head of their household as retired or housewife are not included in this table.

³

See methodology section p. 29.

Educational Attainment of Student's Head of Household

As shown in Table VII, approximately one-half of the students reported that the educational attainment of the head of their household was less than senior matriculation. Eleven percent replied graduate or professional. Some reinforcement for what was found with regard to differences in social class background between the sexes shows itself in a comparison of the educational attainment of head of household for females and males. More males (30 percent) than females (20 percent) came from homes where the head of the household had only elementary school education.

TABLE VII

EDUCATION OF STUDENT'S HEAD OF HOUSEHOLD
BY SEX

Education of Head of Household	Females %	Males %
1 - 8 Elementary	20	30
1 - 3 High School	29	23
Senior Matriculation	26	20
Some University	8	15
Complete University	5	1
Graduate or Professional	11	11
N	247	98

Rural-Urban Origin

Table VIII shows that two-thirds of the females and one-half of the males came from Winnipeg. Only 16 and 28 percent of the females and males respectively were from rural areas. Thus the sample was largely urban in nature.

TABLE VIII

URBAN-RURAL ORIGIN BY SEX

Origin	Females %	Males %
Winnipeg	64	48
Other City	20	24
Town	6	13
Farm	10	15
N	243	98

Present Residence

Table IX shows that only 17 percent of the students lived on campus at the time of the study. The majority, living off campus, were mostly staying with their parents. The fact that most of the students were living with their parents is important because it is expected that there would be more parental supervision of dating and thus parental norms would be more influential if students were living at than away from home. The fact that most students

were living off-campus is also important because it is an indication that most students in this sample were not restricted in their dating choices to other students but had access to the wider dating pool in Winnipeg.

TABLE IX

PRESENT RESIDENCE BY SEX

Present Residence	Female %	Male %
On-Campus	17	17
Off-Campus With Parents	73	59
Off-Campus Not With Parents	10	24
N	248	98

Use of Language In Addition to English

Table X shows that a language in addition to English was spoken in the homes of 28 percent of the females and 36 percent of the males. These percentages are not surprising considering the multiplicity of ethnic groups in Canada.

Sorority-Fraternity Membership

As shown in Table XI only 12.5 percent of the females and 15 percent of the males belonged to sororities or fraternities. That comparatively so few students in this sample belong to sororities or fraternities is an indication

TABLE X

USE OF OTHER LANGUAGE IN
STUDENT'S HOME BY SEX

Use of Other Language	Females %	Males %
Yes	28	36
No	72	64
N	248	97

TABLE XI

FRATERNITY-SORORITY MEMBERSHIP BY SEX

Fraternity or Sorority Member	Females %	Males %
Yes	12.5	15
No	87.5	85
N	248	97

of the lack of interest most students in this sample have in these organizations.

II. SUMMARY OF GENERAL CHARACTERISTICS OF THE SAMPLE

The following is a summary of the general characteristics of the sample discussed above:

1. There were 249 females and 98 males in the sample.
2. The mean ages for females and males were 19.2 and 19.8 respectively.
3. Three-fourths of the students were in the Faculty of Arts.
4. About one-half of the students were in the first year of their faculty.
5. Males expected to attain a higher educational level than did females.
6. About one-half of the students were Protestant and about one-quarter were Jewish.
7. More females than males were from the upper social and educational classes.
8. Most of the students were from urban areas and most were living off-campus with their parents.
9. About one-quarter of the females and one-third of the males came from homes in which a language in addition to English was spoken.
10. Only 12.5 percent of the females and 15 percent of the males belonged to sororities or fraternities.

III. DATING CHARACTERISTICS

The following topics are presented in the discussion of dating characteristics: age of initial dating, current dating type, frequency of dating, number of dating partners, dating of students and non-students, times lack of material factors interfered with dating, more initiative for girls in the making of dates, dating bureau, expected age of marriage, and dating adjustment.

Age of Initial Dating

As shown in Table XII, nearly all of the students were dating before the age of seventeen, with females beginning to date at younger ages than males. Forty-one percent of the females and 31 percent of the males began dating before the age of 15. Only 7 and 19 percent of the females and males respectively started to date at the age of 17 or later.

The data support other researchers who have found girls beginning to date at earlier ages than boys. In a study by W. M. Smith, 67 percent of the females and 31 percent of the males reported dating before the age of 15.⁴ Similarly, in Ehrman's sample, approximately three-fourths of the girls and two-thirds of the boys began dating before they were 15 years old.⁵ Also, Hollingshead, in his study of adolescents

4

W. M. Smith Sr., "Rating and Dating: A Restudy," Marriage and Family Living, 14, 1952, p. 312.

5

Winston Ehrman, Premarital Dating Behaviour (New York: Henry Holt Company, 1959), p. 82.

of high school age found that 15 percent of the males and 20 percent of the females were dating before the age of 14.⁶

It should be noted in discussing initial ages of dating, that dating during the early teens differs qualitatively from dating in the middle and later teens. Early teen dating usually consists more of group activities than of paired activities.⁷

TABLE XII

AGE OF INITIAL DATING BY SEX

Age of Initial Dating	Female %	Male %
14 and Under	41	31
15 - 16	52	50
17 and Over	7	19
N	246	94

Current Dating Type

Table XIII shows that 12 percent of the females and 16 percent of the males were not dating at the time of the

6

August B. Hollingshead, Elmtown's Youth (New York: John Wiley & Sons, Inc., 1949), p. 224.

7

David Gottlieb and Charles Ramsey, The American Adolescent (Homewood, Illinois: Dorsey Press, 1964), p. 174.

study.⁸ Slightly more than one-half of the students were playing the field or going steadily. Thirty-one percent of the females and 25 percent of the males were going steady or pinned. Only 7 percent of the females and one percent of the males were engaged.

This distribution is comparable with that found in a study by Cavan. Seven percent said they were not dating at the time of the study; 56 percent were playing the field; 23 percent were going steady, and 10 percent were pinned or engaged.⁹

TABLE XIII

CURRENT DATING TYPE BY SEX

Current Dating Type	Females %	Males %
Not Dating	12	16
Playing Field	26	30
Going Steadily	27	28
Steady or Pinned	31	25
Engaged	4	1
N	248	97

8

Although these students were currently not dating, this does not mean that they were all non-daters as some may have dated in the past. Non-daters are students who don't date at all.

9

Ruth Shonle Cavan, "Dating in College," in Marriage and the Family in the Modern World, Ed., Ruth Cavan, (New York: Thomas Y. Crowell Company, 1965), p. 124.

Dating Frequency

Table XIV shows that during the school year the females dated more frequently than did the males. Four percent of the females and 6 percent of the males said they never dated. Thirty-one and 44 percent of the females and males respectively were dating less than once a week. Only 14 and 8 percent of the females and males respectively were dating 3 or more times a week. The modal frequency was one or two times a week. (51 and 44 percent of the women and men respectively).

TABLE XIV

DATING FREQUENCY DURING SCHOOL YEAR
BY SEX

Dating Frequency	Females %	Males %
Never Date	4	6
Once a Month or Less	11	19
2 - 3 Times a Month	20	25
1 - 2 Times a Week	51	42
3 or More Times a Week	14	8
N	249	98

That females in this sample tended to date more frequently than males is consistent with the findings of W. M. Smith. Twelve percent of the males and 3 percent of

the females in that study reported that they never dated. Twenty-four and 14 percent of the males and females respectively reported they dated once or twice a month. As in this study, the frequency of dating mentioned most often was once a week.¹⁰

Similarly, in Cavan's study, the most common frequency of dating was once or twice a week (46 percent of the men and 37 percent of the women.) However, contrary to the findings of this study, more women (23 percent) than men (17 percent) dated less than once a month or had not dated at all in college.¹¹

According to Kirpatrick and Caplow, there is evidence from various studies that about one-third of college students are relatively isolated from social activities. A substantial number of students, dull, poor, forced to earn their way, suffering personality handicaps, of lower social status, and excluded from fraternal organizations are excluded from dating.¹²

Several students in this study gave reasons as to why they didn't date more often. The one mentioned most frequently was that time was needed for study. Other reasons given were: personality limitations such as shyness, parents'

¹⁰ Smith, op. cit., p. 313.

¹¹ Cavan, op. cit., p. 127.

¹² C. Kirpatrick and T. Caplow, "Courtship in a Group of Minnesota Students," American Journal of Sociology, 51, 1945, p. 124.

not approving of person dated, religious endogamy, and lack of money.

Number of Persons Dated

Table XV shows that during the school year most of the students had only a few dating partners. Four and 7 percent of the females and males respectively had no dating partners and about one-half had only one or two to three partners. One-quarter had dated 4 to 6 persons. Twenty-four and 19 percent of the females and males respectively had dated 7 or more persons.

TABLE XV

NUMBER OF DATING PARTNERS DURING SCHOOL YEAR
BY SEX

Number of Dating Partners	Females %	Males %
None	4	7
1	25	18
2-3	23	30
4-6	24	26
7-10	10	6
11 or More	14	13
N	247	98

Dating of Students and Non-Students

Table XVI shows that almost twice as many females (64 percent) as males (38 percent) dated only or mostly university students. One-quarter of the females and a third of the males dated both students and non-students. Eleven percent of the females and 28 percent of the males dated only or mostly non-students.

TABLE XVI

UNIVERSITY STATUS OF STUDENTS' DATING PARTNERS
BY SEX OF STUDENT

Persons Dated	Females %	Males %
Only or Mostly University	64	38
Both University and Non-University	25	34
Only or Mostly Non-University	11	28
N	239	92

* Table includes only those who have dated during the school year.

The data are consistent with the findings of Ehrman who reported that most of the girls in his study dated within the collegiate population whereas most of the males dated outside of the campus.¹³

¹³

Ehrman, op. cit., p. 161.

Two reasons may account for this difference between males and females. One is that more males than females come to university. Thus the unbalanced sex ratio may encourage more males than females to search for dates off-campus. Secondly, as a greater proportion of males than of females come from the lower social classes (Table VI, page 38) and as males prefer to date someone of their own social class,¹⁴ it would be expected that more males than females would date only or mostly non-university students.

Times Lack of Material Factors Interfered With Dating

Table XVII shows that most of the students, particularly females, reported that lack of money or car¹⁵ were seldom or never factors in reducing the number of their dates. Less than 5 percent of the females reported that lack of money or car had interfered with their dating while one-quarter of the males reported that lack of money had interfered with dating and a larger number, one-third, reported that lack of car had interfered with dating.

The differences between the sexes with regard to material factors is consistent with a study by Williams in which one-half of the boys but only 10 percent of the girls worried about having money or a car for dating.¹⁶ Similarly,

¹⁴ Hollingshead, op. cit., p. 228.

¹⁵ It should be noted that students were not asked if they lacked a car but were asked if they lacked access to a car.

¹⁶ Melvin J. Williams, "Personal and Family Problems of High School Youth and their Bearing Upon Family Education Needs." Social Forces, 27, 1949, p. 280.

TABLE XVII

TIMES LACK OF MATERIAL FACTORS
INTERFERED WITH DATING BY SEX

Times Interfered With Dating	Lack of Material Factors			
	Money %		Car %	
	F	M	F	M
Seldom or Never	98	73	96.6	67
Sometimes	1.6	21	3	17
Often	.4	6	.4	16
N	249	98	248	98

Kirpatrick, in asking Minnesota students reasons for inadequacy of opportunities to meet members of the opposite sex, found that 61 percent of the males but only 12 percent of the females named lack of money as a reason.¹⁷ Burgess and Wallin concluded from their study that often "not to own a car definitely lowers a man's prestige with a girl."¹⁸ This is a clear indication of the responsibility placed upon the male to furnish the transportation and to pay for the expenses involved in dating.

¹⁷

Clifford Kirpatrick, The Family (New York: Ronald Press, 1955), p. 266.

¹⁸

Ernest W. Burgess and Paul Wallin, Engagement and Marriage (Chicago: J. B. Lippincot Company, 1953), p. 64.

In this study, one of the criticisms of contemporary dating made by the males was that females expected too much in the way of material factors. Several males expressed comments such as:

A guy has to have a big car and lots of money to succeed today - to make most girls happy on a date.

A minority of females agreed with the comments of the males on the necessity of the male having to provide "adequate" material factors in dating. One female stated that:

The boy must have a car and an interesting place to go.

However, the majority of females stated that the males were over-estimating the importance of material factors in dating. A typical comment among these females was:

The boy should not feel that he has to have a car and money or put on a big show to impress the girl.

Nevertheless, although many females stated that money and a car were not essential for dating, only a small number suggested the alternative of sharing expenses with the male by "dutch-dating".

Girls Having More Initiative in the Making of Dates

Table XVIII shows that twice as many males (54 percent) as females (22 percent) felt that girls should be permitted more initiative in the making of dates. On the other hand, twice as many females (62 percent) as males (31 percent) felt that girls should not be permitted more initiative in

the making of dates.

TABLE XVIII

ATTITUDE OF SAMPLE TOWARD PERMITTING GIRLS
MORE INITIATIVE IN MAKING OF DATES

Attitude Toward More Initiative for Girls in Making Dates	Females %	Males %
In Favour	22	54
Not in Favour	62	31
Undecided	16	15
N	248	97

The data are consistent with that of a study by Christensen in which he reported that nearly one-half of the males thought it would be a good thing for girls to feel as free as boys in asking for dates, while only slightly more than a fourth of the females thought so. Christensen concluded from this that large numbers of each sex were uneasy about approaching members of the other sex and would welcome more initiative from them.¹⁹

Several students in this study commented on the question of more initiative for females. One female was in favour

¹⁹

Harold T. Christensen, "Dating Behaviour as Evaluated by High School Students," American Journal of Sociology, 57, 1952, p. 585.

of this because she believed:

Men have all of the advantages in choosing a date, breaking up, and finding new girls to take out.

Another stated that girls had to take more initiative in order to get any dates at all.

One male, in favour of females having more initiative, stated that a male often would not ask for a date because he would worry about being refused. A more conservative male felt that females should be permitted more initiative:

...only to some degree and when certain situations warrant it.

Dating Bureau

As shown in Table XIX, about one-half of the sample were in favour of setting up a dating bureau using computer facilities to match partners rationally on a volunteer basis. Thirty-two and 42 percent of the females and males respectively were not in favour and the rest were undecided.

TABLE XIX

ATTITUDE BY SEX TOWARD ESTABLISHING
A DATING BUREAU ON CAMPUS

Attitude Toward Establishing Dating Bureau on Campus	Females %	Males %
In Favour	48	48
Not in Favour	32	42
Undecided	20	10
N	249	98

Although about one-half of the students were in favour of a dating bureau, Table XX shows that only about one-quarter of the students (22 percent of the females and 28 percent of the males) said they would use it. More than one-half (57 and 54 percent of the females and males respectively) said they would not and the rest were undecided.

TABLE XX

ATTITUDE BY SEX TOWARD PROBABLE
USE OF DATING BUREAU

Attitude Toward Use of Dating Bureau	Females %	Males %
Would Use	22	28
Would Not Use	57	54
Undecided	21	18
N	249	98

The data are consistent with Kirpatrick and Caplow's study of a group of students at the University of Minnesota where although 35 percent of the men and 40 percent of the women said that opportunities for meeting the opposite sex were inadequate, 80 percent of the men and 84 percent of the women said they would not patronize a college dating bureau. Kirpatrick and Caplow interpreted this finding as an

indication that despite the inadequacy of the dating system, students prefer an individualistic method of introduction to a formalized one.²⁰

Those students, in this study, who were in favour of a dating bureau stated that it would be particularly advantageous for shy persons and for those from out of town who don't know very many people. Others felt less serious about it and said they would use a dating bureau for "fun" or out of curiosity, "to see what happens". Those opposed to using a dating bureau said that it was too mechanical and unnatural.

From the above, it would appear doubtful whether formalized introduction services, such as a dating bureau provides, would find much acceptance among the majority of students as there is an artificiality about them which is distasteful to most. Nevertheless, as there are a number of students who date seldom or not at all, a dating bureau is one means of providing greater opportunities of dating for this group, and experiments with dating bureaus are necessary in order to find out under what conditions they function successfully. Yet, a dating bureau which arranges dates is by itself not the only answer for there are many reasons why people don't date other than a lack of opportunity to do so. Some of these, such as physical unattractiveness, emotional immaturity, and psychological instability

20

Kirpatrick and Caplow, op. cit., p. 124.

are extremely difficult to correct and may require intensive treatment which a dating bureau, by itself, cannot provide.

Expected Age of Marriage

Table XXI shows that the males in the sample expected to marry at a later age than the females. Only one percent of the males and 10 percent of the females expected to marry before the age of 22. About three times as many males (75 percent) as females (29 percent) expected to marry after the age of 24.

TABLE XXI

EXPECTED AGE OF MARRIAGE BY SEX

Expected Age of Marriage	Females %	Males %
21 or Less	10	1
22 - 24	61	24
25 or Later	29	75
N	246	95

* One female and 3 males wrote on their questionnaires that they did not expect to marry.

The large difference between males and females with respect to expected age of marriage is consistent with surveys concerned with actual age of marriage. For example, in 1961, among Canadians between the ages of 20 to

to 24, 70 percent of the males but only 40 percent of the females were single.²¹

Dating Adjustment²²

Table XXII shows that slightly more than one-half of the students were placed in the well-adjusted category of the dating adjustment scale. The other half were placed in the moderately or poorly adjusted categories. The table shows no significant difference between males and females in terms of dating adjustment.

TABLE XXII
DATING ADJUSTMENT BY SEX

Dating Adjustment	Females %	Males %
Well Adjusted	55	54
Moderately Adjusted	43	45
Poorly Adjusted	2	1
N	241	94

* Table does not include 7 females and 4 males who either failed to answer all of the questions comprising the scale or who replied that they did not date.

²¹

Canada Census: 1961. "Marital Status by Age Groups," Series 1.3, (Ottawa: Queen's Printer, 1963), p. 78.

²²

The construction of the dating adjustment scale is discussed in the methodology section, p. 30.

IV. SUMMARY OF DATING CHARACTERISTICS

The following is a summary of the dating characteristics of the sample:

1. Nearly all of the students were dating before the age of 17, with females beginning to date at younger ages than males.
2. Slightly more than one-half of the students were playing the field or going steadily, and slightly more than one-quarter were going steady.
3. The most common dating frequency was one to two times a week with females dating more frequently than males.
4. During the school year most students had only a few dating partners.
5. Almost twice as many females (64 percent) as males (38 percent) dated only or mostly university students.
6. About one-third of the males but less than 5 percent of the females reported that lack of material factors had interfered with their dating.
7. Twice as many males (54 percent) as females (22 percent) felt that girls should be permitted more initiative in the making of dates.
8. Although one-half of the students were in favour of setting up a dating bureau on campus, only one-quarter said they would use it.
9. About three times as many males (75 percent) as females (29 percent) expected to marry after the age of 24.

10. Slightly more than one-half of the students were in the well-adjusted category of the dating adjustment scale. It is interesting to note that in seven of the ten characteristics listed here, findings were generally consistent with those of studies done in the United States.

CHAPTER VI

ANALYSIS OF FINDINGS

An analysis of the hypotheses discussed in the introductory section as well as hypotheses formulated during the course of the study is presented in this chapter.¹ The hypotheses are grouped under the following headings:²

- I HYPOTHESES CONCERNED WITH CORRELATES AND CONSEQUENCES OF AGE OF INITIAL DATING.
- II HYPOTHESES CONCERNED WITH TYPE OF DATING, FREQUENCY OF DATING, AND EXPECTED AGE OF MARRIAGE.
- III HYPOTHESES CONCERNED WITH THE URBAN-RURAL CONTINUUM AND DATING PATTERNS.
- IV HYPOTHESIS CONCERNED WITH SOCIAL CLASS AND TYPE OF PERSONS DATED.
- V HYPOTHESES CONCERNED WITH MATERIAL FACTORS IN DATING.
- VI HYPOTHESES CONCERNED WITH DATING ADJUSTMENT.
- VII OTHER HYPOTHESES.³

I. HYPOTHESES CONCERNED WITH CORRELATES AND CONSEQUENCES OF AGE OF INITIAL DATING

1

Hypotheses formulated during the course of the study are indicated by Add. Hyp.

2

As the hypotheses have been grouped under these headings, they are not necessarily in the same order as presented in the introductory section.

3

In the interests of readability, only those tables which show a significant relationship or are of special interest will be presented in the body of the thesis; the rest are included in the Appendix.

- (1) Age of a Student's Initial Dating is Inversely Related to the Class Status of the Head of His Household. Students from the Upper Social Classes Begin to Date at Earlier Ages than Students from the Lower Social Classes.

The data tend to fall in the direction hypothesized with the upper class males beginning to date at younger ages than the lower class males. As shown below, of males from the upper classes, 36 percent were dating before the age of 15, compared with 20 percent of the lower class males:

Age of Initial Dating	Class Background of Males	
	Upper (1-4) %	Lower (5-7) %
14 and Under	36	20
15 and Over	64	80
N	64	30

For females the data is not as consistent except that classes VI and VII have the lowest percentages of females who began dating before the age of 15 (Table 1, Appendix B).

Nevertheless, when the Chi Square test was applied for both males and females, ~~separately~~, no significant difference was found between the social classes in terms of age of initial dating. Hence, the hypothesis that age of initial dating is inversely related to social class background must be rejected for both males and females.⁴

⁴

The reader is once again reminded that as random sampling procedures were not used in the selection of this sample, the results stated apply only to this sample and cannot be generalized to the rest of the student body.

Although the hypothesis was rejected, the tendency of the data to fall in the direction of the hypothesis suggests that it might be fruitful at some other time and with another sample to retest Lowrie's finding that students from homes of higher economic and social status tend to initiate dating at earlier ages than those from lower status homes.⁵

(2) Age of a Student's Initial Dating is Inversely Related to the Educational Status of the Head of His Household. Students from the Upper Educational Classes Begin to Date at Earlier Ages than Students from the Lower Educational Classes.

The data in Table 2 of Appendix B show that with rise in education of students' parents there is a consistent decline in the percentage of males who began dating at the age of 17 or later. Among males whose parents' educational background was at the elementary school level, 30 percent did not begin to date until they were older than 16, compared with 9 percent of those with a family background at the university level. The data for females does not show the same consistency as that for males. However, females from families having an educational level of only elementary school had among them the lowest percentage of females (35 percent) who began dating before the age of 15.

When the Chi Square test was applied, no significant difference was found between the educational classes in terms

⁵

Samuel H. Lowrie, "Factors Involved in the Frequency of Dating," Marriage and Family Living, 18, 1956, p. 50.

of age of initial dating. Hence, for both females and males, the hypothesis that age of a student's initial dating is inversely related to the educational status of the head of his household must be rejected.

Although the hypothesis was rejected, the tendency of the data, particularly among males, to fall in the direction hypothesized, suggests that a further retest should be made of Lowrie's finding that sons and daughters of parents with at least some college training tend to begin to date at earlier ages than those of parents who have a high school education or less.⁶

(3) Age of Initial Dating is Inversely Related to the Use of a Language in Addition to English in the Student's Home. Students from Homes in Which English is the Only Language Spoken Begin to Date at Earlier Ages than Students from Homes in Which a Language in Addition to English is Spoken.

The data, in Table 3, Appendix B, are in the direction of the hypothesis, for both males and females. Of students from homes in which a language other than English was spoken, a lower percentage (26 percent of the males and 36 percent of the females) began dating before the age of 15, than of those from homes in which English was the only language spoken (31 percent of the males and 44 percent of the females.)

However, as the Chi Square value for this relationship was not significant, the hypothesis that age of initial dating is inversely related to the use of a language in

6

Ibid.

addition to English in the student's home must be rejected for males and females.

Yet, as the data fall in the direction of the hypothesis, it is suggested that this is also an area in which further Canadian studies are needed to verify, or reject Lowrie's finding of a relationship between use of foreign language in student's home and age of initial dating.⁷

(4) Age of Initial Dating is Inversely Related to Frequency of Dating. Students Who Begin Dating at Early Ages Date More Frequently than Students Who Begin Dating at Later Ages.

The data in Table XXIII show the strong and consistent relationship between age of initial dating and frequency of dating⁸ for both males and females. Of those males who began dating at the age of 14 or earlier, only 34 percent were low frequency daters compared with 45 percent of those who began dating at 15 or 16, and 78 percent of those who began dating at the age of 17 or later. Similarly, of those females who began dating at the age of 14 or younger, only 29 percent were low frequency daters compared with 36 and 64 percent of those who began dating at 15 or 16, and 17 or later respectively.

As Table XXIV indicates that a significant Chi Square value for the relationship was found, the hypothesis that age of initial dating is inversely related to frequency of

7

Ibid.

8

The reader is reminded that this refers to frequency of dating during the school year.

dating is accepted for both males and females.

This test supports Lowrie⁹ and Ehrman¹⁰ who, in separate studies, found that having the first date prior to the age of 15 was correlated with a high frequency of dating.

TABLE XXIII

THE RELATIONSHIP OF AGE OF INITIAL DATING
TO FREQUENCY OF DATING BY SEX
IN PERCENTS

Frequency of Dating	Age of Initial Dating					
	14 and Under		15 - 16		17 and Over	
	F %	M %	F %	M %	F %	M %
Low(3/Month or Less)	29	34	36	45	64	78
Medium(12/ Week)	51	52	54	48	29	22
High(3/Week or More)	20	14	10	7	6	0
N	102	29	127	47	17	18

- (5) Age of Initial Dating is Inversely Related to the Probability of a Student's Going Steady. Students Who Begin Dating at Early Ages are More Likely to be Going Steady than Students Who Begin Dating at Later Ages.

⁹

Lowrie, loc. cit.

¹⁰

Winston Ehrman, Premarital Dating Behaviour (New York: Henry Holt Company, 1959), p. 82.

PRO. UNIT

UNITED STATES DEPARTMENT OF THE INTERIOR
 BUREAU OF LAND MANAGEMENT
 WASHINGTON, D. C.

Section			Block			Township
1	2	3	4	5	6	
1	2	3	4	5	6	Section
1	2	3	4	5	6	Section
1	2	3	4	5	6	Section

1. 1. 1.

2. 2. 2.

3. 3. 3.

4. 4. 4.

5. 5. 5.

6. 6. 6.

Table 4, in Appendix B, shows the data falling in the direction of the hypothesis for females, but in the opposite direction for males. As shown below, 37 percent of the females who started dating before the age of 17 were going steady at the time of the study compared with only 18 percent of those who began dating at 17 or later:

	Age of Initial Dating for Females	
	<u>16 and Under</u> %	<u>17 and Over</u> %
Going Steady	37	18
Not Going Steady	63	82
N	228	17

Among males the direct relationship between age of initial dating and going steady is most marked in comparing those who began dating before the age of 15 with those who began at the age of 15 or later. As shown below, of those who began dating before the age of 15, 18 percent were going steady, compared with 29 percent of those who began at the age of 15 or later:

	Age of Initial Dating for Males	
	<u>14 and Under</u> %	<u>15 and Over</u> %
Going Steady	18	29
Not Going Steady	82	71
N	28	65

As this relationship is not statistically significant, the hypothesis that age of initial dating is inversely related to the probability of a student's going steady is rejected for both males and females.

Nevertheless, as the data for females fall in the direction hypothesized by Burchinal,¹¹ whereas the data for males fall in the direction hypothesized by Lowrie,¹² it is suggested that further studies are needed to clarify the relationship between age of initial dating and going steady.

(6) Age of Initial Dating Varies Directly With Expected Age of Marriage. Those Who Begin Dating at Early Ages Expect to Marry Earlier than those Who Begin Dating at Later Ages.

The data for females in Table XXV show a strong and consistent relationship between age of initial dating and expected age of marriage. Of those females whose initial age of dating was 14 or earlier, 80 percent expected to marry before the age of 25. This is compared with 69 and 47 percent of those who began dating at 15, or 16, and 17 or later respectively.

On the other hand, among males, the data fall in a consistent direction opposite to the hypothesis. Of males whose initial age of dating was 14 or earlier, only 21 percent expected to marry before the age of 25. As shown on the following page, this compared with 26 and 35 percent of those who began dating at 15 or 16, and 17 or later respectively.

11

Lee G. Burchinal, "The Premarital Dyad and Love Involvement," in Handbook of Marriage and the Family, edited by Harold T. Christensen (Chicago: Rand McNally and Company, 1964), p. 635.

12

Lowrie, loc. cit.

TABLE XXV

THE RELATIONSHIP OF AGE OF INITIAL DATING
TO EXPECTED AGE OF MARRIAGE
FOR FEMALES

Expected Age of Marriage	Age of Initial Dating					
	<u>14 and Under</u>		<u>15 - 16</u>		<u>17 and Over</u>	
	No.	%	No.	%	No.	%
24 and Under	80	80	87	69	8	47
25 and Over	20	20	39	31	9	53
Total	100	100	126	100	17	100

$$x^2 = 8.81 \quad \text{d.f.} = 2 \quad P < .05$$

Expected Age of Marriage	Age of Initial Dating for Males		
	<u>14 and Under</u>	<u>15 - 16</u>	<u>17 and Over</u>
	%	%	%
24 and Under	21	26	35
25 and Over	79	74	65
N	28	46	17

As the Chi Square value for this relationship is significant for females but not for males, the hypothesis that age of initial dating varies directly with expected age of marriage is accepted for females and rejected for males.

As in the preceding discussion, the data for females, showing a direct and significant relationship between age of initial dating and expected age of marriage, support Burchinal.¹³ On the other hand, the data for males, showing an inverse but not significant relationship suggest that Lowrie's¹⁴ findings should not be abandoned but should be retested.

- (7) Age of Initial Dating is Inversely Related to Number of Persons Dated. Students Who Begin Dating at Early Ages Date More Persons than those Who Begin Dating at Later Ages.¹⁵ Add. Hyp.¹⁶

Table XXVI shows a clear and significant inverse relationship for males between the age of initial dating and the number of persons dated. As age of initial dating decreases, the number of persons dated increases. Only about one-third of the males who began dating before the age of 15 had a low number of dating partners while almost one-half

¹³ Burchinal, loc. cit.

¹⁴ Lowrie, loc. cit.

¹⁵ This hypothesis refers to the number of persons dated during the school year.

¹⁶ The reader is reminded that Add. Hyp. means that this is an additional hypothesis formulated during the course of the study.

(42 percent) had a high number of partners. On the other hand, almost two-thirds of males who began dating at 15 or later had a low number of partners, and only 11 percent had a high number.

This finding is consistent with the data in Table 4, Appendix B, which shows a greater tendency on the part of males who begin dating at later ages as compared with males who begin dating at early ages, to restrict their dating to only one person by going steady.

TABLE XXVI

THE RELATIONSHIP OF AGE OF INITIAL DATING
TO NUMBER OF PERSONS DATED
FOR MALES

Number of Persons Dated	Age of Initial Dating			
	14 and Under No.	%	15 and Over No.	%
Low (0-3)	10	34	41	63
Medium (4-6)	7	24	17	26
High (7+)	12	42	7	11
Total	29	100	65	100

$$x^2 = 12.27 \quad \text{d.f.} = 2 \quad P < .05$$

Table 6, in Appendix B, shows that for females the relationship between age of initial dating and number of persons dated is not as consistent as that of the males.

Also, it is not significant. A greater percentage of females who began dating at 14 or earlier (32 percent) had a high number of dating partners than of those who began at 15 or 16 (22 percent), and 17 or later (23 percent). On the other hand, a greater percentage of females who began dating at 14 or earlier (56 percent) also had a low number of dating partners than of those who began at 15 or 16 (51 percent), and 17 or later (47 percent). As with males, this latter relationship is consistent with the data in Table 4, Appendix B, which indicate a greater tendency on the part of females who begin dating at early ages as compared with females who begin dating at later ages to restrict their dating, over a period of time, to only one person by going steady.

On the basis of the data presented, the hypothesis that the age of initial dating is inversely related to number of persons dated is accepted for males but rejected for females.

II. HYPOTHESES CONCERNED WITH TYPE OF DATING, FREQUENCY OF DATING, AND EXPECTED AGE OF MARRIAGE

- (8) Type of Dating is Related to Frequency of Dating. Students Who Are Going Steady Date More Frequently than those Going Steadily or Playing the Field. Students Who Are Going Steadily Date More Frequently than those Playing the Field.¹⁷ Add. Hyp.

Tables XXVII and XXVIII show the strong relationship

¹⁷

These terms are explained in the review of literature, p. 16.

between type of dating and dating frequency for females and males, respectively. As one moves along the continuum from not dating to going steady, the percentage of high frequency daters steadily increases. Table XXVII shows that of the females who were going steady or who were engaged, 90 percent were high frequency daters, compared with 83 percent going steadily, 34 percent playing the field, and seven percent currently not dating. Similarly, Table XXVIII shows that of the males who were going steady or were engaged, 88 percent were high frequency daters compared with 67 percent going steadily, 22 percent playing the field, and 13 percent not dating.

As the data in Tables XXVII and XXVIII indicate significant Chi Square values for this relationship, the hypothesis that type of dating is related to frequency of dating is accepted for both females and males.

Therefore, the data support Lowrie who found dating type, as an independent variable, affecting frequency of dating, with students going steady dating more frequently than those playing the field.¹⁸

- (9) Type of Dating is Related to Expected Age of Marriage. Students Who Are Going Steady Expect to Marry at Younger Ages than those Going Steadily or Playing the Field. Students Going Steadily Expect to Marry at Younger Ages than those Playing the Field. Add. Hyp.

Table XXIX shows the consistent and significant relationship for females between type of dating and expected

18

Lowrie, op. cit., p. 51.

TABLE XXVII
THE RELATIONSHIP OF TYPE OF DATING
TO DATING FREQUENCY
FOR FEMALES

Dating Frequency	Type of Dating							
	<u>Not Dating</u>		<u>Playing Field</u>		<u>Steadily</u>		<u>Steady or Engaged</u>	
	No.	%	No.	%	No.	%	No.	%
Low(3/Month or Less)	28	93	42	66	12	17	8	10
High(Once a Week or More)	2	7	22	34	56	83	79	90
Total	30	100	64	100	68	100	87	100

$$x^2 = 104.6 \quad \text{d.f.} = 3 \quad P < .05$$

TABLE XXVIII
THE RELATIONSHIP OF TYPE OF DATING
TO DATING FREQUENCY
FOR MALES

Dating Frequency	Type of Dating							
	<u>Not Dating</u>		<u>Playing Field</u>		<u>Steadily</u>		<u>Steady or Engaged</u>	
	No.	%	No.	%	No.	%	No.	%
Low(3/Month or Less)	14	87	22	78	9	33	3	12
High(Once a Week or More)	2	13	6	22	18	67	22	88
Total	16	100	28	100	27	100	25	100

$$x^2 = 35.58 \quad \text{d.f.} = 3 \quad P < .05$$

age of marriage. Less than half (41 percent) of the females who were not dating at the time of the study expected to marry at the age of 24 or earlier, compared with 58 percent of those playing the field, 73 percent going steadily and 90 percent going steady or engaged.

TABLE XXIX

THE RELATIONSHIP OF DATING TYPE TO
EXPECTED AGE OF MARRIAGE
FOR FEMALES

Expected Age of Marriage	Not Dating		Playing Field		Steadily		Steady or Engaged	
	No.	%	No.	%	No.	%	No.	%
24 and Under	12	41	37	58	49	73	77	90
25 and Over	17	59	27	42	18	27	9	10
Total	29	100	64	100	67	100	86	100

$$x^2 = 32.3 \quad \text{d.f.} = 3 \quad P < .05$$

The relationship for males (Table 7, Appendix B) is in the same consistent direction as that for females, but is not significant. Ninety-three percent of the males who were not dating expected to marry at the age of 25 or later, compared with 64 percent of those going steady or engaged.

On the basis of these data, the hypothesis that type of dating is related to expected age of marriage is accepted for females and rejected for males.

(10) Number of Persons Dated is Related to Frequency of Dating. Students Who Have a Low or High Number of Dating Partners Date More Frequently than those Who Have a Medium Number of Dating Partners. Add. Hyp.

Table XXX shows an interesting curvilinear relationship between number of persons dated and dating frequency. Students who had either few or many dating partners during the school year dated more frequently than those who had a medium number of partners. Of the females having had few or many dating partners, 71 and 78 percent, respectively, were high frequency daters, compared with only 49 percent of those having dated a medium number of persons. In like manner, of the males having had few or several dating partners, 54 and 79 percent, respectively, were high frequency daters, compared with only 36 percent of those having dated a medium number of persons.

As the Chi Square value for this relationship is significant, the hypothesis that number of persons dated is related to dating frequency is accepted for males and females.

This finding supports Ehrman who also found a curvilinear relationship between number of persons dated and frequency of dating. Ehrman reported that the number of dates per month was highest among girls who dated only one boy a month, intermediate among those who dated 4 or more, and lowest among those who dated two or three.¹⁹

¹⁹

Ehrman, op. cit., p. 131

TABLE XXX

THE RELATIONSHIP OF NUMBER OF PERSONS DATED
TO FREQUENCY OF DATING BY SEX

Frequency of Dating	<u>Number of Persons Dated</u>											
	<u>For Females</u>						<u>For Males</u>					
	Low (1-3)		Medium (4-6)		High (7+)		Low (1-3)		Medium (4-6)		High (7+)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Low(3/Month or Less)	29	29	26	51	14	22	21	46	16	64	4	21
High(Once a Week or More)	83	71	25	49	49	78	25	54	9	36	15	79
Total	117	100	51	100	63	100	46	100	25	100	19	100
	$x^2 = 11.69$ d.f. = 2 P \angle .05						$x^2 = 8.096$ d.f. = 2 P \angle .05					

Two separate explanations might account for this relationship. The first is that students having a high number of dating partners would, by necessity, have to date more frequently than those having a medium number of partners. Secondly, of those having a few number of partners, there is probably a large percentage who are going steady or steadily, and as those going steadily or steady date more frequently than others (Tables XXVII and XXVIII) this may account for the students in this category dating more frequently than those in the middle category.

- (11) Frequency of Dating is Inversely Related to Expected Age of Marriage. The More Frequently Students Date the Earlier the Age at Which They Expect to Marry.
Add. Hyp.

Table XXXI shows a consistent, and significant inverse relationship for females between frequency of dating and expected age of marriage. As frequency of dating increases, expected age of marriage decreases. Of the females in the low frequency category only 5 percent expected to marry before the age of 22, compared with 10 and 25 percent of those in the medium and high frequency categories, respectively. Similarly, of the low frequency daters, 39 percent expected to marry at the age of 25 or later, compared with 25 and 20 percent of the medium and high frequency daters, respectively.

The data for males fall in the same direction as that for the females, but the relationship is not strong enough to be significant. As shown on the following page, of the

TABLE XXXI

THE RELATIONSHIP OF FREQUENCY OF DATING
TO EXPECTED AGE OF MARRIAGE
FOR FEMALES

Expected Age of Marriage	Frequency of Dating		
	Low (3/Month or Less) %	Medium (1-2/Week) %	High (3 or More a Week) %
21 and Under	5	10	24
22 - 24	56	65	56
25 and Over	39	25	20
N	89	124	34

$\chi^2 = 17.39$ d.f. = 4 P < .05

Expected Age of Marriage	Frequency of Dating for Males	
	(3/Month or Less) %	(Once a Week or More) %
24 and Under	20	31
25 and Over	80	69
N	46	49

males who were dating less than once a week, 20 percent expected to marry before the age of 25 compared with 31 percent who were dating once a week or more.

On the basis of these data, the hypothesis that frequency of dating is inversely related to expected age of marriage is accepted for females and rejected for males.

III. HYPOTHESES CONCERNED WITH THE URBAN-RURAL CONTINUUM AND DATING PATTERNS

(12) Age of Initial Dating is Related to the Urban-Rural Continuum. Students from Urban Areas Begin to Date at an Earlier Age than Students from Rural Areas.

Table XXXII shows a significant relationship between urban-rural origin and age of initial dating for males. Three times as many males from urban areas (38 percent) as from rural areas (12 percent) were dating before the age of 15.

On the other hand, there appears to be no significant difference between urban and rural females in terms of age of initial dating (Table 8, Appendix B).

On the basis of these data, the hypothesis that age of initial dating is related to the urban-rural continuum is accepted for males but rejected for females.

The data support Ehrman who found that urban males began to date at earlier ages than rural females.²⁰

However, the data are not consistent with the findings of Sister Mary Mahan who reported that in her study of 1,618

²⁰

Ehrman, op. cit., p. 84.

Catholic adolescent females, urban females began dating at younger ages than rural females.²¹

TABLE XXXII

RELATIONSHIP OF URBAN-RURAL ORIGIN TO
AGE OF INITIAL DATING FOR MALES

Age of Initial Dating	Urban		Rural	
	No.	%	No.	%
14 and Under	26	38	3	12
15 and Over	43	62	22	88
Total	69	100	25	100

$$x^2 = 4.53 \quad \text{d.f.} = 1 \quad P < .05$$

- (13) Frequency of Dating is Related to the Urban-Rural Continuum. Students from Urban Areas Date More Frequently than Students from Rural Areas. Add. Hyp.

The data in Table 9, Appendix B, indicate that there is not a significant relationship between urban-rural origin and frequency of dating. However, the relationship for males, although not significant, is in a consistent direction with the hypothesis.

Of the males from urban areas, 56 percent were high

²¹

Sister Mary Mahan, "Rural-Urban Differences in the Attitudes and Behaviour of Adolescent Girls," American Catholic Sociological Review, 24, 1963, p. 145.

frequency daters compared with 36 percent of those from rural areas. This is shown below:

Frequency	Origin of Males	
	Urban %	Rural %
Low (3/Month or Less)	44	64
High (Once a Week or More)	56	36
N	70	28

On the basis of these data, the hypothesis that frequency of dating is related to the urban-rural continuum is rejected for males and females.

Although this relationship was not found to be significant, the fact that the data for males run in the direction of the hypothesis suggests that a retest be made of Ehrman's finding that males from rural areas date less frequently than males from urban areas.

IV. HYPOTHESIS CONCERNED WITH SOCIAL CLASS AND TYPE OF PERSONS DATED

- (14) The Degree to Which a University Student Dates Only or Mostly Other University Students is Related to Social Class Background. The Higher the Student's Social Class Background the More He Restricts His Dating to Only or Mostly University Students.

Tables XXXIII and XXXIV show for males, and females, respectively, a strong and consistent relationship between class background and the restriction of dating to only or

mostly university students. With rise in class background, the restriction of dating to university students increases. Of the males in classes I and II, 48 percent were dating only or mostly university students (Table XXXIII) compared with 44 percent of classes III and IV, 30 percent of class V, and 10 percent of classes VI and VII. In like manner, as class background decreases, dating of non-students increases. Of the male students from classes I and II only 9 percent were dating only or mostly university students. This compared with 28 and 35 percent of classes III and IV, and V, respectively. Classes VI and VII had the highest proportion (60 percent) of males dating only or mostly non-students.

For females, the relationship is not as consistent as for males (Table XXXIV). In the dating of students, the only consistency shown is that a larger proportion of females from classes I and II (74 percent) than from the other classes dated only or mostly university students. In the dating of only or mostly non-students, the data are once again strikingly consistent with the hypothesis. Of the females in classes I and II, only 5 percent concentrated their dating on non-students. This compared with 12 and 13 percent of females from classes III and IV, and V, respectively, and 29 percent from classes VI and VII.

As the Chi Square value indicates a significant relationship for both sexes, the hypothesis that the degree to which university students date only or mostly other

TABLE XXXIII

THE RELATIONSHIP OF CLASS BACKGROUND TO
UNIVERSITY STATUS OF STUDENTS' PARTNERS
FOR MALES

Persons Dated	Class Background							
	<u>I & II</u>		<u>III & IV</u>		<u>V*</u>		<u>VI & VII*</u>	
	No.	%	No.	%	No.	%	No.	%
Only or Mostly University	11	48	17	44	6	30	1	10
Both University and Non-University	10	43	11	28	7	35	3	30
Only or Mostly Non-University	2	9	11	28	7	35	6	60
Total	23	100	39	100	20	100	10	100

* Classes V and VI & VII were combined in the x^2 analysis.

$$x^2 = 9.155 \quad \text{d.f.} = 4 \quad P < .05$$

TABLE XXXIV

THE RELATIONSHIP OF CLASS BACKGROUND TO
UNIVERSITY STATUS OF STUDENTS' PARTNERS
FOR FEMALES

Persons Dated	Class Background							
	<u>I & II</u>		<u>III & IV</u>		<u>V</u>		<u>VI & VII</u>	
	No.	%	No.	%	No.	%	No.	%
Only or Mostly University	57	74	34	49	45	66	10	59
Both University and Non-University	16	21	27	39	14	21	2	12
Only or Mostly Non-University	4	5	9	12	9	13	5	29
Total	77	100	70	100	68	100	17	100

$$x^2 = 17.4 \quad \text{d.f.} = 6 \quad P < .05$$

university students is related to social class background is accepted for males and females.

The data support Ehrman and Hollingshead. Ehrman found that a majority of each sex in his sample, 61 percent of the males and 69 percent of the females, dated persons of the same social class.²² Hollingshead found among high school students a significant relationship between social class position and the practice of dating students or non-students. Students from the upper classes dated within the student body more than did students from the lower classes.²³

V. HYPOTHESES CONCERNED WITH MATERIAL FACTORS IN DATING

- (15) For Males Class Background is Inversely Related to Times Lack of Material Factors Interfere with Dating. The Higher the Student's Social Class Background, the Fewer Times Lack of Money or Lack of Car Interfere with Dating. ²⁴

Table 10, in Appendix B, shows that there is not a significant relationship between class background and lack of money in dating. However, there appears to be some relationship between class background and lack of access to a car in dating for classes I to V. The lowest proportion of males (16 percent) who were sometimes or often affected

²²

Ehrman, op. cit., p. 144.

²³

Hollingshead, op. cit., p. 228.

²⁴

This hypothesis and the following one are concerned only with males as so few females in this sample have been affected in their dating by lack of material factors. (See Table XVII).

by lack of access to a car in their dating came from classes I and II. This compared with 36 and 52 percent of classes III and IV, and V, respectively. However, the males in classes VI and VII did not fall into this consistent pattern as only 25 percent of them were sometimes or often affected. One possible explanation of the divergence of the males in classes VI and VII from the predicted relationship might be that these males tend to date non-students (Table XXXIII) who may not consider a car as a necessity in dating.

As the Chi Square values for this relationship are not significant, the hypothesis that class background is inversely related to times lack of material factors interfere with dating for males is rejected.

Yet, as some consistency in the relationship between class background and lack of access to a car was found, it is suggested that further tests be made of the finding of Landis that more boys in the lower than middle and upper social classes feel blocked in dating for lack of a car.²⁵

- (16) For Males, Urban-Rural Origin is Related to Times Lack of Material Factors Interfere with Dating. Students from Urban Areas are Affected Less Times in their Dating for Lack of Car or Lack of Money than Students from Rural Areas. Add. Hyp.

The data in Table XXXV show a significant relationship for males, between urban-rural origin and times lack of material factors interfere with dating. Of the males from urban areas, only 17 percent were sometimes or often hindered

²⁵

See the review of literature, p. 10.

in their dating for lack of money, and 20 percent for lack of access to a car. However, of the males from rural areas, 54 percent felt that lack of money sometimes or often interfered with dating, while 68 percent felt this way with regard to lack of car.

TABLE XXXV

THE RELATIONSHIP OF URBAN-RURAL ORIGIN TO TIMES
LACK OF MATERIAL FACTORS INTERFERED
WITH DATING FOR MALES

Times Lack of Material Factors Interfered with Dating						
Origin	Money			Car		
	Never or Seldom %	Sometimes or Often %	N	Never or Seldom %	Sometimes or Often %	N
Urban	83	17	70	80	20	70
Rural	46	54	28	32	68	28
x = 11.53 d.f. = 1 P < .05			x = 18.42 d.f. = 1 P < .05			

As the Chi Square values for this relationship are significant, the hypothesis that urban-rural origin is related to times lack of material factors interfere with dating for males is accepted.

VI. HYPOTHESES CONCERNED WITH DATING ADJUSTMENT

- (17) Social Class Background is Directly Related to Dating Adjustment. The Higher a Student's Social Class Background, the Higher Is His Dating Adjustment. 26

26

The scale used to measure dating adjustment has been described in the methodology section, p. 30.

For both males and females, the data in Table 11, Appendix B, indicate that there is not a significant relationship between class background and dating adjustment.

On the basis of these data, the hypothesis that social class background is directly related to dating adjustment is rejected for males and females.

That no relationship was found between class background and dating adjustment might be explained by the fact that the assumption on which this was based; namely, that students from the lower social classes would be hindered more in their dating on account of their lacking certain material factors than would those from the upper classes is rejected (Hypothesis 15).

(18) Age of Initial Dating is Inversely Related to Dating Adjustment. The Earlier the Age at Initial Dating, the Higher is the Student's Dating Adjustment. Add. Hyp.

The data in Table XXXVI show a strong and consistent relationship between age of initial dating and dating adjustment for females, and a consistent but weaker relationship for males. Of the females who began dating at the age of 14 or younger, 62 percent were in the well-adjusted category, compared with 54 and 29 percent of those who began dating at 15 or 16, and 17 or later, respectively. In like manner, of the males who began dating at the age of 14 or earlier, 69 percent were in the well-adjusted category, compared with 48 and 50 percent of those who began dating at 15 or 16, and 17 or later, respectively.

As the Chi Square value for this relationship is significant for females (Table XXXVII) but not for males, the hypothesis that age of initial dating is inversely related to dating adjustment is accepted for females, but rejected for males.

TABLE XXXVI

THE RELATIONSHIP OF AGE OF INITIAL DATING
TO DATING ADJUSTMENT BY SEX

Dating Adjustment	Age of Initial Dating					
	14 and Under		15 - 16		17 and Over	
	F %	M %	F %	M %	F %	M %
Well Adjusted	62	69	54	48	29	50
Moderately or Poorly Adjusted	38	31	46	52	71	50
N	100	29	123	46	17	17

- (19) Type of Dating is Related to Dating Adjustment. Students Who Are Going Steady or Who Are Engaged Have a Higher Dating Adjustment than those Going Steadily or Playing the Field. Students Who are Going Steadily Have a Higher Dating Adjustment than those Playing the Field. Add. Hyp.

Table XXXVIII shows a consistent relationship, particularly for females, between type of dating and dating adjustment. As one moves along the continuum from not dating to going steady, or engaged, the percentage of students in the category of well-adjusted steadily increases.

TABLE XXXVII

THE RELATIONSHIP OF AGE OF INITIAL DATING
TO DATING ADJUSTMENT FOR FEMALES

Dating Adjustment	Age of Initial Dating		
	14 and Under	15 - 16	17 and Over
Well Adjusted	62	66	5
Moderately or Poorly Adjusted	38	57	12
Total	100	123	17

$$x^2 = 6.53 \quad \text{d.f.} = 2 \quad P < .05$$

Of the females not dating, only 22 percent were in the well-adjusted category. This compared with 27 percent of those playing the field, 63 percent of those going steadily, and 79 and 89 percent of those going steady, or engaged, respectively. In like manner, of the males who were not dating, only 38 percent were in the category of well-adjusted. This compared with 48 percent of those playing the field, and 58 and 67 percent of those going steadily, or steady, respectively.

As the Chi Square value indicates a significant relationship between dating type and dating adjustment for females (Table XXXIX) but not for males, the hypothesis that type of dating is related to dating adjustment is accepted for females but rejected for males.

The data support Ehrman who found "happiness" to be markedly related to going steady among girls, but not among boys.²⁷ Herman, in his study of going steady, noted that many students believed they "matured" or "learned to adjust" in their going steady experiences.²⁸ Bell, in explaining the widespread popularity of going steady states:

With dating often having highly 'exploitative' qualities, the girl may feel less inclined than in the past to stay with noncommitted dating and seek out the more emotionally satisfying relationship of going steady.²⁹

It appears, then, that for many students, the greater sincerity, and the more intense personal relationship involved in going steady is more satisfying than the attraction of the new and the different involved in not going steady.

TABLE XXXVIII

THE RELATIONSHIP OF DATING TYPE TO
DATING ADJUSTMENT BY SEX

Dating Adjustment	Dating Type									
	Not Dating		Playing Field		Steadily		Steady		Engaged	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Well Adjusted	22	38	27	48	63	58	79	67	89	-
Moderately or Poorly Adjusted	78	62	73	52	37	42	21	33	11	-
N	23	13	64	29	67	26	77	24	9	-