

MATE SELECTION BASED UPON PERSONALITY FACTORS

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By

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PREFACE

The deep satisfaction and personal pride of scholarly accomplishment the writer has received as a result of writing this research report is due to the help and encouragement of Fr. Kenneth Kunert.

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CHAPTER I

INTRODUCTION

The question of who dates whom is one which has aroused considerable popular and scientific interest. The answer is paradoxical, for everyone knows that "like mates like" and that "birds of a feather flock together" while it is also equally clear that "opposites attract." Both assertions are partially valid when in the proper circumstances.

If by "like mates like" one means similarity between persons in regard to characteristics of race, religion, occupation, education and social status, then the view that mates tend to be similar seems supported by the literature. However, if the phrase is used to describe similarity between persons in their psychological attitudes, traits, or needs, then the situation is unauthenticated. The problem is to determine the factors which influence the mate-selection process and to see whether similarity or difference, or both in some combination, are involved.

Interest in understanding mating is an extension from biology where lower animals seem to tend to be similar in size and vitality. On the human level, there is slight evidence for likeness between mates in physical characteristics. M. Schooley, 1936, p. 344, found low positive correlations existed on height, weight, visual acuity and appearance. Ten variables have been investigated in

(numerous studies dealing with mate-selection: age, race, religion, ethnic origin, location of previous residence, socio-economic status, extent of formal education, previous marital status, physical beauty and adjustment level. Results of these studies lend support for similarity between mates. It has not been demonstrated, however, that the similarity rule should be applied to psychological or personality characteristics. Because mates tend to have similarity in religion, race, age, etc. does not warrant the conclusion that mates will tend to be similarly aggressive, dominant, orderly, etc. Rather what seems to occur is that after a group of males and females have been sorted based upon similarity of factors, then the pools within which selection occurs have been formed. Then psychological factors influence which male or female will be selected from within the common pools. This psychological influence is next considered.

Following the suggestion that persons with complementary psychic make-ups are attracted to each other, Oberndorf, 1944, p. 456, showed that matching occurred between persons who are complementarily neurotic.

Winch, 1951, p. 331, developed a theory of mate-selection using concepts of similarity and complementariness. He postulated:

Love is the positive emotion experienced by one person (the person loving, or the lover) in an interpersonal relationship in which the second person (the person loved, or love object) either (a) meets certain important needs of the first, or (b) manifests or appears (to the

first) to manifest personal attributes (e.g. beauty, skills, or status) highly prized by the first, or both.

Winch felt that, mate-selection takes place from within a "field of eligibles"; the field is a group of persons who were similar with respect to social characteristics of race, religion, education, occupation, etc. Then mate-selection would pass into a second phase (psychological) where complementariness of needs would occur. The complementariness of psychological needs, such as abasement, achievement, autonomy, dominance, and so on, means each individual seeks within his or her field of eligibles for that person who gives the greatest promise of providing him or her with maximum psychological gratification.

Winch based his findings upon the study of twenty-five married couples and although his results proved his complementary theory, Schellenburg and Bee, 1954, p. 229, in an evaluation of Winch's effort found that it appears likely that the instruments used in Winch's investigation actually do measure highly similar phenomena, with significantly different results limited chiefly to the complementary needs patterns of mates. Perhaps the only conclusion possible is that the theory of complementary needs cannot be considered as adequately grounded empirically until it is based on considerably more evidence than that provided by the 25 couples studied by Winch.

This study tries to improve on deficiencies found in earlier studies and is different in a number of ways. The improvements are: (1) Winch used projective techniques

(Thematic Apperception Test) and a content analysis of a group interview which showed very low correlation with his hypothesis. He also used a questionnaire to seek out needs and their degree which proved to have a high correlation with the hypothesis. A revision of Winch's questionnaire is used in this study. (2) Winch used married couples and then attempted to explain how the initial mate attraction process (dating) took place. He made no allowance for the changes which occur in a male-female relationship from initial meeting through dating and finally into marriage. This study uses college students who are not married. It attempts only to show that by using personality needs as the major factor males and females will enjoy each other's company while on a date. It makes no provisions for later dates or marriage. (3) This study agrees with Winch's hypothesis that complementarity is a significant force in male-female relationships but uses different personality assessment instruments. Winch's original questionnaire was modified to form the Clinical Interview Questionnaire which elicits the same fifteen needs measured by the self-report Adjective Check List. Then by comparing both instruments it could be determined whether or not a common factor (needs) were being measured. (4) Lastly, these college students were sent on dates with one another after being matched closely (complementarily) using personality profiles of the fifteen needs. Half of the couples were matched employing the Adjective Check List and the other half using the Clinical Interview Questionnaire. No differences in the subject's ratings of

the dates satisfactoriness is expected to result although all the dates are anticipated to be successful.

This study investigates the importance of personality on date selection. The basic theory underlying the study is the "complementariness" espoused by Winch. It is hypothesized that persons who possess psychological needs which complement one another (complementariness) will develop a satisfying relationship when in each other's company while on an arranged date. The success of the dates is expected to be significantly in excess of chance in the hypothesized direction. Chi square is the statistic used to compute the results.

The sub-hypothesis is that by comparing the dates which the subjects rated as satisfactory to those which they rated unsatisfactory, the overall success of the complementary method will be supported or invalidated. Then by comparing whether more or fewer of the couples who went on dates based upon the Adjective Check List rated them as satisfactory compared to those couples who went on dates based upon the needs measured by the Clinical Interview Questionnaire, whether or not both methods were equally successful would be determined.

CHAPTER II

REVIEW OF THE LITERATURE

Very little has been reported on college student dating using personality factors. Studies showed eight factors influenced long term heterosexual relationships and this study investigates the importance of some of these factors on the first date. The survey of the literature covers two areas: (1) studies showing similarity between mates on race, religion, age, residence, education, ideal images, common values, and physical attractiveness, and (2) studies showing differences between mates on personality needs and traits. The subsequent sections are organized according to this outline.

SIMILARITY IN SOCIAL CHARACTERISTICS

The mores of American culture force men and women to select mates of similar cultural, social etc., background. Important factors already studied are: (1) race, (2) religion, (3) age, (4) previous residence, (5) education, (6) ideal images, (7) common values, and (8) physical attractiveness. These topics will be treated in the above order.

Panunzio, 1942, Hollingshead, 1950, Burma, 1952, and Golden, 1954, found that, even though racial intermarriage is legal, few white-non-white marriages occur. Thus, although interracial mate-selection may occur, social mores effectively

exert pressure in the opposite direction with the result of few intermarriages.

The second most powerful factor affecting mate-selection is religious affiliation. With regard to religion Hollingshead, 1950, Kennedy, 1952, and Williamson, 1965, found that religion is a definite factor in determining marital partner selection. Religion divides males and females of each race into sub-categories of Catholics, Jews, Protestants, and so on. They found that selection occurs chiefly from within each pool.

After questions of race and religion, the third most powerful factor which influences the selection process is age. The marital choices of males are generally limited to females their own age or a few years younger, whereas, the marital choices of females are channelized toward men their own age or a few years older than themselves. This sums up the conclusions drawn from the results of studies by Glick and Landau, 1949, Hollingshead, 1951, and Bowerman, 1953 on the importance of age in mate-selection.

The fourth factor is geographic location. In more cases than would be expected by chance, marriage mates are residents of the same neighborhood. Kennedy, 1943, Koller, 1948, and Marches and Tuberville, 1953 performed studies which gave support to geographic closeness as a factor in the mate-selection process. This can be explained in part by a unique study of the dating patterns of urban couples. Clarke, 1951, found that the same kind of people generally tend to congregate in a given section of the city and because of

this, the locality may tend not only to select, but also to produce persons who are similar in attitude, behavior patterns, and probably other factors.

The fifth factor is amount of education. Studies on education, Landes and Day, 1945 and Metropolitan Life Insurance Company, 1945 showed that women are likely to marry at an educational level above their own and men to marry a person at an educational level below themselves. But neither choose a person too far above or below their own educational level. Few non-college males married college educated females and the same pattern held true at higher education levels.

Next as a factor influencing the mating process is ideal images. In an attempt to show the influence of the ideal image on mate perception and selection, Udry, 1965, studied ideal images and found they are of little importance as a determiner. Instead, the ideal image changes to be in agreement with the model each new date partner presents. Thus, ideal images are resultants of a relationship and mate-selection seems to be based upon other variables.

Other factors influencing the mating process are adjustment and I.Q. Snyder, 1966, reports that couples who selected each other for dating were alike before selection on adjustment level (self and social adjustment) and I.Q. score.

Another factor which bears relationship to mate-selection is sharing of common values. Value consensus and partner satisfaction among dating couples were studied by Coombs, 1966. He reported that interpersonal attraction facilitating mate-

selection occurs when persons share or perceive themselves as sharing similar value systems.

The eighth and final factor is physical attractiveness. In studies by Walster, Aronson, Abrahams and Rottmann, 1966, and by Sewell, Bowen and Lieberman, 1966, high correlations existed between a date partner's physical appeal and liking for the other. Their studies showed that personality, as measured by the M.M.P.I. (masculinity-femininity and social introversion scales), and I.Q. (high school M.S.A.T. scores), are not better predictors of date selection preferences than physical beauty.

The above eight factors described the initial process of mate-selection, i.e. establishment of common groups. The second section of the mate-selection process occurs from within the common groups and is based on such factors as psychological personality traits, degree of needs, and introvert-extrovert balance.

PSYCHOLOGICAL CHARACTERISTICS

The first person to suggest an intermeshing of psychological needs was Freud, 1925. He suggested "anaclitic" and "narcissistic" love. "Anaclitic" love is expressed in attitudes of self-derogation and reverential admiration toward the loved one. In this type of love one is dependent on the loved one toward whom he can express his need to revere and admire. "Narcissistic" love is self-love but the narcissist has a great need to be admired by others as well as by himself. In this narcissist-anaclitic typology, Freud

posited a complementary relationship, i.e., the dependent person who has the need to revere and admire is attracted to the narcissistic person who has a great need to be admired and receive adulation.

Oberndorf, 1944, following the suggestion that persons with complementary make-ups are attracted to each other, proposed that matching occurs between those who are complementarily neurotic. For example, a dependent male with unresolved emotional ties to his mother would be attracted to an aggressive and dominant woman burdened with conflicts over her sex role.

As theories of mate-selection, Freud's and Oberndorf's, are not satisfactory because they describe attraction only in terms of neurotics within a population.

More generally, Bernard, 1942, described dominance as a prime dimension in the love relationship. Bernard stated the desire for response or acceptance depends on the differential ability of persons to "give." Ohman, 1942, proposed that we are attracted to those who complete us psychologically. We seek in a mate those qualities which we do not possess. And Gray, hypothesized in 1949, that mate-selection would be complementary with respect to the types of personality formulated by Jung (extrovert-introvert, etc.). His empirical findings were not convincing.

The only comprehensive study of complementariness between mates was performed by Winch, 1958. Winch said the love of man for woman and woman for man is basically self-serving; the primary purpose is to benefit the lover not

the beloved. He studied twenty-five married couples at Northwestern University over a five month period and sought via interviewing and testing to validate the complementary needs theory. Winch had no specific knowledge on any of the subjects but was able to match correctly twenty of the twenty-five couples based upon his theory.

Two steps occur in the process of mate-selection. First, social factors in the culture exert an influence on the population by pressuring white to select white, non-white to select non-white, Catholics to select Catholics, Jews to select Jews, and Protestants to select Protestants. Age, residential propinquity, education, ideal images, common values, and physical appeal exert similar influences. When these factors have exerted their influence, a field of eligibles results from within which mates select one another based upon psychological factors.

A theory of psychological mate attraction states that psychological forces cause people to select each other to satisfy their own needs. For example, aggressive persons seek others who need an aggressive person to dominate them. The aggressive seeker gains pleasure by dominating and both are satisfied.

We have seen race, religion, physical beauty, personality traits and so on could influence mate-selection in long term relationships such as steady dating, engaged couples, and marital partners. This study will show if some of these factors operate on a first date. Eventhough some factors

such as physical beauty, ideal images and so on do not directly apply to this study, they are of value as background material.

CHAPTER III

RESEARCH DESIGN

One research study, Winch, 1955, has been published showing the relationship between social and psychological factors as they influence the mate-selection process. Winch hypothesized that complementariness meant a person was attracted to a mate to seek self-gratification and thereby gave the opposite mate satisfaction. Winch, 1955, p.110, showed his need interview was positively correlated to the hypothesis by so much that chance would be expected to produce such results no more than one in a thousand occurrences. However, his other techniques used to determine the validity of the hypothesis, namely a case history and T.A.T., gave significant deviations in the contrary direction. Overall results were indeterminate.

In contrast to other studies, the present study differs in the following ways: (1) The subjects are not married, (2) The subjects are evaluated on a single date not a long-term relationship such as marriage, (3) Personality is the prime factor used in arranging dates not social factors and, (4) This study uses the Gough-Heilbrun (1965) Adjective Check List scales plus Clinical Interview Questions.

HYPOTHESIS

This study investigated the importance of personality

on date selection. Based on Winch's complementariness theory, this study hypothesizes that persons who possess similar but not identical personality need profiles, measured by either the Adjective Check List or Clinical Interview Questionnaire, will develop a satisfying relationship when in each other's company while on an arranged date. The success of the arranged dates is expected to be significantly in excess of chance in the hypothesized direction. Chi square was used to compute the results.

The sub-hypothesis is that the couples united based upon the Adjective Check List personality profiles will rate dates successful equally as often as those couples united using the Clinical Interview Questionnaire personality profiles. A 2x2 chi square contingency table was used to compare the results of each method.

Complementary: (complementariness) A condition where the needs of person A are satisfied by an opposite sexed peer (person B) and the needs of B satisfy A in this mutual relationship.

Satisfying: A rating of the date by each person showing that the date was pleasing to him or her.

Arranged: Based upon complementariness, couples are assigned to each other when they receive a postcard, sent by the experimenter, stating their date's name, address, and telephone number.

Success: This is the criterion measure of the study. The assessment of success comprises two factors (1) the evaluation of the person's rating of the date and, (2) the

comparison of the two methods of arranging the dates. The first is the success of the outcome of the total number of dates evaluated by checking the return mail evaluation sheets received from each participant. Each date is termed satisfactory, neutral, or unsatisfactory for use in computation. The second is a comparison of the success of the dates which occurred based upon the Adjective Check List and Clinical Interview profiles. Dates based upon one set of profiles are expected to be no more successful than those dates which were based upon the other set of profiles. The same mail evaluation sheets used for the total number of dates were used for comparing the two matching methods.

Chi Square: The basic formula used in this study is:

$$\chi^2 = \frac{(O-E)^2}{E}$$

The formula discerns the difference between observed and expected (chance) frequencies.

The total number of dates was 21. Chance would expect 10.5 to be successful and 10.5 to be unsuccessful. Chi square was calculated to see if the difference was meaningful.

To compare the dates arranged by the Adjective Check List profiles to the Clinical Interview Questionnaire profile method, a 2x2 Chi square contingency table was used.

Uniting: The psychological needs used in this study were drawn from the need scales contained in the Adjective Check List. Each subject was assessed by the Adjective Check List and the Clinical Interview to determine their position on each of these needs. The personality profile

drawn for these scales based on each method (Adjective Check List and Clinical Interview) was used to match couples on the basis of complementariness.

Adjective Check List: This is a 300 item self-report machine scored form which all subjects completed. When processed, a personality profile of the person's "self-image" on the needs measured resulted.

The checklist is idiographic and requires no technical competence to complete yet is in standardized form. Test-retest reliability (Gough-Heilburn, 1965, p. 133) using a six month interval, is reported as $+0.70$ by the scoring manual. The validity of this test is $.70$ when the Edwards Personal Preference Schedule is used as a criterion measure of these needs.

Clinical Interview Questionnaire: This is a two-page, fifteen item questionnaire administered to each person. The responses were evaluated and a personality profile was drawn in accordance with the way the observer saw the subject.

SUBJECTS

The subjects were white, college students from the greater Detroit area who were approached while studying at the Wayne State or University of Michigan library. They were asked if they would like to "participate in a research project involving an actual date." Of those asked, twenty-one males and twenty-one females became volunteers for the study by filling out each of the following: (1) Adjective Check List, (2) Clinical Interview Questionnaire, (3) Personal

Data Sheet, and a (4) Follow-up Interview Sheet to be completed after the date has occurred. A copy of each is found in the appendix. (Appendix A)

The male group was then divided into a ten person sub-group A and an eleven person sub-group B. On the basis of the Adjective Check List personality profiles, sub-groups A and B were equated. This meant if sub-group A had a person low in all the needs, then sub-group B had a person low in all the needs. The same procedure was then applied to the 21 females.

To arrange the matches, 10 of the 21 male and 10 of the 21 female Adjective Check List profiles were spread out on a large table. Male and female profiles which were most alike but not identical became couples who went on a date.

The same procedure was used on the remaining 11 males and 11 females except the Clinical Interview Questionnaire personality profiles were used in arranging the matches.

Thus 11 Adjective Check List and 10 Clinical Interview Questionnaire profiles were not used in the above matching. Instead they were used to compare mail evaluation sheet date ratings to predicted ratings after all the dates had been completed.

PROCEDURE

Separate personality profiles were developed for each subject based upon the Adjective Check List and Clinical Questionnaire Interview. The Adjective Check List gave a "self" profile and the Clinical Questionnaire Interview showed

an "observer" profile.

Profiles for the Adjective Check List were arrived at by mailing the completed form to National Computer Systems for scoring.

Profiles for the Clinical Interview Questionnaire were drawn according to pre-established rules. To gain greater reliability in the method of drawing, each profile was tested by having another person, who had not seen the subjects, draw profiles based upon a description sheet of the Clinical Interview. This independent profile was then compared to the writer's profile to see if both were in agreement.

Means were obtained for the two independently arrived at sets of profiles. The average mean profile was 54.60 for Rater A and 55.39 for Rater B. Mean variation per profile was 0.79 points. Thus, practically complete agreement existed. See appendix for rules, sample description sheet, and sample profile sheets. (Appendix B)

After personality profiles were complementarily matched, dates were arranged. Each subject was sent his or her date's name, address, telephone number and a pre-addressed, stamped envelope and rating sheet which was to be filled out and returned after rating the date.

Returned rating sheets were evaluated to determine:

- (1) whether the overall number of dates was successful in excess of chance, using chi square to check results, and
- (2) whether the Adjective Check List and Clinical Questionnaire Interview methods were equally successful using a 2x2 chi square contingency table to check results.

Determination of the success or failure of a date was made by analyzing the response to question number two on the evaluation sheet. Question two asks, "How would you rate the person who took you on the date?". If question two was rated satisfactory or very satisfactory by a couple (possible ratings are very satisfactory, satisfactory, neutral, unsatisfactory, and very unsatisfactory) the date was successful. If one subject rated his or her partner unsatisfactory, the date was considered unsuccessful and not in support of the major hypothesis.

Comparison of the two matching methods, Adjective Check List and Clinical Questionnaire Interview, was made using the same ratings which checked the major hypothesis. Both methods were expected to be equally successful judged by the number of mail evaluation sheet satisfactory ratings given.

Method	Very Satisfactory	Satisfactory	Neutral	Unsatisfactory	Very Unsatisfactory
Adjective Check List					
Clinical Questionnaire Interview					

CHAPTER IV

RESULTS AND DISCUSSION

Of the original sample of 21 couples, 16 out of a possible 21 dates took place. Reasons for non-participation were: (1) Two males were inducted into the Armed Services and were unable to complete their dates, and, (2) Three females had become engaged and did not date their partners.

EVALUATION OF RETURNS

Results of the 16 returned dates are seen in Table I below. In arranging the table, both partners' ratings were considered. If either one of them rated the date unsatisfactory or neutral, the total date was considered not successful and not in support of the major hypothesis.

TABLE I

Combined Male And Female Ratings of The 16 Arranged Dates

RATING	SATISFACTORY	UNSATISFACTORY
Chance	8	8
Actual	13	3
χ^2	3.12	3.12
TOTAL	6.24*	

N=16

*P= 5.41= Significant at .02 (df=1) (6.64= Significant at .01)
Breakdown of this table occurs in the appendix D

As seen from Table I, the total number of successful dates, 13 out of 16, exceeds the chance expectation of 50% or 8 dates. See Appendix C for computation of Chi square results.

In the 13 successful dates, all ratings were satisfactory. In three cases of unsuccessful dates, the ratings showed the following: (Date 1) male rated female neutral and she rated him neutral, (Date2) male rated female satisfactory and she rated him unsatisfactory, and (Date3) male rated female unsatisfactory and she rated him satisfactory. No date was rated unsatisfactory by both partners.

ADJECTIVE CHECK LIST VERSUS CLINICAL INTERVIEW QUESTIONNAIRE RESULTS

The sub-hypothesis stated: That couples united on the basis of the Adjective Check List personality profiles will rate their dates successful equally as often as those couples united on the basis of the Clinical Interview Questionnaire personality profiles.

The original sample consisted of 21 couples (42 persons). Eleven of these couples were matched based upon the Clinical Questionnaire Interview and ten were matched based upon the Adjective Check List. Of the 16 couples who dated and returned the mail evaluation sheets, 8 couples had been matched using the Clinical Interview profiles while the other 8 had been matched using the Adjective Check List profiles. Of the thirteen out of the sixteen dates rated satisfactory, 6 of these were based upon the Clinical Interview profiles, while the other 7 satisfactory dates were based upon the Adjective Check List profiles. The difference between the number of satisfactory dates based upon the Adjective Check List profiles was compared to the number of satisfactory dates

based upon the Clinical Interview profiles. The difference was computed and was not significant as is shown in Table II.

TABLE II

RATING	A.C.L.	C.I.Q.	χ^2	P
Satisfactory	7	6	0.41	Not Significant
Unsatisfactory	1	2		

N=16

$\chi^2 = 3.84$ TO BE SIGNIFICANT AT .05 (df=1)

DISCUSSION

The major hypothesis, that dates arranged using personality as the prime factor would be rated successful in excess of chance expectation, is supported by the results shown in Table I. The table shows 13 of the 16 dates were rated successful. This figure of 13 is compared to a chance prediction of 8 successful dates and the difference is significant using a .02 confidence level. Since factors of age, height, weight, physical beauty, social background, geographic location and so on were not matched to suit each partner, personality needs probably influenced the 13 out of 16 dates to be rated successful.

The sub-hypothesis, that dates arranged based upon the Adjective Check List personality profiles would be rated successful equally as often as those dates based upon the Clinical Interview Questionnaire personality profiles, is supported by the results shown in Table II. Seven of the eight Adjective Check List based dates were rated successful and six of the eight Clinical Interview Questionnaire based

dates were rated successful. Using a Chi square contingency table, the difference between the two methods was computed and found to be not significant. Both methods appear able to measure the personality needs of a subject and, if the profiles are matched according to the complementary theory, to predict which couples will have successfully rated dates.

Practically, there is a significant savings in time using the Adjective Check List since the subject completes it within 15 minutes while an average time of 40 minutes per Clinical Questionnaire Interview is required.

EVALUATION OF THE NEGATIVE DATES

Date 1 was rated neutral by Warren O. and Suzanne J.. His comments showed objections to his partner's height, religion, age, and sports interests. He stated, "She was very nice, but I am 6'1" and she was 4'9". We had a different religion, I was 5 years older and our sports interest differed. Maybe you forgot to program these characteristics into your project." He made no objection to her personality and in fact stated, "She was very nice."

Her comments objected to his height and age. She said, "I wished he could have been younger, also that he would have been shorter." Furthermore, Suzanne J. felt, "He was not used to dating girls because he didn't act right. He was nice but not the kind I would like to have as a boyfriend, just as a friend."

Neither partner objected to personality, but did object to height, age, and religion which appear to have caused the

bad ratings in this case. The date rating does not support the major hypothesis.

Date 2 was rated unsatisfactory by Karen S. and satisfactory by Alan B.. Her comments objected to Alan's height and behavior, She felt,

"My date was a few inches shorter than I was. I was always feeling uncomfortable. This might be the reason I could not have a good time. I think the boy I went out with would have been a nice guy if only he had been more at ease. He was trying so hard. At one point of the date, Alan made the remark, 'Am I scared of him?'"

It seems the height incongruity was the basis for the bad date rating given by Karen S..

Alan B. objected to height, religion, and social factors. He stated,

"I did feel a little ill at ease by her being taller than myself. Perhaps we would have found more in common had we both been from the same religious and social background. Don't get me wrong, she is a girl you would not be ashamed to take anywhere (Alan seems to be referring to physical beauty)."

Alan B. objects mainly to height differences between himself and Karen, and to religious and social discrepancies. These non-psychological factors appear to have caused the date to be rated as less than satisfactory. Possibly the date would have been rated as acceptable to both parties (not just to Alan B.) if religion, height and social background were alike. The date rating does not support the major hypothesis.

Date 3 was rated unsatisfactory by Joseph A. and satisfactory by Sylvia H.. Joseph objected to his partner's lack of sense of humor, quietness, and sophistication. He stated,

"She was very hard to talk to. She had no sense of humor. She seemed too serious and tried to act very sophisticated. My type of date would have to be more down to earth and want to go out and have fun."

Joseph A. in this case objects to Sylvia's actions, the reason for which are not known. However, Joseph added,

"It wasn't the best date I have ever had, but it wasn't all that bad."

His comment indicates a moderate intolerance for Sylvia. He could have rated her as "very unsatisfactory" and been more condemning. One cannot determine the degree of dislike from the mail evaluation sheet statements but it is clear that for some reason, possibly personality traits, an incompatibility between them exists. The data sheets (sheets with vital statistics) show that both Joseph and Sylvia were alike on religion, nationality, and height. A dissimilar item was age; Sylvia is 2 years older than Joseph.

Sylvia H.'s only comment on the mail evaluation sheet was to rate her partner as satisfactory. However, her data sheet, which she filled out before the date, said, "I need a person who will give me confidence." Her low confidence (a need not evaluated in the matches) may have affected the outcome of her date, i.e. its lack of success. No supporting information is available to substantiate this theory. The date outcome did not support the major hypothesis.

PREDICTION RESULTS VERSUS PREDICTION

Prediction means the date was judged to be satisfactory or unsatisfactory using the extra set of profiles not used

in arranging the actual dates. Rules used in formulating predictions were that if the partners' personality profiles were highly similar a date rating of very satisfactory or satisfactory was given. If the profiles were moderately similar, the date rating given was neutral to low satisfactory, and if the personality profiles were highly dissimilar, a date rating of unsatisfactory to very unsatisfactory was given. A rating of low satisfactory to neutral is shown as unsatisfactory in Table III.

TABLE III

Comparison of Prediction
Results To Prediction Ratings For 16 Arranged Dates

	PREDICTION RESULTS		PREDICTION	
	C.I.Q.	A.C.L.	A.C.L.	C.I.Q.
Satisfactory	6	7	3	2
Unsatisfactory	2	1	5	6
Total	8	8	8	8

Whether using the A.C.L or Clinical Interview Questionnaire personality profiles, little predictive power appears to exist since the predictions showed 5 out of 16 dates to be satisfactory and 13 out of 16 actually were.

PREDICTION

Since this was post hoc predicting, it is not possible to see clearly what results of the comparison of the prediction to actual dates would have been if an independent rater had been used. In future studies the prediction should be made before mail evaluation sheets are returned, preferably by an independent observer to arrive at maximum objectivity.

OTHER FACTORS

Twenty-six persons (13 couples) reported dates which were rated on the mail evaluation forms as satisfactory or very satisfactory. Mail evaluation sheet comments showed that two subjects approached the dating situation with a negative mental set, i.e., the date would be unsuccessful. The following are the comments which support this finding. James T. stated, "After hearing various comments about other prearranged dates, I expected a lemon. However, she exceeded my expectations and was attractive, entertaining, and I am looking forward to the next date." Janice H. in her comment, stated, "I must admit at first I never expected to get a date with anyone too interesting, but you proved me wrong and I am glad—hope everyone else gets someone who is as much fun as John." In both instances, the mental set was changed from negative to positive by some unknown force.

A different comment was made by Frank D.. He compared his experience with the present study dating method to another he had participated in. He said, "I believe your method of matching is better than Operation Match (A matching service currently in vogue in local colleges which is based on factors of race, religion, education, and so on; no significant personality factors are used). Dennis S. stated, "This type of dating service does have promise as the interviewer can objectively assess personal characteristics so the match is realistic." Both comments were from persons who had satisfactory dates and showed their dates worked out

better in their minds than chance meetings or methods which do not use personality as a prime factor.

In some cases, partners objected to factors other than height, religions, age, and sports interests. These other factors were geographic location, social background, and weight. Probably these three dates would have been more satisfactory if these factors were held in common.

Physical beauty, a factor which was not matched in the study, was reported to be not as important as personality by one male subject. Frank D. said, "Camille was very agreeable yet she was not terrifically beautiful physically. I wouldn't want to change her, not even physically, after going out with her."

CHAPTER V

SUMMARY AND CONCLUSION

The major hypothesis was conclusively supported by the ratings given to each date as seen in the returned mail evaluation sheets. Eighty-one point two per cent (81.2%) of the dates were rated satisfactory. This was compared to chance which predicted a 50% success figure. The difference was calculated (chi square) and proved to be significant in support of the major hypothesis at an .02 confidence level.

The sub-hypothesis was conclusively supported by the same ratings which supported the major hypothesis. Of the 16 dates which occurred, 8 were based upon the Adjective Check List and 8 were based upon the Clinical Interview Questionnaire. Seven of the Adjective Check List dates were rated satisfactory and 6 of the Clinical dates were given a satisfactory rating. The difference in success between the Adjective Check List and Clinical methods was computed using a chi square contingency table. The difference was not significant. This meant that both instruments probably measured with equal effectiveness the same needs in each of the subjects. One finding as a result of the study is that probably to arrange an optimum date not only should the partners be complementary to each other in their personality, but they also should have a number of other factors in common.

It would appear that the couples should be alike on race, religion, education, age, height, weight, social-cultural-economic background, geographic location, and physical beauty.

NCS ANSWER SHEET FOR —THE ADJECTIVE CHECK LIST— BY HARRISON G. GOUGH

Copyright 1952 by Harrison G. Gough, Ph.D.

University of California, Berkeley

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Scored by National Computer Systems

1015 South 6th Street, Minneapolis 15, Minn.



DIRECTIONS FOR USING NAME GRID

Print your name in boxes above the Name Grid. Print your Last Name first, leave a space between your First and Last Name. Blacken in the corresponding letter circles in each row. Print as much of your name as possible in the 15 spaces.

- Be sure to use a #2½ or softer writing pencil.
- Do Not Use Ball Point or Ink.
- Keep your Answer Sheet Clean.
- Do not make stray marks.
- Erase errors completely.
- Fill the circle completely.

DIRECTIONS FOR USING NCS ANSWER SHEET

This answer sheet contains a list of 300 adjectives. Please read them quickly and blacken in the circle beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and fill the circles for the adjectives which describe you as you really are, not as you would like to be. **BE SURE TO TURN THE PAGE OVER** and continue through adjective No. 300 on the reverse side.

Example: 1 ●

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

- | | | | | |
|--|---|--|--|--|
| 1 <input type="radio"/> absent-minded | 31 <input type="radio"/> cheerful | 61 <input type="radio"/> dependent | 91 <input type="radio"/> foresighted | 121 <input type="radio"/> impulsive |
| 2 <input type="radio"/> active | 32 <input type="radio"/> civilized | 62 <input type="radio"/> despondent | 92 <input type="radio"/> forgetful | 122 <input type="radio"/> independent |
| 3 <input type="radio"/> adaptable | 33 <input type="radio"/> clear-thinking | 63 <input type="radio"/> determined | 93 <input type="radio"/> forgiving | 123 <input type="radio"/> indifferent |
| 4 <input type="radio"/> adventurous | 34 <input type="radio"/> clever | 64 <input type="radio"/> dignified | 94 <input type="radio"/> formal | 124 <input type="radio"/> individualistic |
| 5 <input type="radio"/> affected | 35 <input type="radio"/> coarse | 65 <input type="radio"/> discreet | 95 <input type="radio"/> frank | 125 <input type="radio"/> industrious |
| 6 <input type="radio"/> affectionate | 36 <input type="radio"/> cold | 66 <input type="radio"/> disorderly | 96 <input type="radio"/> friendly | 126 <input type="radio"/> infantile |
| 7 <input type="radio"/> aggressive | 37 <input type="radio"/> commonplace | 67 <input type="radio"/> dissatisfied | 97 <input type="radio"/> frivolous | 127 <input type="radio"/> informal |
| 8 <input type="radio"/> alert | 38 <input type="radio"/> complaining | 68 <input type="radio"/> distractible | 98 <input type="radio"/> fussy | 128 <input type="radio"/> ingenious |
| 9 <input type="radio"/> aloof | 39 <input type="radio"/> complicated | 69 <input type="radio"/> distrustful | 99 <input type="radio"/> generous | 129 <input type="radio"/> inhibited |
| 10 <input type="radio"/> ambitious | 40 <input type="radio"/> conceited | 70 <input type="radio"/> dominant | 100 <input type="radio"/> gentle | 130 <input type="radio"/> initiative |
| 11 <input type="radio"/> anxious | 41 <input type="radio"/> confident | 71 <input type="radio"/> dreamy | 101 <input type="radio"/> gloomy | 131 <input type="radio"/> insightful |
| 12 <input type="radio"/> apathetic | 42 <input type="radio"/> confused | 72 <input type="radio"/> dull | 102 <input type="radio"/> good-lookin | 132 <input type="radio"/> intelligent |
| 13 <input type="radio"/> appreciative | 43 <input type="radio"/> conscientious | 73 <input type="radio"/> easy going | 103 <input type="radio"/> good-nature | 133 <input type="radio"/> interests narrow |
| 14 <input type="radio"/> argumentative | 44 <input type="radio"/> conservative | 74 <input type="radio"/> effeminate | 104 <input type="radio"/> greedy | 134 <input type="radio"/> interests wide |
| 15 <input type="radio"/> arrogant | 45 <input type="radio"/> considerate | 75 <input type="radio"/> efficient | 105 <input type="radio"/> handsome | 135 <input type="radio"/> intolerant |
| 16 <input type="radio"/> artistic | 46 <input type="radio"/> contented | 76 <input type="radio"/> egotistical | 106 <input type="radio"/> hard-headed | 136 <input type="radio"/> inventive |
| 17 <input type="radio"/> assertive | 47 <input type="radio"/> conventional | 77 <input type="radio"/> emotional | 107 <input type="radio"/> hard-hearted | 137 <input type="radio"/> irresponsible |
| 18 <input type="radio"/> attractive | 48 <input type="radio"/> cool | 78 <input type="radio"/> energetic | 108 <input type="radio"/> hasty | 138 <input type="radio"/> irritable |
| 19 <input type="radio"/> autocratic | 49 <input type="radio"/> cooperative | 79 <input type="radio"/> enterprising | 109 <input type="radio"/> headstrong | 139 <input type="radio"/> jolly |
| 20 <input type="radio"/> awkward | 50 <input type="radio"/> courageous | 80 <input type="radio"/> enthusiastic | 110 <input type="radio"/> healthy | 140 <input type="radio"/> kind |
| 21 <input type="radio"/> bitter | 51 <input type="radio"/> cowardly | 81 <input type="radio"/> evasive | 111 <input type="radio"/> helpful | 141 <input type="radio"/> lazy |
| 22 <input type="radio"/> blustery | 52 <input type="radio"/> cruel | 82 <input type="radio"/> excitable | 112 <input type="radio"/> high-strung | 142 <input type="radio"/> leisurely |
| 23 <input type="radio"/> boastful | 53 <input type="radio"/> curious | 83 <input type="radio"/> fair-minded | 113 <input type="radio"/> honest | 143 <input type="radio"/> logical |
| 24 <input type="radio"/> bossy | 54 <input type="radio"/> cynical | 84 <input type="radio"/> fault-finding | 114 <input type="radio"/> hostile | 144 <input type="radio"/> loud |
| 25 <input type="radio"/> calm | 55 <input type="radio"/> daring | 85 <input type="radio"/> fearful | 115 <input type="radio"/> humorous | 145 <input type="radio"/> loyal |
| 26 <input type="radio"/> capable | 56 <input type="radio"/> deceitful | 86 <input type="radio"/> feminine | 116 <input type="radio"/> hurried | 146 <input type="radio"/> mannerly |
| 27 <input type="radio"/> careless | 57 <input type="radio"/> defensive | 87 <input type="radio"/> fickle | 117 <input type="radio"/> idealistic | 147 <input type="radio"/> masculine |
| 28 <input type="radio"/> cautious | 58 <input type="radio"/> deliberate | 88 <input type="radio"/> flirtatious | 118 <input type="radio"/> imaginative | 148 <input type="radio"/> mature |
| 29 <input type="radio"/> changeable | 59 <input type="radio"/> demanding | 89 <input type="radio"/> foolish | 119 <input type="radio"/> immature | 149 <input type="radio"/> meek |
| 30 <input type="radio"/> charming | 60 <input type="radio"/> dependable | 90 <input type="radio"/> forceful | 120 <input type="radio"/> impatient | 150 <input type="radio"/> methodical |

CONTINUE ON REVERSE SIDE

NAME _____ AGE _____ DATE _____ SCHOOL _____

DO NOT WRITE IN THIS SPACE

- Be sure to use a #2½ or softer writing pencil.
- Do Not Use Ball Point or Ink.
- Keep your Answer Sheet Clean.
- Do not make stray marks.
- Erase errors completely.
- Fill the circle completely.

- | | | | | |
|--|---|---|---|--|
| 151 <input type="radio"/> mild | 181 <input type="radio"/> practical | 211 <input type="radio"/> sarcastic | 241 <input type="radio"/> sophisticated | 271 <input type="radio"/> tough |
| 152 <input type="radio"/> mischievous | 182 <input type="radio"/> praising | 212 <input type="radio"/> self-centered | 242 <input type="radio"/> spendthrift | 272 <input type="radio"/> trusting |
| 153 <input type="radio"/> moderate | 183 <input type="radio"/> precise | 213 <input type="radio"/> self-confident | 243 <input type="radio"/> spineless | 273 <input type="radio"/> unaffected |
| 154 <input type="radio"/> modest | 184 <input type="radio"/> prejudiced | 214 <input type="radio"/> self-controlled | 244 <input type="radio"/> spontaneous | 274 <input type="radio"/> unambitious |
| 155 <input type="radio"/> moody | 185 <input type="radio"/> preoccupied | 215 <input type="radio"/> self-denying | 245 <input type="radio"/> spunky | 275 <input type="radio"/> unassuming |
| 156 <input type="radio"/> nagging | 186 <input type="radio"/> progressive | 216 <input type="radio"/> self-pitying | 246 <input type="radio"/> stable | 276 <input type="radio"/> unconventional |
| 157 <input type="radio"/> natural | 187 <input type="radio"/> prudish | 217 <input type="radio"/> self-punishing | 247 <input type="radio"/> steady | 277 <input type="radio"/> undependable |
| 158 <input type="radio"/> nervous | 188 <input type="radio"/> quarrelsome | 218 <input type="radio"/> self-seeking | 248 <input type="radio"/> stern | 278 <input type="radio"/> understanding |
| 159 <input type="radio"/> noisy | 189 <input type="radio"/> queer | 219 <input type="radio"/> selfish | 249 <input type="radio"/> stingy | 279 <input type="radio"/> unemotional |
| 160 <input type="radio"/> obliging | 190 <input type="radio"/> quick | 220 <input type="radio"/> sensitive | 250 <input type="radio"/> stolid | 280 <input type="radio"/> unexcitable |
| 161 <input type="radio"/> obnoxious | 191 <input type="radio"/> quiet | 221 <input type="radio"/> sentimental | 251 <input type="radio"/> strong | 281 <input type="radio"/> unfriendly |
| 162 <input type="radio"/> opinionated | 192 <input type="radio"/> quitting | 222 <input type="radio"/> serious | 252 <input type="radio"/> stubborn | 282 <input type="radio"/> uninhibited |
| 163 <input type="radio"/> opportunistic | 193 <input type="radio"/> rational | 223 <input type="radio"/> severe | 253 <input type="radio"/> submissive | 283 <input type="radio"/> unintelligent |
| 164 <input type="radio"/> optimistic | 194 <input type="radio"/> rattlebrained | 224 <input type="radio"/> sexy | 254 <input type="radio"/> suggestible | 284 <input type="radio"/> unkind |
| 165 <input type="radio"/> organized | 195 <input type="radio"/> realistic | 225 <input type="radio"/> shallow | 255 <input type="radio"/> sulky | 285 <input type="radio"/> unrealistic |
| 166 <input type="radio"/> original | 196 <input type="radio"/> reasonable | 226 <input type="radio"/> sharp-witted | 256 <input type="radio"/> superstitious | 286 <input type="radio"/> unscrupulous |
| 167 <input type="radio"/> outgoing | 197 <input type="radio"/> rebellious | 227 <input type="radio"/> shiftless | 257 <input type="radio"/> suspicious | 287 <input type="radio"/> unselfish |
| 168 <input type="radio"/> outspoken | 198 <input type="radio"/> reckless | 228 <input type="radio"/> show-off | 258 <input type="radio"/> sympathetic | 288 <input type="radio"/> unstable |
| 169 <input type="radio"/> painstaking | 199 <input type="radio"/> reflective | 229 <input type="radio"/> shrewd | 259 <input type="radio"/> tactful | 289 <input type="radio"/> vindictive |
| 170 <input type="radio"/> patient | 200 <input type="radio"/> relaxed | 230 <input type="radio"/> shy | 260 <input type="radio"/> tactless | 290 <input type="radio"/> versatile |
| 171 <input type="radio"/> peaceable | 201 <input type="radio"/> reliable | 231 <input type="radio"/> silent | 261 <input type="radio"/> talkative | 291 <input type="radio"/> warm |
| 172 <input type="radio"/> peculiar | 202 <input type="radio"/> resentful | 232 <input type="radio"/> simple | 262 <input type="radio"/> temperamental | 292 <input type="radio"/> wary |
| 173 <input type="radio"/> persevering | 203 <input type="radio"/> reserved | 233 <input type="radio"/> sincere | 263 <input type="radio"/> tense | 293 <input type="radio"/> weak |
| 174 <input type="radio"/> persistent | 204 <input type="radio"/> resourceful | 234 <input type="radio"/> slipshod | 264 <input type="radio"/> thankless | 294 <input type="radio"/> whiny |
| 175 <input type="radio"/> pessimistic | 205 <input type="radio"/> responsible | 235 <input type="radio"/> slow | 265 <input type="radio"/> thorough | 295 <input type="radio"/> wholesome |
| 176 <input type="radio"/> planful | 206 <input type="radio"/> restless | 236 <input type="radio"/> sly | 266 <input type="radio"/> thoughtful | 296 <input type="radio"/> wise |
| 177 <input type="radio"/> pleasant | 207 <input type="radio"/> retiring | 237 <input type="radio"/> smug | 267 <input type="radio"/> thrifty | 297 <input type="radio"/> withdrawn |
| 178 <input type="radio"/> pleasure-seeking | 208 <input type="radio"/> rigid | 238 <input type="radio"/> snobbish | 268 <input type="radio"/> timid | 298 <input type="radio"/> witty |
| 179 <input type="radio"/> poised | 209 <input type="radio"/> robust | 239 <input type="radio"/> sociable | 269 <input type="radio"/> tolerant | 299 <input type="radio"/> worrying |
| 180 <input type="radio"/> polished | 210 <input type="radio"/> rude | 240 <input type="radio"/> soft-hearted | 270 <input type="radio"/> touchy | 300 <input type="radio"/> zany |

Telephone _____

Name _____

Address _____

Date _____

1. Ach-What kinds of demands do you make upon yourself to get a job done? (eg. competitiveness-fill out) (a) school(b) social(c)self-rating total sense

2. Dom-How do you go about getting your own way? (eg.roommate-self-rating) Over what people have you had considerable influence?-any close friends, children,.

3. End-Do you usually finish or leave till later projects or assignments you feel "lukewarm" about? (a) school-(b)non-school-finish at all-(c)self-rating

4. Order- In your activities what amount of importance do you place on (a)neatness, organization, planning? - self-rating

5. Intracept-Tell me how much you try to understand your own(and others) behavior. -why?

6. Nurturan-How much attention do you pay to children when visiting friends. Do you get into things which lend emotional or material help to others? -eg. counselor-like-why?

7. Aff-Tell me about your personal relationships (many?-some sex?) like to be with people? Why?

8. Heter-Mostly do you enjoy being with persons your age of opposite sex or do you pretty much keep to yourself? eg. Bowling- or other activity. Why?

9. Exhibition-At a party, are you the "Life of party" and the "Center of Attention" or by yourself? (Continuous) Life $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{4}$ self

10. Auto-When you are faced with important decisions, how do you go about making it? (any help?) self-rating.

Other remarks-anything you want to say?

11. Aggr-At work or school (in your group) are you shy or aggressive? In a person to person situation eg. date - self-rating

12. Chance-How do you feel about changes which affect you.
Do you like routine in your life? Idea of change
and uncomfortness.

13. Succorance-When you feel badly do you seek sympathy or
emotional support from others?

14. Abase-When things go wrong, whose fault do you think it is?

15. Defer-In your people relationships do you enjoy being
superior or subordinate to others?

Other Remarks-anything...missed?

I. PERSONAL DATA

Name _____ Date _____
 last first middle

Address _____ Telephone _____
 Number street city

Age _____ Age you prefer to date 1 _____ 2 _____

Color _____ Color you prefer to date 1 _____ 2 _____

Religion _____ Faith you prefer to date 1 _____ 2 _____

Nationality _____ Nationality you prefer to date 1 _____ 2 _____

Height _____ Weight _____ Citizen _____
 yes no

Sex _____ Physical Defects _____

II.

1. Describe briefly your goal in life _____

2. Describe briefly preferred qualities in your date (be realistic) _____

3. Have you ever been convicted of a crime: If so, explain _____

III. EDUCATION

College(s) Attended	Years	Degree(s)	Major

1. Undergraduate minor(s) _____

2. Graduate Minor(s) _____

IV. OTHER

1. Write here anything you feel would be helpful in evaluating your personality to arrange the "Best" date _____

DATE: _____

FOLLOW UP INTERVIEW WITH- _____

1. WHAT IS YOUR RATING OF THE DATE WHICH WAS ARRANGED FOR YOU?

very sat. satisfact. neutral unsat. very unsat.

1A. WHY? - _____

2. HOW WOULD YOU RATE THE PERSON WHO TOOK YOU ON THIS DATE?

very sat. satisfact. neutral unsat. very unsat.

2A. IS THERE ANY WAY IN WHICH YOU WOULD HAVE WISHED (HIM-HER) TO BE DIFFERENT? _____

3. DESCRIBE THE DATE (THE PLACE, YOUR FEELINGS, LATER THOUGHTS)

4. ANY COMMENTS YOU WOULD LIKE TO ADD? _____

RULES TO BE FOLLOWED IN DRAWING PROFILES FROM DESCRIPTIONS

1. Read the sheet "Summary of interview with _____" and from this description assign ratings on degree of the particular need shown. The ratings are to be in the form of marks on the "Profile Sheet" which is enclosed in the package you receive.
2. A score of 50 on the Profile Sheet (the darkest line running horizontally across the sheet approximately in the center of the page) is considered average. For example, in school studies this would be a C grade, an average person in degree of any one particular need, an average person in any sense such as statistical, social, psychological, or need-wise.
3. When rating the person, only rate in increments of 10 points. For example, C plus grade would be rated on the 60 line and the C student was rated on the 50 line and there should be no ratings on any of the sheets between the 10 point difference lines. The reason for this is that it is not felt that such a fine discrimination of less than 10 points can be made utilizing this rating from descriptions technique and so the trends are the desired result.
4. On the Profile Sheet, only rate the person on the following scales:
 - Achievement (Ach)
 - Dominance (Domi)
 - Endurance (End)
 - Order (Ord)
 - Intracception (Int)
 - Nurturance (Nurt)
 - Affiliation (Aff)
 - Heterosexuality (Het)
 - Exhibitionism (Exh)
 - Autonomy (Auto)
 - Aggressiveness (Agg)
 - Change (Cha)
 - Succorance (Suc)
 - Abasement (Aba)
 - Deference (Def)
5. The rater should be aware that some of the needs are opposites: for example, often a person who is high on aggressiveness is low in deference but also high in dominance.
6. Rating a person at the 100 or 0 extreme lines is usually an exceptional case of degree of that need and not found too often, if at all, in a sample of this size. (50 persons).

SUMMARY OF INTERVIEW WITH

MARY Z.

Says projects she starts are always completed but sometimes she "waits until the last minute to start."

In getting her own way, she stated- "I tend to be soft" and let others get away with things. She says- "I don't give up easily, I finish what I start but sometimes procrastinate."

"Neatness is a must -unnecessary to be sloppy or dirty even poor people can be clean and neat" -organization and planning are not as important but do count.

In trying to understand her own behavior- "Sometimes I think about why I did something." "I think about other peoples' behavior if it bothers me or is wonderful."

She says, "I like children- I'm majoring in elementary education" and she helps by counseling them. Mary has "very many friends- I'm very fortunate"- I like to share my time with people- I like making people happy."

When asked if she preferred being alone to being with a male date she replied, "depends-if not too interested, then by myself and vice-versa."

At a party she's almost the "Life of the party" with friends or strangers.

When faced with important decisions she says, "I usually seek someone else's advice but I think about it myself too- decision is usually a combination of both."

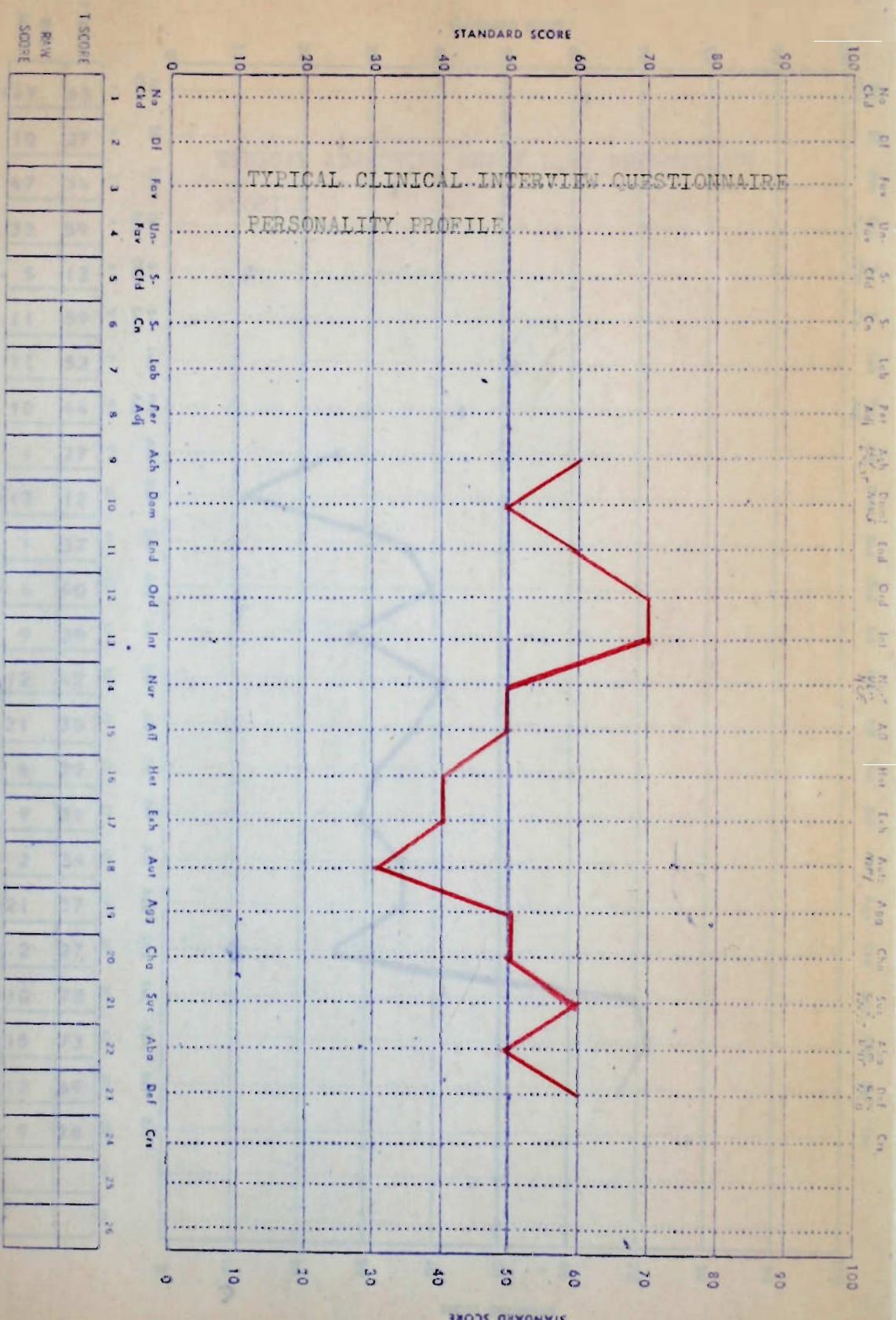
With classmates and dates she is not very forward. She likes changes- "I don't like routine." When she feels badly

she says, 'I tend to seek emotional support from others.'

When things go wrong, "Sometimes its my own fault, sometimes the other guys." In her relationships with people, she says-"I like to think we (girls) are all equal" and "I'd rather the boy be superior."

(Tone of Interview: Cooperative, Interested)

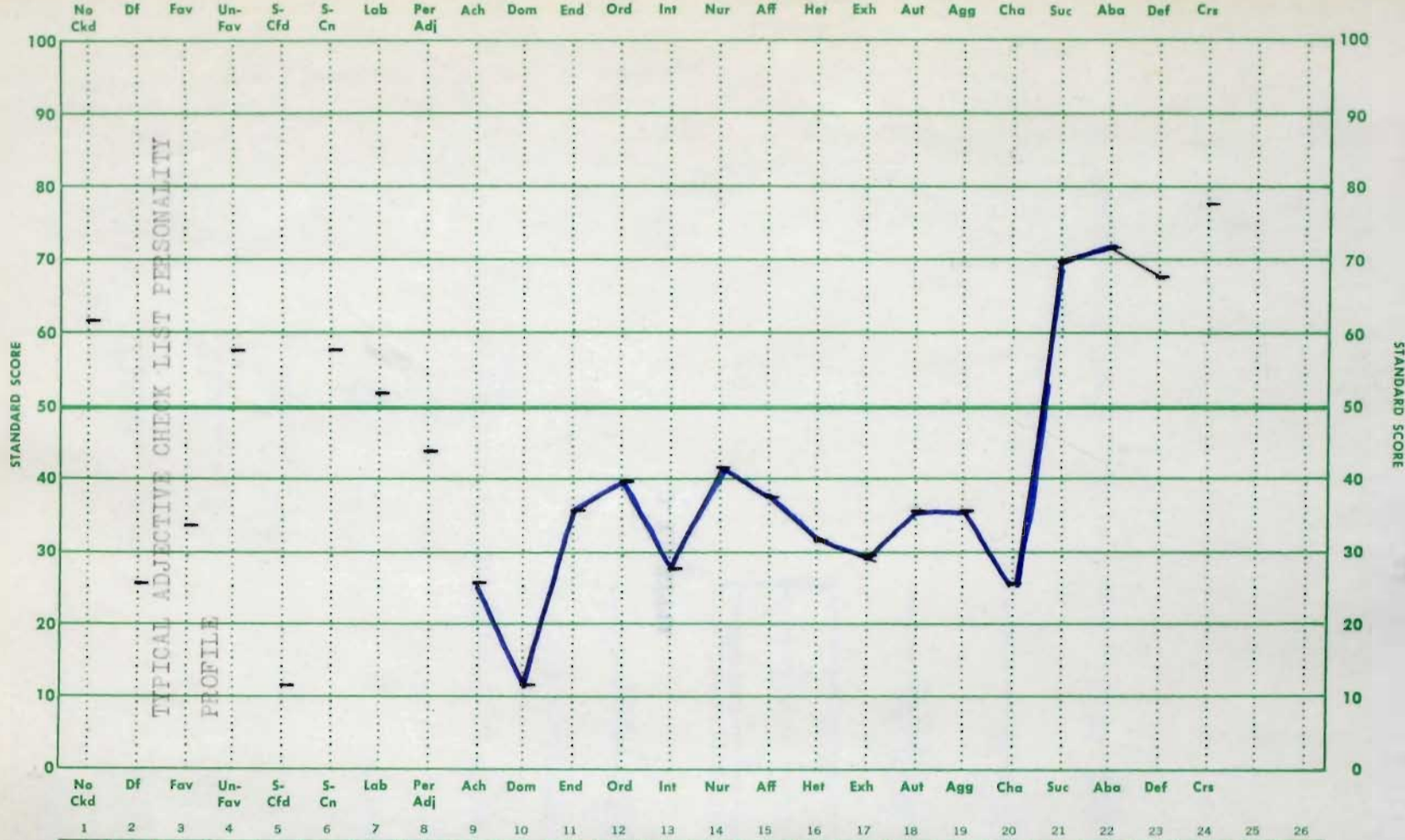
TYPICAL CLINICAL INTERVIEW QUESTIONNAIRE
PERSONALITY PROFILE



NCS PROFILE SHEET FOR THE ADJECTIVE CHECK LIST

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Joseph A.



NCS PROFILE SHEET FOR THE ADJECTIVE CHECK LIST

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0403

1. The following are the results of the analysis:

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = \frac{10-21^2}{7}$$

$$r^2 = 1.43$$

$$r^2 = 2.14$$

The following table is given for the purpose of comparison.

The following table is given for the purpose of comparison.

The following table is given for the purpose of comparison.

APPENDIX C

The following table is given for the purpose of comparison.

The following table is given for the purpose of comparison.

The following table is given for the purpose of comparison.

The following table is given for the purpose of comparison.

1. CHI SQUARE CALCULATIONS:

$$X^2 = \frac{(O-E)^2}{E}$$

$$X^2 = \frac{(O-E)^2}{E}$$

$$X^2 = \frac{(13-8)^2}{8}$$

$$X^2 = \frac{(3-8)^2}{8}$$

$$X^2 = \frac{(5)^2}{8}$$

$$X^2 = \frac{(5)^2}{8}$$

$$X^2 = \frac{25}{8}$$

$$X^2 = \frac{25}{8}$$

$$X^2 = 3.12$$

$$X^2 = 3.12$$

$X^2 = 6.24$ WHICH IS SIGNIFICANT AT .02 (df=1)
N=16

2. 2x2 CONTINGENCY TABLE

$$\frac{(ad-bc)^2 N}{(a+b)(c+d)(a+c)(b+d)}$$

	A.C.L.	C.I.Q.
SAT	a 7	c 6
UN-SAT	b 1	d 2

$$\frac{(7 \times 2 - 1 \times 6)^2 16}{(7+1)(6+2)(7+6)(1+2)}$$

$$\frac{(14 - 6)^2 16}{(8)(8)(13)(3)}$$

$$\frac{(8)^2 16}{2496}$$

= 0.41 = NOT SIGNIFICANT

APPENDIX D
 LIST OF STUDENTS WHOSE NAMES ARE ON THE ROLL

Serial	Name	Age	Height	Weight	Religion	College	Section
1.	William G. and William G. G.	25	5'10"	160	CATH.	1	4.
2.	William G. and William G.	22	5'10"	160	CATH.	1	4.
3.	Charles G. and William G.	25	5'10"	200	CATH.	5	4.
4.	Edward G. and William G.	22	5'11"	155	CATH.	5	4.
5.	Walter F. and Walter F.	20	APPENDIX D		CATH.	1	4.
6.	Paul G. and Camille G.	26	5'7"	180	CATH.	4	4.
7.	Edward G. and William G.	29	5'10"	150	CATH.	1	4.
8.	John G. and Walter G.	20	5'10"	155	CATH.	1	4.

RELATIONSHIP OF AGE, HEIGHT-WEIGHT, RELIGION,
AND EDUCATION TO DATE RATING (A.C.L. BASED DATES)

	Dates	Age	Height	Weight	Religion	Years of College Education	Rating
1.	Warren O. and Suzanne J.	23 19	6'1" 4'9"	160 89½	CATH. PROT.	5 2	N. N.
2.	Douglas B. and Susan K.	22 18	6'0" 5'8"	160 140	PROT. CATH.	3 ½	S. S.
3.	Dennis S. and Judith R.	25 19	6'1" 5'7"	200 not given	CATH. PROT.	5 2	V.S. S.
4.	Edward G. and Helen S.	22 21	5'11" 5'7"	155 138	CATH. CATH.	5 2	S. S.
5.	Mike P. and Mary L.	20 22	6'1½" 5'4"	160 not given	PROT. PROT.	3 ½	S. S.
6.	Paul Z. and Camille F.	24 19	6'2" 5'7½"	180 120	not given CATH.	4 1	S. S.
7.	Ernest P. and Barbara E.	19 19	5'6½" 5'5"	170 130	JEW NONE	2 1	V.S. S.
8.	Jeff. G. and Mary Lou Z.	20 19	5'8" 5'0"	145 110	CATH. CATH.	3 1½	S. S.

RELATIONSHIP OF AGE, HEIGHT-WEIGHT, RELIGION
AND EDUCATION TO DATE RATING (CLINICALLY BASED DATES)

	Dates	Age	Height	Weight	Religion	Years of College Education	Rating
1.	John M. and Janice H.	20 19	5'8½" 5'5"	105 120	PROT. PROT.	2 2	V.S. V.S.
2.	James T. and Janet C.	20 21	5'10½" 5'4"	185 110	PROT. PROT.	1 3	V.S. S.
3.	Frank D. and Camille C.	21 19	5'11" 5'2"	170 112	CATH. CATH.	1½ ½	V.S. S.
4.	Alan B. and Karen S.	20 19	5'6" 5'7"	135 137	JEW. CATH.	2 1	S. U.S.
5.	Joseph A. and Sylvia H.	18 20	5'11" 5'3"	160 120	CATH. CATH.	1½ 2	U.S. S.
6.	Leo B. and Carol S.	23 20	6'0" 5'3½"	165 120	PROT. PROT.	4 1½	S. S.
7.	Frank R. and Madeline L.	22 19	6'0" 5'4"	225 120	CATH. CATH.	3 1	S. S.
8.	William K. and Susan N.	20 18	5'11" 5'6"	200 118	NONE PROT.	2 2	S. S.

PREDICTION VERSUS PREDICTION RATING

Prediction Results	Rating	Prediction	Predicted Rating
1. John M. and Janice H.	Very satisfactory Very satisfactory	Profiles moderately similar	neutral or low satisfactory
2. James T. and Janet C.	Very satisfactory Satisfactory	Profiles moderately similar	neutral or low satisfactory
3. Frand D. and Camille C.	Very satisfactory Satisfactory	Profiles highly similar	satisfactory or very satisfactory
4. Alan B. and Karen S.	Satisfactory unsatisfactory	Profiles highly similar	neutral or very satisfactory
5. Joseph A. and Sylvia H.	Unsatisfactory Satisfactory	Profiles moderately similar	neutral or low satisfactory
6. Leo B. and Carol S.	Satisfactory Satisfactory	Profiles moderately similar	neutral or low satisfactory
7. Frank R. and Madeline L.	Satisfactory Satisfactory	Profiles moderately high similar	low satisfactory
8. William K. and Susan N.	Satisfactory Satisfactory	Profiles moderately high similar	very satisfactory to satisfactory
9. Warren O. and Suzanne J.	Neutral Neutral	Profiles moderately similar	neutral or low satisfactory
10. Douglas B. and Susan K.	Satisfactory Satisfactory	Profiles moderately similar	neutral to low satisfactory
11. Dennis S. and Judith R.	Very satisfactory Satisfactory	Profiles moderately similar	neutral to low satisfactory
12. Edward G. and Helen L.	Satisfactory Satisfactory	Profiles moderately similar	neutral to low satisfactory

13.	Mike P. and Mary L.	Satisfactory Satisfactory	Profiles highly similar	very satisfactory to satisfactory
14.	Paul Z. and Camille F.	Satisfactory Satisfactory	Profiles moderately similar	neutral to low satisfactory
15.	Ernest P. and Barbara E.	Very Satisfactory Satisfactory	Profiles very dissimilar	unsatisfactory to very unsatisfactory
16.	Jeff G. and Mary Lou Z.	Satisfactory Satisfactory	Profiles highly similar	very satisfactory to satisfactory

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