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THE TRANSITION TO COLLEGE: A STUDY OF SEPARATION-
INDIVIDUATION IN LATE ADOLESCENCE

City University of New York

PH.D.

1979

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THE TRANSITION TO COLLEGE:
A STUDY OF SEPARATION-INDIVIDUATION IN LATE ADOLESCENCE

by

CHERYL L. KURASH

A dissertation submitted to the Graduate
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This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

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Abstract

THE TRANSITION TO COLLEGE:
A STUDY OF SEPARATION-INDIVIDUATION IN LATE ADOLESCENCE

by

Cheryl L. Kurash

Advisor: Professor Herb Nechin

The current study investigates the vicissitudes of the late adolescent separation-individuation process by focusing on adolescent responses to the transition from high school to college. Specifically, this study attempts to delineate and articulate the normative subphases of this transitional period. These subphases are described in terms of measures of attachment, separation reactions and identity diffusion.

In order to study the transition process over time (and not as a static measure) slightly different versions of basically the same questionnaire were administered on three separate occasions: 1) in August, 1978 (as the adolescent anticipated the move to college); 2) late September, 1978 (arrival at Yale); 3) January, 1979 (settling-in and adaptation to Yale college life). The questionnaire, conceptualized and developed by the author, explores the conscious manifestations of the intrapsychic and interpersonal changes over the course of a transitional period. Approximately one eighth of the incoming Yale freshman class, randomly selected, was invited to participate and 142 students are included in the final sample.

The results strongly support the rationale for delineating normative, transitional subphases. Highly significant changes in feelings of attachment, in the various separation reactions and in identity diffusion were found to occur across subphases (Anticipatory Subphase I, Leavetaking Subphase II, Settling-In Subphase III). Additionally, predictors of successful adjustment to college were evaluated.

The findings are discussed from the vantage point of their theoretical and clinical relevance to an understanding of the late adolescent-early adult transition. Implications for college mental health professionals and college administrators are offered.

PREFACE

Transitions, whether they be from high school to college or from graduate school to the adult "work" world, are always complex events-- trying, exciting, and when completed, gratifying. The completion of this dissertation signifies the end of an important transitional period for me. This preface is dedicated to those who have helped along the way.

I wish to thank my committee members, Dr.'s Herbert Nechin, Anneliese Riess, Larry Gould and Lou Gerstman, for their warm interest and continued support. Dr. Nechin, my chairman, provided structure and guidance, particularly during the formative stages of this study. Were it not for Dr. Gerstman, I would still be at the Computer Center. His untiring energy, interest and computer genius have allowed me to breeze through some very difficult statistical procedures with lightning speed. The completion of this dissertation was made possible by his generous gift of time and thought.

I am also grateful to Dr. Robert Arnstein, Chief Psychiatrist of the Division of Mental Hygiene, University Health Services, Yale University, for his administrative support in facilitating approval by the various committees at Yale. Unique in his ability to inspire all those who work with him, he has unknowingly mentored many others like myself. More than anything else, this dissertation reflects the learnings of my two years spent as clinical fellow at DMH.

I wish to extend thanks to the Yale Freshman Deans and Yale Administration for allowing me to undertake this project. Very special thanks go to the 144 freshmen whose willing cooperation made the study possible.

Financial support was provided by Sigma XI, The Scientific Research Society of North American, and The National Institute of Mental Health (Number 1 P50 MH30929-02).

At every critical juncture of my graduate career, and specifically this dissertation, I knew, without doubt, that Jonathan was by my side. In times of exasperation, I knew I could turn to him for comfort. In times of intellectual deadlock, I knew I could depend on him for collaboration and direction. Having this constant support provided the bedrock upon which my work could flourish. The completion of this dissertation reflects the strength of our relationship and foreshadows a future of joint professional endeavors.

TABLE OF CONTENTS

Chapter	Page
INTRODUCTION.....	1
I--REVIEW OF THE LITERATURE.....	3
The Separation-Individuation Process.....	3
The Transition to Nursery School.....	7
Traumatic Separations in Early Childhood.....	9
Sex Differences in Responses to Separation.....	11
Separation Experiences in Adolescence.....	13
Separation-Individuation in Adolescence.....	14
Adolescent Separation-Individuation and Identity Formation.....	17
Studies on the Transition from High School to College.....	19
Adolescent Separation Reactions.....	22
Central Concepts of the Present Study.....	26
The Hypotheses.....	28
II--METHODOLOGY.....	31
Subjects.....	31
Construction of the Scales.....	31
Procedure.....	39
III--RESULTS.....	40
Attachment.....	45
Separation Reactions.....	46
Identity Diffusion.....	48

Chapter	Page
Formation of New Attachments.....	48
Hypotheses and Results.....	50
Adjustment to College.....	69
IV--DISCUSSION.....	71
The Subphases of the Late Adolescent	
Transition to College.....	71
Attachment and Disengagement during the	
Transition to College.....	79
The Yale Institution.....	85
Implications for College Mental Health Professionals,	
College Administrators, and Future Research.....	87
Implications for College Mental Health	
Professionals.....	88
Implications for College Administrators.....	90
Research Implications.....	92
Appendix A. Tables: Analysis of Variance, Multiple	
Regression Analyses, T-Tests.....	93
Appendix B. Scales; Letter to Freshmen.....	112
References.....	1

LIST OF TABLES

TABLE	PAGE
1 Sample Description: Sex, Age, Location, High School....	32
2 Variable Means and Standard Deviations for the Entire Sample at Subphases I, II, III.....	41
3 Variable Means and Standard Deviations for Males and Females at Subphase I.....	42
4 Variable Means and Standard Deviations for Males and Females at Subphase II.....	43
5 Variable Means and Standard Deviations for Males and Females at Subphase III.....	44
6 Analysis of Variance: Attachment to Mother.....	94
7 Analysis of Variance: Attachment to Father.....	95
8 Analysis of Variance: Attachment to Peers.....	96
9 Analysis of Variance: Anxiety and Depression.....	97
10 Analysis of Variance: Pain.....	98
11 Analysis of Variance: Cheerfulness.....	99
12 Analysis of Variance: Self-Criticalness.....	100
13 Analysis of Variance: Mood Swings.....	101
14 Analysis of Variance: Aggression to Mother.....	102
15 Analysis of Variance: Aggression to Father.....	103
16 Analysis of Variance: Aggression to Peers.....	104
17 Analysis of Variance: Identity Diffusion.....	105
18 Analysis of Variance: Parent Substitutes.....	106
19 Analysis of Variance: Peer Substitutes.....	107
20 Analysis of Variance: Yale.....	108
21 Stepwise Regression Analysis: Multiple Prediction of Grade Point Average.....	109
22 Stepwise Regression Analysis: Multiple Prediction of Social Adjustment.....	110
23 T-Test: Sex Differences in Adjustment to College.....	111

LIST OF FIGURES

FIGURE	PAGE
1 Questions Comprising the Attachment Variable, by Subphase.....	35
2 Questions Comprising the Separation Reaction Variable by Subphase.....	36
3 Questions Comprising the Identity Diffusion and Formation of New Attachment Variables, by Subphase.....	37
4 Questions Comprising the New Attachment to Yale Variable by Subphase.....	38
5 Pictorial Description of Subphase I.....	51
6 Pictorial Description of Subphase II.....	52
7 Pictorial Description of Subphase III.....	53
8 Attachment to Mother Across Subphases.....	55
9 Attachment to Father Across Subphases.....	56
10 Attachment to Hometown Peers Across Subphases.....	57
11 New Attachments to Parental Substitutes Across Subphase.....	58
12 New Attachments to Peer Substitutes Across Subphases.....	59
13 New Attachments to Yale Across Subphases.....	60
14 Anxiety Across Subphases.....	61
15 Aggression to Mother Across Subphases.....	63
16 Aggression to Father Across Subphases.....	64
17 Aggression to Hometown Peers Across Subphases.....	65
18 Identity Diffusion Across Subphases.....	67

INTRODUCTION

Like a trapeze artist, the young person in the middle of vigorous motion must let go of his safe hold on childhood and reach out for a firm grasp on adulthood, depending for a breathless interval on a relatedness between the past and the future, and on the reliability of those he must let go of and those who will 'receive' him (Erikson, 1964, p.90)

All through senior year, I felt as though I were standing on the edge of a cliff, waving my arms to keep from falling off. Now I feel like a cartoon character in midflight across the canyon, wondering if I'm going to fall in or bridge the gap to the other side. Leaving home will be leaving that first cliff (Yale Freshman, 1979).

The current study intends to investigate the vicissitudes of the late adolescent separation-individuation process by focusing on adolescent responses to the transition from high school to college. A detailed analysis of this transitional period is undertaken in order to delineate and articulate the normative subphases which embody it. Since this transition represents the culmination of the larger adolescent passage, its implications will necessarily be viewed from this broader context.

A transitional period is conceptualized here as a boundary zone between two life stages. Levinson (1977) describes such a period as "both an ending and a beginning, a departure and arrival, a death and rebirth, a meeting of past and future (p.7)". In a sense, it is a bridge linking the old and the new. The transition to college falls within the larger context of the "Early Adult Transition (Levinson, 1977)", which extends roughly from ages 17-22.

The "twin tasks" of the Early Adult Transition are to terminate childhood and adolescence and to begin early adulthood. These tasks require a greater degree of separateness from the family of origin, setting an occupational direction, and beginning to define oneself as an adult within the adult world.

For many adolescents, the physical separation from home actually initiates the Early Adult Transition; for others, the physical separation from home may symbolize and reinforce the initiation of the Early Adult Transition. In any case, the transition from home to college is of significant developmental importance in studying this era. The ways by which this particular separation is made are likely to have major implications for the whole period of early adulthood.

The lens through which the transition to college will be viewed focus on the ending more so than on the beginning. Of particular importance to this study is the experience of separation from family and friends, the departure from the old and familiar environment. However, as transitions encompass both the termination of the departing era and the initiation of a new era of development, the interplay between separation and entry must remain the necessary cornerstone.

CHAPTER ONE
REVIEW OF THE LITERATURE

The parallel between separation experiences in early childhood and the separation issues of late adolescence serves as the guiding assumption for this study. Adolescence recapitulates and extends the separation issues so paramount in early childhood. Psychological and physical disengagement from the parents concurrent with the establishment of a new and expanded sense of autonomy are central tasks of both developmental periods. Hence, an exploration of adolescent separation must begin with an examination of the early childhood separation literature.

A normative, developmental perspective highlighting both the subphases of the separation-individuation process as described by Mahler (1965, 1968, 1970; Mahler, Pine, and Bergmann, 1975) and the pertinent literature on the nursery school transition will be presented in some detail. This discussion will be followed by a survey of the effects of prolonged and traumatic separations from the mothering figure. Finally, the research on sex differences in response to separations will be considered.

The Separation-Individuation Process

Mahler's pioneering studies (1965, 1968, 1970; Mahler et al., 1975) on the separation-individuation process are important to the development of the present study in two ways. To begin with, she illustrates the advantages of dividing what seems to be one process into subphases in order to follow its development more exactly. This sequential-descriptive approach provides the framework for the elucidation of

subphases in the present study. Secondly, she takes a developmental perspective which links adolescent separation-individuation issues with the separation-individuation process of early childhood. This perspective is echoed in her opening description of the separation-individuation process.

We refer to the psychological birth of the individual as the separation-individuation process: the establishment of a sense of separateness from and relation to a world of reality, particularly with regard to the experience of one's own body and to the principal representative of the world as the infant experiences it and the primary love object...the process is never finished...
it reverberates throughout the life cycle
 (Mahler et al., 1975, p.3).

The separation-individuation process unfolds gradually during the first four years of life. Separation, for Mahler, involves the intrapsychic process which results in the "child's emergence from a symbiotic fusion with the mother; and individuation consists of those achievements marking the child's assumption of his own individual characteristics. These are intertwined, but not identical, developmental processes (1975, p.4)". Successful navigation of this period leads to a stable differentiation between self and nonself and is the first prerequisite for the development of object relations and the development and maintenance of a "sense of identity (Mahler et al., 1975)".

Mahler has delineated four subphases of the separation-individuation period in childhood. Her subphases were derived "in accordance with repeatedly observable behavioral referents of that process (1975, p.39)". Behavioral data was used to provide "a basis from which inferences can be made about the intrapsychic processes underlying phase-specific development (McDevitt, 1975, p. 716)".

From approximately 5 months to 9 months, the infant is in what Mahler calls the differentiation subphase. This first subphase reflects a diminution of total dependence on the mother and the first signs of demarcation of self from nonself. Characteristic behaviors which mark this advance include pulling back from the mother to scan the wider world and to look at mother; and checking back and forth from mother to others. These behaviors mark the baby's first tentative steps toward breaking away, in a bodily sense, from a symbiotic unity with mother. In this stage, the baby not only reveals "stranger anxiety" but also marked curiosity and excitement when meeting newcomers.

The second subphase, called the practicing subphase, is a time when the child takes a more active role in determining the degree of distance and closeness to mother. With the advent of walking the toddler can now make forays into the wider world, all the while scanning and listening for the reassuring presence of mother. Excursions away from mother are accompanied by brief periods of increased separation anxiety as well as exhilaration at this increased separateness. Substitute mothers are accepted in this phase.

Rapprochement, the third subphase, is marked by the toddler's increased awareness of being a separate entity from mother. With this awareness comes alternate clinging and negativistic behaviors which has been understood to indicate both the wish for symbiotic reunion with mother and also fear of engulfment. Social interaction now becomes more important and with this increased sociability comes a new conflict: that of loyalty. In order to maintain primary

loyalty to mother and to preserve her as "good", even though frequently absent, the child may split the object world: substitute mothers may be seen as "bad" so that the absent mother can be preserved as "good".

The fourth subphase (third year of life) is marked by the unfolding of complex cognitive functions (verbal communication, fantasy, reality testing) and the establishment of self representations as distinctly separate from object representations, thereby paving the way to self-identity formation. By this time, the actual continued presence of the mother is no longer so important to the child.

Mahler's sequential-descriptive approach to the study of separation-individuation highlights the importance of observing behavior over time by delineating the subphases within a period. In addition, several specific findings are of particular relevance to the present study. Mahler's emphasis on the child's fluctuating attachment to the mothering one, both within a specific subphase and between subphases, led to the creation of an "attachment variable" for the present study. The balance between attachment to the mothering one (family) and attachment to the new environment serves as a crucial dimension in assessing the late adolescent transition, much as it did for Mahler's assessment of childhood separation. The affective components of separation-individuation augment the primarily behavioral description of that process. Fluctuating feelings of anxiety, curiosity and exhilaration are observed in relation to fluctuating attachment behavior. These fluctuations are important

indicators of the passage through the separation-individuation period.

The process of separation-individuation surges forward with the advent of school, and the first real separation from the family. A look at this nursery school period follows.

The Transition to Nursery School

The transition to nursery school follows on the heels of the separation-individuation process and is therefore likely to be both a reflection and extension of the child's development through that process. Furthermore, successful mastery of the separation to nursery school and the emotional responses associated with it may serve as a prototype for the later separation from the family to college.

In light of our interest in nursery school as a transitional period which requires a physical separation from the family, two studies will be mentioned.

The first is a naturalistic study on separation responses during the adjustment to nursery school. Using observational/rating methods, Bloom-Feshback (1977) studies 20 3-year-old children during the first eight weeks of nursery school. She found that different reactions at different times have different implications in regard to nursery school adjustment. The data showed that separation distress as late as the fourth week of nursery school was associated with healthy social-emotional functioning in the classroom. On the other hand, separation problems occurring later in the school year were correlated with a pattern of anger and defiance in the classroom.

The importance of observing separation responses over time is once again highlighted by this study. In discussing her results, Bloom-Feshback suggests that some degree of distress at separation may be considered a normal part of the separation-individuation process, whereas distress later on may indicate difficulties with this developmental period. Since problematic separation responses occur at points other than actual leavetaking from the parent and may be overlooked by observations focused solely on leavetaking, separation responses must be viewed over time and not as a static measure. This finding may have implications for the transition to college as well and will be expanded upon in a later section.

The second study of interest addresses the relationship between family atmosphere and nursery school adjustment. Comparing children from relatively disengaged, distant families with children from more overprotective families, Lorion, Cowen, Kraus & Milling (1977) have found that the former demonstrate more acting-out types of behavior problems while the latter are more interpersonally shy and anxious. Furthermore, children from the more distant families have greater difficulty in mastering basic skills. The main point of the study is that the overall family atmosphere must be considered when assessing school adjustment.

Thus far, the discussion has focused on what might be called "active" separation experiences; that is, situations in which the child actively leaves the mothering one (family) and determines the extent of the separation. Of course the issue of who leaves whom is not always so clear: for example, many children experience the transition to nursery school as one of abandonment. By enlarge, however, a distinction between "active" separations and "passive"

separations can and should be made. This distinction is useful for both conceptual and clinical considerations.

An understanding of the impact of early separations requires consideration of both active and passive separation experiences. In most instances, active separations fall within the context of normal transitions; in contrast, passive separations are usually traumatic in nature. These latter separations often involve the death of a parent, divorce and hospitalization. To complete our review of childhood separations, the discussion now turns to the effects of early traumatic separations.

Traumatic Separations in Early Childhood

Just as the study of pathology provides clinicians with information regarding normal personality development, so does the study of traumatic separations provide information relevant to an understanding of separation in general. The following discussion will focus on the studies of traumatic separations which are most relevant to this dissertation.

Whereas gradual separations are necessary for development and result in greater autonomy, traumatic separations can disrupt normal development. The effects of traumatic separations have been observed by Bowlby (1960), Fraiberg (1971), Furman (1974), Robertson and Bowlby (1952, Robertson and Robertson, (1971), Spitz, (1946), and others. Spitz (1946) powerfully documents the devastating effects of infant institutionalization in his observations on anaclitic depression. Bowlby (1973) uses the term "separation" to describe instances of physical separation from the primary attachment figure. He describes a sequence of intense protest, followed by despair and detachment in

children (averaging two years of age) who have been separated from their mothers. This sequence occurs for all but those children who have never become attached and have already become more or less permanently detached. The degree of disturbance increases with the degree of "strangeness" of the new surroundings and is mitigated by the presence of familiar companions and/or familiar possessions, and by mothering care from a substitute mother. However, even under the best of circumstance, there is noticeable upset.

It is interesting to note that Bowlby compares the sequence of protest-despair-detachment with other psychoanalytic observations on separation experiences. Discussing Freud's papers, Mourning and Melancholia (1917) and Inhibitions, Symptoms and Anxiety (1926), he relates his term "protest" to the problem of separation anxiety (a reaction to the danger of losing the object); "despair" to processes of grief and mourning (reaction to actual loss of the object); "detachment" to defense (mode of dealing with anxiety and pain). He views the above-described sequence as phases of a single process. This view reiterates the conceptual and clinical importance of observing separation experiences over time by delineating and describing sub-phases.

Several psychoanalytic writers (Freud & Burlingham, 1943; Furman, 1974; Wolfenstein, 1969) have studied childhood bereavement, certainly a most traumatic kind of separation experience and loss. Wolfenstein highlights a particular outcome which occurs when the ego is still fragile and the state of object relations still precarious. According to her, rage, not grief, is the more common

reaction to a death. However, reactions to death do vary: it is important to bear in mind that chronological age and developmental stage when the loss occurs, as well as a host of other personal and environmental factors, determine the outcome of the experience. This dramatic reaction (rage) to painful separations will be compared and/or contrasted with reactions to separation during the transition to college.

In summary, the above discussion illustrates how, even under the best of circumstance, separations in childhood are stressful; under "average expectable" circumstances, separations bring protest (anxiety), despair (grief), and detachment; under less favorable circumstances, separations may bring unbearable pain which is protected against by rage and which may severely hinder psychological development.

The separation responses described above (anxiety, pain, aggression, detachment) will constitute the dimensions measured in the current study. These dimensions will be described more fully in the latter part of this section.

Sex Differences in Response to Separation

Some theorists postulate that girls have greater difficulty than do boys in separating from the mother (Greenhouse, 1977; Mahler et al., 1975; Taylor, Bogdanoff, Brown, Hillman, Kurash, Spain, Thacher, Weinstein, 1978). Mahler (1975), discussing individual patterns of rapproachment (21 months) notes that the boys showed a greater tendency to disengage themselves from the mother and enjoy the "widening world". The girls seemed more engrossed with the mother, demanded greater closeness and were more enmeshed in the ambivalent aspects of the relationship (p.102). She notes that this difference was concomitant

with the realization of anatomical sex differences at approximately 14 months of age, upon which girls turn back to their mothers and blame her (for lack of a penis). Consequently, she wonders whether the process of becoming a separate individual is more difficult for girls than for boys.

Greenhouse (1977) and Taylor et al. (1978) discuss the girl's greater difficulty in differentiating herself from the mother, thus making a sense of separateness difficult to attain. This difficulty in differentiation is thought to evolve from the nature of the very earliest mother-daughter relationship, a relationship so powerfully close that any separateness becomes a fantasized danger.

Sex differences in separation responses to nursery school were not found to be significant in the study by Bloom-Feshback (1977).

Overall, the research on sex differences suggests a trend indicating that girls may resist disengagement from the mothering figure to a greater extent than boys. One interpretation of this finding is that girls have more difficulty separating than boys. An alternate interpretation is that girls and boys have different "styles" of separating. In any case, the question of sex differences is an interesting one which will be pursued further in the present study.

The literature on early childhood separations has provided the background necessary for a discussion of adolescent separation issues. The individual's passage through the early separation-individuation period affect not only the child but also the development of the child into the adolescent and the adolescent into the adult. For many adolescents, the passage to adulthood will be bridged by the transition from home to college.

Separation Experiences in Adolescence

Perhaps nowhere does the early separation-individuation process reverberate quite as powerfully as in adolescence. The struggle to separate, psychologically as well as physically, from the family and to achieve further individuation is renewed in adolescence with a degree of vigor second only to the early separation-individuation process.

Many parallels have been drawn between early separation issues and the separation issues of adolescence (Blos, 1967; Furman, 1973; Schafer, 1973). Both the childhood and adolescent periods involve an active struggle to disengage from parents, to clarify and solidify boundaries, and to form a "self-identity" (individuation). On the other hand, these periods are necessarily different as the cognitive and emotional attainments of these two periods differ. Whereas in childhood, disengagement from the mother involves the budding realization that the physical parent is a separate entity from the physical child (self/other differentiation is in its most basic and concrete form, based primarily on the body ego), disengagement in adolescence involves a sorting of internal parental/self representations (based largely on ego and superego identifications). Similarly, the development of "self-identity", which is a sign of increased individuation in childhood, takes on new dimensions in late adolescence.

The separation-individuation issues of adolescence are, perhaps, best described in the clinical/theoretical works of Blos (1967) and Erikson (1968). Our discussion of "the adolescent passage (Blos, 1979)" will begin with the contributions of these two men. This discussion will be followed by a review of adolescent separation anxiety and

specific adolescent responses to separations, and finally, a review of the research on the transition to college.

Separation-Individuation in Adolescence

Development proceeds so quickly in the earliest years of life that the different phases of separation-individuation must be viewed in terms of months. Adolescent development is also rapid, but not to the same extent as in infancy and toddlerhood: the phases of the "adolescent passage" encompass several years.

Despite the extraordinary elasticity of psychological movement in adolescence, Blos (1962) maintains that an orderly sequence of psychological development does exist, and that this sequence can be described in terms of overlapping and continuous phases. He organizes these phases from a dynamic perspective: that is, in terms of the accentuation or diminution of specific conflicts and the prevailing defensive and adaptive mechanisms. The phases begin with the attainments of latency, move to preadolescence, early adolescence, adolescence proper, late adolescence, and end with the transition to adulthood in postadolescence.

The degree of stability (of ego functions) achieved in latency sets the stage for the resurgence of instinctual pressures which characterize preadolescence. However, it is not until early adolescence that pubertal maturation confronts the young adolescent in full force. The physical changes at puberty are accompanied by intrapsychic reorganizations and interpersonal alterations. Parental ties are loosened and identifications reorganized in a major way. Some identifications are repudiated while others are accentuated, resulting in new

configurations, role confusion and a fluidity of defenses. Concomitant with this process of psychological disengagement from parents is an increasing attachment to "libidinous extrafamilial objects (1962, p. 75)". The desire to be like, as well as to be liked by, one's peers becomes significantly more important. This desire specifically focuses on opposite-sex peers in the next phase, adolescence proper.

The process of disengagement from the parents and of renewed attachment to peers moves through the various phases until, ideally, an increased sense of autonomy and mature object relationships are established (Blos, 1962, p. 75). This achievement is no easy task; rebelliousness is often the means to this end. Similar to the toddler who practices his or her newly acquired autonomy with the repeated assertion, "No!", adolescent rebelliousness is likewise an important step toward the establishment of greater autonomy.

The consolidation of this new sense of autonomy, of social roles and identifications, is achieved in late adolescence. However, it is not until postadolescence that true integration of these manifold changes occurs. The formidable task of "self-definition" for the adolescent takes many years, culminating in young adulthood.

At this point a comparison of the similarities between the period of adolescence, as elucidated by Blos, and the separation-individuation phase, as conceptualized by Mahler, may be useful.

The similarities between these two phases of development stand out most clearly in terms of their respective tasks and psychological achievements. The task of disengagement from the mother/parents is central in both Mahler's and Blos's conceptualizations. Both authors stress the emotional disruption caused by the disengagement process. Such disruptions result in wildly fluctuating affect states: e.g., from

anxiety, depression and fear to excitement and elation. In both phases, disengagement from the mother/parents enlarges the child/adolescent's relationship with the wider world. And, the pinultimate achievement in both phases is the formation of a sense of self-- a more concrete and limited sense in toddlerhood; more abstract and full-bodied in adolescence.

Blos (1967), in a later article, recognizes and elaborates on the fundamental parallels between adolescence and the separation-individuation phase of childhood. He describes these parallels as follows:

I propose to view adolescence in its totality as the second individuation process, the first one having been completed toward the end of the third year of life with the attainment of object constancy. Both periods have in common a heightened vulnerability of the personality organization. Both periods have in common the urgency for changes in psychic structure in consonance with the maturational forward surge. Last, but not least, both periods --should they miscarry-- are followed by a specific deviant development (psychopathology) that embodies the respective failures of individuation. What is in infancy a 'hatching from the symbiotic membrane to become an individuated toddler (Mahler, 1963)', becomes in adolescence the shedding of family dependencies, the loosening of infantile object ties in order to become a member of society at large or, simply, of the adult world. In metapsychological terms, we would say that not until the termination of adolescence do self and object representations acquire stability and firm boundaries, i.e., they become resistant to chaotic shifts. The oedipal superego--in contrast to the archaic superego--loses in the process some of its rigidity and power, while the narcissistic institution of the ego ideal acquires more pervasive prominence and influence. The maintenance of the narcissistic balance is thus further internalized. These structural changes establish constancy of self-esteem and of mood as increasingly independent from external sources or, at best, dependent on the external sources of one's own choosing (p. 163).

Thus Blos, in his later writings, clearly establishes some

fundamental parallels between the separation-individuation phase of the first three years of life and the individuation phase of adolescence. Like Mahler, Blos emphasizes the adolescent's fluctuating attachment to the parents (mothering one) throughout the disengagement process. Again, the balance between attachment to the parents (mothering one) and attachment to the new environment is in flux; ultimately this balance determines the outcome of the struggle for separation-individuation. As mentioned earlier, these dimensions, attachment-disengagement, are central to the present study.

Adolescent Separation-Individuation and Identity Formation

The developmental tasks that challenge the adolescent in making the transition from adolescence to adulthood are accompanied by pulls on the adolescent's sense of identity that are unparalleled at any other time of development. The ability to withstand the inordinate degree of confusion and disorganization, which results from internal separations from the parents, is essential for the eventual development of a stable sense of identity.

Identity formation hinges on two critical periods: the early separation-individuation period which results in the realization of separateness from the mother; and the adolescent separation-individuation period, which results in increased separateness from the parents (Jacobson, 1964). A brief discussion of the relationship between identity and separation issues in adolescence, and its relevance to this study, follows.

Erikson was the first to pay close attention to the development of identity in late adolescence. His observations on the adolescent "identity crisis" illustrate the developmental tasks that challenge the adolescent in making the transition from adolescence to adulthood (1950, 1956, 1968). The term "crisis" as Erikson makes clear in his later writings is used "in a developmental sense to connote not a threat or catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential, and therefore, the ontogenetic source of generational strength and maladjustment (1968, p. 96)".

The development of personal identity, which is the paramount issue in late adolescence, hinges on the degree of psychological separateness from the parents. Erikson highlights some of the processes which facilitate psychological separation from the parents. More or less unconsciously, selective identifications with the parents are made. The adolescent assumes or rejects certain aspects of his(her) self as he (she) notices those aspects within him(her)self. Some of the selective identifications with aspects of the parents are brief and fleeting; others remain as an integral part of the person. At the same time, trial identifications with various other people become very important and abet the internal separation from the parents and the development of a personal identity. In more external ways, the adolescent strives for greater emancipation and independence from the family than ever before. Arnstein in his paper on "The Adolescent Identity Crisis Revisited (1978)" stresses the conscious elements involved in adolescent identity formation. "What to me distinguishes late adolescence is the degree of conscious experimentation possible

with a series of such partial identities, and, the opportunity to choose deliberately, at least within limits, the mix that will comprise the adult identity (p. 11)". Unconscious, preconscious and conscious factors are involved in the quest for a psychosocial self-definition and a new sense of separateness and autonomy which prevail at this time.

The capacity to withstand uncertainty and ambiguity, together with an interest in experimentation are essential preconditions for stable identity formation. Some adolescents resolve the uncertainties of this period by making commitments to a particular occupation, set of values and life style without prior experimentation. Erikson (1968) calls this pattern "identity foreclosure". Others find the pulls of this period so great that they cannot make even the temporary commitments required of everyday functioning. Erikson calls this pattern "identity diffusion".

It seems that some degree of identity diffusion, in the sense of increased confusion and uncertainty about one's direction and values, is inevitable given the tasks of adolescence. The transition to college comes at a time when identity issues are paramount. The ways in which this transition affect identity development will be explored in this dissertation.

Studies on the Transition from High School to College

The transition to college extends and reinforces the adolescent separation-individuation period, just as the transition to nursery school extends and reinforces the early separation-individuation process. This major and often permanent separation is bound to have a tremendous impact on the adolescent's psychosocial self-definition and entry into

early adulthood. Successfully traversing this passage requires, and likely reinforces, the attainment of certain developmental tasks, including: a degree of separation from the parents, siblings and close friends; a greater sense of autonomy; the establishment of new friendships; greater intimacy; dealing with new intellectual challenges (Katz, 1968; Silber, Hamburg, Coelho, Murphy, Rosenberg, & Pearlin, 1961). There are several factors which affect the experience and outcome of this transition. The adolescent's previous pattern of coping with stress and his(her) developmental stage greatly influence the nature of the transitional experience. Additionally, environmental considerations, such as the level of (dis)continuity between past and present, and the particular academic and social systems at the college play an important part in determining the type of adaptation made.

The only study to specifically investigate the transition from high school to college is a 1961 study done by Silber et al. In a naturalistic and exploratory study, using a small sample, they researched adaptive behaviors in competent adolescents. Defining competence in terms of academic work at school, interpersonal closeness with peers and participation in social groups, Silber preselected competent high school seniors to interview over a course of 16 months, from senior year in high school through the first year of college. The purpose was to define competent coping behaviors.

The results of this study suggested several general characteristics which help to maintain psychological equilibrium during the transition

to college. The prominent characteristics are listed below.

- 1) The ability to "reach out" to the new experience and to re-orient oneself in terms of the future.
- 2) Related to the first, a tendency for activity in preparing for the transition and in crossing it.
- 3) Pleasure in mastery and problem-solving.
- 4) Developing a self-image as a person able to meet the perceived requirements of the new situation. Specific behaviors which facilitate this self-image include: a) "anticipatory detachment" from parents and the establishment of meaningful relationships outside the family; b) reference to previous experiences in being separated from the parents; c) seeking information about the new situation; d) "role rehearsal" as a college student.
- 5) Lowering one's level of aspiration.
- 6) Participating in a sense of group identification (feeling pride in one's home, one's high school ; feeling that others are "in the same boat" and sharing experiences with friends).
- 7) Managing distress and anxiety by worrying, anticipating future concerns, rehearsing in fantasy future behavior.

These "competent coping behaviors" provide additional guidelines for the present study. Many of these behaviors have been incorporated, in some form, into the questionnaire developed by the author to explore adolescent responses during the transition to college. Of particular importance to the overall development of the current study is the focus taken by Silber et al. on the anticipatory period of the new college experience. These authors stress how the

ways in which an adolescent anticipates college affect the course of the college transition and college adjustment. Because anticipatory reactions play so large a part in understanding the freshman college experience, this study will take a close look at what will be called the "Anticipatory Subphase" of the college transition.

Before turning to a more complete look at the dimensions explored in this dissertation, some specific adolescent responses to separations will be examined.

Adolescent Separation Reactions

In contrast to the work on normative adolescent separation-individuation discussed in the previous section, the studies presented below are primarily concerned with the effects of "traumatic" separations on adolescent development. The configuration of separation responses in adolescence depend largely on the intensity of the separation experience and on the individual's past history of separation and attachment. The major findings of two experimental/clinical contributions will now be discussed.

Sklarew (1959) studied a group of 15 year old boys and girls with behavior problems. All had been separated from their parents for at least a month before the age of ten. He found that early separation from the parents disrupts ego and superego development for boys as reflected in acting out behavior (e.g., runaway incidents; court offenses) and in overall adjustment to the residential community. Surprisingly, he discovered the reverse to be true for separated girls. Separated girls ran away less often and attained higher positions

of responsibility in the residential community, indicating a better adjustment.

Sklarew explains these results in terms of both increased aggression and intensified dependency longings for passive gratification which follow separation from the parents. Acting out behavior for boys serves several functions. On the one hand, it serves to directly express the increased aggression; on the other hand, such behavior serves as a defense against intensified passive longings which conflict with the male role in our society. For girls, passive longings are not as threatening since the female role allows for such expression. Consequently, girls can accept and even sublimate these longings. However, aggression is less acceptable; Sklarew believes that aggression is renounced for the passive state of being loved and approved of. The result is greater conformity for girls.

These results suggest the importance of observing sex differences along the dimensions of attachment, dependency and aggression when studying adolescent separation.

The concept of "adolescent separation anxiety" and the notion of specific adolescent "separation patterns" were developed and experimentally explored by Hansburg (1972). By adolescent separation anxiety, Hansburg is referring to what he calls "universal forms of reactions" which characterize adolescent responses to (traumatic and mild) separation experiences. These reactions include: attachment, individuation, hostility, separation pain, separation denial, identity stress, self-love and self-esteem. "Separation patterns"

refer to the characteristic ways in which these universal reactions cluster. Hansburg believes that separation patterns vary depending on the intensity of the separation experience, the age of the separator, and the separator's past history of separations. He conceptualized and devised a projective test to measure the major dimensions of adolescent separation reactions.

Hansburg's research on separation patterns has contributed a great deal to the development of the "separation reactions" explored in the current study. A more detailed description of his dimensions is, therefore, in order.

Influenced by the work of John Bowlby, Hansburg conceptualizes adolescent separation anxiety primarily around the drive for attachment, on the one hand, and the drive for individuation on the other. Attachment refers to the "residual symbiotic phenomenon (p.55)" which grows out of the original symbiotic state of infancy. It is an important aspect of object relations at all stages of life and represents a most basic human need. Individuation is the opposing drive for separateness, privacy and self-actualization.

Hansburg believes that there is a kind of "seesaw" relationship between these two drives, alternating and depending on the degree to which a person feels separation (p. 65). This balance is a delicate one, weighted by the intensity of the separation experience as well as by whatever the individual brings to the experience. Under most separation conditions, the drive for attachment and contact is expected to be slightly higher than the drive for individuation. Too great a discrepancy in either direction is an

indication of emotional difficulty in the face of separation.

As indicated earlier, attachment and individuation represent two of Hansburg's eight "universal forms of reactions" to separations. According to Hansburg, the remaining reactions of hostility, pain, denial, identity stress, self-love and self-esteem appear in order to restore the attachment-individuation balance. The extent to which specific reactions are utilized and the particular interplay among the various reactions constitute "separation patterns".

Some specific findings on the relationship between the various separation reactions and overall adjustment are of particular interest here. Hansburg found that in response to a separation experience, a moderate degree of anxiety and pain is expectable. However, high responses of hostility, especially when hostility is higher than responses of attachment need, is an indication of serious emotional pathology. Hansburg suggests that hostility is expressed in retaliation for the failure of restitution and is an indication of more traumatic experiences of separation or loss.

Of all the results cited, the gratification of the need for attachment emerges as the single most critical variable. During a separation experience, gratification of attachment need helps sustain feelings of self-love, reduces feelings of hostility, aids the expression of tension and hostility, minimizes reality avoidance. This finding supports Bowlby's observations on the importance of substitute mothering during separation experiences in young children.

In summary, the studies on adolescent separation highlight the essential relation between separation and the development of autonomy, intimacy and a sense of identity in adolescence. The process of separation-individuation can be viewed as constituting normative subphases which are characterized by specific changes in intrapsychic organizations and interpersonal relationships. These changes are reflected in behavioral, affective and cognitive realms.

Separations, whether they be internal (psychological) disengagements or physical partings, evoke a variety of responses. Feelings of increased or decreased attachment need are prominent indicators of separation experiences. Fluctuating expressions of anxiety, depression, hostility, cheerfulness and identity stress are additional reactions which commonly occur in response to a separation.

Central Concepts of the Present Study

In accordance with the theoretical, clinical and research considerations summarized above, three major dimensions have been selected for study in this dissertation. These dimensions are:

Attachment

This dimension refers to the desire for and realization of interpersonal closeness with various "significant others" during the transition to college. Feelings of attachment to mother, to father, to hometown peers will be explored, as will new attachments to faculty (or "parent substitutes"), college peers ("peer substitutes") and to Yale in general.

Separation Reactions

Eight distinct "separation reactions" will be observed over the course of the transition to college. These reactions, which have been culled from the literature and expanded upon by the author, include subjective feelings of anxiety and depression, somatic pain, cheerfulness, self-criticalness, mood swings, hostility to mother, hostility to father, and hostility to peers.

Identity Diffusion

Since separation from the family and the move to the college community may have a profound effect on the adolescent's sense of identity, a measure of "identity diffusion" is included as the third dimension. Identity diffusion refers to conscious feelings of being overwhelmed, feelings of floundering and confusion about views and goals.

Fifteen variables, in total, comprise these three central dimensions. These variables will be observed at three critical points during the transition to college: in late August, as the adolescent anticipates the move to college; in mid-September, upon arrival at Yale; and in early February, with the beginning of the second semester. These three times are conceptualized, respectively, as the Anticipatory (I), Leavetaking (II) and Settling-In (III) Subphases of the late adolescent transition to college.

A more detailed description of the 15 variables observed in this study is provided in Chapter II.

The Hypotheses

The convergence of the varied data and theoretical perspectives from the early childhood and adolescent separation literature are all suggestive of the importance of describing normative subphases of a transition, sex differences and the relationship between separation reactions and eventual adaptation to the new environment. This convergence leads directly to the hypotheses of this study.

Hypothesis #1. The major hypothesis of this study is that there are distinct and identifiable subphases of the transition to college and that these subphases can be described in terms of significant changes (in the fifteen variables) over the course of the semester.

The following four hypotheses predict, more specifically, the nature of the changes expected to occur in the observed variables.

Hypothesis #2. Attachment to parents and to hometown peers (pre-transitional relationships) are predicted to decrease over the course of the transition to college. This hypothesis is derived from the theoretical perspective that emotional ties are loosened during periods of separation (Bowlby, 1973) and that parental ties are loosened during adolescence (Blos, 1962).

Hypothesis #3. New attachments to substitute parents and to substitute peers are predicted to be greatest in the Settling-In Subphase.

Viewed in conjunction with hypothesis #2, this hypothesis rounds out the attachment dimension. The overall expectation is that attachments to home will diminish while attachments to college grow over the course of the transition to college.

Hypothesis #4. Separation reactions of anxiety and depression, aggression to mother, aggression to father, aggression to peers, self-criticalness, mood swings and cheerfulness are predicted to be greatest in the Anticipatory Subphase I.

This prediction is derived from the findings of Silber et al. (1961) in their study on the anticipatory period of the transition to college and from clinical observations by the author. Observations have led the author to believe that the anticipation of a major event (with the associated fantasies) is often accompanied by more intense and varied reactions than is the actual occurrence of the event.

Hypothesis #5. Identity Diffusion is predicted to increase over the course of the transition to college, from the Anticipatory Subphase I to the Settling-In Subphase III.

This prediction is consonant with the view that separations (both internal and physical) stress the individual and lead to increased confusion and identity stress (Hansburg, 1972).

Sex Differences in the Transition to College

Hypothesis #6. A sex difference in the degree of attachment is predicted. Specifically, girls are predicted to show greater attachment than boys to parents and hometown peers.

This hypothesis was derived in accordance with the reported findings on sex differences in attachment behavior (Greenhouse, 1977; Mahler et al., 1975; Taylor et al., 1978).

Hypothesis #7. A sex difference in separation reactions is predicted: girls are predicted to show greater anxiety and depression, pain, cheerfulness, self-criticalness and mood swings; boys are predicted

to show greater aggression (to mother, father and peers).

These predictions are derived from theoretical and clinical observations (Greenhouse, 1977; Mahler et al., 1975; Taylor et al., 1978), and from the reported literature on sex differences (Loevinger, 19) which has not been specifically reviewed here.

Hypothesis #8. A sex difference in identity diffusion is predicted with girls showing greater identity diffusion than boys.

The rationale behind this prediction is derived from the clinical and theoretical observations that girls may have greater difficulty with separations than boys. One implication that follows from this observation is that girls may experience separations as more stressful; this stress would be reflected, to some extent, in the degree of identity diffusion.

In addition to the above hypotheses, the data will be analyzed in order to assess any unpredicted subphase and/or sex differences.

Adjustment to College

The literature review provides substantial evidence for the importance of substitute relationships in facilitating successful adjustment to a separation experience (Blos, 1962; Bowlby, 1972; Mahler, 1975; Spitz, 1946). Hypotheses #9 & 10 follow this perspective.

Hypothesis #9. Academic adjustment to college is predicted to be primarily influenced by the ability to develop new attachments.

Specifically, successful academic adjustment to Yale is predicted to be primarily influenced by the ability to create parent substitutes and to have positive feelings toward Yale by the Settling-In Subphase III.

Hypothesis #10. Social adjustment to college is predicted to be primarily influenced by the ability to create new peer attachments and to have positive feelings toward Yale by the Settling-In Subphase III.

CHAPTER II

METHODOLOGY

Subjects

Subjects were drawn from the incoming Yale freshman class of 1978-79. An alphabetical listing, indexed by sex and geographical location, of the entire freshman class was obtained from the Yale registrar. Subjects were then designated as living either "near" (Northeastern States) or "far" (remainder of the U.S.). This information provided the basis for the creation of four subject pools: males, near; males, far; females, near; females, far. From these four pools, 240 subjects were randomly selected (60 from each pool), and invited by letter to participate in a study on the "transition to college".

Written consent forms were obtained from 75% (n=181) of the invited sample. There was a subsequent dropout rate over the next six months of 21% (n=39), resulting in a final sample size of 142 students. Virtually all students in the final sample are Caucasian and come from middle to upper-middle class economic backgrounds. A description of the sample is presented in Table 1 below.

Construction of the Scales

The College Separation Scale (CSS)

A psycho-sociological approach was chosen as the best heuristic model for understanding the late adolescent transition. Since this transition had never before been systematically studied, its

TABLE 1

Sample Description: Sex, Age, Location, High School

	<u>N</u>	Mean Age in Years	Location		Type of High School	
			Northeast	Other	Public	Preparatory
Boys	77	18.0	42	35	60	17
Girls	65	18.0	35	30	52	13
Total	142	18.0	77	65	112	30

examination required an exploratory and naturalistic design. Surveying and describing the nature of the students' ongoing conscious experience of this transition was the primary mode of inquiry.

A self-report, 7-point Likert-type scale was developed by the author to assess the freshman student's experience of separating from home and entering college. Scale questions were constructed on the basis of an extensive review of the literature, interviews with freshmen at Yale (1977-78 freshman class), and pilot questionnaires administered to freshmen at several Northeastern colleges.

The questionnaire was designed to measure the conscious experience of the transition to college. Behavioral self-descriptions, affective self-assessments, and cognitive self-understandings were asked. Examples of behavioral self-descriptions include ratings of the amount of time spent with mother, father and peers (question #'s 1, 2, 3 respectively). Affective self-assessments include ratings of the degree of nervousness (question #25), degree of anger toward mother, father and friends (question #'s 35, 36, 37 respectively), degree of cheerfulness (question #26). Cognitive self-understandings include ratings which measure expectations about college (question #27) and expectations about college friendships (question #18). All questionnaires are included in Appendix B.

Three equivalent versions of the CSS were developed in order for the questions to have relevance at the three subphases of the transition to college. CSS I was phrased in terms appropriate to the

Anticipatory Subphase; CSS II was phrased in terms appropriate to the Leavetaking Subphase; CSS III, in terms appropriate to the Settling-In Subphase. The questionnaire was designed in a precoded form so to facilitate direct transcription to IBM Fortran Coding Forms.

In addition to the Likert-type questions, several open-ended questions (not analyzed for the present study) were included at the end of each scale.

Once received, the questionnaires were carefully reviewed in order to select those questions directly relevant to the variables of this study. Of the approximately 70 questions (per scale) asked, 33 were used to form the 15 variables explored in the present study. Ten of the 15 variables are measured by a composite score of two or more questions, while the remaining five variables are based on single questions (see Figures 1-4). The ten composite scores were determined by theoretical considerations and the high face validity of the individual questions; these composite scores were then verified by Pearson product-moment correlations. Any question not significantly intercorrelated with all other questions within a variable was omitted from the final composite score.¹

Demographic Questionnaire

A multiple choice questionnaire was developed by the author to yield information regarding a subject's past history and current living situation. In addition to standard demographic questions, specific information regarding separation history was obtained. The variables of sex and location (near, far) were the two demographic variables explored in the present study.

Variables	Anticipatory Subphase I	Leavetaking Subphase II	Settling-In Subphase III
Attachment			
Mother	Time I've spent with mother (Q.#1)	Relationship with mother (Q.#1)	Relationship with mother (Q.#1)
	Relationship with mother (Q.#3)	I have confided in my mother (Q.#5)	I have confided in my mother (Q.#5)
	I have confided in my mother (Q.#7)	I get along with my mother (Q.#9)	I get along with my mother (Q.#8)
Father	Time I've spent with father (Q.#2)	Relationship with father (Q.#2)	Relationship with father (Q.#2)
	Relationship with father (Q.#4)	I have confided in my father (Q.#6)	I have confided in my father (Q.#6)
	I have confided in my father (Q.#8)	I get along with my father (Q.#8)	I get along with my father (Q.#8)
Peers	Time spent with friends (Q.#10)	I find that my relationships with high school friends are:(Q.#15)	I find that my relationships with high school friends are: (Q.#15)
	Relationship with friends (Q.#11)	I communicate with H.S. friends(Q#16)	I communicate with H.S. friends (Q.#16)

FIGURE 1. Questions Comprising the Attachment Variables by Subphase

Variables	Anticipatory Subphase I	Leavetaking Subphase II	Settling-In Subphase III
Separation Reactions			
Anxiety & Depression	I have been nervous(anxious) (Q.#25)	I have been nervous(anxious) (Q.#35)	I have been nervous(anxious) (Q.#44)
	I have been irritable(Q.#30)	I have been irritable (Q.#40)	I have been irritable(Q.#49)
	I have been depressed (Q.#31)	I have been depressed(Q.#41)	I have been depressed (Q.#50)
Pain	I have been having headaches (Q.#23)	I have been having headaches (Q.#33)	I have been having headaches (Q.#42)
	I have been having digestive problems (Q.#26)	I have been having digestive problems (Q.#34)	I have been having digestive problems (Q.#43)
Cheer	I have been cheerful(Q.#26)	I have been cheerful (Q.#36)	I have been cheerful(Q.#45)
	I have been feeling energetic(Q.#32)	I have been feeling energetic(Q.#42)	I have been feeling energetic(Q.#51)
Self-Criticalness	I have been critical of myself (Q.#34)	I have been critical of myself (Q.#45)	I have been critical of myself (Q.#54)
Mood Swings	In general, my feelings have been...(Q.#21)	In general, my feelings have been(Q.#31)	In general, my feelings have been (Q.#40)
Aggression to Mother	I have been feeling angry with my mother(Q.#35)	I have been feeling angry with my mother(Q.#46)	I have been feeling angry with my mother (Q.#55)
Aggression to Father	I have been feeling angry with my father(Q.#37)	I have been feeling angry with my father(Q.#47)	I have been feeling angry with my father(Q.#56)
Aggression to Peers	I have been feeling angry with my friends(Q.#37)	I have been feeling angry with my roommates (Q.#48)	I have been feeling angry with my roommates (Q.#57)

FIGURE 2. Questions Comprising the Separation Reaction Variables by Subphase

Variables	Anticipatory Subphase I	Leavetaking Subphase II	Settling-In Subphase III
Identity Diffusion	I feel confused about my views and goals(Q.#46)	I feel confused about my views and goals(Q.#54)	I feel confused about my views and goals(Q.#64)
	I've been in turmoil(Q.#47)	I've been in turmoil(Q.#55)	I've been in turmoil(Q.#65)
	I've been questioning many different things about myself(Q.49)	I've been questioning many different things about myself(Q.#57)	I've been questioning many different things about myself(Q.67)
	I'm going through major personality changes(Q.#48)	I'm going through major personality changes(Q.#56)	I'm going through major personality changes(Q.#66)
Formation of New Attachments			
Parent Substitutes		Although I've been here only a short time, my initial impression of the faculty is (Q.#23)	My current impression of the faculty (Q.#23)
		My impression of upperclassmen is (Q.#24)	Relationship with faculty (Q.#24)
			My impression of the upperclassmen is (Q.#27)
Peer Substitutes	I expect to make good friends at Yale(Q.#18)	I would characterize my initial relationships with my roommates as (Q.#25)	My relationship with other peers (Q.#29)
		I think I'll make good friends here (Q. #26)	I think I'll make good friends here (Q. #30)

FIGURE 3. Questions Comprising the Identity Diffusion and Formation of New Attachment Variables, by Subphase

Variable	Anticipatory Subphase I	Leavetaking Subphase II	Settling-In Subphase III
Formation of New Attachments			
Yale	When I think about going to Yale, my feelings are along the line of: (Q.#16)	My initial impression of Yale is: (Q.#27)	My impression of Yale is (Q.#39)
	Amount of time I've been spending preparing for college (Q.#38)	"I may or may not miss home, but I'm glad to be here" describes the way I feel (Q.#28)	"I may or may not miss home, but I'm glad to be here" describes the way I feel (Q.#35)
	I've been thinking about what to take with me(Q.#40)	I daydream about being in other places(Q.#50)	I daydream about being in other places(Q#50)
	I daydream/think about college (Q.#42)	I spend more time thinking about (home...college) (Q.#51)	I spend more time thinking about (home...college) (Q.#61)
	I spend more time thinking about (home...college) (Q.#43)	I've had some thoughts of transferring(Q#68)	I've had some thoughts of transferring (Q.#74)

FIGURE 4. Questions Comprising the New Attachment to Yale Variable, by Subphase

Adjustment to College Scale (ATC)

The items on the ATC were compiled from a 1950's questionnaire, administered at Yale, which was designed to measure satisfaction with Yale College (Davie, 1952, 1953, 1954, 1955). To provide uniformity of scales, the author adapted Davie's questions to a 7-point Likert-type format. The questions chosen for inclusion in this study are concerned exclusively with academic adjustment and social adjustment.

Procedure

Confidentiality was insured by assigning a code number to each subject. This code number served as the means of identification on all questions and scales. At no point was a subject's name used on the questionnaires.

The Demographic Questionnaire together with CSS I were mailed in mid-August, 1978. All participants were required to return their questionnaire before their arrival on campus. CSS II was administered in mid-September (Leavetaking), two weeks after arrival at Yale. Participants were asked to return the questionnaire within two weeks. SES III and the ATC were administered in early February, 1979. Again, participants were asked to return the questionnaire within two weeks.

Statistical procedures were run at the Computer Facility of the Graduate Center, The City University of New York.

CHAPTER III.

RESULTS

The Statistical Package for the Social Science (SPSS) and Datatest subprograms were used to compute the statistical operations for this study. The data was analyzed from three perspectives, following our interest in: a) the subphases of the late adolescent transition; b) sex differences in adolescent separation-individuation; and c) predictors of adjustment to college.

To test the first series of hypotheses concerning the subphases and sex differences, a Repeated Measures Design Analysis of Variance (2 X 3) was utilized. In total, 15 such ANOVA's were computed, one for each variable. Where significant F-ratios were obtained, the Scheffe procedure was performed in order to designate the significant comparisons. All p-values given represent two-tailed probabilities.

To test the second series of hypotheses concerning the predictors of adjustment to college, stepwise multiple regression coefficients were computed.

The 15 ANOVA tables (Tables 6-21) and the two multiple regression analyses (Tables 22-23) are included in Appendix A.

For the sake of clarity, the results of the 15 ANOVA tables will be presented for each variable before proceeding to the major hypotheses. Descriptive statistics for the variables are presented in Tables 2-5 below.

TABLE 2
 Variable Means and Standard Deviations on CSS
 for the Entire Sample at Subphases I, II, III

Variable	<u>N</u>	I		II		III	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Attachment							
Mother	142	4.20	0.90	4.21	0.90	4.58	1.09
Father	142	4.16	0.92	4.20	0.83	4.50	1.01
Peers	142	4.64	1.44	3.71	1.30	3.30	1.10
Separation Reactions							
Anxiety	142	4.27	0.83	3.91	0.95	4.16	0.95
Pain	142	4.04	0.61	3.85	0.82	3.98	0.90
Cheer	142	4.14	0.78	4.60	0.91	4.49	0.99
Self-Crit	142	4.55	1.20	4.57	1.21	4.79	1.16
Mood	142	4.35	1.41	4.45	1.56	4.20	1.56
AggMom	142	4.29	1.23	3.31	1.93	3.36	1.33
AggPop	142	4.19	1.14	3.32	1.11	3.40	1.28
AggPeer	142	4.08	0.87	3.64	1.32	4.13	1.47
Identity	142	3.70	1.24	3.61	1.35	4.08	1.32
New Attachments							
ParSub	142			5.47	0.83	4.01	0.82
PeerSub	142	6.33	0.76	6.03	0.89	5.51	1.13
Yale	142	5.09	1.08	5.70	1.00	5.58	1.11

TABLE 3
 Variable Means and Standard Deviations for Male and Females on CSS
 at Subphase I

Variable	Males (n=77)		Females (n=65)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Attachment				
Mother	4.08	0.80	4.33	1.03
Father	4.06	0.81	4.27	1.02
Peers	4.72	1.35	4.56	1.54
Separation Reactions				
Anxiety	4.14	0.89	4.41	0.73
Pain	3.92	0.67	4.17	0.50
Cheer	4.43	0.76	4.40	0.82
Self-Crit.	4.47	1.13	4.63	1.27
Mood Swings	4.18	1.43	4.52	1.38
AggNom	4.08	1.08	4.49	1.35
AggPop	4.18	1.11	4.20	1.18
AggPeer	3.97	0.74	4.19	1.00
Identity Diffusion	3.53	1.26	3.87	1.19
New Attachments				
ParSub	---	---	---	---
PeerSub	6.20	0.78	6.46	0.71
Yale	4.86	1.12	5.33	0.98

TABLE 4
 Variable Means and Standard Deviations for Males and Females on CSS
 at Subphase II

Variable	Males (n=77)		Females (n=65)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Attachment				
Mother	4.15	0.83	4.26	0.99
Father	4.11	0.75	4.29	0.91
Peers	3.60	1.22	3.82	1.38
Separation Reactions				
Anxiety	3.69	0.89	4.12	0.97
Pain	3.85	0.84	3.85	0.80
Cheer	4.37	0.88	4.82	0.89
Self-Crit.	4.49	1.08	4.65	1.35
Mood Swings	3.96	1.40	4.94	1.58
AggMom	3.39	1.09	3.23	1.31
AggPop	3.46	1.01	3.19	1.21
AggPeer	3.62	1.31	3.66	1.34
Identity Diffusion	3.39	1.32	3.83	1.36
New Attachments				
ParSub	5.34	0.80	5.61	0.84
PeerSub	5.81	0.94	6.25	0.77
Yale	5.70	0.93	5.70	1.10

TABLE 5
Variable Means and Standard Deviations for Males and Females on CSS
at Subphase III

Variable	Males (n=77)		Females (n=65)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Attachment				
Mother	4.38	1.00	4.78	1.16
Father	4.38	0.92	4.52	1.12
Peers	3.31	1.10	3.29	1.10
Separation Reactions				
Anxiety	4.06	0.94	4.25	0.95
Pain	3.88	0.83	4.09	0.98
Cheer	4.36	1.04	4.62	0.90
Self-Crit.	4.74	1.14	4.83	1.19
Mood Swings	3.88	1.56	4.52	1.51
AggMom	3.31	1.27	3.40	1.39
Aggpop	3.46	1.22	3.35	1.36
AggPeer	4.13	1.38	4.12	1.58
Identity Diffusion	3.89	1.35	4.28	1.26
New Attachments				
ParSub	4.01	0.75	4.01	0.88
PeerSub	5.25	1.07	5.77	1.15
Yale	5.44	1.18	5.72	1.01

Attachment

Mother

Subphases. A comparison of the means across the three subphases reveals an $F=10.2$ ($df=2$), $p=.001$. The Scheffe procedure indicated that attachment scores to mother were significantly higher in Subphase III than in Subphases I and II. No discriminable difference between Subphases I and II were found. Norms for this dimension show that males and females become more attached to mother over the course of the semester (see Table 6).

Sex differences. A sex difference emerged with females showing significantly higher attachment scores than males at all stages ($p<.05$, see Table 6).

Father

Subphases. Attachment scores to father were significantly higher in Subphase III than in Subphase II ($p=.05$) and Subphase I ($p=.01$). No discriminable difference between Subphases I and II were found. Both males and females seem to become increasingly more attached to their fathers over the duration of a semester (see Table 7).

Sex differences. No significant sex differences were found.

Peers

Subphases. Attachment scores to peers were significantly higher in Subphase I than in Subphases II and III ($p=.001$), and significantly higher in Subphase II than in Subphase III ($p=.05$). As opposed to increasing attachment scores to parents, students become increasingly less attached to high school peers over the course of the first semester (see Table 8).

Sex differences. No significant sex differences were found.

Separation Reactions

Anxiety and Depression

Subphases. The composite score of anxiety and depression drops significantly between Subphase I and II ($p=.001$) and increases again between Subphases II and III ($p=.05$). Thus, there is a dip in the level of anxiety and depression upon arrival at college (see Table 9).

Sex differences. A sex difference emerges with females scoring higher on anxiety and depression than males at all subphases ($p<.01$, see Table 9).

Pain

Subphases. No significant change in reported levels of pain across the subphases was found (see Table 10).

Sex differences. No significant sex difference was found.

Cheerfulness

Subphases. No significant change across subphases alone was found (see Table 11).

Sex differences. A sex difference was found with females scoring higher on cheerfulness than males at all stages ($p<.05$, see Table 11).

Subphase X Sex Interaction. Cheerfulness was the only variable which showed a significant interaction (sex X subphase) effect; the effect is due to the higher value of cheerfulness in females at Subphase II ($p=.05$, see Table 11).

Self-criticalness

Subphases. No significant change in level of self-criticalness across the subphases was found (see Table 12).

Sex differences. No significant sex difference was found.

Mood Swings

Subphases. No significant change in mood swings across the subphases was found (see Table 13).

Sex differences. A sex difference was found with girls showing greater fluctuations in mood than boys ($p < .05$, see Table 13).

Aggression to Mother

Subphases. Aggression to mother scores were significantly higher in Subphase I than in Subphases II and III ($p = .001$). Subphase II was not significantly distinguishable from Subphase III, indicating that the greater decrease in aggression to mother occurs between Subphases I and II (see Table 14).

Sex differences. No significant sex differences were found.

Aggression to Father

Subphases. Aggression to father scores were significantly higher in Subphase I than in Subphases II and III ($p = .001$). Subphase II was not significantly distinguishable from Subphase III. Again, as with the findings for aggression to mother, the greatest decrease in aggression to father occurs between Subphases I and II (see Table 15).

Sex differences. No significant sex differences were found.

Aggression to Peers

Subphases. Aggression to peer scores decrease significantly from Subphase I to Subphase II ($p = .01$) and increase again from

Subphase II to Subphase III ($p=.01$). In other words, a dip in aggression to peers is evident at Subphase II (see Table 16).

Sex differences. No significant sex differences were found.

Identity Diffusion

Subphases

Identity diffusion scores increase significantly between Subphase I and Subphase III ($p=.01$). The major increase in identity diffusion occurs between Subphases II and III ($p=.001$); no significant change was observed between Subphases I and II (see Table 17).

Sex differences

Sex differences were found with females demonstrating higher identity diffusion than males at all subphases ($p<.05$, see Table 17).

Formation of New Attachments

Parent Substitutes

Subphases. Attachment scores to parent substitutes were significantly higher in Subphase II than Subphase III ($p=.001$, see Table 18).

Sex differences. No significant sex differences were found.

Peer Substitutes

Subphases. Attachment to peers at Yale decreased significantly between Subphase I and Subphase II ($p=.01$), and again between Subphase II and Subphase III ($p=.001$, see Table 19). Therefore, students become increasingly less hopeful about college friendships and less attached to college peers over the course of the first semester.

Sex differences. A sex difference was found with females scoring significantly higher than males on attachment to peers ($p < .001$, see Table 19).

Yale

Subphases. Positive feelings toward Yale were significantly lower in Subphase I than in Subphases II and III ($p < .001$). There was no significant change between Subphases II and III. Thus, a student's actual presence at Yale fosters positive feelings (see Table 20).

Sex differences. A sex difference exists with females showing greater feelings of attachment to Yale than males ($p < .05$, see Table 20).

In summary, significant changes between subphases occur for all variables except pain, cheerfulness, mood swings and self-criticalness. Significant sex differences were found for the variables: attachment to mother, feelings of anxiety and depression, feelings of cheerfulness, mood swings, sense of identity diffusion, attachments to peers at Yale and attachments to Yale. For all these variables, females score higher than males.

Hypotheses and Results

Hypothesis #1. Subphases of the Transition to College

The major hypothesis of this study predicted the existence of distinct and identifiable subphases of the transition to college. Confirmation of this hypothesis requires the finding of significant changes in the designated variables over the course of the semester.

Significant changes were found to occur in 11 of the 15 variables; only the variables of pain, cheerfulness, mood swings and self-criticalness did not change significantly over the course of the semester. This overall finding strongly supports a rationale for describing the transition to college in terms of subphases. A pictorial description of the subphases is presented in Figures 5-7. A more complete discussion of these subphases will follow in Chapter IV.

Hypothesis #2. The Comparison of Attachment to Parents and Peers Across Subphases

Based on the clinical and theoretical literature, hypothesis #2 predicted that students would become less attached to their parents and to their hometown peers over the course of the semester. Therefore, the lowest attachment scores were expected to be found in the Settling-In Subphase III.

Hypothesis #2 was partially confirmed. Attachment to hometown peers decrease, as predicted, between the Anticipatory Subphase I and the Leavetaking Subphase II ($p=.001$), and also between Subphase II and the Settling-In Subphase III ($p=.05$). However, attachment to parents do not decrease, as predicted; instead, changes in the direction opposite to prediction were found. Attachment scores to both mothers

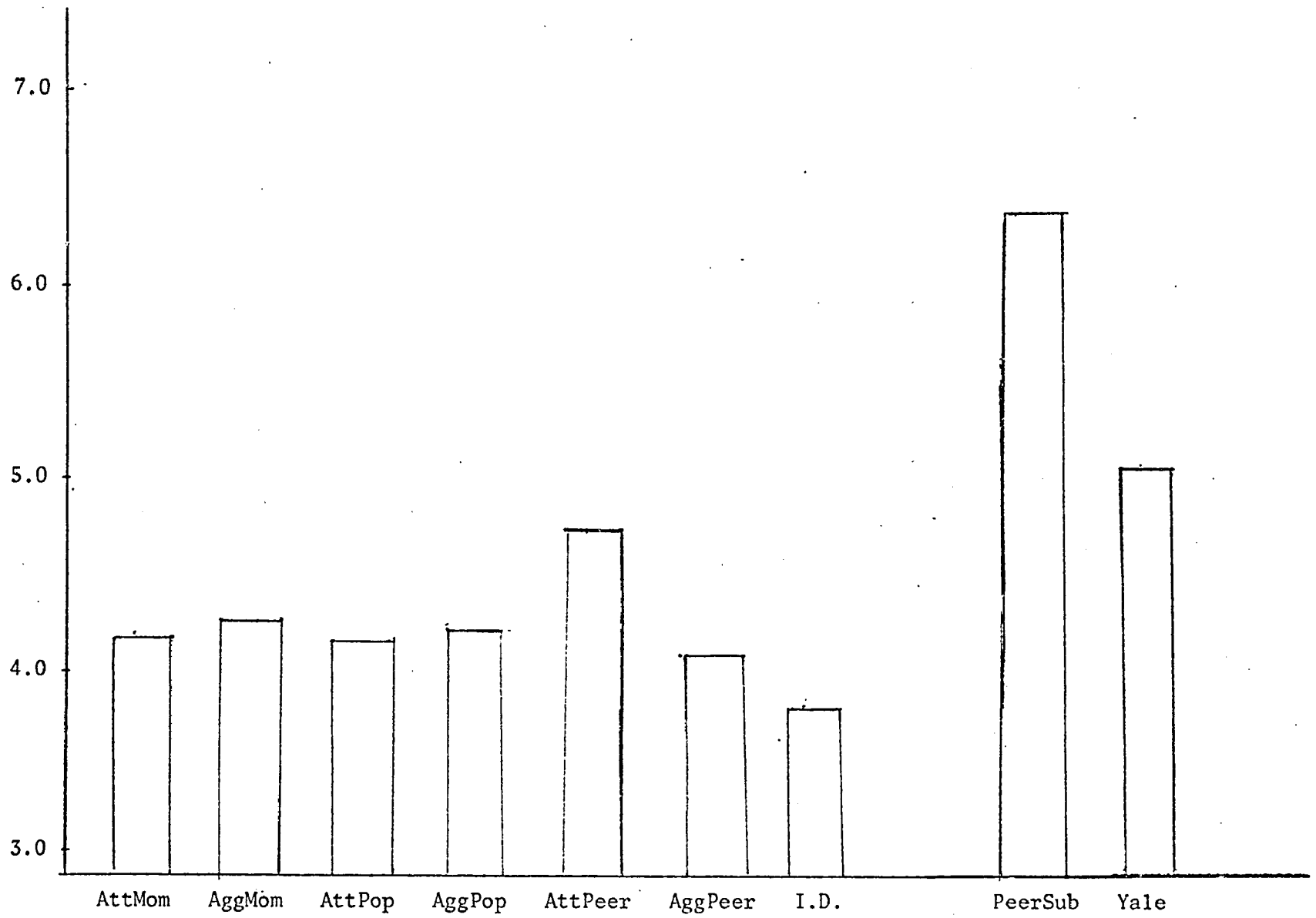


FIGURE 5. Pictorial Description of Subphase I

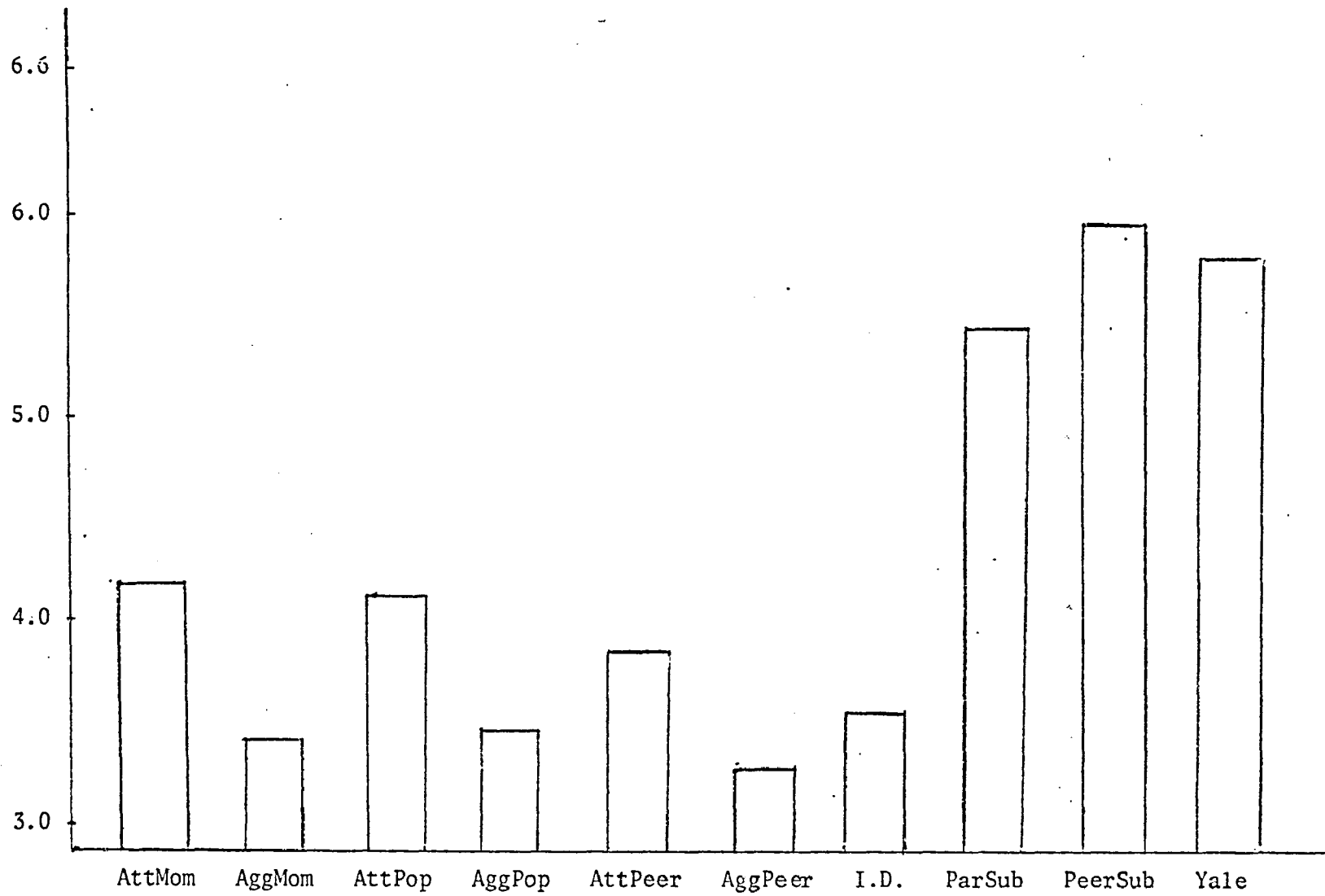


FIGURE 6. Pictorial Description of Subphase II

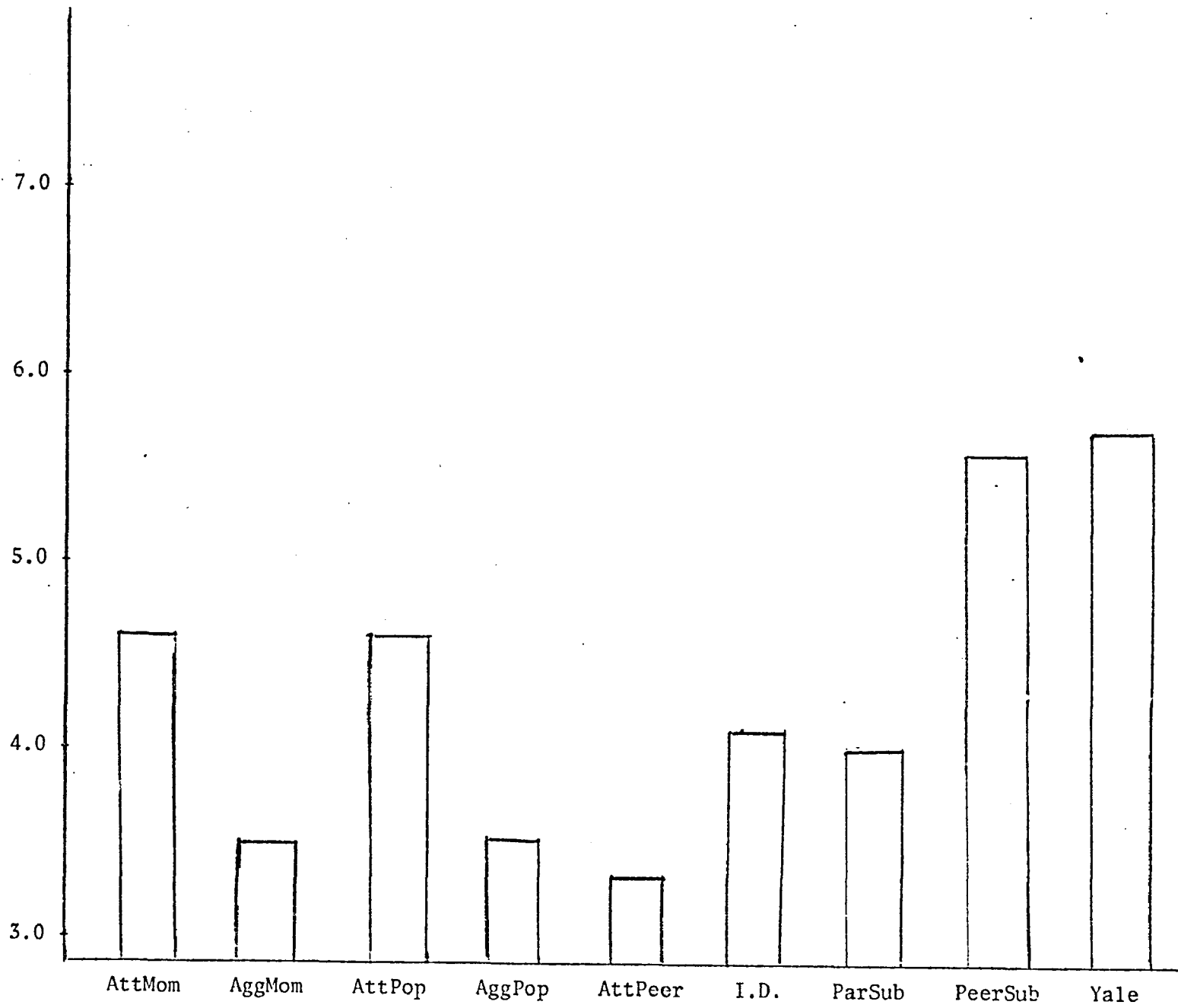


FIGURE 7. Pictorial Description of Subphase III

and fathers were found to increase significantly between Subphases I and III ($p=.01$, see Figures 8-10).

Taken together, these results suggest that, when viewing the concept of attachment, the question, "attachment to whom?" must be asked. Feelings of attachment are not uniform; these feelings change in different ways depending on the subject, the nature of the situation and the object of attachment. Given the situation under study here -- namely, the transition to college-- it becomes clear that feelings of attachment to parents change in one direction while feelings of attachment to hometown peers take quite a different turn.

Hypothesis #3. The Comparison of New Attachments Across Subphases

The third hypothesis stated that new attachments to parent and peer substitutes would increase over the course of the first semester and would therefore be strongest in the Settling-In Subphase. This hypothesis was not confirmed. Attachment scores to parent substitutes decreased significantly between the Leavetaking Subphase II and the Settling-In Subphase III ($p=.001$); attachment scores to peer substitutes likewise decreased between Subphases II and III ($p=.001$), and also between Subphases I and II ($p=.01$, see Figures 11 & 12).

These results suggest that the anticipation of forming new relationships in college overshoot the reality. The implications of this observation will be discussed in the following section. Suffice it to say, for the present, that anticipatory optimism is reflected in students' pre-college statements about forming new attachments.

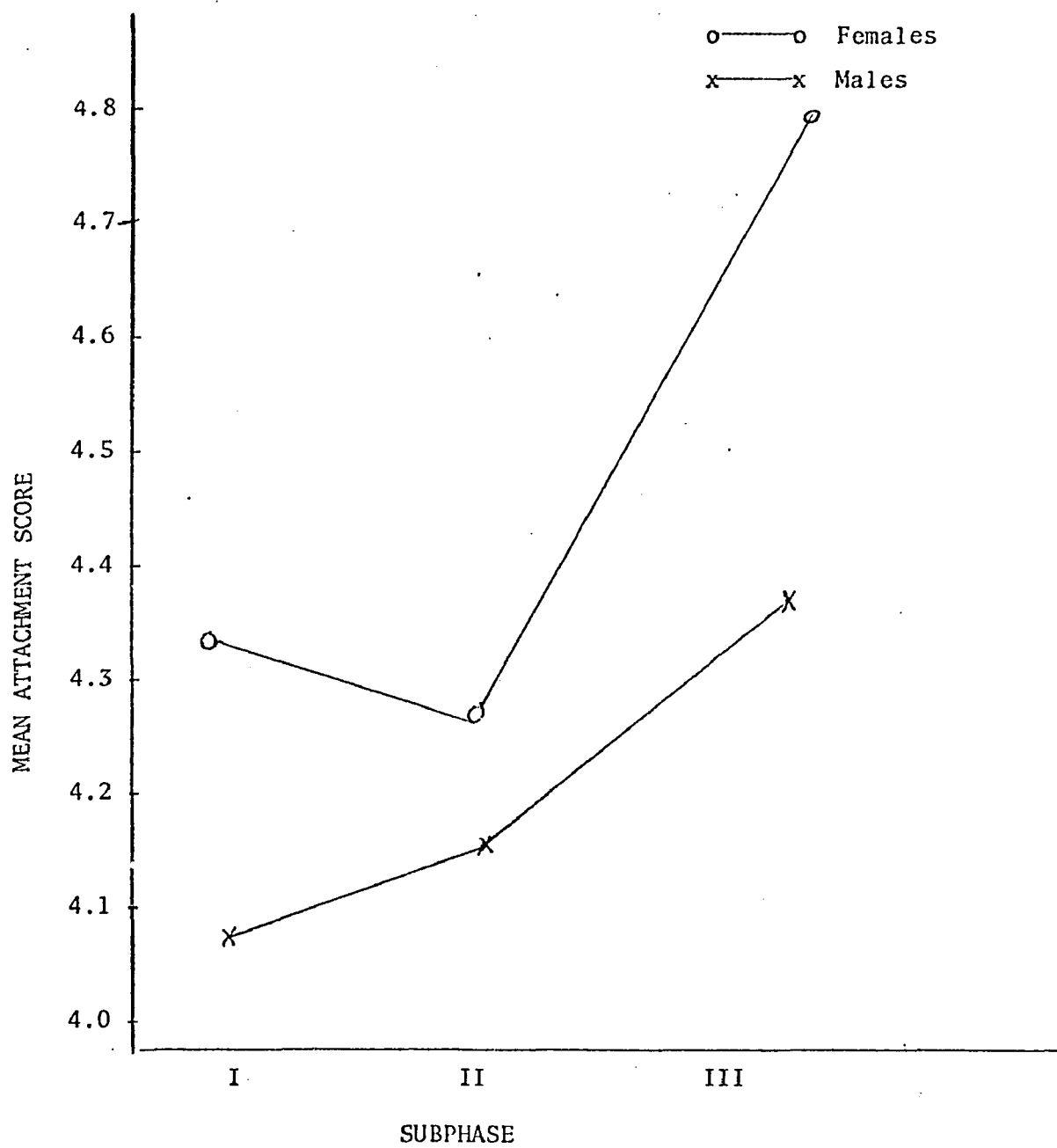


FIGURE 8. Attachment to Mother Across Subphases

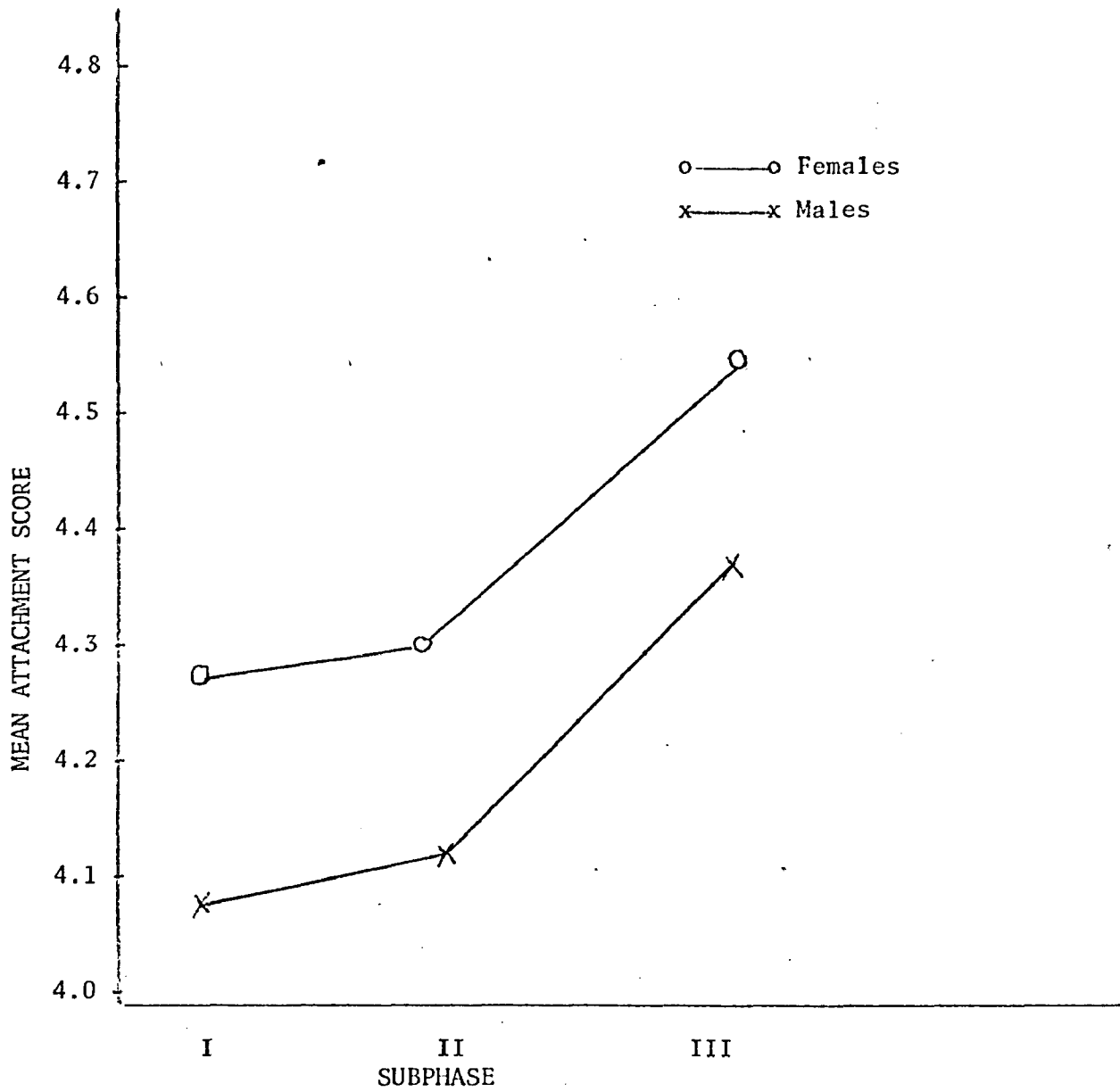


FIGURE 9. Attachment to Father Across Subphases

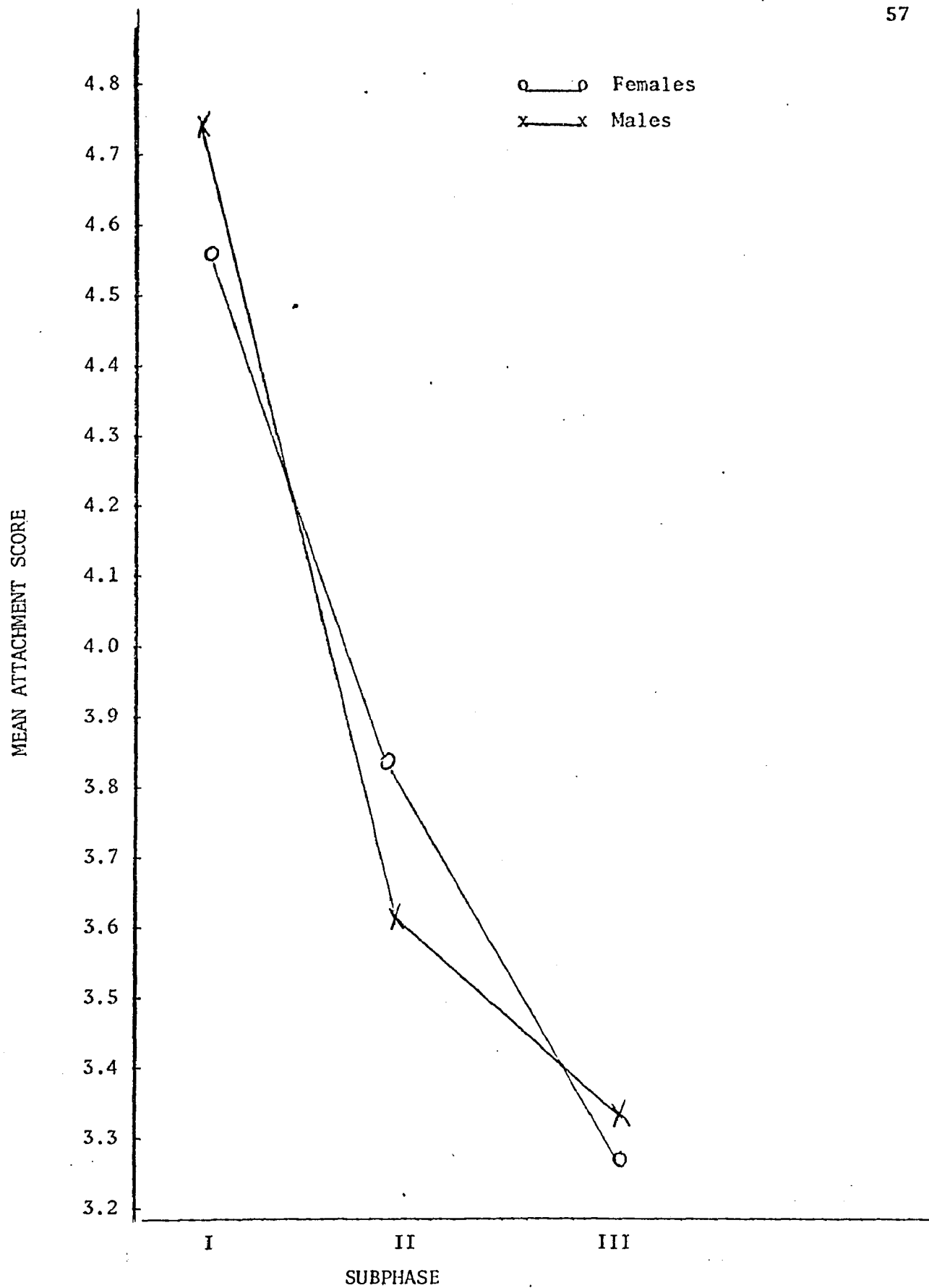


FIGURE 10. Attachment to Hometown Peers Across Subphases

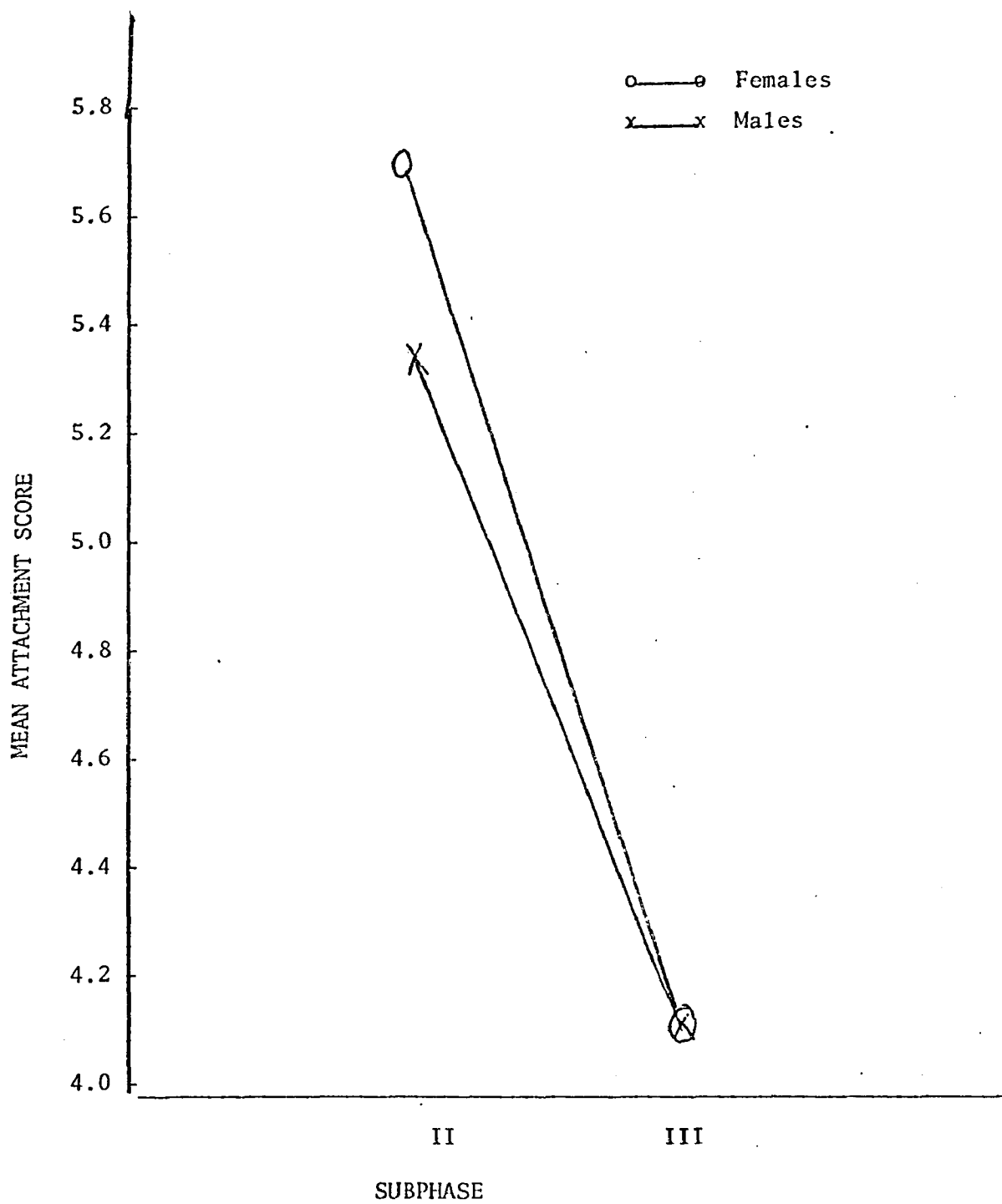


FIGURE 11. New Attachments to Parental Substitutes
Across Subphases

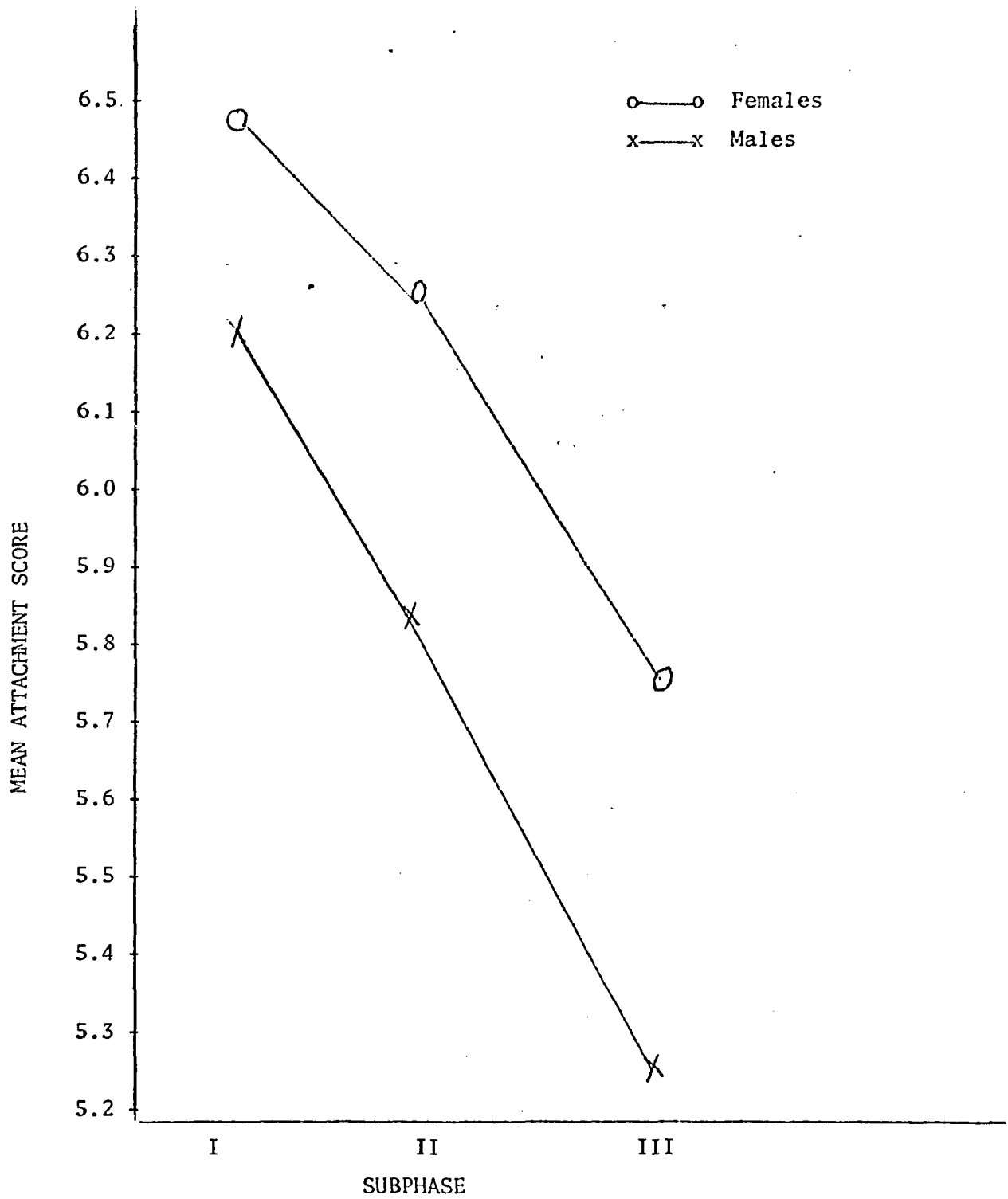


FIGURE 12. New Attachments to Peer Substitutes Across Subphases

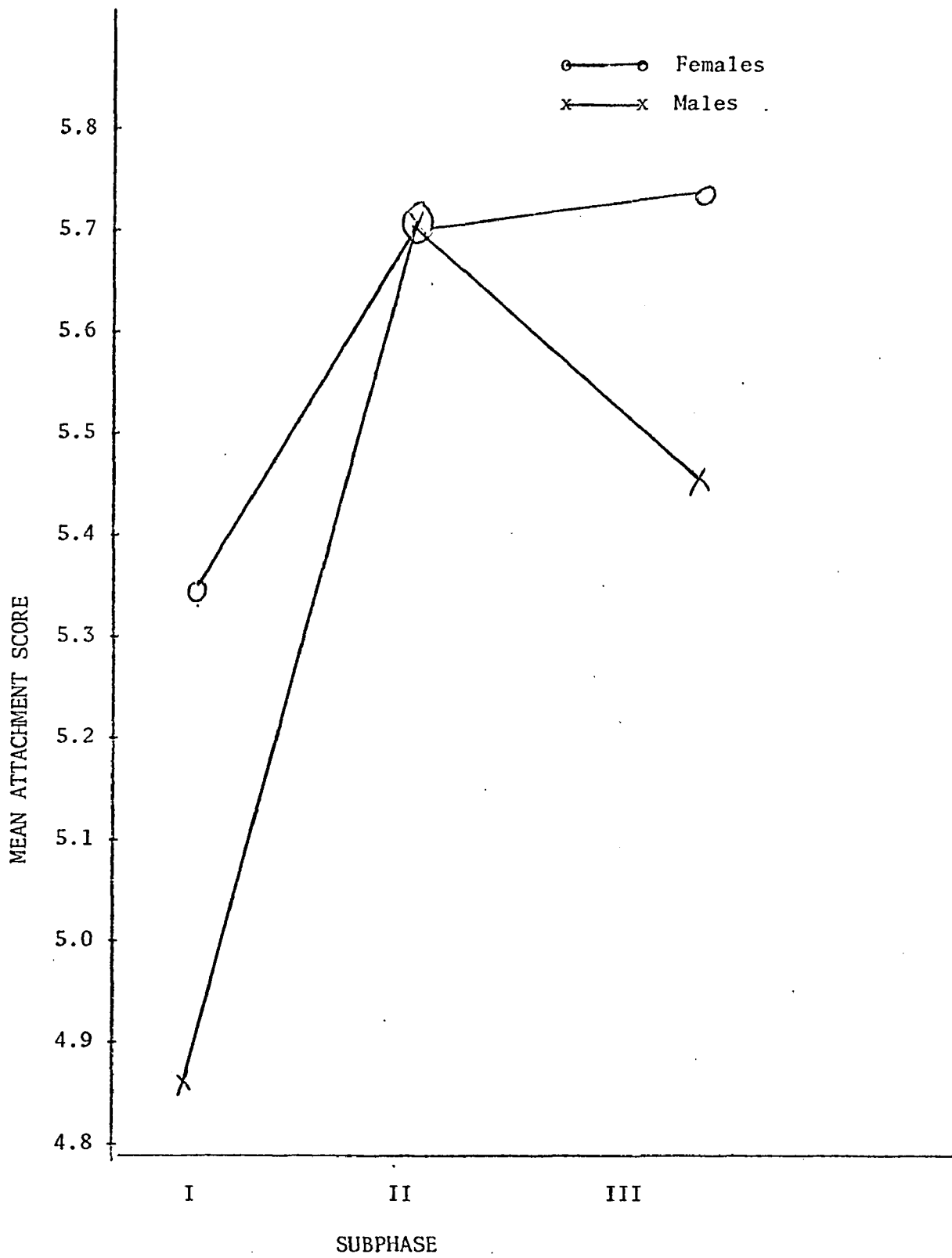


FIGURE 13. New Attachments to Yale Across Subphases

Hypothesis #4. The Comparison of Separation Reactions Across Subphases

Hypothesis #4 predicted that separation reactions would be greater in the Anticipatory Subphase I than in Subphases II or III.

This hypothesis was partially confirmed. Of the eight separation reactions examined, three follow the predicted direction of change: reported feelings of aggression to mother and aggression to father, where scores are highest in Subphase I ($p=.001$); and reported feelings of anxiety and depression, where scores are significantly higher in Subphase I than in Subphase II ($p=.001$). It is interesting to note that anxiety scores drop between Subphases I and II and increase again between Subphases II and III ($p=.05$, see Figures 14-16).

No significant differences across subphases were found for reported levels of pain, self-criticalness and mood swings. A significant change in the reported level of cheerfulness appears only when viewed in conjunction with sex; the change is in a direction opposite to the one predicted.

The findings for levels of aggression to peers prove to be more complicated than predicted. Partially confirming the stated hypothesis, this variable shows a decrease in scores between the Anticipatory Subphase I and the Leavetaking Subphase II ($p=.01$). Contrary to the hypothesis, the scores again increase to a new high between Subphases II and III ($p=.001$, see Figure 17).

To summarize the results tested for hypothesis #4: the prediction that separation reactions would be greatest in the Anticipatory Subphase was supported for three of the eight variables

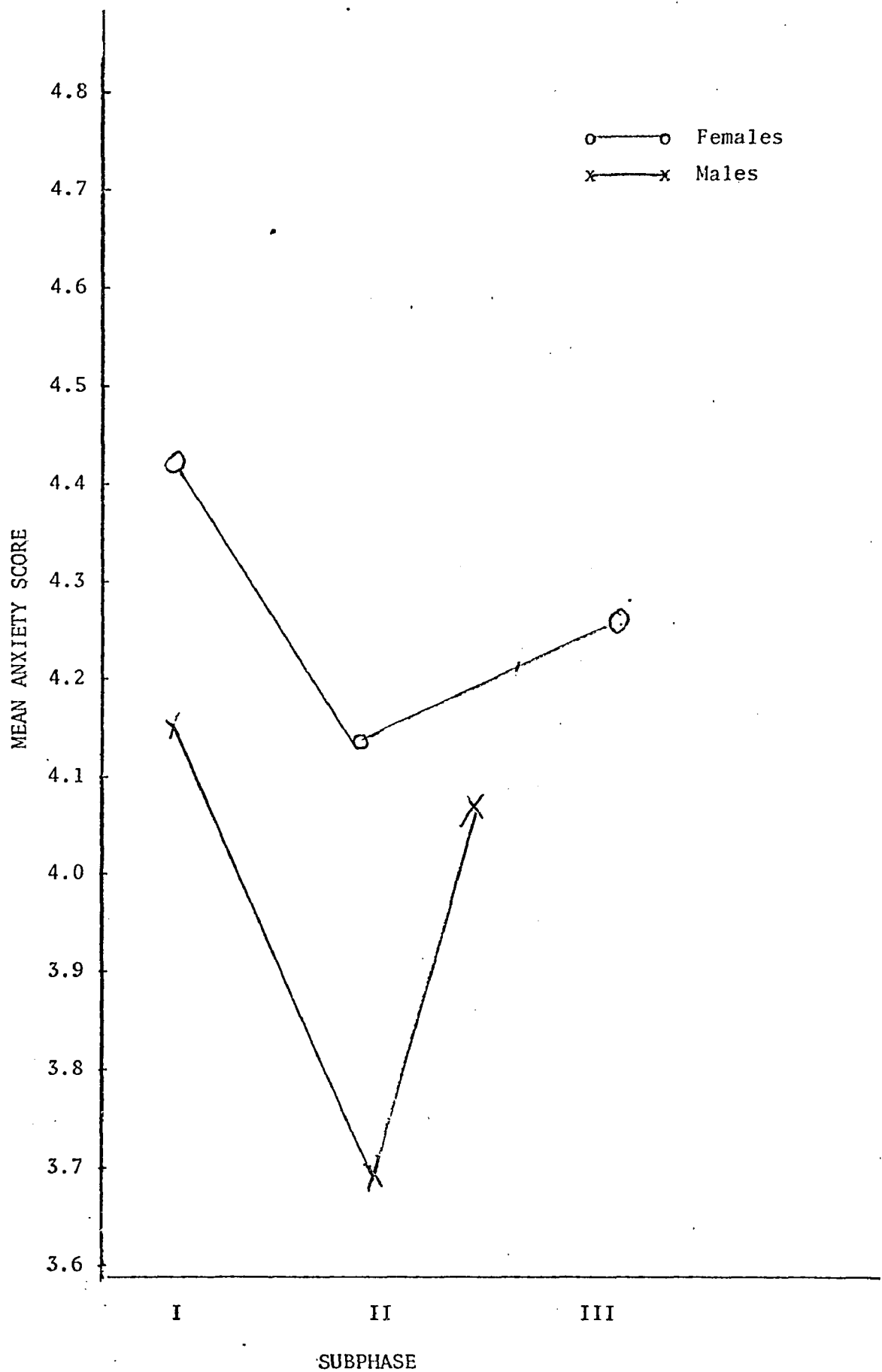


FIGURE 14. Anxiety Across Subphases

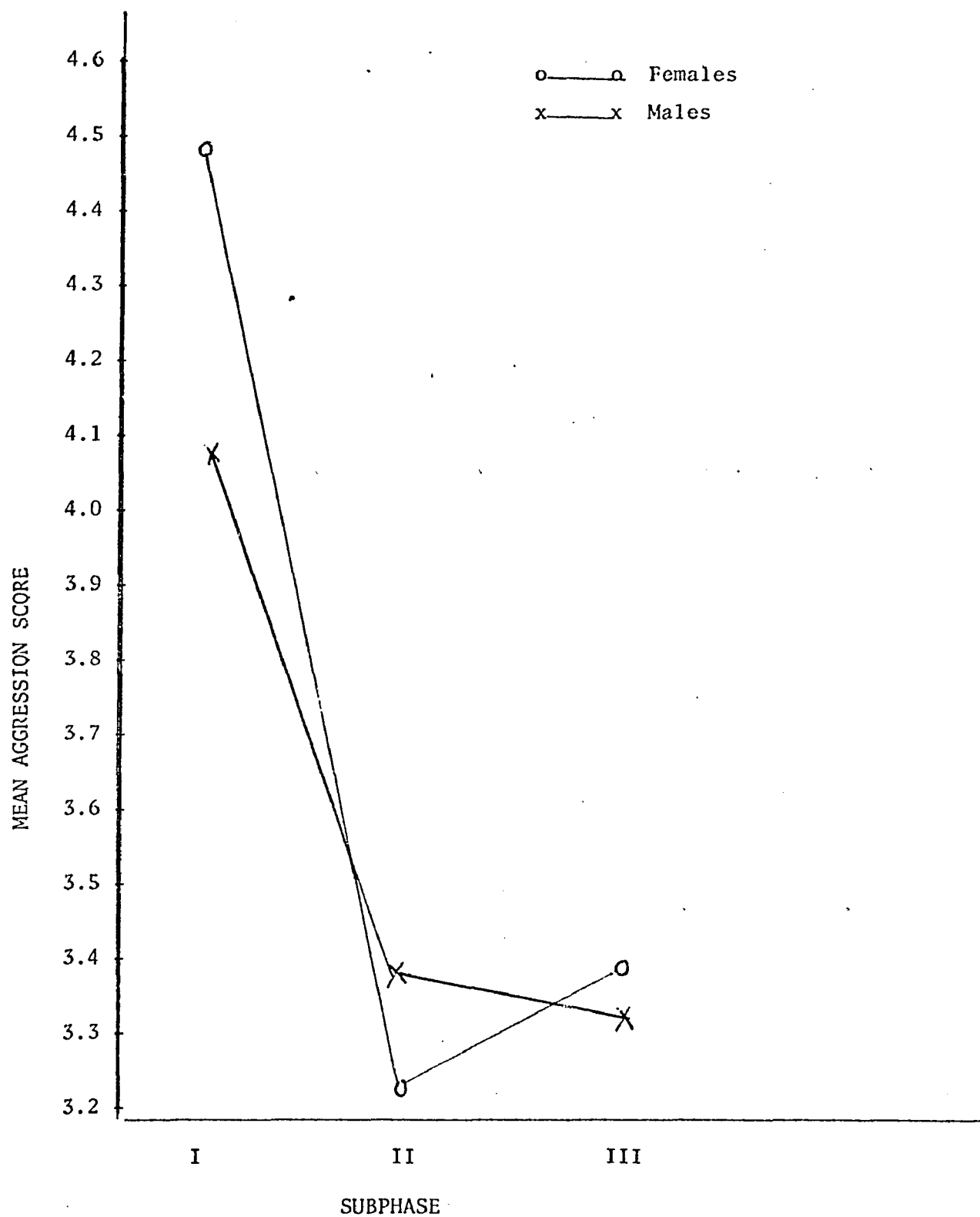


FIGURE 15. Aggression to Mother Across Subphases

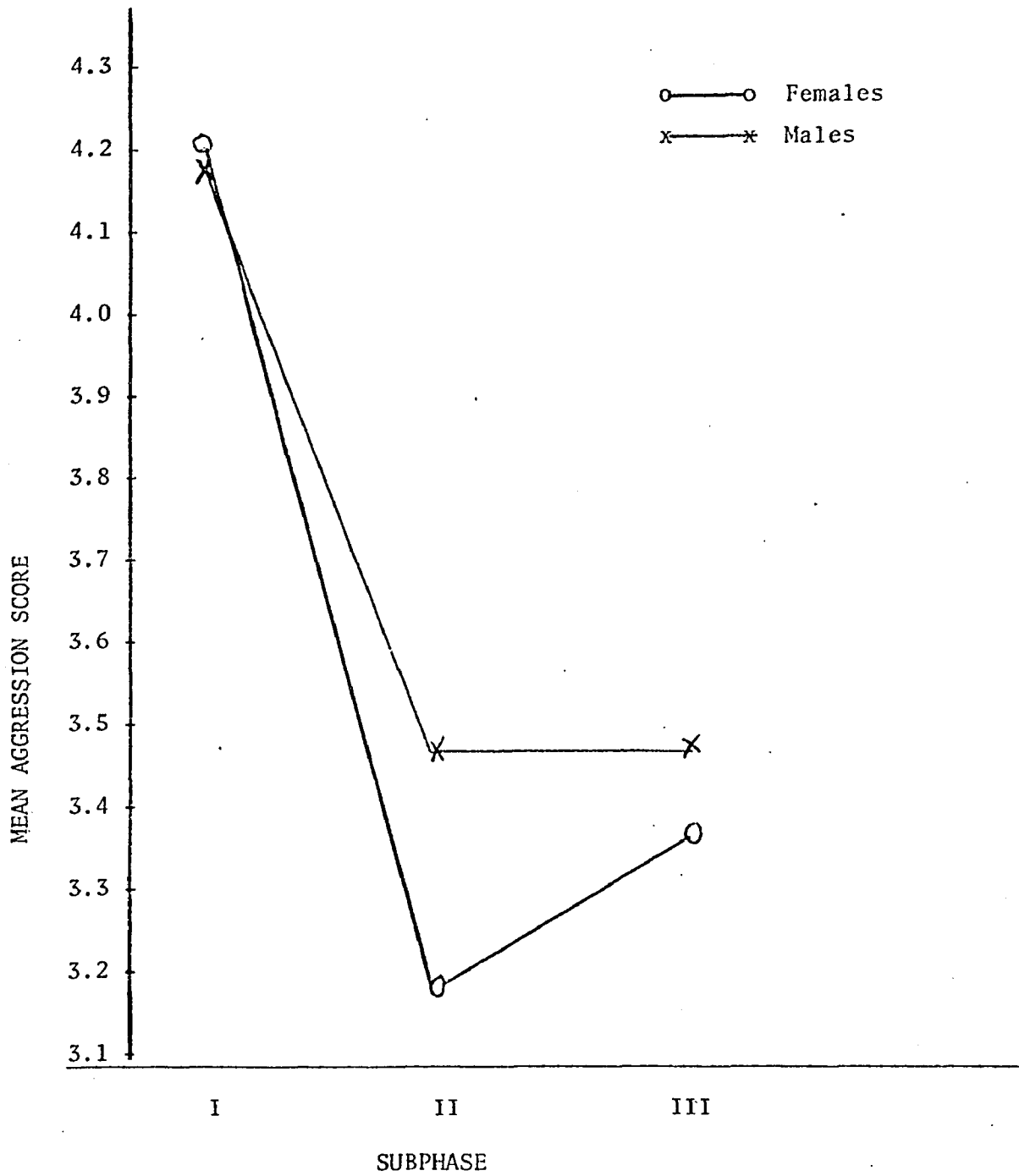


FIGURE 16. Aggression to Father Across Subphases

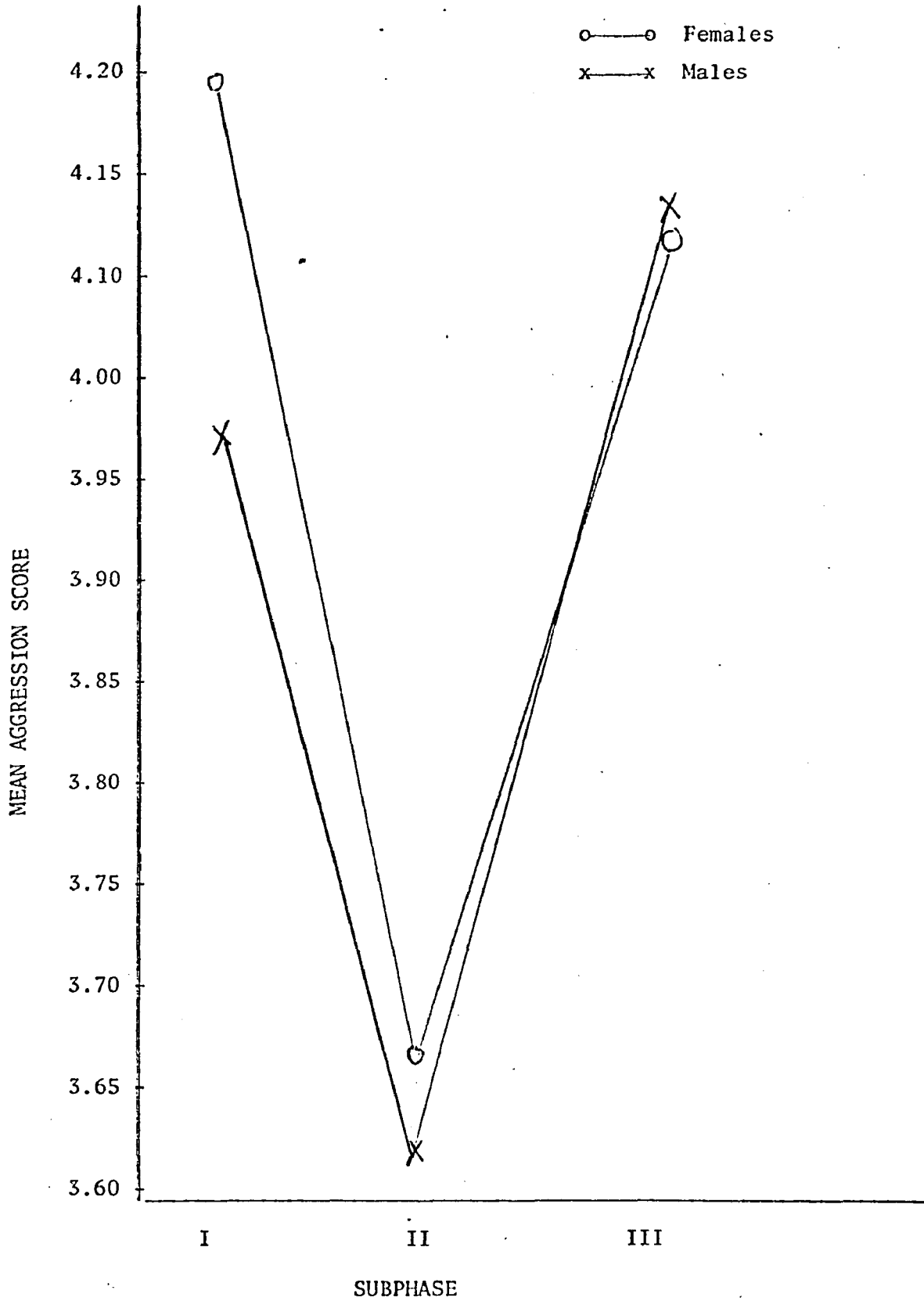


FIGURE 17. Aggression to Hometown Peers Across Subphases

examined (aggression to mother, aggression to father, anxiety). This prediction was not confirmed for the remaining five variables. Of the remaining five, only cheerfulness changed significantly, albeit in a direction opposite from the one predicted. Thus, it seems that feelings of aggression to parents, anxiety and cheerfulness are the more reactive feelings during this transitional period.

Hypothesis #5. The Comparison of Identity Diffusion Across Subphases

Hypothesis #5 predicted that identity diffusion would increase significantly over the course of the first semester. The results of the analysis of variance computed for this measure support this prediction: identity diffusion scores in Subphase III are significantly higher than scores at Subphases I or II ($p=.001$, see Figure 18). Freshman year at college and the separation from home seem to increase the sense of identity.

Hypothesis #6. Sex Differences in the Degree of Attachment to Parents and Peers

In accordance with the clinical and theoretical research presented earlier, hypothesis #6 predicted that girls would remain more attached than boys to their parents and hometown peers. This hypothesis was partially confirmed. The results show that, as predicted, girls scored significantly higher than boys ($p=.05$) in reported feelings of attachment to mother. Feelings of attachment to father and to hometown peers, however, did not yield any significant sex differences (see Figures 8-10).

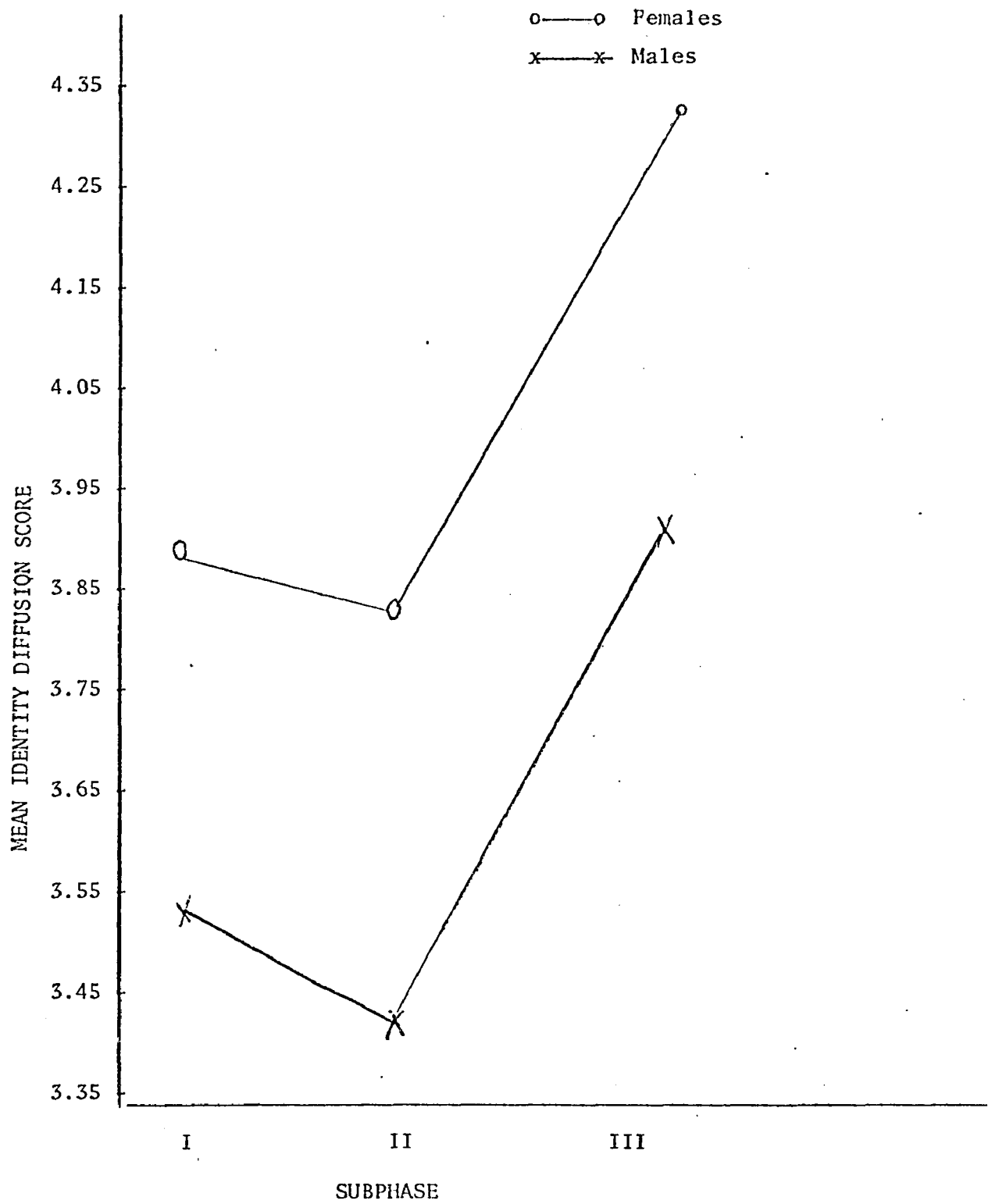


FIGURE 18. Identity Diffusion Across Subphase

Hypothesis #7. Sex Differences in Separation Reactions

Hypothesis #7 predicted specific sex differences in reported levels of separation reactions. Girls were predicted to score higher than boys on the variables of anxiety and depression, pain, cheerfulness, self-criticalness and mood swings. Boys were predicted to score higher than girls on the dimension of aggression (to mother, to father, to peers).

Partial confirmation for this hypothesis was found. Girls score significantly higher than boys on anxiety and depression ($p .01$) cheerfulness ($p .05$) and mood swings ($p .05$). No significant differences were found for pain, self-criticalness, aggression to mother, aggression to father, or aggression to peers.

Hypothesis #8. Sex Differences in Identity Diffusion

Hypothesis #8 predicted that girls would show significantly greater identity diffusion than boys. This hypothesis was supported. A comparison of the means, by sex, reveals that girls score higher than boys on identity diffusion ($p .05$, see Figure 17).

As noted earlier, the overall findings for sex differences indicate that girls score higher than boys whenever differences occur: in their attachment to mother, in reported feelings of anxiety and depression as well as cheerfulness, in mood swings, and in feelings of identity diffusion. Surprisingly, no difference was found in reported feelings of aggression.

Adjustment to College

Stepwise multiple regression coefficients were computed in order to assess the relative importance of those variables which best predict grade point average and social adjustment to college. All 15 variables at each of the three subphases were entered into the equation and, therefore, all were evaluated in regard to the adjustment measures. Before proceeding to Hypotheses 9 & 10, the overall results of the two analyses will be presented.

Grade Point Average (GPA)

Three variables correlated significantly with high GPA. These variables, in order of their best predictive ability, are: attachment to Yale in Subphase III; parental substitutes in Subphase III; and aggression to father in Subphase II. The cumulative multiple $r=.393$ (see Table 21).

Social Adjustment

Five variables correlate significantly with the social adjustment score. These variables, in order of their best predictive ability, are: attachment to Yale in Subphase III; peer substitutes, Subphase III; and pain in Subphase I. All but pain correlate in a positive direction. The cumulative multiple $r=.865$ (see Table 22).

In addition to the five variables cited above, two additional variables may or may not be included as predictors of social adjustment, depending upon the statistical criteria used. Using the more lenient F-value as the criteria for significance, (low) identity diffusion in Subphase II and sex can be added to the list of predictors.

The stricter criteria of parsimony would eliminate these latter two variables from statistical consideration.

In regard to the influence of sex upon social adjustment, one additional finding is that girls report significantly greater social adjustment than do boys ($p=.01$, 2-tailed t-test, see Table 23).

Hypothesis #9. Predictors of GPA

Hypothesis #9 predicted that GPA would be most influenced by the ability to develop new attachments to parent substitutes and to Yale in general. Strong support for this hypothesis was found. The two best predictors of a successful academic adjustment to Yale are attachment to Yale in Subphase III and parent substitutes in Subphase III.

Hypothesis #10. Predictors of Social Adjustment

Hypothesis #10 stated that social adjustment to Yale would be primarily influenced by the ability to develop new attachments to peer substitutes and to Yale in general. This hypothesis was strongly confirmed; attachment to Yale and to peer substitutes in Subphase III emerge as the two best predictors of social adjustment, with a remarkably high cumulative multiple $r=.798$.

For both the academic and social realms, the ability to develop new attachments is critical in order to make a successful college adjustment.

CHAPTER IV

DISCUSSION

The Subphases of the Late Adolescent Transition to College

The central finding of this study confirms a sequence of normative subphases in the transition to college. Delineation of these subphases provides both greater clarity of this specific transitional period, as well as a broadened perspective of the more general developmental stage of late adolescence-early adulthood. Increased articulation and differentiation in theoretical and clinical thinking is always valuable in comprehending the complexity of psychological processes. Just as our understanding of the early separation-individuation period has been greatly enhanced by Mahler's description of the various subphases, and our understanding of adolescence enhanced by Blos's analyses, it is with the hope of enhancing our knowledge of the Early Adult Transition that this descriptive analysis of the college transition is undertaken.

The Anticipatory Subphase is a time of constriction and distancing, of anxiety and optimism. During the weeks before the separation from home, both the fear of leaving and the desire to move on are heightened. This dual-attitude is reflected along several dimensions.

With the approach of the impending separation, adolescents renew their efforts to further distance themselves from their parents. These efforts at distancing can be inferred from a variety of reactions which are prominent at this time. Perhaps most notable

is the increased expression of aggression toward both parents. Similar to Bowlby's (1973) description of "protest" in the separated child, this increased aggression may serve to facilitate internal separations from the parents.

The adolescent's attempt to pull away from the parents is augmented by an increased attachment to hometown peers. During this subphase, peers clearly become focal; their increased significance can be understood within the context of the overall disengagement process from the family. By providing extrafamilial pulls, peers serve to facilitate separation from the home. Once this separation is underway, peers take on a new significance and assume importance in their own right. This aspect of peer relationship will be addressed in the next section of this chapter.

What will be called "anticipatory optimism" is characteristic of this subphase and may further the process of disengagement. High expectations of Yale, and especially those regarding new friendship, prevail during this subphase. Such expectations may act as powerful forces in preparing the incoming freshman for the separation. Positive feelings about leaving home are fostered when there is something highly attractive in the future, something to counterbalance the resistance to leaving and the regressive pulls to remain at home. Thus, one plausible way in which to view the high anticipatory optimism is in regard to its separating function.

It is curious to note that the attachment measure itself does not decrease at this subphase, although it is at a relative low in regard to the overall transition. Silber et al.'s (1961) findings regarding

anticipatory detachment in preparation for the new college experience, as well as the aforementioned indicators of detachment found in this study, make this finding particularly puzzling. One possibility for this discrepancy may reside in the instrument. The questionnaire of the current study may not have the sensitivity required to directly assess this initial shift in attachment. Silber et al.'s research was based on extensive interviews, allowing for greater latitude in expression. An alternate, although not necessarily contradictory explanation, lies in the inherent conflict faced by the separating adolescent: this conflict is reflected in the wish to leave home and separate from the parents while remaining attached. As one incoming freshman stated, somewhat paradoxically: "I'm excited (about going to college) but also scared to death. I think that going to college is a realization to me that I'm growing up and that this is the first step to coming out four years later being able to speak and write and think like my parents ". And another student expressed this conflict by stating, "I expect independence with the option of going home for a day every couple of weeks ".

In addition to serving a separating function, anticipatory optimism clearly indicates the excitement, eagerness and curiosity about leaving for college. Excitement about this new and long-awaited experience is bound to grow as leavetaking approaches. Fantasies about what college will be like, and in this case what Yale College will be like, are apt to flourish during the weeks prior to departure. Hopes of new friendships, of new freedoms and indeed of new lifestyles are indicated by many incoming students.

As positive expectations and the desire to leave for college grow, so do feelings of anxiety and depression. It would be interesting

to learn more about the (unconscious) fantasies at this time. It is likely that fantasies acquire negative, as well as positive, overtones. (Unconscious) fears of permanently losing one's parents (an equation of separation with death), or losing the love of one's parents may account for some of the anxiety expressed during this subphase. And, as Mahler (1975) has pointed out, the wish to be autonomous and separate from the parents, to leave them, might also mean emotionally that the parents would wish to leave the adolescent (p.96). Additionally, increased anxiety may intermingle with the increased aggression felt toward the parents, as if the wish to separate could bring with it some drastic and permanent consequence.

It is likely that the increased anxiety seen during this subphase receives fuel from several different sources. As mentioned above, unconscious fears of leaving the parents may be one major source. The uncertainties of college life would probably contribute as well. Fantasies of a strange and unknown environment with strange and unknown people can be truly frightening. As one incoming freshman put it: "My feelings are mixed, as befits anyone who is severing the umbilical cord. I greatly look forward to college, and yet, I feel a little sad at leaving home and childhood. I'm confident that I can handle the challenge but I'm also apprehensive. I have never been away from parents/friends for an extended period of time, and I'm not sure what to expect." That feelings of anxiety and depression reach a high during the Anticipatory Subphase signifies the power of these fears and fantasies.

One way for the adolescent to deal with the^{le}impinging psychological forces is to firm up self-boundaries. Identity issues at this time do foreclose: the task of leaving home seems to require constriction. This subphase is not a time for expansion, but rather for fortifying the identity achievements already attained in order to meet the challenges posed by the new environment.

Although some parallel's with the separation subphases of earlier childhood are useful, an isomorphic comparison is impossible. Developmental attainments distinguish the adolescent from the child in many ways. For example, the adolescent's ability for foresight allows for anticipatory preparations both in reality and in fantasy. Additionally, the adolescent's particular history of previous separation experiences colors the affects associated with separation.

Taken together, the description of this first Anticipatory Subphase indicates the presence of powerfully conflicting feelings in regard to the transition to college. Both a fear of and a desire for this change is reflected. Disengagement from the family and identity constriction seem to be the most significant changes during this subphase and may be best understood as preparatory maneuvers for the upcoming separation.

The Leavetaking Subphase brings with it a sigh of relief. Feelings of anxiety decline significantly as do feelings of aggression to parents. Perhaps the realization that aggression is no longer necessary for the maintenance of internal separation contributes to its decline at this time: physical distance

can now insure separation. It is interesting to think that the physical separation may, to some extent, replace aggression in its earlier separating function.

The decline seen in aggression and particularly in anxiety suggest the tremendous relief that accompanies the actual move. Additionally, this relief is revealed by increased cheerfulness in girls. Girls, in general, seem to react more intensely along all observed dimensions. At each specific subphase, the predominant response is accentuated for girls. Greater anticipatory anxiety in Subphase I is followed by a greater sense of relief and cheerfulness in this second subphase.

The relief at this subphase may speak to the realization that the (unconscious) anticipatory fantasies associated with separation were not confirmed. The move has been successfully made and college is neither as frightening nor as difficult as anticipated. Furthermore, a very important change in the nature of the parent-adolescent relationship occurs with the advent of college: the college student acquires a new degree of control and "activity" in determining the relationship with his(her) parents. This newly acquired "activity" is reminiscent of Mahler's practicing subphase, when the child, now able to walk, becomes more active in determining the relationship with the mother.

Surprisingly, attachments to both hometown peers and college peers plummet during this second subphase. These attachments, which were so important in the first subphase, become significantly

less important upon arrival at Yale. Yet, while attachments to college peers decrease, attachments to Yale, as an institution, increase. Feelings of attachment to faculty (parent substitutes), which unfortunately were not assessed in the first subphase, are high in this second subphase. As discussed previously, peer attachments at this life stage should be viewed within the overall context of disengagement from the parents. Once the separation from the parents has been made, hometown peers are no longer needed to reinforce separateness.

In sum, the importance of this subphase lies in the overall sense of excitement, cheerfulness and strong attachments to all but hometown peers.

The Settling-In Subphase is characterized by a reorganization in regard to the balance of attachment between parents and peers. Attachment to peers continues to decrease; there is a separation from and relinquishing of hometown friends and a re-evaluation of college peers as well. In contradistinction, attachments to parents grow and aggression to parents reaches a low. It seems likely that Settling-In to college implies a settling of parental issues. Perhaps conflicts around separation from parents are, at least temporarily, calmed. The separation has been made and an increased affiliation with those who most threaten psychological separateness, the parents, can be resumed without fear of engulfment. Again, this increased attachment is an indication that physical distance helps to insure separateness.

The increased attachment to parents, together with the plummeting attachments to parent substitutes and college peers at this subphase, may reveal a conflict of loyalty waging in the freshman college student. In the midst of so many new people and new influences, a desire to defend and protect one's history and existing sense of identity acquires new relevance. Somewhat similar to the conflict of loyalty occurring during the rapprochement subphase, this adolescent conflict of loyalty also may include a tendency to split feelings toward the parents (mother) and toward the substitute parents (mother) into "good" and "bad" (Mahler et al., 1975, p. 99). Whereas in the earlier college subphases, attachments to parent substitutes far outweigh attachments to parents, in this third subphase a reversal occurs, with parents once again assuming new importance to the now young adult.

While some issues around separation may be partially settled, issues of identity are not: the establishment of a new separateness brings into focus unforeseen identity issues. With the separation underway and adolescent concerns receding into the background, the future --with all its uncertainties, demands and promises-- comes into full view. Now on his(her) own, the college freshman must shift his(her) center of gravity: no longer the child belonging snugly within the family, the student must decide how to best fit into the Yale society, and more difficult yet, into the larger world. The task of integrating new identifications with old ones, so to provide an inner sense of continuity, coupled with the renewed

search for social values which guide identity and occupational direction, all move to the forefront (Erikson, 1950). This results in increased identity diffusion, seen at this college subphase. Once again, girls respond in a similar but more intense manner than boys; identity diffusion is more pronounced in girls at this subphase.

Entry into the early adult world brings with it many external and internal pressures. The rewards of this long-awaited maturity and independence are circumscribed by its demands. The attainments of increased psychological separateness, so desperately desired and struggled for throughout all of adolescence, carries with it a frightening awareness of one's ultimate separateness and vulnerability in the world. This new awareness may contribute to the increased anxiety and identity diffusion which characterize this unsettling Settling-In Subphase.

The college transition is an important crossroad in adolescent-early adult development. The central tasks of this transition lie in furthering the disengagement process from the family, securing the tentative sense of autonomy previously acquired in earlier adolescence, and greeting the challenges of early adulthood.

Attachment and Disengagement during the Transition to College

Changes in attachment are central to our understanding of the subphases of the college transition. Particularly interesting is the changing balance between attachment and disengagement over the course of this transition. This balance is seen by the author

as perhaps the most sensitive indicator of the separation experience during late adolescence, and will be the focus of this discussion.

Contrary to the hypothesized change, attachments to parents increase over the semester. This hypothesized change, based on the literature of childhood and early adolescence, anticipated the loosening of parental ties both during a separation experience and throughout separation-individuation periods of development. The unexpected finding that attachments to parents increase was discussed earlier in terms of both the adolescent's conflictual feelings about leaving home and the possible insensitivity of the attachment measure. This prior discussion, while helpful, does not do justice to the complexity of the issue.

A clarification of the relationship between the concepts of attachment and disengagement, and the more comprehensive developmental concepts of separation-individuation is important to the present discussion. Throughout this study, "disengagement" has implicitly been understood to be at the opposite end of the same continuum as "attachment". This inverse relationship seemed adequate since "disengagement", by definition, implies a loosening of attachments. From this perspective, the data would indicate that the transition to college does not facilitate disengagement from the home since attachments to parents increase, not decrease, over the course of the semester. However, as discussed previously, an increasing disengagement from the home is evident. To help explain this apparant discrepancy a new conceptualization of the

relationship between attachment and disengagement in the late adolescent transition is offered.

The adolescent process of separation-individuation spans many years, during which time attachments and identifications fluctuate. At times, great efforts at distancing are observed in the adolescent; identifications with and attachments to the parents are violently repudiated and rebelled against. At other times, however, the adolescent makes a radical about face and, psychologically, returns to the family. Aspects of the parents are reinternalized as the attempt for self-definition progresses. This process of alternately discarding and reowning identifications continues as the adolescent grows into the young adult. Perhaps a more useful way to describe the outcome of this disengagement process is to say that attachments are ultimately transformed rather than lessened or repudiated.

Thus, alternating feelings of increased and decreased attachment are part and parcel of the separation-individuation process. the struggle for increased differentiation and individuation may at times require distance and at other times require closeness. The achievements of young adulthood are increased individuation, increased psychological disengagement, and, additionally, in most cases, matured attachments. The young adult, having attained a greater sense of maturity and differentiation from the family can once again become comfortable with feelings of attachment. Increased disengagement and "transformed" attachments are both results of the separation-individuation process.

This new perspective on the attachment-disengagement relationship provides an explanation for the apparant discrepancy between the hypothesized and reported findings. What initially appeared to be an inverse relationship is now seen as two related yet separate dimensions. Increased disengagement no longer logically requires decreased attachment. The finding that both attachment and disengagement increase is now understandable. Whereas in early adolescence the struggle for increased separateness is reflected by fluctuating attachments, in late adolescence, psychological separateness is accompanied by transformed attachments. Therefore, a merely quantitative assessment of attachment does not suffice.

The transition to college fosters qualitative changes not only in relationships with parents, but also in relationships with peers. In early and mid-adolescence, peer relationships are crucial in facilitating psychological movement out of the family. Blos (1962) in particular, has emphasized the importance of these "extrafamilial object" relationships for adolescent development. Peers continue to be critically important in their "separating function" until the transition to college. At this time, it seems, a fundamental change in the nature of peer relationships occur; this change accompanies the adolescent's increased security that he/she has safely made the separation from the family. With the task of separation from the family no longer primary, the exceptionally high (almost clinging) attachments to peers can relax. Peer attachments may then temporarily decrease (as is evident in the Leavetaking and

Settling-In Subphases) while being reassessed.

A conceptualization often implicit in the literature on adolescence is that as peer relationships increase in importance, parental relationships decrease, and vice versa. Within this framework, peers serve primarily, although not exclusively, to facilitate separation from the parents. This framework, while appropriate for early adolescence, needs clarification to be useful in understanding late adolescence. Peers, no longer so necessary to facilitate separation from the family, can assume importance in their own right. Friendships in late adolescence now become free to mature and develop independently of parental associations.

Thus, greater separateness from the family allows for many new changes --interpersonal changes and intrapsychic changes-- to occur. Attainment of increased separateness from the family is the initial task of the adolescent separation-individuation process. Once this is achieved, matured relationships with both parents and peers can develop.

The shift from late adolescence to early adulthood involves a developmental change in emphasis from "separation" to "individuation". As the struggle for separateness becomes less primary, the tasks of individuation and identity formation assume ascendance. For many, this shift in emphasis begins with the transition to college, when psychological separateness from the family is concretized by the physical separation from home.

A consideration of the findings across subphases highlight the pull toward individuation during this period. In this study, individuation was assessed by feelings of attachment to the new environment. While other variables fluctuate with the adolescent's movement through this transition, feelings of attachment to the new environment remain constantly powerful, towering high above the other variables in importance. The pull toward individuation, and its companion identity formation, become the primary developmental task of the college years.

Fortunately, the college experience provides a "psychosocial moratorium" during which time the search for adult identity can progress. The consolidation of identity issues does not occur for several years. Freshman year is a time, not of consolidation, but of identity diffusion. The multitude of opportunities offered by the college experience throw the doors of early adulthood wide open; new experiences and opportunities must eventually lead to choice and decision, limitation and consolidation. Expansion must be followed by constriction; identity diffusion in freshman year must be followed by identity consolidation in order for adolescence to come to a close.

In sum, the changes which occur during the adolescent separation-individuation period are best captured by the change in emphasis from "separation" to "individuation". Both Mahler and Hansburg have emphasized the importance of understanding the balance between these two processes. For Mahler (1975), separation and individuation

consists of "two intertwined, but not identical, developmental processes (p.4)". For Hansburg (1972), the "seesaw" relationship between the need for attachment and the drive for individuation is paramount. During the college transition, the balance between these two processes is fundamentally altered: the emphasis on separation and disengagement characteristic of mid-adolescence becomes an emphasis on identity formation and individuation in late adolescence.

The Yale Institution

The pull toward individuation as reflected by the high attachment responses to the institution "Yale" deserves additional comment. Yale, as an institution, exerts a powerful influence, independent of any developmental factors, on the incoming freshmen. Of all the variables explored, it is the attachment to "Yale" (as compared with any interpersonal attachments to college peers or to faculty) which steadily gains in strength and finally emerges as the most powerful object of attachment. This is a most unusual finding, that an institution carries more weight than the people in it, and its understanding is undoubtedly located in the historical and present-day sentence carried by the name "Yale".

The notion of "institutional transference" is appropriate in this context. As one freshman put it, "I am excited and a little apprehensive about 'Yale' not 'college'-- because Yale is YALE". Fantasies about Yale abound in the Anticipatory Subphase. Hopes and fears about "fitting in" and "making it" within this superstructure are expressed by many incoming freshmen. It seems that much of the

anticipatory anxiety as well as the anticipatory excitement revolve specifically around joining the Yale community. And, indeed, the importance of joining this community is reflected in the common feeling that "Yale" is now "home", and in the newly-found, primary identity of being a "Yalie". Strong positive sentiments to "Yale" are expressed even while feelings of loneliness and isolation grow. The Yale institution seems to become the primary object with which to identify (over and beyond any specific person). For many, this primary adult identity continues throughout a lifetime.

The institutional power of Yale presents different (developmental) issues for students, depending on personal history. For example, many students come from generations of Yalies. For these students, the transition to college may impede rather than facilitate separation-individuation from the family. Yale, rather than symbolizing independence, symbolizes just the reverse -- a lack of differentiation from the family. Specific issues around "following in the parents' footsteps" emerge and the discovery of alternate ways to individuate becomes focal. On the other hand, for many students, Yale represents an entirely new world-- educationally, socio-economically and culturally. These students are confronted with the task of synthesizing very discrepant influences. In addition, these students are often concerned about aspirations which go beyond the achievements of their own parents.

Yale, being essentially a male institution in character, poses some additional issues for incoming women. The diminishing but still

subtle message that "Yale is for men" threatens the evolving adult female identity to a greater extent than the evolving male identity. The relative lack of "substitute mothers" and female role models (women faculty members) at Yale exacerbates this dilemma for incoming women students. Additional identity issues arise from the fact that societal acceptance of academic and professional success for women is still relatively new. These considerations may help to understand the sex differences observed in this study.

As can therefore be seen, an understanding of the developmental issues posed and fostered by the transition to college require a perspective beyond that offered by an individual-developmental vantage point. Consideration of the psycho-sociological culture of the institution is also necessary. Further research comparing the transition to Yale with the transition to other colleges is indicated.

Implications for College Mental Health Professionals,

College Administrators and Future Research

The articulation of normative transitional subphases is the first essential step in furthering our understanding of the college transitional period. As developmental psychology has clearly shown, knowledge of normal reactions provides the necessary framework from which to view the problems and satisfactions inherent in a life stage. Developmental difficulties become recognizable only in juxtaposition to developmental norms. From this perspective, the findings of this dissertation can offer useful guidelines to all

interested in this period of development, particularly those whose work involves this age group. Some implications and extensions of this study will now be offered.

Implications for College Mental Health Professionals

Most of the problems seen in university mental health services revolve around issues of emancipation from the home and issues of identity formation. These problems, reflective of transitional adjustment reactions, are sometimes difficult to distinguish from more problematic "disorders".

The normative data of this dissertation can aid mental health professionals in distinguishing what has been termed "emancipation disorder (DSM III- Draft)" from more serious psychopathology. In contrast to the more serious conditions, emancipation disorder is conceptualized as an adjustment reaction. It is understood to be a somewhat exaggerated but nevertheless normative response to the late adolescent developmental stage. This dissertation offers the normative data essential to, yet previously lacking from, this diagnosis.

The distinction between adjustment reactions and more troublesome psychological disorders is not always clear: the two overlap to a great extent. However, diagnostic considerations require forced choice; and greater articulation of psychological issues, even if at times arbitrarily distinct, can be therapeutically useful. The normative changes found along the dimensions of anxiety, aggression to parents and identity diffusion will serve to explicate the value of this study in arriving at differential

diagnosis in late adolescence.

The findings indicate that increased feelings of anxiety are expectable in the Anticipatory Subphase. This anticipatory anxiety has no bearing on eventual adjustment; in fact, such anxiety may even be constructive in preparing the incoming student for the separation. Thus, anxiety is part of the process of crossing this transition; and in most cases, anxiety in first semester freshmen offers no cause for alarm. However, continued feelings of anxiety throughout freshman year warrants additional consideration. Prolonged anxiety may, in fact, help to distinguish good adjustment from poor adjustment and indicate more severe developmental or personality difficulties. Thus, a knowledge of time-appropriate reactions helps to distinguish transitional adjustments from more serious life problems.

The variable of aggression to parents also highlights the potential usefulness of this approach. Increased feelings of aggression to parents is expected in the earlier subphases of the college transition. Not only are such reactions expectable, but also positive in that anger facilitates psychological separation from home. Contrary to expectations, an absence, rather than presence, of anger to parents may be more indicative of severe emotional distress. Again, time-appropriateness is the overriding factor; prolonged and intense anger determines the diagnostic meaning. What was useful in Subphase I and II becomes problematic in Subphase III.

As the data has indicated, identity diffusion is an appropriate

consequence of the transition to college. Once separation issues are underway, adult identity issues emerge more powerfully than ever before. Confusion, personal turmoil and disorientation are manifestations of this transitional period. The key factor here is one of intensity. Some increase in identity diffusion is expectable; but extreme identity diffusion warns of more severe problems.

Perhaps the two guiding criteria in making a diagnostic distinction between transitional adjustment reactions and more serious disorders are time and intensity. The subphases described in this study provide information along both dimensions. Mental health professionals need to become sensitized to these considerations in forming diagnostic impressions and determining treatment of choice. For example, a decision to recommend brief therapy --focused around the above-mentioned issues of emancipation-- might best suit those students who present with adjustment reactions, while long-term therapy may be most appropriate for the more severe disorders.

Implications for College Administrators

Administrators, as well as mental health professionals, need to be sensitized to the usefulness of normative subphases since they are involved with the overall student college life. Their involvement in entry issues are particularly relevant to this study. The information provided by this study can be most useful in planning orientation programs and establishing the emotional culture of residential college life.

The findings strongly support the development of pre-college orientation programs: i.e., (weekend) programs held at the college during the summer months. This suggestion is made with knowledge of the Anticipatory Subphase in mind. Anticipatory anxiety, generated by fears and fantasies associated with the separation from home and the newness of college life, can be minimized by the institution of a "practice" separation. Actual, first-hand information about college, provided by such a summer weekend orientation, would facilitate psychological and practical preparations for the upcoming, more permanent transition to college. Unrealistic fantasies would be challenged by actuality and put into perspective. A summer orientation would provide the incoming freshman with a chance to scan the wider world of college while still at home. Like Mahler's practicing subphase, this foray into the college world would serve as an intermediary link between the outgrown safety of home and the unknown world of college.

A second administrative consideration which is suggested by the data involves the provision and availability of parental substitutes. The positions of Dean, Master and Freshman Counselor in the Yale system, for example, are strongly supported in this regard. These positions are seen as critical in facilitating successful college adjustment. Unfortunately, economic constraints of the day frequently jeopardize such positions. The results of this study argue for the continued existence and/or creation of these positions. The elimination of such appointments threatens

the well-being of college students and consequently, the well-being of the entire college community.

Research Implications

The primary task of this dissertation was to explore the natural course of the college transition. With this accomplished, several areas for additional exploration emerge.

As mentioned earlier, the replication of this study utilizing several different colleges would be most important. Additional studies of this sort would provide a broader base from which to view the transitional subphases. Differences between reactions to private vs. public colleges, and residential vs. commuting colleges would be helpful from the broader psycho-sociological perspective.

A study of individual responses, as opposed to group norms, would add much to our new understanding of this life stage. In addition, research investigating the unconscious aspects of this period would be useful in clarifying the underlying fantasies associated with adolescent separation. Finally, the interaction between parent and adolescent is always a central dimension in any study of development. Emancipation from the home is a two-way street, often as trying for the parent as it is for the adolescent.

APPENDIX A

TABLES:

ANALYSIS OF VARIANCE, MULTIPLE REGRESSION ANALYSES, T-TESTS

TABLE 6
 Analysis of Variance: Attachment to Mother

Source	df	MS	F
Sex	1	658.33	4.36*
Error	140	151.07	NOT TESTED
Subphase	2	663.03	10.29***
Sex X Subphase	2	74.92	1.16
Subphase X Error	280	64.45	NOT TESTED

Note: Scores multiplied by 10.

*p .05

***p=.001

TABLE 7
Analysis of Variance: Attachment to Father

Source	df	MS	F
Sex	1	313.79	2.20
Error	140	142.97	NOT TESTED
Subphase	2	347.63	6.21**
Sex X Subphase	2	5.55	0.10
Subphase X Error	280	86.36	NOT TESTED

Note: Scores multiplied by 10.

**p=.01

TABLE 8
 Analysis of Variance: Attachment to Peers

Source	df	MS	F
Sex	1	2.60	0.01
Error	140	234.83	NOT TESTED
Subphase	2	6660.73	50.67***
Sex X Subphase	2	128.34	0.98
Sbuphase X Error	280	131.46	NOT TESTED

Note: Scores multiplied by 10.

***p=.001

TABLE 9
 Analysis of Variance: Anxiety and Depression

Source	df	MS	F
Sex	1	916.91	7.03**
Error	140	130.50	NOT TESTED
Subphase	2	496.43	8.86***
Sex X Subphase	2	56.00	1.00
Subphase X Error	280	56.06	NOT TESTED

Note: Scores multiplied by 10.

**p .01

***p=.001

TABLE 10
Analysis of Variance: Pain

Source	df	MS	F
Sex	1	246.82	3.10
Error	140	79.57	NOT TESTED
Subphase	2	133.73	2.55
Sex X Subphase	2	61.55	1.17
Subphase X Error	280	52.51	NOT TESTED

TABLE 11
 Analysis of Variance: Cheerfulness

Source	df	MS	F
Sex	1	547.46	4.28*
Error	140	127.87	NOT TESTED
Subphase	2	118.89	2.22
Sex X Subphase	2	206.80	3.86*
Subphase X Error	280	53.62	NOT TESTED
Between Groups	5	1151.56	
Within Groups	280	15012.20	
Total	285	16163.75	

Note: Scores multiplied by 10.

* $p=.05$

TABLE 12
Analysis of Variance: Self-Criticalness

Source	df	MS	F
Sex	1	1.94	0.38
Error	140	2.44	NOT TESTED
Subphase	2	2.42	0.07
Sex X Subphase	2	0.05	0.50
Subphase X Error	280	0.91	NOT TESTED

TABLE 13
Analysis of Variance: Mood Swings

Source	df	MS	F
Sex	1	45.07	15.53***
Error	140	2.90	NOT TESTED
Subphase	2	2.18	1.19
Sex X Subphase	2	3.57	1.96
Subphase X Error	280	1.82	NOT TESTED

***p .001

TABLE 14
Analysis of Variance: Aggression to Mother

Source	df	MS	F
Sex	1	1.39	0.72
Error	140	1.94	NOT TESTED
Subphase	2	42.67	31.42***
Sex X Subphase	2	2.94	2.15
Subphase X Error	280	1.36	NOT TESTED

***p=.001

TABLE 15
Analysis of Variance: Aggression to Father

Source	df	MS	F
Sex	1	1.46	0.63
Error	140	2.33	NOT TESTED
Subphase	2	32.55	35.28***
Sex X Subphase	2	0.74	0.80
Subphase X Error	280	0.92	NOT TESTED

***p=.001

TABLE 16
Analysis of Variance: Aggression to Peers

Source	df	MS	F
Sex	1	0.69	0.36
Error	140	1.93	NOT TESTED
Subphase	2	10.04	7.32***
Sex X Subphase	2	0.46	0.34
Subphase X Error	280	1.37	NOT TESTED

***p=.001

TABLE 17
 Analysis of Variance: Identity Diffusion

Source	df	MS	F
Sex	1	1602.62	4.77*
Error	140	335.79	NOT TESTED
Subphase	2	888.73	10.77***
Sex X Subphase	2	7.50	0.09
Subphase X Error	280	82.49	NOT TESTED

Note: Scores multiplied by 10.

*p .05

***p=.001

TABLE 18
 Analysis of Variance: Parent Substitutes

Source	df	MS	F
Sex	1	126.95	1.64
Error	140	77.28	NOT TESTED
Subphase	1	15143.93	267.41***
Sex X Subphase	1	130.07	2.30
Subphase X Error	140	56.63	NOT TESTED

Note: Scores multiplied by 10.
 ***p=.001

TABLE 19
 Analysis of Variance: Peer Substitutes

Source	df	MS	F
Sex	1	1781.44	12.07***
Error	140	147.54	NOT TESTED
Subphase	2	2408.95	45.69***
Sex X Subphase	2	52.60	1.11
Subphase X Error	280	52.72	NOT TESTED

Note: Scores multiplied by 10.
 ***p .001

TABLE 20
 .Analysis of Variance: Yale

Source	df	MS	F
Sex	1	656.81	4.07*
Error	140	161.47	NOT TESTED
Subphase	2	1457.44	16.78***
Sex X Subphase	2	207.54	2.39
Subphase X Error	280	86.87	NOT TESTED

Note: Scores multiplied by 10.

*p .05

***p=.001

TABLE 21
 Stepwise Regression Analysis:
 Multiple Prediction of Grade Point Average

Variable	Beta	Percent of Variance	Percent of Explained Variance
Yale III	.211	4.8	31.0
Parent Substitutes III	.275	6.1	39.4
Aggression to Father III	.210	4.6	29.6
Total	R=.393**	15.5	100.00

**p .01

TABLE 22
 Stepwise Regression Analysis:
 Multiple Prediction of Social Adjustment

Variable	Beta	Percent of Variance	Percent of Explained Variance
Yale III	.479	25.7	34.2
Peer Substitutes III	.352	18.8	25.1
Cheerfulness II	.244	13.1	17.5
Self-Criticalness III	- .189	10.1	13.5
Pain I	- .137	7.3	9.7
Total	R=.866***	75.0	100.00

***p .001

TABLE 23

T-Test: Sex Differences

Between Males and Females in Adjustment to College

Variable	N	M	SD	T value	df	2-Tail Probability
Grade Point Average						
Males	77	5.21	1.46	-1.06	140	0.29
Females	65	5.46	1.37			
Social Adjustment						
Male	77	4.72	1.07	-2.78	140	0.006**
Females	65	5.20	0.95			

**p .01

APPENDIX B

SCALES; LETTER TO FRESHMEN

August, 1978

Hello. Thank you for having agreed to participate in this study. Your participation will help provide useful as well as interesting information for all of us to think about.

Enclosed are the first two questionnaires. Allow yourself some time, in a quiet space, to do them. Each should take approximately 20 minutes to complete.

Instructions for the first questionnaire are printed below. Please return to me by August 25 since it is essential that I have the information for data collection purposes.

INSTRUCTIONS TO PARTICIPANTS: Demographic Information and Past History

Most of the items on the following questionnaire can be answered almost as fast as you can read them. For each question, circle the most appropriate response.

I hope you will answer all questions but I recognize that some questions ask for more personal data than do others. If, for any reason, you do not choose to answer a question, skip that item and go on to the next one.

Your responses to this questionnaire will be held in strictest confidence. Under no circumstances will the response of any individual be available to any office or individual, either at Yale or elsewhere. All information has already been coded and will therefore be anonymous. Results will be viewed in terms of groups and trends that emerge and not in terms of individual responses.

Thank you again for your participation in this study.

NOTE: Questions are printed on both sides of each page. The first question is on the back of this page.

Demographic Information and Past History

1. Code: ___ ___ ___
2. Address at Yale: _____
3. Age: ___ ___
4. Sex:
 1. male
 2. female
5. Is your home town:
 1. urban
 2. suburban
 3. rural
6. Racial background:
 1. American Native (Indian) or Alaskan Native
 2. Asian or Pacific Island
 3. Black, not of Hispanic origin
 4. Hispanic
 5. White, not of Hispanic origin
7. Family's socioeconomic background:
 1. lower
 2. lower-middle
 3. middle
 4. middle-upper
 5. upper
8. Number of siblings: ___ ___
9. Number of brothers: ___ ___
10. Number of sisters: ___ ___
11. If the oldest child is number 1, then what number are you? ___
12. Have either of your parents been to college?
 1. father
 2. mother
 3. both
 4. neither
13. (Answer only if father went to college away from home (non-commuting)?)
 1. father
 2. mother
 3. both
 4. neither
14. (Answer only if father went to college) All in all, how does he talk of his college experience:
 1. negative
 2. average
 3. positive
 4. I don't know
15. Father's age:
 1. 30-40 years
 2. 40-50 years
 3. 50-60 years
 4. over 60 years
16. (Answer only if mother went to college) All in all, how does she talk of her college experience?
 1. negative
 2. average
 3. positive
 4. I don't know
17. Mother's age:
 1. 30-40 years
 2. 40-50 years
 3. 50-60 years
 4. over 60 years
18. Does your mother have a career outside the home?
 1. yes
 2. no
19. Did your mother work outside the house when you were (circle youngest age appropriate):
 1. 0-5 years
 2. 6-14 years
 3. over 14 years
 4. never
20. Have any brothers and/or sisters been to college away from home?
 1. yes
 2. no
21. (Answer only if you've had a brother or sister at a non-commuting college. If more than one has been away to college, answer with the sibling you're closest to in mind) How do you recall his(her) experience at college?
 1. negative
 2. average
 3. positive
22. Has anyone in your immediate family gone to Yale?
 1. yes
 2. no

If "yes, who? _____
23. Are your parents divorced?
 1. yes
 2. no

If you answered "yes" to question 23, please answer questions 24 & 25.
24. How old were you when they divorced?
 1. 0-5 years
 2. 6-14 years
 3. over 14 years
25. Do they still communicate with each other?
 1. not at all
 2. occasionally
 3. regularly
26. Has anyone close to you died?
 1. yes
 2. no

If you answered "yes" to question 26, please answer questions 27 & 28.
27. Who died?
 1. mother
 2. father
 3. brother or sister
 4. other relative
 5. friend
28. How old were you at the time (if more than one death, circle time of first death)?
 1. under 5 years
 2. 6-14 years
 3. over 14 years

29. Have you ever been hospitalized?
1. yes 2. no

If you answered "yes" to question 29, please answer questions 30 & 31.

30. How old were you (at the time of the first hospitalization, if more than one?)
1. under 5 years
2. 6-14 years
3. over 14 years
31. For how long were you hospitalized (the first time, if more than once)?
1. several days or less
2. about a week
3. several weeks or more

32. Did your family ever move when you were a child?
1. yes 2. no

If you answered "yes" to question 32, please answer questions 33 & 34.

33. How many times did you move?
1. once
2. twice
3. more than twice
34. How old were you (for the first move?)
1. under 5 years
2. 6-14 years
3. 14 and over
35. What grade was your first school experience?
1. nursery school
2. kindergarten
3. other
36. To your best recollection, what is your memory of your first year of school?
1. negative 2. average
3. positive
37. Was your junior high-high school (or preparatory school) co-educational?
1. yes 2. no
38. Did you go to a (preparatory/private) school away from home (non-commuting)?
1. yes 2. no

Please answer questions 39 - 43 if you answered "no" to question 38 (attended a local high school).

39. I remember seventh grade as:
1. negative 2. average
3. positive

40. In seventh grade, I remained friends with my friends from elementary school:
1. many 2. some
3. not at all
41. I made new friends in seventh grade:
1. many 2. some
3. not at all
42. Compared to my earlier years my grades were:
1. better 2. same
3. worse
43. I developed a close relationship with a teacher?
1. yes 2. no

Please answer questions 44 - 50 if you went to school away from home:

44. Who decided you should go to school away from home?
1. me 2. my parents
3. both
45. Were you pleased to go?
1. yes 2. no
46. Were you homesick?
1. not at all 2. some
3. very much
47. Did you develop close friends at school?
1. yes 2. no
48. Did you visit with your family:
1. about once a semester or less
2. few times over the semester
3. about once a month
4. a few times a month
5. weekly
49. How were your grades as compared to earlier years?
1. higher 2. same
3. lower
50. Did you develop a close relationship with a teacher?
1. yes 2. no

PLEASE CONTINUE HERE.

51. Did you go to a summer sleep away camp?
1. yes 2. no
- If you answered "yes" to question 51, please answer questions 52 - 58.

52. For how many years did you attend camp?
53. At what age did you start?
1. 5 - 7 years 2. 8-12 years
3. 13 and over

54. What were your feelings about going?
1. negative 2. positive
55. Do you remember feeling homesick?
1. very much 2. some
3. little
56. Did you like your bunkmates?
1. little 2. some
3. very much
57. Did you like your counselors?
1. little 2. some
3. very much
67. Are any of them close friends?
1. yes 2. no
68. What did you do this past summer?
1. stayed at home
2. stayed at home & worked (held a job)
3. travelled with parents
4. travelled with friends or alone
5. worked away from home
6. other
69. Is there a "special" male friend you think you'll miss while being at Yale?
1. not at all
2. not much
3. not sure
4. some
5. very much

PLEASE CONTINUE HERE.

58. How frequently did your parents take vacations without you?
1. once a year or so
2. several times
3. not at all
59. How do you generally feel before taking a trip, e.g., a half-hour before boarding a plane?
1. panicked 2. nervous
3. calm
60. Before a trip, do you usually feel nauseous, have stomach problems or headaches?
1. usually 2. sometimes
3. never
61. When it comes to saying goodbye, would you say you
1. avoid it 2. prolong it
3. neither
62. All in all, what kind of time did you have at secondary school?
1. very poor 2. fairly poor
3. fair 4. fairly good
5. very good
63. How do you usually adjust to new situations?
1. with considerable difficulty
2. with some difficulty
3. fairly easily
4. very easily
64. Is Yale your first choice?
1. yes 2. no
If Yale is not your first choice, what college was?
65. Do you feel that Yale is your choice of school?
1. my choice
2. my choice influenced by my parents
3. mostly my parents' choice
66. Approximately how many people in your class at Yale will you know from home or high school?

70. Is there a "special" female friend you think you'll miss while being at Yale?
1. not at all
2. not much
3. not sure
4. some
5. very much

In answering the following questions, please enter the most appropriate number. Use the key below.

- 1 = not at all
2 = not much
3 = some
4 = very much

In general, would you describe yourself as:

71. angry _____
72. nervous (anxious) _____
73. optimistic _____
74. pessimistic _____
75. depressed _____
76. cheerful _____
77. introverted _____
78. extroverted _____
79. emotional _____

PLEASE EXAMINE YOUR RESPONSES TO BE SURE YOU'VE CONSIDERED EVERY QUESTION.

THANK YOU.

CSS I

INSTRUCTIONS TO PARTICIPANTS:

Please rate the following statements as they apply to you SINCE YOUR ACCEPTANCE AND DECISION TO ATTEND YALE. Be sure to mark your own sense of how things have been and not the way anyone else might view it. Remember, different people have different feelings and there are no right or wrong answers.

Most of the items on the following questionnaire can be answered almost as fast as you can read them. For each question, circle the most appropriate response. If the categories provided do not quite fit your experience, please try to rate as accurately and honestly as you can, using the scale.

The questionnaire uses a 7 point scale and most of the items ask about changes along various dimensions since your decision to attend Yale. If there has been no change in either direction, then circle #4 on the scale. For example, question #29 asks:
SINCE I'VE BEEN ACCEPTED TO YALE, I HAVE BEEN SMOKING: less 1 2 3 4 5.6 7 more.
Let's say that since your decision to attend Yale you've been smoking considerably more cigarettes than you had been before, then you would circle #7 on the scale. If you have been smoking considerably fewer cigarettes, then you would circle #1. If you have been smoking the same amount of cigarettes as before your decision to attend Yale, then you would circle #4 (if you have never smoked cigarettes and still do not smoke, you would circle #4).

Your responses to this questionnaire will be held in strictest confidence. Under no circumstances will the response of any individual be available to any office or individual, either at Yale or elsewhere. All information has already been coded and will therefore be anonymous. Results will be viewed in terms of groups and trends that emerge and not in terms of individual responses.

NOTE: Questions are printed on both sides of each page. The first question is on the back of this page.

CODE: _____

<u>SINCE I'VE BEEN ACCEPTED TO YALE:</u>		1	2	3	4	5	6	7		
1.	Time I've spent with mother:	less	1	2	3	4	5	6	7	more
2.	Time I've spent with father:	less	1	2	3	4	5	6	7	more
3.	Relationship with mother:	more distant	1	2	3	4	5	6	7	closer
4.	Relationship with father:	more distant	1	2	3	4	5	6	7	closer
5.	Agreement with mother on political/personal issues:	less	1	2	3	4	5	6	7	more
6.	Agreement with father on political/personal issues:	less	1	2	3	4	5	6	7	more
7.	I have confided in my mother:	less	1	2	3	4	5	6	7	more
8.	I have confided in my father:	less	1	2	3	4	5	6	7	more
9.	My feelings about my home, in general, have been:	more negative	1	2	3	4	5	6	7	more positive
10.	Time spent with friends:	less	1	2	3	4	5	6	7	more
11.	Relationship with friends: (If you have a "special" boy/girlfriend, please answer item 12)	more distant	1	2	3	4	5	6	7	closer
12.	Relationship with "special" boy/girlfriend:	more distant	1	2	3	4	5	6	7	closer
13.	I've been seeking out new relationships:	yes	1	2	3	4	5	6	7	no
14.	Time spent alone:	less	1	2	3	4	5	6	7	more
15.	Changes in relationships with the opposite sex:	less involved	1	2	3	4	5	6	7	more involved
16.	When I think about going to Yale, my feelings are along the line of:	"I dread going"	1	2	3	4	5	6	7	"I can't wait to go"
17.	All in all, I think college will be:	negative	1	2	3	4	5	6	7	positive
18.	I expect to make good friends at Yale:	not at all	1	2	3	4	5	6	7	a great deal
19.	My grades this past semester in high school have been:	worse	1	2	3	4	5	6	7	better
20.	My involvement in extracurricular activities has been:	less	1	2	3	4	5	6	7	more
21.	In general, my feelings have been:	more stable	1	2	3	4	5	6	7	more fluctuating
22.	My weight has:	changed in a desirable direction (either gained or lost)	1	2	3	4	5	6	7	changed in a direction I have not desired (either gained or lost)
23.	I have been having headaches:	less	1	2	3	4	5	6	7	more
24.	I have been having digestive troubles:	less	1	2	3	4	5	6	7	more
25.	I have been nervous (anxious):	less	1	2	3	4	5	6	7	more
26.	I have been cheerful:	less	1	2	3	4	5	6	7	more
27.	I have been sleeping:	worse	1	2	3	4	5	6	7	better
28.	I have been drinking:	less	1	2	3	4	5	6	7	more
29.	I have been smoking cigarettes:	less	1	2	3	4	5	6	7	more
30.	I have been irritable:	less	1	2	3	4	5	6	7	more
31.	I have been depressed:	less	1	2	3	4	5	6	7	more
32.	I have been feeling energetic:	less	1	2	3	4	5	6	7	more

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2

SINCE I'VE BEEN ACCEPTED TO YALE:

		1	2	3	4	5	6	7		
33.	I have been finding others helpful:	less helpful	1	2	3	4	5	6	7	more helpful
34.	I have been critical of myself:	less	1	2	3	4	5	6	7	more
35.	I have been feeling angry with my mother:	less	1	2	3	4	5	6	7	more
36.	I have been feeling angry with my father:	less	1	2	3	4	5	6	7	more
37.	I have been feeling angry with my friends:	less	1	2	3	4	5	6	7	more
38.	Amount of time I've been spending preparing for college:	not at all	1	2	3	4	5	6	7	a great deal
39.	I've had contacts (calls, visits) with Yale &/or with others going:	not at all	1	2	3	4	5	6	7	a great deal
40.	I've been thinking about what to take with me:	not at all	1	2	3	4	5	6	7	a great deal
41.	I've been doing some reading in preparation for college:	not at all	1	2	3	4	5	6	7	a great deal
42.	I daydream/think about college:	not at all	1	2	3	4	5	6	7	a great deal
43.	I spend more time thinking about:	home	1	2	3	4	5	6	7	college
44.	I think that when I get to college I will become a different person:	not at all	1	2	3	4	5	6	7	a great deal
45.	I feel that too much is happening at once:	not at all	1	2	3	4	5	6	7	a great deal
46.	I feel confused about my views and goals:	not at all	1	2	3	4	5	6	7	a great deal
47.	I've been in turmoil:	not at all	1	2	3	4	5	6	7	a great deal
48.	I'm going through major personality changes:	not at all	1	2	3	4	5	6	7	a great deal
49.	I've been questioning many different things about myself:	not at all	1	2	3	4	5	6	7	a great deal
50.	My self-esteem has:	decreased	1	2	3	4	5	6	7	increased
51.	I think being away from home will be:	easy	1	2	3	4	5	6	7	difficult
52.	Socially I think college will be different from high school:	similar	1	2	3	4	5	6	7	different
53.	I expect to be at the top of the class:	not at all	1	2	3	4	5	6	7	a great deal
54.	It would be alright if I got some C's:	not at all	1	2	3	4	5	6	7	a great deal
55.	I expect to be homesick:	not at all	1	2	3	4	5	6	7	a great deal
56.	I think my parents view my going to college as:	negative	1	2	3	4	5	6	7	positive
57.	My mother seems to feel concerned/anxious about my going to college:	not at all	1	2	3	4	5	6	7	a great deal
58.	My father seems to feel concerned/anxious about my going to college:	not at all	1	2	3	4	5	6	7	a great deal
59.	Deep inside, I think they would be disappointed if I do not excel at Yale:	not at all	1	2	3	4	5	6	7	a great deal

(continued on next page)

60. In general, I would describe my feelings about leaving home as:

61. In general, I would describe my feelings about going to college as:

If you need more space to answer questions 60 & 61, please continue here.

PLEASE EXAMINE YOUR RESPONSES TO BE SURE YOU'VE CONSIDERED EVERY QUESTION.

THANK YOU AGAIN FOR YOUR PARTICIPATION IN THIS STUDY.

September, 1978

Hello again and welcome to Yale!
Your response to the August mailing has already helped to understand the concerns of incoming Yale students and your input is greatly appreciated.

I'm sure you've been busy scheduling courses and finding your way around, but I hope you understand how important it is to continue this follow-up. Please allow yourself 15 minutes to complete the enclosed questionnaire and return it to me by September 27, since it is essential that I have the information for data collection purposes. There will be one more mailing at the beginning of next semester.

Instructions for the enclosed questionnaire are printed below.

INSTRUCTIONS TO PARTICIPANTS: G6S II

Please rate the following statements as they have applied to you SINCE ARRIVING AT YALE. Be sure to mark your own sense of how things have been and not the way anyone else might view it. Remember, different people have different feelings and there are no right or wrong answers.

Most of the items on the following questionnaire can be answered almost as fast as you can read them. For each question, circle the most appropriate response. If the categories provided do not quite fit your experience, please try to rate as accurately and honestly as you can, using the scale.

Your responses to this questionnaire will be held in strictest confidence. Under no circumstances will the response of any individual be available to any office or individual, either at Yale or elsewhere. You need not write any identifying information on the questionnaire as I have already provided a code number.

NOTE: Questions are printed on both sides of each page. The first question is on the back of this page.

- | <u>SINCE I'VE ARRIVED AT YALE:</u> | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|--|--|---------------|---|---|---|---|---|---|---|---------------|
| 1. | Relationship with mother: | more distant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | closer |
| 2. | Relationship with father: | more distant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | closer |
| 3. | Agreement with mother on political/personal issues: | less | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more |
| 4. | Agreement with father on political/personal issues: | less | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more |
| 5. | I have confided in my mother: | less | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more |
| 6. | I have confided in my father: | less | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more |
| 7. | My feelings about my home in general, have been: | more negative | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more positive |
| 8. | I get along with my father: | worse | 1 | 2 | 3 | 4 | 5 | 6 | 7 | better |
| 9. | I get along with my mother: | worse | 1 | 2 | 3 | 4 | 5 | 6 | 7 | better |
| 10. | I have communicated with my family (phone/letters): | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | daily |
| 11. | I plan to visit home: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | weekly |
| 12. | I feel homesick: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 13. | I daydream/think about my family and home: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 14. | I look at pictures of my family: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 15. | I find that my relationships with high school friends are: | more distant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | closer |
| 16. | I communicate with high school friends: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | daily |
| 17. | I plan to visit high school friends: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | weekly |
| If you are dating someone "special".
please answer questions 18 & 19: | | | | | | | | | | |
| 18. | I communicate with the "special" person in my life: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | daily |
| 19. | Our relationship has grown: | more distant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | closer |
| 20. | I look through high school yearbooks, look at pictures of friends: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 21. | I daydream/think about high school: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |

(continued on next page)

CODE: _____

- 2

<u>SINCE I'VE ARRIVED AT YALE:</u>		1	2	3	4	5	6	7		
22.	Time spent alone:	not at all	1	2	3	4	5	6	7	a great deal
23.	Although I've only been here a short time, my initial impression of faculty is:	negative	1	2	3	4	5	6	7	positive
24.	My impression of the upperclassmen is:	negative	1	2	3	4	5	6	7	positive
25.	I would characterize my initial relationships with my roommates as:	negative	1	2	3	4	5	6	7	positive
26.	I think I'll make good friends here:	not at all	1	2	3	4	5	6	7	a great deal
27.	My initial impression of Yale is:	negative	1	2	3	4	5	6	7	positive
28.	"I may or may not miss home, but I'm glad to be here" describes the way I feel:	not at all	1	2	3	4	5	6	7	a great deal
29.	I am excited about my coursework:	not at all	1	2	3	4	5	6	7	a great deal
30.	I find that since being here I've been able to concentrate:	not at all	1	2	3	4	5	6	7	a great deal
31.	In general, my feelings have been:	more stable	1	2	3	4	5	6	7	more fluctuating
32.	My weight has been:	changed in a desirable direction	1	2	3	4	5	6	7	changed in a direction I have not desired
33.	I have been having headaches:	less	1	2	3	4	5	6	7	more
34.	I have been having digestive troubles:	less	1	2	3	4	5	6	7	more
35.	I have been nervous (anxious):	less	1	2	3	4	5	6	7	more
36.	I have been cheerful:	less	1	2	3	4	5	6	7	more
37.	I have been sleeping:	worse	1	2	3	4	5	6	7	better
38.	I have been drinking:	less	1	2	3	4	5	6	7	more
39.	I have been smoking cigarettes:	less	1	2	3	4	5	6	7	more
40.	I have been irritable:	less	1	2	3	4	5	6	7	more
41.	I have been depressed:	less	1	2	3	4	5	6	7	more
42.	I have been feeling energetic:	less	1	2	3	4	5	6	7	more

(continued on next page)

<u>SINCE I'VE ARRIVED AT YALE:</u>		1	2	3	4	5	6	7		
43.	I have considered talking with a psychotherapist or counselor:	not at all	1	2	3	4	5	6	7	definitely
44.	I have been finding others helpful:	less helpful	1	2	3	4	5	6	7	more helpful
45.	I have been critical of myself:	less	1	2	3	4	5	6	7	more
46.	I have been feeling angry with my mother:	less	1	2	3	4	5	6	7	more
47.	I have been feeling angry with my father:	less	1	2	3	4	5	6	7	more
48.	I have been feeling angry with my roommates:	less	1	2	3	4	5	6	7	more
49.	I feel like I never really left home:	not at all	1	2	3	4	5	6	7	a great deal
50.	I daydream about being in other places:	not at all	1	2	3	4	5	6	7	a great deal
51.	I spend more time thinking about:	college	1	2	3	4	5	6	7	home
52.	"I feel like I'm floundering" describes my feelings:	not at all	1	2	3	4	5	6	7	a great deal
53.	I feel that too much is happening at once:	not at all	1	2	3	4	5	6	7	a great deal
54.	I feel confused about my views and my goals:	not at all	1	2	3	4	5	6	7	a great deal
55.	I've been in turmoil:	not at all	1	2	3	4	5	6	7	a great deal
56.	I'm going through major personality changes:	not at all	1	2	3	4	5	6	7	a great deal
57.	I've been questioning many things about myself:	not at all	1	2	3	4	5	6	7	a great deal
58.	My self-esteem has:	decreased	1	2	3	4	5	6	7	increased
59.	I am friends with high school friends who are here:	not at all	1	2	3	4	5	6	7	a great deal
60.	I have found being away from home to be:	easier than expected	1	2	3	4	5	6	7	more difficult
61.	I have found college to be:	not as expected	1	2	3	4	5	6	7	as expected

(continued on next page)

January, 1979

Hello again. I've been closely following the data you've already provided and will be able to share the results with you once these final questionnaires are computed and analyzed. These questionnaires are essential since they will provide us with information regarding the overall impact of the first semester at Yale. My next communication to you will be a summary of the results which I'll most likely mail early next fall.

Please note that I've enclosed two questionnaires. The first one (SES III) should take approximately 15 minutes to complete; the second one (ATC) should take slightly less time. Instructions for the first questionnaire are printed below. Please return to me by February 7 since it is essential that I have the information for data collection purposes.

INSTRUCTIONS TO PARTICIPANTS: CSS III

Please rate the following statements as they have applied to you OVER THE PAST FEW MONTHS AT YALE. Be sure to mark your own sense of how things have been and not the way anyone else might view it. Remember, different people have different feelings and there are no right or wrong answers.

Most of the items on the following questionnaire can be answered almost as fast as you can read them. For each question, check the most appropriate response. If the categories provided do not quite fit your experience, please try to rate as accurately and honestly as you can, using the scale.

Your responses to this questionnaire will be held in strictest confidence. Under no circumstances will the response to any individual be available to any office or individual, either at Yale or elsewhere. You need not write any identifying information on the questionnaire as I have already provided a code number.

NOTE: Questions are printed on both sides of each page. The first question is on the back of this page.

CODE: _____

III - 1

<u>SINCE I'VE BEEN AT YALE:</u>		1	2	3	4	5	6	7		
1.	Relationship with mother:	more distant	1	2	3	4	5	6	7	closer
2.	Relationship with father:	more distant	1	2	3	4	5	6	7	closer
3.	Agreement with mother on political/personal issues:	less	1	2	3	4	5	6	7	more
4.	Agreement with father on political/personal issues:	less	1	2	3	4	5	6	7	more
5.	I have confided in my mother:	less	1	2	3	4	5	6	7	more
6.	I have confided in my father:	less	1	2	3	4	5	6	7	more
7.	My feelings about my home, in general, have been:	more negative	1	2	3	4	5	6	7	more positive
8.	I get along with my mother:	worse	1	2	3	4	5	6	7	better
9.	I get along with my father:	worse	1	2	3	4	5	6	7	better
10.	I have communicated with my family (phone/letters):	not at all	1	2	3	4	5	6	7	daily
11.	I have visited my family	not at all	1	2	3	4	5	6	7	weekly
12.	I feel homesick	not at all	1	2	3	4	5	6	7	a great deal
13.	I daydream/think about my family and home:	not at all	1	2	3	4	5	6	7	a great deal
14.	I look at pictures of my family:	not at all	1	2	3	4	5	6	7	a great deal
15.	I find that my relationships with high school friends are:	more distant	1	2	3	4	5	6	7	closer
16.	I communicate with high school friends:	not at all	1	2	3	4	5	6	7	daily
17.	I have visited high school friends:	not at all	1	2	3	4	5	6	7	weekly
If you are dating someone "special" from before Yale, please answer questions 18 & 19.										
18.	I communicate with the "special" person in my life:	not at all	1	2	3	4	5	6	7	daily
19.	Our relationship has grown:	more distant	1	2	3	4	5	6	7	closer
20.	I look through high school yearbooks, look at pictures of friends:	not at all	1	2	3	4	5	6	7	a great deal
21.	I daydream/think about high school:	not at all	1	2	3	4	5	6	7	a great deal
22.	Time spent alone:	not at all	1	2	3	4	5	6	7	a great deal
23.	My current impression of the faculty is:	negative	1	2	3	4	5	6	7	positive
24.	Relationship with faculty	distant	1	2	3	4	5	6	7	close
25.	Time spent with faculty and/or Deans	not at all	1	2	3	4	5	6	7	a great deal
26.	I can confide in faculty:	not at all	1	2	3	4	5	6	7	a great deal
27.	My impression of the upper-classmen is:	negative	1	2	3	4	5	6	7	positive
28.	My relationship with my roommates:	distant	1	2	3	4	5	6	7	close
29.	My relationship with other peers:	distant	1	2	3	4	5	6	7	close
30.	I think I'll make good friends here:	not at all	1	2	3	4	5	6	7	a great deal
31.	Plans to change roommates next year:	not at all	1	2	3	4	5	6	7	a great deal
32.	Time spent with peers of the opposite sex:	not at all	1	2	3	4	5	6	7	a great deal
33.	Time spent with peers of the same sex:	not at all	1	2	3	4	5	6	7	a great deal

(continued on next page)

CODE: _____

III - 2

<u>SINCE I'VE BEEN AT YALE:</u>		1	2	3	4	5	6	7		
34.	Impression of Yale:	negative	1	2	3	4	5	6	7	positive
35.	"I may or may not miss home, but I'm glad to be here" describes the way I feel:	not at all	1	2	3	4	5	6	7	a great deal
36.	I'm learning alot here:	not at all	1	2	3	4	5	6	7	a great deal
37.	I am excited about my coursework:	not at all	1	2	3	4	5	6	7	a great deal
38.	Amount of time I spend working:	not at all	1	2	3	4	5	6	7	a great deal
39.	I find that since being here I've been able to concentrate:	not at all	1	2	3	4	5	6	7	a great deal
40.	In general, my feelings have been:	more stable	1	2	3	4	5	6	7	more fluctuating
41.	My weight has been:	changed in a desirable direction	1	2	3	4	5	6	7	changed in a direction I have not desired
42.	I have been having headaches:	less	1	2	3	4	5	6	7	more
43.	I have been having digestive troubles:	less	1	2	3	4	5	6	7	more
44.	I have been nervous (anxious):	less	1	2	3	4	5	6	7	more
45.	I have been cheerful:	less	1	2	3	4	5	6	7	more
46.	I have been sleeping:	worse	1	2	3	4	5	6	7	better
47.	I have been drinking;	less	1	2	3	4	5	6	7	more
48.	I have been smoking cigarettes:	less	1	2	3	4	5	6	7	more
49.	I have been irritable:	less	1	2	3	4	5	6	7	more
50.	I have been depressed:	less	1	2	3	4	5	6	7	more
51.	I have been feeling energetic:	less	1	2	3	4	5	6	7	more
52.	I have considered talking to a psychotherapist or counselor:	not at all	1	2	3	4	5	6	7	definitely
53.	I have been finding others helpful:	less helpful	1	2	3	4	5	6	7	more helpful
54.	I have been critical of myself:	less	1	2	3	4	5	6	7	more
55.	I have been feeling angry with my mother:	less	1	2	3	4	5	6	7	more
56.	I have been feeling angry with my father:	less	1	2	3	4	5	6	7	more
57.	I have been feeling angry with my roommates:	less	1	2	3	4	5	6	7	more
58.	I feel like being at Yale is only a dream, not really happening:	not at all	1	2	3	4	5	6	7	a great deal
59.	I feel like I never really left home:	not at all	1	2	3	4	5	6	7	a great deal
60.	I daydream about being in other places:	not at all	1	2	3	4	5	6	7	a great deal
61.	I spend more time thinking about:	college	1	2	3	4	5	6	7	home
62.	"I feel like I'm floundering" describes my feelings:	not at all	1	2	3	4	5	6	7	a great deal
63.	I feel that too much is happening at once:	not at all	1	2	3	4	5	6	7	a great deal
64.	I feel confused about my views and my goals:	not at all	1	2	3	4	5	6	7	a great deal
65.	I've been in turmoil:	not at all	1	2	3	4	5	6	7	a great deal
66.	I'm going through major personality changes:	not at all	1	2	3	4	5	6	7	a great deal
67.	I've been questionning many things about myself:	not at all	1	2	3	4	5	6	7	a great deal

(continued on next page)

CODE: _____

III - 3

SINCE I'VE BEEN AT YALE:

- | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|-----|--|----------------------|---|---|---|---|---|---|---|------------------------------|
| 68. | My self-esteem has: | decreased | 1 | 2 | 3 | 4 | 5 | 6 | 7 | increased |
| 69. | I am friends with high school friends who are here: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 70. | I have found being away from home to be: | easier than expected | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more difficult than expected |
| 71. | I have found college to be: | not as expected | 1 | 2 | 3 | 4 | 5 | 6 | 7 | as expected |
| 72. | I expect to be at the top of the class: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 73. | It would be alright if I got some C's: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 74. | I think my parents' reactions to my being at college has been: | negative | 1 | 2 | 3 | 4 | 5 | 6 | 7 | positive |
| 75. | I think my mother is concerned/anxious about me: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 76. | I think my father is concerned/anxious about me: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 77. | Deep inside, I think my parents would be disappointed if I do not excel at Yale: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 78. | I've had some thoughts of transferring: | not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | a great deal |
| 79. | As of now, I consider my "home" to be (Yale, home town, etc): | | | | | | | | | |

- | | | | |
|-----|--|--------|-------|
| 80. | Did you go home at Thanksgiving? | 1. yes | 2. no |
| 81. | Did you go home at Christmas? | 1. yes | 2. no |
| 82. | Did you go home any other time? | 1. yes | 2. no |
| 83. | If "yes", how many times? | _____ | |
| 84. | All tolled, how many days have you spent in spent in your home town since you arrived at Yale? | _____ | |

85. In general, I would describe my feelings about being at college as:

86. What effect has going to college had on your relationship with your family?

87. How has college affected your peer relationships?

PLEASE EXAMINE YOUR RESPONSES TO BE SURE YOU'VE CONSIDERED EVERY QUESTION.

ATC
Spring, 1979

INSTRUCTIONS TO PARTICIPANTS

Most of the items on the following questionnaire can be answered almost as fast as you can read them. For each question, check the most appropriate response.

Some questions will distinguish between your "academic" and your "non-academic" experience. As used here, the term "academic" denotes all those aspects of undergraduate life which pertain to your course work and intellectual life at Yale. The term "non-academic" is a residual term, denoting all other aspects of undergraduate life such as social life, dating, bull sessions, athletic participation, etc.

Your responses to this questionnaire will be held in strictest confidence. Under no circumstances will the response of any individual be available to any office or individual, either at Yale or elsewhere. You need not write any identifying information on the questionnaire as I have already provided a code number.

NOTE: Questions are printed on both sides of each page. The first question is on the back of this page.

CODE: _____

ATC - 1

- | | | | | | | | | | | |
|---|--|--------------------|---|---|---|---|---|---|---|-----------------------|
| 1. | How would you say you have felt most of the time at Yale: in good spirits or in low spirits? | very low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | very good |
| 2. | Have you had as many dates at Yale as you would like to have had? | definitely not | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Yes |
| 3. | Have you considered leaving Yale for some other college or university? | Yes, seriously | 1 | 2 | 3 | 4 | 5 | 6 | 7 | No, never |
| 4. | Have you ever felt "out of place" at Yale? | No, never | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Yes, most of the time |
| 5. | On first thought, what kind of time have you had so far at Yale? | very poor time | 1 | 2 | 3 | 4 | 5 | 6 | 7 | very good time |
| 6. | If you had to do it all over again, would you choose Yale? | definitely not | 1 | 2 | 3 | 4 | 5 | 6 | 7 | definitely yes |
| 7. | Do you think you've gotten as much out of college as you expected to get when you entered? | less than expected | 1 | 2 | 3 | 4 | 5 | 6 | 7 | more than expected |
| 8. | How have you felt about your first semester at Yale? | greatly displeased | 1 | 2 | 3 | 4 | 5 | 6 | 7 | greatly pleased |
| 9. | All in all, how successful have you been in getting what you wanted from college? | unsuccessful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | very successful |
| While at Yale, how often have you been bothered by feelings of: | | | | | | | | | | |
| 10. | loneliness | very often | 1 | 2 | 3 | 4 | 5 | 6 | 7 | never |
| 11. | nervousness | very often | 1 | 2 | 3 | 4 | 5 | 6 | 7 | never |
| 12. | insomnia | very often | 1 | 2 | 3 | 4 | 5 | 6 | 7 | never |
| 13. | headaches | very often | 1 | 2 | 3 | 4 | 5 | 6 | 7 | never |
| 14. | indigestion | very often | 1 | 2 | 3 | 4 | 5 | 6 | 7 | never |
| 15. | compulsive appetite | very often | 1 | 2 | 3 | 4 | 5 | 6 | 7 | never |
| 16. | All in all, do you feel that you have made a successful adjustment to the academic aspects of Yale life? | NO! | 1 | 2 | 3 | 4 | 5 | 6 | 7 | YES! |
| 17. | All in all, do you feel that you have made a successful adjustment to the non-academic aspects of Yale life? | NO! | 1 | 2 | 3 | 4 | 5 | 6 | 7 | YES! |

(continued on next page)

Modifications of the Adjustment to College Scale:Questions Included in the Final Social Score

1. How would you say you have felt most of the time at Yale:
in good spirits or in low spirits?
3. Have you had as many dates at Yale as you would like to have had?
4. Have you ever felt "out of Place" at Yale?
5. On first thought, what kind of time have you had so far at Yale?
6. If you had to do it all over again, would you choose Yale?
8. How have you felt about your first semester at Yale?
9. All in all, how successful have you been in getting what you have
wanted from college?
10. While at Yale, how often have you been bothered by feelings of
loneliness?
16. All in all, do you feel that you have made a successful adjustment
to the non-academic aspects of Yale life?
20. How much difficulty have you had adjusting to the non-academic aspects
of Yale life?
23. On first thought, how satisfied are you with your total non-academic
experience at Yale?
26. How easy has it been for you to make friends at Yale?
27. During the semester, how well have you gotten along with peers
of the opposite sex?

Questions Included in the Final GPA Score

17. What is your overall grade average in college so far?

Dear Incoming Freshman:

You are invited to participate in a dissertation study on the ways in which young adults make the transition from high school to college. As a psychologist working at Yale, I have become interested in better understanding this transitional period and its effects upon students. Surprisingly little has been written on this crucial time in development. It is my belief that gathering first-hand information about the experience of leaving home and arriving at college can be useful to Yale as well as to other colleges, and ultimately to students and entering freshmen. It is in this spirit that this study is being undertaken.

This study, which will include approximately one-fifth of the freshman class selected on a random basis, will ask about some of your activities and (changes in) your relationships since having been accepted by Yale. The first questionnaire (which will be mailed in August) will be about twice as long as the others and may take up to 40 minutes to complete. The next two will be similar questionnaires only noticeably shorter (taking approximately 15-20 minutes) and the final questionnaire will be shorter still. Although you may withdraw at any point in time or choose not to answer any specific questions, it is important for the overall study to have your cooperation on four separate occasions. Please bear this in mind in considering whether or not you wish to participate.

This study is intended to focus upon the characteristics of groups of people and not of individuals. It is in no way intended to gather information about you as an individual. In order to assure your complete anonymity, you will be assigned a subject number which will be the only identifying code on the questionnaire once it is received by me. Also, all subsequent data analysis and any publication of results will be anonymous and disguised so that no identification can be made.

If you would be willing to participate in the study, please sign your consent on the enclosed postcard and mail it back to me within ten days.

I will be glad to answer any questions you may have in regard to the procedures of the study.

Sincerely,

Cheryl L. Kurash

CONSENT FORM

I have read the above paragraphs and voluntarily consent to participate in this study.

Date

Signature of Subject

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