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I am submitting herewith a dissertation written by Sara D. Shepherd entitled "The Experience of Friendship between Male and Female College Students." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

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THE EXPERIENCE OF FRIENDSHIP
BETWEEN MALE AND FEMALE COLLEGE STUDENTS

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ABSTRACT

Relationships with others provide social support and contribute to health and well-being. Friendship is one important form of social support for college students, and cross-gender friendships (or friendships between men and women) are one type of relationship for young adults. This study sought to examine and describe the experience of friendships between male and female college students. This study used phenomenological research methodology to explore the experience of friendships. Twelve interviews with single, undergraduate students were done to gather descriptions of the experience of friendship. Significant themes were extracted from the interview transcripts and validated to provide a fundamental description of the phenomenon. An interpretive group assisted in the transcript analysis and trained judges confirmed the classification of statements into themes. Second and third contacts with the co-participants determined that the research results accurately described their experiences.

The major themes established were the experiences of boundaries, sharing, and change in friendships. The experience of boundaries included aspects of closeness and distance, depth and superficiality, trust, equality, and

comfort. The experience of sharing represented the activities that friends engaged in together, such as talking, helping, and playing sports. Change was experienced in the co-participant, in the friends they described, and in their relationship. Themes for friendships between persons of the same sex were compared with themes for friendships between persons of the opposite sex. No differences were established in the major themes between the two types of friendships. This study did identify some subtle differences in the way the themes played out for men and women, such as emphasis on talking with women and emphasis on engaging in shared activities with men.

TABLE OF CONTENTS

CHAPTER

I.	INTRODUCTION.....	1
	Research Questions.....	4
	Implications.....	5
II.	LITERATURE REVIEW.....	6
	Social Support.....	6
	Social Support and Health.....	10
	Intimacy.....	15
	Friendship.....	16
	Sex Differences.....	21
	Cross-Gender Differences.....	24
	Developmental and Psychological Issues.....	26
	Phenomenological Research.....	34
III.	METHOD.....	40
	Subjects.....	40
	Procedures.....	42
	Analysis.....	47
IV.	RESULTS.....	53
	Themes of the Experience of Friendship.....	53
	Boundaries.....	54
	Sharing.....	57
	Change.....	60
	Combinations.....	63
	Other Issues.....	67

IV. RESULTS, cont'd.	
Differences between Same-Sex Friendships and Cross-Gender Friendships.....	70
Reliability Checks.....	72
Validity Checks.....	75
V. CONCLUSIONS.....	79
Description of Friendships.....	79
Boundaries.....	79
Sharing.....	83
Change.....	84
Other Issues.....	86
Supportive Aspects.....	87
Social Support.....	88
Belongingness.....	88
Identity.....	90
Differences between Same-Sex and Cross-Gender Friendships.....	92
Boundary Differences.....	93
Sharing Differences.....	94
Tension.....	95
Implications.....	95
Summary.....	100
REFERENCES.....	102
APPENDIXES.....	119
APPENDIX A. LETTER SOLICITING VOLUNTEERS.....	120
APPENDIX B. INFORMATION AND CONSENT FORM I.....	122

APPENDIXES, cont'd.

APPENDIX C. DEMOGRAPHIC INFORMATION FORM.....	125
APPENDIX D. FEEDBACK COVER LETTER, INFORMATION AND CONSENT FORMS II AND III, AND PARTICIPANT RESPONSE SHEET.....	127
APPENDIX E. SCORING MANUAL, STATEMENTS, AND RATERS' SCORES.....	132
APPENDIX F. INTERVIEW FOUR.....	151
APPENDIX G. INTERVIEW SIX.....	190
APPENDIX H. SUMMARIES.....	219
APPENDIX I. COMPOSITE SUMMARY.....	248
VITA.....	253

LIST OF TABLES

TABLE

1. Demographic Information.....43
2. Number and Percentages of Agreement and Disagreement
between Pairs of Raters for Each Theme.....76
3. Number and Percentages of Agreement and Disagreement
for All Themes.....76
4. Number and Percentages of Complete or Partial
Agreement and No Agreement for Each Theme.....77

LIST OF ABBREVIATIONS

Male friend (#1, #2, #3, #4,...)	 M (+1, 2, 3, 4,...)
Female friend (#1, #2, #3, #4,...)	 F (+1, 2, 3, 4,...)
Co-Participant (#1, #2, #3, #4,...)	 P (+1, 2, 3, 4,...)
Statement (#1, #2, #3, #4,...)	
about a same-sex friend	 SS (+1, 2, 3, 4,...)
Statement (#1, #2, #3, #4,...)	
about a cross-gender friend	 CG (+1, 2, 3, 4,...)
Resident Assistant	RA
Boundaries	 B
Sharing	 S
Change	 C
Interviewer/Researcher	 I
Co-Participant	 P
Unintelligible dialogue	xzxxzzxz

CHAPTER I

INTRODUCTION

Social interaction and support contribute to personal growth and psychological well-being. Thoits (1985) accurately conceptualizes a model of social support's influence on health: "Role identities, positive evaluations from role partners, and comparatively successful role performances (or the lack or loss of these) affect perceptions of belonging and security, esteem, and efficacy, respectively, which in turn have emotional consequences that are central indicators of psychological well-being or disturbance" (p. 65). Health is determined by one's ability to fulfill role obligations, including one's roles within interpersonal relationships, such as cross-gender friendships.

Interpersonal relationships provide social support, hence contributing to health and well-being. The roles played within interpersonal relationships, the belongingness and self-esteem that is facilitated through interaction with others, and identity development are all part of the social support process. Friendship is one important form of social support for college students, and cross-gender (or male-female) friendships are one type of relationship for young adults.

Therefore, the roles within cross-gender friendships and the intimacy and/or tension involved in these friendships influence one's sense of belonging, self-actualization, identity development, and self-esteem, which in turn impact psychological well-being.

Factors that facilitate health and well-being merit continuing investigation, and social support is one such factor. Social interactions are complex, with a variety of structures, contents, and processes taking place within relationships. This study seeks to describe cross-gender friendships among college students. The process by which these friendships contribute to the self-esteem, interpersonal efficacy, healthy development, and well-being of the individual is explored.

Friendships have not been rigorously examined and operationally defined in the social science literature. Few published reports are available that assess the quality, depth or reciprocity of friendships (Lowenthal & Haven, 1968). Little information exists about young adult transitions, such as college or marriage, and how a factor such as social support facilitates coping with these changes (Cobb, 1976).

Many studies of friendship possess psychometric problems (Leavy, 1983; Wallston, Alagna, DeVellis, & DeVellis, 1983). Most measures of social support employ

inadequate operationalizations and conceptualizations or have questionable reliability and unknown validity (Barrera, 1986; Leavy, 1983; Wallston et al., 1983). Most studies collect quantitative data of a correlational nature at a single point in time (Holahan & Moos, 1981; Lowenthal & Haven, 1968). The effects of social networks and systems bias and confound the results (Barrera, 1986; Hirsch, 1985; Hirsch & Rapkin, 1986b).

Given the paucity of definitional research about social support and the subjectivity of the experience of friendship, phenomenological research methodology is appropriate for investigating friendships between male and female college students. Friendships are dynamic and highly subjective, and have undefined boundaries. These traits are more characteristic of friendships than of other types of relationships (Rubin, 1985). Problems in researching relationships occur as a result of the "conflict between the complexities of nature and the rigor of science that reduces the phenomena under study" (Duck, 1973, p. 29).

The current study examines the description of the experience of cross-gender friendships among college students by employing phenomenological methodology. Previous studies have either used older samples to research cross-gender friendships or have used same-sex or roommate dyads of college students. A preponderance of quantitative

instruments have measured types of and satisfaction with social support, but not the content and processes of interpersonal relationships. Knowledge exists about the quantity and correlates of social support, but little information exists about an individual's behavior related to providing support in the context of friendship. Other phenomenological studies have explored relationships, but not friendships between college aged men and women. Researchers studying friendships via an interview methodology have not analyzed data systematically or developed results across all interviews.

Research Questions

This study addresses the following broad conceptual question: How do college students experience social support in friendships? The more specific questions of this study are as follows:

1. What is a description of the experience of friendship for college students?
2. What are the supportive aspects of college student friendships?
 - a. In what ways do friendships provide or not provide a sense of belongingness and social support for the individuals involved?

- b. In what ways do friendships contribute or not contribute to the development of self-esteem, efficacy, individuation, and identity within the individuals involved?
3. How do the supportive aspects of friendships differ for cross-gender relationships and same-sex relationships? Does more tension exist in cross-gender friendships, and if so, what are the effects of constraints and tensions on the relationship?

Implications

This study provides descriptive information about the description of friendships between college students. The nature of cross-gender friendships is examined and compared to the experience of same-sex relationships. Hopefully, this information can contribute to an understanding of how friendship facilitates personal growth and individuation and supports personal health and well-being. Based on the results of this study, counseling and programmatic interventions may be designed to encourage the supportive aspects of student friendships.

CHAPTER II

LITERATURE REVIEW

This section provides an overview of the literature related to social support, developmental and psychological issues, and the theory of phenomenological methodology. Social support is defined and its link with physical and psychological health is explored. Included within the section on social support is a discussion of the characteristics of intimacy, friendship, and differences based on gender. Young adult development and theories of personality are examined as they relate to social support and friendship. A description of phenomenological theory is given as a basis for the research methodology used in this project.

Social Support

Social support can be defined as the amount, nature, type, and source of help (Cauce, 1986; Thoits, 1982; Wallston et al., 1983). Social support is based more on a person's perception of support and determined by the quality of relationships rather than the quantity of relationships (Cauce, 1986; Procidano & Heller, 1983). Social support facilitates the development of interpersonal skills and is linked with health and well-being (Bogat, Caldwell, Rogasch, & Kriegler, 1985; Bruhn & Philips, 1984; Porritt, 1979; Thoresen & Eagleston, 1985). Self-disclosure and intimate

conversation is the most frequent activity between friends (Parlee, 1979); intimacy leads to closeness and a sense of belongingness (Fischer & Narus, 1981; Lefcourt, 1985).

Friendship is described as an equal, voluntary, personal interaction which includes respect, avoids hurt, and is reciprocal (Becker, 1987; Bell, 1981a; Lowenthal, Thurnher, & Chiriboga, 1975; McCall, McCall, Denzin, Suttles, & Kurth, 1970; Rayfield et al., 1987; Rubin, 1985; Wright, 1982, 1984). The roles within friendships are less defined than family roles, and are therefore ambiguous (Rubin, 1985; Wright, 1982, 1984).

Social support has been described in a variety of ways. Most simply, it consists of the actions of others to render assistance to an individual (Barrera, 1986). Some define the concept in terms of quantity, quality, utilization, availability, meaning, and satisfaction with one's connections (Brownell & Shumaker, 1984; Thoits, 1982). Social support fulfills certain basic social needs, including affection, esteem or approval, belonging, identity, and security (Thoits, 1982). The most specific definition of social support suggests that it is information leading the recipient to believe that he or she is cared for and loved, respected, and valued, and is a member of a network of interpersonal communication and mutual obligation

(Cobb, 1976; Leavy, 1983; Vaux, Phillips, Holly, Thomson, Williams, & Stewart, 1986).

Social support refers to the amount, quality, type, and source of help (Cauce, 1986; Thoits, 1982; Wallston et al., 1983). The amount of social support is determined by the availability of social network members; the structure, size, and density of the system; and the perception of the support recipient (Procidano & Heller, 1983; Vaux et al., 1986). The quality of support is based on the subjective interpretation of the recipient and fulfills various needs for the individual (Bruhn & Philips, 1984; Cauce, 1986; Procidano & Heller, 1983). The types of social support may be emotional support, instrumental or tangible aid, information or cognitive guidance, and self-appraisal support (Cohen, Mermelstein, Kamarch, & Hoberman, 1985; Hirsch & Rapkin, 1986a; Leavy, 1983; Procidano & Heller, 1983; Schaefer, Coyne, & Lazarus, 1981; Wallston et al., 1983). Differing relationships and various areas of the social network represent sources of the types of social support (Greenblatt, Becerra, & Serafetinides, 1982).

The availability and reliability of sources of support relates to how they are utilized. Sources of support within the social network may consist of family members, friends, coworkers, and other acquaintances. The social network is the amount of emotionally and physically available

interpersonal resources and their respective positions in such a network. Sources may provide specific forms of help or more general support (Bogat et al., 1985). The availability of others contributes to the perception of reliability for help (Barrera, 1986). Characteristics of social support include intensity, reciprocity, directedness, and multidimensionality; when these factors are high, then reliable support exists (Cauce, 1986).

Perceived social support is the subjective impact that network members have on the individual, in contrast to the actual support provided to the individual (Cauce, 1986; Procidano & Heller, 1983). Perceived support and actual, received support are not closely related and may operate differently (Lakey & Heller, 1988). Actions must provide the recipient with feelings of positive regard and must be subjectively appraised by the recipient as supportive, indicating that social support is phenomenological (Heller, Swindle, & Dusenbury, 1986; Schaefer et al., 1981; Vaux et al., 1986). Social interaction that is perceived negatively or becomes burdensome does not serve as social support (Wallston et al., 1983; Wilcox & Vernberg, 1985).

An individual's satisfaction with social support is a function of the match between the strength of the individual's needs and the amount of available resources (Brown, Alpert, Lent, Hunt, & Brady, 1987a). If the person

perceives that adequate resources are available to meet his or her needs, then he or she will be satisfied with social support (Brown et al., 1987a). If the fit between needs and resources is inadequate, the person's stress and anxiety will increase (Brown et al., 1987a; Kaplan, Cassel, & Gore, 1977).

Social support functions in a variety of ways. These functions include fulfilling the need to belong, decreasing the effects of negative stressors, and restoring hope or morale (Bruhn & Philips, 1984). Social support also contributes to the development of interpersonal skill competence (Bruhn & Philips, 1984). Those high and low in perceived social support differ in social skill level (Sarason, Sarason, Hacker, & Basham, 1985). The individual must possess certain characteristics of attractiveness and skill to gain and to continue the interpersonal relationships that offer support (Sarason et al., 1985). One's level of social functioning is determined by reciprocity, or the ability to give and receive social support (Bruhn & Philips, 1984).

Social Support and Health. Definitions of health and mental health include references to interpersonal relationships and social contact. Health can be described as physical, social, and psychological well-being (Thoresen & Eagleston, 1985). Health is not merely the absence of

disease, but instead refers to the optimal functioning of the individual in meeting role obligations, such as those within the interpersonal realm (Thoresen & Eagleston, 1985). Jahoda (1958) identified various criteria for mental health, including social integration, as well as self-concept, degree of personal growth, development and self-actualization, environmental mastery, autonomy, and an accurate perception of reality.

Social support directly impacts physical and mental health. Differing types of support may have differing effects on health (Schaefer et al., 1981). Stable interpersonal relationships are important for good health and good morale (Brownell & Shumaker, 1984; Cobb, 1976; Greenblatt et al., 1982; Leavy, 1983; Lowenthal & Haven, 1968). Social support facilitates personal development and adjustment (Sarason, Levine, Basham, & Sarason, 1983). Engaging in preventive health behaviors is related to frequent interaction outside the family, along with variables pertaining to socioeconomic status and locus of control (Langlie, 1977). Support is negatively correlated with symptoms (Leavy, 1983).

The quality of support, rather than quantity, is related to health (Bogat et al., 1985; Porritt, 1979). The quality of a relationship between two people is a better predictor of well-being than the fact that the role (of

friend, acquaintance, etc.) is occupied by an individual (Hirsch & Rapkin, 1986b). Empathy, respect, and genuineness enhance the quality of support (Porritt, 1979).

The individual must perceive a fit between expectations for and the experience of support if such support is expected to facilitate coping skills (Cohen et al., 1985; Leavy, 1983). When a match does not exist between personal needs/expectations and available support, stress increases (Brown, Brady, Lent, Wolfert, & Hall, 1987b). The "availability of social support bolsters the capacity to withstand and overcome frustrations and problem-solving challenges" (Sarason et al., 1983, p. 127).

The perceived social support from friends and family is a better predictor of symptomatology than life events or social network characteristics (Porritt, 1979; Procidano & Heller, 1983; Schaefer et al., 1981). When needs for support and resources available are balanced, self-reported anxiety, depression, psychological symptoms, and risky behaviors may be decreased (Brown et al., 1987a).

Perceived support is positively related to psychological well-being and negatively related to psychopathology (Brown et al., 1987b). High perceived support of friends is related to lower trait anxiety and greater openness about self (Procidano & Heller, 1983). Positively perceived support is related to high morale and low risk of depression

(Fusilier, Ganster, & Mayes, 1986; Sarason et al., 1983; Schaefer et al., 1981). High levels of reported social support are related to increased frequency of positive events, self-esteem, and optimism, whereas low levels of reported social support are linked to external locus of control, life dissatisfaction, anxiety, hostility, and decreased persistence (Sarason et al., 1983). Support from coworkers, family, and friends corresponds with greater life satisfaction and fewer physical complaints (Fusilier et al., 1986). Among a mature adult sample, the happiest and healthiest are those who participated in one or more close personal relationships (Lowenthal & Haven, 1968). High affiliation is related to happiness (Kaplan et al., 1977). Larger support networks and high levels of social support are related to lower mortality rates (Schaefer et al., 1981). Perceived social support may decrease the amount of medications needed, hasten recovery, and facilitate treatment compliance (Cobb, 1976; Wallston et al., 1983).

A clear relationship exists between a lack of support and psychological disorder (Brenton, 1974; Froland, Brodsky, Olson, & Stewart, 1979; Holahan & Moos, 1981; Leavy, 1983; Thoits, 1985). Limited social networks, with low mutuality and less satisfying relationships, are characteristic of those who are psychologically distressed, less productive, and are seeking psychotherapy (Froland et al., 1979). Such

a clinical population reports small support systems, greater nonfamily ties, and more one-sided or non-reciprocal relationships (Leavy, 1983).

Social support protects persons from the negative effects of stress during life transitions (Brenton, 1974; Cauce, 1986; Cobb, 1976; Hirsch, 1985; Kaplan et al., 1977; Sarason et al., 1983; Schaefer et al., 1981; Tokuno, 1983; Wilcox & Vernberg, 1985). Actions to control and stabilize events during transitions decrease the effects of undesirable situations (Wallston et al., 1983). The stress prevention model states that social support prevents stressful conditions and decreases the likelihood that stressors are perceived negatively (Barrera, 1986). The buffering hypothesis suggests that strong social support enhances the ability to cope, whereas low support increases one's vulnerability (Kaplan et al., 1977; Schaefer et al., 1981; Thoits, 1982; Wallston et al., 1983).

Social support is related to stress and distress in positive and negative ways (Barrera, 1986). Stress and social support are confounded (Schaefer et al., 1981). Those who are stressed may seek and receive social support, thus making the experience of social support positive (Barrera, 1986). If social ties are disrupted, individuals under stress may experience greater susceptibility to illness (Brownell & Shumaker, 1984). Changes or losses in

one's support system can negatively impact an individual's health (Thoits, 1982).

Intimacy. Intimacy occurs in "relationship to a person to whom one feels especially attached" (Fischer & Narus, 1981, p. 444). Three characteristics influencing adult attachment are closeness, dependability, and the experience of comfort (versus anxiety) in relationships (Collins & Read, 1990). Intimacy represents a "state of closeness in which sufficient safety is experienced with another person to allow relaxation of self-boundaries" (Group for the Advancement of Psychiatry [GAP], 1983, p. 26). Intimacy requires trust, dependability, loyalty, honesty, and fidelity (Avery, 1989). Trust and intimacy are built by sharing the feelings of everyday life (Avery, 1989). Intimacy involves mutual sharing, accepting, caring, problem-solving, exchanging assistance, encouragement, and criticism, all of which are aspects of friendship and social support (Fischer & Narus, 1981; GAP, 1983). Intimacy is tied to belongingness, with the closeness reducing mood disturbance (Lefcourt, 1985). Intimacy is required to sustain hope for the future during a crisis (Lowenthal & Weiss, 1976).

Self-disclosure occurs as one makes one's self known to another (Jourard, 1964). An individual may disclose personal information based on a desire to be known and

understood (Rook, 1985). Self-disclosure involves both intimacy and power (Hacker, 1981). High feelings of closeness do not always produce self-disclosure (Hacker, 1981). Self-disclosure must occur and be reciprocated, however, for a friendship to deepen (Parlee, 1979). Levels of self-disclosure are higher in same-sex than cross-gender dyads (Hacker, 1981). Among women, high disclosers report more positive mental health than do low disclosers, and high disclosers report fewer incidents of feeling excluded (Rayfield, Llabre, & Stokes, 1987).

Friendship. Friendship is defined as a "primary relationship between two individuals unrelated by kinship" (Booth & Hess, 1974, p. 38). Rubin (1985) distinguishes between family and friends. The roles of friends are more ambiguous and undefined than family roles (Rubin, 1985; Wright, 1982, 1984). People may select their friends, in contrast to being born into family relationships (Rubin, 1985). Bailey and Nava (1989) suggest that many close friendships become like family. Rubin (1985) effectively summarizes the multiple roles played by friends in the following passage:

Friends provide a reference outside the family against which to measure and judge ourselves; who help us during passages that require our separation and individuation; who support us as we adapt to new roles and new rules; who heal the hurts and make good the deficits of other relationships in our lives; who offer the place and encouragement for the development of

parts of the self that, for whatever reasons, are inaccessible in the family context (p. 13).

Friendship can be described in various ways. Friendship implies an equal, voluntary, personal, and unique interaction (Becker, 1987; Bell, 1981a; Lowenthal, Thurnher, & Chiriboga, 1975; McCall, McCall, Denzin, Suttles, & Kurth, 1970; Rayfield et al., 1987; Wright, 1982, 1984). Friends have a daily place in each other's lives and share pleasurable activities and feelings (Bell, 1981b; Booth & Hess, 1974; McCall et al., 1970; Miller, 1983). For many, friendships are major sources of "assistance, comfort, emotional sharing, and just plain fun" (Caldwell & Peplau, 1982, p. 721). Aristotle's model of friendship suggested that goodness or mutual admiration and loyalty was a central theme and also included aspects of utility or benefit and enjoyableness or pleasure (Bukowski, Nappi, & Hoza, 1987). Friendship "embodies almost all the qualities of intimate groups; it allows for the suspension of public standards and for the expression of the total self. Friendship provides social support for the private (self), and is based on tolerance, trust, deep affection, and love" (Bensman & Lilienfeld, 1979, p. 59).

People choose individuals to develop friendships with based on attractive characteristics and cues of the other person. Duck (1973) describes the process of making friends as unconscious and universal. Friendships develop when

roles are unstable, such as in childhood or in college (Parlee, 1979; Rayfield et al., 1987). Relationships progress from mere encounters to good friends (Duck, 1973). When people are put into a situation where they must interact with others, physical and personal characteristics of the others influence attraction (Duck, 1973). People are attracted to those who fulfill their needs and desires and provide protection and security (Lowenthal & Weiss, 1976). Perceived and actual attitude similarity is important to friendship development (Rayfield et al., 1987). Different cues are attended to at different stages of friendship formation, and attractiveness cues lose force as the friendship develops (Duck, 1973).

Friendships are based on various social and psychological factors (Bell, 1981a). Friendships are influenced by personal characteristics of dyad members (Antonucci, 1985; Rubin, 1985). Friends react to each other as unique and irreplaceable (Wright, 1982). Friends are attracted to each other because of shared values and beliefs (Lea & Duck, 1982; Rubin, 1985). Hard-to-find similarities are particularly attractive when found, and people invest in relationships that are most likely to provide them with rewards that are unique and irreplaceable (Lea & Duck, 1982). People are valued as friends because they are supportive and encouraging, and provide ego

support, self-affirmation, stimulation, security, and utility (Wright, 1982, 1984). Friendship includes fondness and respect for each other, and avoids reciprocal hurt (Rubin, 1985). The structure of the relationship is based on connectedness, stability, symmetry, complexity and homogeneity (Antonucci, 1985).

As a friendship declines, the individual becomes aware of various aspects that are significant. In a study describing the experience of losing a significant relationship, several essential themes are explored. These themes emphasize characteristics of the other person, awareness of one's own identity, a shared world and a shared subjectivity, an activity of self-transcendence, a return or reciprocity, and positive feelings as essential aspects of the experience of loss (Vacek, 1989).

Friendships have various functions or usefulness in the lives of individuals. The usefulness or utility value can be described as the willingness and ability to use one's own time and resources to help a friend meet his or her personal goals (Wright, 1982). Friends provide validation, support and approval, and aid in personal growth, development, and self-actualization (Bell, 1981a, 1981b; Rayfield et al., 1987). Friends promote a feeling of belonging, emotional integration and stability, opportunity for communication about self, assistance and physical support, reassurance of

self-worth, opportunity to help others, and personal-emotional support (Duck, 1983). Friends fulfill certain interpersonal needs, including attachment, nurturance, social integration, reassurance, reliable alliance, and guidance (Weiss, 1974). Friendship involves enjoyment, acceptance, mutual assistance, trust, respect, understanding, spontaneity, and confidence (Davis, 1985). Close friends are an important source of psychological support for coping with personal problems (Tokuno, 1983).

The quality and depth of interaction is more important than the quantity of interaction (Bell, 1981b; Hays, 1985). Loyalty, warmth, affection, supportiveness, and confidence are valued qualities of friends, whereas age, income, and occupation are not rated as highly (Parlee, 1979). Friendships possess characteristics of reciprocity, esteem enhancement, acceptance, authenticity, and self-disclosure (Heller et al., 1986; Rayfield et al., 1987). Deepening mutuality in relationships is essential (Tokuno, 1983). Friends must share information extensively and honestly to develop closeness (Rayfield et al., 1987). Intimate conversation is reported as the most frequent activity between friends (Parlee, 1979). Communication can be expressed at any depth, from casual to intimate (Bensman & Lilienfeld, 1979), with a continuum of increasing intimacy as the relationship develops (Rayfield et al., 1987).

In a recent phenomenological study of college-aged women, Becker (1987) developed a descriptive model of best friends. The friendship is a loving relationship where spending time together and concern for each other are important. The friends create a shared world between them out of their separate worlds and their similar interests, experiences, and values form a mutual ground. The friendship is an evolving dialogue and a process of being and becoming friends. Significant friendships include essential and interrelated characteristics of caring, sharing, commitment, freedom, respect, trust, and equality. Friendships enable the woman to be involved in her own activities and her friend's experiences. The friendship also encourages her to take new risks in her own growth process.

Sex Differences. Men and women differ in terms of their friendships and social support. They possess different interpersonal styles (Gilligan, 1982), rather than a different amount of interaction or quantity of friends (Caldwell & Peplau, 1982; Hays, 1985; Rubin, 1985; Sarason & Sarason, 1985). Men and women do not differ on the value placed on intimacy (Caldwell & Peplau, 1982; Mazur, 1989). The process of developing same-sex friendships may differ for women and men (Hays, 1985). Men and women differ in social behavior and self-appraisal of social skills (Sarason et al., 1985). Women and men reveal different aspects of

the self, with men hiding weaknesses and women hiding strengths in cross-gender relationships (Hacker, 1981).

Women engage in more emotional sharing and talking, whereas men focus on activities and doing things together in their friendships (Aukett, Ritchie, & Mill, 1988; Becker, 1987; Caldwell & Peplau, 1982; Gilligan, 1982; Johnson & Aries, 1983; Williams, 1985; Wright, 1982). Men have side by side friendships that emphasize agreement on participation in specific mutual activities in contrast to women's face to face friendships with emphasis on mutual, deep, personal values (Wright, 1982). With deep and longlasting friendships, however, both men's and women's friendships include face to face (talking, sharing) and side by side (doing) activities (Wright, 1982). Differences between men and women decrease as duration and strength of friendship increases (Wright, 1982).

Compared to women, men base their interpersonal relationships more on activities and describe intimacy in physical terms (Hays, 1985; Wheeler & Nezlek, 1977). Intimate male-male friendships are rare, possibly based on the masculine need to maintain armor and machismo (Miller, 1983). Men whose friends did not attend college reported greater fear of college success than men whose friends attended or expressed interest in college (Balkin & Donaruma, 1978). Non-work sources of support are positively

related to life satisfaction and negatively related to depression for men but not for women (Fusilier et al., 1986).

Women experience greater social support benefits from friendships than do men (Defares, Brandes, Nass, & Van Der Ploeg, 1985; Lefcourt, 1985). In their same-sex friendships, women find empathy, intimacy, and support; these enhance their family commitments and serve to sustain their relationships with men (Avery, 1989; Buhrke & Fuqua, 1987). Women are more likely than men to confide their worries to a friend of either sex, while men prefer to confide in women (Mark & Alper, 1985). Women's level of satisfaction with support, however, may not equal that of men (Fusilier, Ganster, & Mayes, 1986; Leavy, 1983; Sarason et al., 1985; Wheeler & Nezlek, 1977). Both men and women seek out women because of the greater expectation of receiving nurturance from women (Aukett et al., 1988; Buhrke & Fuqua, 1987; Bukowski et al., 1987). Women are socialized to be expressive and nurturing, but may "burn out" quickly if required to be nurturing on the job and at home (Hirsch & Rapkin, 1986b).

Female friendships are generally more involved and complex than male friendships (Buhrke & Fuqua, 1987; Levinger, 1980; Lowenthal et al., 1975; Mazur, 1989); women's friendships are more holistic and person-centered in

contrast to men's delimited, segmented, and activity-oriented friendships (Johnson & Aries, 1983; Mazur, 1989; Wright, 1982). Men view others as separate, whereas women view others as connected or related (Wood, 1986). Women prefer balance and an equal give and take (Buhrke & Fuqua, 1987). Female friendships involve greater depth than do male friendships (Altman & Taylor, 1973). Women possess greater social skills and are rated as more physically attractive than men (Sarason & Sarason, 1985).

Women, particularly women who score high on feminine and androgynous sex role scales, are more intimate and self-revealing than men. The greatest amount of disclosure is exhibited in same-sex dyads (Bell, 1981b; Davis, 1985; Fischer & Narus, 1981; Hays, 1985; Riahinejad & Hood, 1984). Nonconventional women have more female than male friends, and are more likely to self-disclose to men than are conventional women (Bell, 1981b). Despite socialization, not all women are capable of forming intimate relationships (Rayfield et al., 1987).

Cross-Gender Friendships. Although a small majority (fifty-five percent) of close friends were of the same-sex among survey respondents in a Psychology Today study of its readers, close friendships between men and women are experienced by a third to almost half of survey respondents in that and other studies (Booth & Hess, 1974; Davis, 1985;

Parlee, 1979). In the Psychology Today study, 49% of respondents say that a male-female friendship of theirs has become sexual, and 31% report having sex with a friend in the past month (Parlee, 1979). Cross-gender relationships are more common among college educated and middle class persons than among other socioeconomic groups (Rubin, 1985). Cross-gender friendships may be restricted by marriage, making cross-gender friendships more common among unmarried persons (Bell, 1981a; Booth & Hess, 1974; Rubin, 1985). College students report more frequent interactions with the opposite sex by their second semester on campus (Wheeler & Nezlek, 1977). Female undergraduate students spend more time in interaction with their same-sex friends, whereas male undergraduate students spend more time interacting with their cross-gender (female) friends (Gilmour & Duck, 1986).

Male-female friendships differ from those between members of the same-sex (Parlee, 1979). Sexual tensions complicate cross-gender friendships (Bell, 1981a, 1981b; Parlee, 1979; Rubin, 1985). Some view the sexuality as positive, or at least secondary, in cross-gender friendships, especially among nonconventional men and women (Bell, 1981b). Men and women have less in common, which may be advantageous for cross-gender friendships (Parlee, 1979). Benefits, such as another perspective, may be sought in cross-gender friendships (Hacker, 1981). Men rated their

same-sex friendships and cross-gender friendships differently with respect to goodness and enjoyableness, whereas women rated their friendships with both men and women similarly (Bukowski et al., 1987). Men may overlook affective qualities in their same-sex friendships and emphasize them in their friendships with women (Bukowski et al., 1987). Men are more confiding and emotionally intimate than women in cross-sex friendships (Bell, 1981a; Booth & Hess, 1974; Hacker, 1981; Wheeler & Nezlek, 1977).

In some ways, more constraint operates in cross-gender relationships, and in other ways, less constraint operates in these friendships. Gender role expectations still exist, particularly if individuals are at the extreme of masculine or feminine roles (Hacker, 1981; Kegan, 1982; Wellman, 1985). Friendships between men and women are not encouraged by society, and roles may be filled with contradiction and ambivalence (Parlee, 1979; Rubin, 1985). A power difference may exist (Hacker, 1981). A man has less to fear from a woman than from another man, hence he may reveal more, at least in a nonsexual relationship (Hacker, 1981; Rubin, 1983).

Developmental and Psychological Issues

Interpersonal relationships are essential for the development of one's self-concept and identity across the life span (Hirsch & Rapkin, 1986a; Johnson & Aries, 1983;

Lowenthal & Haven, 1968; Lowenthal & Weiss, 1976). Self-evaluations, social identity, and social integration are important aspects of psychological well-being and these may produce a sense of certainty and purpose (Thoits, 1982, 1985). A person's identity is maintained by role relationships (Heller et al., 1986; Thoits, 1985). Multiple role lifestyles can lead to personal growth and development (Hirsch & Rapkin, 1986b). Social ties fulfill basic human needs of association and affection; enhance self-esteem, self-confidence and self-worth; and increase psychological adjustment (Bensman & Lilienfeld, 1979; Greenblatt et al., 1982).

Others contribute to the identity or internal sense of self-worth for the individual. People test themselves in the world through others (Rubin, 1985). People are sensitive to others' perceptions of them (GAP, 1983). Friends impact "the development of a full, coherent, and satisfactory sense of self" and our sense of self influences the objects of our attractions (Rubin, 1985, p. 12). An individual's feelings of self-worth are validated by matching the expectations of others and by being positively viewed by others (GAP, 1983). Relationships that confirm one's identity and feeling of lovability and belongingness enhance one's self-esteem (GAP, 1983). The esteem-enhancing

qualities of social support are more important than stress-related qualities (Heller et al., 1986).

Freud addressed relationships indirectly. He suggested that people are attracted to others based on common, desired, or previous characteristics or past shared experiences (Reisman, 1979). Freud viewed cross-gender friendships as "aim-inhibited sexuality" (GAP, 1983, p. 64). Freud suggested that love within friendships is sexually inhibited, blocked, and controlled by the superego, and remains out of awareness (Reisman, 1979). This view continues with current social expectations that have traditionally eroticized cross-gender relationships (GAP, 1983).

Jung discussed relationships with reference to consciousness and unconsciousness. He suggested that the individual needs to be aware of unconscious motives to truly connect with a spouse or partner (Campbell, 1971). Young adults encountering members of the opposite sex experience unconscious desires, particularly representations and projections of their anima or animus archetype (Campbell, 1971). The anima represents the feminine, earthy soul of the male and the animus the masculine, rational side of the female (Campbell, 1971; Sanford, 1980). Individuals are attracted to those who possess idealized or positive

characteristics of the anima or animus (Campbell, 1971; Sanford, 1980).

Sullivan focused on relationships in his interpersonal theory. Sullivan suggested that personality consists mainly of interpersonal attributes and that human development is the product of social interaction (McKinney, Fitzgerald, & Strommen, 1982). Sullivan believed that an individual cannot live separately from others (McKinney et al., 1982). He described the two following types of friendships.

Associative friendships contribute to one's feeling of belongingness, popularity, and acceptance; such friendships may form during pre-adolescence (McKinney et al., 1982). Reciprocal and significant friendships, requiring loyalty, stability, and acceptance, enhance one's self-concept; these may form during early adolescence (McKinney et al., 1982; Reisman, 1979). Close reciprocal relationships validate one's sense of self-worth (McKinney et al., 1982).

Object relations theorists have stated that an integral aspect of mental development is the internalized idea of others and of one's own relationship to them (Bacal & Newman, 1990). Klein has suggested that objects, situations, and events are internalized, and the resulting inner world is as real as the outside world (Hughes, 1989). Kohut defined this intrapsychically experienced object as a self-object, which functions in a relationship to evoke,

maintain or enhance the person's sense of self (Bacal & Newman, 1990). Relationships may reflect a merger between the self and the object that is undifferentiated (Bacal & Newman, 1990). Relationships may also serve as a mirror for what each member has to offer, such as unique talents, attributes, abilities, and personal attractiveness (Bacal & Newman, 1990). Increased security and cohesion are acquired through contact with similar or identical others (Ornstein, 1978). Transformation during adolescence reactivates old fears of self-disintegration, producing pressure to seek a variety of peer support sources that serve as later egos and confirm the endangered self (Ornstein, 1978). In adolescence, peers provide self-object functions that maintain self-esteem, and when this esteem is internalized, it strengthens ideals and values and helps with career and romantic partner choices (Bacal & Newman, 1990). Maturity is defined by a more mature use of others as needs become less intense and less urgent and as a greater ability to recognize the whole other person (Bacal & Newman, 1990).

Rogers (1961) examined the contributions of interpersonal relationships as contributing to one's self-concept. A person strives for a consistent self-concept, and behaves in accordance with the self-concept (Rogers, 1961). Experiences that are inconsistent with one's self-concept are viewed as threatening, and Rogers (1961)

suggested that people seek out experiences where they are appreciated and avoid persons who reject or are negative towards them (Reisman, 1979; Rogers, 1961). Rogers (1961) stated that as persons grow, they move away from presenting a false self and striving to please others. They move towards a valuing of their inner self and towards being open to and accepting of others (Rogers, 1961).

Maslow's theory of motivation noted human needs for love and for self-esteem (Maslow, 1954). Maslow (1954) defined the need for love as including belongingness, affection, social needs, and a hunger for intimacy. Others reinforce one's self-esteem and self-respect, and when this need is thwarted, the person feels inferior, weak, or helpless (Maslow, 1954). Maslow (1954) said that these two social needs were deficiency needs, which people strive to get met based on a lack of these attributes in their lives. Maslow (1968) also suggested that the challenges of getting these needs met contribute to self-esteem and healthy ego strength.

Erikson, in contrast to Sullivan, stated that the formation of close relationships must follow the consolidation of identity and a firm sense of self (Erikson, 1959; Reisman, 1979). During adolescence, individuals reduce anxiety about identity issues by forming tight peer groups that increase one's sense of security and belongingness

(Erikson, in Reisman, 1979). Erikson viewed young adults as faced with the developmental task of forming close, emotionally and/or physically intimate relationships with a few others (Erikson, 1959; Reisman, 1979).

Chickering (1969) identified forming interpersonal relationships as one developmental task of college students, accomplished by increasing tolerance and respect for diversity and by shifting the quality of the relationship towards intimacy and interdependence. During the college years:

growth of autonomy, the process of individuation, the consolidation of sexual identity, the capacity for commitment, and the recognition of the direction one wants to go in relation to intellectual interests and work, all will contribute to establishing satisfying relationships which encourage further ego growth and maturation (GAP, 1983, p. 66).

Forming friendships is part of the identity formation task of late adolescence (Johnson & Aries, 1983). Friendships in late adolescence, with its vulnerability and lack of sharp boundaries, may reach depth, intimacy, and mutual involvement (Bensman & Lilienfeld, 1979). College aged friendships emphasize interactive dimensions of trust, understanding, confiding, reciprocity, and mutuality (Tesch & Martin, 1983). Disruptions in social support networks as students begin college may increase stress (Bogat et al., 1985). Students increase their capacity for intimate and mature relationships during their college years (Riahinejad

& Hood, 1984). Without intimacy, students experience loneliness and the threat of separateness and loneliness motivates them to take risks and develop interpersonal relationships (Johnson & Aries, 1983). Certain topics of conversation are crucial in identity formation, and young adults discuss issues related to personal values and relationships with friends more frequently than with family members (Johnson & Aries, 1983; Tokuno, 1983). Late adolescents need to have more frequent contact with same-sex close friends than do middle aged persons (Johnson & Aries, 1983).

Benjamin (1990), in a study of the freshman experience of the transition to college, identifies friends as a theme that is extremely important to undergraduates. Specific attention is given to the roles of old friends (from home) and new friends (from college) and peer pressure and influence (Benjamin, 1990). Friends are both supportive as well as demanding; assistance is provided by one person for another, but can also be mutual and simultaneous (Benjamin, 1990). Reciprocity is expected in friendships (Benjamin, 1990). The temporal course of friendships can be found in the different types of friendships, including best friends, intimate acquaintances, and pseudointimate friends (Benjamin, 1990). This study also suggests that similarity facilitates compatibility between roommates, and that dissimilarity may produce covert distance or overt dissen-

tion (Benjamin, 1990). The author links cordiality and similarity to proximity (Benjamin, 1990). Gender differences exist in his results, with female students implicitly requiring intimacy and shared talk in their friendships and preferring same-sex friendships (Benjamin, 1990). Men describe shared activities, with some tension existing in their same-sex friendships (Benjamin, 1990). He emphasizes that men and women have much to learn from each other (Benjamin, 1990). He concluded that developing close friendships is challenging and demanding for freshmen, since friends are "fickle, demanding, and unsupportive" with loyalties changing, and that relationships between people, based on similarity, are unexpectedly and repeatedly marked by differences that do not go away (Benjamin, 1990, p. 82).

Phenomenological Research

Phenomenological methods are employed in this study. Phenomenological reduction has no specific techniques or methodology, but rather a flexible set of guidelines. Phenomenological and qualitative methodology developed in reaction to the incomplete picture provided by other types of research (Jennings, 1986). Phenomenology seeks to understand structures of meaning, rather than predicting or controlling variables through experimentation (Valle & Halling, 1989; Valle & King, 1978).

The qualitative research interview has a general purpose of description, to find out what is in and on someone else's mind (Patton, 1980). The interview provides a framework for people to express meanings in their own terms (Patton, 1980). The interviewer seeks the perspective of the interviewee and the meanings that the interviewee attaches to world events (Patton, 1980). The phenomenological interview, as one method of qualitative research, approaches the subject informally, as in a conversation, and lets questions flow from the context and responds to individual differences and situations (Thompson, Locander, & Pollio, 1989; Patton, 1980).

The phenomenological approach seeks to "develop appropriate methods precisely in contact with each unique phenomenon under study" (Wertz, 1983, p. 197). An analysis of experience should precede any attempt to develop a psychological system, and a thorough description and definition should be established before experimental, empirical study is performed on a topic (Giorgi, 1983). "The extent to which a description is comprehensive and faithful to the way the event was originally lived through is the measure of its value for psychological reflection and knowledge" (Wertz, 1983, p. 199). Husserl's hermeneutic method of text interpretation can "penetrate more deeply into the experience in order to make explicit and clear

certain aspects of it that are originally vague" (McCall, 1983, p. 122). Things and objects "have to be taken as they are meant and intended, that is, exactly as they present themselves in actual or potential experience" (Gurwitsch, in Giorgi, 1983, p. 132).

Giorgi (1983) identifies several advantages of phenomenological research. This type of research emphasizes descriptive and qualitative analysis. It permits a more adequate approach to the essential nature of psychological (unobservable) phenomena. Phenomenology brings into focus the presence of the researcher and allows the subject to be actively involved in the process as a co-participant. Phenomenological research goes directly to the object to be interrogated, to the person who is experiencing the event (Giorgi, 1983).

Kvale (1983) outlines various positive aspects of the interview situation. Phenomenological research examines the life-world of the subject, with a purpose of describing and understanding the central themes that the subject experiences. The main task is to understand the meanings of what is said. Interviews are qualitative, allowing for attention to nuances and subtle descriptions. The subject's descriptions of experiences refers to specific situations and sequences of events. Phenomenological interviews are necessarily presuppositionless, with an openness to new and

unexpected phenomena. The interviews focus on certain themes but from different perspectives or contexts. The dialogue allows for ambiguous or contradictory statements and permits the interviewee or co-participant to change his or her descriptions or meanings based on insight obtained during the interview. The interview is an interpersonal situation in which the interviewer and interviewee relate to each other and mutually influence each other. The interview provides a positive experience as two people talk about a theme of interest to both.

Phenomenology involves reflection, as the subject or co-participant can "bend back upon or take up again what we have experienced, lived through or acted upon pre-reflectively" (Giorgi, 1983, p. 143). Reflection is a systematic slowing down of everyday events that actually happened much more rapidly (Giorgi, 1983). Reflection assists the person in bringing the basic units of meaning or essences into consciousness and in grasping the meaning of everyday events (Jennings, 1986). Phenomenological reflection requires an empathic immersion in the description, a slowing down and dwelling, a magnification and amplification of the event, a suspension of belief, employment of intense interest, and a shift from objects to meanings (Wertz, 1983). Reflection involves the entire noetic (subjective, perceiving process) and noematic

(objective, perceived object) complex of the process of consciousness of a specific object (Valle & King, 1978).

The interviewee or co-participant reveals his or her experience to the interviewer (Van Kaam, 1966). The dialogue of the interview requires the co-participant to be present and to take the risk of revealing himself and his uniqueness (Friedman, 1983). The co-participant assists the researcher in understanding his or her thoughts, feelings, and perceptions during the dialogue (Friedman, 1983). The phenomenological interview permits subjects "to organize their own descriptions, emphasizing what they themselves find important" (Kvale, 1983, p. 173). The "only way to know what certain events mean to persons is to have them express something about them, even if only in terms of language" (Giorgi, 1983, p. 161). Knowledge is acquired through making pre-reflective thoughts about one's experience conscious and reflective (Van Kaam, 1966).

The phenomenological reduction involves the methodological technique of bracketing the natural attitude, stripping the world of implicit presumptions, everyday thoughts, allowing aspects of the world to become pure consciousness (Jennings, 1986). The description of the data must be "unfettered by positivistic blinders" (Speigelberg, 1972, p. 5).

Phenomenological research seeks to explore the "totality of the human situation" and contacts "the realm of the personal" (Valle & King, 1978, p. 69). Phenomenological research moves beyond simple content analysis to describe the complexities of the co-participant's experience, avoiding separating a pattern from its context (Thompson et al., 1989). The focus of phenomenological research is on experience from a first-person viewpoint, with a strategy that can be described as holistic, and having the goal of giving a thematic description of the experience (Thomspon et al., 1989). The themes identified by the researcher relate to the meaning of human experience, and involves hearing on a different level beyond (or below) the explicit.

Phenomenological procedures help subjective events become objective through the reduction of the interview into themes. Phenomenology does justice to human subjectivity (Giorgi, 1983). The subjectivity allows for greater objectivity and serves as the most comprehensive and faithful approach to the information (Hycner, 1985). The procedures remain objective by being comprehensive in response to the whole phenomenon (Hycner, 1985).

CHAPTER III

METHOD

This study combined guidelines and procedures from various phenomenological approaches to research (Becker, 1987; Lang, 1986; MacGillivray, 1985; Thompson et al., 1989; Valle & Halling, 1989; Valle & King, 1978). Interviews were conducted to capture the experience of friendship between male and female college students. The information and experiences discussed during these interviews served as data for the research.

Subjects

Subjects in phenomenological research are viewed as experts or partners in the research process, and are referred to as co-participants. It was through their description that the experience of friendship could be revealed. Experiences with same-sex and cross-gender friendships sufficed as the primary criteria for selection (Valle & King, 1978). Co-participants needed to be willing and able to articulate their experiences in an in-depth dialogue. Because co-participants also needed to be available for a second interview, students who would not be on campus the following year were not solicited.

Interviews were conducted with twelve unmarried undergraduate students from Virginia Polytechnic Institute and State University. A thirteenth interview was done, but was

not used in the study because of a failure with audiotaping equipment. The co-participants were recruited through announcements and public requests; a letter was sent to resident assistants soliciting co-participants (Appendix A). Interested students then contacted the researcher by telephone; the research was briefly described and the researcher determined whether the volunteer met the criteria for the study (between 18 and 25, unmarried, experience with both male and female friends, and availability for follow-up contact). All volunteers were appropriate to serve as co-participants. During the phone conversation, a meeting was either scheduled, or the co-participant was contacted later for an interview at a time convenient for the researcher and the co-participant.

Several female volunteers and one male volunteer were not interviewed for the study. More women than men volunteered so the females were not used in order to create more balance between the number of female co-participants interviewed and the number of male co-participants. One male volunteer was not used because common themes had already been identified and the number of interviews was believed sufficient to obtain the results.

Of the twelve co-participants, seven were women and five were men. Three were freshmen, three were sophomores, five were juniors, and one was a senior. Five were enrolled

in the College of Liberal Arts (three were majoring in Psychology), three in the College of Engineering, two in the College of Human Resources, one in the College of Education, and one in the College of Business. Two co-participants were eighteen years old, three were nineteen, six were twenty, and one was twenty-one. Four co-participants served as resident assistants at the time of the interview, one co-participant was a member of the Corps of Cadets, and one student lived off campus at the time of the first interview. At the time of the second interview, four additional students had moved off-campus, and one student had graduated and was living in a nearby state (he was contacted and remained in the study). One student also switched her major from Engineering to Liberal Arts between the first and second interviews. The demographic characteristics are listed in Table 1.

Procedures

The researcher conducted all interviews. One practice interview with a non-subject was completed and initially analyzed to test procedures; material from this interview was not included in the results. All initial interviews took place in the researcher's office on campus, which served as a quiet location convenient for both co-participant and researcher. The researcher reviewed the consent form and the procedures of the study, and

TABLE 1. DEMOGRAPHIC INFORMATION.

<u>Category</u>	<u>Number</u> (n=12)
<u>Gender</u>	
Females	7
Males	5
<u>Age</u> (at the time of the first interview)	
18	2
19	3
20	6
21	1
<u>Year</u>	
Freshmen	3
Sophomores	3
Juniors	5
Seniors	1
<u>College</u> (at the time of the first interview)	
Liberal Arts	5
Engineering	3
Human Resources	2
Education	1
Business	1
<u>Resident Assistants</u> (at the time of the first interview)	4

co-participants signed the consent form prior to the first interview (Appendix B). All interviews were audiotape recorded with full knowledge and consent of the co-participants, and first interviews were transcribed verbatim into written form. Names and identifying information were changed or removed on all transcripts and other written notes to protect confidentiality.

The interviews began by having each co-participant complete a demographic form. On that form, the co-participant were asked to list four or five persons of the opposite sex and four or five persons of the same-sex that he or she considered to be friends (Appendix C). The co-participant was asked to briefly describe each relationship. Then the interviewer selected a non-romantic (i.e., not specified as a boyfriend or girlfriend), non-kin friendship and asked the co-participant to tell about his or her relationship with that individual. In the next step, the co-participant was asked to describe another relationship identified by the interviewer. The interviewer sought equal numbers of descriptions of same-sex friendships and cross-gender friendships for each interview. Additional friendships of significance and interest to the co-participant were discussed. The interviewer did not directly inquire about boyfriends/girlfriends or family members included on the list. Several interviews included

attention to romantic relationships, but these were not included in the analysis.

All interview content was guided by the co-participant. The interviewer reflected information or asked open-ended, non-directive questions, including "tell me more about that" and "such as," to uncover additional information as well as to deepen the description of the experience. Interviews ended when the co-participant believed that he or she had communicated a full description of the relationships, as in other studies (Becker, 1987), the content had been exhausted, and themes began to repeat themselves. At the end of most of the interviews, the researcher was able briefly to summarize general content and themes for the co-participant.

Interviews ranged in length from approximately forty-five minutes to an hour and forty-five minutes, with written transcripts being from thirteen to thirty pages in length. The average length of a transcript for female co-participants was twenty-six pages and for male co-participants was twenty-two pages, with twenty-four and a half pages the average transcript length for all co-participants.

After information from the initial individual interviews was thematized, a second contact occurred with each co-participant. This second contact allowed the co-

participant to validate the themes and discuss whether the interview summary, including the themes identified, fit his or her experience. In addition, the researcher returned to unclear aspects of the initial interview to obtain a richer description of the friendship experience. Second interviews occurred three and a half to fourteen months after the initial interview. All but one of the second interviews also took place in the researcher's office, with one second interview taking place in the co-participant's home. The co-participant was given a copy of his or her verbatim transcript and summary of his or her interview themes for review at that time. The researcher verbally discussed the summary and identified themes and processes emphasized by the co-participant. The goal of this dialogue was to ensure understanding of the results and to elicit feedback from the co-participant. The co-participant was also verbally informed that a packet of materials would be mailed to him or her as the third contact. The audiotapes from the second interviews were reviewed soon after the second interview and notes were taken by the researcher based on these audiotapes.

The third and final contact was in writing and it requested feedback from co-participants regarding general themes derived from all interviews. This contact occurred approximately two months after the second interviews. Co-

participants were again encouraged to review their interview transcript. Co-participants were provided with a written summary that explained the general results and themes of the research, and asked to return any changes or comments in writing. Consent for use of individual statements or verbatim transcripts in the dissertation was obtained, and appropriate forms signed by the co-participant. Co-participants were provided with a self-addressed, stamped envelope to return the materials and consent forms to the researcher. Copies of the cover letter and consent forms can be found in Appendix D.

Analysis

The data analysis proceeded through a number of phases and levels of interpretation according to guidelines suggested for phenomenological research (Becker, 19887; Hycner, 1985; Kvale, 1983; Lang, 1986; MacGillivray, 1986; Thompson et al., 1989; Valle & Halling, 1989; Valle & King, 1978). The data consisted of the verbal, qualitative information provided by both co-participants and the transcripts. During the interview, the co-participant described his or her life-world, exploring meanings of the experiences (Kvale, 1983). The interviewer condensed and interpreted the meanings of the descriptions of the events as the co-participant described them (Kvale, 1983). The interviewer listened to the interview for a sense of the

whole (Hycner, 1985). The interviewer/researcher analyzed the completed and transcribed interviews, examining the events as the co-participant described them (Kvale, 1983). The researcher attended to the complex human meaning of events, with a focus on identifying "recurrent experiential patterns" (Thompson et al., 1989, p. 137). From this analysis, the structural description was delineated and specific themes relevant to the research were outlined (Becker, 1987; Hycner, 1985).

The researcher did the initial thematizing by reviewing the audiotapes and scanning written transcripts to identify significant material. Then, transcripts were read and reread to enrich her understanding of the co-participants' experience of friendships. To develop themes from the interview data, significant statements were identified for each transcript, separating statements for male friends and statements for female friends. These statements were then clustered into common themes for each interview by focusing on key words and phrases that these statements had in common (Becker, 1987; Benjamin, 1990). From this, integrated summaries were written to describe the themes and to cite examples from the interview transcript (Becker, 1987). These summaries reconstructed the co-participant's personal world of cross-gender and same-sex friendships (Hycner, 1985).

The criteria for evaluating qualitative research are 1) whether the person reading the results and themes can see what the researcher saw, 2) how well the thematic structure resonates with the reader's experience of that phenomenon, and 3) whether the description enhances the reader's understanding (Becker, 1987). Three phases served to evaluate the themes for the individual interviews--an interpretive group that reviewed transcripts, second interviews and third contacts with co-participants, and trained judges who categorized statements into the final themes identified by the researcher.

An interpretive group, experienced in phenomenological methods, assisted in thematizing and validating meanings (Thompson et al., 1989). The goal of this group was to interpret the transcript at the level of the co-participant's own experience and preferably in his or her own words (Thompson et al., 1989). Members of the group were not required to be experts in the methodology or the topic, and were willing to commit the time and effort involved in interpreting the interviews (Thompson et al., 1989). The interpretive group helped to bracket the researcher's assumptions as well as noticing alternative perspectives and maintaining a "fresh" approach to the data (Thompson et al., 1989).

This interaction with the group took place following the researcher's initial review and thematizing but prior to the second interview with the co-participant. Complete transcripts without comments or editing (except for the deletion of identifying information) were furnished for research group members to review. Each transcript was read aloud and the reading stopped when group members noted significant material. This discussion assisted in the identification of alternative themes and meanings that the researcher had not seen in her initial thematizing. The researcher allowed for contributions from other group members and had limited participation on her part during the group discussion beyond reading the transcript and answering questions.

When the researcher's themes from interviews became consistent with those of the group, the researcher withdrew from the group review process. Three total interview protocols were analyzed in conjunction with the interpretive group. The thematic structure emerged following the review of these three protocols.

The researcher then developed summaries for all remaining interviews. The interpretive group then compared and contrasted summaries for all interviews to arrive at a structural description of friendship (Becker, 1987). Common themes identified by the researcher and validated by both

interpretive group members and co-participants were used in the results of the study.

After each interview was analyzed and individual summaries reviewed, general and unique themes were identified across all interviews. The researcher interpreted themes in terms of common sense and psychological theory (Kvale, 1983). The themes for same-sex and cross-gender friendships were compared to identify any differences between cross-gender and same-sex relationships. The themes were contextualized and a composite summary written (Hycner, 1985). To facilitate thematizing across interviews, the researcher eliminated redundancies among meanings and clustered units (Hycner, 1985).

According to the literature, one or more re-interviews were done, wherein the information in summary form was taken back to the interviewee for response (Hycner, 1985; Kvale, 1983). The researcher did a second interview with each co-participant, requesting that he or she review the verbatim transcript and summary of themes for his or her specific interview. The discussion during the second interviews suggested expanding upon the themes for the individual interviews (Hycner, 1985).

When all interviews were analyzed, and general themes across all interviews compiled, co-participants were contacted a third time, in writing, with a summary of the

results. Co-participants were offered the opportunity for additional feedback at this final stage prior to the completion of the analysis.

Two trained judges who had minimal professional knowledge of the topic were used to verify themes for the experience of friendships (Hycner, 1985). Sixty-six statements were taken from all interviews; sixteen were practice statements and fifty were used to score for validity. A scoring manual was constructed for the judges after all interviews were thematized. Training included a detailed description of each theme. The judges practiced on the sixteen statements, using both the descriptions and consultation with the researcher, until agreement was obtained. Following training, the judges were provided with the remaining extracted statements. All statements fit into one or some combination of the major themes. Interrater reliability was computed, comparing the similarity between the two judges, and between the two judges and the researcher. The percentage of complete or partial agreement across categories among the raters and researcher averaged eighty-three percent. For specific percentages of agreement and disagreement for each theme, see Tables 2, 3, and 4 in Chapter IV. The descriptions of themes and statements provided to the raters and the resulting scores can be found in Appendix E.

CHAPTER IV

RESULTS

Themes of the Experience of Friendship

Aspects of the co-participants' experience of friendship were identified as themes. Descriptions generated from significant statements were used to form summaries of each co-participant's experience of same-sex and cross-gender friendships. General themes were then developed from the summaries of the themes for each specific participant. The researcher remained close to the language used by the co-participants. Themes emerged only with respect to other themes, and while each theme could be defined separately, all three themes formed a unity.

The three themes were:

- A. Boundaries,
- B. Sharing, and
- C. Change.

These three themes also included various aspects of the experience as subthemes. Some of the aspects of the themes were described as polarities, with opposite descriptors being used to connote one continuum or aspect. Examples in the following set of results were referenced as P1 SS23 indicating Participant One, Statement 23 about a same-sex friend, or as P4 CG5 indicating Participant 4, Statement 5 about a cross-gender friend. The friends were identified

with an "M" or an "F" in lieu of names, such as F1 representing the first female friend on the co-participant's list and M3 the third male friend (see the demographic form in Appendix C).

The appendices include specific data. Copies of verbatim transcripts, summaries, notes from the second interview, and comments from the feedback sheet for a male co-participant and a female co-participant can be found in Appendix F and Appendix G, respectively. Summaries for all other interviews are included in Appendix H, and the general or composite summary of all interviews, part of the third contact, is in Appendix I.

Boundaries. The first major theme was boundaries, which consisted of an awareness of similarities/differences, closeness/distance, depth/superficiality, and roles. Co-participants reported recognizing their friends as like or unlike them, with common or different backgrounds, values, beliefs, priorities, goals, ambitions, feelings, perceptions, activities, interests, and/or interpersonal styles. Differences could be acceptable if communication with and respect for each other exists. The friend was compared and contrasted with the self, as in P9 CG19, "It's just someone who's more like me," or P6 SS46, "She's very different from me," with some emphasis on complementarity, as in P10 SS24,

"I picked her (as a friend) cause she's a lot of what I'm not," and P8 SS10, "It's like opposites attract."

The subtheme of closeness/distance related to feeling emotionally or physically bonded to or separate from others, and was experienced as primarily based on proximity. Co-participants emphasized being in contact with their friends, keeping in touch with them despite physical distance, and spending time together. Extreme closeness was indicated by being able physically to touch or to express affection by hugging the friend; they also sometimes experienced being inseparable. P12 described the closeness and dependability as "symbiotic." Some discussed an emotional or "mental" closeness (P2 CG33). Most co-participants listed their roommates as friends, perhaps because living together necessitated physical closeness. "Clicking," thinking on the same wavelength, and having a common bond contributed to closeness whereas conflict and unresolved differences produced distance in the relationship. This closeness was evidenced in P10 SS7, "We have some sort of bond," and P2 SS3, "We click pretty much."

Distance was a component of this theme. The lack of closeness was indicated in P4 SS32, "He's just not that kind of a person that you can get real close to." Too much closeness could be viewed as threatening or intruding; co-participants emphasized a need for some separation, not

always being together or side by side, and note a respect for each other's physical and emotional space. An example of this was seen in P1 SS21, stating that "She wants a separation between us as well, which is good. I think when she finds that (when) I get really close to someone that she is close to, she finds it threatening."

Co-participants also were aware of the quality or depth/superficiality of the communication between friends. This quality or depth was linked to intimacy. An example was P2 CG55, "Ours is not as deep a friendship as I would say (mine is) with M3...I guess you (would) want to say shallow." Co-participants recognized "layers" in their friends and determined when to cross the line towards being more intimate. The level of depth also included trust, honesty, and understanding, as in P8 CG64, "I'd never be afraid to stand up with anyone that I'm friends with, so I think that's important too, that respect and trust." Co-participants wanted to be on an equal level with their friends--accepted, not judged, as with P2 SS30, "We pretty much accept each other the way we are," versus P2 CG62, "He always seemed...above the rest of us in a moral way almost." They wanted to be themselves around their friends. They were aware of being comfortable/tense based on the balance in the relationship; when there was an equal give and take and people were on an equal level, talking was more

comfortable and easy. When one person had the other on a pedestal, or when numerous expectations were present, or when one person's attraction to the other was not reciprocated, tension existed. This was present in P7 CG42, "She really did look up to me and I felt I had to live up to that," and P7 CG35, "I don't know if there's an equal give and take and I never really felt good about that."

Co-participants also mentioned roles, such as from whom to seek what type of help or activity. Roles may have been determined by the depth of communication, e.g., an acquaintance, with superficial small talk, versus a best or bosom friend, with heart to heart talks and exchange of secrets. Roles were also based on the family, such as serving in the role of father to a less mature friend or as being like a brother or sister, as in P12 CG25, "It is like a brother sisterly type of relation, at times we're friends and at times it's strictly business."

Sharing. Sharing was the second major theme and consisted of activities that friends participated in together. Sharing experiences and activities was described as increasing intimacy within the friendship. This was evident in P8 SS8, "We had mutual counseling sessions and we'd sit there and talk until all hours of the night." P2 stressed that when her friends hadn't "shared that experience" of going out, it was "intimidating" (P2 SS41).

Co-participants identified doing things together, such as eating meals, hanging out, going out, partying, studying, and playing sports, like with P2 CG56, "Anyone who can play volleyball is my friend."

Having fun/being serious was also important in friendships, as co-participants discussed laughing, joking, wisecracking, pulling pranks, lightening up, putting problems on the back burner, and blowing off steam with each other in contrast to having serious talks when necessary. P6 noticed, "He's someone that's really fun but he's also very serious" (P6 CG31), and P8 stated, "It was great, cause we were laughing at each other and laughing at ourselves" (P8 SS62). Blowing off steam was evident with P12 SS23, "Pranks, blow off steam, we knew when it had to be done."

One aspect of sharing was exciting/calming or being wild/being calm. This was noted when one person challenges, stimulates, or motivates another to try new things, as with P8 CG14, "He'll challenge you and he challenges himself," versus P2 SS56, "I find in her the calming effect and I think what she finds in me is the kind of excitement I guess that...she doesn't experience." P2 discussed one friend who motivated her to go out and try new things.

Talking was significant and ranged from small talk to heart to heart talks, with reference to confiding, talking openly, spilling their guts, revealing secrets, and giving

advice. Talking included opening up. Being open was defined as letting other people learn about what was inside or as telling deep secrets. This was suggested by P7 CG77, "I think she could face so many things in her life if she just really would open up." Talking also served as a way to clarify thoughts and perceptions, to throw oneself back on track, and to catch up on what was happening in each other's lives, as in P4 SS29, "I just know him better cause we've had a few talks." Finally, talking included discussing ideas, verbally challenging, and arguing with each other.

Serious talking occurred when someone was going through a hard time, had something bothering them, or when something hurt them, as with P5 CG6, having "Somebody to talk to, to tell your problems, to pour your heart out to him, somebody that will listen". Listening was also significant, as a contrast to talking, and co-participants were aware of themselves as listener or when they were talking and being listened to.

Co-participants also identified ways by which friends helped each other--by protecting, as in P1 CG4, "I think he felt that I needed protecting," and by watching out for, as with P8 SS57, "It's nice to know that there's someone kinda watching over my shoulder." Helping also included backing up, covering for, counting on, being there for, sticking with, being a shoulder to cry on, consoling, encouraging, or

talking. Support was indicated in P6 SS23, "I also knew that she'd support me in whatever I did." Sometimes, it was like maternal reassurance, as with P8 CG35, "He's just real reassuring to see, it's kind of like when your mom or someone's there." Helping could also go the other direction, as with P12 SS35, "I helped him save face...and I was like 'I know you're strapped right now for money so just when you get it, pay me back'," and with P12 SS37, "He knows he can come to me and I'll help him out."

Change. The third major theme was awareness of change, growth, and maturity in the participant, in the other, or in the relationship. All co-participants reported being aware of time and the history of their friendships, and placed the relationships in time. They recognized the ebb and flow of contact over time. The co-participants reported noticing changes and growth occurring since the time they entered college.

The co-participants were aware of themselves becoming more independent, seeking new experiences, and being more outgoing as with P2 SS36, "She would get me in the mood to going out," or P2 SS35, "She was the one I would say quote unquote corrupted me." They learned from others to stand up for themselves, to move beyond their naivete, or to go out more, as with P7 CG16, "She has educated me to do that, she has given me the freedom."

They mentioned change in others, whether it was positive or negative, like with P6 CG37, "He just started doing some really bad things and it's hard to be around someone that's doing something so totally different than what you're doing." They recognized their own contributions to others' development, as with P1 SS22, "She pulls strength from me, I wouldn't call it being used but it builds up her confidence."

Co-participants also discussed how their perspective of their friends changed and how they viewed the other person more completely, as if the other person physically grew, like with P4 CG40, "I can see her as more of a whole person than before, I think there's a lot, a lot more to her," and P7 CG41, "I've just been watching her grow." Other friends lacked growth and maturity, and were viewed as naive or childlike, requiring parenting, as with P6's description of one friend as "so little...like a miniature person" (P6 SS53).

Being in different worlds and developing different interests (especially changes in values and behaviors related to drinking) led to tension and the decline of the relationship. Co-participants were enthusiastic when relationships endured over time, when they and their friends were able to change together, like with P8 SS46, "It's neat too, cause it's always changing," and P8 SS47, "The older we

get, the more things come into our lives, the more we share."

Co-participants also recognized the stages of the relationship, beginning as acquaintances, to pals, and then to serious friendships, with boundaries being redefined as change or conflict occurs or as common activities increased or decreased. An example was P8 SS43, "I came back (from living overseas for three years) and I was different..we still liked each other, it only got better. I only liked her more...it took off again." Others noted a decline, as with P5 SS48, "We're not like best friends like we used to be," and P3 CG3, "There were a lot of things that came into my life...and we just kind of split up." Relationships were viewed as having potential for growth in the beginning, as with P12 CG8, "That's a new developing friendship, I don't know to what bounds or what limits or to where it is yet, it's just starting." Such relationships developed as time spent together and activities were shared. Co-participants also recognized losses, such as loss of contact with friends at home when they came away to college, when they broke up with their boyfriend/girlfriend, or with the death of parents or grandparents. P2 noted, "Maybe it's inevitable with all friendships, you can kind of drift away" (P2 CG84).

Combinations. The three major themes, boundaries, change and growth, and shared experiences, interacted. Either two or all three could be combined, as with 1) Sharing and Boundaries, 2) Boundaries and Change, 3) Sharing and Change, or 4) Boundaries, Sharing, and Change. Combinations:

1) *Sharing and Boundaries.* This combination of themes was frequently mentioned in terms of activities that helped to negotiate the boundaries between friends. This pattern described what people did to facilitate closeness, trust, and comfort in the relationship. The lack of sharing, or of not doing things together, was experienced as producing distance and an awareness of different values and lifestyles. The following statements served as examples.

P1 SS17: "She confides in me now. That right there makes her a friend because she can confide in me and that means to a degree I can confide in her. If she did go against our trust, she has a lot to lose too. The point is she's put that power into my hand which means she trusts me not to do something like that. That makes her a friend."

P2 CG4: "I think part of being close to friends is being able to go out and have a good time together and being able to share those experiences, and I guess I've shared going out with him and stuff."

P8 SS3: "We were in biology class together and we just hit it off, you know, like we just, the first time we started talking, we were laughing until tears coming out of our eyes and it was just, it was neat, just like instant connection."

P10 CG2: "So every day we'd eat lunch together all throughout tenth grade and talk about everything you can imagine, four closest friends you can imagine, but after lunch we'd go our separate ways."

2) *Boundaries and Change*. This combination described the experience that boundaries were variable over time and included physical or emotional movement. The co-participants noted that changes in themselves, in their friends, or in the relationship could lead to changes in the boundaries, as the following excerpts showed.

P3 SS4: "There were too many changes between the two of us for us to feel like we had anything in common."

P4 CG3: "No real problems until the end of last semester. I think we just mutually kind of started to push each other, kind of open up more space because she's graduating and I'm coming back next fall."

P7 CG65: "We were close at one time, but I don't see it too much now."

P11 SS14: "It's hard for me to accept that right now that closeness isn't there and I've just, I don't know how I

going to, I'm sure that eventually I'm going to really work on bringing that friendship back."

3) *Sharing and Change*. This combination described experiences related to the ways in which sharing or doing activities together may have changed over time. Doing different things together may have changed the relationship in a positive or negative way. Challenging, debating, or arguing may have facilitated change or development in the individual. The following were examples.

P2 CG43: "If anything ever happens between us it will be under circumstances I guess that we have both created. I may ask him to go to a dance with me because I may need a date, and he's the only one I feel that I'll be able to have fun with, and you know, and open up the possibilities between us, and if nothing happens that night it's fine."

P3 SS5: "My sophomore year she was a freshman, and I called her and I sent her some little care packages just to say, hey, I know that you're very far from home, so it started out that we started sending stuff and it was kind of like our decision to start the friendship back up even though it was there all along. It was now more our decision to be friends, you know, just ourselves."

P4 CG26: "If I never would have decided to change and become more outgoing, I would never have met her, I would never have gone up and started talking to her one day."

P7 CG34: "I was just a very spiritual person to her, a very free person, a very funny person for her, taught her a lot about Christianity, I taught her about what I learned and she gained off of that, she really appreciated that, a lot of fresh insight."

4) *Boundaries, Sharing, and Change.* As people spent time together doing things and talking, they may have discovered more similarities and may have opened up with each other as trust increased and they became closer. This development could lead to growth in the individuals and redefinition of the relationship from acquaintances to best friends.

P4 CG59: "We had to completely redefine the relationship from what we had before and so that's just a lot more discontinuity and I can say I trust her less than I did before, after what she did to me with the project."

P5 CG5: "Last year he lived on campus, so he was pretty close. We'd go out together and we'd go out like on Thursdays or whatever, and stuff like that. This year he moved off campus, so it's, we don't see each other as much as we did, but we still call each other a lot, and umm I don't know."

The individual themes and combinations of themes occurred in the transcripts in varying degrees. Statements were selected from all transcripts, combined in a list, and

categorized by themes. The percentages of statements for each theme were as follows: Boundaries, 26.8 percent; Sharing, 34.3 percent; Change 5.7 percent; Boundaries and Sharing, 19.8 percent; Boundaries and Change, 5.7 percent; Change and Sharing, 5.6 percent; Boundaries, Sharing, and Change, 2.0 percent.

Other issues. Other issues that arose in the interviews included a need for balance, shifting focus, and a "tangled" social network. Co-participants also emphasized a need for balance, mutuality, reciprocity, and a give and take to fulfill each other's needs. P2 SS56-57 discussed a balance or complementarity with:

I find in her the calming effect and I think what she finds in me is the kind of excitement that I guess that...she doesn't experience. There's a balance between our friendship. I feel the calming effect of her. If I just want to sit down, be laid back, and chill out...I'll come to her...I can always count on her to be there for that".

P7 CG35-36 suggested that a lack of balance is uncomfortable:

I don't know if there's an equal give and take and uhh I never really felt good about that...it wasn't balanced for a long time put a strain on my side, on my part cause I'm one of those people that uhh I wouldn't feel as close to her since we couldn't really talk. We can't really talk on the same level, just cause I've explored so many different things."

Co-participants shifted their focus among themselves, others, and the relationships ("me," "he" or "she," and "we" or "us"). This shift was apparent in P2 SS50:

I guess we're really close because I guess I think I know I am closest to her, I am probably her closest friend. And I've gone to City X and visited, we don't live that far away from each other. We go out to eat sometimes and we'll just talk, and I think what I like most about her is that she's a very good listener. She's listened to me talk, she's listened to me endlessly talk about M2, she's listened to me talk about everything on earth, and she knows everything about me, everything that's going on.

They compared themselves, as well as their friends, to other people, as in P2 CG58, "He was alot closer to F4 than I was to him, but then F4 started becoming closer to M4 and so I started becoming close to M1, and when F4 stopped being close to M4, I became close to M4, but I'm also close with M1." P12 SS31 includes others in his discussion of one friend, "I've helped him out with understanding S (his girlfriend), I helped him out with understanding this place and why other people do things that they do to help try to hopefully to show him that look you judged this person."

Co-participants described various "tangled" (P6 CG53) relationships, which resulted because some of their friends knew each other and because some interactions took place in groups, as noted in P6 CG33, "A lot of times it was in groups that we would just all go out here or there or all do this." These groups were reported as resembling a social network.

Dating was also significant, with mention of who was dating and who was not. Cross-gender friendships included going out and doing things as if they were dating, such as going to the movies together, going on walks together, and going out to restaurants together. P3 CG26 states "It was me and these four guys. We were all friends. It was not a date with any of them. I was not involved with any of them. They were all just buddies." When both friends were dating other people, the signals were clearer, there was less tension. This tension was seen in P2 CG7, "As far as guy girl relationships are, this is probably the most unclarified one."

If only one person in the pair was dating someone, the distance increased because the person may have felt excluded. An example was P6 CG36, "He got a girlfriend and that always seems to pull people apart." The conflict may have been initiated by the dating partner, such as in P5 CG39, "The girl he was dating didn't like the fact that we were friends so she kind of made it so we would be mad at one another." The friend may also have changed or been less available, as with P3 CG32, "Once he got a girlfriend then things were taken a different way...he felt like I was competing with his girlfriend," and P2 SS45, "F1 doesn't go out with me as often now because she has a boyfriend."

Differences between Same-Sex Friendships and Cross-Gender Friendships

No substantial differences were reported by co-participants in the broad themes characterizing same-sex and cross-gender friendships; how the themes played out, however, was reported to be somewhat different. Co-participants were aware of differences between men and women. P12 CG10 stated that a friend gives him:

"A woman's point of view, which helps me. I can't sometimes, you know just like everybody knows for different reasons, men and women act different, so we really don't know if it's biological or if it's the way they're raised in society. Men are raised to think this way, women are raised to think this way, but for whatever reason, I want to try to find out some of how the other side of the fence, how do they think."

They suggested that women had more face to face or talking interaction whereas men based friendships more on side by side or shared activities. This was suggested in P6 CG52:

"Stereotypically women have face to face relationships that they talk and they discuss and men have side to side that they just do things together, and I think that I fit into that just because with my guy friends I do a lot more things with them, or when we're together we're more often doing something. With my girl friends, I could just sit down for hours and we could talk, not that I couldn't talk with my guy friends, there would be a limit to the discussion. We wouldn't go as deep or we wouldn't talk about things that are as close to my heart as I do with my (female friends)."

When one person in the dyad was female, talking on an emotional level occurred more often than in male-male dyads. The co-participants also noticed that women tended to share

more "from the heart" (P12 CG6) and were easier to get close to whereas men pushed away, were more distant, and often had to be drawn out to talk. This distance or separateness was suggested in P3 CG44-45:

"I think women have more of an expectation of the friendship or their relationships being more a part of them overall whereas I think it seems to me, in my experience, that males or boyfriends, friends, anything in that range, really like to keep separate their social or their intellectual, the other part of their life other than their social life or their friendships...I think just females in general want to share more of all parts of themselves. Just like when they have problems they expect males to be there for them whereas males don't expect anyone to be there for them."

Opening up and disclosure in male-male dyads was unexpected, unusual, special, and occasionally awkward.

Romantic attraction also produced tension in cross-gender friendships, and sometimes was reported to lead to a strained and unbalanced relationship. An example is P7 CG50, "When a friend of the opposite sex is attracted (to you) it causes you difficulties once you get to know each other. It can anyway if you're not mature, it'll lead to infatuation or just an unlevel view of the relationship."

Physical interaction was explicitly either there or not there in cross-gender friendships, and boundaries may have been problematic because touching may have invaded those boundaries, as with P2 CG30, "We know where we stand with each other...and I have no qualms about him touching me, well not like touching me, but giving me hugs or holding my

hand." Co-participants also felt the need to neuter any ambiguous cross-gender relationship by stating that nothing was going on, they were just talking, or that a friend was like a brother or sister. P2 CG14 noted, "M4 is more like a brother to me. I never ever considered going out with him." Too much closeness or similarity in a cross-gender relationship was sometimes experienced as threatening, and Co-participants noted that signals need to be clear.

Reliability Checks

The standard methods of computing reliability and validity in dialogical or phenomenological research differ from the ways reliability and validity are computed in ordinary, quantitative research. In phenomenological research, reliability is established if someone other than the researcher can see the themes in the dialogue and validity is based on the co-participants' being able to see the themes in their own transcript and experience.

Reliability checks were comprised of two parts: 1) reviewing transcripts with an interpretive group versed in phenomenological methodology and 2) having trained raters score statements according to the themes.

The interpretive group consisted of faculty and students from various departments, including Educational and Counseling Psychology, Psychology, Special Services Education, Philosophy, and Business. In addition to

pointing out significant material in the transcripts, they facilitated the development of the thematic structure from summaries for each co-participant. The members of this group were integral in identifying the thematic structure, and noted the connection between the three themes.

The raters were two doctoral students in Counseling Psychology, one male and one female, who were familiar with phenomenological methodology and who had limited information about the results of this study. The two raters were given materials that consisted of directions, a brief description of the three themes with examples, sixteen practice statements, and fifty statements to be categorized according to the themes. The raters were also each given complete transcripts for the twelve interviews. They were instructed to review as much or as little of the surrounding material in the transcript as needed in order to place the statement within a wider context. Training of the raters consisted of reviewing the materials and doing the practice statements. The researcher then answered questions and reviewed how the raters categorized the practice statements. The discussion between the researcher and the raters emphasized that the statements should be based on the totality of the co-participants' experiences (Valle & King, 1978), not simply what was indicated in the content of the statement

Sixty-six statements were randomly selected from lists of significant statements culled from the transcripts. From this list, sixteen were randomly selected to serve as practice statements. The statements fit into the themes of boundaries, sharing, or change, or some combination of two or three themes. The scoring manual consisted of the directions, a brief description of the themes with examples, and the sixteen practice statements. This manual is included in Appendix E with the fifty statements and the list of scores for each of the two raters and the researcher.

Percentages of agreement were computed by determining the level of agreement between any pair of raters, with the researcher serving as a third rater. For example, if Rater A scored a statement as Boundaries-Sharing and Rater B scored the same statement as Boundaries-Change, one agreement (Boundaries) and two disagreements (Sharing and Change) would be entered, or if Rater B scored a statement as Sharing and the Researcher scored that statement as Sharing-Change, it was entered as one agreement (Sharing) and one disagreement (Change).

Table 2 identifies the number and percentages of agreements and disagreements between the pairs of raters (Researcher with Rater A, Researcher with Rater B, and Rater A with Rater B) for each of the three categories. Table 3

explains the number and percentages of agreements between the pairs of raters for all three themes. Table 4 presents the number and percentage of complete agreement (where all three raters agreed) or partial agreement (where two of the three raters agreed) in contrast to disagreement (where only one of the raters scored a statement within a theme category).

Validity Checks

The checks for validity consisted of a second interview with each co-participant and a third contact that provided the co-participant with the research results in writing for their review and approval. The second interview involved discussing the summary with each co-participant. All co-participants were contacted directly; each met with the researcher a second time. Co-participants were encouraged to review their transcript; some read it carefully, others chose to skim it. Upon reading the summary of the themes, all co-participants agreed that the description fit with their experience at the time of the first interview. All co-participants noted changes that had occurred since the first interview, both in themselves and in their relationships. Some co-participants discussed these changes in detail. Four made minor changes and corrections in the text of the summary. Several reported finding the results of the

TABLE 2. NUMBER AND PERCENTAGES OF AGREEMENT AND
DISAGREEMENT BETWEEN PAIRS OF RATERS FOR EACH THEME.

	<u>Boundaries</u>			<u>Sharing</u>			<u>Change</u>		
	A	D	%	A	D	%	A	D	%
Researcher and Rater A	23	13	64	36	6	84	12	10	54
Researcher and Rater B	26	12	68	29	6	83	18	7	72
Rater A and Rater B	27	12	69	29	8	77	13	13	50

TABLE 3. NUMBER AND PERCENTAGES OF AGREEMENT AND
DISAGREEMENT BETWEEN PAIRS OF RATERS FOR ALL THEMES

	<u>Agreement</u>	<u>Disagreement</u>	<u>% Agreement</u>
Researcher and Rater A	67	29	70
Researcher and Rater B	73	25	74
Rater A and Rater B	69	33	68

TABLE 4. NUMBER AND PERCENTAGE OF COMPLETE OR PARTIAL AGREEMENT AND NO AGREEMENT AMONG RATERS FOR EACH THEME.

	<u>All Agree</u>	<u>Two Agree</u>	<u>No Agree</u>	<u>%</u>
Boundaries	22	10	9	78
Sharing	28	6	4	90
Change	11	10	5	81
Sum	61	26	18	83

study informative and were able to relate other or newer experiences with friendships to the themes. Most co-participants elaborated on the themes and clarified differences between same-sex and cross-gender friendships. No co-participant disagreed with any of the themes or other results presented.

The third contact was made in writing and included a copy of each co-participant's transcript, a summary of all the interviews and final results, a blank sheet for comments and revisions, and consent forms. Most co-participants chose to keep a copy of their interview transcript and results, and returned only the comment sheet and consent forms. All co-participants noted that the results were accurate. Several made some revisions in their transcripts; others made minor adjustments in the descriptions of the themes (lessening the strength of cross-gender differences in behaviors). Some co-participants wrote that they gained knowledge of themselves from the interview experience and hoped that they were helpful.

CHAPTER V

CONCLUSIONS

This section relates the themes of boundaries, sharing, and change to the research questions and the implications of the themes for psychology. The experience of friendship is explored with respect to the description of friendship experienced by the co-participants, the supportive aspects of behaviors performed by friends, and how cross-gender friendships differ from same-sex friendships.

Description of Friendship

The description of friendship experienced by the co-participants can be explored in terms of the three themes of boundaries, sharing, and change, as well as by addressing the issues of balance and shifting focus.

Boundaries. College student friendships included the experiences of boundaries, sharing, and change among co-participants. The broad theme of boundaries related specifically to the co-participants' awareness of the questions "Who am I?" and "Who are you?". The theme of boundaries referred to co-participants' awareness of boundaries of the self, of the other, and between the two individuals in the friendship. This theme captured the experience of the person attempting to clarify his or her identity in relation to some other person. The experience

of boundaries implied either closeness or distance, which were described in other literature as attachment or lack of attachment, respectively (Collins & Read, 1990; Fischer & Narus, 1981; GAP, 1983).

Aspects of the theme of boundaries included

- 1) closeness/distance (i.e., an awareness of physical proximity or space or of emotional bonding versus distance);
- 2) similar/different or common/opposite characteristics (i.e., the awareness of similarities or differences in interests, values, ways of thinking, backgrounds, communication styles, and other experiences);
- 3) depth/superficiality (i.e., the experiences of trust/betrayal and comfort/tension);
- 4) being on an equal level, including acceptance, respect, understanding, and valuing of the person, versus being of unequal status (i.e., being above or below, judgement and disapproval); and
- 5) an awareness of roles played, of functions fulfilled, or of a friendship's standing in the perception of a co-participant.

Co-participants described relative positions of closeness or distance to friends as a significant aspect of boundaries. Experiences of similarity or commonality directly related to proximity in this and other studies (Benjamin, 1990), although co-participants suggested that it was unclear whether living together enhanced similarities or that commonalities were discovered through daily contact and

close physical proximity. The co-participants also noted how differences and dissimilarities led to conflict and/or distance. Physical proximity also related to availability for contact and social support.

The depth of friendship determined the quality of the relationship. The depth of the friendship was essential beyond the fact that the co-participant listed a person as their friend. Co-participants emphasized perceptions of trust, comfort, acceptance, and respect as essential aspects of the friendship.

Definitions of social support and friendship included the perceived quality of the friendship and the need for satisfaction with the friendship (Bogat, 1985; Brown et al., 1987; Cauce, 1986; Heller et al., 1986; Porritt, 1979; Thoits, 1982). Other research suggested that self-disclosure and reciprocity must be experienced for friendship to deepen (Parlee, 1979); the co-participants in this study confirmed this idea.

The co-participants emphasized the need for friends to be on an equal level, which included aspects of balance, reciprocity, and approval. Co-participants did not want to be in a one-up (higher) or one-down (lower) position relative to the other person. If the co-participants experienced an inequality, they became uncomfortable and may have felt anxious. This sub-theme of equality included the

qualitative aspects of the friendship experience for the co-participants and overlapped with the experience of depth within the relationship.

Equality and mutuality were reflected in other writings about friendship (Becker, 1987; Bell, 1981a; Lowenthal et al., 1975; McCall et al., 1970; Rayfield et al., 1987; Wright, 1982, 1984). Other studies reported that if a person experienced inequality or if support was not perceived or reciprocated, then tension arose in the relationship (Sarason et al., 1983).

The co-participants discussed their experience of friends in terms of roles or whom to approach for what type of activity or support. Some friends could be relied on for a variety of supportive behaviors and activities ("all encompassing"), whereas others served in specific roles or fulfilled specific functions. Thoits (1982) described role identities and role performances as significant influences on psychological well-being. Friends also helped individuals to determine the demands associated with adjustment to new roles within the college environment (Rubin, 1985).

The boundaries experienced in friendships could be compared to those experienced in families. Minuchin (1974) described boundaries as being enmeshed versus disengaged and rigid versus adaptable. These characteristics may also be found in friendships. Some co-participants had friends who

were similar to them and with whom they experienced a common bond. As evidenced by their frequent switching between first person "I" and third person "she" or "he," they may have had difficulty determining where their boundaries ended and the boundaries of the other person began. Minuchin (1974) suggested that the characteristics of the other become so internalized that the separate identities of the two persons become diffuse and the boundaries are enmeshed. In contrast, co-participants described other friends as distant, mysterious, impenetrable, or having rigid boundaries. Rigid versus adaptable boundaries also related to the roles of friends and the number of functions he or she may fulfill. Some friends were perceived to have limited or defined functions, with rigid expectations and boundaries, whereas others were perceived as being "all encompassing," and may have adapted to the needs of the individual and the situation.

Sharing. The second theme was that of sharing, which referred to awareness of the question, "What can we do together?". This theme included the activities that friends were involved in together that created a shared history. This was the way boundaries were negotiated, and determined which functions the friendship served and which needs it fulfilled. The aspects of this theme included 1) doing things together, such as eating meals, playing sports, going

on walks, hanging out, and going out together; 2) talking or listening, including confiding, opening up, telling, arguing, discussing issues, and challenging; 3) helping, such as giving advice, protecting, watching out for, being there for, counting on or being counted on, doing favors for, covering for, and providing other support; 4) having fun/being serious; and 5) exciting/calming.

The theme of sharing was referenced in the literature as including actions (Barrera, 1986), interaction (Bell, 1981b), functions (Benjamin, 1990; Bruhn & Philips, 1984), and experiences that produced a shared world (Becker, 1987; Vacek, 1989). The shared activities included various arenas for role performances which, when successful, positively affected health and well-being (Thoits, 1982, 1985). Sharing activities and engaging in supportive behaviors also enhanced the health of individuals through stress-reducing conversation and having fun (Bruhn & Philips, 1984; Thoits, 1982, 1985).

Change. The theme of change referred to co-participant experiences of change, growth, or maturation. The theme related to the awareness of the question, "What happens over time?". This theme related to stimulation, learning, development, and other growth-enhancing experiences. Additionally, it included an awareness of the lack of any of these or of the possibility for change in the future. Changes may

have occurred in the co-participant, the friend they were discussing, or in the relationship. This theme implied movement across time and was dynamic. Change could be perceived as positive or negative.

Awareness of change in the friendship related to the process of being and becoming friends (Becker, 1987). Change may have included development or growth of the relationship. The literature suggested that friendships develop most frequently when roles are unstable or during transitions (Parlee, 1979; Rayfield et al., 1987); this was confirmed by the co-participants describing many friendships that began during freshman year, a time of transition into college life. The co-participants were aware of friendships progressing from initial encounters to good friends, with security and closeness increasing as they discovered similarities. The process of developing relationships is described in other literature (Duck, 1973; Ornstein, 1978; Rayfield et al. 1987). Co-participants also included descriptions of relationships that have declined or friends with whom they lost touch. The co-participants attended to contrasts between their own identity and the identity of the friend, to the activities they had in common, and to the sadness over the loss, as was found in other studies (Vacek, 1989).

Change also occurred in individuals, either in the co-participant or in the friend being discussed. Co-participants described changes and development in themselves during their college years. They noted similar or parallel changes in their friends, or expressed sadness or frustration with how friends have stayed the same and not matured, causing the co-participant to grow beyond the relationship.

A need for similarities was seen particularly in the younger (freshmen) co-participants, whereas older co-participants described an increased ability to recognize their friends as whole and complete. Older co-participants also described their tolerance of others, and their acceptance of others' differences as they matured, which is noted in other literature (Bacal & Newman, 1990; Bensman & Lilienfield, 1979; Chickering, 1969).

Other issues. The underlying features of balance and shifting focus formed a "ground" for the themes (Thompson et al., 1989). A balance was required for friendships to be comfortable; a need for balance between close and far, common and different, deep and shallow, fun and serious, and excitement and calming was experienced by co-participants. Balance also related to reciprocity, mutuality, and an equal give and take, as cited in other literature on friendship (Antonucci, 1985; Becker, 1987; Heller et al., 1986;

Rayfield et al., 1987; Rubin, 1985). A fit between a co-participant's expectations or needs and the resources of the friend needed to occur to obtain the experience of balance, as shown in other studies (Brown et al., 1987a). The experience of balance was dynamic and in the process of negotiation between friends, constantly in motion for the co-participants. When balance or an equal give and take did not exist, anxiety, tension, stress, and sometimes overt conflict occurred.

The shifts between focus on the co-participant, their friend, and their relationship may have related to boundaries. A frequent shift between singular first and third person may have indicated a fluid boundary between the self and other. Discussion of the relationship with the use of the pronouns "we" and "us" may have suggested a closeness and deep level of intimacy as well as shared history and common activities. These shifts are not clearly described in other literature, but are implied in references to mutuality and attachment (Antonucci, 1985; Becker, 1987; Fischer & Narus, 1981; GAP, 1983; Tokuno, 1983).

Supportive Aspects

Friendships between male and female college students provided support and enhance the development of the individual in a variety of ways. These aspects may have been related to the themes of boundaries, sharing, and

change. Support included a sense of belongingness and shared intimacy. Support also facilitated the development of one's own identity.

Social Support. Co-participants described helping and talking as significant activities that facilitated the development of a shared world. These common activities and shared world produced a sense of togetherness. Helping consisted of providing tangible or in kind support, as in loaning money, doing things for a friend, such as cleaning up after a friend or covering for a friend, or giving verbal support by listening, self-disclosing about a related experience, or giving advice. Talking with friends was experienced as an opportunity to practice new social skills, to communicate about problems in the relationship itself or with others, to express feelings, to discuss new ideas, to acquire new knowledge, or to gain a different perspective.

Belongingness. Intimacy included a sense of belongingness and closeness and combined the themes of boundaries and sharing. Boundaries related to feeling close, safe, and comfortable with friends, and to trusting that the friend is dependable and can be counted on. Co-participants experienced sharing while helping or being helped, as well as during conversations and other supportive activities. Literature confirmed that intimacy requires a relaxation of the person's boundaries, or getting closer to

each other (GAP, 1983). The theme of sharing may have been related to those activities other studies described as providing support, problem-solving, and encouragement (Fischer & Narus, 1981; GAP, 1983). Talking and self-disclosing were forms of sharing, which determined levels of both intimacy and power (Hacker, 1981).

The co-participants discussed bonding and the experience of togetherness with their friends. Close boundaries or a common bond provided the impression that the relationship between friends excluded outside others, as if it is "us" and not "them." Some co-participants described best friends with whom they spent a lot of time and the two were "inseparable"; others perceived the two friends as a cohesive pair. Other co-participants discussed being a member of a group of friends who did things together and they reported positive feelings about belonging to the group.

Co-participants expressed enthusiasm about friends who returned favors and reciprocated self-disclosure. This reciprocity and bonding enhanced feelings of belongingness and self-esteem, as reported in the literature (GAP, 1983; McKinney et al., 1982; Reisman, 1979). A mutual give and take or a reciprocity in the shared activities increased the bond of belongingness between friends. Feelings of

belongingness enhanced self-esteem (GAP, 1983; McKinney et al., 1982; Reisman, 1979).

Identity. Co-participants became aware of themselves, their values, and their needs through interaction with others and through boundary negotiation. Friends facilitated and enhanced the development of the identity for the co-participant through their awareness of themselves as individuals. This was confirmed in the literature (GAP, 1983; Hirsch & Rapkin, 1986a; Johnson & Aries, 1983; Lowenthal & Haven, 1968; Lowenthal & Weiss, 1976; Rubin, 1985). The human experience of identity included a sense of belonging and a sense of being separate (Minuchin, 1974). The identity of the self was compared and contrasted to the identity of the other through awareness of similarities and differences, which was acknowledged in other studies (Hirsch & Rapkin, 1986a; Johnson & Aries, 1983; Lowenthal & Haven, 1968; Lowenthal & Weiss, 1976). The friend may have served as a mirror for one's identity (Bacal & Newman, 1990). Friends provided the opportunity to test and validate one's perceptions through others (Bell, 1981a, 1981b; GAP, 1983; Rayfield et al., 1987; Rubin, 1985).

Younger co-participants described actively seeking friends with similar backgrounds, communication styles, and values. The new college student feared a loss of self during the transition to a new environment, thus he or she

latched onto commonalities with others to strengthen self-esteem and ease the transition (Bacal & Newman, 1990). Prior research suggested that old fears of self-disintegration and loss of boundaries are reactivated during adolescence, and that peer relationships are sought to confirm and strengthen the sense of self-identity (Bensman & Lilienfield, 1979; Ornstein, 1978; Rogers, 1961). As others validate a person's self-concept through commonalities and sharing, the esteem is internalized and young adult decisions regarding lifestyle and future goals are easier (Bacal & Newman, 1990; Chickering, 1969).

Co-participants noted that friends become like familial relationships (particularly with the mother) and described themselves in parent-like roles with less mature friends. Friends fulfilled basic social needs in the absence of family members or as students separated and individuated from their families of origin. Friends who became like family fulfilled supportive roles and facilitate separation and individuation as young adults made the transition to college (Bailey & Nava, 1989; Rubin, 1985).

Co-participants also stated that friends may differ from family in values and experiences, and these differences provided new challenges for them. Co-participants were aware of new roles and the opportunities for new experiences in the new environment of college life. They discussed

being encouraged or challenged by their friends to try new things and to take risks; this idea was supported in prior research (Becker, 1987). Other literature cited that one's interpersonal skills were challenged through shared activities and role performances (Heller et al., 1986; Thoits, 1982, 1985). Co-participants also experienced vicarious learning from the experiences of their friends, as was previously found (Becker, 1987).

Differences between Same-Sex Friendships and Cross-Gender Friendships

Few thematic differences were found by comparing friendships between male and female college students to friendships between same-sex college students. Co-participants did not perceive their cross-gender friendships as any different than their same-sex relationships. All co-participants were able to identify and describe in depth relationships with both men and women. Several co-participants identified a person of the opposite sex as their closest friend or as the friend who knew them the best. The themes do play out somewhat differently based on gender, although tensions were experienced in both cross-gender and same-sex friendships. The differences in certain aspects of the themes are supported in other research.

Boundary Differences. Female co-participants frequently described themselves as very close to their female friends and as having a common bond; some noted that women seem to get closer to others (both women and men) than men do. Male co-participants noted the specific functions and roles of friends, suggesting that their boundaries are more limited than those experienced by women.

Female co-participants suggested more permeable boundaries or "all encompassing" friendships, while some male co-participants preferred more defined and delimited boundaries and roles, which supported concepts discussed in other literature (Minuchin, 1974; Rubin, 1983). Object relations theorists discussed the formation of ego boundaries, and noted differences in the developmental issues facing males and females (Rubin, 1983). During early socialization, families molded boundaries and a sense of identity (Minuchin, 1974). Young girls experienced themselves as like their primary (female) caretaker, and thus may have had difficulty determining where they end and their mother began (Rubin, 1983). Boys, on the other hand, perceived that they are not like their primary (female) caretaker, and were forced to separate from their mother, which resulted in fixed boundaries that may have served as defenses and barriers against future connections and relatedness (Rubin, 1983).

Sharing Differences. When at least one member of the friendship pair was female, talking seemed to be a predominant shared activity. One co-participant described her relationships with other women as being face-to-face and emphasized the experience of talking, whereas she perceived male-male relationships as more side-by-side with shared activities and doing things together as significant. A male co-participant suggested that he achieved comparable levels of intimacy with male friends by doing things together such as playing ball, whereas, for him, intimacy with women occurred through self-disclosure and talking openly. This side-by-side and face-to-face interaction was also described in other studies (Aukett et al., 1988; Johnson & Aries, 1983; Mark & Alper, 1985; Wright, 1982).

Tension. Co-participants experienced tension in many friendships, especially when boundaries or expectations and roles were unclear, or when feelings, support, or activities were not reciprocated. Tension occurred when the relationship was out of balance and, as the system became unbalanced, it became dis-eased, just as if an individual's lifestyle became unbalanced, he or she became un-well. Tension often seemed to be related to expectations of friends, both male and female. Expectations of cross-gender friendships were sometimes unclear, especially if one partner wanted a romantic attachment to develop. Tension

increased with the amount of "mystery" or distance perceived in the other person or as self-disclosures were not reciprocated, which was particularly true for female co-participants talking about male friends who were less verbal. Questions may have invaded a person's boundaries and produced anxiety. The possibility of physical and sexual involvement may also have complicated some, but not all, cross-gender friendships. Sexual tensions between cross-gender friends was noted in other literature (Bell, 1981a, 1981b; Parlee, 1979; Rubin, 1985).

Implications

The results of this study relate to issues of importance for the practitioner who will intervene in developmental or remedial ways with young adult clients. Boundaries, sharing, and change are essential themes in interpersonal relationships and may suggest ways to facilitate development and enhance well-being. Educational programming directed at students at all levels can assist in enhancing their social skills, which in turn should facilitate wellness and prevention of physical disease and psychological distress. For those students who need clinical help for psychological problems, the counselor may initiate individual or group therapy to explore issues related to boundaries and sharing and to promote positive change for the client.

Educational programming and interventions which facilitate the development of interpersonal skills may benefit college students. Programs which emphasize shared activities, especially communication skills and non-competitive games, can encourage the discovery of commonalities and increase the bond between students. The practitioner may also consult with residence hall staff about matching roommates based on similarities and about roommate conflict (both the need for positive communication and respect as well as negotiation of differences). The counselor who designs programs should keep in mind that communicating and discussing personal issues may be a preference for female students whereas males may prefer to be involved in some structured activity.

From a more remedial perspective, the experience of boundaries and commonalities or differences is especially relevant for students, as they struggle for independence yet require validation by similar others. The question of where to draw boundaries may be difficult for persons who can be described as "co-dependent" or who come from families of origin where boundaries were experienced as enmeshed (Minuchin, 1974). Relationship difficulties may arise or co-dependents may be vulnerable to abuse by others, and boundary-firming interventions such as assertiveness training may enhance their coping skills and prevent burnout

or victimization. Rigid boundaries, on the other hand, may encourage distance from others and a lack of social connections for individuals; in this case, counseling goals may include social skills training to initiate relationships and to reduce isolation.

Establishing a social support network and forming good relationships also enhances the self-esteem of the individual. They may develop friends by engaging in shared activities, which then lead to growth of the friendship and a sense of shared history. Interacting and doing things with friends has been shown to decrease stress and depression (Barrera, 1986; Brenton, 1974; Brown et al., 1987b; Cauce, 1986; Cobb, 1976; Fusilier et al., 1986; Hirsch, 1985; Kaplan et al., 1977; Sarason et al., 1983; Schaefer et al., 1981; Tokuno, 1983; Wallston et al., 1983; Wilcox & Vernberg, 1985), while still challenging the individual to develop new social skills.

The themes of this study also related to couples counseling as well as to conflicts based on gender differences. While it must be recognized that the three major themes were no different for same-sex and cross-gender friendships, the themes did play out in different ways. Men and women may have different boundary lines and sharing may have different meanings for each gender. While women talk and self-disclose, the male co-participants note that

closeness or intimacy was experienced during common activities, such as sports or pranks. Discussion of the themes and their aspects with male and female clients may enhance mutual understanding and appreciation for what the other gender needs.

The results of this study may relate to others' experiences, and readers should be able to identify with the experiences of boundaries, sharing, and change as significant in their friendships. Several limitations do exist, however. A major question for future study is to interview the other to determine how would the friends described by co-participants define their relationship with the co-participant, i.e., does the friend feel the same way as the co-participant. Becker (1987) interviewed a friendship pair and found that best friendships included essential and interrelated characteristics of caring, sharing, commitment, freedom, respect, trust, and equality. This type of research with both friends may be helpful in other research to determine if the friendship and experiences of boundaries, sharing, and change are reciprocal. Another area for investigation is how the themes may differ or remain the same across the lifespan. Undergraduate students are at a period of significant transition and friends have an important place; does the emphasis on change, boundaries, and sharing continue with

older adults? This study examined only differences between same-sex friendships and cross-gender friendships; another issue is whether the description and experience of male-male friendships differs from that of female-female friendships. Since this research deliberately excluded romantic and sexual relationships, another topic for further investigation would be the description of the experience of romantic relationships among young adults, and the ways in which the thematic results for romantic relationships do (or do not) differ from the results of this study on friendship. This research project definitely confirms the relevance of the quality of the friendship for young adults and supports previous conceptualization and definitions of social support and friendship.

The unique contributions of this study to previous research are the three themes of boundaries, sharing, and change. Although boundaries and shared history are discussed in other studies, this particular research identifies how they are experienced by young adults. Change has been explored in literature about young adult development, but these ideas have not been specifically related to how individuals grow through their interaction with peers and how they perceive their own development. This study also suggests that the co-participants did not describe their cross-gender friendships as significantly

different from their same-sex friendships in terms of boundaries, sharing, and change, but still some subtle differences and tensions are experienced between men and women.

Summary

Perceptions of belonging and security, esteem, and efficacy all affect psychological well-being or disturbance (Thoits, 1985). This study effectively used phenomenological methodology to identify thematic aspects of friendships among young adults. For present participants, friendships were experienced as significant forms of social support among male and female college students. The most significant aspects of the experience may be described in terms of the triad of themes: boundaries, sharing, and change. While these themes are experienced in both same-sex as well as cross-gender relationships, they play out in different ways for men and women. While intimacy is more likely to be experienced in same-sex friendships, intimacy may also be experienced in cross-gender friendships. Tension and anxiety may be more noticeable in cross-gender friendships, especially in regard to the boundary conflicts and ambiguous roles, although similar issues may also arise in same-sex friendships, especially where differences exist in expectations and levels of maturity in the individuals. Attention to the themes of boundaries, sharing, and change,

and to the levels of tension or intimacy found in specific friendships, may facilitate the experience of social support which, in turn, may enhance the health of the individual.

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APPENDIXES

APPENDIX A
LETTER SOLICITING VOLUNTEERS

LETTER SOLICITING VOLUNTEERS

November 8, 1989

Head Residents and Resident Assistants
Virginia Polytechnic Institute and State University

Dear RA:

I want to request your assistance in obtaining volunteers for research I am doing for my doctoral degree. I am studying the topic of cross-gender friendships among college students. This subject seems very relevant to developmental issues that young adults face.

I am looking for approximately twenty students who have experienced friendships with both men and women. Since I will be doing in-depth interviews, they also need to be willing and able to describe their experience with these friendships clearly and in some detail. I would also prefer freshmen eighteen or older, sophomores, and juniors, since I may be contacting some students next fall for follow-up interviews.

Each initial interview lasts approximately an hour to an hour and a half. I will also be doing brief follow-up interviews lasting thirty to forty-five minutes. Participants are encouraged to only go into as much detail as they feel comfortable with. Participation is entirely voluntary and students have the right to withdraw at any time. The interviews will be audiotaped and transcribed. All information will be kept confidential, and names and identifying information will be deleted.

The participants do not receive any direct benefits or rewards for volunteering. However, they might learn something from discussing their experiences with friendship. People who have been involved in similar interviews have also said that they have enjoyed it.

I would appreciate it if you would request volunteers at your hall meetings. You may also wish to be interviewed. Any students who wishes to participate may contact me during the day at 231-6557 or in the evenings at 552-1662.

Sincerely,

Sara D. Shepherd
Doctoral Student and
Staff Counselor

APPENDIX B
INFORMATION AND CONSENT FORM I

INFORMATION AND CONSENT FORM I

I am currently collecting data for my doctoral research towards a degree in Counseling Psychology from the University of Tennessee and I would value your participation in this research. We will discuss how you experience friendships. The purpose of this research is to define and clarify the nature and structure of friendships among men and women. I will be asking you a series of questions in an attempt to get as full a description as possible. A guiding principle for this interview is that you should feel free to disclose as much or as little as you want. During the interview we may touch on personal experience which you do not want to explore further and you may stop the interview at any time without penalty, if you choose.

Methods: I will conduct an open-ended interview about your experience of friendships with men and women. Each interview should last approximately one hour. This interview will be recorded on audiotape and a typed transcript will be made of it. During a follow-up interview several weeks after this session which will last approximately thirty to forty-five minutes, I will discuss the results obtained from the interview with you. This second session will also be tape recorded. After I have collect and analyze all the interviews, I will inform you of the results of my study in writing and request feedback regarding the accurate description of your experience.

Confidentiality: I will delete all identifying information from the transcripts. You will have the opportunity to review these transcripts during the follow-up session. Transcripts and tapes will be coded and I will be the only person able to identify the participants. I will keep the names of participants confidential, and the list of names will be kept in a safe and secure place at my personal residence. The tapes will remain in my possession and will be erased following completion of the study.

Risks and Benefits: I believe that you will find this interview interesting and meaningful to you, although this is not the purpose of the research. As suggested above, feel free to disclose as much or as little as you choose. Should thoughts or concerns arise during the course of this interview, I will be glad to suggest appropriate resources or individuals. Should you at any time have concerns regarding my conduct, credentials, etc., I will furnish you with the names of appropriate individuals whom you may contact regarding these concerns.

Informed Consent: If you have questions about the study, please feel free to ask at any time. You will be given a copy of this Information and Consent Form to keep, with my address and phone number if you wish to contact me about this research project.

Sara D. Shepherd
712 Ascot Lane
Blacksburg, VA 24060
Home: 552-1662
Office: 231-6557

I have read and understand the above Information and Consent Form. I understand that my participation in this research project is completely voluntary on my part, and I may withdraw at any time from further participation. I agree to participate in this project.

Signature: _____

Date: _____

Witness: _____

Date: _____

Sara D. Shepherd

APPENDIX C
DEMOGRAPHIC INFORMATION FORM

DEMOGRAPHIC INFORMATION FORM

Name _____

Mailing Address _____

Phone Number _____

Date of Birth _____

College _____

Major _____

Year Freshman _____

Sex Male _____

Sophomore _____

Female _____

Junior _____

Senior _____

Please list four or five female friends.

1.

2.

3.

4.

5.

Please list four or five male friends.

1.

2.

3.

4.

5.

APPENDIX D
THIRD CONTACT: COVER LETTER,
CONSENT FORMS II AND III, AND
PARTICIPANT RESPONSE SHEET

FEEDBACK COVER LETTER

712 Ascot Lane
Blacksburg, VA 24060
Phone: 552-1662

Date

Dear

I am writing to notify you of the results of my study. Enclosed you will find the verbatim interview transcript, a summary of the general thematic categories of the friendship experience derived from all interviews, two copies each of two different consent forms, and a response form. Please read the transcript and indicate any sections you do not wish used in the final dissertation. Review both consent forms and if you choose to give consent, please sign the appropriate forms and return one copy of each to me in the enclosed envelope. The other copy of each consent form is for you to keep. One form gives consent for statements to be used in my dissertation and the other gives consent for the entire verbatim transcript to be used in my dissertation. I would appreciate it if you would write any additions, revisions, or comments on the response form and mail it back to me in the enclosed envelope. You may keep the summaries if you like.

I would like to thank you again for taking the time to participate in my study. I would be happy to discuss your interview with you personally, if you have any questions or concerns about it. I would be glad to relate how each interview relates to my findings. Please feel free to contact me at the above address.

Sincerely,

Sara D. Shepherd
Doctoral Student in
Counseling Psychology

Enc.

INFORMATION AND CONSENT FORM II

I would like to request your consent to use some examples of statements that you made in our interview on the experience of friendship. I wish to use various statements from the enclosed transcript in the dissertation. I feel that examples may be very informative and can convey the nature of the friendship experience clearly and directly.

Please read the enclosed transcript. All identifying information has been deleted, and no identifying information will be used in any examples. However, if there are sections of the transcript that you would prefer not be used, please circle them directly on the transcript. You may return the transcript to me in the enclosed self-addressed envelope. If you have any other comments or concerns which need clarification, please write them down on the enclosed response form, and return that to me also.

If you consent to have examples from the transcript included in my dissertation, please sign this form in the space provided below and return it with the other materials in the envelope provided. After looking over your transcript, you may choose not to grant consent; this is freely and fully your decision. Please let me know, regardless of your choice.

If you have any additional questions or concerns, please feel free to contact me at the address or phone number listed below. Once again, thank you for participating in this project.

Sara D. Shepherd
712 Ascot Lane
Blacksburg, VA 24060
Home: 552-1662
Office: 231-6557

I have read the above information and consent form, and agree to inclusion of examples from my interview transcript in Ms. Shepherd's dissertation.

Signature

Date

INFORMATION AND CONSENT FORM III

I would like to request your consent to use the verbatim transcript from our interview on the experience of friendship and to include it in the appendix of my dissertation. I feel that the transcript is informative and will convey the nature of the friendship experience clearly and directly.

Please read the enclosed transcript. All identifying information has been deleted, and no identifying information will be used in any examples. If you discover any words, phrases, or portions of the interview that you would prefer to be omitted, please mark them on the transcript and return it to me in the enclosed self-addressed envelope. If you have any other comments or concerns which need clarification, please write them down on the enclosed response form, and return that to me as well.

If you consent to have the transcript included in my dissertation, please sign this form in the space provided below and return it with the other materials in the envelope provided. Any reproduction of the transcript is subject to your approval. After looking over your transcript, you may decide not to grant consent; this is freely and fully your choice. Please let me know, regardless of your decision.

If you have any additional questions or concerns, please feel free to contact me at the address or phone number listed below. Once again, thank you for participating in this project.

Sara D. Shepherd
712 Ascot Lane
Blacksburg, VA 24060
Home: 552-1662
Office: 231-6557

I have read the above information and consent form, and agree to inclusion of the verbatim transcript in Ms. Shepherd's dissertation on the experience of friendship.

Signature

Date

PARTICIPANT RESPONSE SHEET

Instructions: Please write any revisions or additional comments here. Attach additional sheets if necessary. Please return this form to me in the enclosed envelope regardless of whether you have any comments. Thank you.

[illegible]

APPENDIX E
SCORING MANUAL, STATEMENTS,
AND RATERS' SCORES

SCORING MANUAL

Directions

Your task is to read over each statement and assign theme scores in the space provided after each statement. There are three themes overall, boundaries, sharing, and change. Keep in mind that the themes need not be mutually exclusive and may occur singly or in combination. You are to score any and all themes that you feel are present in each statement, therefore any statement can receive one to three scores.

You will be provided with a list of the fifty statements and complete transcripts of all twelve interviews. Reading surrounding statements in the transcript may help you to understand the overall context of the statement. Keep in mind that you are to score only the statements on the list. For example, the statement number P1 SS4 directs the rater to score the portion of the interview marked SS4 on the transcript marked P1.

You may take as much time as you need, and you may go back over your choices to review or change scores as you wish. It may be helpful for you to keep in mind the basic question of the interviews: "Please describe your relationship with Person X." Refer to this scoring manual and the examples as often as you like. Do your best to assign at least one score to each statement, and carefully consider whether other scores may also be appropriate. Some statements may require combinations of two or three scores. If you find that you are unable to score a statement, mark it with a "?". Use the space provided to make any comments or provide explanations as to the nature of your difficulty or hesitancy to score a statement. Any feedback you provide will assist in making any necessary final revisions in the scoring system.

Scoring System

There are three themes to the scoring system:
1) Boundaries, 2) Sharing and 3) Change. While each theme can be scored separately from any of the others, the themes are not discrete. For the purpose of clarity, the definitions and criteria for each theme will be presented separately.

BOUNDARIES. (Score = B). This theme refers to the participants' awareness of boundaries of himself or herself, of the other, or between two individuals. This theme helps the person clarify his or her identity in relation to the other person.

Subthemes:

- 1) Closeness/distance: awareness of physical proximity or space, or of emotional bonding or distance.
- 2) Similarity/difference or common/different or same/opposite: refers to similarities or differences in interests, values, ways of thinking, backgrounds, communication styles, and other experiences.
- 3) Depth/superficiality: the experiences of trust/betrayal and comfort/tension.
- 4) Being on an equal level: includes acceptance, respect, understanding, and valuing of the person, versus being above or below, judgement and disapproval.
- 5) Roles: where a friendship stands in the perception of the participant.

Examples:

P1 SS1. We're exact opposites, very very different...we disagree on a lot.

P1 SS6. When trust is betrayed...I am very deeply hurt.

P3 CG19. I said you're not my parent, you're not here to disapprove of me.

P4 CG7. I can trust her with anything and we're really close friends.

P5 SS13. I consider my roommate a friend, but I'm not as close to her as I am with F1.

P6 SS45. We have a lot of the same moral beliefs and values.

P8 SS9. She's one of my very close friends...it's like opposites attract.

P10 SS4. I tell her all my deep dark secrets, I trust her totally.

P10 SS42. We like a lot of the same things.

SHARING. (Score = S). This theme includes the activities that friends are involved in together that create a shared history. This is the way boundaries are negotiated, and determines which functions the friendship serves and which needs it fulfills.

Subthemes:

- 1) Doing things together: eating meals, playing sports, going on walks, hanging out, and going out together.
- 2) Talking/listening: talking, confiding, opening up, telling, arguing and discussing issues, and challenging.
- 3) Helping: giving advice, protecting, watching out for, being there for, counting on or being counted on, doing favors for, covering for, and providing other support.
- 4) Having fun/being serious.
- 5) Exciting/calming.

Examples:

P1 CG3. I know if I ever needed help, he'd be there and vice versa. If I had to talk to someone, he's not someone I would go to first to talk to, but there is definitely a sort of taking care of each other.

P2 SS4. I base a lot of my friendships on (being) able to go out.

P4 CG36. We cried together and worked through that until she felt better.

P5 CG48. We wanted to go somewhere and we couldn't get in so we ended up doing nothing anyway, but at least we got to do something together.

P6 SS26. I depend on her a lot, and I think it goes both ways.

P6 CG4. He's always there to cheer you up.

P7 CG2. I've helped her a lot in things she's dealing with.

P8 SS8. We had mutual counseling sessions and we'd sit there and talk until all hours of the night.

P9 SS15. We'd do all kinds of crazy things, we had a good time.

P9 SS27. He'll say things and not even realize it's funny and he has a very serious side also.

P11 CG15. We got a lot of chances just to talk and joke around and especially just to enjoy spending time together.

P12 SS5. He stuck up for me, I stuck up for him in places where he couldn't speak his mind freely.

P12 SS18. M1 helped me vent some of the anger, M3 consoled me.

CHANGE. (Score = C). This theme refers to the participants' experience of change, growth, or maturation. This theme also includes the awareness of the lack of any of these or of the possibility for change in the future. Changes may occur in the co-participant, the friend they are discussing, or in the relationship. This theme implies movement and is dynamic. This theme also includes stimulation, learning, development, and other growth enhancing experiences. Change can be perceived as positive or negative.

Examples:

P3 SS25. It seems like we've changed in certain ways...like we've changed together.

P3 CG6. It's hard to keep up with all the changes that are happening.

P4 CG19. The relationship is redefined.

P4 CG23. My opinion of her, I can't say it's gone down, it's just changed.

P4 CG30. I can definitely say I look at her differently.

P7 CG16. She has educated me to do that, she has given me the freedom to do that.

The three major themes of boundaries, change and sharing interact. For example, as people spend time together doing things and talking, they may discover more similarities and open up with each other as trust is increased and they become closer. This development can lead to growth in the individuals and redefinition of the relationship from acquaintances to best friends.

In summary, raters are requested to review the scoring criteria frequently and to refer to the examples as they proceed to score the fifty statements selected from the twelve interviews. Raters are also encouraged to read as much of the interview transcripts as needed to assist in the scoring process.

SUMMARY OF CATEGORY SYSTEM

<i>Category:</i>	<i>Definition:</i>	<i>Examples:</i>
Boundaries (B)	Closeness/distance Similarity/difference Deep/surface --respect and trust --open/closed disclosure Equal level/above or below Roles	1)P9CG19 It's just someone who's more like me. 2)P10SS47 She under- stands and accepts me for who I am. 3)P11SS19 I look up to him a lot. 4)P6SS5 She's been the closest person to me for the long- est period of time.
Sharing (S)	Doing together Talking/Listening Helping Having fun/being serious Exciting/calming	1)P2SS29 We can laugh about anything and be silly. 2)P5CG9 I talk to him about problems with my boyfriend... or if I need a shoulder to cry on. 3)P10SS21 I look out for all my friends. 4)P12CG12 System overload, can't handle it all, we'll start talking.
Change (C)	In self, other or relationship Maturity Stimulation, challenge, motivation Development & growth	1)P1SS2 She pulls strength from me... it builds up her confidence. 2)P3CG5 Within the past year we've split up a little bit. 3)P4CG26 If I never would have decided to change and become more outgoing, I would never have met her.

PRACTICE STATEMENTS

1. P1 SS23. I guess I am suspicious, I am always suspicious of her now. I'm not sure whether she's just trying to keep tabs on me because of M1 or whether she truly wants my friendship. Basically I am trying to make sure I don't get stabbed in the back.

2. P2 CG3. We can go out to a movie and I feel comfortable confiding in him.

3. P2 CG75. There will always be something about him that I find surprising later on and umm, you're asking what makes us close, I don't know. We both have volleyball in common.

4. P3 CG17. I felt like he was the one that should be, here I've asked you for this help you know what I'm going through you should be here to support me. I shouldn't have to ask you to come over or ask you to do this or ask you to sit here and listen to me. As a friend you should want to, and if you don't want to then obviously you aren't as good a friend as I thought we were, or what I expected us as friends to be especially for you knowing me as long as you have, for having shared these other things that were going on.

5. P4 CG38. I was kind of from the very beginning judging her on that or something that I was sort of like more in control or something, and she should be coming up. I was always the one that was better or something like that. Subconsciously, I never knew I was doing this but I was, so finally I got to know her and I got to see so much more about her, then I was like she's an equal. And that literally why I thought she'd grown taller.

6. P5 SS17. In some ways we're different, I think she's a little bit more wild than I am, but other than that we get along great. She talks a lot though, but it doesn't bother me that much.

7. P5 CG39. It turns out that the girl he was dating didn't like the fact that we were friends and so she kind of made it so we would be mad at one another and not be as close as we were which I thought was a really mean thing to do but we've figured it out. We apologized to each other for anything that we might have said or done that might have hurt the other one's feelings and so now we're like back on good terms.

8. P6 CG7. I always had a really big crush on M2, he was always there with my brother and I always really liked him and umm he never really had the time for me.

9. P7 CG26. Yeah we get serious. It's a good mixture, it's both ends of the spectrum and I am very sensitive to the fact with anybody if I get, if the relationship is just serious all the time, I'm very aware of that and I make sure that we plug in some good time, plug in some cheerful time.

10. P7 SS11. We both know that we don't know each other but we're palling around, what we're doing is just palling around and uhh whereas I want a guy friend, I've been looking for a guy friend who I could get close to, and I felt that he might be someone I could be close to, it (hurt to hear) him say that yeah, we're pals, I don't know if we're friends, at dinner, that kind of hurt but I've been realizing I can see some truth in it and it's alright.

11. P8 SS49. F2'll tell me about something she did last year that she'd been, that she'd wanted to tell me but wouldn't, and finally she's just like, last March, I did and I'm like OK, and she'll be like, oh, you understand, and I'm like yeah, and she's like I waited a year to tell you and it's neat, it's just, to have so much respect for someone is nice.

12. P8 CG57. M1 I think it's just nice to have someone that understands about the engineering stuff... cause that's something that's so new in our lives you know it's like, and it's going to become a more important part of our lives and to be cut off from being able to talk about that except with your professors who are who are kind of distant, that's just hard to do.

13. P10 SS13. F1 she kind of knows when to go off.

14. P10 CG23. M1 he looks after me which is weird cause he usually cares only about himself. He told me that there were, he's almost always honest with me. I can always tell when he's lying to me. I'm a good liar too, and he can tell.

15. P11 SS2. This is our second year rooming together and we've gotten really close just out of necessity more than anything else.

16. P12 SS12. He is kind of wild, go crazy, happy go lucky, there's a party on the weekends, he's like get the work done, party.

STATEMENTS

1. P1 SS5. She's more like a guy than a girl. We both think more like a guy would think than a girl. She's a very strong person, a stubborn person, and so am I. Very stubborn and controlled and suspicious.

2. P1 CG14. He realizes that I know that there's something that he's keeping inside, and it's something that makes him stay very much to himself. When he begins to trust someone, he really trusts them. He knows that I pick up on it. At first he didn't like that and it scared him away.

3. P1 CG32. I don't have many friends, not true friends. I have a lot of friends; I am not unpopular. But I have a small group of friends. Most of them are not associated with each other and they mean the world to me. We don't run in groups. I don't run with two of them at the same time. All of my really important contacts are one to one. There is no confiding in a group of three or more. There is confiding between two.

4. P2 SS15. She's another one of those friends where I don't have to call or keep in touch with but when we do get together it's like yap, yap, yap.

5. P2 SS33. I was like that too, I used to be like that so I understand F3 very well.

6. P2 SS51. She may not understand, say, like the sorority stuff that I do. I guess with every friend there will always be something that nobody understands, that they may not understand.

7. P2 CG21. I don't tell him as much I guess because we're both in different worlds now.

8. P2 CG39. This one time, when we were sitting, when I came back to his room after going out and we were talking and M4 came in, and he left and M3 and I were talking and I think could have felt the tension in the air and I knew that something may have happened but M4 (came) back in.

9. P2 CG57. When we were living in the dorms, at the beginning of the year I used to go over there and talk to him a lot.

10. P3 SS6. F4 comes from a totally different perspective, how we look at relationships and what we think is important and what we think isn't...We just have a different perspective. It's really neat. I can always count on her to feel like something totally different from the way I feel on any subject, basically.

11. P3 SS24. I guess it causes a little pull too between here; your parents that you've been totally honest with all along, now there's something you don't know or you don't feel like maybe you can tell them.

12. P3 SS42. I think if people know me long enough they pretty much know where I stand, whether they want to or not.

13. P3 CG35. He would have never dreamed of like A and I doing something you know or the three of us doing something together that would have never been dreamed of.

14. P4 CG2. We had kind of a tension every time we'd see each other. He didn't really appreciate how close I was with her cause she told me things I felt uneasy about at the time because I'm thinking that she shouldn't be telling me this, she should be talking to G about things like this. But she'd be like "you understand". We talked for hours and hours at night and stuff on the phone. And then of course when he'd come back after cooping and stuff of course then we wouldn't do hardly anything, but I'd see her in class, we'd see each other still.

15. P4 CG20. I guess I was in love with her and I can see that I'm not now or whatever. I can say OK that's over. There's no longer that well maybe something.

16. P4 CG56. Not only did we do some studying together, the bulk of our relationship was just enjoying being around each other and talking to each other and just being intimate with each other that way.

17. P4 SS15. Hey, real communication. Same thing with F1's communication with a female. We had some really good conversations. I always go thanks for talking.

18. P4 SS33. There's been disappointments of course in any relationship, expectations either said or not said, and I can say that my relationship with both F1 and M1 have survived through those.

19. P5 SS35. She's really considerate, she's willing to share everything, I mean I am too, we share pretty much everything.

20. P5 CG3. M4 is kind of a recent friend I met only this past summer, we worked together, and umm, he just transferred here this year and so he didn't really know anybody so you know, we do some stuff together every now and then.

21. P5 CG21. He does dumb little stuff but stuff that would mean something to me.

22. P6 SS6. We've just done everything together.

23. P6 SS24. We don't always agree but we just respect each other's opinion.

24. P6 SS42. (I know) how to plan things out and decide, and she just wants to do it, and it's kind of fun to deviate from what I normally do because it's like for me to be spontaneous that's really weird and it's made me like a lot more spontaneous.

25. P6 CG25. We sat down and talked for awhile and he's just happy and he just sees the world in a very positive, like everything's really good, and it's fun to be around him, and he just laughs a lot and he just wants to have a good time, and he just wants everyone around him to have a good time.

26. P6 CG43. If I thought that he needed someone or if I thought that I could help him get himself together I'd be glad to but I think that's something that you have to want to do for yourself.

27. P7 CG8. I remember talking with her and she's like why haven't you called, why haven't you got in touch, and she was kind of hurt by that and I didn't understand at all cause it didn't cross my mind why that would matter you know.

28. P7 CG44. As I put more effort into being honest with her then I'll get more out of our relationship.

29. P7 CG62. F10 had a boyfriend that always gave her problems, she always would tell me about that. We just had a really fun time working (together) for awhile there and uhh just really good friends.

30. P7 CG80. It's just so funny how, you think it's important at college to break away from that, gotta find yourself, and who you are and who you want to be.

31. P7 SS29. Situation kind of asks you to get to know each other and open up with each other, invites you to do that.

32. P8 SS13. F1--we're still taking the break from as close as we were.

33. P8 SS31. I guess I need somebody like that, just as much as I need someone like M2 you know to make me think. I need someone not to make me think.

34. P8 CG3. M3, he'll always argue, you say one thing, it doesn't matter if he agrees with you completely, he'll just throw in other points just to, just to get you to think, just kind of challenge your preconceptions.

35. P8 CG21. M2, it's nice to have someone to lean on... when you're kinda down and M2 was always there to lean on.

36. P8 CG39. It started out as a friendship based on that commiseration but now, he's so much fun to be with.

37. P9 CG11. I really haven't sat down with her alone and talked with her alone.

38. P9 SS6. We've sort of (gone) our separate ways a little bit, but we still keep in touch whenever I go back home.

39. P9 SS24. He's just the kind of guy that's always making practical jokes, and he can just talk about something normal and make it funny.

40. P10 SS31. F3, she's like always there for me, she's the only one I'll ever totally reveal myself to and that's about it.

41. P10 SS49. F2 she's always there to analyze my problems you know and it's really cool cause whenever she's depressed, she calls up all these people, and none of them seem to be home when she's depressed except me. I'm always home when she's depressed so she calls and she starts spilling her guts and everything like that and so I try to help her.

42. P10 CG5. M1 he'll tell me all his secrets, of course he has his secrets he keeps to himself and I have mine. I know exactly what he is and what he could do and that's why I always keep a little part of myself back from him.

43. P10 CG41. It's fast, like I needed a really good friend in college... And then I met him at the party and he became a really good friend all at once. Like all my other friendships took a little bit of time to happen you know. We started off just being friends and then got better and better.

44. P10 CG59. I find it easier to get along with the guys than I do with the girls.

45. P11 CG13. I think her willingness to listen to me when I have a problem is something that makes it easier, one it makes it easier for me to listen to her when she's got a problem cause I know she's been there for me, and I'm ready to return that favor.

46. P11 SS20. He and I come from basically very very very different backgrounds.

47. P12 CG5. I lean on her shoulder every once in awhile when things are going really bad and I need a female opinion, a woman's opinion, whatever. Umm, I sorta trust women's opinions more than I do men's cause women have a tendency to talk from the heart and I like opinions from the heart.

48. P12 CG23. Cool, everything's cool, relaxed, friendly, nice easygoing. I like her, she I mean it's not like anything she does I mean it's ok, we joke around you know. I see her at parties and say hey what's up.

49. P12 SS30. I've went over to his apartment partied. Everybody gets a six-pack, sits down, watches a couple of movies, drive around campus from party to party, just blowing off steam, just having a good time.

50. P12 SS48. Cause he knows what I'm thinking and I know what he's thinking and so all these friendships have that same potential. I mean I just said me and M1 developed it the most cause for four semesters in a row, we've lived together, we slept in the same room, we woke up, I know what he knows on a daily basis. I know what he knows and vice versa. I've helped him out I've covered him, he's covered me, it became instinct.

RATERS SCORES

	A	B	Res		A	B	Res		A	B	Res
1	B	B	B	*				*			
2	B	B	B	*	S			*	C	C	
3	B	B		*	S	S	S	*			
4			B	*	S	S	S	*	C		
5	B	B	B	*				*	C	C	C
6	B	B	B	*			S	*		C	
7	B	B	B	*	S	S	S	*	C	C	C
8			B	*	S	S	S	*		C	C
9		B	B	*	S	S	S	*	C		C
10	B	B	B	*				*			
11		B	B	*	S			*	C	C	C
12	B	B	B	*				*	C	C	C
13				*	S	S	S	*		C	C
14		B	B	*	S	S	S	*		C	C
15	B	B	B	*				*	C	C	C
16	B	B	B	*	S	S	S	*			
17	B			*	S	S	S	*			
18	B	B		*	S			*	C	C	C
19	B	B	B	*	S	S	S	*			
20				*	S	S	S	*		C	C
21		B		*	S		S	*			
22				*	S	S	S	*			
23	B	B	B	*				*			

24	B	B	B	*	S	S	S	*		C	C
25		B		*	S	S	S	*			
26	B	B		*	S		S	*			
27	B	B	B	*	S	S	S	*		C	
28	B	B	B	*				*	C	C	C
29	B			*	S	S	S	*			
30		B		*				*	C	C	C
31	B	B	B	*		S	S	*		C	
32	B	B	B	*				*	C	C	C
33		B	B	*	S		S	*			
34	B	B		*	S	S	S	*		C	C
35				*	S	S	S	*	C		
36				*	S	S	S	*	C	C	
37				*	S	S	S	*			
38	B		B	*	S	S		*	C	C	C
39		B		*	S		S	*			
40	B	B	B	*	S	S	S	*			
41	B	B		*	S	S	S	*			
42	B	B	B	*	S	S	S	*			
43				*				*	C	C	C
44	B	B	B	*				*			
45		B		*	S	S	S	*			
46	B	B	B	*				*			
47	B	B	B	*	S	S	S	*			
48				*	S	S	S	*			

49				*	S	S	S	*		
50	B	B	B	*	S	S	S	*	C	C

A: Rater A (Male)
B: Rater B (Female)
Res: Researcher

APPENDIX F
INTERVIEW FOUR

INTERVIEW FOUR

I: Interviewer

P: Co-participant

xzxzxxz: unintelligible words

I: Just first of all, if you could real briefly describe your relationships with each of these people so I can get some idea of who we want to go into more detail with.

P: OK, F1 will be most interesting, I met her I guess almost two years ago and my relationship with her is very very close, one of my very best friends and I say it's funny, unfortunately she's not engaged to me she's engaged to someone else. F2 is someone that I met about three weeks ago and we've gone out a few times. F3 is a friend that, she's going to college R, so I don't see her that much but we xzxzxxz on the phone and just talk. F4 is a grad student here and she helps me out with things with Beta Pi, she's also a member, she helps me out with tutoring, I'm in charge of that. F5 is another officer in Beta Pi, I've known her for four years since we were freshmen. M1 is my best friend, M2 I grew up with; M1 and M2 room together. M3 I've known him for a year, we have classes together and uhh, we go out drink a few brews together. M4 is a freshman on my hall, and M5 is a freshman on my hall.

I: Tell me about F1, since she's the most interesting.

P: Very interesting. What do you want to know about her?

I: Just tell me about your relationship with her.

P: OK, it's uhh I guess I met her when was it the very beginning of junior year and we had class together. It turns out she met G at the very same time and I knew G, they're engaged to be engaged. We all knew each other and stuff like that. We just became he cooped that semester so he was gone and xzxzxxz then so zxzxz we uhh did a lot of stuff together, we went to plays and concerts and we were involved with Beta Pi national honor society xzxzx, we're both officers in that now and so we just did a lot of things together that way umm, at the same time she was dating him. we weren't really like dating, a dating relationship, we set it up like we were going out as boyfriend/girlfriend, but we did the same things, not physically, that a dating relationship would have and for that period of time I just fell for her more and more and more, and it's really kind of strange; everything kind of worked out, but umm, we're still friends, but we've had a stressful parts, she's kind of let

me know a few times that well, if it wasn't for G I would be dating you, but umm...

I: Disappointment?

P: Yeah, umm, frustration sometimes. G and I when he came back, we had kind of a tension every time we'd see each other. He didn't really appreciate how close I was with her cause she told me things. You know I felt uneasy about at the time, cause I'm thinking you shouldn't be telling me this you should be talking to G about things like this but she'd be like you understand, you understand, we talked for hours and hours at night and stuff on the phone. And then of course when he'd come back after cooping and stuff of course then we wouldn't do hardly anything, but I'd see her in class, xzxxz that way, we'd see each other still, but umm when, everything went along like that, the same, no real problems until the end of last semester, I think we just mutually kind of just started to push each other kind of open up more space because she's graduating and I'm coming back next fall, and umm, so they got really serious. I never, to tell you the truth, she thinks, before Christmas she was pretty sure she was going to get a ring, she was talking about it and I was like great, thanks, you know, and umm, to this day, I just saw her at dinner before I came over here, and I have never looked to see if she got an engagement. I don't know if it's subconscious or what. Cause I just thought last night I have never looked on her hand to see if she got it or not. That's so strange. But

I: You wonder about that, almost like you don't want to know?

P: Right, it's like umm when I'm not around her, I'll think I wonder if she got it, because xzxxz I was like oh Christmas break I was just thinking is she going to come running up to me oh look you know, or is she not going to say anything to me at all because she knew it hurt. But then again I want her to be happy, I'd love to share her excitement over it. Umm, so I didn't know how I was going to, I was talking to M1 like, I don't know what I'm going to do if she comes right up to me oh look at this ring you know. But she didn't do that, and you know, I don't know, it's been how long, it's February now, I never looked. I have to write that down on a piece of paper. We have an officers' meeting one day, I'm going to look at F1's finger. We had a falling out at the end of last semester, beginning of this semester, but we just I think felt needed some more space. Even classes we took together, since he's coop he's a year behind, we're all the same major and umm, we'd sit together in class and all that kind of stuff and it got to

the point where we just she initiated it I think and I picked up on it I said fine, we gotta do this, just stop calling each other all the time, stop seeing each other, just kind of really, OK graduation's coming up. We could see we've got to go in different directions, that was over break and umm beginning of the semester and one night we just kind of waved across the room and walked across and started talking. Defined our relationship differently.

I: So you are defining your relationship differently since beginning of last semester?

P: Right, And this semester, umm, we don't see near as much as we did before, we all, I've talked to her on the phone twice in the past two months, maybe three times. And umm, we still, we just it's gone from being a close intimate relationship more to OK just sort of, I can still trust her with anything, and we're really close friends, but that communication just doesn't take place anymore. It's more of a you know the other we can trust but it's not cause we talk, have the big talks like we used to, or...

I: What was that like before?

P: What do you mean?

I: The closeness, the talks?

P: As far as I'm concerned, it's just like almost dating her since G wasn't around, you know, so we really got to know each other and it's like we were dating, but there wasn't any physical dimension to the relationship. We were really close to each other. I think I probably was closer to her because I umm, I guess she was someone I was looking for and I saw her and got to know her and I was like, "this is someone I could really fall in love with". And umm, I think she saw G and guess thought the same thing and umm, we became really close friends. I think maybe I had some, in the back of my head I placed some expectations on her and I was saying, hoping, hoping.

I: You are in love with her?

P: I think I was, I think so, I think I was, umm, that would probably be the first person I was ever in love with, if I was I can't compare that. Umm, she's the first person I've ever been really that close to, you know, except for like my mother.

I: As far as like the talks and the intimacy?

P: Right. The strange thing after all this is G and I get along pretty good now. I mean I can see him and not like uhhh...

I: Not that twinge?

P: He can walk into the room and not kind of give me the eye or something, so we can... Well at the end of last year before summer, umm all three of us had some other group of friends we had done stuff together and G and I that's when we first started getting back to talking to each other. We were civil to each other all the time but there's always that tension there and umm, she tried to play it off as best she could but umm now, xzxzx everybody is a lot different. I guess I finally accepted OK it hurts you, this is how it's going to be, and so we just changed it around so everybody feels a lot more comfortable with what's going on.

I: More distance now?

P: Right.

I: Increases the comfort?

P: Right, it was hard at first for me, at least, I miss that but umm, I'm more comfortable with it now.

I: About losing the closeness?

P: Right, because there's nobody else to take over the, to take over the gap, I mean, I guess you look at the closest we were was the very end of last year, and I guess over the summer, they became really serious. At that point in time, they'd been dating for a while but over the summer they became really serious and so there's a slow decline in the relationship over fall semester. The number of things we were doing together, and stuff like that. We also became a lot more busy. And then finally we made that jump over Christmas break between like the last three weeks of fall semester and the first couple weeks of this semester was like OK, I didn't talk to her for almost the entire time I saw her like twice, during finals or something, outside of class, I mean. That that one time we just got back together and started talking and everything was ok. But it was, I could feel it immediately, it was like this is, we're apart, we're back, but it's not going to be the same, I can handle it you know, it's going to be OK. I could tell she felt comfortable too.

I: Redefining, redefining the relationship?

P: Right, definitely xxxz so that's where it is now.

I: What's the gap for you, even though you're comfortable now, what's the gap compared to last, how it was last year?

P: There's no comparison. Before we could do everything together, even if G was around, we'd still go get, go to TCBY or stuff like that. We don't do any of that now, so it's a pretty big disparity but I always look back on those time with pretty fond memories and everything umm, so I can't say you know, that I feel any resentment or anything at all like that because I still care for her tremendously but umm, It's a big disparity with the amount of communication. Now it's just like somebody I met a month ago. There's a deeper trust there, but it's just communication is a lot more surface.

I: Much less contact?

P: Right.

I: It seems like you had a lot of contact last year whereas this year it's dwindled down and then?

P: Right, right, I guess one thing I didn't think of until recently but umm, right when we came back from uhh from break, I started having, we're in this materials class together, and so is G, we all could do a research paper in place of a final, so we needed to get in groups and stuff and so I was like "oh, I'll get in Fl's group and G's group cause they're both really smart", it's not that I'm stupid but you gotta group with the right people. So I talked to her, the deadline was coming close and she'd gone for the weekend and I couldn't talk to her and so the deadline was coming around. I talked to her on a Monday night, I said "well how many people you got in your group?" and she said "well, we have four, and I was waiting to hear from you, to see if you wanted to be" and I was like, "the other guys are waiting to hear from me and everything's kind of hanging to what goes on". She's like, "you can be the fifth person in the group". I'm like, "cool", so umm, the next morning we go to class. She's like, "I gotta talk to you about the project", this is like the first week of school. I was like, "what's going on?". She's like, "well, it turns out the other guy had invited his friend to be in it and so that makes six if you're in it, so you're not in the group". So meanwhile, I already called other people to go find someone else, so I'm left out in the middle of nowhere, no group at all, and then she told me later on that afternoon, she called me, she said "I really want to apologize because Monday night I knew you couldn't be in our group, the other

guy we'd already accepted. I just didn't want to disappoint you." And so she seemed to apologize. She said, "I don't know why I did it, I just didn't want to hurt you or something." I don't see it that way, I think that was just another way of saying it's different or something. I just don't take it as, she's not the kind of person to intentionally ask xxxzx everything up, that really hurt in more ways than one, that was academic also, it's like thirty percent of our grade, not only did it hurt that way but that just, that really pissed me off.

I: Hurt the relationship?

P: Right. I mean, but we never brought it up after that, so I'm not sure exactly what, umm, why she did it, because it's not in her character to do something like that at all. And her reasoning is that she told me was that she just didn't want to tell me. She couldn't tell me that I couldn't be in their group. I'm like great now you've caused so much extra trouble, strain, and stress on everybody else because of that. Honesty's the best policy. We've never brought it up since and I eventually worked it around with about eight other people and we finally got groups together so that part turned out. But umm, it just caused a lot more problems in the end. I just won't accept umm her reasoning, her reasoning for it...

P: Almost like betrayal?

I: Yeah, I finally felt, I felt, I didn't feel betrayed, I felt really like she did it, almost like she did it to spite me or something. Umm and M1 brought up, when I talked to him about it one night, he's like, maybe G put her up to it. Just so you weren't in the same group or something, cause we'd be in the library doing research writing papers, writing the whole thing up and everything like that. And he goes I said G's not like that, I know G well enough, I don't think he'd do that. I don't think she'd do, to me xxxz I always looked at her so highly I never umm I had xxxz would never would think she'd do something like that, at least to me, you know, it did hurt.

I: Your opinion of her changed?

P: A little bit umm, not a whole lot, yeah, of course it did cause I never thought that she would do that to me, or to anyone else and so it did hurt, I felt betrayed I felt angry that she would do that. I couldn't think about it at first, I had to get myself into a research paper group, that was the most important thing. You know, when it all came out in the wash, she would ask, behind G's back, it seemed

like to me, she'd turn around, well did you get in a group? I'm like, "not yet," she'd be like, "oh". Finally I got in one. I just don't buy that reason, that's not a valid reason for an intelligent person and she is the number one electrical engineer at Virginia Tech in the senior class, very very intelligent, so I don't buy, there was something else behind it, I don't know what but something.

I: You don't quite understand it?

P: I still don't understand it and it's never come up. Again, it's just like looking for a ring, I've never looked. I don't know.

I: Distance?

P: I think that's what really shook me hard, when I finally said OK Umm, I looked really long at our relationship then, I think that finally shook me into saying OK things are different. Maybe that's what she wanted it to do. I don't know, but that was, I just thought, I had seen it coming, I thought that everything was getting better until then until she stabbed me literally, it felt like, when she told me, the next morning I was just speechless, I couldn't believe she'd done that and then as it grew onto it, I got less shock and more anger that she'd, I felt like she'd, I felt just stabbed in the back. Then a few weeks after that everything sort of, One time we got together and just started talking, and the feeling was just, well we can still be around each other, everything's going to be OK, it just was different, and it was mutual. It wasn't anything we talked about it was all just...

I: Kind of surrounding this one incident that was like a transition point?

P: The transition was before that, the real transition was the end of last semester when we stopped sitting together and stopped calling each other all the time, things like that. We had stopped doing things really fall semester cause we were really busy both. We'd done a few things but not near like we had before. So I would say it was kind of a downward 'slope across the semester and at the end we just stopped altogether with anything. This week we've seen each other a few times, getting things organized, and then pow, I didn't talk to her for about four days after that really. I didn't want to. Umm, I kind of avoided her for awhile. I made sure I sat on the other side of class. And umm, now the relationship is redefined and umm, everything's better, everybody's feeling OK.

I: More calm?

P: Right, I could go to her wedding now. I don't think I could have before. Whether she wants me to or not I don't know but...

I: The ambivalent feelings are worked out?

P: I guess so, I guess I was in love with her and I can see that I'm not now or whatever. I can say OK that's over. There's no longer that well maybe something.

I: The potential is lost?

P: Right, and so there's no more, that takes all the anxiety out of it, I think for everybody, right cause, she's like P still like wants to go out with me and date me and all that kind of stuff and G's like he still wants to go out with her and all this kind of stuff and so, we finally talked and she was telling me how things were very serious and everything. As an intelligent person I can say OK, I understood everything that way, but you just can't turn your feelings off so over all these incidents, like I said, basically we just stopped meeting last semester and then that, and the resolution we finally came back to all that we were kind of getting a feeling for where we, what our relationship was going to be and umm, I think it's really good right now, I guess I've, I don't care for her as intensely as I used to, but I still care for her.

I: You've recovered those feelings to take part of what was last year?

P: I can see myself going out with somebody else. Not that I never would have before but umm it was always F1 is the standard. She's not the standard anymore.

I: Standard?

P: For umm who I want to go out with or whatever, it's just the close stuff, that's who I wanted, are they close enough to that, are they worth my time? I guess that's changed now. My opinion of her, I can't say it's gone down, it's just changed. Like I said, I can just see our lives being a lot more separated now than what I would have four months ago. I figured you'd be interested in that.

I: How about M1?

P: M1.

I: Tell me about your relationship with M1.

P: I met him the very end of my freshman year, he's really kind of a quiet person, and definitely at that time, I was mostly introverted and not very outgoing either. Umm, so at the very end of our, very end, I mean very end, almost finals week, we finally, we'd seen each other, you know in and out of the residence hall, but never really said hi or anything, so we finally sat down one night and started talking or whatever and the friendship grew to the point that well I'll see you next year. We come back and boom immediately best friends. Our relationship has grown all just the different events that take place in your life over three years. I could say he's the best friend I ever had, I can trust him. Now more than I can trust F1, with anything. And he feels the same way. Umm, whatever, whatever needs to be done for the other one we'll do. I've never had that, just knowing that except for my mother, a relationship like that knowing that someone no matter what is going to be there to listen, to talk to me, to shake me and say wake up you idiot or whatever.

I: Dependability and plus the kind of shaking, someone to talk to?

P: Someone who's a sounding board, who's like, "am I making a complete idiot of myself?" or just that one person no matter what they're not going to get, no matter how bad it is, no matter what you've done, no matter what you didn't do, no matter what, they're still going to be your friend. I mean I've had other people like that and as soon as a big crisis hits they're out the door. We're not that way; we've had some pretty big crises that we've stood by each other. Test the relationship and it grows that much stronger.

I: So you've seen the trust grow during the past three years?

P: Yeah I've gone down to he lives in R so I've driven down four hours over the summer I went down to see him a couple of weekends, I guess he made it up once. So even in the summer we keep in touch that way, try to go camping or something

I: A lot of contact with each other even when you're not in the same place?

P: I would say a few letters, maybe a couple phone calls, like over the three months in the summer, and usually one trip doing something, going to an amusement park, going to a

concert, or something over the summer, so I'd say yeah, we keep pretty much in close contact all the time.

I: How about here at school?

P: I live in X and he lives in V, so it's kind of strange because in fall semester I threw all my energy into you know into my floor as an RA so I was eating with them and just being around getting to know them because I mean the very beginning you have to be open so that they can feel that you're not just the rule enforcer, and you just got that good relationship with everybody. I'm a social person anyway now. Not two years ago, three years ago, I made a big transition which I'll talk about later. Umm, so we didn't do a whole lot, it would be like we'd eat dinner M2 and M1 and I, we'd eat dinner like once a week, or lunch once a week, or nothing. Well I kind of burned myself out, as what happens usually after one semester, that fall semester.

I: Being the RA?

P: Right, My relationship with my residents has changed a little bit. Umm, now the way I look at my job was I had an almost all freshmen hall, 90% of the guys on my hall are freshmen, I've got two upperclassmen, and so I said OK I'll take it upon myself not to have the kind of hall I had as a freshman which was a free for all. The RA was never there. It was terrible if anyone wanted to study like myself. So I xxxxxx was there to enforce the quiet hours, there to enforce the alcohol policy on weekends when things started to get out of control. I didn't want the freshmen just beating themselves out of school that first semester. A lot of people just can't recover. So I wanted to set good study habits, good ideas, so I had the quietest hall on the building because I enforced it that way. I wanted it to because it was almost all freshmen. I already decided come second semester, they've gone through finals once, they've been through five hour calculus or a biology class or something, they know more of the ropes, when they can study when they can't study. Now I'm no longer going to be more of a parent figure. If it's too loud you're going to come out in the hallway if you think it's too loud. If it's obnoxious obviously I'm going to be there but xxx the hall's a little bit more freeflowing and the guys are happy with it. Like, "man, you're letting us do all this, because you know you'll flunk a test if you don't study". Whereas before you'll think you'll pass it, you know, so know I do a lot more things with M1 and M2. Because one thing, we eat like lunch and dinner because it works out that way. Nobody on my hall this semester eats, has classes that fit with my

schedule, so it's like, when I want to eat there's nobody around to go eat with, I'm eating by myself. But M1 and M2 have the same schedule so this semester we're eating lunch and dinner together just about every day.

I: You've kind of put the responsibilities aside and are free to for a couple of reasons, to have more contact with M1 and M2?

P: Right, yeah, it's strange I've done more stuff with them the past, the past month and a half, than I probably did all fall semester. Umm, which, good or bad, just a fact, Umm, I'm still home at night obviously but umm, I'm also a lot more busy now than I was in fall semester, involved in a lot of extracurricular activities and stuff. It's just, People try to call me during the day, forget it, you know, I say call between nine p.m. and two a.m. if you want to get me other than that, you've had it, you're not going to catch me. Umm, we go to a lot of basketball games and stuff like football games and all that.

I: Was kind of that first semester being an RA one of the crises that you and M1 have kind of withstood?

P: Not at all, umm I became an RA last year, so this isn't my first year as an RA.

I: What are the crises of your friendship?

P: We've all had, I mean, well, I'd say there have been a few nights through this F1 ordeal that I was all mad and he would sit and talk. Umm, finals week last semester we were sledding and he shattered his arm Ok, so I had to call the rescue squad and everything. So I get in his car, a classic mustang, racing slicks, no snow tires, in the middle of a snow storm, if you remember finals week last term, snowing like a dog, all the way, I almost went off the road three four times getting out to the hospital to pick him up. Things like that. He trusts me enough to give me his car. It turned out the rescue squad brought him back, and I almost died out, I was sliding sideways at one point you know and I was like, "great!" So I mean things like that you know, we know, that's the latest thing that I can think of. There are some other things that uhh, there have been some, uhh, No arrests, but there's been police incidents on different things you know being college students, we've been there for each other.

I: Get wild with each other?

P: Going out, you might have a little bit too much to drink and you know, that's why it's nice to have someone around to just go, "look, dude, don't do that, you know. You remember last time what happened when you started doing this stuff." I'm like, "oh yeah, oh yeah, yeah, I think we better like, go back and sit down OK."

I: Kind of check things out, kind of buffer?

P: The other person's always been a sounding board, if someone's just upset about school, sometimes you just get so down on school, so burned out on school, like four tests in one week and then you have two more the next week, and you're just like I don't give a shit. You can always tell when that phone call comes, because or umm, it'll be like, alright what is it? Well I don't feel like studying. Alright, I'll be down, so whatever, you go over and you know talk a couple of hours about everything about anything, and then after you've had that talk, you can study, you can do whatever you want. We've done that three or four time for each other, plus during finals week you just get so bad. M2 is different, that plays a lot with M1 and my relationship because I grew up with M2 I've known M2 since I was two years old.

I: Forever.

P: So, I would say he was my best friend until I met M1. M2 is very shy, very introverted, basically we call him unsocialized, which is a bad, bad thing. He's been so shy for so long he won't meet new people. He won't go out and do things, he'll sit at home and play computer games instead of going out to the D or something and we're like come on. And he's like why, he won't talk about hardly anything and so I had him for a roommate for two years, that's why it was great to have M1, I could get out of the room with M2. Hey let's go, let's go out, he'd be sitting there typing, playing something. I'm like hey real communication. Same thing with F1's communication with a female, we had some really good conversations I always go thanks for, just thanks for talking you know. Umm, so that really helps there. Is that it's so funny, cause I went down to his room to complain about M2, he's driving me crazy, and now I'm hearing the exactly, they're rooming together, I hear exactly the same thing, you know, in the morning he does this and he wakes me up. I'm like you're not telling me anything new. That's just another common bond to do that. I'm not putting out M2, we care enough about him that some of the things upset us. We want to see him get out and meet more people, he doesn't socialize, he doesn't know how to act in a social setting. He knows how to act with his

really close friends. How many of those does he have, me and M1, and about two other guys. That's it, he has no other real relationships, except with his parents and that. If we drag him out kicking and screaming somewhere he sits in the corner. He's a really funny guy, people, if we finally have a party over there in M1's room or something, he'll sit in the corner and we'll be talking and he'll say one word, everybody just laughs, this is the perfect thing to say, he's just such a funny guy, but he doesn't know how to act. Like if you're at dinner, you know, he's a child, he just plays around, he's just not mature about it. He's going to be 22 in umm, five days, but he acts like a 12 year old a lot more of the time that you would think, and so that's really strange that umm. We go we'll give up on him, we don't care anymore, but we do care, of course we care about him, and so we're like...and one time M2, he's getting to be a little bit more, he'll talk more to M1 than he will to me, I don't know why but he will and umm, we're like well fine, why don't you even drink a beer or something like that. He keeps going uhh I don't want any. I'm like "fine, if you don't like it, just drink one beer." Uhh, so he's finally talking to M1 about some stuff and umm, I guess he's really insecure also, just not only is he really shy, he's really insecure. He can't be out, he feels really insecure meeting new people, or being out with people he doesn't know or whatever. Not only does he just, he just clams up altogether. He's like told M1 some things like, "well I don't know anything about politics or the world or you know," all he knows is electrical engineering. I'm like, "well, learn something about it." He's like, "man I don't know how, you know." He's the only guy I know in the entire world that his idea of the perfect life is to sit and watch TV all day. It's not that he's lazy, he's really a hard studier, he puts time in, I just can't study like that, I used to. So when we came down here to school together, and roomed together for two years we were the same basically. I was pretty much introverted, umm, I was more outgoing than he was always have been, there was still that thing umm. End of winter quarter sophomore year, I said I don't like how my life's going, I want more friends, I want to meet more girls, I want more things in my life than what was happening, I'm changing. Spring quarter I started changing and it took, I'd say the summer after my sophomore year before my junior year was when I grew up really. I just, that spring quarter, you know if there was somebody I wanted to go talk to, I'd go talk to them. Sure I put my foot in my mouth starting out, but you learned, and over that summer umm I just feel a lot more mature, a lot more grown up, a lot more in control, a lot more self-confidence.

I: Is that part of the umm, oh somebody really to talk to like with M1 and F1, that feeling like you had you know here's somebody that you could really connect with?

P: I hadn't thought of it that way, I never thought of that. Because M1 and I talk about the same things, I don't know it could be. I never thought about it.

I: What's that xxxxz, you mentioned the oh gosh, here's somebody you really talked to a lot with M1 and F1, can you tell me more about what that's feeling is like?

P: I'm not sure if I know exactly what you're asking for. I'm as close to M1 as you want to be as friends and umm, we share everything that guys are going to share. And I shared just about everything that I could share with F1 with a female before. So, that's just it, maybe since I'd been with M2 and met M1 and being able to really talk with someone else and I'm like hey I'm missing out. I always thought hey I want to go out and do that. I came back to school that next fall and that's when I met F1. If I never would have decided to change and become more outgoing and like that, I would never have met her. I would never have gone up and started talking to her one day. Umm, I might have met her because we were both initiates in Beta Pi. You can still be in a group of people and never start a relationship with somebody really.

I: What types of things do you talk about with M1?

P: Everything, literally. It's nothing that we can't, I just asked him the other xxxxz, the other night I was talking to him about uhh cause F2 and I have been sort of doing stuff together cause I met her or whatever and she just, this is so stupid, she's a freshman, I don't want to put her down or anything but here I am a senior and all this and she was having a lot of school troubles and boy troubles and I met her, I was the fix to her problems, and she was all over me. I don't want to toot my own horn but OK, and so I wasn't like sure what was going on. I was like well, she's a nice person, I like being around her but she had this expectation on everything and I was like whoa, I really don't want any commitment right now. I just want to go out with different people OK and umm, and so with all this stuff with F1, my relationship with another girl named J, and umm, last year and stuff. I called M1 I'm like M1 what's going on here. I can talk about that. I kind of feel bad a lot of the times because he's never really dated at all, umm and so I thought I'd ask him. The other night I was talking to him about F2, and we talked for like two hours. He was done studying for the night and I wasn't going to get any...

(Tape change)

P: So I asked him does this bother you that I can sit and talk to you on the phone about Oh F1 and then what about this what about that you know and all these girls or something, what do you think about this. Didn't that ever, I felt kind of dumb, I know if the shoes were switched and here he's talking about the girls he's seeing or not necessarily dating, I just say, I don't know, the difference between dating and going out, dating means real commitment and going out just means you go out with different people, if you want to go out with different people. But doesn't that ever bother you I say to him that all this time he's like no, I'm always willing just to listen to what you have to say and try to help you out. So I felt a lot more comfortable after, that was something that always had kind of needled me, like wait, maybe he feels uncomfortable listening to me say all this to him because I know he would like to date somebody too, he just hasn't found anybody I guess that it would work out with, but umm, he said no, really, you know. That's OK.

I: It's almost like you had to get through that with him?

P: It wasn't a big thing, but it was something that needled me in the back that I finally just wanted to ask him. I said, I just finally wanted to bring it out. It wasn't like any indications I had gotten or anything like that. It's just that as my friend I was worried about the way he was feeling and everything like that. I didn't want to hurt him either so I didn't know, all I could say was my own feelings cause it's usually reversed and I really wanted to date and wasn't with anybody umm, and here was M1 going out with all these different people or something, he was talking to me about it all the time. That would kind of hurt me. And so I made sure I wouldn't do the same thing to him and I wasn't. I guess he's not as serious about female friends as much as I am, about having, because I have a whole slew of females I just do a lot of stuff with in class. Guy friends too I guess.

I: Lots more people in your life?

P: M2 is the ultimate shy, M1 is in between M2 and myself. Like when we go over to see somebody, I'll do ninety percent of the talking, and he'll do about ten, he's trying to get up to fifteen, he's working on it, but he's not a real talkative and of course people who talk the most know the most people. It just worked out that way and I just talked to him about it, I said does this bother you, and he's like

not at all. He's comfortable with with what he's doing. I said if it was the other way around I'd be very uncomfortable, but he's like well, it doesn't upset me as much as it would you.

I: It's like you worry about his feelings?

P: Right definitely. He uhh had a run in with a certain segment of people, and he didn't tell me about for like three weeks because he just, he uhh thought I'd be disappointed in him. And he thought you know that xzxzxzxz he just didn't want me to feel bad about him and so we look out for each other. We aren't gonna be blatant about you know hurting each other. We care enough about each other to always help that person out.

I: Which one is the graduate student?

P: F4.

I: Tell me a little bit more about your relationship?

P: I xzxzx last semester, she was a new initiate last semester, I'm an officer through the initiation ceremony at the end I'm like I need somebody to help me take over the tutoring program, that's one of my projects. I'm in charge of our tutoring program for engineering students. I've been doing this for like two and a half, three semesters. Someone please, if you like meeting people duhduhduhduh, she came up to me afterwards and said I'd like to do it. So I got together with her a few times and umm explained to her what it was all about and she decided she would like to do it so one time we got together we talked about twenty minutes about the work, and I handed over all the stuff and whatever ideas wrote everything down, and we talked about another forty minutes just talking around

I: Talking around?

P: Life, you know, just general conversation, nothing, we hadn't know each other that long, so nothing that deep. Just that it was obvious we liked being around each other but it was something other than that.

I: Almost like the beginning, beginning...?

P: You're beginning, beginning means the beginning of something, beginning of what?

I: You're not sure?

P: I'm trying to ask the beginning of what, to me we have a relationship, we're friends.

I: What has it been like since that conversation, that initial conversation with her?

P: Well, we've seen each other about, I guess about once a week just to go over stuff and a couple of days ago I called her look there's stuff you gotta go pick up. She hadn't gone by in like four days to pick up all the stuff, we're still new enough to each other that we're just finding out more about each other. We're still in the stage, we're comfortable around each other and everything like that, but it's at the point where we're still on our best behavior or something, not gonna, not going to open yourself up totally, just still the initial stages

I: Best behavior?

P: Right, just getting to know each other. A little bit less now of course. I mean when you first meet somebody you'll be all polite and everything like that. She's a fun person, I like to be around her, but something other than that, she's a fun person to joke around with. She's one of the funnier people I know.

I: Which of these other women do you feel close to?

P: You were asking before about relationships that had like a change. You're asking about like F1, did I look at her differently and everything. But F3 I can definitely say I look at her differently. I met her the beginning of this academic year fall semester and umm, I guess the reason I was kind of interested in her was I met her at the same time I could really see a difference in my relationship with F1. I said here's a person I get along with that is a funny person, I like to be around them so I'll try, we get along so I'll say we'll try something along these lines and see what happens. We call each other and talk to each other. She goes to school in R, we study together some nights, we went to the Cascades one weekend, one Saturday, we've done a few things like that, and I was like hey you know, this is O. Whenever we could we'd be doing something and umm, she uhh, she was kind of open to some extent yet I could still tell, the point we'd seen each other times and talked to each other enough, I should know a lot more about her than what I did you know. We had talked but then what really, when you got off the phone you wouldn't think about it but what really, compared to F1 we were just scratching the surface but we'd still call each other and everything.

Right before Thanksgiving she came over one night we kind of had a bad time together, we just really didn't get along.

I: Didn't click?

P: Right, and then she didn't call, and then it was almost finals, and I called her a couple of times and she was like blowing me off I felt. I was like well OK, I guess that's it, and then, so over break I finally said well F3 and I won't do anything more, no problem, I get back in, I'm moving my stuff in, it's not even out of the hallway yet. The phone rings, it's F3, hey how you doing, what's up? I'm like now what, I was so upside down, I'd just written her off, like OK maybe I'll call her sometime in the next couple of weeks. I'll call her just to see how she had her Christmas and whatever but basically that's it for her.

I: This was a big surprise?

P: I wasn't even there twenty minutes and the phone rings so I knew she had to have been calling, cause she didn't know exactly what time I was going to get there. I said how did you know I was going to be here, she's like I guess I just guessed right or something. I'm like yeah you've been calling I bet. So I was like, so I got my interest back up, I'm like maybe she still is, she used to have some problems and maybe she hadn't worked them out and now she has or whatever, what's wrong, after that still nothing much, I am like, I don't know. So she finally comes over one night and we study for like twenty minutes. She's like a nervous wreck, she's acting really strange, and everything. I'm like what's wrong or something? And umm and so she goes well I'm leaving, you know, I've got a lot to do and I don't get anything done here. I'm like OK fine, so she took off, and I'm like something's definitely up you know. And it was at the same point that I thought it was after Thanksgiving yet that first phone call was so positive and I was like you know really confused what was going on

I: Anticipation?

P: Actually no, what had happened, I missed the most, one of the most important parts here, got ahead of myself. Umm, we hadn't called and we hadn't really talked and the few times we had it was just sort of yeah Ok, gee, I'm like boy you really sound great xzxzx called you, well yeah ok, I'm like OK fine, we hadn't seen each other or talked to each other for about two weeks at one point. I come home from M2's one night after dinner and she's in the hallway looking really bad, real bad. She knows another guy on the hall, that's who I met her through and he was kind of standing

there with her and everything. I had never the whole time we had done stuff together I had never held her hand, put my arm around her anything like that.

I: Never touched her?

P: Right, we'd leaned up against each other, I'll take that back one time at the Duck Pond it was really cold and I put my arm around her but it was nothing really. I see her turn around and I'm like she looks really bedraggled, this isn't her and boom, she bear hugs me and I noticed that she'd been crying. So we opened my door and we go into my room and she just falls on the sofa, and it's the old what's wrong, nothing routine for like five minutes and then she finally breaks down umm and umm and told me that she had this really terrible boyfriend. Why do women get themselves into relationships they should get out of, I don't know. Umm, and so that's what, I figured out over break that she'd got back together with M, a different M, and that's who she'd been seeing for a long time, eight months or so.

I: The bad guy?

P: He's a bad guy, he's a drug user, in with the law, not a good character. Why she trusts him so much I don't know. I know a lot of people who just literally want to beat him up. I'm one of them now after that night because it turns out he beat her up, that's why she had nice bruises all over her face. umm, so we had a real nice three hour talk that night.

I: This was before Christmas?

P: No. This was after Christmas. This was after Christmas, this was about a month ago. We, umm had that first phone call, we talked a few more times that were bad. I didn't talk to her again for a couple of weeks and then she shows up on my doorstep, so we had this heart to heart. I told her some things about my life, and she told me that's why she didn't want me to like put my arm around her or anything like that because she had another boyfriend before that also hit her and so she was just scared of anybody that got close to her beat her up and so that's why she's really comfortable around me. I'm like, you certainly know me better than that, I'm not ever going to hit you. And she looked up at me and just said I really don't know you, I've been keeping you away as best I could. I was like you did a damn good job. So then I really understood a lot of things I couldn't figure out about her made sense and umm, that was when our relationship opened up finally. Like I said it was so surface before, we kept calling each other back and we

discussed this later. I called her one night later, and I said why did you keep calling, why did I keep calling you. We were both giving each other the outward signals of screw off, she was like I don't know, I guess I knew under there somewhere that we might be able to do stuff. I'm like I guess that's what it was for me too. Cause I'd already written her off that one time. But umm, she came over that one night and we cried together and worked, I guess worked through that with her until she felt better and could go back. Umm then she came over about a week after that to study and she was still all, I felt a lot better, I felt really more positive really positive about the relationship. I said OK I can really understand why the things you said and why you did things that were oblivious to me before I understand now, and so I was all happy and she was like real uncomfortable still. That's the night she came over and left after like twenty minutes, said I'm out of here. In the meantime when I saw her that night and everything was so positive, I knew she was real uncomfortable I couldn't figure out why. I went down to our mutual friend and was like did she grow? Is she taller? Is this xzzzx, the first time I ever really had a chance to look at her whereas before it was just all listening and talking. It wasn't really a chance to just look at her physically, and umm, J was like no. She hasn't got any taller, I'm like I think she grew like four, five inches. a lot different impression of her. So I started thinking about that I'm like yeah it's impossible for her to grow four inches over Christmas break, and for about four days I was just like thinking about our relationship and I said well obviously you know she had changed and she looked a lot better to me than she did before and I finally came to the conclusion that I had treated her or looked down on her really is what had happened was, cause her grades really aren't that good, umm, not bad, but they could be better, and a lot of other things. And I was kind of from the very beginning I guess judging her on that or something that I was sort of like more in control or something and she should be coming up or you know I was always the one that was better or something like that. Subconsciously, I never knew I was doing this but I was, OK so finally I got to know her and I got to see so much more about her, then I was like she's an equal. And that's literally I thought she'd grown taller cause umm she's a gymnast she's really short, a short woman and umm, all of a sudden she was up at the same height as me all of a sudden. So we hadn't talked to each other umm for about a week or a half after she left that night. I took a nap when I was really tired and I woke up and I said I'm going to call F3. Pick up the phone, I have her number stored, and I just hit the button and she gets crank calls so much that she uses her answering machine, so she'll screen her calls,

and umm so I go, well, if you're there please call me back and if not well I'll check in later. Ten seconds later the phone rings back, she's like hi. I'm like great another phone conversation starting here, and so I said well, I just woke up and I just wanted to talk to you. So I told her basically the same thing I just told you. I said you came over that night, you know, we really talked, I could understand you so much better than I did before. I asked J if you had grown five inches. Umm, and I just let everything come up that I already, I guess I don't respect her any more than I did before, but I just look at her so much differently. She was stunned, she was literally, she couldn't say anything. I'm like hello, hello? Nothing. F3, are you there. Yeah, and then she started talking she's like that's how I felt the entire time I was with you, was that you were better than me. I was supposed to get better grades if I was going to be with you duhduhduhduh, down the line, you were, I always thought I had to measure up to you, that's why, that's one of the reasons I was so uncomfortable around you. And I felt that way the last time we were together. That's why I just left. And all this kind of stuff, and I'm like well I can understand that now that you do feel that way. I didn't know I was doing it. It's just the way our relationship first started off, the first couple of times we were together, was that way, was that she was kind of looking up to me, and she'd say, well I don't understand just cause you get such good grades and you must study so much. She'd call, well what are you doing, well I'm studying this duhduhduhduh, she's like, well I wish I could do that. So from the very first few times we interacted, that was sort of the thing it went, and it never equalized out. I wasn't seeing anything different, she was feeling bad the whole time. So after we had that talk, she's like I figured that after I left that night you would never call me again because I treated you so shitty. I'm like I was so happy that I finally could understand you from what we went through before that I didn't notice anything really. I knew you were uncomfortable, and she's like, you're lucky I even called you back tonight I was just, I was really debating on whether to call, I don't know what made me call, she goes God must have made me pick up the phone and call you back or something but, she's like I'm really glad I did now because I can see, I knew you really weren't like that, I knew you weren't. I'm like maybe that's why you kept calling me back, so our relationship really...

I: It moved from being the kind of looking down to being on an equal level?

P: I think I look up to her in some ways, because she's been through a lot more stuff than I have in her life

I: More balancing?

P: Right, exactly, I can see her as more whole person before, now than before, I think she's a lot, a lot more to her.

I: A more complete picture?

P: Our relationship was so superficial. We'd done so many things together, not so many, but a lot of things together. It was still so surface, and so after that one night and then I thought about finally what my relationship really was and what I was looking at. You know, I'm like wow this is really unequal, and she said I felt so inferior every time I was with you. I'm like man I'm sorry, I never thought I'd be that way with anybody. Actually I thought I was a pretty compassionate person and that took me by surprise. I learned a lot about myself through that and so we've become a lot closer cause she, for the most part she's trying to get over M now. She finally decided she wanted to boot him out of her life and so she made some comment like we never did go out really. I'm like you wouldn't have gone out with me before, and she's like no, but you never asked either. I'm like OK let's see, so hopefully, this weekend didn't work out so next week we're planning on going and doing something. Which we both ran the relationship off twice before, but something always kept it there. I don't know what it was but there was something always there. We kept calling each other back some attraction.

I: Pretty consistent kind of push to stay in touch?

P: Yeah, I mean we would probably xzxzxzzzz for two weeks, but then the other, one of us would always call, you know. Then we'd have one good conversation and three bad. But there's always, most people if that would happen I would just never have called them again. Especially since she doesn't live here in Blacksburg, just forget it. We still don't know why, we both saw something in each other we wanted or liked or something

I: Something you were attracted to but haven't quite pinpointed?

P: Even though it wasn't working out we still we still kept in touch until you know I I I stopped treating her as inferior.

I: Almost like you're amazed? Puzzled?

P: Yeah, I never thought I could treat somebody like that. I guess if I tried I could be a real jerk to somebody. I always had this image of me, cause I'm a sensitive person myself, I never thought I'd treat somebody else like. I don't like to be looked down on by people. If someone tells me to do something, I'm like, I get real stubborn. But if they ask me to do something sure, sure I'll help you, I'll do that. I never thought I could treat somebody like that. It hit me like a load of bricks, wow I was really treating her pretty bad, yet she stuck around so to speak.

I: What's it like with her now?

P: It's great. It really is, cause umm, like I thought I listened to you before. She's like you might have listened but you didn't hear what I have to say. I really couldn't cause until that one night she came over and cried and everything, I totally think she did, I really couldn't relate with why she was the way she was. Now that I can and I see her as a more complete person, and she sees me as I guess more complete too, I haven't really talked to her about that, I think she sees me a lot differently. She's like I knew you had it in you, that you were a nice guy or something like. Oh gee thanks, umm...We haven't had a bad conversation yet and we're just really busy people and so it's kind of hard, I don't have a car so it's kind of hard to get to R without a car so I'm hoping, I asked M1 if I could bum his car next Saturday, he's not sure. I'll ask him one more time and go please please please, he'll let, he'll go OK. I'll gas it up for him.

I: Let's see, umm, which are you closer to M4 or M5? Or which would you prefer to talk about?

P: Let's see, both are interesting, umm...Different personalities. I can see a lot of myself in M4. I mean he's the Nice Guy on the hall; he's more outgoing than I was and so he's a little less naive than I was as a freshman, but he's still got that, got that freshman in him that's he's just, you can pull, pull the wool over his eyes so easily on certain things. Oh Really, Wow! Like Man, come on get real. Umm, and so that point we really relate well. He's sensitive enough also that you know like if there's something we need to talk about, like with his girlfriend or whatever, you know, we can talk, that's why we really hit it off, cause we both have the same kind of basic personality I guess and umm, umm, we get along really well that way. Umm, M5 is more belligerent, he's like my brother, and he argues with everybody and he's always right. We've only now

gotten, after what six months, we've finally gotten him to where he can accept eventually he was wrong at something. Umm, and he argues for the sake of arguing, we all know it know. But he would get in just heated arguments with his roommate, he used to pick on his roommate and stuff. He would never see anyone else's point of view. You're wrong, and then he would go down to insults, well you don't know shit, you know, the personal, you can't win or if you start to walk away, One time I said look M5, I've got to study, I don't have time to sit here and argue with you. He's like if you turn and walk away that shows how stupid you are. I'm like don't insult me. You know, so we finally, it's funny to see him finally change and grow. That's one thing I really enjoyed about my RA this year is that I have these freshmen and in the past you know, the very end of fall semester and now we come back from break, and that was a real break, in how I was running the hall and I think they had that first semester, they went home, they came back, oh it's old hat now, they grew up over break too, and it's so much fun to see the freshmen, for the most part, there are still a few stragglers, really go out on their own now and be more independent, because they're always the clinging freshmen that gotta do everything in groups, they've gotta have four or five of them together just to feel comfortable. No one wants to raise their hand or do anything or go anywhere or whatever, and now they're a lot more independent you know all that. It makes me feel good to see that. Kids grew up. I can see that in both M4 and M5, but M5 got into spring training for RAs so I worked with him on a lot of that I'm like you need to work on this. M5, OK, this exemplifies M5, on the RA application you have to put down, it says list some strengths and how they'd affect your position, list some weaknesses and how they'd affect your position as an RA. On strengths he put down, I'll confront people and you know certain things like that; he left the weaknesses blank. Blank. He told me that and I'm like Oh man, sit down, OK sit down, now tell me one of your weaknesses. I don't think I have any. I'm like, you haven't thought about yourself too strongly here pal, you know, finally I made him, tell me a couple of weaknesses. Like well, you know, little stupid things at first, like I guess I should brush my teeth more than I do or something, I'm like come on, come on, let's get some real ones, finally got him to think about himself. That did it. Then I think he really realized he's not this big infallible, I don't know if it's a front or whatever, I don't know him well enough to know whether all this time this is just a front to people or not. Umm, but it's fun now to see him give in to an argument, OK OK you're right. For so long, it's come on M5, just once, just once tell us that we're right. He'll argue against anything.

I: Belligerent?

P: No matter what. Like one night you'll still see a little bit of light in the sky, therefore it's not night, it's dusk. You know, anything, it's like come on M5, get off it.

I: It's like you have to laugh at him?

P: Sometimes I did.

I: Cause you're smiling.

P: He's funny, looking back on it now. I don't take him near as serious as I used to cause I can see, he's grown, he's gotten better about that. And I told him if you're gonna be an RA man you gotta get off this trip right away. I mean, you're not going to make it, that was one thing he really wanted to do was be an RA. I'm like well pal you better shape up then.

I: That's one of the things that helps connect the two of you is that RA?

P: He lives right next door to me, it's like my room, then there's the stairwell, then there's his room. So, that...there's like three major clicks on the hall. There's like his room and three others right around it, and on the other side, there's M4 and J, and a few other people there that's a click, and there's another one further down. So those people, usually before I was eating dinner with, the other people were just more you'd have to actually knock on their door to get them, hey you going to dinner, you gotta keep up with everybody. So basically we always had contact, and they're the ones, when I had programs, they're the ones that would come to the programs. They're like the ones when I get my evaluations, they're like P's a good RA. The guys I have to write up all the time, they're like he stinks you know. I find it interesting that you know they're shoving it under my door anonymously, I can pick it up and read it and know exactly who it was, whether they gave me high scores or low scores. I'm like OK, this is umm so and so's, this is so and so's, one of these is so and so's, well the other one is this guy they're roommates, I can see this, you know.

I: What makes you count M4 and M5 as friends versus the other guys on your floor, what makes them special?

P: M4, umm I guess I just know him better cause we've had a few talks. He and his roommate they had their girlfriends down, so we've gone to movies and stuff when they were down cause, umm, they didn't know where things were you know. I kind of took M4 under my wing cause I saw him, I saw me right there, to some extent. So we've done a lot more conversation, we've just been around each other a lot more, so that umm, and he's asked about me like when F3, and I was banging my head, I don't understand her I don't understand. He'd come in and he'd be like well what's going on, we'd talk about stuff. Well I remember with this girlfriend, she did this and duhduhduh.

I: Even two way, kind of?

P: Right, even in a group setting or one on one, we've done a lot, umm, just a lot more stuff. M5, he's just not that kind of a person that you can get real close to.

I: So you're a lot closer to M4 than M5, cause of the...?

P: I'd say although lately I haven't been around a whole lot, I mean I've been around, I've been doing my job, I wouldn't say I'm slacking off, but umm, I've been gone a lot more umm on purpose and not on purpose than I had been before. So I can say umm I not as close with really anybody on the hall really. Everybody goes in cycles anyway, for a few week J always would come to my room every night after dinner, and then that will stop, and then he'll come by a few nights in a row, and then, umm everybody kind of goes in and out, and I guess it kind of depends if they know they're gonna be a big party in their room, like the week before they'll start coming in, hey how's it going, hey we're having a party this Friday, I'm like yeah OK.

(Tape change)

P: I met F5 in engineering fundamentals freshman year. And we just, we were acquaintances for that first year, we'd see each other around, and we'd like wave. I didn't even know her name until our sophomore year, couldn't remember it. We didn't see each other that often but we just knew of each other and so just seeing each other irregularly even, you can kind of say like OK well OK I can feel a little bit more comfortable around this person, it's not a rapist or something like that you know, not a bad impression of somebody. And then we started having class together our sophomore year and again she's really bright, so we used to, the first time I said well let's get together and study together. Almost everybody else I ever studied with, I was the one to help people out, I tutored people and stuff like

that. She comes down, and I'm like well man this homework is really hard I mean I wish I could get this, and she's like well I got the first two done already, and I'm like eeggghh, oh my, so I immediately, boom she asserted her dominance and umm, she can be a domineering person but she's uhh, she's really small, she's a small girl, and umm she's pretty quiet, but there's something about her, something about her where she can really just take control if she needs to but Umm, we studied together almost our entire sophomore year. So I guess F5 was the girl my sophomore year I did a lot of studying with. I guess I was probably in her room three nights a week working on stuff, so we became, not as close as any of my other friends, I guess but as close as you can get to F5. That sounds bad, people call her frigid behind her back, but umm, she's not open but we had sort of an understanding that you know she's OK and I'm OK. So...

I: Sort of that low level trust?

P: Right, there's some, nothing spoken, just sort of an understanding cause she didn't have a whole lot of friends anyway.

I: Set up the boundaries?

P: Well of course at first we just studied together, then we did more and more stuff after that, I mean, we'd study, but then we'd have more of a conversation time, so we got to know each other to some extent, but it was never really that deep or anything like that. It was just umm, someone to do stuff with, I mean I just, xzxz after dinner, hey you want to, want to go to the gym, it wasn't any like deep relationship where we talked about any inner feelings or anything like that but it was for me it was someone to have other contact with.

I: Some diversity?

P: Right. Cause at that point in time I was still really introverted, so it was doing something for me to do something like that you know on a regular basis, and so that was also good.

I: More of that contact?

P: Right, and then that, we studied together that whole sophomore year, and that was probably the most I'd seen of her over the four years. So spring quarter I started really getting out and everything, and then I was like hey, I've known her for six months now, you know, I started saying

well, maybe we can go out sometime or something like that and she didn't like that idea, so I was like well that's OK too, But I xzzxz why did I ever even ask her out that first time, because we just, that was never even part of the relationship. Was anything even there, dating was just, strictly F5's strictly business. And uhh, I thought well, hey, here's somebody to do something with, and somebody to practice practice on, practice being more talkative or whatever, boy I got crushed on that one, but umm. I just thought of that now. That's probably why xzzzzxzzxz that even came about, so she's like well I really don't want...that was fine, that was a little, I got knocked down a little bit there cause I thought well I know her so well, you know, we've been together enough that we trust each other and everything and this would be a really good chance to go out with somebody.

I: What's your contact with her now like?

P: Umm, we didn't have any classes together junior year. I mean, once that got settled, once we settled we're not going to be dating or anything like that then umm, let's see, we didn't have any, we had one or two classes together but we didn't study together anymore for some reason, I don't know why that was. I moved to A. J. and that's clear across campus, maybe that's what it was and xzzxz we only had one class together that first semester junior year so it wasn't really worth it cause before we had every single class together. So umm, we stayed in touch, we stayed friends, we talked to each other, it was never really strong deep relationship anyway, friendship there. Not even xzzxz magnitude of what F1 and I had done or anything like that. This year since she's also an officer in Beta Pi that we see a lot more of each other that way but, again all of us are just so busy that umm we stay friends we talk to each other but I guess we're a little bit closer friends than we were last friends just because we see each other more. It's just that one year we just had all our classes together, every quarter, somehow it worked out the same class. It was the perfect, who else are you going to study with? The same homework assignments the same everything. And then after that it was just that was the reason behind doing everything together and then once that reason was taken away we just it wasn't so strong a relationship that we kept it up

I: Purely business?

P: We didn't really, we were put together because we were studying and that was fine but then there was nothing really there after that.

I: A line you couldn't really go past?

P: I guess I wanted to go past that line and she didn't. I said that's fine, you know it's no big thing. It was kind of a little big, well I was venturing out, that was a good support for me but it's also good to brush yourself off and start all over again. Well, my point is that we'd done so much stuff together and it was no problem at all not doing anything at all together, cause the relationship wasn't that strong that whatever, there wasn't that really that change of emotion or relation that way so that over the summer xxxzzxz and then umm the next few weeks we didn't have class together we didn't see each other it was no big deal, I mean not at all, no problem, no whatever. We'll still see each other and go hi and that's no big problem.

I: Is the line or I don't know exactly what it is for you the line or the expectations or whatever it is like with F1 and F5 that are difficult, cause it seems like similar things have happened, like you'd really like for there to be more but it's just going to be kind of how it is?

(pause)

P: Well, I mean there's a lot of difference there between them, I mean...

I: In terms of your relationships with them their very qualitatively different?

P: Very, emotionally, everything is a lot different, Umm, F5 and I never became really close, we just studied together a lot.

I: You were a lot more intimate, had an emotional connection with F1?

P: Right, not only did we do some studying together, the bulk of our relationship was just you know purely just enjoy being around each other and talking to each other and umm, and just being intimate with each other that way. Xzzzzxz with F5, you know, and that's how there was no problem there either because that's how it was, it wasn't going to be any more, it wasn't going to be any less, that's just the way it works, so that next year when I didn't see her it wasn't like oh I don't see F5 anymore, I just didn't think about it. I just didn't think about it at all. It wasn't a consideration or anything like that. We still see each other around campus or whatever like that, so we'll say hi how you doing and we talk about whatever for a few minutes between classes but after that it just became well, you

know, we can just forget about it until next time you see her.

I: Just like a part of your sophomore year and if you have contact now that's great but it's not crucial?

P: Right, right. The only thing I can think of, and I just thought of it tonight was that umm we studied together for those two quarters and I finally thought well I'm going to get out I want to do more, I want to be able to have more relationships and things like that, so I said F5's the perfect person to start with. So I think that's the reason I initiated anything else with her

I: Cause you were moving on?

P: Right, and she just happened to be a person that would fit into those plans.

I: She was there?

P: Right, Ok, so she didn't see it that way at all, she was happy with the way it was before and I was happy with the way it was before, it was just something I was working through another part of my life that incorporated her. And she's like well let's talk, you know, I really and umm, don't want to do anything, this way is just fine. I'm like well that's OK.

I: It wasn't like a major upheaval like it was with F1?

(Pause)

I: Any other issues, concerns, ideas?

P: I don't know, I don't think so.

I: Is it, umm, this is a question, a hypothesis, is it more complicated or is there more upheavals along the way in a relationship with F1, F3, F5, than with the guys?

P: I'd say so, there was, there wasn't really an upheaval with F5 that was just...

I: Taking a risk and getting rejected?

P: yeah, and everybody's gotta do that. Exactly, Ok, umm, F1 just umm, of course that hurt, I mean, I had expectations, I had high expectations in that relationship, and I still look back and I go, we all met at the same time and I used to study with G, and one night she studied with

G, but I didn't study with her that, him that night, and if I would have, if I would have, why did...

I: The big what if?

P: The big what if I had gone over there and then I'd said why don't we study together some night, and she'd come over to my room, then we would have been going out you know, that big what if that one night.

I: That big timing?

P: That's it, that's why I always laugh at myself, I've always been a day late and a dollar short, and I've always gotten there two weeks too late, they'd just decided to go out when we started getting closer. Cause we knew each other before. She'd just started going out with him, and I guess they said well I guess we should start dating or something, right when I was saying hey we should go out. I was like two weeks difference here, you know gee look what happened. I'm trying to think, of course I had upheaval with her because I expected a lot, I wanted a lot.

I: The expectations are different with her than they are with M1?

P: I don't plan on marrying M1. You know, or ever wanted to. Umm, there's been disappointments of course in any relationship, expectations either said or not said, and I can say that umm, my relationship with both F1 and M1 have survived through those. Like I say we all feel comfortable with where our relationships are. Me and M1 and me and F1, and I should say M1 and I, F1 and I, I'm not sure.

I: Whatever?

P: Of course my relationship with F1 has gone through a lot more cause it's just a lot more it's just the male-female relationship there that had to radically change from what we both expected from each other.

I: Different expectations whereas it's a little clearer, more stable with M1?

P: Our relationship has grown, more trust over time I can say.

I: With F1?

P: With M1.

I: Trust over time?

P: Right, continuously, sure we've had our times where we're kind of mad at each other over certain things but it was no big deal, we'd always work it out, we're always still really good friends. With F1 we had to completely had to redefine the relationship completely from what we had before and so that's just a lot more discontinuity, and I can say I trust her less than I did before after what she did to me with the project.

I: Betrayal?

P: Right, I think about that sometimes, I'm mostly over that now because I can finally see those two sitting in class and everything like that. I don't get upset, I don't get really mad when I see him dragging her around by the hand, and he's like two steps in front of her, dragging her along the sidewalk. Before I just wanted to go up to him and slap him upside the head, and say what are you doing, you're treating her like shit, now I'm like, well, there's nothing I can do about it now. That's not how I would treat her but...

I: That's where that question why do women get involved with guys that treat them like shit comes from, also not only F3 but F1?

P: Yeah, I guess so. Yeah, god you pay attention well, that's your job.

I: I guess this is a good stopping point.

INTERVIEW FOUR SUMMARY

I was a twenty one year old senior male majoring in Electrical Engineering. I listed five female friends and five male friends. I described eight of those in greater detail when the interviewer asked. F1 was the most interesting and we were very, very close. She used to be the standard for real communication with a female and I guessed I could say I was in love with her, but she was engaged to someone else, there were no more possibilities of getting involved with her, and our relationship was redefined and we opened up more space between us. We used to do stuff together, everything that a dating relationship would do but not the physical stuff. There was a lot of tension and my opinion of her has gone down. M1 was my best friend, I'm as close to him as you want to be as friends and we keep in close contact. We trusted each other and did whatever needed to be done for the other. He was my sounding board, he stopped me from doing something I really wouldn't want to. M2 was my best friend until I met M1; M2 was my roommate freshman and sophomore years and we were the same when we first came down here to school. He was the ultimate shy, very introverted, wouldn't go out. I changed, I wanted more things in my life, like real communication. He was very funny, and I cared about him, I would like to have seen him be more active. F4 was a graduate student who helped me out with tutoring, our relationship wasn't too deep, we talked about tutoring and other minor things. F3 was a freshman at another college and our relationship at first was superficial and surface. I got to know her a lot more when we had this heart to heart talk, our relationship opened up, and we've become a lot closer. My opinion of her changed, I used to look down on her, but then I learned more about her and learned how I was coming across, and she grew taller in my eyes. I saw M4 as myself at a younger age, he was a freshman on my hall. We talked about problems, like with F1, and I watched him grow up. M5 was also a resident on my hall but he reminded me more of my brother, he's pretty belligerent. He wanted to be an RA the following year, and I helped him with that, told him to shape up and not argue so much. I studied with F5 my sophomore year, she was someone to have contact with other than M2. I was venturing out, I asked her out and got crushed on that one. We didn't see each other much after that year.

The theme of boundaries related to closeness, depth/surface, similarities, and comfort or trust. M2 was a previous roommate of mine. I recognized similarities between myself and M1, and between M4 and me at a younger

age. The space or distance was lessened with closeness or opened up when there was conflict or stress like with F1 when our relationship was redefined. I was also aware of depth in communication as a person opened up with me or that the conversation remained surface if a person didn't want to get close to me. Surface was when I didn't know much about the other; depth was when we had big talks and I'd gotten to know them that much more. I also had standards for a hierarchy of real communication, depth, intimacy, and support; F1 was the standard for real communication with a female and for women I would have liked to date; academic performance adds to that standard. My relationship with my mother was the standard for closeness, support, and friendship, even before F1.

Comfort versus discomfort/tension/frustration tied in with trust and boundaries in the relationship. Tension occurred when I was physically attracted to a female friend and had higher expectations of the relationship than she did or when I was afraid of hurting the other person's feelings like when I talked with M1 about my problems with all these women. Tension also arose when tangled relationships existed, such as between F1, her boyfriend and me. When the boundaries were negotiated and redefined by talking about things, there was more comfort/less tension in the relationship again.

Growth and parenting were important issues for me. I was aware of my own growth as I learned from others, tried out new things, talked more, and moved beyond them to new relationships. I was aware of others' growth like with me thinking that F3 actually grew taller or of their lack of growth, like with M2's reluctance to go out and socialize. I also pushed others, like with M5, so that they could grow up and attain their goals. I suggested that the relationship grows stronger when we stand by each other through crises and through tests of the relationship.

I identified various types of relating and sharing experiences, such as eating meals together, studying with them, talking (talking around or big talks), having contact with them in class, living in the same residence hall, or by trusting them to back me up or stick with me through a crisis.

The themes remained similar for both same sex and cross gender friendships but the subthemes had subtle differences. Physical interaction (or the lack of it) was explicit with cross gender relationships. I did things with the guys, and talking was an added benefit. Events stood out in my same sex friendships and stress occurred from the situation. With women in my cross gender friendships, we talked primarily and the relationship interaction is important. The female friend was herself a stressor or increased my awareness of tension.

I was searching for who I am and for real conversation and connection with others. I grew and changed, and moved beyond some of my friends as I did more and more things socially. I sensed others' feelings and was reluctant to leave them behind, so I tried to get them to go out more (with me). I was also aware of my need for real communication and intimacy, I had that with F1 and know what that felt like, so that relationship has become a standard of depth (versus surface talk). Others, particular my female friends helped me learn how to act in relationships and I worked to help less active people become more socialized.

The theme of boundaries included depth of communication, comfort/tension and trust, and emotional and physical closeness/distance. Growth and change was a significant theme for me, as I recognized development and redefinition of myself, others, and the relationship. I noted sharing experiences with others, including helping, talking and doing things together.

INTERVIEW FOUR
SECOND INTERVIEW NOTES

- P: I never lived with M1
Sometimes we're more like roommates than me and M2
M1 and M2 were roommates
M2 and I were roommates freshman and sophomore years
Triad of us doing stuff together
Communication was different between me and M1, and
me and M2
Everything's changed now

That (summary) sounds like me.
- I: Fit?
- P: I think so.
- I: Changes in the relationship, her as the standard
Growth and change in self and others
- P: Now a whole lot changes
For that point in time it pretty much sums it up
My experience is a lot different now (based on
changes)
Triangle between M1, F2 and myself, they're now
engaged
I've been growing through all this thing
Growing away from M1
F2 just has to have a guy

(Conflict about dating F2)
M2 was in the middle (between P and M1)
- I: Tangled relationships?
- P: It led to a mild depression
Through all of this I found out who my true friends
were
M4 was the most supportive, we sat and talked
It strengthened my faith
I was alone the rest of the semester, a real loner
M4 spent time with me, saw I was having problems
- I: Stress caused by a woman?

P: A problem in my expectations with cross-gender
friendships
I always try to learn from my mistakes
The same thing happened in high school
I started with (emphasizing) the academics
I was responsible but not really emotionally mature

Transition--didn't like how my life was going, I
wanted more friends
1990--transition year, checking out how I look at
relationships
I'm better off from it
Desiring intimacy
Things look different now
The whole thing (conflict) put me on the defensive
(Now it's a) transition into work world, socially
tough
I lost trust in people, both men and women
that's a change
more leery now, careful, want to look around
In school, I needed to have a relationship
I look at it a different way now
One or two really good friends are important

I: Less urgency?

P: Yes

I: Side by side and face to face fit?

P: I see how that makes sense

INTERVIEW FOUR
PARTICIPANT RESPONSE SHEET

Instructions: Please write any revisions or additional comments here. Attach additional sheets if necessary. Please return this form to me in the enclosed envelope regardless of whether you have any comments. Thank you.

It appears I used the word "like" to denote parts of a sentence that should appear in quotes in many places. I think it reads better that way. See marked copy--some other revisions are also marked.

I am very interested in how the overall study turns out. Please return to me my verbatim transcript and, if possible, a copy of the text of your dissertation. Please include the transcript of the 2nd interview in that packet.

Overall impression looking back: with the help of my friendships I have grown from dependence to independence; and now I am beginning to become interdependent as I make completely new--more mature--friendships. Also my last name is ----- . Thanks--I enjoyed all of this, I hope I helped you.

APPENDIX G
INTERVIEW SIX

INTERVIEW SIX

I: Interviewer

P: Co-participant

xzxzxxzxx: unintelligible words

I: Just to begin with umm if you could go down through and just briefly describe your relationship with each of these people, and then I'll kinda pick and choose.

P: OK, umm, let's see, F1's first. I met F1 at the beach, I lived at the beach for the past three summers and we didn't know each other and we're very different. She always makes fun of, we always joke about when I walked in, cause we decided to live together but we didn't know each other, and umm you walked in and you had that matching blue and green luggage and I thought I would never be able to live with her, and stuff, and she was very, I guess I, I used to be very like conservative and everything had to be this way. And she's like, to the person I was then, I described her as this crazy liberal freak, I'm like oh my God, I can't you know, I didn't really think much about her, I just didn't think we'd be really good friends, and it turns out we're really good friends and umm, she's in school in state X now, so it's just, we're really different friends because she's very she's never afraid to try anything, she'll do anything, and I'm like I can't do that, you don't do, well, sure you do if you want to do, she's always just do it, if you want to do it do it, and she's very encouraging like that, we're just very different. Do you want me to keep talking about her or move on?

I: Through the list, yeah.

P: OK um F2, sometimes I call her X, we've been good friends since we were little like two we've grown up together. When she was little we called her F2 and now we call her X so I have a hard time.

I: Switch back and forth.

P: Umm and no one understands, who's F2, well X, it gets confused but, our families were good friends when we were little and that's kinda weird cause when my parents got divorced they kind of lost touch with her parents cause it's hard to have, well not hard, it's just weird, but we're still really good friends and umm she's really been the closest person to me for the longest period of time. We've just done everything together. We went to the same, we went to a private school when we were younger and then I left when my parents got divorced and she stayed there but we

kept in touch and we're still really close. She's at College X but she's umm, we're just really close, we're very umm we're a lot more alike, well obviously than a lot more than F1 and I are. She's just someone you can really count on, and...F3, well F3 I met at school. I didn't really know her very well. I knew her, we lived in the same dorm and then we decided to live together our sophomore year, I didn't know her very well, but we decided to live together and it was really hard at first because we didn't know each other and umm we didn't, we had a hard time adjusting at first. Like the first month I was like oh God this is going to be a long year, but it turned out really well. It was umm she's so hyper and so full of energy that it was just hard for me, cause I would like come back from classes and just want a minute and she just, OK, let me breath and she's like duhduhduhduh. I'm like OK calm down, it's OK, and but umm she's umm I feel like not that umm not that she's always in trouble or anything like that but she's always counting on me for advice. She's someone, like a lot of my friends are like that but especially F3, she's like well what do I do, what do I...if this happens, so umm I feel like I'm always umm listening to her and helping her, not that she doesn't listen to me also, but helping her out with whatever's going on in her life. Umm, F4 I live with F4 now, we met in the dorms also, we're really good friends but we don't, we don't agree on a lot, not that we disagree, but we discuss things a lot but we don't have a lot of the same views. She's very, I always make fun by calling her a southern belle and like the older I get the more I'm not the person I was when I first met F1 and I've, I don't have a lot of, you know, umm F4 is just a southern belle and she's very, she just has a lot of ideas about what you should do, what you shouldn't do, we don't agree on much of anything, but we don't, we discuss it, it's not like an argument, we just discuss it, it's OK that we don't agree and we respect each other's opinions, so it's, it's fun, because I'm very opinionated and have very strong opinions so it's fun. I don't like to argue, not argue, but we love to discuss because I always have to win and so she's, that's kinda funny. I live with F5 also, I didn't really know F5 that very well, we'd just kinda gone out and we didn't really know each other but she's good friends with F4 and so we all decided to live together. She's been a lot of support for me this year when things were happening. She was like, you just have, you know what's right P and she like I don't want to put down F4, but through a lot of things that were happening and F4 was trying to tell me what she thought I should do and F5's like go with your instincts and go with what you want to do and you know what's right. She's like if you want my opinion I'll give it to you but I think that you know what you want to do, which was really true, cause

deep down I knew what I was supposed to do but it's not what I wanted to do, and F5 helped me a lot and realized that there are good things about me and I shouldn't settle for something that I didn't want but I needed to work on what I wanted to do. Let's see, this first M1, umm he is a friend of our family's, he's 25, which is not a lot older but he works with my mom, my mom's kind of taken him in since all of her children have been away, he's given her someone to cook for and look after and worry about since we're not home and it's, that's really good for her, and we became really good, we've become really good friends and he's really neat. He too, we don't agree on a lot, he has a lot of you know, he's a nice Catholic boy and this is gonna happen and he's gonna get married and have 2.4 children and live in a white picket, have a house with a white picket fence and he doesn't I don't think he really sees reality and I'm always trying to, but wait don't you think, no, no it just doesn't work that way P, you don't understand so that's kinda funny. M2, he's been friends, he was my brother's best friend since they were little, and there's been a lot of conflict there with my brother and umm my brother's 19 months older than me and that's the same age M2 is but it's hard for us, at times it's hard to for us to both have this one friend. My brother and I get along really well but a lot of times it's just hard and M2's very umm it was just kinda weird growing up cause he would come over and we would talk about whatever was going on and you know with each other and stuff and D would get jealous or I would get jealous of D, that's my brother D. So that's kinda weird, that was hard, now M2's at R so we keep in touch now, it's a lot easier cause we don't have to go between my brother and umm he's just someone that you can really count on he's very umm he's just very nice, someone who's nice and he would do anything for me and in a way I feel like he's kinda an older brother to me also cause he's always been there, he's always kinda taken on that role with D and umm... M3 is someone I met at the beach and we umm we had mutual friends from home but we had met each, I think we met each other at a party at College X before, but we didn't really know each other and umm he's just really happy. I really like to be around him cause he's always, he's very optimistic, and everything's good and he just it would have to be really bad for him to see bad in the world, and it's fun to be around someone who's always happy and there's just a lot of things. We used to always just goof off, and he worked back in the kitchen and I was a waitress, so I would just come back there if things were bad and he's always there to cheer you up and he's always smiling. He looks like a little kid with this grin that's like, it's just, just fun to be around him cause he's a lot of fun. Then M4 is a friend of M3's but that's oh, I met M4 from home and he has always seemed to have been dating one of my

good friends and he's like a little child. He cracks me up cause he's, he's not very secure, and he's not very, well can I do this, should I should I do that, do you think this looks right, he's always asking for approval and it's funny and it's funny to watch him date my different friends because to see how he is, he's fun, but he's like a child, he's a lot of fun. He's kinda immature, he always just wants to party and he failed out of school but he's a lot of fun. And then M5 is a friend of mine from home, and he goes to school here, and we were really good friends in high school but we don't see each other that much down here. It was weird in high school, he would always come in, oh P I like so and so what should I do with, I want to do this duhduhduh. And we were really close, and his mother was a teacher and so I was always over there getting help in math or calculus whatever. So, umm our families were close, umm my mom works with his dad so our families were close and we were always really close but he came down here and he's just really wild and he's kind of we don't well he does a lot of drugs and I don't see him very much, probably just, I just don't hang out with people that do that.

I: A real difference?

P: Ummhmm.

I: Can you tell me more about your relationship with M2? Is that the one that your mother's taken in?

P: The first M1 is the one she's taken in. You want me to try the second one? M2's always, I always had a really big crush on M2, he was always there with my brother and I always really liked him and umm he never really had the time for me and umm I just, I really followed him and my brother around all the time when I was little and when we were young my brother and I were really close so that was fine and then we got to be in junior high and my brother had no time for me being around him and M2 was, he was a basketball star and he was just, everybody liked him, and I just thought he was wonderful. I thought he was all these things that he wasn't, just because when you're young you just have a crush and you don't know what you think, you just, and umm... He's, and then in high school, he started dating this girl and he used to always come to me for advice and I I was dating someone and I wasn't really, I think that by about tenth grade I'd gotten over this crush on him and I really didn't, I wasn't really interested in him and then umm he would always come to me for advice and you know when he was upset or they would have a fight or what should he do or what should give her or what shouldn't he do and umm. It was really, it was hard at first, maybe I still did have crush

on him I don't, it was just weird, maybe I don't know but it was just very awkward because I was just very I was used to having a crush on him, it was hard to just be his friend or just to see things from a helping point of view when I see things in a different way. But then I don't know, then in high school we umm I guess, he's a year older than I am. When he got, so then kinda in high school we were always just friends but we always just I would callxxxx or he would just call me but he's always around anyway, cause he's always at or at my dad's house or something, he was always around. Someone just to, I don't, we don't tell each other deep dark secrets but we talk about, we can just talk, he's just fun to talk to, but I don't we're not really close, well it's weird cause when I think about my male friends, they're all different. Like all of them are on a different scale than my female friends. Like my female friends and I we talk about a lot more. And I think that M2 and I are good friends but I wouldn't tell him some things that I would tell some of my good female friends.

I: Cause the awkwardness?

P: You mean like awkwardness with M2? That could be true, but I think that's true of all of my, all of my male friends. I'm just not as, I don't know how you define close but I don't...

I: There are things that you don't tell him?

P: Right. And not even umm you know that it's not like umm, it's not like well I can say well, I tell personal things to my female friends, that's not it. It's that I don't reveal as much to my male friends in general, and it's not even umm personal things. Like I know that M2 always knew I guess I have a hard time disclosing a lot of things to male friends and M2 always knew you know he always knew he knew what was going on in my life, my parents' divorce, and my stepmother and my sisters and all that so he, he was always a big support cause he knew, but I never really had to tell him, this is what's bothering me right now, I can't deal with this. You know he always knew what was going on so that made things a lot easier because he was always, he always tried to help put things into perspective, that things weren't so bad and that dad was happy, and that this marriage would be OK, and that umm even though I didn't like it or that it upset me a lot, that it was good for Dad and he helped me, since he knew so much about my family that always helped cause he could always umm he just knew and he didn't.

I: Put it into perspective?

P: Right cause a lot of things you know but you can't really see or you don't want to you don't want to look at them that way but if someone will help you put it in a way that's easier to deal with, does that make sense? Like if umm, if I can xxxzzx my parents umm, I didn't get along with my stepmother at all and I didn't like the fact that my dad was married to her and he's like, P, I know that you don't like her but you don't have to like her, but she makes your dad happy so if you look at it that way. Kind of I knew that deep down but I didn't want to see it that way cause I wanted to hate her but he was like just you know it's really better for your dad. Well you know you realized this, you don't want to see it that way but it, it helps a lot, it helps a lot.

I: To see it a different way?

P: Umhmm, so umm... And then now that we're, he's at R college, and I'm here, so we talk a lot and umm, it's kind of weird I guess. A few summers ago he decided that he liked me and that I just wasn't interested and it was, we've kind of done that on and off through the years, but we've never just liked each other at the same time, and umm I'm glad that we haven't because it's enabled us to still be friends, but if we ever started to date it would just be weird and umm...I think there's always been a certain amount of attraction going both ways but it's probably better that we don't deal with it. I mean that's what I think because I don't, I wouldn't want to lose that friendship, well people say you can be friends after you date but I don't, I've never seen it work. So I'm not sure that you can, so...

I: It's almost like you recognize the mutual attraction but no...?

P: And I think that's how he would talk about it because we've talked about it before and we've laughed about how we've just never really liked each other at the same time. Or, and I kind of think that's happened for a reason just so that we can still be friends. I don't know.

I: Kind of accept it?

P: Right, and we don't umm and everybody knows, like my family teases me about him but they don't, they do not like, my brother does especially, but it's umm everyone understands that we're really just friends that it's kinda weird that there is that attraction but it's not umm really, we just wanna be friends and umm...

I: You talked about it and kinda came to that decision?

P: It was never said OK, I want to go out with you, do you want to go out with me or you know I feel I think of you as more than a friend right now, will, it was never spelled out quite that way but umm umm just kind of later, I think that we had an easier time talking about it if neither one of us was interested at the time, does that make sense? Like when umm when we umm I think that just recently that we just kinda talked about it well I guess it was over Thanksgiving or something, and we just laughed about how things used to be and how just I think that we even just kind of said, we've just never wanted it at the same time, but we don't, that's about all we've said, I mean like we don't really go into it. That we've just kind of agreed that haven't wanted to date at the same time and that's just probably better.

I: That's just kinda the way it is?

P: And I think, umm I could, one reason I wouldn't ever want to be more than a friend with him is because I like him a lot and I don't, I, I, it could never work as a dating relationship because we have too many different...He's he's very nice, he's very umm let's see, he doesn't have a lot of ambition, or maybe not as much as I do, or maybe not the same type of ambition. He's gonna graduate and he'll go back home and live, and I don't wanna go back home, not that you shouldn't date someone because you don't want to live in the same place but you know there's a lot to be said that he's just gonna go back and just find a secure pattern for him and go back and move back where he knows everybody and do the same things, and that's not what I want to do. And umm, I think that says a lot about us more than, does that make sense? That says more than just, I guess what I'm trying to say is that there's more to that than just wanting to live some place; it says a lot more about our drives, our ambitions, more than...

I: Different goals?

P: Different goals, right, and we just want different lifestyles and umm, so there's just a lot more to it, it would really never work, but it can work as a friendship as long as we keep it that way.

I: What do you think helps it, you know you talked about the umm him helping you see things different ways, what else helps it to be a friendship?

P: Umm, (pause) I think that we depend on each other a lot, just for advice, just for, and it really goes both

ways. He's the kind of person I know I can count on him as far as if I needed anything or if I every wanted anything or if I was in a lot of trouble. He'd be someone that I would call because he's someone that's always there for you, for me.

I: Depend on, count on?

P: And I think that he would say the same thing about me, that we are, he's just a real dependable friend that umm I have a lot of friends that are friends and a lot of friends that are acquaintances and I think that you need to put that in perspective. Like a lot of my friends I know that I couldn't count on but that doesn't mean that we're not friends, that we don't have fun together. But there's just a limit to your friendship and I don't think that there's a limit here, I think that I could really ask just about like if I was gonna, he's someone that if I had to ask someone that I couldn't, and I don't mean like, well I mean a combination of things, if I need money or if I needed help or if I needed anything I think that he would give me just whatever he had that he could give. And I think that that's one thing, like a lot of my friends aren't like that, not that they wouldn't give me anything but I just have different levels of friendship and that's just a really deep friend.

I: Somebody to count on, that dependability? Other things?

P: Let's see, (pause), well we do things together, like we'll go play football, or we'll go do that kind of thing. Or he's a lot umm, he's with the family a lot if we, if we all go someplace, he's there a lot, so we have a lot of kind of things in common that way, but kind of things we don't have in common when I start to think about...we don't have the same goals or drives or umm I think there are things I'm gonna do with my life that he doesn't want to do with him, but no one is right or wrong, they're just different. Umm, I don't know, let me see what else.

I: Like he's a member of the family, and goes a lot on a lot of outings and that kind of thing?

P: Like my family always comes to the beach and visits where I work for two weeks, and he comes and umm you know we go to like football games or like basketball games or whatever. I guess that's a lot with my dad, that's what, and he's included a lot with my dad, not that he's not included with my mom, but my mom doesn't doesn't go to football games, doesn't go you know, doesn't do those sort of things where umm you know he would come.

I: Can you tell me about your relationship with M3? the fun one?

P: He's just really fun, I've, well I want to say this, when I start thinking about my friends OK and I, cause F3 said that you said to write down five friends, and I started thinking about this, and I was like, I'll just say this, when I start thinking about my guy friends, most of my guy friends, well, like M1 and M2 and M3, at some point there's always been attraction there, and at first I thought, well P that's terrible that you don't have friends that you're just friends with that you don't but that's how it is, so I don't know, that's just... Well M3 is just umm he's like when I, when my good friend F2, she goes to college X, like all these people are kind of tangled up but I met M3, actually I met him a few summers, my first summer at the beach I met him, and he was just there on vacation, and he had started dating one of my friend's good friend and they kinda kept in touch, like they wrote letters and she was like, and F2 was telling me, cause it was F2's roommate in school, well M3 is one of the few guys that, he's just someone that really makes you think. Like he'll write these letters that are just the most abstract thoughts that you're like wow you really, a lot of it stops and makes you think versus the letter that hi I'm doing this, what are you doing, or he'll umm, like a lot of times, he'll write a letter and he'll put a song in there and you know like you just need to listen to the song or a book, or to look at part of a book or something that makes you think about umm something more about what's going on and a lot of times it doesn't really mean anything. It's just kinda funny, and it's not like, you know, it's not a song that says a hidden message that I love you. It's just it doesn't really have anything to do with that, it's really kind of funny a lot of times. Or just umm state of the world or just little things that will make you laugh. So I didn't, and then the more I got to know him I was like that's so true, he's, so I got to know him. He started to work at the same restaurant where I worked, and he came down for the summer and he well, we were both there and I didn't umm at first I was really embarrassed because I knew I had met him but it was like two years ago and I didn't think that he would remember, you know xxxxxx, F2's like just go talk to him, he's a lot of fun. Well I don't know him and so finally one day I was like M3, I just kinda introduced myself, and I, I don't think he remembered me but he was just very nice. And so we sat down and talked for awhile and he's just happy and he just sees the world in a very positive, like everything's really good, and it's fun to be around him, and he just laughs a lot and he just wants to have a good time, and he just wants everyone around him to have a good time and umm

we never really. Well, I mean, as far as M3 and M2 go, M2 knows a lot more about me but he's also been there with the family. M3 and I we more have fun together, we don't really like discuss personal problems, we like go out a lot and have fun.

I: Doing stuff together?

P: Right, like at the beach, he'd come sit on my beach or umm he didn't live where I lived a lot of times, well let's go sit on this 21st Street beach or wherever everybody was gonna be that day. Or umm, we did a lot of things in groups and at first I was like I kinda like M3, and then umm, I don't want to kinda like M3, just cause it it was a lot more hassle. And then one night we all went out, he had come over to my apartment first and he came in my apartment, and so then we were just talking before, and he and I were the only people in my apartment that went out so we all met these other people at this bar and we came out, and he was really drunk and I hadn't been drinking and I when we came home, he's like really, cause I had driven and his car was there, and he's like I can't drive, and I was like you're right you really can't, so he stayed there and I, nothing happened and I didn't want anything to happen, and I didn't I don't know, but it was just like everyone the next day was like I heard M3 spent the night at your house and no one could really understand that well he was too drunk to drive and so he stayed there, he slept on the couch, he didn't, but I didn't, I think that kind of it was that night I don't know why, it was that night that I decided that I really didn't want to be more than friends with him, that's all I wanted to be with him and umm he's a lot of fun, and he's fun to be with and we all go out and he makes everybody laugh but I wouldn't want I wouldn't want it to be awkward that we...

I: A hassle?

P: I think so, well not umm...(pause) like I hate to think about um kind of when I talk about it so much that I wouldn't want to get into that relationship cause it would never work. And X is like well how do you know it won't work, and I'm like well I don't know but I don't, with some people I wouldn't want to risk that it wouldn't work. Like M3 and M2 I want them to be around and I wouldn't want to...

I: The friendship works?

P: Right and you know if it's just, if we have fun being friends then I don't, I don't. it was umm, I don't, it was

just like we could have fun together, and umm I I don't know, that's just...

(Tape change)

P: Umm, he would joke about everything. he was just one of those people that's always joking and always laughing and I've never seen him upset and every time actually I have seen him upset but you, I mean once or twice the whole summer I saw him upset and umm. But usually you go in and I would walk by him and go hi M3 and he's like hey, and he's always just grinning, and he's always hey he had one of the worst jobs at the restaurant, he was cutting up vegetables all day. He was like I want to be a waiter, hey what am I doing back here. But it was always, he always made a joke about it and he was like I'll do this this year and next year I'll be a waiter and and it, he never got upset and he and so it's he's just really happy and I like to be around him because everything's a joke and everything's fun. I think that what I think is really neat about him ahhh he someone that's really fun but he's also very serious. Whereas he has a very serious side and we talked about serious side but not necessarily umm serious side of our personal lives but serious side of life, and just different ways of seeing life and I

I: Philosophical?

P: Right, and he's very philosophical, and we talked a lot about that and maybe that's what's different with M2 and M3 is that M2's ...I don't know I guess you can't really compare but M3's very philosophical and he has a, he has a view about about everything and he doesn't, but he doesn't take things too seriously. Like I know when I talk about things I get well this is what I think and this is what I think and this is right because, he's just I don't know, I just believe this and he's very down to earth. He's umm every, he just takes things as they come and doesn't really get upset by the things that, like I know I would be upset by but he just lets things go, not that he's not one to get walked over but he just doesn't, maybe just doesn't get bogged down with things that are out of your control and umm...So we did a lot umm and in the summer we would just hang out together and a lot of times it was in groups that we would do we would just all go out here or all go out there or all do this. But I think I really like his serious side.

I: A real combination of fun and serious?

P: Right, and he does them both so well. Like a lot of people I know are just one or just the other and can't seem

to be both. And it's fun to be around him because he's so, maybe he doesn't. It's not like OK now he's serious or now he's fun, they're kind of intertwined so that they are they just kind of flow. They don't umm, it's not now we have to be serious, what do you want to talk...It's kind of like well he's serious about things and very philosophical and very but he's fun about it. If that makes any sense.

I: A real sense of humor or?

P: Right, he has a really good sense of humor. Now I don't know anybody that doesn't like him. Everybody that talks to him well he's so much fun and that, he's like xzzxzx M3 you look like a little kid who just stole some candy or something cause he has this big grin and these really big cheeks and he's just like, he always looks like he just did something that he wasn't supposed to and umm I said, what did you just do? Nothing, you know and he just laughs and he thinks it's funny and umm ...(Pause) I don't know.

I: How about F2, can you tell me about your relationship with her?

P: Let's see, F2 and I are really really good friends. I think umm she's very dependable and she always knows what's, she reads my mind a lot, she always knows what I'm thinking or how I'm feeling or when things are bad. I think I have a lot of respect for her; she's umm she's very caring and very giving but she umm she's kind of been sheltered whereas, when she grew up, and she's had kind of had everything and she always, and I guess it's not, I guess I would be the same way too if my parents hadn't been divorced and hadn't had to you know, I think I woke up quickly and I don't think she's ever been. Her family has a lot of money and she's traveled and she's done a lot of things. Not that she's spoiled rotten brat but she has a lot; she's done a lot and she doesn't really understand that other people don't. She's very giving and she wants to help people but she just doesn't, she kinda thinks that everybody's been brought up the way she has which very few people have, not the way she has been, and I don't mean that as an insult to her that's just umm kind of makes her naive. She's grown up a lot since she's been at school but I think when she first went to school she was very naive and she just didn't really understand. She thinks that everyone is a good person and umm, I think there's good in everybody but you can't be blinded by...This friend of hers in high school just kept dumping on her and dumping on her and dumping on her and I just never understood. It just never made sense to me you know. I think that and now that she's gotten to school I I don't know what happened, but she doesn't, she's not friends

with that person anymore and it's like there was always like why do you want a friend like that F2, there are so many people out there, why would you want to be friends with someone that is gonna, I think that she just didn't, it wasn't, she kind of didn't think the person was doing it on purpose or didn't think the person knew what they were doing or didn't want to see bad in people so she just likes to believe good things. Umm, she's, we talk a lot, I can tell her, I mean she's a person I can tell anything to and we, we tell deep secrets and then we have fun together, we do a lot of things, it's not kinda one way or the other. We're very close and very umm, she's been a big support to me through my life and umm I'm not embarrassed to tell her anything or I don't, when I talk to her I don't wanna hide things, I don't wanna, I want to be totally honest, and we have a lot of we have a lot of the same interests. We both like to ski, we both like to swim, we both like to do, just to shop, to do the same things, we do a lot together. We don't umm, we don't see each other very much cause we're at different schools but when I was in high school xzxzxx one of my teachers said you all think that you're such good friends now, but your friends in high school aren't gonna be your friends in ten or fifteen years and I, I really understood that my friends in high school, most of them, F2 and I didn't go to the same high school, most of my friends I kind of knew that we weren't like, that it wasn't a really lasting friendship; we were kinda there cause we were put together and we had fun together but we weren't really. Whereas F2 I knew that we would always be friends, and there's something about her even though we're away or we don't talk to each other for awhile I still know that she's there, if that makes any sense. Like we don't have to talk a lot so, I just umm...

I: You don't have to talk a lot to...?

P: We do talk a lot but it's not umm I guess maybe that our distance hasn't altered our friendship, maybe that's what I'm trying to say is that we're still really good friends. We do keep in touch a lot but it's nothing, like some of my other friends from home, it's good to see them when I go home for breaks and I'll go out with them and stuff but it's not like I wouldn't... It's not detrimental or I don't really miss them when I'm at school whereas F2 I really miss and umm I I respect her opinion a lot and if I umm if I'm confused or if I don't know what to do she would be someone I would call just because she would umm she would be honest and she wouldn't hesitate to be honest. And umm but she's also very supportive I know that umm like the end of this year I was gonna get back together with a boyfriend, with an old boyfriend and everybody kind of knew that wasn't what I

should do and I did know that too, but she tried to be supportive. She was supportive even though that's not what she wanted and I think that that umm xzxxz it's done and we know where we can, we xzxxz she's like I'm so glad you didn't do that but she didn't say don't do it or do it she was just kinda of like well OK. I knew how she felt I knew she didn't have to say it. I knew that she didn't want me to and umm but I also knew that she'd support me in whatever I did. One way or the other. I know that with her with anything that I do is fine. We don't we don't always agree but we just respect each other's opinion so umm...

I: Support is real crucial with her?

P: Umm, it is, like a lot of my friends depend on me more than I depend on them. And umm, and F2 I depend on her a lot. I umm, I think it goes both ways, I think that umm not that I depend on, I I find myself asking her advice, for her advice a lot because I respect her opinion. I mean that's not to say that I don't respect my other friend's opinion but if I had if I had something, if I needed someone's advice she would be one of the first people that I would call because I know that she would be so honest and I would umm, and I know that she wouldn't care if I didn't listen to her, she would want to give me her input, but she wouldn't expect she wouldn't be mad if I didn't listen to her. And we umm just umm...

I: There's advice but it doesn't have to be followed?

P: Right, and it's umm, very unconditional love that we have for each other that's just, and I told her things that I haven't told anybody. I just trust her, I don't umm you know when we were, when we were little we, you know, you're always when you're little well don't tell anybody. Well we just never really had to say that we just trusted each other that we wouldn't. And I, and that's kind of, well you grow out of that, but even when we were little we didn't really do that. We just kind of trusted, we just knew that we wouldn't, we respected each other and that we wouldn't, you wouldn't go tell. And it was umm, it's just...

I: Not telling other people?

P: Ummhmm right, I do I trust her I umm (pause). She has a lot of insight. I think it's good to talk to people about things just because they help you see things that you wouldn't see, and we, we discuss things a lot and we and we agree a lot but we umm you know we just talk about everything from world hunger to you know what we want to buy, I mean it's just like a very diverse, it's not umm, and

we can go a lot of different ways with each other. Like a lot of my friends you know, you can only do certain things with and I think F2 is a friend that I could do anything with. She's just very umm we're a lot alike in the same ways I guess that we see things the same way or we want to do the same things.

I: How about F1?

P: F1's a nut, she's one of the craziest people I've ever met. She's a lot of fun; she's very, we're very different. Like she goes to school in State X, and she didn't come home for Christmas and I can't imagine not being with my family for Christmas, but it just really didn't phase her, she couldn't afford to fly home so she didn't. It wasn't a problem, I mean I'm not, that would really devastate me, I be like I can't believe I can't come home, and she's like it's not a problem and she's, she'll have fun no matter what she's doing and she's not afraid to try anything and umm I met her, I had just graduated from high school and I went to the beach and I was just this scared child and I didn't know what in the world I was doing and here's this crazy person that will do anything that will say anything and she just doesn't embarrass, she doesn't get embarrassed and you know I get embarrassed if I well I used to, I think that we kind of grown up together in a lot of ways that when we first met each other she was so different and she was like she always cracks me up at how stingy she was and stuff like when she first met me. Like you owe me fifteen cents, or like I did this for you aren't you, so I think I've kind of helped her relax and she's like, and to be more, not more giving but umm, just things like that don't matter and that umm, and you know she's kind of seen that from me, and I've relaxed like eight thousand times because I used to be so uptight and so everything had to go this way and it it just really doesn't really matter, you can just do whatever you want to do, and she's like like if she's the kind of person that if I I call my friends a lot if I umm if I want support or if I want them to tell me that it's OK to do something, and there's F1, she'll tell you it's OK to do anything, walk across the drill field naked, if you want to do it, do it, and a lot of times I don't take her seriously because she would really tell you that, so I thought well umhmm yes F1. She'll be like me a P, she calls me P, I'm serious do it, I'm like OK but she's very encouraging but she umm she's fun to be around, she'll make the best out of anything. She's umm...

I: Can you tell me more about the encouraging?

P: Umm I'm very hesitant to do a lot of things a lot or umm you know things I think I shouldn't do or maybe things I haven't done before and she's just, she wants to try everything and she wants to do everything and you know I'm more like she wanted to go to parasailing and I've never been parasailing. Well, you should go if you've never been, well come on, we're going. I wouldn't have done that on my own, and it's, umm we had a great time and just things like that it helps me realize that I should be doing it, it's a lot of fun to do things that you've never tried before but I'm often afraid to try things that I haven't tried before.

I: New things, you'll go along with her and it's really neat?

P: Right and she hadn't tried it, but she decided she wanted to do it one day and so let's do it so... And she not, she's very spontaneous like I would think, maybe I would just try to compare some, well I think I ought to go parasailing, but I'm just OK I think I ought to go parasailing, maybe one day next week, next Thursday I could go. She'll and she just came in that morning and was I want to go parasailing. I like to have time to think about things; she's just like we're gonna do it, put your shoes on, we're out the door, so it's umm, funny, it's funny to be with someone who's so different like that because she's so, you know how to plan things out and decide, and she just wants to do it, and it's kind of fun to deviate from what you normally do because it's like for me to be spontaneous that's really weird, and it's made me like a more, it's made me a lot more spontaneous just because some things you don't need to map out for three weeks and I usually did and she helped me realized that you can just do something if you wake up and decide you want to do it.

I: Relaxed?

P: Umhmm, just do it. She always says don't fret cause I I'm, to her, I worry a lot. It's funny though, to her I worry a lot compared to what she worries, but like I think F3 worries about eight hundred more times than I do, so to F3 I probably don't worry at all. It's funny like when you compare yourself to someone else

I: A continuum?

P: Umhmm, but she just doesn't, she wasn't going to get her financial aid to go to school, and she was already out in state X and it just, it was gonna work out alright, there was no sense in worrying about and I'm like xxxzx, and she's like well I'll just take the quarter off and work or

something and everything kind of, that's right everything does work out. It did come through in the end and there would have been no sense in worrying about it for three weeks. There's nothing you can do and that's helped me a lot to relax and just to take things as they come and to not umm I think that I expect things to work in a certain ways a lot and it doesn't have to work that way. And it's helped me relax, and just kinda let things come and go, and have more fun with it and not worry so much.

I: Spontaneity?

P: Umhmm.

I: F5?

P: F5 umm she's umm she helped me you know this year when I was gonna get back with one of my boyfriends and she was very, she was very just like P you know deep down you know what you should do and she always encouraging, and don't settle for anything less than you deserve. She has little words of wisdom. She's just fun, she's fun to be around and umm sometimes I'm like F5 oh gosh please stop talking I just can't laugh anymore. Sometimes I'll just be sitting around and going and my stomach will just ache and I'm like please just please be quiet for five minutes, I cannot take it, and she's just, she's just adorable, she's so cute, she laughs all the time and she just cracks me up and it's funny cause her parents came down this past weekend. She and her mom are exactly alike and they are just very cheerful and very supportive and very, you know, full of energy and but she's also very different from me too in that umm she umm my major is human services and I want to do something to help people I'm not exactly sure what, but she's like I work at the Women's Resource Center in Radford, and she's always like how can you deal with those women, how can you, like she went to Mexico, she's went to Mexico over Christmas, all these poor, well I just couldn't take it, I just couldn't deal with it. And she she's very sheltered life and she just can't, and she kinda puts her blinders on and she doesn't, she sees what she wants to see and and umm but it's kind of funny, I can kinda laugh at it; it's not how I am but it's kinda funny. But umm she (pause) let's see umm, we didn't really know each other at the beginning of the year but now we're really close. We just umm, I think one thing too is that umm we have a lot of the same moral values and beliefs and umm and she's helped me realize a lot. Like my other roommate, she's dating someone she's really not happy with but she does it for security, and she even told us that one time, and F5 has helped me see that you should never settle for anything less than what makes you happy, and just

you need to find out what makes you happy. And she's always trying, supporting, just trying to, you know that no one's come along and make you happy, you have to do it for yourself and you have to want to do it. She's just encouraging, uplifting kind of xxxzzzzx.

I: In a way that's not quite like you?

P: Umm, I don't know, it's kinda hard to judge, umm well let's see (Pause). She's more umm cheerful, like all the time cheerful, and umm...

I: Rose colored glasses cheerful?

P: Cheerful, well I, not cheerful, not like she doesn't see bad in the world but cheerful that she wants to make the best of everything. And umm, she wants everybody around her to feel the same way and she's just umm, you know, we joke a lot umm, she's sarcastic, I'm very sarcastic too and umm so it's just kind of I don't think I'm answering what you're asking me.

I: Almost like you're not sure about it?

P: Umm, I can't really put a point on what makes her so cheerful, and what makes her so happy or what makes it so much fun to be around her, it's just fun, and she just makes me laugh and I can't really think of why.

I: Like you're trying to figure it out?

P: Yeah, I'm thinking right now, but I just, it's not making sense or...

I: You can't put your finger on it?

P: On what it is about her that umm (pause)...

I: Can you think of times when you're with her?

P: Just a lot of things are fun, she makes everything fun. Like last night we were at aerobics and we were about to die and she's like she just giggles a lot and it makes me laugh and she kept whispering, she kept like saying encouraging things when we were doing it and then I just went I'm gonna die, and it was just like the way she says things cracks me up and she's like, you can do it P come on, and I'm gonna die, just like it's kind of funny I mean that oh you don't have a problem with it but I'm gonna stop here and it's just kind of funny because she... A lot of things she does she contradicts herself like that, like she's, she's impatient,

she's so impatient, and she expect things to just, when she wants things to happen they happen, and she umm... But it doesn't bother me like some friends it upsets me or it annoys me, but I just think it's funny with her. We'll be getting ready to go some place, like the other day we were going to class. We were going to go together and I was sitting downstairs waiting for her, and she comes downstairs, are you ready yet, and I'm like, who's been sitting on the couch waiting for you, and it's not, I don't know why but it's not in that way with her, I think it's funny. And with other people I'm like I might be annoyed by it or I don't know if I would or not. But I think a lot of things she does are really funny, for no particular, I don't know why, it's just funny that she just, I guess she xxxzxx she's so short and she's so like little and she just runs around like xxxzxx and she'll come, are you ready yet, she's like a miniature person. I mean that's kind of funny, are you ready, are you ready, and things are fun even you know like she's always, she's encouraging, she likes to make fun out of everything, and she wants everyone to have a good time.

I: How about M5?

P: M5, I've never liked M5, well I have never been attracted, well I never wanted...

I: Never been attracted to him, never had a crush on him?

P: Right, umm he his dad works for my mom, or he used to. His dad was transferred but umm and we started to become good friends in high school when he was dating we used to go on double dates a lot, well not really double dates but just kind of group and he was dating a friend of mine and umm... He's umm I think he's a neat guy but I don't have a lot of respect for him anymore just cause he's come down here and he just doesn't have his life together, he took fourteen hours last semester and he only passed two, I mean I don't, I just don't we kind of lost touch and we used to be really good friends and it's weird how it just happened and it's like, you know last year, I guess first semester we talked a lot, but he was a freshman last year, and first semester we talked a lot and then second semester we umm, well he got a girlfriend and that always seems to pull people apart and I don't, it's like he started really getting into drugs and just started doing some really bad things and I don't. Umm and it's hard to be around someone that's doing something so totally different than what you're doing and it, you know, we'll talk now occasionally, and we don't really have that much to say. We can't, it's hard because we used to be really close, and we're just not anymore and umm I don't

really want to go out with his friends and he doesn't really want to go out with my friends and maybe in high school maybe we had the same friends so that's maybe why we were closer but umm...

I: Y'all hung out with the same group in high school and now it's different?

P: But he's really smart and he has a lot of potential. He's, I xzxxz he's a lot of fun to be around and he's umm, he's always making jokes, and he's always, but he's he's not he doesn't take things seriously and doesn't really take anything seriously and I think in high school, where there's not that much to take serious, maybe there's really not that much to take seriously and umm but I think that I'm kind of mad at him right now just because he doesn't, he needs to get his life together, he failed fourteen hours and only two passed, he failed first semester and it's just like I just don't think there's any excuse for that. And that umm you know, it xzxxzx I don't know what his problem is but he doesn't, it's like he's not in control of his life right now, and he's not the person that I really know. He's just very different and he doesn't...

I: Disgusted with him?

P: Yeah, I am disgusted with him and I'm umm, you know, I just can't believe his parents are paying for him to go to school. I just can't imagine paying for someone to fail fourteen hours and he doesn't, you know, it was weird that it's kind of gradually, we've become gradually less close last year that umm, he would come by or I would go by there or his room, and we would just talk or hang out or stuff and then then it just started like you know I'd come by and he'd he was asleep or drunk or this or that and I didn't really want to deal with him. I didn't umm not that I won't ever be around anyone that's drinking or but it just got to the point that it's not fun to be around someone like that and umm...

(Tape change)

I: You have enough things going on in your life that you don't need to?

P: Well, if I thought that he needed someone or if I thought that I could help him, if I anyway thought that I could help him get himself together, I'd be glad to but I don't you know I think that's something that you have to want to do for yourself and umm kind of before too in high school, he always wanted my advice. I know he doesn't want

it now. So umm not that I want to be around people that I can preach my opinions too, but that and the fact that he's not really fun anymore that he's always so drugged up that it's not umm, But it's weird, like I talked to his dad a lot and stuff and it's, he always asks me about M5 and it's weird just cause I don't know and it's it's just kind of awkward. Yeah.

I: Other folks on here that you want to spend some time talking about?

P: I don't know, well, this other M1 like he's friends with our family but kind of that's I think maybe and this is really weird because the reason that I like him so much is that he's something different than I am, well, he's you know he's very conservative, he's very Catholic and he's very umm you know he has a life pattern for everything. It kind of I think that right now where I am gonna graduate next year I don't know what in the world I'm gonna do when I that's kind of made me feel closer to him now because he's he has a plan for everything and everything works out. He's umm

I: You're drawn by his planning?

P: Right, and his optimism too. He's a lot of fun that umm he's good friends with my sister too, when my sister and I had a disagreement and since she started dating someone she never, we never, no one ever sees her anymore but her boyfriend, and I expected that at first but it's been eight months or something and I think that she could find a little bit of time for those people that she knew before she started dating him and M1's like well, P, I just look at it like she's on the temporarily inactive list that for right, for right now, we're just not going to see much of her but she's still a good friend and I like, I like how he saw that, cause that made me feel a lot better about it because before I was mad at her and it made me just be like OK, well you know if I can just let this happen for awhile and we know, or we don't think that he's great for her and just take things, not really worry about things for awhile. It's just umm, he too sees a lot of optimism, he's very optimistic, and tries to see good in just about everything, and I like to be around people that are like that because it's fun.

I: Real positive, optimistic, uplifting?

P: Right, umm, cause it always makes me laugh and umm the people that I am friends, that's one of the main things that when I think about all those people there, I can have fun with all of them. And umm, most of them I can be serious

with too but umm, I think the main thing is that I can have fun with them and umm, we just laugh a lot.

I: And the encouragement, and the dependability, and the laughter and the fun and the laughter and the fun and the laughter and the fun?

P: Yeah and umm, different people, I know I count on different people for different things and different people count on me for different things and I think that's kind of interesting that you know when I go through different times or different problems or different stages that I draw more to some people than to others and they do the same with me.

I: Like drawing more to M1 now that you're like...?

P: Right, that I'm like what am I gonna do, and he's so umm...

I: He knows?

P: Right and I also kind of picture xxxz like I just crack up when I'm around him because we umm. I'm taking this class, well I took this class and they gave out this premarital questionnaire that you should discuss before you get married, so we sat down one night and we were going through it, and he has a definite answer for everything and I'm like M1, I am just as opinionated as you are but I don't really I expect that I'm gonna have to compromise some place, and he really doesn't, he really thinks that he's gonna find someone that thinks exactly like he thinks, that has the same answers to all of those questions and I'm like but kind of he says he does, but kind of I know that he's just maybe sarcastic but he's like no no this is how it is this is how it will be. I'm like well you're not gonna find someone that meets all those things, and he's like oh yes I will. And I know that he's kidding, I mean he's very sarcastic, but it's just funny to be around him cause he acts like he's so serious but deep down, I don't think that he really expects to I know like on a 100 questions I don't think that he expects someone to agree with all of them. But I don't know.

I: Before you said something about umm not telling your guys friends certain things and you're more likely to tell your female friends certain things?

P: Well this kind of goes along with something we talked about in one of my classes, like face to face relationships and side by side relationships that like stereotypically women have face to face relationships that they talk and

they discuss. And men have side to side that they do things together, and I think that I fit into that just because with my guy friends I do a lot more things with them, or when we're together, we're more often doing something. With my girl friends I could just sit down like for hours and we could talk, not that I couldn't talk with my guy friends but there'd be a limit to the discussion. We wouldn't go as deep, or we wouldn't talk about things that are as close to my heart as I do with my umm...

I: More face to face open talking?

P: Right, and guys are like we do things a lot more together. We umm go out or we'll umm, like with M1 we go to football games and we go play football, the other M2 we cook together or M3 we go out together.

I: Some activity?

P: Right, involved, where it's not just sitting down talking.

I: Other things that stand out for you?

P: I can't think of anything...

INTERVIEW SIX
SUMMARY

I was a twenty year old female junior majoring in Human Services. I listed five female friends and five male friends, and went on to discuss four males and three females in greater depth. M2 was friends with both my brother and I growing up. I used to have a crush on him, but we just never liked each other at the same time, it would never have worked as a dating relationship, we were too different, we wanted different lifestyles. He knew what was going on in my life cause he'd been there with the family, I never had to tell him. M2 was always a big support, dependable, there for me. We could just talk, we did things together. M3 was just really fun, always joking and laughing. He saw the world in a positive way, and wanted everyone to have fun. We liked to go out a lot. M3 was also very serious, I thought I liked his serious side, he did both the fun and serious so well. I decided I didn't want to be more than friends, that would be awkward. F2 and I were really really good friends, we kept in touch despite the distance. She knew what I was thinking or feeling, we had the same interests. I respected her and missed her opinions and advice. We told deep secrets, did a lot of things, had fun together, she was a big support, there was unconditional love and trust in our relationship, I depended on her a lot. F1 and I were very different, she was crazy and spontaneous, not afraid to try anything, she would have fun. I helped her relax about things that didn't matter and she helped me relax and have fun and not worry. F5 was always encouraging, uplifting, cheerful, telling me that I knew what I should do. She helped me see that I should never settle for less than what made me happy. Sometimes we laughed so hard that my stomach would ache. She was very different from me too but we had become really close, we had a lot of the same moral values and beliefs. She was little, like a miniature person. M5, I'd never been attracted to him. We used to be really close but we weren't anymore because he was different from how he used to be, he just didn't have his life together, he didn't take things seriously, and it wasn't fun to be around him anymore, he didn't want my advice anymore. I liked M1 because he was something different from what I was, he had a plan and everything worked out. I liked how he saw things, it made me feel better. He was very optimistic, that was fun.

Boundaries included experiences of closeness, similarities/differences, and depth of disclosure. I was close to or distant from my friends. I got close to someone by being in contact or in touch with them and being the same or alike or having friends in common. F2 had been the closest to me for the longest period of time; we kept in

touch despite the physical distance, I knew she was still there for me. I was closer to M1 because I admired his differences from me. Negative or bad changes in the person may have created distance, like with M5 and I. I recognized similarities and differences. It was important for my friends and I to have similar goals, ambitions, lifestyles, moral values and beliefs. Different perspectives were OK, like when F5 saw things how she wanted to (naively). With M1, different was good because he had a plan and a structure and I would have liked more of that, but with M5, differences or changes were bad because he didn't have his life together, he drank and partied and he was failing. F1 was crazy and spontaneous whereas I was hesitant and needed to decide and plan ahead to do something.

A second theme was the experience of growth and change. I noticed when people were less mature or younger or childlike. F2 was naive, she had been sheltered, she thought everyone was good. F2 and I grew up together, I helped her relax and she encouraged me to try new things, she made me more spontaneous. M3 grinned a lot, just like a little kid who just stole some candy. Sometimes I was the younger one, like with M2, who was friends with my older brother and had taken on an older brother role. M1 was a lot older and had everything planned out, marriage and what he wanted out of life.

Sharing experiences includes having fun together and helping. I discussed being fun or serious, spontaneous or hesitant, not afraid or afraid. The main thing with my friends was that I had fun with them, they made me laugh and joke around, see things in a positive light. They supported me in trying new things, to relax and not worry. M3 was both fun and serious, but I liked his serious side more. Helping included depending on for advice, counting on them to be there, getting encouragement to try new things or to go with my instincts, to help me see things in a more positive way or in a different perspective that's easier to deal with. F2 was a big support, with trust and unconditional love and caring and giving. I had also given advice to M2 about dating. My friends and I respected each other's opinion, even though we may not have always listened to it or follow it.

I had different levels of friends. There were acquaintances, then friends, we had fun together, and then there were dependable friends who I could count on for help, support, encouragement. F2 was everything, not one way or the other, we told each other deep secrets, plus had fun doing things together, plus had the same interests, plus we were close, we supported and respected each other, we wanted to be honest and didn't want to hide anything. My friends were all tangled up, we do a lot of things in groups together.

I noted differences in my relationships with men and my relationships with women. I had trouble disclosing personal things to guys but I told deep dark secrets to F2. I had side by side friendships with guys, I did things with them, whereas I had face to face relationships with women, talking, telling them things. I noted that I had been attracted to M1, M2, and M3 at some point but I had never been attracted to M5. M2 and I never liked each other at the same time, and we found it easier to talk about it when neither of us was interested at the time. If we started to date it would have been weird. M3 stayed at my apartment once when he was too drunk to drive himself home and he slept on the couch and nothing happened but people teased me.

Tangled relationships existed, like between me and M2 and my brother. M4 often dated my friends. M5 had a girlfriend and that pulled us apart. Changes in the other person, or potential changes in the relationship were awkward or weird. I recognized time, a need for history, growing up together with F2 or M2, M1, F2 being around my family. I compared myself to others, and then other to other.

The major themes included awareness of 1) boundaries, closeness, similarities/differences, and depth, 2) change, growth and maturity, and 3) shared experiences of having fun and helping each other. I counted on different people for different things and different people counted on me for different things. I went through different problems or different stages that I drew more to some people than others and they did the same with me. I recognized being close to or distant from my friends, and noticed similarities and differences. I had different levels or types of friends; some friends I perceived as younger or childlike, others were older or more mature. I distinguished between fun and serious friends; the main thing with my friends was that I had fun with them and they made me laugh. I also counted on my friends for advice and help with problems. I stated that I talked more with my female friends whereas my friendships with males were based on doing things together.

INTERVIEW SIX
SECOND INTERVIEW NOTES

- P: That seems about it
I never really thought about it before
I thought about change
But the boundaries, that does seem to fit
- I: Respect, trust, and honesty as aspects of depth?
Talking and doing as sharing
- P: Scary that everything's just so like this but I feel
it's pretty accurate
Face to face (women) and side by side (men)
My male friends are not the same as my female friends
at all
I don't have as many male friends and the friendships
aren't as good, they're just different
I don't relate to males as well
I'm used to disclosing, talking about feelings with
women
My male friends are on a different level
I have a hard time changing levels
If something was wrong I'd go to a female friend first
- I: Support and help from women.
- P: You can be close and distant at the same time
close about some things but then distant about others
Close and different, different doesn't necessarily mean
distant
Being close doesn't depend on doing things (together)

History/duration, don't have to see often

INTERVIEW SIX
PARTICIPANT RESPONSE SHEET

Instructions: Please write any revisions or additional comments here. Attach additional sheets if necessary. Please return this form to me in the enclosed envelope regardless of whether you have any comments. Thank you.

---None---

APPENDIX H
SUMMARIES

INTERVIEW ONE SUMMARY

I was an eighteen year old freshman female majoring in Psychology. I listed four female friends and five male friends. I discussed three female friends and three male friends in greater depth when the interviewer asked, and described one additional male to a lesser extent. I met F2 three weeks before the interview and we became close very quickly; I trusted her easily and that was unusual for me. It was as if we were meant to meet each other. We had so much in common, including a sixth sense, that it was scary. M1 was my best friend and was like a brother to me. He was my neighbor back home and we kept in contact through my mom. We had a lot in common and we were a lot different. I knew M1 was there for me; I would die for him and he would for me. I went to the same church as M2; there was a certain bond between us. He wanted me to open up to him but he didn't open up to me. He listened to me intently, and he was there if I needed to talk. F1 was my roommate, we were very different and we divided up our room into separate spaces, like a sanctuary. I felt a need to protect her like a baby. I drew from her sweetness and emotions and I made her stronger. From her, I learned not to come across as so analytical. M4 was very mysterious for me; we enjoyed talking about our differences. He placed a lot of value on trust. F4 was M1's girlfriend and was my only female friend back home. I was suspicious of her motives and I stayed on guard to avoid being stabbed in the back by her.

I was conscious of my friends in contrast to or in comparison with myself. I identified having things in common with them which created a bond between us or we were exact opposites, which placed distance between us. Commonalities refers to backgrounds, religious views, feelings, or interpersonal style. A bond or closeness was threatening, and then I needed to be separate or retreat to a sanctuary. I was aware of both physical and emotional bonds or separation. I tried not to become involved in triangles. I felt like I was causing problems between M1 and F4 so I backed off, and I held back from M4 when F1 was around because I thought she wanted that separation between us. I didn't want to intrude on their relationships. Commonalities/differences and closeness/distance helped me determine my own boundaries and identity.

I also discussed what happens in the interaction with my friends. I felt protective of all my friends. Even though I didn't give advice, I sometimes played the psychologist's role and helped them face their problems. What made these people my friends was that they confided in me, put the power into my hand, and trusted me enough not to betray them. Some of my friends needed support or

protection by me giving them more space so they could work with things on their own before coming to me; I needed that space from them too, and if they became overprotective, it feels stifling and I back off. I protect F1 by not confronting her, by treating her like my younger sister, as if she was innocent. I view male friends who protect me as older brothers or fatherly. I will back my friends up, and I am here for them if they need to talk, and I know they'll stand behind me.

The major broad themes included 1) boundaries, as awareness of emotional or physical closeness/distance, of commonalities/differences, and of deep/surface communication or trust and opening up, and 2) change and growth as I drew strength from my friends and they pulled strength from me, and 3) sharing experiences or negotiating boundaries of the relationship through talking, helping, protecting, taking care of and being there for my friends. Other subthemes include awareness of reciprocity or balance between myself and my friends.

The themes of common/different, deep/surface, and sharing experiences were similar for same-sex friendships and cross-gender friendships, but how they were played out was different. I believe men were different from women. I had more in common with women, although I tended to have more guy friends, and I am suspicious of too close a bond with women, of losing myself to them. I had things in common with my male friends and we were different; when we got too close or too deep, physical intimacy may have become an issue and was explicit in its noted absence; I noticed when it was not there. I am able to trust my male friends and F2 (who is like a guy) more easily than some of my female friends, especially F4.

INTERVIEW TWO SUMMARY

I was a twenty year old junior female majoring in international studies and I worked as a resident assistant. I listed twelve people initially and described relationships with five of those individuals in greater depth upon questioning by the interviewer. M4 was like a brother for me, the roles were understood, and I could touch him comfortably; we could invade each other's space and not worry about it. I go out with M4 a lot and I can talk to him about anything. M3 was M4's best friend who I had the most in common with but I described the relationship as being unclarified with the possibilities of being more than friends and having sexual tension between the two of us. I clicked with F1; we had much in common. We were like sisters and were on an equal level. We could talk about anything and she was really funny. I described F1 as the person who quote unquote corrupted me, who helped me understand what I experienced, to feel comfortable with myself, and to become more outgoing. F5 was my closest (female) friend and I believed that I was closest to F5 (from F5's perspective). F5 reminded me of myself at an earlier age when I was quiet too. F5 listened to me and I brought her out. I initially "scoped" on M1 and still found him attractive but our relationship remained shallow and superficial, and was based primarily on shared volleyball and juggling activities. I found M1 mysterious, intriguing and subtle, because he eeked out information from me and was a very attentive listener, but I recognized that we would never become romantically involved.

These people were my closest friends, a pretty exclusive thing. I stated that part of being close friends was being able to go out and have a good time together and being able to share those experiences. Being able to go out and share common experiences determined closeness in a relationship. Having characteristics in common, being outgoing, having common activities and responsibilities, and laughing about common experiences afterwards led to closeness. Not being able to go out, having a boyfriend which constrained social activities, being different, or being in different worlds decreased closeness. I was closest to people I identified with, who had characteristics similar to mine in the past. Too much closeness may have produced a merger (or romantic involvement) between us, and I suggested it was good that way, there will be some things that you don't know completely about each other.

The other important component of friends was being able to talk to my friends openly, having something in common to talk about, or just being able to talk comfortably. I discussed feeling comfortable talking with others or holding

back from others; this may have related to me perceiving the other as on a different (moral) level or as more conservative. I was conscious of how others might perceive my behaviors and activities, and what others may or may not be interested in.

Friends may have served to excite or calm me which contributed to me becoming different or more outgoing. I achieved excitement or calmness by doing something. For excitement or motivation, this included going out, being outgoing, having others be the initiator. For calmness, this meant me talking and the other listening, with me doing the controlling of action in the relationship. F1 motivated me to become more outgoing, to go out more, whereas F5 provided a calming effect for me. F5 and I had a balanced relationship in which we were able to fulfill each other's needs--I motivated F5 or drew her out to be more socially involved, F5 listened to me and helped me chill out.

Several trends emerged in the interview transcript. I focused on myself by discussing my role in relationships or the impact others made on me, on the other by describing the other's roles or characteristics, and on the relationship by discussing the communication processes which pulled us closer or put more distance between us. I also identified various tangled relationships, between me and M3 and M4, between me and F1 and F1's boyfriend, and between me, my RA responsibilities and my sorority sisters. I placed relationships in time. I talked about how I have become more outgoing since high school and how friends contributed to or inhibited my development, and how I contributed to others' development by drawing them out. I was trying to connect with others, and an underlying theme was when I was alone (intruding or different from others) or together (close and involved with others).

The broad themes did not differ between same-sex friends and cross-gender friends, but how they were played out was different. The boundaries were problematic; clicking and having similarities with same-sex friends was comfortable (as with F1) whereas commonalities and closeness with cross-gender friends may have produced unclarified boundaries and sexual tension. Laughter, touching, and questioning by the other person also opened up, loosened, or invaded cross-gender friendship boundaries; if these occurred, cross-gender friends were neutered or placed in a non-sexual, non-romantic role, such as like a brother. Physical interaction was much more explicitly there or not there in cross-gender friendships.

Core themes included awareness of 1) boundaries in these friendships as determined by closeness/distance, commonalities/differences, or depth/superficiality, 2) change and growth where people provided excitement or calming for me, and 3) shared experiences through talking,

listening, going out, or playing volleyball. These three themes interacted. Sharing experiences led me to feeling understood, and it collapsed space to bring friends closer to me and helped us be on an equal level. Shared experiences gave me something to talk about with them, so we understood each other, and roles and activities were clear and defined. I felt calmer and safer with people who shared common experiences with me. When I didn't share experiences with people, I feared them looking down on me, misunderstanding me, or controlling me. I perceived people I didn't know a lot about or with whom I didn't share experiences as mysterious or distant, with too many unclarified possibilities, which was uncomfortable, frustrating, or sometimes challenging. Shared experiences included going out, and I became more outgoing as I did more things, went out more, and had more to talk about, and this growth was exciting.

INTERVIEW THREE SUMMARY

I was a twenty year old female junior majoring in marketing and management, and worked as a resident assistant. I initially listed five female friends and five male friends, and discussed two males and three females in greater depth. F1 was my best friend, she lived in another state, and she knew everything about me. We grew up together and had similar concerns; we may live together after we graduate. F1 and I were there for each other. When we talked we shared what we felt was important, big decisions and insecurities. There were times too when we rolled over laughing. M1 was a friend of mine from high school, he goes to college here too. We used to spend lots of time together, talking on the phone and doing stuff, it was a total blend, total openness in high school. When we came to college, we couldn't relate, he didn't agree with what I was doing and it was like a push away. We kind of split up when I had all kinds of stuff come into my life and wanted him to be there for me and he couldn't. F2 was also an RA and a sorority sister; she had a lot of problems with her boyfriend and I tried to be there for her, but sometimes I found it really hard to identify with her and I had only so much that I could give to her. M4 was my boyfriend's roommate, and the three of us went out together; we both understood that it was just a casual friendship, he's engaged to be married. F4 was also a sorority sister, and she'd just broken up with her boyfriend, she always had a boyfriend around and she was getting used to the independence. I could count on her to have a totally different perspective on things and I had the hardest time identifying with her.

One major theme I discussed was boundaries in relationships which included closeness/distance, similarities/differences and being open/closed. I tried to keep in touch with my friends, either by having contact with them or doing things with them or by talking about my emotions and big insecurities. F1 lived pretty far away, and I thought that the distance actually helped make us closer. I talked about clicking and having a common bond with F1, since we agreed on a lot of things and what we didn't agree on we could talk about; she understood me. I suggested that guys needed more space than women, that women pulled people in and men pushed them away, like when M1 complained about me being too possessive of his time. I was also aware of distance, a split, a loss of contact between M1 and I. I recognized how people were similar to or different from me; F1 and I had different interests but we thought the same way about things. I was also a very open person, I tended to share a lot with my friends, like F1 and

F2, about what's important, big decisions, big insecurities. My boyfriend sometimes got upset cause I was so open and disclosed so much to others about him and us.

Change was also a major theme, whether it's change in me, in the other person, or in the relationship. I was aware of becoming more independent, of doing things beyond what my mother's done. I noted changes in F4 becoming more independent as she struggles without a boyfriend. I realized that F1 and I have changed together, but I was anxious about potential differences arising if we lived together. M1 didn't approve of the changes I was making in my life, going out and drinking. I was also aware of losses, of the split between M1 and I, of my grandparents' death, and of losing touch with high school friends.

I described helping as being there for each other, as having someone listen to me. Like when M1 couldn't be there for me when I needed him when I was having a lot of problems, we just split up. I knew that sometimes I felt overextended and couldn't always listen to F2 talk about problems with her boyfriend; I had to take care of myself.

Expectations was another theme in relationships. Expectations were very high in romantic relationships, who paid for what and when, who opened the door, who put on my coat, and there was a lot of emphasis on pleasing the other person. I thought with my male friends it was more honest, but I described how the guys got offended if I stated that I could open my own door. It may have become a power struggle, and felt smothering to me. I was confused about expectations for friends and for dating, who took on what role, what was OK behavior for a guy, and what was OK behavior for a girl.

I was very aware of dating, who was dating whom. Like with M4, he's engaged, and I'm involved with M3, and so there was less tension. But other times, like with M1 and his girlfriend, he and I didn't spend as much time together as I wanted to. F1 kept her commitment with me to the sockhop, even though she got asked out on a date. I was also aware of myself spending more time with my boyfriend since he's graduating, and others didn't go out without their boyfriends. I also noted when I was just friends with someone, that we were not interested in getting romantic, like with M1 in high school. We went out like we were dating, but we weren't. I also brought up M5 who was my dream man in high school, and even though it was not supposed to happen, we turned out to be good friends. I felt fortunate to have friendships with males, in contrast to F4, who's not had relationships with guys where sex has not been an issue.

There was no substantial difference in the themes for same-sex and cross-gender friendships for me. I didn't want to overgeneralize, but I did believe that men and women play

different roles and have different expectations. Men pushed away, created more distance, didn't share as much and I found myself doing things with them primarily, and talking came second. Women tended to share more and expected their friendships to encompass more overall, and tended to pull people in, like I tried to draw people out and get them to share their thoughts with me even though they may not have shared them with anybody else before. I also noted that women might have listened to and supported me more than men do, like with M1.

I defined these people as my friends because I had shared a certain amount of my time or my emotions with them, and they knew about me or they knew who I am, what was bothering me, what I was about. I shared a certain amount of contact with them, either by doing (like eating dinner with M1 every night) or by talking (like on the phone with F1). Core themes included 1) boundaries, as closeness or pulling in/distance or pushing away, commonalities/differences, identifying with the other, and opening up with each other, 2) change and growth, like the change in F1 and the change in me did not bring about a change in the relationship whereas M1 disapproving of a change in me led to the end of our relationship, and 3) sharing experiences through helping, supporting, being there for each other, eating together, doing favors, laughing and talking.

INTERVIEW FIVE
SUMMARY

I was a twenty year old female junior majoring in Interior Design. I initially listed four female friends and four male friends, and went on to discuss five of them in more detail, and two of them in lesser detail, upon inquiry by the interviewer. M2 was one of my best friends, we met the summer after our freshman year and we did everything together. He was someone that I could count on, who listened to me talk about my problems, who made me laugh, and who did nice little things for me. I knew F1 since freshman year, we were going to be roommates next year. We used to be inseparable, but I didn't go out with her as much now. She was a little bit wilder than I was, but I still had fun with her and she was one girl I felt comfortable with. M3 and I were super close in high school, he used to give me advice on how to handle a situation with a boyfriend. He used to have a girlfriend that didn't like me, but they've broken up and we were back on good terms. F2 was a freshman and she was my current roommate. She had just broken up with her boyfriend, and we talked about that and it made us closer. I knew she respected my stuff and was considerate of my things, but sometimes she pouted and a lot of things she said just made me roll my eyes. I worked with M4 over the summer at home, he transferred here this year, and we hung out together some, we were just casual friends. F3 and F4 were twin sisters I knew since I was six, we lived in the same subdivision and we were inseparable. At college, we didn't see each other as much and we weren't as close, but I knew we'd always be friends and we talked once in awhile.

Boundaries include same/different, closeness, alone/together and being judged. I viewed my friends as similar to or different from me. F2 and I watched the same soap operas, and we'd catch ourselves thinking or saying the same thing at the same time. We also had similar perceptions about situations, and I thought she understood me and related to my ideas. F1 was different from me, she was a little bit wilder. M4 was different from me too, into Grateful Dead and tie dyed shirts. Closeness in a friendship developed by seeing each other or being inseparable and doing stuff together, plus talking or relating to or learning about each other, plus being considerate or respecting the other person. F2 and I became closer recently because she talked to me about the situation with her boyfriend, and I related to her some of my experience, and I thought she could understand me; we've helped each other. I got closer to M2 because he told me some things that he'd never told anyone else before, because he trusted me, and I trusted him not to tell the world about

my problems. I also needed respect for my space, for F2 to be considerate of my things and projects; it was real hard to live with someone. In some friendships, I didn't latch on to the other person, I didn't have to see them every day, but I could still count on them to be there. Real friendships were made up of honesty, trust, and being able to count on the other person. I had spent a lot of time with my friends, especially with F1 freshman year, and with F3 and F4 growing up. We could be described as inseparable, and other people who knew us would ask where the other was if one of us showed up alone. We'd see each other a lot, and do everything together. M2 and I did a lot together. With others, it was important to keep in touch and we called each other once in awhile and caught up on everything. I was more comfortable if I could be myself, if people didn't judge me on first appearance, if I could tell a dirty joke and not have it taken the wrong way. I felt comfortable being myself with F1 and M2, and I knew that they didn't judge me.

I was aware of themes of growth and change and excitement/calming in relationships. F1 and I complemented each other. I could be wild and crazy, do spontaneous, fun things with F1, and I thought I brought her down to earth sometimes, made her more fun. She went out more than I did, and sometimes she got herself into predicaments. Wildness had to do with going out, partying. I also thought I calmed down F2, made her more realistic and mature. I identified how relationships begin and how they declined. Relationships began by coming into contact with someone, especially if they lived nearby, and seeing that person a lot. It was important to get along from the beginning, cause in the beginning you might have found something out about the other person that you didn't like, or that they didn't like about you. Then as the friendship had been made, we started doing stuff together and talking about things. We might have spent lots of time together and been inseparable. I kept in touch with folks who go to other colleges and we only got see each other once in awhile, but we weren't as close as we used to be, like with F3, F4, and M3. I was also aware that new people fill the shoes of old friends, like how M2 took M3's place for awhile. Even though the person changed, I still want treated the same, like with M3. Other people may have broken commitments, and I couldn't count on them anymore, and it was harder for me to trust them so we weren't as close anymore.

The theme of shared experiences including doing stuff together, talking about things, laughing, and helping each other. M2 has been a shoulder for me to cry on, somebody who listened to me about my problems, and I tried to do the same for him too. He gave me advice. I hoped I helped F2, too, I listened to her and she listened to me talk about

problems with boyfriends. I was proud of her when she followed my advice, like a parent would be, or I might have been about a younger sister. It was important to help my friends like they helped me, have it as something we did for each other, mutual. Another component of this was being serious or fun. Sometimes when I was upset or having problems with my boyfriend, M2 made me laugh. He did little things for me that really mattered.

I was also aware of being considerate of others and not intruding. Tangled relationships do arise, though, like with me and M3 and M3's girlfriends; M3's new girlfriend did a good job of including me. I got to know M2 because he was dating my roommate at the time, and we talked some about that. I also recognized that F1 and I had a lot of friends at one of the fraternities, and those guys' girlfriends didn't really seem to like us. I'd really given up trying to please them, and just tried to be myself. Those girls must not have trusted their boyfriends because all we were doing was talking.

The broad themes for same-sex friendships and cross-gender friendships were similar, but a certain amount of tension or having things unclear was evident. Like with M2, we were really close, I could be myself, he listened to me and did neat little things to take care of me, and something was there, but I didn't know what. I made a point that we were just friends or when we were just talking, i.e. there's nothing physical going on. I did a lot of stuff with guys, but it was more group stuff, going out with them, some of his friends, some of my friends. The presence of boyfriends or girlfriends was significant with my friends, and I was conscious of intruding on dates, of the impact I might have had on the guys' girlfriends. I was also aware of how M3 was in dating relationships and thought it was really cute. Doing and talking occurred in both same-sex and cross-gender friendships, but doing seemed more important in cross-gender friendships and talking more important in same-sex friendships. I also really liked attention from guys, and when I go out with them, I had a good time.

The major themes included 1) boundaries, physical and emotional space/closeness, similarities/differences, and being judged/not being judged, 2) growth and change, wild/calm, and beginning and ending of relationships, and 3) sharing experiences of talking, laughing, having fun or being serious, counting on, and helping each other.

INTERVIEW SEVEN SUMMARY

I was a twenty year old junior male majoring in Math Education and I worked as a resident assistant on campus. I initially listed ten female friends and five male friends, and went on to describe seven of them in greater detail. F1 was my best friend because she knew me the best. We were a lot alike in that we were both really closed. She taught me how to be a good friend, loosened me up, and gave me the freedom to call her and just talk or ask her to go do something with me. We spent time together, it was a good mixture of humorous and serious. M3 was a friend from freshman year, we palled around, I watched him mature, we went our different directions after freshman year but more recently we had some serious talks and could open up and understand each other. We have been through a lot together, a shared history. F2 was a person who looked up to me, I was on a pedestal, and I felt strained; I felt like I could have gotten more out of the relationship if I had been honest with her and showed her some of my faults. She was attracted to me but I didn't think I felt attracted to her. I watched F2 grow and realize things about herself. Things we did together were more vivid in her mind than in mine. I planned to live with M1 the following year, we could pal around together, spend time together. I had to look at our relationship realistically, I didn't think he understood me. We could have become good friends, but maybe not as close as I would have liked to be with him. I wasn't friends with F10 at that time, and I felt bad about that, we were really close friends freshman year. She changed after she broke up with a boyfriend, but it wasn't the way I wanted her to, and we stopped spending time together. M2 was a resident of mine, I could see a sort of freshman mentality, but he was ready to open up, he came by my room to talk, and I gave advice, it tested me. I had to be careful not to show how awkward it was when he was open with how he felt toward me. I talked to F1 a lot about F6, F6 and I didn't have much communication which bugged me; we hung around together but we couldn't talk openly.

I was conscious of when people were close or distant. Living together or nearby and keeping in touch, having contact with that person was important. I was aware of when I didn't see aspects of people, like F1 studying seemed very distant cause I never saw it. When I was close to someone, appreciated them and could express my affection, and hugged them. Sometimes people went different directions from me, which made us distant. When I was close to someone, I felt comfortable, and had the freedom to call them without feeling like I was intruding. I didn't want to intrude on a

friend's personal time and I was sensitive to if I was bothering them.

I was real big on this opening up thing, being able to seriously talk and discuss things, and open up with each other. I also noticed when there was not that communication and people were closed. F1 and I were alike, we were both closed, and we had to learn to open up with each other. We talked about things we had in common, like our families, in order to get to know each other better. Being open was letting other people learn about what was inside of you, it helped you develop as a person. I was aware of how much was comfortable, and when it became awkward, like with M2. I thought it was cool that he was opening up with me, but I had to be careful not to show how uncomfortable it was, it tested me. I also recognized that sometimes I had to take the initiative in opening up, especially with guys. Sometimes I got out my chisel, as F1 called it, where I asked really tough questions, looked for the truth, tried to find out about a person. It was also important to accept each other. F1 knew me the best cause I described myself to her, she listened to me and didn't judge me. M3 and I had become more open-minded, and we got along better and had less friction and more agreement. I was more comfortable when I believed I was accepted by the person.

I was aware of a relationship being balanced or mutual. I noticed when people were below me, like with M2's freshman mentality. M3 and I both opened up with each other. The relationship between F2 and I was strained because we couldn't really talk on a equal level. I taught her about things, she looked up to me, she put me on a pedestal. I could have been more honest and open with her and showed my faults to make the relationship more equal. Infatuation caused an unlevel view of the relationship.

I was also aware of changes, in myself, in others, and in the relationship. F1 really educated me to be a better friend. I watched M3 mature, and our relationship had changed from palling around to where we could have serious talks. F10 changed, but not the way I wanted her to, and we didn't see each other anymore.

A shared history of common experiences was significant. Conversations and spending time together could lead to closeness, which produced a shared history. Helping someone, like with M2, could bring us closer, or I could help someone deal with things, by listening to them talk about something that hurt them.

I also thought it was important to have a good mixture of fun and serious. If it was getting too serious in a relationship, I tried to plug in some fun time. F10 got serious about school and things and I wanted her to lighten up. On the other hand, if there wasn't any serious talking,

then I wasn't as close to that person, like with F6 avoiding communication.

I recognized different levels or types of friends. I used to want a lot of acquaintances, but that was kind of lonely, so I settled down and made some good friends. I had people I palled around with and people I could open up with. I could call F1 my best friend, which I never had before.

I had a lot more female friends, it was easier for me to get closer to them. I thought the relationships that girls have are cool, and I liked to be able to be in on that. Guys were not good friends in the same way that girls are. With guys, they were socialized to be strong, this macho thing, and I found myself palling around with them, and sometimes it got awkward when a guy opened up with me. I just never stood up to male standards, I was a sensitive person. I was also aware of how boyfriends or girlfriends caused problems, and produced changes (closer or distant) in the relationship. If a female friend was attracted to me, like with F10, then that could cause a strain too. I didn't think that there were any major differences in the themes of same-sex friendships and cross-gender friendships, but guys just didn't seem to get as close as girls do, male-male relationships didn't play out the same way.

I defined friendship by keeping in touch, spending time together, doing things together, talking, having the freedom to call that person, and to ask for help. Closeness included time, value or appreciation, expressing affection, a shared history, knowing each other, having conversations, as well as friendship. Relationships developed from talking, letting that person into my life, having them understand me so that I could feel accepted and be vulnerable or open with that person, and then I could talk about my problems with them. The major themes were 1) boundaries of relationships, including closeness/distance, opening up/being closed, balance and mutuality, and comfort and understanding, 2) change and growth, and 3) shared experiences like spending time together, having conversations, doing things together, having fun or being serious.

INTERVIEW EIGHT
SUMMARY

I was a nineteen year old freshman female majoring in Mechanical Engineering. I initially listed five female friends and five male friends, and went on to discuss two females and two males in greater depth upon inquiry by the interviewer. M2, we met each other and felt an instant connection. I gravitated towards him as the closest and most accessible support system. We thought on the same plane, we were the same and different. There was acceptance and challenge in our relationship. He respected my opinion, we tried to accept our differences and understand each other. We watched out for each other, when M2 needed somebody, I was there. We talked about anything and everything. F1 and I were going to be roommates next year. We had a conflict, and we were still taking a break from as close as we had been but she was still one of my very close friends. I saw her the most. It was like opposites attract, she had a different way of living, like play acting. She made me laugh; it was more of a social friendship. F2 was my closest girl friend. We were protective of each other, she honestly cared. We felt an instant connection and I didn't want to lose touch with her. She was naive, it was kinda like being her big sister. We laughed a lot together, our relationship was always changing but we were standing on the same level. She accepted me, I trusted her opinion. M1 dated F1. He got drained by F1 and I gave him support. We had a team effort to help F1, and he balanced F1 and I out. He was fun to be with plus he had a deeper side. We could talk about engineering stuff; we understood each other on that wavelength. He was like a little puppy, a little kid, always excited.

I was aware of being close to or separate from people. Close meant that I really cared what happened to my friends, that I would have felt lost without them, and that it was not a disposable friendship. Letting people in was difficult because I moved around a lot. F1 and I were forced together, I saw her the most, we were the only people we knew in summer school. I felt an instant connection with F2 and M2. M2 was a close and accessible support system. F1 and I weren't as close since the fight, we were not always side by side which was good cause we were going to be roommates. F2 was my closest girl friend, I didn't want to lose touch with her. There was a special bond between M1 and I--to help F1.

I noticed similarities and differences. M2 and I both liked to speculate about mystical ideals, he understood my thoughts and what struck me as funny, he operated on the same plane. M2 and I were different in a lot of ways too. With F1, opposites attract, she had a different way of going

about living, different priorities. M1 and I were both engineers, we talked on that level.

Understanding and accepting each other was important in my friendships. Acceptance was feeling good, feeling happy like when I'm with M2, it was reassuring and secure. I had M2's respect, total acceptance, which was different from a lot of people. I admired M2. F1 had her head on her shoulders, she knew her own views, and I held myself against her. Trust was in contrast to the risk of being hurt. I didn't tell F1 stuff cause she might have repeated it. F2 and I were standing on the same level, I trusted her not to say what she didn't believe, I trusted F2 to tell me when I did something she didn't like, to deal with me straight.

I discussed growth and development, in myself, in the other person, and in the relationship. I lived overseas for several years, and F2 and I were apart, and we grew up. I became different, but we liked each other better. As we got older we had more things to share. F2 was the only one who had seen me grow, other friends were recent, here at college. I had another friend, but we grew apart while I was overseas. Challenging facilitated learning. My friends had to have something I felt I needed, that I lacked and I tried to learn from them. I was challenged to work out the difficulties between M1 and F1. M2 argued, challenged my preconceptions and made me think. I talked with M1 about engineering, the creative side; I would have gone crazy without it.

Talking was significant in my friendships. M2 was easy to talk to about mystic philosophical stuff cause he thought about it too. When M2 visited, we had to talk fast to catch up. When he was feeling down we talked it out. M2 and I talked about being friends, so signals weren't mixed, and that was another connection. F1 was very closed and didn't talk when she got mad, she let things build and build. F1 and I didn't talk too much, there was a risk of being hurt; we talked about non-memorable stuff, basic stuff. I talked to M1 at a deeper level than I did F1. When I wrote to F2, I said more than I would face to face.

I was aware of helping. F2 got me through some rough times when I lived overseas. We were protective of each other. F3 looked out for me, she was a caring person. I watched out for F2, F2 watched over my shoulder. M2 was like my watchdog, we watch out for each other. It was nice to get advice from the perspective you're trying to attract. When he needed somebody I was there, we talked it out. I made a beeline for M2 initially cause I thought he could help me.

Fun and serious was also significant. It was fun to be with F3 and F4. F1 and I didn't talk about anything serious, everything was happy, like cheerleader fun, she made me laugh, she and her friends were like watching a

play. It was fun and easy with M1. F2 and I laughed until we cried.

Signals needed to be clear in the friendship. M2 and I talked about if we liked each other. I loved him but I didn't feel any like sexual attraction for him. There was no pressure, we just went out and had a good time together, I didn't want to lose him as a friend. I dated another male friend and it was horrible, we broke up and don't talk any more. I was also aware of feeling in between F1 and M1 who are dating. Mutuality was another theme. It was like a co-dependency with M2, helping each other. When he needed somebody I was there. He was looking for somebody to talk to and I was looking for strength. We muddled through together. Friends had family-like ties. F2 was like a sister, she wouldn't desert me. I felt motherly towards F1. M1 and F2 and I joked around like brother and sisters. M1 was like a little kid.

The major themes were 1) boundaries, including closeness/separateness, similarities/differences, and acceptance and understanding, 2) change and growth, and 3) shared experiences including, talking, helping, and mutuality.

INTERVIEW NINE SUMMARY

I was a nineteen year old sophomore male majoring in Electrical Engineering and I worked as a resident assistant. I originally listed five female friends and five male friends. I went on to discuss three female friends and three male friends in greater depth. F2 was my girlfriend's roommate last year, we didn't spend that much time together, just small talk. She was outgoing, nice, easy to be around, into the party scene and I wasn't. We were friends, we weren't too close. M3 was a friend from high school, he was a rebel. We used to do things together, get wild, crazy. Our relationship was changing, becoming more strained because of our differences, we got further and further apart. F4 was an RA acquaintance, funny, outgoing, we did a lot of RA stuff together, a hey how are things going kind of friendship. F3 was also an RA, outgoing but more conservative, down to earth, friendly. She was dating someone seriously too, so we knew we're not getting the wrong signals. We talked more deeply than I had with F2. It was comfortable with her, I didn't feel like I had to talk. M5 was a head RA, I would be working under him next year. He was most like me, I respected him the most, he was clean cut, All American. Our relationship was more professional, I was looking forward to spending more time with him. M1 was funny, he played practical jokes, plus he was sincere, we had some serious talks, we played volleyball together.

Awareness of boundaries included similarities/differences, closeness/distance, and respect. I recognized similarities and differences. Most friends I gained through the RA program. My friendship with M3, we were different and no one thought the friendship would happen. M3 and I, our family backgrounds were different but common problems brought us together. M5 was the most like me, F1 and F3 were also conservative. Unfortunately, I was not over 21, like M1 was, so we couldn't drink together. People were different from me when they were into partying, were outgoing, whereas I was quiet, laid back and conservative, more the establishment. I liked to have friends who were different from me. I tended to get closer to or drawn to people who were like me. Spending time together and having physical contact was important. I clicked with F1 when we first met, and we kept the relationship going even though we were physically apart. I kept in touch with M1. F2 was close to F1, but I didn't spend as much time with F2, we were not as close. I had respect for my friends. M5 had his stuff together, I would have liked to have some of his qualities. I looked up to M5 but I didn't want to be under him or anything. He was older by one year.

I talked about changes in myself and in the relationship. M3 and I had grown apart, the relationship had become strained because of our differences. I'd changed since high school, with the RA position, I used to be shy and quiet and not very outgoing before.

Sharing experiences included doing things together, talking, helping each other, and having fun or being serious together. Doing things together was significant, hanging out with my friends, eating meals together, playing racquetball or volleyball, we did a lot together in groups. I hung out with M1, he's a man's man. I was looking forward to spending more time with M5 next year. My friends and I helped each other out, with homework, RA troubles. M3 and I talked when we were both going through a hard time, he honestly cared that everything was OK, and I also didn't want to hurt M3 when I wasn't tactful. Helping included talking, different types or depths of talking, like hey how you doing, chatting, small talk to talking deeply, serious talks, heart to hearts, talking alone, one to one. When I was comfortable, I was quiet; I couldn't just start talking. I'd gotten to know F2 better by talking about problems. I discussed when things were funny or serious. I joked around a lot with my friends and laugh. M1 was funny, as well as sincere, we had some serious talks. F2 was funny, lots of wisecracks, she was easy to be around. I liked to cut loose, get wild, do crazy things, have a good time.

I identified certain roles in the relationships. I played the father role with M3, he needed to grow up. Other roles or levels of friendship were determined by the depth of talking, from acquaintances that I could call and say how were things going, professional relationships, friends and close friends. Certain tangled relationships emerged, like with F1, F2 and me, with M4, me and the girl we worked with that I got close to. F3 was a lot like me, she was dating someone seriously too, we'd gone out together but we weren't worried about giving each other the wrong signals.

The major themes include boundaries, change and growth, and shared experiences. Closeness occurred when people were like me or when we had something in common. Helping each other was also important. I was aware of how I felt around my friends, whether it was fun or serious, if people were easy to be around, if we respected each other. I was aware of my own growth as being positive, it was facilitated in interaction with others. I noticed when different changes produced distance between myself and a friend. Roles or levels of friendship were determined by the depth of communication.

INTERVIEW TEN
SUMMARY

I was an eighteen year old female freshman majoring in Psychology. I initially listed five female friends and five male friends, and added three male friends and one female friend to the list during the interview. I went on to discuss two male friends and three female friends in greater depth. M1 was my all time dearest and closest friend. He was like an older brother, teacher, father figure, and best friend all in one. We knew how far to push each other and we never went beyond that limit. He seriously warped me, he taught me the finer points of using people; he usually got what he wants. I was his conscience and he was my id. I was best friends with F1 since tenth grade, she was like a bosom buddy, one of my closest friends. She was a lot of what I wasn't. I hung out with her the most but I didn't tell her my deep dark secrets. If we hung out together too much, we got on each other's nerves. She was a romanticist, an idealist, goofy, silly, and passive. M5 was my newest weird friend and I'd been hanging out with him. He helped me with about everything I needed to know at school. I needed somebody here to talk to and to hang out with and that's what he was looking for too. I met him at a party and we talked for hours and hours, and we liked a lot of the same things. My friendship with F3 wasn't like my other friendships. I told her my deep dark secrets, I trusted her totally but I didn't hang out with her. She was expressive, she told me what she was thinking. I understood her highs and lows. F2 was my therapist, whenever I had problems she gave me advice, she analyzed things and helped me out. I was always home when she was depressed so she called me and spilled her guts and I tried to help her. She was weird and we became best friends; we were both interested in the same things.

One major theme was boundaries, including similarities/differences, closeness/distance, and trust and respect. F1 was different from me, she was a lot of what I'm not, she was an idealist and passive whereas I was more aggressive and pessimistic. I had the same weird interests as F2. M1 and I thought along the same wavelength, we understood each other, he said I'm more like him than anybody else which was scary. I also recognized closeness and distance. F1 and I clashed when we worked closely together, and she set up some distance between us by eating lunch somewhere else; she knew when to go off, away from me. I had an emotional bond with F4 but we were physically distant. I hung out with and spend time with my closest friends. I got to be friends with people because we had class together and I ate lunch with them. Respect was important too, like when M1

considered what I said. Trust, honesty and understanding were important.

Growth was a minor theme. I was aware of my own development since high school. I learned so much from M1, he made me deal with things, I got a life when I met him, I wasn't such a sweet girl. I discussed the ebb and flow of contact with F1. Most of my friendships started from tenth grade English and we hung out together, some of my friendships were newer. Learning and challenging and arguing was a subtheme in my friendships. I would rather hang out with friends I could learn something from.

I discussed a type of hierarchy, based on power, age, type of friendship. I wouldn't mind being M1's second in command, I was his little apprentice now, he was my older brother/father. I was like a big sister for F5, M2 was like my younger brother. I stated when people are younger than me. I identified different types of friends, bosom friends, therapist, who I told secrets to.

Shared experiences were another theme. Helping was important in my friendships. F2 was my therapist and helped me see things in a different light. I learned the finer points of manipulation from M1, how to survive and stay on top. M1 looked after me, and understood my mental side. M5 taught me things I needed to know at school. M8 helped me relax and feel better, he built my self-confidence and lifted my spirits. It took a lot to become my friend, so I looked out for all my friends, took care of them; I liked being there for people, listening, sticking by my friends when they're depressed. I was stable for others, and F3 was the only one who saw me seriously depressed, she understood my emotional side. I was aware of talking and telling with my friends. F3 was expressive, she told me what she thinks, and I revealed my deep dark secrets to her, spilled my guts; I trusted her and it was safe. M1 trusted me, he told me his secrets. I noticed that M3 was quiet and I got him to open up. Guys tended to spill their guts to me; I helped them relax by asking them about themselves and that made it easier to talk. Friendships happened after an initial talk, like with M5. My friendships were mutual, reciprocal. I called F2 up, she called me up; she was there to analyze my problems, I was there when she needed to spill her guts. My friends were weird, bizarre, wild, but seemed normal on the outside. Weird was unpredictable, a crazy streak, that way the friendship didn't get boring. F6 and I pushed each other, it was off balancing for me because F6 had a different view about things and I wanted to understand her attitudes. F6 put me on edge because she's so wild. M1 and I argued to see who's better, we knew how far to push each other, we had limits and didn't cross that line. I pushed F5 too far because I was more aggressive. I kept M5 on his toes.

I did a lot in groups, and the inter-relationships were tangled up. I introduced F6 and M7 and they dated each other. A lot of us used to eat lunch together in high school. F2 didn't like M1, so she didn't spend as much time with him and I. I mentioned dating and sex; I didn't want M1 to tell me everything about girls he was dating at college, he didn't want me to die a virgin.

The major themes included 1) boundaries, based on similarities/differences, closeness/distance, and trust and respect, 2) growth and change, and 3) shared experiences of helping, talking, and learning from or challenging each other. Similarity was based on thinking in similar ways, having similar attitudes (idealist vs. pessimist), or having similar interests. Closeness or distance was based on physical proximity and spending time together or disclosing secrets to my friends. Helping included listening to or being listened to, talking, teaching, giving advice, learning from each other, being there with a friend who was depressed. Pushing each other or learning something from each other was important.

INTERVIEW ELEVEN SUMMARY

I was a nineteen year old sophomore male majoring in psychology. I initially listed four female friends and four male friends. I went into more depth on two female friends and two male friends. F4 was a close friend from home, we did a lot of things together that summer, we shared mutual interests. She sometimes came to me with problems, to talk, to get advice, and I was able to go to her the same way, as a sounding board. She was easy to talk to, and I felt comfortable telling her things. We enjoyed spending time together. M1 was my best friend, we got to be friends because we were both social outcasts in high school and accepted each other, had someone to hang out with, we'd do things like you would with your best friend. I depended on him for advice, we've talked about minor problems and major crises, as well as had fun together laughing. I didn't think I was ever closer to anyone like I was to him. The closeness wasn't there at the time of the interview cause it was hard to keep in touch. F2 was a fireball, energetic, enthusiastic, we were close, then grew apart, and now we were getting to know each other again. The main thing with her was that she was fun to be with. She cared about the people she was with. M3 was my roommate, I felt unconditional brotherly love for him, we accepted each other's faults and overlooked what bothered us. We'd be there for each other, we cared enough to be involved.

Boundaries included awareness of closeness/distance, similarities/differences, acceptance, and depth. I was aware of closeness and distance in my relationships. I was close to my roommate out of necessity. I grew apart from F2 but we were still fairly close. M1 and I grew apart. It was hard to be close to someone I couldn't get in contact with. I opened up with a friend by telling somebody something that I didn't usually tell everybody, and then they were more comfortable and we got closer. I was similar to and different from my friends. Similar interests helped the friendship. We did things together because we shared the same interests. I got to know F4 by having church activities in common with her, plus we had the same sense of humor and we were both impulsive. The differences with F2 would have become irritating if we had dated. M3 had a different family background from me but we had common personal experiences. I thought F4 valued my opinion like I did hers, we went to each other looking for input. Acceptance was also important. M1 and I weren't in the "in" crowd in high school but we both accepted each other. M3 saw when I messed up, but we tried not to hold our mistakes against each other.

Growth and change was another theme. I noticed changes. The relationship between M1 and I had changed, with loss of contact. My relationship with F2 was initially close then we grew apart and then we got to know each other again, changes in my life and in her life got us back together. Arguments occurred between me and my friends. I worked out the conflict with M1, it never came between us for any length of time. The conflict was left up in the air, it didn't work out with F2, and I ended up just getting mad mostly at myself. I was attracted to her, as far as a dating relationship but it didn't work out, she wasn't interested.

Shared interests consisted of spending time with, talking, and helping each other. I enjoyed spending time with my friends, we had fun. I laughed really hard with M1, we put problems on the back burner, lots of practical jokes. F2 was enthusiastic, likable; if I'd had a rough day, she was fun to be around and see that energy. Helping consisted of advice giving and listening, being concerned for people around you, talking and being a sounding board, on minor to major problems. I'd gone to others and asked questions, looked for advice. I knew who I was comfortable with, who was easy to talk to when something was bothering me and I just needed to tell someone. I tried to find a way to comfort M3 even when he couldn't talk about what was bothering him. I had emotional ties to my friends, especially M1, I felt privileged that he'd open up with me about really major problems. There was depth in my emotional ties, like M1 was my best friend, the others were close friends, M3, there was unconditional love and he was like a brother. It was important for the friendship to be mutual, both in terms of shared interests and two way communication, a give and take. It was easier for me to return a favor, help someone, when they did it or listened to me.

Significant themes included experiences of 1) boundaries, closeness/distance, similarities/differences, acceptance, and depth, 2) growth and change, and 3) shared experiences of being together, talking, and helping each other. What I looked for most in a friend was that they really cared about the other people they were dealing with. I saw any friendship as a complete give and take, that you had to be willing to give 100% of yourself to this person and say I'm here for you no matter what, and that was really the way that you established a close friendship. Closeness was also produced by physical proximity, being in contact with someone, or by telling somebody something. Similar interests also helped the relationship. It was important for my friendships to be mutual, with shared interests and two-way communication, for us to spend time together, to help each other, and to have emotional ties. I also was

aware of conflict and arguments and of changes in my relationships.

INTERVIEW TWELVE
SUMMARY

I was a twenty year old male sophomore majoring in Geography and I was a member of the Corps of Cadets. I originally listed five female friends and five male friends, and went on to talk about two female friends and two male friends in greater depth and discussed two others briefly. I leaned on F2's shoulder when things were bad and I needed a woman's opinion. She was a good friend, cheered me up, talked from the heart, helped me with problems with women and with life. M1 was my roommate for two years, our relationship was symbiotic, we covered for each other and got away with the trivial BS in the corps, we understood how each other thought, intertwined cause we'd done so much together. I could guarantee he'd be there for me when I needed him. F1 wanted to see me do my best, give 110%. We butted heads because our priorities are different. She was a first sergeant in the corps, and knew when to back off from the position when it was proper. Our relationship was cool, relaxed, friendly, easygoing, joke around, casual, polite, it depended on the situation. I picked on her cause she's little, short, sorta like a sister. M5 used to be in the corps, he lived off campus. I helped him understand his feelings and his fiancée and about judging people. We'd had our serious moments to patch and pull things together. I covered for him too, helped him save face, and he pointed out that I was too laid back and people take advantage of me. We all hung out, he knew when it was time to party, blow off steam. M3 was my roommate at the time of the interview, we were getting closer. He had two layers, a superficial layer and an under layer, and I learned when to cross the line. F5 is a new developing friendship, I didn't know its boundaries or limits yet.

The theme of boundaries included closeness/distance, similarities/differences, and judging/accepting. I was aware of people being close to each other. Closeness is related to how much time we've spent together, the physical proximity. M1 was my roommate and our relationship was symbiotic, we thought the same way, he was a guaranteed constant, but he gave me my space and I gave him his. Covering for each other became instinct. I am getting closer to M3, who's my roommate now. F1 is a close friend, but not too close, I don't spend too much time with her. I recognized similarities and differences. I had a different background and taste in music from M1, but we thought the same way and understood how each other thought so well, we had the same priorities and thought the same things were trivial BS. My priorities were different from F1's and we butted heads. I had the corps or some class in common with my friends. Judging others and accepting others stood out.

It was important for us to be ourselves when we were blowing off steam, I didn't condemn M1, what he did won't affect my opinion of him and he didn't care what I did or said. I helped M5 understand how he was judging people. I judged others based on their professional role.

I classified my friendships, like in a chain of command. There was a standard base of friendship, like hey how you doing, call them up, and then there were the specialized aspects of how different people helped me. There were different degrees, different areas, classifications, side branches, who to go to for what kind of help and what kind of answer I want to hear. I also thought protocol and etiquette were important, knowing when to act and how to act and for what reason and when to throw out the corps and be totally friends. I recognized when people were performing duties, following guidelines of their position. I noted that F1 was a good leader, she knew when to change, when to do her job and when to be a person, a friend. I didn't know whether or not to cross the line between the two layers, professional attitude or role and the under layer of human attitude or friendship role. I viewed my corps buddies like brothers, and felt brotherly love towards them and wanted to be honest with them. F1 was little, I'm like her brother.

I discussed change and the potential for growth. M1 was my roommate in the past, and M3 was my roommate at the time of the interview and we were getting closer even though I didn't like him freshman year. M2 left the corps. All my relationships started out the same, growth was based on repetition of contact and talking to each other. I was closer to the guys because of the physical proximity, where they lived determined how quickly the relationship would build. F5 was a new developing friendship and I didn't know how to classify it, but we had the same relationship potential as any of the others.

Shared experiences was another theme. Helping was very significant across my relationships. Helping included covering up when I made a mistake, helping me save face, talking to throw me back on track when I'm screwing up, helping me clarify my thoughts, sticking up for each other when we can't speak freely, cheering me up, counting or depending on each other to be there, blowing off steam with each other, pulling tricks and pranks. M1, he was I'll take care of it, let me vent my anger. F2 helped me understand it from a different, a woman's perspective. M5 was like let's party, blow it off, get it out of your mind. M4 and I talked about it and analyzed it, figured it out. M3 consoled me about my ex-girlfriend. When times were down and I was strapped, then we'd be there for each other. It was a guarantee that M1 would be there to help me, the repetition of contact built that guarantee quicker, like

with M1. Talking was one form of helping. There was talking from the heart, which I got with M1 and F2, versus superficial, passing kind of conversations that didn't last long and the macho-ism was maintained. I was aware of when it needed to be happy go lucky, party, blow off steam and when it became serious. M5 and I had some serious conversations plus partied together. I was aware of when things were relaxing, easygoing, social, casual, not serious, and not personal. It was important to help each other, for it to be mutual. We covered for each other, I helped M5 and he helped me, I'd be there for M1 if he needed me.

I suggested that men and women think and act differently. I trusted women's opinions more, they talked from the heart and gave views from other side of the fence, whereas men needed to stay macho and superficial. I did things with the guys to blow off steam, I talked with the girls to understand how women think and to clarify my thoughts and feelings.

Major themes included 1) boundaries, closeness/distance, similarities/differences, and acceptance/judging, 2) change and growth, and 3) shared experiences of helping, talking, blowing off steam, covering for each other. I experienced friendships as analogous to the corps of cadets and the military and leadership ability. My attitude with the corps was to give the minimum to obtain the maximum. The things that came to me naturally I didn't put much effort into. Leadership ability included how to talk to people, how to motivate people to do what I wanted, how to get them to understand my point of view, how to deal with people and understand how they think and help them understand how I think. I was aware of being close to or distant from others. I had things in common with my friends. Helping and covering for each other was significant; repetition of contact quickly built a guarantee that the other would be there for me to cover me and help me out. I classified the levels and roles in my friendships, like in a chain of command. It was important to be accepted by my friends when we were hanging out together and blowing off steam. All of my friendships had the same potential and they grew or developed and changed. Men and women thought and acted differently, and I liked how women talked from the heart and gave me a different perspective.

APPENDIX I
COMPOSITE SUMMARY

COMPOSITE SUMMARY

I investigated the experience of friendship among male and female college students. I interviewed seven female participants and five male participants for a total of twelve participants. The themes I identified are 1) boundaries, 2) change and growth, and 3) sharing experiences. This summary outlines those themes across all participants and discusses other implications from the interviews.

One major theme is boundaries, which consists of awareness of similarities/differences, closeness/distance, depth/superficiality, and roles. The participants recognize their friends as like or unlike them, with common or different backgrounds, values, beliefs, priorities, goals, ambitions, feelings, perceptions, activities, interests, and/or interpersonal styles. Differences can be acceptable, if communication with and respect for each other exists. Closeness/distance relates to feeling bonded to or separate from others, and is primarily based on physical and emotional proximity. Participants emphasize being in contact with their friends, keeping in touch with them despite physical distance, spending time together, being able to touch or express affection by hugging the friend, or being inseparable. Most participants list their roommates as friends, since living together necessitates closeness. Clicking, thinking on the same wavelength, and having a common bond contributes to closeness, whereas conflict and unresolved differences produce distance in the relationship. Too much closeness can be viewed as threatening or intruding, and participants emphasize a need for some separation, not always being side by side, with respect for each other's physical and emotional space. The participants also are aware of depth/superficiality in the communication between friends, how open or closed a person was. Being open is defined as letting other people learn about what is inside or as telling deep secrets. Participants recognize the layers of their friends and when to cross the line towards being more intimate. The level of depth also includes trust, honesty, and understanding. Participants want to be on an equal level with their friends--accepted, not judged--so that they can be themselves around others. They are aware of being comfortable/tense based on the balance in the relationship; when there is an equal give and take and people are on an equal level, talking is more comfortable and easy. However, when one person has the other on a pedestal, when numerous expectations are present, or when one person's attraction to the other is not reciprocated, tension exists. The participants mention roles, such as who to go to for what type of help or activity. Roles may be determined by the

depth of communication, such as an acquaintance with superficial small talk to a best or bosom friend with heart to heart talks and telling secrets. Roles are also based on the family, such as being like a brother or sister, or serving the role of a father to a less mature friend.

A second major theme is awareness of change, growth, and maturity in the participant, in the other, or in the relationship. The participants notice changes occurring when they came to college. The participants are aware of themselves becoming more independent, seeking new experiences, and being more outgoing. They learn from others to stand up for themselves, to move beyond their naivete, or to go out more. They mention changes in others, whether it is positive or negative; being in different worlds and developing different interests (especially changes in values and behaviors related to drinking) leads to tension and the relationship declining. The participants are enthusiastic when relationships endure over time, and they and their friends are able to change together. Participants also recognize losses. Participants also discuss when their perspective on their friends changes and they view the other person more completely, as if the other person physically grows. Other friends do not grow and lack maturity, and are viewed as naive or childlike and require parenting. One aspect of change and growth is excitement/calming, or being wild/being calm, such as when one person challenges, stimulates, or motivates another to try new things. Participants also recognize the stages of the relationship, beginning as acquaintances, to pals, then developing into serious friendships, with boundaries being redefined as change or conflict occurs or common activities increase or decrease. Relationships are viewed as having the same potential for growth in the beginning, and they will develop based on time spent together and shared experiences.

Sharing experiences is the third major theme and consists of the activities that friends do together. Participants identify doing things, such as eating meals together, hanging out together, going out together, partying together, studying together, and playing sports together. Having fun/being serious is also important in friendships, as participants discuss laughing, joking, wisecracking, pulling pranks, lightening up, putting problems on the back burner, blowing off steam with each other, in contrast to having serious talks when necessary. Talking is significant and ranges from small talk to heart to heart talks, with reference to confiding, talking openly, spilling their guts, revealing secrets, and giving advice. Talking serves as a way to clarify thoughts and perceptions, to throw oneself back on track, and to catch up on what is happening in each other's lives. Talking includes discussing ideas, challenging, and arguing with each other. Serious talking

occurs when someone is going through a hard time or has something bothering them or when something hurts them. Listening is also significant, as a contrast to talking, and participants are aware of themselves as listener or when they are talking and being listened to. Participants also identify ways friends help each other--by protecting, backing up, watching out for, covering for, counting on, being there for, sticking with, being a shoulder to cry on, consoling, encouraging, supporting, or talking.

The three major themes of boundaries, change and growth and shared experiences interact. For example, as people spend time together doing things and talking, they may discover more similarities and open up with each other as trust is increased and they become closer. This development can lead to growth in the individuals and redefinition of the relationship from acquaintances to best friends.

Other issues arise in the interviews. All the participants are aware of time and the history of their friendships, and place the relationships in time. They recognize the ebb and flow of contact over time. The participants also emphasize a need for balance, mutuality, reciprocity, and a give and take to fulfill each other's needs. The participants shift their focus among themselves, others, and the relationships. They compare themselves to others and their friends to other people. Participants describe various tangled relationships, because some of their friends know each other and some interaction takes place in groups. These resemble a social network. Dating is also significant, with mention of who is dating and who is not, with cross-gender friendships including going out and doing things like they are dating. When both friends are dating other people, the signals are clearer and there is less tension but if only one person in the pair is dating someone, the distance increases because the individual may feel excluded.

No substantial differences exist in the broad themes for same-sex friendships and cross-gender friendships, but how the themes play out is different. The participants are aware of differences between men and women. They suggest that women have more face to face or talking interaction whereas men base their friendships more on side by side activities or doing things together. When one person in the dyad is female, there is more talking on an emotional level than in male-male dyads. The participants notice that women tend to share more from the heart and are easier to get close to whereas men push away, are more distant, and often have to be drawn out to talk. Opening up and disclosure in male-male dyads is unusual, special, and occasionally awkward. Romantic attraction also produces tension in some cross-gender friendships, and leads to a strained and unbalanced relationship. Physical interaction is explicitly

there or not there in cross-gender friendships, and boundaries may be problematic because touching invades those boundaries. Participants also feel the need to neuter an ambiguous relationship by stating that nothing is going on, they are just talking, or that a friend is like a brother or sister. Too much closeness or similarity in a cross-gender relationship may be threatening, and participants note that signals needed to be clear.

VITA

Sara Dillon Shepherd grew up in Elkins, West Virginia and attended Randolph County Schools through the tenth grade. She attended Phillips Academy in Andover, Massachusetts and graduated from there in 1978. She began college at Vanderbilt University and transferred to West Virginia University where she received a Bachelor's of Social Work in 1982. She received her Master of Arts in Student Personnel Services from Indiana University of Pennsylvania in 1983. She worked as a counselor for the West Virginia Board of Regents Educational Awareness Program and for Davis and Elkins College prior to pursuing her doctorate at the University of Tennessee. She did an internship at the University Counseling Center of the University of Illinois, Urbana-Champaign and then was employed at Virginia Tech as Staff Psychologist.

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