A study of the tested differences in personality manifested by twenty-five female athletes and twenty-five female non-athletes at Price High School in Atlanta, Georgia

John W. Merkerson

ATLANTA UNIVERSITY

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A STUDY OF THE TESTED DIFFERENCES IN PERSONALITY
MANIFESTED BY TWENTY-FIVE FEMALE ATHLETES
AND TWENTY-FIVE FEMALE NON-ATHLETES AT
PRICE HIGH SCHOOL IN ATLANTA, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY
OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

by

JOHN W. MERKIERSON
SCHOOL OF EDUCATION
ATLANTA, GEORGIA
AUGUST, 1959
ACKNOWLEDGEMENT

The writer wishes to say an humble and perpetual "thank you" to Dr. Edward K. Weaver, Advisor; also, thanks to his Co-Advisor, Dr. Paul L. Clifford for their contributions to this study.

J. W. H.
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CHAPTER I

INTRODUCTION

Rationale.—There are two schools of thought concerning the participation of women in competitive athletics. One maintains that women should participate and the other maintains that women should not participate. The proponents of the latter believe that: (1) the participation in athletics by females bears a relation to sterility and increases the difficulty of child-bearing; (2) competitive organized games have an influence unfavorable to the function of menstruation; (3) women have lower physical efficiency due to smaller heart, smaller lungs and fewer red corpuscles; (4) female athletes lose their feminine characteristics, such as, charm and grace; (5) the emotional strains of competitive sports are too much for females and have damaging effects upon the total development of their personality.

The proponents of the former school of thought maintains that: (1) competitive athletics for women develop neuro-muscular skills which will lead to wholesome physical recreation during leisure time; (2) develop structural muscle strengths and controls, including those used for general body carriage and the tasks of daily living; (3) athletics provide an opportunity for adequate social development through group relationships, in the acquisition of such qualities as self-confidence, self-control, tolerance, courage, initiative, a habit of fair play and consideration for the rights of others.
The history of athletics for women dates back to Greek culture. The women of Sparta were given courses in gymnastic exercises. E. A. Rice\(^1\) found that the Greek women exercised publicly in running, jumping, throwing the weights and javelin.

In the seventeenth century women in England played hand ball, club ball, bowling and other similar games. The participation of women in sports and games can be traced through the years to our time.

Athletics for women had a slow beginning in America. Both the interest and the participation have greatly increased, in spite of the opposition.

The administration and faculty of Price High School believe that competitive athletics for girls provide opportunities for:

1. emotional self-control under conditions of physical stress;
2. developing group attitude and providing objective interests which will tend to counteract and discourage self-centeredness as exhibited in whining, self-pity, boasting and demanding undue attention;
3. physical expression for girls whereby they may gain that recognition from others so essential to satisfactory development of personality.

The members of the Physical Education Department are aware of the fact that the athletic program for girls at Price High School needs to be improved and broadened, however, we believe that those girls who participate in athletics are better adjusted pupils in the area of personality development, than those who do not participate in any athletic activities.

Statement of Problem.—The problem involved in this study was to determine the difference, if any, in the personality of twenty-five female athletes and twenty-five female non-athletes as tested by the California Test of Personality.

Evolution of Problem.—The problem developed from the writer's belief that female athletes should show a greater degree of personality development than female non-athletes as measured by the California Test of Personality. The writer's interest in this problem stemmed from two points: (1) the writer coaches female athletes and (2) writer's belief that participation in athletics is important in the aspects of personality development.

Purpose of Study.—The major purpose of this study was to determine the differences, if any, in females which may arise from, or be related to, participation in athletics. The specific purposes of the study are to determine whether participation in athletics affects the following personality characteristics: (1) personal adjustment; (2) self-reliance; (3) sense of personal worth and freedom; (4) feeling of belonging; (5) withdrawing tendencies; (6) nervous symptoms; (7) social standards; (8) social skills; (9) anti-social tendencies; (10) family relations; (11) school relations; (12) community relations; (13) total adjustment.

Definition of Terms.—For the purpose of this study, the terms which follow carry the meaning ascribed to them:

1. The term, "personality," refers to behavioral traits as measured by the California Test of Personality.

2. The term, "self-reliance," refers to an individual who can do things independently of others.
3. The term, "personal worth," refers to an individual who feels he is well regarded by others.

4. The term, "personal freedom," refers to an individual who has reasonable freedom in the determination of his conduct and in setting the policies that shall govern his life.

5. The term, "feeling of belonging," refers to an individual who enjoys the love of his family and friends.

6. The term, "withdrawing tendencies," refers to an individual who substitutes the joys of a fantasy world for actual successes in real life.

7. The term, "nervous symptoms," refers to an individual who suffers from one or more of a variety of physical symptoms, such as loss of appetite and chronic tiredness.

8. The term, "social standards," refers to an individual who understands what is regarded as being right or wrong.

9. The term, "social skills," refers to an individual who shows a liking for people, when he inconveniences himself to be of assistance to them.

10. The term, "anti-social tendencies," refers to an individual who is given to bullying, frequent quarreling, disobedience, and destructiveness to property.

11. The term, "family relations," refers to an individual who is loved and treated well at home.

12. The term, "school or occupation relations," refers to an individual who is satisfactorily adjusted at school and work.

13. The term, "community relations," refers to an individual who makes a good adjustment in his community.

14. The term, "athlete," refers to those girls who are members of the varsity first or second team in basketball, track or tennis.

15. The term, "non-athlete," refers to those girls who do not belong to any athletic team at school or in the community.

Locale of the Study.—This study was conducted at one of the high schools for Negroes in Atlanta, Georgia. This school is located
in the southwestern part of Atlanta. The school is surrounded by two housing projects which house about two thousand families. These project homes have modern facilities which enhance good living standards. The school population is seventeen hundred boys and girls.

Method of Research.—The Descriptive Survey of Research utilizing tests and statistical treatment, was used to gather and interpret the data in this study.

Description of Subjects.—The total number of fifty girls selected from a high school in Atlanta, Georgia was used in this study.

These subjects were equated according to ages, grade placements, intelligence quotients and scholastic averages.

In the group of twenty-five female "athletes," the age mean was 16.55; I.Q., 79.0; grade placement, 10.86; and scholastic average, 2.7. In the group of the twenty-five female "non-athletes," the age mean was 16.50; I.Q., 81.2; grade placement, 10.86 and scholastic average, 2.67. There was no statistical significant difference between the two groups.

Description of the Instruments.—The purposes of this study were realized by examining the school's individual permanent record cards to ascertain the subjects' ages, grade placement, intelligence quotients, and scholastic averages.

Personality was measured by the California Test of Personality, Form AA. It is divided into two sections—Personal Adjustment and Social Adjustment. The section on personal adjustment indicates how

1Louis P. Thorpe, et. al., California Test of Personality (Los Angeles, 1953).
the pupil thinks and feel about himself and his personal security. In the other section, the pupil reveals his social adjustment on feelings of social security.

Procedure.—The data of this research was gathered and analyzed during the second semester of the 1958-1959 school year and presented as follows:

1. A review, summation, and presentation of the related literature pertinent to the thesis research.

2. The subjects were selected and equated in the following manner:
   a. Selected all twenty-five members of the female varsity basketball, track, and tennis teams.
   b. Identified these girls by ages, grade placements, I.Q.'s and scholastic averages.
   c. Examined the pupils' permanent record cards and matched these "non-athletes" with the "athletes."

3. The administration of the California Test of Personality.

4. The assemblage of the test data into appropriate tables as the basis for the analysis and interpretation required by the research.

5. Computations of the essential statistical measures such as: the mean, median, standard deviation, standard error of the mean, standard error of the difference between means, and Fisher's "t".

6. Findings, conclusions, implications and recommendations as derived from the data as presented in the finished copy.

Value of the Study.—It is believed that the findings of this study:

(1) Reveal the extent to which the personality of female athletes compare with female non-athletes at Price High School.

(2) Serve as a source of direction to teachers, coaches and administrators for suggestions and recommendations to improve the athletic program for the female population at Price High School.
Survey of Related Literature.—The related literature pertinent to this study will be organized under two captions, namely: (a) theories and research concerning personality; (b) theories and research concerning athletics for women.

Theories and Research Concerning Personality

Sargent\(^1\) states that personality refers to the total integrated pattern of an individual's characteristic behavior.

Thorpe and Cruze\(^2\) states that: personality from a philosophical point of view is synonymous with the stream of ideas, feeling and emotions which the individual, being conscious of self, can experience subjectively.

Lee\(^3\) states that health and worthy citizenship are two terms that seem to cover completely the wide range of qualities desirable as by-products in any educational scheme and of all phases of education, sports and games present to the educator the most fertile field for the cultivation of these qualities.

Personality, according to Jones\(^4\) may be defined in terms of points of view. From one point of view, personality and individuality may be used interchangeably; it is what makes one an individual, makes

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one different from others. From another point of view, personality is the structure and pattern of an individual's total behavior.

These two points of view reveal different or somewhat divergent meaning of personality. On the other hand, personality is thought of as something an individual has somewhere within himself, as a result of acts in a given way, he impresses others, he adjusts himself. A man may seem cross and crabbed to his associates because he acts that way in his office but when he gets home with his family he is really sympathetic and generous. As opposed to this, it is said that one does not possess personality as one does a suit, it is not something that is within one, it is behavior, how he acts or even how he affects and impresses others.

Watson\(^1\) gives his views on personality and athletics when he explains:

You may be aware only of a swimming stroke which needs to be improved, but in the course of doing something about the stroke, you will also be exercising subtle but powerful influences upon personality. Organisms are units such that changes in one function and have consequences and reverberations through the whole system. Those of you who work with team games know that matter goes further than the individual organism.

In a well-organized team, changes in one member may influence the feelings, activities and adjustments of every other member. Interacting is the main things we do. We are interacting all the time physiologically within our environment. The characteristic process of interaction

make up the personality.

**Theories and Research Concerning Athletics for Women**

Knowles\(^1\) studied pupils who participated and those who did not participate in non-class activities and reported a statistically significant difference in favor of the participating pupils over the non-participating pupils in self-adjustment.

Somers\(^2\) states that the American girl of adolescent years is not only interested in games and sports—she is eager for them. She has not, however, the background nor the training to initiate and conduct such games for herself. She is, therefore, easily led in an athletic program, and because she is so fond of sport and of ability in sport, she is apt to make an idol of those who lead or perform well in these activities and to follow in their footsteps. The effect of leadership is seen in its result in the girl.

Link\(^3\) stated that (1) children and youths who participate in wholesome physical activities, competitive or otherwise, and who consequently sleep well and regularly at night tend to have personalities superior to those who live less actively; (2) those who take part in cooperative activities are, as a rule, more extrovert and socially adjusted than youths who spend their time almost exclusively listening to radio and reading.

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\(^3\)Link, Henry C. "A Test of Four Personality Traits of Adolescents", *Journal of Applied Psychology*, XX (1930) 527-34.
Lawrence and Fox\(^1\) state that values are sought, not caught. There are many values inherent in sports, but first they must be recognized and then there must be a conscious plan to bring them into reality. Values are found in needs and it is through the fulfillment of the basic needs of man that values become significant. These values may fall into two general classifications—those which are primarily concerned with personal fulfillment and those which pertain essentially to human relationships.

Personal values to be attained through play and recreation are many. Man's biological-social-emotional needs are forces which shape his life and the extent to which they are met determines the quality of his living. The biological need for activity has long been recognized, and the values resulting from participation in sports are well-known facts. To a lesser degree is the great psychic value recognized and understood. Personality is developed when certain basic needs are satisfied, namely, the need for recognition of individual worth and dignity. Success is an essential experience in personality development. This does not mean that the development of a wholesome personality is dependent upon the winning of a basketball game, but one has only to recall the feeling of elation which accompanied some small success to appreciate fully the significance of this statement.

There are many classic examples of the underprivileged child, the poor student, the social misfit who gained self-respect through

success in sports. These are values to seek. What more can one hope to do for youth? Personality comes from within, and as the inner self sees itself so is the person.

According to the National Section on Girls and Women's Sports the purpose of athletics is to encourage and promote athletic programs for girls and women in the belief that participation in these activities contributes to total fitness, enjoyable use of leisure and attractive physical, mental and social qualities of womanhood. The NSGWS has established the following standards for an athletic program:

The construction of the program of athletic activities must be based upon a knowledge of the elements of individual differences which are age, physique, interests, ability, experience, health and stage of physiological, emotional, and social maturity.

Athletic activities must be selected and classified on the basis of the best current scientific evidence and in terms of the many interrelated factors entering into play.

Wise conduct of the athletic program must provide for continuous challenge to the ingenuity, organizing powers and powers of appraisal of every player.

Wise conduct of an athletic program must make provision for every player to lead according to her merit and skill in leading and to follow according to her willingness and ability to adapt herself to others and to a common end.

Special restrictions upon participation, such as participation during the menstrual period, must be determined by individual differences, with conservation in the absence of final as the rule.

The element of competition, present in all organized group play, must be made to function as the fundamental constructive factor in the athletic program.

The athletic program must progressively educate the participants away from the need of artificial incentive and tangible awards.

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Competitive events should be limited to small geographic areas with transportation being provided in bonded carriers.

The literature reveals that the Women's Rules Committee of the NSGWS has developed rules and standards of competition for girls and women in sports.

The rules have eliminated rough body contact, shortened playing periods, and reduced running distances.

The future trends and policies place emphasis on more recreational forms of athletics and stress the educational and recreational aspects of athletics as opposed to spectator sports.

This committee has adopted a slogan, "A sport for every girl and every girl in a sport." This means a program of sports for girls which includes many team and individual sports so that each girl may have an opportunity to participate in several that interest her according to her skills.

Nash\(^1\) states that there are measurable differences in heart capacity, muscular strength, and skeletal proportions between the sexes. These differences impose greater limitations on women in activities of strength, speed, and endurance. In sport of these limitations, women have always shown marked capacity in activities, hard work and staying power.

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CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.—This chapter presents, interprets, and analyzes the data obtained to answer the purposes of this study. The data are presented in two sections: (1) data obtained from examination of school records; (2) data obtained from the administration of the California Test of Personality Form AA.

The subjects used in this research were selected as follows: (1) all twenty-five girls who were on the varsity basketball, track or tennis teams were used; (2) athletes' ages, grade placements, intelligence quotients, and scholastic averages were taken from school records; (3) twenty-five female non-athletes were selected and matched with "athletes" on basis of age, grade placements, intelligence quotients, and scholastic averages.

Organization and Treatment of Data.—The data obtained to accomplish the purposes of this research are organized in thirty-nine tables. The tables will present the basic data on the ages, grade placements, intelligence quotients, and scholastic averages, and components of the California Test of Personality.

The tables will present frequency distributions of both groups together with their respective measures of central tendency, variability, and reliability.
The criterion of the reliability of the statistics for this research was Fisher's "t" of significant differences. The five percent level of confidence was used, which gives "t" a value of 1.96.

Data Obtained From School Records—The data obtained from analyses of the school records dealt with ages, grade placements, intelligence quotients, and the scholastic averages of the twenty-five female "athletes" and the twenty-five female "non-athletes."

Tables 1 and 2 present the data pertaining to age distributions, frequencies, mean, sigma standard error of the mean, and "t" for the groups.

The ages of the "athletes" ranged from a low of three or twelve percent between the ages of thirteen and fourteen to a high of sixteen or sixty-four percent between the ages of seventeen and eighteen.

The mean for this group was 16.55, sigma .850 and the standard error of the mean .123.

The ages of the "non-athletes" range from a low of four or sixteen percent between the ages of thirteen and fourteen to a high of sixteen or sixty-four percent between the ages of seventeen and eighteen.

The mean for this group was 16.50, sigma .850 and the standard error of the mean .123.

The "t" of .156 was not statistically significant because it was less than 1.96 at the five percent level of confidence.

Tables 3 and 4 present the data pertaining to the intelligence quotients, frequencies, mean, sigma, standard error of the mean and
the "t" for the groups.

The intelligence quotients of the "athletes" ranged from a low of two or eight per cent with I.Q.'s between seventy and seventy-four to a high of five with I.Q. between eighty and eighty-four.

The mean for this group was 79.0, sigma 10.5, and the standard error of the mean 2.15.

The intelligence quotients for the "non-athletes" ranged from a low of two persons or eight per cent with I.Q.'s between sixty-five and sixty-nine to a high of five or twenty per cent with I.Q.'s between eighty and eighty-four.

The mean was 81.2, sigma 8.50 and the standard error of the mean 1.73.

The "t" of .732 was not statistically significant.

Tables 5 and 6 present the data pertaining to the grade placements, frequencies, mean, sigma, standard error of the mean and the "t" for the group.

The grade placements for the "athletes" ranged from a low of eight persons or 32 per cent in the eighth and ninth grades to a high of seventeen or sixty-eight per cent in the eleventh and twelfth grades.

The mean for this group was 10.86, sigma 2.22 and the standard error of the mean was 0.

The grade placements for the "non-athletes" ranged from a low of eight persons or thirty-two per cent in the eighth and ninth grades to a high of seventeen or sixty-eight per cent in the eleventh and twelfth grades.
The mean was 10.86, sigma 2.22 and the standard error of the mean was 0.

The "t" of 0 was not statistically significant.

Tables 7 and 8 present the data pertaining to the scholastic averages, frequencies, mean, sigma, standard error of the mean and the "t" for the groups.

The scholastic averages for the "athletes" ranged from a low of four persons or sixteen per cent with averages between 1.5 and 1.9 to a high of five or twenty per cent with averages between 3.5 and 4.0.

The mean was 2.7, sigma .665, and the standard error of the mean 1.35.

The scholastic averages for the "non-athletes" ranged from a low of four persons or eight per cent with averages between 1.5 and 1.9 to a high of eight or thirty-two per cent with averages between 2.5 and 2.9.

The mean was 2.67, sigma .490, and the standard error of the mean was 1.

The "t" of .030 was not statistically significant at the five per cent level of confidence.

Tables 9 will present the summary of the data on ages, I.Q., grade placement and scholastic averages of the twenty-five female "athletes" and twenty-five female "non-athletes."

Data Obtained From California Test of Personality.—The data obtained from the California Test of Personality dealt with self-reliance, personal worth, personal freedom, feeling of belonging,
withdrawing tendencies, nervous symptoms, social standards, social skills, anti-social tendencies, family relations, school or occupation relations, community relations, personal adjustment, and total adjustments which are components of the test.

The scores for athletes ranged from a low of one or four per cent with scores between one and three to a high of thirteen or fifty-two per cent with scores between ten and twelve.

The mean for this group was 10.3, sigma 2.96, and the standard error of the mean .605.

These data indicate that eighteen subjects or seventy-two per cent scored at or above the mean of 10.3.

The scores for this group range from a low of six with scores between thirteen and fifteen to a high of eleven with scores between ten and twelve.

The mean was 10.76, sigma 2.25, and the standard error of the mean .460.

These data indicate that seventeen subjects or sixty-eight per cent scored at or above the mean of 10.67.

It is believed that this high percentage of scores in the area of "self-reliance" on the part of the non-athlete is due to the following facts: (1) Both parents work and children are alone most of the time; (2) Parents are separated and children live with one parent who must work and leave children at home.

The "t" ratio for the two groups was .605. This was not statistically significant.
The scores for this group ranged from one or four per cent with scores between four and six to a high of thirteen or fifty-two per cent with scores between thirteen and fifteen.

The mean for this group was 12.8, sigma 2.39 and the standard error of the mean .439.

These data indicate that in the area of "personal worth" fifty-two per cent of these athletes scored above the mean of 12.8 and forty-eight per cent below the mean.

The writer feels that a little more than half of this group feels that people have faith in them and they (the group) have average ability.

This may be due to previous inadequate surroundings and opportunities.

The scores for this group ranged from a low of two or eight per cent with scores between seven and nine to a high of eighteen or seventy-two per cent with scores between thirteen and fifteen.

The mean was 12.9, sigma 1.20, and the standard error of the mean .245.

These data indicate that in the area of "personal worth" seventy-two per cent of the "athletes" scored above the mean of 12.9 and twenty-eight per cent below.

The large number of those above the mean may be due to good previous surroundings and opportunities for wholesome socialization.

The "t" ratio for the two groups was 1.52. This is high but not statistically significant at the five per cent level of confidence.
The scores for the "athletes" on personal freedom ranged from a low of four or sixteen per cent with scores between seven and nine to a high of twelve or forty-eight per cent with scores between thirteen and fifteen.

The mean was 11.96, sigma 2.19, and the standard error of the mean .447.

These data indicate that approximately eighty-four per cent of these subjects scored at or above the mean in the area of personal freedom.

Here again, this large percentage can be traced to the fact that economic conditions force these subjects to be left on their own and practically rear themselves.

The scores for the "non-athletes" on personal freedom ranged from a low of two or eight per cent with scores between seven and nine to a high of twelve or forty-eight per cent with scores between thirteen and fifteen.

The mean was 12.2, sigma 1.90, and the standard error of the mean .388.

This indicates that approximately ninety-two per cent of the "non-athletes" scored above the mean of 12.2 and eight per cent below.

Here again, the writer attributes this to the fact that these subjects' parents work and they (subjects) are on their own a great deal of the time.

The "t" ratio for these groups was .405. This is not statistically significant.

The scores for the "athletes" on feeling of belonging ranged from a low of one or four per cent with scores between one and three to a
high of seventeen or sixty-eight per cent with scores between thirteen and fifteen.

The mean was 12.7, sigma 2.10, and the standard error of the mean .428.

These data indicate that ninety-two per cent of the "athletes" scored above the mean of 12.7 and eight per cent below.

The writer believes that the large number of subjects scoring above the mean is due to the following:

1. the close and numerous associations with their neighbors. These subjects live in and around two large housing projects.

2. these subjects, for the most part, come from families with two or more children.

The "non-athletes" feeling of belonging scores ranged from a low of four or sixteen per cent with scores between ten and twelve to a high of twenty-one or eighty-four per cent with scores between thirteen and fifteen.

The mean was 13.5, sigma 1.09 and the standard error of the mean .222.

These data indicate that eighty-four per cent scored above the mean of 13.5 and sixteen per cent below.

This high percentage above the mean may also be attributed to:

1. the close and numerous associations of the subjects with their neighbors

2. large families

The "t" ratio for the two groups was high at 1.68, but not statistically significant at the five per cent level of confidence.

The scores for the "athletes" on withdrawing tendencies ranged from a low of three or twelve per cent with scores between seven and
nine to a high of fourteen or fifty-six per cent with scores between thirteen and fifteen.

The mean was 1.3, sigma 2.10, and the standard error of the mean .428.

The data indicated that fifty-six per cent scored above the mean of 12.3, thirty-two per cent near the mean and twelve per cent below.

This high concentration near or above the mean may be due to the following: (1) to their participation with the members of their various teams; (2) to the confidence one gains through participation.

The scores for the "non-athletes" on withdrawing tendencies ranged from a low of one or four per cent with scores between four and six to a high of twelve or forty-eight per cent with scores between ten and twelve.

The mean was 9.9, sigma 2.43, and the standard error of the mean .495.

These data indicate that the mean for the "non-athletes" was 2.5 lower than the mean of the athletes, however, sixty-eight per cent of this group scored above the mean of 9.9 and thirty-two per cent below.

This indicates to the writer that this group withdraws more readily than the group of "athletes."

The "t" ratio for the two groups was 3.82. This is high and is statistically significant in favor of the "athletes."

The scores for the "athletes" for nervous symptoms ranged from a low of one or four per cent with scores between four and six to a high of thirteen or fifty-two per cent with scores between thirteen and fifteen.
The mean was 12.28, sigma 1.99, and the standard error of the mean .408.

These data indicate that eighty-four per cent of this group scored above the mean of 12.28 and sixteen per cent below.

This large concentration above the mean may be due to: (1) participation in group athletics help develop emotional balance; (2) subjects have opportunity to become identified by and with groups thus, eliminating one cause of emotional conflict.

The scores for the "non-athletes" for nervous symptoms ranged from a low of three or twelve per cent with scores between seven and nine to a high of seventeen or sixty-eight per cent with scores between thirteen and fifteen.

The mean was 11.96, sigma 2.37, and the standard error of the mean .482.

These data indicate that more than sixty-eight per cent of this group scored above the mean and approximately thirty-two per cent below the mean.

This concentration around the mean may be due to the same reasons as listed for the "athletes."

The "t" ratio for these groups was .505. This was not statistically significant.

The scores for this section ranged from a low of one or four per cent with scores between forty-five and forty-nine to a high of nine or thirty-six per cent with scores between seventy-five and seventy-nine.

The mean for this group was 69.6, sigma 3.36, and the standard error of the mean 1.70.
These data indicate that sixty-four per cent of this group scored at or above the mean of 69.6 and thirty-six per cent below the mean.

This means that the majority of this group has made a normal adjustment in feelings of personal security.

The scores for this group ranged from a low of two or eight per cent with scores between sixty-five and sixty-nine to a high of nine or thirty-six per cent with scores between seventy and seventy-four.

The mean for this group was 72.2, sigma 6.60, and the standard error of the mean 1.34.

These data indicate that seventy-two per cent of this group scored above the mean of 72.2 and twenty-eight per cent scored below the mean.

This mean was 2.6 higher than that of the "athletes." This high percentage indicates that this group was better adjusted than the "athletes" in the area of total personal adjustment.

The "t" for these two groups was 1.81. This is high but not statistically significant.

The scores for the "athletes" on social standards ranged from a low of two or eight per cent with scores between seven and nine to a high of eighteen or seventy-two per cent with scores between thirteen and fifteen.

The mean was 12.9, sigma 1.88, and the standard error of the mean .383.

This indicates that seventy-two per cent of this group scored above the mean of 12.9 and twenty-eight per cent scored below the mean.
This means that the majority of this group to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group.

The scores for the "non-athletes" ranged from a low of one or four per cent with scores between seven and nine to a high of twenty-one or eighty-four per cent with scores between thirteen and fifteen.

The mean was 13.4, sigma 1.12, and the standard error of the mean .230.

These data indicate that eighty-four per cent of this group scored at or above the mean of 13.4 and sixteen per cent below the mean.

Here again, this indicates that the majority of this group, like the "athletes" understand what is regarded as being right or wrong.

The "t" for these two groups was 1.12. This is not statistically significant.

The scores for the "athletes" on social skills ranged from a low of six or twenty-four per cent with scores between seven and nine to a high of twelve or forty-eight per cent with scores between thirteen and fifteen.

The mean was 11.72, sigma 2.45, and the standard error .500.

This indicated that approximately seventy-six per cent scored near or above the mean of 11.72 and twenty-four per cent below the mean.

This indicates that the majority of these subjects have learned to subordinate his or her egotistic tendencies in favor of interest in favor of interest in problems and activities of his associates.
The scores for the "non-athletes" on social skills ranged from a low of one or four per cent with scores between four and six to a high of fourteen or fifty-six per cent with scores between thirteen and fifteen.

The mean was 12.8, sigma 1.89, and the standard error of the mean .387.

This indicates that fifty-six per cent scores above the mean of 12.8 and forty-four per cent below the mean.

This indicates that the nearly half of these subjects have also learned to subordinate his or her egotistic tendencies in favor of interest in problems and activities of his associates.

The "t" ratio for these two groups was .568. This is not statistically significant.

The scores for the "athletes" on anti-social tendencies ranged from a low of five or twenty per cent with scores between seven and nine to a high of fourteen or fifty-six per cent with scores between ten and twelve.

The mean was 11.12, sigma 1.99, and the standard error of the mean .407.

This data indicates that approximately eighty per cent of this group scored at or above the mean of 11.12 and twenty per cent below.

This is believed to indicate that the majority of this group is reasonable free of anti-social tendencies.

The scores for the "non-athletes" on anti-social tendencies ranged from a low of three or twelve per cent with scores between seven and nine to a high of fourteen or fifty-six per cent with scores between ten and twelve.

The mean was 11.6, sigma 1.90, and the standard error of the mean .388.
This data indicate that approximately eighty-eight per cent of the subjects scored at or above the mean of 11.6 and twelve per cent below the mean.

This also indicates that the majority of this group is reasonable free of anti-social tendencies.

The "t" ratio for these two groups is .858. This is not statistically significant.

The scores for this group ranged from a low of one or four per cent with scores between four and six to a high of twelve or forty-eight per cent with scores between thirteen and fifteen.

The mean was 11.72, sigma 2.45, and the standard error of the mean .500.

These data mean that approximately eighty per cent scored at or above the mean of 11.72 and twenty per cent below the mean.

This indicates that most of these subjects enjoy desirable family relationships.

The scores for this group ranged from a low of three or twelve per cent with scores between seven and nine to a high of sixteen or sixty-four per cent with scores between thirteen and fifteen.

The mean was 12.2, sigma 2.45, and the standard error of the mean .430.

These data indicate that approximately eighty-eight per cent scored at or above the mean of 12.2 and twelve per cent below the mean.

This also indicates that most of these subjects enjoy desirable family relationships.
The "t" for these two groups was .729. This is not statistically significant.

The scores for this group ranged from a low of six or twenty-four per cent with scores between seven and nine to a high of eleven or forty-four per cent with scores between ten and twelve.

The mean was 11.24, sigma 2.25, and the standard error of the mean .460.

These data indicate that approximately seventy-six per cent scored at or above the mean of 11.24 and twenty-four per cent below the mean.

The writer believes that the majority of this group is satisfactorily adjusted at school.

The scores for this group ranged from a low of one or four per cent with scores between four and six to a high of nine or thirty-six per cent with scores between thirteen and fifteen.

The mean was 11.12, sigma 2.61 and the standard error of the mean .510.

These data indicate that approximately seventy-two per cent scored at or above the mean of 11.12 and twenty-eight per cent below the mean.

This also indicates that the majority of this group is satisfactorily adjusted at school.

The "t" ratio for the two groups was .173. This is not significant.

The scores for this group ranged from a low of two or eight per cent with scores between four and six to a high of eleven or forty-
four per cent with scores between ten and twelve.

The mean was 11.48, sigma 2.40, and the standard error of the mean .490.

These data indicate that approximately eighty-four per cent scored at or above the mean of 11.12 and sixteen per cent below the mean.

The writer believes that this means the subjects are making good adjustments in his community.

The scores for this group ranged from a low of one or four per cent with scores between one and three to a high of eleven or forty-four per cent with scores between ten and twelve.

The mean was 11.25, sigma 2.40, and the standard error of the mean .490.

These data indicate that approximately eighty per cent scored at or above the mean of 11.25 and twenty per cent below the mean.

The writer believes that most of the subjects in this group are making good adjustments in his community.

The "t" ratio for the two groups was .244. This was not statistically significant.

The scores for the total adjustment ranged from a low of one or four per cent with scores between one twenty and one twenty-nine to a high of seven or twenty-eight per cent with scores between one fifty and one fifty-nine.

The mean was 144.5, sigma 18.2 and the standard error of the mean 3.72.
This indicates that approximately forty-six per cent of this group scored at or above the mean of 144.5.

This also indicates that a little less of half of this group scored below the mean which signifies that this group is a little above average in total adjustment.

The scores for the total adjustment ranged from a low of one or four per cent with scores between ninety and ninety-nine to a high of seven or twenty-eight per cent with scores between one sixty and one sixty-nine.

The mean was 139.5; sigma 18.1 and the standard error of the mean 3.72.

The mean was 139.7; this indicates that sixty-four per cent scored above the mean of 139.5.

Tables ten through thirty-nine will present the data pertaining to the distribution of scores, frequencies, mean, sigma, standard error of the mean, and the "t" ratio for the two groups of twenty-five female "athletes" and twenty-five female "non-athletes" used in this study.

Percentile Rank Of The Group—According to the percentile norms of the California Test of Personality, the data from these two groups in total personal adjustment have the following ranks:

Nine "athletes" ranked at the seventy percentile, seven at the fifty percentile, five at the thirty percentile, two at the ten percentile and one at the five percentile.

The mean of 69.6 for this group has a percentile rank of fifty.

Four "non-athletes" ranked at the eighty percentile, five at the seventy percentile, nine at the fifty percentile, two between the thirty
and forty percentile, and five between the twenty and thirty percentile.

The mean of 72.2 for this group has a percentile rank of fifty.

In the area of total adjustment the percentile rank of one "athlete" was between ninety-five and ninety-eight, one at ninety, seven between sixty and ninety, five between forty and sixty, five between thirty and forty, one between twenty and thirty and five between ten and twenty.

The mean of 144.5 for this group has a percentile rank of fifty.

Seven "non-athletes" ranked between eighty and ninety-five, four between sixty and eighty, five between forty and sixty, four between thirty and forty, three between twenty and thirty, one between ten and twenty and one between five and ten.

The mean of 139.5 for this group has a percentile rank of forty.

These data indicate that the female "athletes and non-athletes" used as subjects in the present study are about as well adjusted in terms of personal and social adjustment as are individuals from the general population.

These data also indicate that the "athletes" used as subjects in this study are about as well adjusted as are individuals from the general population in total adjustment. However, the "non-athletes" ranked a little adjusted as the general population.
TABLE 1

DISTRIBUTION OF THE AGES OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Ages</th>
<th>No.</th>
<th>Percent</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 18</td>
<td>16</td>
<td>.64</td>
<td>16</td>
<td>.64</td>
</tr>
<tr>
<td>15 - 16</td>
<td>6</td>
<td>.24</td>
<td>5</td>
<td>.20</td>
</tr>
<tr>
<td>13 - 14</td>
<td>3</td>
<td>.12</td>
<td>4</td>
<td>.16</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 2

**SUMMARY OF THE DATA ON THE CHRONOLOGICAL AGES OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>16.55</td>
<td>.850</td>
<td>.123</td>
<td>.156</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>16.50</td>
<td>.850</td>
<td>.123</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 3

DISTRIBUTION OF THE INTELLIGENCE QUOTIENTS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>I. Q.</th>
<th>Athletes</th>
<th>Percent</th>
<th>Non-Athletes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 104</td>
<td>1</td>
<td>.04</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>95 - 99</td>
<td>0</td>
<td>.00</td>
<td>3</td>
<td>.12</td>
</tr>
<tr>
<td>90 - 94</td>
<td>3</td>
<td>.12</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>85 - 89</td>
<td>4</td>
<td>.16</td>
<td>4</td>
<td>.16</td>
</tr>
<tr>
<td>80 - 84</td>
<td>5</td>
<td>.20</td>
<td>5</td>
<td>.20</td>
</tr>
<tr>
<td>75 - 79</td>
<td>4</td>
<td>.16</td>
<td>9</td>
<td>.36</td>
</tr>
<tr>
<td>70 - 74</td>
<td>2</td>
<td>.08</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>65 - 69</td>
<td>3</td>
<td>.12</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td>60 - 64</td>
<td>3</td>
<td>.12</td>
<td>1</td>
<td>.04</td>
</tr>
</tbody>
</table>

Total 25         100            25            100
**TABLE 4**

**SUMMARY OF THE DATA ON THE INTELLIGENCE QUOTIENTS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>(n^{*m} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>79.0</td>
<td>10.5</td>
<td>2.15</td>
<td>.732</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>61.2</td>
<td>8.50</td>
<td>1.73</td>
<td></td>
</tr>
</tbody>
</table>
### Table 5

**Distribution of Grade Placement of the Twenty-Five Female Athletes and Twenty-Five Female Non-Athletes at One of the High Schools in Atlanta, Georgia**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>11-12</td>
<td>17</td>
<td>.68</td>
</tr>
<tr>
<td>9-10</td>
<td>8</td>
<td>.32</td>
</tr>
<tr>
<td>7-8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 25 100 25 100
TABLE 6

SUMMARY OF THE DATA ON THE GRADE PLACEMENT OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>10.86</td>
<td>2.22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>10.86</td>
<td>2.22</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 7

**DISTRIBUTION OF SCHOLASTIC AVERAGES OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Average</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>3.5 - 4.0</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td>3.0 - 3.4</td>
<td>3</td>
<td>.12</td>
</tr>
<tr>
<td>2.5 - 2.9</td>
<td>12</td>
<td>.48</td>
</tr>
<tr>
<td>2.0 - 2.4</td>
<td>6</td>
<td>.24</td>
</tr>
<tr>
<td>1.5 - 1.9</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
TABLE 8

SUMMARY OF THE DATA ON THE SCHOLASTIC AVERAGES OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>2.7</td>
<td>.665</td>
<td>1.35</td>
<td>.030</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>2.67</td>
<td>.490</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 9
SUMMARY OF THE DATA ON CHRONOLOGICAL AGES, I.Q., SCHOLASTIC AVERAGE AND PLACEMENT BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES IN PRICE HIGH SCHOOL

<table>
<thead>
<tr>
<th>Components</th>
<th>Athletes</th>
<th></th>
<th></th>
<th>Non-Athletes</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|                       | Mean     | S.D.         | S.E.M.       | Mean         | S.D.         | S.E.M.       | Mean         | S.E. | n
| Chronological Age     | 16.55    | .850         | .123         | 16.50        | .850         | 1.23         | .05          | .321 | .156|
| Intelligence Quotient | 79.0     | 10.5         | 2.15         | 81.2         | 8.50         | 1.73         | 2.2          | 2.76 | .732|
| Grade Placement       | 10.86    | 2.22         | 0            | 10.86        | 2.22         | 0            | 0            | 0    | 0   |
| Scholastic Average    | 2.7      | .665         | 1.35         | 2.67         | .490         | 1            | 0.3          | 1.68 | .030|
TABLE 10

DISTRIBUTION OF THE RAW SCORES ON THE (SELF-RELIANCE) COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Percent</th>
<th>Non-Athletes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 15</td>
<td>5</td>
<td>.20</td>
<td>6</td>
<td>.24</td>
</tr>
<tr>
<td>10 - 12</td>
<td>13</td>
<td>.52</td>
<td>11</td>
<td>.44</td>
</tr>
<tr>
<td>7 - 9</td>
<td>4</td>
<td>.16</td>
<td>8</td>
<td>.32</td>
</tr>
<tr>
<td>4 - 6</td>
<td>2</td>
<td>.08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>1</td>
<td>.04</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE II

**SUMMARY OF THE DATA ON THE SELF-RELIANCE OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>10.3</td>
<td>2.96</td>
<td>.605</td>
<td>.605</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>10.76</td>
<td>2.25</td>
<td>.460</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 12

DISTRIBUTION OF THE SENSE OF PERSONAL WORTH OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>13 - 15</td>
<td>13</td>
<td>.52</td>
</tr>
<tr>
<td>10 - 12</td>
<td>9</td>
<td>.36</td>
</tr>
<tr>
<td>7 - 9</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td>4 - 6</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>1 - 3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 13

**Summary of the data on the sense of personal worth of the twenty-five female athletes and twenty-five female non-athletes at one of the Negro high schools in Atlanta, Georgia**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.*</th>
<th>S.E.M.*</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>12.8</td>
<td>2.39</td>
<td>.427</td>
<td>1.52</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>12.9</td>
<td>1.20</td>
<td>.245</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 14

DISTRIBUTION OF THE SCORES FOR THE SENSE OF PERSONAL FREEDOM
OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE
FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN
ATLANTA, GEORGIA

| Score  | Athletes |  | Non-Athletes |  |
|--------|----------|----------------|----------------|
|        | No.      | Percent        | No.            | Percent |
| 13-15  | 12       | 48%            | 12             | 48%     |
| 10-12  | 9        | 36%            | 11             | 44%     |
| 7-9    | 4        | 16%            | 2              | 08%     |
| 4-6    | 0        |                |                |         |
| 1-3    | 0        |                |                |         |
| Total  | 25       | 100            | 25             | 100     |
TABLE 15

SUMMARY OF THE DATA ON THE SENSE OF PERSONAL FREEDOM
OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE
FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS
IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>11.96</td>
<td>2.19</td>
<td>.447</td>
<td>.405</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>12.2</td>
<td>1.90</td>
<td>.388</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 16

DISTRIBUTION OF THE SCORES FOR THE FEELING OF BELONGING OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.*</td>
<td>Percent</td>
</tr>
<tr>
<td>13 - 15</td>
<td>17</td>
<td>.68</td>
</tr>
<tr>
<td>10 - 12</td>
<td>6</td>
<td>.24</td>
</tr>
<tr>
<td>7 - 9</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>4 - 6</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>1 - 3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 17

SUMMARY OF THE DATA ON THE FEELING OF BELONGING OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>12.7</td>
<td>2.10</td>
<td>.428</td>
<td>1.68</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>13.5</td>
<td>1.09</td>
<td>.222</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 10

DISTRIBUTION OF THE SCORES FOR THE WITHDRAWING TENDENCIES
OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE
FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN
ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>10-12</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>7-9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4-6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1-3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Percentages for Athletes and Non-Athletes respectively.
TABLE 19

SUMMARY OF THE DATA ON THE WITHDRAWING TENDENCIES
OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE
FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS
IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>12.3</td>
<td>2.10</td>
<td>.428</td>
<td>3.82</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>9.8</td>
<td>2.43</td>
<td>.495</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 20

DISTRIBUTION OF THE SCORES FOR THE NERVOUS SYMPTOMS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>13 - 15</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>10 - 12</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>7 - 9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4 - 6</td>
<td>1</td>
<td>04</td>
</tr>
<tr>
<td>1 - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
**Table 21**

Summary of the data on the nervous symptoms of the twenty-five female athletes and twenty-five female non-athletes at one of the Negro high schools in Atlanta, Georgia

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>12.28</td>
<td>1.99</td>
<td>.408</td>
<td>.505</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>11.90</td>
<td>2.37</td>
<td>.482</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 22

DISTRIBUTION OF THE RAW SCORES ON THE PERSONAL ADJUSTMENT COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>80 - 84</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>75 - 79</td>
<td>9</td>
<td>.36</td>
</tr>
<tr>
<td>70 - 74</td>
<td>7</td>
<td>.28</td>
</tr>
<tr>
<td>65 - 69</td>
<td>5</td>
<td>.20</td>
</tr>
<tr>
<td>60 - 64</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>55 - 59</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>50 - 54</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td>45 - 49</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>40 - 44</td>
<td>0</td>
<td>.00</td>
</tr>
</tbody>
</table>
### Table 23

**SUMMARY OF THE DATA ON THE PERSONAL ADJUSTMENT OF THE Twenty-Five Female Athletes AND Twenty-Five Female Non-Athletes AT ONE OF THE Negro High Schools in Atlanta, Georgia**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>69.6</td>
<td>8.36</td>
<td>1.70</td>
<td>1.81</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>72.2</td>
<td>6.60</td>
<td>1.34</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 24

**SUMMARY OF DATA ON THE PERSONAL ADJUSTMENT COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY**

<table>
<thead>
<tr>
<th></th>
<th>Twenty-Five Athletes</th>
<th>Twenty-Five Non-Athletes</th>
<th>Mean Diff.</th>
<th>S.E.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
</table>
TABLE 25

DISTRIBUTION OF THE RAW SCORES ON THE SOCIAL STANDARDS COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>No.</th>
<th>Percent</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 15</td>
<td>18</td>
<td>.72</td>
<td>21</td>
<td>.84</td>
</tr>
<tr>
<td>10 - 12</td>
<td>5</td>
<td>.20</td>
<td>3</td>
<td>.12</td>
</tr>
<tr>
<td>7 - 9</td>
<td>2</td>
<td>.08</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>4 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 26

SUMMARY OF THE DATA ON THE SOCIAL STANDARDS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>12.9</td>
<td>1.88</td>
<td>0.383</td>
<td>1.12</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>13.4</td>
<td>1.12</td>
<td>0.230</td>
<td></td>
</tr>
</tbody>
</table>
### Table 27

**Distribution of the Raw Scores on the Social Skills Components of the California Test of Personality by the Twenty-Five Female Athletes and Twenty-Five Female Non-Athletes at One of the High Schools in Atlanta, Georgia**

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>13 - 15</td>
<td>12</td>
<td>.48</td>
</tr>
<tr>
<td>10 - 12</td>
<td>7</td>
<td>.28</td>
</tr>
<tr>
<td>7 - 9</td>
<td>6</td>
<td>.24</td>
</tr>
<tr>
<td>4 - 6</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>1 - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
**TABLE 28**

SUMMARY OF THE DATA ON THE SOCIAL SKILLS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>n^2m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>11.72</td>
<td>2.45</td>
<td>.500</td>
<td>.568</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>12.8</td>
<td>1.69</td>
<td>.337</td>
<td></td>
</tr>
</tbody>
</table>

...
TABLE 29

DISTRIBUTION OF THE RAW SCORES ON THE ANTI-SOCIAL TENDENCIES COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Percent</th>
<th>Non-Athletes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 15</td>
<td>6</td>
<td>.24</td>
<td>8</td>
<td>.32</td>
</tr>
<tr>
<td>10 - 12</td>
<td>14</td>
<td>.56</td>
<td>14</td>
<td>.56</td>
</tr>
<tr>
<td>7 - 9</td>
<td>5</td>
<td>.20</td>
<td>3</td>
<td>.12</td>
</tr>
<tr>
<td>4 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 30

SUMMARY OF THE DATA ON THE ANTI-SOCIAL TENDENCIES
OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-
FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH
SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>11.12</td>
<td>1.99</td>
<td>.407</td>
<td>.858</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>11.6</td>
<td>1.90</td>
<td>.388</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 31

DISTRIBUTION OF THE RAW SCORES ON THE FAMILY RELATIONS COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>13 - 15</td>
<td>12</td>
<td>.48</td>
</tr>
<tr>
<td>10 - 12</td>
<td>8</td>
<td>.32</td>
</tr>
<tr>
<td>7 - 9</td>
<td>4</td>
<td>.16</td>
</tr>
<tr>
<td>4 - 6</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>1 - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

Total 25 100 25 100
TABLE 32

SUMMARY OF THE DATA ON THE FAMILY RELATIONS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>11.72</td>
<td>2.45</td>
<td>.500</td>
<td>.729</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>12.2</td>
<td>2.10</td>
<td>.430</td>
<td></td>
</tr>
</tbody>
</table>


**TABLE 33**

DISTRIBUTION OF THE RAW SCORES ON THE SCHOOL OR OCCUPATION RELATIONS COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>13 - 15</td>
<td>8</td>
<td>.32</td>
</tr>
<tr>
<td>10 - 12</td>
<td>11</td>
<td>.44</td>
</tr>
<tr>
<td>7 - 9</td>
<td>6</td>
<td>.24</td>
</tr>
<tr>
<td>4 - 6</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>1 - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 24

**SUMMARY OF THE DATA ON THE SCHOOL RELATIONS OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>11.24</td>
<td>2.25</td>
<td>.460</td>
<td>.173</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>11.12</td>
<td>2.61</td>
<td>.510</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 35

**DISTRIBUTION OF THE RAW SCORES ON THE COMMUNITY RELATIONS COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Percent</th>
<th>Non-Athletes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 15</td>
<td>10</td>
<td>.40</td>
<td>9</td>
<td>.36</td>
</tr>
<tr>
<td>10 - 12</td>
<td>11</td>
<td>.44</td>
<td>11</td>
<td>.44</td>
</tr>
<tr>
<td>7 - 9</td>
<td>2</td>
<td>.08</td>
<td>4</td>
<td>.16</td>
</tr>
<tr>
<td>4 - 6</td>
<td>2</td>
<td>.08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>1</td>
<td>.04</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 36

**Summary of the Data on the Community Relations of the Twenty-Five Female Athletes and Twenty-Five Female Non-Athletes at One of the Negro High Schools in Atlanta, Georgia**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>11.43</td>
<td>2.40</td>
<td>.490</td>
<td>.444</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>11.25</td>
<td>2.40</td>
<td>.490</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 37

**SUMMARY OF THE DATA ON THE SOCIAL ADJUSTMENT FOR THE FEMALE ATHLETES AND FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th></th>
<th>Athletes</th>
<th></th>
<th></th>
<th>Non-Athletes</th>
<th></th>
<th></th>
<th>Diff. Mean</th>
<th>S.E. M</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Standards</strong></td>
<td>12.9</td>
<td>1.68</td>
<td>.383</td>
<td>13.4</td>
<td>1.12</td>
<td>.230</td>
<td>.5</td>
<td>.447</td>
<td>1.12</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>11.72</td>
<td>2.45</td>
<td>.500</td>
<td>12.8</td>
<td>1.89</td>
<td>.387</td>
<td>1.08</td>
<td>.632</td>
<td>.568</td>
</tr>
<tr>
<td><strong>Anti-Social Tendencies</strong></td>
<td>11.12</td>
<td>1.99</td>
<td>.407</td>
<td>11.6</td>
<td>1.90</td>
<td>.388</td>
<td>.48</td>
<td>.560</td>
<td>.858</td>
</tr>
<tr>
<td><strong>Family Relations</strong></td>
<td>11.72</td>
<td>2.45</td>
<td>.500</td>
<td>12.2</td>
<td>2.10</td>
<td>.430</td>
<td>.48</td>
<td>.659</td>
<td>.729</td>
</tr>
<tr>
<td><strong>School or Occupation Relation</strong></td>
<td>11.24</td>
<td>2.25</td>
<td>.460</td>
<td>11.12</td>
<td>2.61</td>
<td>.510</td>
<td>.12</td>
<td>.695</td>
<td>.172</td>
</tr>
<tr>
<td><strong>Community Relations</strong></td>
<td>11.48</td>
<td>2.40</td>
<td>.490</td>
<td>11.25</td>
<td>2.40</td>
<td>.490</td>
<td>.23</td>
<td>.980</td>
<td>.244</td>
</tr>
<tr>
<td><strong>Social Adjustment</strong></td>
<td>69.6</td>
<td>9.05</td>
<td>1.85</td>
<td>72.0</td>
<td>16.4</td>
<td>3.35</td>
<td>2.4</td>
<td>4.30</td>
<td>.560</td>
</tr>
<tr>
<td><strong>Total Adjustment</strong></td>
<td>144.5</td>
<td>18.2</td>
<td>3.72</td>
<td>139.5</td>
<td>18.1</td>
<td>3.72</td>
<td>5.25</td>
<td>.955</td>
<td></td>
</tr>
</tbody>
</table>
DISTRIBUTION OF THE RAW SCORES ON THE TOTAL ADJUSTMENT COMPONENTS OF THE CALIFORNIA TEST OF PERSONALITY BY THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE HIGH SCHOOLS IN ATLANTA, GEORGIA

<table>
<thead>
<tr>
<th>Score</th>
<th>Athletes</th>
<th>Percent</th>
<th>Non-Athletes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 - 189</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>170 - 179</td>
<td>1</td>
<td>.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>160 - 169</td>
<td>1</td>
<td>.04</td>
<td>7</td>
<td>.28</td>
</tr>
<tr>
<td>150 - 159</td>
<td>7</td>
<td>.28</td>
<td>4</td>
<td>.16</td>
</tr>
<tr>
<td>140 - 149</td>
<td>5</td>
<td>.20</td>
<td>5</td>
<td>.20</td>
</tr>
<tr>
<td>130 - 139</td>
<td>5</td>
<td>.20</td>
<td>4</td>
<td>.16</td>
</tr>
<tr>
<td>120 - 129</td>
<td>1</td>
<td>.04</td>
<td>3</td>
<td>.12</td>
</tr>
<tr>
<td>110 - 119</td>
<td>3</td>
<td>.12</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td>100 - 109</td>
<td>2</td>
<td>.08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>90 - 99</td>
<td>1</td>
<td>.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 25 100 25 100
**TABLE 39**

**SUMMARY OF THE DATA ON THE TOTAL ADJUSTMENT OF THE TWENTY-FIVE FEMALE ATHLETES AND TWENTY-FIVE FEMALE NON-ATHLETES AT ONE OF THE NEGRO HIGH SCHOOLS IN ATLANTA, GEORGIA**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes</td>
<td>25</td>
<td>144.5</td>
<td>8.36</td>
<td>1.70</td>
<td>.560</td>
</tr>
<tr>
<td>Non-Athletes</td>
<td>25</td>
<td>139.7</td>
<td>6.60</td>
<td>3.35</td>
<td></td>
</tr>
</tbody>
</table>
### Table 40

**Summary of Percentile Ranks on Personal and Total Adjustments for Twenty-Five Female Athletes and Twenty-Five Female Non-Athletes as Measured by the California Test of Personality**

<table>
<thead>
<tr>
<th></th>
<th>Athletes—Percentile Rank</th>
<th>Non-Athletes—Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Adjustment</strong></td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Social Adjustment</strong></td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Adjustment</strong></td>
<td>50</td>
<td>40</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY AND CONCLUSIONS

Problem and Methodology.—The problem involved in this study was to determine the difference, if any, in the personality of twenty-five female athletes and twenty-five female non-athletes as tested by the California Test of Personality.

The problem developed of the writer's belief that female athletes should show a greater degree of personality development than female non-athletes as measured by the California Test of Personality. The writer's interest in this problem stemmed from two points: (1) the writer coaches female athletes and (2) writer's belief that participation in athletics is important in the aspects of personality development.

The major purpose of this study was to determine the differences, if any, in females which may arise from, or be related to, participation in athletics. The specific purposes of the study are to determine whether participation in athletics affects the following personality characteristics: (1) personal adjustment; (2) self-reliance; (3) sense of personal worth and freedom; (4) feeling of belonging; (5) withdrawing tendencies; (6) nervous symptoms; (7) social standards; (8) social skills; (9) anti-social tendencies; (10) family relations; (11) school relations; (12) community relations; (13) total adjustment.

For the purpose of this study, the terms which follow carry the meaning ascribed to them:
1. The term, "personality," refers to behavioral traits as measured by the California Test of Personality.

2. The term, "self-reliance," refers to an individual who can do things independently of others.

3. The term, "personal worth," refers to an individual who feels he is well regarded by others.

4. The term, "personal worth," refers to an individual who has reasonable freedom in the determination of his conduct and in setting the policies that shall govern his life.

5. The term, "feeling of belonging," refers to an individual who enjoys the love of his family and friends.

6. The term, "withdrawing tendencies," refers to an individual who substitutes the joys of a fantasy world for actual successes in real life.

7. The term, "nervous symptoms," refers to an individual who suffers from one or more of a variety of physical symptoms, such as loss of appetite and chronic tiredness.

8. The term, "social standards," refers to an individual who understands what is regarded as being right or wrong.

9. The term, "social skills," refers to an individual who shows a liking for people when he inconveniences himself to be of assistance to them.

10. The term, "anti-social tendencies," refers to an individual who is given to bullying, frequent quarreling, disobedience, and destructiveness to property.

11. The term, "family relations," refers to an individual who is loved and treated well at home.

12. The term, "school or occupation relations," refers to an individual who is satisfactorily adjusted at school and work.

13. The term, "community relations," refers to an individual who makes a good adjustment in his community.

14. The term, "athlete," refers to those girls who are members of the varsity first or second team in basketball, track or tennis.

15. The term, "non-athlete," refers to those girls who do not belong to any athletic team at school or in the community.
This study was conducted at one of the high schools for Negroes in Atlanta, Georgia. This school is located in the southwestern part of Atlanta. The school is surrounded by two housing projects which house about two thousand families. These project homes have modern facilities which enhance good living standards.

The school population is seventeen hundred boys and girls.

The Descriptive Survey Method of Research utilizing tests and statistical treatment, was used to gather and interpret the data in this study.

The total number of fifty girls selected from a high school in Atlanta, Georgia was used in this study.

These subjects were equated according to ages, grade placements, intelligence quotients and scholastic averages.

In the group of twenty-five female "athletes," the age mean was 16.55; I.Q., 79.0; grade placement, 10.36; and scholastic average, 2.7. In the group of the twenty-five female "non-athletes," the age mean was 16.50; I.Q., 81.2; grade placement, 10.36 and scholastic average, 2.67. There was no statistical significant difference between the two group.

The purposes of this study were realized by examining the school's individual permanent record cards to ascertain the subjects' ages, grade placement, intelligence quotients, and scholastic averages.

Personality was measured by the California Test of Personality, Form AA.\(^1\) It is divided into two sections—Personal Adjustment and

---

\(^1\) Louis P. Thorpe, et. al., *California Test of Personality* (Los Angeles, 1953).
Social Adjustment. The section on personal adjustment indicates how the pupil thinks and feels about himself and his personal security. In the other section, the pupil reveals his social adjustment on feelings of social security.

The data of this research was gathered, analyzed, and presented as follows:

1. A review, summation, and presentation of the related literature pertinent to the thesis research.

2. The subjects were selected and equated in the following manner:
   a. Selected all twenty-five members of the female varsity basketball, track, and tennis teams.
   b. Identified these girls by ages, grade placements, I.Q.'s and scholastic averages.
   c. Examined the pupils' permanent record cards and matched these "non-athletes" with the "athletes."

3. The administration of the California Test of Personality.

4. The assemblage of the test data into appropriate tables as the basis for the analysis and interpretation required by the research.

5. Computations of the essential statistical measures such as the mean, median, standard deviation, standard error of the mean, standard error of the difference between means, and Fisher's "t".

6. Findings, conclusions, implications and recommendations as derived from the data as presented in the finished copy.

These data were collected during the months of March, April and May of 1959.

The tests were administered and hand scored by the writer. The tests were administered according to the instructions in the manual.
It is believed that the findings of this study:

(1) Reveal the extent to which the personality of female athletes compare with female non-athletes at Price High School.

(2) Serve as a source of direction to teachers, coaches and administrators for suggestions and recommendations to improve the athletic program for the female population at Price High School.

Summary of the Pertinent Literature.—The related literature pertinent to this study will be organized under two captions, namely: (a) theories and research concerning personality; (b) theories and research concerning athletics for women.

Sargent¹ states that personality refers to the total integrated pattern of an individual's characteristic behavior.

Thorpe and Cruse² states that personality from a philosophical point of view is synonymous with the stream of ideas, feeling and emotions which the individual, being conscious of self, can experience subjectively.

Lee³ health and worthy citizenship are two terms that seem to cover completely the wide range of qualities desirable as by-products in any educational scheme and of all phases of education, sports and games present to the educator the most fertile field for the cultivation of these qualities.

Personality, according to Jones\(^1\) may be defined in terms of points of view. From one point of view, personality and individuality may be used interchangeably; it is what makes one an individual, makes one different from others. From another point of view, personality is the structure and pattern of an individual's total behavior.

These two points of view reveal different or somewhat divergent meaning of personality. On the other hand, personality is thought of as something an individual has somewhere within himself, as a result of acts in a given way, he impresses others, he adjusts himself. A man may seem cross and crabbed to his associates because he acts that way in his office but when he gets home with his family he is really sympathetic and generous. As opposed to this, it is said that one does not possess personality as one does a suit, it is not something that is within one, it is behavior, how he acts or even how he affects and impresses others.

Watson\(^2\) gives his views on personality and athletics when he explains:

You may be aware only of a swimming stroke which needs to be improved, but in the course of doing something about the stroke, you will also be exercising subtle but powerful influences upon personality. Organisms are units such that changes in one function and have consequences and reverberations through the whole system.

---


Those of you who work with team games know that matter goes further than the individual organism.

In a well-organized team, changes in one member may influence the feelings, activities and adjustments of every other member. Interacting is the main thing we do. We are interacting all the time physiologically within our environment. The characteristic process of interaction make up the personality.

Knowles¹ studies pupils who participated and those who did not participate in non-class activities and reported a statistically significant difference in favor of the participating pupils over the non-participating pupils in self-adjustment.

Sommers² states that the American girl of adolescent years is not only interested in games and sports—she is eager for them. She has not, however, the background nor the training to initiate and conduct such games for herself. She is therefore easily led in an athletic program, and because she is so fond of sport and of ability in sport, she is apt to make an idol of those who lead or perform well in these activities and to follow in their footsteps. The effect of leadership is seen in its result in the girl.

Link³ stated that: (1) children and youths who participate in wholesome physical activities, competitive or otherwise, and who


³Link, Henry C. "A Test of Four Personality Traits of Adolescents", Journal of Applied Psychology, XX (1930) 527-34.
consequently sleep well and regularly at night tend to have personalities superior to those who live less actively; (2) those who take part in cooperative activities are, as a rule, more extrovert and socially adjusted than youths who spend their time almost exclusively listening to radio and reading.

Lawrence and Fox\(^1\) state that values are sought, not caught. There are many values inherent in sports, but first they must be recognized and then there must be a conscious plan to bring them into reality. Values are found in needs and it is through the fulfillment of the basic needs of man that values become significant. These values may fall into two general classifications—those which are primarily concerned with personal fulfillment and those which pertain essentially to human relationships.

The related literature revealed that:

Personality refers to the total integrated pattern of an individual's characteristic behavior.

Personality from a philosophical point of view is synonymous with the stream of ideas, feelings and emotions which the individual, being conscious of self, can experience subjectively.

Children and youths who participate in wholesome physical activities and who consequently sleep well at night tend to have personalities superior to those who are less active.

Participation in athletic activities by girls and women contribute to their total mental, social and physical development.

A sport for every girl and every girl in a sport, means a program of sports for girls which includes many team and individual sports so that each girl may have an opportunity to participate in several which interest her.

---

Summary of Findings.—This data revealed that there was no statistical difference in the ages, grade placements, intelligence quotients and scholastic averages of the twenty-five female "athletes" and twenty-five female "non-athletes" used in this study.

The lowest "t" of 0 was noted in the area of grade placement for the two groups.

The highest "t" of .732 was noted in the area of intelligence quotient for the two groups.

This data revealed that "t" ratio for the two groups in all areas of the test ranged from a low of .173 for School or Occupation Relations to a high significant difference of 3.82 for withdrawing tendencies.

This significant difference was in favor of the athletes.

This indicates that this group does not withdraw from society as readily as the group of "non-athletes."

Conclusions.—The data seem to warrant that there were no statistically significant differences in the following areas of personal adjustment, self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, nervous symptoms, and total personal adjustment.

There was a statistical significant difference of 3.82 in the area of withdrawing tendencies in favor of the "athletes."

This indicates that the "non-athletes" withdraw from reality and people more readily than the "athletes."
The data also warrant that there was no statistical differences in the following areas of social adjustment, social skills, anti-social tendencies, family relations, school relations, community relations and total adjustment.

These data indicate that the female "athlete" and "non-athlete" used as subjects in this study are about as well adjusted in terms of personal adjustment as are individuals from the general population.

These data also indicate that the "athletes" used as subjects in this study are about as well adjusted as are individuals from the general population in total adjustment. However, the non-athletes ranked a little less adjusted as the general population.

**Implications.** The implications stemming from the findings of this study are as follows:

1. Insofar as the overall objectives of the total school program are concerned, apparently participation in athletics or non-participation in athletics has no noticeable effect on personality; except in withdrawing tendencies in favor of the "athletes."

2. Therefore, the school must provide a variety of experiences for its pupils in order to assure personality development.

3. School should provide a program to take care of those who do not participate in athletics.

**Recommendations.** The findings of this research appear to justify the following recommendations:

1. That the administrators and teachers of the school in this study, might give serious thought to continue to provide curricular activities in and through which all the pupils may gain a full measure of satisfaction and success as a basis for higher level of social competence and maturity.

2. That administrators, teachers and coaches continue to work toward the maintaining of a well-rounded athletic program for girls.

3. That school facilities be available for community use for after school athletic and recreational activities.
BIBLIOGRAPHY

Books


Articles

Link, Henry C. "A Test of Four Personality Traits of Adolescents". Journal of Applied Psychology. XX (1930) 527-34.


Unpublished Material

Do not write or mark on this booklet unless told to do so by the examiner.

INSTRUCTIONS TO STUDENTS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.
INSTRUCTIONS TO STUDENTS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES
A. Do you have a dog at home? YES NO
B. Can you drive a car? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS
Make a heavy black mark under the word YES or NO, whichever shows your answer. If you have a dog at home but cannot drive a car, you would mark the answer sheet this way:

A  YES  NO

B

Mark under the word that shows your answer. Find answer row number 1 on your answer sheet. Now wait until the examiner tells you to begin.

ON TEST BOOKLETS
Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can drive a car, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3.
SECTION 1 A

1. Do you often act as leader when working with other people?  
2. Is it easy for you to introduce or be introduced to people?  
3. Do you find it hard to keep from being bossed by people?  
4. Is it hard for you to continue with your work when it becomes difficult?  
5. Do you give considerable thought to your future work or career?  
6. Do you take an active part in making decisions when with other people?  
7. Is it easier to do things that your friends propose than to make your own plans?  
8. Do you usually do things that are good for you even if you do not like them?  
9. Is it hard for you to admit when you are wrong?  
10. Do you usually keep at your plans until they are finished?  
11. Do you feel uncomfortable when you are alone with important people?  
12. Do you prefer some competition to working alone in your own way?  
13. Is it easy for you to wait until the appropriate time to do things?  
14. Do you usually get discouraged when other people disagree with you?  
15. Is it natural for you to feel like crying or pitying yourself whenever you get hurt?  

GO RIGHT ON TO THE NEXT COLUMN

SECTION 1 B

16. Do your friends seem to think you have likable traits?  
17. Do people seem to think that you are dependable?  
18. Do you feel that you are not very good at handling money?  
19. Do you feel that people often treat you rather badly?  
20. Are you often invited to parties that both boys and girls attend?  
21. Do most of your friends and classmates do nice things for you?  
22. Do your folks seem to think that you are going to amount to something?  
23. Do people seem to think well of your family's social standing?  
24. Are you usually considered brave or courageous?  
25. Are you considered a failure in many of the things you do?  
26. Are you often discouraged because people fail to recognize your worth?  
27. Do your friends seem to think that your ideas are usually poor?  
28. Do you feel that people recognize your social standing as they should?  
29. Are you usually given credit for the good judgment you show?  
30. Do members of the opposite sex seem to like you?  

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### SECTION 1 C

31. Do you have enough time for play or recreation?  
   **YES NO**

32. Do your parents cause you embarrassment when you associate with the opposite sex?  
   **YES NO**

33. Are you scolded for many little things that do not amount to much?  
   **YES NO**

34. Do you frequently have to stand up for your freedom or other rights?  
   **YES NO**

35. Do you work to earn part or all of your spending money?  
   **YES NO**

36. Do you frequently have to ask for more freedom?  
   **YES NO**

37. Do some people try to dominate you so much that you have to resist them?  
   **YES NO**

38. Are you allowed to say what you believe about things?  
   **YES NO**

39. Do your folks often try to stop you from going around with your friends?  
   **YES NO**

40. Do you have to do what other people tell you to do most of the time?  
   **YES NO**

41. Do you feel that you are bossed around too much by your folks?  
   **YES NO**

42. Are you usually allowed to attend the socials or shows that you like?  
   **YES NO**

43. Do you feel that you are given enough liberty to do what you want to do?  
   **YES NO**

44. Do you sometimes go out with members of the opposite sex?  
   **YES NO**

45. Are you free to go to interesting places during your spare time?  
   **YES NO**

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### SECTION 1 D

46. Do you feel that you fit well into the community in which you live?  
   **YES NO**

47. Do you often worry about your lack of true friendships?  
   **YES NO**

48. Do you feel that your relatives are as attractive and successful as those of your friends?  
   **YES NO**

49. Do you feel that your classmates are glad to have you as a member of their school?  
   **YES NO**

50. Do the people at home make you feel that you are an important part of the family?  
   **YES NO**

51. Are you regarded as being as healthy and strong as most of your friends and classmates?  
   **YES NO**

52. Have you often wished that you had different parents than you have?  
   **YES NO**

53. If you are a young man, are you liked by the young women? If you are a young woman, do the young men like you?  
   **YES NO**

54. Have you found it difficult to make as many friends as you wish?  
   **YES NO**

55. Are you well enough liked at home that you feel happy there?  
   **YES NO**

56. Are you invited to groups in which both young men and women are present?  
   **YES NO**

57. Do you have enough friends to make you feel good?  
   **YES NO**

58. Do you feel that you are an important part of your school?  
   **YES NO**

59. Do your friends and acquaintances seem to have a better time at home than you do?  
   **YES NO**

60. Do you feel that people usually think well of you?  
   **YES NO**

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**GO RIGHT ON TO THE NEXT COLUMN**
61. Are people frequently so unkind or unfair to you that you feel like crying?  
62. Do you find it difficult to associate with the opposite sex?  
63. Do you find that many people seem perfectly willing to take advantage of you?  
64. Do you have many problems that cause you a great deal of worry?  
65. Do you find it hard to meet people at social affairs?  
66. Are your responsibilities and problems often such that you cannot help but get discouraged?  
67. Do you often feel lonesome even when you are with people?  
68. Have you found that a good many people are hard to like?  
69. Do you find many people inclined to say and do things that hurt your feelings?  
70. Are you sorry that you are continually growing older?  
71. Do you find it difficult to overcome the feeling that you are inferior to others?  
72. Is it hard for you to forget humiliating experiences?  
73. Does it seem to you that younger persons have an easier and more enjoyable life than you do?  
74. Do you often feel that people do not appreciate you or treat you as they should?  
75. Are certain people so unreasonable that you can't help but hate them?  

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73. Does it seem to you that younger persons have an easier and more enjoyable life than you do?  
74. Do you often feel that people do not appreciate you or treat you as they should?  
75. Are certain people so unreasonable that you can't help but hate them?  
76. Are you likely to stutter when you get worried or excited?  
77. Are you bothered by periodic dizzy spells?  
78. Do you have the habit of biting your fingernails?  
79. Do you have frequent headaches for which there seems to be no cause?  
80. Do you sometimes walk or talk in your sleep?  
81. Do you suffer often from annoying eyestrain?  
82. Is it hard for you to sit still?  
83. Are you more restless than most people?  
84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs?  
85. Do people frequently speak so indistinctly that you have to ask them to repeat what they have said?  
86. Do you lose a great deal of sleep because of worry?  
87. Do you find that you are tired a great deal of the time?  
88. Do you often have considerable difficulty in going to sleep?  
89. Do you sometimes have nightmares?  
90. Do your muscles twitch some of the time?
SECTION 2 A

91. Is it all right to create a scene in order to get your own way?  

92. Does finding an article give a person the right to keep or sell it?  

93. Is it all right to ignore teachers' requests if they appear to be unfair?  

94. If they look funny enough, is it all right to laugh at people who are in trouble?  

95. Should students follow their parents' instructions even though their friends advise differently?  

96. Is it always necessary to express appreciation for help or favors?  

97. Should one respect the property of people who are very rich?  

98. Is it necessary to be especially friendly to new students?  

99. If you need something badly enough and cannot buy it, are there times when it is all right to take it?  

100. Is it all right to cheat in a game when you will not get caught?  

101. Is it necessary to obey "No Trespassing" signs?  

102. Should a person be courteous to disagreeable people?  

103. Are the beliefs of some people so absurd that it is all right to make fun of them?  

104. Do older or elderly people deserve any special help not given others?  

105. Do rich people deserve better treatment than poor ones?  

GO RIGHT ON TO THE NEXT COLUMN

SECTION 2 B

106. Do you often introduce people to each other?  

107. Do you find that many people are easily offended by you?  

108. Is it easy for you to talk with people as soon as you meet them?  

109. Is it difficult for you to compliment people when they do something well?  

110. Do you often assist in planning parties?  

111. Do you usually remember the names of people you meet?  

112. Do you frequently find it necessary to disregard the feelings of other people?  

113. Do you frequently find it necessary to interrupt a conversation?  

114. Do you attempt new games at parties even when you haven't played them before?  

115. Do you find that it causes you trouble when you help others?  

116. Do you have many friends rather than just a few?  

117. Do you find that members of the opposite sex appear at ease when chatting with you?  

118. Do you like to have parties at your home?  

119. Do you find it hard to help others have a good time at parties?  

120. Is it hard for you to lead in enlivening a dull party?  

GO RIGHT ON TO THE NEXT PAGE
SECTION 2 C

121. Are you justified in taking things that are denied you by unreasonable people?  
122. Have things ever been so bad at home that you have had to run away?  
123. Are you often forced to show some temper in order to get what is coming to you?  
124. Do you often have to make your classmates do things that they don't want to do?  
125. Are people often so stubborn that you have to call them bad names?  
126. Do you find it easy to get out of trouble by telling "white lies"?  
127. Do people often provoke you to the point where you feel justified in swearing?  
128. Are some people so unfair that you are justified in being sarcastic to them?  
129. Are many people so narrow-minded that they force you to quarrel with them?  
130. Are teachers and other people often so unfair that you do not obey them?  
131. Do you often have to fight or quarrel in order to get your rights?  
132. Are people often so thoughtless of you that you have a right to be spiteful to them?  
133. Do little "kids" often get in your way so that you have to push or frighten them?  
134. Are people at home or at school always bothering you so that you just have to quarrel?  
135. Do you have to stand up for your rights?  

SECTION 2 D

136. Are you troubled because your parents are not congenial?  
137. Do the members of your family frequently have good times together?  
138. Do your folks take time to become acquainted with your problems?  
139. Does someone at home like to have you bring your friends to the house?  
140. Are things difficult for you because your folks are usually short of money?  
141. Are you troubled because your folks differ from you regarding the things you like?  
142. Do you like your parents about equally?  
143. Do you wish that more affection were shown by more members of your family?  
144. Do your folks appear to doubt whether you will be successful?  
145. Do the members of your family seem to criticize you a lot?  
146. Do you usually like to be somewhere else than at home?  
147. Do you avoid inviting others to your home because it is not as nice as theirs?  
148. Do some of those at home seem to think they are better than you?  
149. Are your folks reasonable to you when they demand obedience?  
150. Do you sometimes feel like leaving your home for good?
SECTION 2 E

151. Are you usually a member of a club, team, or other organization at school?  
YES NO

152. Are your classmates usually friendly to you?  
YES NO

153. Would you like to be chosen more often to take part in games and other activities?  
YES NO

154. If it were right, would you stay away from school as often as possible?  
YES NO

155. Do you find that classmates of the opposite sex are as nice as those of your own sex?  
YES NO

156. Would you be happier if your classmates liked you better?  
YES NO

157. Does it seem to you that many of your teachers are nervous?  
YES NO

158. Do many of the teachers seem to be unfair or unreasonable to their students?  
YES NO

159. Do you like to go to school affairs with members of the opposite sex?  
YES NO

160. Would you and your classmates like school better if teachers were not so strict?  
YES NO

161. Do you enjoy being alone more than being with your classmates?  
YES NO

162. Do you find that you can confide in at least one of your teachers?  
YES NO

163. Are many of your classmates so unkind or unfriendly that you avoid them?  
YES NO

164. Do your classmates seem to approve of the way you treat them?  
YES NO

165. Do you feel that some teachers prefer other students to you?  
YES NO

GO RIGHT ON TO THE NEXT COLUMN

SECTION 2 F

166. Are there any attractive members of the opposite sex in your neighborhood?  
YES NO

167. Do you like to take care of your own or some neighbor’s pets?  
YES NO

168. Do you dislike taking responsibility for the welfare or safety of children or old people?  
YES NO

169. Do you know people who are so annoying that you would like to molest them?  
YES NO

170. Do you often play games with friends in your neighborhood?  
YES NO

171. Is there a church or other organization in your neighborhood where you meet congenial people?  
YES NO

172. Are there people of certain races that one should not be expected to tolerate?  
YES NO

173. Do you live in a rather uninteresting neighborhood?  
YES NO

174. Are the police officers of such a character that you would like to help them?  
YES NO

175. Do you visit with several young men and women in your neighborhood?  
YES NO

176. Do you sometimes go to neighborhood affairs with members of the opposite sex?  
YES NO

177. Do you ever do anything to improve the appearance of your home surroundings?  
YES NO

178. For the most part, are your neighbors the kind of people you like?  
YES NO

179. Are most of the people in your community the kind you refrain from visiting?  
YES NO

180. Do you usually speak to both young men and young women in your neighborhood?  
YES NO

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 E (number right)  
Section 2 F (number right)