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ORIENTATION OF INSTITUTIONALIZED MALES

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

by
A. Craig Fisher, B.A., M.Ed.

The Ohio State University
1970

Approved by

[Signature]
Adviser
School of Physical Education
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**VITA**

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<tr>
<td>1961</td>
<td>B.A., University of Western Ontario, London, Ontario</td>
</tr>
<tr>
<td>1961-1963</td>
<td>Teacher of Physical Education, Peterborough C.V.S., Peterborough, Ontario</td>
</tr>
<tr>
<td>1963-1964</td>
<td>Teacher of Physical Education, Dunbarton High School, Dunbarton, Ontario</td>
</tr>
<tr>
<td>1964-1968</td>
<td>Department Chairman of Physical Education, Kingsville District High School, Kingsville, Ontario</td>
</tr>
<tr>
<td>1968</td>
<td>M.Ed., Wayne State University, Detroit, Michigan</td>
</tr>
<tr>
<td>1968-1969</td>
<td>Teaching Assistant, School of Physical Education, The Ohio State University, Columbus, Ohio</td>
</tr>
<tr>
<td>1969-1970</td>
<td>Teaching Associate, School of Physical Education, The Ohio State University, Columbus, Ohio</td>
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CHAPTER I

INTRODUCTION

Appropriate sex role orientation is difficult to achieve today for several reasons. The family, as a cultural institution, has undergone certain changes that have resulted in difficulties for the children. Due to less strict divorce laws, there are more one-parent families and for the most part it is the mother who remains with the children. Father-absence may deprive the male children of a male figure with whom to identify and establishes the family as matri-centered. Even when the family is intact, the parental roles have changed. Fathers are away from the family for longer periods of time today due to the necessity of travelling to and from their work. This places the burden of child-rearing upon the mother and naturally she imposes her feminine ways upon the children. Whereas the father may condone aggressive behavior on the part of the male child, the mother is probably quick to restrict and punish such behavior. In addition to the change of parental roles, they are also poorly defined. As a result of the wife working outside the home, sometimes the husband assists in what has been traditionally the female's work. This merging of the roles does not enhance the child's conception of what is appropriate for males and what is appropriate for females.
Societal viewpoints have precipitated the family changes, but of course the entire society reflects the altered sex roles. Although in some instances it may be very correct to speak of the merging of sex roles, it must be made clear that this is probably due to the female's encroachment upon traditionally male activities. There are fewer and fewer aspects of society which remain truly masculine in outlook. Even such sport activities as football and weight training have emerged from complete male domination.

If it is important for children to have models upon which to base their behavior through emulation or identification, and the writer feels this to be essential, then the lack of clear-cut appropriate sex roles definitely hinders the integration of appropriate sex role development.

It is important for males to be firmly entrenched in their masculine ways, apart from the obvious fact of parental and peer approval. Colley, in speaking about intimate relations with another person, stated that:

Unless fairly accurate sexual discrimination is accomplished, interpersonal interaction is likely to be fraught with difficulty and anxiety. An individual's social adjustment, as well as perpetuation of the species, depends upon accurate discrimination of the sexual identity of others.

It would, therefore, appear that a male may be very ineffectual in heterosexual relations if his degree of masculinity does not match

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that expected of him, either by other persons or even by himself. Failure to develop a satisfactory level of the elusive aspect masculinity will likely result in social and psychological problems.

Sex role development is not a superficial concept but one that is deeply rooted in one's personality. It is part of a person's way of life; in fact, it may be so important as to influence the majority of one's feelings and behaviors. Bieliauskas indicated the fundamental import of expanding upon one's biological sexual identity when he explained:

In reality, every human being exists not as a human being but as a man or a woman. For a man to be a man, and for a woman to be a woman is to be what one is supposed to be. Therefore, for a man to be masculine and for a woman to be feminine is that which makes each an authentic human being, and enhances the maturity and the richness of personality.²

Sports and games have a connection with sex role orientation. A number of studies have demonstrated the use of children's preferences for games and activities as an index of psychosocial identification, sex role preference, and masculinity-femininity.³

In our culture, it is commonly assumed that participation in sports and games is one of the ways in which males learn appropriate


sex role orientation. Robert Harlow felt that weight lifting was "particularly well-suited for the expression of what is biologically and culturally accepted as masculine." Male potency can be demonstrated through sports and games, and this demonstration has a high cultural and psychological value.

Since sports and games can be utilized as projective and expressive agents, Roberts and Sutton-Smith postulated that it might prove fruitful to consider them in relation to learning and child training. They speculated that certain game types are associated with specific aspects of child training. Their "conflict hypothesis of game involvement" stated that the individual acquired skill because of specific psychological conflicts. The search for masculine sex role identification could very possibly be one of the psychological conflicts to which Roberts and Sutton-Smith refer. If the "conflict hypothesis" has merit, one should expect to find males low in masculinity and very anxious about this state to search for masculine activities to alleviate the conflict. Harlow revealed that the weight lifters in his study had greater masculine inadequacy than did the non-weight lifters. Weight lifting seemed to be an attempted

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6 Ibid., p. 178.

solution for feelings of masculine inadequacy and inferiority.

Bryant Cratty has intimated that certain masculine activities have characteristics inherent in their structure that may bolster an individual's personality. Effeminate boys could perhaps be encouraged to participate in such masculine sport activities as wrestling or weight training in order to provide a positive masculine identification.

Statement of the Problem

The purpose of the study was to explore whether or not any relationship existed between masculinity scores as revealed by the Terman-Miles Attitude-Interest Analysis Test and participation in a six-week program utilizing sport activities that the subjects conceive as being exclusively or almost exclusively masculine, i.e., females would never or seldom participate in these sport activities.

Hypothesis

The writer hypothesized that changes in the masculinity scores will occur as a result of the participation in the masculine sport activities program.

Definition of Terms

1. Effeminate males: males who far exceed, in a feminine direction, the cultural expectations of appropriate male behavior.

2. Family structure: the organization and interaction of family members, including the following: parent-child interaction, sibling interaction, ordinal position, the "power" parent, and parent surrogates.

3. Masculine sport activity: a sport in which females never or seldom participate to any degree.

4. Masculinity: a multidimensional concept derived from the integration of biological, sociological, and psychological variables. Some aspects are: interests, attitudes, preferences, emotions, and behaviors. Basically, it is the degree to which an individual adopts and exhibits characteristics associated with the majority of the male population.

5. Modeling: patterning oneself after another individual, either real or imaginary.

6. Sex role: psychological characteristics and behaviors typical of one sex in contrast to the other. The process is socially defined by culture.

7. Sex role adoption: the masculinity or femininity of the individual's publicly observable behavior.

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8. Sex role identification: the actual incorporation of the role of a given sex. It refers both to the conscious and unconscious reactions characteristic of that role.  

9. Sex role orientation: the way in which an individual assesses or views himself, both consciously and unconsciously, in the area of appropriate sex behavior.

10. Sex role preference: the individual's desire to adhere to the culturally defined guidelines of the masculine or feminine role.

11. Social learning theorists: those individuals who attribute the greatest force on development to be social interaction.

12. Terman-Miles Attitude-Interest Analysis Test: (M-F Test)

Significance of the Study

Psychiatrists, psychologists, and physical educators have as-

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asserted that certain sport activities may enhance the participants' masculinity. Although the literature makes a few references to the possible influences of masculine sports and games on sex role orientation, it does not provide any empirical data. It seems mandatory that the physical educator have some concrete information upon which to base his claim that certain sport activities may influence the masculinity level of the participants.

**Limitations of the Study**

1. Since the data was derived from a very small sample, and one not selected at random, the findings may be applied only to the subjects utilized in the particular study.

2. Personality test instruments, of which the M-F test is a part, attempt to measure such a complex concept that it is difficult to produce an instrument that is truly adequate and above reproach. It was assumed that the masculinity scores revealed by the test instrument was one measure of an individual's sex role orientation.

3. Since sex role orientation begins early in life and purportedly continues throughout the life span, a six-week sport activities program may be ineffectual in producing any changes in the masculine component.

4. If any changes in masculinity scores are reported, it would be difficult to ascribe these changes exclusively to the actual participation in the sport activities program. Perhaps changes could
be attributed to the Hawthorne effect or to the introduction of another masculine figure into the lives of the subjects.

5. In the absence of professional psychiatric evaluation, it is difficult to assess the depth to which the masculine sport activity may be internalized by the participant.
CHAPTER II

REVIEW OF RELATED LITERATURE

Definition and Characteristics of Masculinity

In the literature, there is little agreement among researchers on the meaning of the concepts of masculinity and femininity. Although the meaning of the terms is complicated, the consensus is that the definition depends upon cultural interpretation and the particular place in history.\(^1\) Stone and Church indicated that the conceptions of the sex roles have changed many times and are likely to change many more times in the future.\(^2\) With today's increased resurgence of the feminist movement, one might expect to see some more traditional male behaviors wrested from male domination. This encroachment upon the male domain will alter both male and female sex role standards. Mead asserted that each sex defines its own roles by this behavior which is not practiced by the opposite sex.\(^3\)

The sex role standard can be defined as a learned association between selected attributes, behaviors, and attitudes and the


concepts of male and female. In general, masculinity must involve characteristics similar to those typically observed in men.

Kohlberg indicated that there is a distinct difference in the way each sex defines its sex role. The male defines his masculinity in terms of competitive achievement and acceptance in male groups; the female defines her femininity in terms of male acceptance and approval.

Terman and Miles, in their studies with masculinity, found that they were dealing with a very difficult and elusive concept as evidenced by the following statement: "The problem of temperament is no less complex than the problem of abilities. The concepts of masculinity and femininity are even more vague than the nineteenth century concepts of intelligence." The concept of masculinity cannot be considered a discrete characteristic because it encompasses such aspects as behavior, emotions, interests, and preferences. To consider one of the aforementioned aspects as a measure of total masculinity would be erroneous since the concept is definitely not unidimensional. Ford and Tyler concluded from their data that there were at least two dimensions of masculinity and femininity -- emotional characteristics and interests, plus the additional dimension for females dealing


with the acceptance of the feminine social role.  

In his text dealing with case studies of sex variants, George Henry provides the reader with his overall view of masculinity and femininity:

Masculinity and femininity are quantitative and qualitative variations. These variations are registered in structural, physiological, and psychological attributes which are peculiar to each individual. Regardless of the sex, a person gives expression to masculine or feminine traits in accordance with his innate tendencies to maleness or femaleness and in proportion to the opportunities for expression of these tendencies.

At the risk of misconstruing Henry's remarks, the writer feels that too little emphasis has been placed on the social aspect of the sex role. Henry seems to negate the presence of strong social forces which attempt to direct the individual toward the appropriate sex role. Total sexual identity would seem to be comprised of biological, psychological, and sociological characteristics. The individual's identity could be appropriate or inappropriate in any or all of these parts.

Freud's view of sexuality is illustrated in his theory of bisexuality. He felt that there was no sharp distinction or unequivocal differentiation of the sexes. That which is masculine and

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that which is feminine is extraordinarily confused but Freud felt that there were at least three designators of sexuality -- the level of activity or passivity, the biological sense, and direct observations of male and female persons. The former designator is the essential one since the active libido is always masculine. For all his efforts, Freud was never able to find any psychological characteristic which would clearly differentiate the masculine and feminine individual.\textsuperscript{11} The same could be said for biological characteristics. There are varying degrees of biological masculinity and femininity and it is difficult to arrive at an absolute line of demarcation.

Bieliauskas, in attempting to arrive at a satisfactory answer concerning what is masculine and what is feminine, concluded that it is best to consider the terms as complementary not competitive personality traits. In addition, "psychological characteristics usually tend to overlap rather than be exclusive; therefore, it is possible that masculinity and femininity can overlap in the same person without producing personality distortion."\textsuperscript{12}

Masculinity is not an all-or-none concept. One's behavior, emotions, interests, and preferences could all vary in their degree of masculinity. In fact, it is more than plausible, it is probable that an individual's level of masculinity will vary on each separate item contained under the total concept. It is not beyond the realm of expectation to envisage a person, who prefers the male role,

\textsuperscript{11} Ibid., p. 44.
adopting the female sex role. Excessive maternal overprotectiveness and lack of opportunities to express his masculinity might be great enough complications to hinder appropriate sex role adoption. It is for such an instance as this that Biller and Borstelmann, and Lynn feel that it is important to distinguish among sex role preference, sex role adoption, and sex role identification.13,14

In the literature, identification is used in so many different ways that its meaning is clouded. To avoid the ambiguity of sex role identification, Biller and Borstelmann prefer to use the term sex role orientation.15

Walker is in agreement with most of the recent researchers concerning the overlapping of the concepts masculinity and femininity. Instead of viewing the concepts as opposite poles of a continuum, he referred to masculinity and femininity as quasi-independent variables.16 It was Walker's experience, using game preferences, to notice as many males crossing over into the female territory as females crossing over into male territory. The females had a tendency to go deeper than the males into the other's territory.17

17 Ibid., p. 970.
Theories of Masculine Development

Many of the hypotheses pertaining to masculine development have been derived from theories of identification. Theories to be discussed include psychoanalytic theory, status-envy theory, learning theory, role theory, social power theory, and cognitive-development theory.

Psychoanalytic theory was postulated by Sigmund Freud and its tenets have provided at least a partial framework for some of the other theories. The key to masculine development in the Freudian sense is the resolution of the Oedipus Complex. The male child vies with his father for his mother's love, while at the same time feeling very inferior due to the size differential between he and his father. Fear of paternal retaliation for his overtures toward the father's love partner cause great anxiety in the male child. Retribution may come in the form of castration and so instead of being the father's rival, the male child begins to identify with the father. In colloquial terms, the male child decides that "if you cannot lick them, join them." Now that the male child has resolved the conflict and has begun to emulate the father, he begins to develop a sex-typed identity.


From an outgrowth of Freudian concepts, John Whiting postulated the status-envy theory.\(^\text{20}\) It asserts that masculine behavior is learned only if the father figure is viewed as holding a high status position in the family. The male child is envious of the father's position and, therefore, he desires to emulate his father's behavior in order to gain the prestige and consume some of the valued resources.

Mowrer attempted to reformulate Freudian theory into learning theory.\(^\text{21}\) Instead of believing that the fear of retaliation was the major reason for father identification, Mowrer advocated that the male identifies with the father figure so as to gain love and affection or to avoid the loss of love. In this theory, the quality of the father-son relationship is important. The more love and respect the son has for his father, the more meaningful will be the father's approval for him.

Some researchers feel that the sex role is learned as any other behavior. Mischel mentioned several ways in which the sex role is learned: discrimination, generalization, and observational learning; the patterning of reward, nonreward, and punishment under specific contingencies; and the principles of direct and vicarious conditioning.\(^\text{22}\)


The male child first learns to discriminate, then he generalizes, and finally he performs the behaviors. Observational learning comes first, and naturally the social situation under which the male child is reared will provide the basis for his sex role development.

The data from Hovland and Weiss' studies dealing with the effectiveness of positive and negative feedback on concept learning have enabled them to state that many more negative instances are required to define or reinforce a concept in some cases. More of their subjects arrived at the correct concept when the instances were positive than when they were negative. The point seems to be that negative instances provide little or no definition or framework for concept formation. Negative instances have some value in that they limit inappropriate behavior but they do little to elucidate appropriate behavior. Lynn utilized the concepts derived by Hovland and Weiss in the area of male sex role identification. He preferred the terms "divergent feedback" and "convergent feedback" to those utilized by Hovland and Weiss. Lynn asserted that punishment of inappropriate behavior was not as effective as rewarding appropriate behavior because: (1) it was not as long-lasting; (2) the results

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were not as predictable since punishment does not tell one what to do; (3) it may suppress behavior which would inhibit unlearning; and (4) it causes dislikes both for the person and the activity.

Several sociologists postulated the role theory of masculine development. Essentially it combines psychoanalytic theory and learning theory. The theory states that the male will identify with the role of the more powerful parent figure. The chances for masculine identification are enhanced if the father figure is the more powerful in interacting with the male child. Bronfenbrenner pointed out that the only novel aspect of role theory is that "the child identifies not with the parent as a total person, but with the reciprocal role relationship that is functioning for the child at a particular time."  

The social power theory stressed the fact that the model who is most likely to be imitated is the one who controls valued resources. Masculine identification can be enhanced when the father figure is the controlling force of the family.

All of the aforementioned theories asserted that the male child's sex-typed identity was the outcome of the resolution of a conflict

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28 Bronfenbrenner, Child Development, XXXI, p. 32.

and/or identification with a parent figure. Kohlberg viewed the development of the sex role in the reverse order to the previously mentioned theorists. The basic tenets of the cognitive-developmental theory is that children first learn their sex identities and then they attempt to acquire and master sex-appropriate activities.30 The patterning of sex role attitudes is essentially cognitive in that it is rooted in the child's concepts of physical things -- his body and those of others. Gender identity is the basic organizer of the individual's sex-typed identity. From this point, the male will begin modeling himself after his father and finally become attached to the father. In this way, he is reinforcing his male sex role attitudes, behaviors, emotions, and interests.

In all likelihood, no one theory of masculine development is totally correct but rather it possesses partial truth. All of the theories stress the significance of the father-son relationship, although each places a different emphasis upon the relationship. "Freudian theory seems to stress the importance of the father as punitive and threatening; status-envy theory, the father as the primary consumer of resources; learning theory, the father as rewarding and affectionate; role theory, the father as the primary controller of resources."31

31 Biller and Dorstelmann, Merrill-Palmer Quarterly, XIII, p. 259.
The identification of the son with the father is referred to as modeling and doubtless this is an important aspect leading to appropriate sex role orientation. Alfred Heilbrun conducted an empirical test of modeling theory and found that identification with the instrumental father was associated with enhanced masculinity in the son.\textsuperscript{32} Raymond Steimel utilized a slightly different approach to assess the relationship between the masculinity level of male children and parental associations. In his study, the more effeminate males indicated greater female identifications and associations.\textsuperscript{33} These findings appear to support modeling theory. John Hampson, drawing upon the data from case studies of nineteen patients, asserted that both normal and deviant gender role establishment is markedly influenced by salient behavioral features of the role model.\textsuperscript{34} Colley was a little more hesitant to ascribe total masculine development to modeling. He felt that the main contribution of modeling was in the acquisition of appropriate identity in the sexual sociomode, whereas he postulated that psychomodal sexual identity was developed through the process of learning and interpersonal interaction.\textsuperscript{35} Of all the literature reviewed,

\begin{itemize}
  \item \textsuperscript{33} Raymond J. Steimel, "Childhood Experiences and Masculinity-Femininity Scores," \textit{Journal of Counseling Psychology}, VII, No. 3 (Fall, 1960), p. 216.
  \item \textsuperscript{35} Colley, \textit{Psychological Review}, LXVI, pp. 166-74.
\end{itemize}
Kohlberg was the only theorist who rejected the idea that one's sex role resulted from identification with the same sex parent.\textsuperscript{36}

Sex role differentiation takes place through a variety of highly complex processes, each of which contributes to a particular facet of status-related personality formation, perceptual sharpening, and response reinforcement.\textsuperscript{37} The complexity of sex role identification was clearly elucidated by Stoke two decades ago. As a result of case studies and discussions, he postulated ten factors that are likely to influence identification: (1) the biological fact of sex which predisposes one to certain behaviors; (2) the social pressures to identify with one's own sex; (3) the degree of affection given by the identification figure; (4) the extent of the child's need gratification by the identification figure; (5) the degree of acquaintance that the individual and the identification figure have; (6) the clarity of the role with which to identify; (7) the attitude of influential persons toward the individual; (8) the capacity of the child to ally with the identification figure; (9) the temperament of the individual, and (10) the needs of the child which may be reinforcing or conflicting as far as sex role identification is concerned.\textsuperscript{38} It appears to be rather evident that how or even whether an individual identifies with another is not a simple nor clear-cut matter.

\textsuperscript{36} Kohlberg, \textit{The Development of Sex Differences}, p. 124.


Although there appears to be no genetic or innate mechanism to preordain the masculinity or femininity of psychosexual differentiation, Money asserted that genetics and innate determinants ordain that a gender role and identity shall differentiate but they do not give the direction.\footnote{John Money, "Developmental Differentiation of Femininity and Masculinity Compared," 
*Man and Civilization: The Potential of Woman*, ed. Seymour M. Farber and Roger H. L. Wilson (New York: McGraw-Hill, Inc., 1963), pp. 56-57.} Although one might tend to think of biological masculinity as a fairly straightforward and clearly distinguishable concept, Hampson added some insight into the situation when he spoke of biological variables of sex such as: "(1) sex chromatin pattern; (2) gonadal sex as indicated by morphology; (3) hormonal sex which is correlated with the associated secondary sex characters; (4) external genital morphology; (5) internal accessory reproductive structures . . . .\footnote{Hampson, *Sex and Behavior*, p. 109.}"

Due to the complexity of the concept masculinity, it is unlikely if any one theory could be formulated to account for the biological, sociocultural, and psychological aspect of one's sexuality.

**Importance of Appropriate Sex Role Development**

As has already been mentioned elsewhere, Bieliauskas stated that it was important for a man to be masculine and for a woman to be feminine in order for each person to be authentic, and also the adoption and integration of the appropriate behavior would enhance the individual's maturity and richness of personality.\footnote{Bieliauskas, *Journal of Psychology*, LX, p. 262.}
Using the Freudian construct, Anastasiow's study revealed that the adoption of a sex role signals the resolution of the conflict and, therefore, makes libidinal energies available for other learnings. Boys who have adopted the appropriate sex role appear to be more successful in school.42

One of the developmental tasks of childhood and adolescence is to develop an appropriate sex role. If one is to get along with other people, it is necessary for him to portray the appropriate role although there is a great range of accepted behavior for each sex. Adequate and accurate sexual discrimination is a requisite for intimate, interpersonal relations with the opposite sex.43

Daniel Brown, a psychologist who has done much research in the area of sex role development, stated that the nature of one's sex role development in childhood appears to bear a direct relationship to the individual's eventual sexual orientation and adjustment in adolescence and adulthood.44

It is just possible that there might be a critical period or periods in establishing certain facets of the sex role. Hampson was of the opinion that the first three years is a very crucial period.45

The importance of the critical periods hypothesis is that if such

43 Colley, Psychological Review, LXVI, p. 166.
45 Hampson, Sex and Behavior, p. 124.
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43 Colley, Psychological Review, LXVI, p. 166.
45 Hampson, Sex and Behavior, p. 124.
behavior is not initiated or perhaps even perfected by a certain period in an individual's life, then all future behavior related to that aspect will be seriously hampered.

Brown claimed unequivocally that one of the most important conditions of an individual's entire development is for him to feel safe, secure, and satisfied in his emerging sexual identity. Whether these feelings can be promoted depends upon a great many variables - the cultural, psychological, and even the biological appropriateness of his sexual behavior.

Several psychologists and psychiatrists assert that there is a relationship between faulty sex role orientation and a variety of human ills. Clinicians, dealing with the problem of homosexuality among neurotics and psychotics, claim that the question of sex role development is important in almost all forms of mental illness. Dr. Karl Menninger, the renowned clinical psychiatrist, in referring to various feminizing factors of masculine development, stated:

That these devices actually do have the effect of crippling the masculinity of the boy, every psychiatrist knows from clinical experience. It is the sort of thing that has happened in childhood to men who consult us many years later because of impairments of masculinity which may show themselves in an unsatisfactory sexual life, or more commonly in various attempts to compensate for an unsatisfactory sexual life, such as alcoholism, hypochondriasis, neurotic illnesses, all kinds of marital conflict, and even actual psychoses. Call them the extreme cases

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48 Henry, Sex Variants ...
if you like, but they are extremes that indicate what I believe to be an increasing trend of a most malignant sort.49

Both Kagan and Moss, and Anastasiow corroborated Menninger's assertion that success or failure to win the affection of a love object was one of the primary characteristics of an individual's sex role identification and that faulty identification resulted in high levels of sex anxiety.50,51

It has been suggested in the literature that much of the juvenile delinquency is a symptom of conflict in sex role identification. Bacon and others found that "the cross-cultural method supports the theory that lack of opportunity for the young boy to form a masculine identification is in itself an important antecedent of crime."52

In looking at the data from Ullmann's case studies of maladjusted school children, one quickly notes that the rate of maladjustment is greater for boys than girls. The sex-ratio in psychiatric clinics is 14:1 and in juvenile courts 4:1.53 Several reasons may be postulated for the greater incidence of male maladjustment. Teachers foster feminine ways so fewer girls would be considered disruptive in

51 Anastasiow, Child Development, XXXVI, p. 1054.
The classroom, and, therefore, would not visit the psychiatric clinic. Masculine problems appear to be more overtly expressed which in the case of aggression is somewhat culturally condoned in our society. It does not have such a high valence in the classroom, however, since its expression is difficult to control. Another factor accounting for the greater male maladjustments may be that the male is experiencing difficulty in developing an appropriate sex role. If some of the aforementioned conclusions from case studies have merit, then this is an important correlate of crime. If one were to accept such an assumption, it might also seem acceptable to believe that appropriate sex role development is more difficult and also more important for males. Evidence is not clear-cut on this latter point.

**Difficulty of Sex Role Development**

The question arises as to which sex has the greater difficulty in developing an appropriate sex role. "In the literature on sex differences, there are statements that one sex must conform more rigidly to society's traditional mold than the other. However, in the literature there are nearly as many arguments for this sex being male as for its being female."54 It is this writer's impression that the male has greater pressures impinging upon him to develop the appropriate sex role, whereas the female's role is hazy since there is little child-

hood behavior that is considered inappropriate. Marcus claimed that males are punished earlier and more harshly than the female for cross-sex participation.55

In contrast to the more rigid and clear-cut appropriate behavior for males, Komarovsky spoke of "the contradictory pressures which tend to impinge upon the growing girl no matter which model she accepts in childhood."56 Furthermore "we place an intolerable burden upon men by re-emphasizing a model of 'masculinity' which is increasingly difficult to attain in modern society."57

McKee and Sheriffs' findings do not support Komarovsky's comments regarding the rigidity of the masculine model. Evidence pointed to the fact that there is pressure on men to modify their role by incorporating more of the traditionally 'feminine' qualities.58 In a similar vein, Fenichel felt that the masculine role was not so very clear-cut. He attributed this to the dominant role of women with the result "that men today have to contend far more than formerly with feminine traits within themselves."59 To develop the appropriate sex role, males must either "fight off" these feminine tendencies or

57 Ibid., p. 299.
58 McKee and Sheriffs, American Journal of Sociology, LXVI, pp. 362-63.
find some way to incorporate them into their masculine schema. A great problem arises when parental and cultural pressures to behave in a masculine way are applied prematurely or too strongly -- the male child may reject masculinity.  

Males undergo greater discontinuity in their sex role development. They are initially very close to the mother since she is the parent who is responsible for most of the child rearing. In order to develop the appropriate sex role, the male child must transfer his allegiance from the mother to the father. Throughout his sex role development, the male child is placed in a dichotomous situation. On the one hand he is taught to be independent and reject "sissy" things, but on the other hand he is raised by a mother who may insist upon a subjugation of overt masculine behavior. Patricia Sexton, in The Feminized Male, asserted that the institutions that rear children often feminize the males and stunt them in their masculine growth. Male norms stress values such as courage, inner direction, certain forms of aggression, autonomy, mastery, technological skill, group solidarity, adventure, and a considerable amount of toughness in mind and body. To force the male to be unquestionably compliant; to punish him for his initiative; and to deprive him of

63 Ibid., p. 15.
achieving some of the masculine skills and modes of expression is to cause a feminization of his behavior.\textsuperscript{64} These are some of the stultifying conditions imposed upon males by some of our cultural institutions which appear to be matricentered. From a search of the literature of various cultures, Nash asserted that Western industrial countries can be epitomized as mother-centered although not every family is thusly organized.\textsuperscript{65} As has been previously stated, such a condition is unsuited to the needs of the male.

Father-absence is more prevalent today due to society's changed views of separation and divorce. Suburban living has increased the distance to the father's place of occupation. Regardless of the reason for father-absence, the fact is that opportunities for the male child to identify with and emulate the father are reduced. Studies suggest that the father's absence retards the development of sex-typing, although it would probably be an overstatement to claim that such absence creates gross abnormalities or permanent deficits in the formation of a masculine identity.\textsuperscript{66}

There is some evidence, albeit not of great magnitude, to indicate that females have difficulty in establishing a feminine image. Whereas the male child is exposed to much censure regarding inappropriate behavior, the female can choose to express a variety of behaviors

\textsuperscript{64} Miller et al., \textit{Inner Conflict and Defense}, p. 275.


\textsuperscript{66} Kohlberg, \textit{The Development of Sex Differences}, p. 157.
without being censured. Perhaps there is some truth to the assumption that girls view the male role as having a much higher valence. A girl can emulate male behavior and be termed a "tomboy" but it is assumed that she will eventually discard this role as a matter of course and exhibit the expected female behavior. Boys would not be allowed to play with dolls and exhibit other feminine behavior for the length of time a girl is allowed to participate in cross-sex behavior. There are fewer opportunities for females to behave in feminine ways since what is or is not feminine is rather hazy. Schoeppe asserted that boys are allowed more expression of sexuality in the form of talk and jokes.67

The more orthodox Freudian advocates believe that the female undergoes great difficulty in identification with her own sex because of a desire for the male sex organ ("penis envy").68 Not all researchers who agree with the premise that the female's sex role development is more complicated accept the psychoanalytic postulate in toto. Musson and Rutherford agree with the psychoanalytic concept of complicated female sex role development, but they attributed the difficulties to the social structure and not simply to the innateness that Freud felt was so important.69

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One of the rapidly occurring social changes is that masculine and feminine activities are becoming less dichotomous. There are fewer and fewer activities in our society that clearly differentiate the sexes. The end result of this merging, or perhaps encroachment by the females on traditional male activities, is confusion about what is really masculine or feminine. Barry, Bacon, and Child made a very perceptive and important statement concerning the above point when they said that perhaps the small sex differences in socialization provide inadequate preparation for adulthood. The writer wondered if they were not intimating that more structure is needed along the lines of sex appropriate activities. It would appear very beneficial to maintain a greater degree of sex differentiation. One of the ways this could possibly be accomplished would be to restrict one sex from crossing over into the other's activities. Two decades ago, Margaret Mead advocated such a plan when she asserted that:

In a great number of human societies, men's sureness of their sex role is tied up with their right, or ability, to practice some activity that women are not allowed to practice. Their maleness, in fact, has to be underwritten by preventing women from entering some field or performing some feat.

Mead's advice has gone rather unheeded in the twenty years since it was given. Sex differences in socialization have continued to become less and less. Ruth Hartley warned that "current socialization practices in relation to male children can create even greater

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74 Margaret Mead, Male and Female (New York: William Morrow and Company, 1949), pp. 159-60.
research, but many researchers are convinced that masculine development is more difficult today.

Another complicating factor arises within today's families. Parents' roles are changing and there are fewer clear-cut roles to emulate. In many cases, there is little opportunity to even see both parents' roles since many homes are operated by one parent, usually the mother. Unless a substitute father figure is found, masculine development will likely suffer for lack of an appropriate identification figure.

Hartley perhaps hit upon the crux of the entire problem of sex role confusion in the following statement:

All sex-connected social roles share in one source of difficulty, that they are defined by forces outside the individual . . . without any necessarily appropriate reference to his particular native endowments, presenting a pattern into which he must fit himself.

Influence of the Family

Since the family is the first institution with which an individual is associated, it is considered to provide much of one's personality and capacity for behavior. Masculine development is no exception, as illustrated by Goodenough's statement: "The process

80 Hartley, Psychological Reports, V, p. 458.
whereby the nuances of role differentiation are communicated reflects an elaborate interpretation of society and personality, first carried on in the family. Both as a result of direct training and indirect training parents provide the base for the individual's future sex role development.

The quality of the parent-child relationships appear to be extremely important. Bernard claimed that warm parent-child relationships provided security and allowed one to take pride in his natural sex role. Nash stated that warm, affectionate parent-child relationships are probably the more vital requirements of successful sex role identification.

Sears was a little more defensive regarding the influence of the family on masculine development. He conceived of the family as creating a particular kind of social structure in which the individual is imbedded. The family acts upon one in many diverse ways. For example, there is some evidence that the family does not influence all aspects of masculinity to the same degree. As one proceeds from sex role orientation to sex role adoption, familial

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82 Bernard, Human Development in Western Culture, p. 205.
83 Nash, Child Development, XXXVI, p. 293.
variables have less influence and other variables become increasingly more influential. In evaluating the specific influence of the father on masculine development, one should pursue a double attack—consider what occurs if the father is present and also if he is absent. Some findings indicate that identification with the father is associated with enhanced masculinity in the son. Identification with the father was an important tenet of almost nearly every theory of masculine development. The most crucial determinant of development of masculinity in young boys is the nature of the father-son relationship.

In regards to father absence, it might be advisable to consider the reason why he is absent and also the age of the child when the father departed. Another important consideration would be the child's rapport with the mother. In a longitudinal study of five years' duration dealing with paternal absence, the experimenters revealed the following conclusions: there were sex role complications in boys between six and twelve years, if the mother was

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86 Heilbrun, Child Development, XXXVI, p. 796.
87 Mussen and Rutherford, Child Development, XXXIV, p. 602.
deviant in her role or rejecting; fifty percent of the males had intense sexual anxiety; and that it is not correct to correlate father absence with crime.89

Mothers can enhance or complicate the male child's masculine development. By being nurturant, she can make the child secure in his emerging sexual identity. By being overprotective, she may prevent the male child from discovering and exhibiting masculine behavior. By punishing her son for asserting traditional masculine aspects such as aggression, she very likely feminizes his behavior.90 If the male child identifies with the mother, psychosexual difficulties apparently result.91

In attempting to assess the influence of siblings on an individual's masculine development, Rosenberg and Sutton-Smith could make no simple absolute statement.92 Sometimes the influence was assimilative, sometimes conflict-inducing, and sometimes both assimilative and conflict-inducing. Although ordinal influences are pervasive during childhood and the effects appear to vary with age, the following conclusions are generally warranted: opposite sex siblings

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90 Menninger, Love Against Hate, p. 120.

91 Nash, Child Development, XXXVI, p. 293.

affect masculinity-femininity scores in the direction of the sibling's sex; the all-boy dyad (MM2-boy with an older brother), is the most masculine at all ages; and most often the all-girl dyad is the most feminine.\textsuperscript{93,94}

The overall tone of the family, plus the personal interaction between each member and the male child appear to greatly influence sex role development.

**Influence of Peers**

Peers can sometimes be substitutes for the father figure and if such is the case, then acceptance by peers is very important.\textsuperscript{95} Peers can provide both negative and positive guides just as the father figure. Oberteuffer and Ulrich indicated the degree of pressure peers could apply in the following: "There are times when the male is almost cruel to any member of his sex who rejects an athletic opportunity to prove his manhood."\textsuperscript{96} One would suspect that if the male child identified with a peer or peers, then he would likely feel challenged since the pressures to conform would be great. The peer group is less likely to be nurturant and supportive than the father.


\textsuperscript{94} Brim, *Sociometry*, XXI, p. 15.

\textsuperscript{95} Hartley, *Psychological Reports*, V, p. 459.

Influence of Socioeconomic Status

In one study, males of lower socioeconomic class had more clearly masculine role preferences than upper class males.\(^7\) This has often been a general assumption since lower class males are usually not overprotected and have greater opportunities to express such masculine behavior as aggression, swearing, telling "dirty" jokes, and others. Within a middle class group of males, Brown found no significant differences of sex role preference among upper-middle, middle, and lower-middle groups.\(^8\)

Although some studies reveal class differences in certain aspects of masculinity, according to Hartley and Hardesty, there is no consistent direction of influence of class background.\(^9\)

Influence of Sports and Games

A number of studies demonstrated the use of children's preference for certain sports and games as an index of psychosexual identification, sex role preference, and masculinity-femininity.\(^10\)


\(^10\) Lefkowitz, *Psychological Reports*, X, p. 43.
Kagan postulated three major determinants of sex role identity: (1) perceptions of similarity to parents; (2) the degree to which an individual adopts the games, and masters the skills that are traditionally encouraged for his sex, and (3) peers. The individual's game choices reveal his sex-typed behavior. The differences in the games chosen by boys and girls will reflect their perceptions of behavior appropriate to their own sex.

In one of their earliest studies, Rosenberg and Sutton-Smith stated that games have a practical and theoretical value in the detection of variation in sex role identification in children. Furthermore, they found the following classes of games chosen by the participants: males chose games dealing with physical contact, the dramatization of conflict between male roles, propulsion of objects into space, and those dealing with complex team organization; females chose games with the dramatization of men and women in static activity, singing or chanting, ritualistic non-competitive actions, rhythmic activities, and those in which a central player has a focal role.

The classic study concerning sex differences in play activities was published by Lehman and Witty in 1927. It was their

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conclusion that "it is difficult and unsatisfactory to classify various plays and games as characteristic ones of one sex or the other." Sex differences were relatively unimportant as compared to individual differences. Although they were noncommittal as far as sex differences in play activities were concerned, certain trends were seen. Boys tended to engage more frequently in active games whereas girls sought out more sedentary activities; games involving muscular dexterity, skill, and strength were mostly masculine activities; games involving the element of competition were participated in to a greater extent by males; and games requiring a high degree of organization and adherence to the rules were mainly masculine.

Rosenberg and Sutton-Smith questioned the relevancy of play data of several decades ago, especially concerning the assertion that it is unsatisfactory to classify certain games as masculine and others as feminine. Contrary to Lehman and Witty's claim, there are certain sports that clearly differentiate the sexes. For example, football, boxing, and wrestling are definitely masculine sports.

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105 Ibid., p. 90-93.
Looking at game preferences in historical perspective, Sutton-Smith and Rosenberg indicated that the sex differences are becoming less and less. Females are incorporating more traditional male items, therefore, boys have fewer games that differentiate them from girls. As a result of the extended female role perception of certain sports and games, boys have reduced the scope of their participation in games. By participating in masculine sports and games, the individual may derive a clear-cut definition of appropriate male behavior and this perhaps facilitates the sex role development of the individual who has the particular skills required by that game.

It is commonly assumed that children's games are one of the ways in which boys and girls learn appropriate sex role behavior. Since games and sports are becoming less differentiated, one of the means of sex role development is being reduced. The encroachment of females upon traditional male activities would seem to negate the claims of Patricia Sexton concerning the value of sports and games for masculine development. She asserted that feminization in males might be avoided by pursuing a passionate interest in tough sports and a committed and disciplined style of life. It was

109 Ibid., p. 31.
111 Sexton, The Feminized Male, p. 35.
also claimed that sports give boys a clear male identity and masculine heroes after whom they can model themselves. Can the aforementioned claims be substantiated in light of the fact that there are so few sports and games that differentiate the sexes? The clear male identity is beclouded by feminine participation in traditional male activities. These claims could perhaps be better substantiated if certain sports activities were reserved for males and feminine participation in them was restricted.

Slavson, a psychiatrist, in speaking about male aggressive behavior resulting from effeminacy, asserted that security is derived by playing boys' games such as wrestling and fighting. The contacts and friendships formed in a group extends their identification with male images. It would appear that such is the case only if the participants view the activity as being masculine in outlook. In this way, all of the other participants could be identified as exhibiting masculine behavior and, therefore, be good models to emulate.

In searching for factors that predispose masculine development, Hartley found that a great emphasis was placed on physical

112 Ibid., p. 120.
strength and athletic skills. In many cases, this was almost all that many boys had as a factor of masculine identification.\textsuperscript{114} For the male who has no father; whose remaining parent-child relationship is sterile; who has no father substitute, and who is being feminized by the cultural institutions, it is imperative that the masculine concept of certain sports be retained. The degree of importance of athletic competence is that it helps form the foundation of an adequate assumption of the traditional male role.\textsuperscript{115} Something as important as the masculine concept of certain sports should not be permitted to go out of existence. Future male children cannot afford to be deprived of yet another factor that influences masculine development.

Regardless of the amount of feminine encroachment upon traditional male activities, in sports the sex differences of the performances are usually quite evident. Beisser, in speaking about the importance of sport to males, asserted that sport "is one area where there is no doubt about sexual differences and where his biology is not obsolete. Athletics help assure his difference from women in a world where his functions have come to resemble theirs."\textsuperscript{116}

\textsuperscript{114} Hartley, Psychological Reports, V, p. 459.
\textsuperscript{115} Kagan and Moss, Birth to Maturity, p. 157.
There appears to be a relationship between personality and sports and games. Sports are a medium for allowing the projection, exertion, and expression of certain aspects of one's personality. Beisser felt that sports were important in order for males to express the traditional male role. Cratty claimed that it was probably a relatively desirable support for many to exert their maleness through such a sport activity as weight training.

The "conflict hypothesis of game involvement," as delineated by Roberts and Sutton-Smith, attempts to explain how and why individuals participate in certain sports and games. First one becomes curious about a certain sport, then one learns more about the sport and experiments with the particular skills, and finally develops the skills because of specific psychological conflicts. There are several instances that perhaps affirm the credibility of the "conflict hypothesis." John Thune found that the following personality characteristics typified the weightlifters in his study: shy, lack of self-confidence, and unable to achieve satis-

117 Ibid., p. 220.
faction in the more traditional physical activities. On the other hand, they wanted to be strong, dominant, and emulate other men.

In light of the "conflict hypothesis" masculine inadequate males might be expected to choose such an activity as weightlifting if they are anxious about their less-than-adequate masculine development. Harlow found similar results and further indicated why weightlifting might be considered a compensatory activity: "Since weight training is rooted in anatomy -- only the strong, the male, can participate -- it is particularly well-suited for the expression of what is biologically and culturally accepted as masculine." He assumed that the weightlifter was anxious concerning his level of masculinity, and that he needed the opportunity to demonstrate his male potency in an exclusively masculine medium.

The question arises as to whether realignment of the sex role can occur, and whether sports and games can assist this process. John Money was most pessimistic on the possibility of role realignment, as illustrated by the following: "The die is cast, pretty well, by the age of six, after which major realignment of gender role and identity is rare." Colley was more optimistic

122 Ibid., p. 314.
123 Money, Man and Civilization . . . , p. 57.
and he stated that "once the nature and degree of inappropriateness are determined, it may be possible to provide corrective experience so as to bring about reorganization of perceptual response to self and others." He appears to be referring to that aspect of masculinity termed sex role orientation. Buss asserted that as a treatment for effeminate boys, they be switched to masculine identification by means of participation in such a boys' game as wrestling. Cratty upheld the aforementioned premise but suggested that low masculine moles might be encouraged in the direction of muscle building activities. He cautioned the reader, however, to be careful of excess narcissism that such activities are perhaps wont to produce.

It would seem to be of value to a physical educator to know more about the personality characteristics of individuals going into a specific sport. Perhaps they could be guided into some activity somewhat similar but at the same time differing in some respects so that a specific personality type could be benefited.

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124 Colley, Psychological Review, p. 176.
126 Cratty, Psychology and Physical Activity, p. 23.
It would seem wise to take Flanagan's advice and attempt to find out more about the individual participant, but perhaps a far more fundamental discovery is needed. This search would be focused on the characteristics of an individual sport activity to assess the influence it might have on the participant. Without a fairly complete knowledge concerning the expected outcomes of participation in a sport, the physical educator will not be able to intelligently prescribe a program of physical activities.

**Summation of Related Literature**

1. Masculinity is not a discrete but rather a multidimensional concept encompassing such aspects as one's actions, emotions, interests, preferences and other similar characteristics.

2. Total masculinity is comprised of biological, sociocultural and psychological aspects. Each of the above components is important in the determination of one's masculine development.

3. Masculinity and femininity are not polar quantities since each sex has a certain degree of the opposite-sex outlook. The concepts are best looked upon as quasi-independent variables.

4. The measurement of one's total masculinity is a very difficult procedure since the concept is so multidimensional.

5. There are various psychological theories to account for masculine development. For the most part, they are based on Freud's
psychoanalytic theory.

6. All theories assert that modeling is important for masculine development.

7. Personality maladjustments are likely if the male is not firmly entrenched in his masculinity.

8. Appropriate sex role development is necessary in order for one to have a proper interpersonal relationship, especially if it is to be intimate.

9. It appears that appropriate sex role development is more difficult for males, this being due in part, to the effect of discontinuity.

10. Since our society seems to be emerging as matricentered, most of the cultural institutions tend to feminize the males.

11. The quality of the parent-child relationship is an important factor leading to sex role development.

12. Father-absence often tends to retard the male's masculine development by depriving him of an identification figure.

13. Siblings tend to influence masculine development in the direction of the sibling's own sex.
14. Peers can provide the male with a substitute father-figure with whom to identify, and in this way they may enhance one's masculinity.

15. The influence of socioeconomic status cannot be stated unequivocally, but lower socioeconomic status seems to be a predisposing factor to increased masculinity.

16. Several studies have shown the relevance of one's participation in certain sports and games as an index of one's masculinity.

17. The number of sports and games which differentiate the sexes is being reduced due to the feminine encroachment on traditional male activities. This limits the usefulness of sports and games as a factor of appropriate sex role development in males.

18. Sports and games are useful due to the fact that certain ones allow for the expression of the masculine ways.

19. One area in which sex differences still mean something is in certain sports and games which rely upon speed and strength for their execution. The male is easily distinguishable from the female in certain sport performances.

20. There is some evidence to indicate that certain sports may have a compensatory influence on one's personality. The masculinity of low masculine males may be enhanced by participation in selected sports and games.
CHAPTER III

METHODS AND PROCEDURES

The study was exploratory in nature with its aim to determine whether or not a relationship existed between a masculine component and participation in a program of masculine sport activities for a period of six weeks.

Selection of Subjects

The subjects were selected from males living at the Methodist Children's Home (MCH) in Worthington, Ohio. Approximately forty boys and girls, ranging in age from ten to eighteen, are served by the Home. All of these children have been referred to MCH by several agencies throughout the state of Ohio. For the most part, the children were having a fairly normal reaction to an abnormal family situation.1 A local agency became involved and when it exhausted all the possibilities of keeping the family intact, a referral was made to MCH for temporary care of the child. Prior to the child's acceptance into MCH, it is required that he be made a ward of the court to restrict the parent's intervention in the rehabilitation process.

Each child lives in a cottage with a small group of same-sex children, approximately his own age. The numbers in each cottage rarely, if ever, exceed eight children. House parents live in with the children and assist them in their development.

1 Methodist Children's Home, "Volunteer Services," Paper explaining the history and purpose of the home, Worthington, Ohio, February 13, 1969. (Mimeographed.)
MCH provides a campus school for some of the children who are not able to attend one of the Worthington schools. The children in the campus school are either retarded academically or behaviorally maladjusted.

In addition to providing educational opportunities and a group living situation, caseworkers are assigned to each child in order to assist him in coping with his particular situation. The major goal of MCH is to help the child face reality and make plans for a better future.\(^2\)

Naturally, there is some regimentation just as there is in any home setting. The children get up and go to bed at pre-set times. Meals, household duties, and caseworker interviews are part of the children's schedule. There is an open recreation period in the late afternoon in which the children may voluntarily participate in several sport activities -- basketball, table tennis, and volleyball being the most popular ones. There is no organized program of physical education at MCH, although it may be part of the child's life space if he attends school outside the Home.

The males from two of the cottages were eligible to participate in the study. Adequate cooperation was given by six of the children, whereas six children were either disinterested or openly hostile. Of the latter six children, partial cooperation was obtained from three of them. The subjects ranged in age from ten years eight months to thirteen years eight months.

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\(^2\) Interview with the Director of Residential Services, January 14, 1970.
Collection of Personal Data

The writer had access to each S's personal folder which contained family history, medical history, educational background, and psychological and psychiatric test results. This data was collected for the purpose of elucidating some of the possible reasons for the S's particular level of masculine development.

Selection of Test Instruments

The Terman-Miles Attitude-Interest Analysis Test (M-F test) was chosen because it appeared to best satisfy certain criteria. From the results of a factor analysis study of five masculinity-femininity tests, Engel indicated that at least one test was more than unidimensional -- the M-F test.\(^3\) Since the concept masculinity is multidimensional in scope, it is important for the testing device to cover a wide range of topics. The degree to which the M-F test satisfied such a criterion is indicated by the seven sub-tests that comprise the total test -- word association, ink-blot association, information, emotional and ethical responses, interests, personalities and opinions. Fiske claimed that one of the problems in measuring personality is knowing what percentage of the concept is covered by the test instrument.\(^4\) The M-F test is


more comprehensive than most of the other testing devices, thereby making it the most suitable test instrument on the criterion of scope.

Nichols asserted that subtle items come closest to measuring the intuitive concept masculinity.\(^5\) It appears to be fairly obvious that many of the sub-tests are of the subtle variety. Hathaway, in reviewing the M-F test, stated that the test items hid their true identity very well.\(^6\)

If one can accept Fiske's assertion that the evaluation of any test is based ultimately on one criterion -- validity, then the M-F test is worthy.\(^7\) Shepler's data revealed that the Terman and Miles test instrument differentiated the sexes past the .01 level.\(^8\) This is not very surprising, since the items of the M-F test were based on known sex differences.\(^9\) The authors realized that the sex differences might be biological, cultural, or psychological in origin, or perhaps a combination of all three aspects. The M-F test attempted to search out the real sex differences regardless of the cause.\(^10\)

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\(^10\) Ibid., p. 6.
In addition to the measures of validity of the M-F test, it has also proven reliable in a test-retest situation. Terman and Miles claimed that a reliability coefficient of Part A was .78 when single sex was used. Hathaway, in his review of the M-F test, felt that the reliability level was good.

Due to the facts that the M-F test has undergone much statistical treatment to reveal its credence and that the test instrument is somewhat multidimensional, the writer felt that it best suited the needs of the study.

The writer devised a Sports Preference List (Appendix A) for the purpose of determining in which sport activities the Ss enjoy participating or would like to participate if the opportunity availed itself. The degree of liking to participate in the sport activities was represented by a numerical score from one to twenty-two. A second question asked the subjects to indicate their degree of liking to watch the same sport activities played by others.

In order to determine the degree of feminine participation in each of the twenty-two sport activities, the writer devised a Sports Rating Sheet (Appendix B). The subjects were asked the extent to which females participated in twenty-two sports activities -- never, seldom, fairly often, extremely often, and exclusively. It was deemed important to know how masculine or feminine each of the

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11 Ibid., p. 59.
12 Hathaway, The Third Mental Measurements Yearbook, p. 52.
sport activities were, as conceived by the Ss. This concept arose, in part, from Lefkowitz' assertion that "confusion about what is really masculine or feminine may be avoided by allowing Ss under investigation to serve as arbiters of what is or is not sex-appropriate."  

Administration of Test Instruments

The Sports Preference List and the Sports Rating Sheet were administered to all the Ss at the same session. It was decided to administer the Sports Rating Sheet last so that the Ss would not draw any comparisons between the degree of feminine participation in certain sport activities and their relative degree of liking to participate in those sport activities. The writer re-administered both instruments to one S who could not read and comprehend the instructions adequately.

The Attitude-Interest Analysis Test (Appendix C) was administered individually to the Ss prior to their participation in the masculine sport activities program and immediately upon its conclusion. Due to the inappropriateness and unexpected difficulty of certain aspects of the M-F test, certain sections were deleted, viz., sub-test 3 (information), part of sub-test 5 (interests), and sub-test 6 (personalities and opinions).

Administration of the Sport Activities Program

The program consisted of two masculine-conceived sport activities -- basketball and wrestling. For a period of six weeks, the writer met with the Ss and offered the sport activities program twice each week in sessions lasting forty-five minutes. indications were that the Ss would not remain interested in one activity for a very great length of time. It was for this reason that two sport activities were planned.

The wrestling program was introduced with a film in order to heighten the interest of the Ss and also to reveal a high skill level to which some of them might aspire. In subsequent sessions, it was quite apparent that the Ss were not very interested in acquiring the skills necessary for regulation wrestling.

Operating on the premise that problem-solving and free play periods are essential in order to afford the individual an opportunity to express himself, the writer offered many wrestling-type games and open-ended situations in which the Ss could assert their masculinity. Competition was an integral part of every session in order to provide the Ss with an assessment of their level of masculinity. This part of the wrestling program was received very well by most of the participants.

The more structured direct instruction was not received very well by the Ss and it appeared very doubtful if much wrestling skill was acquired. Some basic concepts were presented but generally

14 Interview.
this was the least successful part of the wrestling program.

Basketball appeared to have a greater value for the Ss. Interest in the sport was already present due in part to the fact that the older boys participated in basketball on a team basis. In this activity, the Ss were more interested in improving their skill level.

The scope of the basketball program was threefold — one-against-one competition, direct instruction, and team competition. Again the assumption was made that individual competition allowed each S the opportunity to assert himself in a situation that was conceived as being masculine. Competition with a partner of similar skill level was afforded in passing, dribbling, shooting, and defensive ability. Direct instruction in the basic skills was presented in order to improve the Ss' competence in the sport. To culminate the basketball program, group competitions were planned for the purpose of allowing the S to assess his skill level in a team situation.

The overall tone of the sport activities program was one of permissiveness within a structure, with safety factors being considered. The institution from which the Ss were selected permits acting out behavior on the part of the children, and the writer felt that the tone of the sport activities program should fit into that mold.

**Plans for Interpretation of Data**

Data from MCH's files on each S was integrated into a case study under the following headings: personal history, medical
history, educational history, family history, and personality.
Also included in the case study was the writer's assessment of the S's behavior in addition to that of the psychiatrist and caseworkers.

The Sports Preference List data was analyzed according to the following aspects: the preference of each S to play or his desire to play certain classes of sport activities -- non-combative individual sports, combative individual sports, non-combative team sports, and combative team sports; and the preference of each S to watch certain classes of sports being played. These analyses were also included in the individual's case study.

From the responses on the Sports Rating Sheet, it was possible to produce a list of sports activities that the Ss conceived as being masculine-oriented and also a list that they conceived as being feminine-oriented. It was also possible to draw comparisons between the sport activities they preferred and their conceptions of the degree of masculine and feminine participation in the same activities. This latter analysis was also included in the case study.

The writer was interested in the scores revealed by the M-F test, both from a group and individual viewpoint. To compare the Ss with the norms established by Terman and Miles would indicate the amount of deviation the experimental group and the individual was from the norm.

The means of the total M-F scores on both the pre-test and post-test were calculated and compared subjectively.
Each S's sub-test and total H-F scores on both the pre-test and post-test were aligned in order to make subjective comparisons.

The individual's pre-test and post-test scores were included in the case study under personality. Where changes were noted, the sub-tests that revealed the greatest changes were mentioned in order to explain the nature of the change.
CHAPTER IV
ANALYSIS OF THE DATA

From an analysis of the Sports Rating Sheet, the following sport activities were seen as masculine in nature: baseball, basketball, boxing, football, handball, ice hockey, soccer, track and field, weight lifting, and wrestling. On the other hand, ballet dancing, bowling and volleyball were perceived as the most feminine of the sport activities.

In scoring the M-F test, Terman and Miles awarded all the masculine responses a (+) sign and all the feminine responses a (-) sign. From their statistical analysis of M-F scores revealed by delinquent males, they reported a mean of +44 and a range of +160 to -79.

TABLE 1
MEANS OF SUB-TEST AND TOTAL M-F SCORES OF ALL SUBJECTS

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>+2</td>
<td>+1</td>
<td>-2</td>
<td>+2</td>
<td>-4</td>
<td>+13</td>
</tr>
<tr>
<td>Post-test</td>
<td>+3</td>
<td>+1</td>
<td>+2</td>
<td>+12</td>
<td>-5</td>
<td>+13</td>
</tr>
</tbody>
</table>

Note: All figures were rounded off to nearest whole number. Therefore, it is not possible to derive exact total scores by adding sub-test scores.

All (+) signs refer to a masculine direction and all (-) signs refer to a feminine direction.
Table 1 reveals the means of sub-test and total M-F scores of all Ss on both the pre-test and post-test. The post-test results revealed an increment of +13 points. Sub-test number 5 (interests) underwent the greatest change, +10 points.

Case Studies

JC

Personal Data

JC, aged twelve years three months, is a male caucasian. He was reared in a low socioeconomic environment by parents of impoverished means. JC has been a resident of MCH for a period of one year and seven months.

Medical History

JC has a major dental problem since some permanent incisor teeth have not as yet erupted.

Family History

Both of JC's common law parents were alcoholics and supported their large family on welfare benefits. The parents separated and JC was moved around to various residences -- a foster home, his older sister's home, and an institutionalized setting.

JC indicates little memory of his father, but he reveals that his mother was somewhat rejecting. A foster mother tried to provide a positive mother image but was unsuccessful in that JC could not be controlled.
JC has three older brothers and four older sisters with whom he gets along very well. He is close to one of his sisters who is married but she is not able to provide much help.

Educational History

JC repeated both the first and the third grade and is presently attending the campus school. There are indications that his level of intelligence is at least high average, although various intelligence tests reveal dull normal scores. JC is somewhat below grade level and has a history of being very disruptive in class.

Personality

Psychiatric interviews reveal no psychotic tendencies although some very serious behavioral problems are indicated. In the foster home, JC demanded all of the foster mother's time and when such was not available he hit the other children and generally was dangerous to the welfare of others. This acting out behavior appeared to be identical to earlier behavioral expressions of his older siblings.

JC has an insatiable need for nurturance, probably as a result of frustrated dependency needs throughout his development. His self-concept is very poor and he is very insecure.

Apparently his contact with reality is deteriorating as life success is limited. He seems to be capable of peer interaction and masculine pursuits as long as he can muster the courage. JC appears to relate better to males than to females.
The psychiatrist indicated that JC was a very difficult case. He recommended milieu therapy in a group setting. The question that must be considered when one deals with JC is whether or not his aggressive behavior can be tolerated.

In the sport activities program, JC was not aggressive but rather quite submissive. He was unwilling to be challenged in either the wrestling or basketball activity. In neither of the sport activities did he expend much effort.

**TABLE 2**

**M-F SCORES OF JC**

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>+4</td>
</tr>
<tr>
<td>Post-test</td>
<td>-6</td>
</tr>
</tbody>
</table>

JC's total and sub-test M-F scores are recorded in Table 2. It is readily seen that no large changes occurred between the pre-test and post-test scores.

JC's M-F score is just slightly above the mean of similar delinquent males. Although JC has been lacking a father-figure, he has three older brothers who possibly have provided a masculine ideal for him to emulate. It was reported earlier that he interacted very well with his siblings. This possibly is the reason why he relates well to males.
Sport Preferences and Ratings

JC indicated a general preference for combative activities. He reveals that three of his five favorite sport activities are masculine in nature. There appeared to be no differences between the sport activities JC preferred to play and those he preferred to watch.

CH

Personal Data

CH, aged thirteen years eight months, is a negroid male. He was reared in a low socioeconomic environment which was generally welfare-oriented. CH has been a resident of MCH for a period of one year and six months.

Medical History

The only significant medical problem revealed was enuresis, about which CH was naturally very embarrassed.

CH lived in several homes for considerable lengths of time. Until the age of five, his grandmother and grandfather were responsible for his rearing. When CH was seven years of age, his mother and stepfather deserted the family and left the children to fend for themselves. CH and one of his brothers moved into a foster home where they resided for four years. The death of the foster mother terminated the foster home residence.
None of the homes provided a very supportive atmosphere for a child's development. His natural mother did not meet either his physical or emotional needs. Her irresponsibility was shown by her desertion of her family at the insistence of her husband.

The foster father was ineffectual and a poor disciplinarian, in addition to favoring CH's younger brother.

CH has three younger brothers and two younger adopted sisters. They clung to one another out of desperation when they were deserted and throughout their existence. Since CH was the eldest, he assumed the role of family caretaker (at seven years of age).

The overall tone of family life has been cold, rejecting, and almost totally lacking in any emotional gratification. The one exception may have been the foster mother.

Educational History

CH receives some gratification in school although his grades are marginal. His level of intelligence has been assessed as average. He is one year retarded in school because his grandmother kept him out of school for one year. CH is presently attending grade seven in the Worthington school system.

Personality

CH is emotionally immature and expresses this through temper tantrums and verbal outbursts. The psychiatrist feels that much of the aggressive behavior is a reaction against his desertion by
parents. His hostility toward the parents is often displaced to any authority figure. CH feels guilty about his behavior and when punishment is not forthcoming, he seems to need to punish himself. He needs some controls as this is one aspect of his development that he has missed.

In the sport activities program, CH was not willing to accept a challenge for fear that he might not be successful. On the few occasions that he immersed himself in the program, he was very quick to rationalize defeat. He was quick to lose his temper and displayed much oral aggression. On certain occasions he was very cooperative and willing to help with the organization of the sport activities program. His cooperation was lost as soon as he encountered some type of defeat.

**TABLE 3**

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>-1</td>
<td>-2</td>
<td>+28</td>
<td>+13</td>
<td>+2</td>
<td>+48</td>
</tr>
<tr>
<td>Post-test</td>
<td>+6</td>
<td>0</td>
<td>+39</td>
<td>+12</td>
<td>-8</td>
<td>+49</td>
</tr>
</tbody>
</table>

CH's M-F scores are recorded in Table 3. Sub-test 4 (interests) underwent increased masculinization, whereas sub-test 7 (introvertive responses) revealed greater femininization. The total M-F score remained extremely stable, at a point very close to the mean of similar delinquent males.
Sport Preferences and Rating

CH indicated a greater desire to watch both individual and team combative sports than to actively participate in them. Of the five most preferred sport activities he liked to play, CH viewed three of them as being masculine in scope.

MR

Personal History

MR, aged twelve years eight months, is a caucasian male. He was reared in a middle class environment. MR has been a resident of MCH for almost three years.

Medical History

The medical records reveal that MR has some minor brain damage and has seizure susceptibility.

Family History

MR is the son of an unwed mother. He resided with his mother and grandmother for the first four years of his life; and for another two years he stayed at the home of friends of his mother. MR also had several placements in foster homes but for the most part the foster parents had minimal interest in him.

It appears that MR's mother was overprotective and coerced him into accepting her protective role. This resulted in a very sterile parent-child relationship.

The only other sibling was a younger baby sister who was put up for adoption at birth. MR knew little or nothing about this child; therefore it had little or no influence on him.
Educational History

Although his intelligence functioning has been assessed as high average to superior, MR has had little educational success. He repeated the first grade and is presently attending the campus school at about fifth grade. His academic retardation is thought to be a resultant of his neurological handicap.

Personality

MR lacks positive peer group relationship, perhaps due in part to his reticence to assert himself. He appears to be on the periphery of any group.

From human figure drawings, MR projects his mother as angry and disgruntled. From Rorschach items, he also reveals deep conflicts toward nurturing females. MR seems to have some resentment of his mother.

MR sees male figures as very threatening, perhaps due to the fact that throughout his development he has never had a lasting relationship with a male figure. An outcome of this lack of a father figure may be the immaturity of his psychosexual development which, as yet, is claimed to be undifferentiated. A caseworker has stated in MR's records that it may be too late for MR to identify with a male figure.

MR was very reluctant to fully enter into the sport activities program. He remained aloof and was treated as an isolate by the remainder of the program participants. The wrestling activity
appeared to have greater value for MR although prior to the program
he indicated little preference for wrestling.

TABLE 4

M-F SCORES OF MR

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>+1</td>
<td>+3</td>
<td>-20</td>
<td>+2</td>
<td>-12</td>
<td>-26</td>
</tr>
<tr>
<td>Post-test</td>
<td>-1</td>
<td>+3</td>
<td>-28</td>
<td>+18</td>
<td>-12</td>
<td>-20</td>
</tr>
</tbody>
</table>

From Table 4, it is readily seen that MR's pre-test and post-
test M-F test scores remained fairly constant. Overall there was
little change in the total score although sub-test 5 (interests) re-
vealed a change of sixteen points. Apparently MR's interests have
become masculinized to a greater degree.

MR's M-F score is approximately 65 points below the mean of
delinquent boys, although his score does fall within the range of
scores for similar males. There are several possible reasons to
explain MR's low M-F score. He has never had a lasting relation-
ship with any male figure. Due in part to his reticence to enter
into peer group activities, peers have not provided the male
identification that they might have. MR's mother overprotected
him to such a degree that perhaps it is difficult for him to
assert his masculinity.

MR is nearly thirteen years old and it was stated earlier
that his psychosexual development was as yet undifferentiated.
There is a distinct possibility that, as one caseworker asserted, it may be too late in his development to expect MR ever to develop a strong masculine personality.

Sport Preferences and Rating

MR prefers participating in non-combative sports and he expresses no desire to participate in wrestling, boxing, or judo although he likes to watch the combative sport activities. Of MR's preferred five sport activities, only two of them are seen as more masculine in scope.

KS

Personal Data

KS, aged ten years nine months, is a caucasian male. He has been a resident of MCH for a period of two months.

Medical History

KS's medical records reveal no major health problems.

Family History

KS's parents were separated many times throughout his development. His father died in 1968 after a prolonged illness. Once the mother left KS and his younger brother in a store while she went to the hospital to visit her ill husband. It appears that the mother cared very little for the children.

The only known significant fact concerning the father was that he was very cruel to both KS and his brother.

A variety of homes and parent surrogates has been the way of life for KS. He has lived with his paternal grandmother, aunt and

KS has one younger brother with whom he does not get along very well. He has been known, on several occasions, to bite his sibling.

Even though he has been discarded by his family, he still expresses love for both his parents.

Educational History

KS repeated grade one and is presently repeating grade three work at the campus school. Intelligence testing reveals that KS is duel normal in intelligence. His study habits are poor, but probably the greatest factor leading to his academic failures is the poor school attendance due to family problems.

Personality

KS is a very serious and sensitive person, and is constantly reaching out for something or somebody. His self-image has been assessed as inadequate and this is shown by his failure to join in any activity in which he might fail. As one might expect from his barren background, he has feelings of rejection and also frustrated dependency needs. KS has undergone much trauma and he deals with it by exhibiting sadness, grief, and depression.

The psychiatrist suggested that KS needs a male with whom he can identify and emulate. He has lacked any strong father figure throughout his development.
KS shied away from contact and competition in the sport activities program. He had some success in the wrestling program in being able to defeat a partner that he felt was much better than he. On several occasions, KS determined that the situation was becoming too rough for him and so he cried and removed himself from the environment. With much coaxing from the experimenter he would return and be again integrated into the activity. Many times KS would provoke one of the other participants as if he needed to be picked on. The usual result was that he cried, left the environment, and eventually returned. Needless to say, this behavior did not gain him any peer approval, only censure.

KS reaches out to gain approval from all adults. In the basketball activity, he got approval and recognition from both the experimenter and his peers for his ability in shooting competitions.

### TABLE 5

**M-F Scores of KS**

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pre-test</td>
<td>+2</td>
</tr>
<tr>
<td>Post-test</td>
<td>+6</td>
</tr>
</tbody>
</table>

KS's M-F scores are recorded in Table 5. It is readily seen that there is a fairly large difference between the total scores of the pre-test and post-test. In fact, the post-test M-F score was
43 points closer to the masculine pole. Almost every sub-test score was more masculine on the post-test. The greatest increments were revealed in sub-tests 4 and 7. Apparently KS's emotional and ethical responses and his introvertive responses underwent a certain degree of masculinization.

When compared to the norms of similar delinquent males, KS's M-F score was greatly below the mean. Several factors could possibly account for this fact. KS is not yet eleven years old and perhaps his psychosexual identity is not completely differentiated. For much of his development, KS has not had a father with whom to identify or emulate. Due to his unsatisfied dependency needs, KS continually reaches out to anyone who will satisfy his needs. For the most part, it has been females who KS has come in contact with -- mother, grandmother, aunt, female caseworker, and female school teacher. Possibly KS has become feminine-oriented in order to gain nurturance from the females in his life.

The sport activities program allowed KS an opportunity to be rewarded for his aggressive behavior and his ability to meet a competitive situation.

Sport Preferences and Rating

Generally, KS preferred individual, non-combative sport activities. Only two of his preferred activities were masculine in scope. KS revealed that he would rather watch combative sport activities being played than to actively participate in them.
CT

Personal Data

CT, aged ten years nine months, is a caucasian male. He was reared in a middle class home which has been described as nicely furnished and organized. CT has been a resident of MCH for a period of one year and two months.

Medical History

The most significant medical problem revealed was that CT has minimal neurological impairment, possibly hyperkinetic brain damage.

Family History

CT's family structure has been in turmoil for a period of time. He was reared by his natural parents, his paternal grandmother, his mother and stepfather, and finally his father and stepmother.

There is some evidence to indicate that his natural mother favored CT's younger sister over the other children. In addition to CT's unfavorable position, his mother also placed unrealistic expectations on him.

CT's stepfather could not relate to him and as he did not like to be imitated, he rejected CT. In addition, the stepfather's behavior toward CT was harsh.

All of CT's three siblings are younger than he and very little is known about his interaction with them.

The overall tone of the family vacillated from extreme permissiveness to harsh punitive restrictions. In the home in which CT spent most of his life, it appears that he and his stepfather competed for the mother's love.
Educational History

CT has repeated grade two and presently repeating grade three work in the campus school. His level of intelligence has been classified as low normal although his intelligence scores appear to be decreasing. As a result, CT is dropping below grade level.

Due to the instability of his family structure, CT has moved from school to school and has not been able to become firmly entrenched in any location.

Personality

Psychiatric assessments enabled the psychiatrist to classify CT as passive-aggressive. He is a very constricted individual, but at times his acting out is disruptive to those around him. His emotional immaturity has, in part, resulted in poor peer relations albeit he is somewhat younger than most of the boys at MCH.

He appears very anxious to please his stepfather, but due to the inability to gain success at this venture, CT indicates his hostility to the stepfather.

From Rorschach test results, CT views females as very threatening. Only through such a projective technique are his feelings concerning his family revealed since he is very reluctant to verbalize about his home background.

CT exhibited a great deal of aggressiveness and belligerence during the sport activities program. He was the focal point of several verbal and physical conflicts. He revealed that he ascribes
to the adage, "the bigger they are, the harder they fall." Whenever he is defeated in any competition, he becomes extremely unhappy and illustrates his unhappiness by some temper outburst. In a one-to-one situation, CT is a very friendly individual who does not reach out excessively nor exhibit any of his group behavior.

**TABLE 6**

**M-F SCORES OF CT**

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>14</td>
<td>-2</td>
<td>-18</td>
<td>+2</td>
<td>-2</td>
<td>-6</td>
</tr>
<tr>
<td>Post-test</td>
<td>+3</td>
<td>+1</td>
<td>+8</td>
<td>+21</td>
<td>-15</td>
<td>+18</td>
</tr>
</tbody>
</table>

CT's M-F scores are recorded in Table 6. It is quite apparent that there are some differences in the results of the pre-test and post-test M-F scores. The total score increased twenty-four points toward the masculine pole. All sub-tests except number 2 revealed great changes. CT's interests and emotional and ethical responses (sub-tests 4 and 5) underwent masculinization. The word association and introvertive response scores (sub-tests 1 and 7) underwent feminization.

CT's M-F scores are lower than the mean for similar individuals. CT is not eleven years old and possibly has not completed his psychosexual differentiation. He has had a history of being
rejected by males and this has probably hindered his masculine development. It appeared that CT and his stepfather competed for the mother's love. In order to gain her approval, CT possibly acted in a way of which his mother approved. This might have had a feminizing influence on his personality.

Sport Preferences and Rating

Although CT appears to be a very aggressive individual, he neither desired to play nor watch the combative sport activities other than judo and karate. Generally, the activities in which he is interested are masculine in scope, as he sees them.

BV

Personal Data

BV, aged eleven years three months, is a caucasian male. His socioeconomic background is lower-middle class and his prior habitat was in a high delinquency neighborhood. BV has been a resident of MCH for a period of four months.

Medical History

BV has no special medical problems.

Family History

BV has been in and out of his natural family's custody since he was one year old. For the most part, he has been raised by his maternal grandparents since his parents have both spent some time in the penitentiary.

BV's relationship with his mother has been rather sterile since she appeared to meet very few of his emotional needs, although his
physical needs have been satisfied fairly well.

BV's natural father has been away from the family for approximately ten years. There is some evidence to indicate that the father is psychopathic, either as a result of epilepsy or schizophrenia. BV and his stepfather do not interact very well, and it is BV's opinion that the stepfather dislikes him.

BV has three siblings -- one older half-brother, one younger half-brother, and one younger sister. He is somewhat jealous of his younger half-brother, but he gets along fairly well with the other siblings.

BV had very little supervision at home, and he emulates to a certain degree the "break the rules" attitude of his parents. For ten years of his life he has seen and been subjected to his parents' antisocial acting out. He feels that his mother is the only parent who likes him, but in reality he does not seem very close to her.

Educational History

BV is presently doing grade four work in the campus school. This is his second attempt at the same grade. His level of intelligence has been assessed as low average. BV has shown frequent truancy and tardiness toward school attendance.

Personality

Psychiatric interviews reveal that BV has certain emotional problems. Although there appears to be no evidence of psychosis, there are strong neurotic tendencies. BV is evasive, immature, and impulsive. He tends to show extreme hostility when he is
angered. He is very fearful of interpersonal relationships and is unable to discharge affect appropriately. This is understandable when one considers the instability and sterility of BV's family structure.

In the sport activities program, BV appeared to be a very friendly and cooperative individual. He was not very aggressive compared to some of the other participants. He accepted the challenges of both sport activities and became actively involved in the program.

**TABLE 7**

<table>
<thead>
<tr>
<th>Sub-test Scores</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pre-test</td>
<td>-6</td>
</tr>
<tr>
<td>Post-test</td>
<td>+9</td>
</tr>
</tbody>
</table>

BV's M-F scores are recorded in Table 7. There is somewhat of an increment toward the masculine pole in the total post-test M-F score. Sub-tests 1 (word association) and 5 (interests) reveal more masculine responses, whereas sub-test 4 (emotional and ethical responses) revealed a substantial change toward feminine responses.

**Sport Preferences and Rating**

BV was fairly consistent as to the sport activities he preferred to watch and play. None of his first five choices are com-
bativc sports, although he does not indicate a great dislike for them since they fall midway between the most preferred and least preferred. BV's top three preferred sport activities are seen as being masculine in nature.

Discussion

From Table 1, it can readily be seen that the subjects' post-test M-F score is +13 points closer to the masculine pole than the pre-test score. Apparently the subjects view themselves as more masculine, or at least consciously or unconsciously they reveal an increased number of masculine responses. Since the M-F scores have changed, the hypothesis that changes in the masculinity scores would occur as a result of participation in the masculine sport activities program will be accepted.

Each subject viewed both the sport activities as being exclusively or nearly exclusively masculine in nature. To participate in such a program, one would need to express some masculine characteristics -- aggression, activity, physical strength, love of contact, and perhaps others. As a result of participating in sport activities with a masculine connotation, the participants as a group revealed a more masculine sex-role orientation.

As compared to a similar group of male delinquents, the subjects of the present investigation revealed lower mean M-F scores. There are several reasons why this is logical.

From the summary of theories of masculine development, it was concluded that the father-son relationship was very important
in understanding one's level of masculinity. The fact that the male had a father figure after which he could model himself was a positive influence on masculine development. Each of the subjects in the present investigation were lacking a father figure, or at best had a weak, ineffectual father with whom to identify. This situation was detrimental to adequate sex role orientation.

Both Bernard and Nash stated that a warm, supportive family atmosphere was conducive to successful sex role development in children.\(^1\)\(^2\) Many of the case studies revealed the feelings of rejection that the subjects felt due to the sterile interaction they experienced with their parents. Appropriate sex role development was only one aspect of their personality that was bound to suffer.

Many of the subjects were reared totally by females in a very constricted manner. To overprotect the male child; to deprive him of some of traditional expressions of masculinity; and to punish him for his initiative causes a feminization of his behavior.\(^3\) Unless the child rebels against this overbearing behavior of the mother, he is liable to begin identifying with the mother and psychosexual difficulties are wont to arise.\(^4\)

Peers can sometimes serve as substitutes for the father figure and provide the identifying male force that appears to be


\(^{4}\) Nash, *Child Development*, XXXVI, p. 293.
so essential for appropriate sex role development. In the case of many of the subjects under present investigation, the quality of their peer interactions was not positive. Many were unable to discharge affect with any individual and often were very reticent about totally committing themselves to anything in case they failed.

For such individuals who have such a fear of interpersonal relationships and are not able to trust anyone, peers are not a likely substitute for the father figure.

The literature provides conflicting views as to whether re-alignment of the sex role can occur. John Money asserted that it is unlikely if any major change in gender role and identity can occur after six years of age.\(^5\) Colley, on the other hand, felt that corrective experiences could be provided to bring about a reorganization of the psychological sexual identity.\(^6\) The results from the present investigation tend to corroborate Colley's assertion. Comparison of the pre-test scores and post-test scores of KS (Table 5) and CT (Table 6) would lead one to believe that quite large changes in sex role orientation are possible.

There is a hint of a critical period in sex role development, albeit the sample of the present investigation is small. The two


younger subjects, KS and CT, gained +43 points and +24 points respectively. Neither of these subjects has reached eleven years of age. BV, slightly older than eleven years, gained +13 points. The other three subjects have reached at least twelve years of age. None of the differences between their total pre-test scores and post-test scores exceeded 7 points. In fact, the oldest subject, CH at thirteen years and eight months, revealed essentially no change in his total M-F score.

Sex role development is a continuous process as is all development. The younger an individual is, the more likely that his sex role is undifferentiated. Such would appear to be the case in the present investigation. The development of a sexual identity need not proceed in a certain direction throughout one's entire life span. At some point in life, a male's sexual identity may become more feminine.

From Table 1, it would appear that the greatest area of group change has been in the area of interests. After six weeks of participating in a program of masculine sport activities, the subjects as a group have more masculine interests. This is definitely one aspect of sex role orientation, although it may be more superficial than emotional responses.

In discussing the sub-test scores of each subject, one important point concerning the reliability of certain sub-tests must be made. Sub-tests 1, 2, and 7 have such a low reliability that
pre-test score and post-test score comparison is not warranted.

JC committed himself in very minimal way to the program, therefore, his data on Table 2 which reveal little change is not surprising.

Table 3 reveals that CH's emotional and ethical responses have become masculinized, whereas his introvertive responses have increased in a feminine way. It is felt that he is emotionally scarred as a result of his sterile home background. It would appear that participation in the masculine sport activity program has masculinized an already "hardened" emotional individual.

MR's data on Table 4 indicates a rather stable picture with the exception of sub-test 5. His interests appear to be more masculine in the post-test score. MR was somewhat interested in the wrestling program whereas the basketball program did not challenge or interest him. The change in the post-test score is likely a superficial one, since no other sub-test was affected to any great degree. From the records of MCH it is perhaps doubtful if any deep psychosexual changes are likely to occur.

Pre-test and post-test M-F scores on nearly all sub-tests differ in Table 5. KS was reared in an all-female environment so it was natural to expect a high feminine score. The greatest change has occurred in his emotional and ethical responses. The experimenter tried to convince KS that he did not have to cry and leave the environment when the situation was too challenging. On certain occasions he stayed and was rewarded by feeling some success.
CT revealed large post-test score changes in nearly all sub-tests. Sub-tests 1 and 7 will be dismissed as their reliability is questionable. Apparently CT has made great changes in both emotional and ethical responses and interests. Perhaps CT was more susceptible to the masculine sport activities program because of his young age. He is wont to express his masculinity and assert himself at any time, and the sport activity program was a place where such actions could be rewarded.

Table 7 indicates conflicting information about the masculinity component of BV. His emotional and ethical responses apparently underwent a drastic feminization, while his interests showed an increment toward masculinity. Part of test 4 asks the respondent to make judgments about the degree of wickedness of certain actions. At the time of the post-test, BV was in the midst of being punished for misbehaving and destroying property. In that light, his high feminine responses are suspect.

The writer believes that the case for sports and games influencing sex role development has been enhanced by the results of the present study. Cratty intimated that certain masculine activities have characteristics inherent in their structure that may bolster an individual's personality. Several of the subjects' personalities have become more masculine in certain aspects.

---

Masculine sports and games could have the value of providing positive feedback for the participants. As long as the individuals realize that the sport activity is masculine-oriented, then participation in such an activity may enhance one's masculine feelings and interests. As long as there are an adequate number of masculine sports and games to which individuals may ally, this avenue will remain open for the enhancement of masculine development.
CHAPTER V

SUMMARY, Conclusions, AND Recommendations

The purpose of this study was to determine whether or not any relationship existed between participation in selected sport activities and sex role orientation of institutionalized males.

Summary

Six males at the Methodist Children's Home (MCH) in Worthington, Ohio, ranging in age from ten years and nine months to thirteen years and eight months, served as subjects. A Sports Preference List, a Sports Rating Sheet, and the Terman-Miles Attitude-Interest Analysis Test (M-F test) were administered to each of the subjects prior to conducting the sport activities program. The M-F test was re-administered at the conclusion of the program. Personal data on each of the subjects was collected from the files at MCH and compiled into a case study in order to provide some insight into his development in general, and specifically to elucidate the factors impinging on his psychosexual development.

The sport activities program consisted of wrestling and basketball, each of which was administered for a period of three weeks, twice a week for forty-five minute periods. Both of the sport
activities were conceived as being masculine in nature. The experimenter provided opportunities for skill learning through direct instruction and problem-solving. Competition was an integral part of each session in order that the subjects could feel themselves challenged and assert their masculinity.

Conclusions

Within the scope of this investigation, the following conclusions are warranted:

1. Four of the six subjects revealed increments toward masculinity in their post-test M-F scores, one remained constant, and one revealed a slight decrement.

2. The younger boys revealed the greater increments toward masculinity.

3. The group as a whole were low-masculine in nature. In all cases there was a lack of an adequate father figure in the subjects' development. A further factor that perhaps accounted for the low masculinity was that most of the subjects were not able to discharge affect in a peer situation. Therefore, peers were not able to act as a father substitute. The lack of stability in each of the S's development likely contributed to the low level of masculinity.

4. Sub-tests 4 (emotional and ethical responses) and 5 (interests) revealed the greatest changes between the pre-test and post-test administration of the M-F test.
Recommendations

In light of the present investigation, the following recommendations might be considered:

1. Many classes of sport activities -- team, individual, combative, non-combative -- should be administered in order to evaluate their importance on the participant's sex role orientation. It would seem advisable to replicate the study using only one sport activity at a time.

2. Perhaps a longer duration of time to administer the sport activity program might be considered.

3. A larger number of subjects, derived from a normal population, would be necessary if the results are to be generalized to the total population.

4. It would be interesting to determine any differential effect of a sport activity upon low-masculine males and high-masculine males.

5. To control the sex of the experimenter, it is suggested that sport activity programs be duplicated with both male and female experimenters. This would appear to somewhat control the factor of modeling.

6. Since the sex role probably becomes more differentiated as one becomes older, it might be advisable to determine what differential effect a particular sport activity program has on particular age groups.
7. The writer recommends that certain sport activity programs be administered to female subjects in order to determine the influence on their sex role orientation.

8. A shortened version of the M-F test would seem to be desirable, if the validity and reliability levels could be maintained.
APPENDIX A

SPORTS PREFERENCE LIST
There are 22 sport activities listed below.

**INSTRUCTIONS:**
1. In the blank to the left of each sport, insert a number from 1 to 22 that would indicate your degree of liking to play that sport. Do this before reading the next sentence.

2. In the blank to the right of each sport, insert a number from 1 to 22 that would indicate your degree of liking to watch that sport played.

<table>
<thead>
<tr>
<th>Sport</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td></td>
</tr>
<tr>
<td>Ballet Dancing</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td></td>
</tr>
<tr>
<td>Boxing</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
</tr>
<tr>
<td>Handball</td>
<td></td>
</tr>
<tr>
<td>Ice Hockey</td>
<td></td>
</tr>
<tr>
<td>Judo and Karate</td>
<td></td>
</tr>
<tr>
<td>Lacrosse</td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
</tr>
<tr>
<td>Table Tennis (Ping Pong)</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
</tr>
</tbody>
</table>
Track and Field
Volleyball
Weight Lifting
Wrestling
APPENDIX B

SPORTS RATING SHEET
To what extent do girls play each of the following sports? Circle the term to the right of each sport that best describes your answer.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Never</th>
<th>Seldom</th>
<th>Fairly Often</th>
<th>Extremely Often</th>
<th>Exclusively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballet Dancing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
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<tr>
<td>Bowling</td>
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<td>Boxing</td>
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<td>Football</td>
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<td>Golf</td>
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<tr>
<td>Gymnastics</td>
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<tr>
<td>Handball</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ice Hockey</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Judo &amp; Karate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacrosse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Tennis (Ping Pong)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight Lifting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

ATTITUDE-INTEREST ANALYSIS TEST
ATTITUDE-INTEREST ANALYSIS TEST

by Lewis M. Terman and Catharine Cox Miles

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PRINTED IN THE U.S.A.

READ THIS FIRST

You are asked to co-operate seriously and carefully in marking the items in this booklet. This is not an intelligence test. We want to find out something about the attitudes and interests of people in relation to their occupations, their home situations, and their hobbies. The items in this booklet have been selected by actual trial out of several thousand. More than 4,000 persons of different ages, occupations, and schooling have filled out test blanks like this one. We are trying to accumulate sufficient returns to discover what the actual standards of response are. Your answers are needed to help do this. Fill in all of the blanks on this page as indicated below. Please do not omit any of the items. All of the information is important. Do not look at the other pages of the booklet until you have finished filling in the blanks below.

Name ........................................ Age ........................................................................Sex ........................................ Race ........................................

City ................................................................................................................................. State ........................................

Underline one: Single, Married, Widowed, Separated, Divorced.

Amount of Schooling.

Mark highest point reached: Yrs.    1 2 3 4 5 6 7

Other schooling or courses ............................................................................................

Profession or occupation .............................................................................................

Previous professions or occupations if any: (Married women list occupation before marriage).

Specific hobbies or special interests such as playing baseball, choir singing, chess, collecting stamps, philanthropy.

If ever married state for how many years:

If you have children state number of boys: girls:

How many brothers older than yourself reached 16 years of age?

How many brothers younger than yourself reached 16 years of age?

How many sisters older than yourself reached 16 years of age?

How many sisters younger than yourself reached 16 years of age?

Were both your parents responsible for your training up to the age of 16?

If not, please specify .................................................................................................

Underline the word that indicates your usual state of health: Robust, above-average, average, below-average, frail.

Mark a cross on each of the 12 lines below to indicate the amount of your interest in each subject or activity.

1. Travel
   Much       Average       Slight or none
2. Out-door Sports
   Much       Average       Slight or none
3. Religion
   Much       Average       Slight or none
4. Mechanics
   Much       Average       Slight or none
5. Social Life
   Much       Average       Slight or none
6. Literature
   Much       Average       Slight or none
7. Music
   Much       Average       Slight or none
8. Art
   Much       Average       Slight or none
9. Science
   Much       Average       Slight or none
10. Politics
    Much       Average       Slight or none
11. Domestic Arts
    Much       Average       Slight or none
12. Pets
    Much       Average       Slight or none

NOW READ THIS

Do not look at other parts of the booklet until you are ready to begin the test. When you are ready, turn at once to Exercise 1. Read the instructions carefully, marking the sample items as you come to them. Then go right on to the exercise itself. Work as rapidly as you can. As soon as you have finished Exercise 1 go right on to Exercise 2, then Exercise 3, and so on until you have finished the booklet. In each case read the directions with care, and work the exercise as rapidly as you can. It should take about 40 or 50 minutes to finish the booklet.

Time begun test ........................................ Time finished test ........................................

Do not write in space below.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
EXERCISE 1

DIRECTIONS: Look at the word in capital letters, then look at each of the four words which follow it.

For example:

HORSE  cow  hay  race  swim

Draw a line under the word that seems to you to go best or most naturally with HORSE; that is, the word that HORSE tends most to make you think of.

Second example:

AUTO  danger  gears  machine  ride

Draw a line under the word that seems to go best or most naturally with AUTO; the word that AUTO tends most to make you think of.

Look at each of the words in the list below. In each case, draw a line under the word that goes best or most naturally with the one in capitals; the word it lends most to make you think of. Work rapidly; do not think long over any one.

<table>
<thead>
<tr>
<th>POLE</th>
<th>barber</th>
<th>cat</th>
<th>North</th>
<th>telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>appointment</td>
<td>dance</td>
<td>fruit</td>
<td>history</td>
</tr>
<tr>
<td>BAR</td>
<td>drink</td>
<td>prisoner</td>
<td>sand</td>
<td>stop</td>
</tr>
<tr>
<td>SHARP</td>
<td>bright</td>
<td>flat</td>
<td>knife</td>
<td>pin</td>
</tr>
<tr>
<td>TRUNK</td>
<td>baggage</td>
<td>elephant</td>
<td>travel</td>
<td>tree</td>
</tr>
<tr>
<td>ORDER</td>
<td>buy</td>
<td>command</td>
<td>neat</td>
<td>quiet</td>
</tr>
<tr>
<td>CASE</td>
<td>bottles</td>
<td>container</td>
<td>doctor</td>
<td>grammar</td>
</tr>
<tr>
<td>POST</td>
<td>fence</td>
<td>gate</td>
<td>letter</td>
<td>mail</td>
</tr>
<tr>
<td>TENDER</td>
<td>kind</td>
<td>loving</td>
<td>meat</td>
<td>sore</td>
</tr>
<tr>
<td>JACK</td>
<td>cards</td>
<td>money</td>
<td>tool</td>
<td>toy</td>
</tr>
<tr>
<td>TRAIN</td>
<td>engine</td>
<td>gown</td>
<td>travel</td>
<td>whistle</td>
</tr>
<tr>
<td>DRAW</td>
<td>blood</td>
<td>bridge</td>
<td>pencil</td>
<td>picture</td>
</tr>
<tr>
<td>BRACE</td>
<td>bit</td>
<td>pair</td>
<td>strap</td>
<td>support</td>
</tr>
<tr>
<td>FLY</td>
<td>airplane</td>
<td>bird</td>
<td>nasty</td>
<td>travel</td>
</tr>
<tr>
<td>BOND</td>
<td>love</td>
<td>paper</td>
<td>security</td>
<td>tie</td>
</tr>
<tr>
<td>PASS</td>
<td>car</td>
<td>mountain</td>
<td>over</td>
<td>subject</td>
</tr>
<tr>
<td>RAIN</td>
<td>clouds</td>
<td>umbrella</td>
<td>weather</td>
<td>wet</td>
</tr>
<tr>
<td>BOOK</td>
<td>cover</td>
<td>paper</td>
<td>print</td>
<td>read</td>
</tr>
<tr>
<td>PURE</td>
<td>good</td>
<td>milk</td>
<td>water</td>
<td>white</td>
</tr>
<tr>
<td>MOON</td>
<td>light</td>
<td>month</td>
<td>night</td>
<td>round</td>
</tr>
<tr>
<td>FLESH</td>
<td>blood</td>
<td>color</td>
<td>meat</td>
<td>soft</td>
</tr>
<tr>
<td>DANGER</td>
<td>accident</td>
<td>caution</td>
<td>death</td>
<td>escape</td>
</tr>
<tr>
<td>MODEST</td>
<td>bashful</td>
<td>good</td>
<td>nice</td>
<td>shy</td>
</tr>
<tr>
<td>FRESH</td>
<td>cool</td>
<td>flirt</td>
<td>meat</td>
<td>stale</td>
</tr>
<tr>
<td>COLOR</td>
<td>black</td>
<td>blind</td>
<td>blue</td>
<td>shade</td>
</tr>
</tbody>
</table>

Go to the next page
EXERCISE 1—Continued

PICNIC fun hike sandwich Sunday
WEDDING bride happiness marriage ring
DUTY God honor soldier work
GARDEN flower fruit vegetable weeds
EMBRACE arms lover mother sin
HOME expenses happiness house sleep
BLUSH red rose shame smile
BABY cry darling infant mother
FELLOW boy friend good pal
CHEAT cards clerk crook unfair
ENJOY food happiness jolly laugh
DEVIL dare evil hell tempt
JEALOUS angry green lover women
DIMPLE baby cheek hole knee
KNIGHT armor brave Ivanhoe man
LETTER love news paper stamp
CELLAR basement dark furnace vegetables
TRUE edge good soldiers story
DESPISE coward dirt dislike flirt
TWILIGHT dark dusk morning sunset
FACE enemy powder pretty wash
SPOON fork pet silver soup
CHEEK blush girl nerve pink
WORSHIP church God hero Sunday
LONGING absence child home success
SACRIFICE cards kill money mother
MARRIAGE children divorce happy license
RULE command foot rule games obey
BRAVE fight honor protect soldier
FLOWER fields fragrant vase violet
FAMILY brother kind quarrel sister
SIXTEEN age foolish number years
ANGEL death Gabriel good heaven
VAIN peacock proud impossible useless
MACHINE engine Ford ride sew

End of Exercise
Directions:—Here are some drawings, a little like ink blots. They are not pictures of anything in particular but might suggest almost anything to you, just as shapes in the clouds sometimes do. Beside each drawing four things are mentioned. Underline the one word that tells what the drawing makes you think of most.

Examples:—

baby  
dog  
man  
squirrel

arm  
flame  
flower  
tail

dog’s head  
glove  
hand  
horse’s head

jar  
mail box  
pipe  
tombstone

ball bat  
ham  
pear  
tadpole

candle  
cup  
hat  
inkwell

fish  
mirror  
snow shoe  
spoon

brush  
centipede  
comb  
teeth

ax  
boat  
chopper  
moon

Go to the next column above

Go to the next page
EXERCISE 2—Continued

Go to the next column above

End of Exercise
EXERCISE 3

In each sentence draw a line under the word that makes the sentence true.
Example: America was discovered by BALBOA COLUMBUS DRAKE WASHINGTON
Work as rapidly as you can. Skip those you do not know.

1. Marigold is a kind of fabric flower grain stone .......................................................... 1
2. Things cooked in grease are boiled broiled fried roasted ............................................ 2
3. The Yale is a kind of hammer lock screen wrench .......................................................... 3
4. We should drink tea from the cup saucer spoon ............................................................ 4
5. Pongee is a kind of cloth drink flower game ................................................................... 5
6. The most gold is produced in Alaska New York Tennessee Texas .................................. 6
7. The earth moves around the sun in 7 days 30 days 180 days 365 days ......................... 7
8. A stately dance of colonial days was the minuet polka two-step waltz ............................. 8
9. One must run fast in fruit basket jackstones tin-tin wood-tag .......................................... 9
10. Beethoven is known as a composer painter poet singer .................................................. 10
11. Most of our anthracite coal comes from Alabama Colorado Ohio Pennsylvania .......... 11
12. The number of players on a baseball team is 7 9 11 13 .................................................. 12
13. Eggs are best for us when deviled fried hard-boiled soft-boiled .................................... 13
14. A loom is used for cooking embroidering sewing weaving ........................................... 14
15. Peat is used for fuel pavement plaster road-making ....................................................... 15
16. Marco Polo was a famous king philosopher traveler warrior ....................................... 16
17. Tokyo is a city of China India Japan Russia .................................................................. 17
18. The first American naval hero was Hull John Paul Jones Lawrence Winslow ............... 18
19. Daffodils are grown from bulbs cuttings seeds shoots ................................................. 19
20. The baby found in the brush was Jacob Jesus Moses Paul .......................................... 20
21. The boomerang is an animal plant tool weapon ............................................................... 21
22. Minnehaha means falling leaves laughing waters running brooks whispering pines ....... 22
23. A correct expression is I have dove I dived He dove ..................................................... 23
24. The "Rough Riders" were led by Funston Pershing Roosevelt Sheridan ......................... 24
25. The vessel which overcame the Merrimac was the Connecticut Monitor Old Ironsides .... 25
26. About A.D. 1750 men's sleeves had bands lace-ruffles stiff cuffs stripes ....................... 26
27. A food with much the same food substance as rice is beans peas meat potatoes ............ 27
28. A shilling is worth about 25 cts. 50 cts. $1.00 $5.00 ....................................................... 28
29. Punch and Judy are artists dancers musicians puppets ................................................. 29
30. "Speak for yourself" was said by Annabel Lee Evangeline Juliet Priscilla ....................... 30
31. The Erie Canal is in Canada Ohio New York Pennsylvania .......................................... 31
32. Red goes best with black lavender pink purple .............................................................. 32
33. Baby gets its first tooth at about 6 mos. 12 mos. 15 mos. 18 mos. ............................... 33
34. The mossy side of a tree is usually on the east north south west .................................. 34
35. The state whose waters produce the most salmon is California Maine Massachusetts Oregon ................................. 35

Go to the next page
36. Turpentine comes from coal petroleum trees whales ........................................ 36
37. The number of persons on a jury in the U.S. is 8 12 16 18 ................................... 37
38. The Madonna is a favorite subject for music paintings poetry stories .................. 38
39. The chief cause of the tides is the attraction of the moon planets sun stars ............ 39
40. The proportion of the globe covered by water is about $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{3}{4}$ ............ 40
41. The turquoise is blue red white yellow .......................................................... 41
42. A plant "breathes" chiefly through its bark leaves roots twigs ................................ 42
43. Mica is an explosive food mineral vegetable .................................................... 43
44. Blue clashes worst with brown gray pink purple .............................................. 44
45. A dinner hostess seats the guest of honor at her left opposite right ...................... 45
46. A buffet is used for books clothes dishes food .............................................. 46
47. Shiny is played with bats clubs nets racquets ................................................... 47
48. When water freezes it contracts expands does neither ....................................... 48
49. The Roman numeral C equals 50 100 500 1000 ............................................. 49
50. Some think "moon over the right shoulder" means death rain sickness wish fulfillment . 50
51. The amethyst is green purple white yellow ...................................................... 51
52. Ruth and Naomi are known for their devotion hatred pity rivalry ......................... 52
53. The length of a brick is 6 in. 8 in. 10 in. 12 in. ............................................ 53
54. The number of Abou Ben Adhem's visions was 1 2 4 6 ....................................... 54
55. "Mennen's" is the name of cold cream perfume collar talcum ................................ 55
56. Barometers are used to measure air pressure heat humidity rainfall ..................... 56
57. Lobo was the name of a bear crow fox wolf .................................................... 57
58. "Charades" is a running game game of chance guessing game kissing game .............. 58
59. The number of ordinary steps in a mile is about 1,000 2,000 5,000 10,000 ................ 59
60. "Peter Pan" was written by Barrie Kipling Mark Twain Stevenson ......................... 60
61. Babies should be weaned at about 3 mos. 6 mos. 12 mos. 2 yrs. .......................... 61
62. The altitude record for airplanes is about 10,000 ft. 20,000 ft. 40,000 ft. 60,000 ft. .... 62
63. Limestone originated from granite marble sand shells ..................................... 63
64. An animal that suckles its young is the alligator shark snake whale ...................... 64
65. A birthright was sold for a mess of pottage by Cain Esau Isaac Judas ................. 65
66. Beam scales illustrate the principle of buoyancy elasticity leverage magnetism .......... 66
67. A character in "David Copperfield" is Betty Uriah Heep Sinbad Oliver Twist .............. 67
68. A decisive Revolutionary battle was Gettysburg New Orleans Valley Forge Yorktown .... 68
69. "Nevermore" was spoken by a general parrot raven woman .................................. 69
70. A famous portrait painter was Rosa Bonheur Mozart Reynolds Rubens .................... 70

End of Exercise
**EXERCISE 4**

Below is a list of things that sometimes cause anger. After each thing mentioned draw a circle around VM, M, L, or N to show how much anger it causes you.

**VM means VERY MUCH; M means MUCH; L means A LITTLE; N means NONE.**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being blamed for something you have not done</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>2. Being called lazy</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>3. Being called stupid</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>4. Being called a thief</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>5. Being deceived by a supposed friend</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>6. Being disturbed when you want to work</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>7. Being snubbed by an inferior</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>8. Being unexpectedly slapped on the back as a joke</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>9. Hearing someone make fun of your clothes</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>10. Hearing your political views ridiculed</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>11. Seeing boys make fun of old people</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>12. Seeing an honest official thrown out of office by politicians</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>13. Seeing a person laugh at a cripple</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>14. Seeing people disfigure library books</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>15. Seeing someone cheat in an examination</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>16. Seeing someone trying to discredit you with your employer</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>17. Seeing someone laugh when a blind man runs into an obstacle</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
</tbody>
</table>

Below is a list of things that often cause fear. After each thing mentioned draw a circle around VM, M, L, or N to indicate how much fear it causes you. Be honest and admit all the fears you have. Fears are not disgraceful.

**VM means VERY MUCH; M means MUCH; L means A LITTLE; N means NONE.**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Automobiles</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>2. Being lost</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>3. Being in a closed room</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>4. Becoming deaf or blind</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>5. Bulls</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>6. Burglars</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>7. Contagious diseases</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>8. Deep water</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>9. End of the world</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>10. Floods</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>11. Garter snakes</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>12. Graveyards at night</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>13. Heart trouble</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>14. Insects</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>15. Lightning</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>16. Negroes</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>17. Pain</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>18. Punishment in the next world</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>19. Thunder</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>20. Windstorms</td>
<td>VM</td>
<td>M</td>
<td>L</td>
</tr>
</tbody>
</table>
Below is a list of things that sometimes cause disgust. After each thing mentioned draw a circle around VM, M, L, or N to indicate how much disgust it causes you.

**VM** means VERY MUCH; **M** means MUCH; **L** means A LITTLE; **N** means NONE.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>VM</th>
<th>M</th>
<th>L</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An unshaven man</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>A butcher shop</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>3</td>
<td>A drunken man</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>Crooked teeth</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>5</td>
<td>Food stains on clothing</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>Foul language</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>7</td>
<td>Gum chewing</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>8</td>
<td>Mushy food in your mouth</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>9</td>
<td>Offensive breath</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>Pimples</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>11</td>
<td>Sagging socks on a man</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>12</td>
<td>Seeing a woman smoking</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>13</td>
<td>Sight of slimy water</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>14</td>
<td>Smell of decaying fish</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>15</td>
<td>Soiled or ragged fingernails</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>16</td>
<td>Splitting in public</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>17</td>
<td>Untidy clothes</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>18</td>
<td>Word “gent” used for gentleman</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
</tbody>
</table>

Below is a list of things that sometimes arouse pity. After each thing mentioned draw a circle around VM, M, L, or N to indicate how much pity it arouses in you.

**VM** means VERY MUCH; **M** means MUCH; **L** means A LITTLE; **N** means NONE.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>VM</th>
<th>M</th>
<th>L</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A bee that is drowning</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>A dog that must be killed for biting people</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>3</td>
<td>A man who is cowardly and can’t help it</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>An insane person</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>5</td>
<td>An old person with a fatal disease</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>6</td>
<td>An orphan girl</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>7</td>
<td>Overworked horses</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>8</td>
<td>Overworked children</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>9</td>
<td>A fly caught on sticky fly paper</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>An underfed child</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>11</td>
<td>Very old people</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>12</td>
<td>A wounded deer</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>13</td>
<td>A baby bird whose mother is dead</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>14</td>
<td>A wounded soldier who must beg for a living</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>15</td>
<td>A young person totally paralyzed</td>
<td>VM</td>
<td>M</td>
<td>L</td>
<td>N</td>
</tr>
</tbody>
</table>
EXERCISE 4—Concluded

Below is a list of acts of various degrees of wickedness or badness. After each thing mentioned draw a circle around 3, 2, 1, or 0 to show how wicked or bad you think it is.

3 means "EXTREMELY WICKED"; 2 means "DECIDEDLY BAD"; 1 means "SOMEBODY BAD"; 0 means "NOT REALLY BAD."

| 1. Picking flowers in a public park | 3 2 1 0 |
| 2. Stealing a ride on a truck | 3 2 1 0 |
| 3. Telling a lie to avoid punishment | 3 2 1 0 |
| 4. Whispering in school | 3 2 1 0 |
| 5. Boys teasing girls | 3 2 1 0 |
| 6. Making fun of cripples | 3 2 1 0 |
| 7. Using slang | 3 2 1 0 |
| 8. Breaking windows | 3 2 1 0 |
| 9. Boys smoking before they are 21 | 3 2 1 0 |
| 10. Indulging in "petting" | 3 2 1 0 |
| 11. Moderate drinking | 3 2 1 0 |
| 12. Excessive drinking | 3 2 1 0 |
| 13. Putting pins on the teacher's chair | 3 2 1 0 |
| 14. Swiping fruit out of orchards | 3 2 1 0 |
| 15. Laziness | 3 2 1 0 |
| 16. Going to bed without saying your prayers | 3 2 1 0 |
| 17. Not brushing your teeth | 3 2 1 0 |
| 18. Boys fighting | 3 2 1 0 |
| 19. Being a slacker in time of war | 3 2 1 0 |
| 20. Boy running away from home | 3 2 1 0 |
| 21. Neglecting to study your lesson | 3 2 1 0 |
| 22. Being a Bolshevik | 3 2 1 0 |
| 23. Not standing up when the "Star Spangled Banner" is played | 3 2 1 0 |
| 24. Drinking a great deal of coffee and tea | 3 2 1 0 |
| 25. Being cross to your brother or sister | 3 2 1 0 |
| 26. Shooting rabbits just for fun | 3 2 1 0 |
| 27. Having fits of temper | 3 2 1 0 |
| 28. Insulting the defenseless | 3 2 1 0 |

In each comparison below draw a circle around 1 or 2 or S to show how well you like the things mentioned.

Around 1, if you like the FIRST thing better.
Around 2, if you like the SECOND thing better.
Around S, if you have the SAME LIKING for both.

1. (1) Make plans (2) Carry out plans ........................................... 1 2
2. (1) Work involving many details (2) Work involving few details ........................................... 1 2
3. (1) Interesting work with small income (2) Uninteresting work with large income ........................................... 1 2
4. (1) Give a report in writing (2) Give a report verbally ........................................... 1 2
5. (1) Work with men (2) Work with women ........................................... 1 2
6. (1) An auto with scruffy paint but excellent motor (2) An auto with fresh paint but only fairly good motor ........................................... 1 2
7. (1) Live in the country (2) Live in the city ........................................... 1 2

End of Exercise
For each occupation below, ask yourself: would I like that work or not? If you would like it, draw a circle around L. If you would dislike it, draw a circle around D. If you would neither like nor dislike it, draw a circle around N. In deciding on your answer, think only of the kind of work. Don’t consider the pay. Imagine that you have the ability to do the work, that you are the right age for it, and that it is equally open to men and women.

Don’t stop to think long; answer fairly quickly.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>L</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Architect</td>
<td></td>
<td></td>
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<tr>
<td>2. Chef or cook</td>
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<td></td>
<td></td>
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<tr>
<td>3. Auto racer</td>
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<tr>
<td>4. Librarian</td>
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<tr>
<td>5. Building contractor</td>
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<tr>
<td>6. Detective</td>
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<td></td>
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<tr>
<td>7. Nurse</td>
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<td></td>
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<tr>
<td>8. Private secretary</td>
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<td>9. Journalist</td>
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<tr>
<td>10. Forest ranger</td>
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<tr>
<td>11. Dairyman</td>
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<td></td>
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<tr>
<td>12. Dressmaker</td>
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<td></td>
<td></td>
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<tr>
<td>13. Florist</td>
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<td></td>
<td></td>
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<tr>
<td>14. Stock breeder</td>
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<tr>
<td>15. Optician</td>
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<td></td>
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<tr>
<td>16. Social worker</td>
<td></td>
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<tr>
<td>17. Music teacher</td>
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<td></td>
<td></td>
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<tr>
<td>18. Clerk in a store</td>
<td></td>
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<tr>
<td>19. Singer</td>
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<td></td>
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<tr>
<td>20. Preacher</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>21. Novelist</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>22. Soldier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Draftsman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Artist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Bookkeeper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you like or dislike these people?

<table>
<thead>
<tr>
<th>People</th>
<th>L</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Men with beards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Babies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Infidels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. People with loud voices</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Argumentative people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Very forgiving people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Very quiet people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. People who spend freely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. People with gold teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Tall women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Men who take the lead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Mannish women</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Go to the next column above

Do you like or dislike these?

<table>
<thead>
<tr>
<th>Activities</th>
<th>L</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charlie Chaplin</td>
<td></td>
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<tr>
<td>2. Social problem movies</td>
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<tr>
<td>3. Movie love scenes</td>
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<tr>
<td>4. Poetry</td>
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<td>5. Detective stories</td>
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<td>6. Stories of home life</td>
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<td>7. Adventure stories</td>
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<td>8. Comic supplements</td>
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<td>9. Radio magazines</td>
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<tr>
<td>10. Chemistry</td>
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<tr>
<td>11. Dramatics</td>
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<tr>
<td>12. Ancient languages</td>
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<tr>
<td>13. Civics</td>
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<tr>
<td>14. Spelling</td>
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<tr>
<td>15. Hunting</td>
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<tr>
<td>16. Greeks</td>
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<td>17. Chess</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18. Charades</td>
<td></td>
<td></td>
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<tr>
<td>19. Collecting flowers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20. Cooking</td>
<td></td>
<td></td>
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<tr>
<td>21. Studying lessons</td>
<td></td>
<td></td>
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<tr>
<td>22. Repairing a door latch</td>
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<tr>
<td>23. Parties and socials</td>
<td></td>
<td></td>
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<tr>
<td>24. Being with one other</td>
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<td></td>
<td></td>
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<tr>
<td>25. Strict Sunday laws</td>
<td></td>
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</tr>
</tbody>
</table>

Go to the next page
EXERCISE 5—Continued

After each book you have read, put a circle around L, D, or N to show how well you like it. Skip those you have not read.

| 1. | Robinson Crusoe, by Daniel Defoe | L | D | N |
| 2. | Lorna Doone, by Richard D. Blackmore | L | D | N |
| 3. | Through the Looking Glass, by Lewis Carroll | L | D | N |
| 4. | Westward Ho, by Charles Kingsley | L | D | N |
| 5. | Daddy Long Legs, by Jean Webster | L | D | N |
| 6. | Peter Pan and Wendy, by J. M. Barrie | L | D | N |
| 7. | Huckleberry Finn, by Mark Twain | L | D | N |
| 8. | Rip Van Winkle, by Washington Irving | L | D | N |
| 9. | The Wonder Book, by Nathaniel Hawthorne | L | D | N |
| 10. | Bird's Christmas Carol, by Kate Douglas Wiggin | L | D | N |
| 11. | Rebecca of Sunnybrook Farm, by Kate Douglas Wiggin | L | D | N |
| 12. | Christmas Carol, by Charles Dickens | L | D | N |
| 13. | The Man Without a Country, by Edward Everett Hale | L | D | N |
| 14. | Little Men, by Louisa Alcott | L | D | N |
| 15. | The Secret Garden, by Frances Hodgson Burnett | L | D | N |
| 16. | Captain Courageous, by Rudyard Kipling | L | D | N |
| 17. | Little Lord Fauntleroy, by Frances Hodgson Burnett | L | D | N |
| 18. | Boy's Life of Theodore Roosevelt, by Herman Hagedorn | L | D | N |
| 19. | Gulliver's Travels, by Jonathan Swift | L | D | N |
| 20. | Biography of a Grizzly, by Ernest Seton-Thompson | L | D | N |
| 21. | Evangeline, by Henry W. Longfellow | L | D | N |
| 22. | Tales from Shakespeare, by Charles Lamb | L | D | N |
| 23. | Adventures of Sherlock Holmes, by Conan Doyle | L | D | N |

Suppose you were an artist, what would you like to draw?

| 1. | Fruits | L | D | N |
| 2. | Children | L | D | N |
| 3. | Horses | L | D | N |
| 4. | Clouds | L | D | N |
| 5. | Cats | L | D | N |
| 6. | Flowers | L | D | N |
| 7. | Tigers | L | D | N |
| 8. | Ships | L | D | N |

Suppose you were a newspaper reporter, what would you like to write about, or report?

| 1. | Accidents | L | D | N |
| 2. | Sporting news | L | D | N |
| 3. | Musical events | L | D | N |
| 4. | Theatrical news | L | D | N |
| 5. | News oddities | L | D | N |
| 6. | Commercial news | L | D | N |

If you had two years to travel, with plenty of money, what would you like to see and do?

| 1. | Visit Holland | L | D | N |
| 2. | Hunt lions in Africa | L | D | N |
| 3. | Spend a day in Westminster Abbey | L | D | N |
| 4. | See London Bridge | L | D | N |
| 5. | Visit many famous battlegrounds | L | D | N |
| 6. | Visit many manufacturing plants | L | D | N |
| 7. | See how people prepare their food | L | D | N |
| 8. | Spend a year on a sailing boat | L | D | N |
| 9. | Study social customs | L | D | N |
| 10. | See how criminals are treated | L | D | N |

End of Exercise
Below is a list of famous characters. After each name draw a circle around L, D, or N to indicate whether you like that character.
L means LIKE; D means DISLIKE; N means NEITHER LIKE NOR DISLIKE.
Skip those you do not know anything about.

<table>
<thead>
<tr>
<th>Character</th>
<th>L</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Addams</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>P. T. Barnum</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Bismarck</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Daniel Boone</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Aaron Burr</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Kit Carson</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Cleopatra</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Oliver Cromwell</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Jefferson Davis</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Jack Dempsey</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Lloyd George</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Congressman Volstead</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Booker T. Washington</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>L</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearst, the publisher</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Herbert Hoover</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Robert G. Ingersoll</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Lenin</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Judge Ben Lindsay</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Aimee McPherson</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Mussolini</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Florence Nightingale</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Theodore Roosevelt</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Billy Sunday</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Wellington</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>L</td>
<td>D</td>
<td>N</td>
</tr>
</tbody>
</table>

Go to the next exercise below

Read each statement and consider whether it is mostly true or mostly false.
If it is mostly TRUE draw a circle around T.
If it is mostly FALSE draw a circle around F.
Work rapidly. Answer all.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>The face shows how intelligent a person is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The weak deserve more love than the strong.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The world was created in six days of twenty-four hours each.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One usually knows when stared at from behind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preachers have better characters than most persons.</td>
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<td></td>
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<tr>
<td>Love &quot;at first sight&quot; is usually the truest love.</td>
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</tr>
<tr>
<td>Girls are naturally more innocent than boys.</td>
<td></td>
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<tr>
<td>Lincoln was greater than Washington.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity knocks but once for any man.</td>
<td></td>
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</tr>
<tr>
<td>The largest fortunes should be seized by the government and divided among the poor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children should be taught never to fight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We should never give to beggars.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There should be perfect equality between men and women in all things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green-eyed people are not to be trusted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End of Exercise
Answer each question as truthfully as you can by drawing a line under YES or NO.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like most people you know?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you ever have imaginary companions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do people often say you are too noisy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you rather dislike to take your bath?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have you been bossed too much for your own good?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you nearly always prefer for someone else to take the lead?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you feel yourself to be lacking in self-control?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Are you extremely careful about your manner of dress?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you work mostly by fits and starts?</td>
<td></td>
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</tr>
<tr>
<td>10. Do you shrink from facing a crisis or difficulty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Are you careful of your personal belongings?</td>
<td></td>
<td></td>
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<tr>
<td>12. Do you worry much over possible misfortunes?</td>
<td></td>
<td></td>
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<tr>
<td>13. Are you much embarrassed when you make a grammatical mistake?</td>
<td></td>
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<tr>
<td>14. Are you worried when you have an unfinished job on your hands?</td>
<td></td>
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<tr>
<td>15. Have you ever kept a diary?</td>
<td></td>
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<tr>
<td>16. Do you like to go to parties, dances, or other social affairs?</td>
<td></td>
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<tr>
<td>17. Do you ever feel that you are about to &quot;go to pieces&quot;?</td>
<td></td>
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<tr>
<td>18. Are you often afraid of the dark?</td>
<td></td>
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<tr>
<td>19. Have you often fainted away?</td>
<td></td>
<td></td>
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<tr>
<td>20. Can you usually sit still without fidgeting?</td>
<td></td>
<td></td>
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<tr>
<td>21. Do you usually enjoy your meals?</td>
<td></td>
<td></td>
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<tr>
<td>22. Have you the habit of biting your finger nails?</td>
<td></td>
<td></td>
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<tr>
<td>23. As a child were you extremely disobedient?</td>
<td></td>
<td></td>
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<tr>
<td>24. Do you ever dream of robbers?</td>
<td></td>
<td></td>
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<tr>
<td>25. Do people ever say that you talk too much?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Do you ever have the same dream over and over?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Do people nearly always treat you right?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Were you ever expelled from school, or nearly expelled?</td>
<td></td>
<td></td>
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<tr>
<td>29. Have you often been punished unjustly?</td>
<td></td>
<td></td>
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<tr>
<td>30. Do you often get cross over little things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Does it make you angry for people to hurry you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Can you stand as much pain as others can?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Is it easy for you to get up as soon as you wake?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Would you like to wear expensive clothes?</td>
<td></td>
<td></td>
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<tr>
<td>35. Do you feel tired a good deal of the time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Do you ever walk in your sleep?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Do you hear easily when spoken to?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Are you often frightened in the middle of the night?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Have you found school a hard place to get along in?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Can you do good work while people are looking at you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Do you feel like jumping off when you are on a high place?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Do you always remember to brush your teeth?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End of Exercise
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Books


Periodicals

Anastasiew, Nicholas J. "Success in School and Boys' Sex-Role Patterns," *Child Development*, XXXVI, No. 4 (December, 1965), 1053-66.


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