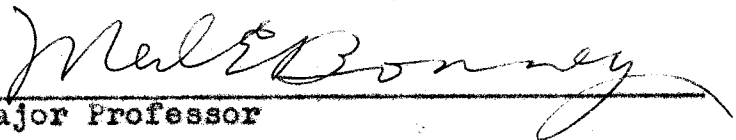
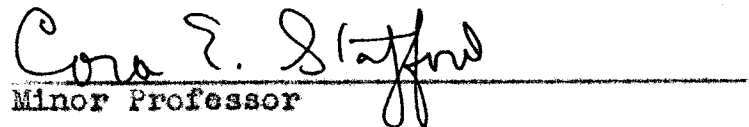
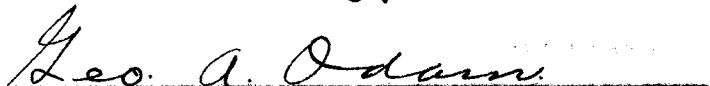


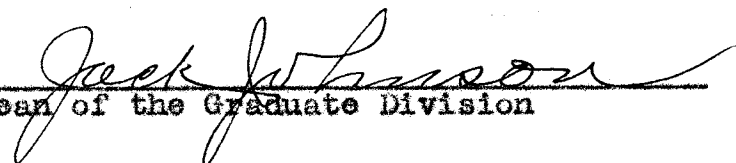
A STUDY OF FRIENDSHIPS IN SENIOR HIGH SCHOOL

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A STUDY OF FRIENDSHIPS IN SENIOR HIGH SCHOOL

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TABLE OF CONTENTS

	Page
LIST OF TABLES	
Chapter	
I. INTRODUCTION.....	iv
Source of Data	
Description of the Personality Scale	
Used in Securing Data	
Definition of Terms	
Manner of Collecting Data	
II. REVIEW OF SIMILAR STUDIES.....	11
III. INTERPRETATION OF DATA.....	16
IV. SUMMARY AND CONCLUSIONS.....	41
APPENDIX.....	43
A Personality Scale	
BIBLIOGRAPHY.....	52

LIST OF TABLES

Table	Page
1. Method of Arriving at the Average Scores for One Individual Student on Trait Number Three, Social Aggressiveness.....	6
2. Sum of Average Scores in "Rating Others" for Partner #1 and Partner #2 of Reciprocal Friends on Trait Number Three, Social Aggressiveness.....	7
3. The Difference between the "Accepted" and "Unaccepted" Student in "Self Ratings" on Trait Number Three, Social Aggressiveness.....	9
4. Range of Individual Average Scores on Each Trait for "Self Rating" and "Rating of Others" among Reciprocal Friends.....	16
5. Range of Individual Average Scores on Each Trait for "Self Rating" and "Rating of Others" among Unreciprocal Friends.....	17
6. Range of Individual Average Scores for Reciprocal and Unreciprocal Friendships on Nine Personal Traits.....	18
7. Comparison of the Total Average Scores Reciprocal Friends Gave Themselves and Gave Each Other on Nine Personal Traits.....	21
8. Range of Similarity, from Greatest to the Least, between Total Average Scores of "Self Rating" and "Rating of Others" on Nine Personal Traits among Reciprocal Friends.....	22
9. Correlations between Individual Average Scores in "Self Ratings" and Individual Average Scores of the "Ratings of Others" on Nine Personal Traits among Reciprocal Friends.....	23
10. The Extent of Agreement between the Total Average Scores of Partner #1 and Partner #2 of "Self Ratings" on Nine Personal Traits.....	26

LIST OF TABLES--Continued

Table	Page
11. The Order in which Reciprocal Friends Rated Themselves Alike on Nine Personal Traits.....	27
12. The Extent of Agreement between the "Total Average Scores" that Partner #1 and Partner #2 of Reciprocal Friends Gave Each Other on Nine Personal Traits.....	28
13. Traits in the Order in which Reciprocal Friends Rated Each Other Alike on Nine Personal Traits.....	29
14. The Average Difference in Favor of "Accepted Students" on Nine Personal Traits.....	31
15. Traits in the Order in which "Accepted Students" Scored Highest.....	33
16. The Five Traits in which "Accepted Students" Scored Highest.....	34
17. Other Traits in which "Accepted Students" Scored High.....	37

CHAPTER I

INTRODUCTION

One of the problems in human relationships is to determine what factors enter into friendship.

One method of investigating this is to study traits as compared between reciprocal and unreciprocal friendships.

This present study is an effort to make contributions towards this problem.

If it can be proved that reciprocal friends have certain traits that unreciprocal friends do not have, then an understanding of what makes friendships may be promoted.

Since friendships add so much pleasure to life, such information should be valuable.

Source of Data

Each student in the Demonstration High School associated with North Texas State College was given a personality scale to rate himself, and a similar scale to rate a friend.

Approximately 300 students took this test, rating themselves and rating one other student on a similar scale.

Description of the Personality Scale
Used in Securing Data

A personality scale was devised by Dr. M. E. Bonney, professor of psychology, North Texas State College. The personality scale for "rating self" and the scale for "rating others" had the same questions with only a change in wording. There were 157 questions.

For Section I and Section II of the personality scale the questions could be checked according to a 1, 2, 3, 4, 5 basis. These scores indicated the degree that the question was true of himself or the other person he was rating. An interpretation of the scale for Section I and II is given as follows:

- 1 -- means almost never
- 2 -- means seldom
- 3 -- means sometimes
- 4 -- means usually
- 5 -- means always

An example of a question from Section I is the following:

2. Can you keep from "going to pieces" or "losing your head," in emergency situations such as accidents, or any situation involving impending danger? 1 2 3 4 5

If a student checked number 4, he indicated that he usually could keep from losing his head in emergency situations.

Section III on abilities had a slightly different basis for scoring. An interpretation of the scale for Section III is given as follows:

- 0 -- means no ability at all
- 1 -- means very little ability
- 2 -- means fair but below average
- 3 -- means about average for the
groups you are in
- 4 -- means above average
- 5 -- means one of the best in
your usual groups

An example of a question from Section III is the following:

Question number 16. Conducting a meeting (as in the capacity of chairman or president). 0 1 2 3 4 5

If a student checked 0, he indicated that he had no ability at all.

The score on a question in the self-rating scale could be compared with the score on a question in the "rating others" scale, for the meaning was the same.

At the end of the "rating others" personality scale space was left for the listing of an additional friend.

The 157 questions were classified into nine personality traits as follow:

1. Physical characteristics: appearance, health, vigor.
2. Emotional stability and control.
3. Social aggressiveness--initiation of social contacts and social events.
4. Adaptability and tolerance.
5. Dependability--a sense of obligation in all personal and group relationships.

6. Dependence on others for assistance and emotional support.
7. Being a source of new experience to others.
8. Social service motivation--an attitude of good will toward others.
9. Abilities.

There were eight questions pertaining to trait number one; nineteen questions on trait number two; twenty-two questions on trait number three; seventeen questions on trait number four; fourteen questions on trait number five; seventeen questions on trait number six; fifteen questions on trait number eight; and seventeen questions on trait number nine.

Definition of Terms

Reciprocal friendships.--A reciprocal friendship is a friendship in which one person chose another as one of his best friends, and was in turn chosen by this person.

Unreciprocal friendships.--Unreciprocal friendships in this present study refer to one person choosing another person as one of his best friends, and he, in turn, not being chosen by this person.

Manner of Collecting Data

If a student rated another student in the "rating others" personality scale, or listed him as an additional

friend, and likewise was chosen by the student he rated or the student he listed, the two were paired together as reciprocal friends.

If a student chose as a friend a student who did not in turn choose him, in the manner stated above, the two were paired as unreciprocal friends. This does not mean that these two people chosen by this particular person were definitely unfriendly to him. It means only that in this study he was not in turn named as a top-ranking friend.

When the results of the choices were examined, there were forty-one pairs of reciprocal friends and twenty-nine pairs of unreciprocal friends.

Of the eighty-two students studied in the forty-one reciprocal friendships, there were twenty-three who had ratings by three other students; nineteen who had ratings by two other students; and forty who had ratings by one other student.

In the unreciprocal group, eleven had ratings by three other students; fifteen had ratings by two other students; and twenty-four had ratings by one other student.

In order to make clear the procedure, a description of arriving at some of the data is here given. Trait number three is used as an example to show the procedure used in all other traits. Trait number three, "social aggressiveness," was composed of twenty-two questions. Each

question was marked 1, 2, 3, 4 or 5 according to the degree that the question was true of the individual student. Example:

TABLE I

METHOD OF ARRIVING AT THE AVERAGE SCORES FOR ONE INDIVIDUAL STUDENT ON TRAIT NUMBER THREE, SOCIAL AGGRESSIVENESS

Questions	Scores for "Self Rating"	Scores for "Rating Others"	
1.....	4	4	5
2.....	5	5	5
3.....	4	5	4
4.....	3	4	3
5.....	3	4	4
6.....	4	3	4
7.....	5	4	3
8.....	4	5	5
9.....	4	4	4
10.....	5	4	4
11.....	3	5	5
12.....	3	3	4
13.....	2	4	3
14.....	1	5	2
15.....	2	5	5
16.....	3	4	4
17.....	4	3	3
18.....	5	3	2
19.....	5	4	5
20.....	4	4	4
21.....	5	5	4
22.....	2	5	3
Average Scores	3.63	4.18	3.86

The average score for "self rating" 3.63 was used to compare with the mean score of the "rating others," which was 4.02.

When the "rating others" consisted of three ratings, the median score was used.

As shown in Table 2, average scores for the questions in each trait were found for each individual in this study, both for the "self ratings" and the "ratings of others." These scores were arranged for comparison on each trait. Then the total score for each trait was found, both for

TABLE 2

SUM OF AVERAGE SCORES IN "RATING OTHERS" FOR PARTNER #1
AND PARTNER #2 OF RECIPROCAL FRIENDS ON TRAIT
NUMBER THREE, SOCIAL AGGRESSIVENESS

Reciprocal Friends					
	Partner #1	Partner #2		Partner #1	Partner #2
1.	3.33	3.36	22.	3.13	3.13
2.	3.39	3.33	23.	2.86	3.06
3.	3.36	3.06	24.	3.36	3.59
4.	3.33	3.71	25.	2.81	2.86
5.	3.36	3.29	26.	3.27	3.27
6.	2.13	3.40	27.	3.16	2.68
7.	3.90	3.55	28.	3.58	3.81
8.	3.36	3.19	29.	3.55	3.63
9.	3.36	3.50	30.	3.00	3.68
10.	3.55	3.40	31.	4.80	3.40
11.	2.90	3.22	32.	3.04	2.90
12.	3.69	3.43	33.	3.63	2.94
13.	3.96	2.88	34.	3.45	3.04
14.	3.77	3.50	35.	3.16	3.36
15.	2.16	3.13	36.	3.77	3.63
16.	3.40	3.23	37.	3.22	2.90
17.	2.90	2.94	38.	3.36	3.67
18.	3.16	3.90	39.	3.56	3.95
19.	3.59	3.13	40.	3.04	2.90
20.	3.09	2.89	41.	3.09	3.22
21.	3.77	3.54			
		Total Average		3.319	3.297

partner #1 and partner #2 of the reciprocal friendship. The total was divided by forty-one, a number which represented the forty-one students of each reciprocal friendship pair.

Henceforth in this paper these total scores will be mentioned as "total average" scores for each trait.

The discussion thus far has been on how the data were collected for reciprocal friends.

The average score on each trait for each individual was found for unreciprocal friends in the same way that it was found for reciprocal friends. An explanation of this was given previously.

For purposes of differentiating the two students in unreciprocal friendships, two names were given. The student who chose another student as one of his best friends, and was not chosen in turn, was called the "unaccepted student." The student who was chosen, but did not reciprocate the friendship, was designated the "accepted student."

When the score for the "accepted student" is higher than for the "unaccepted student" in the column of differences between average scores, the score is written plus (+). When the score for the unaccepted student is higher, the score is written minus (-).

Columns of differences were added for each trait. An example of how these differences were added for trait number three, "social aggressiveness," is shown in the following table:

TABLE 3

THE DIFFERENCE BETWEEN THE "ACCEPTED" AND "UNACCEPTED"
STUDENT IN "SELF RATINGS" ON TRAIT NUMBER
THREE, SOCIAL AGGRESSIVENESS

Pairs of Unre- ciprocal Friends	Average Score of Unaccepted Students	Average Score of Accepted Students	Difference Between Average Scores
1.....	3.16	3.86	+ .11
2.....	3.46	3.86	+ .40
3.....	3.81	3.59	- .22
4.....	3.56	3.13	- .43
5.....	3.31	3.40	+ .09
6.....	3.95	3.50	- .45
7.....	3.16	2.81	- .35
8.....	3.16	4.14	+ .98
9.....	2.76	3.27	+ .51
10.....	3.00	3.09	+ .09
11.....	3.31	3.62	+ .31
12.....	3.77	4.08	+ .31
13.....	2.94	3.12	+ .18
14.....	2.94	3.14	+ .20
15.....	3.31	3.67	+ .36
16.....	3.00	3.50	+ .50
17.....	3.00	3.95	+ .95
18.....	3.04	3.31	+ .27
19.....	3.72	4.60	+ .88
20.....	3.72	3.09	- .63
21.....	3.56	3.46	- .10
22.....	3.90	4.14	+ .24
23.....	3.90	2.81	- 1.09
24.....	3.36	3.81	+ .45
25.....	2.50	3.13	+ 1.08
26.....	2.50	4.04	+ 1.54
27.....	4.18	3.00	- 1.18
28.....	4.18	4.04	- .14
29.....	3.95	4.18	+ .23

Total Plus Scores Average... + 9.63
Total Minus Scores Average.. - 4.59
Difference between Plus
and Minus Scores..... + 5.04

A similar procedure was followed in arriving at differences in all other traits for the unreciprocal friendships.

CHAPTER II

REVIEW OF SIMILAR STUDIES

Similar studies have been made on different phases of mutual friendships for various age and group levels. These studies may be classified into five groups dealing with friends in the following levels: primary, elementary, high school, college and adult, out of school.

High School Friendships

High school studies are presented first because they are most similar to the present study.

Averitt made a study of thirty pairs of mutual friends in senior high school. She concluded that personality and character traits have the most influence upon friendship.¹ She found that similarities do exist in intelligence, academic grades, preferred subjects, and social and emotional adjustments. She found some evidence that vocational preferences and abilities have influence upon mutual friendship. She found insufficient evidence that home and health

¹L. J. Averitt, "Study of Some Factors Related to Mutual Friendship on the High School Level" (Unpublished Master's thesis, Department of Education, North Texas State Teachers College, August, 1945).

adjustments, and frequency of holding office have any influence upon mutual friendship.

In her study of forty-two adolescent girls, Van Dyne found that girls tend to choose friends like themselves in chronological age and degree of dominance and sociability. She found very little similarity in the degree of emotional stability, self-sufficiency, introversion, and self-confidence.²

Primary Grade Friendships

In the second, third, and fourth grades, extensive research has been made by Bonney. These studies indicated success in friendship due to intellectual brightness.³ However, brightness was no guarantee of social competence, he found. He found evidence that families of four or more children ranked consistently higher than the medium size family of two or three children. He found that children in the highest quartile of popularity came from families of the smallest number of brothers and sisters within five years of their age.

²E. V. Van Dyne, "Personality Traits and Friendship Formation in Adolescent Girls," Journal of Social Psychology, XII (November, 1940), 291-303.

³M. E. Bonney, "A Study of the Relation of Intelligence, Family Size and Sex Differences with Mutual Friends in the Primary Grades," Child Development, XIII (June, 1942), 79-100.

Elementary School Friendships

Many investigations have been made of friendship and the selection of associates in the pre-adolescent or elementary school level.

In her study of reciprocal friends, Wellman found the twenty-seven pairs of girls more alike in scholarship, less alike in height. She found the twenty-nine pairs of boys more alike in height, intelligence quotient, and chronological age. Her evidence indicated that the boys were less alike in extroversion, scholarship, and mental age.⁴

Seagoe sought the answer to the relation of propinquity to friendship. She found that propinquity was a strong factor in friendship.⁵ Likewise she found that maturity, mental capacity, cleanliness, courtesy, and athletic ability had significant positive correlations.

College Friendships

In the study of similarities and differences of pairs of college friends, some interesting studies have been made.

Sumner and Lee studied fifty-five pairs of Negro college students. Their investigations revealed similarities of

⁴B. Wellman, "The School Child's Choice of Companions," Journal of Educational Research, XIV (June, 1926), 126-132.

⁵M. V. Seagoe, "Factors Influencing the Selection of Associates," Journal of Educational Research, XXVII (September, 1933), 32-40.

male friends in interests, attitudes, and skin color; and of male-female friends in socio-economic status, skin color, and chronological age.⁶

Winslow and Frankel sent out a questionnaire to one hundred college men and one hundred college women on what traits they thought important in friendship. The answers returned on this questionnaire indicated that both college men and college women considered important in friendship loyalty, ability to be confided in, and frankness.⁷ They considered as relatively unimportant in friendship religious beliefs, economic status, and intelligence. The largest sex difference was women's greater dislike for "promiscuity with the opposite sex," and men's greater preference for friends with "conventional, good social manners," and the "ability to be confided in."

In his study of preferences for friendship in twenty-one college fraternities, Vreeland found that there was a persistent preference of members of the different college classes for each other, with the larger proportion of

⁶F. C. Sumner and J. A. Lee, "Some Resemblances Between Friends of Like Sex and Between Friends of Unlike Sex Among a Group of Negro College Students," Journal of Psychology, XII (October, 1941), 199-201.

⁷C. N. Winslow and M. N. Frankel, "A Questionnaire Study of the Traits that Adults Consider to be Important in the Formation of Friendship with Members of the Opposite Sex," Journal of Social Psychology, XIII (February, 1941), 37-48.

choices going to the upper classmen.⁸ Vreeland interpreted his data to mean that upper classmen choose each other because they have had a longer time to know each other and because they are of greater age, experience, and general sophistication.

Adult Friendships, Outside of School

Seventy-six married couples were studied by Kelly to determine whether certain personality combinations were likely to result in happy marriages. He found that the typical happily married man tends to rate himself higher than the average, to rate his spouse even higher than average, and to rate his spouse even higher than himself.⁹ Likewise the woman tends to rate herself high and her spouse even higher. It is not known whether this compatibility was achieved before or after marriage.

⁸F. M. Vreeland, "Social Relations in the College Fraternity," Sociometry, V (May, 1942), 152-162.

⁹E. L. Kelly, "Marital Compatibility as Related to Personality Traits of Husbands and Wives as Rated by Self and Spouse," The Journal of Social Psychology, XIII (February, 1941), 193-198.

CHAPTER III

INTERPRETATION OF DATA

A study of range of individual average scores between reciprocal and unreciprocal friends was made to determine whether any significant difference might exist between the two groups.

Table 4 shows the range for reciprocal friends. Table 5 shows the range for unreciprocal friends.

TABLE 4

RANGE OF INDIVIDUAL AVERAGE SCORES ON EACH TRAIT
FOR "SELF RATING" AND "RATING OF OTHERS"
AMONG RECIPROCAL FRIENDS

Traits	"Self Rating"	"Rating of Others"
1. Physical Characteristics....	2.62 - 4.75	2.12 - 4.75
2. Emotional Stability.....	2.52 - 4.64	2.16 - 4.64
3. Social Aggressiveness.....	2.41 - 4.22	2.13 - 4.80
4. Adaptability and Tolerance..	2.90 - 4.53	2.72 - 4.58
5. Dependability.....	3.07 - 4.86	2.36 - 4.86
6. Dependence on Others.....	2.75 - 4.30	3.02 - 4.53
7. Source of New Experience to Others.....	1.93 - 4.46	1.57 - 4.40
8. Social Service Motivation...	2.61 - 4.50	2.51 - 4.22
9. Abilities.....	0.064- 4.30	0.820- 4.65

TABLE 5
 RANGE OF INDIVIDUAL AVERAGE SCORES ON EACH TRAIT FOR "SELF RATING" AND
 "RATING OF OTHERS" AMONG UNRECIPROCAL FRIENDS

Traits	"Self Rating"		"Rating of Others"	
	Unaccepted Student	Accepted Student	Unaccepted Student	Accepted Student
1. Physical Characteristics.....	2.62 - 4.75	2.86 - 5.00	2.94 - 4.62	3.18 - 4.62
2. Emotional Stability.....	2.31 - 4.75	3.11 - 4.61	2.26 - 4.58	2.79 - 4.58
3. Social Aggressiveness.....	2.50 - 4.18	2.81 - 4.60	2.35 - 4.14	2.46 - 4.14
4. Adaptability and Tolerance..	3.26 - 4.48	3.10 - 4.64	2.58 - 4.64	3.05 - 4.64
5. Dependability.....	3.17 - 4.64	3.36 - 4.93	3.06 - 4.74	2.75 - 4.85
6. Dependence on Others.....	2.78 - 4.18	2.88 - 4.77	2.30 - 3.92	2.82 - 4.24
7. Source of New Experience.....	2.72 - 4.78	3.23 - 4.90	2.61 - 4.39	2.67 - 4.39
8. Social Service Motivation...	2.13 - 3.78	2.40 - 4.80	2.13 - 4.33	1.77 - 4.33
9. Abilities.....	0.646- 4.00	0.153- 4.30	0.811-3.17	0.81 - 4.65

In order to better present what the two tables show in consistency or lack of consistency, a summary table of these ranges is given below.

TABLE 6
 RANGE OF INDIVIDUAL AVERAGE SCORES FOR RECIPROCAL AND UNRECIPROCAL
 FRIENDSHIPS ON NINE PERSONAL TRAITS

	Reciprocal		Unreciprocal			
	Self	Others	Unaccepted		Accepted	
			Self	Others	Self	Others
Broadest Range (Variation Between Lowest and Highest Individual Average Score Is Broadest)	.06-4.30 Trait #9	.82-4.65 Trait #9	.64-4.00 Trait #9	.81-3.17 Trait #9	.15-4.30 Trait #9	.81-4.65 Trait #9
Narrowest Range (Variation Between Lowest and Highest Individual Average Score Is Narrowest)	2.75-4.30 Trait #6	3.02-4.53 Trait #6	3.26-4.48 Trait #4	3.06-4.74 Trait #5	3.36-4.93 Trait #5	3.18-4.62 Trait #1
Lowest Individual Average Score	.06 Trait #9	.82 Trait #9	.64 Trait #9	.81 Trait #9	.15 Trait #9	.81 Trait #9
Second Lowest Individual Average Score	1.93 Trait #7	1.63 Trait #7	2.13 Trait #7	2.13 Trait #7	2.40 Trait #7	1.77 Trait #7
Highest Individual Average Score	4.86 Trait #5	4.86 Trait #5	4.78 Trait #8	4.74 Trait #5	5.00 Trait #1	4.85 Trait #5
Second Highest Individual Average Score	4.75 Trait #1	4.80 Trait #3	4.75 Trait #1	4.64 Trait #4	4.93 Trait #5	4.65 Trait #9

The broadest range between the highest and the lowest individual average scores is consistently on trait number nine, which deals with abilities both for reciprocal and unreciprocal friends. This means that reciprocal and unreciprocal friends vary more on abilities than on their personality traits.

Reciprocal friends have the narrowest range of scores on trait number six, "dependence on others for assistance and emotional support." They seemed to rate themselves very closely around the mean 4.05 for the self ratings and the mean 3.99 for the rating of others.

The unaccepted group, "others' rating," corresponded with the accepted group, "self ratings," in the narrowest range of differences between individual average scores falling on trait number five, "dependability, a sense of obligation in all personal and group relationships."

The lowest scores were consistently on trait number nine dealing with abilities.

The second lowest scores were consistently on trait number seven, "being a source of new experience to others." This seems to have some significance since every second lowest score for reciprocal friends and unreciprocal friends, both accepted and unaccepted groups, fell on this trait. Students must feel a lack of confidence in thinking that they are a source of new experience to others. Those rating

their friends on this trait must not feel as sure of their friends' capacity for adding something new and different to others as they feel certain of their friends' capacities in other traits.

Reciprocal friends had their highest scores for "self rating" and "rating of others" on trait number five, dealing with "dependability." This trait continued to hold highest scores for the accepted and unaccepted groups according to the "ratings of others," which indicates some consistency.

The last item on ranges, second highest scores for both reciprocal and unreciprocal groups, has scores falling on six of the nine traits. There was no consistency here.

Total average scores were used to determine if there were similarity between reciprocal friends on the ratings they gave themselves and the ratings they gave each other. Total average scores are the average scores that were totaled for partner #1 and partner #2, and then divided by forty-one, the number of reciprocal friends.

Further in this paper is a discussion of the correlation that was run for each trait to determine the similarity between individual "self ratings" and individual "ratings of others." The following table is more general, as it deals with total average scores.

TABLE 7

COMPARISON OF THE TOTAL AVERAGE SCORES RECIPROCAL
FRIENDS GAVE THEMSELVES AND GAVE EACH
OTHER ON NINE PERSONAL TRAITS

Traits	Average Total Scores of Reciprocal Friends			
	Rating Self		Rating of Others	
	Partner #1	Partner #2	Partner #1	Partner #2
1. Physical Characteristics.....	3.622	3.544	4.456	3.700
2. Emotional Stability.....	3.512	3.539	3.598	3.597
3. Social Aggressiveness.....	3.268	3.265	3.319	3.297
4. Adaptability and Tolerance.....	3.677	3.701	3.817	3.718
5. Dependability--a Sense of Obligation.....	4.195	3.906	4.007	3.980
6. Dependence on Others.....	3.379	3.416	3.522	3.506
7. Sources of New Experience.....	3.043	3.071	3.196	3.179
8. Social Service Motivation.....	3.576	3.661	3.470	3.502
9. Abilities.....	2.255	2.155	2.372	2.341

In order to get the difference between the total average scores of the "self rating" and the "rating of others," the

lowest score of the "self rating" was subtracted from the highest score of the "rating others" on all scores except traits number five and number eight. On these two traits, the scores were higher on the "self ratings." On all other traits the "others ratings" were higher than the "self ratings."

An example of how these differences between "self rating" and "rating of others" were determined is given on trait number three dealing with aggressiveness. The total average score in the "self rating" is 3.26, and the total average score in the "rating of others" is 3.31. Subtracting one from the others, the difference is .05.

TABLE 8

RANGE OF SIMILARITY, FROM GREATEST TO THE LEAST,
BETWEEN TOTAL AVERAGE SCORES OF "SELF RATING"
AND "RATING OF OTHERS" ON NINE PERSONAL
TRAITS AMONG RECIPROCAL FRIENDS

Total Average Score		Difference in Favor of "Others Ratings"	Traits
"Self Ratings"	"Rating of Others"		
3.26	3.31	.05	3.Social Aggressiveness
3.51	3.59	.08	2. Emotional Stability and Control
3.677	3.81	.14	4.Adaptability and Tolerance
3.37	3.52	.15	6.Dependence on Others
3.04	3.19	.15	7.Sources of New Experience
3.47	3.66	-.19	8.Social Service Motivation
3.98	4.19	-.21	5.Dependability
2.15	2.37	.22	9.Abilities
3.54	4.45	.91	1.Physical Characteristics

Total average scores of the "self ratings" were very similar to the total average scores of the "rating of others." Table 8 shows the similarity greatest on trait number three, social aggressiveness. The similarity is least on trait number one, physical characteristics.

A correlation was run between the individual average scores given by a friend on each trait. This was done to see how similar individual average scores of "self rating" were to individual average scores of "rating of others" on each trait.

The table that follows shows the coefficients of correlation that were obtained.

TABLE 9

CORRELATIONS BETWEEN INDIVIDUAL AVERAGE SCORES IN
"SELF RATINGS" AND INDIVIDUAL AVERAGE SCORES
OF THE "RATINGS OF OTHERS" ON NINE PERSONAL
TRAITS AMONG RECIPROCAL FRIENDS

Traits	Correlation Coefficient	Probable Error
1. Physical Characteristics.....	$r = \cancel{+.23}$	$\pm .07145$
2. Emotional Stability and Control.....	$r = +.38$	$\pm .063732$
3. Social Aggressiveness.....	$r = +.20$	$\pm .07243$
4. Adaptability and Tolerance....	$r = +.43$	$\pm .06108$
5. Dependability--a Sense of Obligation.....	$r = +.26$	$\pm .26987$
6. Dependence on Others.....	$r = -.03$	$\pm .07530$
7. Being a Source of New Exper- ience to Others.....	$r = +.29$	$\pm .06821$
8. Social Service Motivation.....	$r = +.22$	$\pm .07883$
9. Abilities.....	$r = -.52$	$\pm .06764$

On trait number one, "physical characteristics," the correlation $\neq .23$ is evidence of some correlation. This correlation between "self rating" and "rating of others" is not very great, but the correlation does exist.

On trait number two, "emotional stability and control," the correlation is somewhat higher and thus more significant. This correlation $\neq .38$ is the second most significant positive correlation in this study.

The correlation $\neq .20$ on trait number three, "social aggressiveness," indicates there is some correlation on the individual scores between "self" and "others"; however, the correlation is low.

The fourth trait, "adaptability and tolerance," has a correlation of $\neq .43$. This is the highest positive correlation in this study. Students evidently could judge themselves and their friends more accurately on this trait than on any other trait. Also it is completely reliable statistically.

The fifth trait, "dependability," has a correlation of $\neq .26$. The scores of the "self ratings" do correlate with the scores of the "rating of others," but the correlation is not very high.

On the sixth trait, "dependence on others," the correlation $-.03$ signifies no correlation. A student might understand his own need for people, but it seems his friends

might not realize his need for other people to anything like the extent that it really exists.

Trait number seven, "being a source of new experience to others," has the third highest correlation. Even so, this correlation of $+ .29$ is not a very high correlation. However, the correlation coefficient $+ .29$ does indicate some positive relationship.

The correlation coefficient of $+ .22$ for "social service motivation," the eighth trait, indicates that some correlation does exist between "self ratings" and "ratings of others," though the correlation is not very great.

The high negative correlation of $-.52$ on trait number nine, "abilities," may be indicative of one of two things. The student might have felt weak, and knew he was weak on skills, in sports, and in the arts; and for the moment he built up his ego by scoring himself too high. The rating by his friend, which was lower, might have been a more accurate picture. The student might have been too modest and rated himself too low, while his friend rated him as he should have been rated-- much higher.

The scores used in the next comparison to be given were the "total average scores" for each trait. The comparison was between "partner #1" and partner #2" of reciprocal friends on the "rating of self."

The following table shows the great similarity between the partners.

TABLE 10

THE EXTENT OF AGREEMENT BETWEEN THE TOTAL AVERAGE SCORES OF PARTNER #1 AND PARTNER #2 OF "SELF RATINGS" ON NINE PERSONAL TRAITS

Traits	Total Average Scores of Reciprocal Friends for Rating Self		Difference Between Total Average Scores of Reciprocal Friends
	Partner #1	Partner #2	
1. Physical Characteristics....	3.622	3.544	.078
2. Emotional Stability.....	3.512	3.539	.027
3. Social Aggressiveness.....	3.268	3.265	.003
4. Adaptability and Tolerance.....	3.677	3.701	.024
5. Dependability....	4.195	3.906	.289
6. Dependence on Others.....	3.379	3.416	.037
7. Source of New Experience to Others.....	3.043	3.071	.028
8. Social Service Motivation.....	3.576	3.661	.085
9. Abilities.....	2.255	2.155	.100

The small differences show that the pairs of reciprocal friends rated themselves very much alike on the nine traits. Apparently there is a high degree of similarity in their personality traits as determined by their own self ratings.

Table eleven shows the order in which reciprocal friends rated themselves alike on nine personal traits.

TABLE 11

THE ORDER IN WHICH RECIPROCAL FRIENDS RATED
THEMSELVES ALIKE ON NINE PERSONAL TRAITS

Traits in the Order in which Reciprocal Friends Rated Themselves Most Alike	Original Trait Number		Difference Between Total Average Scores of Reciprocal Friends
1.....	Trait #3,	Social Aggressiveness.....	.003
2.....	Trait #4,	Adaptability and Tolerance.....	.024
3.....	Trait #2,	Emotional Stability and Control.	.027
4.....	Trait #7,	Source of New Experience to Others.....	.028
5.....	Trait #6,	Dependence on Others.....	.037
6.....	Trait #1,	Physical Characteristics.....	.078
7.....	Trait #8,	Social Service Motivation.....	.085
8.....	Trait #9,	Abilities.....	.100
9.....	Trait #5,	Dependability, a Sense of Obligation.....	.289

Reciprocal friends were compared on the "total average scores" that they gave each other for each of the nine traits. Results of this comparison may be seen in Table twelve, which shows the extent of agreement between the "total average scores" that partner #1 and partner #2 of reciprocal friends gave each other on nine personal traits.

TABLE 12

THE EXTENT OF AGREEMENT BETWEEN THE "TOTAL AVERAGE SCORES" THAT PARTNER #1 AND PARTNER #2 OF RECIPROCAL FRIENDS GAVE EACH OTHER ON NINE PERSONAL TRAITS

Traits	"Total Average Scores" of Reciprocal Friends for "Rating of Others"		Difference Between "Total Average Scores" of Reciprocal Friends
	Partner #1	Partner #2	
1. Physical Characteristics.....	4.456	3.700	.756
2. Emotional Stability and Control.....	3.598	3.597	.001
3. Social Aggressiveness.....	3.319	3.297	.022
4. Adaptability and Tolerance.....	3.817	3.718	.099
5. Dependability.....	4.007	3.980	.027
6. Dependence on Others..	3.522	3.506	.016
7. Being a Source of New Experience to Others.....	3.196	3.179	.017
8. Social Service Motivation.....	3.470	3.502	.032
9. Abilities.....	2.372	2.341	.031

The small differences show that the pairs of reciprocal friends rated each other very much alike on the nine traits, when trait averages are considered. Apparently there is a high degree of similarity in their personality traits as determined by the ratings they gave each other.

Table 13 shows the order in which reciprocal friends rated each other alike on nine personal traits.

TABLE 13

TRAITS IN THE ORDER IN WHICH RECIPROCAL FRIENDS
RATED EACH OTHER ALIKE ON
NINE PERSONAL TRAITS

Traits in the Order in which Reciprocal Friends Rated Each Other Most Alike	Original	Trait Number	Difference Between Total Average Scores of Reciprocal Friends
1.....	Trait #2,	Emotional Stability and Control.....	.001
2.....	Trait #6,	Dependence on Others.....	.016
3.....	Trait #7,	A Source of New Experience to Others.....	.017
4.....	Trait #3,	Social Aggressiveness.....	.022
5.....	Trait #5,	Dependability....	.027
6.....	Trait #9,	Abilities.....	.031
7.....	Trait #8,	Social Service Motivation.....	.032
8.....	Trait #4,	Adaptability and Tolerance.....	.099
9.....	Trait #1,	Physical Characteristics.....	.756

On trait number one, "physical characteristics," reciprocal friends were least alike, when they rated each other.

Attention will next be turned to a consideration of the extent to which the "accepted student" in each pair was ranked higher in the nine personal traits than was the "un-accepted student" in each pair.

The "accepted student" was acknowledged as being a desirable friend by one or more students. The "unaccepted student" chose certain students for friends, and was not in turn chosen by these friends. This is taken to indicate that the "accepted student" had characteristics more to be desired in friendship than did the "unaccepted student."

If the individual score of the "accepted student" of the unreciprocal pair was higher than the individual score of the "unaccepted student" on a particular trait, the score for the pair was marked plus (+) whatever the difference was. If the individual score of the "unaccepted student" of the unreciprocal pair was higher than the individual score of the "accepted student" on a particular trait, the score for the pair was marked minus (-) whatever the difference was.

On the "ratings of self," if the plus (+) scores exceeded the minus (-) scores on a trait, it indicated that the "accepted students" rated themselves higher on this trait than did the "unaccepted students." Likewise if, on the "ratings of others," the plus (+) scores exceeded the minus (-) scores on a trait, it indicated that the "accepted students" were rated higher by their friends than the "unaccepted students" were rated by their friends.

If on the "self ratings" the minus (-) scores exceeded the plus (+) scores on a trait, it indicated that the "unaccepted students" rated themselves higher on this trait

than did the "accepted Students." The same applied with the "rating of others." If the minus (-) scores on the "rating of others" exceeded the plus (+) scores on a trait, it indicated that the "unaccepted students" were rated higher on this trait by their friends than were the "accepted students."

Table 14 shows the average differences in favor of "accepted students" on nine personal traits.

TABLE 14
THE AVERAGE DIFFERENCE IN FAVOR OF "ACCEPTED STUDENTS" ON NINE PERSONAL TRAITS

Traits		Un-accepted	Accepted	Difference
1. Physical characteristics	Self	- 4.41	+10.24	+ 5.83
	Others	- 6.91	+10.60	+ 3.64
2. Emotional Stability and Control	Self	- 5.11	+ 8.41	+ 3.30
	Others	-10.15	+ 7.36	- 2.79
3. Social Aggressiveness	Self	- 4.59	+ 9.63	+ 5.04
	Others	- 5.35	+ 8.27	+ 2.92
4. Adaptability and Control	Self	- 4.90	+ 6.15	+ 1.25
	Others	- 6.66	+ 9.91	+ 3.25
5. Dependability-- a Sense of Obligation	Self	- 5.11	+ 6.44	+ 1.33
	Others	-11.03	+ 8.15	- 2.88
6. Dependence on Others	Self	- 3.50	+ 9.42	+ 5.92
	Others	- 4.08	+ 7.53	+ 3.45

TABLE 14--Continued

Traits		Un-accepted	Accepted	Difference
7. Source of New Experience to Others	Self	- 2.51	+ 13.27	+ 10.76
	Others	- 3.71	+ 14.16	+ 10.45
8. Social Service Motivation	Self	- 5.74	+ 9.81	+ 4.07
	Others	- 7.04	+ 8.51	+ 1.47
9. Abilities	Self	- 14.86	+ 15.58	+ 0.72
	Others	- 11.89	+ 13.67	+ 1.78

Accepted students rated themselves higher and were rated by their friends higher on all of the nine personal traits except two. Only on the "others ratings" of these two traits were the scores higher for the "unaccepted student." The scores for the "unaccepted students" were higher on the "other ratings" of trait number two, "emotional stability and control," by a difference of 2.79. Likewise the "others ratings" of trait number five, "dependability-- a sense of obligation," were higher for the "unaccepted student" by a difference of 2.88.

In order to better see in what traits the highest scores were made by the "accepted students," the following table lists the traits in order from the highest scored trait, "being a source of new experience to others," to the lowest scored trait, "abilities."

TABLE 15

TRAITS IN THE ORDER IN WHICH "ACCEPTED STUDENTS" SCORED HIGHEST

Order of Traits in which Accepted Stu- dents Scored Highest	Trait Number	Self	Others	Trait
1.....	7.	10.76	10.45	Source of New Experi- ence to Others
2.....	6.	5.92	.....	Dependence on Others
3.....	1.	5.83	.....	Physical Character- istics
4.....	8.	5.07	.....	Social Service Motivation
5.....	3.	5.04	.....	Social Aggressive- ness
6.....	1.	....	3.64	Physical Character- istics
7.....	6.	....	3.45	Dependence on Others
8.....	2.	3.30	.....	Emotional Stability
9.....	4.	....	3.25	Adaptability and Tolerance
10.....	3.	....	2.92	Social Aggressive- ness
11.....	9.	....	1.78	Abilities
12.....	8.	....	1.48	Social Service Motivation
13.....	5.	1.33	.....	Dependability
14.....	4.	1.25	.....	Adaptability and Tolerance
15.....	9.	0.72	.....	Abilities

The five traits in which "accepted students" scored highest are presented in Table 16.

TABLE 16

THE FIVE TRAITS IN WHICH "ACCEPTED STUDENTS" SCORED HIGHEST

Trait	Rank of Trait		Rating by	Unaccepted Student	Accepted Student	Difference in Favor of Accepted Student
	Original Number	As Given in Table 15				
Source of New Experience	7.	1.	Self	- 2.51	+ 13.27	10.76
		1.	Others	- 3.71	+ 14.16	10.45
Physical Characteristics	1.	3.	Self	- 4.41	+ 10.24	5.83
		6.	Others	- 6.91	+ 10.60	3.64
Dependence on Others	6.	2.	Self	- 3.50	+ 9.42	5.92
		7.	Others	- 4.08	+ 7.53	3.45
Social Service Motivation	8.	4.	Self	- 5.74	+ 9.81	4.07
		12.	Others	- 7.04	+ 8.51	1.47
Social Aggressiveness	3.	5.	Self	- 4.59	+ 9.63	5.04
		10.	Others	- 5.35	+ 8.27	2.92

It seems that the trait of "being a source of new experience to others" is a criterion of success in making friends. Friendships are sought of those people who have something new and different to offer others in ideas and activities. Popular

people long have been referred to as being "interesting," "stimulating," and "bubbling with ideas."

The second trait in which "accepted students" scored high is "physical characteristics." Of the eight questions on this trait, five were concerned with health and vigor, and only two with appearance. An eighth question asked whether the person taking the test or the person being rated by another had a pleasing voice. The fact that the "accepted student" rated high in "physical characteristics" must mean that he had very good health. His energy was bountiful and thus did not stand in the way of his fully participating in social events. Students, especially those in high school, like to have friends who desire to go and who can go a great deal.

A good appearance perhaps does influence friendship; but due to the fact that five questions dealt with health and vigor, and only two dealt with appearance, the weight must fall on health as the more important criterion for success in friendship.

Although the scores are high on both the "self" and "others' ratings" for "accepted students" on trait number six, "dependence on others for emotional support and assistance," the score for the "self ratings" is somewhat higher than the score for the "others' ratings." This seems to indicate that a student feels a greater need of people than his friends realize. The need for friends often has much

to do with the efforts that a person will put forth to have them. Further questions on trait number six asked the student how much he would sacrifice his own interests for the interests of others. If he had an acute need for people, he would make the necessary sacrifices to form friendships.

On trait number nine, "social service motivation-- an attitude of good will toward others," the "accepted students" gave themselves somewhat higher scores than their friends gave them. The "self rating" was \neq 9.81, while the "others rating" was \neq 8.51. The "accepted students" rated themselves much higher than did the "unaccepted students." The "unaccepted students" had a "self rating" of 5.74 in comparison with the "self rating" of 9.81 by the "accepted students." This is a significant difference. "Accepted students" must be more interested in helping other people.

The "others rating" of 7.04 for the "unaccepted students" in comparison with the "others rating" of 8.51 for the "accepted student" does not show too great a difference in favor of the latter.

Consideration for the welfare of others does play a significant part in friendship.

The scores for the "accepted student" are high for trait number three, social aggressiveness-- initiation of social contacts and social events." This seems to show that the "accepted student" was very friendly, both from

the standpoint of initiating new social contacts, and also from the standpoint of prolonging these contacts by "engaging" conversations, visits, and the initiation of social events for their common participation. According to this study, social aggressiveness is an essential in the promotion and continuation of friendship.

Table 17 shows other traits in which "accepted students" scored high.

TABLE 17
OTHER TRAITS IN WHICH "ACCEPTED STUDENTS" SCORED HIGH

Trait	Rank of Trait		Rating by	Unaccepted Student	Accepted Student	Difference in Favor of Accepted Student
	Original Number	As Given in Table 15				
Emotional Stability and Control	2.	8.	Self	- 5.11	+ 8.41	+ 3.30
		...	Others	- 10.15	+ 7.36	- 2.79
Adaptability and Tolerance	4.	9.	Self	- 4.90	+ 6.15	+ 1.25
		14.	Others	- 6.66	+ 9.91	+ 3.25
Abilities	9.	11.	Self	- 14.86	+ 15.58	+ 0.72
		15.	Others	- 11.89	+ 13.67	+ 1.78
Dependability	5.	13.	Self	- 5.11	+ 6.44	+ 1.33
		...	Others	- 11.03	+ 8.15	- 2.88

"Accepted students" rated themselves high on trait number two, "emotional stability and control." Their friends did not rate them as high as they rated themselves. The "unaccepted students" were rated higher by their friends than the "accepted students" were by their friends.

The questions on trait number two, "emotional stability and control" dealt with control of temper, moodiness, good sportmanship-- or the lack of it, and selfishness.

Friends of the "accepted students" did not think them so even tempered. Yet the "accepted students" were the ones chosen for friends. The data must indicate that an even temper is not as important in friendship as other traits. Friendships can survive temper tantrums and displays of poor sportsmanship if other favorable characteristics predominate. According to this study, those characteristics might be alertness to new ideas, vim and vigor, acute need for companionship, and aggressiveness in friendship.

The "others rating" on trait number four, "adaptability and tolerance," was somewhat higher than the "self rating."

Students can hide their emotions to a certain extent. Intolerance is an emotion. It manifests itself in behavior, but perhaps not to the extent that it is felt. The same is true of adaptability. To his friend's eye, a student may

seem to be adapting himself to a disappointment; yet the student may feel that he is not adapting well, because his feelings have not healed.

When the student rated himself, he knew to what extent he actually had accomplished tolerance and adaptability. His friends were judging this accomplishment by his actions. His actions might have covered up much that he felt. He rated himself on what he felt as well as how he reacted.

Tolerance and adaptability do play a part in friendship. The friends of the "accepted student" rated them high on this trait. It must have been part of their admiration for them, and thus part of the reason that they sought them for friends.

The "accepted students" rated higher in abilities than the "unaccepted students." This indicates that skills in sports and in the arts do promote friendship. So much of the fun of friendship is in doing things together. If a student does not participate in sports, around which so much recreation is built, he can not share mutual experiences with friends. The sharing of experiences does much to build friendship.

"Accepted students" rated themselves high on trait number five, "dependability-- a sense of obligation," and their friends rated them even higher. However, "unaccepted students" were rated comparatively higher by others than

the "accepted students" were rated by others. The score for the "others rating" came out favoring the "unaccepted student" by a difference of 2.88.

The questions asked on trait number five dealt with keeping promises, assuming responsibilities, and fulfilling obligations. In every way, this trait dealt with consideration of others. The data in this present study would seem to indicate that the "unaccepted students" were more considerate of others. At least their friends thought them so.

Reciprocal friends agreed less on the fifth trait, "dependability-- a sense of obligation," than on any other trait.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary of Findings

In the study of nine personality traits and their relation to success in friendship, as determined by an examination of forty-one reciprocal friends and twenty-nine unreciprocal friends in the Demonstration High School of North Texas State College, Denton, Texas, the findings are as follows:

1. Reciprocal friends showed a close similarity on all of the nine personal traits considered in this study.
2. Reciprocal friends were most alike on three traits. These three traits were: trait number two, "emotional stability and control"; trait number three, "social aggressiveness"; and trait number seven, "being a source of new experience to others."
3. "Accepted students" of unreciprocal friendships scored highest on trait number seven, "being a source of new experience to others"; trait number one, "physical characteristics"; trait number six, "dependence on others for emotional support and assistance"; trait number eight, "social service motivation"; and trait number three, "social aggressiveness."

4. Two of the traits in which reciprocal friends were most alike were traits that "accepted students" scored high on. These two traits were number seven, "being a source of new experience to others," and number three, "social aggressiveness."

5. "Accepted students" scored lowest on trait number five, "dependability-- a sense of obligation," just as reciprocal friends least agreed on this trait in their "ratings of self."

Conclusions

An analysis of the data included in this investigation leads to the following conclusions:

The personality traits that have the greatest influence upon reciprocal friendships are those related to trait number seven, "being a source of new experience to others," and trait number three, "social aggressiveness-- initiation of social contact and social events."

APPENDIX

A Personality Scale

The personality scale used in this study for rating students is given on the following pages:

A PERSONALITY SCALE—RATING OTHERS

Your name.....

Name of person you are rating.....

(Choose someone of your own sex in this school whom you regard as a friend, but who is not related to you).

Approximate age of person rated..... Sex.....

Is this person married?.....

Classification of this person in school (Fr., So., Jr., Sr.).....

About how long have you known this person?.....

Do you live in the same building with this person (boarding house or dormitory)?

Do you live in the same room with this person?.....

What is his church membership or preference?.....

What is his major in school?.....

This study is being conducted for research purposes. The results will be used to help promote a better understanding of human relationships. By answering the questions contained in this scale you will be contributing to this important problem.

Do not hesitate to mark your friend low on some questions. Everyone is low on some traits.

If some of the questions asked involve an experience on the part of your friend which you have not observed, mark him according to how you think he would respond if such an experience did occur. Do not leave any question unanswered.

If you are very much in doubt as to how to answer any question, it will probably be best to check your friend as average.

NOTE: The person you are rating will not be permitted to see your rating.

SECTION I

On the items below you are to rate the person you have selected according to the following scale:

- 1—means **almost never**
- 2—means **seldom**
- 3—means **sometimes**
- 4—means **usually**
- 5—means **nearly always**

- | | | | | | |
|--|---|---|---|---|---|
| 1. Does he have a feeling of buoyancy, and well being?..... | 1 | 2 | 3 | 4 | 5 |
| 2. Can he keep from "going to pieces" or "losing his head" in emergency situations, such as accidents, or any kind of situation involving impending physical danger? | 1 | 2 | 3 | 4 | 5 |
| 3. When he goes to any kind of meeting place or public gathering, does he invite one or more other persons to go with him? (If married, include husband or wife) | 1 | 2 | 3 | 4 | 5 |
| 4. Is he friendly with associates who have weaknesses and faults which irritate him? | 1 | 2 | 3 | 4 | 5 |
| 5. Does he return borrowed materials and borrowed money? | 1 | 2 | 3 | 4 | 5 |
| 6. When he has a task to perform which involves working with others (such as committee assignments) does he make it a point to get others to help him, as contrasted with doing nearly all the work himself?..... | 1 | 2 | 3 | 4 | 5 |
| 7. Does he compliment others he knows for their achievements? | 1 | 2 | 3 | 4 | 5 |
| 8. Does he try to smooth out disagreements between two or more of his associates? | 1 | 2 | 3 | 4 | 5 |
| 9. Can he relate experiences, or report things he has seen or read, in an interesting manner? | 1 | 2 | 3 | 4 | 5 |
| 10. Is he a good listener when another person is talking to him?..... | 1 | 2 | 3 | 4 | 5 |
| 11. Is he loyal to his friends; does he stand up for them when they are not present? | 1 | 2 | 3 | 4 | 5 |
| 12. When he is around people he doesn't like, does he nevertheless hide his antagonism toward them?..... | 1 | 2 | 3 | 4 | 5 |
| 13. Can he take well-intentioned criticism from teachers, supervisors, or others in positions of authority over him without showing resentment or anger?.. | 1 | 2 | 3 | 4 | 5 |
| 14. From the standpoint of physical vigor, does he feel "up to" the requirements of his work?..... | 1 | 2 | 3 | 4 | 5 |
| 15. Is he calm and relaxed (not excitable and restless)? | 1 | 2 | 3 | 4 | 5 |
| 16. When his personal plans are blocked due to such factors as a change in the weather, unexpected visitors, or illness in the family, does he adapt himself to these facts without much fuss or irritability? | 1 | 2 | 3 | 4 | 5 |
| 17. Can his friends trust him to keep confidences which they have shared with him? | 1 | 2 | 3 | 4 | 5 |
| 18. Does he trust his associates to do the right thing by him (not suspicious)?.. | 1 | 2 | 3 | 4 | 5 |
| 19. Is his ability to amuse others by humorous remarks, jokes, nonsense, etc., expressed only when he is with a few of his best friends (as contrasted to larger social groups)?..... | 1 | 2 | 3 | 4 | 5 |
| 20. Does he endeavor to make newcomers into his groups feel welcome?..... | 1 | 2 | 3 | 4 | 5 |
| 21. Can he think of a clever remark when he is kidded, or "put on the spot" about something he has done—does he respond with a "snappy comeback"?.. | 1 | 2 | 3 | 4 | 5 |
| 22. If he finds out that he has been wrong on some point involved in a disagreement with one of his associates, does he later admit that he was wrong?.... | 1 | 2 | 3 | 4 | 5 |
| 23. When he disagrees with a person does he suggest that that person consider other viewpoints, as opposed to telling him flatly that he is wrong?..... | 1 | 2 | 3 | 4 | 5 |
| 24. Does he modify his ideas about how something should be done as a result of suggestions offered by his associates?..... | 1 | 2 | 3 | 4 | 5 |
| 25. When he is involved along with others in some kind of difficulty, does he accept his full share of responsibility (rather than trying to shift blame)?.. | 1 | 2 | 3 | 4 | 5 |

26. When some very unexpected and shocking circumstance arises, such as reception of bad news, or a serious disappointment,—does he adapt himself to these facts without crying, demands for sympathy, or excessive disappointment? 1 2 3 4 5
27. Can he accept well-intentioned criticism from his friends or co-workers without showing resentment and anger?..... 1 2 3 4 5
28. From the standpoint of physical vigor, does he feel “up to” his opportunities for social life?..... 1 2 3 4 5
29. Can he “brush off” slights and other minor offenses to his ego (feelings not easily hurt)?..... 1 2 3 4 5
30. Does he react to the ordinary inconveniences of life with a sense of humor? 1 2 3 4 5
31. Can he lose in a game without being irritated or upset?..... 1 2 4 4 5
32. Does he carry out an obligation when to do so means that he is prevented from going somewhere else to have a good time? 1 2 3 4 5
33. Would he rather work at something he is interested in with three or four other persons, as contrasted with doing it all by himself?..... 1 2 3 4 5
34. Is he friendly with all members of his usual groups regardless of how low their social status may be (not cliquish)?..... 1 2 3 4 5
35. Does he effectively resist any efforts of others to take advantage of him?.. 1 2 3 4 5
36. When a new game is introduced at a party or a picnic, is he one of the first ones to volunteer to learn how to play it?..... 1 2 3 4 5
37. Is he glad to have his friends or associates point out in a friendly manner ways of improving his work?..... 1 2 3 4 5
38. When given a task to perform by a teacher or supervisor, does he carry it out to the best of his ability, even though he does not see any value to himself in what he is asked to do?..... 1 2 3 4 5
39. Is he tactful in dealing with people, so that he does not antagonize them or hurt their feelings?..... 1 2 3 4 5
40. When his usual activities are temporarily interrupted by others, does he adapt himself to this fact without showing annoyance or irritability?..... 1 2 3 4 5
41. When he is in an informal situation with one or more individuals, does he offer suggestions as to what might be done for entertainment, change, or novelty? 1 2 3 4 5
42. When he has apparently lost a point in an argument over a matter of little importance, does he let the matter drop (rather than returning to the point to try to prove that after all he was right)?..... 1 2 3 4 5
43. Is he a lively, “on the go” type of person?..... 1 2 3 4 5
44. When he is irritated about something, does he avoid “taking out” his irritation on members of his family, or other associates, by some kind of unjustified attacks upon them?..... 1 2 3 4 5
45. In a social situation does he take the lead in promoting games, stunts, or projects? 1 2 3 4 5
46. Does he get along quite well with all kinds of people (rather than just a few selected ones)?..... 1 2 3 4 5
47. Does he fulfill an obligation (such as taking a part on a program, playing in a group game, etc.) even though he does not feel like it at the time due to a minor health ailment or to mood changes?..... 1 2 3 4 5
48. When a conflict arises between him and some of his associates, is he willing to make concessions on the stand that he has taken in order to promote harmony? 1 2 3 4 5
49. Does he try to console his friends when they are sad or depressed?..... 1 2 3 4 5
50. Does he express appreciation to others for their assistance or kindnesses to him? 1 2 3 4 5
51. When he has promised someone that he will do something for him, and it turns out to be more inconvenient or difficult to do than he had expected, does he nevertheless fulfill his promise?..... 1 2 3 4 5
52. Is he friendly with people whose ideas about what is right and wrong differ from his?..... 1 2 3 4 5

53. Does he remember people's names, and call them by their names on subsequent meetings?..... 1 2 3 4 5
54. When he is moved to anger, does he get it under control rather quickly (as contrasted with holding grudges or resentment over a long period of time)? 1 2 3 4 5
55. Does he seem refreshed and "ready to go" when he starts his day in the mornings? 1 2 3 4 5
56. Can his friends depend upon him to treat them very much the same all the time (as opposed to being "huffy" or distant at times)?..... 1 2 3 4 5
57. Does he get what is coming to him (as contrasted to letting others "run over him" or ignore his rights)?..... 1 2 3 4 5
58. When volunteers are asked for in a social situation, for the purpose of playing a game, putting on a stunt, or demonstrating some procedure,—does he volunteer? 1 2 3 4 5
59. In informal conversations with other persons, does he draw them out on things which are of particular interest to them? 1 2 3 4 5
60. Does he participate in an activity agreed upon by the majority of his group (when no important principles are involved) even though he is not much interested in the kind of things being done?..... 1 2 3 4 5
61. Is he just as friendly with persons who belong to a different church from his, as he is with those who belong to his own church?..... 1 2 3 4 5
62. When he promises to help others do something, does he carry out his promise to the limit of his ability?..... 1 2 3 4 5
63. Does he overlook minor offenses committed against him when the event has "blown over"?..... 1 2 3 4 5
64. Does he do his best in working on a group project, when he knows that if success is attained the recognition will be given to the group as a whole rather than to him individually?..... 1 2 3 4 5
65. Can he adapt himself to the mood of an individual or group he is with, even though he does not really feel as the others do?..... 1 2 3 4 5
66. When he has to associate with someone who does a lot of little things (care of personal toilet, household chores, etc.) differently than he does, can he adapt himself to these differences without showing annoyance?..... 1 2 3 4 5
67. Does he keep from showing anger when involved in a conflict with other persons? 1 2 3 4 5
68. Has he modified for a few days or weeks at a time any of his personal habits (time of eating or sleeping, smoking, etc.) in order to accommodate a roommate or a friend?..... 1 2 3 4 5
69. Does he try to see the best side or the humorous side of a bad situation,—as when a trip, a picnic, or a party, takes a bad turn and a lot of the people present are "feeling blue"?..... 1 2 3 4 5
70. When he promises to meet someone at a certain time, is he there promptly at the time agreed upon?..... 1 2 3 4 5
71. When a friend of his has a personal defect which he considers to be a serious handicap to him, does he try to do something to help his friend overcome it? 1 2 3 4 5
72. Does he keep from showing grief when he is sad or depressed (not easily moved to tears)?..... 1 2 3 4 5
73. When he suffers a disappointment, does he "rise above" it rather quickly (as opposed to letting it "get him down")?..... 1 2 3 4 5
74. Is he just as friendly with persons who belong to a different political party from his as he is with those who belong to his own party?..... 1 2 3 4 5
75. Can he stand to be kidded or teased without becoming irritated?..... 1 2 3 4 5
76. When he is given a committee assignment, does he work hard at it in order to do the best job possible?..... 1 2 3 4 5
77. Does he get a lot of satisfaction out of the successes of his groups (in school, church, or community) even though he has contributed very little, or nothing, toward these successes?..... 1 2 3 4 5
78. If he does not like a person in one of his groups, does he nevertheless try to mix with him some just to understand him better, or to find out something about him he might like?..... 1 2 3 4 5

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|--|---|---|---|---|---|
| 79. When he is disturbed or anxious over an unpleasant situation, does he "rise above" it rather quickly (as opposed to letting it "get him down")?..... | 1 | 2 | 3 | 4 | 5 |
| 80. Does he think before he acts when aroused to anger or fear (not impulsive)? | 1 | 2 | 3 | 4 | 5 |
| 81. Is he just as friendly with those persons who differ from him in their views on social and economic questions (labor unions, strikes, social reforms, etc.) as he is with those who agree with him on such matters?..... | 1 | 2 | 3 | 4 | 5 |
| 82. When he makes an agreement with a person in respect to a mutual obligation (such as keeping a room clean, paying his part of a bill, etc.) does he keep his agreement?..... | 1 | 2 | 3 | 4 | 5 |
| 83. Are his verbal statements to others true and accurate as far as he knows?.. | 1 | 2 | 3 | 4 | 5 |
| 84. When others have helped him carry out a task for which group approval is given, does he make sure to give the others recognition for their assistance? | 1 | 2 | 3 | 4 | 5 |
| 85. When a group of which he is a member has a problem before it, does he offer suggestions on how it might be met (as contrasted to letting the others work it out unassisted by him)?..... | 1 | 2 | 3 | 4 | 5 |
| 86. When things don't go to suit him in an informal group situation, does he make the best of it and go along with the others (as opposed to pouting or sulking)? | 1 | 2 | 3 | 4 | 5 |
| 87. Is he in good spirits (optimistic—cheerful) when around others?..... | 1 | 2 | 3 | 4 | 5 |

SECTION II

On the items in this section you are to rate the person you have selected according to the scale below:

- 1—Means **much less** so than most people you know
- 2—Means a **little less** so than most people you know
- 3—Means **about the same** as most people you know
- 4—Means a **little more** so than most people you know
- 5—Means **much more** so than most people you know

- | | | | | | |
|---|---|---|---|---|---|
| 1. When he is in an informal social situation, does he introduce himself to persons he does not know?..... | 1 | 2 | 3 | 4 | 5 |
| 2. Does he pretend to be interested in some topics just to be sociable with certain individuals or groups he is with?..... | 1 | 2 | 3 | 4 | 5 |
| 3. Does he ask favors of his friends?..... | 1 | 2 | 3 | 4 | 5 |
| 4. Does he amuse others by telling humorous stories?..... | 1 | 2 | 3 | 4 | 5 |
| 5. Does he play pranks or practical jokes on others whom he knows quite well? | 1 | 2 | 3 | 4 | 5 |
| 6. Does he go out of his way to render assistance to friends and associates by such acts as loaning materials, helping them find things, doing part of their work, etc.?..... | 1 | 2 | 3 | 4 | 5 |
| 7. Does he invite others to his living quarters (room, apartment, home) for companionship, or for some kind of entertainment? | 1 | 2 | 3 | 4 | 5 |
| 8. Does he ask his associates for advice and suggestions regarding his work (even though he does not always follow the assistance offered)?..... | 1 | 2 | 3 | 4 | 5 |
| 9. Is he characterized by having a few intimate friends who mean a lot to him? | 1 | 2 | 3 | 4 | 5 |
| 10. Does he entertain groups in public performances, such as by taking part in plays, giving readings, putting on stunts and impersonations, etc.?..... | 1 | 2 | 3 | 4 | 5 |
| 11. Does he give his time (without the expectation of pay) to various kinds of social-service work, such as teaching a Sunday School class, singing in a church choir, working with under-privileged children, etc.?..... | 1 | 2 | 3 | 4 | 5 |
| 12. Does he dress as well as others of his own sex?..... | 1 | 2 | 3 | 4 | 5 |
| 13. How does he compare with others of his own sex in regard to general personal appearance, i.e., in being good looking, handsome, or beautiful?..... | 1 | 2 | 3 | 4 | 5 |
| 14. Does he avoid talking about his own petty affairs, ailments, or troubles?.. | 1 | 2 | 3 | 4 | 5 |
| 15. Does he feel sure of his ability to meet successfully nearly all of his responsibilities? | 1 | 2 | 3 | 4 | 5 |
| 16. Does he have a pleasing voice?..... | 1 | 2 | 3 | 4 | 5 |

17. Does he stand up for what he thinks is right or true even when his views are contrary to those held by most other members of a particular group he is in? 1 2 3 4 5
18. Is he characterized by having a wide range of friends but with none of them meaning very much to him?..... 1 2 3 4 5
19. Can he see the funny side of situations?..... 1 2 3 4 5
20. Does he tell jokes on himself, or report embarrassing things he has done?.. 1 2 3 4 5
21. Does he have a stock of jokes, tricks, riddles, or stunts that he can draw upon to amuse others when opportunities arise? 1 2 3 4 5
22. Is he good at any one of the following: fortune telling, palmistry, hypnotism? 1 2 3 4 5
23. Is he good at one of the following: card tricks or parlor magic?..... 1 2 3 4 5
24. Does he take up current fads in regard to clothing, hair-styles, slang, wise-cracks, etc.?..... 1 2 3 4 5
25. Does he avoid harping on one subject which is of great interest to him but not of equal interest to others?..... 1 2 3 4 5
26. Is he ambitious to do exceptionally well in his chosen field of work?..... 1 2 3 4 5
27. How does he compare with others in his group in sticking with a task until he has achieved his goal (not easily discouraged)? 1 2 3 4 5
28. Does he have good work habits (not lazy or wasteful of his time)?..... 1 2 3 4 5
29. Does he take time out during his working hours to visit with friends?..... 1 2 3 4 5
30. Does he amuse others by making wise-cracks and clever remarks?..... 1 2 3 4 5
31. In talking to others, does he dramatize or obviously exaggerate things he has read or experienced just to make his account more interesting to his listeners? 1 2 3 4 5
32. Does he contribute money or materials to aid in social-service projects, such as those promoted by churches, the Red Cross, or charity groups?..... 1 2 3 4 5
33. Does he try to anticipate the wants (or needs) of others and endeavor to meet these wants without being asked to do so?..... 1 2 3 4 5
34. Does he visit (call on) other people in their living quarters?..... 1 2 3 4 5
35. Do people come to him to tell him about their troubles?..... 1 2 3 4 5
36. Does he surprise or shock his associates by making unusual remarks, or by stating stimulating points of view?..... 1 2 3 4 5
37. Does he "kid" or tease others in a good-natured way?..... 1 2 3 4 5
38. Does he help raise money by taking part in drives for social-service projects, such as for church functions, youth organizations, under-privileged children, etc.? 1 2 3 4 5
39. Does he establish friendly contacts with members of the opposite sex?.... 1 2 3 4 5
40. Does he make confidants of some of his friends by telling them intimate details of his personal life?..... 1 2 3 4 5
41. Does he prefer to be alone at times?..... 1 2 3 4 5
42. Can he "act a fool," "cut up," or engage in nonsense when among friends?.. 1 2 3 4 5
43. In group situations, does he take the initiative in introducing people to others they do not know?..... 1 2 3 4 5
44. Does he ask his friends for advice and suggestions regarding his personal affairs (even though he does not always follow the assistance offered)?..... 1 2 3 4 5
45. When in an informal group, does he initiate conversations about topics of general interest to the persons present, such as sports, politics, literature, school programs, etc.?..... 1 2 3 4 5
46. Does he speak well of others or praise them when they are not present (as contrasted with criticizing them)?..... 1 2 3 4 5
47. Is he modest in regard to his abilities or past achievements?..... 1 2 3 4 5
48. When he feels that some kind of unfairness is being done against members of his group, does he try to do something about it?..... 1 2 3 4 5
49. Does he take up, and participate in, the interests of his friends in order to have more in common with them?..... 1 2 3 4 5

50. Does he rely upon his own judgment in his personal affairs?..... 1 2 3 4 5
51. How does he compare with others in regard to good manners (politeness, courtesy)? 1 2 3 4 5
52. How does he compare with others in "common sense," or the ability to make sound decisions on practical everyday affairs?..... 1 2 3 4 5
53. Has he started any kind of club or project in his school or community?.... 1 2 3 4 5

SECTION III

In this section you are to mark the person you are rating on the items below on the basis of the **degree** to which you think he possesses the different abilities listed. You are to mark him according to the following scale:

- 0—Means **no ability** at all
- 1—Means **very little** ability
- 2—Means **fair** but below average
- 3—Means **about average** for the groups he is in
- 4—Means **above average**
- 5—Means **one of the best** in his usual groups

In the case of sports, if he participates in **any one** of each of the various groups listed, you should check him on the basis of this one, irrespective of his ability in the others listed in this particular group.

In all your responses to the items in this section, you should check the person you are rating on the basis of what has been true during the last **two or three years**. You are to compare him with other members of **his usual groups**.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. "Large muscle" group games (Football, basketball, hockey, baseball, etc.) | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Competitive "large muscle" sports not necessarily involving organized groups (Track, tennis, boxing, wrestling, handball, etc.)..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Competitive games not involving a high degree of "large muscle" activity (Volleyball, golf, bowling, pool, ping-pong, horseshoes, squash, etc.)..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Individual sports usually not involving competition (Swimming, archery, hunting, fishing, rowing, horseback riding, skating, bicycling, etc.)..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. "Sitting down" games (Bridge, checkers, chess, dominoes, poker, etc.)... | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Participation in competitive musical contests..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Participation in competitive writing contests..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Participation in debate or other forms of competitive speaking contests.. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Planning social events and parties..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Public speaking (Not involving contests)..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Dramatics | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Writing for publication (Include school publications) | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Singing | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Instrumental music..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Management of a project (such as a school newspaper, athletic event, or program) | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Conducting a meeting (As in the capacity of chairman or president).... | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Social dancing..... | 0 | 1 | 2 | 3 | 4 | 5 |

On the line below write the name of an additional friend of your own sex:

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