A CHARACTER PROFILE OF
INDIVIDUALS IN A SPECIFIC SIMULATED ENVIRONMENT:
THE SOCIETY FOR CREATIVE ANACHRONISM

A project submitted in partial satisfaction of the requirements for the degree of Master of Science in Recreation and Leisure Studies

by

Toni Anne Mayard

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The Project of Toni Anne Mayard is approved:

John Bullaro, Ph.D.

Rozalyn Washington, B.S.

George Welton, Ph.D.
Committee Chairperson

California State University, Northridge
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Research to be Answered</td>
<td>2</td>
</tr>
<tr>
<td>Scope of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>2</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>3</td>
</tr>
<tr>
<td>2. RELATED LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>Simulated Environments</td>
<td>4</td>
</tr>
<tr>
<td>Society for Creative Anachronism</td>
<td>8</td>
</tr>
<tr>
<td>Play Theories</td>
<td>14</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td>19</td>
</tr>
<tr>
<td>Review of Selected Literature</td>
<td>19</td>
</tr>
<tr>
<td>Background Information on the Research Instrument</td>
<td>19</td>
</tr>
<tr>
<td>Development and Distribution of the Research Instrument</td>
<td>24</td>
</tr>
<tr>
<td>Selection of the Sample</td>
<td>25</td>
</tr>
<tr>
<td>Recording and Tabulation of Responses</td>
<td>27</td>
</tr>
<tr>
<td>Presentation of the Data</td>
<td>28</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex of Respondents</td>
<td>30</td>
</tr>
<tr>
<td>2. Age of Respondents</td>
<td>31</td>
</tr>
<tr>
<td>3. Ethnic Background of Respondents</td>
<td>32</td>
</tr>
<tr>
<td>4. Marital Status of Respondents</td>
<td>33</td>
</tr>
<tr>
<td>5. Religious Affiliation of Respondents</td>
<td>34</td>
</tr>
<tr>
<td>6. Political Party Association of Respondents</td>
<td>35</td>
</tr>
<tr>
<td>7. Education Level of Respondents</td>
<td>36</td>
</tr>
<tr>
<td>8. Occupation of Respondents</td>
<td>37</td>
</tr>
<tr>
<td>9. Annual Income of Respondents</td>
<td>38</td>
</tr>
<tr>
<td>10. Rationale for Participation in the Simulated Environment</td>
<td>40</td>
</tr>
<tr>
<td>11. Distribution of Responses</td>
<td>41</td>
</tr>
<tr>
<td>12. Mean, Standard Deviation, Median, Mode</td>
<td>43</td>
</tr>
</tbody>
</table>
ABSTRACT

A CHARACTER PROFILE OF
INDIVIDUALS IN A SPECIFIC SIMULATED ENVIRONMENT:
THE SOCIETY FOR CREATIVE ANACHRONISM

by

Toni Anne Mayard

Master of Science in
Recreation and Leisure Studies

The purpose of this study was to collect descriptive data on individuals in a specific simulated environment: the Society for Creative Anachronism. This was an organization of people that centers around the re-creation of events from Europe during the Middle Ages. The significance of this study was to provide data to recreation program planners which would give insight into those who engage in a simulated environment experience.

A literature review was conducted on simulated environments, the Society for Creative Anachronism, pertinent play theories, the semantic differential tech-

vii
nique, and self-ratings. A questionnaire pertaining to the personal background information of the respondents was devised and a character assessment tool obtained. This was the basis for the findings, conclusions, and recommendations.

Originally, the questionnaire, the character assessment tool, and a cover letter were published in the local newsletter of the Society for Creative Anachronism. This method received thirty-six responses. In addition, the author attended two events of the organization and administered the questionnaire and the character assessment tool. This study was based on the responses of 106 individuals.

The data gathered from the questionnaire showed that a majority of the individuals in the S.C.A. were female, between the ages of 20 and 29, Caucasian, and single. The most common response to the question about religious affiliation was listed as "Other." They generally belonged to the Democratic Party, had a college education, a professional job, and earned between $12,000 and $16,999 a year. The most common rationale for participation in this particular simulated environment was re-creating the Middle Ages. The character assessment tool showed by tables that the individuals viewed themselves as having a majority of positive characteristic traits as opposed to negative characteristic traits.
Chapter 1

INTRODUCTION

A growing phase in recreation is simulated environments. A simulated environment offers a chance to experience life in a completely different culture and/or time period, past or future. An example of this trend exists in the Society for Creative Anachronism (S.C.A.). This organization centers around the re-creation of events from Europe during the Middle Ages, the time period of 1100-1650 A.D. This was an age filled with excitement, an age of learning, and an age when the arts flourished. It was a period of creative achievement.

The Society coordinates all of the elements to create a total setting. These elements include medieval costumes, food, entertainment, and atmosphere and involve all five senses: seeing, hearing, tasting, smelling, and touching. The S.C.A. makes possible an experience of participating in and enjoying the culture of a different time. Individuals partaking in activities within a created environment make believe for real. The events are simulated, but the experience is real because it is a created reality.
Statement of the Problem

The intent of this study was to gain insight into the types of individuals likely to participate in simulated environment programs.

Research to be Answered

In order to accomplish the above stated problem the following questions needed to be answered:

1. What was the sex, age, ethnic background, marital status, religious affiliation, and political party association of the members in the S.C.A.?
2. What was the educational level, occupation, and annual income of the members?
3. What was the rationale for participation in the simulated environment of the S.C.A.?
4. What were the findings of a character assessment tool administered to the members?

Scope of the Study

While the Society for Creative Anachronism was a nationwide organization, this study was limited to individuals who participate at selected events in the Southern California area.

Definition of Terms

The following definitions applied to this study:

1. Anachronism - The representation of something
as happening or existing at other than its proper or historical time (Morris, 25:46).

2. **Character Profile** - A table or graph representing numerically the degree to which an individual showed variously tested attributes, traits, or abilities (Morris, 25:226,1045).

3. **Simulated Environment** - The surroundings when one creates or imitates the appearance or effects of something else (Cruckshank, 7:99).

4. **Society for Creative Anachronism** - A nationwide organization of people that re-creates the Middle Ages during their social functions. For purposes of this study, the initials S.C.A. refer to the Society for Creative Anachronism.

**Significance of the Study**

This study provided data on a group of individuals who participate in the atmosphere of a specific simulated environment. This study can be relevant to recreation program planners by providing insight into the character profile of those who engage in the simulated environment of the S.C.A.
Chapter 2

RELATED LITERATURE

The review of related literature for this study was divided into three sections. They include: (1) simulated environments, (2) the Society for Creative Anachronism, and (3) play theories.

**Simulated Environments**

The affluent society in America is advancing from one of material satisfaction towards one of psychic gratification. The satisfaction of the individual's elemental material needs opens the way for new and more sophisticated gratification. Alvin Toffler predicted that a new level of human needs will be met with experiential products (Toffler, 38:219-220).

Once a society has its basic material needs and wants satisfied, it reaches a stage where service industries become important. Beyond the stage of service industries lies the experiential industry. This industry is interested in creating or staging psychological experiences for the consumer. Recreation, mass entertainment, education, and the culture industry all participate to a degree in the experiential production (Toffler, 38:226-227).
One phase of the experiential industry is simulated environments. Simulated environments offer an individual the chance for adventure, danger or pleasure without risk to life or reputation. Computer experts, designers, historians, and museum specialists create environments that reproduce as accurately as possible what life might have been or might be like in another culture or time era. For example, ancient Rome or a Japanese geisha house might be reproduced. An individual entering one of these simulated environments would put on a costume of the appropriate time period and go through a sequence of planned activities. This would provide the individual with an experience of what the original environment must have been or would be like (Toffler, 38:228).

Our society is moving in a direction in which objects and physical possessions are becoming increasingly transient. The experiential industry offers products that can be psychologically gratifying. It may be that experiences are the only products which, once purchased by the consumer, cannot be taken away. Experiences are lasting memories because they cannot be taken away from an individual's mind (Toffler, 38:236-237).

Some common activities which employ simulations are astronauts training for their space flights, law students learning through a trial court, first-aid people practicing with an inflatable dummy, school children
engaging in fire and emergency drills, children playing house, and airplane pilots and auto drivers learning on simulators (Hyman, 16:10-12).

Simulations have frequently imitated events that have happened in the past and may happen in the future. By applying simulation procedures to potential events, an attempt is made to know or to see the situation and its possible consequences in advance of its actual happening. This is in order to avert unwanted outcomes.

A simulation may be an attempt to represent an event as accurately as possible, but it will also be the result of a number of compromises. A simulation reflects the knowledge, perspectives, and preferences of its creator. It is often not possible to incorporate as many features or to portray them as accurately as may be desired. Distortions may be intentionally incorporated, and in some instances they may even be the purpose.

Simulations of real events may shorten or lengthen time to clarify relationships among past and present events which may be confusing. For example, the complex process of years of urban decay and its social consequences can be seen more clearly through a few hours of experience with a simulation of a ghetto (Plummer, 28: 1-3).

The behavior of participants is normally a crucial element to produce a successful simulation. Usually
participants are given goals to be achieved, rules to be followed, and tasks to be completed. It is a form of role playing (Plummer, 28:5).

With simulation an environment is created in which the participants may actively engage and interact with other individuals. The concrete experience of simulation becomes reality. The events being simulated are created but the experience of the simulation is real. Individuals participating within a created environment are led to make-believe for real. These created realities may be much better and more preferable than the confusion of real and chaotic events (Plummer, 28:7).

One of the important results of simulation can be the motivation towards creative use of abilities. Usually creativity is desirable and possible. Most simulations encourage creativity because seldom is only one playing strategy possible or correct (Hyman, 16:14).

Through realistic re-creation of events, simulation often provides participants with a dramatic experience in seeing or reconstructing a different culture or era. Simulation can be an experience to help individuals discover something about themselves and their world. It is an activity offering an intellectual challenge which can be fun and exciting (Raser, 32:ix).
Society for Creative Anachronism

The Society for Creative Anachronism was started when a group of Berkeley college students with an interest in the Middle Ages had a party for one of the members. It was from this costume party that they decided to expand on the idea (Trimble, 39:22). This was in 1966, and since that time the S.C.A. has become a nationwide, non-profit organization with approximately 6,000 members. The S.C.A. re-creates events from European history of around 1100 to 1650 A.D., not strictly as they were but as members think they should have been. This was a period of creative achievement. It was an age of learning, when the arts flourished (6:100).

The S.C.A. is comprised of six "kingdoms": (1) Atenveldt - the Southwestern states; (2) Caid - Southern California; (3) East - the New England states; (4) Meridies - the Southern states; (5) Middle - the Midwestern states; and (6) West - the Western states with the exception of Southern California (Wall, 40:1). Each kingdom is ruled by a king chosen in combat. Within the kingdoms are principalities, baronies, and provinces with each sponsoring medieval activities. During spare hours members make costumes, craft authentic armor, practice medieval fighting techniques, or study the arts and sciences of the time period (6:100-101).

Members are required to wear medieval costumes.
The dress during the Middle Ages included a variety of styles. Early styles were quite simple, but as the centuries progressed clothes became more fitted, complicated, and elaborate (Porter, 30:17). The Society is for participating, not just for watching. By dressing the part, it helps everyone get into the spirit of the Middle Ages as a participant, not just as a spectator (Porter, 30:3).

Members also adopt new names for themselves. A name may be based on a place, such as Charles of Dublin, a personal characteristic, such as Thin Robert, or a completely new name, such as Gieseile Hildegaard. A name may not be taken from someone else real or fictional. A member may not adopt the name of an historical person, a character out of a legend, mythology, or a work of fiction. Also, members may not give themselves titles of rank and nobility, such as knight, baron, count, duke, and prince. These titles are awarded or earned based on an individual's office, deeds, or past accomplishments as a member of the Society. Everyone has a courtesy title of lord or lady unless one chooses or demonstrates otherwise (Porter, 30:5).

The entire Society is based upon its members creating an alter ego for themselves from the Middle Ages. An alter ego in the S.C.A. is creating the individual one wants to be in one's fantasies and dreams. For example:
a damsel in distress, a belly dancer, or a knight in armor. The members are able to act the part, see the part, talk the part, and feel the part. The Society provides the members with a way to make fantasy a reality (Wall, 40:2).

Most official Society functions begin with a Grand March. This is so that all of the members present may pay their respects to the king and queen and to the other ranking nobles. Once the Grand March is over, the event of the day begins, be it a tournament, a festival, or both. After the Grand March the ranking nobles then perform the duties of their office.

The following offices are the main dignitaries in the kingdom and are presented in the order one would see them in the Grand March. The King and Queen are the supreme rulers of the kingdom. During the Grand March they are enthroned in the Royal Pavilion and wear crowns.

The important officers, known as the Great Officers of State, include the following. The Lord Chancellor follows the king and queen in order of precedence and is the principal legal officer of the kingdom. He is also the keeper of the king's Great Sword. The Lord High Seneschal is the king's right hand man or executive officer and is assisted by deputies. He is always on duty by the king or queen. The Heralds are the announcers for the king. They are the experts on court protocol. The
Earl Marshal oversees the fighting and checks the safety of the weapons. He is assisted by his Knights-Marshal. The Mistress of Arts is in charge of the performance and display of all of the arts at events and the instruction in them. She is assisted by deputies. The Master of Sciences is in charge of promoting research into such matters as armoring, weaponry, and other aspects of medieval technology. The Chancellor of the Exchequer has custody of the king's treasury.

The following important officers are known as the Lesser Officers of State. The Constable, along with his men, keeps order, aids newcomers, shows individuals where to pitch pavilions, and enforces the king's word. The Chatelaine often serves as the official hostess and keeps track of who has what skills and puts the appropriate people in contact with people needing tasks performed or instruction in some arts or crafts. The Mistress of Lists and her assistants keep records of what fights are going to take place, in what order, and handles all the waivers which the fighters and officials must sign. The Order of the Golden Key is responsible for making newcomers feel welcome by answering questions and lending or renting costumes for the events.

After the officers, in order of rank are the following. A Duke is a permanent title of a fighter who has worn the crown and become king two or more times.
A Duchess is a lady who has worn the crown two or more times or who is the lady of a Duke. A Countess is a lady who has reigned once and by virtue of having worn the crown once also becomes a Lady of the Pipe. Knights and Masters-at-Arms are men fighters who have received special recognition for their fighting abilities and for their courtly accomplishments. The difference between a Knight and a Master is that a Knight swears loyalty to the crown and a Master does not. Masters and Mistresses of the Laurel have been honored for their achievements in non-martial arts. They must be expert in some art or science and must have used their knowledge to serve the kingdom. Masters and Mistresses of the Pelican have been honored for service to the kingdom or to the Society as a whole (Porter, 30:6-9).

Most kingdoms have six major events every year: three Crown Tourneys and three Coronation Festivals. At a Crown Tournament, fighters compete with one another wearing authentic armor and use weapons made of rattan rather than steel. During tournaments, the ladies spin wool, sew, make tea, and watch and wish success to the fighters. The victor at the Crown Tourney chooses a lady of his choice and at the following Coronation Festival they are crowned king and queen of that particular kingdom. A man may win the crown as many times as he is able, but the current king may not succeed himself (Porter,
Fighting in the Society is as close to medieval tournament fighting as can be made while still keeping it a relatively safe sport. Other than the weapons being made of rattan, the rest of the fighter's equipment is as authentic and accurate as possible. Rattan weapons have the approximate weight, balance, and handling of steel. Fighters wear steel helmets, armored breast plates, have shields, and wield clubs and swords (Porter, 30:13).

Feasts and festivals are also a part of the social life of the Society. They consist of much merry-making and indulging in eating, drinking, and dancing. After a meal of numerous courses, the royal court and nobles are entertained by performers offering a variety of talents: singers, belly dancers, jugglers, and joke tellers. The feasts and festivals are an enjoyable celebration of life.

Another facet of the S.C.A. is the University of Ithra, which has been in existence for three years. This is an institution of higher learning which was organized by the members so that they might gain knowledge in the medieval arts and sciences. It is held during selected weekends and intended for sharing information about various aspects of medieval and Renaissance arts, sciences, history, and life in general. It is both a learning and a fun experience.

A degree of either Lector Artis (L.A.) for the
The following relevant play theories are presented as a possible explanation of why individuals might enjoy a simulated environment experience. The three selected play theories are learning, arousal seeking, and competence/effectence. The major source of the theories presented is from Michael J. Ellis (8,9,10).

Learning Theory. The learning theory is an attempt to explain the fact that play is a part of an individual's behavior. The theory has not been formally presented as an explanation for play. This theory states that play is caused by the normal process that produces learning (Ellis, 10:70,79).

Play is learned behavior determined by the surrounding environment of the individual. Individuals' play patterns are what they are exposed to. Their responses are learned as a result of their experiences (Ellis, 10:70).
Some qualities of play will be unique to an individual, but other qualities of play will be experiences common to a race of individuals, a social class, a religion, a nation, or a location. Learned play behavior is influenced by the individuals in one's life living in the same cultural and environmental territory (Ellis, 10:72).

This interpretation assumes that the individual tries to increase the probability of a pleasant experience and that the individual tries to decrease the probability of an unpleasant experience. It also assumes that the environment has a combination of pleasant and unpleasant events (Ellis, 10:79).

Arousal Seeking Theory. The arousal seeking theory states that play is caused by the need to generate interaction with the environment or self. The interaction is necessary for the individual to have optimal arousal which is a high level of stimulation or interest. Much of the playful behavior that is obscure can now be explained in terms of this drive. This theory explains some behavior in terms of a drive to maintain optimal arousal. The individual is motivated by a drive to be active and seek stimulation (Ellis, 10:80,111).

This theory assumes that the quiet, resting state is not the natural state for individuals and as a result of this continues to seek stimulation that is arousing.
Individuals behave in such a way as to avoid boredom or monotony. If boredom is present then individuals are driven by their nature to interact with the environment in a way that yields arousing stimuli (Ellis, 8:31, 9:55).

Stimuli that are arousing must have some degree of novelty, uncertainty, dissonance, or complexity to be arousing. Novel stimuli are events that have never been experienced before or have not recently been experienced. Uncertain stimuli are events that have suspense as to the outcome of the event. The end of the event resolves the uncertainty and provides information. Dissonant stimuli are created by having expectations of the outcome of the event and then having a change introduced in the sequence of events so that the outcome of the event is unexpected. Complex stimuli are events that have an increased number of components. With a complex situation, more interactions are possible between events and components (Ellis, 10:91-92).

Novel, uncertain, dissonant, and complex stimuli are closely related. They all contain the element of uncertainty as to the outcome of the event. When a play situation is completely predictable, then boredom sets in and it is no longer play. In order to maintain the flow of information, stimuli must be arousing (Ellis, 10:92-93).

When stimuli cease to be arousing, then individuals seek out and generate other interactions that are
stimulating. As this procedure takes place, individuals become more complex and so does the necessary interactions (Ellis, 9:55). As a result of this process, individuals accumulate experiences and need increasingly complex stimuli in order to obtain optimal arousal (Ellis, 10:96).

**Competence/Effectance Theory.** The competence/effectance theory states that play is caused by the need to produce effects on the environment (Ellis, 10:111). Individuals have the need to express the ability to accomplish personal goals. The accomplishment of a personal goal shows competence and results in a feeling of achievement.

Competence results from interaction with the environment which is motivated by accomplishment. The motive is a feeling of being in control or producing effects. It is a drive to have mastery over interactions with the environment (Ellis, 10:100-102). This interpretation assumes that demonstration of competence brings feelings of achievement and that having this effect is pleasant (Ellis, 10:111).

The result of this theory is that the individual is constantly and actively engaged in the process of interacting with the surroundings (Ellis, 10:102). Ellis believes that competence/effectance behavior is a type of arousal-seeking behavior. Individuals have to continually
test whether they can still competently produce effects. This seems to require uncertainty as to the final result, and uncertainty seems to be the characteristic of stimuli that are arousing (Ellis, 10:111).
Chapter 3

METHODOLOGY

The major research method used in this study was the survey method. The steps involved were: (1) a review of selected literature related to the problem; (2) obtaining background information on the research instrument; (3) the development and distribution of an appropriate research instrument; (4) the selection of the sample; (5) the recording and tabulation of the responses received; and (6) an analysis and presentation of the data.

Review of Selected Literature

A thorough search of the literature was conducted on simulated environments, the Society for Creative Anachronism, and pertinent play theories.

Background Information on the Research Instrument

Semantic Differential Technique. In this study the character assessment tool titled "Adjective Rating Scale" was utilized to gather data from the individuals in the Society for Creative Anachronism. This particular assessment tool used the semantic differential technique which was first developed by Charles Osgood and his
associates in 1957 as a tool for measuring the meaning of concepts (Anastaci, 2:601). The word "semantic" has to do with meaning, and the word "differential" has to do with the method of providing several different dimensions of meaning (Hilgard, 14:367).

The semantic differential technique may be used to analyze concepts, to measure attitudes, and in mass communication (Morgan, 24:272). The respondent rates the concept or individual on a seven-point bipolar adjective scale (Lanyon, 20:115). The form used is a graphic rating scale. The following is an example using the word "Father":

<table>
<thead>
<tr>
<th>Clean</th>
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<th>Dirty</th>
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<tr>
<td>Cruel</td>
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<td>Kind</td>
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<td>Fast</td>
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<td>Slow</td>
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</table>

(Anastaci, 2:602)

The semantic differential is basically a way of asking questions and getting quick responses. The individual responds by making one check-mark somewhere along the line to indicate how he/she perceives the concept or person presented (Stagner, 37:47).

Osgood found that the adjective-opposite words had three main dimensions of meaning. They are the
evaluative dimensions such as fair-unfair, clean-dirty, and sweet-sour; potency dimensions such as strong-weak, hard-soft, and heavy-light; and activity dimensions such as active-passive, fast-slow, and excitable-calm. Of these dimensions the evaluative dimension is the most common pattern of words (Smith, 35:314).

The data obtained is a collection of check-marks from bipolar scales. The ratings on each scale can be given a numerical value of either 1, 2, 3, 4, 5, 6, 7, or +3, +2, +1, 0, -1, -2, -3. The numbers "4" and "0" correspond to the neutral position on the scales. The numbers "1" and "7" or "+3" and "-3" correspond to an "extremely" response by the subjects; the numbers "2" and "6" or "+2" and "-2" correspond to a "quite" response; and the numbers "3" and "5" or "+1" and "-1" correspond to a "slightly" response by the subjects on the scales (Osgood, 27:84-86). For the purpose of scoring consistency, the unfavorable poles of the scales such as bad and worthless receive the score of "1" and the favorable poles such as good and valuable receive the score of "7" (Osgood, 27:191).

When interested in group data rather than individual data, the mean, median, and mode measures are generally used (Osgood, 27:87). The mean is the sum of individual scores divided by the number of individuals; it shows the average score. The median is the point on the scale with an equal number of responses before and after
The mode is the point on the scale with the highest number of responses (Selltiz, 33:410-412). In order for mean and median data to be generated, it is assumed that an interval scale applies. An interval scale is one in which the units or intervals are equal. For example, the distance between the position labeled "1" and the position labeled "2" on the scale is equal to the distance between the positions labeled "2" and the position labeled "3" (Selltiz, 33:193).

The data obtained from the semantic differential is essentially subjective. The interpretation of the data requires the scorer to judge what it means after the data has been scored (Osgood, 27:125). It is a very general way of getting at a certain type of information. It is a highly generalizable technique of measurement. There are no standard scales for this procedure (Osgood, 2:76).

The concepts to be rated by the semantic differential can be chosen to fit whatever problem is being investigated. For example, the respondent can be asked to rate himself/herself, family, friends, employers, teachers, public figures, activities, abstract ideas, brand names or product names, and radio or television programs. The semantic differential technique has been applied in many different situations. It has been used in research to measure cultural differences, vocational
choices, and consumers' reactions to products and brand names (Anastaci, 2:602-603).

**Self-ratings.** In this study the Adjective Rating Scale gave the directions of asking the respondents to mark on the scale how they view themselves with regard to two opposite adjectives. A person's self-concept or self-image is one of the most basic components of one's personality. How people view themselves affects their relationship with themselves and to others. One who has a conception of one's ideals, abilities, and possibilities has a sense of personal identity. But people who have deep doubts about who or what they are tend to feel lost, confused and alienated from themselves as well as from other people (Goldenson, 12:344).

Self-rating is one of the methods of personality assessment to define a person's conception of self. Self-rating involves giving a numerical score for a stated trait on a scale (Krech, 19:344). The main purpose of self-ratings is that they provide a measure by which a person views himself/herself. When an individual responds truthfully, self-ratings are presumably the best evidence on what the individual believes about himself/herself.

There are drawbacks to the method of self-ratings in that they are susceptible to distortions caused by a lack of frankness and self-deception on the part of the individual. The results of self-ratings may disagree
noticeably with the ratings made by an objective observer (Krech, 19:334-335).

**Development and Distribution of the Research Instrument**

A cover letter was composed, a questionnaire was constructed, and a rating scale was obtained with the permission of the author from the appendix of his book. The questionnaire was designed to yield personal data from the respondents. The rating scale was designed to yield additional information from the subjects in the form of a profile table displaying the way they viewed themselves with regard to certain printed descriptive traits. The questionnaire consisted of ten questions, and the rating scale consisted of thirty-one descriptive traits or concepts. The survey instrument required about five minutes to complete.

The author investigated the testing department at California State University, Northridge as well as numerous commercial testing agencies to locate a personality test with norms that would be suitable for the purpose of assessing the individuals in the S.C.A. Due to the fact that strict testing procedures were required during administration of the test, another method of selecting an instrument had to be devised. The required procedures of the recognized test would not be able to be followed because the events of the S.C.A. are social occasions for
the individual and it did not seem practical to have expected a group of approximately one hundred people to respond to an instrument that would have taken at least thirty minutes to complete.

Originally the method of distribution for the cover letter, questionnaire, and rating scale was publication in the newsletter, the Crown Prints, which contains the local information of the S.C.A. for Southern California. The individuals were asked to respond to the questionnaire and the rating scale and mail the completed information to the author. The newsletter had a subscription of about two hundred and eighty, but only thirty-six individuals responded. Therefore another method was devised to obtain the responses of a greater number of individuals.

Two events of the S.C.A., a tourney and a feast, were attended by the author. At these events individuals were personally asked to fill out the questionnaire and rating scale and return them to the author. A copy of the cover letter, questionnaire, and rating scale are presented in Appendix A.

Selection of the Sample

The sample chosen for this study was based on individuals who participate in a specific simulated environment in Southern California: the Society for
Creative Anachronism. The Southern California S.C.A. has about two hundred dues-paying members and another three hundred subscribers to the local newsletter, the Crown Prints. Altogether there are approximately five hundred dues-paying and non-paying members who participate in the events of the Southern California S.C.A.

Each individual who received a copy of the Crown Prints had the opportunity to respond, and each individual at the events was approached and asked if he/she had filled out the information. If not, they were asked to do so. The individuals were told as an incentive that a bound copy of the study would be presented to the local chapter of the S.C.A.

Thirty-six responses were received by mail, thirty-five responses were obtained at the tourney, and thirty-nine responses were obtained at the feast. Only thirty-three of the responses received from the mail were utilized as two of them were postmarked from other states and the other was incorrectly answered. Thirty-eight of the responses from the feast were utilized as one was filled out incorrectly. In total, 106 respondents completed valid questionnaires and rating scales.
Recording and Tabulation of the Responses

The responses from the questionnaires and rating scales were tabulated by hand and recorded on charts that the author had devised. The majority of the questions from the questionnaire were answered with the closed-form type of response. The responses, with a significant number of answers in the open form, can be found in Appendix B. The responses from the rating scale were answered with a check mark representing a given number, and this also was closed-form data.

The rating scale asked the respondents to mark on a scale how they viewed themselves with regard to two opposite traits. The scale was numbered 3, 2, 1, 0, 1, 2, 3. An "O" response would indicate a neutral feeling, and a "3" response would indicate a stronger feeling toward a particular adjective than a "1" response.

After all of the data was collected, the 3, 2, 1, 0, 1, 2, 3 scale was converted to a 7, 6, 5, 4, 3, 2, 1 scale. This was done for the purpose of clarity and tabulation in order to show a table of the information with a mean, a median, a mode, and the standard deviation. For the sake of consistency, the more positive traits were converted to the left side of the table and the more negative traits were presented on the right side of the table. Originally the traits were presented in a
scrambled form (see Appendixes).

The tabulated responses from the rating scale were run on a computer program to determine the mean and the standard deviation. The computer used was an Altair 8-800b.

A graph to show the shape of the distribution curve of the responses was not attempted because this involved summing all of the scales together and treating the scales as being equal to one another. The scales were not equal to one another as they were comprised of thirty-one traits and concepts which had been delegated by the author to either negative poles or positive poles. The interpretation of some of the traits or concepts could have been placed on either side of the pole, and some of the traits or concepts did not necessarily connote either positive or negative values.

Presentation of the Data

The findings of the data from the study are presented in Chapter 4. The conclusions and recommendations were drawn from the findings which are presented in Chapter 5.
Chapter 4

FINDINGS

The purpose of this study was to determine a characteristic profile of individuals in a specific simulated environment: the Society for Creative Anachronism. The study gives insight into those who engage in a specified simulated environment experience.

The major findings of this study were reported in this chapter with respect to the personal characteristics of the respondents and a self-rating assessment on how the respondents viewed themselves.

Sex of Respondents

The respondents were asked to indicate whether they were male or female. It can be noted in Table 1 that the larger number of respondents, 58 (54.7%), indicated their sex as female. Forty-eight (45.3%) of the respondents indicated their sex as male.
Table 1

Sex
(N=106)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>45.3</td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>54.7</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Age of Respondents

The age range of the respondents was from the category of 12 years and under to the category of 70 years and over. The majority of the respondents, 64 (60.4%), were in the category of 20 to 29 years old. The second largest group of respondents, 29 (27.4%) were in the category of 30 to 39 years old. There were 6 (5.6%) respondents in the category of 40 to 49 years, 5 (4.7%) in the category of 13 to 19 years, and 2 (1.9%) in the category of 50 to 59 years. There were no responses indicated in the categories of 12 and under, 60 to 69, and 70 and over.
Table 2
Age of Respondents
(N=106)

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 and under</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>13 to 19</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>20 to 29</td>
<td>64</td>
<td>60.4</td>
</tr>
<tr>
<td>30 to 39</td>
<td>29</td>
<td>27.4</td>
</tr>
<tr>
<td>40 to 49</td>
<td>6</td>
<td>5.6</td>
</tr>
<tr>
<td>50 to 59</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>60 to 69</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>70 and over</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Ethnic Background of Respondents

In the questionnaire, the respondents were asked to indicate their ethnic background. The categories listed were Caucasian, Mexican-American, Oriental, Black, and Other. A majority of the respondents, 94 (87.9%), indicated their ethnic background as Caucasian. The second largest group of responses was Other, 10 (9.3%); the responses for Other have been listed in the Appendixes. There were 2 (1.9%) responses in the category of Mexican-
American, and 1 (.9%), response in the Oriental category. There were no responses marked in the Black category.

Table 3
Ethnic Background of Respondents
(N=106)

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>94</td>
<td>87.9</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Oriental</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

* 1 double response

Marital Status of Respondents

Respondents were asked to indicate their marital status. The categories listed were single, cohabitating, married, separated, divorced, and widowed. The majority of respondents indicated their marital status as single, 54 (50.9%). The second largest group of responses was married, 27 (25.5%). There were 13 (12.3%) responses in the category of cohabitating, 9 (8.5%) in the category of divorced, 2 (1.9%) responses in the category of widowed
and 1 (.9%) response in the category of separated.

Table 4
Marital Status of Respondents
\( (N=106) \)

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>54</td>
<td>50.9</td>
</tr>
<tr>
<td>Cohabitating</td>
<td>13</td>
<td>12.3</td>
</tr>
<tr>
<td>Married</td>
<td>27</td>
<td>25.5</td>
</tr>
<tr>
<td>Separated</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Divorced</td>
<td>9</td>
<td>8.5</td>
</tr>
<tr>
<td>Widowed</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Religious Affiliation of Respondents

The respondents were asked to indicate their religious affiliation. The categories that were available were Protestant, Catholic, Jewish, Other, and None. The largest group of respondents indicated their religious affiliation as Other, 38 (35.8%); the responses for Other are listed in the Appendixes. The second largest group of responses was None, 26 (24.5%). The third largest group of responses was the category of Protestant, 25
There were 11 (10.4%) responses in the category of Catholic, and 6 (5.7%) responses in the category of Jewish.

Table 5
Religious Affiliation of Respondents (N=106)

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>25</td>
<td>23.6</td>
</tr>
<tr>
<td>Catholic</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td>Jewish</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Other</td>
<td>38</td>
<td>35.8</td>
</tr>
<tr>
<td>None</td>
<td>26</td>
<td>24.5</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Political Party Association of Respondents

The respondents were asked to indicate with which political party they were associated. The categories listed were Democratic, Republican, Independent, Other, and None. The largest group of respondents indicated their political party association as Democratic, 40 (37.7%). The second largest group of responses was None, 25 (23.6%). The third largest group of responses was
Republican, 20 (18.9%). There were 11 (10.4%) responses in the category of Other; these have been listed in the Appendixes. There were 9 (8.5%) responses in the category of Independent. There was 1 (.9%) no response.

Table 6
Political Party Association of Respondents
(N=106)

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic</td>
<td>40</td>
<td>37.7</td>
</tr>
<tr>
<td>Republican</td>
<td>20</td>
<td>18.9</td>
</tr>
<tr>
<td>Independent</td>
<td>9</td>
<td>8.5</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td>None</td>
<td>25</td>
<td>23.6</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Education Level of Respondents

The respondents were given a list of education levels and asked to indicate the highest level of education they had attained. The largest group of respondents indicated the highest level of education completed as college, 49 (46.2%). The second largest group of
responses was for the category of junior college, 22 (20.8%). There were 17 (16.0%) responses for the category of Master's Degree, 15 (14.2%) responses for the category of high school, 2 (1.9%) responses for the category of junior high school, 1 (.9%) response for the category of Doctorate Degree, and no responses for the category of elementary school.

Table 7

Education Level of Respondents (N=106)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Junior High School</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>High School</td>
<td>15</td>
<td>14.2</td>
</tr>
<tr>
<td>Junior College</td>
<td>22</td>
<td>20.8</td>
</tr>
<tr>
<td>College</td>
<td>49</td>
<td>46.2</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>17</td>
<td>16.0</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Occupation of Respondents

The respondents were given a list of occupations and asked to indicate their job. The largest group of respondents indicated their occupation as professional,
46 (40.0%). The next largest group was students with 16 (13.9%) and other with 16 (13.9%); the responses for other are listed in the Appendixes. There were 15 (13.1%) responses for clerical, 5 (4.3%) responses for businessperson, 4 (3.5%) responses for sales person, 3 (2.6%) responses for skilled laborer, 3 (2.6%) responses for unemployed, 2 (1.7%) responses for service industry, 2 (1.7%) responses for housewife, 1 (.9%) response for unskilled laborer, 1 (.9%) response for retired, and 1 (.9%) no response.

Table 8
Occupation of Respondents
(N=106)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>46</td>
<td>40.0</td>
</tr>
<tr>
<td>Businessperson</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>Clerical</td>
<td>15</td>
<td>13.1</td>
</tr>
<tr>
<td>Sales Person</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Skilled Laborer</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Unskilled Laborer</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Service Industry</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Student</td>
<td>16</td>
<td>13.9</td>
</tr>
<tr>
<td>Housewife</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Retired</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>13.9</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*9 double responses
Annual Income of Respondents

The respondents were asked to indicate their annual income before taxes. They were given a series of numbers ranging from the category of $2,999 and under to the category of $35,000 and over. The largest group of respondents, 27 (25.5%) indicated their annual income as $12,000 to $16,999. The second largest response, 19 (17.9%) was the category of $7,000 to $11,999. The next largest response was 18 (17.0%) for the category of $17,000 to $24,999. There were 16 (15.1%) responses for $3,000 to $6,000, 14 (13.2%) responses for $2,000 and under, 5 (4.7%) responses for $25,000 to $34,999, 4 (3.8%) no responses, and 3 (2.8%) responses for $35,000 and over.

Table 9
Annual Income of Respondents
(N=106)

<table>
<thead>
<tr>
<th>Annual Income</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,999 and under</td>
<td>14</td>
<td>13.2</td>
</tr>
<tr>
<td>$3,000 to $6,999</td>
<td>16</td>
<td>15.1</td>
</tr>
<tr>
<td>$7,000 to $11,999</td>
<td>19</td>
<td>17.9</td>
</tr>
<tr>
<td>$12,000 to $16,999</td>
<td>27</td>
<td>25.5</td>
</tr>
<tr>
<td>$17,000 to $24,999</td>
<td>18</td>
<td>17.0</td>
</tr>
<tr>
<td>$25,000 to $34,999</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>$35,000 and over</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Rationale for Participation in the Simulated Environment

The respondents were asked to indicate their rationale for participation in the simulated environment of the S.C.A. A list of rationales was provided for the respondents, and they were allowed to choose more than one answer. The largest group of respondents, 73, indicated that they like re-creating the Middle Ages; 65 respondents think of it as a hobby; 64 respondents like the interaction with other people; and 42 respondents checked the rationale of "other"; the responses have been listed in the Appendixes. Forty-one respondents like the role-playing, and 32 respondents think it provides an escape from the real world.
Table 10
Rationale for Participation in the Simulated Environment
(N=106)

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like re-creating the Middle Ages</td>
<td>73</td>
</tr>
<tr>
<td>Like the role playing</td>
<td>41</td>
</tr>
<tr>
<td>Like the interaction with other people</td>
<td>64</td>
</tr>
<tr>
<td>It provides an escape from the real world</td>
<td>32</td>
</tr>
<tr>
<td>It is a hobby</td>
<td>65</td>
</tr>
<tr>
<td>Other</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>317</strong>*</td>
</tr>
</tbody>
</table>

*This table was not computed to a percentage basis because the respondents gave multiple responses to the question.

Distribution of Responses

Table 11 shows the distribution of responses from the Adjective Rating Scale. The overall number of marks for the 7 scales was a total of 3,271 responses. There were 1,033 responses in the 6 scale, 721 responses in the 7 scale, 614 responses in the 5 scale, 413 responses in the 4 scale, 248 responses in the 3 scale, 151 responses in the 2 scale, and 91 responses in the 1 scale.
<table>
<thead>
<tr>
<th>Scales</th>
<th>Trait</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent individual</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Incompetent individual</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Energetic</td>
<td>Inactive</td>
<td>105</td>
</tr>
<tr>
<td>Considerate of others</td>
<td>Inconsiderate of others</td>
<td>105</td>
</tr>
<tr>
<td>Pliable</td>
<td>Stubborn</td>
<td>105</td>
</tr>
<tr>
<td>Self-respecting</td>
<td>Self-debasing</td>
<td>105</td>
</tr>
<tr>
<td>Quick-witted</td>
<td>Slow-thinking</td>
<td>106</td>
</tr>
<tr>
<td>Competitive individual</td>
<td>Noncompetitive individual</td>
<td>105</td>
</tr>
<tr>
<td>Warm person</td>
<td>Cold person</td>
<td>106</td>
</tr>
<tr>
<td>Flexible</td>
<td>Obstinate</td>
<td>106</td>
</tr>
<tr>
<td>Forgiving</td>
<td>Vengeful</td>
<td>106</td>
</tr>
<tr>
<td>Intelligent</td>
<td>Unintelligent</td>
<td>106</td>
</tr>
<tr>
<td>Easy-going</td>
<td>Hard-driving</td>
<td>106</td>
</tr>
<tr>
<td>Likeable</td>
<td>Not very likeable</td>
<td>104</td>
</tr>
<tr>
<td>Firm</td>
<td>Wishy-washy</td>
<td>106</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Irritating</td>
<td>106</td>
</tr>
<tr>
<td>Well-organized</td>
<td>Disorganized</td>
<td>106</td>
</tr>
<tr>
<td>Does his or her best</td>
<td>Doesn't do his/her best</td>
<td>105</td>
</tr>
<tr>
<td>Friendly</td>
<td>Hostile</td>
<td>105</td>
</tr>
<tr>
<td>Easy to influence</td>
<td>Difficult to influence</td>
<td>106</td>
</tr>
<tr>
<td>Attractive</td>
<td>Unattractive</td>
<td>105</td>
</tr>
<tr>
<td>Dependable</td>
<td>Undependable</td>
<td>106</td>
</tr>
<tr>
<td>Happy</td>
<td>Sad</td>
<td>106</td>
</tr>
<tr>
<td>Active</td>
<td>Passive</td>
<td>106</td>
</tr>
<tr>
<td>Strong</td>
<td>Weak</td>
<td>106</td>
</tr>
<tr>
<td>Good</td>
<td>Bad</td>
<td>103</td>
</tr>
<tr>
<td>Fast</td>
<td>Slow</td>
<td>106</td>
</tr>
<tr>
<td>Deep</td>
<td>Shallow</td>
<td>105</td>
</tr>
<tr>
<td>Valuable</td>
<td>Worthless</td>
<td>105</td>
</tr>
<tr>
<td>Sharp</td>
<td>Dull</td>
<td>106</td>
</tr>
<tr>
<td>Large</td>
<td>Small</td>
<td>106</td>
</tr>
<tr>
<td>I am very confident about</td>
<td>I am not at all confident</td>
<td>3271</td>
</tr>
<tr>
<td>these ratings</td>
<td>about these ratings</td>
<td></td>
</tr>
</tbody>
</table>

**Total**

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<td>Number of Responses</td>
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Mean, Standard Deviation, Median, and Mode

Table 12 shows the mean, standard deviation, median, and mode data generated from the Adjective Rating Scale. The mean shows a range from 2.7 to 6.4. The standard deviation shows a range from .6 to 1.8. The median and the mode show that a majority of the responses were in the scale of 6.
<table>
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<tr>
<th>Traits</th>
<th>Competent individual</th>
<th>Incompetent individual</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Mode</th>
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<td>Energetic</td>
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<td>Self-debasing</td>
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<td>Quick-witted</td>
<td>Slow-thinking</td>
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<td>5.5</td>
<td>1.3</td>
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<td>Competitive individual</td>
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<td></td>
<td>4.7</td>
<td>1.8</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Warm person</td>
<td>Cold person</td>
<td></td>
<td>5.5</td>
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<td>Flexible</td>
<td>Obstinate</td>
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<td>4.3</td>
<td>1.6</td>
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<td>Hard-driving</td>
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<td>1.7</td>
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<td>1.2</td>
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<td>Wishy-washy</td>
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<td>6</td>
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<td>Well-organized</td>
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<td>1.8</td>
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<td>Does his or her best</td>
<td>Doesn't do his or her best</td>
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<td>1.2</td>
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<td>Difficult to influence</td>
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<td>6</td>
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<td>Happy</td>
<td>Sad</td>
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<td>Passive</td>
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<tr>
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<td>Weak</td>
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<td>Good</td>
<td>Bad</td>
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<td>Slow</td>
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<td>Shallow</td>
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<td>6</td>
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<td>Worthless</td>
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<td>6</td>
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<tr>
<td>Sharp</td>
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<td>1.1</td>
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<td>6</td>
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<tr>
<td>Large</td>
<td>Small</td>
<td></td>
<td>4.6</td>
<td>1.8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I am very confident</td>
<td>I am not at all confident</td>
<td></td>
<td>5.1</td>
<td>1.5</td>
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</tbody>
</table>

* Scale range = 1 to 7
Positive response to stated trait = 7
Neutral response to stated trait = 4
Negative response to stated trait = 1
Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations which were drawn from the findings. The purpose of this study was to present a character profile of individuals in a specific simulated environment: the Society for Creative Anachronism. The profile of individuals was drawn from participants in the Southern California S.C.A.

Conclusions

The data gathered from the 106 respondents was the basis for the following conclusions. The results of this study can be utilized by recreation program planners to provide insight into a profile of those who engage in the simulated environment of the Society for Creative Anachronism.

The individuals in the S.C.A. may be of either sex, but a majority were female, as over half of the respondents indicated. The Society encompasses a range of ages, but the majority of individuals were between the years of 20 through 29. The ethnic background of a majority of the individuals was Caucasian. A majority of the respondents indicated their marital status as
single. The most common response for religious affiliation was "Other." Most of the respondents indicated their political party association as Democratic.

The highest level of education most of the respondents had completed was college. The individuals in the Society had a variety of jobs, but the most common occupation was listed as professional. The individuals in the S.C.A. encompass a range of incomes, but the most common income range was indicated to be between $12,000 and $16,999. A variety of rationales for participation in this particular simulated environment was presented, but the most common one was that the individuals like re-creating the Middle Ages.

The character assessment tool titled "Adjective Rating Scale" does not lend itself to drawing significant conclusions because there were no norms for this particular semantic differential. The Adjective Rating Scale showed by tables collectively how the individuals in the Society viewed themselves. According to the tables, a majority of the traits for the group as a whole were marked towards the positive side as opposed to the negative side. This showed that a majority of the respondents viewed themselves as having positive character traits.

The events of the Society were a reasonably authentic re-creation of the Middle Ages. They had a feeling of a different time and place. It had the sensa-
tion of stepping into a play.

Participants enjoyed their role playing and had a chance to interact with other people and present themselves as characters different than what they are in real life. It seemed that active participants rather than passive participants had more fun. Having fun seemed in direct proportion to how much one was into the spirit of playing a role and having a total experience.

Re-creation can be a valuable tool in the study of history. Different cultures and times may still live by re-creating events. Re-creation can help to bring history to life and give the participant a perspective of a different style of life. The activity of creating simulated environments could be incorporated into many different types of recreation programs, be it parks, hospitals, or private enterprise. Both children and adults enjoyed role-playing in a created atmosphere which offers an enthralling experience.

Recommendations

The following recommendations were deemed justified as a result of this study:

1. Locate a character assessment tool that has norms so that conclusions can be drawn with regard to the norms. The Adjective Rating Scale was weaker than the author had anticipated in trying to draw substantial
conclusions. It is necessary to take into consideration the length of time necessary to complete the tool, the requirements and conditions for the administration of the tool, and the size of the sample that would submit to completing the tool. The events of the S.C.A. are social affairs plus a psychic experience for the individuals involved, and it would be difficult to meet the criteria but probably possible.

2. Conduct a character assessment on another group of individuals and compare the results of the two groups. By doing this, one would be able to determine how the two groups are similar or different and to draw conclusions on that basis.

3. The questions in the questionnaire pertaining to religious affiliation and rationale for participation in the simulated environment of the S.C.A. should have offered more and different options. These two questions in particular had a high percentage of individuals responding to the answer "Other" and then specifying their own response.

4. The question in the questionnaire pertaining to occupation of the respondents listed professional as one of the choices. This choice should have been broken down to contain a number of options rather than just the single one.

5. It would be interesting to do a more in-depth
study with the individuals of the S.C.A. with regard to their religious beliefs, political beliefs, and their intelligence levels. This study found evidence that this particular group of people had a high percentage of individuals with a different religious belief and political belief. The intelligence level also seemed high with regard to the way the individuals viewed themselves.
REFERENCES
REFERENCES


APPENDIXES
APPENDIX A

SAMPLE OF COVER LETTER, QUESTIONNAIRE,
AND ADJECTIVE RATING SCALE
Dear S.C.A. Member:

I have undertaken a study to determine the profile of the S.C.A. members as a partial fulfillment of the requirements for a Master of Science degree at California State University, Northridge. The S.C.A. is a unique organization for a study because it is a simulated environment based on re-creating the Middle Ages.

It would greatly assist my study if you would fill out the questionnaire and the Adjective Rating Scale and return it by March 9, 1978 to: Toni Mayard
XXX Main St.
Los Angeles, Cal. 90000

If more than one person belongs to the S.C.A. per "Crown Prints" please contact me at the above address and enclose your name and address and I will send you a questionnaire and an adjective rating scale.

I will make a contribution to the S.C.A. for the stamp money in lieu of reimbursing each members who responds. A bound copy of the study will be presented to the Society.

Please do respond. I need your help in making this study a success. Thank you for your assistance.

Sincerely yours,

Toni Mayard
(Or Julianne of Bordeaux)
Graduate Student, C.S.U.N.
QUESTIONNAIRE

A STUDY OF THE PROFILE OF THE S.C.A. MEMBERS

Please check or write in an answer to each question.

1. What is your sex?
   1. _____ Male
   2. _____ Female

2. What is your age in years?
   1. _____ 12 and under
   2. _____ 13 to 19
   3. _____ 20 to 29
   4. _____ 30 to 39
   5. _____ 40 to 49
   6. _____ 50 to 59
   7. _____ 60 to 69
   8. _____ 70 and over

3. What is your ethnic background?
   1. _____ Caucasian
   2. _____ Mexican-American
   3. _____ Oriental
   4. _____ Black
   5. _____ Other (Please Specify)

4. What is your marital status?
   1. _____ Single
   2. _____ Cohabitating
   3. _____ Married
   4. _____ Separated
   5. _____ Divorced
   6. _____ Widowed

5. What is your religious affiliation?
   1. _____ Protestant
   2. _____ Catholic
   3. _____ Jewish
   4. _____ Other (Please Specify)
   5. _____ None
6. With which political party are you associated?
1. _____ Democratic
2. _____ Republican
3. _____ Independent
4. _____ Other (Please Specify)
5. _____ None

7. What is the highest level of education that you have completed?
1. _____ Elementary School
2. _____ Junior High School
3. _____ High School
4. _____ Junior College
5. _____ College
6. _____ Master's Degree
7. _____ Doctorate Degree

8. What is your occupation?
1. _____ Professional
2. _____ Businessperson
3. _____ Clerical
4. _____ Sales Person
5. _____ Skilled Laborer
6. _____ Unskilled Laborer
7. _____ Servied Industry
8. _____ Student
9. _____ Housewife
10. _____ Retired
11. _____ Unemployed
12. _____ Other (Please Specify)

9. What is your annual income before taxes?
1. _____ $2,999 and under
2. _____ $3,000 to $6,999
3. _____ $7,000 to $11,999
4. _____ $12,000 to $16,999
5. _____ $17,000 to $24,999
6. _____ $25,000 to $34,999
7. _____ $35,000 and over
10. What is your rationale for participation in the simulated environment of the S.C.A.? (May choose more than one answer.)

1. ____ Like re-creating the Middle Ages
2. ____ Like the role playing
3. ____ Like the interaction with other people
4. ____ It provides an escape from the real world
5. ____ It is a hobby
6. ____ Other (Please Specify)
# ADJECTIVE RATING SCALE

Please check a number on each of the 30 lines on how you view yourself in relation to the stated adjective. A "0" would indicate a neutral feeling and a "3" would indicate a stronger feeling towards a particular adjective than a "1." Please try to be as honest and fair as you can in the ratings.

<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>
| 1. competent individual | : | : | : | : | : | : | incompetent individual
| 2. inactive | : | : | : | : | : | : | energetic
| 7. competitive individual | : | : | : | : | : | : | noncompetitive individual
| 17. does his or her best | : | : | : | : | : | : | doesn't do his or her best

I am not at all confident about these ratings

I am very confident about these ratings

*Reprinted with permission from Sidney Jourard (Jourard, 17:220-221).
APPENDIX B

SUPPLEMENTAL DATA FROM QUESTIONNAIRE
Supplemental Data from Questionnaire

3. What is your ethnic background?

5. 10 Other (Please Specify)
   1 American Indian
   1 Black Irish
   1 Caucasian Hawaiian
   1 Choctaw
   1 English, Irish, French Scottish, German, Swedish, Cherokee
   1 Jewish
   1 Native American Caucasian
   2 Puerto Rican
   1 Semitic

4. What is your religious affiliation?

5. 38 Other (Please Specify)
   3 Agnostic
   1 Atheist
   1 Basic Agnostic
   1 Believes in God
   1 Buddhist
   1 Christian
   1 Deist
   1 Disciple of Christ
   1 Devout Agnostic
   2 Druidic
   1 Eastern Orthodox
   2 Lutheran
   10 Pagan
   1 Pagan Atheist
   1 Pantheist
   1 Quaker
   1 Rational Polytheistic
   1 Unitarian/Pagan
   2 Temple of Set
   1 Truth
   4 Wiccan
6. With which political party are you associated?

5. __11__ Other (Please Specify)

1 American Independent
2 Conservative
4 Libertarian
1 Monarchist
1 Non-partisan
1 Socialist
1 View indicates vote

8. What is your occupation?

5. __16__ Other (Please Specify)

1 Author
1 Computer operator
1 Graphic artist
1 Health care
1 Horse trainer
1 Librarian
1 Programmer
1 Sales and ordering clerk
1 Sales supervisor
1 Self-employed
1 Technical cartographer
4 Writer
1 Writer/author

9. What is your rationale for participation in the simulated environment of the S.C.A.?

5. __42__ Other (Please Specify)

1 Amusement
1 An interest, focal point
1 Costumes
1 Costume design
1 Crafts and skills
1 Creative action
3 Educational
1 Educational advantage
1 Enjoy researching the past and participating in authenticated drama
1 Enjoyment
1 Fascination with weapons
1 Fighting
1 Fighting, competition
1 Follower of friends
1 Good release from "straight" life
History major specializing in Middle Ages
Husband loves the fighting, great for outdoor family outings
I learn art forms that I don't learn elsewhere
I like dressing up and finally being able to use all those fascinating brocades in the fabric store
I like the people within the Society, they are both intelligent and imaginative
I like to bash
I like to practice the art of broad swording
I'm a wench at heart and it helps me let it out in an "acceptable" manner
Interaction with other serious minds in a mutual entertainment that is emotionally stimulating
It's a fun different way to have a picnic
It's an excellent way to learn a variety of things
Latent thespianism
Like fighting
Like the action involved
Like to learn
Like wearing costumes
Making friends with people of equal ability and interests
Other hobbies may be expressed
Outlet for creative projects
Provides greater opportunity to meet other people, the major function being the interaction of the role and players
Relations with other creative people
Release
Romanticism
Studying it
The lessons learned behind my S.C.A. persona blend with my mundane persona to enrich my life in many ways