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AN ANALYSIS OF STUDENT LEADERS IN JUNIOR HIGH SCHOOL

by

Odell Virginia Smith

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4132

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Approved by,

Franklin H. McNeill

Adviser

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CHAPTER I

INTRODUCTION

Since the advent of time there have been leaders of men, but never before has there been a more critical need for leadership in human and scientific affairs than today. The cave men had their leaders; so did the earliest of barbarian tribes, states, and nations. Down through the pages of history some man has been a leader and his followers have devotedly admired his ability and followed his leadership. These leaders have led their groups either in desirable ways or in undesirable ways. Those leading in the desired directions have become great, have gone down in the pages of history as worthy members of society, and have been used as a pattern for the lives and character of others. Never before in the history of mankind has there been so great a demand for leaders. Leaders who will set the pace, set the die, and set the patterns for others to follow.

In every school, community, church, and organization there are present those leaders who influence others in the most desirable directions, and those leading in undesirable directions also. These are present in all schools at all levels just as there are civic and social leaders in the adult world of science and politics. The junior high school is no exception. These leaders are essential to the schools, as essential as any course of study or curriculum, for they are the "pace makers," the ones who will determine the kind of schools that will exist.

Every junior high school is faced with the all important task of finding these leaders, and, in finding them, giving to them the guidance,

the motivation, and the experiences that will help them to develop into the type of leaders most desired. On the junior high school level one finds these leaders in the most formative years of their lives, where the molding and setting of character patterns is very easily directed. It is agreed that the junior high school is not the only place where leaders are found, for it is known that there are leaders in the kindergarten and all through the elementary school.

In the elementary school all of the work and teachings have been alike for both the boys and the girls. There have been no differences in their games, the teachings of health habits, sex, music, and other subjects. The junior high school is faced with a little different situation, for now certain physiological changes have begun to take place, and the boys and girls must be given different instructions in such subjects as physical education and music. The exercises for the girls must of necessity be less strenuous than those for the boys. If these boys and girls are to be prepared for their future, these differences must be taken care of for them. Many junior high school students end their formal education with the completion of the ninth grade; some will marry; others will find jobs and begin their life's work. Therefore, the approach must take on a little different pattern. The personnel of the junior high school must be aware of all of this and must advise, direct, and guide these pupils who are the leaders, and the followers, along all of these diversified paths if they are to become the most desirable leaders.

It is realized that the junior high school age is the age at which suggestions are either graciously and wisely accepted, or are rejected as easily. It is the time at which a different approach must be made, for no longer can arbitrary demands be made of these students, or unreasonable

orders be given and accepted. Up to the junior high school level an order or demand from the teacher or adult in charge was all that was necessary. It was obeyed, but this is not true with junior high school youngsters. They resent arbitrary orders from any one. It is the time when coercion cannot be used, but the time when reasoning is of great importance. This is the time when the leaders are seeking understanding and sympathy for, and with, their beliefs, and the time when many of the leaders will go off at a tangent if they do not find the proper guidance and direction. This, of course, is bad not only for them but for their followers.

Not all leaders are leading their groups advantageously and for the good of society. There are many selfish and headstrong leaders who never give a thought to any end other than the immediate one. Every junior high school has leaders of this type, who are bad for the school and society. These leaders are not criminals leading gangs of potential criminals, but their ethics, traits of character, and standards of citizenship are not as high as those of the good leaders. It is the task of the junior high school then to identify both the good and bad leaders in its student bodies. To identify these leaders, there must be some criterion by which to select them. There must be some reason for these bad leaders. Are they any different from the good leaders? Why are they leading in this bad or undesirable direction? Are these leaders any different from the others in their group? What can the junior high school do for these leaders, both the good and the bad?

The junior high school must be concerned with those outstanding leaders who continuously exert their influence over others, those leaders who inspire confidence in others over a period of time. Those leaders who are causing large groups to think and act as they desire them

to think and to act. Those leaders who are the "pace makers," the "climatizers," and the builders of our schools. These are the ones who can do much to make the school program a success or a failure. The future of the schools hinges in no small degree upon the right kind of leadership in the student bodies. It is, therefore, the obligation of the schools to arrange their social orders and organize their programs of study and activities so that the wisest and most desirable leaders may be developed.

In a study made of the three factors, liveliness, wide interests, and intelligence, in an analysis of the personality of senior high school leaders, Levi shows that the transfer of leadership from junior high school to senior high school is great.¹ If this study has any value for the junior high schools, it must help them to do more for, and with, their leaders than it has in the past. There must be more opportunities for leading, and more guidance given to these leaders. Those high school leaders will very likely become the college and later the civic leaders of their communities, their state, and of the nation. The one great effort on the part of the junior high school must be to discover these leaders early, both the good and the bad, discover their abilities, the directions in which they are leading, and then give to them every possible guide and directive to confirm the good and inhibit the bad.

This study does not assume that the boys and girls who are leaders in junior high school will be the senior high school and college leaders, but it is reasonable to expect that they will more likely be than those

1. E. G. Flemming, "Factor Analysis of the Personality of High School Leaders," Journal of Applied Psychology, 19:600, October, 1935.

who do not show any leadership abilities or trends at this age.

It is also known that children tend to behave as their associates behave, and choose for their associates children of their own kind, both mentally and morally. Therefore, it is the duty of the personnel of every junior high school to be ever aware of these leaders, their needs, their abilities, their followers, and their purposes, in order that the best in guidance be given to them.

Being aware of the prevalence of leaders, both the desired type and the undesirable type in the junior high school, and of the importance to the school and society of these leaders, the writer has made this study to analyze the leaders of Central Junior High School, Greensboro, North Carolina, to find out why they are the leaders, why and how they "tick," by what criteria students can be selected as leaders, what traits of character they possess that others do not possess, what are the essential qualities necessary to become a leader in junior high school, and what the school can do to use these leaders better.

Statement of the Problem

The subject of this study is "An Analysis of Student Leaders in Junior High School."

In developing this major topic, the following sub-problems should be solved:

1. By what criteria can student leaders be identified?
2. What qualities or traits are common to leaders?
3. By what procedures and guidance can a school best develop and use these leaders?

Scope of the Problem

This study is limited to:

1. Central Junior High School, Greensboro, North Carolina. It is a white, urban junior high school with an elementary and junior high school on the same campus. The junior high school has about five hundred students in the seventh, eighth, and ninth grades. It is one of the largest junior high schools in the city and is "fed" by several elementary schools scattered over the city. The number of elementary children coming from its own elementary school into junior high school is about one-third of the junior high school population. As the name would indicate, it is located in a central downtown area. The students of this school come from various types of homes. Some of these students come from the very best homes from both a socio-economic and moral standpoint, while others come from the very poorest homes from both standpoints, but on the average most of the homes represented are of the average American middle-class. These students are neither better nor worse than those in any other school of like size and composition. There are some outstandingly good leaders among its students and some very bad ones.

2. The subjects for this study consist of the top five per cent of the student officers of the seventh, eighth, and ninth grades.

3. The following definitions were necessary to this study:

A. Leader: Emory Bogardus says, "a leader is a person who exerts special influence over a number of people."²

Partridge maintains that a leader must be identified by what he or she does, and the influence exerted over other people. . . . The outstanding leader is the one who continually influences others,³ and who does it consistently with relatively large groups of people.

2. Emory S. Bogardus, Leaders and Leadership. New York: D. Appleton-Century, 1934. p. 3.

3. DeAlton Partridge, Social Psychology of Adolescence. New York: Prentice-Hall, 1938. p. 116.

Jones defines a leader as "one who stands out from the group, he has some quality or characteristic to an unusual degree."⁴

In her study of gifted children, Mrs. Hollingworth says that a leader is "a person with the ability to attract and persuade people and to organize them together with an interest."⁵

In this study leaders will be identified as those pupils selected by their fellow pupils for positions of leadership in the organized program of the school, both curricular and extra-curricular.

B. Leadership: Those individuals who are carrying on for others whom they have inspired to have confidence in them for a period of time. Those pupils who are responsible for the common good of all the participants.

C. Junior high school: The seventh, eighth, and ninth grades.

Method

A. References

In order to avoid duplication of any previous work and to locate related material, the writer has consulted the following works:

Palfrey, Thomas R. and Colman, Henry E. Guide to Bibliographies and Theses in the United States and Canada. Second Edition. Chicago: American Library Association, 1940. 54 pp.

United States Library of Congress. Catalogue Division. List of American Doctoral Dissertations. Washington, D. C.

Doctoral Dissertations Accepted by American Universities. New

4. Arthur J. Jones, The Education of Youth for Leadership. New York: McGraw-Hill, 1938. pp. 3, 4.

5. Leta S. Hollingworth, Gifted Children Their Nature and Nurture. New York: Macmillan, 1929. p. 131.

York: The H. W. Wilson Company, 1937-1948.

United States Office of Education. Library. Bibliography of Research Studies in Education. Washington, D. C.: Government Printing Office, 1929-1940.

Good, Carter Victor, editor. "Doctor's Theses Underway in Education." Journal of Education Research (January issues), 1938-1949.

Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York: The H. W. Wilson Company, 1938-1949.

Education Index: A Cumulative Author and Subject Index to a Selected List of Education Periodicals, Books and Pamphlets. New York: The H. W. Wilson Company, 1938-1949.

B. Identification of the Leaders

The subjects for this study are students, selected by the principal and faculty, who have held a position of leadership within the past three years, in the student government organization, homeroom, the athletic teams, and extra-curricular organizations sponsored by the school, such as Hi-Y, Y-Teens, and Boy and Girl Scouts. There were two exceptions. These two were felt to be leading groups in the wrong direction by very strong ties; therefore, they were included.

C. Isolation of the Common Traits

A character profile chart was made on each student selected for this study. This chart shows the traits common to all of the leaders as observed by the principal and members of the faculty, in their association with the selected leaders over a period of from one to three years. See Appendix A for this chart.

D. Consensus of Experts

The consensus of experts in the field of leadership has been sought and accepted in all matters of selectivity and judgment of these leaders.

Related Studies

In making the above survey of literature, the author found the following studies that were closely enough related to this study to be investigated and studied:

1. Floyd Johnson Reynolds, Factors of Leadership Among Seniors of Central High School, Doctorate, Tulsa, Oklahoma; University of Oklahoma, 1942-43. 137 pp. A statistical analytical presentation of data as it relates to different phases of the Central High School of Tulsa, Oklahoma, based on the cumulative records of 888 graduating seniors in 1943. This compares leaders and non-leaders on quantitative measures, and makes a direct comparison of leadership honors with the quantity of characteristics and traits studied.
2. Frances Korista, Traits of High School Pupils Elected to Leadership, Master's Thesis, Minneapolis, Minnesota, University of Minnesota, 1934. 47 pp. An accumulation of data regarding the traits of high school pupils elected to leadership. Leaders were found as a whole to be higher in socio-economic status, scholarship, college aptitude rating, and intelligence. Their personality traits were less neurotic, they showed a tendency toward extroversion, dominance, and were younger than the general population of the school.
3. Sr. M. Alexandra Kavanagh, A Comparative Study of Leaders and Non-Leaders Among Catholic Girl Scouts, Doctorate, New York; New York,

Fordham University, 1944. 142 pp. A comparative study of Catholic Girl Scouts within the counties of Hudson, Essex, and Union, New York, of girls in seventh, eighth, and ninth grades, ages 11 years, 8 months to 15 years, 10 months. The comparison was made of leaders and non-leaders in respect to certain characteristics. The purpose of this was to discover any significant differences between the leaders and non-leaders with respect to chronological age, height, weight, position in family, scholastic achievement, and national backgrounds. Sister Kavanagh was much concerned with the following: identification of leaders, their characteristics, techniques, and methods and materials for training in leadership.

4. John W. Brouwer, Analysis of High School Student Leaders and Non-Leaders in Fifteen Selected High Schools of Northwest Iowa, Master's Thesis, Iowa City, Iowa, State University of Iowa, 1940. 97 pp. The purpose was to determine some of the differences that exist between leaders and non-leaders in high school on the basis of teacher selection of the two groups, and to draw conclusions from the first findings as to whether teacher selection of leaders is a reliable way of determining the two groups in high school.

CHAPTER II

CRITERIA BY WHICH STUDENT LEADERS CAN BE IDENTIFIED

If we are to develop leaders, we must know the qualities and characteristics that are essential for leadership. There are certain qualities and characteristics that are generally accepted as indicative of leadership. These qualities and characteristics are largely subjective and seem to hold true for such proven leaders as statesmen, generals, ministers, and those who influence others directly by their force of personality or personal contact.

Many studies have been made to identify the characteristics and traits of proven leaders. George Dearborn in his study of "Every Man A Leader," listed eight characteristics that were essential for leadership. These include: (1) intelligence, (2) initiative, (3) courage, (4) self-trust, (5) insight, (6) kindness, (7) good humor, and (8) knowledge of human nature.¹

Harry S. Ganders in his study of leadership lists fourteen characteristics: (1) self-control, (2) fairness, (3) impartiality, (4) energy, (5) enthusiasm, (6) tact, (7) honest-sincerity, (8) frankness, (9) positiveness, (10) decisiveness, (11) dignity, (12) likableness, (13) pleasantness, and (14) friendliness.²

1. George Van Ness Dearborn, "Every Man A Leader," Scientific American Supplement, 84: 118-119, August 25, 1917.

2. Harry S. Ganders, "Prestige, Loyalty, Popularity, and other Accompaniments of Leadership," Educational Review, 74: 205-208, November, 1927.

In the selection of leaders E. G. Flemming states:

There is a definite relation between leadership and personality. . . There are four traits positively and significantly associated with leadership; liveliness, wide interests, intelligence, and being a good sport.³

Most authorities in the field of leadership agree that the situations calling for leadership are so varied and different that persons become leaders not only by their own virtues and attributes, but because they possess them to a greater degree than do other members of the group. It is agreed that leadership is not a single trait but rather a composite of several.

Studies have been made of leaders where selection was made on the bases of heredity, socio-economic status, teacher selection, and student selection. However, this study is based on first those students elected to office by fellow students in the organized program of the school and the extra-curricular program that is sponsored by the school; and second on teacher selection. There are two students not elected to office included in this study. These two, selected solely by the faculty, were chosen not for their good leadership traits but because they were bad leaders who had rather large followings.

For this study, it was first necessary to make a subjective list of the character traits that are most often associated with leadership. This list included the following: (1) perseverance, (2) good nature, (3) sense of humor, (4) liberality, (5) truthfulness, (6) cooperation, (7) independence, (8) courage, (9) scholarship, and (10) respect for the individual. These were discussed by the various members of the faculty as to their usability and applicability to the student leaders in Central Junior High.

3. Flemming, op. cit., P. 597.

Then, with the above traits in mind, the student leaders from the seventh, eighth, and ninth grades were selected. This list included the presidents and homeroom representatives of the thirteen homerooms in junior high, the six student council officers, captains of the athletic teams, both boys and girls, leaders in Hi-Y, Y-Teens, and Boy and Girl Scouts. Since five per cent of the student body was sufficient for the study, the list of fifty officers had to be reduced. The reduction of the list was left to the faculty and principal. All through this process of elimination the character traits previously decided upon were kept in mind.

These leaders did not have to be holding office at the time of the selection, but it so happened that every student used in the study was holding an office, with the two exceptions that have been previously mentioned.

The faculty of Central Junior High has seventeen members and a principal. It was only through their assistance and cooperation that the author was able to complete the selected list of leaders necessary for this study. Since they included in their list not only the good but the bad leaders, it is felt that they were unbiased in their selections, and did not let personal feelings enter while making the necessary decisions.

CHAPTER III

QUALITIES OR TRAITS COMMON TO LEADERS

Introduction

Character analysis is not new. Since Aristotle's time men have been analyzing the character traits of one another. Aristotle, however, was the first to attempt an analysis of character qualities common to leaders of his time. His list of character traits were so perfect that they have been found to apply to all leaders down through the centuries.

It is on Aristotle's study of character analysis that the character profile used in this study is based. A class in Character Education, under the guidance of Dr. Franklin H. McNutt, worked with Aristotle's list of character traits trying to find as many different word shadings as possible to describe the qualities of leaders. They worked from the optimum to the two extremes, the vices of excess to the vices of deficiency. The profile used in this study is an outgrowth of the work of that class.¹

The profile shows the vices of excess above the optimum in ascending order, and the vices of deficiency below the optimum in descending order. A line was drawn above the optimum to separate it from the excess, and below the optimum to separate it from the deficiency of these traits. It has been found that most of the desirable or good leaders will show the optimum trait strongest with some degree of variance both above and below, while the undesirable or bad leaders will show a strong

1. The author expresses her appreciation to that class and to Dr. McNutt for permission to use this profile.

tendency toward the top of the vices of excess and to the bottom of the vices of deficiency.

It will be noted from the profiles for each of the twenty-five leaders used in this study that the good leaders have shown their traits in the optimum amount, while the bad leaders vary widely from the optimum.

The profiles show that some of the leaders have more checks for their character traits than others. This difference is due to several reasons: (1) each leader was checked by from five to seventeen members of the faculty, (2) each leader was checked only by those members with whom he had come in direct contact during his three years of junior high school, and (3) different individuals react differently to other individuals. Due to different interpretations by different people, there is always the possibility of great variation when dealing with words.

Key to Subjects

A key to the subjects in this study was made to aid in the reading of the profile charts. The key lists the subjects by letter, their sex, type of leader (good or bad), grade, and age.

Profile Charts

A profile chart for each of the twenty-five leaders follows.

TABLE I
KEY TO SUBJECTS

PUPIL	KIND OF LEADER	SEX	GRADE	AGE IN YEARS
A	bad	boy	7	13
B	good	boy	7	12
C	good	boy	9	15
D	good	boy	9	15
E	good	boy	9	16
F	good	boy	9	14
G	good	boy	8	14
H	good	boy	8	14
I	bad	boy	9	16
J	bad	boy	9	17
K	good	boy	9	14
L	good	girl	9	14
M	good	girl	9	15
N	good	girl	8	13
O	good	girl	9	15
P	good	girl	9	14
Q	good	girl	9	14
R	good	girl	9	15
S	bad	girl	9	14
T	good	girl	8	13
U	good	girl	9	14
V	bad	girl	9	15
W	good	girl	8	14
X	good	girl	8	13
Y	good	girl	8	13

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil A

Vices of Excess	Obstinacy 2 Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	Buffoonery 3 Clownishness 1 Gaiety	Prodigality Munificence 1 Generosity	2 Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	3 Perseverance	5 Good Nature	5 Sense of Humor	4 Liberality	3 Truthfulness	2 High-mindedness
Vices of Deficiency	1 Persistence Inconsistency 1 Unreliability 3 Shiftlessness Insensitivity	1 Civility Irritability Churlishness 2 Ferocity Insensitivity	1 Discernment Boorishness Moroseness Stolidness 2 Insensitivity	Thriftiness Illiberality Stinginess Miserliness 2 Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	2 Sensibility Inferiority Dishonor 2 Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 1 Honor	Submergence Dependence Submission	2 Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness 2 Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	3 Respect for Individual	4 Cooperation	3 Independence	5 Courage	3 Temperance
Vices of Deficiency	1 Appreciation 1 Sympathy 3 Inconsideration Contempt Insensitivity	2 Consent Congeniality 2 Frustration Insurgence Insensitivity	3 Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity 2 Cowardice Fearlessness Ignorance Insensitivity	2 Self-indulgence Incontinence Profligacy Debauchery 2 Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil B

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 2 Graciousness	Buffoonery Clownishness 1 Gaiety	Prodigality Munificence 1 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness 1 Superiority
Optimum	6 Perseverance	8 Good Nature	7 Sense of Humor	6 Liberality	9 Truthfulness	8 High-mindedness
Vices of Deficiency	1 Persistence 1 Inconsistency Unreliability Shiftlessness Insensitivity	2 Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness 1 Stolidness Insensitivity	1 Thriftiness Illiberality Stinginess Miserliness Insensitivity	1 Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness 1 Boldness	Asceticism Austerity 2 Abstemiousness
Optimum	9 Respect for Individual	9 Cooperation	7 Independence	6 Courage	6 Temperance
Vices of Deficiency	Appreciation Sympathy Inconsideration Contempt Insensitivity	Consent 2 Congeniality Frustration Insurgence Insensitivity	1 Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil C

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 2 Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	11 Perseverance	13 Good Nature	12 Sense of Humor	10 Liberality	13 Truthfulness	11 High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	1 Civility Irritability Churlishness Ferocity Insensitivity	1 Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	1 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 3 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 2 Abstemiousness
Optimum	4 Respect for Individual	12 Cooperation	12 Independence	12 Courage	11 Temperance
Vices of Deficiency	2 Appreciation Sympathy Inconsideration Contempt Insensitivity	Consent 3 Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	2 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil D

Vices of Excess	1 Obstinacy 6 Stubbornness 1 Tenacity	Effusiveness 2 Ingratiation Graciousness	Buffoonery Clownishness 2 Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery 1 Conceit	Vanity 1 Superciliousness 1 Superiority
Optimum	7 Perseverance	8 Good Nature	8 Sense of Humor	6 Liberality	8 Truthfulness	6 High-mindedness
Vices of Deficiency	1 Persistence 1 Inconsistency Unreliability Shiftlessness Insensitivity	1 Civility 2 Irritability 2 Churlishness Ferocity Insensitivity	Discernment Boorishness 1 Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	1 Modesty False-modesty 1 Deceitfulness Lying Insensitivity	3 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness 1 Rashness 1 Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	5 Respect for Individual	8 Cooperation	9 Independence	7 Courage	7 Temperance
Vices of Deficiency	3 Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent 1 Congeniality 2 Frustration Insurgence Insensitivity	3 Self-reliance Acquiescence Submission 1 Dependence Insensitivity	1 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil E

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	5 Perseverance	5 Good Nature	5 Sense of Humor	4 Liberality	5 Truthfulness	3 High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery Honor	Suburgence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity Abstemiousness
Optimum	5 Respect for Individual	5 Cooperation	3 Independence	4 Courage	4 Temperance
Vices of Deficiency	Appreciation Sympathy Inconsideration Contempt Insensitivity	Consent Congeniality Frustration Insurgence Insensitivity	Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil F

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	8 Perseverance	11 Good Nature	9 Sense of Humor	10 Liberality	11 Truthfulness	7 High-mindedness
Vices of Deficiency	1 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	1 Civility Irritability Churlishness Ferocity Insensitivity	1 Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	2 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 3 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	9 Respect for Individual	11 Cooperation	9 Independence	10 Courage	9 Temperance
Vices of Deficiency	3 Appreciation 1 Sympathy Inconsideration Contempt Insensitivity	1 Consent 2 Congeniality Frustration Insurgence Insensitivity	3 Self-reliance Acquiescence Submission Dependence Insensitivity	4 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil G

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation / Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	6 Perseverance	10 Good Nature	7 Sense of Humor	8 Liberality	9 Truthfulness	8 High-mindedness
Vices of Deficiency	2 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	2 Discernment Boorishness Moroseness Stolidness Insensitivity	2 Thriftness Illiberality Stinginess Miserliness Insensitivity	1 Modesty False-modesty Deceitfulness Lying Insensitivity	1 Sensibility 1 Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	10 Respect for Individual	11 Cooperation	8 Independence	7 Courage	7 Temperance
Vices of Deficiency	1 Appreciation 1 Sympathy Inconsideration Contempt Insensitivity	1 Consent Congeniality Frustration Insurgence Insensitivity	1 Self-reliance 1 Acquiescence Submission Dependence Insensitivity	5 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil H

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	8 Perseverance	11 Good Nature	10 Sense of Humor	5 Liberality	10 Truthfulness	6 High-mindedness
Vices of Deficiency	1 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	1 Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	2 Thriftness Illiberality Stinginess Miserliness Insensitivity	1 Modesty False-modesty Deceitfulness Lying Insensitivity	1 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Subergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 3 Abstemiousness
Optimum	10 Respect for Individual	11 Cooperation	8 Independence	6 Courage	7 Temperance
Vices of Deficiency	1 Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	4 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil I

Vices of Excess	8 Obstinacy 7 Stubbornness 2 Tenacity	4 Effusiveness Ingratiation 1 Graciousness	8 Buffoonery 9 Clownishness 1 Gaiety	2 Prodigality Munificence 1 Generosity	9 Boastfulness 1 Flattery Conceit	1 Vanity Superciliousness 1 Superiority
Optimum	Perseverance	Good Nature	2 Sense of Humor	3 Liberality	1 Truthfulness	2 High-mindedness
Vices of Deficiency	4 Persistence 4 Inconsistency 3 Unreliability 4 Shiftlessness 1 Insensitivity	1 Civility 6 Irritability 7 Churlishness Ferocity Insensitivity	1 Discernment 4 Boorishness 1 Moroseness Stolidness Insensitivity	1 Thriftness 1 Illiberality Stinginess Miserliness 1 Insensitivity	1 Modesty False-modesty 4 Deceitfulness 5 Lying Insensitivity	1 Sensibility 2 Inferiority 1 Dishonor 3 Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness 1 Flattery Honor	Submergence 1 Dependence Submission	3 Rugged-Individualism 3 Over-confidence 1 Self-sufficiency	8 Fool-hardiness 4 Rashness 5 Boldness	1 Asceticism Austerity Abstemiousness
Optimum	Respect for Individual	Cooperation	Independence	2 Courage	1 Temperance
Vices of Deficiency	Appreciation Sympathy 5 Inconsideration 3 Contempt Insensitivity	1 Consent 2 Congeniality 5 Frustration 3 Insurgence Insensitivity	1 Self-reliance 1 Acquiescence 1 Submission Dependence Insensitivity	Timidity Cowardice 4 Fearlessness 1 Ignorance Insensitivity	3 Self-indulgence Incontinence Profligacy 1 Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil J

Vices of Excess	3 Obstinacy 10 Stubbornness 2 Tenacity	Effusiveness 1 Ingratiation 3 Graciousness	2 Buffoonery 4 Clownishness 3 Gaiety	Prodigality 1 Munificence 1 Generosity	5 Boastfulness 1 Flattery 2 Conceit	1 Vanity 2 Superciliousness 2 Superiority
Optimum	3 Perseverance	4 Good Nature	6 Sense of Humor	5 Liberality	3 Truthfulness	2 High-mindedness
Vices of Deficiency	Persistence 2 Inconsistency 1 Unreliability Shiftlessness Insensitivity	1 Civility 3 Irritability 2 Churlishness 1 Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	1 Thriftness Illiberality Stinginess Miserliness 1 Insensitivity	Modesty 1 False-modesty 1 Deceitfulness 1 Lying Insensitivity	Sensibility Inferiority Dishonor 3 Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness 2 Flattery Honor	Submergence Dependence Submission	2 Rugged-Individualism 3 Over-confidence 2 Self-sufficiency	3 Fool-hardiness 1 Rashness 4 Boldness	Asceticism Austerity Abstemiousness
Optimum	3 Respect for Individual	3 Cooperation	3 Independence	1 Courage	3 Temperance
Vices of Deficiency	Appreciation Sympathy 5 Inconsideration 1 Contempt Insensitivity	1 Consent Congeniality 1 Frustration 2 Insurgence 1 Insensitivity	1 Self-reliance 1 Acquiescence Submission Dependence Insensitivity	1 Timidity Cowardice Fearlessness 1 Ignorance Insensitivity	Self-indulgence Incontinence Profligacy 1 Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil K

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 2 Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness 2 Superiority
Optimum	10 Perseverance	11 Good Nature	10 Sense of Humor	9 Liberality	10 Truthfulness	7 High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 4 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	10 Respect for Individual	10 Cooperation	9 Independence	9 Courage	11 Temperance
Vices of Deficiency	Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent 2 Congeniality Frustration Insurgence Insensitivity	1 Self-reliance Acquiescence Submission Dependence Insensitivity	1 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil L

Vices of Excess	1 Obstinacy 1 Stubbornness 2 Tenacity	2 Effusiveness 2 Ingratiation Graciousness	Buffoonery 1 Clownishness 6 Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery 5 Conceit	2 Vanity Superciliousness 6 Superiority
Optimum	4 Perseverance	7 Good Nature	6 Sense of Humor	3 Liberality	8 Truthfulness	5 High-mindedness
Vices of Deficiency	2 Persistence 2 Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity 1 Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess 1 Miserliness 1 Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor 1 Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness 2 Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism 1 Over-confidence 2 Self-sufficiency	Fool-hardiness 1 Rashness 5 Boldness	Asceticism Austerity Abstemiousness
Optimum	5 Respect for Individual	7 Cooperation	5 Independence	6 Courage	7 Temperance
Vices of Deficiency	1 Appreciation Sympathy Inconsideration 1 Contempt Insensitivity	Consent 1 Congeniality 2 Frustration Insurgence Insensitivity	4 Self-reliance 1 Acquiescence 1 Submission 1 Dependence Insensitivity	1 Timidity Cowardice Fearlessness Ignorance Insensitivity	1 Self-indulgence Incontinence 1 Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil M

Vices of Excess	Obstinacy 2 Stubbornness 2 Tenacity	Effusiveness 1 Ingratiation 2 Graciousness	Buffoonery Clownishness 5 Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery 2 Conceit	Vanity Superciliousness 1 Superiority
Optimum	9 Perseverance	8 Good Nature	7 Sense of Humor	7 Liberality	8 Truthfulness	7 High-mindedness
Vices of Deficiency	1 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	1 Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 1 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness 2 Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	8 Respect for Individual	8 Cooperation	8 Independence	7 Courage	8 Temperance
Vices of Deficiency	2 Appreciation 1 Sympathy Inconsideration Contempt Insensitivity	1 Consent 2 Congeniality Frustration Insurgence Insensitivity	1 Self-reliance Acquiescence Submission Dependence Insensitivity	1 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil N

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	3 Buffoonery Clownishness Gaiety	2 Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness / Superiority
Optimum	8 Perseverance	8 Good Nature	6 Sense of Humor	5 Liberality	8 Truthfulness	7 High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity / Abstemiousness
Optimum	7 Respect for Individual	7 Cooperation	5 Independence	6 Courage	6 Temperance
Vices of Deficiency	Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent / Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	2 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil N

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	3 Buffoonery Clownishness Gaiety	2 Prodigality Munificence Generosity	1 Boastfulness Flattery Conceit	2 Vanity Superciliousness Superiority
Optimum	8 Perseverance	8 Good Nature	6 Sense of Humor	5 Liberality	8 Truthfulness	8 High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Wiserliness Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	2 Obsequiousness Flattery Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	1 Asceticism Austerity Abstemiousness
Optimum	8 Respect for Individual	7 Cooperation	5 Independence	6 Courage	6 Temperance
Vices of Deficiency	Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent 1 Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	2 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil 0

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 4 Graciousness	Buffoonery Clownishness 1 Gaiety	Prodigality Munificence 1 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	10 Perseverance	9 Good Nature	8 Sense of Humor	8 Liberality	9 Truthfulness	8 High-mindedness
Vices of Deficiency	2 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	2 Civility Irritability Churlishness Ferocity Insensitivity	2 Discernment Boorishness Moroseness Stolidness Insensitivity	1 Thriftness Illiberality Stinginess Miserliness Insensitivity	3 Modesty False-modesty Deceitfulness Lying Insensitivity	3 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 4 Honor	Suburgence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 2 Abstemiousness
Optimum	9 Respect for Individual	10 Cooperation	9 Independence	8 Courage	8 Temperance
Vices of Deficiency	3 Appreciation 1 Sympathy Inconsideration Contempt Insensitivity	1 Consent Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	2 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil P

Vices of Excess	Obstinacy Stubbornness 3 Tenacity	1 Effusiveness Ingratiation 6 Graciousness	Buffoonery Clownishness 4 Gaiety	Prodigality Munificence 4 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness 2 Superiority
Optimum	11 Perseverance	11 Good Nature	10 Sense of Humor	10 Liberality	12 Truthfulness	9 High-mindedness
Vices of Deficiency	1 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	1 Civility Irritability Churlishness Ferocity Insensitivity	1 Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	1 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 6 Honor	Suburgence Dependence Submission	1 Rugged-Individualism Over-confidence 1 Self-sufficiency	Fool-hardiness Rashness 1 Boldness	Asceticism Austerity 3 Abstemiousness
Optimum	10 Respect for Individual	12 Cooperation	9 Independence	11 Courage	10 Temperance
Vices of Deficiency	3 Appreciation 3 Sympathy Inconsideration Contempt Insensitivity	1 Consent 2 Congeniality Frustration Insurgence Insensitivity	4 Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity Cowardice 1 Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil Q

Vices of Excess	Obstinacy Stubbornness Tenacity	1 Effusiveness Ingratiation 7 Graciousness	Buffoonery Clownishness 2 Gaiety	Prodigality Munificence 6 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness 1 Superiority
Optimum	12 Perseverance	10 Good Nature	10 Sense of Humor	8 Liberality	12 Truthfulness	11 High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	1 Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 3 Honor	Suburgence 1 Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	11 Respect for Individual	11 Cooperation	11 Independence	10 Courage	10 Temperance
Vices of Deficiency	3 Appreciation 1 Sympathy Inconsideration Contempt Insensitivity	Consent 2 Congeniality Frustration Insurgence Insensitivity	3 Self-reliance Acquiescence Submission Dependence Insensitivity	1 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil R

Vices of Excess	Obstinacy / Stubbornness Tenacity	Effusiveness Ingratiation / Graciousness	Buffoonery Clownishness / Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	/ Vanity Superciliousness Superiority
Optimum	7 Perseverance	10 Good Nature	9 Sense of Humor	7 Liberality	9 Truthfulness	7 High-mindedness
Vices of Deficiency	2 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	/ Civility Irritability Churlishness Ferocity Insensitivity	/ Discernment Boorishness Moroseness Stolidness Insensitivity	/ Thriftiness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	2 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 3 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence / Self-sufficiency	Fool-hardiness Rashness / Boldness	Asceticism Austerity Abstemiousness
Optimum	8 Respect for Individual	11 Cooperation	8 Independence	8 Courage	8 Temperance
Vices of Deficiency	2 Appreciation / Sympathy Inconsideration Contempt Insensitivity	/ Consent Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence / Submission Dependence Insensitivity	3 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil S

Vices of Excess	3 Obstinacy 6 Stubbornness / Tenacity	Effusiveness 2 Ingratiation Graciousness	1 Buffoonery 1 Clownishness Gaiety	Prodigality Munificence Generosity	2 Boastfulness Flattery Conceit	Vanity 2 Superciliousness / Superiority
Optimum	2 Perseverance	2 Good Nature	4 Sense of Humor	2 Liberality	4 Truthfulness	2 High-mindedness
Vices of Deficiency	2 Persistence 2 Inconsistency 2 Unreliability Shiftlessness / Insensitivity	2 Civility 3 Irritability 7 Churlishness Ferocity Insensitivity	2 Discernment 2 Boorishness Moroseness 4 Stolidness Insensitivity	1 Thriftness 1 Illiberality Stinginess Miserliness 2 Insensitivity	2 Modesty False-modesty 4 Deceitfulness 2 Lying Insensitivity	1 Sensibility Inferiority Dishonor 2 Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery / Honor	Submergence Dependence Submission	1 Rugged-Individualism Over-confidence Self-sufficiency	1 Fool-hardiness Rashness 3 Boldness	Asceticism 1 Austerity 1 Abstemiousness
Optimum	3 Respect for Individual	2 Cooperation	2 Independence	2 Courage	4 Temperance
Vices of Deficiency	2 Appreciation / Sympathy 2 Inconsideration 3 Contempt Insensitivity	4 Consent / Congeniality / Frustration / Insurgence Insensitivity	3 Self-reliance Acquiescence 1 Submission Dependence Insensitivity	3 Timidity 1 Cowardice Fearlessness Ignorance Insensitivity	1 Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil T

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 2 Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	9 Perseverance	10 Good Nature	10 Sense of Humor	8 Liberty	10 Truthfulness	9 High-mindedness
Vices of Deficiency	2 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	2 Civility Irritability Churlishness Ferocity Insensitivity	2 Discernment Boorishness Moroseness 1 Stolidness Insensitivity	1 Thriftness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	1 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 4 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 2 Abstemiousness
Optimum	8 Respect for Individual	9 Cooperation	7 Independence	8 Courage	8 Temperance
Vices of Deficiency	1 Appreciation 1 Sympathy Inconsideration Contempt Insensitivity	1 Consent 2 Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	1 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil U

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 3 Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence 2 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	9 Perserverance	9 Good Nature	10 Sense of Humor	7 Liberality	10 Truthfulness	7 High-mindedness
Vices of Deficiency	2 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	1 Discernment Boorishness Moroseness Stolidness Insensitivity	1 Thriftness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	2 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	8 Respect for Individual	9 Cooperation	9 Independence	7 Courage	8 Temperance
Vices of Deficiency	1 Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent 1 Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	3 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil V

Vices of Excess	6 Obstinacy 9 Stubbornness 3 Tenacity	Effusiveness Ingratiation Graciousness	1 Buffoonery 3 Clownishness 4 Gaiety	Prodigality Munificence 2 Generosity	1 Boastfulness Flattery 1 Conceit	3 Vanity Superciliousness 1 Superiority
Optimum	2 Perseverance	3 Good Nature	5 Sense of Humor	6 Liberality	3 Truthfulness	1 High-mindedness
Vices of Deficiency	1 Persistence 1 Inconsistency Unreliability Shiftlessness Insensitivity	2 Civility Irritability 4 Churlishness 2 Ferocity Insensitivity	1 Discernment Boorishness Moroseness Stolidness Insensitivity	1 Thriftiness Illiberality Stinginess Miserliness Insensitivity	1 Modesty False-modesty 3 Deceitfulness Lying Insensitivity	2 Sensibility 1 Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness 1 Flattery Honor	Submergence Dependence Submission	2 Rugged-Individualism 1 Over-confidence 2 Self-sufficiency	2 Fool-hardiness 1 Rashness 5 Boldness	Asceticism Austerity Abstemiousness
Optimum	4 Respect for Individual	3 Cooperation	4 Independence	5 Courage	4 Temperance
Vices of Deficiency	1 Appreciation 1 Sympathy 2 Inconsideration 2 Contempt Insensitivity	Consent 1 Congeniality 1 Frustration 1 Insurgence Insensitivity	1 Self-reliance Acquiescence Submission Dependence Insensitivity	1 Timidity 1 Cowardice Fearlessness Ignorance Insensitivity	3 Self-indulgence 1 Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil W

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 5 Graciousness	Buffoonery Clownishness 1 Gaiety	Prodigality Munificence 4 Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	11 Perseverance	9 Good Nature	9 Sense of Humor	8 Liberality	10 Truthfulness	10 High-mindedness
Vices of Deficiency	1 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	2 Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	2 Modesty False-modesty Deceitfulness Lying Insensitivity	1 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery 3 Honor	Submergence Dependence 1 Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity 1 Abstemiousness
Optimum	10 Respect for Individual	10 Cooperation	10 Independence	11 Courage	9 Temperance
Vices of Deficiency	1 Appreciation Sympathy Inconsideration Contempt Insensitivity	Consent 1 Congeniality Frustration Insurgence Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil X

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation 3 Graciousness	Buffoonery Clownishness / Gaiety	Prodigality Munificence / Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness / Superiority
Optimum	9 Perseverance	7 Good Nature	8 Sense of Humor	7 Liberality	8 Truthfulness	6 High-mindedness
Vices of Deficiency	/ Persistence Inconsistency Unreliability Shiftlessness Insensitivity	/ Civility Irritability Churlishness Ferocity Insensitivity	/ Discernment Boorishness Moroseness Stolidness Insensitivity	/ Thriftiness Illiberality Stinginess Miserliness Insensitivity	/ Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery 2 Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity / Abstemiousness
Optimum	6 Respect for Individual	8 Cooperation	8 Independence	8 Courage	8 Temperance
Vices of Deficiency	4 Appreciation 2 Sympathy Inconsideration Contempt Insensitivity	Consent / Congeniality Frustration Insurgence Insensitivity	3 Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil Y

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	7 Perseverance	7 Good Nature	6 Sense of Humor	6 Liberality	8 Truthfulness	7 High-mindedness
Vices of Deficiency	2 Persistence Inconsistency Unreliability Shiftlessness Insensitivity	2 Civility Irritability Churlishness Ferocity Insensitivity	3 Discernment Boorishness Moroseness Stolidness Insensitivity	1 Thriftness Illiberality Stinginess Miserliness Insensitivity	4 Modesty False-modesty Deceitfulness Lying Insensitivity	2 Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness Flattery Honor	Submergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity Abstemiousness
Optimum	9 Respect for Individual	9 Cooperation	9 Independence	6 Courage	8 Temperance
Vices of Deficiency	2 Appreciation Sympathy Inconsideration Contempt Insensitivity	1 Consent Congeniality Frustration Insurgency Insensitivity	2 Self-reliance Acquiescence Submission Dependence Insensitivity	3 Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

Pupil Background

In order to have an accurate and complete picture of each of the twenty-five leaders, it was necessary to know something of the background of each pupil. To get this information the author made and filled out a questionnaire for each of the leaders. This was done by first calling each individual into conference. In this conference the pupil leader and the writer sat down for a friendly interview. During the course of conversation key questions were asked. These leaders were given to understand that no names were to be called in the study and none of their pet expressions would be used that might give them away to those using the study later. The answers as given to the questionnaire were recorded. See Appendix A.

The data from that questionnaire on the pupil background have been used in Table II.

Of the twenty-five leaders, all but six have some home responsibilities. This is rather significant in that one of the first traits looked for in a leader is that of being able to accept responsibility for the cause he is leading.

In this day of the theater it is not surprising to find that all of the group attend the movies. The interest varies as to the types of movies most enjoyed. Their interests range all the way from murder mysteries and gangsterism to slapstick comedy. The great majority of the subjects prefer musicals to all other types, as revealed by the questionnaire.

A rather surprising observation made was that they did not all take part in extra-curricular activities. Those extra-curricular interests listed were of the athletic type. Most studies in leadership

TABLE II

PUPIL BACKGROUND

PUPIL	HOME RESPONSIBILITIES	ATTENDS MOVIES	FAVORITE KINDS OF MOVIES	EXTRA-CURRICULAR ACTIVITIES	OUT OF SCHOOL READING	COURT RECORD	SCHOOL ATTENDANCE	ASSOCIATES	AFTER-SCHOOL EMPLOYMENT	AVERAGE GRADES	GRADES REPEATED	I. Q.	MENTAL AGES	CLASS OFFICER												
	MYSTERY	MUSICALS	ADVENTURE	COMEDIES	SOFTBALL	BASEBALL	BASKETBALL	FOOTBALL	HOBBY	MAGAZINES	BOOKS	NEWSPAPER	FUNNIES	MEMBER SUNDAY SCHOOL	MEMBER OF CHURCH	MEMBER SOME ORGANIZATION	REGULAR	IRREGULAR	SAME AGE	OLDER	YOUNGER					
* A	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	C	100	13-3		
B	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	E	103	13-3	✓	
C	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	137	20-6	✓	
D	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	127	20-2	✓	
E	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	95	15-2	✓	
F	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	109	15-11	✓	
G	✓	✓	✓		✓						✓	✓	✓	✓	✓	✓	✓				✓	C	2104	15-2	✓	
H	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	115	15-11	✓	
* I	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	C	1384	14-0	✓	
* J	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	C	1287	14-3	✓	
K	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	138	20-2	✓	
L	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	116	16-8	✓	
M	✓	✓	✓		✓						✓	✓	✓	✓	✓	✓	✓				✓	B	103	15-9	✓	
N	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	107	14-8	✓	
O	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	105	16-0	✓	
P	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	A	114	16-6	✓	
Q	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	✓	114	16-10	✓
R	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	120	17-10	✓	
* S	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	C	102	15-0	✓	
T	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	112	15-4	✓	
U	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	129	18-11	✓	
* V	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	C	107	10-0	✓	
W	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	114	15-11	✓	
X	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	107	15-0	✓	
Y	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓				✓	B	116	16-7	✓	

* Bad Leaders

examined by the author show that the outstanding leaders have been of the athletic type. If this study has any value to the junior high schools, it points out that all leaders do not have to be athletes.

It was found that all of these leaders did outside reading of some kind; and all but one read the funnies.

Of the twenty-five leaders the majority attended Sunday School and were members of the church. This may have significance in that the religious life of a person greatly influences his position in the church and society, and youth is no exception to this rule. The greatest leader of all times was Jesus and many of the qualities of character that have been listed as necessary for leadership come directly from his teachings.

Only two of these leaders have any court record. Students A and I were very interesting leaders as they were not elected to any office by their fellow students, but were the two selected by the faculty for this study. From a study of Table II it can be seen why these two would be selected for the study, as they are obviously of the bad leader type.

From a study of Table II, it was observed that regular attendance at school was necessary to leadership in junior high school. All studies examined by the author in leadership bear out this same finding.

Student leaders in the main chose as their associates those students of the same age; some few broke away and have either older or younger associates. The physical development of the leader, his place in the family, and the neighborhood in which he lives influence his choice.

It would seem that those pupils who are the busiest would have the least amount of time for leading others. But Table II shows that of the twenty-five leaders the majority of them had after-school employment - agreeing with a large number of other studies which reveal that energy is

required for leadership in the junior high school as well as in other places.

These leaders ran true to form in scholarship, the larger per cent averaged a B or better. Grades compare favorably with I. Q.'s. The I. Q. range was from eighty-four to one hundred thirty-seven. The median was one hundred nine. The I. Q.'s were taken from the Khulman-Anderson group test for intelligence, which were given early in the school year 1949-50. Their mental ages were from thirteen years, no months, to twenty years, six months; the median was fourteen years, six months.

Pupils I and J were the only leaders to have repeated more than one grade. The majority of them made their grades each year. It is well to note that the I. Q.'s of these two leaders are below those of all the others.

Only three of these leaders attended kindergarten, and their progress and rank as leaders were no more outstanding than those not having attended kindergarten; therefore kindergarten attendance has no significance in this study.

Conclusions that may be drawn from the above information are:

1. All of the leaders seem to have had about equal advantages and opportunities for becoming leaders.

2. They were all from the average, middle-class American home where they have had opportunities for exercising their abilities of leadership.

3. In leadership, scholarship, and I. Q.'s these twenty-five are comparable to those leaders presented in other studies that have been made on a similar investigation.

Family Background

It has been said that the first six years of a child's life are the most important - that his habits of character and his patterns for living with others are formed during that time, to the extent that the remainder of his life is influenced to no small degree by them. Then to study each leader in his complete analysis, one must study his family background.

Table III shows the family background of the twenty-five student leaders in this study.

On the same questionnaire with which the individual pupils were interviewed the family background was shown. Each home was visited; the parents were interviewed concerning these leaders; and some key questions important to this study were asked about each pupil during the visit. Immediately upon leaving the home, the author recorded her observations and parents' answers to the questionnaire.

This study included eleven boys and fourteen girls. The father was found to be the head of the home in all but three of the families represented. In three homes the parents were divorced. Only one of the parents divorced has not remarried. Of the five broken homes only two were the result of death; and in both instances there had been a remarriage.

The economic status of the homes for the most part was average, only four above, and four below. It has been found in previous studies that leaders in America come from the average home.

In only six of the homes represented were the mothers working away from home. It will be noted in Table III that the father was the head of the home in most of the cases.

TABLE III

FAMILY BACKGROUND OF TWENTY-FIVE SCHOOL LEADERS

PUPIL	FAMILY HEAD		DIVORCED	REMARRIED	ECONOMIC STATUS		MOTHER WORKS	SIBLINGS		RELATIVES WITH FAMILY	HOME CONVENIENCES			BOOKS		P. T. A.	
	MALE	FEMALE			AVERAGE	BELOW AVERAGE		NUMBER IN FAMILY	POSITION		OWN HOME	OWN CAR	TELEPHONE	RADIO	ENCYCLOPEDIA	50 OR MORE BOOKS	MEMBER
* A	✓					✓		3	3								
B	✓				✓			2	2								
C	✓				✓			3	3								
D	✓		✓			✓	✓	2	1								
E	✓					✓		4	4	✓	✓						
F	✓	✓			✓	✓		3	3	✓							
G	✓				✓	✓		1	1								
H	✓	✓			✓			2	2	✓	✓						
* I	✓	✓				✓		7	7	✓	✓						
* J	✓	✓			✓			4	3		✓						
K	✓	✓			✓			2	1		✓						
L	✓	✓			✓			1	1		✓						
M	✓	✓	✓	✓	✓	✓	✓	6	4		✓						
N	✓	✓	✓	✓	✓			1	1		✓						
O	✓	✓			✓			3	1		✓						
P	✓	✓			✓			2	1		✓						
Q	✓	✓			✓			3	3		✓						
R	✓	✓			✓			2	2		✓						
* S	✓	✓			✓			4	4	✓							
T	✓	✓			✓			3	3		✓						
U	✓	✓		✓	✓			2	1		✓						
* V	✓	✓	✓		✓	✓		11	8		✓						
W	✓	✓			✓	✓	✓	5	3		✓						
X	✓	✓			✓			6	2		✓						
Y	✓	✓			✓			2	1		✓						

*Bad Leaders

Most studies in leadership have revealed that the youngest member of the family was not the leader, but in this study of the twenty-five cases of leadership, fourteen were the youngest members of the family. The average number of siblings per family in this study was 3.36. Three of this group were only children. This was a rather significant fact, since there seems to be less opportunity for the youngest child in a family to become a leader than for some of the older members.

A majority of the families owned their homes and had all of the modern conveniences, such as a car, telephone, radio, and most of the time saving devices of today. Only three of the homes had no reference books or libraries of fifty or more books.

All but three of the families had memberships in the P.T.A., nine parents were officers, and only eight families were active P.T.A. workers. Interest in the P. T. A. has been indicative of interest in the child and his work at school. It has been found that as the family was interested, so was the child. Leadership exercised by the parents tends to carry over to the child.

The following conclusions may be reached at this point in the study:

1. Most of the fathers headed the family, and few of the mothers were working away from home.
2. The homes were of average economic status.
3. In contrast with the findings of other studies, fifty-six per cent of these leaders were the youngest members of their families.
4. As parents were interested and worked in the P. T. A., so their children followed their leadership and became leaders.
5. Most of the homes had libraries and offered to their children

educational advantages beyond those offered by the schools.

Composite Profile of Good Leaders

For a more complete picture of the character traits of these leaders a composite profile was made for the good leaders. Table IV shows the composite character profile for the twenty good leaders.

This profile contains a total of all the character traits checked for the good leaders in the study. This was compiled by totaling each of the traits checked for each of these leaders.

It will be noted that the composite for the good leaders showed heavy checking along the optimum, with a few of the first of the vices of deficiency, and a few of the vices of excess checked. There were three of the good leaders who were considered border leaders; that is, they could turn into bad leaders with very little encouragement. These three need, and must have, the guidance of the faculty at all times.

There was a tendency to the vices of excess in perseverance, good nature, high-mindedness, and independence. A greater tendency was shown for the vices of deficiency in good nature, sense of humor, respect for the individual, cooperation, and independence. However, most of their traits were heavily checked on the optimum.

In every case the sum total checks for the good leaders in the optimum exceeded those of the vices of excess and of deficiency for these good leaders.

Composite Profile of Bad Leaders

The five bad leaders' character profiles were done in the same way in which the good leaders' profiles were. Table V shows this profile.

While some of these leaders traits were rated by the faculty in

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil Good

Vices of Excess	2 Obstinacy	4 Effusiveness	Buffoonery	Prodigality	Boastfulness	3 Vanity
	10 Stubbornness	3 Ingratiation	2 Clownishness	Munificence	Flattery	1 Superciliousness
	9 Tenacity	47 Graciousness	28 Gaiety	37 Generosity	8 Conceit	17 Superiority

Optimum 167 Perseverance 182 Good Nature 169 Sense of Humor 137 Liberality 187 Truthfulness 150 High-mindedness

Vices of Deficiency	22 Persistence	15 Civility	17 Discernment	11 Thriftiness	27 Modesty	20 Sensibility
	6 Inconsistency	2 Irritability	Boorishness	Illiberality	False-modesty	2 Inferiority
	Unreliability	Churlishness	1 Moroseness	Stinginess	1 Deceitfulness	Dishonor
	Shiftlessness	Ferocity	2 Stolidness	1 Miserliness	Lying	1 Mean-mindedness
	Insensitvity	1 Insensitvity	Insensitvity	1 Insensitvity	Insensitvity	Insensitvity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness	Submergence	2 Rugged-Individualism	Fool-hardiness	Asceticism
	2 Flattery	2 Dependence	1 Over-confidence	2 Rashness	Austerity
	55 Honor	2 Submission	4 Self-sufficiency	11 Boldness	26 Abstemiousness

Optimum 164 Respect for Individual 188 Cooperation 163 Independence 157 Courage 160 Temperance

Vices of Deficiency	33 Appreciation	13 Consent	42 Self-reliance	35 Timidity	1 Self-indulgence
	13 Sympathy	24 Congeniality	3 Acquiescence	Cowardice	Incontinence
	Inconsideration	4 Frustration	3 Submission	1 Fearlessness	Profligacy
	1 Contempt	3 Insurgence	3 Dependence	Ignorance	Debauchery
	Insensitvity	Insensitvity	Insensitvity	Insensitvity	Insensitvity

TABLE IV

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil B. d.

Vices of Excess	20 Obstinacy	4 Effusiveness	12 Buffoonery	2 Prodigality	19 Boastfulness	5 Vanity
	34 Stubbornness	3 Ingratiation	20 Clownishness	1 Munificence	2 Flattery	4 Superciliousness
	8 Tenacity	4 Graciousness	9 Gaiety	5 Generosity	3 Conceit	6 Superiority

Optimum	10 Perseverance	14 Good Nature	20 Sense of Humor	20 Liberality	14 Truthfulness	9 High-mindedness
---------	-----------------	----------------	-------------------	---------------	-----------------	-------------------

Vices of Deficiency	8 Persistence	7 Civility	5 Discernment	4 Thriftiness	6 Modesty	6 Sensibility
	8 Inconsistency	12 Irritability	6 Boorishness	2 Illiberality	1 False-modesty	3 Inferiority
	7 Unreliability	20 Churlishness	1 Moroseness	Stinginess	12 Deceitfulness	1 Dishonor
	7 Shiftlessness	5 Ferocity	4 Stolidness	Miserliness	8 Lying	10 Mean-mindedness
	2 Insensitivity	Insensitivity	2 Insensitivity	6 Insensitivity	Insensitivity	Insensitivity

CHARACTER PROFILE (Cont'd.)

Vices of Excess	Obsequiousness	Submergence	10 Rugged-Individualism	14 Fool-hardiness	1 Asceticism
	4 Flattery	1 Dependence	7 Over-confidence	6 Rashness	1 Austerity
	2 Honor	Submission	5 Self-sufficiency	19 Boldness	2 Abstemiousness

Optimum	13 Respect for Individual	12 Cooperation	12 Independence	15 Courage	15 Temperance
---------	---------------------------	----------------	-----------------	------------	---------------

Vices of Deficiency	4 Appreciation	8 Consent	9 Self-reliance	5 Timidity	9 Self-indulgence
	3 Sympathy	4 Congeniality	2 Acquiescence	4 Cowardice	1 Incontinence
	17 Inconsideration	10 Frustration	2 Submission	4 Fearlessness	1 Profligacy
	9 Contempt	4 Insurgency	Dependence	2 Ignorance	2 Debauchery
	Insensitivity	4 Insensitivity	Insensitivity	Insensitivity	2 Insensitivity

TABLE V

the optimum, it may be observed that a great many more checks were given to the vices of excess and deficiency than to the optimum. These leaders all rated high in obstinacy, stubbornness, clownishness, boastfulness, rugged-individualism, boldness, fool-hardiness, churlishness, insensitivity, deceitfulness, mean-mindedness, inconsideration, frustration, and self-indulgence. These characteristics are all undesirable traits in leaders in our society.

Most of these bad leaders rated high in the sense of humor and liberality, showing that for some of the faculty they had some good in them. These two traits may account to a great degree for the fact that these bad leaders were elected to leadership by their fellow classmates.

It may be observed that with these leaders the sum total vices of excess and deficiency are greater than the checks for the optimum, with one exception. The checks for the vice of excess and deficiency total the same as those for the optimum in the trait of liberality.

Comparisons of the Good and The Bad Leaders

Since most of these leaders came from the average American middle-class home, with the father as the head of the home, and with about equal advantages, why should five of these leaders stand out as bad, while twenty are considered good?

A comparison of the position in the family of the twenty-five leaders may shed some light on this. This comparison is shown in Table VI.

The larger the family, the higher in position these leaders were, the greater was the per cent of bad leaders. From this analysis one would gather that small families produce more good leaders, and that bad leaders

TABLE VI

POSITION IN FAMILY OF TWENTY-FIVE STUDENT LEADERS

<u>Position</u>	<u>Good</u>	<u>Bad</u>
1	40%	0%
2	25%	0%
3	25%	40%
4	10%	20%
5	0%	0%
6	0%	0%
7	0%	20%
8	0%	20%

were found in the larger families. Some reasons for this could be that the larger families were not financially able to give as many opportunities to their children as the smaller families were. There is the factor of heredity, which must be taken into account in all of the families. The parents of the bad leaders had a lower economic status than did those of the good leaders. It was found that interest in the organizations of the school was much lower with the parents of the bad leaders than with the parents of the good.

TABLE VII

<u>SIBLINGS</u>			
<u>Boys</u>		<u>Girls</u>	
<u>Good</u>	<u>Bad</u>	<u>Good</u>	<u>Bad</u>
40%	60%	60%	40%

When these boys and girls were grouped according to good and bad leaders, as in Table VII, the per cent of boys who were bad leaders was

greater than that of the girls. Also the per cent of boys who were good leaders was less than that of the girl leaders.

TABLE VIII

HOME RESPONSIBILITIES			
Yes		No	
Good	Bad	Good	Bad
70%	80%	30%	20%

From the study, home responsibilities had very little significance as a force in desirable leadership, since the per cent of bad leaders having home responsibilities was greater than that of the good leaders. This could be due to the fact that all of the bad leaders came from the larger families where some responsibility was a necessity for the welfare of the family; whereas, the good leaders came from the smaller families. This may be an indication that forced responsibilities do not pay off in dividends of character.

TABLE IX

AFTER-SCHOOL EMPLOYMENT			
Yes		Yes	
Good	Bad	Good	Bad
50%	20%	50%	80%

From Table IX it appears that after school employment was a contributing factor to good leadership. It may be that unemployment is a contributing factor to bad leadership, since eighty per cent of the bad leaders were unemployed, while only twenty per cent of the good were unemployed.

TABLE X

HOBBIES			
Yes		No	
Good	Bad	Good	Bad
60%	40%	40%	60%

The per cent of good leaders having a hobby was greater than the per cent of bad leaders. Avocational interests could be a contributing factor to good leadership. Those who are always occupied stay out of trouble, and a diversity of interests greatly aids in keeping one occupied. When time hangs heavy on one's hands, trouble usually occurs or follows as a result. Hobbies help to develop initiative, respect for others, and independence. When one has a hobby, there is always present the desire to search for, and excel in, obtaining specimens or objects collected and in making the hobby interesting.

TABLE XI

TYPES OF OUTSIDE READINGS

<u>Types</u>	<u>Good</u>	<u>Bad</u>
Adventure	10%	40%
Mystery	25%	40%
Novels	25%	20%
History	5%	0%
Biography	10%	0%
Teen Age	15%	0%
None	10%	0%

Table XI is a comparison of the types of outside readings done by these leaders. Forty per cent of the bad leaders read books of adventure

and mystery, whereas ten per cent of the good read adventure stories and twenty-five per cent read books of mystery. None of the bad leaders read books of history, biography, and stories of teen-age interests. While five per cent of the good leaders read history, ten per cent biography, and fifteen per cent teen-age fiction. However, ten per cent of the good leaders were not doing any outside readings. The type of literature read by these leaders coincided with the types of movies attended, and the types of funnies read.

TABLE XII

<u>TYPES OF MOVIES ATTENDED</u>		
<u>Type</u>	<u>Good</u>	<u>Bad</u>
Musicals	35%	40%
Mystery	20%	40%
Adventure	5%	0%
Historical	5%	0%
Dramatic	15%	0%
Comedies	20%	20%

The types of movies attended by the bad leaders were the same as the types of reading in which they engaged, mystery and comedies. The favorite movies of both the good and the bad leaders were the musicals. These good leaders were reading more novels and attending more of the dramatic movies than were the bad. Junior high school is more often the age at which anything that has a dramatic flavor appeals. Hence, too much mystery appears to be detrimental to junior high school leaders.

TABLE XIII

FAVORITE COMICS

Type	Good	Bad
Dick Tracy	50%	20%
The Phantom	20%	40%
Mary Worth	15%	0%
Donald Duck	5%	0%
Henry	5%	0%
Little Abner	5%	0%
Ella Cinders	0%	20%
None	0%	20%

Again the bad leaders have chosen mystery. Forty per cent of the bad as against twenty per cent of the good preferred The Phantom. It was interesting to observe that fifty per cent of the good leaders read Dick Tracy. This has the tinge of adventure and it was surprising to note that only twenty per cent of the bad read this comic.

TABLE XIV

TYPES OF RADIO PROGRAMS LISTENED TO

Type	Good	Bad
Mystery	20%	40%
Drama	25%	0%
Music	45%	20%
Comedy	10%	40%

Types of radio programs to which they listened were typical of their choice of reading, movies, and comics, as forty per cent of the bad leaders listened to mystery programs. These programs included Inner Sanctum, King

of the Northwest Mounted Police, The F. B. I. in Peace and War, Hearth-Stone of The Death Squad, Mr. and Mrs. North, and Crime Photographer. Twenty-five per cent of the good leaders listened to the more dramatic programs, such as Lux Theater and Silver Screen, while none of the bad leaders were interested in drama. The popular bands on the air were the favorite musical programs. The Red Skelton type of comedy was the favorite for the bad leaders, and Molly and Fibber McGee was the favorite of the good leaders.

TABLE XV

EXTRA-CURRICULAR ACTIVITIES			
Take Part In		No Participation	
Good	Bad	Good	Bad
65%	60%	35%	40%

Extra-curricular activities were participated in by sixty-five per cent of the good leaders and by only sixty per cent of the bad. There were fewer of the good leaders not participating than there were of the bad. Excess energy is one of the recognized traits of leaders, since energy is required for extra-curricular participation, one would conclude that the bad leaders had less excess energy, than did the good.

TABLE XVI

Religious Life			
Attend Sunday School		Member of the Church	
Good	Bad	Good	Bad
90%	60%	90%	80%

From Table XVI a larger per cent of the good leaders attended Sunday School and were members of the church than were the bad. It seems that religious training has its influence upon the leaders used in this

study.

TABLE XVII

CLASS OFFICERS					
Now		Past		Never	
Good	Bad	Good	Bad	Good	Bad
100%	20%	100%	40%	0%	40%

Table XVII reveals that one hundred per cent of the good leaders held office at the time of the study, that all of them had held an office at some time during the past three years, and that at no time in junior high school had they not been in office. The study further shows that twenty per cent of the bad held an office at the time of the study, forty per cent had held an office at some time during the past three years, and that forty per cent of these bad leaders had never held an office.

The median I. Q. for all of the leaders was 109, while for the good leaders the median was 114, and for the bad 100. The mental ages ranged from thirteen years, three months, to twenty years, two months, with a median of fourteen years, six months. The median mental age for the good leaders was fifteen years, eleven months, and for the bad fourteen years, no months.

From this phase of the study it seems that these are the outstanding traits or qualities of character common to student leaders of the junior high school age:

1. scholarship
2. diversified interests
3. responsibility
4. regular attendance at school
5. participation in some activity

6. energy
7. interest in, and respect for, others
8. sense of humor
9. good nature
10. honesty

CHAPTER IV

CULTIVATION OF THE TRAITS

Introduction

Accepting as a working basis the character traits in Chapter III, a plan must be devised whereby the schools can better develop their good leaders. Plans must be laid and programs made for better utilization of the qualities possessed by them. Opportunities must be provided for a manifestation of these selected traits. The schools must capitalize on such qualities rather than repress them, as is frequently done. These opportunities must be provided in the classrooms, as well as in student government, clubs, and athletic events; and in the classroom, of course, the procedure must be so modified that these traits will show themselves in regular classwork. Before plans can be made for developing the traits of character checked for these leaders, a look into these traits will be helpful.

Analysis of the Traits of Good Leaders

From the composite profile of the good leaders an index was made of the character traits as checked by the faculty. This index appears in Table XVIII. The index of importance was secured by adding the scores for the optimum and the first trait in the vices of excess and deficiency. These gave the central tendency. All other scores in the vices of excess and deficiency were totaled; this gave the variance of the trait. Then the sum of the central tendency was divided by the total variance to two decimal places, thus arriving at an index of importance. Each trait was

TABLE XVIII

CHARACTER TRAIT EMPHASIS FOR GOOD LEADERS

<u>Trait</u>	<u>Index of Importance</u>
Truthfulness	222.00
Temperance (in behavior)	187.00
Liberality	92.50
Courage	67.66 7
Sense of Humor	42.80
High-Mindedness	26.71 7
Good Nature	24.40
Independence	17.41 7
Respect for Individual	15.75
Perser v erance	11.00
Cooperation	6.15 7

then arranged in order of importance from the highest index score to the lowest.

According to Table XVIII, truthfulness was first in the index of importance for the good leaders. From this index of 222.00 the conclusion reached would indicate that if a student is to be a good leader he will be truthful at all times and under all conditions. It appears that those who are the followers want persons in whom they can place dependence for integrity, sincerity, and honesty.

The next trait was temperance (in behavior) with an index of 187.00. The place of importance for this trait was rather surprising. Although those leaders who misbehave to an excess usually lead in the wrong direction, it follows that good leaders must be diplomats rather

than bullies. They must set an example for their followers and be masters of whatever situations they find themselves in. They must not carry to an excess their liveliness and mischief.

To be a good leader one must practice liberality, if Table XVIII is indicative. A leader who tries to coerce others into his way of acting and thinking rarely ever makes a success of leading for a long period of time. On the other hand we have such leaders as Franklin D. Roosevelt and Frank P. Graham, who by their liberal views have made excellent leaders, and whose leadership will be felt for a long period of time. Students, as adults, like to be granted their rights of liberality, and have been found to choose as their leaders other students who respect their views and thoughts, and who practice liberality with the group.

It is generally recognized that it takes courage to be a leader. There must be courage to push forward and to face opposition of both issues and people. Those teachers checking the qualities of student leaders felt the need of courage so keenly, as a necessary trait for good leaders, that it has an index of 67.66%.

A sense of humor rated rather highly as a trait necessary for good leaders. People like to follow those who can see the humorous side, those who can find time to laugh in spite of opposition or long hours of drive and pressure. Everyone likes to be associated with a happy person, but not with the giggly or silly person. It appears that a sense of humor is a "must" for a good leader.

High-mindedness means high principles and high qualities of character. To be a good leader one must have high standards of ethics, character, and citizenship. Many good political leaders have been defeated because they dared not stoop to lower principles. These students need that quality if they are to be the **best** leaders for our junior high

schools.

Good nature seems to be a minor essential for good leadership. It is of importance enough, however, to rank among the first seven qualities of good leadership. Good leaders must not be cross, irritable, and head-strong if they would have a large following. No one likes a grouch, but everyone likes the person who does not carry a "chip on his shoulder."

One would think that independence would be a first trait for good leaders, but in this study it was not found to be such an essential quality. A person with too much independence can defeat every purpose a group may have. A good leader will have independence enough to express his ideas, but also respect the other members of his group and subdue his independence for the good of the group. To be too independent can wreck leadership.

A person with too much respect for individuals will not become a good leader. He must keep before him the total group and not the individual in his group. He must respect the rights, thoughts, and plans of others, but he must not be the type to bend over backwards for the other fellow and thus lose his individuality as a leader.

It is realized that too much perseverance can defeat any leader. Even though the trait of perseverance was very low in the traits necessary for good leadership, it is obvious that it must be present in some degree for the good of both the leader and the followers. There must be present that steadiness of purpose and that "stick-to-it-iveness" or drive on the part of the leader and the group. However, perseverance in excess becomes mere stubbornness or "bull-headedness," which may cause a leader to persist in some direction beyond the willingness or capacity of his group to follow. Every group usually accepts and acquires many of

the traits that its leaders reflect. Therefore, there must be some perseverance on the part of every leader for the good of his group.

The biggest surprise of the findings was that cooperation as a trait necessary for good leadership should be last in importance. Leaders do have to cooperate with the group, but cooperation can become, and probably is, a trait of a good follower rather than of a leader. Groups want cooperative leaders, but not the kind that will sacrifice the group or the principles that they hold for the sake of cooperation.

Analysis of the Traits of Bad Leaders

Table XIX, for the bad leaders, was made in the same way as Table XVIII. Many of the traits that were among the first in importance for good leaders are found last in importance for the bad.

Temperance (in behavior) was first in importance with the bad leaders, whereas, it was in second place of importance with the good. Even the bad must behave in a temperate way if they expect to become leaders. It appears that a person always in trouble cannot lead others.

The trait of liberality is recognized as a must even for the bad leaders. They too must grant others, in the group, the right of expression and a share in the planning of any activity in which they would engage. The leader who is dogmatic, even though he be a bad leader, cannot hold his position very long. All leaders must yield to their followers, if they are to remain the first man of the group.

Courage to face opposition, to dare to do that which a group sets out to do, and to carry others along with him appears to be very essential for the bad leader as well as the good. Without courage a person becomes a follower rather than a leader.

TABLE XIX

CHARACTER TRAIT EMPHASIS FOR BAD LEADERS

Trait	Index of Importance
Temperance (in behavior)	3.71
Liberality	2.63
Courage	1.30
Independence	1.23
High-Mindedness	.91
Sense of Humor	.75
Cooperation	.62
Respect for Individual	.57
Good Nature	.56
Truthfulness	.54
Perseverance	.33

The bad leaders had a higher index for independence than did the good. This may be one of the reasons for bad leadership. Woodrow Wilson's stubborn independence is an example of a great leader's downfall. Leaders must maintain a degree of independence, but they must not be so independent that they cannot give in for the betterment of the group. Independence to a high degree becomes detrimental and causes leaders to become dictators rather than democratic leaders.

Even the bad leaders had a high index for high-mindedness. These bad leaders were good for some of the teachers, for they were rated by them as persons of high-minded qualities; and many of them were checked in the optimum rather than in the vices of excess and deficiency. This makes one mindful of the fact that principles and morals, as well as

ethics and citizenship, seems to be of great significance even to bad leaders. With the high index of this trait we may be led to believe that there are no bad leaders, or that the difference in the good and the bad leaders is not too great. It must be remembered that even among thieves honor is ever present.

Apparently those bad leaders must attain a high sense of humor if they would lead others. Even though leading in the more undesirable ways, these leaders have maintained a rather high sense of humor as is indicated by Table XIX.

The bad leaders' index of importance rated cooperation near the center of the table. Again revealing that cooperation with others is necessary for leading, but not as necessary as many have been led to believe. One can readily see how too much cooperation would tend to be a trait of "followship" rather than leadership. Most studies examined by the author do not agree with the place that cooperation has taken in the index of importance in this study. In other studies cooperation ranks nearer to first place in traits examined.

Respect for the individual does not make for leadership as revealed by this study. When too great a respect for the individual becomes paramount, then the leader loses his standing with the group. This exaggerated respect too can be a trait necessary for "followship" rather than leadership.

From Table XIX, it can be seen that good nature, truthfulness, and perseverance are of very little value as a trait of importance for the bad leaders. If these traits become too highly respected, then there is the shifting from the bad to the good leader. Therefore, all of those leaders who lead in the wrong direction would not be persuaded or changed.

Comparison of Trait Emphasis

Both the good and bad leaders were checked on the same traits and by the same faculty members. For further help in discovering reasons for some of these students' being good leaders and others bad, Table XX was constructed. In Table XX, the traits of the good and bad leaders have been listed according to their index of importance in descending order. They have been placed opposite each other so that a comparison can be made. Broken lines were drawn from each trait of the good leaders to the same trait of the bad leaders, in this manner securing a place comparison that is a little more striking than would otherwise be made if the traits were just listed.

It will be noted that truthfulness was rated as first with the good leaders, while it is tenth with the bad. It appears that if a leader is truthful, he cannot be a bad leader. This may indicate that those good leaders have been challenged to greater truthfulness perhaps than have the bad. It may be also that those bad leaders have found through experiences that the truth is not as heroic as an untruth, and have resorted to the latter in order to achieve their purposes and attain their places with the group.

Both the good and bad leaders ranked high in temperance (in behavior), liberality, and courage. These three traits seem to be essential for any kind of leadership.

The variance position for sense of humor and high-mindedness was not great for both the good and the bad leaders. Principles, morals, and ethics cannot be sacrificed if leaders are to remain as such for their group.

TABLE XX

COMPARISON OF TRAIT EMPHASIS

Good Leaders	Bad Leaders
Truthfulness	Temperance (in behavior)
Temperance (in behavior)	Liberality
Liberality	Courage
Courage	Independence
Sense of Humor	High-Mindedness
High-Mindedness	Sense of Humor
Good Nature	Cooperation
Independence	Respect of Individual
Respect of Individual	Good Nature
Perseverance	Truthfulness
Cooperation	Perseverance

Good nature for the good leaders has a middle position of importance, but for the bad leaders it is near the bottom of the table. Those bad leaders evidently were not as good natured as were the good leaders. The place of good nature could indicate a trait of a good follower rather than that of leadership.

The study further revealed that independence was not a necessary trait for good leadership, but it rated fourth in importance for the bad leaders. History has proved that leaders with too much independence become bad for their groups, and have, through their independence, caused their downfall. However, many comparable studies do not agree with the place of independence as a trait necessary for leadership.

Respect for the individual was not too far removed in position of

importance for the good and bad leaders. It is of less importance for the good leader than for the bad, as shown by this study.

From Table XX, it may be assumed that perseverance is not an important character trait for either the good or bad leader. Perseverance and cooperation sometimes work best for followers rather than for leaders.

Therefore, this comparison of traits seems to place truthfulness, temperance (in behavior), liberality, courage, sense of humor, and high-mindedness as the six traits most essential for leadership in our junior high schools today. Then the faculties of the junior high schools must endeavor to give to these leaders opportunities for furthering the development of these important traits.

Climate Conducive to Appearance of Traits

If leaders are to be helped by the schools, it is the task of the schools to create a "climate" that will be conducive to the development of those traits found desirable in its leaders. Every classroom, every activity of the classroom, every club, extra-curricular activity, and sport is a builder of atmosphere that is either contributing to the growth and development of these various traits, or to the destruction of them. The classroom and the classroom teacher are the best of all contributors to the establishment of desirable traits in leaders. The ideal teacher is the basis on which many of these leaders are patterning their characters. The leaders will be as truthful as they have found their guides or directors to be, and as temperate, as liberal, as courageous, and as humorous as their classroom advisers have been with them. Oftentimes it is the coach who is the ideal, and his boys will be as fair and

as truthful in their games as he has been on the field with them. Therefore, every faculty member should be chosen carefully. Boards of Education should be ever mindful of the leadership traits that are needed by the leaders of the school and should remember that the best "climate" is produced by the teacher himself.

It would be too repetitious to indicate the "climate" that may be created, in the junior high schools, for the appearance and development of each of the character traits on which these leaders were checked. Therefore, only the first five traits for the good leaders will be discussed, and this not comprehensively, but only for the purpose of illustration. It is the good leaders with which this study is most concerned.

For evidence of truthfulness the best place in any school is the regular classroom recitation. No longer should teachers demand that students give back to them what the teachers think, but allow the students to do independent thinking and express their beliefs on any question for discussion. Interpretation plays a vital role today and reaction questions actually provide a backdoor approach to knowing boys and girls. Authorities in the field emphasize the great importance of truthfulness. To be able to quote some authentic source, or to back up a statement by citing an authority is ideal for the development of truthfulness. This climate is present not only in the classroom, but in the home, church, clubs, and society. The playground is another excellent place that is conducive to truthfulness. All clubs, teams, and social functions of the school are contributors to this trait. Athletics of the intra-mural type offer more opportunities to more leaders for truthfulness than do competitive athletics between schools. However, in the latter type, excessive competition is sometimes so strong and the desire to win is so

great that oftentimes the trait of untruthfulness is developed, not intentionally but through that great desire to win.

The school must not set up artificial atmospheres to establish any of these traits, but it should at all times maintain an even tempo for their growth. Every phase of school life is a contributor to temperance (in behavior). Teachers should leave their classrooms at intervals in order that the leaders may have an opportunity of exercising their abilities and influences over others of their groups. Every group activity of the school is conducive to this trait. Decisions made in athletic contests are always contributors to the exercising of temperance. Any field trip, social, or assembly program provides excellent opportunities for leaders to exercise temperance. In these less formal gatherings the teacher is less dominant than in the classroom.

To be liberal in all things and at all times is most difficult for both leaders and followers. Any question that needs to be settled in homeroom meetings, student government meetings, and extra-curricular clubs and activities is an opportunity for the practicing of liberality. Some recognition should be made to, and of, these gifted and exceptional boys and girls. They should be rewarded for their stands and their conduct and abilities. The schools should recognize their traits and inculcate in them the feeling of "noblesse oblige" that should characterize them. Always there should be present the respect for the opinions of others, and the teacher should be the first to practice it, and recognize this in his student leaders.

Courage is one of the most stimulating of all our traits. To be able to state courageously one's beliefs, one's ideas, and convictions is a most desirable and admirable trait. The schools, organized as they are

today, must offer situations that will bring out courage in their leaders. Some outstanding situations are found in participating in athletic contests and appearing before the student body stating a platform or conviction, as a part of a campaign for office in the student government or in the classroom. Much courage is needed to take a part in any dramatic production of the class or school. Both the Boy and Girl Scouts offer to their members numerous opportunities for the display of courage. There are always minority groups in every school, and these minority groups always have reasons for standing upon their convictions. Courage is needed for the development of any talent, and most leaders have one or more talents that can be developed if they are encouraged and given the opportunity to do so.

To be able to laugh at the right time is a most worthwhile trait. For one to be able to maintain a sense of humor at all times is to remain in harmony with life. The classroom with the teacher who sees the humorous side to a situation and who can laugh with the class offers the best chance for the growth and development of humor in pupils. Literature teachers might help to develop this trait and secure a better balanced program by including a selection of the humorous, as well as the more profound, classics.

The social functions of every school offer many advantages and places for humor. The athletic contests of every school provide opportunities for laughter, and if the team can laugh in spite of defeat it has accomplished more than the team that has won.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In the preceding chapters an effort has been made to analyze student leaders in the junior high school. In order to do this it was necessary to establish criteria for the selection of leaders, determine the qualities that are essential for student leadership, and suggest ways of cultivating these traits.

The twenty-five leaders used in the study were selected by the faculty from a list of students that had been elected to office by the students. There were two exceptions to elected leaders; these two were selected by the faculty and had never held an office.

In order to evaluate the qualities of the subjects selected by the faculty, a character profile chart was used. This was based on qualities determined by Aristotle. The chart contained terms representing the optimum (golden mean) of the traits, and also the vices of excess and deficiency. The faculty checked each subject on the profile. Composite charts were made of the traits for the good and the bad leaders.

Each leader was interviewed and a visit made to his home. From the interview and visit something of the pupil's background and his family background was learned. Tables were made of these findings. Using the findings in Tables IV and V, comparisons and analyses were made of the good and the bad leaders.

Next their character traits were analyzed and compared. These

analyses were followed by suggestions of a "climate" that can be provided which will be conducive to the growth and development of the first five traits of the good leaders.

Conclusions

As a result of this study, the following conclusions can be drawn with a considerable degree of confidence:

1. The results of character trait analyses of junior high school students were similar to those of comparable studies.

2. Of the twenty-five leaders selected, twenty were good leaders and five were bad. This suggests that there are more good leaders in junior high school than there are bad.

3. The leaders were all from the average middle-class American home, with, in most cases, the father at the head. Most of the homes offered opportunities for exercising leadership.

4. In leadership, scholarship, and I. Q.'s, these twenty-five are comparable to those leaders presented in similar studies.

5. More of the leaders were the youngest members of their families than most studies of a like nature have indicated.

6. The leadership interest and abilities of the parents were carried over to the student leaders.

7. More good leaders have some home responsibilities, after-school employment, and participation in extra-curricular activities than do the bad leaders.

8. The types of outside readings, movies attended, favorite comics, and types of radio programs listened to were all of the same type for both the good and bad leaders.

9. More good leaders attend Sunday School and are members of the church than are the bad.

10. All of the good leaders held an office in school, whereas only a small per cent of the bad leaders held an office.

11. The five character traits with the highest index of importance for the good leaders include: truthfulness, temperance (in behavior), liberality, courage, and a sense of humor.

12. The five character traits with the highest index of importance for the bad leaders include: temperance (in behavior), liberality, courage, independence, and high-mindedness.

Recommendations

On the basis of this study, certain recommendations may be made:

1. That teacher selection should be made on the needs of student leaders, the school community, and society as well as on the teacher's knowledge of subject matter.

2. That every teacher should direct every potential leader under his supervision into all possible paths of leadership improvement (development).

3. That a closer coordination of home and school personnel should be maintained to secure the most favorable twenty-four hour "climate" possible for leaders.

4. That teachers in all grades conscientiously fill in the permanent records of students and make annotations of the characteristics, habits, qualities, hobbies, and any other pertinent information that will aid the next teacher to provide opportunities for growth and development of these potential leaders.

5. That teachers should make more use of the records of their pupils in order to foster intelligently character development of potential leaders.

6. That a guidance program should be put into effect that will take cognizance of individual needs, interests, and abilities in the social, as well as in the academic and vocational activities, of the school.

7. That a flexible program of classroom activities should be provided with opportunities for leaders to initiate new ideas and procedures, and with provisions for a progression of experiences for leaders.

8. That special abilities in leaders should be encouraged and developed through the extra-curricular activities and the social program of the school. That this program should be wide enough in its functional activities to provide for the development of all types of needed leaders.

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APPENDICES

CHARACTER PROFILE

Character Traits Showing Optimal Development and Vices of Excess and Deficiency

Pupil _____

Vices of Excess	Obstinacy Stubbornness Tenacity	Effusiveness Ingratiation Graciousness	Buffoonery Clownishness Gaiety	Prodigality Munificence Generosity	Boastfulness Flattery Conceit	Vanity Superciliousness Superiority
Optimum	Perse v erance	Good Nature	Sense of Humor	Liberality	Truthfulness	High-mindedness
Vices of Deficiency	Persistence Inconsistency Unreliability Shiftlessness Insensitivity	Civility Irritability Churlishness Ferocity Insensitivity	Discernment Boorishness Moroseness Stolidness Insensitivity	Thriftiness Illiberality Stinginess Miserliness Insensitivity	Modesty False-modesty Deceitfulness Lying Insensitivity	Sensibility Inferiority Dishonor Mean-mindedness Insensitivity

CHARACTER PROFILE (Cont' d.)

Vices of Excess	Obsequiousness Flattery Honor	Sub u mergence Dependence Submission	Rugged-Individualism Over-confidence Self-sufficiency	Fool-hardiness Rashness Boldness	Asceticism Austerity Abstemiousness
Optimum	Respect for Individual	Cooperation	Independence	Courage	Temperance
Vices of Deficiency	Appreciation Sympathy Inconsideration Contempt Insensitivity	Consent Congeniality Frustration Insurgence Insensitivity	Self-reliance Acquiescence Submission Dependence Insensitivity	Timidity Cowardice Fearlessness Ignorance Insensitivity	Self-indulgence Incontinence Profligacy Debauchery Insensitivity

APPENDIX B

CASE STUDY WORK SHEET

NAME: _____ ADDRESS: _____

BIRTH DATE: _____ AGE: _____
(year, month, day) (years, months)SEX: _____ HEIGHT: _____ WEIGHT: _____
(feet, inches) (pounds, ounces)

I. Q. _____ MENTAL AGE: _____ GRADES REPEATED: _____

NAME OF PARENT OR GUARDIAN: _____

FAMILY HEAD: FATHER _____, MOTHER _____, WIDOWED _____,

DIVORCED _____, REMARRIED _____ SIBLINGS: 1 __, 2__

3 __, 4 __, 5 __, 6 __, 7 __, 8 _____

OCCUPATION OF PARENT OR GUARDIAN: _____

ECONOMIC STATUS OF FAMILY: ABOVE AVERAGE __, AVERAGE _____,

BELOW AVERAGE _____ MOTHER WORKS AWAY FROM HOME: _____

PARENTS OWN CAR: _____ PARENTS OWN HOME: _____ TELEPHONE: _____

RADIO: _____ RELATIVES LIVING WITH FAMILY : _____ WHO: _____

LISTEN TO RADIO: _____, FAVORITE PROGRAMS: _____

AFTER SCHOOL EMPLOYMENT: _____ WORK IN SUMMER: _____ KIND: _____

NUMBER OF HOURS: _____ AMOUNT MADE: _____ HOME RESPON_-
(per day)

SIBILITIES: _____ WHAT ARE THEY: _____

AN ALLOWANCE: _____ AMOUNT: _____ ATTEND MOVIES: _____
(per week)

FAVORITE KIND: _____ READ BOOKS OUTSIDE OF SCHOOL:

KIND: _____
 LIKE SCHOOL: ___ IF NOT, WHY NOT: _____
 AVERAGE GRADES IN SCHOOL: A ___ B ___ C ___ D ___ EXTRA-
 CURRICULAR ACTIVITIES ENGAGED IN: _____
 HOBBY: ___ KIND: _____
 READ MAGAZINES: ___ KIND: _____
 DAILY PAPER: ___ COMICS: ___ FAVORITE COMIC: _____
 SPORTS: _____ EDITORIALS: ___ GENERAL NEWS: _____
 ADVERTISEMENTS: ___ OWN SET OF ENCYCLOPEDIAS: _____
 FIFTY OR MORE BOOKS: ___ GENERALLY HAPPY: ___ ATTEND
 SUNDAY SCHOOL: ___ MEMBER OF THE CHURCH: ___ MEMBER OF
 BOY SCOUTS: ___ GIRL SCOUTS: ___ HI-Y: ___ Y-TEENS: _____
 OTHERS: ___ ASSOCIATES OLDER: ___ YOUNGER: ___ SAME AGE:
 ___ SPEND MUCH TIME ALONE: ___ WHY: _____
 COURT RECORD: ___ OFFENSE: _____
 SCHOOL ATTENDANCE: ___ REGULAR: ___ IRREGULAR: ___ PARENTS BE-
 LONG TO P.T.A.: ___ ATTENDANCE: REGULAR: ___ IRREGULAR: _____
 ACTIVE: ___ HOLD OFFICE: _____
 KINDERGARTEN: ___ PUBLIC SCHOOLS: ___ AGE ENTERED: _____
 CLASS OFFICER: ___ NOW: ___ PAST: ___ NEVER: _____