1959

A study of senior class student leaders in a suburban industrial community.

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Boston University

https://hdl.handle.net/2144/14420

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF SENIOR CLASS STUDENT LEADERS IN A SUBURBAN INDUSTRIAL COMMUNITY.

Submitted by

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(A.B., College of the Holy Cross, 1952)

In Partial Fulfillment of Requirements for the Degree of Master of Education

1959
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Director of the University Counseling Service
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CHAPTER I
AN INTRODUCTION TO THE PROBLEM

STATEMENT OF THE PROBLEM
The purpose of this study is to attempt to discern and analyze the outstanding characteristics of prominent senior class student leaders in a suburban industrial community.

JUSTIFICATION OF THE PROBLEM
It would be the ideal situation, of course, if all students could effectively wear the mantle of leadership. Such, however, is not the case and thus the analysis of the characteristics of student leaders is in itself a worthy project. While it is true that there are many who aspire to the role of leader, it is unfortunate that only a limited segment of any school population reaches the desired goal.

The major problem at hand is to attempt to distinguish the leader from his or her classmates. There are many potential factors which might add to the determination of a true leader and common means which will be utilized in the development of this project are such things as community structure, Intelligence Quotient relationships, family background, school influences and self-motivation.
It is hoped that an analytical approach and study of these factors will adequately weave a true and definitive pattern of the characteristics relative to senior class student leaders and that this pattern developed in a suburban industrial community might serve as a guide for all educators to seek, to discern and to develop in their constant search for talented youths who might well be leaders in their element.

SCOPE OF THE PROBLEM

It is the accepted theorem that leaders number among the few, while their followers are multitude. By its very nature, then, this study must of necessity be limited in its scope. With rare exceptions, it takes an adolescent fully until his senior year before he evolves as a true and recognized leader in the eyes of his contemporaries.

Thus, this study will attempt to detail only those few individuals who have won and accepted the responsibilities of leadership. These seniors, who were chosen for discernment, will be treated as the subjects of individual case studies. Mention will be made of certain characteristics of the class as a whole and the traits of these young individuals will be exemplified as indications of leadership in the face of the whole population.

This project, then, will attempt to define cause and effect resulting from relative determining factors in the development of these few leaders, as individuals.
ORGANIZATION OF THE CHAPTERS

The first chapter, herewith in the stages of conclusion, deals with the introduction to the project at hand. It traces the statement, the justification and the scope of the problem and presents within this section, a description of the manner in which the remaining chapters will be presented.

Chapter Two will trace the "Background of the Study." It will describe the community; it will define the high school; and it will present an evaluation of the concepts concerning student leadership.

Chapter Three, "Formulation of the Study," will discuss how the data was secured and evaluated; how the total group, that is, the Senior Class of the High School involved, is composed; and finally, the methods involved in the final choice of the student leaders.

Chapter Four, "Treatment of the Data," will present a brief description of the research instrument utilized and of the form of the case study and will then enumerate the individual case studies of the student leaders--eighteen in number.

Chapter Five will present a summary of the project; conclusions on the information garnered; and will offer suggestions for possible follow-up studies--if any are feasible.

A suitable bibliography and appendices detailing the materials consulted and utilized in the completion of this study will conclude the project.
CHAPTER II
THE BACKGROUND OF THE STUDY

THE COMMUNITY

Taunton is an industrial city located in the southeastern section of Massachusetts. Its characteristics as a community are best described in the 1958 edition of the Taunton City Directory, where it states:

"Taunton, Massachusetts is a city of 42,000 population. It is 35 miles to Boston, 15 miles to Brockton, 14 miles to Fall River, 23 miles to New Bedford and 18 miles to Providence.

It is the 26th largest city in Massachusetts and the 296th largest city in the United States. Taunton is credited with being the place where the first Liberty Flag was raised in the Colonies. It is the home of Robert Treat Paine, a Signer of the Declaration of Independence, and is also believed to be the scene of the first iron smelting factory in America.

The manufacturing interests of Taunton are greatly diversified. There are but two cities in New England, namely Bridgeport, Connecticut and Worcester, Massachusetts where the diversification of manufactured products is greater.

The principal industries in Taunton are the manufacture of silverware and jewelry, shoe products, leather products, plastics and finishing plants and textiles. These five industries employ 4,500 people and are supplemented by some twenty-four industries."

The 1955 City of Taunton monograph \(^1/\) reported that there are eighteen firms which employ 100 or more people. It further adds:

"Today, Taunton is one of the principal industrial centers of Bristol County. Seven hundred thirty-seven firms reported to the Massachusetts Division of Employment Security, employing 9,594 persons, with an annual payroll of $128,643,000. The manufacturing industry with 67.1\% of the total employed population reported was the largest source of employment; second, was the wholesale and retail trade with 17.5\%; while the service industry was third with 5.7\%. The 1950 United States Census of Population reported 11,766 persons were private wage and salary workers."

In regard to the population breakdown in the city of Taunton, we discern from the City Directory \(^2/\) that:

"The majority of people in Taunton are native-born Americans. The Portuguese are the predominating foreign nationality with French-Canadians, Polish, English and Irish existant in small numbers."

The aforementioned monograph \(^3/\) presents the following chart in support of this statement:

<table>
<thead>
<tr>
<th>B-3. Nativity</th>
<th>Percent of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native-born</td>
<td>85.1</td>
</tr>
<tr>
<td>Foreign-born white</td>
<td>13.8</td>
</tr>
<tr>
<td>Negro</td>
<td>1.0</td>
</tr>
<tr>
<td>Others</td>
<td>.1</td>
</tr>
</tbody>
</table>

\(^1/\)Taunton, Division of Research Monograph Number 124, Massachusetts Department of Commerce, Boston, 1955, p. 5.

\(^2/\)Op. cit., p. VIII.

According to Polk 1/ the city of Taunton is approximately 60 per cent Roman Catholic and 40 per cent Protestant. The Jewish population is practically negligible in relation to the total community.

The Directory 2/ goes on further to say that there are thirty-five churches in the community. Of these, one is a Jewish temple, eleven are Roman Catholic and twenty-three are Protestant. Numbered among the clergymen are one rabbi, twenty-two ministers and twenty-six priests.

The educational structure of Taunton is defined thusly: 3/

"The city of Taunton has one high, one vocational and fifteen elementary schools in its public system of education. These schools enroll 5,340 students and employ 240 teachers. The parochial schools number eight--two high and six elementary--and handle 2,417 students under the supervision of 69 teachers."

Taunton High School is the largest educational institution in the city of Taunton. It is staffed by sixty-five teachers and the list of administrators includes a headmaster; an assistant headmaster; a director of guidance, an assistant and two guidance counselors and a dean of women.

It is a four year school and enrolls 1574 students. The class-breakdown is as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>242</td>
</tr>
<tr>
<td>Sophomores</td>
<td>514</td>
</tr>
<tr>
<td>Juniors</td>
<td>371</td>
</tr>
<tr>
<td>Freshmen</td>
<td>447</td>
</tr>
</tbody>
</table>

2/Ibid., pp. 39-40.
3/Taunton City Directory, op. cit., p. VII.
The school offers seven major courses of study: Academic, Technical, Commercial, Mechanical, Teachers' College, Home Economics and General. There are a number of interesting and relative electives offered and the school offers membership in thirty-two extra-curricular activities. Four major sports are offered to the male population—track, basketball, baseball and football, while basketball is the only athletic outlet available to the girls.

The school is reputed to be well-disciplined and well-administrated and holds a firm and strong position in the community for the excellence of its curriculum.

AN EVALUATION OF THE TERM "LEADER"

Webster 1 defines the verb "lead" in this manner:
1. To guide or conduct by showing the way; to direct.
2. To hold the first place in rank or dignity.
3. To show the way in attaining an objective.
4. To induce; to prevail on; to influence.
and the word leader as one who leads in any capacity.

Fisher 2 feels the treatment of leadership is based upon the assumption that leadership is a function of groups, not of leaders. Leaders lead, groups furnish leadership in that they invest their authority in an agent for a certain operation.


Eaton\(^1\) suggests that leadership is situationally defined and that the traits and interpersonal relationships which qualify leaders vary greatly with the position studied.

From the statements above, it may be deduced that leaders and leadership are held to be somewhat different in nature. Yet, each depends upon the other for their very existence. To follow Eaton's thought, the authority of a leader might be invested in one who performs a mere perfunctionary act, such as a Pack-Leader in the Cub Scouts, or likewise in one who may have the authority to decide the fate of multitudes of other people, such as the president of the country.

These leaders would both have been invested with their power at the discretion, then, of the groups over which they rule. As such, they are dependent upon their groups and can only influence the groups within the bounds of their particular groups' interests.

Fisher\(^2\) points out a similar thought, when she states:

"Authority is grounded in the individual; it is mobilized in self-regulating groups; leaders develop in such group processes and are assigned specific limited authority for particular tasks."

What, then are the characteristics of a high school student leader? Does he or she fit into the pattern expressed by the opinions heretofore expressed by the experts?

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To answer the latter question first, it is an evident conclusion that the leader of a high school organization, like the leader of any group, is such because he or she was the selected choice of the membership of the organization. As such, the high school leader draws his authority by virtue of the position given to him by fellow club-members. In this respect, then, the high school leader fits the pattern drawn by the experts.

Because of the fact that all people are individuals and perhaps none more so than young people of high school age, it is very difficult to assess a set standard of characteristics for high school leaders.

The Junior Red Cross Journal recently completed a treatise on student leadership and suggested certain characteristics which are significant and bear repeating.

"What sort of leader did you elect to be president of your student body or chairman of your Junior Red Cross Council. Was he someone with personality-plus? intelligence? a sense of humor? enthusiasm? was he a good talker? onto his job? able to get things done? not afraid of hard work?

A leader must be a combination of many traits--intelligence, integrity, inspiration, interest, initiative, interdependence, insight, and invention."

In the same issue of the Junior Red Cross Journal

Dr. Ferguson, of the University of California at Los Angeles, adds:

"In the United States today almost all young people find themselves in positions involving the need to offer leadership to others before they finish elementary school. Certainly in junior high and high school it is common for every student at some time or other to find himself placed in the role of leader.

You have a concept as to how a leader should act. Your idea of proper leader behavior has been influenced by the most appealing examples of leadership in your experience. You have an invisible "model" or "image" in your head for what a leader should be and you will try your hardest to duplicate that model in your visible behavior as a leader."

Ferguson continues:

"In recent years, scientific attention has been given by psychologists and others to the matter of leadership. The United States Navy, in their studies, have made it clear that the leader's role in American society involves a large number of functions or responsibilities, such as:

(1) Start a meeting
(2) See that people know each other
(3) See that people are physically comfortable
(4) Initiate ideas
(5) Clarify ideas
(6) See that people understand each other
(7) Summarize ideas from time to time
(8) Keep things moving
(9) See that records of a meeting are kept


2/Loc. cit.
(10) Lay down the rules of the group he leads
(11) Enforce the rules
(12) Discipline delinquent members
(13) Keep people happy, productive, and 
motivated
(14) Recognize people who desire to speak or 
contribute
(15) Approve or disapprove ideas
(16) Keep the group on the subject or at work
(17) Adjourn a meeting."

Ferguson then moves into the field of shared leadership:

"You can undoubtedly think of many other 
things a leader is often expected to do. The 
point is that it is now recognized that the job 
of leader is made up of many "sub" jobs and that 
it is not reasonable to think that one person 
(the leader) can perform all of these sub-jobs 
and certainly not perform them all equally well.

There are three reasons for the idea that 
shared leadership is an important one in our 
country today:

(1) No one person is likely to be able to 
perform all the sub-tasks of leadership well 
by himself.

(2) Our citizenry by and large is prepared 
to expect to share in the functions of leadership 
and is increasingly well-equipped to do so.

(3) Shared leadership is consistent with our 
deepest democratic ideals and traditions of citizen 
participation in the management of our own affairs.

A person who has the concept that shared 
leadership is desirable will tend to behave in the 
following ways when he falls into the role of 
formal leader:

(1) He will not assume that he has to be all 
knowing, all powerful, and all controlling.

(2) He will not assume that he personally has 
to perform all the sub-jobs of leadership.

1/Ibid., p. 6.
(3) He will assume that there are others in the group who can execute some of the sub-tasks of leadership better than he can and he will encourage them to do those things they can do well. If others clarify or summarize or recognize contributions in the group, he will permit and encourage them to do so and not feel compelled to repress them so he can do those things himself.

(4) Instead of assuming that his job as leader is actually to perform all the sub-tasks of leadership personally, he will assume that his major job as leader is to release the fullest potential of all members of the group to contribute what they are best prepared to contribute to the fullest of their ability.

(5) He will assume that leadership is what has been called "strategic intervention." This means that the role of the leader is to study the operation of the group so that he can actively take steps to perform one of the sub-jobs of leadership when that sub-job is not being performed appropriately by others, but that he will be careful about intervening when the tasks of leadership are being capably performed by others."

In his summary, Ferguson concluded by saying:

"The leader can derive great satisfaction by using himself to help his group develop its members and solve its problems. The leader who is interested in the development of people can achieve more satisfaction than a do-it-myself type."

In concert, it can be stated that the role of a leader depends upon the group that he must lead. In every instance, since his authority is drawn from them, the leader must conduct himself with discretion and fairness towards those he leads.

1/ibid., p. 7.
He must be able to control his group; he must be careful not to dominate or manipulate it, but rather, he must be able to serve it; he must be able to summarize and clarify all important issues; he must be able to keep alive the interest of his group; and lastly, he must be able to maintain a completely objective attitude.

To find all of these characteristics incorporated in an individual is the ideal situation—such would be the superior leader; for an individual to bear most of them, would indeed classify him as outstanding.
CHAPTER III
FORMULATION OF THE STUDY

PRELIMINARY PHASES

Perhaps the most difficult phase involved in initiating a project such as this is the choice of an apt theme. At least, that was the case in the formulative stages of this undertaking. A great deal of time and a greater number of ideas passed before a definite plan materialized.

Once the project was decided, a tentative outline was formulated and in late October, 1958, an appointment was scheduled with Dr. Dugald S. Arbuckle of the Boston University faculty, through the medium of the Seminar in Guidance and Counseling, which he conducts.

At that conference, the initial phases of the project were presented to the Seminar for his perusal and criticism. The study, as stated, was to be of the outstanding characteristics exhibited in high school senior class leaders. Mental debate was intensive over whether the study should be limited to one high school or extended to a comparison of two schools.

The research instrument of the project was to be a questionnaire—three pages in length. The purpose of this
survey sheet would be to trace the development of these leaders through a study of various influential factors determinate upon their position of prominence.

The results of this meeting resulted in several modifications of the original plan. It was agreed that the study be restricted to one school and that care be taken so that the study stay within its prescribed boundaries at all times.

It was further suggested that the term "leader" be further analyzed; that a number of guidance directors be contacted to provide an adequate appraisal of the background; and that the major portion of the thesis be directed toward the development of case studies, individualizing each one of the student leaders selected.

Of all the suggestions proffered, only the third caused any real difficulty and proved to be the major stalemate of the project. A letter was promptly dispatched to the Department of Health, Education and Welfare in Washington, D. C., requesting a list of the Guidance Directors throughout the United States. In return three weeks later, they sent a bulletin which listed only the State Directors. Another letter was immediately dispatched asking them to rectify the misunderstanding; as yet, no reply has been received on this matter.
In the meantime, a similar request was forwarded to Mr. Horace G. Thacker, Director of School and College Relations at Boston University seeking a mailing list to their publication, "The Guidance Bulletin," which is sent to most of the Guidance Directors in this area. The request was denied on the basis that the mailing list was confidential.

Not wishing to lose any more time on such a minor phase of the project, a letter was drafted and sent to guidance personnel in the immediate area, explaining the situation and seeking a personal interview with the view of discussing the questionnaire with them. Before the December, 1958, meeting of the seminar group, these interviews were completed. Fortunately, most of this group felt that the questionnaire was sufficient in its original form, two of the twelve guidance people contacted thought that certain ramifications were necessary, made relative suggestions and as a result, two new questions were added to the survey sheet in its final form.

COMPOSITION OF THE TOTAL GROUP

Taunton High School with only 1574 students could not be classified as a large high school. Its total population is limited by the presence of two parochial and a vocational high school in that community.

The Class of 1959 numbers 242 students and claims only 15.4 per cent of the total school population. Of this number,
99 are boys and 143 are girls. The Intelligence Quotients, as measured by the Otis Beta Quick Scoring Test, range from a high of 131 to a low of 72, with a median score of 107.

CHOOSING THE LEADERS

There are thirty-two extra-curricular activities at Taunton High School. Not all of these clubs are headed by individuals who could be called "outstanding leaders". Some are mere figureheads, who rely exclusively on the strengths and support of their club members for their success.

Since it was the outstanding genus which was being sought and since personal observation is sometimes burdened by prejudice, the aid of three supplementary sources of judgment was employed. Appraisals were sought from the Headmaster; the Director of Guidance, and faculty sponsors of the various clubs involved.

Since the same form of evaluation was distributed to all three sources, it remained for the Headmaster and the Guidance Director to devote much more time to this effort than the faculty members who were responsible for only one or two organizations, at the most. Fortunately for the author, these two administrative officials exhibited great cooperation and completed their appraisals well within a reasonable time. To the contrary, six of the faculty sponsors declined to cooperate in the project, which of course, limited the scope of evaluation on the leaders of their organizations.
The opinions of all three sources were pooled, disseminated and adjudged. Evolving from the thirty-two possibilities, were eighteen students, who were given the mantle of true outstanding leaders. Surprisingly enough, the breakdown was evenly distributed between boys and girls--nine of each sex were selected.

THE APPROACH TO THE LEADERS

A minimum of three interviewing steps were involved in preparing these eighteen young people for this project. The first interview in each case was to determine the willingness of the students to participate in the plan. Once this willingness was established, a detailed explanation of the theory and nature of the project was presented to them. All eighteen leaders agreed to the processing, although two of them were hesitant at first.

At the second meeting with the leaders, the questionnaire was explained in detail to each individual. At the conclusion of the eighteen interviews, the questionnaire was sent out to the leaders, accompanied by a letter of instructions, as to procedure.

The questionnaires were returned by the students at the completion of their Christmas vacation, i.e. in early January, 1959. After careful study and analysis of their opinions, the leaders were once again interviewed so that they might be given the opportunity to expound or elaborate on any answer
which they had offered. Although this interview did spur some of them to new and more detailed impressions on certain aspects of the survey sheet, most of them held to the gist of their original replies.

Many of them expressed the thought that the questions asked were very appropriate and demanded a great deal of soul-searching on their part. Six of them, four girls and two boys, asked to read a copy of the thesis in its completed form so that they themselves could perceive and study the final conclusions of the project.

The overall cooperation shown by the students in the structuring of this project was particularly gratifying and to each one of them, appreciation is herewith freely and sincerely expressed. The task of the leaders, themselves, was completed; it remained now for their characteristics to be properly distinguished and adequately analyzed.
CHAPTER IV
TREATMENT OF THE DATA

AN EXPLANATION OF THE RESEARCH INSTRUMENT

The research instrument employed in conducting this project was a questionnaire (see Appendix D, pp. 91-93). This survey sheet, three pages in length, was sub-divided into four sections and was classified as confidential material.

The first section dealt with family background and sought information on the individuals themselves, on their parents and siblings, and on their nationality and religious preference.

The second section dealt with the scholastic background of the individuals. This section was not completed by the participants, because of its confidential nature. All information here was gathered by the author and included both their intelligence quotients and their overall scholastic records.

The third part sought information on the personal background of the individual in respect to their school activities and the honors and offices attached to them and to their personal ambitions in regard to both their collegiate and vocational aims.

Six questions which pertained to the influential factors determinate on the leaders' positions were included in the
fourth and final section of the survey sheet. Brief descriptions of the influences exerted by parents, teachers, fellow-students and guidance personnel were sought, as well as opinions on the importance of self-motivation to the individuals, and on the effect that the honors attained might have on their outlook towards the future.

THE FORM OF THE CASE STUDY

In creating a form for the case studies in this project, a most urgent need was to provide one which would coordinate closely with the overall theme of the project. It was thought best, therefore, to compose the studies directly from the results of the research instrument and to transcribe these results into paragraph summaries under appropriate headings.

Consequently, the studies have been drawn from the following general outline:

1. Personal Background
   a. The Individual
   b. The Family
   c. Religion and Nationality
   d. Personal Ambitions

2. Scholastic Background
   a. Intelligence Quotient and other test factors
   b. Scholastic Record
   c. School Activities

3. Summary of Influential Factors

4. Author's Analysis of the Individual
   (In a work such as this, a certain amount of subjectivity must be involved when analyses are made, but the analysis in each particular case study is based as much as possible on the facts presented.)
I. SENIOR CLASS PRESIDENT

1. Personal Background

For four years, the same individual has served as president of the Class of 1959. Janice is seventeen years old and the only child of a mixed marriage. Her father is Jewish and a meat salesman; her mother, Irish and a homemaker. Her religious preference is Hebrew. She has collegiate ambitions, and hopes to matriculate at either the University of Massachusetts or Boston University, after which, she has high hopes of entering the teaching profession.

2. Scholastic Background

Janice has an intelligence quotient of 124, one of the highest in the class. In light of her scholastic record, however, she appears to under-achieve. Her freshman average was B+; sophomore, B-; junior, B- and her senior average returned to B+. These marks were attained as a member of the Academic course.

The Taunton High School guidance department employs the Boston University Battery of Psychological Tests and the majority of strengths shown by this battery were in the verbal area. Her interests were highest in the Personal-Social end and in the arts.
Listed among Janice's school activities are the following: Class President; Junior Prom Chairman, ex-officio; Student Council; Pep Squad; Junior Red Cross; History Club; Tauntonian; Classical League; and Le Cercle Francais.

3. Summary of Influential Factors.

Janice felt that neither her teachers nor the guidance department had any influence upon her positions of honor. She also expressed no evidence of self-motivation and felt that the influence exerted by her parents was only that of tacit approval.

Her feeling is that her fellow-students have been the major influential factor in her scholastic career. Upon entrance into high school, she was a shy person. It was through the urgings of her friends that she ran for president; through their campaigning, she won, and, finally, through the cooperation of her classmates, much was accomplished by her.

In answer to the question referring to influence on the future, Janice feels that she has learned a great deal about human nature. She has seen the responsibilities involved in leading a group; the actions of those who sought fame without work; the value of group co-ordination; and the necessity for economy in handling funds. The greatest value to her has been a development in her appreciation and understanding of people.

4. Author's Analysis of the Individual

Janice will be a success in her chosen field. The possessor of an overbearing personality, she makes a nice
appearance, and she has acquired a great deal of confidence over the course of her four years in office. She has received six commendations for her achievements in school, a testimony to her many fine and genteel mannerisms.

She has accomplished a great deal due to her determination and sense of duty. Her motivation seems to extend from a desire to lead at all costs; and she extends herself completely to the fulfillment of these desires.

This determination was best shown in the face of a situation which was created after Janice made a number of important class decisions without consulting either her fellow officers or her sponsors. This action resulted in a series of sharp reactions against her and placed her in a very undesirable class position. Now, her effect and influence must be classified as slight, yet she has maintained power in her own clique and is admired by all for her courage. She, herself, has not changed in the face of these trials and gives evidence of weathering this storm and any other that might lie in the future.

II. FOOTBALL CAPTAIN

1. Personal Background

Jack is the second boy in his family to hold the position of football captain at Taunton High School. He also holds the presidency of the Boys' Public Speaking Club, and thus, qualified doubly for this survey.
Jack is seventeen years old, a Roman Catholic, and of Portuguese and Polish heritage. His father is a bus operator and a director of the Bristol County Agricultural School; his mother is a homemaker. Jack has two brothers. The older is a Northeastern University junior who has continued his athletic feats in college; his younger brother was a sophomore sensation in football, this past year.

Jack's vocational interests tie in directly with his collegiate aims. His expressed wish is to enter a seminary upon graduation and become a priest.

2. Scholastic Background

Jack is the only student leader with an intelligence quotient recorded below 100. His score was 94 and his marks have been commensurate with it. Jack began school in the technical course, but at the start of his junior year, transferred to the general course. His interests measure in the Personal-Social area and in Science, while his verbal strengths are high throughout the battery. His marks have always been in the C area, with the majority of them C+.

Jack also plays baseball, is a member of the "T" Club, of the Student Council and won an award as the football team's most valuable player. He has never won a commendation for school activities.

3. Summary of Influential Factors

Jack feels that all of the forces in question have definitely played an important role in the development of
his leadership. The influence of parental nature was exerted by his father who demanded a "sports family" and pushed his boys to participate in as many activities as feasible.

Jack felt that a certain group of teachers did much in encouraging him to always do his best and appreciated and applauded his many efforts. Jack felt the same type of influence from his fellow-students and felt that it was through their cooperation and prodding that he attained his two positions of honor.

Jack felt that it was through the former Director of Guidance that he was first given the realization that it was possible for him to join the priesthood. He had previously been uncertain and from him had received the guidance necessary to successfully channel his aims and vocational desires.

Self-motivation to Jack was important, for it was his philosophy that, as a leader, it was an obligation to work harder, to be cooperative and set a constructive example for those who had faith in his talents.

Jack feels that his position as a leader will constructively aid him in preparing for his intended life. As a leader, he felt that he had obligations to his family, his school and his classmates. He feels that, as a priest, he must do all that he possibly can to sufficiently meet the obligations relative to his position, and those relative to his Almighty and his fellow man.
4. **Author's Analysis of the Individual**

Jack is not a very big lad; he stands only five feet, eight inches tall and weighs only 165 pounds. He is red-headed and rugged looking, but is bothered by boils over the top part of his body. This condition has made him a bit sensitive towards mingling with the crowds and particularly towards dating.

His personality is of an abrupt nature. He is not friendly, but neither is he aloof. He is outspoken and in his public appearances as football captain he never hesitated to criticize when the occasion so demanded. He is a capable public speaker and has no fear of audiences. He has won followers by virtue of his deeds, rather than by an overwhelming personality.

His motivation is strong and seems propelled from a desire to satiate his father's desires for him. He is hard-working and industrious and looks with disfavor upon those who adopt a different attitude.

Football captains, or, for that matter, all athletic leaders, seem to hold a special place of leadership in high school life. Jack fits his role well and as a result, leads with efficiency and effectiveness. His fellow-students respect his quiet manner, his honest and candid opinions and his abundant energy and mirror this respect in their cooperation with him.
III. EDITOR OF THE YEARBOOK

1. Personal Background

Barbara is a seventeen year old daughter of Polish-Ukranian background. Her father is a steam-fitter; her mother, a housewife and she has a younger sister of five. She is one of the most active extra-curricular students in the high school.

Barbara is a Roman Catholic. She has not decided, as yet, whether or not to enter the teaching field or social work but, in either case, she hopes that her chosen field will net her a husband and a happy marriage. She has applied to three colleges: Bridgewater State Teachers College, University of Massachusetts, and Northeastern.

2. Scholastic Background

Barbara has an intelligence quotient of 114 and marks which, for the most part, have done justice to this measure. A member of the Academic Course, she has improved her marks with each passing year. Starting in her freshman year with a B- average, she has progressed to the stature of an A/B+ average in her senior year.

Her interests are mainly in the verbal area, but she also shows a great affinity towards scientific subjects.

Barbara's extra-curricular activities are many. Besides being the Editor of the Yearbook, she includes the following varied activities: Girls' League; Student Council; Junior and Senior Prom Committees; Library Assistant; Classical
League; and Le Cercle Francais. By her classmates, she was voted the girl most likely to succeed and by her schoolmates, she was elected as the Student Government Day Representative.

3. Summary of Influential Factors

Barbara went to great pains to delve into the influence factors involved in her progress. With regard to her parents, she adopts a middle-ground attitude. She feels their influence has been passive and appreciative, more than aggressive and demanding.

She feels, however, that her mother has contributed greatly towards her confidence; but feels that neither parent appreciates the work and effort extended by her in her various school projects.

She feels the same way towards the influence exerted by her teachers for she feels that the majority of them are too indifferent towards the needs of the students.

Barbara particularly praised the Director of Guidance for being the most encouraging influence in her school life. It was this individual, in Barbara's opinion, who set the goals for the girl to reach and who created her desire for a college education.

Because of a realization of an innate shyness in the makeup of her personality, Barbara feels a definite influence was exerted by her fellow-students. A self-confessed introvert in her first two years, she feels that entering the realm of the extra-curricular did wonders to her general attitude. She
emerged from her shell and began to accept responsibility. This made her realize the importance of mingling with others and of cooperating with her classmates.

Barbara honestly feels, however, that self-motivation was the most important factor in her development. She suddenly realized that she wanted to shuck the shell of shyness and become a leader and so she devoted much time to accomplishing this feat.

She is pleased by the fact that her honors have brought her distinction and have also been a source of pride to her parents. Her future will be affected by the many lessons she has learned; by the overwhelming desire to continue as a leader; and by her ability to properly meet and cooperate with other people.

4. **Author's Analysis of the Individual**

Barbara is distinctly one of the finest leaders in this group. Erudite, personable and conscientious, her subtle personality is powerful and strong. As the result of her many accomplishments, she exudes confidence in her very manner.

Probably her greatest triumph was her election as Taunton High School's representative to Student Government Day. She is the first girl ever chosen and her final victory was over six other high-grade students.

Barbara is a neatly dressed, well-appearing young lady. She has definite Polish traits in her overall appearance, wears
glasses and looks much like the common ideal of the typical student. She is more popular among the female population of the school than among the male, but commands respect from all, because of her many accomplishments.

She has won three commendations for her contributions to school life and will undoubtedly win more before graduation. Her energy and work-capacity seem endless and she contributes greatly in the direction of her class. Her leadership is easily discernible and evident at all times.

IV. HISTORY CLUB PRESIDENT

1. Personal Background

The third of five children, Carolyn is seventeen and the daughter of a plastic-mold maker, French in nationality, who married an Irish girl when they were both very young. The youngest of her siblings is a boy of seven, while the three others are girls—twenty-three, twenty-one, and twelve. The older two girls are married and the family is a very close-knit group. The religious background of this family is Roman Catholic, and this girl is particularly devout.

Carolyn has no collegiate ambitions. She prefers, rather, to go immediately into secretarial work in some bright, clean, and small office, as soon after graduation as feasible.

2. Scholastic Background

Equipped only with an intelligence quotient of 105, Carolyn is one of the finest students in the Class of 1959.
She is an over-all "A" student in the Commercial Course, and only on rare occasions, have any of her marks entered the B area. The Boston University battery of tests shows definite strength in problem solving and spatial relations and high clerical ability. Her type of interests is in the computational area and her strongest fields of interest are business, mechanical and the arts.

Carolyn numbers six activities other than the presidency of the History Club. She is on the executive board of the Pep Squad and the Girls' Sports Club; she is a cheerleader, a member of the Student Council, the Girls' League and Le Cercle Français.

3. Summary of Influential Factors

Carolyn feels no influence from either the teachers or the guidance department and expresses no evidence of self-motivation.

She feels that her parents have been a very definite influence on her scholastic achievements. Her parents also suggested extra-curricular activities, but demanded that these activities never interfere with her studies.

Carolyn feels that the influence exerted by her fellow-students is one of a governing nature, i.e., that they should receive the best from you if they had the confidence to elect you to a given office.

It is in her chosen field of occupation that Carolyn feels these honors will affect her future. She feels that, in
business, it is important to understand and like people, and that her high school activities have done much towards broadening this facet of her personality.

4. **Author's Analysis of the Individual**

This girl is the rare one who is an asset to any organization to which she belongs. A girl of varied interests, she has done her best to cultivate them in the scope of her activities. Carolyn is the first non-Academic president of the History Club in over a decade. She devotes much time towards contributing to the success of this organization, but more importantly—devotes equal time to being a good member of her other activities. She has earned four commendations for her efforts.

Carolyn is a very attractive girl, who is equally popular with students of both sexes. She is the type of individual who becomes a leader without any effort. Young people seem naturally attracted by her well-rounded personality and approach to them. She gracefully combines charm, beauty, and energy to best advantage and, as a result, effects great success in all of her endeavors—qualifying her as a leader both in her influence over her fellow-students and in her scholastic achievements.

V. **TRACK CO-CAPTAIN**

1. **Personal Background**

Paul is of French-Canadian background, is seventeen and a Roman Catholic. His father is a carpenter employed by
one of the larger industrial firms in the area and is the owner of a great deal of local real estate. His mother is a housewife and a faithful follower of her son's athletic endeavors. Paul has two younger sisters; one, a high school student, and the younger, a student in a French parochial grammar school.

This young man has ambitions to become an architect. He is confused as to the proper means to his end, because of his athletic ability. He has several colleges interested in giving him a football and track scholarship and, of these, only one offers him the opportunity to pursue the necessary courses for architecture. He, however, cannot be sure that the particular college will accept him. He would like to matriculate at either Boston College or Columbia and, at present, the former school seems to be where he will further his education.

2. Scholastic Background

Paul is an over-achiever. His intelligence quotient is 102; his marks are for the most part in the B area. His non-verbal score in the California Mental Maturity is 141 and his interests are in the scientific and mechanical area. He has been a member of the Technical Course.

Paul's activities are varied for a young man. He is co-captain of track; he played football and was awarded the trophy annually given to the outstanding gentleman athlete; he is on the Executive Committee of the Student Council; he is a staff member of the yearbook; President of the Hi-Y; and
Secretary-treasurer of the "T" Club. He was recently chosen as the most popular boy in his class, by a vote of his classmates.

3. **Summary of Influential Factors**

Paul felt influence from all factors involved. His parents were a source of great encouragement and a source of strict discipline. They inculcated in him the theory that the rules of living are very important and that effort must always be carried out to the utmost in the completion of any project.

His teachers impressed upon him that achievement could only be accomplished through hard work. When this work was in evidence, he usually received the encouragement and interest of his instructors.

Paul reacts negatively to the influence exerted by his fellow-students. He does not feel that they have enough concentration and seriousness of purpose and as a result, often try to distract those who are doing their best. Paul realizes that this element has been a bother to him and chides himself for his weakness.

The Guidance Department receives credit for providing Paul with the desire to attend college and further his education. He feels that through a series of counseling sessions, he was able to create within himself a sense of true responsibility.
Hard work is the theme of Paul's self-motivation. It is the crux of his attitude and his achievements bear this out. He feels that what one is at present, will do much towards fashioning his future.

Paul feels that his list of achievements and activities will affect his future by serving as the basis for college admissions officers and employers to gauge his worth and value as a student.

4. Author's Analysis of the Individual

Paul is the outstanding male student leader in the school. His influence over his fellow-students is great and not without warrent.

Paul is slightly under six feet tall and weighs 187 pounds. He was voted the outstanding back in the county by a vote of area sportswriters and is a proficient broad-jumper and sprint-man in track. The trophy which he won in football was the result of the vote of a student committee.

It has been stated, previously, that athletes usually command respect in a high school situation merely through their position. It is more than probable that Paul would be held in the same respect that he is, if he never saw an athletic field.

Paul has an unassuming and cooperative nature that commands respect in his every deed. He is looked upon as a leader by the entire school population, which knows well of his many efforts in behalf of the school and its students.
He is the type willing to work on any project, large or small, or for any group or class. Seemingly, it appears that his energy-drive is endless.

Faculty members as well as students are ever-cognizant of this young man's influence and he has won six commendations from them as a result. He seems determined to succeed and if his pattern of strength continues to develop in the present mold, his influence upon others will continue far beyond high school.

VI. CADET COMMANDANT

1. Personal Background

Peter is the boy chosen by his classmates as the boy most likely to succeed. He is seventeen and the second oldest of five children. His father is a silversmith employed by one of the largest silver companies in the world. His mother is a housewife. Peter is of French heritage and claims Catholicism as his religion.

Peter's older brother is nineteen and a recent high school graduate who is now employed as a stock clerk in a local store. He has another brother, four, and two sisters, six and three, the eldest of whom is an elementary school student.

Peter would ultimately like to pursue engineering as his vocation. However, while applying to a number of engineering schools, he has made a number of efforts to win
an appointment to a military college. This move perhaps comes from a desire to follow in the steps of his father, who was a distinguished military officer during World War II.

2. **Scholastic Background**

Peter has maintained a varying B average consistently over his four year membership in the Academic Course. Peter's intelligent quotient is 108, and he has over-all strength in the non-verbal areas, with particular interests in the scientific, manipulative, and personal-social fields.

Peter claims membership in only five organizations, but is an officer in four of them. He is, besides his post of Cadet Major, the President of the Junior Red Cross; Business Manager of the Tauntonian; assistant Business Manager of the Yearbook; and a member of Student Council.

3. **Summary of Influential Factors**

Every factor but the guidance department has figured in the formulation of Peter's progress. He credits his parents for giving him an air of independence, which he feels has been very important in his life. He states that their interest is keen in all of his activities, but that the matter of making decisions is left entirely in his hands.

Peter feels that the faculty have been the governors of his activities. He feels that they have been encouraging in his many tasks of responsibility and that certain members have insisted that he not over-accentuate extra-curricular affairs, but rather that he spend more time on his studies.
Fellow-students have offered cooperation in times of need and have aided his efforts through their active interest in his affairs. Peter feels that he would not have been a success without the continual encouragement from his classmates.

Peter's expressed aim is to help people and feels that through the knowledge acquired through his activities, he has always been better able to aid his fellow-students in every way.

Towards the future, Peter feels that organization is the key to success. He feels that the earlier organizations enter a youth's life, the better the student will be prepared to meet the spiritual and material needs of his life.

4. **Author's Analysis of the Individual**

Peter is a medium-sized young man, blond and handsome in his general appearance. He is not the athletic type, although, at one time, he made an effort to make the track team. Yet, he is a great and loud-voiced supporter of his school's athletic teams and other activities.

He is a model of behavior in the school situation and is held in high respect by the girls in the school because of his gentlemanly attitude towards them.

His motivation is deep and outgoing. His energy is strong and his personality is pleasant. He has a definite effect on his fellow-students and is regarded by his Cadet Instructor as one of the best and most-proficient commandants.
in recent years. He is respected by the faculty and his opinion is often sought as being a true indication of the tide of student feeling.

VII. HEAD MAJORETTE

1. Personal Background

The path of leadership has not been easy for Joan. The middle child of three, she has seen a great deal of conflict and heartbreak in her seventeen years.

Joan is the daughter of Roman Catholic parents who have been torn by dissent and resentment for the past three years. Her father is a sales representative for a liquor company; her mother is a housewife, whose health has been very poor over the past few years. The situation has been marred by a series of separations over the last three years and the effect has been noticeable upon the girl.

Joan has an engaged sister of nineteen and a younger brother of eleven. The sister, at present, is a stenographer and now contributes to home support. The family, French in nationality, has not had to secure outside financial aid. The father has seen that all is well economically, at least.

Joan would like to attend a business college, but feels that her chances, to do so, are poor. Thus, her relevant needs are attuned to immediate employment and future marriage. She has hopes of a large family because of her love of children. Both, she hopes, will become a reality in the near future.
2. **Scholastic Background**

Although her intelligence quotient is but 104, Joan's freshman marks were in the high B area, and she was noted as an industrious and energetic student. Since her home problem became evident, however, she has failed to achieve as well.

As a matter of fact, she slipped so much that this past fall, she was suspended from her post of leadership for lack of scholastic credit. She was given extensive counseling as a result, and since then her marks have rebounded back into the low B area.

Joan is a member of the Commercial Course. Her tested strengths are verbal and her interests center in the arts, in business and in the manipulative areas. She has always maintained strength in all subjects related to the verbal end.

Joan numbers but four activities; and is an officer in two. She is, of course, head majorette, and is on the Executive Committee of the Pep Squad, a member of Student Council and the Tri-Hi Y.

3. **Summary of Influencial Factors**

Joan feels that she has received impetus from all factors except her teachers. Parent-wise, she feels that her mother was the source of great encouragement and was always enthusiastic in her appreciation of her honors.

She is grateful, above all, to her fellow-students. It was they who rallied strongly to her cause when the crown
of misfortune descended upon her this past fall. She felt that she gained great strength from their support.

Joan was particularly grateful to her guidance counselor, who at the lowest ebb of her mental attitudes, did a great deal to reassure, to encourage, and to direct the activities relative to her comeback.

Joan's self-motivation came from a desire to emerge from a sheltered feeling of fear in the presence of other people. This, she feels, became a reality as the result of the aid and encouragement she received from many quarters and as a result, she feels that her future will be happier because she now has confidence in her own abilities and in the positive effect that her personality has on other people.

4. Author's Analysis of the Individual

To be recognized as the most attractive girl in one's class is a distinction in itself. Joan won this honor by the vote of her classmates and it is one that few could or would dispute. Tall and slender in stature, she is a beautiful girl and her personality radiates in equation with her gleaming eyes and captivating smile.

Her general behavior is a pleasure to behold and her self-restraint and humility is a major factor in her emotional make-up. This was never more in evidence than at the time of her conflict, when in the face of severe and unjust criticism from a minor and somewhat prejudiced element of the female faculty, she remained mute, rather than contest their unjust
remarks. Because of the fact that she was always ready to please and was never heard to criticize or belittle another person, a number of faculty members, including the Headmaster, rose to her defense and repressed the talk against her.

She is not overly motivated and her energy-drive is poor. Despite this, her effect on her fellow-students is positive. Unhappy over her lot as a figure of controversy, she was awed and reassured by the student and faculty support exhibited in her behalf.

Since that time, she has done much in her effort to merit this confidence in her. She is a subtle leader, who works earnestly for causes and ideals which she considers important to her. Her charm, beauty, and sincerity do much to abet her in these efforts and will always be an advantage to her—no matter what she does.

VIII. PRESIDENT: NATIONAL HONOR SOCIETY

1. Personal Background

One of the most complex figures in the Class of 1959 is the president of the National Honor Society, Louise, age sixteen. The youngest of all the student leaders is an only child of Polish and French parents and expresses Catholicism as her religious preference.

Her father is self-employed and is the proprietor of a service station. Her mother is a housewife and, together, they devote the major part of their activities catering to Louise's every whim.
Louise has filed applications to a number of colleges, all of which specialize in engineering, for it is her wish to become a chemical engineer.

2. **Scholastic Background**

With an intelligence quotient of 122, Louise places very highly in the scholastic ranking of her class. First of all, in order to become a member of the Honor Society, which she heads, one must maintain a scholastic average of 90 or better. Louise has but three B's among an overwhelming majority of A's. She has poured a number of science and technical subjects into her academic course, and is the only girl registered in Mechanical Drawing.

Her stated interests coordinate closely with her tested interests. She has strong non-verbal tendencies and measures high in the interest areas of science, mechanical, and manipulative. The results of a Kuder Test show computational, scientific and persuasive as her three significant interest areas.

Louise has entered and has been outstanding in many school activities, which other than the presidency of the Honor Society, include: Classical League President; Math Club Secretary; Dramatic Club; Student Council; Girls' League; Le Cercle Francais and Homeroom Chairman. She has won four commendations.

3. **Summary of Influential Factors**

Louise feels that the influence of others has only been incidental to her success. In her opinion, self-motivation
has been the most important factor, and that the only ingredient necessary for success in any of her endeavors, is for her to enter into it with a sincere interest.

While disposing of any influence at all from her teachers, her fellow-students or from guidance personnel, she does admit to parental abetment. They were strong in their insistence that she progress in her scholastic life and demand that she not let down in her desire to succeed.

Louise feels that she is a success. She feels that she has attained this through the medium of hard work. This, she feels, will also be the key to future success.

4. Author's Analysis of the Individual

Louise is a leader by virtue of her achievements. She is not regarded as a particularly friendly girl, and cannot claim either a multitude of friends or of followers.

She has a pretty face, but affects her general appearance extensively by bleaching her hair. For the most part, she associates with the young men of her class. In fact, she has mannish tendencies in her overall attitude. Her real friends, however, are her parents. Rarely in her after-school time is she seen out of the company of at least one of her parents.

Louise has an odd personality, abrupt and without feeling for either her contemporaries or her superiors. Her general behavior is acceptable, but her aloofness wins her few plaudits and little acceptance.
However, as stated before, she does capture the imagination of her fellow-students. Through her hard and unceasing efforts to succeed, a strong and impassioned motivation, and a strange and different behavior pattern, she attracts a certain cult of followers. As distinctive as her interests is her position as a leader—strange but strong.

IX. TRAFFIC CHIEF

1. Personal Background

Joe is seventeen and the Catholic son of Portuguese parents. He is the second of three children and has a married sister of twenty-eight living in Norfolk, Virginia, and a younger brother of twelve.

Both of Joe's parents are employed and both at the same place—a bleachery in a nearby community. The father is a foreman at the plant, while the mother is a loom-winder.

For some time, Joe had collegiate aspirations but, in recent months, has reversed his thoughts. He now wants to enter the service of the United States Navy and pursue the study of electronics and construction electricity. It is his feeling that his marks are not sufficient to gain admission to a creditable engineering school and that too few of today's youths are entering the trades. It is to the trades that Joe has now directed his interests.

2. Scholastic Background

Equipped with an intelligence quotient of 119, Joe's marks have never been better than of a C+ calibre in a
General Course. His strengths are of a non-verbal nature and his strong interests are in the personal-social and mechanical areas. His reading ability is good and his spatial relations ability is in the ninety-ninth percentile.

Joe has restricted himself to participating in but four activities and is an officer in two of them. He is, in addition to his duties as traffic chief, an officer in the Cadet Corp, a member of the Projector Club, and of the Student Council. He has received three commendations for his efforts and is very proud of them.

3. Summary of Influential Factors

Joe has felt the influence of all factors, but the guidance department, and he feels that these influences are very important to the development of his position.

The traffic squad is a group of boys selected by the Assistant Headmaster to act as student assistants in the maintenance of school discipline. A great deal of authority is given to the chief of this squad. Joe feels fully the burden of this authority.

It is his feeling that in order to hold a position of authority, one must be properly trained in the respect of authority. This respect he gained from his parents, who taught him to honor the authority of teachers, of other student leaders and of proper civil officers.

The teachers are supplementary to parents in the building of a youth's character and through their example, Joe
has been able to gain many important facts as to how to live equally with his fellow-students.

Joe's fellow-students have influenced him through their cooperation and understanding of his position, but he feels that the main reason for his success has been as the result of self-motivation. He has always held a desire to command respect and as a result, has constantly driven himself to gain the offices he now holds.

With regards to the effect on his future, Joe feels that he will be successful in the Navy, because of his varied experience. He feels that the cadet training has given him military background and that his post as traffic chief has given him the opportunity to command, to organize and to arbitrate. He has also learned to understand people, both in their good deeds and in their misdeeds and hopes that all of these experiences will benefit him in his desire to be a success after school is completed.

4. Author's Analysis of the Individual

Joe, by virtue of his position, is unquestionably a leader. But by virtue of his position, he has incurred the ill-feelings of many of his school-mates. Such, however, is natural for while most students respect leaders in their element, they sometimes resent taking orders from a fellow-student, especially in discipline matters.

Joe, too, is the type of individual who glories in his honors and reflects this in his overall attitude, which
is cocksure. Most of the teachers appreciate his efforts, but criticize his manner.

His energy-drive is amazingly strong and unceasing, and he is highly motivated. There is no question that he affects the fortunes of his fellow-students by virtue of his position. There is some question, however, whether this individual would have the same effect if his leadership depended on his personality. It does seem probable, though, that he would make the effort, for as stated previously, he dedicated himself to attaining a position of class prominence.

X. BASKETBALL CAPTAIN

1. Personal Background

Dave, at seventeen, is the oldest of four children born to a Portuguese market gardener and his wife of English ancestry. The father is an independent businessman and his wife is a homemaker. Dave has two brothers, fifteen and seven, and a sister, eleven. The family is Protestant, adhering to the mother's religious beliefs in a mixed marriage.

Dave is in hopes of attending Dartmouth College and has designs on pursuing a course in engineering. He has an excellent chance of acceptance at this Ivy league institution, but has also filed applications to three other New England Colleges.

2. Scholastic Background

Dave is and has always been a high achiever. In grammar school, he was always at the top of his class and
now as a high school senior ranks in the upper tenth of the Class of 1959. His intelligence quotient is 123 and his marks in the Academic Course have all been in the A and B+ area. His measured strengths are in the non-verbal area and his interests center in the science areas. He has elected a majority of math and science subjects in his last two years and has achieved particularly well in these subjects.

Dave's activities have been varied in their nature. Besides his role as basketball captain, he also was a capable football guard, is a member of the Student Council, the "T" Club, and is an associate editor of both the school paper and the yearbook.

3. Summary of Influential Factors

Dave's parents were influential in creating in him a sense of responsibility. They taught him to obey the orders of his superiors and instilled in him the desire to succeed in the manner of a gentleman. In Dave's opinion, he had no further to look than his parents for examples of leadership and direction. They also employed Dave as a summer employee on their farm and allowing him a small allowance for personal needs, banked the remainder of his salary for his college education.

Dave feels fortunate in the teachers he has drawn, because they have done much in helping develop the strengths which he has exhibited scholastically. From his students, he has received the impetus he has needed to extend his best
efforts. He has a stated innate love of competition and has extended himself to the utmost to remain abreast or ahead of the efforts of his fellow-students. He feels that sports have also done much towards contributing to his honors, since it was through his athletic endeavors that he first reached prominence.

His quest for knowledge has been best satiated through the medium of the Guidance Department. He is grateful for the method in which the information was presented and for the time granted to him in counselling situations.

Dave's greatest form of self-motivation comes not when he is seeking an honor, but after he has attained it. He has a sincere intent to perform at the peak of his performance at all times, but particularly in a post of leadership.

Dave feels that the scope of his activities mixed with the strength of his achievements, will do much towards gaining him acceptance into college and towards providing him with a proper outlook towards the future.

4. Author's Analysis of the Individual

Dave is a leader in every activity that he has entered. This is not to say that he is outstanding in every activity—such would be the rare individual; but Dave is looked upon with respect from every group with which he is associated.

Dave is of medium size and is known by the nickname "Red" because of the color of his hair. He is a clean-cut youth and is well-mannered in his approach to his contemporaries.
He has a fiery, competitive spirit and energy that is boundless. His motivation is strong and his ability as an effective worker is well-known. This, without question, is the result of his home training, where his parents have done everything possible to qualify their son for a future marked with success. Such, too, should be the case.

XI. PEP SQUAD PRESIDENT

1. Personal Background

The seventeen year old daughter of a successful plumber, Pat is of Irish and French background and Catholic in her religious beliefs. Her mother is a housewife and is older than her father, the only case of an older mother in the total list of leaders. She has a younger brother, who is a freshman in high school.

Pat would like to attend a junior college and prepare for a career as an executive secretary. She has no idea which college will be her final choice, but she should have little trouble gaining admission.

2. Scholastic Background

Pat is a definite over-achiever. Based on an intelligence quotient of only 103, she has consistently earned marks of an A and B nature. She is a member of the Commercial Course and is rated by the chairman of the Commercial Department as the most efficient girl that he has taught over a fourteen year period. Her tested strengths favor the verbal end, but
she has excellent balance in her total score. Her interests are centered in the computational, business and personal-social areas.

She has restricted her extra-curricular activities. She holds membership in the Tri-Hi-Y, the Student Council, and the Girls' League in addition to her post of Pep Squad President. This perhaps accounts for the excellence of her marks and may be attributed to the fact that her club involves 575 girls, or 80 per cent of the school's female population and demands a great deal of time and effort on her part.

3. **Summary of Influential Factors**

Pat has felt influence from only two of the factors involved, her parents and the teacher who advised her Pep Squad. She has felt none from her fellow-students or from the guidance department and expresses no thoughts of self-motivation.

She has received continuous encouragement from her parents and feels that her club sponsor has been very instrumental in shaping her personality. This sponsor, a young man, was very understanding of her personality and of her needs and through continued guidance and constructive criticism did much to help her evolve as one of the school's outstanding figures.

Her role as a club leader has given her the chance to shoulder responsibility, to address crowds of varying sizes, and to mediate and administrate the problems of a group of
considerable size. This, she feels, will be very important to her in handling the more severe problems of the future.

4. **Author's Analysis of the Individual**

Personable, pert and able are the symbols which best describe this young woman. Though limited in the scope of her activities, she is rated as one of the better club administrators in the school by every rating source.

No problem ever seemed too large for this young girl to handle and as president of the Pep Squad, she was faced with many. Perhaps no other group in the school does more than the Pep Squad to benefit the needs of the school and as such, Pat was faced with the proper disposition of many major projects.

Her energy-drive was excellent and her efforts ceaseless in her desire to please. It seems, that despite no self-expression of same, her motivation level was high.

Pat has a very definite effect on her classmates. Being the club officer that she is would guarantee certain stature, but the competent manner in which she handled the many facets of her position, gave her a place of great distinction based on the complete respect of her classmates.

**XII. TRACK CO-CAPTAIN**

1. **Personal Background**

Paul is seventeen and the son of French and Catholic parents. He is the second son and third of four children. His older brother is 22 and an architectural engineer; his
older sister is 24 and an assistant office supervisor in a large insurance company office; his youngest sister is 12 and a student at a parochial grammar school. Paul's father is a stationary engineer and his mother is a housewife.

For some time, Paul had aspirations to be an engineer. He now has changed to thoughts of becoming a pharmacist and has applied to Boston's better pharmaceutical colleges. He has a firm background in pharmacy work, having worked in one now for five years in a variety of jobs.

2. Scholastic Background

Paul is Vice-President of the "T" Club, a member of the Student Council, Le Cercle Francais, the Boys' Public Speaking Club and the football team, as well as his post as track co-captain.

His marks have measured to the level of his intelligence quotient of 100. His freshman marks were in the B area, but since then, he has only achieved to a C level.

For some time, Paul was a controversial student. As a sophomore, he was continually in disciplinary trouble and received two conduct marks for his actions. Since then, however, he has reversed his attitude and has earned three commendations for his efforts.

3. Summary of Influential Factors

Paul's parents were the governors of his activities. When Paul achieved, he was granted the opportunity to work in extra-curricular affairs. It was this realization that made
Paul buckle down, because he wanted to experience all facets of school life.

Paul felt no influence from either his teachers or the guidance department, but through the competition of his fellow-students, he gained his greatest impetus. He felt that to be a success among his fellow-students, he should be a school leader and turned to track as his best possibility to emerge as one.

Self-reliance and confidence in his efforts are the strongest contributing factor upon his future. Paul feels that his times of turbulence will do much towards solidifying his understanding of misfortune and hardship.

4. Author's Analysis of the Individual

Paul is a leader in a different manner than most students. He is a tall, lean, athletic type who was named as his class' most attractive boy. As such, he appeals tremendously to the female population of his class, and he can often swing a vote or a motion in class affairs through the medium of his effect on the girls. Paul has also had a good effect on his fellow-male students, because of his reform as an individual. They respected his ability to rebound from the brink of expulsion and evidenced this in their attitude towards him.

Paul moves into his activities sincerely and honestly and does his best to do justice to all of them. His motivation is strong, although he does not express it himself. He is well-behaved, his manners are good and his personality
is pleasant and appealing to most of his associates which is a major factor in the growth of his leadership.

XIII. MATH CLUB PRESIDENT

1. Personal Background

Ron, at sixteen, is the youngest of the class leaders and a recent addition to the local scene. The Catholic son of Portuguese parents, he is the oldest of two boys. His father is a laborer and his mother is a housewife. His brother, 10, is a grammar school student.

The ambition of this young man is to be an engineer and his hope is to partake of the cooperative plan offered by Northeastern University.

2. Scholastic Background

Ron is a transfer student from Rogers High School in Rhode Island, where he spent his freshman and sophomore years as a B+-A student. Since his arrival at Taunton High, he has continued his high scholastic achievement in the Academic Course at a level worthy of his intelligence quotient of 112. His tested strength is in the non-verbal and his interests lie in the scientific, personal-social and computational areas.

Ron is the only male member of the National Honor Society at Taunton High School. This honor, in addition to his Math Club presidency, is augmented by his being an officer in the Cadet Corp, and membership in the Student Council and on the yearbook staff.
3. Summary of Influential Factors

Ron felt no influence from his teachers or from the guidance department, but responded affirmatively to the other factors involved. The influences felt as a result of his parents and his fellow-students both stemmed from reactionary thinking on his part.

His parents repeatedly told him that because he was a new student and was not well-known, he would have a very slim chance of succeeding to his ambition to head the Math Club. He campaigned for the position, however, to show them that he could accomplish this feat.

He is appreciative of the cooperation of his classmates who encouraged him in his quest for leadership. He also mentions the fact that he had to become a leader in order to impress his girl friend who is a distinguished leader in her own right; otherwise, he would have felt inferior to her in their relationship.

The motivation that he felt was also as a result of his desire to show other people that he could succeed despite his shyness and his position as a student in a new situation. Towards the future, he feels that his ability to cope with personal challenges will do much towards preparing him to meet the more severe challenges of any type in the future.

4. Author's Analysis of the Individual

Ron is not an overbearing or outgoing individual. He is a leader by virtue of his fellow-students' respect for his
ability. As a matter of fact, he has been voted by his classmates as the most intelligent boy in his class.

He is basically shy in his outlook, and for the most part, stays within the shell of his own group. Yet, in the confines of his organization, he is the definite leader—the one to whom his contemporaries look for points of discussion and for guidance.

He is not overly active, socially or extra-curricularly, but is well-motivated. His influence centers amid the intellectual element of his class, and in the future, he will more than likely restrict his influence to a small group. But, it is probable that his influence will be felt in the future as well, if only to impress someone that he can be a success.

XIV. GIRLS' LEAGUE PRESIDENT

1. Personal Background

Judith is seventeen and is the oldest of five children. Her siblings are evenly divided—two boys and two girls. Her father is a polisher for a jewelry firm in a nearby community and her mother is a housewife. Her father is of Portuguese lineage and her mother, French. Judith is a Catholic.

Judith will enter St. Luke's Hospital in New Bedford next September to study nursing. She does not want to stop there, however, for she hopes to earn her Bachelor of Science degree and go on to become an instructor in some phase of nursing.
2. **Scholastic Background**

This girl is outstanding scholastically. A member of the Academic Course, she has an intelligence quotient of 123 and has never received a mark less than B+ and has only two of those hidden among twenty-one A's. She ranks as one of the top ten students in her class. Her tested strengths tip slightly towards the non-verbal end, but barely enough to note any glaring discrepancy over her verbal strengths. Her interests are in the scientific and personal-social field. Her reading comprehension is in the 97th percentile.

Judith embraces more extra-curricular activities than any of the other leaders and has received eight commendations for her many fine efforts. She is president of the Girls' League and of the Home Economics Club, a homeroom chairman, an officer of the Pep Squad, an Executive Committee member of the Student Council, and a member of the National Honor Society, the Math Club, the Classical League, the History Club and the Assembly Committee.

3. **Summary of Influential Factors**

The influence of her parents came from their efforts to make her stand on her own two feet as early as possible. They insisted that she do well scholastically, but also that she participate in a variety of extra-curricular affairs.

The other positive influence came from her teachers who did much to develop the varied facets of her personality.
This was important to her as she feels that she was always basically introverted.

She felt none from her fellow-students nor from the guidance department. She was motivated in her activities by a desire to assume responsibility and to cooperate willingly with people, so that she might be better prepared to do the same in her future life.

4. Author's Analysis of the Individual

Judith is a most attractive young woman endowed with a warm and sparkling personality and as expressed before, is a young woman of great intelligence. She is one of the fortunate few in this life who has all such qualities and combines them gracefully.

Her motivation is sincere and her energy-drive is excellent. Her general behavior is a model to all. In the minds of her classmates and by their vote, she ranks as the most intelligent girl in her class; in the minds of the faculty, she was thought outstanding enough to be chosen as the D. A. R. Good Citizenship Award winner.

Judith's effect on her classmates is the strongest of any girl in the class. They respect her every move, her every decision, and show great pride in her accomplishments. Her rank in influence would be proportionate to that of Paul, the over-achieving track co-captain. It is strong because of unlimited respect for her ability and for the excellent manner in which she performs all functions peculiar to her positions
of honor. Judith is a true class leader and, in truth, is one of the great boasts of her class.

XV. HEAD CHEERLEADER

1. Personal Background

Judy is seventeen and the child of a broken home. She has three brothers and two sisters. Her oldest brother, Tom, was an outstanding halfback for Harvard last fall and is a senior at that school. She has a brother who is also a senior in high school and who has seemingly campaigned to be one of the school's most bothersome students. Her youngest brother is a grammar school student.

Judy's older sister is a college graduate and is married and the mother of two children. Her other sister is a high school junior.

Judy's parents have been separated for three years, after twenty-five years of married life. The father of English descent and the mother of Irish descent were also of different religious backgrounds—he, being an Episcopalian and she, a Catholic. The mother adopted her husband's faith and all of the children were brought up as Protestants.

Three years ago, two of the children converted to Catholicism. The father blamed the mother for this and since that time, they have not lived together. The father, a sales executive for a publishing company, supports the family very nicely and the mother remains a housewife. Judy, herself,
has taken instructions in Catholicism, but remains a Protestant.

Judy wants to matriculate at the University of Massachusetts and hopes to find a career in the advertising field.

2. **Scholastic Background**

Judy has an intelligence quotient of 102. As a freshman, she earned a C+ average. As a sophomore, however, her marks fell to a C- level, attributable in all probability to the home situation. In her last two years, she has rebounded to a B+ level. Her non-verbal strength is the highest measured in this class of 1959, and her interests are in the mechanical, arts and verbal fields. Her level of spatial relationship is in the 99th percentile.

She numbers many activities in addition to her post as head cheerleader. She is treasurer of her class, a member of the Pep Squad Executive Board, vice-president of the Tri-Hi-Y, on the Student Council, the Assembly Committee, the yearbook staff and the staff of the school paper. She has received five commendations for her efforts.

3. **Summary of Influential Factors**

Despite the fact that her parents do not live together, they still cooperate fully in the matter of rearing their children. This has been very important to Judy, and she is most appreciative of the fact that they have provided her with a sense of great security. Because of her position, she has felt many responsibilities and feels that the advice and
abetment of her parents have been the main reasons that she has been successful. Without it, she feels that a barrier would have stood between her and progress.

Her fellow-students did much to instill her with confidence in her abilities. She received excellent support in her efforts from her schoolmates and gained a number of new friendships through her activities.

She feels no influence from her teachers and expresses none from the guidance department, per se. In the latter case, she feels that she has been influenced personally by one of the guidance counselors. She feels that this influence comes more from a personal friendship with the gentleman rather than from the fact that he is connected with the guidance department.

Her self-motivation was as a result of a desire to ape the efforts of her sister and brother who had preceded her to Taunton High and who had both been class leaders in their own right.

She feels that future problems will not seem overwhelming to her, because of the opportunity she has had handling problems and difficult situations as a class leader.

4. **Author's Analysis of the Individual**

There are few girls in the class who are more charming than Judy. Petit and cute, she could command a legion of male followers, if such were her wish; sincere and energetic, she does command the respect and attention of all whom she meets.
For some time after her home situation first developed, Judy went into a deep shell and was resentful of people who made an effort to aid her. Now, she shows few signs of this trial. She is outgoing in her overall personality and is well-liked by most of her classmates—so much so, that she was voted as the most popular girl in the class.

She is very loyal to all activities in which she takes part and does her best to do justice to all. She is highly motivated in her actions and seems determined, above all, to please her classmates.

Her influence is strong in all elements of the class, but strongest in athletic circles. She is one of two females—the other being the Pep Squad president—who exerts such influence. It seems quite certain that because of her affability and grace, Judy will always continue to be a source of true influence in any group with which she becomes associated.

XVI. BASEBALL CAPTAIN

1. Personal Background

Gerry is seventeen and the third of four athletic sons of a mixed marriage which has proven very successful and happy. He has one sister who is now a freshman in high school and a younger brother who is a year away from high school.

After a stretch in the Navy, Gerry's oldest brother is now a senior at Alliance College, where he is majoring in
foreign languages, particularly Polish. His other sibling is a teacher, just graduated from Bridgewater Teachers College which he attended on an athletic scholarship.

Gerry's father is a civil engineer and his mother is a school teacher. His father is English and a Protestant and an elder in the local Methodist Church; his mother is Irish and a Catholic, and all of the children have been reared in the faith of their mother.

Gerry hopes to win a scholarship to either Boston University or the University of Indiana on his football ability. He hopes to be an accountant after college.

2. Scholastic Background

Gerry is well-known among the faculty and his classmates, as a student; but not in the manner of which he could be proud. He boasts an intelligence quotient of 123, but he has an achievement record which is very poor in comparison.

In mathematics and English, he has maintained a B-average; in no other subject, however, has he risen above a C. Recently, he managed to fail three out of four subjects which he was carrying, a feat which made him ineligible for athletics throughout the winter season.

Outside of his athletic activities, which besides baseball, includes football and basketball, Gerry's only other activity is the Student Council.
3. **Summary of Influential Factors**

Gerry has experienced influence from all factors but his fellow-students. The major parental influence came from his mother, who has insisted that he attempt to follow his two older siblings into college. She consistently encouraged him to participate in sports, stressing it as a definite means to the desired end. She has actively supported his activities and has been a spectator at most of the games in which he participated.

Gerry felt constant pressure from his teachers to do better work. He could not understand why they consistently goaded him in his efforts, and he has resented it somewhat. He is much more appreciative of the efforts of the Guidance Department, who took much time to try and prepare him for college and who encouraged him in his scholastic efforts.

Gerry was motivated, in his opinion, to be an outstanding athlete rather than a class leader. He feels he is the latter only because of his accomplishments in athletics. He feels that their main benefit to his future is that, through them, he has an excellent chance to gain a free college education.

4. **Author's Analysis of the Individual**

Gerry's desires, in a sense, have been satiated. He was chosen by his classmates as the best athlete in his class. In so doing, though, Gerry may have cost himself the education
he desires so much. His marks are too poor to gain admittance at the majority of good schools.

Gerry is a physical giant among his classmates. Standing 6 feet 2 inches tall and weighing 220 pounds, he is the blond, crew-cut prototype of the typical school athlete. Physically, however, he is not well. He suffers badly from asthma and has developed a pinched nerve in his back which constantly bothers him.

As in the case of most asthmatics, Gerry's energy-level is low. He is under-ambitious; and, in truth, athletics tire him greatly. His motivation is high only in one realm and has not been broad enough to adequately condition him to meet his potential in other areas.

Gerry's effect upon his classmates is strong in athletic affairs, but in other matters, it is not at all significant. Everyone considers him a fine young man possessed with a pleasant personality, but feels that he has never performed to the limits of his potentiality.

Gerry is one individual who had a variety of factors working in his behalf. He possessed a good native ability, had a number of people interested in his future, and did have the athletic ability needed to attract the eye of college scouts. Unfortunately, however, Gerry did not have enough effect upon himself.
1. Personal Background

Karen is the only child of German Protestant parents. She is now seventeen years of age. Her father is a florist and retail nurseyman and her mother aids him in this work, acting as the company treasurer and handling all of the necessary book-work.

Within herself, Karen cannot decide whether to be an actress or a journalist. She has strong tendencies towards both fields and intends to further her education at either the Boston University School of Fine and Applied Arts or at the New England School of Art.

2. Scholastic Background

Karen has an intelligence quotient of 124 and has not fully achieved her potentiality. She is for the most part a B+ student and has failed to maintain an A level because of her involvement in a number of extra-curricular affairs. Karen is an Academic Course member and her tested strengths emphasize verbal tendencies with an overwhelming interest in the arts. The Kuder Test also evidences such interests.

She has received five commendations for her extra-curricular affairs, which also number: Student Council; Associate Editor of the Yearbook; President of the Dramatic Club; Junior Red Cross and Junior and Senior Prom committees.
3. Summary of Influential Factors

Karen's only influence came from her parents, particularly from her mother. It was her mother who aroused in her an early curiosity to learn and to broaden her knowledge on as many subjects as possible. She was also trained in the development of a smiling and pleasing nature; and given the impetus to set her standards high. She does not feel that she was at all influenced by her teachers, her fellow-students, or the guidance department.

Karen was deeply motivated to gain responsibility, to meet and govern people and to be recognized as a leader. She, however, wanted to perform these duties in activities peculiar to her interests. She considers herself fortunate, therefore, to have been acclaimed president of both the school paper and the drama society.

Karen feels that these activities will be a definite asset to her future needs and responsibilities. Most of all, she feels that she has gained a wealth of experience by living effectively with other people and that she has been able to gain much confidence and inner strength.

4. Author's Analysis of the Individual

Karen is a very ambitious and hard-working personality. She is the type that foregoes all boundaries of propriety in order to reach her desired goals, but she has managed to do so in an unobtrusive manner.
She is tall and stocky, wears glasses at all times and is very proficient in her duties. She has a pleasant personality at times; but at other times, succumbs to a tendency to be abrupt.

Her effect upon her fellow-students is positive. By her subordinates, she is well-respected; by those not personally associated with her efforts, she is also respected. In both cases, this respect derives from the fact that she has proven her worth as a leader, both in theory and in fact. Her application to the desired goals set by her mother has proven to be the basis of true recognition for her efforts.

XVIII. STUDENT COUNCIL PRESIDENT

1. Personal Background

John is seventeen and the oldest of four children born to parents of Polish lineage. Two of his siblings are younger sisters and the third is a brother, president of the sophomore class and secretary of the Student Council.

John and his brother form a musical duet which is one of the best known in the community and which has brought them wide fame and substantial financial gain. John is a drummer, while his brother, Dan, is an accordionist and the featured vocalist of the act.

John's father is a foreman in a local plastics firm, while his mother is a housewife. The family embraces the Catholic religion.
John wants to become an electrical engineer and hopes to be accepted at Northeastern University, as a member of their cooperative plan.

2. **Scholastic Background**

Scholastically, John is a B- student and under-achieves in relation to his intelligence quotient of 121. He is a member of the Technical Course and in the choice of his electives, has heavily favored scientific subjects. His tests show strength in the non-verbal end, and his interests are in the scientific and mechanical fields. He also has a high measure of spatial relations.

Extra-curricularly, John has limited his activity to five organizations. In addition to his main position of recognition, he is vice-president of the Math Club, an officer in the Cadet Corp, a member of the Junior Red Cross and a member of the Band. He has won five commendations for his work.

3. **Summary of Influential Factors**

John has been influenced by all factors but the Guidance Department. His parents were both urgent in their advice to him that he accept responsibility, whenever possible, and it was his father who inspired his interest in the field of electronics. He helped John set up a "ham radio" and encouraged him to procure his license in this endeavor.

One of his teachers was very instrumental in developing his interest in electronics and inspired him to do his best in
scholastic matters. His fellow-students who were leaders were always an inspiration to him and gave him a standard to equal.

It was this latter feeling which was the source of greatest motivation to him. He determined to always perform to his utmost in both his studies and as a club member, in the hope that he might someday rise to a post of leadership.

John feels that his honors will be a definite asset to him in the review of his application to colleges and in his approach to college life. He also feels that he will benefit by his tenure in the Cadet Corp if he should ever have to spend any time in the armed services.

4. **Author's Analysis of the Individual**

John, in his own opinion, is a leader by chance. There are few leaders with more distinction in a school than the president of the Student Council. John went to the election meeting of the Council as the representative of the Band, with no thoughts of gaining such an honor. But few young men are better known than John, because of his musical ability and because of his unassuming and helpful nature. He is well-known and well-liked and when his name was presented for nomination, he won the post with little or no trouble.

John is popular with his fellow-students and as an active Council president has won wide support as a leader. His motivation has been satiated and his energy-level grows daily in relation to his desire to perform his duties well.
Clean-cut and slight in appearance, his general behavior is exemplary and his cooperative and willing nature have been the levers which propelled him to a position which certainly gives him the responsibility and distinction unobtrusively sought.
CHAPTER V

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

SUMMARY

This study was originally initiated to investigate the characteristics relative to, and the major factors affecting student leaders in the Senior Class in the public high school in a suburban industrial community.

The city of Taunton was the community chosen and the class of 1959 at Taunton High School provided the area of investigation. The study was initiated in the fall of 1958.

The major problem was to arrive at a common agreement as to the definition of the student leaders, themselves. Consultations were held and appraisal sheets were sent to the Headmaster, the Director of Guidance and to the sponsors of all of the school's clubs and organizations. The opinions of these three sources were disseminated and the selections made.

Since the major instrument of the project was to be a survey sheet, consultations were held also with various guidance personnel in the area, seeking their opinion on the composition of the research instrument. Various modifications were made as a result of suggestions received from these people.

Interviews were then conducted with the leaders chosen and the research instrument was given to them for completion.
This plan, in the meantime, had received the approval of the author's advisor, and had also been the subject of considerable discussion before the Seminar group conducted by the advisor.

The major effort extended in completing this project was the dissemination of the information offered by the student leaders. Case studies were drawn on all eighteen children involved and statistics and other data compiled from the results of their questionnaires, which will follow now in the concluding stages of this chapter.

CONCLUSIONS

Listed below are a number of conclusions which were made as a result of an analysis of the data gathered in the completion of this project and present, heretofore, in the preceding chapters.

The Student Leaders in the Senior Class of 1959 of Taunton High School for the most part:

1. Tend to be the children of American-born parents.
2. Tend to be the eldest child in their family.
3. Tend to come from average sized families.
4. Tend to come from stable home situations.
5. Tend to be Catholic, which is proportionate both to the population of the school and of the community.
6. Tend to be of French background, in a community with a very small French population.
7. Tend to come from the families of white-collar workers in a five-to-one ratio in a town characterized as industrial.
8. Tend to come from homes characterized by parents of managerial status.
9. Tend to be at the higher level of intelligence standards.
10. Tend to have collegiate ambitions.
11. Tend to be influenced more by their parents than by any other factor.
12. Tend to be self-motivated.

Four major factors, which bear further perusal evolve from this list. These factors are:

1. Economic
2. Religious
3. Intelligence
4. Motivational

First of all, it is interesting to note that although Taunton is basically an industrial town, the majority of its student leaders come from families in the white-collar class. Of the eighteen male-parents involved, only three fall into non white-collar categories—two, being laborers and the third a bus operator.

The white-collar majority derives its strength from seven parents in the manager-proprietor line, three each in sales and in skilled-labor and two in the professions.

Religiously, the structure of faith patterns among the student leaders follows the structure of the community as a whole. Taunton is a community which has a 60 per cent Catholic group; a 39.5 per cent Protestant group and a 0.5 per cent Jewish population. The Student Leaders, following the same order, showed a 77.8 per cent Catholic, 16.6 per cent Protestant and a 5.6 per cent Jewish breakdown. While these results showed an increase in the proportion of Jewish and Catholic leaders; it likewise evidenced a decrease in the number of student leaders of the Protestant faith.
The intelligence quotient relationship is interesting in lieu of the fact that the majority of leaders are in the high range of intelligence, whereas, the majority of the class is in the medium range. The following graph, Figure I, shows this relationship of the Student Leaders to the class as a whole.

The red line in Figure I represents the intelligence quotients of the Student Leaders, while the black line, those of the total class. The percentage is shown by the vertical scale and the range of intelligence quotients is shown by the horizontal scale. There are six columns in this figure, each one representing a range of ten points in intelligence quotient scores. As a result, scores are recorded from a low of 71 to a high of 130. It should be noted that one individual in the class had an intelligent quotient of 131. This score was not significant enough in itself to merit the formation of a seventh column, particularly since the possessor of this score was not one of the student leaders. The statistics to the immediate right of the Figure detail the numbers and the percentage of students involved in both categories as they fit into the appropriate columns of intelligence.
Figure 1. Relation of the Intelligence of Student Leaders to the Intelligence of the Total Class
Lastly, there are many interesting contrasts shown in the next chart, Table I, which is concerned with the factors exerting definite influences upon these student leaders. Table I discerns the influence felt by the Student Leaders from the five major sources investigated by the research instrument. This breakdown, done according to sex, traces the import of influence exerted by parents, teachers, fellow-students, the guidance department and self-motivation, by showing the number and percentage of leaders affected, both positively and negatively.

In every case, whether the influence generated from their parents, their teachers, their fellow-students, the guidance department or from themselves, it was found that the boys were influenced more positively than were the girls.

It is interesting to note particularly that the least influential factor for all was the guidance department. This is understandable, however, in this class of 1959, since it has only been in the past year that the guidance department has become an active and an alive element in the climate at Taunton High School. It is probable that succeeding classes will reverse this trend.

The leaders noted that their strongest influence came from their parents. All but one of the students expressed abetment from their parents. Self-motivation was the next most powerful force in this pattern. It is interesting to note that although the leaders were strongly motivated, they
welcomed the advice of others such as their parents and teachers.

It is also interesting to realize the dependence of the male leaders. It is they who seem to welcome the advice and counseling of others much more so than the girls. In no case is the influence exerted below fifty per cent in the male pattern; whereas, the same cannot be held true for the attitudes of the female leaders.
Table 1. Influence Factors Affecting Student Leaders as Determined by Sex

<table>
<thead>
<tr>
<th>Factors</th>
<th>Boys (total: nine)</th>
<th>Girls (total: nine)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Fellow-Students</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Guidance</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
It might be said, then, that the typical Student Leader in the Senior Class of 1959 at Taunton High School would show the following characteristics:

1. Sex: Either male or female
2. Age: 17
3. Intelligence Quotient: 123 (mode) 108 (median)
4. Religion: Catholic
5. Nationality: French
6. Economic Background: White-collar--managerial
7. Number of Siblings: Three
8. Club Activities: Three to six
9. Immediate Ambitions: Collegiate
10. Influenced by: Parents, teachers, fellow-students and self-motivation

SUGGESTIONS FOR FURTHER STUDIES

Leadership is a desirable thing. The path to the role of a leader is an interesting adventure and a lesson valuable to all who note its intracasies and its rewards. From a study such as this, a pattern has been established which is rich in the opportunity for the evolvement of related studies.

The data in this treatise is limited in its nature due to the fact that its scope is confined to a study of a single high school in one community in one year. While it is valuable in the sense that a great deal can be discerned concerning the young men and young women who have exhibited leadership in this particular group, it could ultimately prove more valuable if used as the basis for comparison studies and as the basis of a worthwhile follow-up project.

Suggested topics for these projects might be listed as follows:
1. A Study of Senior Class Student Leaders in a Suburban Residential Community.

2. A Comparative Study of Senior Class Student Leaders in a Suburban Industrial Community and in a Suburban Residential Community.

3. A Follow-up Study of the Senior Class Student Leaders in a Suburban Industrial Community as evidenced by the Study of the Class of 1959 at Taunton High School.

Such studies and others like them could do much to embellish and enrich the impressions and the conclusions garnered from the data presented herein. These works could do much towards acting as points of reference to teachers, administrators and guidance personnel in their search and approach to leadership in the student element of related secondary school situations.
APPENDICES
APPENDIX A

LETTER TO AREA GUIDANCE DIRECTORS

83 Washington Street
Taunton, Massachusetts
November 10, 1958

Mr.
Guidance Director
High School
, Massachusetts

Dear Mr. :

Frankly, the purpose of this letter is to solicit some advice from you regarding a questionnaire which you find enclosed.

I am a guidance counselor at Taunton High School and at present, am in the concluding stages of work towards a degree of M. Ed. at Boston University.

The major obstacle before me is the completion of a thesis, which is being written on the outstanding characteristics of senior class student leaders. The enclosed survey sheet is to be the major research instrument of this thesis.

While it is true that while I would like you to appraise this questionnaire carefully and offer suggestions for its improvement, I am not going to ask you to bother writing out your suggestions, enclose them in an envelope and send them back to me.

Rather, during the week of November 22, 1958, I will personally visit you at your office and seek out your criticisms at that time. This, I am sure, will spare you the bother of formal written communication.

If you feel that you will be unable to aid me in this project, please feel free to call me collect at VAndyke 2-1094, any evening after 6:00 p.m.
November 10, 1958

Please accept my appreciation for the time and effort given to my cause thus far and for any further abetment which you may provide. I am certain that I will benefit greatly through your experience and by your criticisms.

Thank you very much.

Very truly yours,

William J. Casey

Enclosure
APPENDIX B

APPRAISAL FORM

November 15, 1958

ORGANIZATION:

SPONSOR:

PRESIDENT:

As a concluding work to my efforts to gain an M. Ed. degree from Boston University, I am in the process of organizing material for a thesis determining the characteristics of student leaders.

On the attached sheet is a grouping of functions of student leaders taken in part from a recently published article in a national magazine. It would be greatly appreciated if you would appraise that leader of your club according to this list and then briefly answer the summarization question at the conclusion of this form.

Thank you for your cooperation.

William J. Casey
In view of the results accomplished within the framework of your organization, please denote the manner in which your club leader performs the following functions, by marking an X under the appropriate column.

**RATING CHART OF LEADERS' FUNCTIONS**

How well does your club president . . .

<table>
<thead>
<tr>
<th>Function</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start a meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Initiate ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clarify ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Summarize important points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Keep accurate records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Keep things moving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Enforce the rules of the club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Discipline delinquent members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Recognize all who wish to contribute to the progress of the club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Keep the group active and working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Logically approve or disapprove of contributed ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Keep club members happy, productive, and motivated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In light of the above chart, would you consider your club leader outstanding? Briefly comment on your answer.
To Whom It May Concern:

One of the more difficult aspects involved in the completion of a Master's degree is the writing of a thesis. By filling out the enclosed sheet, you will be doing much to aid me in the compilation of my thesis, which is entitled: "A Study of Senior Class Student Leaders in a Suburban Industrial Community."

It will be greatly appreciated if you will carefully study this questionnaire and fill it out accordingly. If you feel that the space provided for replying to some of the questions is not sufficient, then please feel free to use the back of the sheet for the remainder of your answer.

I would like to have the completed sheet returned to me by Monday, January 5, 1959. If you have any questions at all concerning the project, contact me at any time over the holidays at my home—Vandyke 2-1094.

All information, incidentally, will be held in the strictest confidence.

Thank you very much.

William J. Casey
APPENDIX D

THE QUESTIONNAIRE

Survey Sheet: (All information will be kept strictly confidential)

I. Family Background:

1. Self:
   a) Name:
   b) Age:
   c) Sex:

2. Father:
   a) Name:
   b) Age:
   c) Occupation:
   d) Residence:

3. Mother:
   a) Name:
   b) Age:
   c) Occupation:
   d) Residence:

4. Siblings:
   a) Brothers:
      1) Names:
      2) Ages:
      3) Occupations:
      4) Residences:
b) Sisters:
   1) Names:
   2) Ages:
   3) Occupations:
   4) Residences:
   5. Nationality:
   6. Religious Preference:

II. Scholastic Background:
   1. Intelligence Quotient:
   2. Scholastic Record:

III. Personal Background:
   1. School Activities and Honors Attained:
   2. Personal Ambitions:
      a) Collegiate:
      b) Vocational:

IV. Influential Factors:
   1. Do you feel that your parents have played an important role in creating a desire to attain the position(s) you now hold?

Circle one: Yes No
   If yes, briefly describe the influence exerted.
2. Do you feel that your teachers have played an important role in creating a desire to attain the position(s) you now hold?

Circle one: Yes No

If yes, briefly describe the influence exerted.

3. Do you feel that your fellow-students have played an important role in creating a desire to attain the position(s) you now hold?

Circle one: Yes No

If yes, briefly describe the influence exerted.

4. Do you feel that the services of the guidance department has aided in any way in your desire to be a class leader?

Circle one: Yes No

If yes, briefly describe the influence exerted.

5. Describe, if any, the self-motivation involved in your desire to be a class leader.

6. Describe, if any, the influence that you feel these honors will have on your outlook and approach toward the future.
BIBLIOGRAPHY
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