A study of some phases of initiative and leadership of sixth grade children

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A STUDY OF SOME PHASES OF INITIATIVE AND LEADERSHIP OF SIXTH GRADE CHILDREN
The Gift of Jane M. Verity
THESIS
A STUDY OF SOME PHASES
OF INITIATIVE AND LEADERSHIP
OF SIXTH GRADE CHILDREN

Submitted by

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>II. Review of the Literature and Research</td>
<td>3</td>
</tr>
<tr>
<td>III. Plan of the Study</td>
<td>16</td>
</tr>
<tr>
<td>IV. Analysis of the Data</td>
<td>30</td>
</tr>
<tr>
<td>V. Summary and Conclusions</td>
<td>41</td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
</tbody>
</table>
# List of Tables

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comparison of the Choice of Socially Acceptable Responses as to what the Child Should Do and what the Child Did.</td>
<td>31</td>
</tr>
<tr>
<td>2. Comparison of Sex Differences in the Choice of the Socially Acceptable Responses Relative to what the Child Did.</td>
<td>32</td>
</tr>
<tr>
<td>3. Comparison of the Choice of Socially Acceptable Responses by Boys as to what the Child Should Do and what the Child Did.</td>
<td>33</td>
</tr>
<tr>
<td>4. Comparison of the Choice of Socially Acceptable Responses by Girls as to What the Child Should Do and What the Child Did.</td>
<td>34</td>
</tr>
<tr>
<td>5. Comparison of Differences between Ability Group II and Ability Group III in the Choice of Socially Acceptable Responses as to What the Child Did.</td>
<td>35</td>
</tr>
<tr>
<td>6. Comparison of Differences between Ability Group I and Ability Group III in the Choice of Socially Acceptable Responses as to What the Child Did.</td>
<td>36</td>
</tr>
<tr>
<td>7. Comparison of Differences between Ability Group I and Ability Group II in the Choice of the Socially Acceptable Responses as to What the Child Did.</td>
<td>37</td>
</tr>
<tr>
<td>8. Comparison of Differences between Occupational Group II with Occupational Group III in the Choice of the Socially Acceptable Responses as to What the Child Did.</td>
<td>38</td>
</tr>
<tr>
<td>9. Comparison of Differences between Occupational Group I with Occupational Group III in the Choice of Socially Acceptable Responses as to What the Child Did.</td>
<td>39</td>
</tr>
<tr>
<td>10. Comparison of Difference between Occupational Group I with Occupational Group II in the Choice of the Socially Acceptable Responses as to What the Child Did.</td>
<td>40</td>
</tr>
</tbody>
</table>
Chapter I

Introduction

The purpose of this study is to determine some phases of initiative and leadership of sixth grade children.

These qualities were chosen because they are desirable traits of civic competency. According to Wolf, "There is at this time, not only an opportunity, but an insistent demand for the development of a wise and great leadership."(1) Following the same line of thought Cheley presents this challenge. "Today as never before, the whole world needs leaders, leaders in every realm of life. Shall we wait for them to be a gift to us, or shall we begin deliberately to develop them?"(2)

To attempt to meet this challenge, the writer has prepared a study which it is hoped will contribute to further work on the problem. A multiple choice test on attitudes relative to aspects of initiative and leadership was prepared for checking by children of the sixth grade. The results are embodied in this paper. The test was built in areas that reveal initiative or leadership in personal contacts, emergency situations, organization of groups and associations within groups.

(2) Frank H. Cheley, After All It's Up To You, W. A. Wilde Co., 1935. p. 99
Aims of the Study

1. To determine whether the sixth-grade child knows the socially correct responses to situations involving leadership or initiative.

2. To determine whether the sixth-grade child acts according to his knowledge of the socially correct responses.

3. To determine whether there is a difference in responses of boys and girls.

4. To determine whether there is a difference in responses according to the intelligence of children.

5. To determine whether there is a difference in responses of children according to the occupational status of the parent.
Chapter II

Review of the Literature and Research

The qualities of initiative and leadership are fundamental even in the very youngest child. True, there will probably always be those who lead and others who are destined to follow. On occasion also, one who is the leader may find himself in a situation which requires that he be a follower. At such a time he must be able to adjust himself to the need at hand. In our mobile world of today education for leadership presents us with a great challenge which cannot be ignored. According to Wolf, our life is not spent in a vacuum, but rather "when life once begins to function the leader is compelled to deal with others."(1) Allport states that the "influence of one individual upon another is always a matter of behavior. One person stimulates and the other reacts."(2) He also sets forth the belief that "unity and coordination would be impossible without a certain degree of subordination of individuals to one another and to the regular institutions of society."(3)

Bernhardt places the job upon the individual when he says, "in order to produce in others a desirable set of attitudes, the

(2) Floyd H. Allport, Social Psychology, Houghton Mifflin Co., 1924, p. 11
(3) Ibid., p. 391
first essential is for the individual to show these attitudes himself."(1) He asserts "that in order to exert influence upon anyone an appeal to basic needs or wants is somehow necessary."(2) Baxter and Cassidy state that "only as the individual senses his own dependence upon others and likewise his obligation to contribute to others will he become convinced of his own worth and of his destined part in improving social conditions."(3) Allport claims that through the immediate social behavior of the leader leadership produces change. He defines leadership, according to our present usage, as "the direct, face-to-face contact between leader and followers: it is personal social control."(4) The term initiative is often mistaken to mean a sudden urge or desire to start something or go somewhere. Actually it is something more fundamental and solid. Wolf defines it as "both mental and physical, and the former must precede the latter."(5) He believes that it is the heart of leadership and without initiative there is no real leadership.(6) Initiative concerns itself both with originality and creativeness according to the philosophy of Wolf.(7)

(2) Ibid., p. 77
(4) Floyd H. Allport, op. cit., p. 419
(5) Frederick E. Wolf, op. cit., p. 46
(6) Ibid., p. 45.
(7) Frederick E. Wolf, op. cit., p. 46
Children must be prepared to make their own decisions in childhood as well as in adulthood. Bernhardt believes that we will expect the child to do more than merely obey. We will demand that he show initiative, self-control, and self-regulation. "If we want persons who can think for themselves and run their own lives, then we must give them practice in doing just that." The fact that a child needs practice in thinking for himself and making decisions indicates that such character traits cannot be achieved merely by study or imitation. Hartshorne believes that they will result from the realities of one's personal relations, not from their appearances or trimmings.

Opportunities for the development of leadership are too often stifled in youngsters by adults because of the fear that an unwise decision will be made. Baxter and Cassidy claim that it is a law of life that maturity will have to undertake some responsibilities for immaturity. It follows however, that there are many decisions which youngsters can make for themselves without endangering themselves or others. "Opportunities for making decisions should be granted in increasing degree as individuals grow in taking responsibility wisely," state Baxter and Cassidy.

Where then are these opportunities to be found?

(1) Karl S. Bernhardt, op. cit., p. 86
(2) Ibid., p. 90
(3) Hugh Hartshorne, Character in Human Relations, Charles Scribner's Sons, 1932. p. 41
(4) Baxter and Cassidy, op. cit., p. 12
(5) Ibid., p. 12
Hartshorne believes that there are great possibilities for character growth in group activities, such as offered by the Boy Scouts, Campfire and other similar organizations. (1) Baxter and Cassidy seem to follow this line of thinking when they say, "If a group of young children is at work on a project of vital interest to them, there will be a natural granting of leadership to the child or children who can accomplish most or who know better ways of working. Each interest group will need guidance in recognizing the difference between individual aggressiveness and individual ability." (2)

Leigh quotes Dewey, who said, "Thinking begins with a felt difficulty." (3) On this premise Leigh says, "In group thought individual thinking is always being carried on, but by several people more or less simultaneously and cooperatively. Consequently, improvement of group problem-solving begins with improvement of individual thinking." (4) In our modern society too often individual opinion is susceptible to control by the 'crowd'. This is one of the most serious evils of American democracy, claims Allport. (5) In the same vein Cheley gives his version of leadership, "Founded on normal intelligence, real leadership is forged out of insistent, persistent struggle--by pure determination to get out of the crowd and on

(1) Hugh Hartshorne, op. cit., p. 41
(2) Baxter and Cassidy, op. cit., p. 13
(4) Robert D. Leigh, op. cit., p. 26
(5) Floyd H. Allport, op. cit., p. 11
up into places of responsibility."(1)

The choice of a leader in a group is frequently difficult because an unwise selection may produce merely an aggressive rather than an able leader. Merriam believes that the chief task of a modern citizen is to be able to discriminate intelligently between competing types of persons as leaders and between competing types of policies in our ever-changing world.(2) A person is valuable to his group according to the intelligence and careful thought with which he makes the necessary choices and adjustments to changes in situations.

Intelligence alone is not the requisite for capable leadership. According to Allport, individuals of great inventive power or social wisdom frequently do not possess the ability to control others for the execution of their plans.(3) He also asserts that leadership will probably always tend to be produced by "differences of ascendancy, intelligence, social participation and drive for control."(4) Jones claims that the elements of leadership are preeminence of the individual in his field or contacts and the influence that he can exert upon the group.(5) He says, "The progress and stability of any social organization is largely, if not entirely, dependent upon its leaders."(6)

(1) Frank H. Cheley, After All It's Up To You, W. A. Wilde Co., 1935. p. 97
(3) Floyd H. Allport, op. cit., p. 419
(4) Ibid., p. 422
(6) Ibid., p. 9
An attractive personality is another factor to be considered in the determination of effective leadership. Cheley believes that a leader must be able not only to succeed in given directions but also to sell himself to his associates. "Before a leader can have a chance at real leadership he must make himself acceptable, keeping in mind that even excellence has to fight for attention. The leader-to-be must seek to please by offering genuine above-the-average quality. He must succeed in being able to do, positively and acceptably, in a wide field, including a high-grade emotional self-expression and control."(1)

Merriam believes that we should encourage the growth of the best and most valuable types of personalities to keep pace with the tempo of our times.(2)

Perhaps the most important instrument for the development of initiative and leadership is the school. According to Merriam, "In every country, the school system, whether in public or in private hands, is an important agency in the determination of the attitudes of the next generation. The schools are the organized transmitters of group tradition and of group wisdom, and on the plastic mind of youth, group characteristics may be written almost indelibly."(3) Seabury claims that schooling trains only that intelligence which life has awakened by contact with the actual.(4)

(1) Frank H. Cheley, op. cit., p. 79
(2) Charles E. Merriam, op. cit., p. 302
(3) Ibid., pp. 88-89
Jones believes that ability for leadership is revealed by what the individual does and by how he reacts to stimuli presented to him. (1)

Jones also sounds a note of warning when he says that too little time is spent by school faculties in careful study, observation and testing of students who for some reason do not show leadership ability in school activities, although they may possess it in a fairly high degree. He follows with the belief that schools proceed according to the "blind faith that, given opportunity, leadership ability will show itself and needs no encouragement." (2)

In our society there are extremes of intelligence—an endowed group and a feeble-minded group. According to Leigh, between these two is a large mass who have sufficient "native ability to solve problems and who, through education, can definitely improve their facility in thinking." (3) These people present a challenge to the schools to provide training that will develop a latent ability for leadership. Today Wilson's precept that "the quality of leadership is critical to a healthy school society as well as to the adult world," (4) is accepted with little argument.

Jones asserts, "The proper and equitable distribution of leadership opportunities within schools has proved to be a very

(1) Arthur H. Jones, op. cit., p. 203  
(2) Ibid., pp. 202-203  
(3) Robert D. Leigh, op. cit., pp. 28  
difficult problem. If there is no regulation, a few outstanding students will carry off the major responsibilities and opportunities."(1) He claims that there has been very little effort to record evidences of leadership ability when it has been seen.(2) A 'laissez faire' policy may succeed in some instances where real genius may reveal itself and leadership develop accordingly. However, there are many potentially good leaders in our school society who are not geniuses and therefore require favorable conditions for development.

Jones recommends that the schools offer a broad, varied program that will provide for the development of all types of leaders needed.(3) Decatur claims that the community advertises its products widely, but the "vital part of the growth of the community has been unconsciously ignored."(4) By this statement she indicates that in the schools important phases of civic training are neglected, including the development of future community leaders.

Baxter and Cassidy assert that the neighborhood, with the school as a center, becomes the center of living where persons may work together, plan together and benefit from the results of cooperative effort.(5)

Wolf believes that good leadership occurs where the voli-

(1) Arthur H. Jones, op. cit., p. 202
(2) Ibid., p. 203
(3) Ibid., p. 203
(4) Rena A. Decatur, Civic Values in the Social Studies, Boston University School of Education, Thesis, 1933
(5) Baxter and Cassidy, op. cit., p. 153
tions are aroused and an ideal is the goal. (1) He also states that one of the greatest incentives in the past to the teaching profession was the belief "a good education would assure the world of an unselfish leadership." (2)

A good education will be the answer to the problem if the products of that education are aware of the difficulties ahead and are able to analyze their value as leaders. Baxter and Cassidy say, "Students who aspire to positions of leadership in tomorrow's world should test their own readiness for the demands which that leadership will place upon them." (3) The schools can render assistance by providing opportunities for critical thinking from which, very possibly, will stem valuable contributions of private opinion and a more confident assumption of initiative and leadership.

The outlook for the future is less ominous if we can hope with Jones that "School life is being transformed in many ways so as to provide a better medium for the development of those traits of character that are useful in society and essential to safe leadership." (4)

(1) Frederick E. Wolf, op. cit., p. 97
(2) Ibid., p. 96
(3) Baxter and Cassidy, op. cit., p. 148
(4) Arthur H. Jones, op. cit., p. 218
Summary of Research

There have been few studies made in the determination of attitudes relative to initiative and leadership as compared with studies made to measure other attitudes. Most of the studies have been conducted on a secondary or college level.

Courtenay conducted a survey of the personal, social and occupational status of a selected group of 100 girl high school graduates to determine whether their school leadership carried over into adult life. All had been officers of a Girls' Council which administered their interests in school. She used graduates within a twelve-year period. The control group also numbered 100 and consisted of those who had won no special recognition during school years.

The groups were paired on the basis of ethnic heritage, socio-economic background, scholarship rating and age at graduation. Five pairs were interviewed and the leaders dominated in all cases.

The results of the survey showed that leadership evidenced in early years has a definite tendency to persist. However, the ratio in the leader group declined in post-high school days and increased in the non-leader group. From the results Miss Courtenay raises the question, "Has the high school failed to develop adequate means for discovering potential leaders and means of cultivating them?" She also quotes Thorndike who

(2) Mary Ethel Courtenay, op. cit., p. 107
queries, "Is not special training in judging qualities of leaders worthy of a place in democratic education?"(1)

Chassell, Upton and Chasell(2) have developed a chart for measuring the habits of good citizenship. They recommend that anyone who uses the chart to develop a scale for his own use should include items from as many different headings in the chart and as many different items from each heading as possible. They claim, "As current educational practice makes increasing provision for the development of initiative and the power of self-direction, even in our youngest school citizens, the necessity for such training in desirable habits and attitudes as will enable children to make the best use of their freedom becomes more and more apparent."(3) The writer quotes the items selected from the chart which pertain to qualities of initiative and leadership.

"Is Characterized by Helpful Initiative:"(4)
1. Finds ways of adapting his own work or play to good of group.
2. Directs activities of group toward useful ends, but does not 'boss'.
3. Seeks intelligently opportunities for serving others.
4. Finds ways and means of improving his weak points.

(1) Mary Ethel Courtenay, op. cit., p. 107
(3) Clara F. Chassell, Siegfried Maria Upton, Laura M. Chassell, op. cit., p. 58.
(4) Ibid., p. 60.
5. Seeks information by asking questions, observation and other methods.
6. Formulates projects.
7. Is resourceful in finding new tasks when those assigned have been finished.
8. Makes or otherwise provides such apparatus and materials as are needed for carrying out his project.
9. Is ready with helpful suggestions as to better ways of doing things.
10. Volunteers in the recitation.

The above items are arranged in order of importance.

The authors of the chart believe that it can be used as an indication of habits that heed training and as a course of study where training in the habits and attitudes listed are provided, and improvement can be measured. The scale may be self-administered. As a warning they request the user to remember that, "Until motives can be taken into account, the most important aspect of character development remains unmeasured."(1)

Wickman believes that it is impossible to consider a child's behavior apart from the attitudes taken toward it.(2)

On this premise he conducted a survey on children's behavior and teachers' attitudes. The study involved an analysis of the child, of the social order that declared the behavior unacceptable, and of the interaction between them.

(1) Clara F. Chassell, Siegried Maria Upton, Laura M. Chassell, op. cit., p. 59
(2) F. K. Wickman, Children's Behavior and Teachers' Attitudes, The Commonwealth Fund, 1932. p. 183
The results of the teachers' reports which were collected indicated: Teachers are more aware of overt behavior than children's personal problems; teachers observe that behavior problems occur more frequently in boys than in girls; teachers are more aware of those problems which affect the child's application to school tasks. Wickman concludes, "The actual behavior of adults in response to undesirable and unwholesome behavior of children is the factor in attitudes toward which any attempts at re-education need to be directed."(1)

The present study will be made by using a test of twenty-four items or situations followed by two questions with multiple choice answers. Similar to the studies reported in the research, the writer will attempt to make studies based on the results of the test.

(1) E. W. Wickman, op. cit., p. 176
Chapter III
Plan of the Study

The writer has conducted an investigation of the qualities of initiative and leadership by administering a test to two hundred fifty three sixth-grade pupils. The initial step in the construction of the test was to prepare a list of acceptable social behaviors for children of approximately twelve years of age. Leadership and initiative in personal contacts, group associations, organization of groups and emergency situations were the areas to be considered. Using these areas as bases a test of twenty-eight situations was built.

The children in the author's sixth-grade class contributed most of the items. Eighty-one situations were prepared and then limited to twenty-eight. Many situations involving deliberate wrong-doing, those confined to local areas and those concerned with professional ethics had to be eliminated.

Situations involving deliberate wrong-doing were omitted because they were concerned with an area outside of the qualities being tested and might provide a youngster with an idea for misbehavior. A typical example follows:

Billy and Howard were playing with matches in Billy's cellar. Suddenly a puddle of oil nearby became ignited. Howard was able to get out but Billy was trapped.

What should Howard do?
1. Call the fire department.
2. Run away.
3. Play innocent.
4. Get help.

It was conceded that items concerned with local situations would not evoke a true response from children of other communities since they might be outside their range of experience. For example:-

The school needs a movie projector. The neighborhood association is asked to help raise the money.

What should the association do?
1. Ignore the request.
2. Suggest that the school should raise its own money.
3. Offer to assist.
4. Agree to buy a projector which the school may rent from the association.

Some situations were built which involved relationships between men of professions which serve one another. In each case only one course of action could be taken according to professional ethics. Such items were considered best omitted. To illustrate:-

The corner drugstore closes at nine o'clock. A doctor calls at nine and asks that some medicine be delivered at once.

What should the druggist do?
1. Tell the doctor he is closing and will deliver in the morning.
2. Deliver the medicine.
3. Agree to prepare the medicine if the doctor will come for it.
4. Send him to another store.

The test as then prepared for use was composed of twenty-eight descriptive situations concerned with initiative and leadership. Each item was followed by three questions:
1. What should the child do?
2. What do you think the child did?
3. What would you do?

Each question was followed by four multiple choice answers. The same responses were used in different order after each question.

The test was then presented to a Seminar Group in the Boston University School of Education. It was generally agreed that question number three, "What would you do?" was unnecessary. The belief was that the child would have answered it under question number two. Elimination of question number three resulted from this discussion.

The test was re-written and again distributed to the Seminar Group for validation. Each member was to check the responses that seemed to him the most socially acceptable. Items that had been criticized by more than two persons were discarded. Thus evolved the completed test of twenty-four items. At this time it was decided also to have only three responses rather than the original four from which to choose, because the fourth response was found to overlap in more than half of the situations.
The tests were given to two hundred fifty three sixth-grade pupils in the schools of six different cities and towns. A separate page with directions for the teacher and a chart to be filled out by the teacher accompanied each set of tests. The tests were keyed by number in order that a truer reaction from the children could be obtained. No names were written on the tests.

The final test as given to the children in the study is given below.
Directions for the Teacher

Read the directions on the test to the children as they read them silently. Have the children write their answers to the sample questions.

It is hoped that the child will give a truer reaction to the questions by not having to sign his name in the paper. Each test is numbered. While the children are at work get the number of each paper and fill in the information about the child taking the test on the blank supplied for this purpose.

1. Write the number of the test.
2. Write the word "boy" or "girl" in the second column.
3. Give the chronological age in years and months as of the day the child takes the test.
4. Fill in the column "Remarks" i.e., honest, stubborn, etc.
5. Check each paper to be sure the child has filled the blank, "Write your father's occupation."

It is important to the findings of this study to have all the above information. Your cooperation is greatly appreciated.
**DIRECTIONS:** Read each story carefully. Then read the questions. In the blank to the right of the first question write the letter a, b or c for the answer that best tells what the boy or girl should do. In the blank to the right of the second question write the letter a, b or c for the answer that best tells what you think the boy or girl did. Answer each question as you come to it. Do not skip any of the stories.

Here is a sample for you to work out together.

In the middle of an exciting hockey game Peter was hit by the puck. Because his leg was badly hurt he couldn't walk.

1. What should the other boys do?  
   a. Carry him home.  
   b. Go on with the game.  
   c. Send for his folks.

2. What do you think the other boys did?  
   a. Carried him home.  
   b. Went on with the game.  
   c. Sent for his folks.

1. Mr. Brown is the policeman on traffic duty at the school. He was called away at dismissal time when an accident occurred nearby.

What should the patrol boy do?  
   a. Take over and direct traffic.  
   b. Continue on his assigned job.  
   c. Leave to get help.

What do you think the patrol boy did?  
   a. Took over and directed traffic.  
   b. Continued on his assigned job.  
   c. Left to get help.

2. Sam found a good ski glove not far from the ski run on the hill.

What should Sam do?  
   a. Put it on a nearby fence post.  
   b. Advertise for the owner.  
   c. Leave it where it was.

What do you think Sam did?  
   a. Put it on a nearby fence post.  
   b. Advertised for the owner.  
   c. Left it where it was.
3. While the Bonds were visiting in New York there was a heavy snowstorm. Mrs. Bond always asks Joe to do the shoveling.

What should Joe do?
- a. Skip it because he's afraid he won't get paid.
- b. Do his usual job.
- c. Get a job to replace the one at Bonds'.

What do you think Joe did?
- a. Skipped it because he was afraid he wouldn't get paid.
- b. Did his usual job.
- c. Got a job to replace the one at Bonds'.

4. Dolores heard a lady ask a bus driver what time she could get a bus to Boston. Later she saw the lady get on the wrong bus.

What should Dolores do?
- a. Go over and tell the lady.
- b. Tell the bus driver.
- c. Do nothing.

What do you think Dolores did?
- a. Went over and told the lady.
- b. Told the bus driver.
- c. Did nothing.

5. Frank and his pal, Dick, went swimming. Dick got a stomach cramp and became frightened.

What should Frank do?
- a. Go for help.
- b. Try to help Dick ashore.
- c. Swim alongside Dick to calm him.

What do you think Frank did?
- a. Went for help.
- b. Tried to help Dick ashore.
- c. Swam alongside Dick to calm him.

6. Alice's father planted grass seeds in the front yard. Next day Alice saw a neighbor's dog digging in the yard.

What should Alice do?
- a. Chase the dog away.
- b. Tell her father when he comes home.
- c. Call the dog's master.

What do you think Alice did?
- a. Chased the dog away.
- b. Told her father when he came home.
- c. Called the dog's master.
7. Roy, the patrol boy on duty, saw a fight start in the school yard. His friend, Billy, started it.

What should Roy do?
- a. Let the other patrol boy take care of it.
- b. Turn his back on it.
- c. Step in and break up the fight.

What do you think Roy did?
- a. Let the other patrol boy take care of it.
- b. Turned his hack on it.
- c. Stepped in and broke up the fight.

8. The Boy Scouts went on a hike into the woods. At the end of the day Eddie and Jim were missing.

What should the other boys do?
- a. Set out in groups to search for them.
- b. Go home and tell their parents.
- c. Report the matter to the police for help.

What do you think the other boys did?
- a. Set out in groups to search for them.
- b. Went home and told their parents.
- c. Reported the matter to the police for help.

9. Tim's club collects comic books to amuse the members. The hospital asked for contributions of such things for sick children.

What should the club members do?
- a. Bring the books to the hospital.
- b. Start a special collection for the hospital.
- c. Vote to keep the books for themselves.

What do you think the club members did?
- a. Brought the books to the hospital.
- b. Started a special collection for the hospital.
- c. Voted to keep the books for themselves.

10. When Paul was walking to school he saw an auto skid into an empty parked car and go on without stopping.

What should Paul do?
- a. Wait and give the registration number to the owner.
- b. Report the accident to the police.
- c. Go along to school.

What do you think Paul did?
(See next page.)
a. Waited and gave the registration number to the owner.
b. Reported the accident to the police.
c. Went along to school.

11. The Wiley family went to the beach for a picnic. Joan was left on the sand to watch the baby while the others went swimming. A spark from the cookstove set fire to the baby’s sweater.

What should Joan do?
a. Put the baby in the water.
b. Call for help.
c. Wrap the baby in a towel and roll him in the sand.

What do you think Joan did?
a. Put the baby in the water.
b. Called for help.
c. Wrapped the baby in a towel and rolled him in the sand.

12. Bill, Dave and Ted swam over to a nearby island to play. Ted stepped on a sharp shell and cut his foot badly.

What should Bill and Dave do?
a. Take a boat nearby and row Ted ashore.
b. Swim back for help.
c. Try to stop the flow of blood by bathing in the water.

What do you think Bill and Dave did?
a. Took a boat nearby and rowed Ted ashore.
b. Swam back for help.
c. Tried to stop the flow of blood by bathing in the water.

13. Jerry saw a big boy teasing a little fellow on the way home from school.

What should Jerry do?
a. Report the big boy to the principal.
b. Chase the boy away and walk along with the little fellow.
c. Start a fight.

What do you think Jerry did?
a. Reported the big boy to the principal.
b. Chased the boy away and walked along with the little fellow.
c. Started a fight.

14. Miss Moore, the teacher, became sick in the classroom and fainted.
What should the children do?

a. Go for the nearest teacher.
b. Get a glass of water.
c. Run upstairs for the principal.

What do you think the children did?

a. Went for the nearest teacher.
b. Got a glass of water.
c. Ran upstairs for the principal.

15. Sue's sewing club meets at her house every week. The girls are making favors for the Red Cross for Valentine's Day. Sue's mother became sick and the club cannot meet there any more.

What should Sue do?

a. Cancel the club meeting.
b. Ask the girls to take turns having club.
c. Hunt up a new meeting place.

What do you think Sue did?

a. Canceled the club meeting.
b. Asked the girls to take turns having club.
c. Hunted up a new meeting place.

16. The regular teacher and the student council representative of Room 3 were absent when a student council meeting was called. The class citizenship president was in school.

What should she do?

a. Choose someone to attend the meeting.
b. Suggest that the substitute teacher choose someone to go.
c. Skip the meeting.

What do you think she did?

a. Chose someone to attend the meeting.
b. Suggested that the substitute teacher choose someone to go.
c. Skipped the meeting.

17. Because of hoodlum trouble in the neighborhood Charlie, the leader of a boys' club, made himself responsible for the behavior of the members. One of the boys broke a window in a nearby house.

What should Charlie do?

a. Report the boy to the owner of the house.
b. Have the boy report to the owner.
c. Fix the window himself.
What do you think Charlie did?

a. Reported the boy to the owner of the house.
b. Had the boy report to the owner.
c. Fixed the window himself.

18. Miss Sharpe, the teacher, was called to the phone just before visitors arrived in the classroom. Peggy rose and greeted them.

What should Peggy do?

a. Send for Miss Sharpe.
b. Ask them to return later when Miss Sharpe is there.
c. Seat them and put away their coats.

What do you think Peggy did?

a. Sent for Miss Sharpe.
b. Asked them to return later when Miss Sharpe would be there.
c. Seated them and put away their coats.

19. Tony found an injured pigeon in the street. He thought that something should be done for the bird but the lady across the street told him to leave it alone.

What should Tony do?

a. Go for help.
b. Kill the bird to prevent its suffering.
c. Leave the pigeon in the gutter.

What do you think Tony did?

a. Went for help.
b. Killed the bird to prevent its suffering.
c. Left the pigeon in the gutter.

20. Ellen met Mrs. Rogers at the corner store. Mrs. Rogers had two heavy bundles and waited to walk home with Ellen.

What should Ellen do?

a. Offer to carry Mrs. Rogers' bundles.
b. Tell her that she will go back for her bundles.
c. Walk along with Mrs. Rogers.

What do you think Ellen did?

a. Offered to carry Mrs. Rogers' bundles.
b. Told her that she would go back for her bundles.
c. Walked along with Mrs. Rogers.

21. Ernest, a member of Kenneth's club, set fire accidentally to a pile of comic books in the clubhouse.
What should the boys do?

a. Try to put out the fire.
b. Send for the fire department.
c. Try to save their books.

What do you think the boys did?

a. Tried to put out the fire.
b. Sent for the fire department.
c. Tried to save their books.

22. Diane's mother was called away and Diane was left to take care of the baby. An important message came for a nearby friend.

What should Diane do?

a. Deliver the message at once, taking the baby with her.
b. Call a playmate to deliver the message.
c. Wait until her mother returns.

What do you think Diane did?

a. Delivered the message at once, taking the baby with her.
b. Called a playmate to deliver the message.
c. Waited until her mother returned.

23. The playground boys and girls went on an outing to the lake. Two boys hired a boat and rowed across to the opposite shore where they went in search of colored stones. Meanwhile the boat drifted away.

What should the boys do?

a. Try to swim out to the boat.
b. Let it go and swim back to their friends.
c. Call across to the boathouse keeper for help.

What do you think the boys did?

a. Tried to swim out to the boat.
b. Let it go and swam back to their friends.
c. Called across to the boathouse keeper for help.

24. Bill was shooting darts at a target on the camp playground. It was getting dark and he didn't see Jack standing in the way. The dart hit Jack in the shoulder.

What should Bill do?

a. Call for help.
b. Run away because he hadn't been seen.
c. Bring Jack to the first aid room.

What do you think Bill did?

a. Called for help.
b. Ran away because he hadn't been seen.
c. Brought Jack to the first aid room.

Write your father's occupation on the line below.
Chapter IV
Analysis of the Data

The purpose of this study was to determine some phases of initiative and leadership of sixth grade children. The studies which have been made from the tests administered to two hundred fifty three pupils are:

1. A comparison of the total score responses to the questions: What should the child do? and, What do you think the child did?


3. A comparison of responses according to intelligence levels.

4. A comparison of responses according to the occupational status of the parent.

Tables summarizing the results are found in this chapter.
Purpose of the analysis was to determine whether or not sixth-grade children know the correct response to situations involving initiative or leadership, and whether or not they act according to their knowledge of what is correct.

TABLE I

<table>
<thead>
<tr>
<th>Item</th>
<th>No.</th>
<th>M.</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should</td>
<td>253</td>
<td>15.77</td>
<td>2.48</td>
<td>.16</td>
<td>4.66</td>
<td>.35</td>
<td>13.31</td>
</tr>
<tr>
<td>Did</td>
<td>253</td>
<td>11.11</td>
<td>4.75</td>
<td>.35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Mean of the two hundred fifty three pupils on the twenty-four situations as to what they think the child should do is 15.77 as compared with 11.11 as the Mean for what they think the child did. The Critical Ratio being 13.31 shows this difference to be statistically significant.
The data were analyzed to determine whether there was a
difference in responses according to sex.

### TABLE II

Comparison of Sex Differences in the Choice
of the Socially Acceptable Responses Relative
to What the Child Did.

<table>
<thead>
<tr>
<th>Sex</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>118</td>
<td>11.11</td>
<td>4.69</td>
<td>.43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>135</td>
<td>11.11</td>
<td>4.77</td>
<td>.41</td>
<td>0</td>
<td>.59</td>
<td>0</td>
</tr>
</tbody>
</table>

The Mean of the boys on the twenty-four situations is 11.11
as compared with 11.11 for the girls. The critical Ratio being
0 shows this difference not to be statistically significant.
The data were analyzed to determine whether the sixth-grade boy knows the correct responses to leadership situations and whether he acts according to his knowledge.

TABLE III

<table>
<thead>
<tr>
<th>Item</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should</td>
<td>118</td>
<td>15.33</td>
<td>2.61</td>
<td>.24</td>
<td>4.22</td>
<td>.48</td>
<td>8.8</td>
</tr>
<tr>
<td>Did</td>
<td>118</td>
<td>11.11</td>
<td>4.69</td>
<td>.43</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Mean of one hundred eighteen boys on the twenty-four situations as to what they think the child should do is 15.33 compared to 11.11 for what the child did in each situation. The Critical Ratio being 8.8 shows this difference statistically significant.
The data were analyzed to determine whether the sixth-grade girl knows the correct responses to leadership situations and whether she acts according to her knowledge.

TABLE IV

Comparison of the Choice of Socially Acceptable Responses by Girls as to What the Child Should Do and What the Child Did.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should</td>
<td>135</td>
<td>15.98</td>
<td>2.34</td>
<td>.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did</td>
<td>135</td>
<td>11.11</td>
<td>4.77</td>
<td>.41</td>
<td>.46</td>
<td>10.58</td>
</tr>
</tbody>
</table>

The Mean of the one hundred thirty five girls on the twenty-four situations as to what they think the child should do is 15.98 as compared with 11.11 as to what they think the child did in each situation. The Critical Ratio being 10.58 shows this difference to be statistically significant.
The data were analyzed to determine whether there is a difference in answers of children according to intelligence. The intelligence group study was made according to the following classifications:

- **Group I** Below Average Ability 90 and below
- **Group II** Average Ability 91--110
- **Group III** Better than Average Ability 111 and above

The Child's Intelligence Quotient was filled in beside the number assigned to him on the teacher's chart.

**TABLE V**

Comparison of Differences between Ability Group II and Ability Group III in the Choice of Socially Acceptable Responses As to What the Child Did.

<table>
<thead>
<tr>
<th>Ability Groups</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>92</td>
<td>11.3</td>
<td>4.62</td>
<td>.48</td>
<td>.15</td>
<td>.65</td>
<td>.23</td>
</tr>
<tr>
<td>III</td>
<td>114</td>
<td>11.15</td>
<td>4.82</td>
<td>.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Mean of the pupils in the average ability group on the twenty-four situations as to what they think the child did is 11.3 as compared with 11.15 for the pupils in the better than average group. The Critical Ratio being .23 shows this difference not statistically significant. The chances are 18 in 100 that this is a true difference in favor of the better than average ability group.
The following shows the comparison between the below average ability group and the better than average ability group.

**TABLE VI**

Comparison of Differences between Ability Group I and Ability Group III in the Choice of Socially Acceptable Responses as to What the Child Did.

<table>
<thead>
<tr>
<th>Ability Groups</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>47</td>
<td>10.61</td>
<td>4.75</td>
<td>.7</td>
<td>.54</td>
<td>.83</td>
<td>.65</td>
</tr>
<tr>
<td>III</td>
<td>114</td>
<td>11.15</td>
<td>4.82</td>
<td>.45</td>
<td>.54</td>
<td>.83</td>
<td>.65</td>
</tr>
</tbody>
</table>

The Mean of the pupils in the below average ability group on the twenty-four situations as to what they think the children did is 10.61 as compared with 11.15 for the pupils in the better than average ability group. The Critical Ratio being .65 shows this difference not statistically significant. The chances are 43 in 100 that this is a true difference in favor of the pupils in the better than average ability group.
The following table shows the comparison between the below average ability group and the average ability group.

**TABLE VII**

Comparison of Differences between Ability Group I and Ability Group II in the Choice of the Socially Acceptable Responses as to What the Child Did.

<table>
<thead>
<tr>
<th>Ability Groups</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>47</td>
<td>10.61</td>
<td>4.75</td>
<td>.7</td>
<td>.69</td>
<td>.85</td>
<td>.81</td>
</tr>
<tr>
<td>II</td>
<td>92</td>
<td>11.3</td>
<td>4.62</td>
<td>.48</td>
<td>.85</td>
<td>.85</td>
<td>.81</td>
</tr>
</tbody>
</table>

The Mean of the pupils in the below average ability group on the twenty-four situations as to what they think the child did is 10.61 as compared with 11.3 for the pupils in the average ability group. The Critical Ratio being .81 shows this difference not statistically significant. The chances are 58 in 100 that this is a true difference in favor of the pupils in the average ability group.
The data were analyzed to determine whether there is a difference in the answers of children according to the occupational status of the parent. The entire group was broken down into three classifications which follow:

Group I  Professional and Semi-professional
Group II  Proprietors
          Clerical-Sales
          Skilled Workers
Group III Domestic and Service
          Unskilled Workers
          Emergency Relief (WPA) and others

The following table shows the comparison between Occupational Groups II and III.

TABLE VIII

Comparison of Differences between Occupational Group II with Occupational Group III in the Choice of the Socially Acceptable Responses as to What the Child Did.

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>128</td>
<td>11.20</td>
<td>4.79</td>
<td>.42</td>
<td></td>
<td>.54</td>
<td>.62</td>
</tr>
<tr>
<td>III</td>
<td>106</td>
<td>10.66</td>
<td>4.65</td>
<td>.45</td>
<td>.54</td>
<td>.62</td>
<td>.87</td>
</tr>
</tbody>
</table>

The Mean of the pupils in Occupational Group II on the twenty-four situations as to what they think the child did is 11.20 as compared with 10.66 for the pupils in Occupational Group III. The Critical Ratio being .87 shows this difference not statistically significant. The chances are 61 in 100 that this is a true difference in favor of Occupational Group II.

(1) William C. Kvaraceur, Juvenile Delinquency and the School, World Book Co., Inc., 1945, p. 91
The following table shows the comparison between Occupational Groups I and III.

**TABLE IX**

Comparison of Differences between Occupational Group I with Occupational Group III in the Choice of Socially Acceptable Responses as to What the Child Did.

<table>
<thead>
<tr>
<th>Occup. Groups</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>19</td>
<td>11.94</td>
<td>4.84</td>
<td>1.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>106</td>
<td>10.66</td>
<td>4.65</td>
<td>.45</td>
<td>1.28</td>
<td>1.2</td>
<td>1.06</td>
</tr>
</tbody>
</table>

The Mean of the pupils in Occupational Group I on the twenty-four situations as to what they think the child did is 11.94 as compared with 10.66 for the pupils in Occupational Group III. The Critical Ratio being 1.06 shows this difference not statistically significant. The chances are 71 in 100 that this is a true difference in favor of Occupational Group I.
The following table shows the comparison between Occupational Groups I and II.

**TABLE X**

Comparison of Differences between Occupational Group I with Occupational Group II in the Choice of Socially Acceptable Responses as to What the Child Did.

<table>
<thead>
<tr>
<th>Occup. Groups</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>19</td>
<td>11.94</td>
<td>4.84</td>
<td>1.11</td>
<td>.74</td>
<td>1.19</td>
<td>.62</td>
</tr>
<tr>
<td>II</td>
<td>128</td>
<td>11.20</td>
<td>4.79</td>
<td>.42</td>
<td>.74</td>
<td>1.19</td>
<td>.62</td>
</tr>
</tbody>
</table>

The Mean of the pupils in Occupational Group I on the twenty-four situations as to what they think the child did is 11.94 as compared with 11.20 for the pupils in Occupational Group II. The Critical Ratio being .62 shows this difference not statistically significant. The chances are 46 in 100 that this is a true difference in favor of Occupational Group I.
Chapter V
Summary and Conclusions

Purpose of the Study

The purpose of the study was to determine some phases of initiative and leadership of sixth-grade children.

Aims of the test

The aims of the test were:

1. To determine whether the sixth-grade child knows the socially correct responses to situations involving leadership or initiative.

2. To determine whether the sixth-grade child acts according to his knowledge of the socially correct responses.

3. To determine whether there is a difference in responses of boys and girls.

4. To determine whether there is a difference in responses according to ability of children.

5. To determine whether there is a difference in responses of children according to the occupational status of the parent.

Procedure

A test of twenty-four items was built. The test was prepared in areas that reveal initiative or leadership in personal contacts, emergency situations, organization of groups, and associations within groups. Three multiple choice answers were given at the end of the first question to determine whether the
child knew the correct thing to do in a given situation. The same answers were given at the end of the second question to determine the child's own reactions to the same situation.

The test was administered to two hundred fifty three sixth-grade pupils in six cities and towns. The tests were tabulated and checked for results. Tables were made and an analysis was made of the study.

Conclusions

Following are the conclusions made from the data obtained and the analysis of the study.

1. Sixth-grade children do not have an adequate knowledge of the socially correct thing to do in situations relative to initiative or leadership. This was shown by a low mean on the 'should' responses in Table I.

2. Sixth-grade children do not act in the same degree according to their knowledge of the socially correct thing to do in situations relative to initiative or leadership.

3. No significant difference was evidenced between the choices of boys and girls in responses relative to what the child did.

4. The ability of sixth-grade children revealed no significant difference in the choice of responses relative to what the child did.

5. The occupational status of parents of sixth-grade children revealed no significant difference in the choice of responses relative to what the child did.
Implications for teaching

1. There is a definite need for training in the qualities tested.

2. Sex, ability or occupational status of children are not determining factors in selection of groups for training.

3. Regardless of sex, ability, or occupational status of parents, boys and girls need approximately the same training.

Suggestions for further study

1. Make a similar study on other representative grade levels.

2. Administer the same test to the same group a definite period later, possibly at the end of the eighth grade or junior high school.

3. Survey work being done in schools and the opportunities offered for the development of the qualities tested.

4. Conduct a study to determine the procedures that the schools can follow to develop desirable qualities.

5. Administer the test to a different group on the same grade level.

6. Use this type of study as a basis for similar analysis of other social attitudes.

7. Analyze the reasons for the choices given by the children.
Bibliography


