

A STUDY IN STUDENT LEADERSHIP

A THESIS

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A STUDY IN STUDENT LEADERSHIP

A THESIS

Submitted to the Faculty of
Sam Houston State Teachers College
in Partial Fulfillment of the Requirements

for the Degree

MASTER OF ARTS

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By

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
ACKNOWLEDGMENT	111
I. THE PROBLEM	1
Importance of a Study of Leadership	1
Definition of Leadership	3
Purposes of the Present Study	3
Limitations of the Study	4
Procedures Used in the Study	6
The Interview	6
The Otis Self-Administering Test of Mental Ability, Higher Examination	7
The Bernreuter Personality Inventory	8
II. AN ANALYSIS OF DATA RELATED TO PLACE OF RESIDENCE AND FAMILY BACKGROUND OF THE SUBJECTS	10
Location of the Texas Towns from Which the Subjects Come	10
Present Population of the Towns from Which the Subjects Come	12
Major Industries of the Towns from Which the Subjects Come	13
Nationality of the Parents of the Subjects	14
Parental Relationship of the Subjects	14
Occupations of the Fathers of the Subjects	16
Occupations of the Mothers of the Subjects	16
Subjects' Marital State	17

<u>Chapter</u>	<u>Page</u>
Number of Siblings in the Subjects' Families	17
Order of Siblings in the Subjects' Families	18
Church Affiliation or Preference of the Subjects' Fathers	19
Church Affiliation or Preference of the Subjects' Mothers	21
Church Affiliation or Preference of the Subjects	21
Summary of Facts Related to the Place of Residence and Family Background of the Subjects	22
III. AN ANALYSIS OF THE SECONDARY SCHOOL EXPERIENCES OF THE SUBJECTS	25
Populations of the High Schools from Which the Subjects Graduated	25
Number of Extra-Curricular Activities in Which the Subjects Participated	28
Participation of the Subjects in Interscholastic League Events	29
Departmental Clubs in Which Subjects Held Membership	29
Athletic Club or Teams to Which Subjects Belonged	30
Miscellaneous Activities in Which Subjects Participated	31
Extent to Which Subjects Participated in Extra- Curricular Activities	32
Honors Received by the Subjects	34
Extent of Self-Support of the Subjects	36
Summary of Data Related to the Secondary School Experiences of the Subjects	37

<u>Chapter</u>	<u>Page</u>
IV. AN ANALYSIS OF DATA RELATED TO THE COLLEGE EXPERIENCES OF THE SUBJECT	39
Ages of Subjects upon Enrollment in College	40
Present Ages of the Subjects	40
Present College Classification of the Subjects	41
Subjects' Residence in College	42
Extent of Self-Support of the Subjects	43
Major Fields of Study of the Subjects	44
A Comparison of the Percentages of All Upper-classmen with the Percentages of the Subjects in the Major Fields of Study Selected by the Subjects	45
Minor Fields of Study of the Subjects	46
Scholastic Average of the Subjects in Terms of Grade Points Per Semester-Hour	48
A Comparison of Mean Grade Points Per Semester-Hour Made by the Subjects and of the Mean Grade Points Per Semester-Hour Made by the Class as a Whole	49
Honors Received by the Subjects	51
Number of Extra-Curricular Activities in Which the Subjects Participated	53
General Types of Extra-Curricular Activities in Which the Subjects Engaged	53
Departmental Clubs in Which the Subjects Held Membership at College	54
Honor Societies in Which the Subjects Held Membership at College	56
Number of Honor Societies in Which the Subjects Held Membership	58
Religious Organizations to Which the Subjects Belonged	59

ChapterPage

Literary Societies or Social Clubs to Which the Subjects Belonged	60
Press Organizations in Which the Subjects Participated	61
Athletic Clubs or Teams in Which the Subjects Participated	62
Participation of Subjects in Organizations Related to Student Government and Miscel- laneous Clubs	63
Number of Offices Held by the Subjects	64
Types of Offices Held by the Subjects	64
Number of Committees on Which the Subjects Have Served	67
Types of Committees on Which the Subjects Have Served	67
Vocational Plans of the Subjects at Graduation from College	67
Subjects' Ambitions in Relation to Their Life's Work	71
Summary of Data Related to the College Experiences of the Subjects	71
V. AN ANALYSIS OF THE INTELLIGENCE OF THE SUBJECTS AS DETERMINED BY THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, HIGHER EXAMINATION	77
Range of Percentile Ranks of the Subjects on the Otis Self-Administering Test of Mental Ability	80
Median Percentile Ranks of the Subjects	80
Mean Percentile Ranks of the Subjects	80
Correlation Between the Subjects' Percentile Rank on the Otis Self-Administering Test of Mental Ability with the Number of Extra- Curricular Activities in Which They Engaged	81

ChapterPage

Correlation between the Mean Grade Points Per Semester-Hour of the Subjects and Their Percentile Ranks on the Otis Self- Administering Test of Mental Ability	83
Summary of Findings Related to the Intelligence of the Subjects	83
VI. AN ANALYSIS OF THE PERSONALITY TRAITS OF THE SUBJECTS AS DETERMINED BY THE BERNREUTER PERSONALITY INVENTORY	84
Method of Scoring the Inventory	85
Results on B1-N Scores of Neurotic Tendency	88
Results on B2-S Scores of Self-Sufficiency	91
Results on B3-I Scores of Introversion- Extroversion	92
Results on B4-D Scores of Dominance-Submission	95
Results on F1-C Scores of Confidence in One's Self	96
Results on F2-S Scores of Sociability	99
Summary of Data Related to the Results of the Subjects' Scores on the Bernreuter Personality Inventory	101
VII. SUMMARY AND CONCLUSIONS	104
BIBLIOGRAPHY	114
APPENDIX	117

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Population of the Subjects' Home Towns in 1939	12
II. Major Industries of the Subjects' Home Towns in 1939	13
III. Parental Relationship of Twenty-Nine Subjects	14
IV. Occupations of the Fathers of the Subjects	15
V. Occupations of the Mothers of the Subjects	17
VI. Number of Siblings in Subjects' Families	18
VII. Subjects' Positions in Sibling Groups	19
VIII. Church Affiliation or Preference of Father or Step-Father	20
IX. Church Affiliation or Preference of Mother or Step-Mother	20
X. Church Affiliation or Preference of Student	22
XI. Population of the High Schools from Which Subjects Graduated at the Time of Their Graduation	26
XII. Number of Extra-Curricular Activities Engaged in by Each Subject during High School	27
XIII. General Types of Extra-Curricular Activities in Which the Subjects Engaged during High School	28
XIV. Interscholastic League Events Entered by Subjects	29
XV. Departmental Clubs in Which the Subjects Participated during High School	30
XVI. Athletic Club or Team to Which the Subjects Belonged during High School	31

<u>Table</u>	<u>Page</u>
XVII. Miscellaneous Extra-Curricular Activities in Which the Subjects Participated during High School	32
XVIII. Offices or Positions in High School Activities That Were Held by Subjects	33
XIX. Honors Received by Subjects in High School	35
XX. Extent of Subjects' Self-Support during High School	36
XXI. Ages of Subjects upon Enrollment in College	40
XXII. Present Ages of the Subjects	41
XXIII. Present College Classification of the Subjects	41
XXIV. Subjects' Residence in College	42
XXV. Extent of Self-Support of the Subjects at College	43
XXVI. Major Fields of Study of the Subjects at College	44
XXVII. A Comparison of the Percentages of All Upper-classmen with the Percentages of the Subjects in the Major Fields of Study Selected by the Subjects	45
XXVIII. Minor Fields of Study of the Subjects at College	47
XXIX. Scholastic Average of the Subjects in Terms of Grade Points Per Semester-Hour	48
XXX. Range, Median and Mean of Subjects' Grade Points Per Semester-Hour	49
XXXI. A Comparison of Mean Grade Points Per Semester-Hour Made by the Subjects and of Mean Grade Points Per Semester-Hour Made by the Class as a Whole	50
XXXII. Honors Received by the Subjects at College	51
XXXIII. Number of Extra-Curricular Activities in Which the Subjects Participated at College	52
XXXIV. Range, Mean and Modal Number of Activities of the Subjects at College	53

<u>Table</u>	<u>Page</u>
XXXV. General Types of Extra-Curricular Activities Engaged in by the Subjects at College	54
XXXVI. Departmental Clubs of Which the Subjects Were Members	55
XXXVII. Honorary Societies in Which the Subjects Held Membership at College	57
XXXVIII. Number of Honorary Societies to Which the Subjects Belonged	58
XXXIX. Religious Organizations of Which the Subjects Were Members	59
XL. Literary Societies or Social Clubs of Which the Subjects Were Members	60
XLI. Press Organizations in Which the Subjects Participated	61
XLII. Athletic Clubs and Teams in Which the Subjects Participated	62
XLIII. Number of Offices Held by Subjects at College	63
XLIV. Range, Mean and Modal Number of Offices Held by Each Subject at College	64
XLV. Offices Which Have Been Held by the Subjects at College	65
XLVI. Number of Committees on Which the Subjects Have Served at College	66
XLVII. Types of Committees on Which the Subjects Have Served at College	68
XLVIII. Subjects' Vocational Plans after Graduation from College	69
XLIX. Subjects' Plans in Relation to Life's Work	70
L. Each Subject's Mean Grade Points Per Semester-Hour, His Percentile Rank on the Otis Test of Mental Ability and the Number of Activities in Which He Participated at College	78

<u>Table</u>	<u>Page</u>
LI. The Range, Mean and Median Percentile Rank of the Subjects as Determined by Their Scores on the Otis Self-Administering Test of Mental Ability	79
LII. Raw Scores and the Percentile Norms of Each Man on the Six Scales of the Bernreuter Personality Inventory	86
LIII. Raw Scores and the Percentile Norms of Each Woman on the Six Scales of the Bernreuter Personality Inventory	87
LIV. Range and Mean of the Subjects' Percentile Equivalents and the Bernreuter Mean Percentile Norms on B1-N	89
LV. Range and Mean of the Subjects' Percentile Equivalents and the Bernreuter Mean Percentile Norms on B2-S	91
LVI. Range and Mean of the Subjects' Percentile Equivalents and the Bernreuter Mean Percentile Norms on B3-I	94
LVII. Range and Mean of the Subjects' Percentile Equivalents and the Bernreuter Mean Percentile Norms on B4-D	95
LVIII. Range and Mean of the Subjects' Percentile Equivalents and the Bernreuter Mean Percentile Norms on F1-C	97
LVIX. Range and Mean of the Subjects' Percentile Equivalents and the Bernreuter Mean Percentile Norms on F2-S	100

LIST OF DIAGRAMS

<u>Diagram</u>	<u>Page</u>
1. Section of a Texas Map Showing Location of Towns in Which the Subjects Live	11
2. Frequency Distribution of the Percentile Ranks of the Men and the Women on the Otis Self-Administering Test of Mental Ability	81
3. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Neurotic Tendency	90
4. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Self-Sufficiency	90
5. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Introversion-Extroversion	93
6. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Dominance-Submission	93
7. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Flanagan Scale of Confidence in One's Self	98
8. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Flanagan Scale of Sociability	98

CHAPTER I

THE PROBLEM

Effective leadership is a facet of the personality of the individual about which society and education should be vitally concerned. It is one aspect of the personality, however, that has been comparatively neglected. Symonds¹ points to the fact that not nearly as much attention has been devoted to a study of the qualities of citizenship and leadership and the qualities responsible for their development, as has been devoted to the study of delinquency and crime. From the point of view of social values, greater returns would certainly accrue if more attention were given to the development of good citizens and leaders.

The dynamic nature of the present society is such that able leadership is essential if progress is to be made. Social changes have brought about a marked interdependence and need for co-operation among members of society. According to Tead², at least three-quarters of the adult's waking hours are spent as a member of a group or in a succession of group efforts. These group efforts are not limited to work, but include recreation, civic activities and groups in which

1 Percival M. Symonds, Psychological Diagnosis in Social Adjustment, p. 167.

2 Ordway Tead, The Art of Leadership, pp. 6-7.

man fraternizes for the sheer pleasure of social intercourse.

In his analysis of the increased number of groups with which man today affiliates, Tead³ says:

Formerly it was thought that reliance upon supermen and born leaders was enough. Now the demand is for effective leaders in many fields on many fronts and at successive levels of authority.

He emphasizes also the importance of making group activity a happy and satisfying experience. Of great significance in accomplishing this, he says, is the quality of leadership displayed within the groups.

Partridge⁴ maintains that the greatest obstacle in social change at the present time is the cultural lag existing between science, invention and technological knowledge on the one hand, and social customs and behavior on the other. Many of our laws, our institutions, our mores and our customs need rebuilding. This rebuilding requires efficient leadership. There is need for many leaders in all phases and levels of life if democracy is to survive and progress.

At the present time the United States is directing a major portion of her efforts toward the development of a defense program that will maintain the democratic tradition: the freedom and inalienable rights of man. The importance

3 Ibid., p. 10.

4 E. DeAlton Partridge, Leadership Among Adolescent Boys, p. 9.

of having efficient leaders with constructive ideals in such times as these is apparent. Prescott⁵ states that in times of national stress the emotions are potent factors in creating readiness for change and that suggestion and prestige are of vital importance in determining the direction of the change. At such times leaders who are able to stir the emotions, offer suggestions and through their own prestige mold public opinion are of inestimable value.

Since the times demand leaders with high ideals, a study of leadership may easily be justified. Then, too, since training for leadership should be an integral part of every educational program in a dynamic society, a study of leadership among students at a state teachers college has raison d'être. Leadership⁶, as interpreted in this study, describes the situation in which a single person or a small group of persons enlists the interest of the remainder of the group and is recognized and admired by the group as a pace-setter and model.

The objective of the present investigation is to study those students at Sam Houston State Teachers College who have been selected by faculty members as leaders for the school year 1940-1941. The specific purpose of this study is

5 Daniel A. Prescott, Emotion and the Educative Process, p. 87.

6 Kimball Young, Social Psychology, pp. 203-398 as used by Daniel A. Prescott, Emotions and the Educative Process, p. 268.

threefold:

- (1) to determine whether there is a similarity in the family background and secondary school experience of the students investigated;
- (2) to analyze the college experiences and to investigate the intelligence ratings of the subjects as determined by a selected standardized test of mental ability; and
- (3) to study these students in the light of their responses on a selected device which measures personality traits.

Although clothes, physical appearance and health often contribute to a student's success in college, these factors were not analyzed.

The population of the study includes the twenty-nine students of Sam Houston State Teachers College who for the school year 1940-1941 were selected as outstanding. The subjects include twenty students on the 1940-1941 Alcalde's⁷ list of Who's Who and nine additional students whose biographies appear in Who's Who Among Students in American Universities and Colleges⁸, 1941 edition.

The Alcalde's list of Who's Who was prepared by all

7 The Alcalde is the yearbook of Sam Houston State Teachers College.

8 H. Pettus Randall, editor, Who's Who Among Students in American Universities and Colleges, no imprint.

faculty members of the above institution. Each member of the faculty was sent a ballot upon which he was requested to list the names of twenty students on the campus who, in his opinion, were most outstanding. The votes were tabulated; the twenty students who received the greatest number of votes became members of Who's Who of the 1940-1941 Alcalde. The students for this list were selected on the basis of scholarship, personality and participation in extra-curricular activities.

During the first semester of the 1940-1941 session the Dean of the College was asked by the editor of Who's Who Among Students in American Universities and Colleges to compile a list of nineteen representative students of Sam Houston State Teachers College. The Dean, in turn, asked the Dean of Men, the Dean of Women and the Registrar without consultation to compile such lists. These lists, together with the one the Dean himself had prepared, were tabulated by the Dean's secretary and the nineteen names thus assembled submitted to the editor of Who's Who Among Students in American Universities and Colleges. Each of these students submitted autobiographical data for inclusion in the 1941 edition of the above mentioned publication.

When the list compiled for the Alcalde was compared with the list for Who's Who Among Students in American Universities and Colleges ten names were found to appear on both lists. The names of the nine persons whose names did not appear on the Alcalde's list supplemented the list previously formulated.

Thus the twenty-nine subjects were chosen. The group is almost equally divided in relation to sex: fifteen men and fourteen women. For obvious reasons the names of the subjects will not be mentioned. The list was alphabetized, numbered and the following legend used:

Odd numbers Boys
 Even numbers Girls
 * Who's Who Among Students in American Universities and Colleges
 ** Names that appeared on both lists
 Unmarked Alcalde's list of Who's Who⁹

In order to obtain data related to the students' family background, place of residence, secondary school experience and college experience a questionnaire¹⁰ was prepared by the experimenter. This questionnaire was the basis of a personal interview conducted with each subject. The experimenter in her interviews tried to minimize subjective factors that might color the report. Some degree of rapport was established by informing the subjects that data received would in no way militate against their grades and that names of individuals were not to be used in the study.

The school experiences of the subjects, prior to those of the secondary school, were not included in the study. It was impossible to obtain such data from records and the memory of the subjects, at best, would not be reliable.

Data related to the grade points of the subjects were

⁹ Appendix, p. 118.

¹⁰ Appendix, pp. 119-121.

obtained from the files of the Registrar. The population and the chief industry of the home town of each of the subjects was obtained from the Texas Almanac¹¹.

The data obtained from the interview and the above sources were carefully tabulated and organized into what is believed to be the most logical divisions: (1) data related to the subject's place of residence; (2) data related to the subject's family background; (3) data related to the subject's high school experiences; (4) data related to the subject's college activities; and (5) data related to the subject's plans for the future.

The Otis Self-Administering Test of Mental Ability, Higher Examination, Form C¹², was the instrument selected as a basis for studying the intelligence ratings of the subjects. The Higher Examination of the Otis Self-Administering Tests is a widely used standardized test designed for high school students and college undergraduates. It is used with all sophomores and transferred students at Sam Houston State Teachers College.

Since twenty-eight of the subjects had taken either Form A or Form B of this test at one time or another, it was decided to give Form C, which none had had, so that comparable scores could be secured. It was impossible to administer this

11 The Dallas Morning News, The 1939-1940 Texas Almanac.

12 World Book Company, Yonkers-on-Hudson, New York, 1929.

test to all of the subjects at the same time as four students are now working out of the city. The experimenter gave the Otis Test to the campus students first and then personally supervised the tests of three of the out-of-town subjects. The county superintendent supervised the test of the fourth student. A thirty minute time limit was set for the test.

The intangibleness of personality traits makes the measurement of personality difficult. The Bernreuter Personality Inventory¹³ was selected because it is adapted for use with college men and women and because it measures several aspects of personality at one time. According to the Manual¹⁴, the significance of the individual's response is brought about by the use of six separate scales in the scoring of the answers. These scales are designated by the symbols B1-N, B2-S, B3-I, B4-D, F1-C and F2-S and may be briefly described as follows:

- B1-N. A measure of neurotic tendency.
- B2-S. A measure of self-sufficiency.
- B3-I. A measure of introversion-extroversion.
- B4-D. A measure of dominance-submission.
- F1-C. A measure of confidence in one's self.
- F2-S. A measure of sociability.

It is possible to score the Inventory using any combination of the scales. In this study each subject's responses were scored for F1-C and F2-S, two new variables discovered by

13 Stanford University Press, Stanford University, California, 1935.

14 R. G. Bernreuter, Personality Inventory, Manual of Directions, p. 1.

J. C. Flanagan¹⁵, and Bernreuter's four variables were derived by combining the two new variables in a linear fashion and weighting them according to formula.¹⁶

Just as it was impossible to assemble all of the subjects at one time to give the Otis Self-Administering Test of Mental Ability, it was likewise impossible to give the Bernreuter Personality Inventory at one time. The same procedure was used in giving the subjects the Inventory as was used in giving the Otis Test. In most instances the subject answered the Inventory immediately after finishing the Otis Test.

The Bernreuter Personality Inventory and the Otis Self-Administering Test of Mental Ability were the only standardized instruments used in the study. No attempt was made to correlate the scores made on the Bernreuter Personality Inventory with the percentile ranks obtained from the Otis Test. Studies¹⁷ that have been made in relation to this factor have shown that the correlation between the Bernreuter Personality Inventory and intelligence is negligible.

15 J. C. Flanagan, Factor Analysis in the Study of Personality.

16
$$\begin{aligned} B1-N &= .89(F1-C) + .23(F2-S) - 26 \\ B2-S &= .48(F1-C) + .53(F2-S) + 18 \\ B3-I &= .69(F1-C) + .26(F2-S) - 1 \\ B4-D &= .71(F1-C) + .09(F2-S) + 23 \end{aligned}$$

17 Among these is F. H. Finch and C. L. Nemzek, "The Relationship of the Bernreuter Personality Inventory to Scholastic Achievement and Intelligence," School and Society, vol. XXXVI (November 5, 1932), pp. 594-596.

CHAPTER II

AN ANALYSIS OF DATA RELATED TO PLACE OF RESIDENCE AND FAMILY BACKGROUND OF THE SUBJECTS

In this chapter certain items of factual nature pertaining to the subject's place of residence and family background are presented. It is believed that these will not only be of interest, but will also furnish a basis for determining whether there is a similarity in the subjects' family background and in their places of residence.

These data were secured from the interviews with the subjects. Data related to the population and chief industries of the subjects' home communities were secured from the Texas Almanac¹.

Diagram 1 shows the location of the Texas towns in which the subjects live. It is not surprising to note the large number of the subjects that live within a radius of one hundred miles of Huntsville, the area² in which a majority of the students that attend Sam Houston State Teachers College reside.

Thirty-seven and nine-tenths per cent of the subjects

1 The Dallas Morning News, 1939-1940 Texas Almanac.

2 Information secured from the office of the Registrar indicated that in 1939-1940 81.1 per cent of the entire student population of Sam Houston State Teachers College lived within a radius of 100 miles of Huntsville.

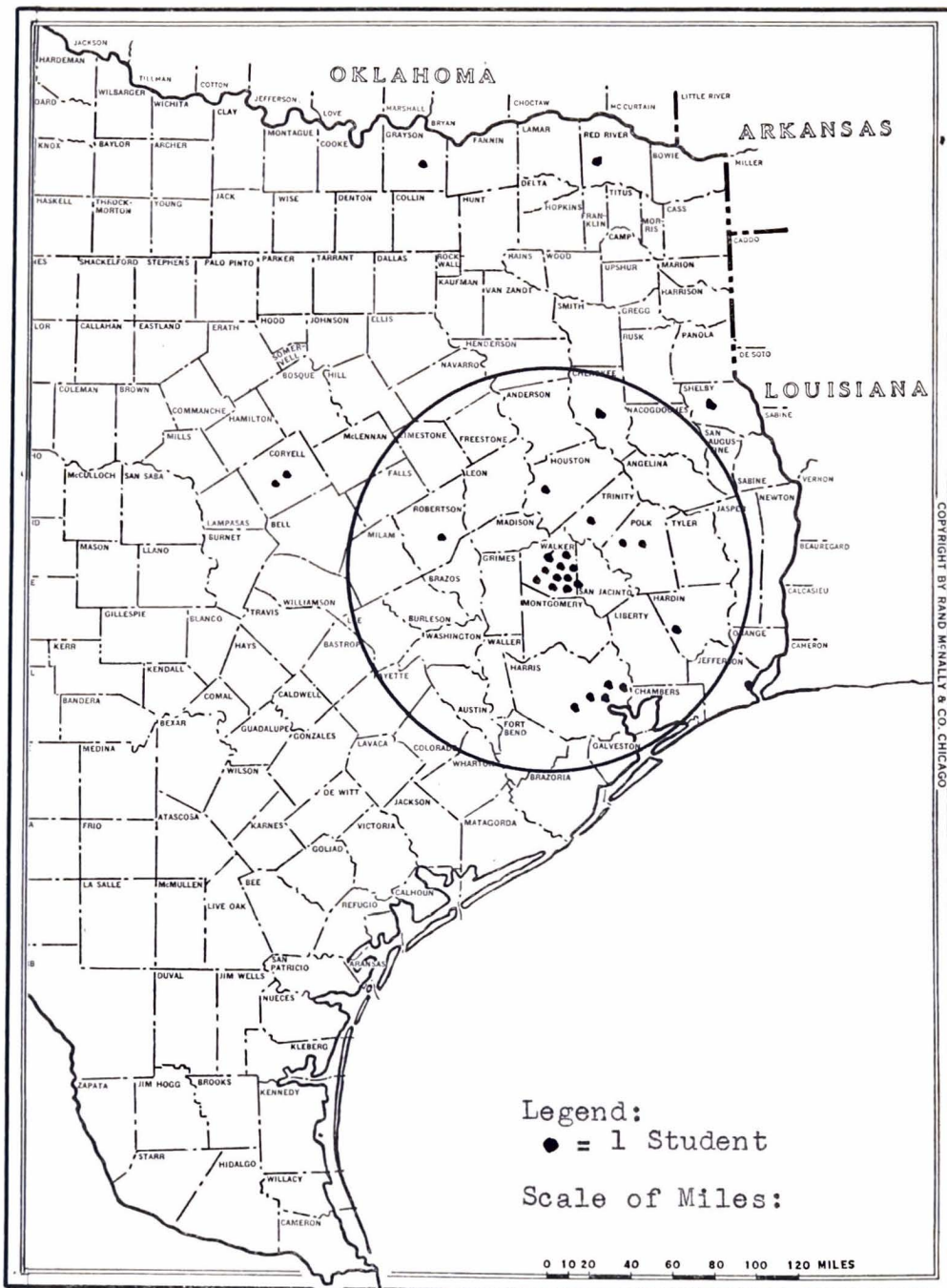


Diagram 1. Section of a Texas Map Showing Location of Towns in Which the Subjects Live

live in Huntsville. Sixty-two and one-tenth per cent live in various towns located in Central, East, Southeast and Northeast Texas.

The population of the towns in which the subjects live is shown in Table I. Information to be found in this table

TABLE I
POPULATION OF THE SUBJECTS' HOME TOWNS IN 1939

Population of Town	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
700			1	7.14	1	3.45
961			1	7.14	1	3.45
1,165	1	6.67			1	3.45
1,200	1	6.67			1	3.45
1,280	1	6.67			1	3.45
1,350			1	7.14	1	3.45
2,036			1	7.14	1	3.45
2,510	1	6.67			1	3.45
3,000	2	13.33			2	6.90
3,032	1	6.67			1	3.45
3,859			1	7.14	1	3.45
6,100	3	20.00	8	57.14	11	37.90
17,200	1	6.67			1	3.45
57,800	1	6.67			1	3.45
334,000	3	20.00	1	7.14	4	13.80
Total	15		14		29	

shows that the subjects come from various sized communities: 20.7 per cent come from small towns with populations of less than 1,500; 20.7 per cent are from larger towns with population more than 1,500 but not exceeding 4,000; 37.9 per cent come from a town of 6,100 inhabitants; 3.45 per cent come from a town of 17,200; and 17.25 per cent are from cities of over 50,000. One interesting fact presented by these data

is that 57.14 per cent of the women live in a town of 6,100, which in this case is Huntsville. The men for the most part, live in towns of 6,100 or those of 334,000 or more population.

Agriculture is the industry that predominates in the sections in which the subjects live. In many instances agriculture is coupled with other important industries. Table II shows the major industries in the towns in which these students live. One-third of the men live in agricultural and lumbering communities while more than half of the

TABLE II

MAJOR INDUSTRIES OF THE SUBJECTS' HOME TOWNS IN 1939

Major Industries	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Agriculture, College and Prison	3	20.00	8	57.14	11	37.95
Agriculture and Lumber	5	33.33	5	35.71	10	34.50
Shipping and Manufacture	4	26.67	1	7.14	5	17.25
Agriculture and Oil	2	13.33			2	6.90
Agriculture and Milling	1	6.67			1	3.45
Total	15		14		29	

women live in Huntsville where the chief revenue is derived from agriculture and from the state institutions located there. More men than women live in towns where shipping, manufacturing, oil and mills are important.

Of the fifteen men and fourteen women interviewed 100 per cent reported that both of their parents were natives of the United States.

The students investigated, for the most part, come from unbroken homes. Data presented in Table III indicate that approximately 80 per cent of the subjects are from homes

TABLE III
PARENTAL RELATIONSHIP OF TWENTY-NINE SUBJECTS

Parental Relationship	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Both Parents Living	12	80.00	11	78.57	23	79.30
Father and Step-Mother	1	6.67	1	7.14	2	6.90
Widowed Mother	1	6.67	1	7.14	2	6.90
Mother and Step-Father	1	6.67	1	7.14	2	6.90
Total	15		14		29	

where both parents are living. Six and nine-tenths per cent are from homes where the mother has died. The father has remarried in each of these instances; so 100 per cent of the subjects reported having a mother or a step-mother. Thirteen and eight-tenths per cent are from homes where the father has died. In two of the four cases, the mother has remarried. A significant fact presented by this information is that death of a parent was the only cause of a broken home. No case of divorce or separation of the parents was found which seems to

TABLE IV
OCCUPATIONS OF THE FATHERS OF THE SUBJECTS³

Vocation	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Farmer or Cattleman	3	21.43	1	7.69	4	14.81
Employee of City, County or Federal Government	1	7.14	3	23.08	4	14.81
Banker or Bank Employee	2	14.29	1	7.69	3	11.11
Railroad Employee			3	23.08	3	11.11
Lawyer, Minister or Teacher	1	7.14	2	15.38	3	11.11
Merchant	1	7.14	1	7.69	2	7.41
Engineer, Maintenance or Construction	1	7.14	1	7.69	2	7.41
Traveling Agent, Ford Motor Company	1	7.14			1	3.70
Electrician	1	7.14			1	3.70
Barber	1	7.14			1	3.70
Worker in Refinery	1	7.14			1	3.70
Operator of Truck Line			1	7.69	1	3.70
Unemployed	1	7.14			1	3.70
Total	14		13		27	

point to a stability of family relationships in these homes. There is little difference in the parental relationship of the men and women in the present study.

Information regarding the occupations of the fathers of

³ Total is less than number of subjects because the fathers of two are dead.

the subjects is given in Table IV. In Table III it was noted that two of the widowed mothers had remarried. Since the mothers have been remarried for some time it is believed that the influence of the step-fathers on the subjects has been comparable to that of a real father. For this reason through this study the step-fathers have been treated as though they were real fathers. The step-father of Subject 12 is employed by a railway company and the step-father of Subject 9 is a maintenance engineer.

The data received from the subjects show that the occupations of their fathers or step-fathers were, for the most part, of average socio-economic level. Of the twenty-nine subjects there was only one instance of unemployment. Only 11.1 per cent of the fathers have positions of professional nature. Although the subjects come from agricultural areas, it is interesting to note that less than 15 per cent of their fathers are engaged in farming as a vocation. A large per cent of the men have fathers who are farmers or cattlemen while the fathers of the women, for the most part, are employed by the city, county or federal governments or by railroads.

Table V shows the occupations of the mothers of the subjects. The occupations of the step-mothers are included for the same reason that was stated for the step-fathers. According to these data nearly 80 per cent of the mothers or step-mothers are housewives. This fact is of significance as it

TABLE V
OCCUPATIONS OF THE MOTHERS OF THE SUBJECTS

Occupation	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Housewife	12	80.00	11	78.57	23	79.35
Teacher			1	7.14	1	3.45
City Secretary			1	7.14	1	3.45
W. P. A. Supervisor	1	6.67			1	3.45
Manager Hardware Store	1	6.67			1	3.45
Runs Girls' Boarding House			1	7.14	1	3.45
Works in Laundry	1	6.67			1	3.45
Total	15		14		29	

indicates a positive factor in the stability of the homes from which the subjects come. The difference in the occupations of the mothers of the men and women is negligible.

Only one of the subjects is married. He and his wife live in Huntsville where they maintain an apartment. His wife works to supplement the subject's earnings. They have no children.

In Table VI data concerning the number of siblings per subject is given. Although the modal number of siblings per subject is one, the men report one or two siblings with equal frequency and the women report that they have no, one, three or four siblings with equal frequency. Thirteen and eight-tenths per cent of the subjects are only children, most

of the only children being women. The other subjects have siblings that range from two to seven in number. In three

TABLE VI
NUMBER OF SIBLINGS IN SUBJECTS' FAMILIES

Number of Siblings Per Subject	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
No Siblings	1	6.67	3	21.43	4	13.80
1 Sibling	4	26.67	3	21.43	7	24.15
2 Siblings	4	26.67	1	7.14	5	17.25
3 Siblings	2	13.33	3	21.43	5	17.25
4 Siblings	1	6.67	3	21.43	4	13.80
7 Siblings	1	6.67			1	3.45
1 One-half Sibling	1	6.67			1	3.45
2 One-half Siblings	1	6.67			1	3.45
2 Siblings and 1 One-half Sibling			1	7.14	1	3.45
Total	15		14		29	

of the cases in which a parent remarried, other children were born. This accounts for the four one-half siblings that are indicated. Only one subject, a woman, has both siblings and half-siblings.

The position of the subjects in the sibling group is shown in Table VII. It has been stated previously that 13.8 per cent of the subjects are only children. From the table it may be seen that 27.6 per cent of the group are youngest

TABLE VII
SUBJECTS' POSITIONS IN SIBLING GROUPS

Position of Subject in Sibling Group	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Only Child	1	6.67	3	21.43	4	13.80
Youngest Child	5	33.33	3	21.43	8	27.60
Eldest Child	4	26.67	3	21.43	7	24.15
All Others	5	33.33	5	35.71	10	34.50
Total	15		14		29	

children in the sibling group while 24.15 per cent are eldest children. Approximately 35 per cent of the subjects have both older or younger siblings. The men tend to be youngest or oldest children in more instances than do the women.

Table VIII and Table IX present the church affiliation or preference of the fathers and mothers of the subjects. The figures include the step-parents. It is interesting to note the high percentage of Methodists among both fathers and mothers. In 62.1 per cent of the cases both father and mother attend the same church.

More than three-fourths of the subjects' fathers or step-fathers have a church affiliation. The father of Subject 12 preferred the Methodist Church. The fathers of Subjects 19 and 26 preferred the Baptist Church while the father of Subject 24 preferred the Presbyterian Church.

TABLE VIII
CHURCH AFFILIATION OR PREFERENCE OF
FATHER OR STEP-FATHER

Church	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Methodist	6	42.86	4	30.77	10	37.04
Baptist	4	28.57	5	38.46	9	33.33
Presbyterian	2	14.29	2	15.38	4	14.81
Catholic	1	7.14			1	3.70
Christian			1	7.69	1	3.70
Church of Christ			1	7.69	1	3.70
No	1	7.14			1	3.70
Total	14		13		27	

TABLE IX
CHURCH AFFILIATION OR PREFERENCE OF
MOTHER OR STEP-MOTHER

Church	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Methodist	5	33.33	7	50.00	12	41.40
Baptist	3	20.00	5	35.71	8	27.60
Presbyterian	2	13.33	1	7.14	3	10.30
Catholic	2	13.33			2	6.90
Christian	2	13.33			2	6.90
Church of Christ	1	6.67	1	7.14	2	6.90
Total	15		14		29	

A large percentage of the men have fathers who are Methodists while a large percentage of the women have fathers who are Baptists. None of the men report fathers who belong to the Christian Church or Church of Christ, and none of the women have fathers who are Catholics or have no church preference.

All but two of the mothers or step-mothers had a church affiliation. The mother of Subject 5 had no membership but preferred the Catholic Church while the mother of Subject 6 preferred the Methodist Church. The mothers of both the men and women in large numbers are Methodists. None of the women report that their mothers are members of or prefer the Catholic or Christian churches.

Approximately 93 per cent of the students investigated are affiliated with some church. Table X shows the church affiliation or preference of the subjects. The Methodist Church is popular with both the men and women in this study. There are no Catholics nor members of the Christian Church among the women. Neither is there a member of the Church of Christ among the men. Subjects 10 and 19 do not have church affiliation but express preference for the Methodist Church. Subject 5 expresses a preference for the Baptist Church.

A comparison of the church membership or affiliation of the student and those of his parents show that a closer relationship exists between the religion of the student and that of his mother than that of his father. The former is

TABLE X
CHURCH AFFILIATION OR PREFERENCE OF STUDENT

Church	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Methodist	7	46.67	7	50.00	14	48.30
Baptist	4	26.67	4	28.57	8	27.60
Presbyterian	2	13.33	2	14.29	4	13.80
Catholic	1	6.67			1	3.45
Christian	1	6.67			1	3.45
Church of Christ			1	7.14	1	3.45
Total	15		14		29	

75.9 per cent while the latter is 65.5 per cent.

Summary

1. Slightly more than 75 per cent of the student leaders live within a radius of a hundred miles of Huntsville. Thirty-seven and nine-tenths per cent of the subjects live in Huntsville.

2. Although the subjects come from various sized communities, 79.3 per cent come from towns of 6,100 or less population. A larger percentage of the men than of the women live in towns of 17,200 or more population.

3. Agriculture predominates in the sections in which the subjects live; however, less than 15 per cent of the fathers are engaged in farming as a vocation. More men than

women come from sections where shipping, manufacturing, oil and mills are important.

4. All of the parents of the subjects are natives of the United States.

5. Nearly 80 per cent of the subjects are from homes where both parents are living. In 6.9 per cent of the cases the father has remarried after the subject's mother had died. In 13.8 per cent of the cases the father has died and in 6.9 per cent of the cases the mother has remarried. There is little difference in the parental relationship of the men and women in the present study.

6. The occupations of the fathers or step-fathers are of average socio-economic level, the two most popular vocations being farming or responsible city, county or federal positions. A large per cent of the men have fathers who are farmers and cattlemen while the fathers of the women, for the most part, are employed by the city, county or federal governments or by railroads. Only 3.7 per cent of the subjects' fathers or step-fathers are unemployed.

7. Almost 80 per cent of the mothers or step-mothers are housewives. The difference in the occupations of the mothers of the men and women is negligible.

8. Only one of the subjects is married. His wife works in order to supplement the subject's earnings. There are no children.

9. Slightly over 87 per cent of the subjects come from

families where there is more than one child. Generally, there is one sibling per subject. The men report one or two siblings with equal frequency and the women report that they have no, one, three or four siblings with equal frequency.

10. About 35 per cent of the subjects have both older and younger brothers and sisters. Approximately 28 per cent are youngest children, 24 per cent are eldest children while less than 14 per cent are only children. The men tend to be youngest or eldest children in more instances than do the women.

11. With one exception the subjects come from homes where one or both parents have a church membership or affiliation. A large percentage of the men have fathers who are Methodists while a large percentage of the women have fathers who are Baptists. The mothers of both the men and women in large numbers are Methodists.

12. Approximately 93 per cent of the subjects are members of a church. Membership in or preference for the Methodist Church is popular with both men and women and predominates in the group studied.

CHAPTER III

AN ANALYSIS OF THE SECONDARY SCHOOL EXPERIENCES OF THE SUBJECTS

An analysis of the subjects' secondary school experiences should be of interest and of value in determining whether the subjects showed characteristics of leadership in their high school groups. Likewise of interest should be an investigation of the types of activities in which the subjects participated.¹ According to Brown², leadership is intrinsic in any group organization and must be studied in relation to the social situation in which it arises. The classroom and the extra-curricular program offer many opportunities for leadership-training.

In this study the phases of the secondary school experiences investigated are: (1) the size of the high school from which the subjects graduated; (2) the extra-curricular activities participated in during high school; and (3) the extent of the subject's self-support during high school.

Table XI shows the population of the high schools³ at

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- 1 The word "participation" is used in a broad sense in this study to cover varying degrees of sharing in a group activity.
 - 2 Marion Brown, Leadership Among High School Pupils, pp. 1-2.
 - 3 J. W. O'Banion, editor, Texas Public Schools Standards and Activities, State Department of Education, Bulletins No. 362, 372, 386, 397 and 404.

TABLE XI

POPULATION OF THE HIGH SCHOOLS FROM WHICH SUBJECTS
GRADUATED AT THE TIME OF THEIR GRADUATION

School Population at Subject's Graduation	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
100-199	4	26.67	1	7.14	5	17.25
200-299			2	14.29	2	6.90
300-399	4	26.67	9	64.29	13	44.85
400-499	3	20.00			3	10.35
1000-1099	1	6.67			1	3.45
1100-1199			1	7.14	1	3.45
1400-1499	1	6.67			1	3.45
1500-1699	1	6.67			1	3.45
2500-2599			1	7.14	1	3.45
2600-2699	1	6.67			1	3.45
Total	15		14		29	

the time of the subjects' graduation from these schools. According to these data, over three-fourths of the subjects came from schools with enrollments of 499 or less. This information is in keeping with the data presented in Table I which showed that 79.3 per cent of the subjects come from towns with populations of 6,100 or less. Slightly more than 17 per cent of the subjects graduated from small high schools with enrollments of not more than 199 students; 6.9 per cent graduated from schools of more than 199 but not exceeding 299;

44.85 per cent graduated from schools with enrollments between 300 and 399 students; slightly over 10 per cent graduated from schools with enrollments larger than 399 students but not exceeding 499 students; the remaining 20.7 per cent graduated from larger schools with enrollments ranging from 1,000 to 2,699 students. More women than men came from small high schools: 85.71 per cent of the women came from schools with populations of less than 399 whereas 53.33 per cent of the

TABLE XII

NUMBER OF EXTRA-CURRICULAR ACTIVITIES ENGAGED IN BY
EACH SUBJECT DURING HIGH SCHOOL

Number of Activities	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1	1	6.67	1	7.14	2	6.90
2	2	13.33			2	6.90
3	3	20.00	2	14.29	5	17.25
4			3	21.43	3	10.35
5	3	20.00			3	10.35
6	1	6.67	3	21.43	4	13.80
7	1	6.67	1	7.14	2	6.90
8	1	6.67	1	7.14	2	6.90
9			1	7.14	1	3.45
10	3	20.00	1	7.14	4	13.80
13			1	7.14	1	3.45
Total	15		14		29	

men came from that size school.

According to Table XII, 100 per cent of the subjects reported that they were active in one or more extra-curricular activities during high school. The number of activities in which the subjects participated ranges from one to thirteen. The modal number of activities per subject is three. The modal number of activities for the men is three, five and ten while the modal number for the women is four and six. The mean number of activities in which the women participated was six while the mean number for the men was 4.55. Six and nine-tenths per cent of the subjects engaged in only one activity as they commuted on a school bus and their schools allowed no time during school hours for extra-curricular activities.

Table XIII shows the general type of activities in which the subjects engaged during high school: athletics, Interscholastic League, departmental and miscellaneous organizations.

TABLE XIII

GENERAL TYPES OF EXTRA-CURRICULAR ACTIVITIES IN WHICH THE
SUBJECTS ENGAGED DURING HIGH SCHOOL

Types of Extra-Curricular Activity	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Athletics and Sports	10	66.67	3	21.43	13	44.85
Interscholastic League	7	46.67	8	57.14	15	51.75
Departmental Clubs	8	53.33	10	71.43	19	65.55
Miscellaneous	12	80.00	14	100.00	26	89.70

Almost 52 per cent of the group participated in Interscholastic League activities. Table XIV shows the types of Interscholastic League contests in which the subjects engaged.

TABLE XIV
INTERSCHOLASTIC LEAGUE EVENTS ENTERED BY SUBJECTS

Type of Interscholastic League Events Entered By Subjects	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Debate	3	20.00	2	14.29	5	17.25
Extemporaneous Speaking	2	13.33	2	14.29	4	13.80
Essay	1	6.67	2	14.29	3	10.35
Declamation	1	6.67	1	7.14	2	6.90
Spelling	1	6.67	1	7.14	2	6.90
Tennis	1	6.67	1	7.14	2	6.90
Track	2	13.33			2	6.90
Typing			2	14.29	2	6.90
One Act Play	1	6.67			1	3.45

According to these data, debate and extemporaneous speaking were the most popular activities. Approximately 31 per cent of the subjects took part in one or both of these divisions of the Interscholastic League events. The major interests of the women in Interscholastic League events were: debate, essay, extemporaneous speaking and typing while those of the men were: debate, extemporaneous speaking and track.

According to Table XIII, almost two-thirds of the subjects

belonged to one or more departmental clubs. The women reported more interest in this type of activity than did the men. The departmental clubs to which the subjects belonged during high school are indicated in Table XV. Speech and

TABLE XV
DEPARTMENTAL CLUBS IN WHICH THE SUBJECTS PARTICIPATED
DURING HIGH SCHOOL

Departmental Clubs in Which Subjects Participated	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Speech and Dramatics	8	53.33	7	50.00	15	51.75
Music	8	53.33	6	42.86	14	48.30
Foreign Language	3	20.00	4	28.57	7	24.15
Journalism	4	26.67	3	21.43	7	24.15
Social Science	1	6.67	4	28.57	5	17.25
Business Administration			4	28.57	4	13.80
English	1	6.67	3	21.43	4	13.80
Future Farmers of America	4	26.67			4	13.80
Home Economics			3	21.43	3	10.35
Science			2	14.29	2	6.90

dramatic clubs as well as music clubs were popular with the men and women. Also popular with the women were foreign language, social science and business administration clubs. Organizations devoted to vocational agriculture and journalism interested many men.

Table XIII shows that nearly 45 per cent of the subjects

belonged to an athletic club or team in high school and that these activities were of particular interest to the men. The sports in which the subjects participated are shown in Table XVI. These are: football, basketball, volley ball,

TABLE XVI
ATHLETIC CLUB OR TEAM TO WHICH THE SUBJECTS BELONGED
DURING HIGH SCHOOL

Club or Team	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Athletic Club	4	26.67			4	13.80
Football	6	40.00			6	20.70
Basketball	4	26.67	2	14.29	6	20.70
Softball	3	20.00	1	7.14	4	13.80
Tennis	1	6.67	2	14.29	3	10.35
Track	3	20.00			3	10.35
Volley Ball			1	7.14	1	3.45

tennis, softball and track. Forty per cent of the men played football in high school and 26.67 per cent played basketball.

Table XVII presents extra-curricular activities other than Interscholastic League, departmental clubs and athletics in which the subjects participated. The so-called miscellaneous activities were not popular with the men. More than one-half of the women belonged to a pep squad or a drill corps and over one-third expressed an interest in a social club. More women than men engaged in activities connected with

TABLE XVII

MISCELLANEOUS EXTRA-CURRICULAR ACTIVITIES IN WHICH
THE SUBJECTS PARTICIPATED DURING HIGH SCHOOL

Miscellaneous Activities	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Pep Squad or Drill Corps	1	6.67	8	57.14	9	31.05
Social Clubs	2	13.33	5	35.71	7	24.15
Girls Forum			5	35.71	5	17.25
National Honor Society	1	6.67	4	28.57	5	17.25
Student Government	1	6.67	3	21.43	4	13.80
Religious Organization	2	13.33	1	7.14	3	10.35
Safety and Health Club	1	6.67	1	7.14	2	6.90
School Troop of Boy Scouts	1	6.67			1	3.45
Parent-Teacher Association Panel			1	7.14	1	3.45
Reserve Officers Training Corps	1	6.67			1	3.45

student government and honor societies.

The extent to which the subjects participated in these extra-curricular activities was determined by asking the subjects to name all offices that they had held during high school. The data concerning offices that have been held are presented in Table XVIII. One salient point indicated by these data is that 41 per cent of the subjects had been the president of one or more groups and more than 25 per cent had been captain of a sports team. More men than women held the positions of president and captain. While 53.33 per cent of the men were president of one or more groups and 33.33

TABLE XVIII

OFFICES OR POSITIONS IN HIGH SCHOOL ACTIVITIES THAT
WERE HELD BY SUBJECTS

Offices Held By Subjects	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
President:						
Of One Group	5	33.33	2	14.29	7	24.15
Of Two Groups	2	13.33	2	14.29	4	13.80
Of Four Groups	1	6.67			1	3.45
Total Presidents	8	53.33	4	28.57	12	41.40
Vice-President:						
Of One Group	3	20.00	3	21.43	6	20.70
Secretary:						
Of One Group	1	6.67	2	14.29	3	10.35
Of Two Groups			1	7.14	1	3.45
Total Secretaries	1	6.67	3	21.43	4	13.80
Treasurer:						
Of One Group			1	7.14	1	3.45
Captain of a Team	5	33.33	2	14.29	7	24.15
Editor	1	6.67	1	7.14	2	6.90
Drum Major	2	13.33	2	14.29	4	13.80
Manager of Athletic Club	1	6.67			1	3.45
Yell Leader	1	6.67	1	7.14	2	6.90
Officer in Reserve Of- ficers Training Corps	1	6.67			1	3.45
Reporter	1	6.67	2	14.29	3	10.35

were captains only 28.57 per cent of the women were presi-
dents and 14.29 per cent were captains.

The importance of committee work in extra-curricular activities is realized, but the memory of the subjects on such items, at best, is unreliable so this phase has been omitted from the present study.

A number of studies have been conducted concerning the effect of participation in extra-curricular activities on scholarship. Swanson's⁴ and Bellingrath's⁵ investigations conclude that participation in such activities does not materially affect the scholastic success of the participant. The slight differences found are in favor of the participating student.

Table XIX shows the percentage of the men and women who were on the honor roll, were members of the National Honor Society, were valedictorians, were highest ranking boys in the class, or received other honors. Although average grade points of the subjects during high school were not determined, the fact that over 62 per cent reported having been on the honor roll tends to confirm the conclusion of Swanson and Bellingrath. Approximately 17 per cent of these honor students were members of the National Honor Society for high schools. Subjects 6, 8 and 21 were valedictorians while

4 A. M. Swanson, "The Effect on High School Scholarship of Pupil Participation in Extra-Curricular Activities," School Review, vol. XXXII (October, 1924), pp. 613-626.

5 George C. Bellingrath, Qualities Associated With Leadership in the Extra-Curricular Activities of the High School, pp. 17-24.

TABLE XIX
HONORS RECEIVED BY SUBJECTS IN HIGH SCHOOL

Honors Received	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Honor Roll	7	46.67	11	78.57	18	62.10
Scholarships to College	4	26.67	2	14.29	6	20.70
Member of National Honor Society	1	6.67	4	28.57	5	17.25
Valedictorian	1	6.67	2	14.29	3	10.35
Highest Ranking Boys	2	13.33			2	6.90
Other Honors	5	33.33	3	21.43	8	27.60

Subjects 7 and 15 were designated as highest ranking boys in their classes.

Approximately 20 per cent of the subjects received scholarships to various colleges: Subjects 6 and 8 received a scholarship to Sam Houston State Teachers College which paid their tuition for one year. Subject 9 was awarded a scholarship to Notre Dame University and Subject 15 was awarded a scholarship to Southern Methodist University. Subject 21 was given a scholarship to Paris Junior College and Subject 25 was awarded a scholarship in voice at Baylor University.

Other honors were also received by the subjects. Subjects 4, 19 and 29 were representatives to the royal courts in their high school festivals. Subject 12 was given a medal for being the Most Representative Girl in High School while

Subject 13 was selected as the Most Representative Senior. Subject 29 was chosen as the Best Man on the Football Team. Subject 22 won a national award for high school drum majors and was elected to the Who's Who section of her high school annual. Subject 19 also won honors as a drum major. Subject 21 received the rank of Lone Star Farmer in the Future Farmers of America and Subject 7 won both the Best Boy Award and the History Award given by the American Legion.

Table XX shows the extent to which the subjects supported themselves while in high school. Slightly less than

TABLE XX

EXTENT OF SUBJECTS' SELF-SUPPORT DURING HIGH SCHOOL

Extent of Self-Support	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
None	9	60.00	13	92.86	22	75.90
Treats and Personal Pleasures	2	13.33	1	7.14	3	10.35
One-Third of Support	2	13.33			2	6.90
One-Half of Support	1	6.67			1	3.45
Three-Fourths of Support	1	6.67			1	3.45
Total	15		14		29	

25 per cent of the subjects contributed to their support during high school only one of which was a girl. Three of the subjects worked on Saturdays to earn money for treats and personal pleasures; two of the subjects earned about

one-third of the money required for their support. One subject paid one-half of his own expenses while another paid three-fourths of his expenses.

Summary

1. Nearly 80 per cent of the subjects graduated from high schools with enrollments of 452 or less. Slightly more than 20 per cent graduated from high schools with enrollments of 1,000 or more students. More men than women came from the large high school.

2. One hundred per cent of the subjects participated in one or more extra-curricular activities during high school. The modal number of activities per subject is three. The average number of activities in which the women participated was six while the average number for the men was 4.55.

3. Interscholastic League events were engaged in by a half of the subjects, debate and extemporaneous speaking being the most popular divisions.

4. Speech and dramatic clubs as well as music clubs were the most popular departmental activities among the subjects during their secondary education. Foreign language, journalism and social science organizations ranked next.

5. Nearly 45 per cent of the subjects belonged to a sports team in high school. The men were more interested in this type of activity.

6. Approximately one-half of the women belonged to a

pep squad or drill corps and one-third belonged to a social club. More women than men were active in organizations connected with student government and honor societies.

7. The subjects tend to participate to a marked degree in all types of extra-curricular activities. Over 41 per cent of the subjects had been president of one or more groups and nearly 25 per cent had been captain of a sports team. The men exceed the women in the frequency with which they have held the positions of president or captain.

8. The fact that over 62 per cent of the subjects reported having been honor students or valedictorians indicates that participating in extra-curricular activities apparently did not affect their scholastic achievement.

9. Honors which some of the subjects received in high school indicate that their ability as leaders was recognized during that period.

10. Less than 25 per cent of the subjects contributed to their support while they were attending high school. The men exceeded the women in contributing to their own support.

CHAPTER IV

AN ANALYSIS OF DATA RELATED TO THE COLLEGE EXPERIENCES OF THE SUBJECTS

Inasmuch as the college is the locale in which the subjects were described as leaders, an analysis of data related to the college experiences of the subjects should be of interest. In the present study certain phases of the college experiences of the subjects were investigated in order to determine the types of activities in which these students participated and to learn whether there were experiences common to the group. The aspects studied were: present age of the subject, age at which he entered college, his present classification in college, his choice of fields of study, the extent of his self-support, his residence in college, his scholastic average, his honors at college, his extra-curricular activities in college and his plans for the future.

Much of the data related to the above college experiences was obtained from the interviews with the subjects. Data related to the grade points of the subjects and the major fields of study of junior and senior students were secured from the office of the Registrar.

The data presented in Table XXI indicate that nearly 90 per cent of the subjects entered college between the ages of sixteen and eighteen years. Approximately 24 per cent enrolled at

TABLE XXI

AGES OF SUBJECTS UPON ENROLLMENT IN COLLEGE

Ages of Subjects at Enrollment in College	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
16 Years	5	33.33	2	14.29	7	24.15
17 Years	5	33.33	10	71.43	15	51.75
18 Years	4	26.67			4	13.80
19 Years			2	14.29	2	6.90
21 Years	1	6.67			1	3.45
Total	15		14		29	

the age of sixteen years, 51.75 per cent enrolled at the age of seventeen years and 13.8 per cent were eighteen years old when they enrolled. Six and nine-tenths per cent of the subjects entered college at the age of nineteen years and 3.45 per cent entered at the age of twenty-one years. The modal ages of the men at college entrance is sixteen years and seventeen years while the modal age of the women is seventeen years.

Data related to the present ages of the subjects are presented in Table XXII. The ages of the subjects were found to range from seventeen to twenty-four years. The modal age of the women is nineteen years while that of the men is twenty years. The modal age for the entire group is twenty years with approximately 38 per cent of the subjects in this age group. These data reveal the fact that slightly more than

TABLE XXII
PRESENT AGES OF THE SUBJECTS

Present Ages of Subjects	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
17 Years			1	7.14	1	3.45
19 Years	1	6.67	5	35.71	6	20.70
20 Years	8	53.33	3	21.43	11	37.95
21 Years	3	20.00	3	21.43	6	20.70
22 Years	1	6.67			1	3.45
23 Years	2	13.33	1	7.14	3	10.35
24 Years			1	7.14	1	3.45
Total	15		14		29	

78 per cent of the subjects have ages between nineteen and twenty-one years.

Table XXIII shows the present college classification of the subjects. Approximately 96 per cent of the subjects

TABLE XXIII
PRESENT COLLEGE CLASSIFICATION OF THE SUBJECTS

Subject's Present College Classification	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Freshman			1	7.14	1	3.45
Junior	4	26.67	2	14.29	6	20.70
Senior	11	73.33	11	78.57	22	75.90
Total	15		14		29	

are upperclassmen: 75.9 per cent are now seniors and 20.7 per cent are juniors. One subject is a freshman and there are no sophomores in the group. There is no significant difference between the college classification of the men and women. The large number of upperclassmen would be expected in a group such as that being investigated. The major portion of the subjects have had several years in college during which time they have had opportunities to become acquainted and to develop those potential qualities which their present positions as leaders demand.

The subjects' place of residence in college is shown in

TABLE XXIV
SUBJECTS' RESIDENCE IN COLLEGE

Subject's Residence in College	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Home of Parent	2	13.33	8	57.14	10	34.50
Dormitory	7	46.67	1	7.14	8	27.60
Boarding House			5	35.71	5	17.25
Apartment	3	20.00			3	10.35
Co-operative House	2	13.33			2	6.90
Home of Friend	1	6.67			1	3.45
Total	15		14		29	

Table XXIV. These data show that 34.5 per cent of the subjects live in the homes of their parents and this is to be

expected since Table I shows that 37.95 per cent of the subjects live in Huntsville. Approximately 27 per cent of the subjects live in a college dormitory. It is interesting to note that 24.15 per cent of this number is men. Slightly over 17 per cent of the subjects, all of whom are women, live in boarding houses. This is explained by the fact that until recently limited dormitory accommodations have kept many junior and senior women from living there, preference being given to freshmen. Two of the men live in a co-operative house, one man lives in the home of a friend and three men maintain apartments.

TABLE XXV

EXTENT OF SELF-SUPPORT OF THE SUBJECTS AT COLLEGE

Extent of Subject's Self-Support	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
None	1	6.67	6	42.86	7	24.15
One-Fourth	3	20.00	3	21.43	6	20.70
One-Half	3	20.00	1	7.14	4	13.80
Three-Fourths	5	33.33	4	28.57	9	31.05
All	3	20.00			3	10.35
Total	15		14		29	

The extent of self-support of the subjects is shown in Table XXV. According to these figures, approximately 10 per cent of the subjects earn enough money to pay all of their expenses; 31.05 per cent pay three-fourths of their expenses;

13.8 per cent pay one-half of their expenses and 20.7 per cent pay one-fourth of their expenses. The remaining 24.15 per cent of the subjects contribute no money for their support. More men than women work to earn some part of their expenses: 93.33 per cent of the men earn money for their support whereas the percentage for the women is 57.14.

According to the figures presented in Table XXVI, the

TABLE XXVI

MAJOR FIELDS OF STUDY OF THE SUBJECTS AT COLLEGE

Subject's Major Field of Study	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Business Administration	4	26.67	6	42.86	10	34.50
Music	4	26.67			4	13.80
English			3	21.43	3	10.35
Science (Chemistry)	3	20.00			3	10.35
Vocational Agriculture	3	20.00			3	10.35
Home Economics			2	14.29	2	6.90
Social Studies	1	6.67	1	7.14	2	6.90
Art			1	7.14	1	3.45
Education (Primary)			1	7.14	1	3.45
Total	15		14		29	

major field of study most frequently chosen by the subjects is business administration. Approximately 34 per cent of the subjects are majoring in this course: 20.7 per cent of this number being women and 13.8 per cent, men. Music ranks

next in popularity with 13.8 per cent of the subjects electing that course as a major. Over 10 per cent of the subjects elected respectively vocational agriculture, chemistry and English; 6.9 per cent elected social studies or home economics; and 3.45 per cent elected art or primary education. Business administration, music, chemistry and agriculture were the majors most popular with the men while business administration, English and home economics were most popular with the women.

Data were secured from the Registrar concerning the percentages of all juniors and seniors who have majors in the same courses as those chosen by the subjects. This was done

TABLE XXVII

A COMPARISON OF THE PERCENTAGES OF ALL UPPERCLASSMEN WITH THE PERCENTAGES OF THE SUBJECTS IN THE MAJOR FIELDS OF STUDY SELECTED BY THE SUBJECTS

Majors	Percentage Frequency of Upperclassmen	Percentage Frequency of the Subjects
Business Administration	15.76	34.50
Music	6.32	13.80
English	10.45	10.35
Science	6.32	10.35
Vocational Agriculture	17.18	10.35
Home Economics	10.45	6.90
Social Studies	10.99	6.90
Art	.55	3.45
Primary Education	5.77	3.45

in order to compare the choice of a major by the subjects with the choices of the upperclassmen in general. Table XXVII shows the percentages of all junior and senior students of Sam Houston State Teachers College in the fields of study chosen by the subjects as majors.

The data in Table XXVII show: 15.76 per cent of all juniors and seniors have majors in business administration; 6.32 per cent in music; 10.45 per cent in English; 6.32 per cent in science; 17.18 per cent in vocational agriculture; 10.45 per cent in home economics; 10.99 per cent in social studies; .55 per cent in art and 5.77 per cent in primary education.

The percentage of the subjects who have elected business administration as a major is much greater than that for all upperclassmen who elected that division. The percentages of the subjects who elected music or science as a major are greater than those of all upperclassmen who elected those courses. The percentage of the subjects who elected vocational agriculture, however, is less than that for all upperclassmen who elected that course. No attempt has been made to explain these differences as that is a separate study within itself.

Courses which the subjects have selected as minor fields of study are presented in Table XXVIII. According to these data, English was the most frequently chosen minor of the subjects. Approximately 41 per cent selected this course as

TABLE XXVIII

MINOR FIELDS OF STUDY OF THE SUBJECTS AT COLLEGE

Subject's Minor Field of Study	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
English	6	40.00	6	42.86	12	41.40
Social Studies	2	13.33	3	21.43	5	17.25
Science	2	13.33	2	14.29	4	13.80
Foreign Language	1	6.67	2	14.29	3	10.35
Speech	2	13.33			2	6.90
Mathematics	1	6.67			1	3.45
Physical Education	1	6.67			1	3.45
Art			1	7.14	1	3.45
Total	15		14		29	

a minor. Slightly over 17 per cent of the subjects chose social studies; 13.8 per cent, science; 10.35 per cent, foreign language; 6.9 per cent, speech; and 3.45 per cent each, art, mathematics and physical education. English, social studies and science were the most frequently chosen minor fields of study of both the men and the women. The general usefulness of a good background in English is probably the reason that course predominates among the minor fields of study of the subjects. It cannot be assumed, however, that the choice of a minor is an index of academic interest because the choice of a major, in many instances, predetermines a minor.

Table XXIX shows the scholastic average of the subjects. According to the Sam Houston State Teachers College Bulletin¹, a student's scholastic standing is determined by grade

TABLE XXIX
SCHOLASTIC AVERAGE OF THE SUBJECTS IN TERMS OF GRADE
POINTS PER SEMESTER-HOUR

Grade Points Per Semester-Hour	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
3.0-3.4			1	7.14	1	3.45
2.5-2.9	2	13.33	1	7.14	3	10.35
2.0-2.4	3	20.00	7	50.00	10	34.50
1.5-1.9	5	33.33	5	35.71	10	34.50
1.0-1.4	5	33.33			5	17.25
Total	15		14		29	

points as follows: for each semester-hour a grade of A equals three grade points; B, two grade points; C, one grade point; and D, no grade points. In the present study the subject's mean grade point was derived by dividing the sum of his grade points by the sum of his semester-hours.

Table XXX shows the range, median and mean grade points per semester-hour for the men, women and all subjects. The data in this table indicate that the median grade point per semester-hour of the group is 1.90. The median grade point

¹ Sam Houston State Teachers College Bulletin, Sixty-First Annual Catalogue, Huntsville, Texas, 1940-1941, p. 40.

TABLE XXX

RANGE, MEDIAN AND MEAN OF SUBJECTS' GRADE
POINTS PER SEMESTER-HOUR

Subjects	Range of Grade Points	Median Grade Point	Mean Grade Point
Men	1.03-2.89	1.76	1.81
Women	1.57-3.00	2.07	2.11
All Subjects	1.03-3.00	1.90	1.95

per semester-hour of the women is higher than that of the men: 2.07 being the median of the women while 1.76 is the median of the men. The mean grade point per semester-hour of the group is 1.95. The mean grade point per semester-hour of the men is 1.81 and of the women, 2.11. The range of the grade points per semester-hour for the men is wider than that of the women.

A comparison of the figures shown in Table XXXI indicates that in each college class the mean grade points per semester-hour made by the subjects is higher than the mean grade points per semester-hour made by the class members in general. This is true in the case of both men and women. The data in this table indicate: the mean grade point of the freshman class is 1.19; whereas the mean grade point per semester-hour of the freshmen subject is 1.88; the mean grade point of the junior subjects is 2.01 whereas the mean grade point of all juniors is 1.51; the mean grade point of the senior subjects is 1.95 whereas the mean grade point per

TABLE XXXI

A COMPARISON OF MEAN GRADE POINTS PER SEMESTER-HOUR
MADE BY THE SUBJECTS AND OF MEAN GRADE POINTS PER
SEMESTER-HOUR MADE BY THE CLASS AS A WHOLE

Classification	Mean Grade Points Per Semester- Hour of Men	Mean Grade Points Per Semester- Hour of Women	Mean Grade Points Per Semester- Hour of Entire Class
Freshman Subject		1.88	1.88
Freshmen Class	1.00	1.39	1.19
Junior Subjects	1.86	2.30	2.01
Junior Class	1.42	1.58	1.51
Senior Subjects	1.80	2.10	1.95
Senior Class	1.56	1.70	1.63

semester-hour of all seniors is 1.63. The mean grade points per semester-hour of the men subjects and those of the men of an entire college class are as follows: junior men subjects, 1.86; all junior men, 1.42; senior men subjects, 1.80; all senior men, 1.56. There were no freshmen men among the subjects. Correlative differences are also indicated in the mean grade points per semester-hour made by the women subjects and those of the women of an entire college class. The mean grade points per semester-hour made by the women subjects and those made by the women of an entire college class are: freshman woman subject, 1.88; all freshmen women, 1.39; junior women subjects, 2.30; all junior women, 1.58; senior women subjects, 2.10; all senior women, 1.70.

Honors which have been received by the subjects at college are shown in Table XXXII. The data indicate that 48.3 per cent of the subjects have been on the honor roll. More

TABLE XXXII

HONORS RECEIVED BY THE SUBJECTS AT COLLEGE

Honors Received	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Honor Roll	8	53.33	6	42.86	14	48.30
Awards	4	26.67	2	14.29	6	20.70
Representative to Royal Court	1	6.67	1	7.14	2	6.90
Prizes	1	6.67			1	3.45
Scholarships	1	6.67			1	3.45

men than women have received this honor: 53.33 per cent of the men reported having been on the honor roll whereas the percentage for the women is 42.86. Slightly over 20 per cent of the subjects have received from one to three awards at college. For their outstanding participation in athletics Subjects 5, 13 and 23 each has received awards for three consecutive years from the T Association, the campus athletic organization. Subject 1 was given an award in a Vocational Agriculture Club News Writing Contest and a special distinction medal in Pi Kappa Delta, an honorary fraternity of debaters. Subject 6 was given an award by the Women's Recreational Association and Subject 24 was given the Estill Award of the Loulie Sexton Estill Literary Society which is given

to the most outstanding girl in that organization. Subject 9 was given a prize of \$25.00 by Johns Hopkins University for an essay on youth problems which he entered in a contest sponsored by that institution. Subjects 18 and 29 were chosen as representatives to the royal court of the annual coronation of the queen of the college and Subject 17 was given the Pennybacker Travel Scholarship.

Table XXXIII shows the number of extra-curricular

TABLE XXXIII

NUMBER OF EXTRA-CURRICULAR ACTIVITIES IN WHICH THE
SUBJECTS PARTICIPATED AT COLLEGE

Average Number of Activities	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1	1	6.67			1	3.45
2	1	6.67			1	3.45
3	3	20.00			3	10.35
4	1	6.67	2	14.29	3	10.35
5	1	6.67	3	21.43	4	13.80
6	2	13.33	2	14.29	4	13.80
7	4	26.67	2	14.29	6	20.70
8			3	21.43	3	10.35
9	1	6.67	2	14.29	3	10.35
11	1	6.67			1	3.45
Total	15		14		29	

activities in which the subjects participate in college and Table XXXIV shows the range, the mean and modal numbers of activities engaged in by the men, the women and the subjects.

TABLE XXXIV

RANGE, MEAN AND MODAL NUMBER OF ACTIVITIES
OF THE SUBJECTS AT COLLEGE

Subjects	Range of Acti- ties	Mean Number of Acti- ties	Modal Number of Acti- ties
Men	1-11	5.50	7
Women	4-9	6.50	5 and 8
All Subjects	1-11	5.93	7

These data indicate that the mean number of activities per subject is 5.93. The mean number of activities for the women is 6.5 activities while the mean for the men is 5.5 activities. The modal number of activities per subject is seven; the modal number of activities of the women is five and eight while the modal number of the men is seven.

Data in Table XXXV show that the subjects participated in numerous types of extra-curricular activities. The activities in which they engaged, in order of their popularity are: departmental clubs, honor societies, religious organizations, literary or social clubs, publications, student government, athletics and miscellaneous organizations. One interesting point indicated by these data is that more men than women are active in departmental clubs, religious organizations,

TABLE XXXV

GENERAL TYPES OF EXTRA-CURRICULAR ACTIVITIES ENGAGED
IN BY THE SUBJECTS AT COLLEGE

General Types of Activities	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Departmental Clubs	14	93.33	12	85.71	26	89.70
Honor Societies	8	53.33	11	78.57	19	65.55
Religious	9	60.00	8	57.14	17	58.65
Literary or Social	4	26.67	11	78.57	15	51.75
Publications	6	40.00	5	35.71	11	37.95
Student Government	2	13.33	5	35.71	7	24.15
Athletic	5	33.33	1	7.14	6	20.70
Miscellaneous	2	13.33			2	6.90

publications and athletics. Likewise of interest is the fact that more women than men are active in honorary societies, literary societies and organizations connected with student government.

According to the data shown in Table XXXV, departmental clubs were the most popular of all extra-curricular activities among both the men and the women. Nearly 90 per cent of the subjects belonged to one or more departmental clubs.

Table XXXVI shows the departmental clubs of which the subjects are members. According to these data, 41.40 per cent of the subjects belong to one or more music organizations. According to the reports, bands and orchestras are

the more popular divisions of music activities with 31.05 per cent of the subjects belonging to one or both of these. Slightly over 13 per cent of the subjects belong to a choral

TABLE XXXVI

DEPARTMENTAL CLUBS OF WHICH THE SUBJECTS WERE MEMBERS

Departmental Clubs	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Music Organizations	5	33.33	7	50.00	12	41.40
Business Administra- tion Club	4	26.67	5	35.71	9	31.05
International- Relations Club	2	13.33	1	7.14	3	10.35
Sam Houston Players	1	6.67	2	14.29	3	10.35
Vocational Agriculture Club	3	20.00			3	10.35
Atlas Club			2	14.29	2	6.90
Flying Club	2	13.33			2	6.90
Pennybacker Club			2	14.29	2	6.90
Association of Childhood Education			1	7.14	1	3.45
Society for Pre- Medical Students	1	6.67			1	3.45

club. More women than men are active in these music organizations. One-half of the women belong to one or more music organizations while one-third of the men belong.

The Business Administration Club ranks next in popularity among the subjects. Slightly over 31 per cent of the subjects are members of this club; however, since 34.5 per cent of the subjects elected that course as a major field of

study, this large percentage is to be expected. More women than men report affiliation with a business administration club.

Approximately 10 per cent of the subjects respectively belong to the International Relations Club; the Sam Houston Players, a speech department club; or the Vocational Agriculture Club. Six and nine-tenths per cent belong to the Civil Aeronautics Authority Flying Club or the Pennybacker Club, a home economics organization, while 3.45 per cent are members of the Association of Childhood Education or of the Premedical Students Club. More men than women prefer the International Relations Club, the Vocational Agriculture Club, the Civil Aeronautics Authority Flying Club and the Premedical Students Club. The women prefer the Sam Houston Players, the Atlas Club, the Association of Childhood Education and the Pennybacker Club.

The honorary societies to which the subjects belong are shown in Table XXXVII. The data indicate that 51.75 per cent of the subjects belong to Kappa Delta Pi, an honorary society in education. Since this college is primarily a teacher training center and since many of the subjects plan to teach, it is only natural that such interest should be shown by the subjects in this organization. Approximately 45 per cent of the subjects are members of Alpha Chi, a national scholarship society. The members of this organization are chosen from the upper 10 per cent of the junior and senior classes. Data

TABLE XXXVII
HONORARY SOCIETIES IN WHICH THE SUBJECTS HELD
MEMBERSHIP AT COLLEGE

Honorary Societies	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Kappa Delta Pi	6	40.00	9	64.29	15	51.75
Alpha Chi	6	40.00	7	50.00	13	44.85
Alpha Phi Sigma	4	26.67	8	57.14	12	41.40
Pi Omega Pi	2	13.33	5	35.71	7	24.15
Sigma Tau Delta			3	21.43	3	10.35
Beta Phi Chi	2	13.33			2	6.90
Pi Kappa Delta	2	13.33			2	6.90
Pi Gamma Mu			1	7.14	1	3.45

presented in Table XXIX show that the subjects, for the most part, maintain a relatively high scholastic average; so the large percentage of the subjects who are members of this organization can be easily explained. More than 41 per cent of the subjects have belonged to Alpha Phi Sigma, an international honorary society for freshmen and sophomores. Approximately 24 per cent of the subjects belong to Pi Omega Pi, a national honorary society for commercial teachers. The large number of subjects who are members of this society is closely related to the large number, 34.5 per cent, who chose business administration as a major field of study. The subjects also have membership in other honorary societies: 10.35

per cent are members of Sigma Tau Delta, an honorary society in English; 6.9 per cent are members of Pi Kappa Delta, the honorary forsenic fraternity, or Beta Phi Chi, an honorary society in science; and 3.45 per cent are members of Pi Gamma Mu, an honorary social studies society.

Table XXXV shows that more women than men were members of honorary societies. Table XXXVII shows that the women exceed the men in membership in each society listed with the exception of Beta Phi Chi and Pi Kappa Delta. The last mentioned society is open to both men and women; however, to date no woman has been elected to the local chapter.

Data presented in Table XXXVIII show the number of

TABLE XXXVIII

NUMBER OF HONORARY SOCIETIES TO WHICH THE
SUBJECTS BELONGED

Number of Honor Societies	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
None	7	46.67	3	21.43	10	34.50
2	3	20.00	4	28.57	7	24.15
3	4	26.67	3	21.43	7	24.15
4	1	6.67	4	28.57	5	17.25
Total	15		14		29	

honorary societies in which the subjects have membership.

The figures in this table indicate that over one-third of the subjects belong to no honor society. A large number of the

men and women were members of two or three of these honor groups. Over one-fourth of the subjects belonged to both Alpha Phi Sigma and Alpha Chi. This is natural since the former is the general scholarship fraternity for freshmen and sophomores and the latter, for juniors and seniors. Most of these subjects also held membership in a departmental honor society.

Data on Table XXXV indicate that 58.65 per cent of the subjects are members of one or more religious organizations. Table XXXIX shows the types of religious organizations to

TABLE XXXIX
RELIGIOUS ORGANIZATIONS OF WHICH THE
SUBJECTS WERE MEMBERS

Religious Organizations	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Y Christian Association	5	33.33	7	50.00	12	41.40
Baptist Student Union	2	13.33	2	14.29	4	13.80
Methodist Student Movement	2	13.33	1	7.14	3	10.35
Catholic Youth Organization	1	6.67			1	3.45

which the subjects belong. Approximately 41 per cent of the subjects are members of the Y Christian Association. Slightly over 13 per cent of the subjects belong to the Baptist Student Union and 10.35 per cent, the Methodist Student Movement. One subject is affiliated with the Catholic Youth Organization. There are slight differences between the religious interests of the men and of the women: one-half of the women are members

of the Y Christian Association whereas only one-third of the men are members. Approximately 26 per cent of the men, however, are members of the Methodist or the Baptist student organizations while 21.43 per cent of the women are members.

According to the data presented in Table XXXV, 51.75 per cent of the subjects belong to a literary society or a social club. The figures in this table show that 78.57 per cent of the women are members of a literary society. Table XL shows

TABLE XL

LITERARY SOCIETIES OR SOCIAL CLUBS OF WHICH
THE SUBJECTS WERE MEMBERS

Literary Societies or Social Clubs	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
None	11	73.33	3	21.43	14	48.30
Anne Gibbs			4	28.57	4	13.80
Esquire	4	26.67			4	13.80
Eclectic			3	21.43	3	10.35
Philomathean			2	14.29	2	6.90
Caroline Belvin			1	7.14	1	3.45
Loulie Sexton Estill			1	7.14	1	3.45
Total	15		14		29	

that approximately 28 per cent of this number belong to the Anne Gibbs Society; 21.43 per cent, to the Eclectic Society; 14.29 per cent, to the Philomathean Society; and 7.14 per cent, to the Caroline Belvin Society or to the Loulie Sexton

Estill Society. Slightly over 26 per cent of the men are members of a social club which, in this instance, is the Esquire Club. It is apparent that the women are far more active in this type of extra-curricular activity than are the men. This is borne out by the fact that the Esquire Club is the only social club on the campus for men although there are five such clubs available for women.

Data presented in Table XXXV indicate that 37.95 per cent of the subjects are members of press organizations. Table XLI shows the activities related to publications in

TABLE XLI

PRESS ORGANIZATIONS IN WHICH THE SUBJECTS
PARTICIPATED

Press Organizations	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Alcalde Staff	3	20.00	4	28.57	7	24.15
Press Club	4	26.67	2	14.29	6	20.70
Houstonian Staff	2	13.33			2	6.90

which the subjects participated. According to these figures, 24.15 per cent of the subjects are members of the Alcalde staff. Six and nine-tenths per cent are members of the Houstonian staff. Approximately 20 per cent of the subjects are members of the Press Club. The men seem to be slightly more interested in this activity than are the women. Forty per cent of the men are members of one or more of the above

groups while 35.71 per cent of the women are members of these groups.

According to Table XXXV, 20.7 per cent of the subjects are members of an athletic club or team. This type of activity is much more popular with the men than it is with the women. Approximately 33 per cent of the men are members of an athletic team or club while 7.14 per cent of the women are members of these groups. Table XLII shows the athletic clubs or teams

TABLE XLII

ATHLETIC CLUBS AND TEAMS IN WHICH THE
SUBJECTS PARTICIPATED

Athletic Clubs or Teams	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
T Association	3	20.00			3	10.35
Softball	1	6.67			1	3.45
Tennis	1	6.67			1	3.45
Women's Recreational Association			1	7.14	1	3.45

in which the subjects participate. These data show that 20 per cent of the men belong to the T Association which is an organization of lettermen in athletics. Slightly over 7 per cent of the women are members of the Women's Recreational Association. Nearly 7 per cent of the men are members of a softball team or a tennis team.

The remaining activities in which the subjects participate are organizations related to student government and

miscellaneous clubs. According to Table XXXV, slightly over 24 per cent of the subjects are members of the Student Council. Of this number 6.9 per cent are men while 17.25 per cent are women. The so-called miscellaneous clubs include: the Harris County Club, of which Subject 9 is a member; the Jefferson County Club, of which Subject 19 is a member; and the Andrew Jackson Hall Club. Slightly over 13 per cent of the men belong to the last club mentioned.

TABLE XLIII

NUMBER OF OFFICES HELD BY SUBJECTS AT COLLEGE

Number of Offices Held	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
None	1	6.67	1	7.14	2	6.90
1	5	33.33	3	21.43	8	27.60
2	1	6.67	6	42.86	7	24.15
3	4	26.67	1	7.14	5	17.25
4	2	13.33	3	21.43	5	17.25
5	1	6.67			1	3.45
8	1	6.67			1	3.45
Total	15		14		29	

The extent to which the subjects participated in these extra-curricular activities was determined by asking each subject to name all offices or positions that he had held and to name all committees on which he had served.

The number of offices that have been held by the subjects is shown in Table XLIII. The range, mean and modal numbers of offices held by each subject are shown in Table XLIV.

TABLE XLIV

RANGE, MEAN AND MODAL NUMBER OF OFFICES HELD
BY EACH SUBJECT AT COLLEGE

Subjects	Range of Offices Held	Modal Num- ber of Of- fices Held	Mean Number of Offices Held
Men	0-8	1	2.66
Women	0-4	2	2.14
All Subjects	0-8	1	2.41

According to these figures, 93.15 per cent of the subjects have held from one to eight offices. The modal number of offices held by the subjects is one. The modal number of offices held by the men is also one but the modal number of offices held by the women is two. The mean number of offices held by the subjects is 2.41; the mean number by the men, 2.66; and the mean number by the women, 2.14. The range for the men is much greater than that of the women.

The types of offices that have been held by the subjects at college are indicated in Table XLV. One interesting fact indicated by these data is that 44.85 per cent of the subjects have been a president of one or two groups. Likewise of interest is the fact that 31.05 per cent of the subjects have served as a vice-president of one or two organizations, 37.95

TABLE XLV

OFFICES WHICH HAVE BEEN HELD BY THE SUBJECTS AT COLLEGE

Offices	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
President:						
1 Organization	6	40.00	4	28.57	10	34.50
2 Organizations	2	13.33	1	7.14	3	10.35
Total Presidents	8	53.33	5	35.71	13	44.85
Vice-President:						
1 Organization	3	20.00	5	35.71	8	27.60
2 Organizations	1	6.67			1	3.45
Total Vice-Presidents	4	26.67	5	35.71	9	31.05
Secretary	4	26.67	7	50.00	11	37.95
Treasurer:						
1 Organization	3	20.00	5	35.71	8	27.60
2 Organizations	1	6.67			1	3.45
Total Treasurers	4	26.67	5	35.71	9	31.05
Editor	2	13.33			2	6.90
Business Manager	1	6.67			1	3.45
Captain	1	6.67			1	3.45
Orchestra Director	1	6.67			1	3.45
Drum Major or Majorette			2	14.29	2	6.90
Yell Leader	1	6.67	1	7.14	2	6.90
Radio Announcer	1	6.67			1	3.45
Historian	1	6.67			1	3.45
Reporter	5	33.33	4	28.57	9	31.05
Soloist for Band	1	6.67			1	3.45

per cent have been a secretary and 31.05 per cent have been a treasurer. Other positions which the subjects have held which require leadership are: 6.9 per cent of the subjects have been editor of a publication, yell leader or drum major of the band. Subject 7 has been business manager of a publication, Subject 11 directs the college orchestra, Subject 23 has been captain of the football team and Subject 19 has been announcer of the campus radio station. More men than women have held the office of president: 53.33 per cent of the men have been president while 35.71 per cent of the women have held that office. More women than men have been vice-president, secretary or treasurer of a group. With the

TABLE XLVI

NUMBER OF COMMITTEES ON WHICH THE SUBJECTS
HAVE SERVED AT COLLEGE

Number of Committees	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
None	3	20.00	3	21.43	6	20.70
1	6	40.00	2	14.29	8	27.60
2	1	6.67	2	14.29	3	10.35
3	3	20.00	5	35.71	8	27.60
4			1	7.14	1	3.45
5	2	13.33			2	6.90
6			1	7.14	1	3.45
Total	15		14		29	

exception of drum majors of the band, men have filled all other positions as shown in Table XLV.

Table XLVI shows that more than three-fourths of the subjects have served on from one to six committees. The modal number of committees on which the men have served is one and the modal number for the women is three.

According to the data presented in Table XLVII, 51.75 per cent of the subjects have served on the program committee or have been on the cabinet of from one to two organizations. Approximately 31 per cent of the subjects have served on from one to three social committees and 20.7 per cent have served on a membership committee. Slightly over 31 per cent of the subjects reported that they had served on various committees not mentioned in Table XLVII. The difference between the participation of the men and the women in committee work is negligible.

Table XLVIII shows the vocational plans of the subjects when they are graduated from college. Since the college that these students are attending is primarily a teacher training institution, it is not surprising to note that 31.05 per cent of the subjects plan to teach. More women than men plan to enter this vocational field: 20 per cent of the men plan to be teachers while 42.86 per cent of the women plan to teach. Secretarial work ranks next in popularity as a future vocation. Approximately 27 per cent of the subjects plan to hold secretarial positions; however, this is to be expected since 34.5

TABLE XLVII

TYPES OF COMMITTEES ON WHICH THE SUBJECTS
HAVE SERVED AT COLLEGE

Committees	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Program or Cabinet:						
1 Organization	8	53.33	5	35.71	13	44.85
2 Organizations			2	14.29	2	6.90
Total	8	53.33	7	50.00	15	51.75
Social:						
1 Organization	3	20.00	1	7.14	4	13.80
2 Organizations	1	6.67	2	14.29	3	10.35
3 Organizations	1	6.67	1	7.14	2	6.90
Total	5	33.33	4	28.57	9	31.05
Finance:						
1 Organization			1	7.14	1	3.45
Membership:						
1 Organization	3	20.00	3	21.43	6	20.70
Executive or Constitu- tion:						
2 Organizations	1	6.67			1	3.45
Others:						
1 Organization	3	20.00	2	14.29	5	17.25
2 Organizations	1	6.67	1	7.14	2	6.90
3 Organizations			2	14.29	2	6.90
Total	4	26.67	5	35.71	9	31.05

per cent of the subjects have majors in business administration. Fifty per cent of the women plan to engage in this type of work while only 6.67 per cent of the men prefer that vocational field. The men expressed preference for seven

vocations that no woman mentioned, namely band or orchestra leader, radio broadcaster, concert singer, newspaper reporter, professional football player, banker and physician. Some of

TABLE XLVIII
SUBJECTS' VOCATIONAL PLANS AFTER GRADUATION
FROM COLLEGE

Subject's Vocational Plan After Graduation From College	Men		Women		Total	
	Num-ber	Per Cent	Num-ber	Per Cent	Num-ber	Per Cent
Teacher	3	20.00	6	42.86	9	31.05
Secretary	1	6.67	7	50.00	8	27.60
Leader of Orchestra or Band	3	20.00			3	10.35
Office Worker or Teacher	1	6.67	1	7.14	2	6.90
Radio Broadcaster	2	13.33			2	6.90
Concert Singer	1	6.67			1	3.45
Newspaper Reporter	1	6.67			1	3.45
Professional Football Player	1	6.67			1	3.45
Banker	1	6.67			1	3.45
Physician	1	6.67			1	3.45
Total	15		14		29	

the subjects reported alternatives in their plans. They realize that such influences as United States Army regulations, economic conditions and vocational opportunities might alter their plans. Since the time when the data were collected 13.33 per cent of the men have been called for training in the Army, beginning at the end of this school year. One of these

subjects had planned to engage in professional sports while the other planned to work in a bank. Six and nine-tenths per cent of the subjects report equal interest in either secretarial work or teaching; vocational opportunities would determine which field they entered. One subject plans to begin a career as concert singer if possible. He gave teaching as an alternative.

Table XLIX presents the ambitions of the subjects in

TABLE XLIX

SUBJECTS' PLANS IN RELATION TO LIFE'S WORK

Subject's Plans For A Life's Work	Men		Women		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Marriage			13	92.86	13	44.85
Teacher	2	13.33	1	7.14	3	10.35
Band or Orchestra Leader	3	20.00			3	10.35
Radio Broadcaster	2	13.33			2	6.90
Professional Gardening	1	6.67			1	3.45
Certified Public Accountant	1	6.67			1	3.45
Concert Singer	1	6.67			1	3.45
Physician	1	6.67			1	3.45
Farmer	1	6.67			1	3.45
Personnel Staff Member	1	6.67			1	3.45
Professional Ball Player	1	6.67			1	3.45
Secretarial Worker	1	6.67			1	3.45
Total	15		14		29	

relation to their life's work. A comparison of the data in this table with that in Table XLVIII shows that 41.4 per cent of the subjects plan to continue their work in the same vocational field that they enter when they leave college. Approximately 93 per cent of the women expressed preference for marriage which is quite a normal expectation. More than 10 per cent plan to continue teaching, 6.9 per cent of this number being men. One woman reported that she wanted to further her education and continue work in the teaching profession. Approximately 13 per cent of the men expressed a desire to continue radio work or leading bands while 6.67 per cent wanted to continue with secretarial work or concert singing. Over 6 per cent of the men respectively desired to enter these occupations: medicine, professional gardening, certified public accounting, personnel service or commercial sports.

Summary

1. Nearly 90 per cent of the subjects entered college between the ages of sixteen and eighteen years. The remaining 10 per cent entered college between the ages of nineteen and twenty-one years. The modal age of the women at college entrance was seventeen years and of the men, sixteen years.

2. The present ages of the subjects range from seventeen to twenty-four years. More than three-fourths of the subjects have ages between nineteen and twenty-one years. The modal age of the men is twenty years while that of the women is nineteen years.

3. Approximately 96 per cent of the subjects are upper-classmen: 75.9 per cent, seniors and 20.7 per cent, juniors.

4. Over one-third of the subjects live in the homes of their parents while attending college. Over one-fourth of the subjects live in a college dormitory while the remainder live either in a boarding house, a co-operative house, in an apartment or in the home of a friend. More men than women live in college dormitories, apartments or co-operative houses while more women than men live in boarding houses.

5. Over three-fourths of the subjects are contributing to some degree to their self-support. More men than women work to earn money for their expenses in college.

6. The major field of study most frequently chosen by the subjects is business administration. Business administration, music, science and vocational agriculture are the majors most popular with the men while business administration, English and home economics are most popular with the women.

7. A comparison of the percentage frequencies of the subjects' choices of majors with those of upperclassmen in general who have selected the same majors as those of the subjects showed: the percentages of subjects who elected business administration, music, science or art as a major are greater than those of all upperclassmen who elected those courses; the percentages of the subjects who elected vocational agriculture, home economics, social studies or primary education are less than those of all upperclassmen who elected those courses

as majors.

8. English is the most frequently chosen minor field of study among the subjects.

9. The mean grade point per semester-hour of the subjects is 1.95. The mean grade point per semester-hour of the women is higher than that of the men: 2.11 being the mean of the women while 1.81 is the mean of the men. The range of the grade points per semester-hour for the men is wider than that of the women. In all cases, the mean grade points per semester-hour of the subjects excelled the mean grade points per semester-hour of the class as a whole.

10. Over 48 per cent of the subjects have been on the honor roll at college. More men than women have been on the honor roll. Slightly over 20 per cent of the subjects have received various awards at college. One subject has received a prize in an essay contest, two subjects have been representatives to the royal court of the annual coronation of the queen of the college and one subject has received the Penny-backer Travel Scholarship.

11. One hundred per cent of the subjects participated in one or more extra-curricular activities at college. The mean number of activities per subject is 5.93. The mean number of activities engaged in by the women is 6.5 while the mean number for the men is 5.5 activities.

12. Nearly 90 per cent of the subjects have membership in one or more departmental clubs. Music organizations and

the Business Administration Club are most popular among the subjects. More men than women are active in departmental clubs; however, more women than men are affiliated with the above organizations.

13. Approximately two-thirds of the subjects belong to one or more honor societies. Kappa Delta Pi, Alpha Phi Sigma and Alpha Chi are most popular with the subjects. The women, for the most part, hold more memberships in honorary societies than men.

14. Over 58 per cent of the subjects are members of one or more religious organizations. The Y Christian Association and the Methodist or Baptist student organizations are most popular with the students. More women than men have membership in the Y Christian Association while more men than women affiliate with the church organizations.

15. Over a half of the subjects belong to a literary society or a social club. There is a marked difference between the interest of the men and of the women in these organizations. Over three-fourths of the women have membership in one of these clubs whereas slightly over one-fourth of the men have membership.

16. Approximately 38 per cent of the subjects are members of press organizations. The men are slightly more interested in this type of activity than are the women.

17. Slightly over 20 per cent of the subjects are members of an athletic club or team. This type of activity is

much more popular with the men than it is with the women.

18. Approximately 24 per cent of the subjects are members of the Student Council. More women than men belong to this student government organization.

19. The subjects tend to participate to a marked degree in all types of extra-curricular activities. Over 93 per cent of the subjects have held from one to eight offices. The mean number of offices held by the men is slightly greater than that of the women: 2.66 being the mean number of offices held by the men and the mean number of the women is 2.14.

20. Approximately 45 per cent of the subjects have been a president of one or two groups. The subjects have also held numerous other positions which require leadership. More men than women have held the office of president while more women than men have been a vice-president, secretary or treasurer of a group.

21. More than three-fourths of the subjects have served on from one to six committees. The modal number of committees on which the subjects have served is one and three; the modal number of committees on which the men have served is one and the modal number for the women is three. The program, social or membership committees seem to be the ones on which most of the subjects have served.

22. Over 31 per cent of the subjects plan to teach immediately upon graduation, more women than men stating a

preference for this field. The two most popular vocational preferences of the men are teaching or leading a band or orchestra while those of the women are secretarial work and teaching. The range of the men's choices excels that of the women.

23. Over 41 per cent of the subjects plan to continue work in the same vocational field that they enter when they leave college. Approximately 93 per cent of the women stated that they preferred marriage to a job.

CHAPTER V

AN ANALYSIS OF THE INTELLIGENCE OF THE SUBJECTS AS DETERMINED BY THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY, HIGHER EXAMINATION

It is the purpose of this chapter to present data related to the intelligence of the subjects. Investigation has not been directed toward determining whether student leaders are of superior intelligence because numerous studies have been made concerning this factor. Among these have been investigations made by Bennett and Jones¹, Brown², Partridge³ and Wetzel⁴. A survey of these studies shows that leaders are of average intelligence and that there is a tendency for groups to select for leaders individuals who are of superior intelligence.

In this study the intelligence of the subjects was determined by means of the Otis Self-Administering Test of Mental Ability, Higher Examination, Form C. A thirty minute time limit was given and the tests were scored according to

1 H. S. Bennett and B. R. Jones, "Leadership in Relation to Intelligence," School Review, vol. XXXI (February, 1923), pp. 125-128.

2 Marion Brown, Leadership Among High School Pupils, pp. 45-49.

3 E. DeAlton Partridge, Leadership Among Adolescent Boys, pp. 62-69.

4 William A. Wetzel, "Characteristics of Pupil Leaders," School Review, vol. L (September, 1932), pp. 532-534.

TABLE L

EACH SUBJECT'S MEAN GRADE POINTS PER SEMESTER-HOUR,
HIS PERCENTILE RANK ON THE OTIS TEST OF MENTAL
ABILITY AND THE NUMBER OF ACTIVITIES IN
WHICH HE PARTICIPATED AT COLLEGE

Subject	Number of Extra-Curricular Activities	Grade Point Per Semester- Hour	Percentile Rank on Otis S-A Test
1	7	1.90	78.00
2	8	1.70	97.00
3	7	2.32	46.42
4	5	2.00	84.00
5	3	1.30	55.55
6	6	2.10	52.77
7	7	2.19	93.50
8	4	3.00	61.11
9	11	1.81	46.42
10	8	2.24	69.44
11	3	1.11	50.00
12	9	2.73	72.22
13	1	1.26	61.11
14	8	2.36	39.28
15	6	2.89	98.50
16	7	2.16	84.00
17	4	2.35	46.42
18	6	1.61	81.00
19	6	1.76	63.88
20	9	2.43	55.55
21	5	1.59	97.75
22	4	1.88	66.66
23	2	1.03	8.00
24	7	2.03	42.87
25	3	1.33	69.44
26	5	1.78	61.11
27	9	2.64	95.25
28	5	1.57	91.75
29	7	1.70	16.42

directions given in the manual.⁵ The percentile ranks of
the subjects were derived from norms⁶ based upon the scores

5 Arthur S. Otis, Otis Self-Administering Tests of Mental Ability, Manual of Directions, pp. 2-3.

6 Ibid., p. 6.

of 2,516 college students on the above examination.

Table L presents data concerning each subject's mean grade point per semester-hour, his percentile rank on the Otis Self-Administering Test of Mental Ability and the number of activities in which he participated at college. The numbers in the first vertical column refer to subjects and not to frequencies (See Appendix, page 118). No comment will be made upon the data as they are presented in this table; for these figures are the basis of the following analyses.

Table L is included only for reference.

Table LI shows the range, the median and the mean of the percentile ranks of the subjects as determined by their

TABLE LI

THE RANGE, MEAN AND MEDIAN PERCENTILE RANK OF THE
SUBJECTS AS DETERMINED BY THEIR SCORES ON THE
OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY

All Subjects	Range of Percentile Ranks	Median Percentile Ranks	Mean Percentile Rank
Men	8.00-98.5	61.11	61.77
Women	39.28-97.0	68.05	68.47
All Subjects	8.00-98.5	63.88	65.01

scores on the Otis Self-Administering Test of Mental Ability. According to these data, the range of percentile ranks of all subjects is from the 8 percentile to the 98.5 percentile. The range of the percentile ranks of the men is identical

with the range for all of the subjects. The range of the percentile ranks of the women, however, is not so great. The percentile ranks of the women range from the 39.28 percentile to the 97 percentile. The difference in the ranges of the percentile ranks of the men and women indicates that the women are more homogeneous in this respect than are the men.

According to the data shown in Table LI, the median percentile rank of the subjects is 63.88. The median percentile rank of the women is higher than that of the men: the median percentile rank of the men being 61.11 while that of the women is 68.05. The mean percentile rank of the subjects is 65.01. The mean percentile rank of the men is 61.77 while the mean percentile rank of the women is 68.47. The differences between the median percentile rank of the men and that of the women and the differences between the mean percentile rank of the men and women are significant. These would indicate that the women are slightly superior to the men in intelligence.

Correlative to the data shown in Table LI, Diagram 2 shows that the range of the percentile ranks of the men is greater than that of the women. In only one instance after the fiftieth percentile do the men surpass the women in percentile rank.

The correlation between the subjects' percentile rank on the Otis Self-Administering Test of Mental Ability and the

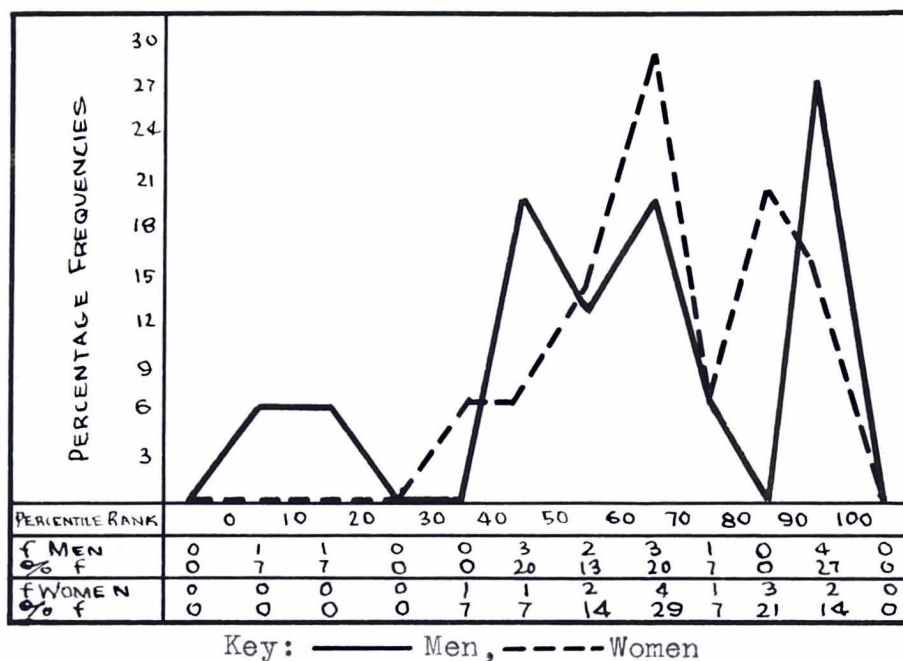


Diagram 2. Frequency Distribution of the Percentile Ranks of the Men and the Women on the Otis Self-Administering Test of Mental Ability

number of extra-curricular activities was computed by the Spearman Rank Difference Method. The correlation was found to be $+.14$ which is negligible. The correlations were also computed separately for the men and for the women. That of the men was $+.19$ while that of the women was $-.07$, both of which are negligible also. There is only a slight difference in the correlations thus obtained. It is interesting to note the negative tendency in the correlation of the girls.

The correlation between the mean grade points per semester-hour of the subjects and their percentile ranks on the Otis Self-Administering Test of Mental Ability were computed by the Spearman Rank Difference Method. This was found to be $+.06$, which is negligible. The correlation for the men

was $+.40$, which indicates a slight positive relationship. This means that the brighter men tend to earn a higher mean grade point per semester-hour and vice versa. The correlation for the women was $-.49$, which indicates a slight but negative relationship. This means that the brighter women tend to earn a lower mean grade point per semester-hour while the women of less intelligence tend to earn a higher mean grade point.

Summary

1. The range of the percentile ranks of the subjects on the Otis Self-Administering Test of Mental Ability is comparatively wide, extending from the 8 percentile to the 98.5 percentile. The range of the percentile ranks of the men is greater than that of the women.

2. The median percentile rank of the subjects is 63.88. The median percentile rank of the women is greater than that of the men: 61.11 being the median of the men while 68.05 is the median of the women.

3. The mean percentile rank of the subjects is 65.01. There is a marked difference in the mean percentile rank of the men and that of the women: 61.77 is the mean percentile rank of the men whereas 68.47 is the mean percentile rank of the women.

4. Correlation between the number of activities in which the subjects, the men and the women, participated and their

percentile ranks is negligible. There is a slight but negative correlation between the number of activities in which the women participated and their percentile ranks.

5. Correlation between the grade points and percentile ranks of the subjects is negligible. There is a slight positive correlation between the grade points and the percentile ranks of the men. The correlation between the grade points and the percentile ranks of the women is slight but negative.

CHAPTER VI

AN ANALYSIS OF THE PERSONALITY TRAITS OF THE SUBJECTS AS DETERMINED BY THE BERNREUTER PERSONALITY INVENTORY

Numerous studies have been made in which personality traits of student leaders have been investigated. The traits of dominance and submission, extroversion and introversion, neurotic tendency, self-control, co-operation, and sense of responsibility, as found in leaders, have been studied. Caldwell and Wellman¹ found that boys tend to be more extroverted than introverted, but not to such a marked degree as the girls they investigated; Rammlein² reported that leaders are more dominant than non-leaders; Moore³ found that women leaders are slightly more extroverted and dominant than non-leaders while Dunkerly⁴ discovered among a group of women

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- 1 Otis W. Caldwell and Beth Wellman, "Characteristics of School Leaders," Journal of Educational Research, vol. XIV (June, 1926), pp. 1-15.
 - 2 M. K. Rammlein, "Analysis of Leaders Among High School Seniors," Journal of Experimental Education, vol. VI (June, 1938), pp. 413-422.
 - 3 L. H. Moore, "Leadership Traits of College Women," Sociology and Social Research, vol. XX, 1935, pp. 136-139 as reported in Psychological Abstracts, vol. X (July, 1936), No. 3640, p. 401.
 - 4 M. D. Dunkerly, A Statistical Study of Leadership Among College Women, Studies in Psychology and Psychiatry, Catholic University of America, No. 7, 1940 as reported in Psychological Abstracts, vol. XIV (October, 1940), No. 5096, p. 533.

leaders that social leaders are relatively more neurotic and that religious leaders are least neurotic; Wetzel⁵ found student leaders superior in such traits as self-control, cooperation and sense of responsibility.

It is the purpose of this chapter to present data concerning the extent the personality traits measured by the Bernreuter Personality Inventory are present in the personalities of the subjects of this study. Each subject's responses on this Inventory were scored on the scales prepared by Flanagan⁶: F1-C which measures confidence in one's self and by F2-S which is a measure of sociability. By means of a combination of the Flanagan variables in a linear fashion and weighting them according to formula, the four Bernreuter variables were derived. Thus, each subject's responses on this Inventory were scored for six different aspects of the personality: neurotic tendency, self-sufficiency, introversion-extroversion, dominance-submission, confidence in one's self and sociability.

The raw scores made by the subjects on the different scales were converted into percentile scores. Throughout the report, the percentile scores of the subjects are based on the percentile norms for college men and college women prepared by R. G. Bernreuter. The author of the Inventory has

5 William A. Wetzel, "Characteristics of Pupil Leaders," School Review, vol. XL, (September, 1932), pp. 532-534.

6 J. C. Flanagan, Factor Analysis in the Study of Personality.

TABLE LI

RAW SCORES AND THE PERCENTILE NORMS OF EACH MAN ON THE SIX SCALES OF THE
BERNREUTER PERSONALITY INVENTORY

SUBJECTS	B1-N		B2-S		B3-I		B4-D		F1-C		F2-S	
	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS
1	-85.99	41.41	77.17	83.87	-44.16	39.67	82.07	71.24	-78.00	42.20	41.00	88.20
3	28.44	84.38	1.72	32.38	42.84	90.57	-14.96	17.02	56.00	88.20	20.00	83.00
5	-117.81	24.88	16.50	42.25	-78.55	14.87	74.91	67.00	-83.00	39.20	-78.00	18.80
7	33.22	64.71	51.98	69.19	-2.84	68.30	41.34	46.80	-20.00	66.00	46.00	89.20
9	-67.02	51.19	52.55	69.53	-31.25	49.25	60.92	58.55	-51.00	53.60	19.00	79.60
11	22.95	82.59	8.40	24.96	36.95	88.78	-16.05	16.58	55.00	88.00	0.00	69.00
13	2.27	76.45	-15.66	20.60	18.63	80.18	-7.21	20.67	39.00	84.80	-28.00	49.60
15	48.73	89.75	33.29	55.63	63.88	94.78	13.37	32.35	62.00	89.00	85.00	96.00
17	22.52	82.50	-6.86	25.88	36.78	88.71	-15.16	16.94	54.00	87.80	2.00	70.20
19	-40.37	61.85	-63.20	4.46	-23.25	54.40	2.73	26.64	19.00	80.80	-136.00	2.80
21	-38.20	62.72	27.85	51.71	-10.05	63.97	34.10	42.46	-15.00	68.00	5.00	72.00
23	-43.35	60.66	-49.82	8.04	-24.09	53.73	4.57	27.74	11.00	78.40	-118.00	5.40
25	-84.85	42.09	59.55	73.73	-45.40	38.68	74.05	66.43	-70.00	46.00	15.00	78.00
27	-48.53	58.59	-13.67	21.80	-23.94	53.85	22.65	36.06	-8.00	70.80	-67.00	22.80
29	-121.82	23.27	37.63	59.10	-79.29	14.43	86.04	73.42	-95.00	33.00	-49.00	33.80

TABLE LIII

RAW SCORES AND THE PERCENTILE NORMS OF EACH WOMAN ON THE SIX SCALES
OF THE BERNREUTER PERSONALITY INVENTORY

SUBJECTS	B1-N		B2-S		B3-I		B4-D		F1-C		F2-S	
	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS	RAW SCORES	PERCENTILE NORMS
2	8.95	73.60	-38.79	20.75	20.57	76.20	-21.72	21.30	55.00	72.00	-63.00	29.60
4	-71.39	36.45	42.48	74.50	-36.19	33.05	59.21	63.68	-51.00	23.60	0.00	72.00
6	-86.11	29.56	8.56	51.14	-52.93	22.30	53.45	61.38	-51.00	23.60	-64.00	27.80
8	1.54	71.08	18.19	58.55	22.23	77.34	7.32	37.39	25.00	58.00	23.00	83.20
10	-125.21	15.00	93.09	92.60	-75.22	11.00	111.17	90.47	-120.00	5.00	33.00	87.20
12	-46.12	44.55	-18.24	19.06	-22.48	55.02	19.36	34.74	-4.00	7.00	-72.00	21.20
14	-83.29	43.03	-38.09	33.77	-56.28	30.00	32.33	41.40	-30.00	62.00	-133.00	3.00
16	-43.10	47.76	-7.75	39.35	-18.75	47.00	21.60	43.64	-5.00	46.00	-55.00	34.00
18	-174.37	2.00	43.08	74.85	-122.89	0.00	118.39	92.68	-145.00	2.00	-84.00	17.40
20	-117.31	16.40	40.43	73.25	-75.14	11.00	84.63	79.00	-92.00	10.60	-41.00	44.00
22	5.84	72.34	-55.42	12.83	16.66	73.99	-25.92	19.63	58.00	73.20	-86.00	16.60
24	-101.02	22.60	-3.02	42.60	-66.84	13.90	57.14	62.86	-60.00	20.00	-94.00	13.40
26	-87.00	23.80	-5.00	41.00	-57.00	19.80	44.00	57.60	-43.00	26.80	-61.00	29.20
28	-10.80	66.68	35.31	70.19	13.97	72.38	21.54	43.62	7.00	50.80	39.00	89.60

found sex differences to exist in the scores; for this reason, percentile equivalents of each sex for each of the six scales have been prepared to allow for these differences. These equivalents were used in the present study.

Tables LII and LIII show the raw scores and the percentile norms for the men and for the women on the six scales of the Inventory. These are general data and are included only for reference. The figures in the first columns refer to the subjects and not to frequency.

Results on Bl-N Scores of Neurotic Tendency

Bernreuter⁷ states the Bl-N scale is a measure of neurotic tendency. He continues:

Persons scoring high on this scale tend to be emotionally unstable. Those scoring above the 98 percentile would probably benefit from psychiatric or medical advice. Those scoring low tend to be very well balanced emotionally.

Table LIV presents a summary of the results of the subjects' percentile norms on Bl-N. According to these data, there is a wide range in the percentile norms on Bl-N; the range of the women being greater than that of the men. The women had percentile equivalents that ranged from 2 to 73.60 while the men's percentile equivalents range from 23.27 to 89.75. This is significant as it indicates that the men are more homogeneous

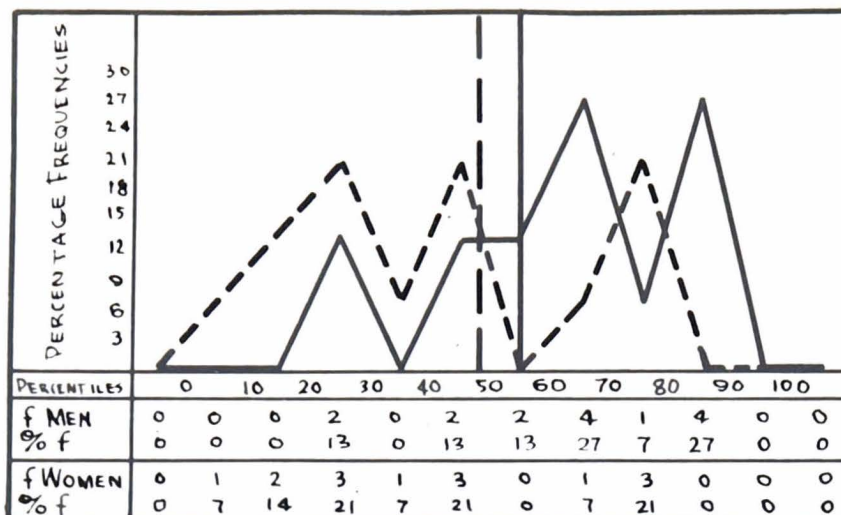
7 R. G. Bernreuter, Personality Inventory, Manual of Directions, p. 1.

TABLE LIV
 RANGE AND MEAN OF THE SUBJECTS' PERCENTILE
 EQUIVALENTS AND THE BERNREUTER MEAN
 PERCENTILE NORMS ON BI-N

Subjects	Range of Percentile Norms	Mean Percentile Norm of Sub- jects	Mean Percentile Norm According to Bernreuter
Men	23.27-89.75	60.47	55.08
Women	2.00-73.60	40.35	47.92

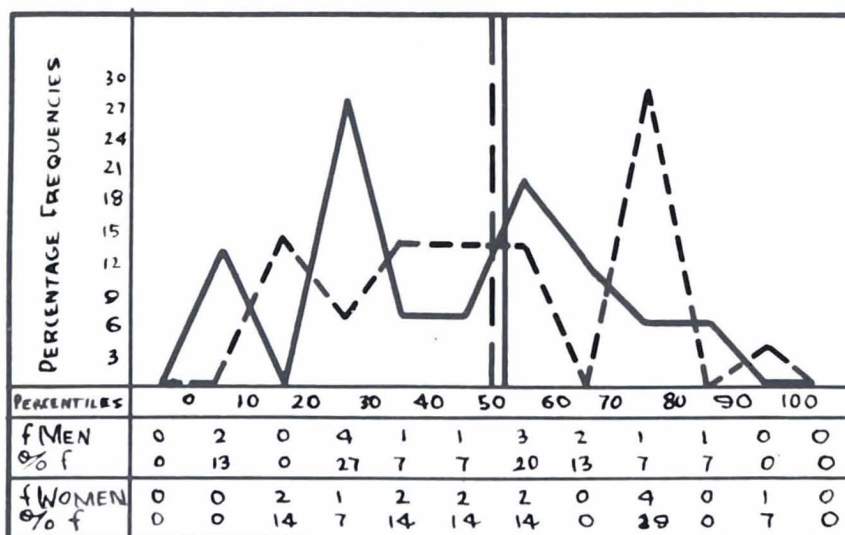
in regard to this trait than are the women. The mean percentile equivalent of the men is 60.47 and according to the norms for college men, the mean percentile equivalent is 55.08. The mean percentile equivalent of the women is 40.35 while the mean percentile equivalent of the norms for college women is 47.92. Since low scores on this measure indicate emotional stability, these differences in the mean percentile equivalents indicate that the women are better balanced emotionally than are the men.

Diagram 3 shows that a greater percentage of the men's scores are beyond the 50 percentile than are the women's. Approximately 60 per cent of the men's scores are beyond that point while slightly over 28 per cent of the women's scores extend beyond the median. These data confirm the statement that a greater percentage of the women in this study are better balanced emotionally than are the men. Diagram 3 shows a bimodal distribution in the men's percentile equivalents and a trimodal distribution in the women's percentile equivalents.



Key: Men ——— Women - - - -
 Vertical ——— Bernreuter Mean For Men
 Vertical - - - - Bernreuter Mean For Women

Diagram 3. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Neurotic Tendency



Key: Men ——— Women - - - -
 Vertical ——— Bernreuter Mean For Men
 Vertical - - - - Bernreuter Mean For Women

Diagram 4. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Self-Sufficiency

Although none of the leaders in the present study need psychiatric service, several of them show decided neurotic tendencies.

Results on B2-S, A Measure of Self-Sufficiency

According to Bernreuter⁸, B2-S is

...a measure of self-sufficiency. Persons scoring high on this scale prefer to be alone, rarely ask for sympathy or encouragement, and tend to ignore the advice of others. Those scoring low dislike solitude and often seek advice and encouragement.

Data shown in Table LV indicate that there is a wide range of the percentile equivalents of the subjects on B2-S;

TABLE LV

RANGE AND MEAN OF THE SUBJECTS' PERCENTILE EQUIVALENTS AND THE BERNREUTER MEAN PERCENTILE NORMS ON B2-S

Subjects	Range of Percentile Norms	Mean Percentile Norms of Subjects	Mean Percentile Norms According to Bernreuter
Men	4.46-83.87	42.88	51.20
Women	12.83-92.60	50.32	50.44

the range of the women's scores being greater than that of the men's. The percentile norms of the men range from the 4.46 percentile to the 83.87 percentile while the women's scores range from the 12.83 percentile to the 92.6 percentile.

⁸ Ibid.

The mean percentile equivalent of the men on this scale is 42.88; the mean percentile equivalent of the norms for college men, 51.2. The mean percentile norm of the women is 50.32; the mean percentile norm of the norms for college women, 50.44. This shows that the women in this study more closely approximate normality in relation to self-sufficiency than do the men.

Diagram 4 shows the frequency distribution of the subjects' percentile scores on B2-S. It is interesting to note that the mode of the men is below the 50 percentile while the mode of the women is above that percentile. This indicates that the women in this study tend to be self-sufficient and the men do not.

Results on B3-I, A Measure of Introversion-Extroversion

B3-I, which measures introversion-extroversion, is described as follows:⁹

Persons scoring high on this scale tend to be introverted; that is, they are imaginative and tend to live within themselves. Scores above the 98 percentile bear the same significance as do similar scores on the B1-N scale. Those scoring low are extroverted; that is, they rarely worry, seldom suffer emotional upsets, and rarely substitute day dreaming for action.

An examination of Table LVI shows that there is a wide range of the percentile equivalents of both the men and the women on B3-I: the range of the men's scores is from the

9 Ibid.

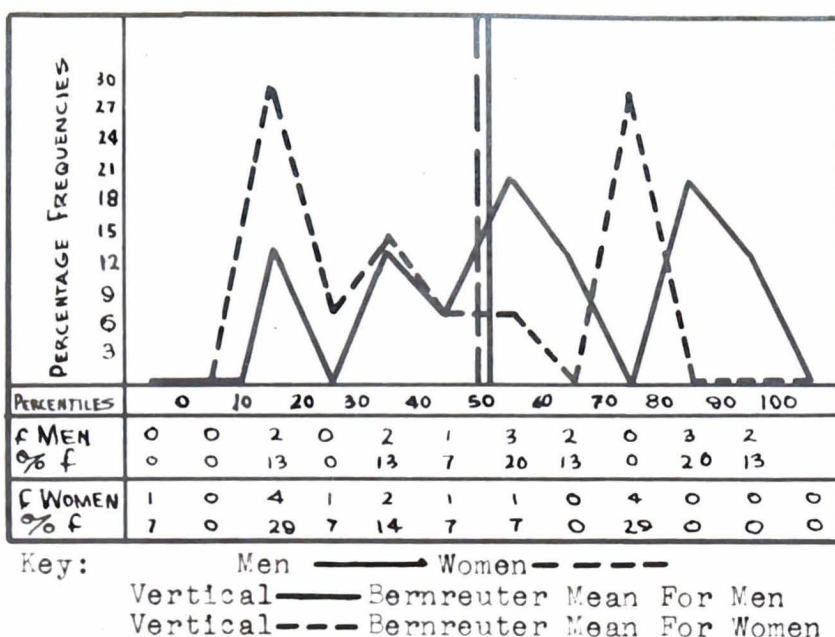


Diagram 5. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Introversion-Extroversion

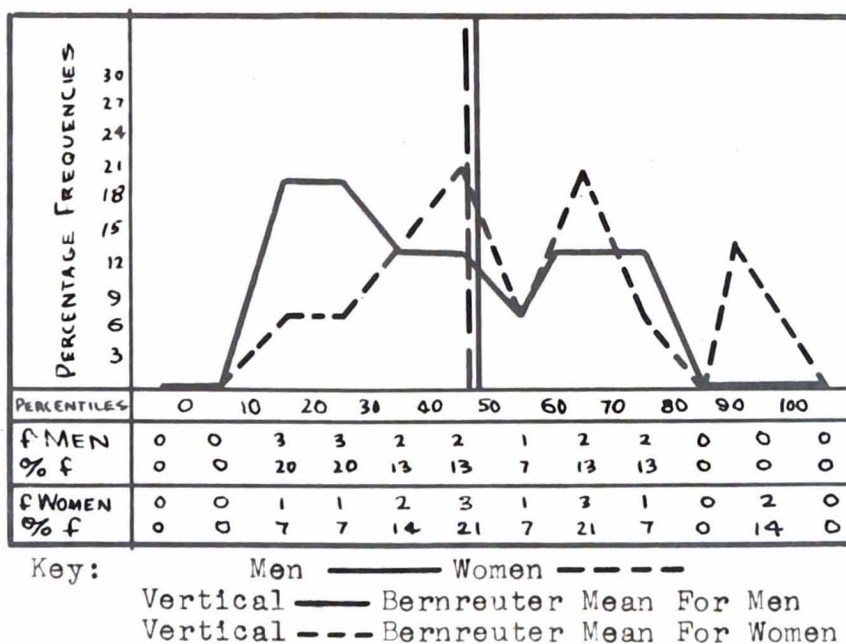


Diagram 6. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Bernreuter Scale of Dominance-Submission

14.43 percentile to the 94.78 percentile; the range of the women's, from 0 to the 77.34 percentile. One woman's score on this trait was beyond the 1 percentile of the norms for

TABLE LVI

RANGE AND MEAN OF THE SUBJECTS' PERCENTILE
EQUIVALENTS AND THE BERNREUTER MEAN
PERCENTILE NORMS ON B3-I

Subjects	Range of Percentile Norms	Mean Percentile Norms of Subjects	Mean Percentile Norms According to Bernreuter
Men	14.43-94.78	54.27	52.64
Women	00.00-77.34	38.78	50.24

college women. The mean percentile equivalent of the men on B3-I is 54.27; the mean percentile equivalent of the Bernreuter norms for college men is 52.64. The mean percentile equivalent of the women is 38.78; the mean percentile equivalent on the norms for college women, 50.24.

Diagram 5 shows the distribution of the percentage frequencies of the percentile scores of the men and the women on the B3-I scale. These distributions are bimodal for both the men and the women. It is interesting to note that both the modes of the men are beyond the 50 percentile. Over 66 per cent of the men have percentile equivalents beyond that point whereas 35.71 per cent of the women have equivalents beyond the median. Both modes of the distribution of the women are below the 50 percentile. All results of subjects'

scores on B3-I justify the conclusion that the women investigated tend to be extroverted; and the men, to be introverted.

Results on B4-D, A Measure of Dominance-Submission

B4-D measures dominance-submission. According to Bernreuter¹⁰,

Persons scoring high on this scale tend to dominate others in face-to-face situations. Those scoring low tend to be submissive.

According to the data shown in Table LVII, the range of the percentiles of the women on B4-D is greater than that

TABLE LVII

RANGE AND MEAN OF THE SUBJECTS' PERCENTILE
EQUIVALENTS AND THE BERNREUTER MEAN
PERCENTILE NORMS ON B4-D

Subjects	Range of Percentile Norms	Mean Percentile Norms of Subjects	Mean Percentile Norms According to Bernreuter
Men	16.58-73.42	41.33	49.54
Women	19.63-92.68	53.53	48.48

of the men. The range for the men extends from the 16.58 percentile to the 73.42 percentile while that of the women is from the 19.63 percentile to the 92.68 percentile. This points to the fact that the men also are a homogeneous group in relation to this aspect of the personality. The mean percentile equivalent of the men is 41.33 while the mean percentile

¹⁰ Ibid.

score of the norms for college men on this scale is 49.54. The mean percentile equivalent of the women is 53.53; the mean percentile score of the norms for college women, 48.48. These figures are significant as they indicate that the women in this study are more dominant than average college women while the men are less dominant than average college men.

An examination of Diagram 6 shows that 33.33 per cent of the men's percentile equivalents are above the 50 percentile while 50 per cent of the women's percentile equivalents are above this point. Since high scores on this scale indicates dominance, these distributions show that the women in the present study tend to be dominant while the men tend to be submissive.

Results on Fl-C, A Measure of Confidence in One's Self

Fl-C is described as a measure of confidence in one's self. Bernreuter says¹¹:

Persons scoring high on this scale tend to be hamperingly self-conscious and to have feelings of inferiority; those scoring above the 98 percentile would probably benefit from psychiatric or medical advice. Those scoring low tend to be wholesomely self-confident and to be very well adjusted to their environment.

Table LVIII shows that there is a very wide range among the subjects' percentile equivalents on this measure.

¹¹ Ibid.

According to these data, the range of the percentile equivalents extends from the 2 percentile to the 89 percentile. The range of the women's percentile equivalents is much wider than that of the men. The former extends from the 2 percentile to the 73.2 percentile and the latter from the 33 percentile to the 89 percentile. This indicates that the men

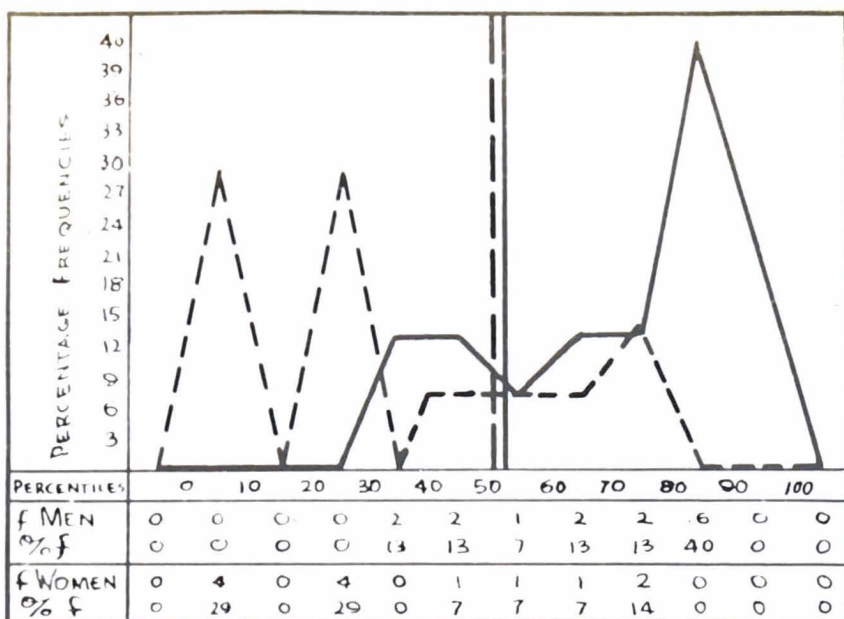
TABLE LVIII

RANGE AND MEAN OF THE SUBJECTS' PERCENTILE
EQUIVALENTS AND THE BERNREUTER MEAN
PERCENTILE NORMS ON F1-C

Subjects	Range of Percentile Norms	Mean Percentile Norms of Subjects	Mean Percentile Norms According to Bernreuter
Men	33.00-89.00	67.72	53.40
Women	2.00-73.20	34.33	51.68

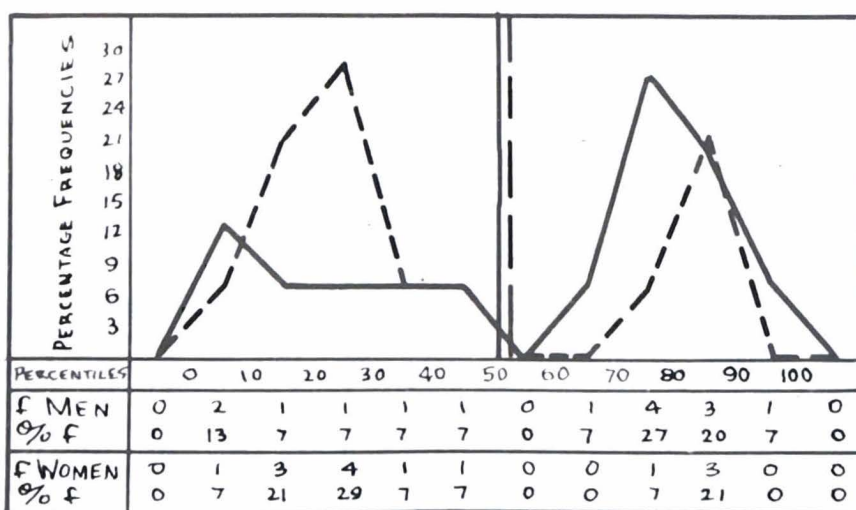
are a more homogeneous group than are the women. The mean percentile equivalents of the men on this measure is 67.77; the mean percentile equivalents of the norms for college men, 53.4. This means that the men in this study are, in general, not as confident of themselves as average college men. The mean percentile equivalent of the women is 34.33 while the mean percentile equivalent of the norms for college women is 51.68. This shows that the women studied are more confident than average college women.

The percentile scores of the men and the women are shown in Diagram 7. The women's percentile equivalents show a bimodal distribution in the low percentiles while the men's



Key: Men ——— Women - - - -
 Vertical ——— Bernreuter Mean For Men
 Vertical - - - - Bernreuter Mean For Women

Diagram 7. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Flanagan Scale of Confidence in One's Self



Key: Men ——— Women - - - -
 Vertical ——— Bernreuter Mean For Men
 Vertical - - - - Bernreuter Mean For Women

Diagram 8. Percentage Frequency Distribution of the Percentile Equivalents of the Men and of the Women on the Flanagan Scale of Sociability

percentile equivalents present a modal distribution in the upper percentiles. Approximately 73 per cent of the men have scores above the 50 percentile while 28.57 per cent of the women's scores are beyond the 50 percentile. Since high scores on this measure are indications of self-consciousness, it is evident that the men in this study tend to have little confidence in themselves and many feelings of inferiority. The reverse is true of the women.

Results of F2-S, A Measure of Sociability

Bernreuter describes F2-S as a measure of sociability.

He ¹² adds:

Persons scoring high on this scale tend to be non-social, solitary, or independent. Those scoring low tend to be sociable and gregarious.

Data on Table LIX show that the range of the percentile equivalents of subjects on this measure is very great, extending from the 2.8 percentile to the 96 percentile. The range of the percentile scores of the men is greater than that of the women: the range of the men's percentile equivalents is identical to those of all subjects while the women's percentile equivalents range from the 3 percentile to the 89.6 percentile. It might be pointed out that this is the first instance in the results of the Personality Inventory in this study that the range of the scores of the men has exceeded

¹² Ibid.

TABLE LIX

RANGE AND MEAN OF THE SUBJECTS' PERCENTILE
EQUIVALENTS AND THE BERNREUTER MEAN
PERCENTILE NORMS ON P2-S

Subjects	Range of Percentile Norms	Mean Percentile Norms of Subjects	Mean Percentile Norms According to Bernreuter
Men	2.80-96.00	57.23	51.28
Women	3.00-89.60	38.50	52.90

that of the women. This would indicate that the women are more of a homogeneous group in relation to sociability than are the men. According to data shown in the above table, the mean percentile equivalent of the men is 57.23; the mean percentile equivalent of the norms of college men is 51.28. These figures indicate that the men in this study are slightly less sociable than average college men. The mean percentile equivalent of the women is 38.5 while the mean percentile equivalent of the norms for college women is 52.9. These data point to the fact that the women investigated are more sociable than were the college women on whom the norms were based.

A comparison of the distribution of the scores of the men with the women is shown in Diagram 8. The modal frequency of the women is below the 50 percentile while the modal frequency of the men is above the 50 percentile. Sixty per cent of the men's percentile equivalents are above the 50 percentile while 28.57 per cent of the women's scores are above that

point. All data presented related to the measure of sociability indicate that the women investigated tend to be sociable and gregarious while the men tend to be non-social, solitary or independent.

Summary

1. There is a wide range in the percentile equivalents in each of the six aspects of the personality measured. There is only one scale on which the range of the men exceeds that of the women, that being F2-S, a measure of sociability. In most instances, the range of the men's percentile equivalents indicate that they are more of a homogeneous group in relation to the traits measured than are the women.

2. There is a wide range in the percentile equivalents on B1-N, a measure of neurotic tendency. The mean percentile equivalent of the men in this study is above the mean percentile equivalent given in the norms for college men. The mean percentile equivalent of the women is below that given in the norms for college women. The women studied tend to be emotionally well balanced while the men tend to be emotionally unstable. Although none of the leaders in the present study need psychiatric service, several of them show decided neurotic tendencies.

3. A wide range is indicated in the subjects' percentile equivalents on B2-S, a measure of self-sufficiency. The men are slightly less self-sufficient than average college men.

The mean percentile equivalent of the women almost coincides with that given in the norms for college women. The women in this study tend to be self-sufficient and the men do not.

4. The range of the percentile equivalents on B3-I, a measure of introversion-extroversion, is also wide; the range of the women's scores being greater than that of the men. A comparison of the mean percentile equivalent of the men studied with the Bernreuter norms for college men on B3-I indicates that the men in this study are slightly more introverted than average college men. Data indicate that the women are more extroverted than average college women. The women tend to be extroverted and the men tend to be introverted.

5. The range of the percentile equivalents on B4-D is wide. The range of the percentile equivalents of the women is greater than that of the men. The men in this study, generally speaking, are less dominant than average college men. The women investigated are more dominant than average college women. The women tend to be dominant while the men tend to be submissive.

6. There is a wide range in the percentile equivalents of the subjects on the F1-C scale, a measure of confidence in one's self, the range of the women's percentile equivalents being greater than that of the men's. Data indicate that the men investigated are not as confident in themselves as average college men. The women, however, are more confident than average college women. The men in this study tend to have

little confidence in themselves and many have feelings of inferiority. The reverse is true of the women.

7. The range of the percentile equivalents on F2-S is very wide. The range of the percentile equivalents of the men is greater than that of the women, indicating that the women are more of a homogeneous group in relation to sociability than are the men. Data indicate that the men investigated are slightly less sociable than average college men. The women tend to be sociable and gregarious while the men tend to be non-social, solitary or independent.

8. A comparison of the subjects' mean percentile equivalents with those given for college men and college women in general indicates that the women investigated tend to have those traits generally conceded to leaders more frequently than do average college women; while the men investigated tend to have such traits less often than do average college men.

a farmer or cattleman. His mother is a housewife. He usually has one or two younger or older siblings. Both of his parents have church membership, usually in the Methodist Church. He has membership in or prefers the Methodist Church. He is not married.

The typical man leader was graduated from a high school with an enrollment of 452 or less. During his secondary school experiences he participated in 4.55 extra-curricular activities. The activities which he preferred in high school were: athletic clubs or teams, speech or dramatic clubs and music organizations, and debate and extemporaneous speaking contests sponsored by the Interscholastic League. He often held offices in the organizations to which he belonged. Frequently he was a president of a group or captain of a sports team. His participation in extra-curricular activities apparently did not affect his scholastic achievement since he reports having been an honor student in high school. He contributed little to the money required for his support in high school; money which he might have earned was used, for the most part, for personal pleasures.

The typical man leader entered college at the age of sixteen; his present age is twenty and he is now an upperclassman. While attending college, he usually lives in a college dormitory or in an apartment. He earns a major portion of his college expenses. The major field of study which he prefers is business administration or music. English is generally his minor

field of study. Although he reports having been an honor student at Sam Houston State Teachers College, his mean grade point per semester-hour is only 1.81 which is equivalent to a C+ average.

The mean number of activities in which he participates at college is 5.5. He holds membership in the Business Administration Club or in music organizations. He belongs to one or more religious organizations. He is a member of one or more honor societies. He has little interest in social clubs. His interest in press organizations, athletic clubs or teams and student government organizations is slight. The mean number of offices which he has held at college is 2.66 and the office that he holds most frequently is that of president. He usually serves on one important committee.

He plans to teach or lead a band or orchestra when he is graduated from college. It is likely that he will continue work in the same vocational field that he enters when he is graduated from college.

He is slightly above average intelligence, his mean percentile rank on the Otis Self-Administering Test of Mental Ability being 61.77. There is no relationship between his intelligence and the number of extra-curricular activities in which he participates at college; however, there is a slight positive correlation between his mean grade point per semester-hour and his intelligence.

According to his responses on the Bernreuter Personality

Inventory, he is not as well balanced emotionally as the average college man; he is lacking in self-sufficiency; he tends to be introverted; he is less dominant than the average college man; he is lacking in self-confidence and he tends to be non-social, solitary or independent.

The Typical Woman Leader of Sam Houston State Teachers
College for the School Year 1940-1941

The typical woman leader of Sam Houston State Teachers College for the school year 1940-1941 comes from a town of 6,100 or less population within a radius of one hundred miles of Huntsville. Agriculture is the chief industry in the section from which she comes. Both of her parents are living and are natives of the United States. The occupation of her father is of average socio-economic level; it is likely that her father will be employed by a railroad company or will hold a city, county or federal position. Her mother is a housewife. She herself is not married. She is a member of a family where there is more than one child but fewer than four children. Both of her parents have a church membership. It is likely that her father is a Baptist and her mother is a Methodist. She has membership in or prefers the Methodist Church.

The typical woman leader was graduated from a high school with an enrollment of 452 or less. The mean number of extra-curricular activities in which she participated during high school is six. At that time departmental clubs and Interscholastic

League events were her major interest. In the former her preferences were speech and dramatics and music; and in the latter, speech arts, essay and typing. She often held minor offices in high school organizations. Her participation in extra-curricular activities apparently did not affect her scholastic success as she reports having been an honor student. She did not contribute to her support in high school.

The typical woman leader entered college at the age of seventeen; she is now nineteen and is an upperclassman. While attending college she probably lives either in the home of her parents or in a boarding house. She generally earns none of her expenses in college. When she does work, she earns three-fourths of her expenses. The major field of study which she prefers is business administration or English. English is also a favorite minor field of study with the typical woman leader. Her mean grade point per semester-hour is 2.11 which is equivalent to B-. She reports having been an honor student at college.

The typical woman leader in this study participates in an average of 6.5 extra-curricular activities in college. The types of departmental clubs which she prefers to hold membership are music organizations or the Business Administration Club. She belongs to one or more honor societies. She belongs to a literary society and it is likely that she is a member of the Y Christian Association. She reports some activity in student government organizations. The mean number

of offices which she has held at college is 2.14. The offices which she usually holds are vice-president, secretary or treasurer. She has served on at least three committees in the groups to which she belongs.

She plans to teach or engage in secretarial work when she is graduated from college. She prefers marriage to a vocation.

Her mean percentile rank on the Otis Self-Administering Test of Mental Ability is 68.47. Correlation between the number of extra-curricular activities in which she participates in college and her percentile rank on the Otis Test is negligible. Correlation between her mean grade point per semester-hour and her percentile rank on the above test is slight but negative.

The woman leader more often than the average college woman tends to have those personality traits generally associated with leadership. She is emotionally well balanced; she is self-sufficient; she tends to be extroverted and dominant; she has confidence in herself and she is sociable and gregarious.

Man Leader Versus Woman Leader

In comparing the woman leader with the man leader these differences were found. The man leader tends to come from larger towns than does the woman leader. There is likewise a greater tendency for the man to come from sections where

shipping, manufacturing, oil and mills are important. The man tends to be youngest child more often than does the woman; however, the chances are greater for the woman to be an only child.

The man tends to have graduated from larger high schools than did the woman. The mean number of activities in which the man participated in high school is less than that of the woman. The man was more interested in athletics in high school than was the woman; however, the woman was more interested in honor societies and student government organizations. The man more frequently held the position of president of a group or captain of a sports team in high school. The man exceeded the woman in earning money during high school.

The man entered college at sixteen years of age more often than did the woman. However, the present age of the woman is less than that of the man. While attending college the man more often lives in a college dormitory, a co-operative house or an apartment than does the woman. The woman more often lives in a boarding house or at home than does the man. The man more often than the woman supports himself at college.

At college business administration, music, science and vocational agriculture are the most popular major fields of study with the man leader while business administration, English and home economics are most popular with the women. Although the man reports having been on the honor roll at college with more frequency than does the woman, the mean grade

point per semester-hour is greater for the woman than for the man.

In college, as in high school, the woman participates in more extra-curricular activities than does the man. The man is more interested in departmental clubs at college; however, the woman holds more memberships in honor societies than does the man. The woman is slightly more interested in the Y Christian Association than is the man but the man has greater interest in church organizations than does the woman. The woman is much more interested in literary societies or social clubs than is the man; the woman is likewise more interested in organizations connected with student government. The man holds a greater number of offices in organizations than does the woman. The office which he holds most often is that of president while the woman frequently serves as vice-president, secretary or treasurer of a group. The woman serves on more committees than does the man.

The man plans to continue work in the same vocational field that he enters when he is graduated from college. The woman prefers marriage to a vocation.

The woman has a higher mean and median percentile rank on the Otis Self-Administering Test of Mental Ability than has the man. The coefficient of correlation between percentile rank in intelligence and mean grade points per semester-hour for the man is $+0.40$ while that of the woman is $-.49$.

The major difference between the man and woman leader

is in their personality traits as revealed by the Bernreuter Personality Inventory. There was a tendency for the woman leader to have those traits associated with leadership more frequently than does the average college woman; the man had such traits less frequently than does the average college man. The woman is emotionally well balanced while the man tends to be emotionally unstable. The woman tends to be self-sufficient while the man does not. The woman tends to be extroverted while the man tends to be introverted. The woman tends to be dominant while the man tends to be submissive. The man tends to have little confidence in himself and many feelings of inferiority while the reverse is true of the woman. The woman tends to be sociable and gregarious while the man tends to be non-social, solitary or independent.

The foregoing paragraphs present what is believed to be a composite picture of the typical man and woman leader of Sam Houston State Teachers College for the school year 1940-1941. Other fields of research have been suggested by the present study. Of interest would be an investigation of the subjects after they have been graduated from college to determine whether they are regarded as leaders in their vocational or community situations. Likewise of interest should be a study to determine if campus leaders in following school years are similar to the students investigated. Of considerable value should be a comparison of the leaders of Sam Houston State Teachers College with campus leaders of other teachers

colleges and liberal arts colleges and universities in
Texas.

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APPENDIX

IDENTIFICATION OF THE SUBJECTS USED IN THE STUDY

Subject 1	Subject 16
Subject 2*	Subject 17
Subject 3**	Subject 18*
Subject 4**	Subject 19**
Subject 5**	Subject 20
Subject 6*	Subject 21*
Subject 7**	Subject 22
Subject 8*	Subject 23*
Subject 9	Subject 24**
Subject 10	Subject 25
Subject 11**	Subject 26*
Subject 12	Subject 27**
Subject 13**	Subject 28**
Subject 14*	Subject 29
Subject 15*	

Legend:

Odd numbers Boys
 Even numbers Girls
 * Who's Who Among Students in American Universities and Colleges
 ** Names that appeared on both lists
 Unmarked Alcalde's list of Who's Who

FAMILY BACKGROUND, SECONDARY SCHOOL EXPERIENCES
AND COLLEGE EXPERIENCES

1. Name of Student_____ Age_____ Male_____ Female_____
2. Home Address_____ Present Population_____
- Chief Industry_____
3. Nationality of Mother_____ Father_____
4. Vocation of Mother_____ Father_____
5. Status of Parents:

Mother: Living_____ Dead_____ Separated_____ Divorced_____

Remarried_____

Father: Living_____ Dead_____ Separated_____ Divorced_____

Remarried_____
6. Number of Children in Family_____ Number older_____ Younger_____
7. Church Affiliation: Student_____ Father_____ Mother_____
8. Church Preference: Student_____ Father_____ Mother_____
9. Where did subject graduate from high school?_____
- Enrollment of this school at time of his graduation_____
10. Activities participated in during high school:

<u>Name of Organization</u>	<u>Office Held</u>	<u>Committee Work</u>
11. Honors received in high school_____
- _____

12. Extent of self-support in high school: None_____

One-fourth_____ One-half_____ Three-fourths_____ All_____

13. Age upon entering college_____ Present classification at college_____

14. Major in college_____ Minor: 1st_____

2nd_____

15. Activities participated in during college:

<u>Name of Organization</u>	<u>Office Held</u>	<u>Committee Work</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

16. Extent of self-support: None_____ One-fourth_____

One-half_____ Three-fourths_____ All_____

17. Honors in College (Honor Roll, Prizes, Scholarships, Awards):

18. Residence in College:

Home of parents_____	Dormitory_____
Home of relative:	Boarding house_____
guardian_____	Co-operative house_____
aunt_____	Apartment_____
cousin_____	
sister_____	
brother_____	
	How many shared apartment_____

19. What does subject plan to do upon graduation from college?

20. What is his ambition in relation to his life's work?
