

objectives. They were healthy kids conditioned by vigorous rural living and needing an outlet for their tremendous pent-up energies and ingenuities.

Well, the teacher somehow managed to stay with the school until the end of that year. To no one's surprise, there was a new teacher the following September.

The new teacher extracted strikingly different performance from the children. She appealed to their personal pride and sense of respect. She encouraged them to develop judgment. Each child was assigned a specific responsibility like washing blackboards or cleaning erasers, or practicing paper grading for the younger grades. The new teacher found creative ways to use the energy that had been so misdirected a few months before. Her educational program was centered on building character.

Why did the children act like young devils one year and like young angels the next? The difference was the leader, their teacher. In all honesty, we cannot blame the kids for playing pranks an entire school year. In each instance the teacher set the pace.

The first teacher, deep down, didn't care whether the children made progress. She set no goals for the children. She didn't encourage them. She couldn't control her temper. She didn't like teaching, so the pupils didn't like learning.

But the second teacher had high, positive standards. She sincerely liked the children and wanted them to accomplish much. She considered each one as an individual. She obtained discipline easily because in everything she did, *she* was well disciplined.

And in each case, the pupils adjusted their conduct to fit the examples set by the teachers.

We find this same form of adjustment taking place every day in adult groups. During World War II military chiefs continually