mined the leader. In an autocracy the leader determines not only the kind of activity but also who should work with whom. In our experimental democracy all work co-operation was the result of spontaneous sub-grouping of the children. In the autocracy 32 per cent of the work groups were initiated by the leader, as against 0 per cent in the democracy.

On the whole, then, the autocratic atmosphere gives a much greater and more aggressive dominance of the leader, and a narrowing down of the free movement of the members, together with a weakening of their power fields.

III

What is the effect of this atmosphere on the group life of the children? As measured by the observers the child-to-child relationship was rather different in the two atmospheres. There was about thirty times as much hostile domination in the autocracy as in the democracy, more demands for attention and much more hostile criticism; whereas in the democratic atmosphere co-operation and praise of the other fellow was much more frequent. In the democracy more constructive suggestions were made and a matter-of-fact or submissive behavior of member to member was more frequent.

In interpreting these data, we might say that the "style of living and thinking" initiated by the leader dominated the relations between the children. In the autocracy instead of a co-operative attitude, a hostile and highly personal attitude became prevalent. This was strikingly brought out by the amount of group or "we" feeling as against "I" feeling: Statements which were "we-centered" occurred twice as often in the democracy as in the autocracy, whereas far more statements in the autocracy were "I-centered" than in the democracy.

So far as the relation of the children toward the leader was concerned, the statistical analysis revealed that the children in the autocratic group who were *less submissive* to each other were about *twice* as submissive to their leader as the children in the democratic group. Initiated approaches to the leader in the democratic group were less frequent than in the autocratic group. In autocracy the action by the member toward the leader had more the character of a *response* to an approach of the leader. The approach to the leader in the autocracy was more submissive or kept at least on a matter-of-fact basis.

On the whole, then, the style of living in both atmospheres governed the child-child relation as well as the child-leader relation. In the autocratic group the children were less matter-of-fact; less co-operative, and submissive toward their equals, but more submissive to their superior than in the democracy.



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Behind this difference of behavior lie a number of factors. The tension is greater in the autocratic atmosphere, and the dynamic structure of both groups is rather different. In an autocratic group there are two clearly distinguished levels of social status: the leader is the only one having higher status, the others being on an equally low level. a strong barrier kept up by the leader prevents any one from increasing his status by acquiring leadership. In a democratic atmosphere the difference in social status is slight and there exists no barrier against acquiring leadership.

This has a rather clear effect on the amount of individuality. In our experiment every individual in the de-