

4-1-1954

A study of leadership as a function of the situation

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A STUDY OF LEADERSHIP
AS A FUNCTION OF THE SITUATION

A Thesis
Presented to
the Graduate Faculty of
The University of Richmond

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

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VIRGINIA

by
Kathryne Creighton Bentley
June 1954

ACKNOWLEDGMENTS

This study was conducted under the supervision and guidance of Dr. Edward F. Overton, Professor of Education and Dean of the Summer School of the University of Richmond. The writer wishes to express her gratitude to him for his counsel and encouragement. Likewise, she wishes to express her sincere appreciation to Professor Austin E. Grigg, Assistant Professor of Psychology, for his invaluable assistance, and to Dr. E. W. Gregory, Jr., Professor of Sociology, for his help and guidance.

The writer is indebted to Mr. J. Irvin Brooks, Principal of Highland Springs High School, who has given cooperation and support throughout the study and has made possible the administration of the study in the Senior Class. Finally, the writer is grateful to the teachers of Highland Springs High School who administered the entire study.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Frequently, someone has remarked of another, "He is a born leader." Such a statement has been a prevailing sentiment of many past generations rather than a fact supported by established proof. Scientists have long recognized the importance of environment as well as heredity in shaping the individual personality. However, environment has more frequently than not been considered to consist of the influence of personalities on an individual to the exclusion of other important factors which, until very recently, were given little consideration.

Earlier studies of leadership have been concerned with qualities inherent in certain individuals. Scientists have been able, by carefully designed tests, to help in identifying people who possess qualities or traits generally found in leaders.¹ Among the so-called "traits" have been integrity, independence, originality, creative imagination, vitality, forcefulness, warmth, poise, stability, intelligence, self-confidence, finality, speed of decision, initiative, and insight.

¹ F. H. Allport, Social Psychology. Boston: Houghton, Mifflin Co., 1924, pp. 419-424.

Stewart Britt² has made a study of leadership in which he has discounted "traits" of leadership which have been enumerated by many studies, saying:

. . . for there seems to be a definite specificity in qualifications for leadership. The traits that suit a leader for one purpose do not necessarily suit him for leadership in all activities. To say that a leader is one who has size and good looks may apply in the world of a candidate for political office, but does not necessarily apply to a leader in the world of science. . . . Leadership in any one activity requires a certain amount of skill in that activity as well as evidence of other skills. A person cannot lead in all spheres; he must at times be a follower. In other words, if you wish to analyze the social psychology of leadership so that the materials may be useful to you personally, you should choose some particular situation and then, by observational or experimental methods, make a careful study of leadership in that particular kind of situation.

The fact that an individual reacts differently in different situations has suggested the idea that one's ability to influence or control a situation may vary with the specific situation in which he is placed. It would follow that a leader in one situation might be a follower in another. Then the traits which he manifests in a leadership role may not be in operation in a situation where he is a follower. Leslie Day Zeleny has referred to leadership as a process and has analyzed it on that basis.

Leadership is a process of interaction among the persons of a group, large or small, which moves it in the

² Stewart H. Britt, Social Psychology of Modern Life. New York: Farrar & Rinehart, 1941, p. 276.

direction of a high degree of acceptance of: (1) shared values and goals, (2) the situation in which the members interact, (3) the leader, and (4) one another.³

When leadership is considered as a process involving a group of people, it becomes something vastly different from leadership as an innate quality in an individual. Another recent study of leadership has been made by Albert J. Murphy.⁴ He has stated his conclusion briefly: "Leadership does not reside in a person. It is the function of the whole situation."

It was the purpose of this study to ascertain whether or not leadership is a function of the situation. The first approach to this study was that of gathering all possible information relating to the subject. This was done through extensive reading of numerous books, magazine articles, and experimental procedures that have been tried. Frequent conferences were held with persons who were in touch with leadership situations, in addition to correspondence with others who were working in this field at the time of this study.

It was necessary to devise a plan for making the suggested study on an experimental basis and also a means of

³ Leslie Day Zeleny, "The Leadership Process," in Joseph S. Roucek, Social Control, New York: D. Van Nostrand Company, Inc., 1947, p. 278.

⁴ Albert J. Murphy, "A Study of the Leadership Process," American Sociological Review, VI (October 1941), p. 674.

expediting it. It seemed that the study would require many and different situations. Fifteen different and hypothetical situations were selected which would require leadership. These situations were described and the requirements of the leader stated. A copy of the situations used has been included in the Appendix.

Highland Springs High School, Highland Springs, Virginia, was the school selected for this study. It was decided to ask the seniors to select four leaders from the members of the Senior Class for each of the situations described.

Another source of information for the study was a short questionnaire designed to determine the social participation of each student. This was suggested by Stuart F. Chapin's⁵ Social Participation Scale and developed from it.

It was also decided to have the members of the Senior Class observe their classmates in school activities and rate them according to their performance. An investigation was made of the records of all members of the Senior Class to determine how long they had been associated together in school, and whether or not the length of association influenced their choice of leaders. The results of this

⁵ Stuart F. Chapin, Experimental Designs in Sociological Research. New York: Harper & Brothers, 1947, p. 196

study, together with analytical data, are set forth in the succeeding chapters of this study.

For the purposes of this study, a leader was defined as the individual chosen by the group as leader. Another definition of a leader is an individual who exerts influence or control over the situation. Students were asked to select four students who, in their opinion, could best influence or control the situation as described to them.⁶ Therefore, it is assumed that in this study the two ideas of leader would closely parallel each other in the results obtained.

⁶ This is included in the description of the fifteen hypothetical situations which are presented in the Appendix.

CHAPTER II

SOCIAL ASPECTS OF LEADERSHIP

A. Group Behavior

In our American democracy, we have families, business enterprise, churches, schools, and government. What we really observe is individuals cooperating because they accept the patterns and procedures prescribed by our culture.

By culture the anthropologist refers to the total accumulation of ideals, skills, values, customs, institutions, and man-made changes in nature and material objects peculiar to a distinctive population aggregate. In short, culture⁷ is the total transmissible product of past association.

It is important to recognize, in studying the social aspects of leadership, certain fundamental elements that are found in our culture. The first of these is language, which the leader uses in defining a situation. It is one means of communication. Attitudes and skills for creating a material environment of houses, cars, radio, T. V., and gadgets, all together compose our material culture. The third element, adjustment patterns, provide ways of behaving in a specific situation. An individual often acts in accordance with established ways of doing things, without stopping to question

⁷ L. J. Caw, Situational Analysis. New York: Harper & Brothers, 1948, p. 48

them or to make a choice for himself. An example of this is shaking hands. On other occasions he may shake hands or do something similar because he knows he is expected to shake hands. Then it becomes one of the mores.

In group behavior, it is not so simple. It becomes necessary for particular individuals to act on behalf of the group, as its designated leaders. In group behavior, values and ideals held by individuals, influence their behavior. In every situation, however simple, there is interdependence of individuals. On larger scales, there is interdependence of groups, communities and nations.

Leader and follower share simple fellowship in ideas and ideals. In such leadership, differences in rank are not emphasized. It is only important that each follower clearly understands the cause and is in sympathy with it. The only essential is that both move toward a common goal together.⁸

A group is made up of persons responding to each other either positively or negatively. Leadership would encourage higher positive responses within the group.

In leadership power is created through the integration of diverse purposes and the intelligent use of individual differences. People agree to pool their resources in view of a mutually desired aim. Each is stronger for the presence of the other.⁹

⁸ Paul Figors, Leadership or Domination. New York: Houghton Mifflin Co., 1935, p. 278.

⁹ Ibid., p. 98.

If a group is to be ready for leadership, the persons composing it must realize the need for group action, either for the present or for the future. Realizing this need, they must be willing to devote themselves to the cause for which the action is needed, without reserve.

Leadership is a process arising out of a social situation composed of at least four factors: a group, a need for group action, a leader, and followers.¹⁰

In such a situation, group action follows interaction. Persons in the group share in making decisions about common problems, and in setting up goals and taking action to achieve these goals. The decisions, goals, and actions are therefore accepted by the leader and all the followers. The followers have confidence in their leader as a person and in his suggestions for group action. Democracy fosters such a situation.

B. The Good Leader

The leader in a democracy must be sure that all the members of the group understand this process and the fact that by it the standards and goals of the group are set by the group itself and not by the leader. The leader will seek to unify all attitudes by showing clearly what the

¹⁰ Zeleny, op. cit., p. 278.

goals are. This is not easy and the leader will need a great deal of insight to counteract negative attitudes, and to satisfy the needs of the group.

The good leader will not only offer suggestions but will stimulate the persons of the group to their best thinking so that as many solutions as possible are presented.

In order for the many solutions to contribute to the solution of a problem rather than allowing for domination on the part of a few, the leader must also inspire a high degree of inter-personal attitudes among the group members. In this way, through democratic situations and leadership, problems are solved by voluntary agreement. Both the status of the leader and the morale of the group are kept high under these conditions.

C. Measurements of Group Behavior

Various measurements of group behavior have been developed and used in studying group relationships. One of the factors of greatest significance in a leadership situation has been shown to be the morale of the group.

Morale may be defined as the degree to which the members of a group express positive attitudes toward a cause, toward the immediate situation, toward one another and toward a leader. Thus, a group may possess morale in varying degrees. Since in-groups wish a high degree of morale for themselves and a low degree of morale for out-groups, the question of morale and its control is generally considered one of great importance.

Other factors being equal, the group with the highest degree of morale is the strongest.¹¹

The National Morale Scale¹² is designed to measure the degree to which a cause is accepted by the members of a group. The first step in controlling morale is to determine how well the group accepts a cause. If this can be done effectively, then intelligent and capable leaders can direct their influence at the points where it will be most constructive.

Another measure of morale is the Minnesota Survey of Opinion,¹³ which has been used to measure personal morale in the immediate situation. This was done by D. C. Miller who tested 951 college trained adults and then made comparisons between the 100 best morale scorers and the 100 poorest morale scorers. He found high morale associated with good income, regularity of income, employment stability, a secure future, the fact of marriage, the status of one's associates,

¹¹ Gordon W. Allport, "Liabilities and Assets in Civilian Morale," The Annals of the American Academy of Political and Social Science. (July, 1941), p. 91

¹² Prepared by Delbert C. Miller and published in American Sociological Review. Vol. VI (April, 1941), pp. 487-498.

¹³ (Short form) Prepared by E. A. Rundquist and R. F. Sletto and published in Personality in the Depression. (Minneapolis, The University of Minnesota Press, 1936).

and opportunities for advancement.¹⁴

The Group Membership Record by Zeleny¹⁵ measures inter-personal attitudes of the members of a group, or the degree of cordiality among one's associates.

A fourth measurement is a Social Status Index. This measures the acceptability of a person in the group. This will tell the attitudes of individuals in the group toward the leader. When this is learned, those who work well with a leader can be assigned to a specific task with him, while others can be assigned with another person in the group with whom they will work better. This method has been used by Zeleny¹⁶ and has proved helpful to teachers, personnel managers, and military leaders.

D. Selection of Leaders

The wise selection of leaders will be based to some extent on knowledge that comes from experience in real situations and the acceptability of the leader to the

¹⁴ D. C. Miller, "Economic Factors in the Morale of College Trained Adults," The American Journal of Sociology, XLVII (September, 1941), pp. 139-156.

¹⁵ Leslie Day Zeleny, "Measurement of Sociation," American Sociological Review, VI (April, 1941), pp. 173-188.

¹⁶ Albert J. Murphy, "A Study of the Leadership Process," American Sociological Review, VI (October, 1941), pp. 674-687.

followers.

Observation of individuals in specific situations, where they can demonstrate their knowledge, experience, and social ability, is being used more extensively in the selection of leaders. The acceptability of a leader to the group may be determined by ratings given by his associates. The Group Membership Record and Social Status Index have already been mentioned in this connection. The validity of these methods has been found to be high and the tests reliable.

Plato said, "We must watch them from their youth upward, and make them perform actions in which they are most likely to forget or be deceived, and he who remembers and is not deceived is to be selected, and he who fails in the trial will be rejected. That will be the way."¹⁷

E. Training of Leaders

Studies in leadership have shown that leadership can be developed. Since the best leaders in our democracy have been regarded as those of high intelligence, leaders can be selected very early and given many experiences that will prepare them for leadership roles.

In the development of leadership, several factors are important. First of all, those with talent must have

¹⁷ Plato, The Republic in B. Jowett's Translation of The Works of Plato. New York: Dial Press, reprint 1936, pp. 126-127.

experience in leadership in groups at an early age. Also, they need to have careful and thorough instruction in the meaning of democracy and democratic interaction. They also need to acquire a wide knowledge of facts of science and social science, of situations and of leadership roles. Probably one of the most important learnings for every leader is a sense of emotional control. He must be patient with those who are slow, and have tolerance and appreciation for those who are superior.

Leta Hollingsworth has studied leadership in regard to the early selection and training of leaders and has concluded that intelligence is an important basis for selection of leaders. Those who are of greatest intellect can be selected easily and can learn most easily the behavior required for successful leadership. Intelligence alone, however, is not enough, for many who have great intellect do not develop desirable social qualities. Therefore social training will be a necessary part of the early preparation of children for leadership roles.¹⁸

Also, "the influence different individuals in different leader structures were able to exert was related to

¹⁸ Leta S. Hollingsworth, "What We Know About the Early Selection and Training of Leaders," Teacher's College Record, IV (April, 1939), pp. 561-564.

their being able to enter into and become convincing carriers of the social-cultural currents in the community, sometimes determining and directing their development."¹⁹

Again, ". . . no great man can suddenly walk into a situation and mold it completely to his own choosing. He must first adapt to the situation and become the center of influence . . . then, within limits, his own unique talents may be used in determining the variations on the central theme."²⁰

"Leadership is a situation-process allowing for the exercise of social control by an individual."²¹ It involves both personal and situational factors. Leadership is developed from participation in situations as both leader and follower. It has its roots in knowledge, understanding of the democratic process, self-control and the ability to make adjustments to different people and situations.

¹⁹ Helen S. Jennings, "Structure of Leadership-Development and Sphere of Influence," Sociometry, I (July, 1937), pp. 99-143.

²⁰ Zeleny, op. cit., p. 289.

²¹ Zeleny, op. cit., p. 291.

CHAPTER III

MATERIALS USED AND GROUPS STUDIED

Materials for this study were prepared by the writer and designed to permit an analysis of leadership within a social situation. Both experimental and observational methods were used and a careful study was made.

In order to determine who the leaders of the group were, fifteen hypothetical and uncontrolled situations were described. Each of these situations would require leadership. Students were asked to select and rank four students who could best influence or control each situation in the order of their abilities.

This method was designed to show the importance of the situation in leadership. Literature on the subject and experiments performed in the field of leadership indicated the high reliability of such materials and procedures.²² Situations were chosen on the level of the experiences of high school seniors. Since it was impossible to observe as many as one hundred students in real situations, it was decided to present hypothetical situations that could take place in any school or group of young people. It was de-

²² Britt, loc. cit.

cided to ask the seniors to select four leaders for each of the situations described from the members of the Senior Class. In order that the students not be influenced in their choices, it was decided to present the study to them as A Study of Democratic Processes. Students were not aware of the purpose of the study and they were not allowed to discuss the situations nor their choices. One hundred students were rated in all fifteen situations. This entire study was administered by the English teachers to the Senior Class. The first eight situations were presented on one day and the next seven were presented one week later. Upon examination, it was found that the first and second choices were completed by one hundred students. In order to keep the ratings anonymous, students were asked not to sign their names.

In order to determine the number and types of leadership roles, each student was asked to answer a questionnaire regarding his social participation.²³ Students were asked to sign their names to these questionnaires for identification. Participation of those students chosen most frequently from the fifteen situations was compared with that of those chosen least often or not at all. The sample of students chosen most often included twenty-five who ranged

²³ See Appendix.

from an average low of 15 ratings to an average high of 135 ratings as leader. The sample of those chosen least often or not at all included 21 students chosen once as leader and 4 chosen not at all.

These two samples of students were observed by their classmates and rated according to their performance in school activities. The two samples were then compared on the basis of the evaluation by their associates.

A study of the records of the students of the sample chosen most often as leaders was made to learn to what extent a long school association affected leadership choices.

The group studied was the Senior Class of Highland Springs High School, Highland Springs, Virginia. Several factors contributed to the appropriateness of this group for a study of leadership as a function of the situation. The school enrollment was 940, of which number 104 were seniors. This provided a group of 100 students for the study. The school is located in Highland Springs but enrolls students from seven different communities. This factor would seem to emphasize the role of the school situation in leadership. Of the 104 seniors, 20 came from Highland Springs, the community where the school was located. From the other six communities the seniors numbered 27, 11, 9, 8, 7, and 3, respectively. Fourteen students were transfers from other

cities or counties in the State of Virginia, one was a transfer from Munich, Germany, one each from N. C., Georgia, New York, and Ohio. The seniors were grouped in four sections.

Results from the California Mental Maturity Test and the Psychological Examination of the American Council on Education indicate that the student body is average across the nation. Table #1 shows a summary of results obtained from American Council on Education Psychological Examination in Highland Springs High School since 1950. A comparison with cities and counties across the State is given also. Figures for 1952 and 1953 are not available at the time of this writing. From this comparison the Median Score indicates that Highland Springs is above the county median for the State and below the city median for the State.

A study of student records showed that homes represented are located in suburban areas, largely residential, incomes are average and housing is good average. Occupations of parents show them to be neither of highly select occupations nor laborers, but a good cross section of American life.

In the senior class, 31 of the 104 expect to enter college in the fall and 61 are employed on a part-time basis. The faculty of Highland Springs High School is composed of 16 men and 29 women, making a total of 45 teachers.

TABLE I

PERCENTILE RANK OF SENIORS IN HIGHLAND SPRINGS HIGH SCHOOL, 1950-1954, FROM AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAM

Score Intervals and Percentile College Freshman	Percentile Rank	Class 1950	Class 1951	Class 1952	Class 1953	Class 1954
170-179	100					
165-169	99-100					
160-164	99					
155-159	98-99			1		
150-154	97-98				1	
145-149	95-97	0	1	0	0	1
140-144	93-94	0	0	0	0	0
135-139	89-92	0	0	0	0	0
130-134	85-88	1	2	1	1	2
125-129	78-84	0	2	2	0	0
120-124	72-77	0	1	3	1	6
115-119	64-70	1	4	4	0	1
110-114	56-62	0	8	7	5	7
105-109	47-54	7	5	5	7	3
100-104	39-46	2	5	5	3	7
95-99	32-38	5	7	9	5	7
90-94	25-31	7	5	10	11	12
85-89	20-24	6	6	15	7	5
80-84	15-19	8	5	10	7	10
75-79	12-14	7	5	6	5	9
70-74	9-11	9	6	6	4	7
65-69	7-8	6	4	8	11	9
60-64	5-6	11	9	6	6	5
55-59	3-4	7	2	8	11	2
50-54	2-3	4	3	5	3	2

TABLE I (continued)

PERCENTILE RANK OF SENIORS IN HIGHLAND SPRINGS HIGH
SCHOOL, 1950-1954, FROM AMERICAN COUNCIL ON EDUCATION
PSYCHOLOGICAL EXAM

Score	Percentile Rank	Class 1950	Class 1951	Class 1952	Class 1953	Class 1954
45-49	2-2	1	1	3	4	0
40-44	1-2	2	4	1	0	6
35-39	1-1	4	1	2	2	1
30-34	1-1	0	1	1	1	0
25-29	1-1	0	1	1	1	0
20-24	1-1	0	0	0	0	0
15-19						
Total No. Pupils		88	88	109	96	104
Median Score						
Highland Springs		75	82.5	84	81	86
Cities Across State		87.4	86.4	-	-	-
Counties Across State		72.1	74.7	-	-	-

In addition to the factors already mentioned, Highland Springs High School has conducted a leadership training program for several years. All home room officers, from eighth through twelfth grades, committee chairmen, club officers, and student representatives to the student council meet together for an inspirational assembly. Following this, they break up into discussion groups with a leader and reporter and a faculty member as consultant and observer. The discussion leader is a senior and the reporter is a junior. Both are appointed by a faculty committee on the basis of their performance in leadership positions. This continues each day for a week.

An evaluation of this program by students who have participated and faculty members who have observed it has indicated that some students who evidenced little leadership ability in the eighth grade had succeeded in being elected to positions of responsibility in the eleventh and twelfth grades. Their second evaluation was that all students had benefited from the free discussions and were able to express their views clearly before a group.

CHAPTER IV

RESULTS OF THE STUDY

In order to determine which students were the leaders in the Senior Class of Highland Springs High School, the group being studied, fifteen hypothetical situations were presented to them. They were asked to select and rank four seniors who could best control each situation. The author was able to get the first and second choice from one hundred students for all fifteen situations.

First choice would indicate that the student receiving that rating was considered superior to all other students for that particular situation. Second choice would indicate that a student was thought to have a high degree of leadership ability in one particular situation but that another student was considered better. Both first and second choices were considered significant in leadership ratings. For example, in the case of two students who received 150 and 135 first choice ratings respectively, but received 8 and 37 second choice ratings respectively, the true evaluation of leadership ability is not apparent from the first choice ratings only. An average of first and second choice ratings would seem to be a better indication of leadership. The first student cited above would have an

average of 150 and 8 or 79, while the second student would have an average of 135 and 37 or 86. Although the second student received fewer first choice ratings, his average indicates that he was chosen leader by a greater number of students. Since we have defined a leader as one who is chosen most often by the greatest number of people, the second student would rank as superior to the first student. Therefore, an average of first and second ratings was taken as shown in Table II.

In fifteen situations with one hundred students choosing leaders, there were possible 1500 leadership ratings for any student in all situations. This absolute maximum score could have been received if all 100 students had selected the same senior as leader in all fifteen situations, since 100 times 15 equals 1500. Of the possible 1500 ratings, the student rated as leader most often received 177 leadership ratings as first choice and 93 leadership ratings as second choice. This made an average of 135 leadership ratings, the highest received by any one student in the study. The 25th student in rank, according to the number of leadership ratings, received 11 ratings as first choice and 22 leadership ratings as second choice. This made an average of 17.5 leadership ratings, the lowest received by any one student. Of the 100 students making

selections of leaders, 4 students were given no leadership rating and 21 were rated as leader only once.

In Table II the students chosen most often are arranged according to the number of leadership ratings received as first choice and second choice for each situation. The third column shows their average leadership rating from the first and second choices. It was felt that being selected less than fifteen times did not constitute conclusive evidence of active leadership, therefore the table was not extended beyond this rating.

The information obtained from student ratings in 15 situations was analyzed to show in how many situations the same leaders were chosen. This analysis is shown in Table III. It indicates that 4 students were rated as first choice in all of 15 situations. One student was rated leader by first choice in all but one of the 15 situations. One student was rated leader by first choice in all but 2 situations.

Table IV showed the total number of situations in which each student was given a leadership rating for first and second choice. The average of the two choices was listed in the third column. For example, student #1 was chosen in 14 situations for leader by first choice and in 15 situations for leader by second choice. This gave student #1 an average of 14.5 situations in which he was

TABLE II

TOTAL NUMBER TIMES STUDENT CHOSEN AS LEADER
FROM ALL FIFTEEN SITUATIONS

Student	First Choice	Second Choice	Average Rating
# 1	177	93	135
# 2	167	78	122.5
# 3	110	88	99
# 4	66	59	62.5
# 5	59	62	60.5
# 6	47	43	45
# 7	40	42	41
# 8	36	40	38
# 9	35	47	41
# 10	33	34	33
# 11	33	39	36
# 12	30	27	28
# 13	26	22	24
# 14	25	23	24
# 15	25	10	17.5
# 16	25	41	33
# 17	24	31	28
# 18	21	20	20.5
# 19	19	14	16.5
# 20	19	21	20
# 21	12	23	17.5
# 22	17	25	21
# 23	11	22	16.5
# 24	12	19	15.5
# 25	15	15	15

TABLE III
 NUMBER STUDENTS SELECTED AS LEADERS IN
 VARYING NUMBERS OF SITUATIONS

Number Situations	Number Students Chosen	
	First Choice	Second Choice
All 15 situations	4	5
All but 1 situation	1	3
All but 2 situations	1	3
All but 3 situations	5	4
In 11 situations of 15	1	3
In 10 situations of 15	2	1
In 9 situations of 15	1	2
In 8 situations of 15	4	2
In 7 situations of 15	1	1
In 6 situations of 15	0	0
In 5 situations of 15	2	0

given leadership ratings. This figure was used in making a different analysis as shown in Table VI.

Table V followed the analysis of Table IV by identifying the student who was chosen leader for each situation. From Table V, student #1 was voted leader most often in situations #4, 6, 7, and 11. Student #2 was voted leader most often in situations #1, 5, 10, 13, and 14. Likewise, student #3 was voted leader most often in situation #9. However, student #4, while receiving a total of 66 votes for leader of first choice, and receiving leadership ratings in all fifteen situations, did not receive the highest number of ratings in any one situation. Neither did student #5 receive the highest rating for any one situation. Student #6 received leadership ratings in twelve situations with a total of 47 leadership ratings. Nevertheless, he received the highest number of ratings in both situation #2 and #3. Students #7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 25 did not receive the highest number of ratings in any one situation. Seven students received the top leadership ratings as follows:

Student #2 highest leadership rating in 5 situations
 Student #1 highest leadership rating in 4 situations
 Student #6 highest leadership rating in 2 situations
 Students #3, 12, 15, and 18 highest leadership rating
 in 1 situation each

Table V also presents a comparison between the student receiving the highest leadership rating in one

TABLE IV
 TOTAL NUMBER SITUATIONS IN WHICH
 STUDENT WAS CHOSEN AS LEADER

Student	Situations First Choice	Situations Second Choice	Average
# 1	14	15	14.5
# 2	15	15	15
# 3	15	15	15
# 4	15	15	15
# 5	12	14	13
# 6	12	12	12
# 7	13	14	13.5
# 8	10	14	12
# 9	11	13	12
# 10	15	13	14
# 11	10	11	10.5
# 12	12	11	11.5
# 13	9	10	9.5
# 14	13	11	12
# 15	10	7	8.5
# 16	12	13	12.5
# 17	12	15	13.5
# 18	7	12	9.5
# 19	8	8	8
# 20	8	13	10.5
# 21	5	12	8.5
# 22	10	12	11
# 23	8	9	8.5
# 24	8	8	8
# 25	5	9	7

situation with his own leadership rating in the following situation. For example, student #2 was given the highest leadership rating of 27 in situation #1, but in situation #2 he received only 2 leadership ratings. This would seem to indicate that the situation determined his ability as a leader rather than other factors. To continue, in situation #2, student #6 received high rating of 12 and in situation #3 received high rating again of 15, but in situation #4 he received only 4 leadership ratings. His associates rated him as leader in two different situations but in a third and different situation they did not. Here again, the situation would appear to be a very significant factor in leadership ratings. In situation #4, student #1 received the highest leadership rating but in situation #5 he did not. Student #1 also received the highest leadership rating in situations #6 and 7 but in situations #8 and 9 his rating was very low. Student #18 received top leadership rating in situation #8 but received no leadership rating at all in #9. Situation #8 was managing a pet show. Situation #9 was conducting the class on a visit to a museum.²⁵ It would appear that classmates considered student #18 adequate

²⁵ See description of hypothetical situation in Appendix.

TABLE V
STUDENT VOTED MOST OFTEN FOR EACH SITUATION AS
COMPARED WITH THIS SAME STUDENT
IN THE SITUATION FOLLOWING

Situation	Top Student	Votes Received	Situation	Votes Received
# 1	# 2	27	# 2	2
# 2	# 6	12	# 3	15
# 3	# 6	15	# 4	4
# 4	# 1	18	# 5	12
# 5	# 2	13	# 6	12
# 6	# 1	13	# 7	34
# 7	# 1	34	# 8	5
# 8	# 18	7	# 9	0
# 9	# 3	10	# 10	10
# 10	# 2	14	# 11	4
# 11	# 1	7	# 12	12
# 12	# 12	12	# 13	21
# 13	# 2	26	# 14	9
# 14	# 2	9	# 15	6
# 15	# 15	7	# 1	0

TABLE VI

PREDICTION OF NUMBER LEADERSHIP ROLES IN ACTUAL LIFE

Student	No. Situations Chosen	No. Situations Chosen Top Leader	Prediction of No. Times Actual Leader
# 1	14	4	4
# 2	15	5	5
# 3	15	1	1
# 4	15	0	0
# 5	12	0	0
# 6	12	2	2
# 7	13	0	0
# 8	10	0	0
# 9	11	0	0
# 10	15	0	0
# 11	10	0	0
# 12	12	1	1
# 13	9	0	0
# 14	13	0	0
# 15	10	1	1
# 16	12	0	0
# 17	12	0	0
# 18	7	1	1
# 19	8	0	0
# 20	8	0	0
# 21	5	0	0
# 22	10	0	0
# 23	8	0	0
# 24	8	0	0
# 25	5	0	0

for one situation but not adequate for a different one.

Based on the student ratings of their associates in fifteen hypothetical situations, the author has attempted to work out a reliable leadership scale as shown in Table VII. Since first and second choices were considered significant in leadership ratings, it was decided to use both choices in ranking leaders. Using Table II, a frequency rating was obtained by allowing two points for first choice leadership ratings and one point for second choice leadership ratings, then adding to get the total. From Table IV, the average number of situations in which each student was chosen as leader was used. The reliable rating was obtained by multiplying the frequency rating by the number of situations in which the student was chosen leader. By making a comparison of this rating with the average rating obtained in Table II, a slightly different order of rank was obtained. The question to be answered was, did the reliability rating indicate better leadership or did it indicate greater variety of leadership? Results by this method were inconclusive.

The writer examined the records of all seniors to determine how long they had been associated together in school. Using the frequency rating obtained in Table VII a comparison was made to determine the effect of long school association on leadership ratings. Two groups of students

TABLE VII
RELIABLE LEADERSHIP SCALE

Student	Frequency Rating	Situations Chosen	Reliable Rating	New Rank
# 1	447	14.5	6481.5	1
# 2	412	15	6180	2
# 3	308	15	4620	3
# 4	191	15	2865	4
# 5	180	13	2340	5
# 6	137	12	1644	7
# 7	122	13.5	1647	6
# 8	112	12	1344	9
# 9	117	12	1404	10
# 10	100	14	1400	8
# 11	105	10.5	1102	16
# 12	87	11.5	1000.5	11
# 13	74	9.5	703	17
# 14	73	12	876	12
# 15	60	8.5	510	14
# 16	91	12.5	1137.5	13
# 17	79	13.5	1066.5	22
# 18	62	9.5	589	20
# 19	52	8	416	18
# 20	59	10.5	619.5	15
# 21	47	8.5	399.5	19
# 22	59	11	649	21
# 23	44	8.5	374	23
# 24	43	8	344	24
# 25	45	7	315	25

Frequency rating was obtained by allowing 2 points for first choice votes and 1 point for second choice votes, then adding to get the total.

Reliable rating was obtained by multiplying the frequency rating by the number of situations in which the student was chosen as leader.

were used for this analysis as shown in Table VIII. Group A was the original 25 students chosen most often in leadership roles for the hypothetical situations. Group B was the original 25 students who were chosen least often for leadership roles. In Group A, students #1, 2, 3, 6, 12, 15, and 18 were those, according to Table V, who received highest ratings in various situations. Student #2 received highest rating in 5 situations and was a transfer who had been with the group for 2 years. Student #1, having a frequency rating of 447, was given the highest leadership rating in 4 of the 15 situations and had been with the group for 7 years, having repeated one year. Of the 25 students in Group A, 17 had long term school association of 6 years. In Group B, of the 25 students, 20 had long term school association of 6 years. The highest frequency rating in Group B was 2. On the basis of Table VII, a correlation was determined between the frequency rating and the term of years together. The formula used for this calculation was as follows:²⁶

$$r = \frac{NEXY - (EX)(EY)}{\sqrt{[NEX^2 - (EX)^2][NXY^2 - (EY)^2]}}$$

²⁶ J. P. Guilford, Fundamental Statistics in Psychology and Education. McGraw-Hill, 1942, p. 204.

TABLE VIII

COMPARISON OF STUDENTS CHOSEN MOST OFTEN WITH THOSE
CHOSEN LEAST OFTEN TO SHOW HOW LONG STUDENTS
HAVE BEEN IN SCHOOL TOGETHER

STUDENT (GROUP A)	YEARS TOGETHER	F RATING	STUDENT (GROUP B)	YEARS TOGETHER	F RATING
# 1	7	447	# 1	6	2
# 2	2	412	# 2	6	2
# 3	2	308	# 3	4	2
# 4	6	191	# 4	6	2
# 5	6	180	# 5	6	2
# 6	3	137	# 6	6	2
# 7	6	122	# 7	6	2
# 8	6	112	# 8	6	2
# 9	6	117	# 9	6	2
# 10	6	100	# 10	6	2
# 11	6	105	# 11	3	1
# 12	0	87	# 12	7	1
# 13	3	74	# 13	6	1
# 14	6	73	# 14	6	1
# 15	0	60	# 15	6	1
# 16	5	91	# 16	6	1
# 17	5	79	# 17	6	1
# 18	5	62	# 18	3	1
# 19	6	52	# 19	6	1
# 20	6	59	# 20	6	1
# 21	6	47	# 21	2	1
# 22	6	59	# 22	6	0
# 23	6	44	# 23	6	0
# 24	6	43	# 24	6	0
# 25	6	45	# 25	6	0

data:

- N - number of students
- EX - sum of term of years together
- EX² - sum of term of years together squared
- EY - sum of frequency rating
- EY² - sum of frequency rating squared
- EXY - sum of product of term of years together and frequency rating
- r - correlation

This calculation showed $r = -.26$. This result would seem to indicate that long term association did not affect the choice of leadership roles, but that newer students tend slightly to be selected more often as leaders.

It was desired to learn the extent of the social participation of students chosen leaders most often and those chosen least often. To do this, a short questionnaire was presented to all seniors.²⁷ From this information, it was possible to make a comparison between the students chosen most often, Group A, and the students chosen least often, Group B. It was learned that in Group A, all 25 students held some office in an organization. Twenty of the 25 served on committees. In Group B, 10 students held some office and 8 of the 25 served on committees. Group A

²⁷ See questionnaire in Appendix.

was found to have more students participating in all types of community and school organizations. Group A had the greatest difference in social, scholastic, and sports organizations. This would seem to indicate a close relation between social participation and leadership. This information is tabulated in Table IX.

A third device for determining who the leaders were was used. Members of the Senior Class were asked to observe their classmates in actual school situations and rate them according to their performance.²⁸ Students were asked to use five ratings, as follows: (5) very superior, (4) above average, (3) average, (2) below average, and (1) poor. An average rating was made from ratings (5) and (4) and students ranked accordingly. Table X shows this rank and a comparison between it and the rank obtained from the leadership ratings in Table II. This analysis indicated that choice of leaders for hypothetical situations compared very closely with leadership ratings given by school associates in actual situations. Column I shows the rank obtained by ratings of associates in hypothetical situations and Column V shows that obtained by ratings in actual situations.

²⁸ See rating sheet in Appendix.

TABLE IX

COMPARISON OF STUDENTS CHOSEN MOST OFTEN (GROUP A) WITH STUDENTS CHOSEN LEAST OR NOT AT ALL (GROUP B) TO SHOW SOCIAL PARTICIPATION IN SCHOOL AND COMMUNITY

SOCIAL PARTICIPATION	GROUP A	GROUP B
None	0	1
Members of organizations	25	24
Attend regularly	25	21
Contribute money	25	20
Serve on committees	20	8
Hold some office	25	10
TYPES OF ORGANIZATIONS		
COMMUNITY		
Church or sunday school	11	12
Sports Club	1	1
Scouts	0	0
Neighborhood Social Club	4	1
Civic Club	1	0
FRATERNAL		
Job's Daughters	5	2
De Molay	2	1
MILITARY		
Veterans of Foreign Wars	0	1
NAT'L ROTROD ASSOCIATION		
	0	1
SCHOOL		
Literary Club	12	0
Nat'l Honor Society	10	0
Student Council	2	0
SCA	25	25
Dramatic Club	4	1
Hi Y	2	0
Y Teens	1	0
Beta Club	11	2
Key Club	7	0
Sports Club	10	2
Junior Red Cross	13	17
FHA	4	9
Glee Club	3	3
Library Club	0	1
Band	5	1

TABLE IX (continued)

COMPARISON OF STUDENTS CHOSEN MOST OFTEN (GROUP A) WITH STUDENTS CHOSEN LEAST OR NOT AT ALL (GROUP B) TO SHOW SOCIAL PARTICIPATION IN SCHOOL AND COMMUNITY

SOCIAL PARTICIPATION	GROUP A	GROUP B
Honor Council	2	1

Both groups are composed of 25 students. Group A consists of 14 boys and 13 girls. Group B consists of 4 boys and 21 girls.

TABLE X

STUDENTS RANK FROM RATINGS IN ACTUAL SCHOOL SITUATIONS AS
 COMPARED WITH RANK FROM HYPOTHETICAL SITUATIONS

STUDENT	RATING (5)	RATING (4)	AVERAGE	RANK S. S.
# 1	21	42	31.5	4
# 2	31	47	39	1
# 3	45	33	39	1
# 4	22	49	35.5	3
# 5	24	50	37	2
# 6	5	39	22	11
# 7	8	34	21	13
# 8	11	27	19	14
# 9	11	24	17.5	15
# 10	18	35	26.5	7
# 11	15	41	28	5
# 12	7	36	21.5	12
# 13	8	30	19	14
# 14	12	42	27	6
# 15	3	14	8.5	20
# 16	9	10	9.5	19
# 17	6	47	26.5	7
# 18	13	20	16.5	17
# 19	13	34	23.5	9
# 20	11	31	21	13
# 21	18	33	25.5	8
# 22	6	28	17	16
# 23	11	34	22.5	10
# 24	6	24	15	18
# 25	9	7	8	21

CHAPTER V

SUMMARY AND CONCLUSIONS

The main objective of this study was to ascertain whether or not leadership is a function of the situation. The writer is aware of the limitations of this study and of certain factors which might distort the findings obtained. The methods used here would warrant application on a much larger scale in order to establish the conclusions set forth in this study. Every effort was made to use scientific procedures and to insure objective results. However, the personality factor is always present. Therefore, the degree of objectivity is undetermined. One needs to be cautious in the interpretation of data that he does not read into it something which is not actually revealed. From the information accumulated by this study, certain conclusions can be drawn. However, more extensive research in the field of leadership is needed in order to interpret the data accurately. Within the limits of this study, the following conclusions can be made:

1. Leaders can be determined experimentally. Table II indicates a choice of leaders made by the use of associates' rankings in hypothetical situations.

2. From experimental studies of leadership in social situations, it is possible to predict the actual leadership roles of members of the group. Table VI shows such

a prediction based on the number of times a student received the highest number of leadership ratings in the situations used.

3. A long term association has no relation to leadership roles, but new students tend slightly to be selected more often as leaders. Table VII shows this data. A negative correlation of $-.26$ was found between leadership and length of association.

4. Leadership is closely associated with participation in sports, social activities, intellectual activities. Table IX shows those in leadership roles to have higher participation than non-leaders.

5. Teachers and guidance personnel can use ranking by associates to determine leaders in a group - whether in hypothetical situations or actual situations.

6. Leadership is a function of the situation to a significant degree. Table V shows that a leader in one situation is seldom chosen leader in a different situation, but tends to receive low rank as a leader.

The foregoing conclusions are significant for those who are responsible for helping in the developing of children and youth. They are also significant for the continuance of our democratic way of life. Leaders can be selected at an early age and given experiences in situations demanding leadership. It would seem that situational experiences in leadership should begin in small groups where the potential leader would have more opportunity and less competition. Leaders can be given experiences in the kinds of situations that will give them practice in democratic leadership and thus prepare them for democratic leadership roles in youth and adult life.

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APPENDIX

APPENDIX A

SOCIAL PARTICIPATION

ANSWER THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED

1. How many organizations both in school and out of school are you a member of? _____
2. What office, if any, do you hold in these organizations? _____

3. How many committees are you on in all these organizations? _____
4. Do you attend meetings regularly, frequently, or seldom? _____
5. Do you contribute to the support of these organizations? _____
6. List the names of all the organizations to which you belong. _____

APPENDIX B

A STUDY OF DEMOCRATIC PROCESSES AS THEY OPERATE
IN HIGHLAND SPRINGS HIGH SCHOOL

Our high school offers many opportunities for the practice of the democratic principles which we declare to be the basis of our American way of life. Therefore, we believe that a study of our school life in many different situations, will tell us a great deal about how effective these democratic principles are in our lives.

You will have presented to you fifteen different situations that could happen in any school or group of young people. Follow the description of each situation carefully, think about the things which need to be done and select those four people in the senior class who can best influence or control the situation, in the order you think them best capable.

Situation 1:

We have recently had a football rally at night. It involved a parade of police escorts, speakers, coaches, band, cheerleaders, "A" and "B" football squads, and students from the homerooms. At the ballfield there was a bonfire. Plans for the order of the parade and the rally at the ballpark had to be made. All of those taking part in the rally had to be told of the plans, and much help was needed to carry the plans through successfully.

Who could do this job best? Name four seniors who might possibly succeed at it and have a successful rally. List them in the order you think they could do it best.

- 1.
- 2.
- 3.
- 4.

Situation 2:

Let us suppose that the seniors are going to sponsor a drive in our school for Christmas gifts for the boys and girls in Crippled Children's Hospital. We will need to find out how many boys to provide gifts for and how many girls as well as their ages. Also, we will need to know to what degree the children are active so as to be able to buy gifts suited to each one's condition. Students will have to be selected to shop for specific gifts within a definite price range.

Plans for financing this project will have to be made in advance so that sufficient money will be on hand for the purchases.

It will be necessary to work out details with the hospital for delivery of gifts and presentation to the children.

Who could do this best? List four students in the senior class in the order you think they could do it best.

- 1.
- 2.
- 3.
- 4.

Situation 3:

Every year our school participates in the Red Cross Drive through our organization of the Junior Red Cross. We would like to have 100% participation from every homeroom. Contributions are voluntary.

It will be necessary to inform all homerooms of the purposes of this drive and enlist their help to interest every student. It must be presented so that every student will feel that the work of the Red Cross is important as well as worthy.

Students will be needed to give their time to roll bandages as well as make contributions of money.

A system of collecting and reporting money will have to be worked out.

Which senior do you think could do this job? Name four in the order you think they could do best.

- 1.
- 2.
- 3.
- 4.

Situation 4:

Let us suppose that the senior class is sponsoring a dance. This will be a paid dance. Tickets will have to be printed and sold. The dance hall will have to be rented and decorated for the occasion. An orchestra will have to be employed. A refreshment committee will be needed to plan and serve refreshments. Chaperons will have to be secured. Students or other persons will have to be at the door for taking tickets.

Who in the senior class will be best at this job? Name four seniors in the order you think they could do best.

- 1.
- 2.
- 3.
- 4.

Situation 5:

The senior class would like to sponsor a public auction to make money. Only articles of reasonable value will be sold. Students will be needed to collect articles for the auction. A date and place for the auction will have to be arranged. It will be necessary to secure an auctioneer and agree on his fee. Students will need to advertise the auction well in advance through newspapers, radio, T. V., posters, etc. Someone must be responsible for the handling

of funds raised.

Who in the senior class could do this job? Name four seniors in the order you think they could do it best.

- 1.
- 2.
- 3.
- 4.

Situation 6:

Let us suppose that the senior class is planning to have a fishing party on the bay. It will be necessary to decide on a meeting place here and a point of departure on the bay. Transportation to the point of departure will have to be arranged with parent or teacher chaperons. Boats to accommodate the number who expect to go will have to be reserved. Boat rental fees will have to be collected. Arrangements for food will have to be taken care of. Students should be advised about proper dress for the water. Ice for refrigeration will be needed to put on the fish caught-----if any.

Who in the senior class could do this best? Name four seniors in the order you think they could do it best.

- 1.
- 2.
- 3.
- 4.

Situation 7:

In conducting an election of officers in a school organization or community group, one individual must assume the responsibility for presiding over the election. He or she must know parliamentary procedure and be able to use it. He must be able to command the attention of the group. He must be able to answer all questions objectively without showing his preference for any candidate. He must not

influence the group to make a decision. He must be prompt and business-like in his manner of conduct.

Who in the senior class could do this job best? List four seniors in the order you think they would do best.

- 1.
- 2.
- 3.
- 4.

Situation 8:

Suppose the senior class is going to have a pet show and would like to have one person from the class responsible for judging the animals in the show. This person will have to decide on the basis for judging the animals. Then the animals will have to be classified according to the basis set up for judging them. This person will also have to secure qualified judges and set a time and place for reviewing of the animals. This person will have to present awards to the winner from each class according to the judges decision.

Who in the senior class could handle this job best? Name four seniors in the order you think they could do it best.

- 1.
- 2.
- 3.
- 4.

Situation 9:

Let us suppose that the senior class is going in a body to visit a museum. First, it will be necessary to arrange an appointment with the manager of the museum. Students will need to know something about the museum and what they can expect to find there. They should know the significance of the things to be found there. This will require

that students get advance information from the museum. Other students will need to do some reading and present their findings to the class.

Also, transportation will have to be provided with adequate chaperons. If there is an admission charge, these fees will have to be collected.

Who in the senior class could do this job best? List four in the order you think they would do best.

- 1.
- 2.
- 3.
- 4.

Situation 10:

Suppose that an old deserted mine has just been discovered near our school. The State has decided to investigate it and would like to have a party of seniors to explore it and report what they find.

Those in the party will need to become familiar with mines in general, with the proper dress for underground, with safe lighting devices, with means of protection from gases, with how to blaze a trail so as not to get lost, and with the kinds of minerals believed to be there and with getting samples of these.

Who in the senior class could do the best job of conducting this exploration? List four in the order you think they would be best.

- 1.
- 2.
- 3.
- 4.

Situation 11:

Suppose that we in the senior class decide to clean up a public park. The things necessary to be done are:

1. Contact the Department of Recreation and Parks and tell them what we want to do; get their consent; get a date for doing it; arrange for an adequate supply of tools and for instructions to be given the students;
2. Work out a plan for cleaning the park and assign teams to areas of the park for work;
3. Work out a plan of transportation to and from the park;
4. Have students agree on an hour for beginning, for stopping for lunch and for quitting in the afternoon.

Who in the senior class could handle this job best? List four seniors in the order you think they would do it best.

- 1.
- 2.
- 3.
- 4.

Situation 12:

Let us suppose that the senior class is going on a week-end camping trip. The things necessary to be done are:

1. Select a camp site or secure the use of a camp such as Pocahontas State Park;
2. Secure adequate camp staff including counselors, nurse and cooks;
3. Plan camping program including study, crafts, recreation, and worship;
4. Assign camp duties to teams of students;
5. Arrange for transportation to and from camp;

6. Plan menus for the camp week-end;
7. Purchase food;
8. Instruct students as to clothing, bedding, and necessary equipment to bring;
9. Set a camp fee that will cover cost of transportation, food, supplies for study and crafts, and insurance.

Who in the senior class could do this job best? Name four seniors in the order you think they would do it best.

- 1.
- 2.
- 3.
- 4.

Situation 13:

Let us suppose that the entire senior class is attending a movie together and the building catches on fire. The building is crowded with people. The feeling of panic is getting control of the crowd. The building is old. The odor of smoke is becoming stronger. The people are shouting, "Let me out of here." There is much pushing. This situation demands someone who has emotional control. It also demands someone who can compel the attention and respect of the crowd. This is a crisis. It is a matter of life or death.

Who in the senior class could get this crowd in hand and lead them to safety? List four seniors who could possibly do this in the order you think they would do it best.

- 1.
- 2.
- 3.
- 4.

Situation 14:

Let us suppose that the eighth graders want to make a tour of all the historical sites and monuments of Richmond. They would like to have seniors from the government classes to serve as guides to conduct them on this tour.

Those who serve as guides will have to visit all the monuments and sites in advance and get all the historical information about them so that they can answer any questions about them. This will require a period of thorough study.

Every guide should have a voice that will carry well out-of-doors. He should be able to present the historical facts so that they are interesting to the eighth grade students.

Who could do this? Name four seniors in the order you think they would do best.

- 1.
- 2.
- 3.
- 4.

Situation 15:

Let us suppose that the senior class is launching a campaign to rid Highland Springs of flies. The things necessary to be done are:

1. To become thoroughly familiar with the breeding habits of flies;
2. To learn the most effective methods of controlling flies;
3. To study each method for possible injury to humans, animals, and plants;
4. To learn what is already being done;
5. To seek the cooperation of civic and social groups in making this campaign effective;

6. To advertise through newspapers, radio, and other means so as to reach every home with the information;

7. To gain the official support of the county through contact with the county manager;

8. To set the dates of the campaign and select students for promoting it through the school.

Who in the senior class could do this best? Name four seniors in the order you think they would do the best job.

1.

2.

3.

4.

APPENDIX C

Please rate the following students as you see them in classroom, homeroom, halls, cafeteria, participating in school activities such as sports, Glee Club, band, FHA, Dramatic Club, newspaper staff, annual staff, Honor Council member, Key Club, Beta Club, Hi-Y, Y-Teens, Student Council, or in any other capacity or office in school. In your opinion, are they doing a good job? Use the following scale and circle the figure which describes each person best:

(5) very superior, (4) above average, (3) average, (2) below average, (1) poor.

Jessie Morris	(5)	(4)	(3)	(2)	(1)
Lester Terman	(5)	(4)	(3)	(2)	(1)
Harris Burnham	(5)	(4)	(3)	(2)	(1)
Ronald Forrest	(5)	(4)	(3)	(2)	(1)
Marjorie Melton	(5)	(4)	(3)	(2)	(1)
Janice Denson	(5)	(4)	(3)	(2)	(1)
Charlotte Myers	(5)	(4)	(3)	(2)	(1)
Joyce Banton	(5)	(4)	(3)	(2)	(1)
Betsy Roberts	(5)	(4)	(3)	(2)	(1)
Harry Rowlett	(5)	(4)	(3)	(2)	(1)
Frances Hudgins	(5)	(4)	(3)	(2)	(1)
Arnold Jetson	(5)	(4)	(3)	(2)	(1)
Ann Pickett	(5)	(4)	(3)	(2)	(1)
John Burton	(5)	(4)	(3)	(2)	(1)
Carlton Houchins	(5)	(4)	(3)	(2)	(1)
Robert Frazer	(5)	(4)	(3)	(2)	(1)
George Foster	(5)	(4)	(3)	(2)	(1)
Jack Parkinson	(5)	(4)	(3)	(2)	(1)
William Holcomb	(5)	(4)	(3)	(2)	(1)
Betty Norman	(5)	(4)	(3)	(2)	(1)
Eleanor Leslie	(5)	(4)	(3)	(2)	(1)
William Wallis	(5)	(4)	(3)	(2)	(1)
Henrietta Smithy	(5)	(4)	(3)	(2)	(1)
Patsy Jeter	(5)	(4)	(3)	(2)	(1)
John Keller	(5)	(4)	(3)	(2)	(1)

Fictitious names have been used in this rating scale.

VITA

The writer, Kathryne Creighton Bentley, daughter of Charles William and Lula Dickson Creighton, was born in Greenwood, South Carolina, September 24, 1914. She was educated in the Greenwood Public Schools, receiving her diploma from Greenwood High School in June, 1931. She graduated from Lander College, Greenwood, South Carolina, in June, 1935, with the B. A. degree.

She was appointed Instructor of Modern Languages in the Newberry College Summer Session, Newberry, South Carolina, in 1935, acting in that capacity for two summers. She has taught in the public high schools of South Carolina and Virginia. At present, she is teaching at Highland Springs, Virginia.

She married Gilliam C. Bentley, a minister of the Methodist Church, in December, 1937. They have three children, a son, Gilliam Dickson, born March 13, 1940, two daughters, Judith Jackson, born March 21, 1945, and Kathryne Creighton, born February 15, 1947.

The work on the program leading to a Master of Science Degree in Education was begun at the University of Richmond, Virginia, in the summer of 1951.