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Present to Future: the innovations of leadership studies

By

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Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, Va

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Introduction

Formal leadership education is the latest craze at the secondary level of education. Private high schools have for years stated in their brochures that their school produces leaders. However, only recently are these same schools clearly articulating a more formal structure in leadership education. An in-depth case study analysis of three private high schools in Virginia will not only allow for a look at their leadership curricula, but will allow for conclusions to be made about the best possible means of teaching leadership.

Literature Review

This literature search could not possibly exhaust the literature on leadership education, but these sources help to show important aspects of leadership that must be included to sufficiently create, or adapt a curriculum of leadership studies. Formal leadership education has existed for many years in schools throughout the United States both in the classroom and in the form of the military academies and Reserve Officer Training Corps programs. Recently, the University of Richmond adopted the first undergraduate leadership school offering a Bachelor of Arts in Leadership Studies. This paper will attempt to seek and find the answers to the question of what an effective
leadership curriculum should contain. Topics of "theory versus practice," vision, context, and competencies will be analyzed. As the twenty-first century arrives, leadership education gathers momentum as the buzz word in academia. There have existed many concerns in the academic community of the feasibility of a successful leadership education. This literature review will show certain topics that appear throughout leadership programs, (vision, responsibility, and the bridging of the gap between theory and practice). The research into the three high schools will help to answer the question of what topics are necessary to include in a comprehensive leadership studies program.

In order to effectively teach leadership, a proper balance of theory and practice must be met by the professor. Chad T. Lewis discusses the Maslow Syndrome as an example of a poor balance between the two. He goes on to explain how most every business student is introduced to Maslow's hierarchy of needs. However, professors tend to make the assumption that this theory of needs relates to practical leadership in that a leader needs to fulfill the followers needs. Avoiding the Maslow Syndrome requires that leadership educators be well grounded in what they are teaching and why. He goes on to set the standard for which the case studies will be analyzed in three sections. 1. Teachers need to understand the goals of the class, be them to learn theory or to be well versed in certain skills. "To improve

actual practice, leadership educators should develop and refine teachable skills, improve conceptual abilities, and provide feedback to learners.  

2. Lewis answers this point by outlining the two different perspectives that the "Grammar of leadership" should encompass. The first perspective deals with the teaching of leadership theory. "This aspect of leadership education includes a rich and varied body of material that encompasses the ethical, philosophical, historical, psychological, sociological, individual, group, and organizational aspects of leadership, as leadership is defined in all of its various forms." While learning theory usually precedes any experiential learning, it is not sufficient enough to stand on its own. 3. The second perspective focuses on the practice of leadership, placing emphasis on specific behavioral skills that don't define "leadership" per se, but instead contribute to its effective practice. 4. The Jepson School has an excellent curriculum that allows students to utilize these learned behavioral skills in semester long group projects in the setting of a local organization. This type of project integrates the classroom instruction with the real-life application. Thereafter the classroom setting allows the students and professor to draw conclusions about the process of theory versus practice.

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3 Lewis, 8.
exemplifying the imperfections of "theories." This type of education is an interpretive approach where the student/teacher interaction is the learning environment.

In a separate study, J. Thomas Wren, in Teaching Leadership: The art of the possible, provides seven important considerations for a leadership course. First, students should be made to feel comfortable with the concept of leadership. Next, students must also be able to recognize the various elements of leadership. Also, they need to know something about the process of leadership. Fourth, it was his thought that students ought to have an increased awareness of the practice of leadership. Fifth, students should have a sense of the purposes of leadership. Students must begin to develop an awareness of individual strengths and weaknesses as a leader in order to develop a personal approach to leadership. Finally, they need to enhance their skills of analysis along with improving oral and written communication capabilities.\textsuperscript{5} These ideas presented above combined with Lewis's ideas, will help to set the standard to compare to the case studies curriculum.

A case study approach into the effectiveness of leadership training programs has brought some issues to light that must be considered.\textsuperscript{6} Jay Conger analyzed three different leadership learning centers with the intention to find out what makes for a


good leadership education. Conger analyzed the Pecos River Learning Center program, an outdoor adventure course that utilizes a broad-based approach to issues facing managers. Leadership is viewed more as a change agent, as the founder of this program explained in an interview that people change in three different ways: through shock, evolution, and anticipation.

ARC's VisionQuest program focuses on more specific issues, such as the individual's vision. The objectives for this program are contained in the five topic areas of: Leadership for organizational results, Purpose for living and working, Personal and organizational vision, Establishing and maintaining the corporate climate, and Creating results.

A final leadership training program analyzed by Jay Conger was The Leadership Challenge. This course illustrates a five-step model of leadership through lectures, films, discussions, skill-building exercises, outdoor-adventure activities, and feedback from the group. This program is highly representative of the conceptual approach developed by James Z. Kouzes and Barry Z. Posner. The course is based around outdoor challenges and exercises, that in retrospect outline an important leadership quality. Leadership is shown to not always arise from a specific vision, but rather from a challenge. Vision is then dealt with as a separate topic. Reflecting upon experiences, films, lectures, etc. is a large part of this course.

These three approaches can be categorized into the three

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7 Ibid, 85.
categories of Conceptual approaches, Feedback approaches, and Skill-building approaches. Although it is not my goal to compare the high schools approaches to these leadership training programs, they provide a good model of case study for which to base the case studies.

The latest in-depth look at leadership education at the high school level is the recently published Learning Leadership: A curriculum guide for a New Generation Grades K-12. This was a joint project of the Center for Political Leadership and Participation, University of Maryland at College Park John F. Kennedy High School, Silver Spring, MD. It was funded by Dwight D. Eisenhower Leadership Development Program, U.S. Department of Education. This project outlines a case study of the Leadership Training Institute (LTI) at Kennedy High School and provides a good outline of what to date seems to be a good leadership education. The findings also go on to show that leadership education is beneficial to students. "Well developed and solidly supported leadership education programs can make profound changes in the quality and quantity of leadership in the society."  

This case study provides an excellent outline of a leadership program that is working at the K-12 level.

However, the LTI is a separate program from the school's curriculum. The question still remains how secondary schools can adapt leadership education into their entire school. My research

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will help to solve that problem not addressed in Learning Leadership. Many of these schools have claimed to produce "leaders" for many years now. A sudden, dramatic adoption of a separate program for leadership may imply that the school had not truly taught leadership before. A developed curriculum must be derived from the schools present philosophies as a incremental change to avoid this confusion.

The final review in my literature search, was to look at the Army Junior ROTC Curriculum Outline as this is a proclaimed leadership education tool in high schools. The mission of the Army Junior ROTC program as stated in this manual is to motivate young people to be better Americans. To accomplish this mission, the program of instruction (POI) discusses courses such as citizenship, leadership, and a number of other courses designed to help cadets succeed in high school and after graduation.

The POI is based on a systematic progression of learning that is designed for the cadets; development at each grade level. The scope, focus and content of the instruction is sequential; it reflects and builds upon the previous year's curriculum. In addition to the emphasis placed on citizenship and leadership, the development of communicative skills, the incorporation of historical perspectives, the requirement to participate in Cadet Challenge and the significance of drug awareness and prevention are also emphasized in the POI.

The Army Junior ROTC program is a four year program where the first three years concentrate on an instructor-taught method
of instruction. The fourth year concentrates on a self-taught method in which case studies are used. Emphasis on the fourth year should be on evaluating leadership development and performance is assigned command or staff positions.

The Junior ROTC program offers a "leadership lab" in which the students are exposed to different methods of instruction about leadership. However, leadership is a phenomenon that occurs in all aspects of life, not just the military. While military leadership may be synonymous with other types of leadership as far as competencies are concerned, the Junior ROTC program offers merely one context of leadership. I hope to be able to incorporate certain aspects of this program in the hypothesis of all encompassing leadership education program.

Methodology

Case studies have been used by such scholars as Jay Conger in his Learning to Lead, in order to research the effectiveness of leadership education programs, and Jonathan Kozol, Saving Inequalities, to study children in American schools. Kozol's study merely compared the effectiveness of the programs with one another, but provided a good outline for how to approach such a study. A comprehensive study of leadership education in Virginia should include the study of different kinds of private high schools in the state. In order to obtain a sample of schools, both a guide to private high schools in America, and J. Thomas
Wren and William Howe of the Jepson School of Leadership Studies were consulted. These sources led to the selection of three schools that claim to have formal leadership curricula. The three schools chosen were: Benedictine of Richmond, Chatham Hall of Chatham, and Madeira of Mclean. These schools range from all boys/all girls schools to co-educational, from Episcopal to Catholic, and from civilian to military style education.

At these schools, document analysis will be the first priority of studying leadership education. How these schools articulate their programs will be of the utmost importance in order to translate how they define leadership education. Courses were analyzed that claim to teach some competencies associated with leadership such as critical thinking skills, working with groups, decision making, conflict resolution, and communication skills. Courses which explain the various contexts in which leadership occurs: business, not-for-profit, and government will also be analyzed. Most importantly is the topic of where the theories meet the practices of leadership. Throughout the reading of leadership texts, these competencies are associated most with leadership. It is also these topic areas around which the Jepson School focuses their program.

Secondly, interviews were conducted with the headmaster/headmistress of the schools as well as one of the professors. These interviews should shed some light on how the administration and faculty want to articulate their leadership education as well as how they teach it, noting if the message of
how leadership is to be taught is being correctly passed from the administration to the faculty.  

Student interviews were also conducted at the schools. There is often a big difference between what is thought to be taught and what is actually learned. The students will be the best source for how effective the leadership education seems to be. The student interviews were based around the same questions used for the administration. However, a more conversation approach was used in order to get the students to speak freely about whatever they thought was important. The information needed was later filtered out of the conversation.

Finally, an observation of either a classroom situation, or a leadership event, (ie. student government meeting, seminar, formation, etc.) will allow for analysis to be made of the students during a potential leadership event. A potential leadership event was any time that the students were acting with responsibility in front of other students or the administration, for example an all school meeting.

In order to best complete the case study of these three schools, external validity, and reliability had to be assured throughout the project. Keeping these methods as consistent as possible at each school will make it easier to allow for comparisons. To ensure external validity, a clear and logical pattern will be followed allowing the reader to follow exactly

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9Interview questions in Appendix #1
how the conclusions stem from the data.\textsuperscript{10}

The data from the case-study research of the three schools will be analyzed in order to produce ideas of how to best educate students for and about leadership. After reporting on each school, their leadership curriculum will be analyzed isolated from the other schools. No doubt, each school analyzed will have some aspects of leadership education which are innovative and effective. However, each of these programs will fall short for no other reason that not one program has been universally accepted as the correct way to conduct leadership education. These programs are bound to contain flaws as they are continuously analyzing and changing their own programs. This study, after objectively analyzing each program, will combine certain innovations from each program and use some of the author's own ideas, and will better articulate a structure for teaching leadership studies.

Introduction to Case Studies

Concerned with the growing need for leaders as the twenty-first century approaches, research was conducted on three private high schools in Virginia to understand what principles their formal leadership education were founded upon. Data compiled from Benedictine High School in Richmond, Chatham Hall in

Chatham, and The Madeira School in Mclean, will yield insight to allow for grounded theories and examples of how to best integrate leadership education into any existing high school with minimal necessary changes.

The format of this paper will begin with the findings and analysis of the leadership education at each of the schools. In order to answer the research questions of what topics are necessary to create a comprehensive leadership education curriculum, the final drawn conclusions in this paper will be then be formatted to offer the "change agents" (those who have power to change curriculums/programs) at secondary schools the necessary ideas, practical applications, and guidelines to help with the adaptation of leadership into an entirely new, or existing curriculum.

The Cases:

Benedictine High School

Benedictine, founded in 1911, is an all male catholic, military day high school with a current enrollment of just over 280 young men. The mission statement of Benedictine is: to prepare selected young men for responsible citizenship through a Catholic-centered, holistic learning experience that is caring, challenging, and relevant for the future. In the statement of its goals, one of the school's priorities is to development
leadership skills and character through a broad range of extracurricular activities and the Junior ROTC program.

The first and most obvious form of leadership education that the cadets are introduced is the military structure of the school. Benedictine views the military as a mechanism for making its cadets feel good about themselves. (Every student is a member of the Corps of Cadets). The corps is organized into a battalion consisting of companies A, B, C, D, E, the band, and the drill platoon. Each of the letter companies is organized into two platoons with three squadrons in each. The JROTC program acts a leadership laboratory for the cadets to practice their responsibilities of their military positions, (all cadet officers and cadet non-commissioned officers, NCO) develop self-discipline, teamwork and pride in appearance.

In it is this leadership lab, in which the cadets run the corps. The cadets are set up into companies, each with their chain of command. The cadets with the higher rank are responsible for the training and discipline of the lower ranking cadets. The company commanders answer to the staff of highest ranking cadets who are in charge of running the corps as a whole.

More than the mere acting in the roles prescribed by the cadet's rank, the corps gives the cadets a chance to build the quality of the corps to their own vision. It is the Benedictine students (the higher ranking cadet leaders) that are in charge of taking responsibility for the actions of the corps. However, the administration does view and interact on a moment's notice if the
cadets are slightly out of line. The cadets and the administration have a different understanding on how the corps is actually controlled, which will be discussed later in the paper.11

Administration

The leadership education does not begin and end with the military aspect of the school. While Benedictine does not articulate a formal leadership studies curriculum, emphasis on some of its core principles are stressed throughout the school. The administration stresses the point the Benedictine is an extension of families. All those with ties to the school are involved with a sense of community. Benedictine builds leaders through the values of family life, both through Christian tradition and military life as the golden rule (treat others as you would like to be treated) is accentuated throughout the boys lives at Benedictine. David A. Bouton, Headmaster of the school, commented that leadership is only one way to promote leadership, for good "followership" is of the utmost importance on the path to becoming a good leader. Another point Mr. Bouton stressed that typified good leadership was the opportunity for the boys to make choices, both in individual and group settings.

Professors

Wesley G. Hammer, Jr, a Religion teacher and Guidance Counselor, talked openly about the informal leadership education

the students receive in the classroom. He first mentioned the four aspects of education (leadership) at Benedictine: military, academic, religion, and athletics, not necessarily in order. He then talked about the military experience at Benedictine and mentioned that the obvious leaders are easy to spot because of their rank. However, the leadership does not end with rank. Other students naturally rise to take responsibility for their and other's actions. Having the four different "pillars," allows for more opportunity for the students to get involved. Most important is the responsibility that falls upon the students in class and at the school. Seniors voted themselves on what to sacrifice for lent. They agreed that for every curse word heard throughout the school, they would collect a dime from that student. The students were responsible for enforcing this decision. Mr. Hammer concluded by reiterating the statement made by the headmaster that the students must first be good followers before becoming good leaders.

Students

A meeting with three of the higher ranking cadets at Benedictine, proved to be a beneficial opportunity to learn about where the theory of the administration and professors meets what the cadets are actually taking away from the school. When asked direct questions about leadership, all answers were in the form of the military context. However, there appeared to be many instances when the cadets showed practice in leadership
competencies, without recognizing them as "leadership" qualities. The cadets mentioned that an individual's leadership (rank) depended upon how good of follower they had been. The way they learned leadership was through observation. The JROTC leadership laboratory was said to be successful if the cadets took advantage of it by "playing the roles" and accepting the opportunities to learn discipline, tact (diplomacy), and "people skills."

Throughout the conversation, it became evident that the cadets showed great responsibility by taking ownership for their actions as well as others. They were deeply committed to the school, (not necessarily a universal trait at Benedictine) as they carried out their duties of their rank. In a few words, they articulated their vision of the school by talking about restoring the past traditions of the school that had been lost over the years.

Interestingly, at one point, the highest ranking cadet voluntarily offered as definition of leadership as the "art of influencing others to get the job done." This was just the beginning of the evidence that the cadets had a different view of leadership than the administration. The cadets viewed leadership in a more historical, conventional way of influencing people, whereas the administration incorporated an entire balance of life in their explanations. The students, while having the responsibilities of their positions, felt like they were on a tight leash with every decision they made having to be OK'd by their superiors. They felt like they could no longer discipline
other cadets to their liking as well as conduct their "jobs" without constant supervision. At the end of the day, however, I was able to walk away from the school with a good sense of the leadership education offered at Benedictine.

Analysis

The leadership education at Benedictine offers some insight into an ideal leadership curriculum. While, for reasons to be explained, this program should not be adapted to all schools, there are some important aspects of the program that should be utilized.

The students at Benedictine have an opportunity that rarely exists in other programs. The unique situation of the military "leadership lab," or the hierarchy, allows the cadets to be both a follower and a leader. Before the student can obtain rank and the responsibility that comes with it, they first must prove themselves capable followers. Thus, the students are able to learn from their own experiences as well as observing the many leader's different styles of those that outrank him, or her. The highest ranking cadet was able to recall specific experiences from when he was a low ranking cadet that specifically shaped his leadership style. Overall, the ability to recall your own and other's experiences offers more choices in a situation that merely being thrown into a situation as the leader.

The cadets are also bestowed with the responsibility of regulating and supervising the entire corps. The cadets are held
responsible and therefore must creatively problem solve in order to maintain a well-balanced and effectively functioning corps. Having the responsibility of a tangible project is important because it creates ownership among the cadets. Merely role-playing a simulation does not give true ownership of responsibility to the players and thus does not create tough decision with the possibility of negative consequences.

This "leadership lab" is not the ideal structure for leadership education because it involves only one context of leadership - the military. The cadets only practical experience with being in a "leadership" role is that of the military structure. The interviewed cadets had seemed to understand leadership as "the art of influencing others." When they give orders to those under them (in the hierarchy), they expect those people to do as told. While this highly unlikely even in the military setting, other contexts simply do not work this way. Their experience in working in "flat" groups is more limited than other programs.

Chatham Hall

In 1994, Chatham Hall began its second century as a selective, Episcopal college-preparatory boarding school for girls. Their focus for the new century will continue to be on educating young women for citizenship and leadership. Chatham Hall has five principles that it strives to maintain in its
students: character, citizenship, habits of the mind, change, and service.

At the heart of character as pertaining to leadership lies the freedom and responsibility of Chatham Hall's Honor Code and Purple and Golden Rule. It simply states: I will not lie; I will not cheat; I will not steal; I will report an infractions of Honor. The honor code is the heart of the leadership education as it emphasizes the foundation of the school being built on trust, as the students have the responsibility to make the school theirs. The Purple and Golden rules are not "rules" but rather an implicit understanding over explicit and restrictive rules. "Each girl is responsible for her actions and accepts the consequences of them as she embraces the concept of White Flag, a respect of people and their property. Chatham Hall enables girls to be with peers who help on another be what they cannot be on their own, in order to acquire force of character and lead lives of purpose."\(^{12}\) The school's rigorous program not only educates its graduates to think and write, but also prepares them to exert leadership through reason and persuasion. As leadership is dynamic, Chatham Hall provides a firm foundation from which students create new paradigms. Girls are educated to enable them to make a difference in their own lives and lives of others."\(^{13}\)

Chatham Hall has designed America's first leadership program for girls that prepares them for the finest colleges and for a

\(^{12}\)Chatham Hall Catalog, 1995-1996

\(^{13}\)Ibid.
life of leadership. The Chatham Hall Leadership Mission is to cultivate a generosity of spirit, inspire its students to act with conviction, and prepare them to fill the need for intelligent, ethical, public-spirited leaders in the 21st century. The program focuses on four essentials of leadership, analytical reasoning includes mathematical modeling, integrative science program using scanning electron microscope, economics, model United Nations, and the Junior Innovation Project. Expressive abilities entails speech across the curriculum, senior chapel talk, Model United Nations, creative writing, Panache Dance Company, Junior Innovation Project and the Foreign language fluency program. Character and vision touches the topics of the Honor Code, required courses in Religion and Ethics, the Sophomore Service Week, Merit internship, and Leadership development seminars. Finally, physical vigor includes a showing of fitness proficiency, the purple and gold intramural teams, the Panache Dance Company, and running/walking and riding trails. In addition to emphasizing these essentials throughout the traditional curriculum, Chatham Hall offers distinctive features, both inside and outside the classroom, that are specifically aimed at developing effective leadership. The proficiency skills include writing, managing a personal financial budget, delivering a poised and persuasive speech, identifying steps involved in decision making, conducting an in-depth interview, negotiating win-win agreements, formulating a personal definition of leadership and making a difference in the lives of others.
The leadership development seminars are broken into the four grades. The ninth grade seminar is "Understanding Self." The seminar covers such topics as health and nutritional fitness, citizenship, and personal finance. During a four-week project, each student records her every expenditure and devises a budget for each week. Emphasis is on understanding individual spending habits as well as setting financial priorities.

The tenth grade seminar is "Understanding Community," which reviews topics from the "Understanding Self" seminar, then shifts from the personal sphere to the community sphere. Each sophomore carries out a week of service in her home community.

In eleventh grade, students take the "Understanding Women as Leaders: Past and Present." This seminar concentrates on women as leaders in a variety of fields. Learning how these role models make decisions in life is the primary purpose of the seminar.

And finally, the twelfth grade seminar is "Understanding Choices." They study economic principles including opportunity cost, the law of diminishing returns, and supply and demand, as they relate to decision making.

Since leaders must continually develop new ideas, a driving force in the Leadership Program is the Junior Innovation Project, as mentioned above. This program challenges the standard academic experiences of students by opening them to fresh perspectives, stretching their imaginations to create innovative solutions to complex problems, and asking them to take calculated
risks. Projects include performing archaeological field work at an original site to creating an interactive computer mystery game to writing an argument to change a county or state law to writing and producing a play in French or Spanish, to everything in between.

There is also the opportunity for three students displaying outstanding leadership potential to compete for the highly selective Leadership Scholars Program. This program is an opportunity for students who demonstrate leadership promise and are interested in developing their leadership potential. The program is open to new and current rising juniors. The leadership scholars receive an annual $10,000 merit scholarship for two years, attend a conference off campus at such institutions as The Center for Creative Leadership in Greensboro, N.C.; The Jepson School of Leadership Studies at the University of Richmond, VA; or the Princeton Center for Leadership Training in Princeton, NJ. During the summer between the student's junior and senior year, she is awarded a three-week internship in a setting different from her own. The purposes of the internship are to encounter another culture in order to broaden one's perspective and to observe leadership in action. Each scholar is required to write a journal, conduct and in-depth interview with a leader at the site, and upon her return make a presentation to the school as well as to her own hometown community. The leadership program is to cultivate experiences that continually intersect new and dynamic frameworks of knowledge, action, and
Administration

Claudia Andrews, Dean of students at Chatham Hall, was gracious enough to donate her time to offer some good insight into both the formal and informal leadership education offered to the girls. In addition to the formal education as outlined above, the student council is a great opportunity for leadership. The student council consists of ten elected students. Fortunate enough to sit through a meeting, I was able to directly witness the responsibility and power placed in the hands of these elected girls. An important issue for the past couple weeks had been the issue of numerous stolen property from among the girls. The student council thought it would be best if the headmaster would interrupt the class schedule in the middle of the day and conduct an all-school meeting to address the issue. The headmaster, after being called, came into the meeting and heard the girls argument. He then asked them what they wanted to do and agreed to their decision. So, two hours after the meeting, classes were interrupted and an all school meeting was held.

Students

The meeting provided an excellent look into the student's responsibility for themselves and their school. The girls talked about owning their honor code by making it work themselves. They talked about issuing their own punishments, as they talked to the
alleged thief in their mists. The headmaster merely started the conversation and then asked for the girls input. It was evident that as a result of delegating "the authority to act" to the students, that they became responsible to themselves. As a result of the meeting, it was evident that the government did not simply meet and discuss action, but were empowered to initiate proactive solutions with issues concerning themselves, or the school.

Analysis

Chatham Hall's leadership education had some superior elements to its structure. The five principles it strives to maintain in its students: character, citizenship, habits of the mind, change, and service is an excellent foundation. Right from the start, the students are aware of what they are to gain from the program. It is through these five principles that Chatham Hall students seemed to have the most amount of responsibility among the three schools research. This could be result of many different factors including the size and composition of the school. Another and probable cause for this occurrence is a result of the administration's decision to empower the students. The student government plays a large role in this empowerment. The elected officials, as mentioned above, have the power to affect significant change in the school. The remaining students hold the council responsible for such decisions. However, the student government is not the beginning and end of the "empowered
student." As evident via the all-school meeting, every student is willing to voice some serious concerns, with the assumption that they will stand by and act upon what they say. This situation creates an environment where people do not merely speak their mind, but are responsible to act on the words and be held accountable for their actions.

As noticed from the information of Chatham Hall, the school places a lot of emphasis on skill-building. The leadership education does not end with the mere learning and practice of these skills in the classroom. It is through the Junior Innovation Project, Internship, etc, that the student is expected to apply what they have learned with the skills building and experiment to see how they work in a non-school environment. It is this integration of the skills into their practical applications which helps to develop the student and educate them about leadership as a process.

One subjective drawback of this program from a leadership perspective only, is the fact that Chatham Hall is an extremely small all women's school. While this allows for many of the opportunities mentioned, the girls do not have as much classroom, or school experience working in diverse settings. However, the school does do an excellent job of compensating for this by creating programs such as the internship.

The Madeira School

Madeira grew out of the vision of Lucy Madeira, who founded
the school in 1906, to provide young women with a superior college preparatory program. Madeira is an independent boarding and day school for grades nine through twelve situated just 12 miles west of Washington D.C. The school believes in the lasting value of single-sex education for girls. Young women expect more of themselves and learn to take pride in their individual effort when their community focuses solely on them and on their success. The Madeira education therefore occurs in three arenas simultaneously: the classroom, the work place, and the international community of the campus. Every Madeira student participates in the Co-Curriculum for a full day each Wednesday of the school year. Successful participation in the Co-Curriculum each year is required for graduation from Madeira.

The Co-Curriculum\textsuperscript{14}, a unique and comprehensive experiential learning program, provides graduated degrees of independence for each grade level and is designed to respond to the student's developmental needs. There are three objectives of the Co-Curriculum: to help students bridge the gap between secondary school and future goals, to encourage a greater awareness of community needs and develop a personal desire to serve fellow citizens, and to utilize the resources available in Washington as an extension of the Madeira academic program.

\textit{The Freshman Year}

The Freshman Program focuses on academic/life management skills and leadership development. Students participate in

\textsuperscript{14}The Co-Curriculum Program information sheets.
Computer Literacy, Ethics, and Public Speaking classes, as well as the Family Life Program, which includes a course in human sexuality and health seminars. "Nuts and Bolts," an innovative and creative study skills seminar, covers everything from time management to note taking; homework organization to test preparation; basic carpentry to automobile maintenance; library skills to survival cooking - all with the idea of equipping students with the skills necessary for academic success at Madeira, increasing their effectiveness in future internship placements, and self-sufficiency in the larger community. This program also teaches environmental awareness, first aid and CPR.

The Sophomore Year

The sophomore year involves a service learning project. In groups of two to eight people, volunteer a full day to a local community service organization. The sophomore experience broadens student's perspectives, as well as teaches them patience and tolerance. There is also a monthly Ethics and Community Issues forum that addresses ethical and community problems.

The Junior Year

Every Wednesday, Juniors serve as interns in Senator's and Congressmen's offices. Their tasks include constituent affairs, researching and responding to legislative requests. Classes include Public Policy, and an introduction to American government and politics that meets weekly during the fall semester. This graded, non-credit course is supplemented by monthly Capitol Hill Seminars led by lobbyists, journalists, and legislators.
Extensive journals and writing assignments are kept throughout the year.

The Senior Year

The objectives of the Senior Co-curriculum are to enable madeira seniors to explore a possible career of college major, to make a substantial contribution to the Washington community, to increase understanding of the requirement of success in their work place, and to gain substantive knowledge in the placement chosen from the field of Arts, Business, Human Services, Journalism, Politics and Public Policy, and Science. Examples of some projects are: a senior writes and performs a one-hour monologue about an AIDS victim for an all school assembly and in conjunction with AIDS Awareness Week, a senior working with a probation officer keeps a journal analyzing the environmental factors that led to juveniles experiencing difficulty with the law, and with whom she has worked, and a senior produces a video about how one trains horses to compete in the Olympic equestrian events.

The Co-Curriculum allows the students to learn leadership by watching and practicing leadership both in the class and in the field. Students gain a first-hand knowledge of the way a "leader" thinks by interning in Washington D.C. and is then able to reflect of his/her methods through writing assignments. Concluding the program, students exhibit their own leadership by completing a self-outlined project building on a culmination of three plus years of education.
Students are impressed with the program as they go through it, will all the available opportunities, but more dramatic were the responses of alumni. The graduates, through post education surveys, returned extremely high remarks with regards to the program. They were pleased with the opportunities offered to them and with the resulting education. They spoke of how well prepared they were for college and beyond.

Analysis

The Madeira School has the most complete program in place to help students address the issue of where theory meets practice. The Co-Curriculum is an extensive program that not only looks good on paper, but has also received favorable reviews from graduates of Madeira. Students, on questionnaires have cited the work experience as monumental in helping them adapt to both college life and beyond, (work, graduate school, etc.). They mentioned that the program offers the student a chance to learn competencies and theory and then the experience to apply this newly learned knowledge. This program also offers many different contexts for the student to become familiar. This program encompasses all four years at Madeira and therefore builds upon and reinforces knowledge learned in past years allowing for a culmination of specific knowledge that can be referenced by specific projects. This offers the student a chance to grasp the reality of what they are learning as opposed to merely reading and discussing theory.
Conclusion - Theoretical Leadership into the Next Century

Case study research of three formal leadership curricula at private high schools in Virginia have provided some insight into significant issues that must be included into an effective leadership program, whether it be a formal curriculum, or merely a few adaptations to already existing program. Throughout this research, there have evolved three topics which include most of the necessary elements that should exist in a leadership program: context, empowerment, and the balance between theory and practice.

Students must be able to recognize and act within different contexts in which leadership exists. There are many different angles that can be taken to achieve this. In the classroom, the actual contexts can be discussed along with the necessary theories. The Co-Curriculum at The Madeira School offers great opportunities for the students to get out and work within different sectors. Chatham Hall's internship program allows the students to at least choose their site, thus opening them up to any context they would like to try. In the creation, adaption of a leadership education program, the ability for students to be able to work in many different contexts is important as they can witness, or take part in "leadership" in its different fields.

After reviewing the different programs at the three schools, what seems to be the most important aspect of leadership education was the empowered student. When the students are offered the opportunity, or expected to make important decision
in which they will be held accountable for (either to themselves, other students, or the administration), they become more responsible. The few students who were elected to the student government at Chatham Hall, are held accountable for their decisions by the rest of the students, who are more than willing to voice their concerns. The administration decided long ago to give the students a great deal of power in the making of decisions that affect the entire school. Through this opportunity, they are able to learn about the process of leadership. This leadership learning experience is not limited to the few on the government however. The government expects the students to take part in the brainstorming sessions. This became clearly evident at one of the all-school meetings. The students spoke freely about some harsh punishment that they wanted to enact upon one, or more of their fellow students who were involved with theft and honor code violations. The administration took a back seat to the decisions of the student government. As a result, the students felt like they had more ownership for their school, their decisions, and the consequences of them, thus giving all the students a true lesson in responsibility.

Finally, the issue of breaking the distance between theory and practice. This issue was discussed thoroughly in the Co-Curriculum at The Madeira School, and in the internship program at Chatham Hall. A program similar to The Madeira School's does an excellent job erasing the lines between the two concepts of
theory and practice. The students receive both classroom instruction and on-site work reflecting on the classroom learning. To an extent the military "leadership lab" at Benedictine offers the students a chance to act upon learned theories in an out of the classroom experience. The events are important because they allow the pupil to learn techniques and theories that work best in certain surroundings and particular people.

The research of the three Virginian private schools has offered insight into what constitutes an effective leadership program. Each school has some wonderful opportunities that can benefit the leadership studies community, and with the help of all schools looking to expand their leadership education, a comprehensive leadership studies curriculum can be created. This paper touched on some of the most important themes that must be included in such a program. However, the field of leadership studies in continuously growing, and therefore, one must never stop researching and adapting in this dynamic field.
Appendix #1

Interview Questions

1. How would you define leadership education as it is taught at your school?

2. Is there a specific formal LDSP education, or is LDSP taught through other channels? How?

3. What pedagogical techniques are utilized to teach leadership?

4. For what objective is LDSP taught, or what is the student expected to take away from your school in regards to LDSP education?

5. What kinds of developmental outcomes might we expect to see from your approach to LDSP studies?

6. How is the issues of theory vs. practice addressed in your LDSP program?

7. Have you ever considered, or utilized special LDSP education seminars/programs, or speakers?

8. How would you like to see LDSP education evolve as your school enters the 21st century?