

FOURTH ANNUAL MEETING OF THE ASSOCIATION

The fourth annual meeting of the National Association of Secondary School Principals was held at Cleveland, Ohio, Monday and Tuesday, February 23 and 24, 1920.

FIRST SESSION

The first session, Monday, February 23, 1920, was called to order in the main auditorium of Old Stone Church at 2 P.M., by Principal E. J. Eaton, West High School, Des Moines, Iowa. He appointed the following committees:

COMMITTEE ON RESOLUTIONS

BENJAMIN F. BUCK, Senn High School, Chicago, *Chairman*.
ARNOLD LAU, Rock Island High School, Rock Island, Illinois.
H. D. HUGHES, Hinsdale High School, Hinsdale, Illinois.
CHARLES M. NOVAK, Northeastern High School, Detroit.
EDWARD RYNEARSON, Fifth Avenue High School, Pittsburgh.
JOHN C. DIEHL, Central High School, Erie, Pa.
V. K. FROULA, Broadway High School, Seattle.

COMMITTEE ON NOMINATIONS

B. FRANK BROWN, Lake View High School, Chicago, *Chairman*.
EDWARD RYNEARSON, 5th Avenue High School, Pittsburg, Pa.
FRANK G. PICKELL, Lincoln High School, Lincoln, Nebraska.
MERLE PRUNTY, Central High School, Tulsa, Oklahoma.
JOHN L. STEWART, Parkersburg, West Virginia.
JOHN RUSH POWELL, Soldan High School, St. Louis, Mo.
H. T. STEEPER, Great Falls, Montana.
A. J. STEFFEY, Ames, Iowa.
C. E. REED, South High School, Youngstown, Ohio.
H. D. BRASEFIELD, Fremont High School, Oakland, Cal.
J. H. MCNEIL, Beloit, Wisconsin.

COMMITTEE ON NECROLOGY

J. W. THALMAN, Central High School, St. Joseph, Mo.
W. F. SHIRLEY, Sioux City, Iowa.

E. J. REED, Adrian, Michigan.

P. C. BUNN, Lorain, Ohio.

GEORGE A. WALTON, George School, Pa.

AUDITING COMMITTEE

P. L. W. COX, Ben Blewitt Jr. High School, St. Louis.

L. W. SMITH, Joliet Township High School, Joliet, Ill.

R. F. HARGREAVES, Central High School, Minneapolis.

MR. OTIS W. CALDWELL, DIRECTOR OF LINCOLN SCHOOL OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, read the following paper.

SOME FACTORS IN TRAINING FOR LEADERSHIP

OTIS W. CALDWELL

THE LINCOLN SCHOOL OF TEACHERS COLLEGE

The topic upon which it was at first requested that this paper be prepared, was "How to Train and How Not to Train for Leadership." The form of statement of that topic implies an amount and an exactitude of knowledge which is not available. The importance of such knowledge would undoubtedly be very great; but since it is not available in the desired form our present discussion must deal with some of the factors in training for leadership, with the hope that further studies may discover more exact knowledge.

There have always been and will doubtless continue to be some persons who direct the activities of their fellows. Sometimes their leadership has been secured through animal strength and forensic acumen, by means of which those who were led were made physically afraid to do otherwise than follow the commands of the self-asserted leader. Sometimes, an impending danger causes a group to select its most trusted guide, and to call upon him to direct the activities of the whole group, with the hope of evading disaster. Sometimes, one or a few men by careful and unselfish thought about a matter of common good, organize far-reaching plans for developing a common sentiment toward an improved condition, and thus gradually secure the desired improvement without themselves having been in any way publicly recognized, yet they are more truly leaders than had they ridden in state at the head of the movements they have brought to pass. Then, sometimes, in great crises or in small affairs, when the leader

disappears, there emerges from the followers by assertion or by choice, others who possess the qualities of directing, and who carry forward the work in hand. Such new leaders had been followers who possessed the good qualities of leaders, but who also possessed the good qualities of followers, the two groups of qualities having many elements in common. Indeed, any discussion, which assumes that good followers are less essential than good leaders is a dangerous discussion. They are engaged in a common enterprise.

What are the qualities which are sought when we select leaders in any division of our endeavors? An interesting scheme for selecting and rating personal qualities for guidance in deciding which persons may reasonably expect to become engineers has been in use for some years in the University of Cincinnati. "The characteristics selected for rating in this case were arranged in pairs of related opposites as follows:

- a. Physical strength as compared with physical weakness.
- b. Mental—manual.
- c. Settled—roving.
- d. Indoor—outdoor.
- e. Directive—dependent.
- f. Original—(creative)—imitative.
- g. Small scope—large scope.
- h. Adaptable—self-centered.
- i. Deliberate—impulsive.
- j. Music sense.
- k.[#] Color sense.
- l. Manual accuracy—manual inaccuracy.
- m. Mental accuracy (logic)—mental inaccuracy.
- n. Concentration—diffusion.
- o. Rapid mental co-ordination—slow mental co-ordination.
- p. Dynamic—static.

These pairs of related opposites are printed in blanks, and each instructor is asked to express his judgment by checking one or the other of each pair. The independent votes of the instructors are summarized in the central office. The method of using this type of rating is obvious. No one would think of advising a man of settled, indoor, dependent, self-centered, and static temperament to undertake a job as Superintendent of Construction on a large viaduct or bridge."¹

¹ C. R. Mann, Study of Engineering Education, pp. 73, 74.

If we turn our attention to pupils in school in order to discover the qualities of leadership we are confronted by a confusing task. In any group of pupils which has worked together long enough to become fairly well acquainted, the group has usually either consciously or unconsciously reached conclusions concerning those of its members who may safely be called upon to take charge of any group enterprise. The group's choice varies in terms of the nature of the enterprise, but the variation is not wide. For example, if the group is to take a trip across the city under guidance of one of its own members it will not necessarily choose the same leader as will be chosen if the group is to present to the whole school a demonstration of its work in mathematics; and still another leader might be chosen as spokesman if the group desires to present to the principal a proposition for changing school regulations. There is good reason to believe, however, that in any ordinary group, the group's choice of leaders, for its various enterprises would be confined to a very small number of its individuals.

What are the elements which lead pupils to choose amongst their fellows for positions of leadership? A good deal has been made of the statement that pupils do not tend to choose their leaders from the most scholarly of their group, but much should also be made of the fact that they less frequently choose their leaders from those who are known to be poor in scholarship. An occasional choice of a football or a basket ball captain is made, when the chosen leader is apparently deficient in all except physical prowess. More frequently the captain is a good student, but more frequently still it is likely that he is a medium student, possessing other marked qualities in addition to fair scholarship.

In relation to adult qualities in factory management, Dr. A. D. Denning of the English Shoe Manufacturers' Association says: "It is because no one has analyzed this problem into its elements and succeeded in reducing these to a series of readily assimilated principles, that industry still pins its faith to the old belief that leaders are born not made."¹ Later he says: "Natural gifts have to be exercised and trained. Born leaders may exercise and develop their gifts unconsciously, but average men must do so knowingly and preferably with guidance."²

¹ Denning, A. D., "Scientific Factory Management," p. 66.

² Denning, "Scientific Factory Management," pp. 80 and 81.

As an opposing position we quote Stewart Edward White, who says: "To be friendly, to retain respect, to praise, to preserve authority, to direct and yet to leave detail, to exact what is due and yet to deserve it—these be the qualities of a leader and cannot be taught."¹

It should prove instructive to know the extent to which groups of pupils recognize their own leaders, and the qualities which these pupils regard as commendable in leaders. If these points can be determined and if these determinations may be supported by evidence from studies by adults, the further and more important questions may be raised, first, regarding ways of training in the desirable tendencies in pupils who possess them, and, second, regarding the still more difficult question of arousing and developing the qualities where they have not appeared.

As a preliminary study a blank has been formulated and used with a total of three hundred and eighty-eight choices of leaders made by two hundred and eighty-two pupils who are distributed from the seventh to the twelfth grades in two schools. In formulation of the blanks for this study the writer has had the co-operation of Dr. H. O. Rugg, Mr. Raleigh Schorling and Mr. H. B. Van Sant. Indications and not conclusions are shown from this study, since more pupils, more schools, and possibly changes in procedure are desirable before conclusions would be fully dependable.

In reading the blank used, it must be kept in mind that real situations must be presented to the pupils if they are to consider the inquiry seriously and answer in terms of their best judgment.

The situations presented are taken from a large city and would not necessarily be appropriate for other localities. The blank follows:

CHOOSING OUR LEADERS

This is a confidential report and you are not to sign your name to it. Since no teachers would accompany you, it is essential that each person make careful selection of leaders for the occasion mentioned, and give his reasons with as much accuracy as is possible. Answer in terms of what you think would be to the best interest of the class as a whole. It does not matter whether you do or do not select the same person as leader in the different proposed cases. Select the member of your class whom you regard as the best one to have entire charge of your whole class in each of the following:

1.A. A trip to a wharf where a large ocean liner is loading. The class to leave the school building, make the trip by walking, by use of the subway and street cars, visit the wharf and boat for two hours, have lunch down-town, and return to the school building.

¹ White, Stewart Edward, in "The Forest."

Name of leader selected _____

1.B. Give every reason of which you can think as to why the person named is the best one for leader of this trip. _____

2.A. A trip by your entire class to give before one of the city high schools a program which has previously been prepared in this school. The person to manage the program and all the class activities connected with giving the program.

Name of leader selected _____

2.B. Give every reason of which you can think as to why the person named is the best one for leader of this trip. _____

3.A. It is proposed to reorganize the plan of administering athletics in the school. Suppose the new athletic council is to consist of a leader or captain for boys and one for girls chosen from each class. The girls in this class may select their leader.

Name _____

The boys in this class may select their leader.

Name _____

3.B. Give every reason of which you can think as to why the person named is the best one for leader of this trip. _____

In School A all three situations were used by the pupils answering, while in School B but the first one was used.

In the seventh grade of one school, of forty-eight choices made, the first, second, and third leaders chosen have twenty votes; in the eighth grade of fifty-four choices, the first, second, and third leaders have thirty-two votes; in the ninth grade of thirty choices, the first, second, and third have nineteen votes, in the tenth grade of thirty choices, the first, second, and third have twenty-two votes; in the eleventh grade of forty-four choices, the first, second, and third have thirty votes. The blank was not given to a twelfth grade in this school. The total votes in the five grades, for first, second, and third choice for leaders was, respectively, fifty-four, thirty-nine, and thirty, which combined are three-fifths of all choices made.

In School B in the seventh grade, of thirty choices, the first, second, and third received twenty-four votes; in the eighth grade of thirty-five choices the first, second, and third received twenty-one votes; in the ninth grade of fifty-four choices, the first, second, and third received forty-four votes; in the tenth grade of fifty votes,

these three received twenty-nine votes; in the eleventh grade of thirty-one choices, these three received seventeen votes; and in the twelfth grade of fourteen votes these three received ten votes. The totals for first, second, and third choices, respectively, are seventy-two, forty-nine, and twenty-five, constituting more than two-thirds of all choices made. That is, more than two-thirds of all these pupils agree as to the three members of their respective classes who are best suited to guide them in the particular enterprises.

It is evident, therefore, that in the particular situations presented to these pupils there is a clear judgment on their part as to the members of their group best fitted to lead them; also their first choice as leader stands out fairly clearly when the total votes for first, second, and third choices in both schools are noted, which are, respectively, one hundred and twenty-six for first choice, eighty-eight for second, and fifty-five for third.

Do the pupils in these classes choose as leaders for these proposed situations, those of their fellows who are outstanding in scholarship and in native intelligence? In School A, with 17 pupils chosen 5 of those chosen as first, second, and third leaders for the different classes are above the school's modal scholarship rank (1.0); 5, below that rank, and 7 are at the modal rank. In school B, 7 of the 20 are above, 10 below, and 3 at the school's modal (.75) scholarship rank.

Are those chosen as leaders in these schools, persons of exceptional rank in scholarship and native intelligence? In School A, according to the Otis tests, the pupils chosen as first, second, or third have the following rank in their respective classes:

Grade 7, with 14 pupils in the group reporting.

First choice (boy)—Rank 5

Second choice (girl)—Rank not available

Third choice (boy)—Rank 3

Grade 8, with 18 pupils in the group reporting.

First choice (boy)—Rank 6

Second choice (girl)—Rank 2

Third choice (girl)—Rank 11

Grade 9, with 11 pupils in group reporting.

First choice (boy)—Rank 4

Second choice (boy)—Rank 11

Third choice (boy)—Rank 7

Grade 10, with 13 pupils in group reporting.

First choice (girl)—Rank 3

Second choice (boy)—Rank 11

Grade 11, with 16 pupils in group reporting.

First choice (girl)—Rank 2

Second choice (boy)—Rank 5

Third choice (boy)—Rank 10

The results from Otis tests in school B, a boys' school, are not available. The Binet-Simon intelligence quotients for the pupils chosen in the two schools are of interest. In school A the pupils with first choice in each grade have I. Q.'s as follows:—

Grade 7 First choice 126

(Distinctly above the average for the grade.)

Grade 8 First choice 105

(Probably below average for the grade.)

Grade 9 First choice 115

(Slightly above average for the grade.)

Grade 10 First choice 98

(Probably lowest in the grade.)

Grade 11 First choice 120. This I. Q. probably lower than it should be due to chronological age above 14. (Age 15 yrs. 5 mo. which is above average for the grade.)

In School B only part of the I. Q.'s are available.

Grade 7 First choice I. Q. not available.

Grade 8 First choice not available.

Second choice 113

Grade 9 First choice not available.

Second choice 105.

Grade 10 First choice not available.

Second choice 128

Grade 11 First choice 97

Second choice 107

Third choice 110

Grade 12 First choice 115

Second choice 113

Third choice 104

It appears from the above that the leaders chosen are not markedly good in scholarship, though not poor in most cases, but that they are persons of better than average native or abstract intelligence.

What are the characteristics which pupils themselves ascribe to those whom they have chosen to lead them in these particular activities? These factors are shown by the pupils' responses to the request, "Give every reason of which you can think as to why the person named by you is the best one for leader of this trip." It was not expected that many pupils would give a careful analysis of the characteristics of their leaders. However, persons who have examined the returns agree that the pupils have recognized and listed personal characteristics as well as adults would have done. For example, note the exact quotations from various pupils in Grade 9 in School "B" in which the boy chosen first has 26 of the 54 choices made: "Is trustworthy"; "commands respect"; "level-headed"; "cool-headed"; "has presence of mind in an emergency"; "is respected"; "is reliable"; "is serious"; "is popular"; "is deliberate"; "has personality"; "all look up to him though he is not as able as desired"; "is president of the class"; "can handle money"; "knows how to get around"; "can keep order and have a good time"; "good to the fellows"; "would act as though he wasn't the leader at all"; This boy's I. Q. was not available.

Not many pupils in either school have a combined set of qualifications quite so striking as those given for this boy, but each of these qualifications and others are mentioned many times in one form or another. Furthermore, those pupils who received the highest number of choices are the ones for whom the most complete analysis was made. This reflects interestingly upon the person who selected as his choice a person who was not chosen by others, or perhaps by but few others, since in such cases of scattered choices the analysis of characteristics is usually quite limited and sometimes absent.

The following are the qualities most commonly given by pupils regarding their leaders:

First Group of Characteristics

Relative to Intelligence and Common or Practical Knowledge.

Is capable; has a good head; is bright.

Is quick to see new things.

Has initiative and ingenuity.

Can understand things and explain them.

Knows the city.

Knows boats.

Knows transportation.

Knows machinery.

Is a good student.

Would know what we should do.

Knows interesting things to tell the class.

Can make and follow plans—organizing ability, executive ability.

Knows how to do things.

Has had good experience.

Second Group of Characteristics

Relative to Dependability.

Is trustworthy.

Is reliable.

Is energetic.

Can handle money safely.

Has sense of responsibility.

Has poise and dignity.

Has good judgment.

Is serious-minded—has presence of mind.

Is fair and just.

Is capable in an emergency.

Attends to business—is level headed—is not easily confused.

Third Group of Characteristics

Relations to Fellows in His Class.

Has respect of fellows.

Commands respect.

Has pleasant disposition—fellows like him—meets people well.

Can keep order.

Consults others about things to be done.

Can secure co-operation; can handle group.

Independent but not "bossy."

Fourth Group of Characteristics

Relative to Age and Size.

Age.

Size.

It is obviously not easy to classify all these elements which are reported by these pupils, and an exact classification is not attempted in this connection. It is equally obvious, however, that these pupils have listed fundamental qualities, to the development of which attention should be given. They are the qualities which most schools have greatly desired to develop and doubtless are now developing in varying degrees.

The first group of qualities relate to intelligence and common or practical knowledge. Students of education now know how to differentiate certain types of intelligence and interesting results are being secured by teaching separately those pupils with somewhat similar intelligence reactions. Also pupils of similar attainments in scholarship may be grouped and instructed separately. Undoubtedly groups of pupils with high intelligence, and high attainments, may make more rapid progress in the same types of attainments when taught separately by teachers who also are comparatively high in intelligence, attainments, and teaching efficiency. It does not seem to follow so fully as some have suggested that the facts of higher intelligence and attainments or perhaps more rapid progress in attainments, justifies the inference that this superior group is the one from which the leaders are to be developed; and that the others should be given the best training they can take, but that after all they are to be led and directed in their life tasks by persons from the upper group.

Intelligence and attainments are prominent and indispensable elements in leadership. Other elements are also indispensable. If initiative, originality, presence of mind, trustworthiness, responsibility, poise, fair judgment, respect of fellows, co-operability, etc., are essential elements of leadership, they should receive more of our attention in our educational procedure. We surely should not reduce our efforts to develop the right kinds of scholarship. I know of no one who would argue for less attention to the development of such qualities of trustworthy, useful, and purposeful scholarship, which deal with the interests with which men are to be engaged. Indeed the great leaders are men who are truly scholarly in the sense that they possess much accurate acquaintance with the fact of their fields—present facts, past facts, and possible future facts. Thorndike says: "Such men are extraordinarily competent in intensive work and extraordinarily strong in mere knowledge. The most original children of my acquaintance are so not by any denial of lesson-learning and skill-acquiring in traditional ways. On the contrary, they could beat the pedants and hacks of equal age at their own games."¹

We seem peculiarly slow to learn the lesson set us by those who have led in invention, in scientific discovery, in industry, commerce, and in other types of adventurous productive endeavor. These were chiefly men who in their early periods of training had much opportunity to develop qualities in addition to scholarship, qualities listed by the pupils above as desirable. Initiative, responsibility, fair

¹ Thorndike, Edward, "Education for Initiative and Originality."

judgment, organization, etc., grow only according to the ways in which they are exercised. School and community life are full of opportunity for pupils to use and develop initiative, originality, responsibility, the will to do the thing which is for the common good. It is more difficult to incorporate these opportunities into school activities than merely to run a subject-matter instruction shop, but it is immensely more worthwhile and indeed is essential for the development of those qualities of which we have spoken. It may be true that it is easier and far more successful if the school's assembly is managed by the principal, the songs are directed by the chorister, if all repeat the Lord's Prayer in unison, and the invited guest makes the address, than if a pupil presides, calls on one of his fellows to lead the morning hymn, has another present a topic dealing with the community or school, and directs a discussion by pupils and teachers. The program may not "go off smoothly" but most of the disturbances will be the "growing pains" of a developing leader, alleviated or made more severe by the just but usually kind criticism of those best able to understand him—his fellows.

Each school includes many units of activities, and most schools might include more of the type which offer opportunity for development of these essential qualities of leadership. The fire drill ought to be managed by pupils under teacher's supervision. The study-room which is guarded each minute by a watchful teacher is an expression of a lost opportunity. The campaign for funds for a neighboring settlement is legitimately the pupils' chance to learn service by doing service. So with the school's programs for all kinds of enterprises within and without the school. Even the policies of organizing and instructing the school may safely be opened to pupil co-operative endeavor.

Such activities are used in many schools, but too often regarded as more or less troublesome devices for securing a desired vital element, by no means one of the leading factors of the school's program. They are fundamentally important and should be much more widely used, and everywhere they should be much more closely organized by pupils and teachers as a part of the school's curriculum. How can qualities of initiative, trustworthiness, unselfishness, dependability, etc., develop unless the real situations in which these grow are provided? Men cannot lead well without these qualities and men cannot choose leaders well without some appreciation of these qualities.

We have seen that, in our day and manner of life, independence "consists of choosing whom to follow rather than in following one's

own devices. Is not special training in judging the qualities of leaders worthy of a place in democratic education? By our theory we must not teach future citizens to follow hereditary kings or lords, or a military or priestly caste, or a landlord class. But human beings will follow and should. Who should be followed in a democracy? I see no answer but the impartial expert. Men and women who best know the facts in a given field and who judge the facts most impersonally seem the safest to trust. If a dozen able boys were set to studying business from sixteen to twenty-five in the same spirit and by the same methods now used in studying science and engineering, being taught to think of personal profit no more and no less than the scientist is taught to think it, I would rather trust them to control railroads, insurance companies, and the like than trust any state legislature in our land. In a nation of a hundred million people ninety-nine per cent of the power must be given to one per cent of the people. Cannot boys and girls of the high school age be taught that the essentials for leadership are expertness and impartiality? At least, they can be taught that glorious apparel, self-esteem, prodigality, physical prowess, the 'glad hand' and a silver tongue, before which man's original nature bows, are not symptoms of fitness to lead in the twentieth century. They can also be cured of the unfortunate pretense that one person is as good as another in politics, personal and public hygiene, or business management."

Time must be taken for a further highly important point. We need no special segregation and separate instruction of those who may possibly become leaders, just because they may become leaders. It is probably too early to say whether pupils should be segregated upon the basis of their intelligence rankings. But the desired qualities of leaders are also those desired in followers and all should have the fullest opportunity. There is no immediate danger of developing too many really intelligent, scholarly, far-seeing, unselfish men, and usually those who lead best are also those who in their turn follow best. The real leader emerges from amongst his fellows, is not visited upon them from without. Imposed leadership is usually temporary and not genuine.

PROFESSOR HENRY C. MORRISON, OF THE UNIVERSITY OF CHICAGO, spoke from brief notes on *Technique in Secondary Teaching*.