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Leadership is acknowledged as a most important phenomenon associated with the process of education. It was the purpose of this thesis to interpret leadership methods and understandings which would assist in formulating suggestions for leadership study in the teacher preparation program. In addition, a procedure was developed to ascertain if there were any unique leadership traits which could be identified in a selected group of active women leaders in physical education.

The traitist, group, situational, and interactional theories which attempt to interpret leadership were discussed. The situational and the traitist theories were combined to form situation-reaction problems which were sent to selected women leaders in the profession. Leadership was identified as those who had received the Honor Award of the American Association for Health, Physical Education, and Recreation and had been elected to the American Academy of Physical Education.

The selected group of women leaders indicated no unique leadership traits. However, they did show a preference to the intellectual and social components of leadership.

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LEADERSHIP: CONSIDERATIONS AND IMPLICATIONS
" FOR WOMEN IN PHYSICAL EDUCATION

This thesis has been approved by the following
committee of the Faculty of the Graduate School at the
University of North Carolina at Greensboro, Greensboro,
North Carolina,

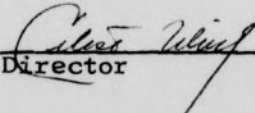
by

Janet Louise Walter

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the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science

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CHAPTER I

INTRODUCTION

Since the beginning of organized society, leaders have emerged to direct man's endeavors. Man has structured his various task-oriented functions around a hierarchy of power, always holding the leader in esteem. Man obeys man. Man empathizes with man. Man serves man. Man even sacrifices himself and his material gains for other men. Whatever the nature of the influence, the subtle powers of leadership are always the object of question, study, and analysis.

At first, man demonstrated little subtlety in his efforts to lead. Physical strength, power, even brutality portrayed everything that a leader needed, and in a universal language. The qualifications for tribal leadership were lucid.

However, leadership today is not at the jungle level. Rather leadership analysis reveals complex reasons for the existence of men such as Adolf Hitler as well as Winston Churchill. Effective leadership may distinguish the successful from the unsuccessful; the important from the unimportant. In this age of nuclear volatility, leaders and their special qualities, attributes, social and communication skills are responsible for the destiny of man himself.

The uniqueness of the personal, social and philosophical attributes of leadership remains to be defined. Physical education has attempted to identify people who are leaders in the profession through selections to honorary societies and awards with very specific criteria. These various recognitions have promoted the academic achievement of the profession, but do not serve to recognize the specific personality and social skills of the men and women who are presently sustaining, building and advancing the profession. It was the desire to understand more specifically the qualifications of leadership of the contemporary women active in the functioning of physical education that actuated this study.

CHAPTER II

LEADERSHIP UNDERSTANDINGS

Nearly all philosophers and current-day thinkers who have been concerned with social organization have found it helpful to formulate a definition of leadership. These definitions reflect the diversity of interpretation found in the literature describing the all-encompassing phenomenon of leadership. Several definitions will be cited in the ensuing materials which describe the basic differences and commonalities in leadership understandings.

Tead suggested that leadership should be considered " . . . the activity of influencing people to cooperate toward some goal which they come to find desirable." (31:20) He felt that influence exists as the action part of leadership, but that as much emphasis should be placed on results in the group as in the methods used by the leader.

Shivers defined leadership as

. . . an ability which causes other people to become aware of the person attempting to lead, to recognize the information or idea which he is trying to present and to move or act on the basis of the idea toward some predetermined end. (28:30)

The basis of Shivers understanding of leadership, much like Tead (31), is focused on the action of individual influence which is derived from understanding the needs of others.

The vague connotations of the word influence are also suggested in the definition of leadership offered by Shartle as follows: ". . . human performance that influences in a shared direction." (27:4)

Myers (102) differed in his understanding of leadership. He believed it to be a group role, assumed by persons who shared activities, contributed to goals, protected ideals, and held values common to the group. In general, he felt that shared authority was fundamental to the leadership role.

Perhaps the most inclusive definition was advanced by Stogdill and Shartle of the Ohio State Leadership Study who said

. . . leadership is not a unitary human trait, but is rather a function of a complex of individual, group, and organizational factors in interaction. Leadership resides in individuals, but only by virtue of their interaction with other persons. (13:286)

Interpretations of the phenomenon of leadership differ with the emphasis of each author. Yet, some common elements appear. In each example, a group was identified. Therefore, essentially leadership occurs with more than one individual involved. In addition, the action taking place within this phenomenon was most usually described as influencing or interacting. Neither of these terms is highly specific in its connotations. But rather, each is vague, leaving much to be answered through specific observation and interpretation. Each definition gives direction to goal seeking. Groups form for a purpose; therefore goal-orientation has been suggested as a part of the leadership phenomenon.

Several authors have developed theories which attempt to clarify the interacting components of the phenomenon of leadership. These components, suggested in the previous definitions, can be generalized as individual dynamics, group dynamics, and dynamic interaction. Each theory differs in its emphasis regarding one of these three components of leadership. In addition, each theory is developed through its interpretation of how a leader assumes the position of leadership. Therefore, each will be discussed as a theory of emergent leadership, and each will be differentiated in its basic emphasis of interpretation.

LEADERSHIP THEORIES

There was a sequential development of theories in leadership. The first researchers worked from the hypothesis that leadership results in the complexity of interaction of attitudes, personality characteristics, and social abilities of outstanding individuals. This hypothesis developed into the traitist theory. The theory used the inductive approach, identifying essential qualities of an individual, and then formulating the extent of his leadership potential. Leadership to the traitists emphasized the leadership component of individual dynamics of personality, understanding, intelligence, and talents. Among the general traits of leadership that have been enumerated in several studies (15) (28) (31) are physique, skills, technology, perception, knowledge, memory, imagination, determination, persistence, endurance, and courage. Tead qualified any listing of traits with the following statement:

All of these qualities, however, do not necessarily appear in every leadership situation nor are they all equally required of every leader. The aim is rather to present a comprehensive picture - a synthetic model - of all the ideally desirable qualifications. (31:82)

The traitists looked at excellence in leadership, and attempted to identify the various elements which contributed to this excellence. Halsey (15) suggested that leaders must strengthen the feelings of group identity. They must be able to think soundly and logically. They must be fair and considerate in their feelings toward other people. They must have the ability to sympathetically understand people.

Greenwood (13) sought to identify the personality differences of leaders and non-leaders. He had twenty-five natural leaders and twenty-five non-leaders chosen by popular vote from a plant of five hundred employees. After the administration and analysis of several personality tests he found that there was no single personality characteristic common to all leaders. He did find that leaders in the same industry have similar personality traits. One of the dominant traits was equalitarianism.

The most successful teachers of physical education, according to a study by Palmer (71) are those with emotional stability, self-sufficiency, extroversion, and domination. Shivers (28) described the personality of a leader as dynamic, dedicated, and inspiring. According to Shivers, followers tend to connect the ideas of a leader with his personality. Tarnopol (81) also conducted a study to parallel the personalities of supervisors and natural leaders. He found that their personalities are very much

alike, characterized by friendliness, understanding, consideration, fairness, tactfulness, consistency, dependability, and belief in their own importance. Leaders are less defensive, and seem adept in handling hostility. Flaherty (48) also studied the personality traits of college leaders through testing results and analysis of biographical data, and found that dominance, persistence, and social initiative are all characteristic of the leader. White (86) studied the personality characteristics of educational leaders through personal and peer ratings and related their strengths to the personalities of leading researchers. He found that educational leaders had a high degree of interest in people rather than things and ideas; that they had a relatively high degree of intellectual capacity while researchers had an exceptionally high degree of intellectual ability; that they had a high regard for exactness, were practical, were conservative and traditional, and in general were practically oriented extroverts. Educational researchers were typed as being self-sufficient introverts. Allen (37) has suggested that for business purposes personalities should be matched with their co-workers, so that the domineering type could work with the people that need the most direction, and the submissive type could work with intelligent, work-oriented, independent followers. Dubno (45) studied leadership and the speed of decision making. He found that successful leaders have few obsessions, that they are not indecisive, overcautious, and vacillating.

In addition to a personality that is conducive to leadership, the potential leader must possess certain attitudes in his work with others. Bowers and Seashore (91) suggest four dimensions to these attitudes. The first is supportive attitudes, or those which serve the function of increasing or maintaining the individual member's sense of personal worth and importance in the group's functioning. The second deals with interaction facilitation, or the attitude that values the maintenance and fostering of interpersonal relationships among group members. The third encourages the helpful attitude of changing, creating, clarifying, or gaining member acceptance of the group's goals. The fourth dimension deals with the area of work facilitation, where the leader suggests the most effective work methods, facilities, and technology for the group to achieve its goal in the easiest manner. A cooperative, friendly attitude is the key to creating a cohesive working unit that can enjoy as well as achieve.

Certain abilities are helpful to the leader when confronted with problems within the group as well as those normally encountered while pursuing the group's goals. The ability to wait for the group to act, even though a directive might seem most expedient, is an act early learned by the skillful leader. Group dynamic techniques including, for example, the ability to involve the isolate in group efforts are additional assets to the leader's needed repertory. The ability to listen and understand the group and reinterpret their feelings so that they can all agree is most important for communication skills. The ability to remain composed

is another skill which is helpful in stress situations. The group looks to its leader for guidance in situations where it lacks the objectivity to control or correct the problem. The leader is also relied upon for his ideas and original thinking. His openness in discussion promotes a mutual trust that also contributes to smooth functioning. Finally, from the beginning the leader needs the ability to perceive the organizational structure and then apply it to the purposes of the group.

Although many lists of leadership traits relate directly to attitudes, abilities, and personalities, their enumeration may serve to summarize the ideal makeup of leadership. Caution should be observed when traits are studied. Too often, lists of traits are construed to be requirements to be met for effective leadership. It is imperative that the traits be viewed dynamically in their relation to the individual and group situation. All traits rarely, if ever, exist totally in any one leader.

Other cautions are offered by the Gestalt psychologists who claim the whole personality is more than the sum of the parts; that looking at small parts does not reveal a dynamically functioning whole. However, according to Gorman (12), reconsideration is being given to leadership characteristics. Some traits must be present for leadership to emerge or to become effective. Halsey (15), Shivers (28), Gorman (12), Jennings (18), Tead (31), and other references that deal in depth with leadership, include summaries of a sort, categorizing or enumerating specific traits.

Gibb summarized the trait concept as a needed consideration of the leadership process in his comment, "People perform best under leaders who are creative, imaginative, and aggressive - under leaders who lead." (50:375)

Fleishman and Harris (49) found that consideration and trust were the two most important traits for the factory foreman to keep down the number of grievances.

Tead (31) agreed that the emergence of a leader is, in part, situational, but if one possesses none of the desirable characters of a strong leader, the situation will never materialize. He felt that leadership emerges best in an atmosphere of humility of spirit; that the leader becomes the servant of the led.

The trait formula, however, was not the only theory in leadership. Ideas were raised regarding the group component of leadership and its importance and influence on the leadership process. Gibb (50) disagreed with the traitists' theory, pointing out the importance in emphasis of the social role of the leader with the group. He also felt that the group itself was very important in establishing the behavior patterns of the leader. This observation advanced from a hypothetical idea to the basis for the supporters of the group theory of leadership.

The group-centered leadership theory can best be illustrated with an example. If every member of a group feels strongly opposed to an issue, and the leader is for the issue, the group, because of its united thought, will determine the process of leadership in the situation.

Gorman, who supported the group theory, defined a leader as

. . . a group member with special functions which include liaison between group and status superiors, development of group members in specific leadership functions, and aiding the group in its striving to satisfy its needs. (12:6)

Greenwood (13) subscribed to this view when he suggested that leadership was aimed at having individuals work together to achieve organization and task-oriented objectives in a personal way. Myers (102) also found leadership to be a group role, assumed by persons who shared activities, contributed to goals, protected ideals, interpreted reality, and held values common to the group. Heckmann (16) defined leadership as the functioning of a leader with and for followers, and with and for the organization. Gibb generalized the group idea of leadership by emphasizing that the leader must be a member of the group, and thus share the group objectives and aspirations. (10:270)

The group theorists had further insight into the influence of the led on the process of leadership. However, the group theory seemed to be on the other end of a balance with the traitist theorists, a balance that could be tripped with the situation of leadership. This situational idea became the basis for the currently popular situationalist theory of leadership. This theory seemed to combine the individual aspects of leadership with the idea of group involvement. It takes into account the potential of every individual to assume the position of leadership.

A word which reflected this combined concept of leader, group, and situation, often used by the situational theorists, was syntility defined by Shivers as

. . . individual characteristics which are affected by group structure, interaction between individuals within the group, interaction between an individual and the group-as-a-whole, and interactions between the group and the environment. (27:147)

The situationalists felt that the condition of circumstances often focuses the group's need of a person particularly strong in a specific aspect of personality. To illustrate, if an arduous task is at hand, a strong-willed leader is needed.

Still others suggested that leadership cannot exist on any level without interaction. Therefore, the component of the interaction and communication between leader, group, and situation became the theoretical essence of leadership. If communication does not exist, goal orientation cannot be facilitated. Groups are formed in order to achieve a purpose more readily through sharing of information and ideas. Leadership is non-existent if group communications are lacking.

Therefore, it is apparent that leaders must be skilled communicators. They must be able to share conversation in the group so that each individual becomes a contributing part. In addition, the leader must be outgoing and approachable enough so that his group will feel free to communicate with him. As long as communication lines are open, meaningful interaction can ensue.

LEADERSHIP IDENTIFICATION

There are different methods used by several groups to identify leaders. Some leaders are elected; some leaders are appointed; some leaders emerge in the particular situation. In most cases there is some formal pattern in the installation of a leader to his position. However, it should be noted that the title of leader does not guarantee effective leadership. A discussion follows regarding the method by which people attain the title and position of leadership.

Many committee members and political leaders achieve their position through appointment. An appointed leader, however, is often put in a position of stress at the onset. His problems become multiplied as the group with which he works becomes more alien to him in terms of thinking, acquaintance, and ideas.

Mortenson (16) did a study with six groups of juniors and seniors in a college speech class. They were taped three times in separate one-hour sessions. Three of the six groups had appointed leaders while the others had no specified leader. Mortenson's purpose was to compare the content of the discussions of each of the groups through interaction analysis, and then to ascertain if there was any difference in the behavior of the groups with appointed leaders as compared to those without leaders. In all his groups, the natural leaders were those who, according to the interaction analysis, communicated the most. With this criterion, only one of the three assigned leaders was truly a

natural leader. Through interaction analysis fewer leadership attempts and communications were recorded in groups with leaders assigned.

In general, assigned leaders have less effect while emerging leaders have more effect on group cooperation and interaction. The key observation regarding Mortenson's study is that attempts to achieve leadership position which are evidenced by the members in a leaderless group become stifled when leadership is assigned or leaders appointed within the group structure.

Elections represent another method through which leaders attain title and position. The elected leader has an advantage to begin with by the very means of his existence as leader. He is "one" of the group. They have chosen him as one who can guide the group most effectively toward their goal. The leader is usually well known, rather extroverted, and subtly desirous of a position to lead. The obvious danger in this method is that the leader may be elected by virtue of his popularity and not his skill. However, this fact is often overlooked because the leader has supported the group goals throughout his membership, and will hopefully continue to support the group in its future endeavors. The elected leader need only reinforce the goal orientation of the group to be a success. The fact that his re-election is always in view, usually keeps his behavior directed toward the best interests of his group.

Although title and position seldom adorn the emergent leader, his method of election allows him to function meaningfully

in the group setting. His group usually has fallen prey to a moment of crisis, an overwhelming challenge, or some other immediate need. The leader is chosen for his ability to direct the group best toward its immediate goals. Emergent leaders sometimes create stress situations so that they can overcome and retain their esteemed position. Without the stress situation, the leader may never appear. Many political leaders have rallied at the time of stress of their country to lead their people to restored stability. Both Charles De Gaulle, who came from retirement to power because of the nation's need, and Winston Churchill, who spoke courage and spirit to a nation besieged by Hitler's forces, put together from a dispersed people an aggregate force of cohesive power.

Geier (94) chose to study the elements of emergent leadership in an attempt to identify the primary basis from which a new leader emerges. Using sixteen groups, he sought answers to the following questions: (1) do the perceptions of members of leaderless groups reveal patterns that help explain the process of emergent leadership; and (2) as perceived by group members, what are the factors that are likely to eliminate an individual as a contender for leadership? In answer to the first question, he found that many people were eliminated from potential leadership after the first session. People were rejected from leadership because they were uninformed, did not participate, showed extreme rigidity, were authoritarian, and had an offensive manner in their verbalization. These conclusions were the consensus of

questionnaires administered to each group member at the end of group sessions. Essentially these personal questions probed why the group eliminated certain individuals from consideration as leaders.

Shaw and Gilchrist (74) also studied how a group agrees to an emergent leader. Groups were formulated by the experimenter; then they were to become acquainted and put together a puzzle of sorts, using written letters as their only means of communication. Each group perceived the need for a leader, and adopted one. In the majority of the groups, a person suggested himself as a leader, because he was confident in his ability to expedite the task given his group. In nearly every case the group reciprocated, showing confidence in the self-appointed leader.

TYPES OF LEADERS

There are several types of leaders, each of which is quite different in his influence on the group and in his personal qualities. Due to these differences, most leaders are generally classified as dictatorial, authoritarian, laissez-faire, democratic, or situational. Therefore, it would seem in order to define, describe, and discuss each type of leader, and his influence upon the group.

The dictatorial leader operates with force. His subjects work in fear of punishment in the form of demotion, increased fines and tax fees, or other selected penalties. The dictator usurps the people's privileges. Relationships between the leader and group are developed through systems of punishment.

Salazar of Portugal, and Franco of Spain, both modern dictators, need vehicles to carry out their demands. Their militia becomes their mainstay for protection as well as for execution of threats to violators in the group.

The autocratic leader represents centralized authority. Communications are initiated from the leader and tend to travel one way. He has the characteristic attitude of "what I say, goes." This type leadership is defensive in nature. It is a comfortable atmosphere that offers no resistance or opposition. An authoritarian moves his followers through supervision and control, with promises for advancement or raises in salary to keep the group motivated. Often this type of leader will boost himself by demeaning his followers.

Wheatly (107) studied the effects of four types of leadership upon anxiety in small groups. He found that the supervising leader was rated the lowest in sentiment by his group as compared to participative, non-participative, and leaderless group ratings. Essentially, autocrats try to control the behavior of others rather than letting the people be responsible for their own behavior.

There is a necessary place for this sort of leadership. Firemen do not discuss the method to handle a raging fire, but accept the directives of the chief to best accomplish the task. Similarly, military forces are directed with orders. The orders are obeyed, whether or not the subordinate had a hand in formulating them.

An autocrat can be a success if the group is trying to reach a goal quickly, and people simply need to be directed or organized. Carter and others (41) found while studying individuals working in small groups, that in a time-limited discussion task, the leaders that emerged were authoritarian in method of leadership, as rated by a panel using a system of categorization of interaction.

Autocratic systems of leadership are also beneficial in a situation where a group unanimously supports an issue or any belief in a cause. In this case, the group needs directives due to their emotional devotion and involvement. They would not tend to regard the leader as an imposing authority, but rather a very strong supporter of their cause.

In the preceding situations, autocratic control has been observed as a profitable type of leadership. However, this kind of leadership existed only if orders were accepted and obeyed. As in all leadership situations, there is the necessity for cooperation.

Speculation about autocratic leadership and its effect on the group might uncover the atmosphere as being rather cold, with limited interaction. William Whyte supports this observation with his statement, "No normal person is happy in a situation which he cannot control to some extent." (6:31)

Perhaps an opposite extreme is viewed in the laissez-faire type leadership. Laissez-faire, as related to people, means let them do as they please. This definition suggests the fundamental

objective of laissez-faire leadership, a free-hand, group-centered process. According to Bellows, "the laissez-faire style relies on the autonomous characteristics of the group to the extent that the leader does not intervene." (6:33)

A laissez-faire group generally excels in social development. White and Lippitt (33) conducted, with ten-year old boys, a series of studies which attempted to describe certain aspects of leadership. They found that resulting social climates from autocratic, laissez-faire, and democratic leadership styles were quite different. Laissez-faire leadership style produced the most unstructured conversation of the three types of leadership. At the same time it proved to be the least organized group doing the least amount of work.

A study was completed by Wheatly (107) which explored the different types of leaders with respect to their status and esteem in the opinion of the group. In one condition the group leader participated, in another he supervised, in a third he was silent, and the fourth group was leaderless. Since the laissez-faire leader is silent, offering little or no direction to his group, the conclusions regarding the silent leader in this study may offer implications for the laissez-faire leader. Status and esteem ratings were achieved through a questionnaire following the last twenty-minute problem solving discussion. The silent leader was rated low in status and esteem.

Perhaps the most popular type of leadership is one which functions "for the people." Consultation with subordinates before

decisions are made usually describes the activity of the democratic leader. Actually, there is no one man control of a true democracy. Leaders solicit ideas and information before any administrative decisions are made. The classic studies in this area were conducted by White and Lippitt. (33) With groups of ten-year old boys working on a hobby project, their scoutmasters were rotated every six weeks, changing the style of leadership with each new group. The groups were observed in terms of their behavior under each of the types of leadership. The social climate was also evaluated through observation. Observations for the democratic group were as follows: the leader guided the group with his suggestions; he was objective in his evaluation and analytical in his praise and criticism; he seldom used the pronoun "I" in conversation; and he operated as a member of the group. Some of the social differences occurring with the different types of leadership were that the democratic method produced both work and play as well as intrinsic motivation. Most of the decision making was handled by the group as a whole through the process of citing the alternatives, weighing their results, and then choosing the best alternative for the fulfillment of the group's purpose.

Within the democratic method, the individuals composing the group develop a sense of personal worth. Their opinions are valued and their vote counts. America attempts to base its leadership on this ideal.

The newest type leader to receive attention is the situational leader. This type of person arises and operates primarily

because of his knowledge. If a group has a specific need, and an individual can supply the answers to fulfill the need, then the situational leader finds purpose. This type leader can only operate with respect to the situation.

This leader could be illustrated in the consideration of small children in unstructured play. The child who suggests that the group play tag and that she'll show her playmates how, has taken the group from unstructured play to structured play. She was a situational leader. Many emergent leaders are of this type.

SUMMARY

Leadership was defined in many ways. Concepts regarding groups, personality, goal-orientation, purpose, interaction, and influence all express the commonalities observed in the various definitions of leadership. Further, components suggested in the definitions were individual dynamics, group dynamics, and dynamic interaction. In general, each leadership theory emphasizes one of these three components of leadership.

The four theories of emergent leadership were discussed as they developed sequentially in the literature. The traitists based the first theoretical considerations of leadership on the component of individual dynamics. Their hypothesis suggested that leadership results in a complexity of interaction of attitudes, personality characteristics, and social abilities of outstanding individuals. The theory used the inductive approach,

identifying essential qualities of an individual, and then formulating the extent of his leadership potential.

Partly due to the influence of the Gestalt psychologists, the traitist theory was supplanted. Emphasis was transferred to considerations regarding the group. It was observed that the behavior of the group directly influenced the behavior of the leader. The group-centered theory hypothesized that true leadership of the group rests in the component of group influence.

The third theory of emergent leadership became concerned with the circumstances within which leadership develops. This theory suggested that the leader who emerges is the right person, in the right place, at the right time. The situational theory takes into account the potential of every individual to assume the position of leadership.

The fourth theory of emergent leadership suggested the importance of communications for effective leadership interaction. The interactional theorists felt that if communication does not exist, assistance cannot be offered a group toward goal attainment, and therefore leadership does not exist. They feel that skilled communication is the key to emergent leadership.

Several types of leaders displaying different methods of leadership were discussed. They were classified as dictatorial, autocratic, laissez-faire, democratic, and situational. Each leader is quite different in his influence on the group and in his personal qualities. These differences identify the leader-group relationship.

CHAPTER III

RECOGNITION OF LEADERSHIP IN PHYSICAL EDUCATION

The American Association for Health, Physical Education, and Recreation recognizes the many significant contributions of its membership with four different honors: the Gulick Award, the Anderson Award, the McKenzie Award, and election as Honor Fellows of the Association. Each year these awards are presented at the National Convention of the American Association for Health, Physical Education, and Recreation. The ever growing list of award recipients represents the leadership foundation of the profession upon which the membership builds.

An affiliated organization of the American Association for Health, Physical Education, and Recreation is the American Academy of Physical Education, organized in 1930. This group recognizes individuals who are eminent leaders, and who wish to work for the furthering of excellence in the profession.

The criteria for the recognition of leadership in physical education by election to an Honor Award and election to the American Academy of Physical Education, along with the criteria for selection of the Gulick and McKenzie Award recipients will be discussed. These organizations specifically support and honor the leadership in our profession. Each award and election

carries with it the understanding that, indeed, at the time of election, the candidate's leadership has been acknowledged and accepted by the entire profession.

THE AMERICAN ACADEMY OF PHYSICAL EDUCATION

The American Academy of Physical Education has a membership composed of highly distinguished health and physical educators from all over the world. The organization requires scholarly papers to be presented regularly by its membership, and encourages excellence in all aspects of the profession. The Academy, respected for its scholarly membership and publications, was the culmination of the dream of Clark W. Hetherington, who, along with R. Tait McKenzie, contributed much to its heritage.

History

The Academy had its inception, according to McKenzie (64), at a luncheon meeting headed by Clark W. Hetherington, who envisioned the birth of the American Academy of Physical Education in October, 1926. After several meetings discussing the investigations of other national and international academies, the original five members, Clark Hetherington, R. Tait McKenzie, William Burdick, Thomas Storey, and Jay B. Nash, selected five more, and in turn they chose five more members the following three years so that the total membership was twenty-five. (72:1) With this group a constitution was approved and the Academy was formed, with Clark Hetherington as chairman for three years.

The first elected president of the academy was R. Tait McKenzie, who followed Clark Hetherington in office. Dr. McKenzie acted as president of the group from the initial meeting to his death in 1938.

Dr. McKenzie was a brilliant leader who inspired the Academy to ideals that truly reflected the organization's conceivable capacity. He was a distinguished physician, a world-renowned sculptor and artist, an outstanding educator and scholar, a human engineer, and a perfectly delightful human being. (72:2)

PURPOSE

Dr. McKenzie spoke these words when he related the purpose of the Academy:

The Academy should be something a little different from any other organization in physical education. Too many people are oppressed with the machinery of their work and miss the beauty of the finished product. We need a body that concerns itself with the ultimate pattern of what comes from the factory, letting others do some of the mechanical work if necessary. We need people not just to gather data and publish it, but to think through the results and their implications. We need a group that will make authoritative statements and be didactic about it. It is not the function of the Academy to do only hard physical labor, but it is its function to look for and recognize the ultimate milligram of truth that results from it. (72:3)

Today the Academy operates under the following purpose as stated in the second article of the Constitution:

The general purpose of the American Academy of Physical Education shall be to advance knowledge and common understanding, to raise standards, to evaluate accomplishments, and to bestow honors in physical education and in related areas. (89)

An academy membership is open to anyone who achieves eminence in the health, physical education, and recreation professions both on this continent and abroad, and who meets the criteria of the various classifications of membership. There is, however, a limit of one hundred members for the Active Fellow classification, about which this paper finds its interest.

Admission Requirements for Active Fellow

Directly engaged in professional work in physical education, health education, or recreation. Demonstrated competence in professional work over a considerable period of time (10-15 years). Included here would be such factors as: Quality as well as quantity of contributions to the literature of this field. Leadership activities in professional associations; eminence as a teacher, leader, administrator, or research worker. Agreeable personal qualities and evidence of being a cultured citizen in a democratic society. Probable willingness to attend meetings and work in furthering the goals of the Academy. (89)

The Active Fellows elect their new members on the recommendation of the membership committee. They recognize and encourage innovative ideas and significant research. In general, the Academy represents thinkers who facilitate the interpretation of the current research related to and within the profession. The Academy members meet as a group once per year usually at the National Convention of the American Association for Health, Physical Education, and Recreation, and at that time discuss necessary legislation and proposals. The current listing of Active Fellows can be found in the Appendix.

THE NATIONAL HONOR AWARD OF THE AMERICAN ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION, AND RECREATION

History

According to the records of the American Association for Health, Physical Education, and Recreation (34), in 1931 Fredrick W. Maroney, President of the American Association for Health, Physical Education, and Recreation suggested that some method should be established for recognizing leaders while they were still active in the Association. He wished an award to identify those who had given distinguished service and outstanding contributions to the profession.

The award, election as an Honor Award Fellow, was initially granted to forty-eight members. Amy Morris Homans, aged eighty-two years, the eminent, distinguished and noteworthy pioneer in the development of the profession, was awarded the first certificate. Since this beginning, the American Association for Health, Physical Education, and Recreation selects only a few of its membership to this honorary title each year.

Purpose

It follows, therefore, that the purpose of this award is in keeping with the ideas that formulated its birth; that is, "to honor members of the American Association for Health, Physical Education, and Recreation for their service and leadership to the profession." (34:98)

Criteria for the Honor Award

In order to allow some degree of objectivity in the selection of Fellows, and to afford some limitations for their selection, criteria were designed for the award. They are as follows:

- a. Candidates shall have served professionally in school, college, or community programs for a period of at least ten years prior to nomination.
- b. Candidates shall be members of this Association. Former members who have retired from professional work may be exempt from this requirement.
- c. Candidates shall be persons of high moral character and personal integrity who exemplify the spirit of devoted service to the professions and who have by their leadership and industry made an outstanding and noteworthy contribution to the advancement of health education, physical education, or recreation.
- d. Candidates shall be at least forty years of age and in possession of a Master's degree or its equivalent. These two qualifications may be waived, however, by a unanimous vote of the Awards Committee.
- e. To indicate leadership or meritorious contribution, the professional candidates should present evidence of successful experience in any five or more categories of service from the following three divisions:

Division I. Officers

1. A member of the Board of Directors of the American Association for Health, Physical Education, and Recreation.
2. President of a District Health, Physical Education, and Recreation Association.
3. President of a State Health, Physical Education, and Recreation Association.
4. Chairman of a section in the American Association for Health, Physical Education, and Recreation, or a District Health, Physical Education, and Recreation Association.

5. President of an affiliated organization of the American Association for Health, Physical Education, and Recreation or one closely allied to the Association such as the College Physical Education Association, National Association of Physical Education for College Women, American School Health Association.

Division II. Committee Work

6. Chairman of a committee of the American Association for Health, Physical Education, and Recreation.
7. Committee work over a period of three years or more with local, state, district, of the National organization either in American Association for Health, Physical Education, and Recreation or with an organization promoting the same general objectives as the Association or an organization affiliated with it.

Division III. Speeches, Writing, Research

8. Significant addresses before educational groups, conventions, assemblies, luncheon meetings, radio presentations, and such other meetings held in the interest and promotion of physical education, health education, and recreation.
9. Systematic research which has helped advance the profession.
10. Author or co-author of one or more books on health education, physical education, or recreation.
11. Author of five or more articles accepted and published by magazines of national scope or brought out in monograph form.
12. Articles for handbooks, newspapers, magazines not covered above.
13. An outstanding original contribution to the profession which has affected its philosophy or practices, not included in the above. (34:99)

The list of Honor Fellows from 1940-1968 may be found in the Appendix.

THE LUTHER HASLEY GULICK AWARD

The Gulick Award is the highest honor any member of the American Association for Health, Physical Education, and Recreation can receive. It represents the recognition of exceptional leadership, dedicated service, noteworthy achievements, and esteemed character.

The Leader, Dr. Luther Halsey Gulick

Luther Halsey Gulick, born in 1865, began his professional involvement, according to Nash (67), as a member of the Physical Education Society of New York City. He exemplified in his Philosophy of Play what was truly his philosophy of life; that play is an attitude. The following comment regarding Dr. Gulick's personality was offered by his friend and associate, Dr. George Fisher, who worked closely with Dr. Gulick in the New York Society as well as assisted him in the establishment of the Boy Scouts of America: "Dr. Gulick had one of the most creative minds of those engaged in physical education." (47:302) Further, in 1940, Dr. Gulick was acknowledged on the "Unsung Americans" program in these words:

. . . clear blue eyes under a shock of red hair, a tall wiry form quick in movement, a tongue that can snap like a whip with wit and sometimes with sarcasm, the glorious impatience of unlimited energy, the incarnation of the unexpected, a personality that, coming into a room, sends a crackle through the atmosphere like an electric current, a laugh that is its own infection, and, with it all, an exhilaration like the wind from the hills and a boyishness that makes people love him, even when he startles them. To be with him is to learn a new meaning for the old phrase about 'coming to life', and when one leaves him one whispers to oneself: 'I have been in the presence of a man.' (67:60)

Luther Halsey Gulick accepted positions of leadership in many organizations. To mention only a few, he was president of the Mother's Club of Springfield, a forerunner of the National Congress of Parents and Teachers, the American Physical Education Association, the Playground Association of America, which is now called the National Recreation Association, and the Camp Fire Girls Incorporated.

His philosophy concerning play as an attitude either of work or leisure permeated his relationships with the many people he guided and directed, so that he will live forever as an idea and an ideal in the profession.

History

The Gulick Award, named in honor of Luther Halsey Gulick, was the first recognition award of the American Association for Health, Physical Education, and Recreation and also the most distinguished, according to Fisher and Nash. (47) The idea for this award originated within the administrative structure of the Physical Education Society of New York City. The award was created in order to promote original writing and to advance the prominence of the Society and the profession through publications and articles. Dr. Gulick suggested that the members of the organization contribute money to a fund which would be awarded to the person in the group that produced the most noteworthy writings and publications.

The idea seemed effective, but for unknown reasons did not meet with success. Dr. George Fisher, Gulick's co-worker and

successor, who became President of the Physical Education Society of New York City, tried to stimulate interest in the development of the fund, but to no avail.

Dr. Gulick died while Fisher was still President. In order to remember Dr. Gulick and his fine professional service, Dr. Fisher suggested that an award be presented each year. The Society chose a medallion to be designed by Dr. R. Tait McKenzie, and to be financed by a New York philanthropist and admiring friend, Mr. Fredrick B. Pratt. This was the beginning of the highest award given by the American Association for Health, Physical Education, and Recreation. Since the Physical Education Society of New York City became inoperative, the Award was not given for several years. However, on January 21, 1938, the available members of the Society met and agreed to relinquish the Gulick Award to a committee which cooperated with the Health Education Teacher's Association of New York. On February 3, 1944, the responsibility for making the award was given to the American Association for Health, Physical Education, and Recreation.

Purpose

In order to maintain the status enjoyed by the Gulick Award from its inception, its purpose is "to bestow the highest honor of the profession on one of its members." (34:98)

Criteria

The criteria for the Gulick Award appear more subjective than most award prerequisites. In general, they reflect the traits of an ideal leader and member of the Association.

1. Persons recommended for the Gulick Award should be nominated because they are clearly outstanding in their profession. They should exemplify the best in service, research, teaching, or administration and should be recognized by the membership of the Association for noteworthy leadership.
2. The awardee should be one whose life and contributions have inspired youth to live vigorously, courageously and freely as citizens in a free society.
3. Although not stipulated as fixed qualifications, awardees should most frequently be chosen from nominees who are forty years of age or over, a member of the Association for at least ten years, and from among Fellows of the Association. (34:98)

THE R. TAIT MCKENZIE AWARD

The R. Tait McKenzie Award is the newest recognition award in the American Association of Health, Physical Education, and Recreation. The reason for its existence rests in the versatile abilities of the man for whom the award was named.

The Leader, R. Tait McKenzie

According to Lex (61), Robert Tait McKenzie, born 1867, graduated with an A. B. degree and an M. D. degree from McGill University, Montreal, Canada. He was both head and medical director of the physical education at McGill on separate occasions. He also was lecturer in anatomy at McGill and a private physician to the governor-general of Canada. He began sculpturing from his interest in the human body in action, and developed into the world renowned sculptor of athletic beauty.

In general, McKenzie was an authority as a physical educator, surgeon-scientist, and artist-sculptor. He was a champion

of people of all abilities. Among the many organizations to which he subscribed, he founded the American Academy of Physical Education. He made contributions to the Academy of Physical Medicine, Boy Scouts of Philadelphia, and New York City Playgrounds Association. He served as President of the American Physical Education Association for four terms, from 1912 through 1915.

Dr. McKenzie served the profession in nearly every available capacity. He loved to participate in every phase of sport and served to set an example for the emerging leaders of the profession. Above all his other abilities he dedicated himself to physical education, accepting professional positions in both Canada and the United States.

History

In the fall of 1966, according to the records of the American Association for Health, Physical Education, and Recreation (36), Dr. Leona Holbrook thought that the Association should recognize the Centennial of the birth of R. Tait McKenzie. It was accepted that the profession adopt a new award to honor Dr. McKenzie that would be issued each year. After being approved in March of 1967, Dr. Mabel Lee was chosen as the first to receive this award, which was conferred in the spring of 1968.

Purpose

In order to reflect the unique versatile quality of Dr. McKenzie, the purpose and qualifications of the award require

success in more than one area of study. The purpose was:

To honor an A.A.H.P.E.R. member of good standing who enhances the dignity of all the fields in the profession by his leadership, writing, teaching, administration, research, and speaking, and who serves the profession well by his presentation of himself and his interpretations of the profession in other groups and associations.

The individual shall have brought some credit to himself and to the profession for his work or service in other activities, areas, organizations, and agencies.

The awardee is to be one whose recognition by the association will identify and honor the Association through his selection for the R. Tait McKenzie Award. This recognition will be an expression of respect for the excellence and breadth of the awardee, and it will identify the Association's interest and the profession's emphasis to the many associations of the awardee in his fields of related and interested endeavor. (36:16)

Criteria

The criteria for this award are subjective in nature.

They suggest the high ideals both cultural and academic that Dr. R. Tait McKenzie devoted his life to support.

1. Persons recommended for the R. Tait McKenzie Award should be outstanding in the profession and in the wider education and community relationship. They should be respected members of their academic and community affiliates and should demonstrate versatility and competence in their interest and contributions.
2. Persons recommended should be at least forty years of age, a member of the profession, a member of the association for at least fifteen years, and a member of some other organizations which he has supported in membership and service. (36:16)

SUMMARY

The physical education profession has provided for its membership several opportunities for recognition of distinguished service and eminent leadership. The American Association for

Health, Physical Education, and Recreation offers the Gulick Award each year as its highest honor to one of its membership. In addition, a few chosen members are awarded election as Honor Fellows, being recognized for their noteworthy contributions and dedicated service to the profession. The R. Tait McKenzie Award is the newest form of recognition in the Association. Members who demonstrate excellence in more than one discipline are thereby specifically recognized.

The American Academy of Physical Education, an affiliated organization of the American Association for Health, Physical Education, and Recreation is an elite, esteemed, functioning group. The limited membership is chosen primarily on the basis of professional contributions and intellectual integrity. The Academy attempts to interpret the literature and the research projects undertaken by the various members of the profession. Scholarly papers are periodically requested of each member to sustain their membership and to further the objectives of the Academy.

The physical education profession recognizes the existence of the phenomenon of leadership. Every effort is made by the organization to encourage dedicated members to produce noteworthy contributions. By virtue of these various awards, the profession recognizes specific members as leaders, and implies the existence of the remaining membership as the group. The observation of this relationship was, in part, the beginning of thought for this study.

CHAPTER IV

RESEARCH APPROACHES TO THE STUDY OF LEADERSHIP

Several methods have been used to study and identify the behavior and personality characteristics of leaders. These methods are illustrated by the research, and may be grouped as observation of behavior in group situations, choice of associates (sociometry), analysis of biographical and case history data, and trait listings with auxiliary testing devices.

BEHAVIOR OBSERVATION

Many studies in leadership used the method of observing behavior in group situations. This method acknowledges both leader behavior and leader characteristics, and represents the view of the situational theorists. Taylor (82) saw leadership as the influence of an individual in interaction with other individuals within a group situation. He observed students in two group discussions by means of four trained observers. Each subject's leadership behavior was categorized as "attempts to initiate structure," "success in initiating structure," or "shows consideration." He found that raters can be trained to agree consistently about the classification of leadership behaviors observed during a group discussion. He further suggested that behaviors in the "success" and "consideration categories were

highly stable and consistent from one discussion situation to another when the members and problems discussed remained similar. Consistency became less as the problem and people became less similar. The three chosen categories seemed sufficiently independent to be three distinctly different types of observed behaviors. The relationship between success and consideration seemed to suggest another way by which effective leadership could be considered.

Shaw and Gilchrist (74) worked with groups and attempted to determine relationships between leader choice and communications. Groups were required to select one problem from each of two different sets, and to solve these two problems as a group by written communication only. After each problem was completed, each subject in the group was asked to rate his fellow group members. The authors noted that a leader was formally elected in each experimental group. The majority of the groups had a person suggest himself as the leader, and since the group felt a need for a leader, the group elected or accepted the subject that they felt could lead them to their goal. It was observed that the person who sent the most letters, was the accepted leader. As a result, the greatest number of communications seemed the best criterion to identify the true leaders.

Similarly, with respect to communications and leadership, Mortenson (63) chose to tape record the three one-hour sessions of six discussion groups. In three of the groups a leader was appointed while in the other three there was no specific leader. Interesting communicative differences were observed as a result

of comparisons of the two situations. In every group the individual who was contributing the most communications by the third meeting was also the member who was perceived as the natural leader of the group by both the participants and the observers. Only one of the three assigned leaders became the natural leader in the third meeting. In general, regarding group acceptance the assigned leaders had a decreased effect while the emerging leaders had an increased effect.

Geier (93) studied the method that would best permit group members to perceive their position in relation to fellow members, through the technique of observing their behavior in group situations. He wished to study how leadership emerges in a leaderless group discussion. After giving sixteen groups basic instruction in group dynamics by the teacher-lecture method, he taped each of four separate one-hour sessions in which each group was given a problem to discuss. At the end of each session the group prepared a document that presented their solution to the problem. In addition, each member had to record in a diary his perceptions of fellow members. At the end of the four meetings, each member was asked to fill in an open-ended questionnaire about his regard toward fellow discussants, and to agree to a personal interview about the group sessions. Geier found that several factors eliminated contenders from the leadership position very early in the discussions. Being uninformed, not participating, and showing extreme rigidity in outlook and opinion caused leadership rejection for nearly fifty-nine per cent of the group in the

early stages of discussion. In the later stages, discussants were eliminated from leadership consideration because of their authoritarian manner and their offensive verbalization. His research revealed obscure patterns of behavioral interaction that seemed to help explain the process of emergent leadership.

Carter (41) and his associates studied the behavior of small groups while involved in tasks of reasoning, mechanical assembly, and discussion, in an effort to ascertain the attributes of leadership. Some groups worked with an appointed leader while the others were in an emergent situation where no leader was specifically appointed, but where leadership would no doubt emerge due to the task-oriented situation. The concern, however, was with the unique behavior of leaders as they analyzed the situation and then initiated actions required to solve the problem. In the discussion situation, and to some extent in the other tasks, the leaders who emerged were more authoritarian than those appointed. This could be due to the immediacy of task fulfillment perceived by the group as being best accomplished by this type leader. In general, the behavior of the group members in their attempts to contrive a leader seemed to be considerably determined by situational and task-dictated requirements.

To summarize, observation of behavior in groups was used in all the previous studies to learn more about the several aspects of leadership. Mortenson (63), Taylor (82), and Carter (41) concentrated on specific behaviors reflecting the personality

and attitudes of the leaders that were either appointed or emerged. Geier (93) and Shaw and Gilchrist (74) were concerned with communications and their effects on the dynamics of a group and its leadership. The nature and amount of communication was found to have bearing on the selection of leadership in the group.

SOCIOMETRIC

Another method used by researchers to identify the several aspects of leadership is the choice of associates. This choice can be made by voting, naming, and ranking, or through the use of sociometrics and the sociogram. A research study which describes this choice of associates approach was conducted by Kelly. (57) He wished to identify the relationship between the sociometric measure of leadership and various mental, physical, and personality factors. As a further consideration, he wished to see if there were differences in leadership in two groups of contrasting socio-economic status. After administering a popularity scale and an original sociometric measure, and correlating these with intelligence quotients, class results, physical measures as height and weight, and personality scores, Kelly found no existing correlations; that the traits describing leaders are not necessarily dependent on socio-economic status. In his recommendations for further study, he suggested that a group approach should be the basis of leadership study.

CASE HISTORY

A still different approach to the study of leadership was concerned with the analysis of biographical and case history data.

Liljeblad (98) studied the status and personalities of people preparing for educational leadership. He administered a questionnaire and the Allport-Vernon-Lindzey Study of Values, and compared the results of the two for likenesses and differences, in motivational factors, for personal resources, for dominant attitudes, and for a concept of the role of an educational leader. His status data revealed that most people anticipating leadership in educational endeavors come from urban, middle-class homes, with thrifty parents with above average education. In general, as children they were loved by their parents and families, and they had been offered guidance when needed. The Allport-Vernon-Lindzey test showed evidence of strong religious values, social attitudes, higher aesthetic and theoretical values than the norms of the test. After careful analysis of the data, Liljeblad suggested that leaders come from middle-class homes having positive attitudes. He felt that if social and economic restrictions and pressures could be relieved, more educators would emerge as potent leaders of the profession.

A study related to leadership that also illustrates this biographical approach was conducted by Karch (97), who attempted to determine factors that were characteristic of women leaders teaching in institutions of higher learning. Her tool was a three-part questionnaire dealing with family background, formal schooling, and present local job satisfaction. Her findings are relevant to this study since each leader chosen either was or once was a teacher in an institution of higher learning. With respect to

family backgrounds, most of the women were middle to upper-middle class, with three or more children in the family. Their parents were educated more than the average. Most were single women aged 45-55 years. The women studied usually had a public school education, their first degree being from a public teachers' college. Two-thirds of the women contacted had not completed doctoral study. Regarding job satisfaction, they seemed very satisfied with full-time employment most frequently on the assistant professor level.

TRAIT IDENTIFICATION

A final approach rather popular to the study of leadership is one that lists the traits considered essential to leadership. These traits are identified through several methods ranging from ratings by persons occupying positions of leadership to a variety of testing and interviewing. After an exhaustive review of the literature concerned with leadership, Stogdill (77) outlined several general findings. In most studies, the leaders were older than their followers, as well as taller and heavier than the average member of their groups. In most studies athletic ability and physical prowess were characteristic of the leader. In general, the leaders presented a better physical appearance. In all studies, leaders were confident in their fluency of speech, and tended to communicate more readily. Most studies showed that leaders were brighter, had better scholastic records, and possessed more general knowledge than their group members. Leaders had a soundness and finality in judgment along with speed and accuracy in thought and decision. They ranked high in originality and flexibility,

also showing sympathetic understanding and social insights. They are characteristically extroverted, with dominance, initiative, strength of conviction, and integrity as other general attributes. They are self-assured, have a good sense of humor, and show emotional control. As a bio-social observation, leaders are lively, active, and restless. They enjoy the group setting, and tend to cooperate in group efforts for the group.

Of course, realistically all these traits could not adorn one individual. Some situations may not require the intellectual aspects of leadership, but simply show need for someone who is socially highly skilled as in the case of the hostess at a very exclusive party. On the other hand, researchers in the several disciplines may be leaders of great intellectual distinction with very little social decorum.

Several studies approach the study of leadership with some particular aspect of personality given critical attention. White (86) used the Cattell Sixteen Personality Factor Questionnaire to compare the personality characteristics of educational administrators with the general population, educational researchers with the general population, and educational administrators with educational researchers. He found that all subjects differed significantly from the general population in ten of the sixteen factors at the one per cent level of confidence. At the one per cent level of confidence, the administrators were higher than the researchers in sociability, superego, and high self-sentiment. However, at this same level of confidence, the researchers were higher than

the administrators on intelligence quotient, dominance, practical introversion, radicalism, and self-sufficiency.

A traitist approach to the study of leadership was conducted by Nelson (69) who was specifically concerned with the bio-social or active personality characteristics of high school basketball leaders and non-leaders. After the identification of the subjects, data were obtained from the players and the coaches by means of two questionnaires, two personality tests, an anxiety scale, and Cattell's Sixteen Personality Factor Questionnaire. Leaders as well as non-leaders were higher than the norms on the intelligence factor, and all rated high on questions with implications for high physical ability. However, at the one per cent level of confidence, athletic leaders were significantly higher in the following areas: warmth and sociability, maturity and calmness, and enthusiasm with a happy-go-lucky spirit. At the five per cent level of confidence, the leaders exceeded the non-leaders in qualities of adventure and social consciousness.

A similar study was conducted by Olson (102), who compared boys who had outstanding accomplishments with boys who had not made outstanding records in at least one of the following areas: athletics, science, fine arts, leadership, and scholarship. He found that the groups contrasted on maturity, anthropometry, body physique, and strength tests. In addition, he found that the one outstanding trait common to the group of leaders was intelligence.

Dua (44) studied the personality differences between women leaders and non-leaders in a university setting. She felt that

there was a role of certain personal and social characteristics as accounting for or mainly explaining the variance in the dimension of elected leadership among college women. In order to help organizations in their anticipation of effective leadership, she developed the Leadership Potential Inventory, which was an attempt to measure the aptitude of individuals for leadership responsibility. She found several characteristics of elected leaders which made them distinctively different from members. Leaders showed a greater dominance, indicated greater theoretical values, and possessed greater acceptance of the leadership role. They took action to solve a problem, and had low tolerance for situations that evaded the issues at hand. The leaders also had little tolerance for situations which involved dependence on others in taking action.

In a similar work with college women, Hartshorn (54) attempted to determine whether there were identifiable, significant personality differences between leaders, members, and non-members of university-recognized student organizations. Her leaders were defined as students elected to office by members of the university-recognized group. Her members were classified as any student that had his name on the membership list of a recognized campus organization. Her non-members were those students who belonged to no campus organization. After administering the Minnesota Multiphasic Personality Inventory, the Allport-Vernon-Lindzey Study of Values, the Minnesota T-S-E Inventory and the American Council on Education Psychological Examination for College

Freshmen, each measuring certain aspects of personality, she found that leaders were extroverted, and were significantly higher at the one per cent level of confidence than the members in their theoretical, economic, and political values.

A final study that used the approach of analyzing traits of personality, attitudes, or qualities, and which is directly related to women physical educators was completed by Servis and Frost (73). Their concern was to identify personal and physical qualities of women physical education students that would best predict success in the professional preparation program. They chose as their criteria of success the student's cumulative average, ratings by faculty members, and ratings by the student's peer group. Predictive variables consisting of measures of physical fitness, general motor ability, temperament traits, mental ability, interests, and values were evaluated. They concluded that there was a significant positive relationship at the one per cent level of confidence between success in the professional preparation program of physical education and the active, vigorous, dominant, and social temperament traits. There was also a significant positive relationship at the one per cent level of confidence between mental ability and success in the professional preparation program of physical education. There was, however, a higher positive relationship between physical fitness and success in the professional preparation program than between success and any other variable after the use of the multiple regression design suggesting a composite criterion score of .67. They concluded from their data that the value and

interest variables showed little relationship to success in the professional preparation program of physical education. They found that the best combination for success prediction was the physical fitness index, the active temperament trait score, and the mental ability score.

The discussion of leadership and its relationship to other psychological variables has been shown in several ways. From observations in the group setting to testing for the identification analysis of factors making leaders different from their counterparts, researchers have attempted to identify the most effective approach to their study. The emphasis of research has fluctuated primarily between specific traits of the leader and their implications, and the function of leadership in a group setting. Essentially the attempt to describe and interpret leadership rests with the perplexity of whether to deal with the structure or the function of personality. In other words, the question remains for research in leadership to discover whether the dissection of particular personality attributes surpasses the effectiveness of the study of the leader as a total personality, perhaps reflecting a type of leadership as democratic or authoritarian in the group situation.

SUMMARY

The sociometric technique alone is not sufficient to accurately analyze the whole structure and function of leadership. At best, this technique merely offers an opinion of a

defined group regarding the popularity and congeniality of an individual. Too much of this type rating is dependent upon the leader's social facility and the group's volatility, to the exclusion of the leader's potential skills and abilities in coping with the immediacy of a proposed task.

Emergent leadership has been studied by several researchers with the hope that through this method more insight into leader-group interrelations could be attained. This type study has resulted in the interpretation of behavior which is usually finally classified within certain personality variables or traits.

It can be observed that the identification of personal and social variables in some capacity enter the conclusion of nearly every leadership study. Gorman (12) suggested that the newest thinking regarding leadership should take a second look at leadership characteristics such as empathy, ability to become a member of the group while maintaining a respect for status position, consideration, emotional stability, intelligence, competence, consistency, self-confidence, and ability to share leadership. Essentially, he suggests that a second look be taken at the personality makeup of a leader.

CHAPTER V

AN APPROACH TO LEADERSHIP

Awareness of the flux existing in approaches and methodology to leadership study evokes many questions by researchers concerning the identifiable and measureable qualities of leadership. A choice method to discover uniqueness in a leader's personality or character has not yet found consensus. Therefore, it seems appropriate that new ideas be tried in an effort to discover and assess measures of leadership.

Little is understood as fact concerning leadership, although general guidelines are often understood and accepted through simple empirical conjecture. For example, since self-assurance and integration are considered essential qualities of leadership, and each of these qualities is nurtured through frequent social interaction, the identification of the essence of leadership must be found in some aspect of personal and social relationships. Therefore, researchers should strive to study ways to combine the leader as an individual with his various practices and considerations in social interactions. This may give an overall view of the potential leader.

It has been said that behind every movement, every idea, is an individual. The interpretation of the behavior of this individual has been assessed through rating scales, personality testing, interviews, and through the listings of traits important to

leadership in business and professional organizations. Traitist theorists have utilized these methods of analysis and interpretation in their studies

Thomas Coffin (43), a traitist researcher, developed a hypothetical correlation between three arbitrary classifications of job analysis of leadership, and three classifications of traits. Because he considered the job and the person together, his approach was innovative, showing an awareness of the dynamic involvement of persons within situations. His awareness and identification of the problems inherent in leadership study were evidenced when he said, "The chief problem in the study of leadership is the discovery of functional relations between various leadership situations and leadership traits or abilities." (43:82) He synthesized the available research on the outstanding traits of leaders and arranged them into eleven different categories. He subdivided these eleven categories into three basic components of personality; cerebrotonic, somatotonic, and viscerotonic.

In the cerebrotonic component of personality which is theoretical and symbolic in nature, Coffin included intelligence, moral sensitivity, imagination, and restraint, which he suggested parallel the planning aspect of the job analysis. The somatotonic traits paralleled the managerial duties of leadership with the following categories included: dynamic physical characteristics, drive and determination, responsibility, and self-reliance. Imperturbability, social responsiveness, and easy maintainance of good relations with others, composed the third component of leadership

personality, viscerotonic, which Coffin related to the persuading and social duties of leadership. He felt that a leader would have some central tendency in one of these three areas, perhaps inclined toward the needs of the group which is led.

There is a traitist influence in each method of leadership study. Even the situationalists describe and identify personality characteristics which are made manifest in the discussion group situation by emergent leaders. Since Coffin has synthesized a great deal of the research in identification of leadership traits, and his understandings of their interpretations reflect an understanding of the problems in leadership study, his eleven categories for defining personality characteristics were chosen to be used in this study.

THE PROBLEM

The origin of eminence is the essential concern of leadership research. People with different personalities become outstanding for numerous reasons. They may adhere to a very important value of a majority; they may be extremely intelligent; they may teach well, inspiring great numbers of followers; they may be highly communicative; or, they may display emphases in each of these areas. The female leadership in the profession of health, physical education, and recreation was chosen to be explored, in order to ascertain if, indeed, leaders have personality characteristics which are unique in nature, perhaps concentrated in one of the three components of Coffin's leadership study.

PROCEDURE

In order to incorporate both the situationalist theory and the traitist theory in a leadership study, due to the involved interaction, some active cogitation on the part of the subject must occur. This thinking must be directly related to some leadership aspect.

This study incorporated both the situational theory and the traitist theory in an attempt to identify specific strengths in the character traits of women leaders in health, physical education, and recreation. To facilitate implimentation, a four foiled multiple choice format was used on descriptions of various situations that could possibly be encountered by a physical educator. Each of the four foils reflected one of Coffin's eleven categories of leadership. The subjects were asked by a forced choice technique which of the four reactions might be most typical of them. The situation-reaction format was effective in bringing about specific reactions, and at the same time, reflecting specific traits, which therefore indicated consideration and incorporation of both the traitist and the situationalist theories.

Originally, thirty-three situations were constructed with the four foils each representing one of Coffin's eleven categories of personality. These were limited by the writer and the adviser to twenty-six situations, which were revised, clarified, and then prepared on four sets of cards to be distributed to a panel of judges composed of Dr. Gail Hennis, Dr. Rosemary McGee, Dr. Arthur

Svenson, and Dr. Celeste Ulrich, all members of the Faculty at the University of North Carolina at Greensboro. It was the task of the judges to rate the four foils to see if each truly represented one of Coffin's specific categories of personality in leadership. The judges were given a paper listing the eleven categories of leadership and all the synonymous traits that were listed within each category as follows:

Definitions of Leadership Categories, according to Thomas Coffin (43)

1. Intelligence - High intelligence; brilliance; clever; insight; intellectual vision, well informed.
2. Moral sensitivity - Fairness; idealism; justice; sound judgement; open-mind; devotion to truth; moral vision.
3. Imagination - Originality; forethought; inquisitiveness, mental flexibility; wide interest.
4. Restraint - Restraint; inscrutability; self-control.
5. Dynamic physical characteristics - Physical power; size; strength; tonus; posture.
6. Drive and determination - Zeal; drive; enthusiasm; ascendant; brave; ambitious; persistent; tenacious; desire for eminence.
7. Responsibility - Mature; dignified; frank; love of work; stable; reliable; integrity; appearance of character; concentration.
8. Self-reliance - Sense of purpose and direction; self-reliance; self-confidence; self-trust; decisiveness; initiative; finality of judgment.
9. Imperturbability - Poise; serenity; self-composed; even-tempered; cheerful; optimistic; patient; tolerant.

10. Social responsiveness - Susceptibility to social situations; friendly; social participant; affection; extroverted; expansive.
11. Easy maintenance of good relations with others - Tact; diplomacy; knowledge of human nature; kindness; sympathetic; cooperative humaneness. (43:67)

In order to assist the sorting problem with all eleven categories under consideration, the judges were asked to choose from six categories including the four intended by the writer and two others selected at random. They were also asked to indicate if they felt that none of the six choices reflected the definition of the foil in question. These foils were promptly rated and returned with many helpful suggestions.

Using the author's intended traits for the fifth rating of the foils, no foil was chosen unless three of the five ratings were in agreement. Further, since possibly five judges could have agreed on the identity of each of the four foils, a twenty point total value was possible for each situation, and no situation-reaction problem was accepted with less than fourteen points, which reflected seventy per cent of an overall consensus. A chart illustrating the judges' ratings of each situation appears in the Appendix.

Of the twenty-six situations rated, twelve of them survived the judges' scrutiny. These twelve situation-reaction problems were the final draft which, after minimal revisions, were mimeographed and prepared for mailing. No signature was required of the leaders contacted, since the study was concerned with the entire

group of professional leaders. A copy of these twelve problems appears in the Appendix, with the number at the end of each foil representing the number of Coffin's category reflected by the foil.

SELECTION OF SUBJECTS

Since leadership is evidenced in so many ways by so many people, the best examples of leadership in any profession are difficult to identify. However, since a select number of leaders was desired, it was decided that leaders would be identified with reference to their selection for various nationally recognized honors. After careful study of the criteria for the selection of Honor Award Fellows to the American Association for Health, Physical Education, and Recreation, recipients of this award seemed eminent, distinguished, and worthy of leadership acclaim. The number of women who had been elected as Honor Fellows was, however, too great. Therefore, in order to further limit the number of leaders chosen, membership in the American Academy of Physical Education was an additional criterion for the study. Therefore, only those classified as non-retired teachers, Active Fellows in the American Academy of Physical Education, and those who had been selected as honor Award Fellows of the American Association for Health, Physical Education, and Recreation were contacted for this study. Using the aforementioned criteria, the following women qualified as leaders for this study: Dr. Ruth Abernathy, Dr. Anita Aldrich, Dr. Catherine Allen, Dr. Dudley Ashton, Dr. Carolyn Brookwalter, Dr. Marion Broer, Dr. Gwendolyn Drew, Dr. Anne Duggan,

Dr. Margaret Fox, Dr. Esther French, Dr. Leona Holbrook, Dr. Laura Huelster, Dr. Delia Hussey, Dr. Aileen Lockhart, Dr. Eleanor Metheny, Dr. Dorothy Mohr, D. Bernice Moss, Miss Elsa Schneider, Dr. M. Gladys Scott, Dr. Elena Sliepcevich, Dr. Sara Louise Smith, Dr. Wallace Ann Wesley, and Miss Ruth Wilson.

A letter, which appears in the Appendix, accompanied the situation-reaction problems along with a self-addressed stamped envelope. Of the twenty-three people contacted, sixteen replied, which represented a seventy per cent overall return. Letters were received representing several others who were on leaves of absence or who felt, due to their close identification with health education, that they would not qualify for this study.

OBSERVATIONS

Since this study concerned itself with a defined group of women leaders in the profession of health, physical education, and recreation, the observations have been interpreted in terms of group data only. Each of Coffin's three components of personality were offered equal opportunity to be scored after the application of a correction factor to the viscerotonic component. In general, more leaders chose reactions in the cerebrotonic and viscerotonic components than they chose in the somatotonic component. Since the unique contribution of physical education is concerned with the physical being, it is worthy of notation that the somatotonic component received the weakest support, while austensibly reflecting

the central tendency of physical education. This phenomenon possibly could reflect that leadership displayed by the selected women indicates concern for intellectual acuity, not to the exclusion of their concern for dynamic physical qualities, but to the inclusion of thoughts that formulate decisions in all situations. It would be a fair assumption to suggest that the identified leaders are intellectually oriented, with a warm, social concern for others. The percentage scores for each foil are presented in the Appendix.

More specifically, with respect to the personality categories of intelligence, moral sensitivity, responsibility, and easy maintenance of good relations with others, more leaders chose these than any other choice when these foils were considered. Number eleven, concerned with good relations with others, was in every case chosen as an average by more than half of the leaders against any other foil considered.

After the analysis of each leader's paper with reference to choices listed in each personality component, it was apparent that each foil representing a personality characteristic was chosen solely by virtue of the situation, and not by the direct volition of the subject. This observation was supported by a relatively even distribution into the three personality components by each paper's chosen foils.

The numerous unsolicited remarks made by the selected group of women leaders indicated that they felt uncomfortable in making the forced-choice decisions. Fifty per cent of the leaders in the

study chose more than one foil for an answer on at least one of the situation problems, with one subject failing to make a decision on five of the situations. Perhaps some decisions were difficult due to the inclusion of two of Coffin's categories of personality within one component since there were four foils and only three components. However, the directions did state that only the most appropriate answer should be given. In addition, many comments were written in the margins concerning the subject's personal limitations regarding the statements, or personal explanations of the foils, or various other alterations that the subject felt needed to be made. This observation may be easily understood since few people readily underscore another person's statement without making some type of personal reservation, especially when they enjoy an influential position in the society or in their profession.

SUMMARY

In order to ascertain if the women leaders in health, physical education, and recreation had any appreciable uniqueness in their personalities which would directly relate to their leadership ability, a list of situations with four alternative reactionary foils, each representing a personality characteristic of a leader, was presented in a forced choice manner. This was an adaptation of a study conducted by Thomas Coffin (43), who categorized all the traitist research into personality categories and components of

leadership. These categories and components were used in the study. The women leaders were chosen through their election to the American Academy of Physical Education and also their selection as Honor Award Fellows of the American Association for Health, Physical Education, and Recreation. After analysis of the situation-reaction forms, the leaders were observed to be intellectually oriented with a warm, social concern for others, but, in general, to behave according to the situation, and not a set personality design.

CHAPTER VI

IMPLICATIONS FOR PROGRAM

In order to enhance the leadership now evident in physical education, teacher preparation programs should take the responsibility of teaching leadership skills and abilities. The literature reveals two basic directives in recommendations for leadership developmental programs. One directive underscores the importance of the development of social skills after basic job skills are mastered; the other directive suggests that situations providing the climate for emergent leadership are not available to the student. Basically, these two directives run parallel and both readily lend themselves to consideration in leadership preparation programs. A discussion of each directive follows, with mention of specific implications from the literature which could form the framework of the objectives for courses of units of study investigating the phenomenon of leadership.

DEVELOPMENT OF SOCIAL SKILLS

Within a task-oriented society, it is difficult to envision the existence of an appropriate climate for the development of all-encompassing leadership. A job or position carries with it unique qualifications. On some occasions, if these qualifications are met, an applicant is accepted sight unseen. Employment in

this case is based upon the individual's job competency, and not particularly upon his social qualities as an individual. Leadership, however, is more than an assortment of skills to complete a task. It is identified with an individual who has specific personality traits and interaction abilities which are optimally revealed in the group setting. If leadership is a desired quality of a position, employment on the basis of job competency leaves leadership potential to mere chance. The social atmosphere for the revelation of leadership must be provided. The development of social abilities which reflect leadership potential can be an effective way to ascertain an individual's strengths and potentials for leadership.

Genetically speaking, there is no basis for the "born leader" concept. Obviously, there are no leadership genes. Since leadership traits must be a part of the person before he is accepted by his group in a position of leadership, it is apparent that these traits have their origin in environmental influences. These traits are developed and recognized through interaction with others, and are reflected. Trust begets trust; love begets loyalty. If a leader seeks the confidence and trust of his followers, he must demonstrate trust. If a leader supports his followers in all possible circumstances, does not defame their character, and reinforces their accomplishments, then a reciprocating loyalty and mutual concern will ensue.

In general several specific skills facilitate the interaction of the leader with his group. The leader needs to cultivate

an understanding of human behavior. He needs to be able to sense how people feel. He must have factual information concerning how people like to be treated. He must also be concerned with his manner in dealing with a group, and realize that the more individually he can work with the group, the more individual support he will reap.

John Wharton (85) has suggested that the leader must have the ability to control the actions of other people. This control is not meant to be directly imposed by the leader, but more often and more optimally indirectly brought about by the leader's knowledge of group interaction. If a leader trusts his group, then generally his group will trust him. It would appear that trust, if demanded by the leader, would be immediate and mutual. Obviously, such abstract feelings cannot be dictated, but must be developed within the individual group member by interaction.

Skills regarding the areas of individual communication and sensitivity are essential for a leader. Methods for recognition of achievement are a part of these skill patterns. The recognition of achievement must be specifically selected for each individual member. In certain cases recognition must best be given discreetly to the deserving member while in other cases a general announcement regarding meritorious achievement might be brought to the attention of the whole group. The leader must be astute in his understanding so that he can make the most effective choice of recognition method.

The leader must become a skilled listener. He must listen with interest and sometimes tolerance to redundant, non-productive comment. He must skillfully perceive the group reaction to controversial comments so that further discussion can remain fruitful and rational. He must also be aware of those who are silent, and attempt to involve them. In group interaction the direction and content of conversation can be the direct responsibility of the leader. When handled subtly by choices of the leader regarding who shall have the floor and what anticipated remarks will offer group direction, comments can be beneficial to the solution of the problem.

The time and place for criticism must always be considered. When giving criticism, the leader should consider the recipient philosophically, spiritually, and emotionally. The point of criticism should be of primary importance; more important than personal involvement. Further, methods of criticism application can be developed so that negative feelings do not result. For instance, an introductory compliment provides a good start for conversation, which could lead into the point of adverse criticism. After clearly stating the criticism, then the whole conversation could be concluded with another pertinent compliment and related words of encouragement.

In addition to offering skillful criticism, it is of great importance that a leader be able to analyze criticism directed toward him and his group. He should solicit constructive criticism from his group members in an effort to improve his program

and his leadership ability. In this way, the needs and objectives of the group can become the mutual concern of both the group and their leader.

Consistency in the regular enforcement of disciplinary action is also an important social skill related to effective leadership. So long as the leader must punish wrongdoing, he must do it in a way that is precisely the same for all offenders, so that personal inferences cannot be drawn. He must also be aware of individual differences. He can do this through his manner and choice of approach. For example, a reticent person with below average intelligence, who has been a respected physical educator but due to the severe illness of his young son has neglected an intramural responsibility, will be approached differently in terms of discipline from the unprofessional man who cared little about the school program except to enjoy the status of his position in intramural leadership. Although both men may be punished in equal measure, the man involved in a family crisis could be understood and his neglect could more easily be condoned than the man who intentionally neglected his position out of apathy.

Finally, imagination, creativity, and innovation are also a related consideration to leadership pursuits. New ideas and methods engender enthusiasm in that there is greater potential for new achievements. To train for creativity and imagination, however, is difficult. But, to assist in broadening the views of others to create and innovate is possible. This process comes

with exposing others to contemporary innovations in ideology, art, and movement. The individuals who have narrow frames of reference which are responsible for so many problems in leadership must expand their approaches and thus unleash the diversity of the group.

LEADERSHIP OPPORTUNITY

Berry (7) sought to ascertain the reasons why not one-fifth of the most intelligent one per cent of the adult population ever achieve enough eminence so as to be selected to Who's Who in America. He suggested that the existence of leadership training available to gifted children was virtually non-existent. He further mentioned that ". . . too much emphasis is placed on what a child can get and too little on what he can give." (7:13)

Berry's comments clearly outline the directive dealing with leadership opportunity. Educators must examine the intelligent promising leadership in their classes to determine their students' potentials to excel. Questions should be raised regarding the availability of leadership opportunity for the students in their churches, homes, service organizations, and also their extracurricular school activities. Elected offices in clubs and other activities seem to supply the easy answer for leadership opportunity. However, few offices in the junior high and high schools are held by anyone of particularly outstanding all-inclusive leadership ability, but rather are held by young people who are highly possessed with the necessary social responsiveness

and popularity merely to win votes, not necessarily respect. In this myriad of superfluous popularity, it is of little consequence that the intelligent, innovative mind be inclined toward leadership. Therefore, much initial desire for leadership is lost very early by those who lack outstanding social facility, but who might assert themselves later in life as leaders in their particular fields.

In addition, the foundations for effective leadership are established in the classroom. Although many classes in the elementary school establish a rotating plan to lend assistance in the completion of tasks, generally little more than the ability to follow directions is required. Such a task-oriented classroom situation requires no original establishment of direction by the person in charge, and therefore has little meaning in terms of leadership experience. In contrast, however, a small child who plays leader in the "follow-the-leader" primary game has a far better opportunity to develop leadership traits. The leader must take the group through various creative maneuvers. They must make a judgment about how long to do one stunt before trying a new one. They must keep the challenge of change in mind so that the group is not always performing the same familiar movements. Many youngsters attempt the leadership responsibility, but very few are loyally supported. In the "follow-the-leader" game the obvious limitation to sustained loyal support is the limitation of individual creativity. Creativity is closely related to

intelligence, the one trait most common to leadership. If the group is challenged by the leader's variety of movement, they may support him in his efforts to gain other leadership roles.

In addition to task-directed experiences, another environmental suppression for fertile leadership development rests in the educational system. Teachers, policies, administration think for, plan for, and organize for their students. Very little is left for the student to do himself except to function within a pre-fabricated system. In most cases faculty advisers are responsible for student clubs and organizations throughout a pupil's entire educational experience. Students are to take advantage of the experience of their advisers, accepting their direction as the product of experience. It would seem that the better adviser is the one with much related experience, because they have a greater ability to direct the student in more varied situations.

Yet the related experiences of one person cannot substitute for the first-hand experience of another. Growth in character can only result from individual experiences either testing the claims of another person or exploring original ideas. Progress depends upon new ideas and the retesting of old theories. All value outcomes of situations, both good and bad, must be individually interpreted.

Well-meaning teachers too often protect students from a potentially undesirable experience. For example, it is best to allow an elementary youngster who has intellectual and social abilities and shows leadership potential through his class work

to follow through with his choice of method to organize a game with the boys against the girls in spite of its dead end result as predicted by the teacher. Both he and his group will benefit from the experience and the leader might, as a result, develop new social insights.

In addition, teachers frequently restrict student-centered experiences so much that the majority of leadership tasks have already been completed by the teacher. For instance, the student who is the chairman of the transportation committee for the class trip has little chance to function under the limitations of the school bus transportation within a one hundred mile radius. With these thoughts in mind, it is little wonder why so many of our young students seek leadership opportunity outside the educational structure. It would appear that few of the revolutionary leaders of student protests enjoyed previous leadership opportunity within their respective educational systems. Therefore, when observers ask why students are rioting, leadership opportunity must be considered as a factor. Leadership opportunity was possibly limited through school policies regarding course load, cumulative averages, or professorial recommendation. Individual leadership opportunities must be offered in some meaningful way to students at least once in each of their areas of interest.

PROGRAM PLANNING

There is a need for time given to leadership study in the teacher preparation program. This study could well be a course

requirement within the five-year program if it existed. Leadership study could also be conducted on a seminar basis, in a summer workshop, through a publication, within a class which deals with current issues in physical education, symposia followed by small group discussions, panel discussions or individual and small group conferences. "Leadership aptitudes may be inherent, but leadership itself is learned. Successful leadership uses techniques by which it is able to achieve with members the close communication needed for co-operative interaction." (2:16)

After the necessary mental and social skills and techniques of leadership have been understood, provisions must be made for experiences in leadership situations. Students could plan and direct a seminar, a panel discussion, or set up a service program in recreation for the economically deprived. They could plan, direct, administer, and evaluate a play day for high school girls from all over the state. Each of these activities requires use of the social and intellectual skills of leadership. Before potential leaders are thrust into leadership positions and other related challenges, they need experience. The only way a leader can develop is if he is within a situation that requires leadership functions. These situations should be offered at several points throughout the professional preparation program.

SUMMARY

Potential leaders must be knowledgeable about their subject and be able to fluently discuss ideas and plans with others.

This part of leadership preparation, dependent upon ample educational opportunity, is usually the foremost objective of teacher preparation. However, fluent discussion will result only with efforts to teach communication skills. Depending on the time available, communication skills can be taught through the employment of any of the previously mentioned techniques. Perhaps this phase of leadership preparation is the most important.

Sensitivity must be developed toward the ideas of the membership. The leader is only as effective as his best effort to interpret group objectives. In addition, leaders must develop psychological approaches that will assist them in tactfully handling individual problem situations. They must learn to listen and observe members so that techniques of psychological approach can be chosen wisely.

Without the confidence of success and experience it is not difficult to understand why physical educators may show little initiative in new program development. There could be many reasons for limited leadership in the health, physical education, and recreation professions, but one cause could be eliminated with ample provision for leadership opportunity through careful planning in the teacher preparation program.

CHAPTER VII

SUMMARY

Man has filed in ceremonial dance, marched in embattled front lines of war, paraded in academic processions, and congregated in protest demonstrations. He has followed leaders that ruthlessly governed him and leaders that have cooperatively served him. Man has supported men who have spoken for him, have acted in his stead, and have presented themselves as a living ideal for him. Man has willingly served other men, not necessarily from a threat or force, but from an inner compulsion which results from the dynamic radiations of a leader's personality, physical appearance, intellect, and social adeptness.

Not all leaders affect man in the same way. At times throughout history tyrannical monarchs have changed the ideals of entire nations through coercion and show of power. Authoritarian leadership can accomplish immediate, overall, specific goals with the least resistance and the most efficiency. Armed forces operate under this efficient leadership structure.

Some people find that they operate best under the direction of a group of sympathizers rather than any one, specific person. The direction of the group is established through consensus, and decisions are similarly resolved. These people direct their allegiance toward the group and its goals rather than toward any

one person. Although decisional impasse often inhibits the group's actions, the membership tends to remain patient and content in that their direction is not in any way individually influenced or left to the risk of one person's fallacies.

Still others choose to operate in a democratic atmosphere where the efforts of the group and the leader are cooperative. Under this type of leadership work is usually completed with a better morale than under either the group-centered or authoritarian type of leadership. The members involved in democratic processes are usually more individually goal-oriented and more intrinsically motivated than members working under other leadership types.

Leaders are usually selected through elections, appointments, or protocol to assist a group in determining direction toward its preplanned goals. In the final evaluation, the leader's success is measured by the thoroughness of the group's goal achievement, with the method of attainment approaching as meaningful a group experience as possible.

The theories attempting to explain the phenomenon of leadership differ in their research designs and their interpretation of leadership abilities. The situational theorists feel that leadership is temporary, and only dependent on the immediate needs of the group. Within this theory any person can be the leader if they can be the most instrumental in helping the group toward its specific goal at any one time. Studies which support this theory are generally designed so that small groups must

complete a certain number of tasks. The group members who initiate the most action toward the completion of a task are judged to be the leaders.

Another theoretical construct suggests that leadership emerges by virtue of the quality of interaction between the leader and the group. If the group responds well to the directions of the leader so that each wishes a cooperative exchange of ideas, leadership will result in success. However, leadership would be unsuccessful if there was no communication. Within this theory, it is very important for the leader to work with people to their mutual good, and to possess social skills.

The group-centered theory developed the idea that leadership actually rests in those who are led. If the members agree with their leader, then success is realized; if the members feel keenly about an issue that is opposed by their elected or appointed leader, then the number and consensus of the membership realistically determines the direction of the group, usurping the leadership position and power.

Finally, the traitist theory recognizes leadership as emerging by virtue of the traits, abilities, and personality of an individual. All kinds of tests have been administered to recognize leaders with the hope that, through analysis, some ideal formula for individual competence in leadership could be identified. Although the traitist theory appears to take into exclusive account the individual as a potential leader, the traits the candidate possesses reflect the result of social interaction.

In nearly every professional organization leadership is specifically acknowledged through citations, prizes, awards, election to assemblies of scholarly esteem, or recognition in the national organization. The profession of physical education is no exception. The national Honor Award of the American Association for Health, Physical Education, and Recreation, the Gulick Award, election to the American Academy of Physical Education, and the McKenzie Award each offer recognition for eminence in leadership, scholarship, and service to the profession.

In order to facilitate the understanding of the persons responsible for leadership in the profession of health, physical education, and recreation, the active women leaders who are members of the American Academy of Physical Education and who also at one time received the national Honor Award of the American Association for Health, Physical Education, and Recreation, were chosen for an experimental leadership analysis. Several situations were created around problem situations which may be encountered in a physical education class. Four choices describing reactions were given for each situation from which each leader was directed to choose the one which might most nearly express her probable reaction. Each of the four reactions reflected a kind of leadership behavior which was defined and categorized by Thomas Coffin.

(43) The foils were rated by a panel of judges to check for their reflection of leadership behavior. With sixty per cent as the minimum acceptance level for each foil, the qualifying situation-reaction problems were sent to the twenty-three selected women leaders.

Analysis of the seventy per cent returns of the situation-reaction problems revealed, in general, a balance in the leadership behavior of the selected women leaders. They showed no particularly marked uniqueness in emphasis in their leadership roles. However, they did indicate a tendency to choose the intellectual and social facility as their reaction to the problematic situations more often than the dynamic physical and self-sufficiency areas. Nevertheless, the most interesting observation was that fifty per cent of the leaders did not feel comfortable in the forced-choice situation. They either chose more than one foil or suggested their own foils for the situation.

Generally the active women leaders in health, physical education, and recreation seem to be adept in all areas of leadership, showing no unique emphasis in method or approach. Their unique personal qualities, which may or may not give insight into their respective strengths, remain obscure.

In planning for leadership understanding in the teacher preparation program, caution was recommended regarding over-organization and overplanning. Students need the leadership opportunity which is too often denied them by well-meaning teachers who plan and organize the entire class activity. Part of leadership development involves the planning and organizing of group members toward some preplanned goal.

In addition, awareness of communicative and social skills of leadership should fall within the teacher preparation responsibility. Incorporation of the teaching of leadership skills and

offering the opportunity for their practice was suggested in the form of seminars, symposia, required readings, a course, or even a class sponsored program with dramatics, art forms, and other illustrations of the subject matter.

SUGGESTIONS FOR FURTHER STUDY

If the study was to be redesigned, a more detailed investigation of individuals could be done. Individual speeches could be analyzed along with personal histories, autobiographies, and recommendations, so that a more specific tool could be constructed. In addition, an identical opinionaire could be sent to departmental personnel who consider themselves well acquainted with the leaders who were selected. The personnel could anticipate the leader's reaction which could be compared with what the leader actually chose herself. Personal interviews with the leader would also help substantiate conclusions and suppositions. It would also be interesting to develop more of the situation-reaction problems so that greater opportunity to show diversity in leadership behavior is possible.

The format of situation-reaction problems could also be useful in its application to self-analysis of personality for young people preparing for leadership positions. Personal insights might be gained through this type study.

With a similar format, it would be of interest to study whether leaders in physical education are individually-centered or group-centered. Implications could be drawn from data which

would reveal to which theories of leadership the leaders in physical education subscribe. This might assist in the clarification of the leadership phenomenon.

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APPENDICES

AMERICAN ACADEMY OF PHYSICAL EDUCATION

Active Fellows (98)*

1. Sterns, Ruth, Ph.D.
2. Alsworth, Dorothy, Ph.D.
3. Aldrich, Anita, Ed.D.
4. Allen, Catherine, Ed.D.
5. Alley, Dr. Louis
6. Anderson, C. L., Ph.D.
7. Ashton, Dudley, Ph.D.
8. Balke, Emma, Ph.D.
9. Barrett, Bruce
10. Bauer, Marion, Ph.D.
11. Byler, Dr. Ruth
12. Byrd, Oliver, M.D., N.D.
13. Clarke, H. Harrison, Ed.D.
14. Clifton, Margaret, Ed.D.
15. Cooper, John, Ed.D.
16. Crewell, William, Jr.
17. Curston, Thelma, Ph.D.
18. Cushman, Walter, Ed.D.
19. Derynberry, William, Ph.D.
20. Doss, Geraldine, Ph.D.
21. Dugan, Anna, Ph.D.
22. Epenachada, Anna, Ph.D.
23. Esslinger, Arthur, Ph.D.
24. Forsythe, Charles, M.D.
25. Fox, Margaret, Ph.D.
26. Finsch, Esther, Ph.D.
27. Flanders, Harold, Ed.D.
28. Frost, Dr. Ralph
29. Gailen, David
30. Hopkins, Alma, Ed.D.
31. Hain, Fred, Ph.D.
32. Hany, Franklin, Ph.D.
33. Hathcock, Leona, M.D.
34. Hovatt, Howard, Ed.D.
35. Hubbard, A. W., Ph.D.
36. Huelsner, Laura, Ph.D.
37. Humphrey, James, Ed.D.
38. Hunsicker, Paul, Ph.D.
39. Hursey, Della, Ed.D.
40. Jack, Harold, Ph.D.
41. Jewett, Ann, Ed.D.
42. Johns, Edward, Ed.D.
43. Johnson, Marion, Ed.D.
44. Jones, Lloyd H., Ph.D.

APPENDIX A

AMERICAN ACADEMY OF PHYSICAL EDUCATION

Active Fellows (98)*

1. Abernathy, Ruth, Ph.D.
2. Ainsworth, Dorothy, Ph.D.
3. Aldrich, Anita, Ed.D.
4. Allen, Catherine, Ed.D.
5. Alley, Dr. Louis
6. Anderson, C. L., Ph.D.
7. Ashton, Dudley, Ph.D.
8. Balke, Bruno, Ph.D.
9. Bennett, Bruce
10. Broer, Marian, Ph.D.
11. Byler, Dr. Ruth
12. Byrd, Oliver, Ed.D., M. D.
13. Clarke, H. Harrison, Ed.D.
14. Clifton, Marguerite, Ed.D.
15. Cooper, John, Ed.D.
16. Creswell, William, Jr., Ed.D.
17. Cureton, Thomas, Ph.D.
18. Cushman, Wesley, Ed.D.
19. Derryberry, Mayhew, Ph.D.
20. Drew, Gwendolyn, Ph.D.
21. Duggan, Anne, Ph.D.
22. Espenschade, Anna, Ph.D.
23. Esslinger, Arthur, Ph.D.
24. Forsythe, Charles, M.A.
25. Fox, Margaret, Ph.D.
26. French, Esther, Ph.D.
27. Friermood, Harold, Ed.D.
28. Frost, Dr. Reuben
29. Geddes, David
30. Hawkins, Alma, Ed.D.
31. Hein, Fred, Ph.D.
32. Henry, Franklin, Ph.D.
33. Holbrook, Leona, Ed.D.
34. Hoyman, Howard, Ed.D.
35. Hubbard, A. W., Ph.D.
36. Huelster, Laura, Ph.D.
37. Humphrey, James, Ed.D.
38. Hunsicker, Paul, Ph.D.
39. Hussey, Delia, Ed.D.
40. Jack, Harold, Ph.D.
41. Jewett, Ann, Ed.D.
42. Johns, Edward, Ed.D.
43. Johnson, Warren, Ed.D.
44. Jones, Lloyd II, Ph.D.

45. Karpovich, Peter, M.D.
46. Kilander, H. Frederick, Ph.D.
47. Kistler, Joy, Ph.D.
48. Landis, Paul, M.A.
49. Larson, Leonard, Ph.D.
50. LaSalle, Dorothy, Ed.D.
51. Lawther, John, M.A.
52. Lockhart, Aileen, Ph.D.
53. Logan, Dr. Gene
54. Lynn, Minnie, Ph.D.
55. Massey, Benjamin, Ph.D.
56. Massey, M. Dorothy
57. McCraw, Dr. Lynn
58. McCristal, King, Ed.D.
59. McNeely, Simon, M.S.
60. Messersmith, Lloyd, Ed.D.
61. Metheny, Eleanor, Ph.D.
62. Miller, Ben, Ph.D.
63. Miller, Dr. Donna Mae
64. Mohr, Dorothy, Ph.D.
65. Montoye, Henry, Ph.D.
66. Moore, Mary Elizabeth
67. Morehouse, Laurence, Ph.D.
68. Moss, Bernice, Ed.D.
69. Mott, Jane, Ph.D.
70. Mueller, Grover, M.S.
71. Murray, Ruth, M.A.
72. Nixon, John, Ed.D.
73. Oberteuffer, Delbert, Ph.D.
74. Oermann, Karl, Ph.D.
75. Rarick, Lawrence, Ph.D.
76. Rugen, Mabel, Ph.D.
77. Schneider, Elsa, M.S.
78. Scott, M. Gladys, Ph.D.
79. Shaw, John, Ph.D.
80. Sills, Frank, Ph.D.
81. Slater-Hammel, Arthur
82. Sliepcevich, Elena, D.P.E.
83. Smith, Julian, M.A.
84. Smith, Sara Louise, Ed.D.
85. Starr, Helen, Ph.D.
86. Streit, W. K.
87. Troester, Carl, Jr., Ph.D.
88. Ulrich, Celeste, Ph.D.
89. Van Dalen, D. B., Ph.D.
90. Van Huss, Dr. Wayne
91. Verhulst, Lucille, M.A.
92. Weiss, Raymond, Ph.D.
93. Wesley, Wallace Ann, Hs.D.
94. Willgoose, Carl, Ed.D.

SINCE 1947

95. Wilson, Dr. Marjorie
96. Wilson, Ruth, M.S.
97. Yoho, Robert, M.A., H.S.D.
98. Zeigler, Earle, Ph.D.

Patricia Ruth O'Shea
Don M. Seed
Charles E. Forsythe

George W. Myers
Gertie M. Haddad

*List is exactly as it appears in reference.

Harry K. Foster

Martina E. Deane
Anne Marie Pagan
Arthur A. Kiedinger
John W. Smith
Charles E. Spencer

1948

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HONOR AWARD FELLOW ELECTIONS
SINCE 1947

1947

Ellis H. Champlin
George W. Ayars
Gertrude Manchester
Germaine G. Guiot
Mabel Rugen
Henry M. Foster

1948

Louis F. Keller
Louis Schroeder
Wilma Haynes
Pauline Hodgson
Anna Hiss
Caswell M. Miles
Whitelaw R. Morrison

1949

Dorothy Nyswander Palmer
Thomas C. Ferguson
C. O. Jackson
Frank Stafford
Dorothy S. Ainsworth
Granville B. Johnson
Lloyd Warner Olds

1950

Lloyd Jones
Elizabeth Kelley
Leonard A. Larson
Eleanor Metheny
Ben W. Miller
M. Gladys Scott

1951

Iris Boulton
Leslie W. Irwin
Dorothea M. Lensch
Charles B. Lewis, M.D.
Bernice Moss

(continued)

Patric Ruth O'Keefe
Eva M. Seen
Charles E. Forsythe

1952

Martha B. Deane
Anne Schley Duggan
Arthur A. Esslinger
Julia W. Smith
Charles E. Spencer

1953

Ruth Abernathy
Carolyn Weems Bookwalter
Laurie E. Campbell
Paul E. Landis
Ralph Waldo Leighton
Minnie L. Lynn

1954

Alice O. Bronson
Charles C. Cowell
Edwin B. Henderson
Joy W. Kistler
Mary P. O'Donnell
Elsa Schneider

1955

H. Harrison Clarke
John Cooper
Grace I. Fox
Hyman Krakower
Verne S. Landreth
John Gilbard Lang
Ruth Lovell Murray
Grace L. Ryan

1956

Curtis J. Alderson
 Dudley Ashton
 Margaret C. Brown
 Alice Gwendolyn Drew
 Franklin M. Henry
 Laura J. Huelster
 Edwina L. Jones

1957

Catherine L. Allen
 Gertrude M. Baker
 Arthur S. Daniels
 Ray O. Duncan
 Delia Hussey
 Mary Rose McKee
 John B. VanWhy
 Robert Yoho

1958

Margaret G. Fox
 Iveagh Munro
 Caro Lane
 Ruth M. Wilson
 Harold K. Jack
 Marjorie P. Phillips

1959

Mary E. Moore
 George J. Sirnio
 Wilma Gimmestad
 Luell Weed Guthrie

1960

Anita Aldrich
 Marion Broer
 Ethel Martus
 Raymond A. Snyder

1961

Ruth Harriet Atwell
 Elizabeth McHose
 Lloyd L. Messersmith
 John C. Thompson
 Raymond Allen Weiss
 Ruth Weythman

1962

Esther French
 Mabel Locke

1963

Edward Johns
 Aileene Lockhart
 Simon McNeely
 Margaret Poley
 Sara Louise Smith

1964

Margaret Bourne
 Anne Finlayson
 John D. Lawther
 G. Lawrence Rarick
 Elena M. Sliepcevich

1965

Naomi M. Allenbaugh
 Jack E. Hewitt
 Mabel Juliana Shirley
 Ernest Bethlahem Smith
 Wallace Ann Wesley
 Mildred B. Wohlford

1966

William H. Creswell, Jr.
 King McCristal
 Dorothy Mohr
 Caroline Sinclair

1967

Louis E. Alley
 Hester Beth Bland
 Alice Irene Donnelly
 John E. Nixon
 Gelinda E. Vescolani

1968

Reuben B. Frost
 H. Frederick Kilander
 Margaret M. Duncan
 Willis J. Baughman
 Leona Holbrook

EXTREM TALLIES

Question	Per cent	Category	Question	Per cent	Category
1	7	Self-reliance	7	7	Intelligence
	34	Imagination		30	Imagination
	0	Dynamic physical		7	Social responsiveness
	70	Good relations with others		53	Intelligence
	0	Dynamic physical		4	Imagination
	0	Drive and determination		0	Drive and determination
2	37	Social responsiveness	4	31	Self-reliance
	30	Intelligence		37	Dynamic physical
	25	Dynamic physical		25	Responsibility
	0	Intelligence		04	Drive and determination
3	11	Social responsiveness	5	23	Intelligence
	33	Imagination		0	Responsibility
	0	Self-reliance		33	Intelligence
4	71	Self-reliance	10	13	Social responsiveness
	10	Responsibility		20	Dynamic physical
	00	Drive and determination		24	Responsibility
	10	Social responsiveness		0	Social responsiveness
	0	Drive and determination		04	Responsibility
5	0	Drive and determination	11	0	Self-reliance
	0	Self-reliance		0	Dynamic physical
	00	Responsibility		0	Dynamic physical
	01	Social responsiveness		0	Dynamic physical
	00	Imagination		00	Intelligence
6	0	Self-reliance	12	3	Responsibility
	0	Intelligence		20	Good relations with others

APPENDIX B

RETURN TALLIES

<u>Question</u>	<u>Per cent</u>	<u>Category</u>	<u>Question</u>	<u>Per cent</u>	<u>Category</u>
	7	Self-reliance		20	Imperturbability
	14	Imagination		20	Imagination
1	0	Dynamic physical	7	7	Social responsiveness
	78	Good relations with others		53	Intelligence
	0	Dynamic physical		6	Imagination
	0	Drive and determination		6	Drive and determination
2	50	Social responsiveness	8	31	Self-reliance
	50	Intelligence		57	Dynamic physical
	28	Dynamic physical		25	Responsibility
	6	Intelligence		44	Drive and determination
3	11	Social responsiveness	9	25	Intelligence
	55	Imagination		6	Imperturbability
	6	Restraint		35	Intelligence
4	50	Responsibility	10	12	Moral sensitivity
	19	Imperturbability		29	Dynamic physical
	25	Drive and determination		24	Imperturbability
	41	Moral sensitivity		0	Moral sensitivity
	0	Drive and determination		94	Imperturbability
5	6	Restraint	11	6	Self-reliance
	53	Responsibility		0	Dynamic physical
	61	Moral sensitivity		0	Dynamic physical
	39	Imagination		56	Intelligence
6	0	Restraint	12	5	Imperturbability
	0	Imperturbability		39	Good relations with others

APPENDIX C

Situation-Reaction Problems

Directions: In the following series of situations you are to circle the letter of the reply which most nearly approximates your probable reaction to the situation. Please reply to each situation.

You are a member of a committee who is to select new faculty members at your institution. One candidate under consideration is described as intellectual, a fair teacher, retiring, and reticent. Another candidate being considered is extrovertish, has demonstrated successful teaching according to her past records, but is not as intellectually astute as the first. The position is for an instructor. The requirements insist upon good recommendations and a master's degree in physical education. Would you . . .

- a) Vote for the first because she has shown direction and purpose in her past work, and also has the quality of self-reliance? (8)
- b) Vote for the first because she has greater potential and can be more original and creative in her approaches? (3)
- c) Vote for the second because she is more your "kind of people", a person of skilled efficiency and physical prowess? (5)
- d) Vote for the second because of her indicated understanding of human nature? (11)

You are teaching a college badminton class of non-major freshman women students. One young lady in your class is highly skilled and arrogant. She often cuts class because she does not feel the need for practice on fundamentals. She attended all tests and tournaments, doing "A" work every time you graded her. Would you . . .

- a) Severely demean her actions, and pit her strengths against a class member who could potentially beat her? (5)
- b) Continue to be enthusiastic and persistent in your class plan, ignoring the student as a problem? (6)
- c) Welcome her as a colleague whose skill and strategies approach your own, incorporating her strengths in an assisting capacity? (10)
- d) Provide her with security and an intellectual challenge, cleverly suggesting to her how little she knows? (1)

You, along with several surgeons, physicists, and Nobel prize winners, have been asked to the White House as dinner guests of the President of the United States. You were asked as a cultural representative of the nation. Would you . . .

- a) Be an active contributor to conversation through revealing your "wholesome" self? (5)
 - b) Talk to the group about the contributions physical education has made through its most recent research? (1)
 - c) Talk to just one or two individuals about what they do, mentioning your work only if asked? (10)
 - d) Be a good listener, but learn from the other people by directing to individuals questions which have implications for physical education? (3)
-

You are teaching kinesiology in a university where the honor system prevails on all examinations. After collecting your mid-quarter examination, a student reports that over half of the class was cheating. You asked the student if she would be willing to testify against any of her classmates at the campus honor court. The student immediately leaves the room, saying that she could not and would not do that. Would you . . .

- a) Consider the report as merely a possibility, and channel your thoughts from suspicion to trust? (4)
 - b) Approach the class in a dignified manner, being frank about your suspicion and the responsibilities of the honor system on each student? (7)
 - c) Remain patient and poised in the situation, being optimistic about the honor of the class as a whole? (9)
 - d) Be your ambitious, enthusiastic self, and make all future examinations individually ordered and arranged, but testing the same material? (6)
-

You and other members of the staff are on a rotating basis to be in the physical education building during intramural hours. You inadvertently neglected to show up on your day. Other things were on your mind. When you discovered the error, one and a half hours of the three hour intramural period were over. Would you . . .

- a) Immediately call a colleague who could assume authority, and sincerely apologize, suggesting that you will make the necessary arrangements to cover for her another time? (2)
- b) Get to the physical education building in a hurry, make a grand entrance, and ask what is going on and if you were missed? (6)
- c) Attempt to control your anxiety, and call the college to check on the situation? (4)

- d) Be very frank with your department personnel regarding your error, suggesting that truly this was out of character and an accident which will not happen again? (7)
-

Your high school girls have been good students in physical education class, but have the habit of leaving their shoes and uniforms in open lockers and on the floor. You have called the problem to their attention already. Since the problem persists, would you . . .

- a) In fairness, seek out and deal only with the responsible persons? (2)
 - b) Figure out some creative way of checks that the group imposes on one another? (3)
 - c) Understand that you can not change values that are not reinforced at home - control your feelings? (4)
 - d) Be even tempered about the situation, and cheerfully tolerate it? (9)
-

You are chairman of a curriculum committee. A rather intelligent member of your group has not verbalized for over an hour. Would you . . .

- a) Ignore it, believing that she is in the throes of contemplation or has no additional meaningful contribution to make? (9)
 - b) Suggest that the group try "brainstorming" - everyone thus contributing at least one idea? (3)
 - c) Ajourn for coffee, and casually befriend the "silent member"? (10)
 - d) Delegate to her an important responsibility involving her area of strength? (1)
-

It is a beautiful spring day after several months of snow and bitter cold. You are leaving school at 2:00 P.M. after your last class. Feeling the warmth of the season take hold of your mature, disciplined spirit, you might . . .

- a) Casually sniff the fragrance of apple blossoms. (3)
- b) Hurry home so that you could engage in a sport with a friend. (6)
- c) Accept the environmental situation and go on about your personal and professional tasks? (8)
- d) Take a deep breath, stand erect, and feel rejuvenated as new vigor enters your being? (5)

There is a project initiated by the research faculty that has gotten "bogged down" in its progress. If the group chose you to handle the situation, it would be because of your . . .

- a) Responsibility. (7)
- b) Drive and determination. (6)
- c) Intelligence. (1)
- d) Imperturbability. (9)

You have elected to teach a high school unit in folk dance. You find that eight girls from your class have religious affiliations which suggest that they not participate in any form of dance. They have their minister sign a writ to the effect that their religious convictions are "anti-dance". Would you . . .

- a) Talk with the minister and the students' parents regarding the intent of the unit and its philosophic parameters? (1)
- b) Excuse the students from the physical work, but in fairness to the class have them write papers concerning folk dance, its development and meanings? (2)
- c) Set up a vigorous exercise program that the students could do in time to the music of the dance so that they increase physical vigor and develop a sense of rhythm? (5)
- d) Cheerfully accept the situation as a teaching problem, and be tolerant of their religious convictions and subsequent exemptions? (9)

You are administering a final examination and have two-hundred students in the section. You state clearly in the directions that all true statements are to be marked with a + and all false with a O. In their haste three students print "T" and "F" for their replies. Would you . . .

- a) Phone each of them and ask them to come to your office and correct their errors if they wished a grade? (2)
- b) Attempt to grade the examination, translating the "T's" and "F's" to the best of your ability? (9)
- c) Give the test an automatic failure? (8)
- d) Passionately announce to the walls of your office that the girls are idiots and, as you lower your fist, affirm that they deserve no better than failure? (5)

While coaching college track and field for women, one of your students contemplates entering the pre-Olympic trials in the 440 yard run. She is a physical education major and has trained several months for the big event. On two practice occasions she has broken the United States record for women. While completing registration forms, she fails to qualify as a female. The medical people inform you, the coach, of this matter. Would you . . .

- a) Tell her outright, and help her realize that the physical vigor she has will always keep her a proud person? (5)
- b) Along with the student, go to the medical people and ask them to explain the test and its interpretation? (1)
- c) Accept the report, and with composure and poise inform your student; and be patient with whatever her reaction? (9)
- d) Tactfully ask the girl to talk with the doctors, showing her all the kindness and sympathy you possibly can? (11)

Department of Physical Education
 Coleman Gymnasium
 University of North Carolina at Greensboro
 Greensboro, North Carolina 27412
 April 12, 1968

Dr. Ruth Shernoff
 Hutchinson Hall
 University of Washington
 Seattle, Washington 98195

Dear Dr. Shernoff:

As a graduate student at the University of North Carolina at Greensboro, I am writing my thesis with regard to theories of leadership and their application to our profession. As a part of the study, through a series of situation-reaction problems, I am attempting to ascertain reflected traits of our leadership.

As one of the members of the American Academy of Physical Education that I am contacted, your participation would be greatly appreciated. If you would be willing to participate, please return the enclosed series of problems in the stamped envelope provided.

Thank you for your consideration and help.

Sincerely,

(S) James L. Walter, graduate student

Dr. Celeste Ulrich, thesis adviser

Department of Physical Education
Coleman Gymnasium
University of North Carolina at Greensboro
Greensboro, North Carolina 27412
April 12, 1968

Dr. Ruth Abernathy
Hutchinson Hall
University of Washington
Seattle, Washington 98105

Dear Dr. Abernathy,

As a graduate student at the University of North Carolina at Greensboro, I am writing my thesis with regard to theories of leadership and their application to our profession. As a part of the study, through a series of situation-reaction problems, I am attempting to ascertain reflected traits of our leadership.

As one of the members of the American Academy of Physical Education that I am contacting, your participation would be greatly appreciated. If you would be willing to participate, please return the enclosed series of problems in the stamped envelope provided.

Thank you for your consideration and help.

Sincerely,

(Miss) Janet L. Walter, graduate student

Dr. Celeste Ulrich, thesis adviser

JUDGES' RATINGS

A, B, C, and D represent the four trials for each question. The number corresponding to each trial represents the number of judges who were in agreement.

Question	A	B	C	D	Total points rating for each problem
1.	4	3	4	3	14
2.	4	3	3	3	13
3.	3	3	4	4	14
4.	3	4	3	3	13
5.	3	3	4	3	13
6.	4	3	3	3	13
7.	3	3	4	4	14
8.	4	4	3	3	14
9.	3	3	3	3	12
10.	3	3	3	4	13
11.	3	4	4	3	14
12.	3	3	3	3	12

APPENDIX E

JUDGES' RATINGS

A, B, C, and D represent the four foils for each question. The number corresponding to each foil represents the number of judges who were in agreement.

<u>Question</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Total point rating for each problem</u>
1.	4	5	4	5	18
2.	4	3	5	4	16
3.	3	3	4	4	14
4.	3	4	5	4	16
5.	5	3	4	5	17
6.	4	5	5	4	18
7.	5	5	4	4	18
8.	4	4	3	5	16
9.	5	5	5	5	20
10.	3	3	3	5	14
11.	3	4	4	3	14
12.	3	5	5	5	18