AN EVALUATION OF CERTAIN ABILITIES
IN LEADERSHIP BY RURAL LEADERS OF
MICHIGAN, WITH EDUCATIONAL
IMPLICATIONS

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
Bob R. Sternberg
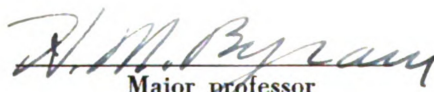1952

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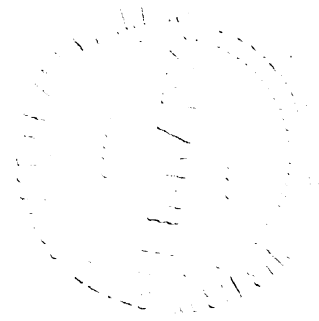of the requirements for

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AN EVALUATION OF CERTAIN ABILITIES IN LEADERSHIP BY RURAL
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By

Bob R. Sternberg

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CHAPTER I

INTRODUCTION

This is a study of leadership defined in terms of abilities that are desired by selected rural leaders who are representatives of major farm groups. The major effort in this study has been directed toward finding the answers to three principal questions: (1) What are the abilities of leadership? (2) What leadership abilities are considered at least very important by selected rural leaders of Michigan? (3) What are the implications of the findings for leadership of Future Farmers of America?

PURPOSES OF STUDY

The specific purposes of this study may be stated as follows:

1. To prepare a list of leadership abilities in the form of a five-point rating scale.

2. To find what leadership abilities are considered essential or very important by present Michigan rural leaders.

3. To define present F. F. A. leadership objectives from the common activities used in F. F. A. leadership training schools.

4. In the light of the findings, to present some recommendations which might bring about improvements in F. F. A. leadership training.

HYPOTHESIS

It is possible and desirable to discover a set of leadership abilities that are commonly held to be at least very important by present rural leaders of Michigan, that can be used as a guide to teachers of Vocational Agriculture in training F. F. A. members to be democratic, rural leaders.

BASIC ASSUMPTIONS

Certain assumptions believed to be fundamental to the realization of the purposes of this study are stated below. Others are presented at appropriate points in the context.

1. It is assumed that the statement of the present F. F. A. leadership aim is ambiguous in philosophy both at the level of reflective thought and at the level of leadership training in action. The present aim is "To develop competent, aggressive, rural, and agricultural leadership."[1]

2. It is assumed that the ultimate value of a leadership philosophy is best evaluated as it presents itself in activity used to develop leadership.

3. It is assumed that leadership can be defined and described in terms of abilities.

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[1] Official Manual for Future Farmers of America (Baltimore: The French-Bray Printing Co., 1945), p. 13.

4. It is assumed that the rural leaders selected for this study gave responses representative of the rural groups in which they are members.

5. It is further assumed that the responses given by the respondents on the leadership ability rating scale were reliable and valid.

6. In designating numerical weights to the five degrees of importance of the rating scale, it is assumed that this method is valid and that the subsequent statistical treatment of the data is the best method to use for the purposes of this study.

7. Finally, it is assumed that the research worker's interpretation of the implied leadership objectives, taken from the activities of selected regional F. F. A. leadership training programs, is essentially the same as the original intent of those teachers of vocational agriculture and state supervisors who planned these leadership activities.

IMPORTANCE OF STUDY

Probably leaders in the field would be the first to admit that the programs of F. F. A. leadership training conducted by teachers of vocational agriculture could show much improvement both as to quality and quantity of training. They would probably also be the first to admit to the confusion that exists in practice on just what constitutes the meaning of leadership training. It will be shown in this study that selected programs of F. F. A. leadership reviewed by the research worker had no stated leadership objectives.

There have been no studies, known to the investigator, in which teachers of vocational agriculture have asked leaders of other rural groups what leadership abilities they deem worthy of development. Each rural group, F. F. A. advisers included, has apparently developed those abilities they considered worthy without considering or consulting other rural groups. This approach seems to neglect the fact that many rural people are members of more than one group and hence have many group-member experiences in many different groups. Since no single organization provides the total leadership experiences for the majority of its members, perhaps it would indicate that a study should be made to find what leadership abilities are worthy of common agreement. This is such a study. Perhaps some unification of objectives and effort could be the result of such a study.

Leaders in the field of vocational agriculture are quite in favor of using advisory councils at the local and state levels of operation. This study can be thought of in these terms, in which leaders of other rural groups are members of an "advisory council" to the profession of vocational agriculture. The writer has a positive belief that much can be gained for F. F. A. leadership training by this method of consultation and examination of leadership in other groups.

METHOD OF APPROACH

In order to provide the reader with a general view of the approach used in this study, a brief statement of this approach is made at this point.

Leadership abilities were gathered from interviews with acknow-
ledged experts and from readings reviewed by the research worker. These
abilities were organized into a five-point scale of importance and sent
to a sample of leaders of rural groups. These groups represent various
interests in rural people.

The returned ratings were collected and those leadership abilities
found worthy by representatives of all rural groups were listed for this
study. The implications of these abilities to F. F. A. leadership are
discussed.

DEFINITIONS

Certain terms relating to this study are used by many people in
many fields of endeavor. Since their meanings, as used in this thesis,
may not be clearly understood by all readers of this report, definitions
of these terms are presented. In instances where a definition has been
adopted from sources other than the investigator's meaning, it is so
indicated.

Leadership: Recognizing the many shades of meaning of this word
to many people, the research worker is well aware that any formal
definition is a reflection of some degree of rationalization. It is an
attempt to find a logical, coherent meaning for all people. Aware of
these weaknesses of formal definition, leadership is defined by the
writer as follows: It is a social, interacting process of a group in
which members meet fairly specific role requirements in such a manner

that will best integrate their relationships and coordinate their efforts
to accomplish common tasks and to achieve common goals.

Domination may be defined as the act of binding the energy of others
by exploitation of their desires and weaknesses to the point where they
become subservient to the one doing the act.

Leader: Two meanings have been given to this word in this study.
For the purpose of securing judgments of representatives of rural groups,
leaders are defined as those persons holding office in a group. For
other purposes in this study, a leader is a group member who is accepted
by the group to be the best qualified to assume the leadership role in
such ways as to motivate all group members to assume their various group
roles. This leader is considered to be the best qualified to integrate
interrelations among group members and to coordinate their efforts toward
solving specific problem, job or goal situations.

Officership may be defined as the power gained by virtue of being
seated to a unique position by the group. Much personal authority comes
from the position rather than directly from the group. An officer may
not necessarily be a leader nor a leader may not necessarily be an
officer. Many times, however, leadership and officership go together.

Democracy is an experience in a way of life dedicated to developing
the human personality through groups whose members have "opportunity to
participate in proportion to their maturity and ability, in deciding,
planning, executing, and evaluating all matters in which the group is
concerned, matters both within the life of the groups and also in the

group's relationship to other groups and the common life of which the group is a part."[2]

Rural here means an area group of twenty-five hundred population or less by the 1950 census.

A group is composed of two or more persons who share norms, whose social roles are closely interlocked, and who have an established pattern of psychological interaction that is an entity because of its particular type of collective behavior.[3,4]

Group Productivity is "the speed of locomotion of the group toward its goals."[5]

Role is the total culture patterns associated with a particular function or part of a group.

Status is a ". . . relative position within a hierarchy, the hierarchy involving ordering of individuals on an inferiority-superiority scale with respect to the parative degree to which they possess or embody some attribute or characteristic. . . ."[6]

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2 Rudolph M. Wittenburg, So You Want to Help People (New York: Association Press, 1947), p. 161.

3 Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1950), p. 492.

4 Dwight Sanderson, Leadership for Rural Life (New York: Association Press, 1940), p. 24.

5 John R. P. French, Jr., "Group Productivity," ed. Harold Guetzkow, Groups Leadership and Men (Pittsburgh: Carnegie Press, Carnegie Institute of Technology, 1951), p. 45.

6 Melvin Seeman, "Some Status Correlates of Leadership," ed. Alonzo G. Grace, Leadership In American Education (Chicago: The University of Chicago Press, 1950), XIII, pp. 40-50.

Future Farmers of America, or F. F. A. "is a [national] organization of affiliated local chapters in high schools having systematic instruction in vocational agriculture under provisions of the National Vocational Education Acts. Active membership is [open] to any male student of vocational agriculture who is regularly enrolled in all-day classes and who has attained the minimum qualifications for the Green Hand degree. . . . A member may retain his active membership throughout his high school career and for three years from the date of graduation, completion of high school vocational agriculture classroom instruction, or leaving high school."[7]

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7 "Constitution and By-Laws of the Michigan Association of Future Farmers of America," (Lansing: Michigan Board of Control for Vocational Education, 1950), pp. 1 and 3.

CHAPTER II

HISTORY OF FUTURE FARMERS OF AMERICA LEADERSHIP OBJECTIVES
AND TRAINING ACTIVITIES IN MICHIGAN

INTRODUCTION

This chapter will present a background of F. F. A. leadership
objectives and training activities that have occurred in Michigan. This
historical review serves three primary purposes in this study: (1) to
know what has occurred so an understanding of present objectives and
activities may be gained; (2) to show the trend toward the chapter level
as the primary place of leadership training; and (3) to serve as a
partial basis for making future changes in objectives and training activi-
ties in F. F. A. leadership camps.

EARLY FUTURE FARMERS OF AMERICA HISTORY

The national organization of Future Farmers of America was initiated
in November, 1927, at Kansas City. The Michigan Association of F. F. A.
was organized in May, 1928, at Michigan State College.[1] The first
F. F. A. leadership camp was held at Mystic Lake on August 8-10, 1936,
under the direction of Adviser Allen Cox.[2] The first annual State Future

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1 Michigan F. F. A. News Letter, IV:1 (December, 1933), p. 2.

2 Ibid., VI:6 and 7 (May-June, 1936), p. 7.

Farmer Leadership Training Camp Program was held at the W. K. Kellogg

Camp at Doster, Michigan, on July 21-28, 1940.[3]

EARLY LEADERSHIP OBJECTIVES AND TRAINING ACTIVITIES

The objectives for the first F. F. A. leadership camp directed by

Cox was to aid chapter officers and advisers to "study their duties,

opportunities and responsibilities."[4] No description of activities for

carrying out these objectives was available to the research worker other

than the single activity of organized leadership classes.[5]

Kelly found in a study of thirty-five camps for farm boys and girls

that the typical camp activities included:

> . . . not only recreation but also a varied program of handi-
> craft, judging and demonstration work, swimming, group dis-
> cussions, field trips, instruction, stunt programs and camp
> fires as well as regular hours for meals and rest periods.[6]

A review of A Decade of Achievements of the Michigan Association of

Future Farmers of America[7] indicates that among local chapters in 1938

the following leadership activities were typical:

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3 The Michigan Future Farmer, X:1 (October, 1940), p. 7.

4 Loc. cit.

5 Michigan F. F. A. News Letter, VI (July-August, 1936), p. 5.

6 Luke Harry Kelly, "A Survey of Camps for Farm Boys and Girls,"
(term paper submitted to Professor Howard McClusky, University of
Michigan, Ann Arbor, February, 1938), p. 23.

7 "Constitutions and By-laws of the Michigan Association of Future
Farmers of America," (Michigan Board of Control for Vocational Education)
pp. 1 & 3.

1. Trips to the International Livestock Exposition at Chicago, Junior Farmer's Week, Greenfield Village at Dearborn, livestock yards and summer camping trips.

2. Staging F. F. A. and father-son banquets.

3. Sponsoring and/or exhibiting at school fairs, county fairs, corn shows, potato shows, and Grand Rapids Horticulture Show.

4. Organizing county F. F. A. organizations.

5. Participating in local and/or state judging contests, public speaking contests, drama contests and parliamentary procedure contests.

6. Publishing a farmers' news letter

7. Putting on high-school assembly and Parent-Teacher programs.

The thinking of experts can best be presented by listing the leadership activities they encouraged local chapters to initiate. The following list of activities were stated by the State Board of Control for Vocational Education in 1939:

1. Urge each member to have a hobby and report on it once a year.

2. Encourage members who have graduated from school to continue activity in F. F. A. work.

3. Make a study of personality and strive for definite improvement.

4. Have each member serve on at least one committee during the year.

5. Encourage members to participate in the following contests:
County or district contests of F. F. A.
Future Farmer Week Activities.
State F. F. A. Public Speaking Contest.
Community-sponsored agricultural contests.
F. F. A. Fat Stock show.

6. Select candidates with care for the State Farmer and American Farmer degree.

7. Extend services to neighboring chapters.

8. Encourage members to participate in high school athletics, dramatics, speech contests, and musical organizations.

9. Entertain associate and honorary members.

10. Sponsor a county or district officers leadership training school.

11. Make awards to outstanding F. F. A. members.

12. Sponsor sufficient organizations to give chapter members an opportunity to receive practice in leading discussions and conducting business meetings.

13. Prepare programs for high school assemblies and parent-teacher association meetings.

14. Encourage chapter members to become 4-H Club leaders and participate in church activities and community projects.[8]

A description and analysis of the activities at the First Annual State Future Farmer Leadership Training Camp Program offers one opportunity to understand the philosophy of F. F. A. leadership training a decade ago. As the reader reviews the events of this camp and the evaluation of it by the F. F. A. members at its conclusion, he will become aware of certain fundamental issues of leadership development. Some of these issues will be presented by the investigator. The instructors for this camp were J. A. Linke, National Adviser, Watson Armstrong, University of Kentucky, Clarence Bundy, Iowa State College, Drs. H. M. Byram and G. P. Deyoe and Mr. Glen Cook, Michigan State College, and Mr. Harry E. Nesman, George D. Gilbert and Raymond M. Clark from the office of the State Board of Control for Vocational Education.[9] There were one hundred ninety-two boys enrolled at this camp.

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8 Future Farmer Handbook, Handbook Circular F. F. A. No. 1 (October, 1939), p. 5.

9 The Michigan Future Farmer, I:1 (October, 1940), p. 7.

Quoting from "The Michigan Future Farmer":

The highlights of the week's program in addition to the classes were: Vesper Service, Sunday evening, with Patrick Webster as speaker and an inspirational talk by National Adviser, J. A. Linke immediately following. E. A. Martindale, camp director, talked on the subject of "Camp Routines and Safeguards." Dr. Hugh Masters, director of the W. K. Kellogg Camping Program, talked on the subject "Why Are We Here?" Dr. F. B. Larbie of Midland talked on the values of the F. F. A. to the farm boy. Harry E. Nesman, State Adviser, talked on the subject, "What the State Association of F. F. A. Means to You." Mr. Raymond M. Clark was in charge of the camp program assisted by Mr. Leonard G. Morse. Camp leadership was furnished by teachers of vocational agriculture and teachers in training at Michigan State College.[10]

The significant activities expressed in terms of total hours at this camp were as follows:

1. Class instruction -- 24 hours.

2. Adult speeches -- 3 hours.

3. Vesper service -- 1 hour.

4. Water-front tests and activities -- 3 hours.

5. Group games -- 1.5 hours.

6. Demonstration of a model chapter meeting -- 1.5 hours.[11]

The schedule of leadership training classes included:

1. Program planning in F. F. A.

2. Best chapter contest, State Farmer and American Farmer qualifications.

3. Reporting to the chapter, superintendent, State office and newspaper.

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10 Ibid.

11 Unpublished data from the Michigan State Board of Control for Vocational Education, Lansing, Michigan.

4. Chapter motivation techniques.

5. Relationship of F. F. A. to school and community.

6. Duties of secretaries and treasurers.

7. Duties of Presidents and Vice Presidents.

8. Parliamentary procedure.

9. Developing techniques of leadership.

10. F. F. A. Constitution and history.[12]

It will be noted that class instruction and speeches by leaders in
the field were the primary activities of this camp. The class periods
were two hours in length with the speeches varying from one-half hour to
one hour in length.

At the completion of the one-week camp, the campers handed in un-
signed evaluation reports on which they were asked three questions. The
three questions and the results for each follows:

1. What activities of the camp have been the most valuable
to you?

            leadership practice -- 80
            swimming instruction -- 80
            how to conduct chapter activities -- 46
            tribal (group) competition -- 38
            good food -- 38
            clean up -- 23
            devotional period -- 19
            soft ball -- 19
            singing -- 14
            life saving -- 11
            flag raising -- 7
            evening programs -- 6
            social development -- 6
            sanitation (camp) -- 5
            bed making -- 4

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12 Ibid.

2. What activities in camp have been of least value to you?

        evening speakers -- 7
        clean-up too strict -- 4
        group games -- 3
        relay race -- 3
        taps -- 3
        recreation programs -- 3
        tribal systems -- 2

3. What suggestions would you offer for improving the camp for next year?

        more sleep at night -- 45
        shorter class periods -- 40
        Armstrong and Bundy, interesting men -- 35
        more class periods -- 23
        more recreation -- 13
        more experienced counselors -- 12[13]

What are some of the salient points of this leadership training camp? It will be observed that the major techniques used to develop leadership were adult speeches and class instruction. In the first instance we have _verbalization_ and in the second instance the investigator assumes that most of it occurred on the verbal level. Yet in the camp evaluation, it is noted that _practice_ in leadership was considered the most valuable camp experience. This approval is shown again in their response to what they considered the least valuable camp experiences. Even with the array of talented speakers, this item was listed most frequently as being the least valuable of their camp activities. This is a clear indication that _leadership activities must be based on action and not on talking_ if we are to develop leadership in others.

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13 _Ibid_.

Another salient point in this training camp is the matter of fitting a time schedule to boys' standards and not to adult standards. "Shorter class periods" and "more sleep at night" are indications that this principle was not applied too successfully in this camp.

Good food and recreation, as one would expect, were rated high in this camp. No training camp would be a success without these two considerations.

Through all this description of leadership training activities there exists implied leadership objectives. There were no stated objectives. By the caliber of speakers and instructors used at this camp, the investigator inferred that leadership was attempted to be developed by "exposure" to experts in the field. As previously noted in the evaluation, this exposure apparently did not take. *

In 1941, the second and final annual F. F. A. leadership training camp program for the Michigan Association was held at the W. K. Kellogg Pine Lake Camp, Doster, Michigan. One hundred sixty-three members participated at this camp.

A three-day leadership training school was also provided by the Michigan Association of F. F. A. at Camp Shaw. Forty local chapters of the Upper Peninsula participated at this camp. Two hundred thirty-two members participated in these two camps from a total F. F. A. membership of five thousand two hundred ninety for the fiscal year 1941-42.[14]

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14 The Michigan Future Farmer, XI:1 (September-October, 1941), p. 5.

The evaluation of the training camp held at the W. K. Kellogg Pine Lake Camp, Doster, Michigan, was made by the members that participated in its many activities. The members evaluated only those activities in which they had participated. They rated these activities "on the basis of value to the delegate and to their chapter."[15]

The results of the evaluation were as follows:

Banquet 69 out of 140 rating. 49 percent.
Developing a yearly program of work for the F. F. A. 96 out
    of 145 rating. 66 percent.
Becoming a good president or vice-president. 79 out of
    133 rating. 59 percent.
Becoming a good secretary or treasurer. 59 out of 130
    rating. 45 percent.
Using rural environment and developing rural life. 41 out
    of 113 rating. 36 percent.
Initiating and carrying out completely the program of work.
    61 out of 131 rating. 46 percent.[16]

A definite change in direction of leadership training occurred during the fiscal year 1941-42. The change was in the direction of placing emphasis at regional and district levels rather than at the state level.

The program of work of 1941-42 for the Michigan Association of F. F. A. included a statement for the first time that is worthy of notice:

c. Encouraging annual leadership training conferences for
all county and district associations of F. F. A.[17]

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15 Ibid., XI:2 (November-December, 1942), p. 7.

16 Ibid.

17 Unpublished material from the Michigan State Board of Control for Vocational Education, Lansing, Michigan, Sec. IV, 1941-42.

The emphasis of leadership training at the chapter level was first
encouraged the next year when the following statement was included in
the 1942-43 program of work for the Michigan Association of F. F. A.:

> c. Every chapter to put all members to work on at least one
> committee. Accomplishment: One hundred ninety-four chapters
> reported having written programs of work, most of which sub-
> mitted copies showing names of committee members.[18]

Thus we see the transition from state leadership camps to regional
and district leadership camps and finally to leadership training in the
local F. F. A. chapters. It indicates that the primary place for train-
ing F. F. A. leadership is in each local chapter and that district and
regional F. F. A. leadership training camps are supplementary places of
training.

The growth of F. F. A. regional and district leadership training
camps and conferences is shown in Table I. Due to different methods of
reporting used each year, several blanks are found in Table I.

SUMMARY

The first F. F. A. leadership camp was really a camp for training
officers to perform their duties well. The officership training over-
balanced the general leadership training. The earlier chapter activities
indicated many "leadership" activities that could be seriously questioned
for their leadership development value.

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18 _Ibid._, Sec. IV, 1942-43.

TABLE I

GROWTH OF FUTURE FARMERS OF AMERICA LEADERSHIP TRAINING
CAMPS AND CONFERENCES IN MICHIGAN[19]

Year	Number of Regional	Number of District	Total	Number of Chapters Participating	Number of Members Participating
1942-43	2	2	4	--	--
1943-44	--	--	11	96	947
1944-45	10	4	14	--	--
1945-46	--	--	--	126	1392
1946-47	--	--	12	--	--
1947-48	--	--	10	--	--
1948-49	5	2	7	--	--
1949-50	7	--	7	--	--
1950-51	8	--	8	161	656

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19 Unpublished reports from the Michigan State Board of Control for Vocational Education, Lansing, Michigan.

The concluding remarks for the first state F. F. A. leadership camp presented evidence for action training programs, scheduled on boys standards. The topics of the leadership class periods at this camp indicated an informational approach to training and yet the campers' evaluation gave high approval to the situational experience approach to leadership training.

A second state F. F. A. leadership training camp program was held in 1941. This was the last training camp at the state level.

In 1942-43, two county and two regional leadership training camps initiated the trend of offering training programs at these levels. There was also an increased emphasis given by the Michigan Association of F. F. A. for local chapters to train their members in and for leadership. To date the local chapters are the places where most F. F. A. leadership training occurs. Regional and district leadership training camps play a supplementary role in the process.

CHAPTER III

REVIEW OF LITERATURE

The research and writings concerned with leadership are voluminous.
It is an area that has yielded relatively little to man's inquiry over
the years of research as compared with the amount of research conducted.

Until recent years most of the research was related to discovering
the differences between leaders and followers.[1] The basic assumption
that a difference existed between people who were leaders and people who
were followers led to much research of personal leadership traits and
origins of leadership. Much research was also based on the belief that
leaders were born and not made.

ORIGINS OF LEADERSHIP

Bogardus describes the origins of leadership as stemming from heredity,
personality and social stimuli. Heredity gave to leaders a unique inter-
action of their many genes that resulted in leadership.[2] Leadership was
also the resultant of the proper functioning of one's ductless gland sys-
tem, especially of the endocrine gland that produces hormones. By this

1 W. H. Cowley, "The Traits of Face to Face Leaders," Journal of
Abnormal and Social Psychology, XXVI:pp. 304-13, and James A. Irwin,
"Characteristics of a Leader," Nations Schools, XXXVIII:1 (July, 1946),
p. 30.

2 Emery S. Bogardus, Leaders and Leadership, (New York: D. Appleton-
Century Co., 1934), pp. 33-35.

theory, a leader's leadership is directly affected by the stimulative effect of his hormone secretions upon his organism.[3]

In describing the origin of leadership in personality, Bogardus states that "Leadership arises out of energy, intelligence, and character."[4] He states that energy is essential to leadership as it is the basis for work, thoroughness, endurance, persistence, assuming personal responsibility and versatility.[5] He concludes by saying that:

> The many-sidedness of energy is a testimony to its significance as a leadership trait. Energy is the dynamo, the power plant in personality, the driving force upon which all other human traits depend. It is the Alpha but not the Omega of leadership.[6]

"Intelligence," Bogardus states, "is energy at work; either constructively or destructively."[7] The author points out why intelligence is essential to leadership when he says that:

> Among the basic elements comprising intelligence and explaining its relationship to leadership are observation, foresight, evaluation, reflection, and discovering. Without extending the list further it will be clear how varied is the function of intelligence in leadership.[8]

Bogardus concludes that:

> The penetrating nature of intelligence is its claim to being a leadership trait. It pierces shams and uncovers the hidden secrets of man and nature.[9]

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3 Ibid., p. 43.

4 Ibid., p. 105.

5 Ibid., pp. 105-124.

6 Ibid., p. 124.

7 Ibid., p. 126.

8 Ibid.

9 Ibid., p. 137.

According to Bogardus the third factor of the triumvirate from which leadership arises is character. His definition that "character is an organization of personality traits with reference to social environment" is the author's basis for considering it as the foundation for permanent social leadership.[10] He considers many character traits that bear the fruit of leadership. Those described as affecting leadership include sincerity, dependability, integrity, sympathy, loyalty to principle, standing by one's convictions, faith, inhibition, poise, astuteness, tact and humor.[11]

Still another theory of leadership origin is stated by Bogardus. One may have inherited the correct interaction of genes and have developed the better personality traits to be a leader and still be denied leadership. This is due to the origin of leadership in social stimuli.[12] The author includes such social stimuli as opportunity to lead, stimulating associations with other people and awakening moments at certain points in human experience.

"The nature of leadership," says Bogardus, "is set by the nature of opportunity."[13] The author had various meanings for the word opportunity. Opportunity meant freedom from menial tasks, economic insecurity, sickness, intellectual stagnation, religious fundamentalism and poor cultural background.[14]

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10 Ibid., p. 140.

11 Ibid., pp. 142-182.

12 Ibid., pp. 53-92.

13 Ibid., p. 53.

14 Ibid., pp. 53-56.

TRAIT vs SITUATIONAL APPROACH TO LEADERSHIP

The trait principle of leadership has not been in harmony with

recent evidence of research. Eaton evaluates this trend by saying that:

> There is no evidence as to what these traits are or how they
> might be measured. The view that there is a "leadership type
> of personality" neglects the fact that qualifications for
> leadership vary greatly for different positions. . . . Leader-
> ship is a situationally defined capacity. . . .[15]

To support Eaton, that different situations require different

qualifications for leadership, Lasswell states that a difference in

skill rather than values is the chief difference between the "basic"

citizen and the democratic leader.[16] Since everyone has a different

variety of skills, both as to kind and degree, Campbell states that

everyone in a truly democratic state is a leader. He implies that

situations occur in such variety that everyone can be a leader in some

particular situations. To Campbell, the concept of leadership and

followership is a resident in people's thinking stemming from a totali-

tarian philosophy.[17]

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15 Joseph W. Eaton, "Is Scientific Leadership Selection Possible?"
ed. Alvin W. Gouldner, Studies in Leadership (New York: Harper and
Brothers, 1950), pp. 618-619.

16 Harold Dwight Lasswell, Power and Personality (New York:
W. W. Norton and Company, Inc., 1948), p. 152.

17 Clyde M. Campbell and G. Robert Koopman, "Educational Leader-
ship in a Free Society," ed. Clyde M. Campbell, Practical Applications
of Democratic Administration (New York: Harper and Brothers, 1952),
p. 35.

Stogdill also believes that everyone in a free society is a leader
in which the role of leadership for each person varies according to the
degree of responsibility assumed by each member in accomplishing a
common task. To him, leadership implies a differentiation in roles.[18]

QUALIFICATIONS FOR LEADERSHIP

Assuming that everyone in a free society is a leader and using the
situational approach to leadership as a frame of reference, what are the
qualifications for leadership?

Dexter stresses the ability to adapt oneself to the needs and de-
mands of the situation.[19] Sanderson indicates agreement with this
belief when he says:

> . . . Those who have made good as leaders in minor roles are
> chosen for more responsible positions of leadership, while
> those who fail are unable to command a following. . . .[20]

Sanderson also believes that anyone assuming the role of leadership
must have a high degree of devotion to group welfare and such knowledge
and ability as will enable him to guide group activities.[21]

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18 Ralph M. Stogdill, "Studies in Naval Leadership, Part II,"
ed. Harold Guetzkow, Groups, Leadership and Men (Pittsburgh: Carnegie
Press, Carnegie Institute of Technology, 1951), p. 135.

19 Lewis A. Dexter, "Some Strategic Considerations in Innovating
Leadership," ed. Alvin W. Gouldner, op. cit., p. 594.

20 Dwight Sanderson, Leadership for Rural Life (New York: Associ-
ation Press, 1940), p. 57.

21 Ibid., p. 53.

Another qualification for leadership is the development of a personality acceptable to the group. It has a direct effect on how a group functions. Those having an acceptable personality that influences other group members to a high level of performance are described as "facilitators" by Carter.[22]

Still another qualification for leadership is the ability to determine what role should be played and adapt oneself to that role for a given situation. Dexter expresses a similar thought when he states that:

> . . . the innovator must study, to achieve maximum effectiveness, what role he ought to play and within the limits of the possible adapt himself to that role, realizing always that changing situations may call for a change in roles.[23]

TECHNIQUES OF LEADERSHIP

Closely related to leadership qualifications is the matter of techniques of leadership. The leader in a free society has certain behaviors which enable him to draw out from others positive reactions toward him as a leader. The nature of this leader behavior that gains these responses has been a major subject of recent research.

Roberts asked two hundred teen-age boys and girls to express their ideas on what they thought a club leader should be like. The most significant answers were:

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22 Launor Carter, "Some Research On Leadership In Small Groups," ed. Harold Guetzkow, Groups, Leadership and Men (Pittsburgh: Carnegie Press, Carnegie Institute of Technology, 1951), p. 155.

23 Lewis A. Dexter, "Some Strategic Considerations in Innovating Leadership," op. cit., p. 593.

1. Age does not matter as long as there is understanding.
2. He must look interested and be alert.
3. He must know more than we do and have more experience.
4. He must not force his ideas on us, but be willing to say what they are, if we ask him to.
5. He must be willing to listen to our ideas.
6. He must have ideas and suggestions but not try to make us accept them or work them out the way he thinks we should.
7. He must be willing to talk to us as though we had some sense and minds of our own.
8. He must trust us.
9. He must be friendly and like us.[24]

Jennings found that leaders gained their positions because they were "protagonists of the needs and desires of large numbers of the population--sufficiently effective protagonists to draw choice on a sociometric criterion."[25]

Jennings also showed that differences exist among personality traits of different leaders:

The "why" of leadership appears, however, not to reside in any personal trait, nor even in a constellation of related traits, but in the interpersonal contribution of which the individual becomes capable in a specific setting eliciting such contribution from him. . . .[26]

This study showed that the situational leader of a dynamic group is the individual who can contribute the most complete satisfaction to the group members in meeting their needs.

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24 Dorothy M. Roberts, Leadership of Teen-Age Groups (New York: Association Press, 1950), p. 71.

25 Helen Hall Jennings, "Leadership--A Dynamic Redefinition," The Journal of Educational Sociology, XVII:7 (March, 1944), p. 432.

26 Ibid., pp. 423-33.

LEADERSHIP BEHAVIOR

It would seem to indicate that the basis for techniques of leadership is behavior that is related to the more nearly complete satisfaction of group needs. Since various groups have different needs and thus demand a different type of leadership behavior, much research is needed to determine group differences.

Since behavior is a factor of leadership, what behavior is characteristic of leaders? It has been previously noted that many studies have been made in which generalized traits were emphasized rather than specific, situational behavior patterns. Zeleny reminds the reader "that characteristics of leaders are not necessarily the causes of leadership. Only when the superior characteristics are used to guide superior performance in a group are they meaningful."[27]

The most significant research on leadership behavior has been done at Ohio State University under the direction of Shartle. It is encouraging for further investigations to know that their research has showed that leadership and group behavior can be reliably described. Bavelos concluded that:

> Leadership behavior can be described reliably and in such terms
> that behavior differences can be shown in quantitative terms.
> Group or staff behavior can be described in quantitative terms
> reliably with dimensions which are quite independent of each
> other.[28]

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27 Leslie Day Zeleny, "Leadership," ed. Paul Monroe, Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 663.

28 Alex Bavelos, "An Analysis of a Situation Preliminary to Leadership Training," The Journal of Educational Sociology, XVI:7 (March, 1944), pp. 426-430.

This conclusion was the result of a study in which eighteen hundred statements of leader behavior were re-evaluated and one hundred fifty of the most suitable items were selected and arranged according to nine dimensions or factors of leader behavior. These nine dimensions were as follows: initiation, membership, representation, integration, organization, domination, communication, recognition and production.

These nine "arm-chair" dimensions were given to three hundred fifty-seven persons. Two hundred and five described a leader of a group in which they had been members, or had recently been members, while one hundred fifty-two described themselves as leaders. The results, as reported by Bavelos follows:

> . . . We found that many of the dimensions of leader behavior were not unique and were highly related to each other. A factor analysis showed that we had perhaps three dimensions, or factors, rather than nine. These were as follows:
>
> 1. A maintenance of membership factor—behavior increases a leader's acceptability to the group. It is heavily loaded with low domination and high membership dimension.
>
> 2. Objective attainment—behavior high in the production and organization dimensions.
>
> 3. Group interaction facilitation—behavior or acts stressing the mechanics of effective interaction of group members. Loadings were high in organization and communication.[29]

Deutsch came to the conclusion that the needs and values of the individual personality, one's perceptions of his immediate group environment and the total workshop environment are determinants of leadership behavior.[30]

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29 Ibid., p.

30 Morton Deutsch, Albert Pepitone, and Alvin Zander, "Leadership In the Small Group," The Journal of Social Issues, IV:2 (Spring, 1948), p. 40.

Many other studies on characteristics of leaders that do give some insights into ways of behaving in specific situations have been made. Partridge found that Boy Scout leaders are older, more intelligent, dependable and physically larger than non-leaders in their groups.[31] High school leaders of extra curricular activities are more intelligent, better students and have wider cultural interests than other students according to the findings of Brown.[32]

In summarizing the studies made on the characteristics of leaders Zeleny concluded that:

> It appears that leaders have had superior socioeconomic advantages in their youth and that they are, in general, superior to nonleaders in intelligence, scholarship or knowledge, vitality, self-confidence, and social adaptability. Upon these points the investigators are in practically unanimous agreement. Other traits mentioned and with which no investigation has disagreed are: athletic ability, good appearance, speed of decision, finality of judgment, dependability, initiative, persistence, adventurousness, self-control, wide interests, good humor, and absence of physical defects.[33]

Zeleny cautions us that possessing these traits does not assure leadership. Only as these traits aid an individual to become the most active and acceptable member in a group do they become significant.[34]

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31 Ernest D. Partridge, "Leadership Among Adolescent Boys," Contributions To Education, No. 608 (Bureau of Publications, Columbia Teacher's College, 1934), p. 109.

32 Marion A. Brown, "Leadership Among High School Pupils," Contributions To Education, No. 559 (Bureau of Publications, Columbia Teacher's College, 1933), p. 167.

33 Leslie Day Zeleny, op. cit., p. 663.

34 Ibid., p. 664.

Thus far, the writer has taken the position that in a free society everyone is a situational leader in which the behavior of playing the role of leader is guided by the interaction and interdependency of one's personality and socioeconomic environment. The socioeconomic environment is primarily in terms of groups in which one is a group member. The more recent research indicates that the concept of leadership revolves around the understanding of situations and adapting one's behavior to situations so the greatest possible satisfaction for all group members is rendered in meeting group needs.

The behavior of leadership implies certain abilities of adapting to situations and to the needs of groups. The investigator has assumed that these abilities can be learned. Campbell indicates a similar assumption when he states, "People believe today that leadership ability can be developed through planned programs of learning and instruction. . . ."[35]

Carter guesses that

> . . . individuals probably differ in their leadership ability relative to the task toward which the group is oriented. Two problems are implicit in this statement:
>
> 1. How is a person's leadership ability to be determined?
> 2. To what extent are different kinds of leadership ability required as the task toward which the group is oriented changes?[36]

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35 Clyde M. Campbell, "A Preparatory Program for Educational Leadership," ed. Clyde M. Campbell, Practical Applications of Democratic Administration, op. cit., p. 289.

36 Launor F. Carter, "Some Research On Leadership In Small Groups," ed. Harold Guetzkow, op. cit., p. 147.

Carter further states that:

> . . . different leadership abilities are required, depending
> on the particular task toward which a group is oriented.
> . . . leadership performance is not completely specific but
> rather, from knowing that a person was a leader in one of
> the tasks, we can predict that he will tend to be a leader
> in other tasks. At the same time, it is apparent that there
> are certain tasks for which leadership performances seem to
> be significantly interrelated into groups. Thus, while there
> is a certain generality of leadership, there is also a tend-
> ency for some people to show leadership more specifically in
> certain families of tasks than in others.[37]

The investigator has assumed that a person's adaptation to a

"family of tasks" is influenced by his repertoire of abilities used in

playing the leadership role. His combination of leadership abilities

form his work pattern of leadership. Shartle found in the organizations

studied that executives having good work patterns and high sociometric

ratings devoted a large amount of their time to planning and attempted

to delegate a comparatively high degree of authority to subordinates.

The author indicated that high sociometric ratings, planning activities

and delegation of authority go together.[38]

Roberts indicated the ability of adult leaders to provide oppor-

tunities for youth "to find what they are looking for through their

chosen organization."[39]

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37 _Ibid._, p. 152.

38 Carroll L. Shartle, "Leadership and Executive Performances,"
Personnel, XXV (1949), pp. 378-79.

39 Dorothy M. Roberts, _op. cit._, p. 70.

RELATION BETWEEN LEADERSHIP AND THE GROUP

The individual personality with its traits, skills, abilities and behavior is not the only source of leadership. As previously stated, the group from which leadership arises is equally important in any study of leadership. Stogdill states that "leadership appears only where people are interacting and receiving themselves as members of a social aggregate . . . ."[40]

In understanding groups, the question arises on what we need to know to understand a group. Lewin states that:

> . . . Group life proceeds like a river within a frame of certain conditions. . . . To understand any group life first we have to know the channel through which it flows; that is, the factors of tradition, physical setting, legal forms of organizations, power of outside groups, etc., which keep the life of the group within certain boundaries. We have to know the form of the channels, where branches meet and where they part, where they come from and where they lead to. Second; we have to know the obstacles that slow down group life, the strength of its boundaries, its inner contradictions, or more generally the strength and nature of the 'restraining forces.' Third and finally, we have to know what the forces are that keep group life flowing and what the different factors are that determine the velocity of the various aspects of group life.[41]

Further explanation is made by Carter as to what we need to know to understand groups. He thinks there are three major factors that determine how small groups function. These factors are:

> 1. The leadership and other abilities of each member of the group relative to the particular task toward which the group is oriented, 2. the personality characteristics and goal

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40 Ralph M. Stogdill, op. cit., p. 135.

41 Kurt Lewin, "A Research Approach to Leadership Problems," The Journal of Educational Sociology, XVII:7 (March, 1944), pp. 395-96.

orientations of the individual members of the group and the interaction of these characteristics with the similar character- istics of other members of the group, and 3. group character- istics; that is, those characteristics tending to be typical of groups of a particular size and structure.[42]

To understand groups is largely a question of understanding group behavior. Shartle reports that the research of Hemphill and Westie showed that group behavior can be described and with less bias than the description of leaders. They defined fourteen group dimensions that could be used to describe group behavior. These group dimensions are: autonomy, control, flexibility, hedonic tone, homogeneity, intimacy, participation, permeability, polarization, potency, size, stability, stratification and viscidity.[43]

The role of a leader is directly related to an aspect of group association that is many times not thoroughly understood. This aspect is that group behavior and purposes is not the sum of the behaviors and purposes of group members. Sanderson expresses a similar view when he states:

> . . . , although the life of a group is determined by the wishes and interests of its members, yet, the purposes and behavior of the group as a group are different from the sum of those of the members who compose it.[44]

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42 Launor F. Carter, op. cit., p. 146.

43 Carroll L. Shartle, "Studies In Naval Leadership, Part I," ed. Harold Guetzkow, op. cit., pp. 127-128.

44 Dwight Sanderson, op. cit., p. 24.

Sanderson further states that group behavior influences the behavior of individual group members in varying degrees. Group members playing the leadership role must embody the ideals, purposes and behavior of the group to the degree of being a symbol of the group to other group members.[45]

Newcomb made the assumption that:

> . . . the behavior of group members whose frames of reference are shared can be understood only as mutually interdependent behaviors. Mutually interdependent things constitute a system. . . .[46]

The author calls this system a "group or role" system and implies that it can not be ignored in social psychology.

The writer has established the interrelationship between leadership and the group. The significance of group behavior to the leadership role has also been considered.

LEADERSHIP AND GROUP PRODUCTIVITY

There is still another vital relationship to be considered before full value of leadership can be gained and that is the relation of leadership to group productivity and effectiveness. What determines group productivity? What makes a group effective? What are the resulting connotations to persons in leadership roles? These questions serve to indicate the importance of this relationship between leadership and group productivity and effectiveness.

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45 Ibid., p. 25.

46 Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1950), pp. 629-630.

French, in discussing the findings of the First National Training Laboratory in Group Development held at Bethel, Maine, in 1947, gave a concise summary of the determinants that have been discovered in the field of group dynamics. He indicates five different groups of variables that determine group productivity:

> A very large number of determinants of group productivity have been discovered: process variables such as the amount of contribution and participation by members, the coordination of activities, the effectiveness of communication, and group standards; group structure variables, as the cohesiveness of the group, the prestige structure, and the functional role structure; personality variables as indicated in the Runner-Seaver dimensions and the Korschach patterns; environmental variables such as the structure of the task and the pattern of rewards producing cooperation or competition; cognitive structure variables such as goal orientation and the perception of abilities of other members.[47]

These variables need no explanation except the personality variables that were identified by the use of the Korschach pattern test and the Runner-Seaver test of dimensions. French showed that the Korschach test indicated that:

> . . . the more productive members had greater intelligence, more originality, and were less stereotyped in their attitudes and ways of thinking. They were emotionally responsive yet with better emotional control. On the Runner-Seaver test, there was evident in this group a greater sociability and initiative with less obstinacy and anxiety.[48]

French also showed that group productivity is increased when the interrelationships between members or sub-units are cooperative rather

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47 John R. P. French, Jr., "Group Productivity," ed. Harold Guetzkow, op. cit., p. 53.

48 Ibid., p. 49.

than competitive. He further showed that group productivity can be improved by using the technique of collaborative participation in making decisions which affect group members.[49]

Marquis showed the relation between group productivity and other factors. He reported that group productivity was less with an increase of self-oriented need behavior in the group process; that no change occurred in productivity with a variance in cohesiveness; and that an increase in group productivity occurred when problems were more urgent and the power of the group was more adequate.[50]

Characteristics of the most productive groups in decision making as found by Marquis are:

> . . . that the most productive groups showed more adequate com-
> munication (in terms of audibility, understandability and
> freedom to participate), were more orderly in their treatment
> of topics (i.e., showed a minimum of backtracking and simul-
> taneous discussion of more than one topic), and made a more pene-
> trating attack on the problems than did the less productive
> groups.[51]

LEADERSHIP AND GROUP EFFECTIVENESS

Closely related to group productivity is the matter of effectiveness of a group. Newcomb states that:

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49 Ibid., p. 51.

50 D. G. Marquis, Harold Guetzkow, and R. W. Heyns, "The Social Psychological Study of the Decision--Making Conference," ed. Harold Guetzkow, op. cit., p. 63.

51 Ibid., p. 64.

> The effectiveness with which any group functions is very
> largely determined by two factors: the degree to which
> members are motivated to take their roles, and the degree
> to which the different roles are smoothly integrated with
> one another. The kind of social reinforcement which is
> characteristic of cohesive groups can contribute greatly
> to both of these conditions of group effectiveness.[52]

Hence, motivation and integration of roles and effort of group members are the keys to making a group effective in function. Lewin states that:

> . . . The experimental results indicate that in the long run
> a constellation which gives sufficient weight to the motiva-
> tion of the individual as a group member is superior in re-
> gard to character building and social relations, as well as
> in regard to production.[53]

Newcomb describes the greatest motivating force as "the anticipation of satisfying response from other people."[54] The author holds that when the relations among group members aid them to reinforce one another in playing their prescribed roles, the condition is ideal for group effectiveness.[55]

The implications of group productivity and group effectiveness to leadership is a basic problem of leadership. The success of leadership is largely judged by the quantity and quality of the production of a group. Lewin, in considering this basic leadership problem, defines it as the problem of how to link organizational goals to the dynamics of

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52 Theodore M. Newcomb, op. cit., p. 649.

53 Kurt Lewin, op. cit., p. 397.

54 Theodore M. Newcomb, op. cit., p. 649.

55 Ibid., p. 650.

group life. He indicates that productivity is the "outcome of a group life which has its own dynamics."[56]

MEMBER SATISFACTION

A high rate of group productivity would indicate a caliber of leadership that motivates members to assume various roles suitable to each member. It would indicate a caliber of leadership that promotes a high rate of member satisfaction. Marquis showed that greater member satisfaction is achieved when the group process is characterized by "task-oriented" behavior rather than "self-oriented" behavior, that is, the behavior of the members is induced by the requirements of the group situation rather than behavior induced by the personal needs of the individuals.[57]

Another factor that induces a high rate of member satisfaction is a high degree of opportunity to participate in the group.[58]

The kind of leadership that promotes member satisfaction, creativity, participation and "task-oriented" behavior is the kind of leadership that induces strong motivation of group members.

Roberts supported this thought as it applies to teen-age groups when she stated that:

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56 Kurt Lewin, op. cit., pp. 396-397.

57 D. G. Marquis, op. cit., p. 61.

58 Ibid., p. 62.

> The Teen-Ager's loyal enthusiasm for his organized group is
> directly related to the values he finds within it. The
> number of values he finds is directly related to the leader-
> ship. The quality of the values and the quality of the re-
> sulting individual or group behavior are directly related to
> the kinds of programs the membership chooses. The choice of
> programs relates back again to the quality of leadership. . . .[59]

Leadership that would lead a group to high productivity would also

provide the conditions that made each member feel that he belonged to

the group. A member who does not feel that he belongs will not be an

asset to the group's ability to produce. Here, leadership is con-

cerned with making the group attractive to the individuals, in moti-

vating the desire of individuals to want to take the role of group

members and in developing their confidence that their understanding of

group norms are shared with other members.

PROBLEM-CENTERED GROUPS

A review of groups would not be complete without the inclusion of

the work that has been done in developing groups that are problem-

centered.

Perhaps the work of de Huszar is the most nearly complete, single

effort of describing problem-centered groups and how to apply problem-

centered groups in various areas of our society. He states that the

five features of a problem-centered group are: (1) that it is composed

of ten to twelve persons, (2) that it has a democratic structure,

(3) that it creates a fusion of thought, (4) that it puts a problem in

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59 Dorothy M. Roberts, op. cit., p.

the center of the group, and (5) that it meets around a round table.[60]

de Huszar, in discerning the significance of problem-centered

groups, states that:

> The significance of the problem-centered-group is manifold.
> It creates integration by encouraging participation, which
> has important psychological consequences for the partici-
> pating individuals.[51]

de Huszar makes applications of the problem-centered-group method

in several fields such as education, journalism, community, government

and industry. The process is similar in each field, with the results in

industry being typical. The author states that:

> The following are the most important operating results of the
> application of the method: (a) solving problems better;
> (b) simplifying and improving operations; (c) speeding the
> acceptance of changed methods; (d) making trouble-shooting
> more thorough and systematic; (e) using more fully the accumu-
> lated wisdom of work experience. . . .
>
> The problem-centered-group not only helped to solve problems,
> but also resulted in valuable personnel by-products: (f) gen-
> erating enthusiasm and raising morale; (g) building confidence,
> respect, and understanding through direct personal contacts;
> (h) stimulating and releasing latent powers of men and women;
> (i) discovering and developing leadership from within; (j) build-
> ing genuine manager-worker teamwork inside the organization.[62]

IDENTIFICATION AND SELECTION OF LEADERS

The review of literature to this point has shown that leadership is

an integral part of the group process as it functions in "producing" or

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60 George B. de Huszar, _Practical Applications of Democracy_
(New York: Harper and Brothers, 1945), p. 31.

61 _Ibid_.

62 _Ibid_., p. 98.

achieving group goals. That leadership success largely determines

group success finds common agreement among the writers on this subject.

It becomes a matter of great concern, then, to select individuals for

major leadership roles who will aid a group to achieve the greatest

possible success. Selection of leaders has been a topic of much research

which indicates its importance to the area of leadership.

Leader selection involves at least two major problems: one problem

is concerned with who is to make the selection, and the other area is

to find a valid method of selecting leaders. Scientific selection of

leaders is difficult since leadership is not a standard behavior pattern

common to all groups and all situations.

Eaton, in referring to the problem of who is to select group leaders,

points out quite clearly the two alternatives based upon two different

kinds of power bias that are involved in leadership selection. It is a

matter of which power bias is to control the values used in leadership

selection. The following quotation from Eaton provides a concise

description of these two alternatives:

> . . . 1. Leadership is considered to be a constellation of
> qualities defined by an individual or a group of superiors in
> a hierarchy. They do the selecting of leaders in terms of
> their standards . . . Opportunity for the exercise of leader-
> ship is awarded by appointment from above.
>
> Leadership is considered to be a constellation of qualities
> defined by prevailing sentiments in the entire group to be
> led. . . .[63]

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63 Joseph W. Eaton, op. cit., p. 617.

Leadership in a free society would encourage the use of the second

stated alternative.

The more promising methods of leadership selection would also in-

dicate the encouragement of the use of group values in leadership

selection. Selection of leaders largely revolves around the problem of

identification of leaders. The two better methods of identification of

leaders is by the use of sociometrics and a particular form of it

called "buddy-rating."

Zeleny quotes Eaton as saying that:

. . . Buddy-rating scores (ratings by associates), however,
were found to have "a higher relationship with the opinion
held by senior combat officers" than any other measure
(tetrachoric correlation .42). The report concluded: "The
evidence thus far presented points strongly to the conclusion
that the men, themselves, are more capable of picking their
own leaders than are instructors and training officers."[64]

Eaton indicated that "buddy-ratings" "may be among the most valid indexes

of leadership."[65]

Partridge found that the process of selecting friends and leaders

among boys and girls was similar to the "buddy-rating" method of

identification:

In a comparison of the process of naming leaders and friends,
both boys and girls were found to choose friends by these
criteria (in order of importance):

1. What they are (ideal).
2. Who they are (social).
3. What control they show (emotional).

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64 Leslie Day Zeleny, op. cit., p. 664.

65 Joseph W. Eaton, op. cit., p. 641.

4. What they know (mental); <u>leaders</u> were chosen in terms of:

    a. 'What they do',
    b. 'What they are',
    c. 'What control they show',
    d. 'What they know.'[66]

The use of sociometrics with its resulting sociograms also has value in identifying leaders. The sociogram of a group represents the paths of positive liking or tele that links group members together. Murphy views this "network" as the paths through which leadership, rumor, fad and fashion may pass. It reveals the concrete individual basis for group action.[67]

For all that has been done in an effort to make leadership selection scientific, it still remains a matter of using many objective tests coupled with personal judgment. In reviewing the research, Eaton concludes that the many challenging experiments have produced no data that would permit evaluation of their results. Since few follow-up studies have been attempted, much of the past research remains to be validated.[68]

LEADERSHIP TRAINING

It will be noted in Chapter I that the primary interest in the study of leadership by the investigator originated in the interest of

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66 Ernest D. Partridge, "Ability in Leadership Among Adolescent Boys," <u>School Review</u>, XL (1932), pp. 526-531.

67 Gardner Murphy, Lois Murphy, Barclay and Theodore M. Newcomb, <u>Experimental Social Psychology</u> (New York: Harper and Brothers, 1937), pp. 300-309.

68 Joseph W. Eaton, <u>op</u>. <u>cit</u>., p. 640.

improving leadership training in the F. F. A. Since leadership has been defined in terms of abilities for the investigator's research problem, leadership training carries the connotation of training persons to develop certain abilities of leadership. The situational approach to leadership would further imply that these leadership abilities be developed within actual or simulated group situations. These situations, with all of their social interaction and group dynamics, would provide the "environment" in which leadership-ability training would occur.

Link describes leadership as being an aspect of social effectiveness which consists of "certain habits and skills which can be acquired by practice."[69] This would support the thesis that it is possible to train people in and for leadership.

Zeleny in his review of the general conditions of leadership training, as being representative of current research findings, quotes Link's summary:

> (a) ample provision for group participation, (b) intense group participation, including competitive games and sports, (c) private practice, (d) economic independence, (e) contacts with the opposite sex, (f) bodily movement in connection with the group experiences, and (g) experience in followership as well as in leadership.[70]

Can leadership be developed through instruction? This important question was the point of the research done by Eichler in his experiments involving junior high school students. He found, by using before and

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69 H. C. Link, "Definition of Social Effectiveness and Leadership Through Measurement," Educational and Psychological Measurement, IV: pp. 57-64.

70 Leslie Day Zeleny, op. cit., p. 667.

after ratings, that the group receiving instruction in leadership received a slightly higher rating than the control group. With still another group that received both instruction and practice in leadership, the gains were exceptional over the group that had received only leadership instruction.[71] This would indicate that the action phase of leadership development is the more important phase but the best conditions for developing leadership exist when instruction and practice are used together.

French reported a field experiment that compared self-directed and self-motivated training in contrast with a directive method of training. The purpose of this experiment was to compare the effect of the two training methods on the productivity of groups involved in solving problems of human relations. The results showed no significant differences in gains in productivity. He found that the effect of the training depended upon the degree of group acceptance or rejection of the training method. In comparing groups that accepted the training method used by their group, it was found that groups using the self-directed method of training resulted in "greater interest in the problems, greater clarity of the goal, more cooperation and more efficient use of manpower."[72]

This experiment supports a principle in leadership development that the method of training must not only consider group goals but also

71 G. A. Eichler, Studies in Student Leadership, Pennsylvania State Studies in Education, No. 10 (Pennsylvania State College, 1935), pp. 32-47.

72 John R. P. French, Jr., op. cit., p. 52.

group acceptance of the method or methods used to achieve these goals.

This aspect of acceptance by a group is related to the matter of how leadership should be stimulated in a free society. Sanderson is of the opinion that usefulness should be stressed in efforts made to stimulate democratic leadership rather than encourage the desire to lead. He is of the belief that the essential stimulant

> . . . is to give people a vision of the social tasks that need to be performed within the various groups to which they belong, and the possible satisfactions to be derived from such service both for themselves and for the group.[73]

In considering leadership training the question of <u>who</u> should be trained is a matter of special importance in a free society. It has been the practice in the F. F. A. organization to limit intensive leadership training programs to chapter officers. Lewin is of the belief that training should be for the "led" and not for the "leaders" since the collective desires and philosophy of the majority will determine the tone of a group over a period of time.[74] The author was referring to groups in which the membership was relatively stable and hence could be viewed as not being directly applicable to present F. F. A. practice. It does, however, imply a consideration that cannot be ignored by any democratic group.

Lewin is supported in this view by Miller when he holds that:

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73 Dwight Sanderson, <u>op</u>. <u>cit</u>., p. 55.

74 Kurt Lewin, <u>op</u>. <u>cit</u>., p. 226.

. . . the wise approach to rural leadership would seem to
force us to be as much concerned with what happens to those
that are led as to those who are leading.[75]

LEADERSHIP SPECIFIC TO THE FUTURE
FARMERS OF AMERICA

The studies made in the area of F. F. A. leadership are very

limited with no previous study made of F. F. A. leadership in terms of

abilities. Cardozier made a study as to the effectiveness of parliamen-

tary procedure training in developing attitudes of democratic participa-

tion in F. F. A. pupils.[76] This study indicates that the emphasis placed

upon parliamentary procedure as a technique to develop F. F. A. leader-

ship should have a basis other than that of developing democratic

participation with F. F. A. chapters.

The writer holds the position that parliamentary procedure does not

develop leadership but is a useful tool of leadership and should be

recognized as an aid to leadership but not an integral part of the

leadership role. It is an aid to maintain control of a group.

Sanderson supports the investigator's position when he states it

to be a knowledge and a skill that is helpful in any group. He implies

the purpose of parliamentary procedure to be a tool of leadership when

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75 Paul A. Miller, "Identifying and Working with Rural Leadership,"
(Unpublished address given March 16, 1951, at the Thirty-first Annual
Regional Conference on Agricultural Education, Congress Hotel, Chicago,
Illinois.)

76 Federal Security Agency, Office of Education, Summaries of
Studies in Agricultural Education, Supplement No. 4, Vocational Division
Bulletin No. 246, Agricultural Series No. 61, pp. 11-12.

he states that: "If the leader loses control of the group, his leadership, for the time being, is lost. . . ."[77]

In still another study, Keener made an effort to determine the progress which boys holding the American Farmer degree in Oklahoma had made in their abilities of leadership. He found these young men had a comparatively strong educational background. He concluded that they were active leaders in their communities and State farm organizations.[78] This study would indicate that leadership experiences in F. F. A. do contribute to adult community leadership roles. It gives no measure, however, of the degree of contribution made by these F. F. A. leadership experiences.

Keener's study brings to attention the matter of why vocational agriculture is concerned in the development of F. F. A. leadership. Is it for present F. F. A. leadership or for future adult community leadership? Sanderson makes this distinction when he defines the difference between "training in leadership" and "training for leadership." He holds the position that more success will be gained with "training in leadership." The author believes that leadership training should be specific and hence implies that training leadership for the present should be the focus of our attention.[79]

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77 Dwight Sanderson, op. cit., p. 89.

78 Federal Security Agency, Office of Education, Summaries of Studies in Agricultural Education, Vocational Division Bulletin No. 237, Agricultural Series No. 57, pp. 53.

79 Dwight Sanderson, op. cit., pp. 85-92.

The third study having any relation to the investigator's present study was an evaluation study in which the author was concerned with clarifying, classifying and measuring some of the values of the F. F. A.[80] F. F. A. leadership was one of the values included in Nelson's research. The author used the following measures for evaluating leadership in terms of leadership activities:

1. The number of times a F. F. A. member made or seconded a motion.

2. The number of times a F. F. A. member helped with chapter entertainment.

3. Method used in becoming familiar with the contents of the Official Manual.

4. Method used in becoming acquainted with the duties of all the F. F. A. Offices.

5. Number of times an F. F. A. member examined any part of the chapter record books.

6. Whether F. F. A. members received receipts for dues and/or membership cards.

7. Number of times a F. F. A. member had;

   a) been chairman of any committee,
   b) written news articles,
   c) been in a judging contest,
   d) been in public speaking or parliamentary procedure contests,
   e) participated in an officers training conference,
   f) been a delegate to the F. F. A. State (Utah) convention,
   g) helped to build a chapter exhibit,
   h) received a copy of his chapter's program of activities,
   i) helped to make the chapter program of activities,
   j) taken minutes of a committee or chapter meeting.[81]

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80 Leslie W. Nelson, "Development of Criteria for the Evaluation of Local Chapters of Future Farmers of America," (unpublished doctoral dissertation, Ohio State University, Columbus, Ohio, 1944).

81 Ibid., pp. 123-125, 236.

The author's findings were as follows:

1. There was a significant, positive relationship between increased participation in leadership activities in chapters where installation ceremonies for new officers was practiced.[82]

2. In comparing leadership activities with leadership abilities they are expected to develop, the author found that:

> Being a committee chairman and also being a member of a judging team were closely associated with the development of the ability to cooperate with others and with the ability [to] take part in a discussion.[83]

3. The author compared some leadership activities such as public speaking, parliamentary procedure, participating in an officers' training conference and helping to develop a chapter program of activities, with the abilities which boys have developed to aid them in positions of leadership which they may occupy. He found that the ability to recognize the rights and opinions of others was "not considered to be important by the (F. F. A.) respondents to the check list."[84]

Nelson stated in his "Frame of Reference" that:

> . . . Young men develop attitudes and abilities by planning activities and participating in them. Therefore, the number and kind of activities that a chapter provides for its members, and the degree to which members participate in these activities, will determine the value of the organization to the individual, to the school, and to the community.[85]

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82 Ibid., p. 154.

83 Ibid., p. 173.

84 Ibid., p. 174.

85 Ibid., p. 202.

SUMMARY

This review has included more than the limited number of studies in F. F. A. leadership primarily for three reasons. Due to the limit in number and scope of the studies made in F. F. A. leadership, the investigator considered that the inclusion of leadership studies outside of the F. F. A. organization would yield data pertinent to solving problems within the F. F. A. organization. Another reason for including "outside" studies was to use data that showed evidence of certain leadership principles and concepts. It has been assumed that these principles, if valid, apply to all democratic groups and therefore could be applied to the F. F. A. organization. Finally, the more recent research and most intensive studies have been made with groups other than the F. F. A. organization.

The review of the research, studies and writings made by the research worker has brought to light certain evidences. One of these concerns the origin of leadership. Eaton and Lasswell showed that leadership evolves from group situations and not from any particular possession of personality traits. The relation between traits and leadership was pointed out by Zeleny as being an indirect relationship. Only as traits are used to guide better performance in a group do they become significant.

Campbell and Stogdill have indicated that everyone in a free society is a leader and hence leadership is common to all. The difference is not the presence or absence of leadership among people but a matter of difference in leadership roles.

The primary qualifications for leadership as stated by Dexter, Sanderson, and Carter are: 1) the ability to adapt oneself to the needs and demands of different situations; 2) a high degree of devotion to group welfare; 3) the knowledge and ability to guide a group in its activities; 4) the development of a personality acceptable to the group; and 5) the ability to determine what role should be played and adapt oneself to that role for a given situation.

It has been shown by Roberts and Jennings that the techniques of leadership are closely associated with leadership behavior. The implication is that techniques of leadership will not "save" or offset poor leadership behavior. It was shown that leadership behavior relates itself to more complete satisfaction of group needs and hence varies between groups. Bavelos showed that leadership behavior can be described and that the three dimensions of leader behavior are: 1) a maintenance of membership factor; 2) objective attainment; and 3) group interaction facilitation.

Campbell, Carter and Shartle showed that leadership can be defined in terms of abilities. All of the research and writers also find agreement that leadership does not exist without group interaction.

Shartle, in reporting the work of Hemphill and Westie, showed that group behavior can also be described. Newcomb stated that group behavior can be understood only as mutually interdependent behaviors.

French showed evidence from research that the determinants of group productivity are found in five sets of variables. These variables were discovered in the group process, group structure, personality, environment and the cognitive structure of a group.

Marquis found that highly productive groups in terms of decision-making had good communication, were orderly in their treatment of topics, and made a very penetrating attack on their problems.

Newcomb stated the close association between group effectiveness and motivation of members. He also indicated that highly effective groups were groups in which different membership roles were smoothly integrated.

Marquis and Roberts showed that leadership which results in a high sense of satisfaction to group members promotes task-oriented behavior, provides ample opportunity for member participation, encourages creativity, and provides values that are shared by the group.

Democratic groups are problem-solving groups. de Huszar showed that groups with a problem in the center made for group participation and productivity.

The use of sociograms and buddy-ratings were shown to be the most accurate objective measurements to use in identifying and selecting leaders. In this respect, Partridge found that boys selected their leaders by the following criteria:

1. "What they do" (ability).

2. "What they are" (ideal).

3. "What control they show" (emotional).

4. "What they know" (mental).

In the development of leadership, French showed that methods of leadership development must be accepted by the group. Sanderson pointed out that leadership should be stimulated by stressing usefulness both to the individual and the group.

Lewin and Miller are equally or more concerned in training the leadership of the "led" rather than the status leaders in a free society.

Cardozier's study showed that the study and use of parliamentary procedure had no effect in developing democratic participation among F. F. A. boys.

Keener indicated that leadership experiences while members of the F. F. A. organization aided adults in their community leadership roles. His study was limited to only those holding the American Farmer degree and gave no measure of how much credit should be given to the F. F. A. for their present adult leadership ability.

Nelson found that the ability to recognize the rights and opinions of others was considered of small importance in aiding F. F. A. boys to gain positions of leadership.

Relative to the investigator's study, a review of the literature has not yielded evidence of any similar study. The studies concerned with the F. F. A. have treated leadership either incidentally or in terms other than leadership abilities. The research worker encourages the reader to consider this study as a pilot study that presents many facets for further research.

The review of literature has also produced evidence to support the investigator's assumption that leadership can be reliably described in terms of leadership abilities. It has also shown that a situational approach to leadership training is an excellent approach to use in developing leadership abilities.

CHAPTER IV

METHODS OF PROCEDURE

INTRODUCTION

In Chapter I the statement of the problem was presented in which it
was noted that the judgments of selected Michigan rural-leaders was to be
included in this study. In this chapter the methods used to construct
the leadership ability rating scale and the method used to secure a
stratified, representative sample of Michigan's rural leaders is
presented.

CONSTRUCTION OF THE LEADERSHIP ABILITY
RATING INSTRUMENT

For the purposes of this study the questionnaire method was selected
over the interview and other methods of research. The reasons for this
selection were primarily due to: (1) the large sample selected for this
study, and (2) the fact that as this study was considered by the investi-
gator to be a pilot study, it was judged to be more feasible and important
to include a larger sampling via questionnaire than a smaller sampling
via the interview method.

The matter of constructing the questionnaire was the initial pro-
cedure of this study. The sources for the leadership abilities selected
were interviews with recognized leaders in various fields, and thoughts

expressed by some authors in their books that are found in the Appendix as well as some placed in the instrument by the investigator. The source for each leadership ability included in the final questionnaire is stated on page 110 of the Appendix.

In constructing the trial leadership abilities rating scale, each stated leadership ability was followed by a five-point rating scale. The respondent was asked to check the desirability of each stated ability on the scale immediately following each ability. The five points on each scale were labeled from left to right; essential, very desirable, desirable, irrelevant and not desirable. In every case, the respondent was to consider the following question: How desirable is this ability for a rural, democratic leader to possess?

The first page of each instrument contained directions and examples for scoring the leadership abilities that followed. The following terms were also defined on this first page: leadership, rural, and democratic.

The questionnaire was personally given by the investigator to two groups for completion. It was administered to sixty-four members of the Junior Farm Bureau who were attending their Junior Farm Bureau Leadership Camp at Walden Woods, Michigan, August 28th to September 3, 1947. It was also administered to twelve Farm Bureau District Representatives who also held a one-day conference at Walden Woods concurrent with the Junior Farm Bureau Leadership Camp. The basic differences between these two groups were in size and in age. The Junior Farm Bureau is a farm-youth group whereas the Farm Bureau District Representatives are adults employed by the Farm Bureau.

The results obtained in both groups indicated similar limitations in the trial scale. The findings resulted in the respondents checking most of the forty leadership abilities toward the essential and very desirable end of the scales. The research worker concluded that this was the result, in a large measure, of a combination of three factors: the definition of terms on the first page of the instrument, the composition or make-up of the instrument, and the narrow range of desirability found among the forty leadership abilities.

Having the critical terms of leadership, rural, and democratic defined tended to influence the respondents' reactions and that resulted in stereotyped responses. Since the range of desirability was narrow, the tendency existed for the respondents to check toward the left end of the scales. This resulted in the tendency to automatically check toward the left end of the scales as the respondents proceeded to respond to the leadership abilities listed. These points were considered when the revision of the instrument was undertaken.

In the revised questionnaire the word "importance" was substituted for the word "desirable" so the meaning of the leadership abilities now presented to the respondent now read; How important is this ability in a rural democratic leader?

The original, five-page questionnaire was reduced to a two-page questionnaire. The respondent was asked to check one of five columns. These columns were labeled essential, very important, important, some importance and no importance. Each of these column captions was defined

at the beginning of the questionnaire as a technique to increase the uniformity of basis for interpretation among the respondents.

To overcome the problem of narrow range among the leadership abilities, the research worker endeavored to increase the range of importance of the leadership abilities by including a number of autocratic leadership abilities as well as some abilities usually not associated with leadership, such as the ability to use a typewriter. The autocratic abilities were included for two reasons. First, it would cause the respondent to consider each leadership ability individually and decrease the tendency to automatically check each ability. Second, the opportunity existed to evaluate a series of leadership abilities ranging between democratic and autocratic so the results would give some indication of the degree of democratic thinking that exists among rural leaders in Michigan.

Two abilities usually not associated with leadership were also included for two reasons. First, as a means of increasing the range of importance and second, to discover just how discriminate the respondents were between leadership and non-leadership abilities.

The investigator inserted one leadership ability twice in the questionnaire as a technique for indicating the reliability of the responses made in the questionnaire. This particular ability was placed as the fourth and forty-ninth ability of the total of forty-nine abilities on the instrument. A copy of the revised questionnaire as used in this study is found on page 98 of the Appendix.

SECURING A REPRESENTATIVE SAMPLE OF PRESENT-DAY
MICHIGAN RURAL LEADERS

Many agencies and social institutions are interested in rural people
and in promoting leadership among rural people. In many instances the
same rural people are being influenced by several agencies and social
institutions. It becomes important, therefore, for any one organization
or institution to be concerned with discovering common values.

The following institutions and organizations were selected to repre-
sent all those institutions and organizations that are directly interested
in the social, religious and economic progress of rural society: rural
churches, rural agricultural schools, farmer cooperatives, The Cooperative
Extension Service and the major farm organization of Michigan. It is
assumed in this study that all of the above mentioned institutions and
organizations are vitally concerned in improving leadership in our rural
society.

The questionnaire was sent to superintendents of rural agricultural
schools and teachers of vocational agriculture to represent rural schools;
to managers of farmer cooperatives; to county agricultural agents and to
county 4-H Club agents to represent the Michigan Cooperative Extension
Service and to county Farm Bureau presidents, as representatives of the
major farm organization in the state.

Rural ministers of various religious denominations were also sent
questionnaires to represent rural churches. The following denominations
were represented among those rural ministers who were included in this
study: Methodist, Baptist, Presbyterian, Evangelical-United Brethren,

Roman Catholic, Disciples of Christ, Congregational, Reform, Lutheran, and

Lutheran, Missouri and Wisconsin Synods and other demoninations.

The Michigan Council of Churches supplied the investigator with

its "Town and Country" list of rural ministers. This was supplemented

by directories from the following churches: Roman Catholic, Evangelical-

United Brethren, Lutheran and Lutheran, Missouri and Wisconsin Synods.

The names of rural ministers that were listed in these supplementary

directories and also on the "Town and Country" list of the Michigan

Council of Churches were deleted from the "Town and Country" list. The

final total membership of one thousand eleven rural ministers, after the

above deletions, was secured from the following sources:

1. Michigan Council of Churches--six hundred and twenty-one rural
   ministers.

2. Roman Catholic--two hundred and five rural priests.

3. Evangelical-United Brethren--forty-five rural ministers.

4. Lutheran--seventy rural ministers.

5. Lutheran, Missouri and Wisconsin Synods--one hundred and seventy
   rural ministers.

Questionnaires were sent to 44.3 per cent of all the rural leaders

who were members of the seven rural agencies selected for this study.

The range of random sampling for the seven groups was from 24.3 per cent

of the teachers of vocational agriculture to 100 per cent of the county

Farm Bureau presidents.

A range of samples for the seven groups, rather than a uniform per-

centage of the group memberships, was used by the investigator. The

reasons for a range of the sampling percentages for the seven groups were

as follows:

1. The percentage of the group sampled was increased as the size of the group became smaller relative to the other groups included in this study. The tendency for more variability in the responses for the smaller groups was countered by an increase in the sample selected.

2. A smaller sample was taken for teachers of vocational agriculture for the purpose of reducing their weight to the collective responses of all groups. This study is more concerned with the responses of the other six organizations.

Thirty-six per cent of the eight hundred sixty-five questionnaires sent to rural leaders were returned. The investigator did not send a follow-up letter to those leaders who failed to return the questionnaire.

The research worker concluded from the data in Table II that the sample was representative.

The names of leaders selected from these seven groups were either taken at random from the various sources or all the members of the group were included in this study. The investigator concluded that a stratified, random, representative sample was secured for this study.

TABLE II

SAMPLING OF GROUPS FOR STUDY

Agency or Organization	Total Membership	Number Sent	Number Received	Per Cent Returned	Per Cent of Membership Sent	Per Cent of Membership Returned
Superintendents of rural schools	229	113	61	54.0	49.3	26.6
Managers of farmer cooperatives	274	110	38	34.5	40.1	14.2
Rural ministers	1011	445	110	25.4	44.0	10.9
County Farm Bureau presidents	61	61	26	42.6	100.0	42.6
County agricultural agents	94	45	25	55.5	47.8	26.6
4-H Club agents	52	35	14	40.0	67.3	26.9
Teachers of vocational agriculture	230	56	35	62.5	24.3	15.2
Total	1951	855	309	36.1	44.3	15.8

CHAPTER V

CLASSIFICATION OF DATA AND INTERPRETATION OF FINDINGS

INTRODUCTION

In Chapter III the method of research and the procedures used to secure a stratified, random sample was presented. In the present chapter the findings of this study will be classified and interpreted.

Referring to Table II, it is shown that the range of returned questionnaires from the organizations varied from 10.9 per cent of the total membership of rural ministers to 42.6 per cent of the total membership of the county Farm Bureau presidents. The mean average response of all seven organizations or agencies was 15.8 per cent of their combined, total membership. Statistically, the sample used as a basis for this study is 15.8 per cent of the total population.

Table II also shows that at least ten per cent of the total membership of the largest agency and almost twenty-seven per cent of the smallest agency responded to the questionnaire.

CLASSIFICATION OF DATA

As the coded questionnaires were returned, they were separated into their seven respective agency groups. The responses on each questionnaire were recorded by agency groups on a letter basis.

The letter basis for recording all responses of leadership abilities was as follows:

Essential .... E
Very Important VI
Important I
Some Importance...... S
No Importance .... No
No Response .... O

Then it was assumed that no more questionnaires were to be returned, the responses to each leadership ability within each agency group was summed. This action presented the raw data in terms of totals for each ability by agency groups.

These summations were then converted into expressions of percentage for each agency group. This action presented the leadership abilities in terms of percentage of those responding for each agency group. The data in this form are found on pages 102 to 108 of the Appendix.

At this point, each rank of importance was given a numerical weight as follows:

Essential 5
Very Important 4
Important 3
Some Importance 2
No Importance 1

These numerical weights represent X in the following formula for calculating the weighted arithmetic mean:[1]

$$\bar{X} = \frac{\Sigma f \quad X}{N}$$

1 Frederick E. Croxton and Dudley J. Cowden, Applied General Statistics (New York: Prentice-Hall Inc., 1944), p. 195.

In this manner, the weighted arithmetic means for all leadership

abilities for each of the seven agency groups were computed.

The degree of dispersion among the responses was considered worthy

of determining, so the standard deviation of distribution of the responses

from the arithmetic mean was computed for all the abilities within the

seven agency groups. The following formula was used for these computa-

tions:

$$\sigma = 1/N \sqrt{N \sum f X^2 - (\sum f X)^2}$$

This formula is derived from the following formula:[2]

$$\sigma = \sqrt{\frac{\sum f X^2}{N} - (\frac{\sum f X}{N})^2}$$

The weighted arithmetic means, together with their standard deviations

of distribution for each of the seven groups of rural leaders, are

found on page 109 in the Appendix. No further mathematical analysis

was made of the data separated into groups, since the primary purpose of

this study is to evaluate how all respondents considered the leadership

abilities regardless of which group of rural leaders they represented.

From the summations of the leadership abilities for the respective

agency groups, the summations of all the groups were computed in the same

process as for the agency groups.[3] The dispersion from the mean by all

respondents was then determined by computing the standard deviation of

distribution for each leadership ability.[4]

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2 _Ibid_.

3 _Ibid_.

4 _Ibid_.

The leadership abilities as listed on the questionnaire were reorganized in rank order of their weighted, arithmetic means. The degree of variability of these sample means was then determined by computing the standard error of the sample means by the formula $\sigma_{\overline{X}} = \dfrac{\sigma dist}{\sqrt{N}}$.[5] The rank order of means with their corresponding standard error are found in Table III.

Utilizing the standard errors of the means, it was found that the abilities separated themselves into six significant groups instead of the five groups originally ascribed to them by the research worker. The significance of these divisions between groupings was determined by computing the number of standard error of difference between two means. The resultant values are also called Z scores. The two means concerned in each computation were the arithmetic mean of the last leadership ability of a group and the arithmetic mean of the first leadership ability of the next group immediately succeeding. The formula

$$\sigma_{M_1 - M_2} = \frac{M_1 - M_2}{\sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2}}$$

was used for this process. It was adapted from the formula

$$\sigma_{\overline{X}_1 - \overline{X}_2} = \sqrt{\sigma_{\overline{X}_1}^2 + \sigma_{\overline{X}_2}^2}$$.[6] Table IV shows the five separation points of the means in rank order were all significant. Three points were significant at the one per cent level while the other two points were significant at the five per cent level.

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5 Ibid., p. 307.

6 Ibid., p. 318.

TABLE III

RANK ORDER OF LEADERSHIP ABILITIES BY THEIR ARITHMETIC MEANS
WITH THEIR CORRESPONDING STANDARD ERRORS

Ability Number	Arithmetic Mean		Standard Error	Ability Number	Arithmetic Mean		Standard Error
11	4.63	±	.038	18	3.53	±	.070
35	4.59	±	.036	10	3.41	±	.066
17	4.46	±	.043	21	3.41	±	.060
46	4.45	±	.035	9	3.31	±	.063
31	4.42	±	.041	25	3.26	±	.058
1	4.40	±	.044	4	3.22	±	.116
45	4.33	±	.043	36	3.16	±	.059
49	4.30	±	.045	30	3.12	±	.069
44	4.27	±	.051	39	3.08	±	.078
24	4.26	±	.049	6	2.65	±	.089
12	4.25	±	.042	42	2.54	±	.066
22	4.22	±	.050	23	2.50	±	.050
8	4.20	±	.049	37	2.45	±	.064
16	4.11	±	.048	28	2.35	±	.063
32	4.09	±	.049	3	2.20	±	.064
20	4.07	±	.043	19	2.16	±	.073
34	3.96	±	.046	41	1.90	±	.058
7	3.94	±	.065	26	1.76	±	.058
47	3.93	±	.046	38	1.76	±	.057
48	3.90	±	.049	27	1.71	±	.049
15	3.88	±	.058	40	1.65	±	.041
33	3.87	±	.060	5	1.61	±	.056
14	3.84	±	.050	13	1.24	±	.028
2	3.80	±	.059	43	1.21	±	.033
29	3.74	±	.062				

TABLE IV

SIGNIFICANT DIVISIONS OF LEADERSHIP ABILITIES INTO SIX GROUPS, AS DETERMINED BY THE NUMBER
OF STANDARD ERROR OF DIFFERENCE BETWEEN MEANS OR Z SCORES

Division Between	Smallest Mean of	Largest Mean of	M_1-M_2	Standard Error of Mean Difference	z Scores
Group I and II	Group I -- 4.59	Group II -- 4.46	.13	.05508	2.32
Group II and III	Group II 3.74	Group III 3.53	.21	.09388	2.23
Group III and IV	Group III 3.08	Group IV 2.65	.43	.118	3.64
Group IV and V	Group IV 2.16	Group V 1.90	.26	.09324	2.79
Group V and VI	Group V 1.61	Group VI 1.24	.37	.06261	5.91

The respondents were asked to rank the abilities on the basis of five degrees of importance. The results, however, indicate six significant degrees of importance in place of the original five degrees of importance.

Further reference to these ability groups will be by numbers I, II, III, IV, V and VI rather than essential, very important, important, some importance and no importance. The abilities, identified by their questionnaire number and ranked by their arithmetic mean with their corresponding standard error are found in Table V.

For the purposes of this study, the investigator is concerned with only those abilities found in Groups I and II. There are two abilities in Group I and twenty-three abilities in Group II. These two groups closely correspond to the original groups of essential and very important since there were two abilities in the essential group and twenty-four abilities in the very important group.

Leadership Abilities of Groups' I and II

The abilities in Group I are the abilities to:

1. Create the feeling within his group that he, as a leader, is a part of and not apart from the group.

2. Be open-minded.

The abilities in Group II are the abilities to:

1. Consistently assure fair treatment to all members.

2. Provide opportunity for leadership to develop in other group members.

3. Recognize the work of group members and give credit to those who earn it.

TABLE V

THE HIGHEST AND LOWEST LEADERSHIP ABILITIES OF SIX SIGNIFICANT
GROUPS WITH THEIR ARITHMETIC MEAN AND CORRESPONDING
STANDARD ERROR

Leadership Ability Number	Arithmetic Mean		Standard Error
Group I			
11	4.63	±	.038
35	4.59	±	.036
Group II			
17	4.46	±	.043
29	3.74	±	.062
Group III			
18	3.53	±	.070
39	3.08	±	.078
Group IV			
6	2.65	±	.089
19	2.16	±	.073
Group V			
41	1.90	±	.058
5	1.61	±	.056
Group VI			
13	1.24	±	.028
43	1.21	±	.033

4. Sense what to do at the right time for the best interests of the group.

5. Select good committees.

6. Organize the group for action.

7. Encourage the group to see their problems and to solve their problems.

8. Command respect.

9. Inspire the group to seek harmony among themselves.

10. Represent the group's representative thinking when speaking for the group.

11. Harmonize points of conflict within his group.

12. Budget time and put first things first.

13. Direct the group toward their goals and objectives.

14. Inspire confidence in group members to "break loose and come out into the open" with their various abilities.

15. Understand the talents and potentialities of group members.

16. Keep accurate accounts.

17. Have group members enlist or volunteer for work within the group.

18. Summarize a discussion or a situation so the group can check its progress.

19. Lead his group from the point where they are aware of a group problem to a solution itself.

20. Have the group's interests reflect the major interests of the majority of the individual members.

21. Build up group morale.

22. Set up goals and objectives for the group to achieve.

23. Seek expert advice on all matters for the sake of the group's best interests.

Leadership Abilities Compared with F. F. A. Leadership Aim

In comparison with these leadership abilities, highly rated by representative, Michigan, rural leaders, the present F. F. A. leadership aim is "To develop competent, aggressive, rural, and agricultural leadership."[7]

It should be noted that this is a comparison between a listing of leadership abilities and a leadership aim. It should be recognized that any stated aim would not be expected to encompass any activity area with as much detail as a corresponding list of abilities in the same activity area. However, if both an aim and a listing of abilities within an activity area result from a similar philosophy, the investigator assumes that it is possible to connotate from the aim all of the corresponding abilities. To the degree that a leadership ability "fits into" the frame of reference made by a leadership aim, to the same degree they are compatible and harmonious.

Recognizing this limitation in comparing the F. F. A. leadership aim with the lists of abilities in Groups I and II, the investigator has made an analysis of the F. F. A. leadership aim for the purpose of determining ways and means of achieving this aim.

This stated aim, when analyzed, causes one to ask some vital questions. What is competent leadership? What is aggressive leadership? Why is aggressive leadership included in the general aim? What is rural

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7 Official Manual for Future Farmers of America (Baltimore: The French-Bray Printing Co., 1945), p. 13, Article I, Section B.

and agricultural leadership? How does it differ from urban and indus-

trial leadership? Having defined these individual parts of the general

F. F. A. leadership aim, what are the ways and means for F. F. A. to

achieve this aim?

Competent is defined as "fit, able, suitable, qualified."[8] The

original question can now be stated as: What is suitable, qualified

leadership for the F. F. A.? Campbell suggests that leadership in a

group is "the sum total of the creative activities of its active members."[9]

This definition would imply that competent leadership is creative. It

would further imply that the nature of this creativity in all active

F. F. A. members leads to group action. Action connotates the ability

to do certain things that lead to creative activities by the group. We

can assume that these certain abilities could include some or all of

those that are highly rated by Michigan rural leaders.

What is aggressive leadership? Aggressive is defined as "unjustly

attacking."[10] This part of the F. F. A. leadership aim requires a criti-

cal analysis, especially when the F. F. A. organization lives in a free

society bound by a democratic frame of reference. Aggressive leadership

would suggest leadership that resists unjust attacks against farmers and

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8 Ed. Joseph Devlin, Webster's Approved Dictionary (New York:
The World Publishing Company, 1942), p. 212.

9 Clyde M. Campbell and G. Robert Koopman, "Educational Leader-
ship in a Free Society," ed. Clyde M. Campbell, Practical Applications
of Democratic Administration (New York: Harper and Brothers, 1952),
p. 33.

10 Ed. Joseph Devlin, op. cit., p. 30.

agriculture. The adult level of aggressive leadership would then mean

leadership that has the ability to resist attacks, considered unjust by

farmers, made by other economic groups in our society. This evidently

springs from the philosophy of group interests and capable leadership

for agricultural pressure groups. The writer will not attempt to answer

these following questions, but only point them up for further considera-

tion of the reader: Is it our goal to train competent F. F. A. leader-

ship for the purpose of adult pressure groups in agriculture? Is this

the type of leadership American agriculture needs now or in the future?

Rural and agricultural leadership suggests leadership for the

interests and values held by rural people and agriculture as a vocation.

How does this type of leadership differ from urban and industrial leader-

ship? The investigator has found no evidence in his review of literature

where any distinction was made in leadership between rural and urban or

agricultural and industrial leadership in terms of principles, techniques

or abilities. The difference, then, must exist in the difference in

vocational interests and values.

Assuming the research worker's interpretation to be valid, the F.

F. A. leadership aim can be restated in an effort to clarify its meaning.

Using his interpretation, the investigator has restated this general

leadership aim as follows:

The F. F. A. leadership aim is to develop abilities in F. F. A.

members that will be expressed in creative activities, and will provide

training in leadership capable of resisting unjust attacks against farmers

and farming. These creative activities also provide training for

leadership that will promote and defend those values and interests respected by rural people and the vocation of farming.

The following "creative activities" for translating this aim into action are suggested in the F. F. A. manual as being typical activities to guide chapters in building their programs of work:

Provide a chapter leadership training school.

Send members to State and district conventions and leadership schools.

Assist members to prepare for the higher degrees.

Enter the State chapter contest.

Hold chapter public speaking contest.

Prepare and put on radio programs.

Print and distribute a chapter news letter.

Provide committee experience for all members.

Contact eighth-grade pupils in rural schools.

Improve the chapter library.[11]

It will be observed that these stated activities still must be analyzed and transferred into leadership abilities worthy of leadership goals. For example: What abilities of leadership are being developed in the local chapters by providing committee experience for all members? What abilities of leadership are being developed through the activity of sending members to district or regional leadership training schools?

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11 Official Manual for Future Farmers of America, op. cit., p. 35.

In an effort to find an explanation for this last question, the research worker reviewed sample programs of seven Michigan, regional, F. F. A. leadership schools.[12] It should be recognized that these leadership schools are only one of many activities conducted to train for leadership in the F. F. A. The primary activities for leadership training are conducted in the local chapters on a daily basis. However, the inaccessibility of data for local chapter activities in leadership development is the primary reason why the investigator has examined only the minor activity of regional leadership training schools.

The first observation made was the absence of any stated objectives for any of these leadership training schools. All objectives were implied by the programs used in these leadership schools or camps.

The programs presented some difficulty in an attempt to interpret them in terms of goal-seeking leadership abilities. Many activities gave no indication of methods or techniques used, nor their basis for being included in the programs. Six of the F. F. A. regional schools were held in a camping situation, with one being a one-day school held in a school building. Only the salient parts of the programs were considered. Such activities as registration and meal time were not considered. Table VI indicates the principal types of activity used in these schools and the percentage of the total camp time used by each type of activity. The total number of hours scheduled for each school is also indicated.

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12 Unpublished data from the Michigan Board of Control for Vocational Education, Lansing, Michigan.

TABLE VI

THE FUTURE FARMERS OF AMERICA LEADERSHIP CAMP ACTIVITIES OF MEMBERS AND ADVISERS
OF MICHIGAN EXPRESSED IN PERCENTAGE OF TOTAL CAMP TIME

Camp Activities	Future Farmers of America Regions							Average	Range
	Central	Upper Peninsula	West Central	Thumb	North Western	North Eastern	South Western		
Adult Speeches	9.2	3.6	9.5	10.9	26.7	8.3	10.9	11.3	3.6-26.7
Adult-directed Activity	25.0	24.4	42.8	8.6	16.4	32.2	17.0	24.0	8.6-42.8
Student-directed Activity	18.4	33.0	15.0	14.0	3.5	6.0	6.5	13.8	3.5-33.0
Recreation	2.5	4.5	--	34.7	10.5	22.5	27.0	18.6	0-34.7
Free Time	24.3	9.0	--	9.0	7.9	5.0	19.0	12.4	0-24.3
Evaluation	--	--	10.7	--	--	--	--	10.7	0-10.7
Total Camp Time in Hours	29.75	14.0	7.0	35.75	19.0	30.0	32.0	24.0	7-35.75

The adult speeches were usually presented by advisors or representatives from the Michigan Board of Control for Vocational Education. The typical adult-directed activities included leadership training classes, conference organization committee meetings, grounds inspection, church service and field trips. Student-directed activities consisted of opening and closing ceremonies, nomination and election of officers, student speeches and flag-raising ceremonies. In only one conference were students in charge of committee meetings. The time for recreation and free time were indicated to reveal the time spent in informal student fellowship. Typical recreational activities included softball, swimming, boating, movies, games, stunts and group singing.

With this background of activities of seven F. F. A. leadership training conferences, the question of goals may now find an explanation. Assuming that the F. F. A. motto "Learn by Doing" applies to F. F. A. leadership training, one could be critical of the fact that the time allocated to student-directed activities only averaged 13.8 per cent of the total conference. From evidence presented, it would suggest that these leadership schools are overweighted verbally under adult sponsorship. The emphasis toward student experience of the leadership role is evidently not stressed in accord with its importance.

How appropriate are these typical activities in achieving the general F. F. A. leadership aim. In reviewing these typical activities, the investigator questions the quality and degree of opportunity provided for F. F. A. members to gain experience in creative activity. This limitation decreases the number of leadership abilities that can be

developed in F. F. A. members in present F. F. A. leadership training schools.[13]

The activities of F. F. A. members in leadership training schools do not suggest a high correlation with the leadership abilities considered very important by present Michigan rural leaders. These activities would be more meaningful if present F. F. A. leadership objectives were defined in terms that can be translated into ways and means.

The research worker has made an effort to define present F. F. A. leadership objectives based upon actual activities emphasized in typical programs of work. These objectives with their related activity follow. One activity may achieve more than one objective and one objective may be sought through more than one activity. Only one activity for each defined leadership objective will be presented here:

1. To develop within F. F. A. members the ability to speak fluently before groups. Activity--public speaking contests.

2. To develop within F. F. A. members the ability to conduct chapter meetings in accord with accepted rules of parliamentary procedure. Activity--parliamentary procedure contests.

3. To develop within F. F. A. members the ability to secure facts on a topic of agricultural interest and present them in a demonstration. Activity--demonstration contests.

4. To develop within F. F. A. members the ability to work together with a purpose for the benefit of the chapter. Activity--chapter committee work.

5. To develop leadership abilities in all F. F. A. members. Activity--having every F. F. A. member on a committee.

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[13] See p. 74 of this thesis.

6. To develop within F. F. A. leaders the ability to select good committees. Activity--committee appointments by the chapter president.

7. To develop within F. F. A. members the desire and ability to work for group interests. Activity--better chapter contest.

8. To develop within F. F. A. members the desire and ability to help other members. Activity--assist members to prepare for the higher degrees.

9. To develop within all F. F. A. members a pride of belonging to the F. F. A. Activity--opening and closing ceremonies.

10. To develop the ability to keep an accurate record of chapter business and accounts. Activities--chapter secretary and treasurer duties.

11. To develop the ability to write good news articles of rural interest. Activity--chapter reporter duties.

SUMMARY

The weighted arithmetic mean for each leadership ability was computed for each agency group as well as for the whole sample. The standard deviation of distribution of the responses for the whole sample was also computed. The standard error of each mean for each leadership ability was also computed to indicate the degree of variability that exists for each sample mean. Z scores were computed for determining the significant groups of leadership abilities. It was found that six significant groups of leadership abilities existed. Groups I and II corresponded very closely to the original groups called essential and very important.

A comparison of the leadership abilities in Groups I and II was made with the present F. F. A. leadership aim, recognizing that such a comparison is a bit unfair since no leadership aim would be expected to be as inclusive as a series of leadership abilities.

Before a comparison was possible, F. F. A. leadership training camp activities had to be analyzed and interpreted in terms of leadership goals and abilities. This analysis presented evidence that would suggest that F. F. A. leadership schools are overweighted verbally under adult sponsorship in which situational leadership experiences for F. F. A. members did not receive the degree of emphasis accorded its importance.

The investigator concluded that the correlation between the statement of the present F. F. A. leadership aim and the leadership abilities of Groups I and II was low.

CHAPTER VI

SUMMARY, IMPLICATIONS AND SUGGESTIONS FOR
FURTHER STUDY

In this chapter the general pattern which was used to conduct this study is reviewed briefly. This statement is followed by a summary of the major findings. Next, there are offered some possible implications of the study, which conceivably could be useful in future F. F. A. leadership training programs. Finally, there is a listing of some possible future studies in the area of F. F. A. leadership training.

As pointed out in the opening chapter, this is a study of leadership abilities desired by representative rural leaders of Michigan. Among other purposes, answers have been sought to the questions: (1) What are the abilities of leadership? (2) What leadership abilities are considered at least very important by selected rural leaders of Michigan? (3) What are the implications of the findings for F. F. A. leadership training?

A collection of leadership abilities was secured from interviews with experts, from readings and from the knowledge of past experiences of the research worker.

These abilities were organized into a five-point rating scale of desirability and administered to one youth group and one adult group.

From the seventy-six returned rating scales a new instrument was constructed. This revised rating scale asked the respondents to judge the leadership abilities on a five-point scale of importance.

Eight hundred sixty-five questionnaires were sent to leaders representing the following rural groups: rural churches, rural agricultural schools, farmer cooperatives, Agricultural Extension Service and the Farm Bureau. Thirty-six per cent, or three hundred twelve questionnaires were returned.

SUMMARY

The judgments recorded on the questionnaires were collected into their respective degrees of importance for each of the abilities and summated. The leadership abilities were then placed in order of rank based upon their weighted, arithmetic means.

By finding the standard errors of the means, it was found that the rank order of leadership abilities was divided into six significant degrees of importance instead of the five degrees of importance originally ascribed on the questionnaire. Only the two groups of abilities judged highest in importance were considered in this study. These two groups were called Group I and Group II and were almost identical to the original two groups identified as essential and very important.

It was found that the selected rural leaders judged the following leadership abilities to be the most important (in order of importance):

1. The ability to create the feeling within his group that he, as a leader, is a part of and not apart from the group.

2. The ability to be open-minded.

3. The ability to consistently assure fair treatment to all members.

4. The ability to provide opportunity for leadership to develop in other group members.

5. The ability to recognize the work of group members and give credit to those who earn it.

6. The ability to sense what to do at the right time for the best interests of the group.

7. The ability to select good committees.

8. The ability to organize the group for action.

9. The ability to encourage the group to see their problems and to solve their problems.

10. The ability to command respect.

11. The ability to inspire the group to seek harmony among themselves.

12. The ability to represent the group's representative thinking when speaking for the group.

13. The ability to harmonize points of conflict within his group.

14. The ability to inspire confidence in group members to "break loose and come out into the open" with their various abilities.

15. The ability to budget time and put first things first.

16. The ability to direct the group toward their goals and objectives.

17. The ability to understand the talents and potentialities of group members.

18. The ability to keep accurate accounts.

19. The ability to have group members enlist or volunteer for work within the group.

20. The ability to summarize a discussion or a situation so the group can check its progress.

21. The ability to lead his group from the point where they are aware of a group problem to a solution itself.

22. The ability to have the group's interests reflect the major interests of the majority of the individual members.

23. The ability to build up group morale.

24. The ability to set up goals and objectives for the group to achieve.

25. The ability to seek expert advice on all matters for the sake of the group's best interests.

In comparing these abilities with typical activities done in F. F. A. leadership training, the investigator concluded that the correlation was low.

It was also found that, in general, F. F. A. leadership training camps have implied rather than stated objectives for the activity programs of these training camps.

IMPLICATIONS OF THE STUDY

The implications which follow are based not only on the findings of this study but also on certain concepts currently held by the investigator. Perhaps it should be pointed out to the reader that these concepts have developed from experiences which the research worker gained as an F. F. A. adviser working with F. F. A. boys in leadership training camps and as a graduate student.

1. Promoting further cooperation among rural groups.

This study showed that rural groups, interested in developing rural leadership, are commonly agreed that certain leadership abilities are to be considered as being very important.

2. Re-evaluation of the F. F. A. leadership aim.

This study clearly shows the incompatibility that exists between the statement of the present F. F. A. leadership aim and the leadership abilities held important by Michigan rural leaders.

It further shows some of the incoherent relationships that exist between the F. F. A. leadership aim and present F. F. A. leadership training practices in the regional camps of Michigan.

The investigator holds the position that a thorough evaluation of the F. F. A. leadership aim should be made by all persons directly concerned, in an effort to discover what common agreement exists as to what it should be and how it should be defined in terms that lead to action programs of leadership development.

3. Developing an Improved Philosophy of F. F. A. Leadership.

In light of the investigator's definitions of leadership and officership, some present F. F. A. leadership activities indicate that some changes should be made in the philosophy that underlie these activities.

An examination of purposes is in order. What are the purposes and objectives of F. F. A. leadership training? What leadership abilities should be developed to meet these purposes and objectives? What activities will provide situational opportunities for these abilities to be developed by F. F. A. members? How these questions are answered is determined by the philosophy held by those persons concerned with F. F. A. leadership training.

Research in other groups provide further evidence that a change in philosophy is needed in F. F. A. leadership training.

What these changes in philosophy should be, the investigator considers to be outside the limits of the present study and leaves to the reader's judgment. The point being made by the writer is that too great a discrepancy exists between the findings of research and present F. F. A. leadership development practices. This situation calls for changes in philosophy to fit present practices or to change practices to fit a philosophy that considers the findings being made in leadership research.

4. Improving the statement of F. F. A. leadership objectives.

The findings of this study could be used as a basis for defining the F. F. A. objectives of leadership. In lieu of implied objectives generally found, an effort to state F. F. A. leadership objectives appears to be in order. To the writer, this would be an appropriate beginning for improving the association between a redefined F. F. A. leadership aim and F. F. A. leadership training activities.

5. Suggested uses of findings in F. F. A. leadership development.

The investigator suggests that the twenty-five leadership abilities considered important by rural leaders could be used as a basis for:

(a) improving program planning of leadership training camps or conferences,

(b) measuring leadership growth if administered to members before and after a training program,

(c) developing a self-evaluation rating scale for the use of F. F. A. members,

(d) developing a rating scale to be used in rating F. F. A. officers by nomination committees, advisers and others,

(e) determining group values that exist in local chapter groups.

PROOF OF HYPOTHESIS

This study has provided evidence that it is possible to discover a set of leadership abilities that are commonly held to be at least very important by present rural leaders of Michigan.

It has also been shown, in the implications of the study, how this set of leadership abilities can be used as a guide to teachers of vocational agriculture in training F. F. A. members to be democratic, rural leaders.

The investigator concluded that this study has provided much evidence to support the study's hypothesis.

SUGGESTIONS FOR FURTHER STUDY

1. Further research in identifying, defining and refining leadership abilities is suggested and encouraged by the research worker.

2. The study of leadership abilities by some method other than the questionnaire should be considered.

3. A study of the degree of continuity that exists between present F. F. A. leadership objectives, purposes and training techniques and activities should be investigated.

4. An analysis of present F. F. A. leadership training activities is recommended, as an approach to discovering what abilities are being developed and what objectives are supported by such activities.

5. Since teachers of vocational agriculture play the important role of advisers to F. F. A. chapter, investigations as to how excellent advisors play this role is recommended.

6. Since teachers of vocational agriculture are the key personnel for developing F. F. A. leadership, investigations as to how they may best be served to aid them in this task is recommended.

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APPENDIX

APPENDIX

A. Copy of letter sent to all groups of Michigan rural leaders except Roman Catholic priests.

B. Copy of letter sent to rural Roman Catholic priests.

C. Copy of Leadership Abilities Rating Scale.

D. Table VII. Response of Thirty-eight Managers of Farmer Cooperatives to the Leadership Abilities in the Questionnaire in Rank of Importance as Expressed in Terms of Percentage.

E. Table VIII. Response of Sixty-one Superintendents of Rural High Schools to the Leadership Abilities in the Questionaire in Rank of Importance as Expressed in Terms of Percentage.

F. Table IX. Response of One Hundred Ten Rural Ministers to the Leadership Abilities in the Questionnaire in Rank of Importance as Expressed in Terms of Percentage.

G. Table X. Response of Twenty-six County Farm Bureau Presidents to the Leadership Abilities in the Questionnaire in Rank of Importance as Expressed in Terms of Percentage.

H. Table XI. Response of Twenty-five County Agricultural Agents to the Leadership Abilities in the Questionnaire in Rank of Importance as Expressed in Terms of Percentage.

I. Table XII. Response of Fourteen County 4-H Club Agents to the Leadership Abilities in the Questionnaire in Rank of Importance as Expressed in Terms of Percentage.

J. Table XIII. Response of Thirty-five Teachers of Vocational Agriculture to the Leadership Abilities in the Questionnaire in Rank of Importance as Expressed in Terms of Percentage.

K. Table XIV. Standard Deviations from the Arithmetic Means for the Leadership Abilities Listed in the Questionnaire for Seven Groups of Michigan Rural Leaders.

L. Sources of the Leadership Abilities Included in the Rating Scale.

Box 17
Pigeon, Michigan
April 30, 1951

Dear Reverend Father:

Enclosed you will find a rating scale of leadership, in terms of abilities. As a Teacher of Vocational Agriculture I share the responsibility of training Future Farmers of America to become rural leaders. In the training of future rural leaders we have very much in common.

Speaking for all Teachers of Vocational Agriculture, I am asking you as a rural leader this question: "What leadership abilities do you consider important in future rural leaders?" Please base your judgment on real life situations; not on cultured responses. Pull no punches. This survey is being sent to over 800 rural leaders in various fields of activity to help us clarify leadership training objectives.

I solicit your help in our common interest problem by filling out this rating scale. Write your comments and suggestions on the back of this letter and return both scale and suggestions, unsigned if preferred. The importance of this common problem gives it a high priority of your very valuable time. Please give it your prompt, personal consideration.

Sincerely yours,

Bob R. Sternberg
Teacher of Vocational Agriculture

LEADERSHIP ABILITIES RATING SCALE

What are the abilities of a rural, democratic leader?

Definitions:
   Essential--A leadership ability of the highest importance. An
      ability of the "corner-stone" caliber that is indispensible
      to being a leader.

   Very Important--A leadership ability of high importance.

   Important--A leadership ability of much significance that does
      bear weight when judging a leader.

   Some Importance--A leadership ability of some concern, yet im-
      portant to a limited degree.

   No Importance--An ability that is insignificant, irrelevant and
      of no concern to being a leader.

Directions:
   Rate each ability by placing the following mark ( ) in one of the
five columns immediately to the right of each ability. Ask yourself
this question before rating each ability, "How important is this ability
in a rural democratic leader?"

To develop within the leader the ability to:

1. Sense what to do at the right time for the best
   interests of the group.

2. Set up goals and objectives for the group to achieve.

3. Obtain social, economic or political favors or posi-
   tion for the interests of his group.

4. Organize the group for action.

5. Maintain control of the powers and responsibilities
   of his office without delegating very much power and
   responsibility to other group members.

6. Have members work for him.

Essential   Very Important   Important   Some Importance   No Importance

7. Keep accurate accounts.

8. Harmonize points of conflict within his group.

9. Determine how group problems should be solved.

10. Be aware of group needs and how to solve them before the group is aware of their group needs.

11. Create the feeling within his group that he, as a leader, is a part of and not a part from the group.

12. Inspire the group to seek harmony among themselves.

13. Take shorthand and translate it.

14. Build up group morale.

15. Lead his group from the point where they are aware of a group problem, all the way through to a solution.

16. Budget time and put first things first.

17. Consistently assure fair treatment to all members.

18. Take himself seriously.

19. Have the group interests be a reflection of his own interests.

To develop within the leader the ability to:

20. Inspire confidence in group members to "break loose and come out into the open" with their various abilities.

21. Accurately determine the goals that the group should strive to reach.

Essential
Very important
Important
Some Importance
No Importance
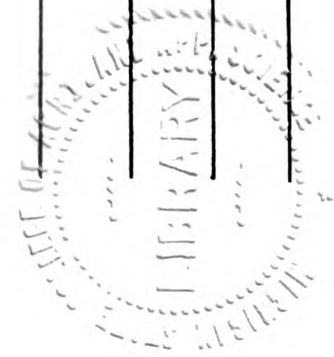
22. Represent the group's representative thinking when speaking for the group._____

23. Deliver excellent speeches._____

24. Command respect._____

25. Point out to members the needs of their group.

26. Manage the group by personal authority._____

27. Use a typewriter._____

28. Point out to the group the solutions to their problems._____

29. Seek expert advice on all matters for the sake of the group's best interests._____

30. Build up prestige among fellow group members.

31. Recognize the work of group members and give credit to those who earned it._____

32. Direct the group toward their goals and ob-jectives._____

33. Have the group's interests reflect the major interests of the majority of the individual members._____

34. Understand the talents and potentialities of group members._____

35. Be open-minded._____

36. Analyze and interpret all social situations in which the group may find themselves._____

37. Discipline the group._____

38. Persuade the group that his point-of-view or plan of action is the best guide for group welfare._____

Essential | Very Important | Important | Some Importance | No Importance

39. Think for the group in terms of their best interest._____

40. Handle group conduct by impressing upon the members his position of authority to manage group conduct._____

41. Make a "good show" before an audience._____

42. Maintain group harmony by personal arbitration of conflicts._____

43. Do most of the group's work himself._____

44. Encourage the group to see their problems and to solve their problems._____

45. Elect good committees._____

46. Provide opportunity for leadership to develop in other group members._____

47. Have group members enlist or volunteer for work within the group._____

48. Summarize a discussion or a situation so the group can check its progress._____

49. Organize the group for action._____

TABLE VII

RESPONSE OF 38 MANAGERS OF FARMER COOPERATIVES TO THE LEADERSHIP ABILITIES IN THE QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Leadership Abilities

Importance Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	50.0	26.3	2.8	36.8	8.3	27.0	63.2	42.1	13.8	25.7	81.6	32.4	0.0
Very Important	28.9	39.5	2.8	39.5	5.5	29.7	21.1	36.8	27.7	25.7	15.8	46.6	0.0
Important	15.8	26.3	16.6	21.1	11.1	13.5	15.8	21.1	38.8	22.9	2.6	18.9	2.8
Some Importance	5.3	7.9	41.5	2.6	19.4	2.7	0.0	0.0	11.1	11.4	0.0	0.0	11.1
No Importance	0.0	0.0	36.0	0.0	55.5	27.0	0.0	0.0	8.3	14.3	0.0	0.0	86.0

Importance Rank	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	23.7	27.7	34.2	57.9	27.0	8.1	35.1	13.5	36.8	2.6	41.5	13.2	0.0
Very Important	39.5	36.0	39.5	23.7	32.4	13.5	43.2	35.1	39.5	13.2	30.5	34.2	8.1
Important	36.8	22.2	23.7	15.8	21.6	29.7	18.9	37.8	21.1	31.6	22.2	39.5	10.8
Some Importance	0.0	8.3	2.6	0.0	8.1	8.1	0.0	2.7	0.0	42.1	5.5	7.9	18.9
No Importance	0.0	5.5	0.0	2.6	10.8	40.5	2.7	10.8	2.6	10.5	0.0	5.3	62.2

Importance Rank	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	0.0	7.9	42.1	17.1	43.2	38.8	19.4	32.4	60.5	13.8	10.8	5.4	18.9
Very Important	2.7	18.4	26.3	28.6	32.4	41.5	30.5	29.7	31.6	24.9	21.6	2.7	29.7
Important	10.8	34.2	18.4	31.4	24.3	16.6	36.0	35.1	7.9	38.8	14.2	18.9	27.0
Some Importance	35.1	18.4	7.9	11.4	0.0	2.8	11.1	2.7	0.0	8.3	29.7	18.9	10.8
No Importance	51.3	21.1	5.3	11.4	0.0	0.0	2.8	0.0	0.0	13.8	21.6	54.1	13.5

Importance Rank	40	41	42	43	44	45	46	47	48	49
Essential	5.7	2.8	17.1	0.0	47.1	52.6	41.5	24.3	28.9	62.2
Very Important	0.0	11.1	22.9	0.0	33.2	26.9	44.3	43.2	36.8	18.9
Important	11.4	11.1	28.6	5.5	19.4	15.8	13.8	29.7	23.7	18.9
Some Importance	14.3	27.7	11.4	13.8	0.0	0.0	0.0	2.7	5.3	0.0
No Importance	68.6	47.1	20.0	80.5	0.0	2.6	0.0	0.0	5.3	0.0

TABLE VIII

RESPONSE OF 61 SUPERINTENDENTS OF RURAL HIGH SCHOOLS TO THE LEADERSHIP ABILITIES IN THE
QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Leadership Abilities

Importance Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	63.3	37.7	6.6	54.1	3.4	16.4	50.8	62.3	22.9	20.7	77.0	63.3	0.0
Very Important	23.3	29.5	14.7	36.1	5.1	15.4	29.5	26.2	39.3	37.9	18.0	35.0	0.0
Important	11.7	24.6	21.3	8.2	15.2	21.3	9.8	9.8	19.7	25.9	4.9	1.7	1.7
Some Importance	1.7	4.9	32.8	1.6	22.0	11.5	4.9	0.0	9.8	6.9	0.0	0.0	18.3
No Importance	0.0	3.3	24.6	0.0	54.2	34.4	4.9	0.0	8.2	8.6	0.0	0.0	80.0
	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	36.1	31.7	36.1	70.5	29.3	6.7	27.1	18.0	54.1	1.6	59.3	13.6	4.9
Very Important	42.6	31.7	42.6	24.6	22.4	11.7	52.5	37.7	20.2	9.8	23.7	25.4	3.3
Important	13.1	31.7	19.7	4.9	29.3	16.7	20.3	27.9	13.1	45.9	15.2	32.2	13.1
Some Importance	8.2	1.7	1.6	0.0	10.3	18.3	0.0	13.1	4.9	32.8	1.7	16.9	27.9
No Importance	0.0	3.3	0.0	0.0	8.6	46.7	0.0	3.3	1.6	9.8	0.0	11.9	50.8
	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	3.3	3.3	37.7	14.0	62.3	45.0	36.1	29.5	73.8	16.7	5.0	3.3	19.7
Very Important	1.6	9.8	21.3	26.3	26.2	31.7	41.0	45.9	24.6	20.0	8.3	3.3	18.0
Important	9.8	19.7	24.6	31.6	8.2	21.3	16.4	19.7	1.6	41.7	23.3	13.3	24.6
Some Importance	34.4	32.8	14.7	10.5	3.3	0.0	3.3	3.3	0.0	13.3	35.0	23.3	13.1
No Importance	50.8	34.4	1.6	17.5	0.0	1.7	3.3	1.6	0.0	8.3	28.3	56.7	24.6
	40	41	42	43	44	45	46	47	48	49			
Essential	5.0	3.3	6.7	0.0	56.7	55.0	62.3	22.9	37.7	63.9			
Very Important	5.0	8.2	10.0	0.0	25.0	35.0	36.1	54.1	44.3	26.2			
Important	8.3	13.1	28.3	1.6	10.0	11.5	1.6	19.7	14.7	8.2			
Some Importance	16.7	34.4	30.0	13.1	1.7	0.0	0.0	3.3	3.3	1.6			
No Importance	65.0	41.0	24.6	85.2	6.7	0.0	0.0	0.0	0.0	0.0			

TABLE IX

RESPONSE OF 110 RURAL MINISTERS TO THE LEADERSHIP ABILITIES IN THE QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Leadership Abilities

Importance Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	50.9	27.8	4.8	38.9	0.9	8.3	43.4	38.0	13.2	14.1	70.6	38.5	0.0
Very Important	32.4	33.3	2.9	38.9	2.8	12.0	24.5	40.7	30.2	29.9	19.2	43.1	0.0
Important	16.7	26.8	11.4	18.5	4.7	11.1	21.7	16.7	30.2	29.9	8.2	18.3	1.8
Some Importance	0.0	10.2	41.9	1.8	17.8	22.2	9.4	2.6	20.7	19.6	1.8	0.0	26.6
No Importance	0.0	1.8	39.0	1.8	73.8	46.3	0.9	1.8	5.7	6.5	0.0	0.0	71.5

Importance Rank	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	25.2	27.5	40.3	55.0	33.6	5.6	25.9	18.9	36.9	2.8	47.7	10.2	0.9
Very Important	36.4	44.0	38.5	33.9	16.8	11.2	49.1	25.5	40.7	3.7	29.3	33.3	2.7
Important	34.6	16.5	15.6	9.2	33.6	10.3	22.2	37.7	14.8	29.6	18.3	41.7	9.2
Some Importance	3.7	6.4	3.7	0.0	10.3	17.8	2.8	14.2	5.6	50.9	4.6	13.0	26.6
No Importance	0.0	5.5	1.8	1.8	5.6	55.1	0.0	3.8	0.0	13.0	0.0	1.8	60.5

Importance Rank	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	0.9	3.7	29.3	6.5	55.0	33.3	22.9	25.4	63.6	2.8	7.5	1.8	22.7
Very Important	3.7	6.5	36.7	23.1	34.8	41.7	40.3	48.2	25.4	3.7	10.3	5.5	22.7
Important	11.9	38.0	23.8	30.5	9.2	21.3	23.8	24.5	10.9	29.6	21.5	11.9	22.7
Some Importance	47.7	26.8	9.2	22.2	0.9	2.8	9.2	1.8	0.0	50.9	41.1	29.3	12.7
No Importance	35.8	25.0	0.9	17.6	0.0	0.9	3.7	0.0	0.0	13.0	19.6	51.3	19.1

Importance Rank	40	41	42	43	44	45	46	47	48	49
Essential	1.9	0.9	3.6	0.0	50.4	31.7	43.5	21.3	15.9	40.6
Very Important	2.9	2.8	13.3	0.0	38.5	50.0	49.1	49.1	54.2	40.6
Important	10.5	14.1	24.8	1.0	11.0	16.3	7.4	24.1	23.4	17.0
Some Importance	16.2	29.9	43.8	13.5	0.0	1.9	0.0	5.6	6.5	1.9
No Importance	68.6	52.3	14.3	85.6	0.0	0.0	0.0	0.0	0.0	0.0

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TABLE X

RESPONSE OF 26 COUNTY FARM BUREAU PRESIDENTS TO THE LEADERSHIP ABILITIES IN THE QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Importance Rank						Leadership Abilities							
	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	64.0	37.5	4.3	52.0	4.0	20.0	32.0	40.0	3.8	16.0	57.7	26.9	0.0
Very Important	20.0	37.5	4.3	28.0	8.0	12.0	24.0	40.0	38.5	32.0	34.6	53.8	0.0
Important	16.0	16.7	30.4	12.0	0.0	20.0	28.0	20.0	23.1	28.0	3.8	19.2	3.8
Some Importance	0.0	4.2	43.5	4.0	12.0	8.0	12.0	0.0	23.1	16.0	3.8	0.0	38.5
No Importance	0.0	4.2	17.4	4.0	76.0	40.0	4.0	0.0	11.5	8.0	0.0	0.0	57.7
	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	12.0	34.6	38.5	50.0	37.5	4.0	32.0	24.0	57.7	0.0	38.5	12.0	0.0
Very Important	28.0	30.8	46.2	30.8	20.8	16.0	48.0	28.0	26.9	0.0	38.5	20.0	7.7
Important	28.0	34.6	15.4	19.2	29.2	16.0	20.0	36.0	11.5	41.0	23.1	48.0	7.7
Some Importance	32.0	0.0	0.0	0.0	12.5	16.0	0.0	12.0	3.8	48.0	0.0	16.0	19.2
No Importance	0.0	0.0	0.0	0.0	0.0	48.0	0.0	0.0	0.0	8.0	0.0	4.0	65.4
	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	7.7	0.0	15.4	20.0	42.3	30.8	26.9	15.4	69.2	8.0	0.0	3.8	15.4
Very Important	0.0	11.5	38.5	20.0	46.2	34.6	34.6	50.0	15.4	20.0	3.8	0.0	34.6
Important	7.7	26.9	26.9	36.0	7.7	26.9	30.8	23.1	15.4	28.0	23.1	11.5	23.1
Some Importance	42.3	34.6	15.4	12.0	3.8	7.7	7.7	11.5	0.0	36.0	46.2	11.5	15.4
No Importance	50.0	26.9	3.8	12.0	0.0	0.0	0.0	0.0	0.0	8.0	26.9	73.1	11.5
	40	41	42	43	44	45	46	47	48	49			
Essential	0.0	0.0	4.0	0.0	42.3	61.5	30.8	11.5	20.0	42.3			
Very Important	11.5	3.8	12.0	0.0	30.8	34.6	65.4	57.7	48.0	53.8			
Important	7.7	15.4	32.0	0.0	15.4	3.8	3.8	26.9	24.0	3.8			
Some Importance	19.2	42.3	36.0	11.5	7.7	0.0	0.0	3.8	8.0	0.0			
No Importance	61.5	38.5	16.0	88.5	3.8	0.0	0.0	0.0	0.0	0.0			

TABLE XI

RESPONSE OF 25 COUNTY AGRICULTURAL AGENTS TO THE LEADERSHIP ABILITIES IN THE QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Leadership Abilities

Importance Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	56.0	20.0	4.0	32.0	0.0	21.7	16.0	40.0	12.0	12.0	72.0	40.0	0.0
Very Important	36.0	16.0	4.0	48.0	0.0	21.7	12.0	52.0	40.0	56.0	20.0	56.0	0.0
Important	4.0	48.0	20.0	16.0	16.0	4.3	48.0	8.0	36.0	20.0	4.0	0.0	0.0
Some Importance	4.0	16.0	56.0	4.0	40.0	21.7	20.0	0.0	12.0	12.0	0.0	0.0	8.3
No Importance	0.0	0.0	16.0	0.0	44.0	30.4	4.0	0.0	0.0	0.0	4.0	4.0	91.7

Importance Rank	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	12.0	16.0	37.5	58.3	12.5	12.0	40.0	0.0	56.0	4.0	48.0	4.0	4.0
Very Important	48.0	44.0	33.3	29.2	25.0	20.0	44.0	44.0	24.0	4.0	44.0	36.0	0.0
Important	36.0	24.0	29.2	12.5	29.2	20.0	56.0	36.0	16.0	36.0	8.0	40.0	20.0
Some Importance	4.0	16.0	0.0	0.0	25.0	20.0	0.0	16.0	4.0	48.0	0.0	12.0	36.0
No Importance	0.0	0.0	0.0	0.0	8.3	28.0	0.0	4.0	0.0	8.0	0.0	8.0	40.0

Importance Rank	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	0.0	4.0	8.0	13.0	60.0	40.0	28.0	28.0	68.0	4.2	0.0	0.0	12.5
Very Important	0.0	8.0	44.0	34.8	36.0	36.0	40.0	60.0	28.0	20.8	16.7	4.0	29.2
Important	0.0	36.0	28.0	26.1	4.0	24.0	28.0	12.0	4.0	45.8	37.5	24.0	16.7
Some Importance	20.0	24.0	12.0	21.7	0.0	0.0	4.0	0.0	0.0	20.8	33.3	35.0	16.7
No Importance	80.0	28.0	8.0	4.3	0.0	0.0	0.0	0.0	0.0	8.3	12.5	36.0	25.0

Importance Rank	40	41	42	43	44	45	46	47	48	49
Essential	0.0	0.0	4.2	4.2	56.0	68.0	75.0	36.0	12.0	44.0
Very Important	8.0	4.0	12.5	0.0	28.0	28.0	20.8	48.0	56.0	44.0
Important	4.0	24.0	29.2	0.0	12.0	4.0	0.0	8.0	24.0	4.0
Some Importance	24.0	32.0	20.8	16.7	0.0	0.0	4.2	4.0	4.0	4.0
No Importance	64.0	36.0	33.3	79.2	4.0	0.0	0.0	4.0	4.0	4.0

TABLE XII

RESPONSE OF 14 COUNTY 4-H CLUB AGENTS TO THE LEADERSHIP ABILITIES IN THE QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Leadership Abilities

Importance Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	28.6	35.7	0.0	23.1	0.0	35.7	35.7	35.7	0.0	14.3	64.3	35.7	0.0
Very Important	50.0	35.7	7.1	69.2	0.0	28.6	28.6	28.6	35.7	42.9	28.6	35.7	0.0
Important	14.3	21.4	28.6	7.7	14.3	7.1	14.3	35.7	50.0	35.7	7.1	28.6	0.0
Some Importance	7.1	0.0	35.7	0.0	35.7	7.1	21.4	0.0	7.1	0.0	0.0	0.0	7.1
No Importance	0.0	7.1	28.6	0.0	50.0	21.4	0.0	0.0	7.1	7.1	0.0	0.0	92.9

Importance Rank	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	35.7	35.7	50.0	53.8	7.1	7.1	21.4	14.3	35.7	7.1	38.5	7.1	0.0
Very Important	42.9	42.9	35.7	36.5	42.9	21.4	71.4	21.4	50.0	7.1	46.2	28.6	7.1
Important	21.4	21.4	14.3	7.7	28.6	21.4	7.1	35.7	14.3	50.0	7.7	28.6	14.3
Some Importance	0.0	0.0	0.0	0.0	14.3	21.4	0.0	21.4	0.0	35.7	7.7	35.7	28.6
No Importance	0.0	0.0	0.0	0.0	7.1	28.6	0.0	7.1	0.0	0.0	0.0	0.0	50.0

Importance Rank	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	0.0	0.0	0.0	28.6	42.9	21.4	28.6	14.3	64.3	7.1	0.0	0.0	0.0
Very Important	21.4	21.4	21.4	21.4	50.0	57.1	57.1	57.1	28.6	35.7	15.4	0.0	42.9
Important	7.1	21.4	42.9	35.7	7.1	21.4	14.3	28.6	7.1	28.6	38.5	14.3	35.7
Some Importance	28.6	42.9	21.4	14.3	0.0	0.0	0.0	0.0	0.0	21.4	23.1	50.0	21.4
No Importance	64.3	14.3	14.3	0.0	0.0	0.0	0.0	0.0	0.0	7.1	23.1	35.7	0.0

Importance Rank	40	41	42	43	44	45	46	47	48	49
Essential	0.0	0.0	0.0	0.0	35.7	42.9	71.4	28.6	7.1	30.8
Very Important	0.0	0.0	0.0	0.0	42.9	57.1	28.6	64.3	57.1	38.5
Important	7.1	28.6	42.9	35.7	21.4	0.0	0.0	7.1	35.7	30.8
Some Importance	28.6	42.9	21.4	14.3	0.0	0.0	0.0	0.0	0.0	0.0
No Importance	64.3	14.3	14.3	85.7	0.0	0.0	0.0	0.0	0.0	0.0

TABLE XIII

RESPONSE OF 35 TEACHERS OF VOCATIONAL AGRICULTURE TO THE LEADERSHIP ABILITIES IN THE QUESTIONNAIRE IN RANK OF IMPORTANCE AS EXPRESSED IN TERMS OF PERCENTAGE

Importance Rank	Leadership Abilities												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Essential	71.4	31.4	17.6	52.9	2.9	32.3	31.4	35.3	14.7	21.2	70.6	34.3	0.0
Very Important	25.7	28.6	5.9	26.5	2.9	11.8	31.4	41.2	17.6	36.4	20.6	37.1	2.9
Important	2.9	31.4	26.5	20.6	5.9	14.7	14.3	17.6	44.1	27.3	8.8	25.7	0.0
Some Importance	0.0	5.7	35.3	0.0	23.5	11.8	14.3	5.9	20.6	6.1	0.0	2.9	11.4
No Importance	0.0	2.9	14.7	0.0	64.7	29.4	8.6	0.0	2.9	9.1	0.0	0.0	85.7

Importance Rank													
	14	15	16	17	18	19	20	21	22	23	24	25	26
Essential	25.7	50.0	28.6	61.8	28.6	8.6	32.3	11.8	58.8	2.9	62.9	8.6	8.6
Very Important	40.0	26.5	40.0	29.4	17.1	8.6	50.0	26.5	26.5	20.0	20.0	34.3	14.3
Important	31.4	23.5	31.4	8.8	25.7	14.3	17.6	47.1	14.7	28.6	14.3	34.3	14.3
Some Importance	2.9	0.0	0.0	0.0	22.9	22.9	0.0	8.8	0.0	45.7	2.9	14.3	25.7
No Importance	0.0	0.0	0.0	0.0	5.7	45.7	0.0	5.9	0.0	2.9	0.0	8.6	37.1

Importance Rank													
	27	28	29	30	31	32	33	34	35	36	37	38	39
Essential	2.9	9.1	38.2	14.7	54.7	41.2	52.9	31.4	67.6	14.3	14.3	2.9	11.4
Very Important	2.9	3.0	32.3	41.2	29.4	38.2	29.4	45.7	26.5	17.1	14.3	2.9	17.1
Important	14.3	24.2	23.5	35.3	5.9	7.6	17.6	20.0	5.9	40.0	22.9	17.6	25.7
Some Importance	34.3	30.3	5.9	8.8	0.0	2.9	0.0	2.9	0.0	28.6	25.7	17.6	22.9
No Importance	45.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.9	58.8	22.9

Importance Rank										
	40	41	42	43	44	45	46	47	48	49
Essential	6.1	8.6	8.8	5.7	40.0	55.9	57.1	31.4	42.9	44.1
Very Important	9.1	5.7	20.6	0.0	42.9	35.3	40.0	51.4	40.0	32.3
Important	12.1	17.1	17.6	2.9	11.4	5.9	2.9	8.6	11.4	23.5
Some Importance	12.1	31.4	38.2	14.3	2.9	0.0	0.0	8.6	5.7	0.0
No Importance	60.6	37.1	14.7	77.1	2.9	2.9	0.0	0.0	0.0	0.0

TABLE XIV   109

STANDARD DEVIATIONS FROM THE ARITHMETIC MEANS FOR THE LEADERSHIP ABILITIES LISTED IN THE QUESTIONNAIRE FOR SEVEN GROUPS OF MICHIGAN RURAL LEADERS

Leadership Ability Number	Farmer Cooperative Managers		Superintendents of Rural High Schools		County Agricultural Agents		County 4-H Club Agents		Rural Ministers		County Farm Bureau Presidents		Teachers of Vocational Agriculture	
	Arithmetic Mean	S.D. Dist.	Arithmetic Mean	S.D. Dist.	Arithmetic Mean	S.D. Dist.	Arithmetic Mean	S.D. Dist	Arithmetic Mean	S.D. Dist	Arithmetic Mean	S.D. Dist.	Arithmetic Mean	S.D. Dist.
1	4.24	.901	4.48	.764	4.44	.753	4.00	.845	4.34	.747	4.48	.755	4.68	.522
2	3.84	.904	3.93	1.054	3.40	.980	4.15	.714	3.75	1.027	4.00	1.041	3.79	1.038
3	1.94	.941	2.45	1.192	2.24	.907	2.14	.915	1.92	1.021	2.35	.960	2.76	1.285
4	4.10	.820	4.26	1.390	4.08	.796	4.15	.533	4.11	.896	4.20	1.058	4.32	.794
5	1.92	1.277	1.81	1.801	1.72	.722	1.69	.718	1.39	.782	1.52	1.100	1.56	.944
6	3.27	1.552	2.62	1.488	2.82	1.580	3.50	1.547	2.14	1.335	2.64	1.570	3.06	1.643
7	4.47	.752	4.16	1.104	3.16	1.046	3.78	1.145	4.00	1.055	3.68	1.157	3.63	1.290
8	4.21	.766	4.45	.880	4.32	.615	4.00	.845	4.10	.902	4.20	.748	4.06	.872
9	3.28	.990	3.59	1.178	3.52	.854	3.14	.833	3.24	1.096	3.00	1.109	2.32	1.811
10	3.37	1.355	3.55	1.147	3.68	.835	3.57	.979	3.25	1.121	3.32	1.156	3.54	1.158
11	4.79	.468	4.72	.546	4.56	.898	4.57	.623	4.59	.719	4.46	.692	4.62	.642
12	4.13	.704	4.62	.519	4.28	.826	4.07	.798	3.93	1.391	4.08	.675	4.03	.845
13	1.67	.441	1.22	.450	1.08	.276	1.07	.258	1.30	.497	1.46	.308	1.19	.576
14	3.87	.767	4.06	.902	3.68	.733	4.14	.742	3.83	.848	3.20	1.020	3.63	1.150
15	3.72	1.121	3.87	.991	3.60	.938	4.14	.742	3.82	1.078	4.00	.832	4.26	.816
16	4.05	.825	4.13	.776	4.08	.812	4.36	.718	4.12	.927	4.23	.697	3.97	.774
17	4.34	.925	4.65	.570	4.46	.706	4.46	.634	4.40	.802	4.31	.773	4.53	.652
18	3.57	1.264	3.53	1.249	3.08	1.152	3.29	1.030	3.63	1.204	3.83	1.067	3.40	1.268
19	2.40	1.346	2.13	1.297	2.68	1.271	2.57	1.293	1.94	1.268	2.12	1.277	2.11	1.303
20	4.08	.867	4.07	.686	4.24	.709	4.14	.515	3.98	.745	4.12	.711	4.15	.692
21	3.38	1.098	3.54	.731	3.20	.849	3.14	1.125	3.41	1.063	3.64	.975	3.29	.984
22	4.08	.884	4.26	.974	4.32	.882	4.21	.674	4.13	.862	4.38	.836	4.44	.735
23	2.55	.938	2.61	.855	2.48	.854	2.86	.833	2.32	.848	2.36	.625	2.74	.903
24	4.08	.925	4.40	.805	4.40	.632	4.15	.863	4.20	.896	4.15	.769	4.43	.838
25	3.42	.991	3.12	1.194	3.16	.967	3.36	.479	3.37	.899	3.20	.980	3.20	1.065
26	1.65	.963	1.84	1.088	1.92	.977	1.79	.939	1.57	.839	1.58	.927	2.31	1.325
27	1.65	.778	1.72	.943	1.20	.400	1.43	.623	1.86	.829	1.65	.874	1.83	.969
28	2.74	1.206	2.15	1.098	2.36	1.091	2.50	.982	2.38	1.039	2.23	.973	1.94	1.651
29	3.92	1.178	3.79	1.146	3.32	1.048	2.71	.958	3.84	.979	3.46	1.046	4.03	.923
30	3.28	1.110	3.09	1.274	3.30	1.081	3.64	1.042	2.79	1.171	3.24	1.242	3.62	.841
31	4.19	.800	4.47	.781	4.56	.571	4.36	.610	4.44	.696	4.27	.762	4.59	.600
32	4.16	.799	4.18	.885	4.16	.784	4.00	.655	4.04	.860	3.88	.933	4.18	.821
33	3.53	1.013	4.03	.974	3.92	.845	4.14	.639	3.70	1.036	3.81	.921	4.35	.762
34	3.96	.880	3.98	.878	4.16	.612	3.86	.639	3.98	.707	3.69	.867	4.06	.791
35	4.52	.638	4.72	.483	4.64	.577	4.57	.623	4.53	.684	4.54	.746	4.62	.595
36	3.16	1.191	3.23	1.130	2.92	.954	3.14	1.059	3.24	.866	2.84	1.084	3.17	.999
37	2.70	1.313	2.26	1.108	2.58	.909	2.46	1.009	2.45	1.137	2.04	.808	2.71	1.343
38	1.86	1.142	1.73	1.030	1.96	.871	1.79	.674	1.77	.984	1.50	.971	1.73	1.038
39	3.29	1.270	2.95	1.442	2.87	1.394	3.21	.773	3.17	1.414	3.27	1.288	2.71	1.300
40	1.59	1.073	1.68	1.132	1.56	.898	2.00	1.069	1.53	.926	1.69	1.029	1.88	1.275
41	1.94	1.128	1.98	1.078	2.08	1.055	2.07	.703	1.70	.878	1.85	.818	2.17	1.229
42	3.05	1.352	2.43	1.159	2.33	1.178	2.21	.773	2.49	1.018	2.52	1.024	2.71	1.202
43	1.25	.546	1.16	.412	1.33	.850	1.43	.350	1.15	.386	1.12	.319	1.43	.994
44	4.28	.768	4.23	1.130	4.32	.968	4.14	.742	4.39	.677	4.00	1.109	4.14	.930
45	4.29	.915	4.42	.688	4.64	.557	4.43	.495	4.12	.738	4.58	.567	4.41	.844
46	4.28	.692	4.60	.521	4.67	.687	4.71	.452	4.36	.616	4.27	.523	4.54	.552
47	3.89	.798	3.97	.746	4.08	.977	4.21	.558	3.82	.810	3.77	.697	4.06	.860
48	3.79	1.078	4.16	.793	3.68	.882	3.71	.589	3.79	.782	3.80	.848	4.20	.855
49	4.43	.790	4.52	.714	4.20	.980	4.00	.784	4.20	.782	4.38	.560	4.21	.796

SOURCES OF THE LEADERSHIP ABILITIES
INCLUDED IN THE RATING SCALE

REVIEW OF LITERATURE

Source	Ability Numbers on the Rating Scale
Sanderson, Dwight, Leadership for Rural Life (New York: Association Press, 1940)	14 -- pp. 68-69 23 -- p. 56 46 -- pp. 84-85 47 -- pp. 75-79
Bogardus, Emory S., Leaders and Leadership (New York: D. Appleton-Century Company, 1934)	36 -- pp. 269
Shartle, Carrol L., "Leadership and Executive Performance," Personnel XXV (1949), pp. 370-380	5 -- pp. 378-379 6 -- pp. 378-379

INTERVIEWS

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Dr. L. Dale Faunce, Dean of Students, State University of Iowa, Iowa City, Iowa	20 24 34
Contributed by the investigator	1, 3, 4, 7, 8, 17, 18, 19, 21, 25, 26, 28, 29, 30, 31, 32, 33, 35, 37, 38, 39, 40, 41, 42, 43, 45, 48, 49.