

LEADERSHIP

XVIII.

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LEADERSHIP.

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INTRODUCTION

This paper discusses the history and development of leadership. Since 1860 There has been a gradual increase of leaders from professional, business and managerial families. This class has produced according to its number a far greater percentage than those leaders coming from semi-skilled or unskilled classes.

The majority of leaders in early times came from the rural areas. The future will find fewer leaders coming from the farm because of fewer farmers sons. This will be due to migration from the farm to the urban center. Men ranging in age from thirty-five to thirty-nine years, sons of business men, will make up the majority of business leaders by the middle of the century. If opportunities to achieve and the ability to achieve, were equal there would be an equal distribution of leaders.

In a survey made in 1880 on the following groups of unskilled or semi-skilled, or skilled labor; farmer clerk or salesman; business man or professional man showed, that ten percent of the American population produced seventy percent of its business leaders. The outstanding authorities of sociology agree that the majority of business leaders come from successful business men rather than from farmers and the laboring class.

All studies in this field whether European or American agree, that the middle and upper classes contribute the largest proportion of people in the arts and sciences, in letters, in the professions and in other vocations. Professor Visher's study of 18,356 persons listed in Who's Who in America, was found to be in close agreement with that of F W Tausig and C S Joslyn.

There are two explanations of the differences in productivity. These are privilege and superiority. The privileged class is represented by the son of the professional or business man. Through his environment, his education and opportunities to make proper contacts he is able to produce the larger proportion of leaders, while the laboring class produce only a small proportion.

Superiority emphasizes the difference in heredity. Due to selection the professional class continues to be drawn upward into a higher social class, while the laboring class gradually loses its superior talent thus reducing itself to a lower level.

This does not mean lack of native ability in laboring classes. However the time element is an important factor in favor of the professional group.

The advertisements of newspapers and popular magazines, through suggestions stimulate people for success and riches. Today man's worth is measured by the money standard. The wage earners son is exposed to this influence. If he has the native ability with advantages for education and time for development he will become a successful leader of industry.

Percival M. Symonds concludes that height and weight are positively coorlated with leadership, and accompanying characteristics of leadership. However leaders cannot be chosen on height and weight alone. Following this conclusion two lines of investigation were made. Sancti Naccarati developed the "Morphologic Index." This method is used in measuring traits rather than conduct habits. The second line was developed by the German psychiatrist Kretschmer concerning the relation of physique and character. Tead stresses not only the "how"but the "why" of the psychic factors regarding leadership. Scientific conclusions by various authors on characteristics, which are outstanding and essential in leadership are few.

THE DIFFERENCE BETWEEN LEADING AND COMMANDING.

Why are we facing the demands for better leaders? The newer idea of the use of leadership as compared with the older method of command, is in the ascendancy. This need is illustrated by the superintendent of a large manufacturing company when he called the superintendents of his ten units together to discuss the lack of cooperation among workmen. He was well satisfied with the plants production, with the wages paid, and working conditions, but, was concerned with the poor response and cooperation of the men. Internal harmony and unity were lacking in the different groups. He tried to instill in his executives the need of better leadership, to arouse enthusiasm and to create an improved morale. The problem was how to make the group activity a happy and a more satisfying experience.

All activities today tend toward group action, whether work, church, education or recreation. Too often the individual does not know in joining a group, just what the group is striving toward. If the connection is not good the individual's experience is painful. He may have a feeling of unrelatedness or he may not know what it is all about, or he may have a feeling of not being wanted. This mistaken feeling requires special effort on the part of some one, to overcome. This is the distinctive task of a leader.

Our knowledge of human nature shows, that commanding is entirely inadequate to obtain results from people. An example of command is illustrated by an engineer building a bridge. He hires and fires men with little consideration for them. This does not build up a man's morale nor does it build up a loyal, satisfied employee, who feels he is developing a career in the company for which he is working.

On the other hand the following example shows the development of the right attitudes among employees. The executive of any company, who is a good leader wishes his employees to feel that they belong. This establishes a right and a happy relationship. Human beings are the ends themselves to be guided and developed.

Executive work includes many factors as, authority and responsibility, planning, organizing, delegating, supervising, coordinating and stimulating all employees. With the successful accomplishment of these factors, he proves himself more than an executive. He creates an atmosphere in which passive consent gives place to active assent, apathy to enthusiasm, indifference to conviction, inertia to initiative. This motivation is instrumental in successful group action.

Executive posts are leadership opportunities. Unless this is true a working group is an accumulation of independent individual efforts, which are all unrelated psychically. The right kind of leadership seals this unrelatedness into group unity and pride. Too many organizations lack the associatedness so essential to a group. The worthwhileness of each individual can be secured in two ways; by solitary creativeness, as the artist, and by social effectiveness, which includes most of us.

The leader enables the individual to be himself through the group. This is essential if the personality is to develop. "Organizations need command and executive direction plus leadership. The leader is demanded as a releaser of the energies of his followers, as the summoner to attainment at levels they had not suspected they could reach." (Note I)

Note I - Tead, Ordway, "The Art of Leadership". p17.

TRUE LEADERSHIP.

There are many kinds of leaders. The difference between a great leader and a lesser leader is, not of kind but of degree.

When President Roosevelt spoke on March 4 1933 to the country, which was so discouraged over existing conditions, his voice was clear and confident, giving a program, that promised the people a way out. Their morale was changed over night with a new faith in their leader.

The President's problem now was, the proper selection of executives to carry out this proposed program.

Other leaders less spectacular are the minister of a church, the president of a college, the producer of a play or the captain of a fire department. All are interested in group activity and success, as President Roosevelt was, in bringing the country out of the depression. The satisfaction secured by the group is as important as the methods used by the leader.

The four factors involved in the rise of an individual to leadership are, how he rises, the process by which he rises, an analysis of his goal and his inherent qualities.

Some types of leadership are, the scientific, the philosophic, the intellectual, the political, the directive and the inspirational or face to face leader. The last of these is the leader we are interested in and will enlarge on in the ensuing chapters.

Ways Leadership is Acquired.

People have become leaders through influences outside themselves. Others have become leaders because of the times plus their will to lead. When a man has attained his executive position, he can get the best results from his followers by leading rather than commanding. The leader is a guide to carry through certain purposes. His position calls for humility and not for any selfish grasping of power. Results of any activity obtained by a group are indirectly the result of the leaders efforts.

The self constituted leader through his strong personality and ego has been thought of as a born leader. If he had not arrived at the hour of the world's need of him he would not be an outstanding success. This type of leader tends to be paternalistic, doing things for his people instead of doing things with them. In his desire to intrench himself he forgets his followers and uses whatever means and instruments are at hand to further his own success.

The group selected leader is chosen in fraternal bodies, trade unions, religious and political groups. The outstanding man of the organization is raised to leadership. The members feel they can trust him to carry out their wishes and support the cooperative intention of the group. He is most successful who accomplishes the groups goal with the least friction. In this group the leader is always being tested because of the possibility of re-election or reappointment.

The leader appointed from above is found in business, institutions and boards of directors. These leaders are held responsible for the work of those under them in carrying out the desires of the organization. These leaders are expected to make followers out of hirelings. It is a difficult task to achieve unity of interest in a group brought so casually together with no relationship other than that of wage.

INTERPRETATION OF LEADER'S INFLUENCE AND GOAL.

The leader is an artist and the people he leads are his material. He exerts more power over them than is generally realized. His task is to bring their desires and energies into organized relations. Some of the qualities of the artist leader are deftness, insight, devotion, and communication. In the interpretation of these qualities, the leader must first study the problem from his own point of view. The application of these attributes are in one form or another an every day occurrence.

Suggestions may be used directly or indirectly in influencing followers. A verbal hint helps to build up the standing of the leader and may be instrumental in avoiding offense in the group.

After the leader's status has been established through the use of title, uniform, an impressive office, or other suggestions, he may then be more influential by the use of simplicity.

Time element is an important factor to work with and not against. Because the leader has the ability to grasp the situation more quickly than his followers he may be tempted to make a decision, but he must wait for the idea to mature in the minds of his followers, before action is taken.

Suggestion is used in politics to test out the trend of the attitudes of the parties. The non-rational factors of suggestion are prestige, favorable environment, and helpful appeals. It is always better to have a rational and reasonable objective.

Once the leader is established with his group he can rely upon imitation for temporary support. Most people imitate the successful leader. He is esteemed. His tone of voice, phrases he uses, his clothing and mannerisms are effected. Within the group this brings about a good relationship between members and leader. However the broadminded leader should place little reliance on such means of achieving group unity.

The extent of exhortation as a means to influence people has never been determined. It is used in preaching, lecturing and thru direct appeal through public discourse to create emotional enthusiasm. What the leader says is not of so much importance as his earnestness, vocal resonance, sincerity, human amiability, and personality in action. This type of suggestion can not be relied upon unless it is connected with sound method and procedure.

Persuasive argument is essential in influencing individual minds on specific issues. The weighing of evidence, the exploring of alternate possibilities, and the disposition to abide by the outcome of careful pooled deliberation, are indispensable factors used in board meetings.

An excellent example of persuasion is given by a safety engineer, who desired a more rigid examination of the employees of the plant. He first found out the objections to the present examination of employees, which was not adequate to keep down their expense for sick leave. Second he had sufficient data to prove his point. Third he cooperated with the examining board to make the necessary change. He won his objective by clear reasoning and friendly persuasion.

The universities of America have obtained a vast amount of data of statistical importance on social, scientific and industrial activities and have spent large sums of money obtaining it. Unfortunately funds have not been supplied to use it. Leaders who still cling to old techniques are a factor, which causes a loss of time in the application of this gathered data. Professor Childs of Princeton University, has made it possible for the university to place this information for the use of the general public.

Public opinion has been consciously managed in the past and the management of the same is of more importance to-day than ever in the history of the world. A good example of the use of Public Opinion is shown in politics.

When considering public opinion management, biographies of outstanding leaders should be studied in regard to their motive, personalities and other characteristics, as heredity, physical equipment, habits and emotional and mental responses.

While it is true success or failure of group activity, is the result of individual initiative and individual competence, organization characteristics and methods employed by different groups, furnish the best key to our own understanding of public opinion. There is a great demand for investigation in the fields of human activity.

Affectionate devotion is built up by the leader in developing a definite condition, which causes the followers to feel they have a problem or difficulty to meet. This is used to stimulate the group in a change in sentiment, or to help the leader in obtaining the objective. Example:- The workmen of an organization wanted to choose a leader from their ranks to head their group. The president of the concern knew the man did not have the qualities of a leader, but felt it was unwise to influence the men. Shortly afterwards the employees came to the president asking the removal of the man they had chosen and the placement of the president's choice.

The leader influences people because he is a symbol of the cause he is serving and has given prestige to it. People want to give their loyalty to and follow a popular figure. This is particularly obvious in religious movements where people follow saints, popes, bishops and preachers.

The leader as a symbol is used in military affairs and politics but is lacking in secular groups. Let a prominent figure espouse a cause and his picture will appear in the paper. Personal incidents of his life will be discussed with interest and people will follow his lead though they have only a hazy notion of the purpose to be served. Peoples enthusiasm for remote ends is limited.

The leader has the ability of unifying and of enlarging the personalities of his individual followers through the group. He will build up genuine symbols of his group without exploitation.

The leader is as strong as his objectives are sound. He is accomplishing his end when he is influencing people toward their goal or establishing a new interest within the group which he desires to organize.

The world of business, politics, and education have many objectives which need scientific interpretation by good leaders.

A goal is an objective, which defines the field of desire and direction of efforts of an associated group of people. It has a primary and a secondary aim. The leaders business is to get these objectives into balance. Care must be taken in the development that the interest of the group is maintained instead of the selfish interest of the leader.

Ellwood P. Cubberly in 1916 in "Public School Administration" gave many good qualifications of the new leadership as needed in the field of education. He felt the greatest change should be in the county superintendents of rural areas. He further felt that supervision of health and physical development should be under the board of education. Not to include it would show a lack of vision in regard to health training instruction and hygienic management.

In 1921 the Fess-Capper Bill introduced in congress proposed to grant aid to the states, in proportion to the number of children of school age, to help provide physical training in the schools for all children. The bill failed of passage, thus health did not come under the jurisdiction of the educational system.

The report of Owen D. Young concerning the short comings of the objectives of the General Electric Company located in Schenectady, New York, are:

"1 The workmen feel that the foremen are inhuman beings, who lack any sense of what the personal touch in business means.

"2 The men desire to have some system of profit sharing or stock purchase inaugurated so as to take advantage of the thrift instinct instilled during the Liberty Loan campaign.

3 They desired some sort of representative plan.

4 They desire to have the welfare work increased so that it will be evident that the Company is taking a personal interest

in them inside the plant as well as outside of the plant.

5 They desire to have what might be called a 'Manager of Man Power'.

6 They desire to have thorough education and instruction-an opportunity for promotion and scientific selection of men and jobs." (Note I)

Mary Van Kleeck, in "Miners and Management" 1934 gave another example of an appealing goal. The Rocky Mountain Fuel Company, established an improved condition in their own company, in stabilizing employment, production and marketing. The contribution gave fundamental principles for the conduct of human relations in the industry. The workers demonstrated their capacity for cooperation in increased efficiency. Though the company was successful in its changed method, the idea was not accepted by other coal companies.

The negative side of a leader's objective is illustrated in the Blank Public Service Company, which had spent years building up loyalty among its employees. Every man felt he was working for and was a part of the company. The management gave their employees a feeling they belonged to and were a necessary part of the company.

When the depression came the employees were gradually let out, salaries were cut, and part time schedules used. Those retained remained loyal, but, their morale was weakened. The question arose among those retained what had caused the change in relationship between employer and employee. They reached the conclusion that the difficulty lay with the short sightedness of the supervisor, whose attitude had changed from one of leader to one of boss. When this stage had been reached the supervisor's attitude inferred "You ought to be glad you have a job", (Note 2) and the company had their men where they wanted them.

Through the loss of loyalty, efficiency was reduced. There was no bond between employer and employee, other than the fact that the worker could get no other employment.

As industry improved, the workmen sought other jobs which caused a serious labor problem for the Blank Service Company. The more serious aspect of the problem was the building up of the employees loyalty due to the prejudice and mistrust which had been developed by the shortsightedness of the supervisors

Every issue in the leader comes to this, he must know the human organism, the manners of it's behavior, the natural promptings of basic desire, the typical aspirations, the usual and possible modes of satisfaction and the conditions of happiness, in a profound sense. The leader must be an expert in human nature. Each leader should decide in which channels his individualities are supported, expanded and released.

Note I Tarbell, Ida M., "Owen D. Young, A New Type of Industrial Leader." p 125.

Note 2-Viteles, M. S. , " The Science of Work." pp396-398.

The leader occasionally has to interpret the experiences of the followers to them, but this has meaning only when the individual finds satisfaction through this process. When leaders have objectives which followers can agree to, are they considered leaders and not bosses.

The question for the leader to ask himself as well as the group is, "are the controlling objectives of this organization of such character that the members may reasonably be expected to strive enthusiastically for them." (Note 3)

Objectives count when the rank and file experience them, in the way the executives conduct the hour by hour work of leading. Objectives are no better than the leader's translation of them into action.

There are two aspects of the role of leader.

1-The leader precipitates, dramatizes or gives persuasive appeal to the objective already acknowledged in the group.

2-The leader creates and defines worth while purposes to attain. He sees deeper and further what is valuable. The group accepts or rejects the objective according to how close it's life is being taken into consideration.

Publicity, research, persuasiveness and reputation for fair dealing come to useful service in unifying aims or their absence brings failure.

"What has proved true for religion, armies, and politics has to be made true in other cooperative efforts. People require a leader to help show them and give them the experience, which convinces them that their loyalty to the group is a good thing for them." (Note 4)

The leader who invites deliberation on the objective, will avoid having it become antiquated, narrow, static, and unappealing. Christ, Socrates, and Luther are examples of leaders, who were positive of their success regardless of their followers. The test for the leader is the outcome.

Note 3-Tead, Ordway, "The art of leadership." p72.

Note 4-Tead, Ordway, "The Art of Leadership." p78.

QUALITIES OF LEADER.

Ordway Tead states, that it is simpler to consider the qualities found in leaders by common sense consideration. The leader who does not possess the qualities he needs can possibly acquire the ones which will be beneficial in his particular field of endeavor. The qualities discussed are taken from various studies and observations of leaders which can be identified in a practical way and used in any field.

Some of the qualities necessary in leaders are:-

- 1 Physical and Nervous Energy.
- 2 A Sense of Purpose and Direction.
- 3 Enthusiasm.
- 4 Friendliness and Affection.
- 5 Integrity. (Note I)

The three influences in physical and nervous energy are: inheritance, early upbringing and nurture, and use or abuse of our physical organism.

All of these qualities are not necessary in every leader. The individual who rises above the average man, has more drive, endurance and greater vigor of body and mind. An effective show energy brings out the energy of the group which is enthusiasm. Action is not always necessary. Thoughtfulness, meditation to produce serenity for using one's imagination and for developing one's total personal effectiveness on the job, are essential. Poise for bring straight forwardly human with ones associates is also essential.

One basic requirement is the development of an abundance of red-blooded free flowing energy. Next power to dramatize this energy. People love to be lead. The leader helps to release their energy. The wise leader will see that his group achieves victory occasionally.

P.A.Sorokin gives some correlation between conditions and leadership in general. His data is on trade unions, labor, politics, workers, educators, progressive farmer groups, and related movements.

He feels there is a slight correlation between the leaders of geographical and industrial areas. Over one half on the national leaders and about one fifth of all leaders, hold college degrees. The educational standing of those studied was lower than that of farmer-leader and American leaders in general. There is a positive correlation between the leaders and the groups with which they are associated.

Note I-Tead, Ordway, "The Art of Leadership." p83.

The great leader moves over a larger area than the lesser leader, which shows the connection between leadership and mobility.

In "Diagnosing Personality and Conduct" by Percival M. Symonds, the fact was revealed that marked leaders are as a rule taller and weigh more than the normal person. They will have come from parents with superior energy and intelligence and will have had a good environment, adequate nourishment and physical care, and will have associated with people of families of more than average intelligence.

In Mr. Symonds questionnaire he obtained:- facts, facts from records, reactions of individual beliefs, preferences, likes, wishes, judgments and choices. In the latter it was the correlation of the information rather than the face value which was used in making deductions. In using this type of questionnaire great care should be taken in the choice of the problem in regard to its value to both the person giving the questionnaire and the one questioned. Too often the one questioned is not given a report to which he is entitled.

Hesketh Pearsons very well describes the influence of politics in making or breaking leaders. This is illustrated in the non-appointment of Sydney Smith as bishop. These political leaders were so engrossed in their own success that Smith was forgotten.

Purposefulness, to be effective requires definiteness, to be readily communicable to others, to be attractive, it must be vigorously, persistently and enthusiastically sustained by the leader.

Purposes arise in three ways:

- a-Purpose is given by group.
- b-Purpose is partly given by leader.
- c-Leader formulates purpose.

The leader's problem becomes one of education and persuasion. He must understand the relation of the purpose to the group in order to make the interpretation.

Questions of importance a leader should ask himself are:

- Do I know definitely what I want?
- Do I know definitely what the group wants?
- Will the group accept these purposes if they understand them?
- Can the purpose be enlarged so the group can see the benefit desired.
- What is there in the organization which will show the group the soundness of its aims?
- In what ways can the purposes be presented to the followers in an appealing way?

The leader must "get right with the purposes- as the followers are going to view them." (Note 2)
Note 2-Tead, Ordway, "The Art of Leadership" p 98.

A purpose must be felt by all to be sound. It's genuineness must be quickly sensed. The combination of vigor on the physical side and a definite objective on the mental side equals enthusiasm.

Affection is one of the potent forces in the relationship between the leader and the group, since people like to feel some one has regard for them. They crave something worth while to which they can give their loyalty. Loyalty to a leader predisposes people toward being influenced. It is important that the leader know personally representatives of each department, which makes him one of them. Wise use of consciously organized formal contacts with representatives from the entire personnel of an organization are essential. Presidents who have any thing to give regarding terms and conditions of employment are those who practiced collective bargaining and employee representative planning.

The leader who is afraid to give affection is really afraid to lead in the true sense. Integrity implies a reasonable harmony and consistency of the motives, which are evidenced in the leaders public and private affairs. A leader can not be too far in advance of or at variance with the general views of the group. The leader who can attain within himself a unity or wholeness of desire and outlook will possess integrity.

Leadership is a dual problem of doing and being. If one does not care enough about any purpose to sacrifice for it or cares to expend energy to attain a worthy purpose, then the primary conditions for leading are absent.

Types of Leader.

The leader usually serves in the capacity of an executive of a business or in one of its departments, where his ability is detected. Before he is elevated to the position of leader it is necessary to decide for which phase of leading he is best fitted, both for his own satisfaction and that of the group.

It is impossible for him to be master of the technical knowledge of each department. In the higher ranges of executive leadership this seems to decrease in corporations, institutions and governmental departments. The opposite is true in the teacher, preacher, or conference leader where his technical skill is a part of the skill of leading. Every true leader must have technical skill to guide his group as a whole.

Often a department head is elected to the position of leader and carries over his early training experience. For this reason it has been recognized, the art of leadership has its own technique, "which means ability to formulate, transmit, interpret, and supervise the working out of policies with people." (Note 1)

The department store, the large bank, the railroad or industrial corporation each demands leadership. It is felt more today than ever that the education of the leader is lacking in business and institutional administrations, as well as in government departments and bureaus. This same lack is found in training schools of engineers. Wickenden and Smith, give a good picture of the problem before engineering schools. "A predominating executive profession both in the occupations of its members and in its rewards; a training that with all its merits has been least effective in developing the qualities of leadership, which underlie executive success; and a growing body of opinion that, executive traits can be developed by training." (Note 2.)

"In general the principle underlying success at the coordinative task has been found to be, that every special and different point of view in the group affected by major executive decisions should be fully represented by its own exponents when decisions are being reached." (Note 3.)

Note 1- Tead, and Metcalf "Personal Administration."

Note 2- Wickenden, W.E. and E.D. Smith, "Engineers, Managers and Engineering Education" in Journal of Engineering Education, June, 1932.

Note 3- Tead and Metcalf "Personal Administration." Chapter 25 p 63.

Two thoughts should be borne in mind in arousing interest in work namely: the native characteristics of people must find expression during their waking hours either while employed or after waking hours, and that many experiments have been made to arouse interest of workers in their work and the enterprise they are engaged in.

The only way this can be met satisfactorily is by considering each job separately and by constructive imagination to figure out what can be done on a given job. The argument that the interest of the job can be substituted for the interest of the corporation and vice versa is a mistake. Both types of interest are necessary for a good relationship.

The educational system seems to instill the idea into young people that work is monotonous. Some boys and girls desire monotonous work that their minds may wander where they will. This is an unhealthy attitude. When this happens it is necessary to reeducate. This can take place only where the individual finds respect for his individuality and a desire for self expression.

The other group which enters industry has the opposite attitude. The boys and girls are happy to be free from school and to be given an opportunity to "make good". What happens to these children during their first two or three years of employment is exceedingly important under proper working conditions. Leaders with understanding are needed to direct them.

The more the leader knows about the technique used by all in his group, the better he can understand his problems. The coordinator should pick out experts to be "on tap not on top". (Note 4) He should always inquire of himself, about the time on the task, if the work is being done effectively, and if he knows enough technique to realize his purpose. His chief job is to tie up the individual job with the whole to have a unified group.

Decisiveness is important because the leader should never stop taking evidence and weighing facts. Lincoln Steffens in his autobiography gives an instructive comment on this question. President Wilson's cabinet members had circulated a story concerning the inevitableness of war with Mexico. Steffens, Jordon and Moorfield Story were trying to prevent war. Steffens went to the office of Charles A. Douglas, American attorney for Carranza. Here Steffens was shown the private and the business telegrams and letters from Carranza. Steffens saw that Carranza did not want war, but felt the United States was forcing it on him. Steffens then went to President Wilson and told him what he had read. President Wilson asked Steffens why he was so sure of Carranza. Steffens replied, "I have looked the man in the face, as you should do." (Note 5)

Note 4- Tead, Ordway, "The Art of Leadership". p119.

Note 5- Autobiography of Lincoln Steffens. p 739.

An executive is a man of action. It is dangerous for him to hold such a job if he is not aware of his limitations and takes measures to stop, to think, to listen, and not to act. President Wilson told Steffens he had made a practice of opening his mind for a while, listening to all his advisors had to say and then closing it and acting. In this case Steffens had given him the facts he lacked, which were used to prevent war.

Ability to pass judgment can be developed. Elements to acquire are elements of the reasoning process as:- recognition of the problem to be faced, the accumulation of facts, classification and arrangement into groups, the formulation of a trial solution, which with the facts he has may give him a likely answer, corroboration to see if it works, and adoption.

Conclusions reached by this process will be far saner than those results of random selection. While it may appear the leader makes rapid decisions, the chances are they are the result of much thinking through of the problem. To look and act decided are important factors which show up the leader. In coming to a conclusion on their problem equal responsibility for success depends on both leader and the group, provided the group has been given its share of the responsibility.

The one preparing to lead should know he cannot always be right. One aspect of decision is to know when he is wrong and frankly admit it. How this is to be given to the group should be carefully thought through. It will then be met by the group and will increase it's respect for the leader's honesty, integrity and insight.

President Franklin Delano Roosevelt has been consistent, when he has repeatedly announced the program was experimental. If it did not work one way it would another. By this method he has been able to make changes without serious difficulty.

The successful leader is one, who has been taught in early childhood to make his own decisions. Other qualities being equal, the person of greater intelligence will make the better leader. This intelligence factor in leaders correlates with versatility. The conclusion seems to be that those capable of leading in one field are likely to be able to lead in several fields. The leader as an ideal man may fall far short of the standard, but, he must be able to take ideas of strategists, tacticians, theorists and all kinds of experts and see that the proper selection and interpretation is made by the group and that it's choice is put into action.

Last but not least the qualities of equal importance in good leadership are, decisiveness, imagination and a sense of humor.

Are you in earnest? Seize this minute: What you can do or dream you can, begin it: Boldness has genius, power and

magic in it: only engage and the mind grows heated: begin, and the work will be completed, is Goethe's way of expressing imagination.

The idea of the new era had been predicted for centuries. The Phoenician traders talked of this when they first came to the British soil. The same is true of the toy makers of Egypt.

Mr. Giles proves originality is not dangerous. The acceptance of the automobile, the electric refrigerator and the radio prove this. Almost every one who desires to make a living is compelled to create and develop new methods and ideas.

Mr. Giles further proves the use of sense images instead of words in selling. Many illustrations are given on each of the five senses, but the sense of seeing does more for selling than any of the others. An example of feeling is shown where the salesman had failed to sell a good customer an automobile. On the salesmans return to the office for advice, the manager asked him if he had noticed any outstanding characteristics in the customer which could be connected up with one of the five senses.

The salesman had noticed beautiful leather bound books on the customers desk, which he touched while talking to the salesman. On the salesman's next call he took a highly polished axle and during the conversation mentioned the smoothness which enabled the part to work better, therefore giving better service. The customer handled the axle and in thirteen minutes had bought the automobile.

It is not enough to get ideas, they must be put into active use. Several stories by E.T. Webb and J.J.B. Morgan in "Strategy in Handling People" illustrate this point.

Every leader has to face the problem of breaking the ice with a group of people. One helpful piece of strategy, which many able man have used successfully is telling a story on himself, which raises the other fellows ego at his expense. This makes the group feel superior to him at least for the moment. Few realize what has happened to them.

Shortly after Woodrow Wilson had been elected governor of New Jersey he was introduced at a dinner of the New York Southern Society as the "future President of the United States." For him it was a big moment. "I find myself," said Wilson after a few opening words, "in one respect (I hope in only one respect) resembling certain persons I heard of in a story that was repeated to me the other day. A friend of mine was in Canada with a fishing party, and one member of the party was imprudent enough to sample some whiskey that was called "squirrel" whiskey. It was understood that it was called "squirrel" whiskey because it made those who drank it inclined to climb a tree.

"This gentleman imbibed too much of this dangerous liquid and the consequence was that when he went to the train to go with the rest of the company, he took a train bound south instead of a train bound north.

"Wishing to recover him, his companions telegraphed the conductor of the south bound train: 'Send short man named Johnson back for north bound train. He is intoxicated.

"Presently they got a reply from the conductor: 'Further particulars needed. There are thirteen men on the train who don't know their names or their destinations.'

"Now, I am sure that I know my name, but I am not so sure as your presiding officer that I know my destination" (Note 6)

Bishop Fiske, was astonished that one of his sermons held his hearers spell bound. Later he discovered that he had opened his discussion with "certain clerical short comings." He observed during his talk that the "smug professionalism" of the clergy kept many a man from attending church; he admitted that their devine words did "not always ring true" and that "the clergy's immunity from friendly criticism had been disastrous."

A sense of humor is not acquired but it surely is important as a lubricant. Those in a position over others sometimes feel too superior, too self willed and insistant, too pompous, too intent and urgent about their mission. A sense of humor about himself should help the leader keep the friendly attitude of his followers. Humor helps to put people at their ease, in ways not too direct. As people laugh together a spirit of group unity develops.

Emil Ludwig in his biography of Napoleon, told how Napoleon at his coronation refused to kneel to be crowned by the Pope but took the crown, turned his back on the Pope and crowned himself. Then he crowned the kneeling Josephine. Thus, Napoleon reduced to mockery the legitimate formalities he affected to copy. He made a laughing stock of the pope, who did not forget it. Napoleon performed no miracles but did deeds.

Andrew Carnegie recognized wht laughter meant in his dealings with his workmen. A workman in a gtoup meeting said, " Now Mr. Carnegie , you take my job", quick as a flash Carnegie broke in "Mr. Carnegie takes no mans job." All laughed and the tension of the meeting was broken by Mr. Carnegies statement at the psychological moment. Laughter brought about by the leader must be kept on an impersonal basis, touching situations which are unusual.

Mr. Carnegie would not attack if forced to fight, but, preferred the blockade method. He allowed his plants to remain

idle during a strike and awaited the results of the dispute. He felt it was difficult for a man dependent on his wage to see another man take his place. Mr. Carnegie felt that no employer should lightly loose his old employees. He believed a friendly or even a familiar relationship with employees was the best protection against difficulty.

Industry makes the mistake in the selection of its department heads who are not qualified. "The idea man" should be given time to think in his organization. He should not be required according to the older method, to be on the job at his desk or physically active every minute.

Teacher. Paul W. Litchfield vice president of the Good-year Tire and Rubber company selected Slausser, who had not developed as Litchfield had desired, for advancement. This young man in his advancement for gat to treat his workmen humanly. His teacher and supervisor Mr. Litchfield refused to advance him until he had adjusted himself in relation to his workmen.

This adjustment was accomplished only after the vice-president had brought to Slausser's attention his failure as a leader of men. The goal set by Mr. Litchfield for Slausser is a good example of the leader acting as teacher.

Owen D. Young's Effectiveness in the art of human relations, while he was connected with the staff of the General Electric, was due to his success as a teacher; his understanding of problems; his ability to state them clearly; his personality and his charm.

His opinions and methods aroused the entire staff. He was not an educator in the formal method but "in the art and science of human relations, in the value of intuitions, in taking on responsibility, in the sacredness of obligation and in the necessity of being able to communicate to others, what was in hi mind." Mr. Young always had a young man close to himself to be right "at his elbow as his assistant." (Note7)

A good leader is a good teacher. He helps his followers through experiences which bring a changed mind and motive. This helps him in playing his role af leading instead of bassing. The teacher is a guid to start and hold the students interest in his field of work. The leader is no less than a teacher.

The development of the training attitude depends on teaching emphasis, teaching process and a teaching program. Five of the principles which will be beneficial to the leader to put into practice will now be considered.

Note 7-Tarbell, Ida M., "Owen D. Young, A New Type of Individual Leader." p249.

The good teacher first builds up in the learner the idea the enterprise he is engaged in, is significant for him and he will enjoy it. His confidence in the worth of the project and the enthusiasm the teacher has for it will bring happy results.

Second, the teacher should start the learner from where he is mentally and emotionally correlating the new material with what he already feels and knows.

Third, the leader must teach the whole organism. This includes thinking, feeling and acting for the process to be successful. In the final analysis this means all learning is from within. The reason there is so much failure in the educational process is because the whole individual has not been included. This accounts for failure in many a leader, who has not touched the inner self of his followers by considering their desires and past background of experience. "Learning, change of outlook, the acceptance of new purpose, these all are active experiences." (Note 8)

There is no short cut to learning. It is true we accept formulated aims, but in the end they must be satisfying or they will be rejected. This was illustrated by the leader of a company who permitted the group to select its own foreman, knowing full well he was not the man for the job.

One basic principle of successful leading is shown when the leader is able to depend on his group's support because it has been through like experiences and thinks of obtaining conclusions in much the same way as he does. The same principle applies in the process of changing objectives.

The leader, as teacher, through developing curiosity, confusion and unhappiness motivates a change and this aids the learner in his learning. If the teacher knows the answer he is a good teacher when the learner proves his answer is the same as the teacher. When the learner disagrees with the teacher it is well if the solution has been arrived at under "guidance of factual analysis, an objective of truth seeking, of candor and insight in forming conclusions." (Note 9) Exhortation may work but is not lasting. Support must come from the emotional and intellectual part of the followers being.

Time is essential to the process of thinking and for people to come to an agreement. People do not agree in groups do to rational processes but because the individuals desire to agree and feel better when they are at one with their fellow beings. Because of this deeper feeling in the individual it is necessary to have time.

Note 8-Tead, Ordway, "The Art of Leadership." p 83.

Note 9-Tead, Ordway, "The Art of Leadership." p 145.

The Dodge case illustrates the functioning of the Arbitration Board of the Felene Cooperative Association.

First: All incidents leading up to the appeal happened at the store.

Second: Dodge's case involved dismissal. Dismissal cases are important.

Third : The charged were definite.

Fourth: The case with it's decision adverse to the management and with Dodges final separation from employment, dramatizes the issues of the Board.

By taking the teaching instead of the domineering point of view the leader established a new piece of negotiating machinery.

The head cashier found one of her assistants had been charged with a shortage. She took up the matter with Mr. Filene. She felt the system was all wrong since the cashiers were compelled to make up all shortages and no mention was made about overages. Mr. Filene felt this was true, but, felt it was necessary to check on carelessness and dishonesty. The company's goal was accuracy. Mr. Filene thought both sides should be considered. He suggested that the head cashier appoint a representative and the company would do like wise. The two would then choose any one they saw fit to reach a satisfactory conclusion.

Since that time the cashiers have been given credit on paper with overages and have not been charged with shortages. This illustrates the value of teaching sense in regard to policy and new procedure. The leader's need for a teaching sense is illustrated in the case of an open minded executive who taught himself as well as gave educational experience to his employees.

Leaders are keen about being responsible for job training. They forget that similar technique should be used in their relations with members of the organization. The latter is more important because of their key position in the organization.

In the above illustration the group's reaction passed from opinion to satisfied conviction through good leadership.

LEADER AS CONFERENCE CHAIRMAN.

The need of a leader as a conference chairman is essential in small matters as well as larger matters, to facilitate the process of integration. It is impossible for the leader to give the right solution to a group since the group is willing to give thought to ideas of experts, but wants a part in the discussion and decision itself. It's participation serves to create better attitudes, clarify objectives and give unity to practical methods of performance. All of this depends on the leaders use of known techniques and helps to bring about a better understanding and agreement of the group.

Conferences serve many purposes. The leader needs to know the kind to be able to apply the correct method so that he may be of service to the group. Some of the more important conferences are:

- 1- An informal conference where the leader may go over instructions for the group with the foreman.
- 2- An advisory conference might be one in which the foreman's advice is sought to know how much of a cut in wage is desirable or when to put it into effect.
- 3- A negotiative conference is one where a committee of the group is called in to discuss the question to be decided upon.
- 4- An administrative conference is one where the heads of departments are called together for suggestions as to how selling efforts can be better related to production work in order to have steady employment.
- 5- Deliberative or educational conference is one where the objective is a disinterested consideration of ideas on a specific subject.
- 6- The conference for inspirational purposes is to inspire members with a new feeling and attitude in view of affecting the way members will act in the future.

Owen D. Young has a well developed technique for handling negotiating groups, which he has developed from long experience both in handling big and small matters. His advice is to avoid premature conclusions or hasty decisions, to keep members working in small groups to have informal conferences where members can become acquainted with one another and learn something of how one another's minds work, and most important learn to trust one another.

Mr. Young when in Paris started working in small groups on specific questions. In this way he soon broke down prejudice and developed confidence.

It is valuable for the leader to know the many meanings which people imply when in conference. It would be well to remember to go farther than the mere statement and realize what is behind it, analyze the speakers feelings and attitude; analyze his tone, whether candid, suspicious, satirical or ironical; and lastly the speakers intention on the result he is trying to secure.

D.A. Sheffield says: "Discussion evidently requires people to be aware of their complexities of language. Where the subject discussed is simple and objective, the speaker may not need any special dialectic skill. But few subjects are as simple as at first they seem and the most rewarding subjects are really opened up only by those who have learned to cut through the sham simplicities and use the full implications of their own and other's words." (Note 1)

It is important the leader know the extent of the power or the range of authority granted the group. Many difficulties may be avoided if the leader will be honest with himself and the group as to the purpose of the conference and the power he has to put into effect whatever decisions may be reached.

The leading of a conference depends on the leader's imagination in presenting an acceptable combination of new ideas. Although any member of the group may do this, it usually falls to the lot of the leader to bring about this integration. There are three methods commonly used.

- 1- The leader may ask questions.
- 2- The leader may use a developmental method.
- 3- The discussion method is considered by far the best method by which genuine agreement is reached.

In the first method the leader may obtain agreement provided he has thought out and carefully selected his questions beforehand.

In the second method "By a mixture of questions and affirmations put by the chairman. He decides in advance what the proper solution of the problem is and then guides the group by skillful maneuvers to this conclusion." (Note 2)

The leader becomes a teacher here and guides the procedure but, not with respect to the end. This method has true integration.

The leader should ask himself many searching questions in order to obtain satisfactory results for his group. The meeting time should be proportioned, part to analytical and part to creative periods of discussion. He should watch for fatigue and wandering of attention and give a rest period. If there is great tension present, asking for a moment of silence is very effective.

The example of the Young Plan Conference in Paris illustrates Mr. Young as chairman shrewdly adjourning a meeting at the psychological moment.

Mr. Young was always serene, patient and leisurely in conducting deliberating bodies, as at St. Lawrence, where he led in a struggle for a gymnasium, or when negotiating labor settlements after the war, or at the Second Industrial Conference.

Note 1-Sheffield, A.D. "Things Learned About Thinking by Thinkers in Groups."

Note 2-Hadler J.J., and E.C. Linderman, "Dynamic Social Research." p80

He was quite different when presiding at the conference in Paris where an important delegate angered by the low figure which was presented so much below what he thought his country had a right to expect, exclaimed, "I'm done, I'm done," and made for the door (Note 3) Mr. Young was on his feet in a moment and dismissed the committee, which made it appear there had been no trouble.

Mr. Young said that when he saw Dr. Schacht's neck getting red or his hands tremble he adjourned the conference.

Mr. Walser makes the following suggestion: "In discussion, as in daily life, persons and problems oppose us. In both, quick decisions have to be made, often in a few crucial seconds, which carry a train of consequences. Some how to introduce a stillness and poise into these seconds, lengthening them for this purpose or abandoning the anxiety which colors them, is to touch life at its center. Face to face with a problem that surpasses our powers, discovery of solution frequently comes from momentary abandonment of struggle and care. Tension is reduced and the mind's discord is healed before a new attack. Rhythm and harmony achieve more than mere persistence. When Socrates waited for the promptings of the 'daemon' within he was not nursing a superstition, but a method of thinking reasonably. The best means fail without integration and purification of motive.

To introduce into the discussion the habit of detachment in order to attain the perspective of a larger outlook on life should become a normal and natural step. It may begin by permitting members to stroll out of the room for a short moment or merely a break of sustained concentration. Groups which forget or avoid this may lose the best fruit of the discussion, namely the maturing of judgment. Following unbroken succession of talk, the best critical judgment on what was said and done is likely to ripen as one walks home afterward." (Note 4)

If the conference leader can talk between conferences with those who are inclined to talk on irrelevant material, or with those who are always catching the speaker's eye, because they love the lime light, or to the one who talks too much, much good can be accomplished. They should never be rebuked in a meeting.

The success of a meeting depends on the skillful leader. Since conferences are becoming more and more recognized it will be well for the wise leader as a conference chairman to acquire effective technique.

Note 3-Tarbell, Ida M., "Dwight D. Young, A New Type of Industrial Leader." p 194.

Note 4-Walser, Frank, "The Art of Conference." p25.

WAYS OF LEADING.

There are many methods the leader can use in accomplishing results with his group as; orders, reproofs, commendation, personal bearing, suggestions, strengthening of group identity, introduction of leader, group self discipline, allaying false rumors. These will be briefly considered in the following paragraphs.

Scientific management removes much order giving, since it is definite instruction. The leader can stimulate and coordinate instead of spending his energy on details. This does not mean that order giving can be done away with entirely. When used it should be understandable to both leader and worker. The simpler the terms used and the more explicit the order the easier it will be for the followers to understand. A firm voice with no irritation, patience and determination to get at the bottom of the trouble will help the leader go far. Consideration for the followers feelings may be shown by the use of courtesy. If orders must be given they should be given in the order in which they are to be carried out.

There are good and poor ways of giving orders. The correct way is well illustrated in the attitude Mr. Young used in his own office. He never gave a direct order but made suggestions. In recent years officers in army, navy and on ship board have changed their tactics to a marked extent.

If the leader stresses things to be done and not those which ought not to be done, the followers will not become confused. Should a change in an order be necessary, the leader should know definitely his reason for making the change and explain it carefully to the followers.

Criticism given by the leader should be from an impersonal standpoint after he has obtained the facts of the case. Few mistakes are deliberately made by workmen. Rules and regulations which are necessary to be used in groups should be the result of group action.

H.S. Pearson's discussion on "Leadership in Scientific Management" states there is no argument for the lack of standards in organization. They can be fixed, accurately recorded and checked.

Outstanding leadership is the important factor in scientific management. The leaders success is shown by the way he handles executives who have different attitudes and habits. His first weakness may be in the failure to realize that executive attitudes have been set by one particular type. His second failure may be inability to break down these well established habits and build up new ones; or not being able to control all operations; or the non-recognition that the development of scientific management is an educational process.

In accomplishing any of these changes, the leader must remember any change made should never leave a bad impression on the group.

The more creative the leadership is the more those heads of departments under him will show like leadership. The top-leader spends his time in the field of promotion, while the department heads are creative in their particular departments.

The chief executive must understand the whole policy before he can give it to his followers, not as a program to be completely worked out at one time, but, installed gradually. It is essential that each part be fully worked out before another is undertaken. It is easier for the workers to accept these changes than for the executive to accept them. He must accept them as a doctrine, philosophy and system while the worker gets one phase only of the change in the method at a time, which he has to accept and work out.

Dr. Taylor's success was due to his ability to stimulate the reasoning powers of the men and make them feel they were a part in obtaining the result. His system is always successful because it is interested in the organization as a whole.

Henry P. Kendall in discussing Miss Mary Follett's paper said, that executives are giving more responsibility to departmental heads. This leaves the executive more time for creative and inspirational work. Some authorities on industry and management question this.

Since the World War, a new phase of unemployment has developed which organized labor leaders are inclined to feel is due in part to inefficient management. They are asking why employment can not be stabilized. This would require standards based on research, investigation and experiment, or in other words, scientific management.

Dr. Elkind in his book on Preventive Management felt there was nothing new to offer on the idea of prevention. However all agree that prevention is better than cure. He felt that it was time prevention principles as well as common sense were put into wider use especially in industry and business. The chapters in his book were given in the first place as separate papers but there is unity particularly in the stress on the mental condition of the workers and also the management.

In the past there has been much talk about scientific management but too little application. It is an attitude. Details can be standardized but not the thinking of workers, otherwise growth stops.

Frederick W. Taylor said, "Scientific management involves a complete mental revolution on the part of the working man and of the management. There is no scientific management without a new scientific attitude." (Note I)

Note I-Henry P. Kendall, "Foreword" p12 in "Preventive Management," Henry E. Elkind.

The attitude and view point of the psychologist, psychiatrist and sociologist have been offered as new tools for building up a new enterprise after a management has brought to the worker's use principles and revised attitudes.

Little is understood concerning fear, worry, depression and fatigue. Too often the information the average individual has is not correct. In the physical side of emotional reaction the blood is taken to the arms and legs and away from the trunk. All digestion ceases. For this reason one should not eat when angry or worried. The coagulation time of the blood is decreased. All of this has protective value.

Emotions are produced in abnormal ways, as, a tumor on the brain may cause the individual to be very happy, arterial sclerosis may cause emotional instability. Goiter conditions may cause worry fear, or fatigue. Fear may express a desire of some sort which the individual is repressing.

The loss of sleep, worry, overwork, and other factors may cause a feeling of depression. Fatigue is an important factor in industry. Some employees have the ability to work for a much longer period than others. People who fatigue easily have been known to produce some of the best work and because of careful habits live a longer life than those who wear themselves out with strenuous effort. It has been proven that people fatigue greatly at work they dislike, while the individual engaged in work he likes the more strenuous will tire only half as much. Unpleasant emotion causes great fatigue. Rest periods are found to be essential in industry and beneficial to both employee and employer. They help to eliminate mistakes, decrease accidents and increase output.

Morbid emotion and fatigue as well as courtesy are topics to which industry should give much consideration. It is not a mark of weakness in the leader who treats his followers courteously. It is rather a mark of consideration for their rights, without which command does not rise to leadership.

The comment on the Congressional Report on the Homestead Steel Strike of 1890 describes the crisis reached by employers and employees. Mr. Frick would not negotiate with the workmen after issuing his ultimatum but immediately began preparations for a strike. These visible preparations for trouble spoke louder than words. The Homestead property was transformed into a turreted strong hold. Pinkerton Detectives were employed to watch over the property. At this stage there was no use in trying to use oral persuasion.

Since it is natural for a leader to have likes and dislikes it is important that he guard against antagonizing the workmen. Constructive reproof should be given in private. The leader should explain the reprimand and its settlement to the group to avoid any misunderstanding.

The use of anger is a negative factor as far as workmen are concerned. The leader will avoid losing his temper if he keeps himself in good physical condition, avoids fatigue and worry and plans his work well.

When there is deliberate refusal on the part of workmen to carry out instructions, quick action by the leader is of more value than the actual penalty.

Appreciation by the leader of the groups efforts is another essential factor. This is demonstrated by the results obtained by the school child where higher quality and quantity of work is obtained from encouragement by the teacher. Here again we see the use of the whole organism. Only by having records of individual and group achievement can approval be given. Rating scales are being used extensively, which shows the individual that his work is appreciated. An illustration told by M.S. Viteles is one where experienced and trusted motormen are permitted to train student motormen.

Public approval of the group for the individual is good psychology. This is illustrated in the present Russian economic experiment. The difficulty in the United States is that too little praise is given the individual workman.

The personal bearing of the leader has a marked effect on his group. It appreciates straight forward dealings, but, resents the high and mighty attitude of a leader as much as the one who becomes so near one of the group that he does not command their respect. This opinion coincides with that of David R. Craig and W.W. Charters, in that care must be taken by the leader when recognizing the efforts of the men not to overpraise, which may cause overdevelopment of their ego.

Any organization will more than profit by taking suggestions made by the personnel. These suggestions should be used as quickly as possible. If they can not be used a reason should be given the group.

The morale of a group is increased by some identification as a uniform, button, pass word or other insignia. This may appear to the outsider as unnecessary but is of psychological importance in any organized group.

Much care should be taken when introducing a new member to a staff. He needs not only a thorough explanation of his task, but, to be definitely made to feel he is a part of the organization. This is the task of the leader.

Gossip should be traced to the source by the leader. When it is found to come from the same source repeatedly, the situation can be met. A way of avoiding gossip is to inform the group concerning the company's change in policies.

The leader in the final analysis must be a good actor. Regardless of any personal affairs he must play the game. This requires imagination and study.

THE ASSISTANT LEADER.

Both men and women serve as assistant leaders in organizations. Much thought should be given to the authority placed on the assistant. Leaders complain assistants assume too much authority. While this is annoying to the leader, it is a good indication of the ability of the assistant. An analysis to obtain the reasons for this would be the task of the leader. It would bring to light the difficulty and be the means of having explicit instructions issued as to the duties of leader and assistant.

The leader sees many adverse characteristics in the assistant during his development as, his inability to assume responsibility, and the giving of praise with the hope of receiving favors. Again a young man, due to intelligence and drive may attain position over older employees. A better morale is established if he confers often with his group. Some times the woman leader has a man for an assistant. This is a difficult position for both however she can meet this situation by the use of friendliness and directness.

Difficulties which arise are not always the fault of the assistant, since leaders often fail to give cooperation. If an assistant actually knows more than his leader the assistant must remain loyal. Should he complain to higher authority great care should be used to be impersonal. Again the assistant may find he is being advanced too slowly. On taking up his problem with the leader it may be found that the trouble is due to his own shortcomings, which may possibly be overcome. The promise of higher pay from another organization is one means of obtaining an employees raise in salary in the firm for which he is working even tho his status is unchanged. Another point which was mentioned earlier is to have a definite statement of the assistants authority given him as well as the group. This is a help to both assistant and group.

The assistant leader who has courage and ability can do much by giving his ideas to the proper authority. The assistant must have faith in his leader and must know what his objective is. Some of the assistant's duties should be to interpret the leader to the organization and the organization to the leader, act as a buffer, give reports on findings obtained from the group and make new suggestions for reaching the objective of the organization. Other activities might be, handling of all details of supervision, keeping records of work assignments, progress and training members. Success in any or all of these would depend on ability and the leader's training of his assistant.

THE DIFFICULTIES IN LEADERSHIP.

Any peculiarities in a leader which cause him to become too self centered and allow him to exploit his peculiarities for his own personal satisfaction will endanger the whole leadership relation.

There are two ways in which these defects in the leader are shown. One, personality disturbances of physical origin due to organic weaknesses, as glandular disturbances or organic defects. Second disturbances due to functional of physical causes, resulting from fixations which are infantile in origin. Both of these are represented by, desire for power, emotional factors, fear, inferiority, rationalization, maladjustment.

The leader may show his desire for power by vanity, conceit, and a feeling of superiority. It is necessary that he become conscious of this fault in order to overcome it. One way he can help himself is by developing a hobby. By recognizing these faults for what they are having them brought to the leaders attention and having the cause revealed to him, many of his difficulties may be solved.

Chronic irritability and quick temper are some of the emotional characteristics which are due to digestive and glandular disturbances.

All fear undermines the individuals self confidence, causes loss of personal power, develops persecution complexes which reflect on the subjective condition of the individual and cause him to be unable to face reality. Reassurance by success in action will be the means of restoring self confidence to the one suffering from inferiority.

The tendency to rationalize becomes serious when the individual allows himself to be fooled into thinking he has made a satisfactory adjustment to realities. Many leaders who use rationalization in their leading do so in a paternalistic and wishful attitude. This may be overcome by honest attention to unpleasant facts and by facing the hows and whys of new proposals.

We have many illustrations of sexual maladjustment. The sexual side of human nature is strong and a place must be made in the experience of everyone for acknowledgement and expression of it. The sexual drive can be solved through the development of a deep love and faith in worthy aspirations. Candor, self control and intelligent direction of energy are good outlets for sexual impulses. Sex energy uncontrolled works havoc with any one.

Sadism is devoid of educational value. It is manifested by

behavior which causes pain or suffering. The leaders idea of himself is no more accurate than his knowledge of what his group thinks of him. No matter what the leader may think of himself he must try to face the causes of his maladjustment. This cannot be done by himself but requires the services of competent advisors.

WOMEN AS LEADERS.

M. Esther Harding M. D. in "The Way of all Women" deals with the development of woman from the early role of maid, wife, mother to the professional views of today. This is well illustrated by the example of an adventuress, who was permitted to plead the cause of suffrage before the United States Senate. She accomplished through her appeal to man what Susan B. Anthony had spent her life trying to accomplish.

Woman's right to independence reached its early stages before the World War in 1914. The result was, woman was privileged to work. This changed her attitude. The bitterness of the early woman disappeared and instead the professional woman appeared. Woman assured of a place in the world, was compelled to pass the professional field. She had poise and emotional calm, which formerly was lost in her efforts for independence. In this last stage of her development she is looking forward to marriage and career.

Even the woman has reached this stage her problem is not solved. These two ways of life still oppose each other. Both the masculine and the feminine side need development and discipline. The masculine side is the one to be considered in acquiring leadership. Woman unconsciously in striving to develop the masculine side of her nature increases her ego. She is no longer gentle and pliant but, as she gets sight of her goal becomes dominating and aggressive. Her masculine qualities emerge from the unconscious and direct her consciously. Her opinions are not logical, but she thinks they are. They are based on opinions of people she considers authorities. In many instances her opinion has no better foundation than some indefinite authority, as "But I have seen it in print," found in modern advertising much of which is based on psychological prejudice. (Note I)

In an argument a woman argues not to prove the truth, but, to convince others to her way of thinking. The masculine and feminine qualities can not be equally held in her conscious ness, at the same time. The masculine predominates and is found in both marriage and career.

The developed masculine side forces her to accomplish what she goes after. If it is marriage, she attracts a weak vacillating male, who is unable to escape her, while the masculine man is repelled by her. After marriage the petticoat era begins. In the man's attempt to escape he takes to drink, takes to invalidism, or becomes a domestic pet. This illustrates the undisciplined animus-woman. The law originally protected the man married to this type of woman, when he resorted to wife beating. Yet the woman in her struggle for adjustment does not hesitate to use him as a protector. If married to a strong man she might be disciplined. Many animus-women do not dominate, but to all appearances control themselves and are kind and good natured. If crossed still rule.

The woman who chooses a career has a better outlet for her masculine self than the woman who is married. In developing her career she is compelled to face reality in a world which has been created by men for men. If she is too aggressive she will lose her position. Through this training she develops courage, honesty, dependability, and cooperation. Generally speaking women in business acquire the necessary characteristics which help in meeting the demands of the world. Here self respect is developed through being able to do a job well and she gains real release of energy by doing her work whether she feels like it or not. This in other words is sophistication.

In the married woman her ego is brought into consciousness through man and she gets what she wants, while the professional woman must compete with man in order to attain her objective. When criticism is given a woman usually interprets it as a personal affront. If by chance she breaks her connections then the real interest comes out, which was her own power and prestige. The woman who lives at this level may succeed while she is young and through middle life but will find her position in old age a difficult one.

Jung states that woman, in taking up masculine studying, calling and working in a man's way does something to her feminine nature. He also feels nothing ever strikes to the depth of a woman's nature due to her emotional makeup.

At first a woman with a career is satisfied with her work but unconsciously her sex awakens. Before she realizes it she becomes lonely and seeks satisfaction. Men are repelled by her. They may enjoy a flirtation but the woman takes the affair seriously. Although woman's energy has stressed the masculine qualities during her career her feminine nature is still supreme and must be controlled and disciplined if she is to succeed.

It is true women intellectually are equal to men as in the fields of law, medicine and economics, but never are found in positions of great responsibility because they lack initiative and are liable to marry on a moment's notice.

It was unconventional for woman to create in the last century. Women writers even concealed their names by the use of masculine names. Today woman knows she can create, but, the law still exists, her success of life depends on man. While this condition seems to exist in the outside world of business, woman still creates a feeling of atmosphere and relationship in the home.

Before she can create any thing original she must realize her creative work will be accomplished from the woman's standpoint and not the man's. Her "Sonnets" express the true love of Elizabeth Barrett Browning for Robert Browning. Her anima consciousness is a perfect illustration in these sonnets.

In order for woman to accomplish anything of importance in the world she must overcome her modesty, passivity and reserve. This

is nearly impossible since she holds herself in the back ground and seeks her goals in devious ways. She accomplishes by sacrificing her ego and can bring herself to this place only, when she has some outstanding motive. Lady Godiva was respected for riding through the streets naked but, we have not the respect for the woman who exposes herself for a lively hood. Woman tries to overcome her modesty by frankness but instinctively she is modest. In this frankness, she represses her sexuality to such an extent that she can not arouse the deeper feelings of man. Thus again we are back to the primitive situation of woman and man.

Woman's struggle in the last fifty years has changed woman, making her more her own true self. It was not freedom she was struggling for but for self expression.

The woman leader differs from the man leader by possessing intuitive sympathy, which is persuasive instead of commanding. There are many criticisms on the woman leader as she is too personal, does not give credit where credit is due, is too particular, too interested in details, both for herself and others. Her standards are higher than man's however. These criticisms could be met by the use of less oversight and the use of better organization methods.

Generally speaking the greatest opportunity in the past for woman to lead has been in the home. Today her problem has not changed to any marked extent. Tead states that women feel they must deny their sex in order to compete with men. They may use their position as leaders to compensate for inability to function sexually and psychically. They may try to be woman, leader, mother, lover and worker. This may cause failure in one or all activities.

The true source of woman's power as leader lies in child welfare work, civic betterment, nursing, interior decorating or education. Leadership is hard work and makes heavy demands on the woman. It requires self-discipline. The woman who is undertaking leadership in any field in addition to her home responsibilities too often overtaxes herself causing fatigue which kills her enthusiasm and develops a doubt of herself and others. It often ends in a nervous break down.

Woman can meet many of these situations which cause lack of success provided she keeps herself free from fatigue. Taking a vacation, avoiding working overtime, using recreation to recreate, developing her sexual life which will give her serenity, and having the cooperation of her mate will give her success in any undertaking. To have a family under such circumstances would be ideal. In other words, mutual love of a man and a woman in a home would give opportunity for the emotional outlet of each which would be an ideal situation.

The woman can have her love urge met by the development of a great spiritual faith, by devotion to humanity, by devotion to church work or social science. The true leader reveals herself best by, being interested in some activity outside her home, which reveals to her followers something of her real interest. Enthusiasm and a sense of mastery are essential in this interest. This change from her home

interest to outside interest is basic. She will be successful as she allows her followers to work out their own details and assume responsibility of their objective as rapidly as they are able. This requires careful instructions and her influence to stimulate the group towards the accomplishment of their goal.

In the Pacific Coast Journal of Nursing, February, 1937 we find the latest and best interpretation of woman leadership.

Miss Theodosia Crosse in her article on "The Nurse as a Social Personality" refers to the nurses from early times as devoted women first striving to relieve suffering and pain on the battle field, up to the present highly organized efficient corps of trained women distributed over the world. Leadership has been their guide. Through refinement, culture, diplomacy, courtesy and understanding nurses have been admitted where no other group of women have been able to obtain entrance.

Today the nursing profession is working with the medical profession and has become a force assuming responsibility for humanity. The nurse is no longer needed to watch over the sick but to direct the activities of people as never in the history of the world, in teaching health, in teaching how to bring children into the world and train them, in developing recreational work, in teaching successful home making, in helping safeguard public health, and in explaining food values and sanitation.

The nurse stands out as a teacher not only in theory but by her example. For this reason it is of vital importance that she have a well rounded personality and splendid ideals. She is being watched whether she realizes it or not and is a leader in the true sense of the word.

To be successful in this role her work must be a joy and not a labor. She must have interests outside her profession to broaden her outlook and balance her personality. She should be able to make people feel at ease. She must understand the dark side of people's lives but must not permit this to depress her. She should have friends who are not connected with the profession, recreation which does not include her professional group. If she is thrown with them she should not permit discussion of her work. Complete relaxation both physical and mental will restore her and she will return to her work in a better condition. All this will develop a strong competent, charming, informed and tactful nurse.

The charming nurse attracts not only the cultured but gains the confidence of children and the underprivileged class of people. She is in a most enviable position of being able to do more good through her teaching the ideals of health and better ways of living, due to her knowledge, than other professional women.

The nurse who has skill, knowledge and efficiency needs one greater asset, namely charm and social grace, to sell her profession completely and to satisfy the public. This can be acquired by having a broad understanding and accurate social training. Thus will she be

able and capable of coping with all conditions.

The nursing science is built on ideals. The possession of charm helps her to meet people and serve them in a pleasing way, without any embarrassment either to herself or the one being served, to have so balanced a personality that the professional side is recognized only as a skill, and to be forgetful of herself while working, yet aware of her powers if she needs to call on them.

Charm is developed on interest in others. It enjoys subordinating itself temporarily for the pleasure of others.

Conversation is important in a nurses life both professionally and socially and adds much to her life if she is able to talk freely on other subjects out side of her profession. A knowledge of classic and standard literature as well as modern writing will aid in her development.

The nurse who has not had this training in her earlier education will feel she has not time to read any work but her own study course. One interested in her rounded development could spend twenty minutes a day on such reading and accomplish much.

Since conversation is another asset needed in the development of the nurse her vocabulary should be accurate, plastic, and extensive enough to cover all fields. It should be dignified with gaiety, lightness, warmth and humor as the occasion arises. The nurse is an ideal individual in the minds of all people in all walks of life.

Her voice is for or against her. If the nurse has a poor voice she can with little effort develop a pleasing, modulated voice through systematic training.

Ease and grace are as essential in the nurses contact as any woman moving in social circles. The fact that a nurse has graduated from college is no criterion she possesses social accomplishments. Some times she possesses both but usually she does not. To have both means greater opportunity for success than if one or neither is present.

The day is gone when only professional skill is demanded of the nurse. She must be successful in her personal career as well as in her professional career. She must learn to move among people without friction and be equal to any occasion which may arise socially or professionally. This gradual development has been going on within the profession through the far seeing, ambitious leaders of the nursing profession, which began with Florence Nightingale.

LEADERS RESOURCES.

The successful leader needs to be a versatile character to stimulate his group into action and to sustain enthusiasm. This calls for loss of individual desires and a concentration on group effort. It is the responsibility of the leader to rally the group, continually, to the support of it's objectives. The drabness of the life of the individual is brightened by his association with leadership. His assistance to the leader dispells his own doubt and fear.

The leader who has faith in the groups objective in turn permeates the group with this faith. Thus good results can be obtained. There are always those who will try to cause discouragement in group activity. The leader must keep this in mind as he strives to make the right path easier.

As vague as the term, faith, is there seems to be no other that can be used to convey the inner man of the leader. Faith is what we hope for, but, which we have not seen. The leader must have faith in the group and it's impulses.

People are always ready to be led but the cause which they are to follow must be understood, to be for their good. The leader likewise believes that these objectives can be realized, if the group has a sense of hopefulness and growth.

While this recognition of faith by many leaders is not considered to be worth while it is true that people as a whole are restless and demand something which will give more unity and purpose to their lives. If these leaders would stop to meditate they would be able to see what was really of value in life. It is difficult to tell any one how he can attain faith. Meditation and self examination will undoubtedly help. Through suffering from various causes the leader is able often to develop confidence and courage in himself. The leader thus developed has a greater hold on his followers and is able to release their energy.

The leader not possessed of the highest qualities will soon be sensed by his group in their lack of support. In spite of the fact that this type of spiritual leadership may be scoffed at, in this day we still find it in demand where the objective is material.

In this day and age man must prove himself a leader and must have acceptable methods to give his followers. Even tho the development of the individual is stressed and it would appear we do not need leadership, the demand has increased.

When discussing democracy the thought always arises, a leader in politics. Leaders are in demand in all democratic committees. People desire to accomplish but need a leader to guide them. Geniuses in leadership are rare. It is not this type of leader that is most in demand, but a number of leaders in many fields. Leadership to be

of real worth must be applicable to every day life where one person directs the activities of others.

The great demand for leaders might give them the idea that they can become autocrats. People want leaders but all they are asking is, that the leader be mindful of their rights and aspirations.

LEADERS TRAINING.

All fields, whether large corporations, churches, vocational institutions or character building institutions are using trained leadership. This is almost required where numbers of individuals are gathered in groups. The object stressed is not to influence the people being led but to make use of technical and executive skill. The greatest need is coordinating and harmonizing the needs of the group.

Experience has shown the leader needs to view his problem from many angles, five of which are:

- 1- A knowledge of the characteristics of human beings from a psychological stand point.
 - 2- A knowledge of his own strong and weak qualities and their various combinations.
 - 3- The right attitude to retain in working with people.
 - 4- The ability to apply all of this knowledge in the best way to influence the organization to accomplish it's goal.
 - 5- A broadening of one's own cultural background.
- These points are essential but to properly organize would be the first step for accomplishing success.

The lack of executives in organizations is due to mismanagement. W.J. Donald compares it to the same poor planning done for the Christmas season with out enough stock to meet the demands, or the spring sowing season with out seed or tools, or meeting old age with out enough money to take care of one's needs.

When executive vacancies are prepared for in the way we plan for production, purchasing and accounting then and only then will we have executives to meet the demand.

This need can be met from within by most organizations since only one executive out of each one hundred employees is necessary to take care of the yearly turnover. This material can be selected from the rank and file if the organization does intelligent training. The individual selected need not be an extraordinary person, but one who can master the regular routine in order to help the personnel to keep busy and happy. If this is not done an expert must be brought in from the outside which generally lowers the morale of the personnel.

The turnover is small, about six persons per year in an organization of three thousand people, so they could be ready when the need arose. These employees are chosen by the hit and miss method usually, rather than by a planned program where data has been gathered on the employees.

The old theory "you cant keep a good man down" is wrong. Any organization has good raw material which has not been used. Either through belonging to a poor company, having poor bosses who did not know how to develop the individual, by hard luck, or by possessing

one quality which was good in one company and not in another, have hindered the advancement of many an individual.

The subject of the lack of good executive material is a pet topic for most executives to discuss when holding meetings. It is true the demand is not being met, but, it could not be otherwise as so little attention is given to the training of executives.

Through extensive personal contact and communication, W.D. Doneld has obtained material from fifty progressive organizations, which is given in the form of recommendations for discovering executive talent.

"The attitude of the president, the vice president, and manager of an organization must be entirely sympathetic toward executive training." (Note I) This must not only be in thought but in action. If the executive personnel fails to handle it's own organization efficiently it would not be interested in finding and developing executives from it's own ranks. Machines can be bought which will do much of the detail work of an organization but the handling of people must be done be personal contact. Nothing has been devised that will take the place of personal contact.

The next step is the choice of an executive trainer. He should be responsible for the selection of those who are to fill vacancies, and should hold an executive office that demands respect in the organization. While he does some of this selecting, most of it should be delegated to department heads. He must be a good judge of men, have an outstanding personality, love to work with people, be sympathetic and have had teaching experience. If the organization is large enough his entire time will be devoted to this one activity, if smaller he will have other duties.

Whenever possible promotion should be made from within the ranks of the organization. Outside executives would need to be brought in where key men had not been developed. This usually undermines the morale of the group and kills ambition. This is especially true when young members see foreigners placed in positions they would eventually occupy.

In this survey that was made the morale of the personnel was preserved because a thorough explanation was made as to why an outside executive was being added to the personnel. This executive possessed unusual technical training, which no one in the personnel had.

The necessity for personal records showing ability to produce results, train people, install ideas in one's department are of great importance, as no executive can remember these details on individual employees.

Executives should hold annual conferences for the discussion of personal advancement. These may be classified into four groups: those who are satisfactory, those who are not satisfactory, but would be with more training, "those ready for release, promotion, transfer, or retirement and those who are likely to leave voluntarily." (note 2)

The executive trainer must know how to pick his people so that they will fit into the organization to be a success for themselves and for the department.

- a- "Forcefulness enough to put across ideas which we believe to be right and persistence enough to stay with an idea until it is used.
- b- Dependability in performing well those tasks for which we are responsible.
- c- Criticalness which enables us to see those things that are not right.
- d- Constructiveness in suggesting practical methods for improving the things we criticize.
- e- Kindliness of spirit as a background of all our contacts with people." (Note 3)

The usual executive is so preoccupied with the details of his work, that he does not take time to discover undeveloped talent in his own organization. If he would use this idea as a hobby, he would soon become an expert.

The executive trainer needs the necessary machinery to assemble data on likely prospects. The following information is essential on each individual employee, namely; name, history, production, and a record of opinions concerning the individual. College graduates were found to make the best executives possibly because of their wider knowledge and wider reading, keeping in mind personality, mental ability and the reliability of the individual. Other information used was, intelligence tests and reports from superiors. The executive trainer with this information was prepared to make his interview where he followed the five simple rules, "to relax, to listen, to question, to decide and to quit." (Note 4)

The actual experience of the leader to handle people is not acquired in a day. Through his faith in people and his respect for their worth he realizes that they are alike in most ways. Knowing this he can accomplish much through objectivity.

Craig and Charters give an interesting check list to determine the qualities of leadership, but they are still in the experimental stage. For the development of leadership the best kind of supervision is necessary. Just as a coach on the athletic field watches the athlete's training day by day so an executive trainer must give constant personal council.

Notes 1- 2- 3- 4- " W. J. Donald, in " Hand Book of Business Administration," pp. 1604 -1613.

In the Eleventh Year Book, on the "Evaluation of Education and Leadership", published by the Department of Superintendents, Washington, D. C. in 1933 states:

Public education is a part of the government, established by the people and thus it is necessary they pass judgment on the leadership. As this educational system grew in the New England States and later through out the United States, the people made and passed laws which were regulated by officers.

Leadership was established through collective efforts of the people and still is. The quality of leadership may be judged by freedom from self seeking influence ; quality of leadership guaranteed; and integration of school and community life.

Rating scales can be used to evaluate the quality of the educational program of the school system. Many feel self rating scales are valueless but, Socrates said "The life which is not examined is not worth living." Benjamin Franklin used self examining and improving processes.

Personal qualities in the superintendent most frequently mentioned were: tact, training experience, personal magnetism, common sense, executive ability and professional spirit.

Tigert gives three qualities of leadership: enthusiasm, a spirit of co-operation, and a spirit of self sacrifice.

Cooper gives six traits: willingness to work hard, physical capacity to work, clear cut purpose, ability to make use of obstacles, ability to get along with people and capacity to identify self with the cause.

Suzzallo says: Leaders must have the ability to follow as well as to initiate.

E. D. Smith stresses the use of practical psychology in solving the leader's problems provided he puts his learning to use as he acquires his theory. Usually his own experiences make his best studies. This should be undertaken in a leisurely way since psychology can not be forced on any one. In this way he will be able to find out what is sound and what is unsound.

The psychology for leadership to-day is clear and definite and states the ways in which people behave under different circumstances. All methods and manners of leading come under applied psychology.

The alert leader must realize the ever changing condition of his group in order to cope with it's problems. He must keep up with the times and must work in terms of today and not yesterday.

Professor E. D. Smith in his incident on the transfer of a

long time employee with full pay to another department leaving an apprentice in her place said, that, it caused much friction among the workers. This apprentice was one of a group, being retained for extra work in the spring. This explanation was not given to the employees and was the direct cause of the difficulty. However this could have been avoided had the executive explained to the workers the reason for their action. Several situations can arise from neglect on the part of an employer to properly explain to his employees why a change has been made in an organization. A change in the entire morale usually occurs which, the wise leader must learn to meet. Fear and suspicion which has been developed in part of the personnel may require a great length of time to change. The leader must see what the follower is thinking regardless whether he is right or wrong and by psychological analysis of the problem resourcefully deal with the true picture in the situation.

Psychologists agree, that character analysis is valueless and there is a disagreement on the value of graphology. Symonds of Columbia University feels there can be no credit given the claims of graphologists, while Roback finds there is promise in the system. Allport and Vernon feel that too little value has been put on graphology by psychologists and too much by graphologists. M.S. Viteles feels there is possibly a source of information to be had from personality traits. Dunlop thinks there is a definite correlation between performance of the individual and his hand writing. This line of research will have to be developed through scientific research rather than through industry.

In all psychological studies used for the development of personnel for executive positions, the leader will do well to give careful study concerning his own attributes in training, seeing clearly his weak as well as his strong points. The leader as a rule can not do this for himself.

This training in attitude is not taught quickly nor a change made quickly. The leader must get a clear idea mentally of what a good attitude is and then and then learn to use the same to good advantage, making use of a kind manner and good tone of voice. A kind disposition with consideration for other peoples views will do much to aid the leader. These can best be developed by placing an aspirant in an actual leadership situation, where practice will bring out both strong and weak points. The value of good human relations shown in the interest of men is essentially a religious outlook. The leader who can not impart consciously the right attitude and teach those in training how to give it expression will have failed.

Technically the leader must know the definite aims of the group. This is particularly so in employer and employee relationship. It is the leaders business to make the groups objectives attractive, not through tricks, but by bringing satisfaction to the followers. In order to do this the leader should study objectives and be able to interpret them, until they are a part of the groups experience.

His ability to speak persuasively in public is invaluable in it's influence. Ability to speak publicly can be obtained only through practice, bearing in mind to speak only when you have something to say.

W.G.Hoffman gives the following suggestions that the leader may use in developing public speaking. A study of himself and his audience, particularly the audience, who must be clearly seen, is necessary. Every idea he has in his speech should refer to the nature and needs of this group. This should be studied before delivering his talk. His conscious adaptation of this procedure will influence every thing he says and how he says it. "The proportion of argument, of suggestion, of exhortation, of narration, of description, what to omit, what to modify, how to interest and how to secure action, are questions to be answered affectively, only, by the disciplined practical imagination that knows the fundamentals of both individual and mass psychology." (Note 5).

Charles W. Mears in his book on Public Speaking for Executives gives five essentials for success in public speaking, namely: "fellowship, sincerity, a message that is genuine, a message that is fitted to the audience, and the speakers attitude." (Note 6).

If the speaker will go to the trouble of finding on his arrival in a city, what the people are talking about, what they are most interested in, at the moment, something about the latest and best stores, buildings and parks, he will have information to work into the introduction of his speech that will gain the attention of his hearers.

It is most important to finish off well. Reach the climax and stop at the top. Leave no one in doubt on your subject. "The summing up of the speakers speech is the test of his ability and of his speech. If every speaker was required to summarize, more speeches would contain less desert and a larger proportion of meat." (Note 7).

An education makes a man freer to acknowledge what he does not know, "on it's positive side it enables him to think in logical sequence to logical sequence." (Note 8) If one will read first class books, digest and assimilate them, he will get a background and develop a method in his daily thinking and conduct.

The search for certainty is world wide. Most people are willing to follow. The one characteristic outstanding in a leader is "he knows the answer". (Note 9). Scholars know there are no absolute truths. The leader keeps his doubts to himself and talks about what he believes to be the workable answer.

Note 5-W.G.Hoffamn, "Public Speaking for Executives." p 127.

Note 6-7-8- Charles W.Mears, "Public Speaking for Executives." p 1.

Note 9- " " " " " " pp 71- 84.

One should not speak who does not feel positive about what he is talking. His doubts are simply emphasized by his halting and half hearted delivery. If one fears his beliefs may not be accepted, he need not worry for the United States Supreme Court fails to agree occasionally. The side which failed may feel bad but, it is sincere and earnest in its beliefs.

The more one believes his beliefs are true the less he needs to talk about them. He can be calm and work on ways of presenting his ideas instead of becoming angry and resorting to words. His self control gives him power. His calmness gives his belief greater persuasion.

The man who is speaking is at least leader while he is addressing his audience. If he is unprepared it does not help the situation to talk about it. An audience has it's rights. It does not want apologies. It expects the speaker to give it something and will undoubtedly be happy with what it receives, if he leaves out his apologies.

A speaker will say "I am no speaker" and then will do his best to make a good address. It is true most orators today are poor speakers and the audience will too soon detect this weakness with out the speaker talking about it. If apologies need to be made it is the chairman who makes them, not the speaker. An apology is an indication of weakness.

The best leader is the one with diverse interests, which help improve his major interest. Personality can be cultivated. There is a world of literature on the development of this subject. D.A. Laird in "Increasing Personality Efficiency" gives this book as a result of trying to help himself. In his second edition he mentions highly practical material on personality, sleep, noise, and posture. Each of these will be touched on briefly.

He declared that unhealthy personalities are made not born. They are trying to cover up sore spots in their memory. The remaking of a personality depends upon understanding the causes for the personality traits and the influence of the unconscious mind on them. His comparison of the mind to an ice berg very vividly describes the conscious and the unconscious mind. The one tenth above water being considered the conscious mind and the nine tenths below water the unconscious mind.

The more one understands his mental underworld, the better he will cope with the various tricks it plays on him. Each individual can help himself by the use of suggestion to accomplish the impossible if he is really desirous of acquiring any particular characteristic or habit. A common trick played by his underworld is that of accusing others of doing his thinking while in reality it is exactly what he desires to do. Rationalization is another state of mind with which we are unable to face facts openly. While engineers have improved this world we live in, man has actually deteriorated but is now on the verge of a new era.

The application of psychology by the teaching profession plays a goodly part in developing the child's ability and personality. The foreman in industry is receiving training which will enable him to better handle the many personalities with whom he comes in contact. The National Committee for Mental Hygiene is becoming a center for education, and literature to be instrumental in influencing human behavior.

Dr. Carl J. Jung and Dr. Edmund pointed out the peculiar points in introverts and extraverts while S. Conklin discovered the ambivert. The extravert is the man of action, the introvert the man of thought and the ambivert a mixture of the two types. The latter type claims most people who find it very difficult to adjust their personalities.

In the Colgate laboratory forty-eight traits were developed which were given to one hundred thousand people in two-hundred schools, clinics and different industries. These tests did not show that one type was better than another, but that in each type the individual should see how he could achieve the best expression. All types are needed and have wonderful personalities who fall under the different heads.

The advice given is, try not to change, but find recreational and vocational outlets. Be true to yourself and do not try to be different.

In industry the introvert and extravert have the best opportunity of developing their personalities. There is real danger for the ambivert where more adjustment is needed.

Socrates advice "Know Thyself" was good. Marcus Aurelius, "Be Yourself", was better. St. Paul struck the psychological note when he wrote to Timothy, "Neglect not the gift that is within thee." (Note 10)

All influences during the next ten generations may affect this change. In the mean time we can each help develop the possibilities within ourselves. Due to the lack of self realization one half million people are under the care of the mental specialist and another million need care they do not get.

Brainy people usually do not have good personalities, while the feeble minded individual has a healthy personality. People with slightly unbalanced personalities often fool others into mistaking emotions for brains. Walter B. Pitkin of Columbia University has published a study on personality achievement for 1975. He says by that date only one half of the best minds will be employed. This will call for a great personality adjustment.

Note 10- Donald Laird, Increasing Personal Efficiency." p 190.

We, as a nation are aware of how noise has increased in our machine age. We could have this noise reduced if we would pay the price, but, until it is done we should give greater care to our bodies and minds. Many towns and progressive men in authority have passed rules for cutting down noise with good effect. We will find precautions will increase through the coming years, which will be of great help to man kind.

It was once thought that deafness was going to be universal due to noise but this is not true. City folks have more drive due to noise stimulating them emotionally, than country folks have. This will eventually produce a new personality.

Fear reaction due to noise paralyzes the involuntary muscles of the intestines and stomach, speeds up the heart and alters the blood pressure. When people feel they have become used to noises it is a mistake, their bodies have not. The city individual gets less out of his food than the country dweller. An experiment by Mr. Laird on rats proved this theory. It may be possible we will eat more often and eat smaller meals as the English do at present. The suggestion on drinks was, cocoa was more indigestible than coffee and tea, but two glasses of water was better than either coffee or tea.

People who can afford it are getting away from noise by various methods, in order to be able to sleep. The great majority of people are unable to get away. The best that can be done is to have rugs and material for noise absorbers which will help kill noise.

Relaxing once or twice a day will help break tension. Relaxing would start at the place where one would feel he was relaxed. This should be practiced regularly by every one.

The amount of sleep for different people varies. The best sleep is the first two hours after retiring. Those geniuses who get only a few hours sleep a day usually take a nap or two during the day. This should come immediately following the noon day meal. Sleep is a habit and we actually do not need as much as we feel we do. The two important factors for good sleep are muscular relaxation and monotony.

The last thing Mr. Laird stressed was posture. A manufacturer asked Mr. Laird to select chairs which would eliminate fatigue as much as possible. In taking up this study the author studied bears, pen-guines and babies spines, and how sixty-five percent of the geniuses of the world have worked.

He found that the chair the individual uses should be of a height that the feet can rest squarely on the floor. The feet placed on the rounds of the chair cause cramps and fatigue. A foot rest was suggested. The seat of the chair should be moulded to fit the curves of the body. There is no advantage to an upholstered chair seat unless it has deep springs. A saddle shaped chair is better than one with an inch of upholstery. A ventilated seat is desirable.

A narrow rest that will fit into the middle of the back and bear gently forward is recommended. This has the same effect as when one stands against the wall and passes his hand between the back and the wall. The back of the chair should be adjustable. The seat should be narrow enough to throw the sitter back against the back rest. This relieves posture tension automatically. The front edge of the chair should be rounded in fact wherever the chair touches the body it should be rounded.

The erect posture keeps up the spirits, and makes it difficult to entertain fears, does away with despondency and depressing thoughts, all of which should be instrumental in developing a good personality.

Tead says the person who is a real person, will, all other things being equal, make the best leaders. This means one with many interests besides his major interest. It is possible to improve one's personality by educational guidance, which will enrich his intellectual and emotional background. To know something of the larger fields of thought "natural science, social science, philosophy, political history, biology and the fine arts" as well as the best novels, great world literature, biographies and reading in the special fields of leadership, will give a cultural background for the personality of the one who cares to put forth the effort to acquire this knowledge. This can not be done in a day but should be distributed over one's entire life time. (Note II)

Dr. Shellow thinks besides the ability to get along with people two other attributes are important in making social adjustments. These are submissiveness, being willing to follow some one we trust and admire, or aggressiveness, being a natural leader. Success depends on which of these attitudes is strongest.

Almost everyone has some element of leadership and this should be developed in the timid type and guided in the assertive type. Initiative in work and play and independent thinking should be cultivated. If suppressed the timid type loses his growth and becomes dependent, while the assertive type grows rebellious and misunderstandings arise.

Arnold Bennett considers that people seldom realize the impression they make on others. In their effort to make a good impression they fail because they are fooling only themselves. People generally speaking are not character readers but they are able to see through veneer.

As people grow older through experience they should develop humility and consideration, but the greatest characteristic to possess is kindness. Bennett does not feel this is developed to any great extent. It is either developed or it is not. "The narrow minded people are never kind hearted." (Note I2)

Note II--Tead, Ordway, "The Art of Leadership" p336.

Note I2--Arnold Bennett, "How to Live", p 37.

W. J. Donald in his "Handbook of Business Administration" gives "The Development of Executive Talent" by W.W.Charters.

The mistaken idea of the past has been that management did not have any thing to do with training, the manager of a department. He was one who had some knowledge of the technical side of the business, and knew how to get work done. Usually he left his subordinates to get along as well as they could. This method has cost the public too dearly and indirectly the public pays for this serious handling of business.

Responsibility for handling various departments now is delegated to capable executives, who know more about the details than their boards. Due to the complications in business all information is being sought in all directions, which may be helpful. The good trainer is able to delegate his work and direct his energies to the major problems. He is compared to a good automobile which is running on the level.

Books as manuals in class room instruction can be used effectively while in training, but techniques of management must be learned from practical experience. It is essential that techniques used by employees be given them by executives other wise they may learn by the trial and error method. This training is best obtained from a centralized point since the executive knows the techniques. Too often the executive has neither the training or the authority to give this information.

The young man who is a likely prospect for an executive position in an organization comes from the ranks with the assistance of good department managers. It is believed this practice method of training for the young man is good, provided the manager of the department does this by thorough planning.

The second type of training is bringing possible prospects from the outside and advancing them by short cut methods through the various departments. In addition to this, they are given instruction in class room groups, called the "flying squadron", "floaters", and "students". This method may bring executives with only a superficial knowledge of the business. Both methods have their good and poor points.

There are three back grounds necessary for developing a manager: The functional background, which includes marketing production, distribution and organization; the technical, which refers to knowing the product the company is handling; and the personnel background. When it is known what department the executive is to be trained for, he should be placed in contact with those departments, which will best round out his training. To know the technique of management is not sufficient. It is necessary to know how to put these techniques satisfactorily into action.

The technique of training includes, background and technique of management. Background consists of functional, technical and personnel backgrounds. The technique of management includes information, action, and qualities of the individual.

The preliminary schooling of different students varies but on the whole, those with professional training have a better general background than any others. Many a young man has been unable to attend college who has executive ability for all practical purposes.

In some places a company library with chosen information is available to the men, and a research librarian in charge, who knows how to assist the young man who is desirous of helping himself. Where this is impossible arrangements can be made with the public library, where aid can be given by installing literature which pertains to that particular organization. If this plan is used great care should be given to the selection of the books.

The best plan for helping the individual to obtain the correct training for his desired goal is, for the company to pay the tuition in full on the satisfactory completion of the course. In 1927 one company refunded five thousand dollars for satisfactory courses completed by their employees.

Company courses are beneficial either on the company's time or on the employee's time. It has been proven the company's time is better since the company benefits by the training given the employees. When the course is given on the outside, it amounts to a good background, but when given within the organization the theory and practice can be correlated. The cost of this course thus given is greater, but advantageous. By the various preparations organizations have made they have proved conclusively, training is a major function.

Since each organization can utilize only a small number of men, the question of number to be trained becomes an important one. To train men and not give them a position lowers their morale. This fact can be met by the company making no promises other than telling the employee he will be better fitted for an executive job, whether it comes up in their firm or another.

Some companies estimated the cost of training executives was from one to two thousand dollars for a six months course. Other organizations estimated one thousand dollars for a four month course. It was concluded the cost was not great when compared with the returns received by the training. Seventy-one percent remained with the company from one to three years. Those who left did so because they received better work elsewhere.

While lectures are good and many are given to employees, they do not aid as the training course does. During a course the pupil takes notes, studies and does outside reading by which he learns. While attending a lecture he listens and forgets. When the lecture method is used and mimeographed copies of the subject are distributed

to those attending, with the following meeting devoted to a discussion in small groups, more benefit will be derived.

In recent years more attention has been given to the training of juniors. The organizing of juniors has proved successful in many companies because the younger boys eventually get the answers to their many problems in the correct way thru conference and discussion.

The executive conference is one means of education the younger member of the executive staff by having him sit in on conferences and see how the problems are discussed and solved.

It would be simpler for an executive to delegate one of his associates to see that a junior was given an explanation or was told how to do a piece of work. While this method would apparently be time saving, in the end it would not be.

Many juniors have problems pass in front of them daily, but they do not see them mentally. The alert junior watches what is going on and mentally tries to figure out what the conversation means. One of the chief reasons for failure of the expert workman to become an executive is, that he is unable to see the operations of his department from the managements point of view. One of the important things to be remembered is, have juniors see, realize, feel and list problems which come through their chiefs office.

In one company the junior was given the opportunity to read the correspondence files to see the various questions which came to the manager. In another company he was permitted to read the incoming mail and later permitted to read the answers in the file basket in order to see what disposition was made of the various problems. Again the junior may sit in on conversations in the managers office making a list of the problems that arise and can at the same time see how the manager handles them.

The junior is again routed through the departments with which he will be connected. It is always well to have a definite schedule worked out when this method is used. The preparation of a detailed questionnaire for this training should be given the junior to be worked out in a required length of time. It has been found that this process is actually more valuable to an organization than it's production. The manager under whose supervision the junior comes, must be given a duplicate schedule to adequately report on his work, his strength and his weakness, his production record, his ability to get along with other men, and on his personality. Sometimes the junior rates himself.

Any well planned procedure is of value to the organization as well as to the employee.

The manager should make a job analysis of his own duties in order that while the junior is under him, the junior will contact every part of the department. This will be a means of checking on the less important problems and of telling when the junior has covered

the department. This will also include special problems which the manager may have desired to be investigated. In these investigations the junior will possibly be able to offer recommendations to the management about what should be done. His ability to dissect what he sees, to get at the bottom of the problem, to be able to present it in clear form is the most important feature of these learning exercises.

It is the work of the manager to praise, criticize, and discipline. Men "need constructive, intelligent, thorough going criticism of their methods through conferences and interviews, through suggestion and advice." (Note 13) Praise should be used freely to balance criticism.

The junior should be given responsibility, which includes the carrying through of assignments by his own effort. A second responsibility is that of handling people, where he conducts conferences, and trains, stimulates and disciplines others. The junior is taught to solve his own problems as far as possible bringing only the more difficult ones to the manager.

There are four outstanding qualities of a leader which need attention when training juniors; he may lack dependability; he may lack vigor or self confidence; he may lack resourcefulness; and the very important quality of contently leading his subordinates to the completion of their duties.

Definiteness and persuasiveness are absent in many organizations due to lack of continuity in proper filing of material which has been used in training. Thus effort is wasted and time is lost.

The manager should be the trainer. He sometimes feels he does not know enough or might train himself out of a job. In the companies from which this data was obtained, it was found the managers who did no training either misunderstood their function or lacked skill.

In evaluating, it is as important to see if the manager is performing his duties as well as to see if juniors are receiving proper training. As a rule one executive is delegated to be responsible for this evaluating. He receives his information in various ways, according to the training being given. The information should be recorded and filed in one place where it can be obtained easily and quickly.

As was said in the beginning there are many methods for training executives. All can not be used to advantage in one organization, but, parts may be used. The one characteristic that distinguishes efficient training of junior executives is the personal contact with the individual executive. Nothing takes the place of this.

Note 13- W.W.Charters, "The Development of Executive Talent." p1629

H.M. Busch in "Leadership in Group Work" gives some of the basic issues underlying group activity for the leader whether volunteer or professional.

Social Factors:

In group work the leader should understand the social influences on the different personalities and through social science methods work out techniques to meet the needs. City influence is felt in the rural areas. While the city dweller is impersonal, he desires to be recognized. With all his freedom he needs guidance. He has social mobility and seeks out those groups which best serve him and his needs. He participates in many activities depriving himself of relaxation. His recreation is as a passive spectator full of appeal to a starved emotional nature.

The city child develops adult patterns early and his days particularly in high school are full. He joins all kinds of clubs even before high school.

Leisure Time:

Because of the shorter work day leisure time is being directed through leadership. Our past education has not been adequate to meet this situation. It is up to communities to provide recreational facilities and leadership to cope with delinquency and develop good characters in children. Much has been done in "group activities and relationship, but leaders should stimulate and nourish the creative, appreciative, and reflective life of the individual." (Note I4).

Educational Principles:

Group work is based on "Laws of Learning". The satisfaction derived from the group activity has the same effect on the learning as on the individual. A group program should be therefore that in which the people show an interest. Any group interest not anti social is educational. This work should be given to be enjoyed now, not at some future time. In this way the members will be able to retain their learning. Each one does not learn alike, therefore it is the business of the leader to uncover the native talent in the group and aid each member to enjoy to the fullest extent of his capacity. The grouping of like minded people together will aid in the development of the individual.

"The methods of approach, habits of work, and attitudes of enjoyment or dislike may be the most important results of activity. The ability to choose, plan and execute constitutes our important type of learning." (Note I5).

Note I4- H.M. Busch, "Leadership in Group Work." p 46.

Note I5- H.M. Busch, "Leadership in Group Work." p II5.

The leader should be in a position to enlarge on, add to, and develop the interest of the group. Due to its limited experience it may not be able to see the possibilities, then awards or coercion may be used, but neither of these are educational. The leader may be too passive and may not be able to stimulate the group because he does not thoroughly appreciate the abilities of the members.

Educational leaders may use diverse means of stimulating but never for the leader's or agencies profit or gain. Interest centered in the group ignores the individual differences. The interest must be kept on a broad basis. The leader's good instruction will pass over individual ideas and practices, which aid in eliminating bad habits. As skill is developed the group enjoys it and acquires self confidence. The group rarely reaches its goal. Work with individuals within the group is often necessary. Well adjusted people are needed yet other personalities are as essential. "Culture grows only where differences stimulate unique and competent individuals to new activity." (Note I6)

The type of leadership is governed by the philosophy of group work. The group process is more important than the kind of leader. H. M. Busch considers four types of leadership as outstanding; the group compeller, the group exponent, the group representative, and the group builder. The last is the ideal leader, who so interests the individuals by guiding their thinking that each carries his share of the responsibility through making the group less dependent on him. No leader is a true leader who does not have the admiration and affection of the group.

The chief aim of the educational leader is to develop cooperation but allow for the development of the individual and specialized accomplishment. His encouragement aids the members in their ability to carry out their plans. He brings his group in contact with like groups to stimulate and enrich them.

When helping a group plan its program the leader should think of his own aims and keep in mind his own desire for enjoyment in leisure time. Many aspects are necessary as, pleasure derived from games, stories, charades, drama, music, parties, refreshments, talks, trips, picnics and handicrafts. Indoor and out door sports, seasonableness and timeliness should be given consideration. Educational leadership also depends upon discovery, stimulation and utilization of interests. He may use questioning and discussion, interest feelers tests, check lists and questionnaires. One help is to study backgrounds homes environments and neighborhoods, from which the group comes. Only as he becomes interested in the individual outside of the official group will he succeed. "This calls for time, effort and genuine interest in people." (Note I7)

Note I6- H .M. Busch, in "Leadership in Group Work." p II6.

Note I7- " " " " " " p I83.

The leader must know the process of group thinking. It is best not to confive himself to the intellectual side since the emotional side is as important. The natural leader in the group should always be protected to save his standing with his followers.

No one kind of organization can be used for all groups. It is best to have the kind of organization which best meets the needs of the individual group. It is considered best to have one function in which the group may participate as a ritual or class activity. This makes the individual feel he belongs to a large group.

The main organization to be successful should be broken down into smaller groups with the use of volunteers to aid in carrying on activities under the leader. Those who are congenial can form still smaller groups. Examples of this type of groups are, Y.M.C.A., gym classes, labor unions. The brotherhood or federation plan differs in that smaller groups are not formed from the main group, but, has the cooperation of smaller groups already in existance.

Two factors influence children's choice of friends,
Factors of the environment,
Factors of the individual.

Children gravitate to their own mental, social, economic, moral and age levels in choice of friends. The old addage of "Birds of a feather flock together" finds basis in scientific fact. They remain together and become more alike through association.

An individual acts and works differently when in a group than he does when alone. The amount and quality of learning improves in the group from group stimulation.

On the whole the studies on leadership made by T.DeAlton Partridge on adolescents from class, club, school or office indicate methods of identifying leaders. The group was included in the experiment too. All of the leaders exceeded their group in about every characteristic. This depended upon the activity and the method used. In order to make clear the kind of individuals with whom this study intended to deal, leadership was defined as the ability and disposition to inspire confidence in others over a period of time and to cause them to act and to think in the way the leader desired them to act and think.

The ballot method was used in camp study and proved unsatisfactory. The man to man rating scheme worked better as the boys were in smaller groups and selected a leader for a definite purpose. This method had an unusually high reliability, but had a "halo" effect. Here again the boys who rated high as leaders rated high in other characteristics.

The leaders were outstanding as compared with their associates and excelled in intelligence, atheletic ability, scout work, scout tenure, and physical size. Height and weight did not make the leader more popular.

In a study made of transplanted leaders it was found that there were some physical distinctions in a leader for the group was able to pick him out every time. The voice was also an outstanding characteristic.

Groups vary both as to inward make up and the standards of excellence they demand in their leader. Constant social activities bring the intelligent individuals to the front. The fact that the leaders stood out from the group does not mean that the leaders are a definite type of individual. The boys who stood out as the most popular leaders differed greatly in their personalities, their physical appearance, and intellectual capacity.

In the study of the interpretation of the results in terms of educational procedure, individuals differ in the amount of influence they have on their fellows. Certain people are placed in responsible positions, they instill confidence in others, and are able to influence their fellows to definite forms of action.

Since we have those who are natural born leaders or have acquired leadership, great care should be given to their educations.

Groups differ in outward appearance and in their inward make up. A child does very well while in school under supervision but becomes discouraged when he is out on his own responsibility. One way to obtain the best results from a group is to get the natural leader to assist.

Another way to develop an adolescent leader is to put him in charge of a project where he can be studied by the group. This prestige brings out his real ability. Instead of isolating gifted children in special classes they should be given opportunities for assuming responsibilities. Not all gifted children are leaders but given the right kind of social experience will result in more intelligent members of the group gravitating to positions of responsibility. Intelligent children will then get the kind of social training so many of them need.

The mass club does not insure sociability and social adjustment. One or both may be lacking in organization. It is the task of the leader to meet this situation. Both the man and the group are essential to help the individual increase his social experience and break down his prejudices to enrich his life.

The smaller group is best for children and younger people. It is easier to carry on a well rounded program, thus the influence is felt more by the individual. The fact that the child has some standing in the group aids his self assurance. This small group type exists in any neighborhood. To utilize the already existing group and expand on its program indicates good leadership.

Each individual in a group has his own background of experience, his capacity to accomplish and his own interest. Since it is the individual who is taught through the educational program of the group, the personality will be better developed through personal attention.

"Residential propinquity and social homogeneity are important factors in groups formed by children and by people geographically isolated, economically handicapped and socially retarded." (Note 18)

There are several major points for the leader to bear in mind when working with this natural group. As children develop into adulthood residential propinquity and cultural homogeneity mean less. Since this is the case community life has much influence on the character of the development of the child. A leader in undertaking community work must pay particular attention to "a complete system of recreation, commercial and non commercial, public and private, that maintain high standards." (Note 19)

Group records are essential and should be kept on all activities of the group as well as the individual. The leader should write up the narrative after the meeting, but should separate objective description from his interpretation of the events. The group should participate in this record keeping and evaluation. All records are for use and should be reevaluated in order to make group programs serve the need of the individual and enrich his personality.

In the leader's absence he should train his assistant to carry out his plan thus giving an opportunity to show his ability in leading. This type of situation should be arranged by the leader to give experience and should be done under supervision with corrective criticism. It is often possible for the assistant to accomplish more since he has been in close contact with the group.

The leader coming up through the ranks should be carefully selected as he may have valuable experience to use in leadership. Various means have been used to detect possible leaders. An example is given by Roelhlisberger and W. J. Dickson in a study of Human Relations of Management and Worker in the Western Electric Company.

The problem was the restriction of output. This monograph aroused the interest of many firms to inquire into such problems. Fatigue and monotony in factory were of general interest and were the cause of this experiment. There was no data or methods to use in dealing with people. Engineers found that policies with respect to human beings were not so securely based as policies with respect to materials and machinery.

The experiment was conducted upon five telephone girls, who were moved into another room. The output of the test room workers continued to rise for years. While they increased their output they

Note 18- H.M.Busch, "Leadership in Group Work," p 229.
Note 19- " " " " " " p 230.

did not notice that they worked faster. They attributed the increase to the absence of supervision and the freer and happier environment.

"From these results they gave what was called the interview program which was to find out the effectiveness of supervision. This interview program led to a development of methods, which permitted the worker to express himself personally.

This study showed that the excellent results obtained in the original test room experiment were largely due to the achievement of a comfortable equilibrium between the technical organization or the plant authority, and the spontaneous social organization of the workers themselves, an equilibrium which is not generally found in working departments or in other factories.

It also served to call attention to a very important series of facts, the facts of spontaneous social organization at the working bench. These facts had escaped the notice of physiological and psychological inquiry." (Note 20)

There should be various ways devised for the trainer to be of assistance to the leader in training. This naturally will be carefully planned and be conducted in private rather than in the group. This is one of the large unsolved problems of leadership today. Training in leadership should change the learner in his feeling, thinking and acting.

D. R. Craig in his article on Measuring Morale and Leadership Ability, gives several devices for measuring the results of training as in the volume of work done in terms of volume or cost per unit of man hours, the quality of work done by inspection, by studies of attitudes of clients, customers or the public, and stability of membership.

O. Tead and H.C. Metcalf in Personal Administration and Practice, agree that there is little written on systematic checks of measuring results of training. There are a few guides as: "short unit courses, follow up formal courses by reading and discussion from the instructor or personnel manager, obtaining lesson material and collateral reading adopted to the interests and needs of the foreman, some one to conduct the course whom the foreman respects and admires." (Note 21)

Lectures, movies, visits through the factory, dramatics, debates, suggestions, systems, company libraries, civic classes, etc. improve personal competing among employees as well as broadening their outlook.

Note 20- F.J. Roethlisberger in a pamphlet on "Human Relations of Management and Worker in the Western Electric Company." 1934.

Note 21- O. Tead and H.C. Metcalf Chapter 21 "Personal Administration."

Foriegn employees should be given english classes which are better furnished by the community. Some times the city hires teachers and the company furnishes the class room. This should not be neglected since relationship between employer and employee is improved where each understands the other.

Quick returns should not be figured on in connection with other activities. The activity which is desired and the need felt among the employees should be encouraged. Better results are obtained by having the stimulator work under the employees association. This arrangement takes away the paternalistic attitude of the company, which so often causes the employee to hesitate in accepting training.

CONCLUSION.

Leadership training has proved to be of great benefit. Study research and meditation will give the individual leader a deeper insight into the needs of his group. It's objective can be greatly strengthened by a well planned program with good teaching.

The results obtained will reflect on the kind of training used. The success of the project depends not so much on what is accomplished as on the satisfaction derived from it by the followers.

It has taken a long period of experience to prove that leadership is superior to command. Yet the tendency toward dictatorship in the world today is felt in all areas. The danger is that poor leadership may be developed because people who can get power take it but do not use it in the wisest way.

More care should be used by groups in the selection of leaders keeping in mind the leader who has developed to the highest possible degree that inward faith which is the outstanding characteristic of the highest type of leader is a more competent leader. The success of any undertaking depends equally upon the good attitude of the group as well as on good leadership.