

PEER - GROUP LEADERSHIP IN SCHOOLS

by

MICHAEL JOHN BANDEY B.A. B.Ed.

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## PREFACE

For a number of years I have wondered why many of the prefects of some of the Grahamstown Schools have not become leaders in the particular sphere into which they chose to go after school. More than one head prefect that I have known has appeared to fade into anonymity after apparently leading his peers at school. I wondered if this was perhaps because at school he was not really a leader but simply an efficient policeman. Conversely, people who were not prefects at school often appeared as leaders in their chosen post-school careers.

It seemed as if for some reason the prefect system at the schools concerned did not appreciably aid many pupils to develop their leadership potential or the selection procedures were inefficient. On investigating further I became more and more interested in this topic until eventually, on discovering that the Rhodes University Education Department had a set of leadership scores, (calculated from a personality test) I undertook this investigation.

I am extremely grateful to Professor Arthur Noble for his infinite patience and invaluable guidance during the writing of this thesis. It was of immense help to have a supervisor who supervised "beyond the call of duty".

I acknowledge my indebtedness to the Principals of the Grahamstown schools who gave up their valuable time in order to supply some of the information needed in this thesis. To all the teachers in the Cape Province who aided me by completing and returning the questionnaires sent to them, I extend my thanks. I would like to thank the teachers in Grahamstown who by their suggestions and criticisms aided me in the drawing up of my questionnaire. The courteous help received from the staff of the Rhodes University Library and especially that of Mrs.

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Finally for the tireless encouragement of my wife Ann I extend my loving thanks.

MICHAEL BANDEY

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## INTRODUCTION

This thesis consists of a study of the concept of leadership with particular reference to the leadership systems used by the pupils in schools in the Cape Province of South Africa.

Firstly a study of the actual meaning of leadership is undertaken in which the various definitions of leadership as stated by a number of authorities are analysed. The attributes, attainments and status of leaders are discussed. The importance of follower-participation is stressed and the fact that a leader and his group need a common aim or goal is emphasised. A summary of the definitions analysed, is then given.

The various merits and demerits of autocratic and democratic leadership are discussed. The specific requirements of leaders are surveyed with particular reference to the expectations of the followers and the organisational needs of the group.

The selection of leaders in different situations requires different techniques and emphasis, and these are debated.

Leadership systems actually in use in schools are then discussed and the prefect system (used in many Cape Schools) is given particular

attention by considering :

(a) a practical investigation into the peer-group leadership situation as it occurs in seven Grahamstown schools. A leadership score, calculated from a personality test, of the leaders or prefects at these schools is statistically compared with an estimated leadership score given by the principals of the schools. These leadership scores (those from the principals) were in turn compared with nine other

personality factors for each individual leader. The methods of obtaining this data are described in detail. The calculations to obtain these scores and the resulting conclusions, are also described. The actual results obtained are discussed and the conclusions drawn from these results are stated.

As much of the calculation for this thesis was done before April, 1971, and because of the difficulty in getting typing done using the "comma" instead of a "point" as the decimal sign, the decimal "point" has been retained for this thesis.

(b) A questionnaire was sent to almost all the high schools in the Cape Province, concerning the systems of pupil leadership used at these schools. The senior teachers at the schools were asked for their opinions on many aspects of pupil leadership. They were also requested to describe the actual manner in which pupil-leadership was being encouraged or practised in their schools.

A detailed analysis of the replies to this questionnaire was made and is shown. Discussion of the implications of this analysis follows.

Finally, conclusions which have been reached, from the research done, are postulated.

It is hoped that the facts, ideas and postulations found in this thesis will be of use or interest to educationalists.

CHAPTER I

DEFINITIONS OF LEADERS AND LEADERSHIP

1. INTRODUCTION

" .... it is not unusual to find that the practicing superintendent, when faced with what seems to be contradictory results of traitist, situationist, and behavioral approaches to the study of leadership, may have come to regard the once-halo-surrounded term 'leadership' with a certain uneasiness, if not downright antipathy".

(Lipham 1964)

My opening quotation indicates that the concept of leadership is not one with a fixed meaning. One cannot simply refer to leadership expecting the very term to be completely self-explanatory. Problems arising from confusion concerning the exact meaning of 'leadership' will be dealt with in this study; but it must be remembered that the meanings of "psychological terms" are constantly being reviewed and discussed and even while this study is being written the ideas expressed here may be changing.

J.C. Dancy (1963) describes leadership as :

"A complex of qualities, and what makes for good leadership in one situation may make for bad leadership in another."

This quotation also seems to indicate the difficulties inherent in a definition of leadership. The area covered by this work includes the method of choice of leaders in schools and the ways in which they behaved as leaders. This necessitates a reasonably accurate definition of leadership as without such a definition it will not be possible to judge the degree to which the pupils have attained leadership

qualities or fulfilled leadership duties.

## 2. Administrators versus Leaders.

There appears to be a definite distinction between administrators and leaders.

"The ambivalence toward leadership thus sensed, but seldom openly expressed because of guilt feelings and vague connotations provides a clue that, while administration and leadership may have many factors in common, they are, indeed, not synonymous."

(Lipham 1964)

Leaders as opposed to administrators are supposed to institute change in the organisations in which they lead.

"Thus leadership must be conceived in terms of the interaction of variables which are in constant flux and change. The factor of change is especially characteristic of the situation, which may be radically altered by the addition or loss of members, changes in interpersonal relationships, changes in goals, competition of extra-group influences, and the like."

(Stogdill 1948)

The need for an element of change in leadership seems to arise from the tremendous changes taking place in our modern technological society. Change causes progress and the advancement of civilization depends on progress.

"The fact that our time is characterized by the most rapid and diverse changes in the history

of mankind leads us to believe that any adequate definition of leadership must include heavy emphasis upon change and its effects".

(Campbell 1966)

Such a definition is given by Hemphill (1958) in which he incorporates change as an integral part of leadership. He defines leadership as :

"The initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives".

The element of change is obviously sharply emphasised. The administrator on the other hand is not supposed to be concerned with change.

"The administrator ... may be identified as the individual who utilizes existing structures or procedures to achieve an organizational goal or objective .... the administrator is concerned primarily with maintaining, rather than changing, established structures, procedures, or goals.

Thus, the administrator may be seen as a stabilizing force".

(Lipham 1964)

It seems reasonable to assume that the administration of any organization needs both a stabilizing force and a disruptive one. Both properties are important one to prevent chaos and the other to ensure progress. The administrator maintains the established order while the leader attempts to change it. The key figure in such an organization can be called an administrator or a leader but it is most likely that whatever title he is given, he will play the role of both administrator and leader during his

term of office. Thus while leadership and administration cannot be said to be synonymous one man can and normally does concurrently play both roles.

### 3. A General Classification of Leadership.

"In general Morpheus Smith's classification of the meanings of leadership appears to have sifted out the essential distinctions that have been made.

Smith found that three formulations include the most typical usages of leadership. These are :-

- (1) The leaders as those whose attainments, in terms of a set of goals are considered high;
- (2) The leaders as those whose status is recognised as superior to others engaged in the same activities.
- (3) The leaders as those who emit stimuli that are responded to integratively by other people."

(Gouldner 1965)

To expand the three categories of leadership of Smith, other definitions are brought forward.

#### (a) Attributes and Attainments of a Leader.

T. Gordon (1955) quotes Gouldner (1950) :

"The leader may be viewed as being a person with unusual endowments; perhaps his stimuli are legitimated by virtue of the legal or traditional systems of norms governing his appointment or election, perhaps because of his knowledge or expertise, or because he exemplifies other qualities valued by the group."

Gouldner then also emphasises the importance of personal attainments using the words, "unusual endowments, knowledge or expertise" and "qualities valued by the group".

Homans (1965) offers as a contribution :

"The leader is the man who best lives up to the standard of behaviour that the group values."

Homans describes as an example, how "Doc" of the "Norton Street Gang of Cornerville", because of his ability to fight and to play bowls, is accepted as leader of the gang. (Whyte 1943) The "group" is the gang and the valued "standard of behaviour" is the ability to fight and play bowls.

"A leader's prestige rests upon the apperceptive background of the followers. The leader takes on the qualities which his adherents project on him."

(Kimball Young 1946)

Both of these quotations reinforce Smith's (1936) first point on leadership. The leader must have attributes which enable the followers to look to him for advice and guidance as they realise his ability in the field in which they are following him.

#### (b) Status

Another factor of leadership is introduced by Gouldner (1950) in his (already quoted) phrase, "legal or traditional systems of norms governing his appointment". This implies that a definite status is obtained simply by being at a certain level of an organisational structure. This raises the point of leadership in formal structures.

#### (i) Leadership in formal Structures.

The army is a good example of this. The status, duties and the method of application of these duties in a set rank in the army are fixed be-

fore an individual attains the set rank. When such a rank is reached the individual must conform completely to the rules and regulations set down for him. Zaleznik and Moment (1964) give their views on the matter:

"The legal model of leadership is important not because it is an accurate description of what actually happens in organisations or of how leaders actually behave, but because it is part of the cultural tradition within which individual leaders and members must work."

The "legal model of leadership" is the organisational structure in which the leader is involved. This whole line of discussion is covered by Smith (1936) in his second point when he describes, "The leaders as those whose status is recognised as superior to others engaged in the same activities".

"Leadership is not a quality which a man possesses; it is an interactional function of the personality and of the social situation. A leader is a member of a group on whom the group confers a certain status and leadership describes the role by which the duties of this status are fulfilled. In fact leadership is not an attribute of the personality, but a quality of his role within a particular and specified social system."

(Gibb 1947)

Part of the purpose of this study is to investigate the last sentence in this quotation. In Chapter 3 discussion occurs on the subject of whether leadership can be classified as a single trait or a number of traits of personality. Some of the questions in the questionnaire described in Chapter 9 also refer to the discussion as to whether leadership

is a personality attribute or a role played by an individual in a "specified social system".

It has then been reasonably well established that leadership status tends to be set at a certain level which is dependent on the social situation; i.e. in most social situations there are levels of dominance and obedience and these are pretty permanently set. Referring back to the army example, a set rank has a set status and degree of dominance and or obedience.

(ii) Status given by Followers.

E.P. Hollander (1964) introduces another element into the situation.

"In general leader denotes an individual with a status that permits him to exercise control over certain other individuals. Specifically our concern is directed towards leaders deriving status from followers who may accord or withdraw it, in an essentially free interchange within a group context."

The definite status of the leader is converted to a more pliable one. The followers enter the scene as a force whereas before they were simply objects of domination.

Gouldner (1965) quotes Gibb (1947) in the following sentence :

"According to Gibb, leadership is a form of 'authority' not determined by 'factors other than popular selection'".

The followers actually influence the choice of leaders. The conclusion that can be drawn is that leadership occurs in two forms.

1. The leader is chosen by members of an organisation higher in the leadership status scale than the leader. This is normally done in the more formal organisations, e.g. the civil service, the army, etc. Here the leader's duties are pretty well defined before he attains his position. The followers have extremely little or even no say in the making of these

duties and the status of the leader.

2. The leader is chosen by the followers and has to comply with their wishes (or at least with the majority of their wishes, or the wishes of their majority), to a great extent. He leads them but they choose the methods, status and duties of his leadership, e.g. Politics, or informal committees in social bodies.

(iii) Leadership as a Role.

"Leadership is in this sense a role which an individual occupies at a given time in a given group. A leader is not a total personality, but a person who in certain situations emits legitimate group-patterning stimuli".

(Gouldner 1965)

Leadership is a role which is enacted by the leader in certain situations only. The leader acts as a leader when the social situation in which he finds himself allows him to.

Gibb (1947) extends this statement further by suggesting :

"Leadership is not usually an enduring role unless an organisation is built up which enables an individual to retain the role after he ceases to be qualified for it. In this case leadership becomes domination or mere headship".

Leadership is a role because when it is no longer necessary for the leader to be a leader he can drop the role at will. Gibb emphasises the fact that the leader must release his role of leadership if his followers no longer wish him to lead them. Leadership must be a role if it can be dispensed with when necessary. e.g. The retired principal of a school who continues teaching (usually at another school) drops the role of leader

when he retires and becomes a follower.

(iv) Conclusions.

(a) The leader can be permanent in his particular sphere even if he no longer has leadership qualities, but for this to happen he must have gained his status in a formal organisation where the followers have almost no influence on his position.

(b) A leader may have permanency in one particular area (as in the above quoted case - paragraph (a)), but may have no leadership status outside of his area, e.g. the army officer may have no leadership influence except in his actual duties as an officer, i.e. off duty he may be a follower in all or many spheres of his "private" life.

(c) The leader may be a leader only while his followers wish him to be so, and only in the area in which his followers particularly want him to lead.

This brings to the fore the importance of follower-participation in leadership.

(c) Follower-Participation.

(i) General

Morpheus Smith's (1936) third point in which he describes "the leaders as those who emit stimuli that are responded to integratively by other people", brings us to the point of follower participation.

Gouldner (1950) proclaims the leader as,

"Any individual whose behaviour stimulates patterning of the behaviour in some group. By emitting some stimuli, he facilitates group action towards a goal or goals, whether the stimuli are verbal, written or gestural."

This implies that follower participation is a necessary condition

of leadership. Without somebody to do the following, leadership cannot exist.

"The leader brings his group from one social state to another through giving orders that govern, in greater or less degree the behaviour of the members".

(Homans 1951)

If the orders of the leader do not govern the actions of the followers at all, he is not leading them. Followers must follow because their leader inspires them to follow him.

"Leadership can be conceptualised as an interaction between a person and a group, or, more accurately, between a person and the members of a group. Each participant in this interaction may be said to play a role, and these roles in some way must be differentiated from each other. The basis for their differentiation seems to be a matter of influence - that is one person, the leader, influences, while the other persons respond".

(Gordon 1955)

Response by the followers is essential to leadership. Acceptance of the leader's status and the will to follow where he leads seems to be the essence of this aspect of leadership.

Zaleznik and Moment (1964) continue this theme by the sentence :

"From this point of view we would define a leadership event as an interaction in which the conscious intentions of one person are communicated in his behaviour, verbal and otherwise, with the consequence that the other person wants to and does behave in accordance with the first person's intentions".

Zaleznik and Moment (1964) indicate that the followers must wish to follow in order for true leadership to occur. Often the followers will follow because they are forced into following and the leader still leads them. However, leadership as distinct from tyranny is being discussed, so the desire to follow is necessary for leadership but not necessarily for tyranny.

Leadership involves two parties, the leader or leaders and the follower or followers. It is essential, in order for leadership to occur, for the followers to follow the leader's indications of what he wants them to do. To summarise the concept of follower participation Gibb (1947) states :

"There can be no leadership in isolation, it is distinctly a quality of a group situation. There can be no leader without followers".

(ii) Reasons for follower Participation.

The reasons for follower acceptance of the leader's orders seem to be :

(a) of necessity. This occurs when the individual is simply a part of the organisation and he has simply to conform to what the leader suggests or decrees, e.g. the army; (See Autocratic Leadership, Chapter 2)

(b) the follower wishes to follow the leader because the leader has either qualities which the follower wants to emulate, or the leader has the same aims or goals as the follower. In either case it is a voluntary desire to follow the leader who motivates the followers.

4. The Common Aim or Goal of Leaders and Followers.

That a common cause or aim is part of the leadership-follower pattern is well substantiated by many authors. P.Pigors (1935) describes leadership as being :

"A process of mutual stimulation which by the successful interplay of relevant individual differences controls human energy in the pursuit of a common cause".

A common cause appears to be an essential ingredient of a leadership situation. The cause or aim must be mutual both to the leader and the follower, and the followers as a group, that is, the followers must agree among themselves as to what their common aim is and this must coincide with what their leader considers to be the mutual goal.

The support of Gibb (1947) is apparent here. A leader is such :

"During the time when and in so far as, his will, feeling and insight direct and control others in the pursuit of a cause which he represents".

and, in a similar vein :

"Individual accession to the leadership role is dependent upon the group goal and upon the capacity of the individual to contribute to the achievement of that goal."

What is not brought out in the above quotations, is the fact that the followers need not necessarily wish to achieve the common goal. They may be persuaded or bludgeoned into accepting it as their goal, whether they like it or agree with it or not. Again, the factor of voluntarily following leadership or not, becomes noticeable.

##### 5. Summary of Definitions.

In beginning to form a definition of leadership certain facts stand out as definitely vital to leadership :

(i) The leader must have qualities or interests or in general, attainments which make him appear superior to his followers in certain spheres;

or, as Bertrand Russel (1946) so aptly puts it :

"To acquire the position of the leader, he (the individual) must excel in the qualities that confer authority, self confidence, quick decision and skill in deciding the right measures".

(ii) There are two types of leadership; Democratic and Autocratic. Democratic leadership occurring when the followers voluntarily follow the leader; and Autocratic leadership being when the followers are forced to follow the leader. (See Chapter 2) Young (1946) sums up this argument :

"There is dominance which is more or less voluntarily accepted by those controlled, or at least by enough of them so that the others usually fall in line. This we broadly call leadership, though as we shall see, it may take both democratic and autocratic forms".

(iii) The leader must have a definite goal to which he tries to lead his followers.

"It is nonsense to talk of leadership in the abstract since no one can just lead without having a goal".

(Gibb 1947)

This need not be too specific a goal, as in the case of the foreman on a construction site, who has to reach his goal (i.e. complete the building) in a set time, but may be more general, as is seen in a political leader who is aiming at persuading the majority of the population to follow his policy. The political leader must encourage a variety of goals on the way to his main aim, e.g. he tries to create patriotism, unity, confidence etc., in his scheme, all of which are rather general goals as compared with the specific one of the building foreman.

However, some sort of a goal must be aimed at by the leader.

(iv) Leadership only occurs in set situations and one is not simply a leader at all times. The limits of this leadership are set by the social situation, i.e. one may be a leader in set spheres but not necessarily in all spheres, or as Gibb (1947) puts it :

"Leadership is relative always to the situation".

(v) There is always an element of the control of others in leadership. Where a leader is, there must be followers.

"In interpersonal dynamics, the leader is the one who controls others".

(Zaleznik and Moment 1964)

(vi) Change is considered to be a vital element in leadership.

"In either event, the leader is concerned with initiating changes in established structures, procedures, or goals; he is disruptive of the existing state of affairs".

(Lipham 1964)

Having discussed the broader aspects of leadership and bearing these in mind my own definition of leadership is as follows :

Leadership is a quality which an individual takes on for a set time and in set circumstances which enables him to control others in the pursuit of a common goal.

CHAPTER 2

TYPES OF LEADERS AND LEADERSHIP

1. Democratic Leadership.

"Society needs to develop a kind of leadership that puts human values first, a leadership that facilitates man's realisation of his creative capacities, man's free expression of his individuality, man's actualization of his own uniqueness".

(Gordon 1955)

What Gordon suggests is seldom achieved by Autocratic leaders. The Democratic leader, however, often comes close to realizing some of the facets of leadership which Gordon puts forward. Democratic leadership seems to be basically individual-centred as opposed to institution-centred leadership. The individual's needs and desires are complied with by the democratic leader. If the individual no longer wishes to maintain a system of leadership (or an individual leader), in a system of democratic leadership he should be able to dismiss or change the situation whenever he wants to. Democratic leadership should also allow the individual to develop his own creative potential, that is, he should be able to use his creative ideas on the subjects that he is interested in. Democratic leadership seems to bring out creativity in the followers.

"Traditional leadership based as it is upon authority and power has often restrained the individual through submission to that authority, and consequently has failed to release all the creative constructive forces within the individual".

(Gordon 1955)

The democratic leader should delegate responsibility in various spheres to experts in those spheres. He should allow experts to guide him in fields in which he is not exceptionally knowledgeable and should be prepared to accept these experts' decisions if they appear to be sensible.

"The autocratic leader is supposed to be the best at everything; he makes all of the group's decisions. On the other hand a truly democratic model unencumbered by misplaced egalitarianism, allows expertise to be practised by those who have it".

(Zalesnik and Moment 1964)

THEY go on to report a more practical advantage of their ideas by stating :

"Numerous research studies and non-documented common experiences have indicated that, under certain conditions, participative, relatively permissive leadership has been accompanied by marked improvement in the group productiveness, morale and the emotional involvement of individual members of the group".

Mullen (1966) also favours democratic leadership and again the importance of follower-centred leadership is emphasised.

"The research literature on leadership and organizational behaviour points rather consistently to the conclusion that leadership modes do affect employee performance. There is a causal relationship between the two. The experimental evidence overwhelmingly favours the employee - centred leader over the so-called company; job-centred one. Students of leadership behaviour generally conclude that organi-

sational needs are best satisfied, in the long run at least, only when employee needs are satisfied first".

Heslin and Dunphy (1964) describe the findings of Goldman Bolen and Martin (1961) in support of democratic leadership as opposed to autocratic leadership.

"For different groups there was imposed or non-imposed leadership, and equal or unequal reward structure. Groups with an equal reward structure and non-imposed leadership, had the highest performance on the problem - solving task and the highest member satisfaction".

Follower satisfaction is emphasised by Heslin and Dunphy (1964) as being one of the most significant results of democratic leadership. Followers satisfied with their leaders are most unlikely to revolt against their leaders' orders and thus harmony between leaders and followers is maintained.

Hare, Borgatta and Bales (1955) record an experiment by Lewin and Lippitt entitled "An Experimental Approach to the study of Autocracy and Democracy : A Preliminary Note".

Two groups of ten to eleven year old children were selected to make theatrical masks. They were carefully selected so as to have similar abilities in such spheres as, "potency of friendship and rejection of relationships", and "general popularity and leadership characteristics".

"The experimenter attempted to differentiate the atmospheres of the two groups chiefly in the following ways : -

AUTHORITARIAN

1. All determination of policy by strongest person (leader)
2. Techniques and steps of attaining the goal (completed task) dictated by the authority, one at a time, so that future direction was always uncertain to a large degree.
3. The authority usually structured autocratically the activities of each member - the task and whom to work with.
4. The dominator criticized and praised individuals' activities and remained aloof from group participation. He was always impersonal rather than outwardly, hostile or friendly. (a necessary concession method.)

DEMOCRATIC

1. All policies a matter of group determination, encouraged and drawn out by the leader.
2. Activity perspective given by an explanation of the general steps of the process (clay mould, plaster of paris, papier mache, etc.) during discussion at first meeting. Where technical advice was needed, the leader tried to point out 2 or 3 alternative procedures from which choice could be made.
3. The members were free to work with whomever they chose and the division of tasks was left up to the group.
4. The leader attempted to be a group member in spirit but not in the actual work. He gave criticism and praise, generally in regard to the group as a whole.

In summary form the findings indicate that :

1. A higher state of tension existed in the atmosphere of the autocratic group.
2. More co-operative endeavour emerged in the democratic group.
3. More expression of an objective attitude in the democratic group :

- (a) many more constructive suggestions offered; (b) more give and take of objective criticism without personal involvement.
4. Constructiveness was high in the democratic group.
  5. The feeling of "we'ness" was greater in democracy, and that of "I'ness" was greater in the authoritarian group as shown by test situations and by analysis of stenographic records.
  6. The group structure was more stable and tended to maintain a higher degree of unity in the democratic group.
  7. Twice in the autocratic group a situation arose where the group combined its aggression against one individual, making him a scapegoat. In both cases the scapegoat quit the group. No such lack of harmony existed in the democratic group.
  8. The feeling for group property and group goals was much better developed in the democratic group as shown by test situations and the stenographic accounts,
  9. Following the one exchange of group members which was made there was a decrease in dominating behaviour for the child transferred to the democratic group and an increase in like behaviour for the child changed to the authoritarian group".

In this particular experiment democratic leadership provided for more and better production and for higher group cohesion than did autocratic leadership.

## 2. Autocratic Leadership.

Autocratic leadership occurs when absolute obedience is demanded from the followers, by the leader. In such a situation the followers do not have the choice of whether they wish to follow the leader or not. They are forced into following their leader, that is, they are completely dominated by their leader.

"Pigors (1936) differentiated between these two

forms of social influence by defining as domination that 'process of social control in which accepted superiors assume a position of command and demand obedience from those in which by the forcible assumption of authority and the accumulation of prestige, a person (through a hierarchy of functionaries) regulates the activities of others for purposes of his own choosing'".

(Gibb 1955)

The entrance (voluntary or involuntary) of followers into an established organisation, often leads to dominance or autocratic leadership. Group activity often develops into an organised system. Once the group has been in existence for some time it tends to follow an organised pattern of behaviour. This pattern of behaviour becomes more and more established and the followers and leaders are obliged to adhere to the set method of behaviour. At this stage the leader can hardly be said to be leading as he is simply following the established pattern of behaviour.

"When once the group activity has become dominated by an established and accepted organisation, leadership, tends to disappear ... any continuance of the organisation as such ... represents a transition to a process of domination or headship."

(Gibb 1947)

Dominance seems to be an integral part of leadership and autocratic leadership appears to occur when dominance is the major influence in leadership.

"Much of one's behaviour as leader takes some form of dominance. It may not be violent or very overt, of course, and it may take an impersonal or institutional .

rather than a personal form. Nevertheless, it is a self-assertive reaction which induces more or less submissive or acceptable responses on the part of others. It is also evident that dominance has some association with that larger response system which we term aggression".

(Young 1946)

Autocratic leadership occurs then when the followers obey the leader without question. The leader is all powerful and no refutation of the leader's commands is tolerated.

### 3. The Distinction between Democratic and Autocratic Leadership.

If true leadership has been shown as being most satisfactory when democratically employed; how do we then account for the countless number of dominators or autocrats who have lead in nearly every sphere of human relations through the ages.

Herman Rauschnig (1939) describes an interview with Adolph Hitler, Germany's great military dictator which gives an interesting insight into the mind of an autocratic leader. Hitler claims :

"I am no dictator, and never will be a dictator. The word dictatorship is misleading; there is no such thing as dictatorship in the accepted sense."

In fact Hitler sounds quite democratic at times :

"That is why I constantly insist that you should talk, discuss, hold meetings, remain always in close touch with the mass of the party".

The key word here is "party". The "party" believed in suppression of antagonistic ideas and approved of violent means to obliterate all opposition. Thus Hitler's autocratic leadership was not a dictatorship in that one man had complete authority, but rather that the party as a whole was

autocratic. If everybody joined and believed in the party, democracy would occur as discussion was encouraged within the party, but outsiders had to be exterminated.

During the years in which Hitler built up Germany as a powerful economic and military state, his leadership was more than evident, but once established as a sadistic, crushing military force, his leadership changed to dictatorship.

Often, in history, the leader rises to his powerful position by displaying a public front of democracy. Once the leader is firmly established in his position he drops his veil of democracy and becomes openly autocratic.

By initiating propaganda which appeared democratic to the "party" or "chosen race" Hitler gained the support of the Germans. What the German people overlooked however, were the facts that (a) the propaganda was being forced upon them and (b) they were gaining their "democratic" state to the most undemocratic detriment of other nations, that is, at the expense of other nations.

The distinction between democratic leadership and autocratic leadership seems to be that when the followers are allowed and encouraged to guide their leader in his decisions, democratic leadership occurs, but when the followers have no influence over their leader, autocratic leadership occurs.

"We may, in fact distinguish between democratic and autocratic leadership. The former is illustrated in a free-election system, be it in a political, an economic, or some other group. The latter is exemplified by political or economic or military dictators who depend on mass support but whose means of getting this may in the first instance be force or propaganda rather than free choice of the group members".

Gibb (1955) attempts to distinguish between democratic and autocratic leadership by quoting Anderson (1937) :

"Anderson (1937) studying the social behaviour of young children, distinguished dominative from integrative modes of behaviour. The former involved the use of commands, threats and attacks on the personal status of the individual; while the latter entailed explaining the situation to the other person, and by means of this getting voluntary co-operation".

Research shows that the two types of leadership produce satisfactory results in certain spheres, hence the necessity for both. Firstly the need for democratic leadership.

"Flanders showed that directive, demanding and teacher-supporting behaviour of teachers elicited student behaviour of hostility toward self or teacher, withdrawal, apathy, aggressiveness, and even emotional disintegration, whereas acceptant, Student-supporting, and less directive behaviour on the part of teachers elicited integrative behaviour and decreased anxiety on the part of students".

(T. Gordon 1955)

Military forces who normally employ autocratic leadership quote a case in favour of maintaining their system.

"From the study of two naval laboratories a conclusion was reached that there is little relationship between perceived productivity and employee morale under restrictive or permissive leadership".

(Stout and Briner 1969)

Stout and Briner support the idea that neither democratic nor autocratic leadership can be accused of creating less production than the other.

Stout and Briner (1969) eventually conclude :

"Research with experimental and natural groups seems to point to the conclusion that for simple tasks under static conditions a centralised or autocratic or non-participatory leadership structure is more efficient. For adaptability to changing conditions, acceptance of new ideas, and generally high morale and loyalty, a more egalitarian or decentralised leadership structure is better".

A balance of autocratic and democratic leadership should perhaps occur in most leadership situations. The views and desires of the followers must be considered by the leader but the ultimate decision of policy should be the leader's alone. He may gain as much information as he feels is necessary for each decision from his followers but must decide for himself as to what behavioural pattern the group should follow.

Westwood (1966) shows how Getzels (1957) sums up the ideas on democratic and autocratic leadership with his system of "nomothetic, ideographic" and "transactional" leaders.

"Getzels has constructed a theoretical framework for the analysis of social systems such as that of the school, and, consonant with this, has postulated three different types of leader: the 'nomothetic', the 'ideographic' and the 'transactional'. The nomothetic leader stresses institutional requirements, believes his authority to be vested mainly in his office, places heavy emphasis on 'universalistic' rules and

procedures and tends to ignore follower needs. The ideographic leader, on the other hand, stresses the demands of the individuals' needs and personality and tends to minimize organisational requirements. The transactional leader comes in between the nomothetic and the ideographic types and represents the ideal. .... Both Halpin and Getzels see the successful leader as one who is able to reconcile the (often) conflicting demands of organisational requirements and individual needs".

#### 4. Summary

Two definite leadership types do exist and they both play an important part in a leadership situation.

The democratic type ensures growth and progress while the autocratic type keeps an organisation functioning at the level of efficiency it has attained.

Democratic leadership makes for member satisfaction and encourages progressive change; while autocratic leadership is not interested in the personal feelings of the group members and is content not to respond to progressive ideas from members of the group even if this means that the group as a whole remains static and does not change.

The advantage of democratic leadership which becomes apparent at this stage is the fact that progress will go on. The autocratic system must at some stage give way to change, and, as this does not often happen voluntarily, the autocratic system frequently collapses violently.

CHAPTER 3

REQUIREMENTS OF LEADERS AND LEADERSHIP

1. Expectations of Followers

"Who perceives what about whom is of central importance, not just in terms of the literal case, but also in terms of expectancies. The behaviour of the object/person is not seen just by itself; it is also effectively matched against a standard of expectation".

(Hollander 1964)

In leadership just such a "standard of expectation" is held by the followers. The followers expect certain requirements to be met by their leader.

In order to explain more about the requirements of a leader, the editor of the South African Teacher's Association magazine "Education" introduces an article entitled "Every Boy an N.C.O.?" as follows :

"Are children influenced in their behaviour by what is expected of them? Dr. Rhodes Boyson reports on an experiment carried out at Highbury Grove".

Dr. Boyson's Report :

"Men generally live up to what we expect of them. Pupils live up to what is expected of them and for full co-operation and development pupils and their parents must be aware of some special status which applies to their membership of the school. Tom Saunders, housemaster of Bedford House in Highbury Grove by random selection appointed half of his September 1967 intake as year monitors. These monitors were involved in numerous house

duties such as cleaning up houseroom, checking sports kit, laying and cleaning tables, helping to serve lunch, and the cleaning of house trophies. At the end of the spring term the second year, after the monitors had done for five terms, Mr. Saunders asked for detailed reports on all the second-year pupils in his house. The English and Mathematics departments reported on academic progress and the tutor masters, on personality development. The results appear to suggest that apart from A band ability boys, who personally gain status by their position in an A band, there is a significant correlation between boys expected to do well (appointed as monitors) and those who did well, and between those not expected to do well (not appointed as monitors) and those who fall behind in work and conduct".

(Education 1969)

These results refer to both academic performance and personality development judged on absenteeism or lack of it from school, and on the number of times each boy was reported to the housemaster for misbehaviour.

The results show that leaders (monitors) who were expected to lead the house in both the academic and behaviour fields, did in fact do so. They judged the impact of their status (monitorship) on the rest of the house, and realised that they had to attain the expected standard in that house. In other words they had to meet the requirements of their followers.

The fact that the monitors were chosen by random selection emphasises this point even more as they were not necessarily the most academically able boys.

## 2. Characteristics of Leaders.

The followers expect certain characteristics to be present in the leader

which in turn influence his behaviour. What are these characteristics?

"One of the first and most obvious things to note about leaders is that they are cut to no single pattern, but vary to the widest possible degree in personal qualities and characteristics."

(Lindop 1964)

After seeming to crush all hope of listing the characteristics of a leader, Lindop (1964) continues :

"From careful study of many leaders however, experts would come close to agreeing that the best and most successful leaders exhibit many or all of the following characteristics or qualities to a greater or lesser degree :

1. Energy, enthusiasm
2. Confidence
3. Sense of purpose and direction
4. Technical skill -
  - (a) competence and mastery of some field;
  - (b) teaching skill; ability to get ideas across to others and arouse their enthusiasm;
  - (c) ability to obtain co-operation;
  - (d) ability to make others feel important;
  - (e) ability to organise and delegate responsibility;
  - (f) ability to express one's ideas clearly in speech and writing.
5. Imagination and ability to face reality.
6. Traits of personality -

- (a) modesty combined with self promotion;
- (b) friendliness, affection;
- (c) social ease and grace;
- (d) lack of snobbishness;
- (e) tact combined with,
- (f) willingness to serve others;
- (g) fearlessness in standing up for the right;
- (h) sense of humor.

7. Traits of character -

- (a) adaptability; lack of fear of the new, and willingness to experiment and try new things;
- (b) integrity, sincerity, honesty;
- (c) fairness and impartiality;
- (d) courage and decisiveness;
- (e) initiative;
- (f) thoroughness.

8. Intelligence : meaning - curiosity, observation, open mindedness, resourcefulness, ingenuity, originality, and the ability to anticipate problems.

9. Judgement.

10. Faith."

Support for this theory of characteristics apparent in leaders is not difficult to find.

"Mc Grath and Altman (1966) after factor analysis of 30 recent small group studies, conclude that effective leadership seems to be a function of such attributes as intelligence, general ability, task ability, and level of formal education. Further, personality

characteristics such as extroversion, assertiveness and social maturity were found to be related to effective leader behaviour".

(Stout and Briner 1969)

The work of Nelson (1964) who conducted studies of men in Antarctic scientific stations is summarised by Stout and Briner (1969) as follows :

"All leaders were high in self confidence, alertness, job motivation and aggressiveness. Moreover, well-liked, as opposed to less-liked, leaders were high in satisfaction, emotional control and motivation to be part of a group".

However, it can be assumed that some leaders may have very few of the characteristics mentioned and yet are good leaders and other individuals may have many or most of the characteristics required for leadership and yet still not be good leaders.

Stout and Briner (1969) bring up the possibility of personal characteristics not being the all important factor in leadership with the following words :

"However a less happy phenomenon is that research evidence is often contradictory and is always difficult to evaluate. For example, the argument that leaders possess personality or physical traits different from those of their followers has received some recent empirical support. So, too, has the counter argument that no such differences exist".  
"According to Katz and Kahn (1966) leadership consists of 'all acts of influence which affect matters of organisational relevance!'"

The importance of the group or organisation is stressed here as opposed to the previously stressed characteristics of the leader.

### 3. Characteristics and Group-Consciousness in Leadership.

The requirements to be a leader can be said to include both personal characteristics and group-consciousness. Group-consciousness means that the leader has an insight into the group's aims, ideals and work pattern; and also a desire to try to aid the group to attain these aims and ideals and to implement successfully a work pattern in the group.

#### Interaction (which facilitates work)

In order to lead, the leader must actually stimulate interaction among the group members. One of the chief requirements of a leader is an ability to inspire his followers to creative activity. Interaction and communication among group members is vital. This interaction should be stimulated by the leader,

"Interaction serves to provide for error-catching co-ordination, support and new ideas, and intellectual stimulation, and, therefore, for increased group productivity".

(Stout and Briner 1969)

In order to bring in new ideas, the leader must initiate interaction among his followers. This interaction normally leads to support for new ideas which will in turn give the new ideas more chance of being successful. This system of interaction makes for good leadership.

A requirement of leadership then, is that the leader should be able to initiate interaction in the organisation which he leads in such a way as to increase creativity and productivity in that organisation thereby fulfilling some of the needs of the organisation.

"In addition to possession of different personality characteristics, successful leaders appear to have a higher competence in group-related tasks".

(Stout and Briner 1969)

Stout and Briner continue by stating that a leader has innate and achieved attributes :

"Achieved attributes in turn appear to be a function of the characteristics of the group members, the dynamics of the group and the group's task".

The leader must adjust to the group's needs in each particular situation in which the group and leader find themselves.

"Recent formulations of leadership behaviour have accepted the general principle that leadership depends upon the situation as well as upon the personality of the leader or potential leader".

(Bell and French 1955)

The leader must be conscious of his followers needs in order to be able to react to their needs in a satisfactory manner in various situations.

"Leadership behaviour occurs in quite a variety of situations and is determined, in no small measure by the nature of the particular environment in which the leader perceives himself as functioning as well as by the characteristics of the person who is doing the leading".

(Deutsch, Pepitare and Zander 1948)

"The characteristics of the leader, whether personalitywise or behavioural, become significant only in terms of the leader's group".

(Berkowitz 1955)

Characteristics however must be considered to some extent when leaders are chosen for certain situations as the particular characteristics which the leader possesses may be essential to his ability to lead the followers efficiently in that particular situation.

"According to modern social psychological theory individuals are not selected for positions of leadership merely because they possess personal qualities which fit them for leadership in general. We must on the other hand, assume that individual characteristics in a particular group situation have something to do with the selection of leaders".

(Chandhry and Newcomb 1955)

Personal characteristics do play an important part in aiding a leader to lead, but the way in which he uses these characteristics in the various group

situations in which he leads, is equally as important.

Homans (1951) attempts to clarify the requirements of a leader by stating eleven rules for a leader. Here follow these rules in a shortened form :

1. "The leader will maintain his own position".

That is, his position in the group's social structure not his private position or status as a man.

2. "The leader will live up to the norms of his group".

That is, set an example.

3. "The leader will lead", or as Zalesnik and Moment put it;

"Maintaining his position requires that he initiate interaction in the group and that he makes decisions".

4. "The leader will not give orders that will not be obeyed".

This would undermine his authority until he no longer was a leader.

5. "In giving order, the leader will use established channels".

Zalesnik and Moment (1964) neatly rephrase this to;

"Follow the chain of command".

Thus the organisational status is maintained.

6. "The leader will not thrust himself upon his fol-

lowers on social occasions".

This must not be misconstrued. The leader must mix at such times, but must not impose on the privacy of his followers.

7. "The leader will neither blame nor, in general

praise a member of his group before other members".

The argument here is that the leader must not put himself in such a position that he can be criticised for his opinions by his followers. Perhaps "blame" should not be carried out publicly, but surely praise, if due, is never out

of place, so long as it is done universally when necessary.

One of the requirements of a leader is that he implements a system of rewards for effort toward the group goal. This is an organisational need which the leader must consider in order to attain member satisfaction. Useful contributions to the smooth running of the organisation should be rewarded. Likewise for poor work the offenders should be punished. The system of rewards however appears to be more constructive than the system of punishment as it is positive while punishment is very often negative.

"Effort can be induced for a time both by negative and positive influences, by fear and encouragement; but long-continued effort, such as is called for by modern production methods, can be kept at a high level of efficiency only by the positive urge. Negative influences impose too great a strain on the individual for them to be safely prolonged".

(Hall and Locke 1938)

Rewards provide incentive to do better, while punishment normally instils fear and resentment which do not facilitate harmony or increased production as much as rewards do.

Some modern research on rats indicates that the theory of rewards producing better results than punishment is no longer valid. The research shows that it is a combination of the fear of the punishment and the desire for the reward (in equal proportions) that produces the best result as far as incentive to conform to the norm is concerned.

"The net value of an alternative thus depends jointly on the positive incentive associated with the reward and the negative incentive associated with the punishment".

(Logan 1969)

However, as Logan's (1969) experiments were all conducted with rats it seems reasonable to assume that his results are not conclusive as far as humans are concerned. Rewards do play an important part in leadership even if punishment is also of value.

"From Blau (1964) one might speculate that one source of a leader's self-confidence is his ability to provide rewards to his group thus increasing his own power over them".

(Stout and Briner 1969)

Later, Stout and Briner are more definite,

"The source of a leader's influence seems to derive from his ability to provide sufficient rewards to facilitate the satisfaction of member needs".

A system of rewards should be introduced by leaders in order to increase incentive for work and member satisfaction.

8. "The leader will take into consideration the total situation".

The leader must always bear in mind the ultimate outcome of each command or suggestion.

9. "In maintaining discipline, the leader will be less concerned with inflicting punishment than with creating the conditions in which the group will discipline itself".

10. "The leader will listen".

That is, he must know what is going on in the group.

11. "The leader will know himself",  
or as Moment and Zalesnik (1964) quote :

"The person who sets out to learn how to be a better leader ultimately has to learn how to be himself in order to improve his performance

in any role. That is, he must know his own competence and failings".

4. Summary.

In concluding the discussion on the characteristics and/or requirements of leaders, some points stand out.

1. A leader must want to lead or he will never be a good leader. This is perhaps the most important requirement of a leader. An individual could be pushed into a leadership position but unless he decides that he wants to lead it is most unlikely that he will be a good leader. If he accepts the position but does not really want to lead, he will probably simply pass on instructions from his superiors which can hardly be called leadership. The ambition to "get to the top" or to control the situation in which one finds oneself, must be present. The desire to be a great leader may not be the motivating force behind a leader but so long as he is acting the role he should be a good leader. For example, the army recruit who takes an officer's course in order to gain more weekend passes may show tremendous leadership potential while attempting to gain promotion; but once he has achieved his goal he may be a bad leader. While he was consciously striving to assume a leadership role, he was a good leader, but once he was no longer interested in the role itself, his leadership ability dropped.

Zaleznik and Moment (1964) :

"One of the basic components of motivation towards leadership is a desire to dominate others".

This domination does not necessarily mean tyranny, but rather simply a desire to guide others.

2. "What a leader needs to have, is not a set of rules, but a good method of analysing the social situation in which he must act".

(Homans 1951)

This refers both to the leader's personal traits and characteristics and to the way in which he behaves towards his group or followers.

3. A leader must conform to his group's desire. He must consider their wishes and make allowances for them and attempt to help them to achieve their goal.

"He controls a group, yet he is in a sense more controlled by it than others are since it is a condition of his leadership that his actions and decisions shall conform more closely than those of others to an abstract norm".

(Homans 1951)

4. The leader must have authority. His orders must be obeyed. Without this there is no leadership.

"This leader cannot bring his group from one social state to another unless his orders are, to some extent, obeyed. If an order given by a leader to a member of his group is accepted by the member and controls his activity in the group, then the order is said to carry authority".

(Homans 1951)

Under such circumstances the individual issuing the orders has the requirements for leadership.

To summarise the discussion on the requirements of a leader, Stogdill (1948) is quoted :

"A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers".

CHAPTER 4

SELECTION OF LEADERS

1. General

Selection methods vary tremendously but a short appraisal of this subject is at this stage necessary.

"First since an individual's adoption of the leadership role is directly related to the particular set of circumstances existing, leaders can be selected only if the set of circumstances in which they are to function is narrowly prescribed. Secondly this prescribed situation may be analysed and any individual traits demanded by the situation may be sought but, since no general leadership traits can be postulated, selection may best be made in the real situation or in a miniature situation which closely simulates the conditions of the real situation".

(Gibb 1947)

This vital point is the basis of all leadership selection. A leader is chosen for a specific role and for that role only. He may or may not be chosen in other situations, but when he is chosen it is for a specific group.

Any selection body must bear the above facts in mind when selecting leaders. The traits sought by the selection body, in the leader, must be directly connected to the job required of him.

Three basic methods or stages are normally implemented in the search for leaders. These might all be used, or only one, or even only part of one method. These methods however, do cover most of the possible methods used to choose leaders.

- (a) A psychometric evaluation of the candidate's intelligence and aptitudes.
- (b) Clinical interviews.
- (c) Situational tests.

## 2. Specific Methods of Selection.

### (a) A Psychometric Evaluation of the Candidate's Intelligence and Aptitudes :

The object of these tests is to find out any unusual characteristics in a potential leader. The normal is expected and any unusually good or bad results are what really interest a selection body. This method is pretty universal in the selection of leaders, even if all the tests are not done in most circumstances. These tests comprise :

#### (i) Intelligence Tests

In many leadership situations it is essential that the leader has a reasonably high level of intelligence. Thus potential leaders are often given general intelligence tests.

"Generally speaking there is a minimum intelligence level required for success in certain occupations".

(Munn 1966)

Lindop (1964 see pg. 31 ) includes intelligence as a necessary trait of a leader, as do Stout and Briner (1969 see pg. 31 ).

Morgan (1966) quotes the results of the Army's use in 1945 of intelligence tests in order to aid it to choose officers. The test used was the "Army General Classification Test" (commonly known as the A.G.C.T.)

"This was given to several million servicemen upon induction into the Armed Forces. It was prepared in four different interchangeable forms, each form requiring about an hour to give. In addition, longer forms of the test were devised to break down a per-

son's performance into four different categories :  
(1) verbal ability; (2) spatial comprehension;  
(3) arithmetic computation and (4) arithmetic reasoning".

(Morgan 1966)

"If a person scored 140 or over on the A.G.C.T. his chances of succeeding in officer-candidate school were better than 9 in 10. If his score was less than 110, his chances of succeeding were less than 4 in 10".

(Morgan 1966)

Munn (1966) referring to the same (A.G.C.T.) test remarked that the mean score for Lawyers was 127.6 (range 96-157) while for Miners it was 90.6 (range 42-139). Thus as all groups do not have the same intelligence level it appears that the level of intelligence that the leader normally requires differs not only from situation to situation but also from group to group.

"Scholastic aptitude tests measure a person's aptitude for success in relatively prolonged training. The great majority of jobs in business and industry, however, do not require such training. Success in these jobs or in training for these jobs can be forecast from a knowledge of specific vocational aptitudes without too much regard for intelligence or scholastic aptitude".

(Morgan 1966)

The leader of a symposium between intellectual professors at a university is most likely to need and possess a higher level of intelligence than does the chief truck driver who delegates the freights and routes to other

truck drivers.

(ii) Aptitude Tests

This refers to aptitudes other than intelligence. The main difference between intelligence tests and aptitude tests seems to be that intelligence tests study the specific factor of intellectual ability whereas aptitude tests investigate the abilities of individuals in various specific fields and in various specific situations.

"No sharp line exists between intelligence tests and aptitude tests. We use intelligence tests to provide a general assessment of intellectual ability and aptitude tests to measure more specialized abilities required in specific occupations and activities".

(Morgan 1966)

It is important to note that aptitude tests are often designed (and therefore only valid) for specific situations. Leadership in a specific field may require certain aptitudes. To determine whether the potential leader has the necessary aptitudes a test may be designed specifically to test for such aptitudes.

Tests of aptitude include questionnaires, verbal fluency tests and personality rating scales. The distinct advantage of a questionnaire is that it is drawn up to discover specific knowledge about the potential leader. An example of a questionnaire (namely the "HSPQ"), to discover the leadership potential (aptitude) of high school pupils, is given in Chapter 6. These are completely adjustable to the circumstances in which the leader will lead. A teacher applying for a headmastership

will be asked questions about educational policy, while a production manager in a factory would probably be asked to suggest ideas on increasing production in certain sections of a factory (the existing conditions being supplied to him). The test of verbal fluency is more important in some situations than in others. For example, the candidate for a political party normally needs far more verbal ability than the foreman in charge of a gang of ditch diggers. In the case of the political party candidate it is probably essential that a verbal fluency test is given as his job will require a high degree of verbal ability.

A personality rating is simply the recorded results of an interview laid down in scale form. The particular personality factor or factors sought after in the interviews are recorded as points on a scale.

"A Partial solution to the problem of expressing interview measurements in objective terms is to be found in the rating scale. It may be used to record impressions of personality obtained in interviews or from informal observation".

(Morgan 1966)

An example of the personality rating scale as used in this research, is seen in Chapter 6. The principals of the schools to which the "HSPQ" was applied were then asked to give each pupil-leader actually chosen by the school, a personality rating. The results of this were recorded on a ten point scale.

Although the requirements of leaders have already been discussed (in Chapter 3), appraisal of the use of aptitude tests for the selection of leaders must include further debate on the requirements of leaders. Various aptitude tests have been used as an aid to leadership selection.

Hemphill and Boons (1957) developed a questionnaire to investigate the behaviour of leaders. From the results of this questionnaire they hoped to be able to categorise the requirements of leaders in order to aid with the selection of future leaders. The results of this questionnaire show that certain aptitudes are necessary for leadership.

"Out of the work of the Personnel Research Board at Ohio State University, two dimensions of leadership - initiating structure and consideration - have emerged as significant dimensions for describing leader behaviour. These two dimensions were delineated by Halpin and Winer, from a factor analysis of responses to the Leader Behaviour Description Questionnaire of Hemphill and Boons.

These dimensions have been defined as follows :

1. Initiating structure refers to the leader's behaviour in delineating the relationship between himself and the members of his work group, and in endeavouring to establish well-defined patterns of organisation, channels of communication, and methods of procedure.
2. Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff".

(Lipham 1964)

The aptitude which the leader needs, according to the results of Hemphill

and Boons (1957), is an ability to establish both friendly and official lines of communication with his followers.

The use of aptitude tests to discover the personality or character traits felt to be necessary for leadership in specific situations has become more accepted by selection bodies.

"Historically, the search for desirable personal qualities next turned from a listing of traits to the use of 'scientific' measures of personality ..... Thurstone (1944) for example, administered a figures test of perception and a card-sorting test to federally employed executives. Using the relationship of salary to age as a criterion of successful leadership, he discovered that successful executives scored higher than unsuccessful ones both in accuracy of perception and in ability to differentiate among categories in sorting cards".

(Lipham 1964)

It appears to have been accepted that aptitude tests can be used as a guide to the leadership ability of individuals in certain situations.

The use of the aptitude tests described in chapter 6 of this work, which were designed to test for specific aptitudes (Leadership, Character, etc.) in specific situations (i.e. the school situation), appears to be justified.

(b) Clinical Interviews

The object of such clinical interviews is to search for any abnormal aspects of the individual's psychological or physical make-up. A very definite advantage of such a system is that very often, traits of personality which are not brought out during the psychometric tests can become blatantly obvious during a clinical interview. This may be because the testee is shy or perhaps tension is built up during the interview and this causes

hidden personality traits to be exposed.

Various methods of conducting clinical interviews are commonly used of which the "stress interview" and "projective tests" are the best known. A stress interview occurs when an element of stress is brought into the interview situation. The interviewer may repeatedly irritate the person being interviewed by verbal interjections or by continually performing an annoying physical action (e.g. drumming his fingers loudly on a table.)

"The stress interview, to which we have already referred, was designed to discover the candidates' 'capacity to tolerate severe emotional and intellectual strain'. After his cover story was invented he was taken before a panel of interviewers. Here he was subjected to 'strain created by rapid and merciless cross-questioning under disagreeable conditions'."

(Munn 1966)

Projective tests allow the testee to project himself into certain situations and his actions and reactions in these situations as imagined by him may give the interviewer an insight into hitherto unrevealed personality traits.

"Projective tests are so named because they induce the individual to project - to put himself into the test situation, or to identify with the persons therein and, by telling about them, to reveal his own motives, attitudes, apprehensions, and aspirations."

(Munn 1966)

Examples of projective tests are the Rorschach Inkblot Test and the Thematic Apperception Test.

The Rorschach test consists of ten inkblots on cards. Some blots are black and white and some are coloured. These cards are shown to the testee and he is asked to explain what he thinks the blot represents.

"The subject is shown ten inkblots, one at a time, in a standardized order and position. He is asked, 'What could that be?' or 'What do you see?'"

(Munn 1966)

The answers given by the subjects are analysed by the interviewer as objectively as possible. For example, the number of times "key words" are stated by the testee is recorded and the number of times a part of the inkblot is responded to as compared with the number of times the whole blot is responded to, is also noted. However, once the task of interpreting these figures begins, the objectivity of the results changes to subjectivity. Every interviewer's interpretation of the figures may be different.

"Scoring of Rorschach data is becoming fairly well standardized, but the interpretation of the scores is far from standard".

(Munn 1966)

The Thematic Apperception Test (T.A.T.) consists of 20 pictures. These pictures are shown to the subject in a set order and the subject is asked to build a story around the picture. It is presumed that to a greater or lesser extent the story which the testee tells will reveal to the interviewer the innermost thoughts and desires of the testee.

"Indeed the assumption underlying the Thematic Apperception Test (T.A.T.) and others like it is the meaning we get out of or the meaning that we inject into, a pictured situation reveals something of our past experience and the motives derived from it".

(Munn 1966)

The results of the T.A.T. consist normally of themes or central ideas noted by the interviewer. Themes which appear repeatedly can be considered

significant. Also themes which are violently emphasised or expressed may be noteworthy.

"The themes are assumed to be projections of the subject's innermost fantasies. It is not unusual for one theme to recur again and again as the individual goes from one picture to another".

(Munn 1966)

The theory of the T.A.T. is aptly summed up by Morgan (1966) :

"Most people, when they make up such stories, identify themselves with one of the characters in the picture, and their stories may be little more than thinly disguised autobiographies. In this way the examinee may reveal feelings and desires he would otherwise hesitate to discuss openly, or in some cases, would be unwilling to admit to himself".

Clinical interviews can be used by effectively when the choosing of leaders is necessary as any "unknown" personality traits may prove to be vital knowledge to the people choosing the leader. The leader's reaction under stress is normally an important factor to be considered when leaders are being screened for leadership positions and clinical interviews may help to indicate a potential leader's true character.

(c) Situational Tests

An important method of trying to find out how a leader will react in certain situations is to place the subject in a situation (as similar as possible to the situation in which he will be required to lead) for a trial period. Observation of his reactions to situational problems and needs may be most useful for the person choosing the leader. Such a method is called a "situational test".

"To this method belong all those tests in which a group is left to its own devices in coping with a situation, whether the situation has been set by the group itself or not".

(Gibb 1947)

Although to quote an example here means quoting at length, I feel it is essential to the thesis to do so.

"One of these was the Group Discussion for which ten candidates and three or four officers of the board came together around a table in an atmosphere of informality, though the scene had in fact been carefully set so that the observing officers were each in a position to see all the candidates, but were not clustered together in a way likely to suggest a tribunal. The explanation was then made that the observers wanted to head a good discussion and that first of all the candidates should choose a subject about which they could really argue. They were told that when they reached a decision they should let the senior officer know and then start the argument. The officers then waited leaving the candidates to fix the topic among themselves. The group was not interfered with until somebody emerged in the role of leader and announced the chosen topic".

(Gibb 1947)

This is perhaps one of the most useful and widely used of all selection methods. Children at school are made monitors in order that they may be studied in a leadership situation in order to decide whether they should become prefects or not. The second-in-charge in the business world is left in command for a day or so, while his superior is away in order to see whether he can cope or not. This is the real or true test of leadership.



A candidate who appears, from all the previous tests to have leadership ability can be put to the test to see what he can actually do when he is put in a leadership situation.

CHAPTER 5

LEADERSHIP SYSTEMS IN SCHOOLS

1. Prefects

Prefects by definition are administrators or people who administer a set policy.

Webster's New International Dictionary of the English Language (1961) mentions a prefect as :

"A student monitor in an English public or secondary school".

While a "monitor" is :

"1. One who admonishes; one who warns of faults, informs of duty, or gives advice and instruction.

2. Hence specifically, a pupil in a school selected to perform some special duty or duties usually connected with discipline".

The origin of the idea came from France where Prefects were government officials who were administrators in the Provinces of France.

"The predecessors of the Prefects were civil administrators of the Provinces of France".

(Chapman 1955)

The prefect seems to have to show leadership only in the form of a persuader. He does not have to initiate school policy at all. He simply has to ensure that the set or predecided policy is carried out by the other pupils in the school. The pupil leader takes the form of a policeman in that he insists that the pupils conform to the policy prescribed.

"A pupil leader, when the term is used in an educational context is one who supports the headmaster and his policy, and has the ability to persuade the other pupils to follow that policy. His influence is also in the other direction as well in that he passes something of the group opinion on to the headmaster".

(Ferguson 1969)

Prefectship does not necessarily involve qualities of leadership. It is normally necessary for a prefect to follow instructions and to see that decrees from higher authorities are conformed to by the pupils, but actual leadership traits are not always an integral part of prefectship.

"Prefectship is often anything but dynamic, and could result in a most frustrating experience for a true leader".

(Ferguson 1969)

Prefectship appears to emphasise responsibility rather than leadership. (For definitions and discussion of the difference between responsibility and leadership see Chapter 8, pg 95 ).

"Mr. Wilkinson's analysis in 'The Prefects, British Leadership and the Public School Tradition', suggests the pattern is so stylised that it can hardly be expected to evolve. There are of course those who would contest this viewpoint. They emphasise that responsibility is what is being inculcated rather than leadership and no greater aid to this end than community living can be envisaged".

(Spolton 1967)

A description of the prefect system as it occurs in English Public Schools supports the theory that responsibility and not leadership is the keynote of the system.

In the normal system senior pupils are responsible for junior pupils. The prefects have to discipline, help and guide the junior pupils in the following of school policies.

"The essence of the system is that upper boys are set to govern lower boys under the guidance of masters and are trusted to perform the duties delegated to them".

(Hort 1906)

Prefects are expected to take an interest in the personal problems, desires and achievements of the pupils for whom they are responsible. This is often successfully performed by many prefects.

"The personal interest which senior pupils in authority often show in the progress of those in their care is admirable: and there is no doubt that the delegation of responsibilities to pupils enables the staff to give more time and effort to pupils and establish good relationships with them".

(Public Schools Commission 1968)

A synopsis of the methods of choosing prefects in the English Public Schools gives even further insight into the emphasis on responsibility among prefects.

"In the school which I know best '(i.e. Harrow)' there are about twenty 'monitors'; of these the first 10 are taken in school order deter-

mined by work and seniority; the other ten are called special monitors, and are selected from the remaining members of the sixth form: in the selection account is taken of character and position in the house, to which position success in games may have contributed. The monitors wear a distinctive badge and have a club room of their own; they have (with careful restriction) the right of inflicting corporal punishment both singly and collectively. But apart from discipline in the narrower sense, the boys in authority are expected to be guardians of the morals and protectors of the weak".

(Hort 1906)

Although written over 60 years ago, much of what is quoted appears still true today. Leadership is not mentioned, while the importance of responsibility is dominant. The fact that the Public Schools Commission published their findings in 1968 seems to substantiate the claim that Hort's (1906) ideas are not outdated. J.C. Dancy (1963) indicates that responsibility and not leadership is being inculcated at English public schools:

"One might sum the point up by saying that the word leadership is hardly ever mentioned: it has been replaced by the key-concept of responsibility and this replacement is not merely verbal but actual".

The public Schools Commission (1968) add their support to the idea that the prefect systems at public schools have not changed greatly in sixty years.

"Even though some public schools have modified the powers and duties of prefects, there is in these

schools a defined hierarchy of guidance and control, exercised by prefects, monitors and senior pupils in other offices of authority over the rest of the pupils in the school".

In some prefect systems however, there is emphasis on leadership as well as responsibility.

"The head prefect should be a clever boy who is also something of an athlete; clear headed as an organiser and capable of getting much done in little time".

(Hankinson 1940)

Here the mention of an important leadership quality occurs, i.e. "clear headed as an organiser". A little initiative is given to the prefect. He must be capable of organising something, not simply of following programmed instructions.

A shift from responsibility is noted here, but the idea of prefects being authorities rather than leaders is still prominent.

"Repeatedly the housemaster will be in consultation with his seniors concerning the development of potential future authorities".

(Hankinson 1940)

It seems as if the housemaster is encouraging leadership by initiating discussion with his prefects, but the words, "future authorities", tends to indicate that the prefects will only be "authorities" with responsibilities and not leaders.

"The housemaster, while realizing that a period of office would be beneficial to most boys, must make his appointments with the welfare of the House as his first consideration".

(Hankinson 1940)

No mention is made of the leadership qualities of the prefects appointed, or of the attempt to inculcate leadership abilities in them. The "welfare of the House", could be interpreted as the keeping of discipline in the House.

Although perhaps prefects are not all as responsibility orientated as those described in the past few pages, I tend to feel that to quite an extent the word "prefect" is synonymous with "responsibility" rather than "leadership".

Leadership however should not be neglected in schools :

"Powers of leadership, like musical or political genius, may remain unknown unless education or some crisis shows the 'Village Hampden' or the 'mute inglorius Milton' what he can do. One aim of education is to discover latent excellencies and bring them to fulfilment".

(Gilkes 1957)

Giving pupils a chance to show their leadership qualities by means of using them in a youth leadership system is an important means of bringing such leadership qualities to the fore.

"Prefects for example are permitted an unusual amount of authority, with the risk that they may abuse their powers. They sometimes do; but the risk is worth taking in order that elder boys may be prepared for taking charge of others. They learn to exercise a right of choice with judgement and fair-mindedness".

(Gilkes 1957)

That leadership comes with experience is Gilkes' point. It is not something one is born with. Inherited characteristics and acquired ones

may enhance an individual's chance to be a leader, but experience as a leader greatly aids the development of leadership potential.

If it can be said that prefect systems do not cater fully enough for the leadership needs of the youth, are there some other ways in which the youth can gain the required leadership experience?

## 2. Other forms of Leadership in Schools

### (a) Societies

Many schools have cultural societies and hobbies clubs which are run mainly by the boys with a master-in-charge for guidance. The amount of interference, influence or help of the master varies tremendously. In some schools, clubs and societies rely almost completely upon the master for advice and organisational know-how, whereas in others the pupils run the clubs or societies on their own. Many clubs and societies draw up their own constitutions, have annual general meetings and elect executive committees.

In a well-run club or society, leadership potential can be developed to a great extent.

### (b) Sport

At some schools, sport is organised to a greater or lesser extent by the pupils. Team selection committees are elected by some sporting divisions who in turn elect the team or teams to represent that division against other schools or divisions. Swimming galas and athletics meetings are organised by the pupils in some schools. Here again the swimming or athletics captain and his committee select teams and help with or completely organise galas or meetings.

### (c) Cadets

In schools that have cadet training corps, leadership is often encouraged. Officers' courses are run and the ranks are tested for any sign

of leadership. Cadet training can be stifled by over-emphasis on drilling as here a loud voice rather than true leadership is required, but if suitable field manoeuvres are incorporated in the training, leadership potential can be recognised and developed. Recent developments in cadet training are discussed on Page (159).

(d) Outward-Bound

Outward-Bound schools or courses are aimed at developing leadership potential in young people. Most of the outward-bound establishments offer a variety of activities which are usually physical activities with emphasis on such mental and emotional factors as endurance, courage, initiative, etc. The Outward Bound motto of "To serve, to strive and not to yield" typifies the attitudes of mind encouraged at these establishments.

Some outward bound centres run short courses, (such as our South African Veld and Vlei course) and some conform to normal school hours and terms. Outward Bound courses are sometimes even incorporated with other training or education courses such as is described by Earl Mountbatten in his chapter "Outward Bound in the Royal Navy" in David James' (1961) book "Outward Bound". When describing the aims of the outward bound course he quotes :

"The first was to raise the standard of leadership and personal qualities throughout the Fleet, particularly of the young officers and the senior ratings: and at the same time, to promote greater mutual understanding and respect between officers and ratings".

Words which show the thoughts of the boys involved in the naval course of Outward Bound come from James (1961) :

"You are able to be trusted to command a cutter, take the wheel of a ketch, lead your watch in the hills, get cold, damp and miserable and yet still enjoy yourself".

The commercial world too, seems to appreciate the value of an outward bound training for their potential future leaders.

"Leadership is required in a democratic society at every level at which responsibility may be discerned and must be exercised".

(James 1961)

A. Maclehorse (1965) sums up the whole Outward-Bound philosophy in two paragraphs :

"How does the adventure school set out to train leaders? In theory, the process is roughly as follows : present the student with a number of challenging situations and the chances are that he will surprise himself by his good reactions and ability - previously unimagined - to cope with the problems : in addition he will see to it that everyone else is as ready as he is to jump when someone shouts 'jump'. And so self-confidence is won and a leader is turned out".

This opinion is brought back to earth as Maclehorse continues :

"As one whose happiest hours have been spent in a canoe and on mountains, and who has witnessed the reactions of boys at an Outward Bound School, I hope that the adventure schools may continue to flourish, but may their pupils not expect to wake up with instant character or to become great leaders overnight".

(e) Democratic Student-Leadership Systems

A number of democratic student-leadership systems have developed around the world and have had a variety of titles, the most common of which is perhaps the S.R.C. or Students' Representative Council.

One of the founders of democratic leadership systems at schools is A.S. Neill. He implemented his system at Summerhill school which he founded in 1921.

"Summerhill is a self-governing school, democratic in form. Everything connected with social, or group, like including punishment for social offences, is settled by vote at the Saturday night General School Meeting.

Each member of the teaching staff and each child, regardless of his age, has one vote. My vote carries the same weight as that of a seven-year-old".

(Neill 1962)

Neill (1962) quotes many instances in which his democratic methods of self-government have solved everyday school problems. Neill (1962) often mentions that pupils conformed to their self-made rules and obeyed or carried out their "sentences" as prescribed by their "court". The system at Summerhill began as a small, almost family circle, which governed itself. As the school expanded so the methods of self-government adjusted themselves to the changing situation but democracy was always present at every stage.

"Our system of self-government has gone through various phases and changes. When we had six pupils it was a kind of family affair. If Derrick punched Inge she would call a meeting and we would all sit around and give our opinions. We had no jury system; the verdict and sentence were given by show of hands. As the school grew bigger this family method gradually changed, and the first change was the election of a chairman. Following that came trial by jury, a

jury elected on the spot by the Chairman. The culprit had the right of challenging any member of the jury, but this seldom happened: only occasionally would one hear the protest: 'I won't have Bill on the jury, for he's a pal of Pat's (Pat being the plaintiff who got punched)'".

(Neill 1937)

Neill feels that his system has been successful in that it has turned out respectable citizens".

".... for although naturally I am not in touch with all my old pupils, I know of only one who cannot hold down a job".

(Neill 1971)

Neill further emphasises the fact that his system of self-government has (in his opinion) been successful by stating that if he were to found his school again, he would employ the same methods of democratic self-government.

"Fundamentally I have changed nothing. If I could begin another 50 years of Summerhill I would retain self-government' ....."

(Neill 1971)

At Sevenoaks in England an experiment was conducted in democratic student leadership. See White (1965).

Adolescents of minimum age of 16 lived together for one, two or three years in self-governing boarding houses. The self-governing body consisted of an executive of three students.

(White 1965. The International Centre by Brian Scragg).

"The three-man committee is elected twice a term and must include at least one English boy and at least one foreign boy. Not more than one boy on any committee may have served on a previous one. Its functions are mainly administrative and 'provocative'. It has to ensure the smooth operation of the meal-serving and washing-up system; encourage tidiness in rooms and grounds; satisfy itself that house rules are being observed, and generally act as the audible conscience and infallible memory of the house which has elected it. In addition it is expected to initiate and organise any improvements or events which will help the development or enrich the life of the Centre. The unfamiliar thing, however, the odd, the difficult, the interesting thing is that the committee has no power, no authority, in the ordinary sense and so depends, for its effectiveness upon the willing co-operation of the other members - and upon its own tact and intelligence".

This experiment involved also the organisation of working groups, which went out to do charitable deeds. Neil Paterson in his chapter in White's (1965) book, called "The Voluntry Service Unit" describes the leadership training gained from these working groups :

"Some of the practical projects such as gardening, decorating and carpentry, however, are done by groups under the leadership of a particular boy or girl. The development of decorating work will serve as an example. This began with a group who went to Plaistrow to decorate a room for

an old lady living in the parish staffed by the society of St. Francis. The next term we reckoned we could risk decorating nearer home. One boy organised things so successfully that we were soon able to run two groups simultaneously".

The difference between the seemingly responsibility-orientated traditional prefect system and the leadership-minded Sevenoaks experiments is clearly illustrated in the following quotation by Scragg from White (1965) :

"One of the features of English school life which older foreign boys find most difficult to accept is the prefect system and all that it often entails: the rigid hierarchy of power, the isolation of authority and the assumption that those not called to high office are irresponsible".

Leadership is often developed in pupils who do not appear to have leadership qualities, if they are placed in a situation which suits the development of these qualities. Pupils who appear to be shy or reserved, and who can be regarded as normally showing follower tendencies rather than leadership, may become active leaders if the formal prefect system is not used as the leadership structure in a group.

"Of course, some committees have been very much more efficient than others, but one very positive fact has emerged: several boys who would in another house be thought too inexperienced, too retiring or gentle to be given authority, have been revealed often to their own surprise - remarkable qualities of initiative and persuasion and benefited visibly from their brief experience

of leadership."

(White 1965)

Other English schools have also attempted to democratize their pupil leadership systems. Schools in England seem to have found that the prefect system does not produce leadership in pupils as it is reputed to do. In a modern democratic or socialistic community the rigid discipline and obedience to orders does not produce more or better leaders than progressive democratic pupil leadership systems. In the "Times Educational" supplement, June 14th, 1968 an article headed, "Repton Pupils Get More Authority", appeared :

"Senior pupils at Repton may be included in discussions with the staff to examine the whole structure of the school to make it 'even more of a cooperative enterprise' it was revealed by Mr. John Thorn, the headmaster. For too long, perhaps, schools had imposed their system upon the pupils, and he pointed out that it was often the non-conformists who became the important people later".

Again in the Times Educational Supplement, this time July, 11th 1969, an article was printed called "Sixth-formers on boards". The gist of this article was :

"Councillor Teeman proposed that each school with a sixth form should be entitled to elect a representative to the board of governors in their area. There could be consultation with headmasters, teachers and other parties and a scheme be prepared 'to eradicate possible areas of mistrust and misunderstanding in our schools and our educational society'".

Democratic leadership among pupils appears normally to involve the use of a parliamentary system. Pupils elect other pupils to represent them on a central board or committee. This committee or parliament very often has a great influence in the running of the school. Rules are proposed, debated and passed by the parliamentary board, who then ensure that these rules are obeyed. The executive role of the pupil leader is only one of the three major roles which he plays. This body legislates rules, then provides a judiciary force to try offenders and finally acts as an executive body in order to punish pupils who break the rules.

In the Times Education Supplement November 17th, 1967 a description of a school parliament is given in an article entitled "Democracy in Action" by Michael Callup, housemaster, Abraham Darby Comprehensive School, Madeley, Scropshire:

"The school itself is divided into six houses and a sixth form college, and there are three mixed-ability tutor groups in each house. Each tutor group elects one boy and one girl member to parliament. There are therefore, 36 members of parliament from the main school and the 12 members from the sixth form college makes a total of 48. The function of the school parliament is to enable pupils to play as full a part as possible in the running of the school. The maximum intention is to encourage them to feel that the school is theirs and is as much their responsibility as anyone else's. The minimum intention - that of allowing them to express their feelings and opinions about the school and how it is run - is, I feel, being achieved".

Some countries organise their pupil leadership systems on a national basis. The government or education department of the government insists on democratic leadership in schools. Democratic pupil leadership becomes part of the education plan for the country. It could almost be regarded as part of the syllabus. To explain how this pupil leadership is organised by a country democratically, and yet on national level a large section of an article is quoted.

The Scandanavian ideas on pupil participation in the running of their own schools are summarised in an article in the Times Educational Supplement March 14th, 1969, called "Scandinavians' lead in pupil participation", by A.C. Vaigo:

"So far the democratization of schools in Scandinavia has mainly used three channels. First, there are the pupils' councils in the secondary schools, which are now spreading also to the senior stage of compulsory education. Secondly, staff and pupils run joint co-operation committees for dealing with a variety of topics, including discipline. Thirdly, at national level the interests of pupils are fostered by their central associations.

According to the regulations, issued by the Norwegian Education Ministry after consulting the N.G.S. (National Organisation of Secondary pupils - Norges Gymnasiastsamband) one representative from each class, elected by a secret ballot, makes the elevrad (pupils' council). 'The aim of such an organ is to foster good collaboration between the pupils and the staff of the school, to stimulate serious work and to introduce democratic principals into negotiations and debate'

All school societies, clubs and study groups must register with the pupil's council which in co-operation with the head and staff can issue rules for them. It also publishes the school magazine, appoints the editor and is responsible for its contents.

Two members of the council attend staff meetings when these deal with time-tables, vacations, sports days, vocational guidance, duties during breaks, the school library, etc. They are also present when teachers discuss proposals submitted by the council or when the head or staff wish to hear their views.

As regards pupils' courts, of which there are a few in Norway, the N.G.S. does not consider them a very suitable medium for tackling disciplinary problems. A joint body of staff and pupils under the chairmanship of the headmaster would be, it seems, a much better solution.

Such joint committees (samarbetsnamnd) already exist in the Swedish secondary schools. They were made obligatory by law in 1966, and consist of the head, two members of staff, two pupils and two persons chosen by the school board."

(The Danish system is similar to those of Norway and Sweden.)

"Each school has also a co-operation committee on the Swedish Lines. It has seven members: the headmaster as Chairman, three teachers, and three from the pupils' council. Besides acting as a permanent link between the teaching staff and pupils it can also decide many questions of wel-

fare and school rules".

An active part seems to be taken by the pupils in Scandinavia and in some schools in Britain. The trend appears to be swinging away from the more rigid prefect system towards the pupil-centred democratic systems as described in the last few pages.

The executive role of the pupil leader is regarded as part of the leader's job, but is not over emphasised as it appears to be in the traditional prefect system. Leadership is aimed at and not simply the development of responsibility in pupils.

"Administration and organisational qualities are needed: the ability to order and to discipline must be there: but the boy needs that power and that character which will cause others to believe in him and follow him - leadership.

(Edkins 1971)

CHAPTER 6

RESEARCH DESIGN AND EXPERIMENTAL PROCEDURES USING THE HIGH SCHOOL  
PERSONALITY QUESTIONNAIRE

1. Aims and Hypotheses

One of the principal aims of this study was to investigate the relationship between leadership as measured by a personality test (the High School Personality Questionnaire : Cattell and Cattell, 1969) and aspects of leadership ability in schools as observed and evaluated by the principals of schools. The principals concerned (see Description of Sample : Page 72 ) were visited by my supervisor Professor A. Noble of the Education Department, Rhodes University, who gained the required information by personal interviews. This procedure had to be adopted as I am a teacher at one of the schools concerned. Had I conducted the interviews, it is possible that the principals would have found it more difficult to be as frank with me, (an assistant teacher in another school in the area), as they were with Professor Noble.

An attempt was made to see how efficient the "HSPQ" leadership score was in the selection of prefects, but this project had to be abandoned after considerable effort had been expended, because the schools differed in structure in the senior sections, (eg. some had sixth-forms) and because of the fact that some criteria, largely irrelevant to the study, are used by the schools (eg. period of attendance at the school, physical stature etc.).

More concisely this meant testing the following research and statistical hypotheses :

- (a) Hr. 1. That the correlation coefficient between the Personality Questionnaire leadership scores and Principals' "General Leadership Ratings" is significant.

- Ho 1. That the correlation coefficient between the Personality Questionnaire leadership scores and the Principals' "General Leadership Ratings" is not significant.
- (b) Hr 1. That the correlation coefficients between the Principals' "General Leadership Ratings" and the rest of the factors evaluated by the principals are significant.
- Ho 2. That the correlation coefficients between the Principals' "General Leadership Ratings" and the rest of the factors observed by the principals are not significant.
- (c) Hr 2. There is a significant difference between the means of the Personality Questionnaire leadership scores of boys and girls.
- Ho 3. There is no significant difference between the means of the Personality Questionnaire leadership scores of boys and girls.
- (d) Hr 4. There is a significant difference between the means of the scores of boys and of girls on: "General Leadership Ratings: Character: Relationship with other pupils: Scholastic Contribution: Sporting Contribution:" and the following personality factors; Sober/Happy-go-lucky, Expedient/Conscientious, Shy/Venturesome, Placid/Apprehensive, Undisciplined/Controlled.

## 2. Description of Sample

The sample consisted of all the prefects of the seven English medium schools in Grahamstown for 1968 and 1969. (The only Afrikaans school was not included because the numbers were relatively small and the variables of language and culture would have been introduced). None of these schools is co-educational, there being four boys' schools and three girls' schools. Two of the schools are Government schools (Schools 1 and 7) and the rest are Private Denominational Schools, although the Denominational Schools do not restrict their intake to their own denomination. The Private Schools draw

their pupils from all over the Republic and beyond. The same, to a slightly lesser degree can be said of the Government schools and all cater for the surrounding farming areas.

The sample is thus not a completely typical one, having a high proportion of children from the higher socio-economic brackets, especially in the higher standards, but it is fairly representative of South African education. Although the schools do not depart greatly from the usual pattern in South Africa, there are some aspects of education in Grahamstown which are worth noting. It is an accepted educational centre having for its size a large number of well-known schools, a University and a Training College. Some of the private schools are famous throughout South Africa and this has an effect on the others which tend to compete. Thus the atmosphere is highly competitive both between the various schools and within them. Almost all the schools hold formal prize-givings. Mark readings are held regularly and education is generally along formal lines.

### 3. Description of the Test

The test administered was the High School Personality Questionnaire, First South African Edition 1964/65 (See Appendix 186.)

The High School Personality Questionnaire or "HSPQ" was originally developed by the Institute of Personality and Ability Testing but in this case Form A of the First South African Edition (1964/65) was used.

This test has been standardised for South African children by the National Bureau of Educational and Social Research and the Manual with Norms was issued in 1967. It measures a set of fourteen independent dimensions of personality.

#### Brief Description of the Fourteen "HSPQ" Personality Factors.

Low sten Score (1-3)

Alphabetical  
designation of  
Factor.

High Sten Scores (8-10)

A Boy or Girl with Low

Score is :

Reserved, detached,  
critical, cool.

Less intelligent, concrete-  
thinking, of lower scholas-  
tic mental capacity

Affected by feelings  
emotionally less stable,  
easily upset, changeable,  
of lower ego strength

Phlegmatic, deliberate,  
inactive, stodgy.

Obedient, mild, conforming  
submissive.

Sober, prudent, serious,  
taciturn.

Expedient, evades rules,  
feels few obligations, has  
weaker superego strength

Shy, restrained, diffident,  
timid.

Tough-minded, self-reliant,  
realistic, no-nonsense.

A Boy or Girl with High

Score is :

Outgoing, warm-hearted,  
easy-going, participating

More intelligent, abstract-  
thinking, bright, of high-  
er scholastic mental capacity

Emotionally stable,  
faces reality, calm, of  
higher ego strength (not  
the same as egotistical)

Excitable, impatient,  
demanding, overactive.

Assertive, independent,  
aggressive, stubborn, dominant.

Happy-go-lucky, gay, en-  
thusiastic, impulsively  
lively.

Conscientious, perservering,  
staid, rule-bound, has  
stronger superego strength.

Venturesome, socially bold,  
uninhibited, spontaneous.

Tender-minded, dependent  
over-protected, sensitive.

Low Sten score (1-3)	Alphabetical Designation of Factor	High Sten scores (8-10)
Vigorous, goes readily with the group, zestful, given to action.	J	Doubting, obstructive, individualistic, reflective, internally restrained, unwilling to act.
Placid, confident serene, untroubled.	O	Apprehensive, worrying, depressive, troubled, guilt prone.
Group-dependent, a "joiner" and sound follower.	Q <sub>2</sub>	Self-sufficient, prefers own decisions, resourceful.
Undisciplined self-conflict, careless of protocol, follows own urges, has low integration.	Q <sub>3</sub>	Controlled, socially-precise, self-disciplined, compulsive, has high self-concept control.
Relaxed, tranquil, torpid, unfrustrated.	Q <sub>4</sub>	Tense, driven, overwrought frustrated.

Apart from these primary source traits the test is able to provide second-stratum factors. These are "broader and sometimes less definite and less exactly measurable patterns found among the primaries and standing in the background" (Cattell and Cattell 1969). Those given by Cattell and Cattell are Exvia, Anxiety, Contertia, Independence.

More relevant to the present study, statistically expressed estimates and predictions can also be calculated from the primary scores, namely, School Achievement, Neuroticism, Delinquency (Proneness), Recovery from Delinquency, Creativity, and Leadership (Potential). There are two ways of doing this :

- (a) Estimation of Goodness of Criterion Performance (Performance Evalu-

ation) or "How good is he on the job," as shown by actual criteria of achievement;

- (b) Calculation of Fit to an Ideal Type (adjustment evaluation) "Is he like the type of person who (according to surveys) fits into and stays adjusted in this job or who, clinically is typically given a syndrome classification or diagnosis".

Cattell and Cattell (1969) comment on these two methods as follows :

"In the exhaustive studies by Cattell, Gibb (98), Lawson (137), Stice (63), and others, on three main kinds of active leadership appearing in teams of ten persons engaged in competition with other teams, the profiles obtained are shown in Diagram 16a. Below these, in Diagram 16b, are shown the profiles on the HSPQ for high school children rated by teachers as high in leadership. (These latter curves show the difference between fifty rated high and fifty rated low in leadership in a much larger group).

Considering that the profiles in (b) reflect rating of leadership by teachers, and those in (a), actual leadership performance and election among adults, and that, in consequence, there is both a difference of criteria and of age (16 PF instead of HSPQ), the agreement is tolerably good. Leaders tend to be lower on O, A and  $Q_4$ , and higher on B, F, G,  $Q_2$  and  $Q_3$ . However, some real differences in leader profiles remain to be related to situations".

The formula for finding a Leadership Score used in this study uses the second method, and was calculated by a method of Cattell and Eber (1957) from profiles for older students and adults only.

Later in this Chapter, (on page 78) a section of research (in which school Principals were asked to give pupils a leadership rating), is described. Here the first method was used as the leadership scores given by the Principals were based on the actual performance of the pupils as prefects.

#### 4. Administration of Tests

The testing was done in slightly over two months, from July 25, 1968 to September 30, 1968 inclusive. (It formed part of the personality testing of almost all the English-speaking children in Grahamstown Schools from Stds. 2 to 10.) This meant that it was done during the third term for the Government schools, which have four terms, and towards the end of the second term, or beginning of the third for the private schools, which have three terms.

The children were tested in school-time, generally in their own classrooms, although sometimes several classes were combined in a larger room to make testing easier. Arrangements were made with the schools beforehand so that the classes were usually expecting the tester.

On entering the classroom the tester introduced him or herself and then said, "Your class has been chosen along with others in Grahamstown to take part in an investigation into what you think about certain things, for example some school subjects. This should help us in improving teaching.

You will be asked some questions, which will not affect your school marks in any way. We are only interested in finding out about school children in general, so we are only asking for your name so that the tests don't get mixed up. All the results are confidential".

The booklets for the personality tests were then handed out face down.

Procedure for Standards six to ten

These standards were given Form A of the HSPQ tests and the pupils were given a question booklet and an answer sheet each. Instructions for administration on page 3 of the HSPQ Manual were followed. (Madge 1967)

5. Scoring

Scoring was done using the scoring keys directly on the answer booklet or answer sheet. Instructions in the manual were followed and raw scores obtained. These were converted to stens (standard scores on a ten-point scale) on the appropriate tables of norms for boys and girls together, so that comparisons could be made between boys and girls.

The norms for form A, boys and girls together, on page 9 of the Manual for the Junior - Senior High School Personality Questionnaire were used. (Madge, 1967) See appendix Page (190)

6. Leadership Ability as Observed and given by School Principals.

The principal (or his/her authorised representative) of each school was asked by Professor Noble to rate the prefects in his/her school according to the table shown below, and the following instructions :

"Give each prefect a score between 1 and 10 for each of the following factors, rating one as a very poor showing on the factor described and ten as an exceptionally good showing."

The percentile equivalents to the stens (standard scores on a ten-point scale) used are :

<u>Percentile</u>	<u>Sten</u>
99	10
96	9
89	8
77	7
60	6
40	5
23	4
11	3
4	2
1	1

Although percentiles are not standard scores, the percentile concept was used in an attempt to create a common evaluation standard for the principals to use.

The factors considered by the principals were :

1. General Leadership Rating.

Organising Ability, Disciplinary Ability, Development of Leadership qualities during the year.

2. Character

Sportmanship, Moral courage, Degree of Self-assurance, Selflessness, Sense of purpose and direction, Modesty combined with Self-promotion, Tact combined with Frankness and Honesty, Sense of humour, Adaptability, Integrity, Sincerity, Honesty, Decisiveness, Initiative.

3. Relationship with other Pupils.

Social popularity with peers, Respect of peers, Sympathy with own age group and with juniors, Ability to delegate responsibility, Tact combined with Frankness and Honesty.

4. Scholastic Contribution to the School.

Academic achievement, Interest in extra mural activities other than sport, Ability to speak in public.

5. Sporting Contribution to the School

Sporting prowess    )  
Sportsmanship     )    equally valued

For the next five factors the principals were asked to rate according to the same scale as the previous five except that the median would in each case be 5.5 and the inclination to either side of the medium would indicate

to which extreme the prefect was more inclined.

These factors were chosen because they were heavily weighted in Cattell's (1969) leadership formula (derived from the HSPQ).

	<u>Median</u>		<u>Cattell Clas- sification</u>
6. Sober	5.5	Happy-go-lucky	F
7. Expedient	5.5	Conscientious	G
8. Shy	5.5	Venturesome	H
9. Placid	5.5	Apprehensive	O
10. Undisciplined	5.5	Controlled	Q <sub>3</sub>

The schools approached were all single-sex schools which implies that the principals were rating their prefects only in terms of single-sex situations, that is, they were not rating their prefects as they thought they would rate in co-educational situations.

Thus it is doubtful whether the boys and girls can be compared with each other in a meaningful way on data which was obtained, according to two different criteria. Subsequent Chi-square tests (See Chapter 7 pg 83) confirmed this.

CHAPTER 7.

STATISTICAL TREATMENT OF DATA .

1. Calculation of Leadership (Potential) Scores

The personality test scores, having been converted to stens, were entered on sheets prior to punching on computer cards. The leadership scores were calculated by computer in 1969. The leadership formula for the "HSPQ", taken from the "HSPQ" Handbook (Cattell and Cattell 1969) is as follows :

$$\begin{aligned} \text{Leadership (Potential)} & .2B+.2C+.1E+.4F+.4G+.4H \\ & -.2I+.1J-.4O+.4Q_3-.2Q_4-2.2 \end{aligned}$$

2. Testing for significant difference between boys and girls

The next step was to see if boys and girls could be combined, i.e. if there were significant differences in frequency pattern between boys and girls in leadership as shown by the "HSPQ" and in all the factors given by the school principals. The HSPQ leadership scores and the scores from the school principals were therefore plotted on scattergrams, a separate scattergram being made for the "HSPQ" and for each of the factors given by the school principals. (See Appendix Pgs 176-185)

"Chi-Square can be used to test the significance of the difference between two observed frequency distributions but this simply becomes a 2 X k table with expected values computed from the marginal totals as previously indicated".

(McNemar 1949)

The calculation for the school principals' "General Leadership Rating" is given as an example of the test for significant differences in frequency distribution of leadership. Scores are grouped where necessary to avoid frequencies in cells being too low.

General Leadership Rating

G.L.R. Score	1	2	3	4	5	6	7	8	9	10
Number of Boys				3 <sub>15</sub>	12	33	39	24	8 <sub>9</sub>	1
Number of Girls			2	5 <sub>14</sub>	7	5	18	15	8 <sub>9</sub>	1
			2	8 <sub>(29)</sub>	19	38	57	39	16 <sub>18</sub>	2
Expected Boys					19.332	25.332	38	26	12	
Observed Boys					15	33	39	24	9	
(O-e)					4.332	7.668	1	2	3	
(O-e) <sup>2</sup>					18.766	58.798	1	4	9	
$\frac{(O-e)^2}{e}$					.971	2.321	.026	.154	.75	

For tests between boys and (boys and girls)  $\chi^2 = 4.222 \dots (a)$

For tests between girls and (boys and girls)  $\chi^2 = 4.222 \times \frac{\text{No. of boys}}{\text{No. of girls}}$

$$= 4.222 \times \frac{120}{61}$$

$$= 8.30557 \dots (b).$$

For tests between boys and girls :  $\chi^2 = 4.222 + 8.30557 \dots (a) + (b)$

$$= 12.528$$

$$df = 4$$

.02 > p > .01 . . . Fit is unsatisfactory between frequency pattern of boys and girls.

"If p is between .05 and .95 the fit is said to be satisfactory".

(McNemar 1949)

Therefore a significant difference between frequency pattern of boys and girls in "General Leadership Rating" was found. This process was repeated with the other factors and with the "HSPQ" leadership score with the following results :

HSPQ	.05>p>.01 unsatisfactory fit
<u>School Factors</u> (evaluated by Principals)	
General Leadership Rating	.02>p>.01 unsatisfactory fit
Character	p $\frac{1}{2}$ .25 satisfactory fit
Relationship with other pupils	.30>p>.20 satisfactory fit
Scholastic Contribution	.90>p>.80 satisfactory fit
Sporting Contribution	.01>p>.001 unsatisfactory fit
Sober, Happy-go-lucky	.05>p>.01 unsatisfactory fit
Expedient, Conscientious	.95>p>.90 satisfactory fit
Shy, Venturesome	.90>p>.80 satisfactory fit
Placid, Apprehensive	p < .001 unsatisfactory fit
Undisciplined, Controlled	.01>p>.001 unsatisfactory fit

Thus only in the factors of "Character", "Relationship with the other pupils", "Scholastic Contribution", "Expedient/Conscientious and Shy/Venturesome was it permissible to consider girls and boys together for the purpose of correlating these factors with the "General Leadership Rating" as given by the principals.<sup>(1)</sup>

### 3. Calculation of Correlation Coefficients

Research outlined in Chapter 3, (Requirements etc.) notably that of Lindop (1964), Mc Grath and Altman, (1966), and Nelson (1964) suggest that a linear relationship between various personality characteristics and leadership does exist. Stout and Briner (1969) feel that such a linear relationship can by no means be taken for granted. Thus it was considered necessary to ascertain linearity in this study in which leadership as measured by two different methods, is compared with various personality characteristics. Scattergrams were plotted. It was decided to accept linearity from the distributions in the scattergrams (see pages 176 to 185 ).

Linearity can be regarded as :

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(1) It should be noted that the significant difference in frequency distribution of the General Leadership Rating, which later is involved in all the scattergrams, makes all calculations, involving boys and girls combined, suspect.

"The relationship that exists between two quantities when a change in one of them produces a directly proportional change in the other".

(Mc Graw-Hill 1960)

The correlation coefficients were calculated according to the Product-Moment method as described by Mc Nemar (1949) on pages 94 to 96 and the significance of r was calculated (Milton Smith, 1964, pg 96). Fisher's Table of t (Milton Smith, 1964 pg. 87) was then consulted to decide whether the correlation coefficients were significant or not.

As an example of these calculations, the calculation is given for the Principals' "General Leadership Rating" compared with the Principals' rating of "character" for boys and girls, considered together.

<u>Formula</u>	<u>Correlation Coefficient</u>
r =	$\frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$
r =	$\frac{(181)(6605) - (1092)(1055)}{\sqrt{(181)(6906) - (1092)^2} \sqrt{(181)(6483) - (1055)^2}}$
∴ r =	$\frac{1195505 - 1152060}{\sqrt{1249986 - 1192464} \sqrt{1173423 - 113025}}$
∴ r =	$\frac{43445}{\sqrt{57522} \sqrt{60398}}$
∴ r =	$\frac{43445}{(239.84)(245.76)}$
∴ r =	$\frac{43445}{58943.0784}$
∴ r =	$.7370670$

The Scattergram from which the above figures come appears in Table 4 on page ( 91 )

Significance of r

<u>Formula</u>	=	
t	=	$\frac{r \sqrt{N - 2}}{\sqrt{1 - r^2}}$
t	=	$\frac{.737 \sqrt{181 - 2}}{\sqrt{1 - .737^2}}$
∴ t	=	$\frac{.737 \times 13.38}{\sqrt{1 - .543}}$
∴ t	=	$\frac{9.86106}{\sqrt{.457}}$
∴ t	=	$\frac{9.861}{.676}$
∴ t	=	14.587

According to Fisher's table if t is greater than 2.575 then r is significant. Therefore there is a significant correlation coefficient between the school's "General Leadership Rating" and "Character".

The above methods were repeated for all the personality characteristics rated by the school, and for the "HSPQ" leadership score, for boys and girls separately and together. The results of these calculations are shown on Table (2) on Pg 89

4. Leadership and Personality Characteristics Score Means

Table (1) on page (88) gives the means for the "HSPQ" leadership scores and the means for all the scores given by the school principals, for boys and for girls.

To test whether differences between the means of boys and girls were significant the method described by Milton Smith (1964) on pages 88 to 90

was used. The value of t was then looked up in Fisher's Table of t (Milton Smith, 1964 pg 87) to test for significance.

As an example of the above-mentioned calculations the significance of the difference between the means of the "HSPQ" leadership scores of the boys and girls is calculated below:

Formula

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\left( \frac{x^2}{Nx} + \frac{y^2}{Ny} - 2 \right) \left( \frac{Nx + Ny}{Nx Ny} \right)}}$$

x = boys                      y = girls

$$t = \frac{7.186 - 5.136}{\sqrt{\left( \frac{1214.265 + 523.520}{120 + 61 - 2} \right) \left( \frac{61 + 120}{61 \times 120} \right)}}$$

$$\therefore t = \frac{2.050}{\sqrt{\left( \frac{1737.785}{179} \right) (.0247)}}$$

$$\therefore t = \frac{2.050}{\sqrt{(9.708) (.0247)}}$$

$$\therefore t = \frac{2.050}{\sqrt{.2397876}}$$

$$\therefore t = \frac{2.050}{.4896}$$

$$\therefore t = 4.1864$$

∴ The difference is significant at better than the 1% level of confidence.

The above methods were repeated for all the personality characteristics rated by the school. The results of these calculations are shown in Table (1).

5. Personality Profiles of School prefects

The means for the fourteen "HSPQ" personality factors are given in Table (3) on page (90). A graph of these, see page (92) was then constructed to show mean personality profiles of boys and girls. The means of the boys and girls were plotted separately.

TABLE I

Personality Characteristic Score Means (Principals) and HSPQ.

Leadership Score Means : Boys, Girls.

	<u>Boys</u>	<u>Girls</u>	<u>Difference</u>
HSPQ Leadership Score	7.186	5.136	2.050 ✕
(1) General Leadership Rating	5.925	6.869	.944 ✕
(2) Character	6.125	7.016	.891 ✕
(3) Relationship with other Pupils	5.908	7.066	1.158 ✕
(4) Scholastic Contribution	5.333	6.328	.955 ✕
(5) Sporting Contribution	5.792	6.525	.733 ✕
(6) Sober/Happy-go-lucky	4.000	5.541	1.541 ✕
(7) Expedient/Conscientious	5.817	6.426	.609 ^
(8) Shy/Venturesome	4.700	5.574	.874 ✕
(9) Placid/Apprehensive	3.733	5.082	1.349 ✕
(10) Undisciplined/Controlled	6.075	6.180	.105 +

---

^ Of doubtful significance (.05 > p > .01)

✕ Significant (p < .01)

+ not significant (p > .01)

TABLE 2

Product - Moment Correlation Coefficients

	<u>Girls</u>	<u>Boys</u>	<u>Boys &amp; Girls</u>
G.L.R. vs HSPQ	.120 +	.314 ✕	(.216) ✕
G.L.R. vs Character	.686 ✕	.784 ✕	(.737) ✕
G.L.R. vs Relationship with other Pupils	.459 ✕	.447 ✕	(.448) ✕
G.L.R. vs Scholastic Contribu- tion	.584 ✕	.326 ✕	(.421) ✕
G.L.R. vs Sporting Contribution	.296 ^	.306 ✕	(.299) ✕
G.L.R. vs Sober / Happy-go-lucky	-.1097 +	-.105 +	(-.096) +
G.L.R. vs Expedient / Conscienti- ous	.328 ✕	.385 ✕	(.357) ✕
G.L.R. vs Shy / Venturesome	.226 +	.183 ^	(.199) ✕
G.L.R. vs Placid / Apprehensive	.129 +	-.084 +	(.028) +
G.L.R. vs Undisciplined / Control- led	.304 ^	.499 ✕	(.392) ✕

---

G.L.R. = General Leadership Rating

vs = Versus or as compared with or correlated with.

^ = Of doubtful significance ( $.05 > p > .01$ )

✕ = Significant ( $p < .01$ )

+ = Not significant ( $p > .05$ )

( ) indicates chi-square test shows a difference in frequency distribu-  
tion pattern between boys and girls; in this case in General Leadership Ra-  
ting which affects all the correlation coefficients. Therefore the combi-  
nation of boys and girls is inadmissible, but shown, although open to doubt.

TABLE 3

Means of the Fourteen "HSPQ" Personality Factors

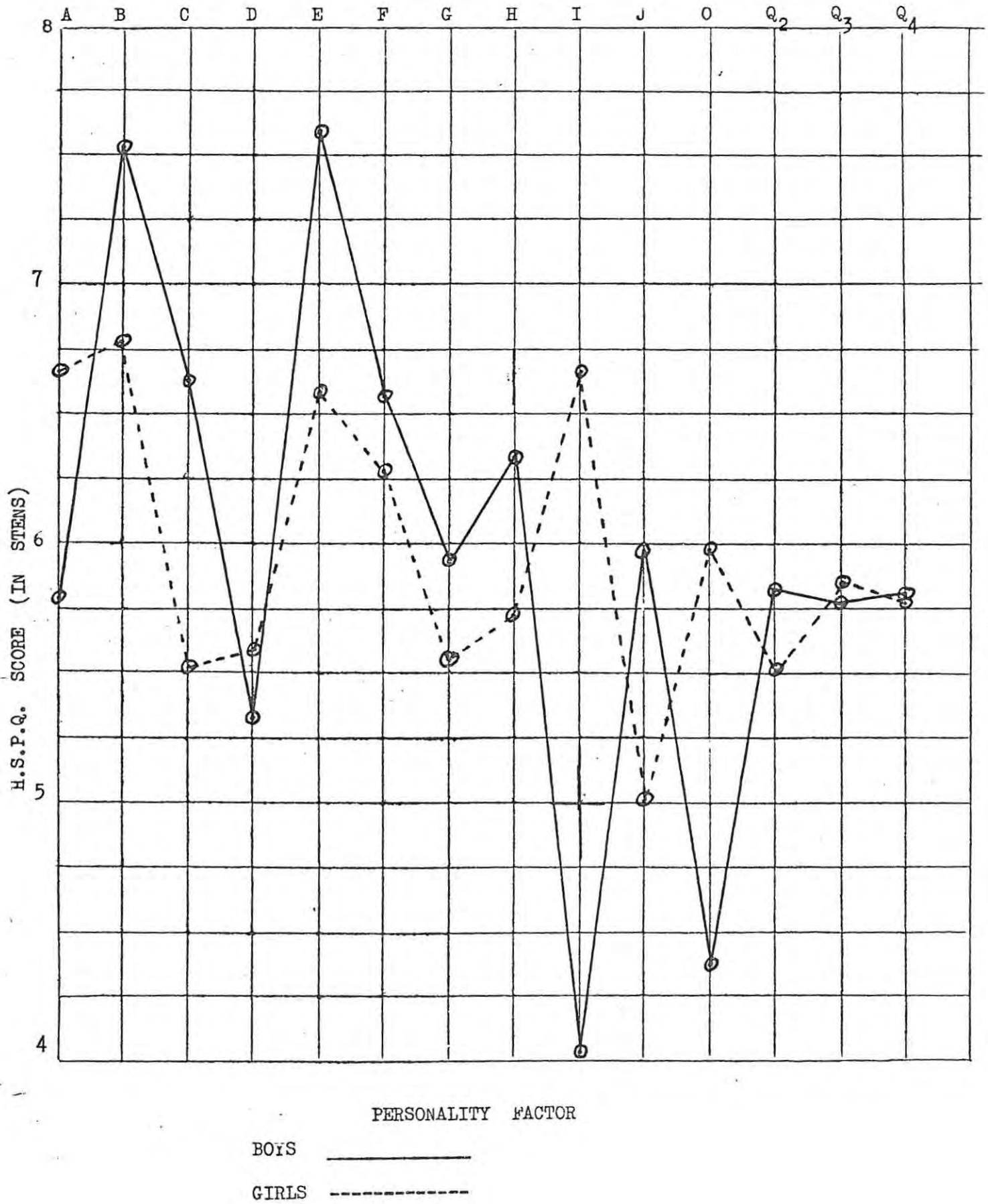
<u>Factors</u>	<u>Boys</u>	<u>Girls</u>	<u>Difference</u>
A	5.783	6.639	.856
B	7.533	6.788	.745
C	6.600	5.525	1.075
D	5.333	5.607	.274
E	7.608	6.607	1.001
F	6.575	6.295	.280
G	5.942	5.557	.385
H	6.308	5.721	.587
I	4.033	6.656	2.623
J	5.983	5.000	.983
O	4.392	5.984	1.592
Q <sub>2</sub>	5.858	5.508	.350
Q <sub>3</sub>	5.767	5.869	.102
Q <sub>4</sub>	5.808	5.770	.038

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PERSONALITY PROFILES OF SCHOOL PREFECTS.

(H.S.P.Q. SCORES)



CHAPTER 8

RESULTS AND DISCUSSION OF THE RESEARCH ON THE  
"HSPQ" AND THE INFORMATION FROM THE SCHOOL PRIN-  
PALS.

1. Summary of Results

The hypothesis that the correlation coefficient between the Personality Questionnaire leadership scores and the Principals' leadership ratings is significant can be accepted in the case of the boys ( $p < .01$ ) but not in the case of the girls ( $p > .05$ ). (See Table 2 in Chapter 7 page 89).

The hypothesis that the correlation coefficients between the Principals' general leadership ratings and the rest of the factors rated by the principals are significant can be accepted for the boys in the following factors; "Character" ( $p < .01$ ), "Relationship with other Pupils" ( $p < .01$ ), "Scholastic Contribution" ( $p < .01$ ), "Sporting Contribution" ( $p < .01$ ), the "Expedient/Conscientious" factor ( $p < .01$ ) and the "Undisciplined/Controlled" factor ( $p < .01$ ). For the girls the hypothesis can be accepted in the following factors; "Character" ( $p < .01$ ), "Relationship with other Pupils" ( $p < .01$ ), "Scholastic contribution" ( $p < .01$ ) and in the "Expedient/Conscientious" factor ( $p < .01$ ). In other factors the correlation coefficients were either of doubtful significance or of no significance.

Boys and girls could not be combined, because of significant differences in frequency distribution pattern of the "General Leadership Rating"; and "General Leadership Rating" is one of the variables of the correlation coefficients calculated.

The hypothesis that there is a significant difference between the means of the Personality Questionnaire leadership scores of boys and of girls can be accepted. ( $p < .01$ ).

The hypothesis that there is a significant difference between the means for the personality factors (questions 1 to 10 of the questions to Principals), of boys and girls, can be accepted for the following factors; "General Leadership Rating", "Character", "Relationship with other Pupils", "Scholastic Contribution", "Sporting Contribution", the "Sober/Happy-go-lucky" factor, the "Shy/Venturesome" factor and the "Placid/Apprehensive" factor. ( $p < .01$  in each instance)

The difference between the means of boys and girls for the "Expedient/Conscientious" factor was of doubtful significance and for the "Undisciplined/Controlled" factor was of no significance.

Before proceeding to a more detailed discussion of the results of the research, it should be noted that the sample used for this research was the prefects of the schools and therefore a selected group, not necessarily representative of the whole school population.

## 2. Correlation Coefficients

### A. Relationship Between "HSPQ" Leadership Scores and "General Leadership Rating" (Principals).

The correlation coefficient between the "HSPQ" leadership score and the school principals' "General Leadership Rating" for boys and girls although significant is only just above the level of significance ( $p < .01$ ). It should be noted however that this combination of boys and girls is open to doubt (See page 83). The correlation coefficient for boys is significant ( $p < .01$ ) but not for girls ( $p > .05$ ). This indicates the extent to which the boys were adjudged to have certain leadership potentialities by the "HSPQ" and these potentialities were confirmed by the school principals.

The girls on the other hand showed no significant correlation between their leadership potentialities as given by the "HSPQ" and their actual leader-

ship abilities as related by the school principals. A number of possible reasons for this lack of significant correlation, on the part of the girls, can be considered, amongst which are the following :

(a) The whole concept of leadership could have been misinterpreted by the principals. An effort was made to ensure that such misinterpretation was not made, by attempting to clarify the term "General Leadership Rating". This term appeared on the question sheet handed to the principals as follows:

"General Leadership Rating : (Organising ability, Disciplinary Ability, Development of Leadership qualities during the year.)"

It is possible however that responsibility was still given priority over leadership by the principals.

Responsibility is defined by the Oxford English Dictionary (1969) as "being responsible", "responsible" being defined as, "Answerable, accountable (to another, for something); liable to be called to account".

Leadership on the other hand is given by Webster's New International Dictionary 1961 as "The office, or position of a leader" and a "leader" as "A person who by force of example, talents or qualities of leadership plays a directing role, wields commanding influence, or has a following in any sphere of activity or thought.

Responsibility entails following some higher authority, whereas leadership necessitates directing others. Many school prefects' tasks are responsibility tasks as they simply take the form of following the teacher's orders (even if they do enforce these orders upon other pupils). Responsibility can be mistaken for leadership in school situations.

(b) The "HSPQ" leadership scores would have been influenced by the individual personality factor scores gained in the "HSPQ" test; and as the means of the personality factor scores of C, E, I and O showed an appreciable difference (more than 1.00) between girls and boys, a difference in the correlation coefficients (between "HSPQ" leadership scores and "General Leadership Ratings") between boys and girls does not seem unlikely. A

further discussion of the means of the factors C, E, I and O occurs later in the Chapter. (Page 100)

B. Relationship between the principals' "General Leadership Rating" and the other nine personality factors (principals).

The correlation coefficients for boys, girls, and boys and girls are high (see Table 2 page 89) and the significance of these correlations is high (girls  $p < .01$ , boys  $p < .01$ , girls and boys  $p < .01$ ) between the school principals' factors of "Character" and "General Leadership Rating" for boys, girls, and boys and girls considered together. Principals, it can thus be deduced, regard "good" character as a pre-requisite for "good" leadership (or perhaps responsibility) among their prefects.

The fact that the correlation coefficient between the factors of "General Leadership Rating" and "Sporting Contribution" for boys is low (See Table 2) and the significance of that correlation coefficient is also relatively low  $p = < .01$  is of noteworthy interest. It seems peculiar that in a country, so sport-orientated, and especially in Grahamstown, where the sample come from; that the sporting contribution to the school is not more emphatically connected with leadership in boys schools. Further comment on this is made in the questionnaire section (page 124). The fact that the correlation coefficient in these factors for girls is relatively low (see Table 2) while the significance level is doubtful ( $.01 < p < .05$ ), is I should think much more predictable. Girls are perhaps often not as sports-conscious as boys and the principals are also quite likely to place less emphasis on "Sporting Contribution" as a factor to leadership in girls schools.

The factors of "Sober/Happy-go-lucky" and "General Leadership Rating" have negative correlation coefficients (See Table 2) and these correlation coefficients are not significant for boys ( $p > .05$ ), girls ( $p > .05$ ) and boys and girls ( $p > .05$ ). The interpretation of these figures seems to be that it does not seem to make any difference to General Leadership Ability as to whether a pupil leader is sober or happy-go-lucky. The same applies to the factors of "Placid/Apprehensive" and "General Leadership Rating" (girls

$p > .05$ ; boys  $p > .05$ ; girls and boys  $p > .05$ ). It appears to be of little importance to General Leadership Ability whether a school leader is placid or apprehensive as compared with the rating of his leadership ability. It is also of doubtful significance or of none at all as to whether the "Shyness" or Venturesomeness" of a pupil leader is related to his General Leadership Ability (See figures in Table 2).

For the factors "Relationship with other Pupils", "Scholastic Contribution to the School" and "Expedient/Conscientious", it appears that a positive relationship exists with the school's "General Leadership Rating". The correlation coefficients (See Table 2) are reasonably high and the  $p$  values are less than .01. (See Table 2).

Of interest is the level of significance with regard to the correlation coefficients between the factors of "Undisciplined/Controlled" and "General Leadership Rating" for girls. The correlation coefficients for boys and girls together are of a reasonably high significance ( $p < .01$  and  $p < .01$  respectively) but the significance level for girls is only at the doubtful level ( $.01 < p < .05$ ). Does this perhaps indicate that there is little relationship between the leadership ability of a pupil and the pupil's self-discipline, or lack of it? It can be argued that self-discipline is vital to a pupil leader or prefect.

If self-discipline is one of the aims of the educational system, then a lack of self-discipline in a leader of the pupils is likely to have a disruptive effect on the system. It must be remembered that the scores obtained for the factor of "Undisciplined - Controlled" were based on the actual standards attained by the pupils, as estimated by the principals. It seems reasonable to expect that pupils who are considered to be good leaders should be self-disciplined. This would in turn make for a significant and positive correlation coefficient between the factors of "General Leadership Rating" and "Undisciplined-Controlled". As such significance proved

to be doubtful in the case of the girls, this fact should be noted as unusual. A possible explanation for this apparent abnormality is that the principals of the girls schools felt that "Controlled" meant a rigid obedience to all school rules and instructions from "authorities". The fact that girls do not agree with, and therefore do not obey to the letter, every minor regulation, does not mean that they lack leadership or necessarily lack self-discipline.

This possible misinterpretation of the Undisciplined/Controlled variable would influence the value of this correlation coefficient.

### 3. Discussion of Means of Boys and Girls.

The fact that there is a significant difference between the means of the boys and girls for the "HSPQ", and for all the school principals' factors (that is, General Leadership Rating, Character, Relationship with other Pupils, Scholastic Contribution, Sporting Contribution, the Sober-Happy-Go-Lucky factor, the Shy/Venturesome factor and the Placid/Apprehensive factor) except for the Expedient/Conscientious factor which was of doubtful significance and the undisciplined/Controlled factor which is of no significance, (See Table 1) seems to indicate that there are some important differences between boys and girls of this age in the selected sample.

It is of further interest to note that only for the HSPQ scores is the means for the boys higher than the mean for the girls (boys' mean = 7.186 and girls' mean = 5.136). All the other factors show a higher mean for girls than for boys. (See Table 1) Thus it would appear that according to the HSPQ the boys in the sample had on the average more leadership potential than the girls. It must be remembered that the HSPQ leadership score was based on men and not on boys and girls. However at no stage does Cattell (1969) mention that this test cannot be given to boys and girls and in fact says it can. Is this because boys or men tend to be better leaders than girls or

women, in our society? Why, then, do the means given by the principals show the girls to be higher than the boys? Two reasons spring to mind, and they are : -

- (a) Possibly the principals of the girls overrated the abilities of their pupils while the boys school principals underrated their pupils' abilities. This however seems unlikely as the seven principals were approached completely separately and the idea that they overrated or underrated with such consistency appears unlikely.
- (b) The theory that girls mature at an earlier age should perhaps be accepted as this would tend to support the fact that the girls means are higher than the boys. The girls and boys in the sample were roughly between the ages of fifteen and nineteen.

Many of the girls in the sample might quite conceivably have reached a stage of maturity far in advance of many of the boys in the same age group. In support of this theory Ruth Strang (1957) writes :

"The difference in Maturity between boys and girls at this age is especially wide".

"Senior High School girls who date usually prefer older boys - graduates, seniors, or the older boys in their own class. Few, if any, are interested in younger boys. They often look on boys of their own age as mere children. Some senior girls date boys at a nearby college or university".

If the girls in the sample were more mature than the boys this could possibly account for the difference in the means.

Further light on the difference between the HSPQ leadership means for boys and girls is provided by examining the personality factors which are used to calculate the leadership score.

The Means (Table 3) and the Profiles (page 92) of the fourteen "HSPQ" personality factors show only four factors which have a difference of more than 1.00 between girls and boys. These are the factors C, E, I and O.

Factor C is described as the Ergo strength factor. Lower ergo strength indicates a person who is "Affected by feelings, emotionally less stable, easily upset, changeable", while higher ergo strength suggests somebody who is "Emotionally stable, mature, faces reality, calm" (Cattell and Cattell 1969).

Cattell (1965 page 77) :

"The ergo strength, C, source trait seems by contrast to be a partly acquired general dynamic trait producing an ability to mediate successfully between impulse and the opportunity of the external world."

Boys then with their mean of 6.600 for the C trait as compared with the girls 5.525 seem to have higher ergo strength than the girls. The boys appear to be more emotionally stable than the girls.

"Dominance or Submissiveness", trait E, shows a difference in the means of 1.001 between boys and girls. Cattell and Cattell (1969) describes dominance as; "Assertive, aggressive, competitive, stubborn" and submissiveness as; "Obedient, mild, easily led, docile, accommodating". Cattell (1965) elaborates on the same two factors as follows : Dominance - "Self assertive, confident, boastful, conceited, aggressive, pugnacious, extra-punitive, vigorous, forceful, wilful, egotistic". Submissiveness - "Submissive, unsure,

modest, retiring, complaisant, impunitive, intropunitive, meek, quiet, obedient".

The boys mean score of 7.608 exceeds the girls mean score of 6.607 by a definitely noticeable margin. This could imply that boys are more dominant than girls. Cattell (1965) supports this theory on page 91 and 92 :

"Dominance - submissiveness scores have shown some interesting criterion relations besides that just mentioned with creativity. Men and boys score significantly higher than women and girls".

Disagreeable as it may be to suffragettes the above figures and facts seem to indicate that men are the dominant sex, according to the criterion mentioned above.

Trait I, the "Harria-Premisia" factor or as more commonly known, the "Tough-minded-Tender-minded" factor shows a relatively high difference between the means of boys and girls (2.623). The girls figure of 4.033 could be termed on the low side while the boys figure of 6.656 could be thought to be reasonably high. Cattell and Cattell (1969) define Harria as "Tough-minded, rejects illusions", and Premisia as "Tender-minded, sensitive, dependent, overprotected". Cattell 1965 page 97 :

"The average score is quite significantly higher for girls than boys, which may largely reflect the greater degree of protection and indulgence which our culture exercises over girls".

This greater degree of protection and indulgence seems to be the case with the sample under discussion as the girls mean is considerably higher than the boys.

Cattell (1965) goes on on page 97 :

"In view of what is beginning to be understood about the source of this source trait, the term 'tough-tender' is misleading, since tenderness in common speech suggests affection, whereas the central feature of the I + pattern is a certain imaginative escapism or one of Tolstoy's sketch of the countless weeping over tender happenings in the theatre while her coachman is freezing to death outside".

Whatever the reason for this "Tender-mindedness" among women it is worthy of note that the sample of girls tested seem to indicate that they conform to the norm and were not as "tough-minded" as the boys.

According to the figures on factor 0 the girls appear to be more "guilt-prone" than the boys (boys mean 4.392 and girls mean 5.984 difference 1.592). Cattell and Cattell's (1969) wording for trait 0 is as follows : -

"Untroubled adequacy-self-assured, placid, secure, complacent, serene. Guilt proneness-apprehensive, self-reproaching, insecure, worrying, troubled".

The means of trait 0 could be said to substantiate the theory that girls often feel compelled to "inform" the authorities of any fact which they feel the authorities should know about. e.g. The boarding-school tendency to "split" on fellow pupils, sometimes even when the informer is herself involved in the misdemeanour which she is divulging.

The guilt feelings among girls appear to be stronger than among boys, for this sample.

CHAPTER 9

QUESTIONNAIRE RESEARCH

1. Introduction

A questionnaire was sent to 261 of the 274 European high schools in the Cape Province of South Africa in July, 1970. The 13 schools not approached were schools which were unlikely to have a prefect (or similar) system, such as, schools of correction for delinquents or academic "cram" schools. The object of this questionnaire was to obtain information on the leadership and responsibility training offered at these schools. The first draft of the questionnaire was taken to the principals of one Government and two Private schools. They were asked to criticise the questions asked. They were also requested to supplement the list of questions with any they felt should be asked in such a questionnaire. A lecturer in the Rhodes Education Department was also consulted for his ideas and criticisms of the questionnaire. A second draft was then prepared and this was scrutinised by a retired headmaster and two vice-principals. After further deliberation and a few minor changes the questionnaire was sent to the Cape Education Department for permission to send it to the schools. Permission was granted and the questionnaires were despatched to the schools. A copy of the questionnaire appears in the appendix on page (192).

Four questionnaires were sent to each school to be completed by the principal and three of the senior members of his/her staff. The replies to the questionnaires were treated as entirely confidential and as no teachers were required to state their names or the name of the school at which they were teaching complete anonymity was maintained. Of the 1044 questionnaires which were sent out 376 were returned completed, i.e. 36% return.

The official Cape Education Department list of high schools, obtained

from the School Board Office in Grahamstown was used. It was impossible to tell exactly what type (i.e. boys - only or girls - only) of school each school was that a questionnaire was sent to, as the official list did not always specify exactly as to the type of school listed. It was also equally as difficult to decide which schools were English or Afrikaans medium as this was also not always stated by the official list, besides which the teacher who answered a questionnaire at an English medium school could possibly have been Afrikaans speaking and vice versa.

The replies were divided into 24 categories or types; which are as follows :

Co-educational Schools

Afrikaans Principals	43 replies
English Principals	26
Afrikaans Vice or Deputy Principals	41
English Vice or Deputy Principals	20
Afrikaans Senior Assistants	77
English Senior Assistants	27

Girls' Schools

Afrikaans Principals	2
English Principals	14
Afrikaans Vice or Deputy Principals	3
English Vice or Deputy Principals	10
Afrikaans Senior Assistants	3
English Senior Assistants	15

Boys' Schools

Afrikaans Principals	1
English Principals	11

Boys' Schools (cont.)

Afrikaans Vice or Deputy Principals	0
English Vice or Deputy Principals	9
Afrikaans Senior Assistants	0
English Senior Assistants	18

Schools of unknown type

Afrikaans Principals	13
English Principals	7
Afrikaans Vice or Deputy Principals	9
English Vice or Deputy Principals	6
Afrikaans Senior Assistants	15
English Senior Assistants	6

The replies showed a fairly even distribution geographically throughout the Cape Province with greater concentration of replies from the larger urban centres. (See Map in Appendix page (191)). Use was made of the postmark on the returned envelopes to make this analysis.

A further analysis of the replies is as follows :

Afrikaans replies	207
English replies	<u>169</u>
Total	<u>376</u>
Principals who replied	117
Vice or Deputy Principals who replied	98
Senior Assistants who replied	<u>161</u>
Total	<u>376</u>
Co-educational schools	234
Girls' schools	47
Boys' schools	39
undetermined Schools	<u>56</u>
Total	<u>376</u>

The questionnaire was deficient with regard to the undetermined schools, as at no stage did the questionnaire actually ask whether the school was boys-only or girls-only. From many of the replies it could easily be discerned from which type of school the reply came, but in 56 cases there was no indication at all as to which type of school was replying.

Many teachers simply did not fill in the type of school in the allocated space. If they had complied with this request there would have been less confusion as all co-educational schools would have been recognised as such; but of course the difficulty of distinguishing between boys and girls schools would still have occurred.

2. Detailed Analysis of the Questionnaire Replies.

Question 1.

"1. Is a prefect system used at your school? YES/NO.

(a) If "no", what system is used?

(b) If a prefect system is used please describe briefly, the methods used to choose prefects. "

1(a) Of the 376 replies only 1 person stated that there was no such system at his school. This was an English principal from a small school.

"This is a small school (27 secondary pupils). Certain tasks are deferred to suitable senior pupils, as occasion arises. There are no fixed duties assigned to pupils".

1(b) The most common methods of choosing prefects or student leaders, (from now on I shall refer to the body as prefects), are as follows : -

(1) Nominated by the Pupils :

Of the 376 replies 273 mentioned this as part of the process of choosing prefects of whom 167 were Afrikaans and 106 were English.

(2) Pupils vote for their leaders :

303 affirmative replies, 185 Afrikaans and 118 English.

(3) Staff vote for, or veto, votes for prefects :

302 affirmative replies, 161 Afrikaans, 141 English.

(4) Staff nominate candidates for prefectship :

219 affirmative replies, 110 Afrikaans and 109 English.

It must be noted that the number of replies which state that prefects are nominated by the pupils added to those who said that the staff nominated the prefects adds up to more than 376. (i.e. 273 + 219 = 492). This apparent discrepancy occurs because many replies indicated that both staff and pupils nominated prefects.

This seems to indicate that there is less participation by the staff members in the choosing of prefects in Afrikaans staffed schools than in English staffed schools. This is further supported by method number five.

(5) Head and small committee choose the prefects :

15 affirmative replies, 1 Afrikaans and 14 English. The English schools apparent lack of democracy with regard to the choosing of prefects is again noted.

Of further interest is, that of the 39 replies from English speaking teachers at boys' schools 9 stated that the prefects were chosen by the headmaster and a small committee and one English principal stated that the headmaster alone chooses the prefects. Perhaps to requote the words of Hankinson (1940) (see page (57)) is now opportune :

"The housemaster, while realizing that a period of office would be beneficial to most boys must make his appointments with the welfare of the House as his first consideration".

It could be possible that at the boys' schools the English Public Schools' system of choosing prefects is in common use, in which the prefects are chosen by the headmaster and his housemasters (if boarding establishments exist) or his senior deputies in the school.

Most schools seem to use a combination of the various methods of selection which enables the teachers to control the choice of prefects and yet allows the pupils to participate in the elections, for example, a vice-principal in reply to question 1b stated :

"Vier prefekte (2 seuns en 2 dogters) in St. 10 word deur personeel benoem. Uit hierdie word die hoofseun en hoofmeisie deur die personeel gekies. Twee (1 seun en 1 dogter) word deur Std. IX klas uit 'n drietal vir elke geslag, benoem deur personeel, gekies. Die prefekte vorm saam met verteenwoordiges van die verskillende sportliggame en verenigings (2 vir elk) die leerlingraad. Op dieselfde wyse as in die geval St. IX word klaskapteins vir VI, VII en VIII sesmaandliks gekies."

Question 2

"2. Do you regard prefectship to be a form of training in :

- (a) Responsibility and Leadership equally valued. or
- (b) Responsibility as more important than leadership. or
- (c) Leadership as more important than Responsibility? "

282 replies claimed prefectship to be a form of training in responsibility and leadership as equally valued. 72 teachers regarded responsibility as more important than leadership, while only ten teachers regarded leadership as more important than responsibility.

This information clearly points to the fact that the general consensus

of opinion of those who replied to this question is that leadership is not the main aim of prefectship. Responsibility which in most cases is simply the keeping of discipline in a school seems to be the more important end aimed at through prefectship systems.

Question 3

"3. Do you consider that prefectship provides a training in leadership? YES/NO.

(a) If "Yes", what is done to promote "leadership" among prefects at your school?

(b) What more could be done to promote "leadership" among prefects at your school?"

As a contrast to the answers in question 2, when asked whether they considered that prefectship provided a training in leadership, 355 teachers replied in the affirmative and only 11 in a negative vein. Thus it seems that although most of the teachers who replied think that prefectship does provide a training in leadership they do not regard this training in leadership as more important than a training in responsibility.

3(a) In answer to question 3(a) the following six replies were most commonly given. The first three seem to pertain to responsibility rather than leadership, which tends to indicate that there is perhaps confusion among teachers as to the actual difference between leadership and responsibility as seen in the prefect systems.

(1) Responsibilities. This includes the supervision of assemblies, entries into classrooms, behaviour on the playground etc. 209 teachers replied as such.

(2) Discussion of problems with Headmaster (Mistress) and/or staff members. These problems were mainly to do with

the execution of their duties as prefects. 91 replies were received, 46 Afrikaans and 45 English.

- (3) Organisation by Prefects. This includes organisation of any school activities. This could mean simply carrying out the instructions of the teachers, which is more a responsibility task than a leadership one. 78 replies, 37 Afrikaans and 41 English.
- (4) Encouraged to take leadership roles of any kind, e.g. In sport or societies. 104 gave this answer of whom 50 were Afrikaans and 54 English.
- (5) Leadership courses attended by Prefects.  
68 replies stated that leadership courses were encouraged in order to promote leadership among prefects. The nature of these courses was not specified.
- (6) Encouraged to make suggestions as to changes in school policy to the staff or Principal. This means that pupils were encouraged to help with the government of the school. The principal and/or his/her staff wanted to include the pupils in the decisions made about the methods by which the school should be run.  
55 replies, 24 Afrikaans and 31 English.  
Three other replies were given by more than twenty teachers each of which is worthy of note.
- (i) Represent pupils at functions or with requests etc., e.g. Thanks of guests etc., 29 people regarded this as a method of promoting leadership.
- (ii) Set the tone of the hostel and/or school. 24 replies, 7 Afrikaans and 17 English.

- (iii) Encouraged to use initiative. 23 Replies, 8 Afrikaans and 15 English.

Replies to this question which are worthy of note are those which indicate that leadership, as opposed to responsibility is being encouraged.

Replies in section 2 (Encouraged to take leadership roles), 6 (Make suggestions for change in school policy)(iii)(Encouraged to use initiative), (ii)(Set the tone of the hostel and/or school) and 5 (Leadership courses attended by prefects) appear to indicate that the teachers who replied are encouraging prefects to express their own points of view and to attempt to introduce new ideas into the school. Not only does it appear that prefects are encouraged to introduce new ideas, but also they seem to be expected to attempt to put these ideas into practice by assuming leadership roles in the areas in which they are introducing their ideas. Of course it must be pointed out that the above hypothesis cannot be taken as a generalised statement as only a relatively low number of replies were received for any single category mentioned above. However, the fact is that some definite attempts to help the progress of leadership training at schools in the Cape Province are being made.

Another interesting point is that such a large number of teachers thought that responsibilities were opportunities for developing leadership. Either this indicates a lack of understanding by the teachers of the difference between responsibilities and leadership, or it shows the most hopeful sign that teachers are encouraging pupils to take real leadership roles in carrying out their duties, that is, the prefects are being given opportunities to try out new methods of carrying out their duties and are allowed to lead their peers to conformity rather than simply pushing them into it. They are then acting as leaders and not administrators. If the latter suggestion is the truth, then much is being done to encourage leadership at

some Cape Schools. I personally feel that this is happening at some schools.

3(b) The main reply to this question was that the prefects should be given more responsibility and authority. 120 replies.

Other suggestions were :

1. Lectures should be given to prefects; 32 replies.
2. Leadership courses should be attended by prefects; 29 replies.
3. More time should be allocated for discussion with the principal and staff members of school problems and policy; 27 teachers replied that nothing more could be done to promote leadership at the schools at which they were teaching as everything that could possibly be done was being done. Of these 27, 15 were principals, 7 vice-principals and 5 were senior assistants.

Some rather interesting comments on question 3(b) were received. Here are a few :

"Insistence that a prefect should lead by example rather than by delegated responsibility. Too many prefects tend to regard themselves as a caste with special privileges".

"Daar moet besliste eise aan hul leierskap gestel word, b.v. geleenthede om op te tree".

"Heavy academic programme often hinders or curtails opportunities to develop as leaders. Suggest introduction of 'levels' for Senior Certificate examinations to count for 60% to 70% instead of 100% as at present, in order to reduce academic burden".

And finally from a Senior Assistant :

"To allow a greater measure of punishment".

Question 4

"Apart from training in Leadership and Responsibility, in which ways do you consider being a prefect benefits a pupil?"

49 teachers indicated that one benefitted by being a prefect in so far as one learned to deal with people. i.e. The ability to cope with the idiosyncrasies of individual personalities is gained during prefectship.

35 teachers said that self-discipline is learned during prefectship.

149 replies said that self-confidence is gained.

105 teachers felt that prefectship helped maturity generally.

Besides responsibility and leadership, prefectship seems to aid general personality development. To support this statement here are a few interesting answers to question 4 :

"It leads to rapid maturity and diligence. He becomes more serious about his schoolwork, and more loyal to his school".

"Leer aan prefek vrymoedigheid om in die openbaar op te tree. Leer hom aanpas by sy omgewing. Leer hom om eers te dink en dan op te tree".

"Brings a pupil into contact with the executive body at a school, forms a bridge between that body and the rest of the school. Develops personality".

"Increases his esprit; gives sense of achievement often to pupils incapable of doing so academically; conducive to social integration and may be compensation for social/domestic deprivation".

"It brings him into contact of an 'unusual' (i.e. not in class) nature with members of the staff. He also gets the chance of meeting adults not attached to the school, of public speaking, etc".

Two teachers felt that the pupils learned to understand the why's and wherefore's of rules and laws through prefectship.

"It makes her more aware of why rules are necessary for good order".

"It is essential that prefects realise that the institution they serve has ideals which are raised above the level of whims and fancies of youth, and that students should acquire this frame of mind that the ideals of the institution must become their ideals".

Three teachers mentioned that a prefect should improve his academic results because of prefectship. As this is an interesting idea I shall quote these three in full:

"A hard-working prefect has more time to study since he has more privacy and his lights go out later at night".

"Dit mag die prefek se skoolwerk baat deurdat hy pligsgetouheid kan ontwikkel".

"Meer selfvertroue, skoolwerk verbeter, neem leiding by klaspogings ens."

13 teachers mentioned that prefectship could help pupils to obtain bursaries. One school went even further, as seen in the following quotation :

"(1) Hoofseun en dogter bekom albei 'n beurs van R300-R400 elk by 'n bepaalde universiteit;

(2) 'n Prefek bekom 'n beurs van R100".

Some teachers actually felt that prefectship did not really benefit a pupil at all.

"Prefects are still only 17-18 years old, and the conferring on them of rank does not immediately or automatically make their attitude different from other boys of that age".

"It is a status-symbol of sorts, and is something in his favour on a testimonial, but I fail to see any benefits under our present system".

"I doubt really whether a prefect benefits much. The prefect seems to be as good or as bad at the job at the end of the session as she was to begin with".

#### Question 5

"Which of the following courses of action do you consider to be preferable (Place an "X" opposite your choice)

- (a) the principal or his authorised representative e.g. housemaster, should have regular meetings with the prefects. or
- (b) the prefects have their own meetings and consult the principal or authorised representative only when a problem appears insoluble. Or
- (c) other means of consultation? Please specify."

265 teachers replied that they considered (a) as the preferable option i.e. "the Principal or his authorised representative should have regular meetings with the prefects."

116 teachers indicated that they preferred that "the prefects have their own meetings and consult the principal or authorised representative only when

a problem appears insoluble".

30 teachers suggested that a combination of (a) and (b) should occur with a prefect-master to guide the prefects. The idea of a master-in-charge of prefects seems to be a sensible one. The master could offer assistance and advice without interfering with the prefects' decisions and ideas. Such a master could be an informal liaison officer between the prefects and the principal. This might help to break down the sometimes formal barrier between headmaster and pupil which could stifle pupil initiative because of a lack of communication. This system would not necessarily undermine the principal's authority; in fact it could increase it because due to an insight into the working of the principal's mind, (given by the master-in-charge) the prefects could quite possibly offer more support to the principal than they normally would have.

One teacher replied :

"We have tried (a), but found a tendency for prefects to echo what they thought were the principal's wishes".

The above quotation perhaps indicates that it is almost impossible to do without complete communication between principal and pupil. It is all very well to follow the principal's wishes to the n<sup>th</sup> degree, but perhaps the principal would actually prefer to see his prefects use some initiative even if their interpretation of his wishes does differ slightly from his own.

One Afrikaans-speaking teacher gave a most interesting comment on question 5. He ticked neither (a) nor (b) but ventured the following statement :

"Hou samesprekings met hele personeel".

This kind of meeting, if run democratically and successfully (i.e. making sure that the prefects spoke their minds honestly), could be of tremendous value to the prefects, the rest of the pupils and to the staff of a

school. Complete cohesion and a sense of working together for the same goals, as well as a chance for the prefects to show true leadership could easily develop in such a situation. Perhaps more schools should have the courage to attempt this sort of meeting.

Question 6

"What is the function of these meetings between a representative of the school authorities and the prefects :

- (a) to maintain an established school system. YES/NO
- (b) to make decisions regarding change in the established school system. YES/NO.
- (c) other? Please specify. "

6(a) 328 teachers answered in the affirmative and 7 negatively. This seems to indicate that the majority of the teachers who replied felt that the maintenance of an established school system is essential.

6(b) 264 teachers answered "yes" and 29 said "no". The indication here seems to be that many of the teachers who replied felt that meetings between prefects and the school authorities ought not only to be to maintain an established school system, but also to offer suggestions to improve or change the existing system if the need for it arose. From these figures it appears that many teachers (who answered the questionnaire) are very definitely aware of the problem of stagnating traditions. If this is the correct interpretation then it is surely a most encouraging fact.

However, in one school a teacher seems to feel that the problem has not been solved, for in answer to the question "What is the function of these meetings between a representative of the school authorities and the prefects?" ; he replied :

"Not too clear to myself as a member of the staff!"

26 replies stated that the function of these meetings was to allow the representative to give advice or guidance.

40 teachers replied that these meetings were in order to keep the staff and principal in touch with the pupils.

Question 7

"Do your prefects attend any lectures or courses or pursue activities, in leadership, with any organisations outside the school? YES/NO Please specify."

289 teachers stated that the prefects at their schools did attend leadership courses while 82 schools declared that their prefects did not attend such courses.

142 replies indicated that the prefects attended general leadership courses such as Veld and Vlei, Scouts, Voortrekkers, Landsdiens, etc.

29 teachers said that their prefects attended special prefect conferences.

One teacher emphatically answered "NO" to question 7, but equally as emphatically added :

"But they should".

It appears to be pretty universally accepted among those teachers who replied that leadership courses are attended by many prefects in Cape Schools, and if this is not the case then they recommend that such courses should if possible be attended.

No teachers described these courses in any detail so it is difficult to decide how much pupils benefit from attending such courses. However, it was repeatedly stated that the head prefect and deputy head prefect from schools attended the courses for prefects. Newspaper reports indicate

that the basic concepts of leadership and administration were explained to the prefects attending these courses and advice on the various practical problems which had already occurred, or were likely to occur at schools were discussed by the organisers and prefects at the courses.

Outward bound courses or Veld and Vlei as we know them in South Africa are described and discussed in Chapter 5. page (60)

Courses for more specific groups such as S.C.A. (Students' Christian Association), Scouts and Voortrekkers, are most probably biased heavily to leadership for the specific group. The pupil attending an S.C.A. leadership course will perhaps receive some general leadership training but the main emphasis will most likely be on training the pupil to be a religious leader. This may involve the learning of the various dogmas and ideals of the particular religions concerned, in order that the pupil can pass this information on to other pupils. It appears that if this is the case then the pupil is learning responsibility rather than leadership, but an element of leadership is most probably present at such courses.

If such courses are efficiently organised they can be of tremendous value and it is encouraging to realise that so many schools appear to be conscious of this fact.

#### Question 8

"Do you consider that prefectship assists the sound personality development of a pupil? YES/NO Comments :".

361 teachers answered in the affirmative. They felt that prefectship does help the sound personality development of a pupil. One teacher quite obviously in complete disagreement with this; "I really doubt this", but in general the opinion of those who answered seemed to be that prefectship is of benefit to sound personality development.

26 replies stated that to achieve sound personality development the prefects should be frequently helped and guided by the teachers. One teacher felt almost the opposite, i.e. that the prefects should be left alone and that if the prefects wanted advice they would ask for it. His words were :

"Boys, specially these days, resent being under the continuous supervision of adults. A prefect of exemplary conduct can exert a great influence for good."

In other words prefects should be trusted and encouraged to set an example but should not be checked on, watched, or spied on.

48 teachers felt that "good" personalities improved during prefectship and "bad" personalities deteriorated. Surely "bad" personalities should not be chosen as prefects or as a teacher puts it :

"I say 'yes' with some considerable reservations. It would depend on the dynamism of the Headmaster and staff in using the prefectship to achieve this."

An interesting comment by one teacher is as follows :

"But unfortunately it can adversely affect those not given this opportunity".

This teacher feels that perhaps in the Cape Schools, pupils who are not chosen as prefects are considered to be "not quite up to scratch". The prefects then are almost a class above the non-prefects and the non-prefects feel this distinction to be a slight on their personalities. This could perhaps be true and if it is so then surely the prefect system is doing as much harm as good.

There are two opinions on this matter of the effect the status of non-prefects has on such pupils. It can be argued that in later life

the non-prefects will be able to accept disappointments or failure much more easily than prefects as they have had experience by being excluded from the prefect body. On the other hand perhaps the feeling of having been "rejected" at school will cause them to feel rejected throughout their lives. It does however, seem reasonable to assume that an individual with real leadership potential or with a strong or stable personality would not let the fact that he was not chosen as a prefect at school worry him for the rest of his life. It might even be considered an incentive to a person to prove to himself that he was "misjudged" at school. Such a feeling might be the cause of the tremendous inner drive and strength of personality which has enabled so many great men to achieve their goals in life. I am naturally biased in such a matter but speaking as one who was not a prefect at school, I certainly do not consider myself a rejected failure, as my colleagues in the teaching profession and the friends with whom I socialize have indicated to me that they regard me as acceptable in their society.

The consensus of opinion of those who replied to question 8 seems to be then that as long as the prefects are very carefully chosen and perhaps guided during their prefectship period, then prefectship does aid sound personality development.

Question 9

"(i) Please rate these qualities from "1" to "6" in order of importance for the selection of prefects, putting "1" alongside the most important quality and so on, "6" being your choice as least important.

(a) Specialised talent in an area of school-life e.g. librarianship or prefect controlling day-pupils etc.

(b) scholastic contribution to the school.

(c) Acceptance of school authority.

(d) Sporting contribution to the school

(e) Loyalty to the school.

(f) Contribution to the school as an exemplary character.

(ii) Are there any other attributes which you consider to be especially important for prefectship? Please specify."

9(i) The analysis of the answers to question 9(i) follows :

(Note each person has to rate qualities (a), (b) etc. from 1 to 6, 1 being the most important factor used for the selection of prefects and 6 as the least important factor.)

(a) Specialised talent in an area of school life, e.g. librarianship or prefect controlling day-pupils etc.

	1	2	3	4	5	6
Number of answers	17	15	30	133	96	76

(b) Scholastic contribution to the school.

	1	2	3	4	5	6
Number of answers	1	11	37	130	154	26

(c) Acceptance of school authority

	1	2	3	4	5	6
Number of answers	38	99	149	40	21	14

(d) Sporting contribution to the school

	1	2	3	4	5	6
Number of answers	1	1	12	35	93	220

(e) Loyalty to the school

	1	2	3	4	5	6
Number of answers	123	166	55	11	8	1

(f) Contribution to the school as an exemplary character

	1	2	3	4	5	6
Number of answers	184	74	77	12	8	7

The use of a chi-square test for the difference in response between English and Afrikaans - answered questionnaires was considered. The close correspondence, by inspection, did not warrant further investigation of differences.

In factor (a) it seems as though the majority of teachers did not regard it of supreme importance for a prefect to have a specialised talent in an area of school life. Most teachers rated this factor as between fourth and sixth in importance for the selection of prefects.

It appears that although a number of schools do choose prefects for specific talents or abilities (33 teachers stated this. See question 15 page (133)) most teachers do not rate a specific ability as a vital necessity for prefectship. This seems to be a reasonable concept as a specific talent does not necessarily mean that the pupil has the general leadership or administrative qualities needed by a prefect.

Factor (b) or Scholastic contribution to the school, was rated by most of the teachers as between third and sixth in importance for the selection of prefects.

Factor (c), Acceptance of school authority, was felt to be of quite significant importance with regard to the selection of prefects as many of the teachers rated it between first and fourth on the importance scale.

The fact that a prefect accepts the school authority does not necessarily preclude him from initiating change in school policies or routines. A prefect who is a true leader may criticise the existing school system with great determination and his persistence may result in many changes

in such a system, but when he is confronted with a definite, "no", from the school authorities, he must be able to accept such an answer. If he does not accept school authority the liaison between prefects and staff at a school could collapse.

Factor (d), Sporting contribution to the school was rated by 220 teachers as the least important factor to be considered during the choosing of prefects. The majority of the rest of the teachers rated factor (d) as between fourth and fifth. Only one teacher rated this factor as the most important factor.

It seems strange that in a country where it is probably well accepted that most prefects (among the boys at any rate) do have much sporting ability and where it is suspected that the selection of prefects is based to quite an extent on sporting ability, this is so vehemently denied.

The job of a prefect in many Cape Schools seems to be one of responsibility and it seems reasonable to suspect that a policeman who is respected and perhaps a little bit feared could be regarded as better at his job than one who has little or no respect or fear as a policeman. Thus while the Cape Schools' prefect system remains (as it at the moment appears in many cases to be) geared to the maintenance of discipline, surely supposedly tough sportsmen are in many cases exactly what is needed in the prefect bodies.

It almost sounds as if the teachers "protest too much" against the connection between sporting prowess and prefectship. After all, at school the leaders are very often the most physically able people.

The possibility that many teachers do consider sporting ability as an important factor in prefectship seems likely and natural. The staff of many South African schools get to know the pupils on a much more informal basis on the sport fields than they do in the classrooms. This often leads

to a more intimate knowledge of the pupils' personalities. Those who emerge as leaders in the sporting activities display this leadership to teachers who are more receptive to it than they would perhaps be in a more formal classroom atmosphere. It is also natural that the more skilful, accomplished, and successful sportsmen are noticed more by the teacher on the sportsfield than are those who are not as successful at sport. Because the qualities of the more prominent sporting pupil are often so openly displayed, surely these qualities are remembered when the staff members are selecting prefects.

Perhaps it can be assumed that teachers do not declare sporting prowess as an important recommendation for prefectship because they feel that this would be non-academic or the "wrong method" of choosing prefects. This seems peculiar when the pupils themselves, as pointed out by Stogdill (1948), seem to regard sporting prowess a vital factor in leadership.

"In addition to the above, a number of factors have been found which are specific to well defined groups. For example athletic ability and physical prowess have been found to be characteristic of leaders in boys' gangs and play groups".

Because the reaction to "Sporting Contribution to the School", is so unexpected, we would have been better advised, in retrospect, to split this aspect into two: "Sporting Prowess", and "Sportsmanship" separately evaluated.

Factor (e), Loyalty to the school, was felt by many teachers to be of quite great importance. That is, between the first and third level of importance.

Loyalty is an excellent quality for a follower to have, as far as the leader is concerned; but are our prefects leaders or followers. If they are simply followers or administrators then perhaps loyalty is a very neces-

sary quality. If prefects are true leaders is unquestioning loyalty to an establishment, which they perhaps do not fully approve of, desirable? Progress depends on change for its impetus and change cannot occur if unquestioning loyalty occurs. Surely there are times when prefects should disagree with the "approved" methods of doing things. At such times although the prefects might appear to be disloyal to the existing system, if they really want the best for their school they will suggest changes which might help to achieve their high ideals. At such times the loyalty of the prefects should not really be questioned as they are still being loyal to their school, if not to the specific matter or method which they are questioning.

If, our society feels that loyalty to the existing authorities is of great importance, then perhaps unquestioning loyalty should be encouraged in our schools. If, however progress is desired in our society then unquestioning loyalty should not be demanded for every minor method, rule or regulation.

Factor (f), Contribution to the school as an exemplary character was considered by most of the teachers to be of supreme importance when the selection of prefects is being considered. 184 people felt it was the most important factor and the majority of the rest of the teachers felt that this factor lay between the second and third level of importance.

9(ii) 150 teachers replied that they felt that the ability to handle authority was essential to prefectship.

"Moral courage to do his duty in the face of any criticism."

"Vermoe om met ander mense (leerlinge) om te gaan".

"Integrity of character - strength to do what is right without fear or favour, with justice and impartiality".

Three teachers felt that leadership had been left out of the list of

factors to be considered when choosing prefects. It is interesting to note that only three of the teachers who replied, felt it necessary to bring up the factor of leadership.

"Leadership : he must have the ability to persuade people to a course of action".

"Yes, I would put the ability to lead as the most important, but this creates difficulties because more often than not the 'rebels' are the best 'leaders', and these are never even considered for prefectship".

Two teachers seemed to indicate that they felt that conservatism with regard to fashions was an essential factor in prefectship.

"Nie 'n aanhanger van al die nuwewetse modegrille en uitspattighede nie".

"Makigheid in navolging van nuwe modes veral t.o.v. hare en kleredrag".

Some teachers felt that to generalise on the various attributes which a prefect should or should not have was unwise. They felt that it was the individual personality make-up that counted, or in their words :

"Cannot generalise - depends on the individual. Good leaders may have undesirable personal qualities, while exemplary pupils may have no standing with others".

"A candidate could have all of these and still be a completely ineffective prefect".

"A pupil may have all these qualities and not be suitable for prefectship".

Speaking of pupils who were exemplary characters one teacher said :

"Such pupils can be very negative".

Other interesting comments with regard to question 9(ii) were :

"Cultural background".

"Guidance to pupils with specific behaviour problems".

"So dikwels is dit die liggaamliks ontwikkeling van veral seuns wat deurslag gee".

"Bilingualism".

In general it seems as if the teachers recognise that certain qualities in pupils can be of assistance to pupils to gain them entry into prefectship, but no single factor or even a number of factors, can ensure prefectship, as personality is normally the ultimate guiding factor.

Question 10.

"Are prefects allocated specialised duties in your school, or are all required to do the same general duties? Please comment."

134 replies said that the prefects had general duties to do.

106 stated that their prefects had specialised duties.

120 teachers replied that prefects at their schools had both specialised and general duties.

43 teachers indicated that the head or deputy head prefect at their schools had specialised duties while the rest of the pupils had general duties.

A problem that arose out of this question was the fact that many schools had a system whereby their prefects did specialised duties according to a roster. Thus all the prefects did general duties but only did one particular duty for a certain length of time. They were then in a position of doing specialised general duties (as the Irish would say). However, it was evident that many prefects did specialised duties almost exclusively, for example, one prefect may have been on library duty for the whole year of prefectship,

and yet if he/she saw any misdemeanours being committed by pupils in spheres other than that of the library, he/she would have felt compelled to reprimand, punish or report the offender.

Question 11

"Do you select prefects with these specific duties in mind.

e.g. Do you have a library prefect specially selected for his/her ability to organise and control that aspect of school activity? YES/NO. Please comment."

73 teachers replied that prefects were selected with specific duties in mind. Not all their prefects were necessarily thus chosen but some were.

292 replies indicated that prefects were not chosen for specific jobs.

38 teachers said that often pupils were made sub-prefects or monitors if they were to be singled out from the rest of the pupils for a specific task.

Thus a proportion of schools chose pupils with specific jobs in mind, while the majority did not.

The fact that many pupils were not selected as prefects with specific jobs in mind might be because many schools simply did not have specific jobs for prefects, such as librarianship. It is possible, however, that this reflects the view that one particular ability does not automatically make for good prefectship. Even if the individual involved has leadership ability in his particular specialised field he is still not considered prefect material. This seems to point to the fact that responsibility and not leadership is required of prefects.

Question 12

"Would you consider that ability for a specific duty e.g. librarianship, would compensate for a lack in overall leadership ability?"

YES/NO. Please comment".

113 people who answered the questionnaire felt that an ability for a specific duty would compensate for a lack in overall leadership ability.

251 felt that such an ability would not compensate for an overall lack of leadership in a prefect.

"As 'n kind 'n bepaalde bekwaamheid of talent openbaar sal hy of sy nog nie 'n goeie leier kan verplaas nie net so min as wat Beethoven die rol van Napoleon sou kon speel".

"A special status (we use 'Sub Prefect') can be given to those with special ability and responsibility for their sphere of work. But the office of prefect demands leadership ability which is a prerequisite for a prefect".

26 teachers felt that special talents should be used in clubs and societies and that pupils who had these talents could play leadership roles in clubs and societies without becoming prefects.

34 teachers felt authority is essential for prefectship. The question spoke of leadership and not authority, so here again it appears as if there is confusion in the minds of some teachers as to the difference between leadership and authority or responsibility. 40 teachers quoted that they felt that a single outstanding quality was no indication of leadership. 43 teachers felt that recognition should be given in any field and therefore those with specialised abilities should be made prefects and be put in charge of the activity in which their talent is great.

34 teachers not only answered "no" to question 12, but also emphatically stated that leadership ability is vital to prefectship.

Although quite a number of teachers felt that a specific talent makes up for a lack of leadership ability, the majority of those teachers who

answered were not in favour of a specialised talent making up for a lack of leadership ability in prefects.

Question 13

"(i) Do you have (a) a fixed number of prefects or (b) do you increase the number of prefects in a year when you have an abundance of pupils with prefectship qualities?

(ii) If you have a fixed number of prefects do you offer any alternative system of leadership for pupils with leadership ability, but who have nevertheless, not been selected as prefects. Please comment".

13(i) 254 teachers answered question (a) in the affirmative (i.e. they have a fixed number of prefects at their schools) and 110 teachers felt that (b) occurred at their schools (i.e. that the number of prefects was increased if necessary).

13(ii) 181 teachers said that at their schools pupils with leadership ability who were not chosen as prefects had opportunities to show and use their leadership ability in clubs or societies.

97 replied that an alternative system was offered to pupils who did not become prefects. This alternative could take the form of, monitors, sub-prefects or class captains.

30 teachers replied that specialised duties were given to pupils with leadership ability but who were not prefects.

40 teachers who replied emphatically stated that nothing was done for those who were not prefects and yet had leadership ability.

Two rather interesting comments were made by teachers with regard to question 13(ii).

"Senior leerlinge moet in elk geval besef dat hul almal die leidende klas is, wat dus altyd voorbeeld moet stel"

"No. They become the active underground opposition, which might be the best training ground of all".

It seems that in Cape Schools to some extent an attempt is being made to offer some outlet for the leadership potential of those who are not made prefects.

Question 14

"(a) Every school principal feels occasionally that the wrong pupil has been elected as head prefect. Would it not be a better policy to elect the head prefect during the course of the year, instead of at the beginning? YES/NO.

(b) Does your school adopt such a policy? (i.e. electing a head prefect during the course of the year) YES/NO.

(c) If it does, please give details of this policy."

110 teachers replied that they felt that it would be a good policy to elect the head prefect after some of his/her term of office had already expired.

252 teachers said that they felt this would not be a good policy.

68 teachers replied that their schools adopted the policy of choosing the head prefect after he/she had served some time as a prefect.

300 teachers declared that their school did not adopt such a policy.

13 teachers stated that the head prefect at their school was actually chosen during his/her official year of duty, while 47 teachers claimed that their head prefect was chosen after a trial period during the year before

they were officially proclaimed prefects.

One teacher felt that it was not necessary to give the prefects a trial period before selecting the head prefect as he felt that if a prefect did not come up to expectations he could easily be replaced or demoted, or in his own words :

"As die prefek nie deug nie, vervang hom, 'Demote' hom! Goeie voorbeeld".

It seems then that although the majority of schools who answered the questionnaire were not in favour of choosing a head prefect during his/her year of office, the idea was not totally objectionable to all teachers, and some are very much in favour of it.

Question 15

"How many types of prefects and sub-prefects do you have e.g. Hostel, School, Day prefects? Please specify".

258 teachers replied that at their schools there were hostel prefects.

344 teachers replied that at their schools these were school prefects.

47 teachers specifically mentioned having day prefects at their schools.

30 teachers stated that they had sub-prefects or monitors at their schools.

33 teachers replied that prefects for specific jobs occurred at their schools and 97 teachers quoted their schools as having student representative councils.

The replies varied tremendously, from one school which had no prefects at all to a school which listed the following types of prefects :

"Head Prefect

Library Prefect

School prefects (i.e. House Captain) Swimming Bath Prefect

House Prefects

Teaching Block Prefect

Day Prefects

Science Block Prefects."

Most schools, however, seemed to have at least hostel, school and day prefects.

It is interesting to note that of the 97 teachers who reported students' representative councils at their schools only 2 were English-speaking. It appears that the Afrikaans-medium schools have prefect system as well as students' representative councils.

The prefect system copes with the discipline of the school while the students' representative council organises all the cultural extramural activities. (See page (198) for a description of S.R.C.s). Thus in this sphere the Afrikaans medium schools seem to be doing more than the English medium schools in leadership training.

#### Question 16

"Do you have a system of class captains who may or may not be prefects. YES/NO. Comments."

320 teachers replied that there were class captains at their schools, while 51 said there were not class captains. Of those who said that there were class captains, 44 stated that the job of these class captains was simply to maintain order in the classroom in the teacher's absence and to do small administrative tasks for the teacher. The role of the class captain seems to be purely responsibility and not leadership.

#### Question 17

"What powers do your prefects have?"

- (a) Gating
- (b) Corporal punishment
- (c) Detention

(d) Imposition of (i) Written work.

(ii) Memorization Work

(e) Rewarding for good conduct. Please specify

(f) Other. Please list. "

The replies to the question, "What powers do your prefects have?", are analysed as follows :

(a) Gating; (b) Corporal punishment; (c) Detention;

(d)(i) Imposition of Written Work; (ii) Imposition of Memorization Work; (e) Rewarding for good conduct;

(f) Other.

Number of answers	(a)	(b)	(c)	(d)(i)	(d)(ii)	(e)	(f)	
	41	2	111	167	132	18	Positive Reward	No powers beyond Re- porting
							18	173

As in question 9 the possibility of doing a Chi-square test was considered and rejected.

The most commonly used punishments among prefects seem to be detention and the imposition of written or memorization work. Only eighteen teachers replied that reward for good conduct was given by prefects at their schools. A relatively low number of replies showed that prefects could gate other pupils and two English-speaking senior assistants indicated that corporal punishment is given by prefects at their school(s). This could perhaps have been a mistake on the part of the teachers while filling in the questionnaire, but if it is not a mistake this is a most interesting answer. The teachers could possibly have meant that although not officially permitted, corporal punishment is administered by prefects, or it could simply be that at a school or schools in the Cape Province prefects are permitted to cane other pupils.

It is also interesting to note that 173 teachers, 147 Afrikaans and

26 English said that the prefects had no power to punish other than to report the offenders to the authorities. The ratio of 147 to 26 is simplified to about 6 to 1. The Afrikaans teachers and presumably principals (principals normally make school policies) in particular, presumably regard their prefects as too immature to have the responsibility of administering punishment. Another possibility is that these educators are afraid to let the power of discipline slip out of their immediate control. This fact of not delegating powers of punishment to prefects, by retaining control in the hands of the staff whatever the reason for it, may make for better discipline at schools, but it cannot possibly teach the prefect judgement with regard to the meting out of punishment, as they are never given an opportunity to judge anything. Their job is simply to report offences to the authorities without considering whether there are extenuating circumstances, or not. This leaves no power of judgement to the prefect at all. He becomes simply a tool of the teachers. He is basically a spy who reports on prohibited behaviour and then returns to his job. A possible reason for the prominence of Afrikaans replies indicating that powers of punishment should not be given to prefects, is that in the Afrikaans family the father is given unquestioning obedience while in the community the leader (often the Dominee) is likewise obeyed. This phenomenon is transferred to the schools where the teachers are the dominant figures and the prefects are supposed to give unquestioning obedience to these teachers. This is simply a suggested reason for the phenomenon described, as no facts are produced here to support this theory, but it could be the reason for the domination of prefects by Afrikaans teachers.

One teacher reported a most interesting form of punishment which the prefects may administer in the hostel at his/her school.

"In the boarding houses, giving early-morning 'rises'. The culprit must be in the prep-room, properly dressed, and at

his desk by 6.30 a.m."

Presumably the "culprit" then has to study until breakfast time. This punishment at first glance seems to be highly constructive, as the "culprit" is punished, and yet he is forced to study (which should be of benefit to him).

Forced study could be beneficial to a pupil but it might build up a resentment for the particular subject the pupil is forced to study. If no particular subject is insisted on by the authorities the pupil would have to choose his own subject. To resent a subject which one chooses oneself seems unlikely as it is most probable that one does have a liking for some academic subject.

#### Question 18

"What privileges over and above those extended to non-prefects do the prefects at your school have?"

198 teachers replied that the prefects at their schools had no privileges. One of these teachers was the principal of a co-educational school and perhaps his sentiments were shared by others.

"Nil : day scholars only at this school. Would very much like to have a prefects' study but no accommodation available".

This particular teacher obviously feels that such a study or prefects' room could be of value to the whole prefect system. His idea is backed up by another teacher who reports :

"Std. 10 have a separate wing but prefects have a fine prefects' room on a par with the staff room. Can brew coffee, play records, also entertain special pupil guests, e.g. A.F.S. Scholars from U.S.A"

Another teacher however feels that privileges for prefects are not

necessary and could even be detrimental to prefects.

"Geen besondere voorregte - wat misbruik kan word nie".

61 teachers mentioned special tea at break times or in the afternoons as a prefects' privilege.

63 teachers replied that extra town leaves were granted to prefects at their schools.

24 teachers mentioned that the prefects could use passages or access ways normally reserved for teachers only.

78 teachers told of prefect rooms or study-rooms at their schools.

26 teachers said that the prefects at their schools wore badges.

4 teachers stated that smoking was a prefects' privilege (1 principal 1 vice-principal and 2 senior assistants). One Grahamstown private school does allow prefects to smoke so it is most probable that all these replies came from this school. This privilege at this school is a traditional prefects' privilege. If the headmaster of such a school wishes to stop such a privilege, the power of tradition makes it very difficult to do so. In a school which relies on the parents and old boys of the school for school funds, tradition can be a hindrance to progress.

One teachers' comment was of particular interest :

"Credits to honours blazers for Prefectship".

If this means that honours blazers are granted for all-round achievements and being chosen for prefectship is one of the steps to this award, then prefectship would most probably be keenly sought after at this particular school. Competition for prefectship should improve the standard of behaviour throughout the school. The idea of an honours award not relying solely on sporting ability is also a good idea, especially if general behaviour is an important factor associated with the gaining of an

honours award.

On the whole the teachers who replied gave the impression that privileges were not vital to prefectship. Although a fair number of replies did indicate that prefects at their schools did have various privileges, the fact that nearly 200 teachers denied any privileges at their schools seems to show that privileges are not considered either necessary or of importance in many Cape Schools.

Question 19

"Do you have a "fagging" system at your school? YES/NO. If "Yes", please describe briefly and comment on the advantages and disadvantages of the system, as it operates in your school."

43 teachers admitted that there was a fagging system at their schools.

320 teachers denied that such a system was in use at their schools.

One teacher's comments on the fagging system at his school are worth quoting :

"Boys in standard 10 are allowed a fag. Prefects are allowed personal fags, who tidy their studies.

Disadvantages : Some boys are over-fagged, but on the whole I do not think it does the fag much harm. I think it encourages prefects to expect everything to be done for them".

Fags do not seem to be particularly common in Cape Schools. The big criticism of fagging systems seems to be that the fag could easily spend time fagging when he/she could be enjoying to the full some other aspect of the school's educational provision. The other disadvantage mentioned above could also be quite valid. Prefects could be taught through the privilege of having a fag, that leadership involves having somebody else to do all one's "donkey work". This of course is not the type of picture

of leadership that most educationalists have in their minds.

The psychological effect on a "fag" and a "fag-master" in a fagging system could be detrimental to both parties. The fag could become cowed and afraid of his "master" and the "fag-master" could develop into a domineering bully.

Perhaps the most important factor concerned with fagging is that of whether it is morally right for one pupil to have unnecessary powers over another pupil just because he happens to be older than the other pupil; or has been in the school/house/hostel longer than the other pupil. The powers are unnecessary as most pupils have been taught successfully to do the very tasks which the fags perform for them. Having learned these skills (such as polishing one's shoes) one should then use them or it makes the whole idea of learning them pointless. If it is not actually necessary for "old" pupils to have fags then surely such a system cannot be justified. Having abolished legalised slavery in civilised countries years ago, should we not do the same in our schools.

Question 20

"Do your prefects gain experience, through being prefects, in the following spheres :

- (a) Organisation      (b) Committee-work      (c) Speaking in Public  
(d) Other?      Please specify."

348 teachers replied that the prefects at their schools gained experience in Organisation.

221 teachers quoted experience in committee work as being gained by prefects at their schools.

276 replies mentioned that prefects gained experience in Public Speaking at their schools.

Two teachers gave interesting answers to section (d) of question 20.

One teacher felt that :

"Tact in handling people".

was learned and also that an :

"Opportunity to have insight in problems of exercising

authority", was gained. The other teacher's quote under section (d) :

"Other experience : group work + personal relationships".

Organisational experience appears to be pretty universally gained by prefectship in Cape Schools, while public speaking and committee-work are also commonly performed by prefects. However, personal relationship and an ability to understand and cope with people and their problems, seems to be the indirect experience of prefectship.

#### Question 21

"Does the number of years a pupil has been at your school influence his chances of being a prefect e.g. can a pupil who has been at your school less than a year be made a prefect? YES/NO Please comment."

215 people replied that the number of years a pupil has been at a school does influence his/her chance of being a prefect, while 156 teachers felt it did not affect the pupil's chances. Considerable confusion arose from this question as many people who answered the question answered the example instead of the question, that is, somebody who answered "no" to the example meant that a pupil who had been at their particular school less than a year could not be made a prefect. If however, the teacher was answering the question, "no" would mean that the pupil did not forfeit his/her chances of being a prefect by being at the school for only a short time. The question I feel was fairly stated and misinterpretation cannot be blamed on ambiguity. An example is not a question; it is simply an illustration to help the person who is answering the questionnaire to

understand the question. By carefully interpreting each teacher's answer it was normally possible to discover when the teacher had misunderstood the question or not. However, it cannot be stated with absolute certainty that the figures quoted are entirely accurate.

78 teachers felt it was unlikely that a pupil would become a prefect if he/she had attended the school for less than a year, but it did not necessarily actually bar the pupil from prefectship.

41 teachers simply felt that a pupil must show his/her worth in order to be a prefect and that time therefore (within reason) had nothing to do with the choosing of prefects. Two teachers both commented on question 21 in an identical fashion. After filling in "Ja", they both used the same words :

"Dit behoort 'Nee' te wees!"

This seems to indicate that although many teachers told us what actually occurred at their schools, they did not necessarily agree with the policy of their schools.

It appears that the number of years a pupil has been at a school can affect his/her chances of being chosen as a prefect, but there seldom seems to be a hard and fast rule about this.

#### Question 22

"Do you think senior prefects should control primary school pupils in a High School with a primary department? YES/NO. If not what means of control of pupils by pupils would you propose in the primary department."

249 teachers replied that they felt that senior prefects should control primary school pupils in a High School with a primary department and 55 teachers felt they should not.

42 teachers suggested that senior primary school pupils should be appointed as monitors or junior prefects to control the primary pupils. An interesting fact was that no less than 46 teachers replied to this question "not applicable". The fact that they were asked for an opinion, and not as to whether such a system occurred at their schools seems to have escaped them.

An answer from an Afrikaans-speaking principal to question 22 makes a point which no other teacher admits as openly as he/she does :

"Ek weet van g'n manier wat leerlinge in Afrikaanse skole oor ander kan beheer uitoeven nie. Afrikaanssprekende kind en ouer kan en wil dit nie aanvaar nie".

In other words, the whole prefect system is a farce as far as this principal is concerned.

What he says may be applicable to Afrikaans-speaking children, but as is proved by some of the English schools in the Cape who answered the questionnaire, pupils can and do have authority over other pupils.

It seems to be felt that junior pupils are in most cases not mature enough to have authority over other primary school pupils. Senior high school pupils appear to be considered as more suited to govern primary school pupils than are senior primary school pupils.

#### Question 23

"Are there signs of reluctance to accept prefectship at your school? YES/NO. If "Yes" is such a reluctance on the increase, and can you suggest reasons for this."

43 teachers indicated that there is a reluctance to accept prefectship by the pupils in their schools.

329 felt that there was no reluctance to accepting prefectship at their schools.

26 teachers felt that reluctance was due to what they termed the "modern drop-out philosophy", that is, the lack of desire to accept responsibility.

Three senior assistants felt that prefectship was to some extent shunned at their schools because the principal did not support the prefects sufficiently.

"Gebrek aan aanmoediging en steun deur die hoof. Prefekte kla dikwels dat as hul met 'n klag by die hoof kom, daar nie genoeg aandag aan hul gegee word nie."

"Slegs omdat hulle nie die heelhartige samewerking van die skoolhoof verkry nie. Bring hulle 'n oortreder kantoor toe, staan hulle gewoonlik eventueel as die skuldige in 'n lang hofsaak".

"If prefects are merely used as detectives and policemen then there is reluctance to turn on one's erstwhile friends".

The role of the principal seems to be vital in the attitude of the pupils toward prefectship. If the principal has a prefect system simply because such a system has traditionally existed, but does not really believe in such a system, it is most probably that the prefects will end up as discontented policemen, rather than good leaders. One teacher from a country school states quite plainly that prefectship is not sought after at his/her school simply because the school does not believe in a prefect system.

"Plattelandse Afrikanerkinders hou nie van die prefectstelsel nie. Verkies blykbaar dat slegs onderwysers en nie mede-leerlinge nie die gesag uitoefen".

Generally speaking it appears that in many of the Cape Schools prefectship is sought-after status, but in some schools there is an indifference

to prefectship and in a few schools even a positive reluctance to accept the responsibility of prefectship.

The reluctance to accept authority is accounted for by 26 teachers by what they called, "the modern drop-out philosophy". It is possible that such a philosophy exists, but it is very difficult to produce concrete evidence of it. It may be true that a number of pupils appear to be loth to accept a position in our prefect systems, but perhaps that is because they disagree with the system, or feel that there is little or no point in belonging to such a body as whatever they say or try to do, the system will not change. It seems quite possible that the youth of today disagrees with the moral codes which these prefect systems are based on. Educational News Flashes (1971) reads :

"Today our youth is menaced by influences aimed at undermining the tried norms and moral codes which we have received as a legacy from our western forebears".

This is all very well, but who decides whether the "norms and moral codes" are those which we should adhere to. The youth will have to live in this world for the next few decades and while the norms etc. were acceptable to our forebears, these forebears are not faced with the same problems as the youth are. Perhaps if the youth who drop out were given an opportunity to make policy-changing decisions as prefects they would take more interest in the school affairs. The argument against giving the prefects too much control in the making of school policy is that if the prefects were completely capable of running the schools, teachers would become superfluous. Teachers would be allowed to lecture, but the personal example of teachers would be lost to the pupils. The guiding hand given by the teachers in forming the character of the pupil is essential. Thus while a tremendous amount of school organisation could be dealt with by the prefects the ultimate control should be in the hands of the more mature

teachers.

Another very sensible reason for the apparent lack of interest in accepting authority could simply be that children considered responsible and mature enough to be offered prefectships have employment after school in order to supplement their pocket-money. This seems to be more and more common among pupils. Speaking of the difficulties involved in organising student council meetings in Britain, Mackenzie (1971) quotes :

" - if you hold council after school hours you miss out on pupils who have paid employment after school".

Question 24

"If although otherwise reliable and effective in carrying out his/her duties, a prefect committed any of the following misdemeanours : See Table. Which of the following courses of action would you consider to be appropriate; demotion, expulsion, corporal punishment, gating, removal of sports colours, other? Please fill in the following table, specify if actions other than those mentioned above are used."

"MISDEMEANOURS

COURSES OF ACTION

- (a) Smoking
- (b) An offence involving drugs.
- (c) Drinking
- (d) Absent without leave from his hostel
- (e) Sexual Transgressions
- (f) Dishonesty
- (g) Has a bad influence
- (h) By neglecting his own academic work, sets a bad example. "

A numerical analysis of the answers to question 24 is as follows :

The courses of action were : 1. Demotion; 2. Expulsion; 3. Corporal Punishment; 4. Gating or Detention; 5. Removal of sports colours; 6. Lecture, warning or talking to or reference to a psychologist; 7. Take away privileges without demotion.

(a) Smoking	1	2	3	4	5	6	7
Number of answers	208	10	141	5	14	52	1
(b) An offence involving drugs							
Number of answers	145	231	21	0	6	29	0
(c) Drinking							
Number of answers	172	225	38	4	4	19	0
(d) Absent without leave from his hostel							
Number of answers	182	23	138	54	5	31	1
(e) Sexual Transgressions							
Number of answers	123	226	18	2	5	36	0
(f) Dishonesty							
Number of answers	273	36	101	9	6	38	0
(g) Has a bad influence							
Number of answers	317	14	14	1	13	40	1
(h) By neglecting his own academic work, sets a bad example							
Number of answers	183	1	112	27	5	100	4

The possibility of doing a Chi-square test was considered but rejected.

25 teachers said that they could not specify too exactly as to what punishments they would use for a particular offence.

For most offences demotion seemed to be an accepted method of punishment. Expulsion and corporal punishment were also quite widely recommended. A

fair amount of teachers felt that a good talking to, or a session with the school psychologist was an effective punishment for prefects for many offences.

Few teachers recommended gating, detention, the removal of sports colours or the removal of privileges without actual demotion, as punishments for prefects. The only times when gating was quite strongly recommended was when prefects were absent without leave from their hostels or if they were neglecting their academic work. Quite a number of teachers felt that combinations of punishments were often advisable and many teachers also indicated that the first offence should be treated more leniently than recurring offences.

Typical comments on question 24 were as follows :

"Om op 'n verfynde, welopgevoede wyse met 'n jeugleier te gesels - en hom volle geleentheid te gee om ook te gesels - lewer die beste resultate".

"I have never had to deal with these problems as far as any of my prefects are concerned. Action would depend on the seriousness of the transgression. If very serious, demotion or expulsion would result. We require a high standard from our prefects and I disapprove of prefects being gated or punished in other ways. This would cause them to lose their effectiveness as prefects".

"A very high standard is set for prefects who are expected to lead primarily by example. Thus a serious act of unworthy conduct results in dismissal as a prefect. I have had to do this about three times in 17 years".

"Expulsion would only be used in very exceptional circumstances. Demotion might be necessary if misdemeanours were repeated. Corporal punishment should be administered if and when necessary, if a pupil is a prefect or not".

"(a) Demotion could be temporary - reinstated if whole hearted effort made to correct the wrong attitude and action.

(b) In considering misdemeanours in this school it is important that at the induction course every prefect pledges his loyalty in maintaining the standards of the school. And when elected to office they are accepted only when the implications have been explained and they have freely accepted - time for consideration is given".

"In all cases of demotion, will reconsider return of status after a suitable period if pupil has shown that remedial action has been taken and defect eradicated".

"Lyfstraf (net een keer) in gevalle (a), (d), (b), (g), (h) en daarna sy pligte wegneem".

One senior assistant suggested that punishment should be publicly administered for dishonesty.

"Onthef van pligte in teenwoordigheid van hele skool".

Thus teachers answered from one extreme to another. Some felt that a private "dressing down" was sufficient for a prefect, while others felt that public punishment was necessary. One positive factor which seems to have emerged is that most teachers felt that prefects should be chosen carefully and made to understand the importance of the example they set, so that misdemeanours among prefects are kept down to a minimum. Teachers also appeared to agree on the fact that each case should be taken on its merits and a definite formula for each offence should not be laid down.

#### Question 25

"Do you, in effect, automatically choose as prefects : (Please write  
"Yes" or "No"  
alongside each choice)

- (a) Captain of School cricket.
- (b) Captain of School rugby.
- (c) Captain of School athletics.
- (d) Captain of School swimming, tennis, boxing, hockey, netball.
- (e) The most academically able or successful.
- (f) Head of a "house", if you have a house system?

Please comment."

A numerical analysis of question 25 is as follows :

	<u>Yes</u>	<u>No</u>
(a)	3	364
(b)	5	362
(c)	4	363
(d)	3	363
(e)	10	357
(f)	39	327

Again the possibility of a Chi-square test was considered but rejected, following inspection of the analysis.

It appears that the position mentioned in the questionnaire of Captains of cricket, rugby, athletics, swimming, tennis, boxing, hockey, netball, the academically most able pupil and the head of a house are not automatic qualifications for prefectship. 39 teachers felt that the heads of houses were automatically selected as prefects. This is quite possibly because the heads of houses are only chosen from among the prefect body. 37 teachers felt that it was most likely that pupils who occupied the positions mentioned would be prefects as most of the positions are leadership positions.

50 teachers stated that each qualification was not a recommendation for prefectship on its own.

63 said simply that those who showed the potential to perform best as prefects were chosen as prefects regardless of whether they occupied any of

the mentioned positions.

One disgruntled senior assistant wrote :

"Nothing is discussed and nothing automatic. In fact there are many surprises".

At least "nothing is automatic" which means that those who fill positions mentioned are not definite candidates for prefectship.

The consensus of opinion seems to be that while the positions mentioned can be and often are recommendations for prefectship, pupils who fill these positions are not automatically assured prefectship.

The question as stated in the questionnaire includes the two words "in effect". This was meant to imply that although the occupants of the various positions were not officially certainties for prefectship, they were actually automatically selected. This did take into account the fact that the captains of various teams were in std. eight or nine and therefore perhaps not eligible for prefectship. The question implied that under normal circumstances the captains were prefects.

It would appear that either the majority of the teachers misunderstood the question or they would not admit to the situation as it is in their schools. Although no facts are produced to support this idea it does seem likely that teachers are a little too keen to deny the fact that sports captains are automatically chosen as prefects. It seems a natural assumption that leaders in sport should be leaders in general among pupils in a sport-minded country. Why then is there such a concerted denial that such a situation occurs in our schools. It does not seem unreasonable to expect many teachers to have replied that "in effect" captains were pretty well automatically chosen for prefectship. Is this necessarily such a bad thing if it does occur. The pupils normally chose their own sports captains and

the pupils opinion of a good leader is surely very often correct. If pupils repeatedly chose unsuitable persons as their captains the teachers would have abolished such a system and chosen the captains themselves. If the teachers do in some schools choose the sports captains, it seems reasonable to presume that their choice of prefects would coincide with their captains.

A suggested reason for the vehement denial of the automatic selection of captains as prefects is that perhaps teachers are afraid to admit the tremendous emphasis on sport and sporting achievement which we have in our country. It seems amazing that in a world full of vice and corruption (according to our newspapers) an enthusiasm for sport and ability in sport, which could be considered healthy, is considered a fact to be ashamed of.

Question 26

"Does a school committee or council of other lay governing-body have any say in the choosing of prefects. YES/NO."

363 teachers replied that the school committee or council or any other lay governing-body had no say in the choosing of prefects.

8 teachers replied that at their schools such councils or committees did have a say in the choosing of prefects.

Unless the cases where committees did have influence in the choosing of prefects were simply small schools governed by a board of directors who ran every aspect of the school, it is a most interesting fact that a layman has any influence over the choosing of prefects. This could mean corruption as committee members could insist that their own children become prefects even if they are unworthy of such office. However, as the vast majority of the teachers replied that the committees did not have any direct say in the choosing of prefects the possibility of "influence" seems to be fairly remote.

Although it appears to be uncommon, committees or lay governing bodies are allowed to play a part in the education system.

" ... the parent community be given a place in the education system through parent-teachers' associations, school committees, boards of control or school boards or in any other manner."

(Cape Education Act)  
(ARTICLE 2(H) OF ACT NO. 39, 1967, REPUBLIC OF SOUTH AFRICA.)

The reason for the apparent lack of influence by these bodies with regard to the choosing of prefects is probably that they feel that the teachers (who deal continually with the pupils) are better able to judge the potential of the pupils as prefects.

#### Question 27

"Do influential parents play any part in the choosing of prefects?  
YES/NO."

362 teachers replied that influential parents did not play any part in the choosing of prefects.

10 teachers felt that parents did play a part in the choosing of prefects. This seems to indicate that there is some misuse of "influence" in schools, as although the parents do not actually choose the prefects their influence can affect the teachers choice. It is again pleasing to note that the stated misuse of "influence" seems to take place at only a few schools.

#### Question 28

"What feature of a prefect system do you consider to be especially valuable?"

The answers to this question were many and varied but in the final analysis they were reduced to eight categories.

- 1) 68 teachers felt that one of the valuable features of a prefect system was the fact that the prefects could help in school organisation. This the teachers felt, relieved to some extent the load of the teachers, and after all it is as much the pupils' schools as it is the teachers!
- 2) 77 teachers felt that prefectship aided good general personality development.
- 3) 27 teachers reported that they regarded responsibility training as a benefit of prefectship. Through prefectship pupils gained a sense of responsibility.
- 4) 117 teachers indicated that prefectship was a source of leadership training. Prefects would learn to be leaders during their term of office.
- 5) 63 teachers felt that prefects offered an excellent liaison force between the teachers and the pupils.
- 6) 27 teachers thought that prefects gained a feeling or spirit of service to the community during their prefectship period.
- 7) 23 teachers stated that prefectship gave the prefects a chance to show the rest of the pupils how to behave by setting a good example themselves.

It appears that many teachers felt that prefectship could benefit pupils in a variety of ways. The main benefits could be a training for future leadership or responsibility situations in life and also the art of learning to lead by personal example.

#### Question 29

"What features of a prefect system do you consider to be undesirable?"

49 teachers considered the superiority feelings sometimes gained, by prefects to be an undesirable feature of the prefect system.

29 teachers replied that the deterioration of some prefects during their

year of office was an undesirable feature of the prefect system.

29 teachers felt that the fact that prefects could (in some schools) punish other pupils was an undesirable feature of prefectship.

75 teachers felt that the abuse of authority by prefects was a most undesirable aspect of the prefect system.

23 replies indicated that if prefects were elected purely on the grounds of their popularity with their peers, then this was an undesirable feature of the prefect system.

Two teachers mentioned a split between prefects and the rest of the pupils (especially senior pupils) as the factor which they considered most undesirable.

"Occasionally friction in Std. X is accentuated by the selection of prefects".

When true leadership occurs the followers should be following the leaders' commands because they want to or because they realise that what he says is sensible, and not because they are forced to do so. In a situation of responsibility the followers follow simply because the authority insists that they obey. Thus if prefects show true leadership there should be almost no rebellion against their orders, but if orders are simply being passed to the pupils via the prefects then the prefects are not being leaders at all, but are merely being "administrators".

Another point mentioned by one or two teachers I consider to be a vital one. Their point is simply that some pupils are overlooked as prefects who perhaps eventually turn out to be great community leaders as did Winston Churchill.

"Unless a school promotes (or demotes) others to the prefect body, some "late developers" are overlooked - could lead to frustration and no credit being given where it is due".

"Quiet pupils not good at sport or otherwise not in the lime-light tend to be overlooked by their fellow pupils even though we (staff) think they would make good leaders".

It is interesting to note that although sporting ability was rated low as a qualification for prefectship (see question 9 page 122) a teacher considers, "not good at sport" as a possible reason for not being chosen as a prefect. This contradiction supports the argument that sporting ability does play an important part in the selection of prefects.

"The opportunity to develop leadership, confidence etc., is denied the majority. These non-prefects often show a maturity not evident in all prefects".

"Sometimes too few suitable candidates are available and sometimes too many".

If a pupil is not a "star" in any field and yet is a "good solid citizen" and has latent leadership potentialities, these potentialities are often never brought out at school as he may be in a class where there is an over-abundance of "prefect material". So often the clever child who is sixteen years old in his final year at school has to compete with the eighteen and nineteen year old pupils for prefectship. This type of child is penalised for being average of personality, late in maturing and academically bright. With the prefect system as it appears to be at the moment (i.e. with a heavy emphasis on responsibility) the type of pupil mentioned above simply cannot cope with the responsibilities of prefectship. These thoughts are completed by an English speaking boarding master :

"Those considered 'leaders' already are given the job of School Leadership, and this ability should certainly be cultured. However, there is a tendency towards the non-prefect being left out in the cold - and feeling it. Most

people in life are the 'led' class, and it seems that not enough attention is paid to them".

Question 30

"Please comment on any aspect of peer-group leadership that you feel has not been covered by the questionnaire".

A tremendous variety of suggestions were received in answer to question 30. Many teachers suggested things which had actually been asked in the questionnaire but quite a few had very valid points to make. Here are some of the teacher's ideas quoted verbatim :

"By having a lot of say the pupils elect good prefects as they see these boys and girls in a different light to the staff, which is important".

Permission to send questionnaires to pupils was not requested from the Cape Education Department as permission had been refused to another researcher from the Rhodes University Education Department.

"They (Cape Education Department) refused to sanction the use of the pupil questionnaire on the grounds that the questions asked were of a private and personal nature ....."

(This quotation comes from an unpublished thesis for a masters' degree in education, by A.J. Penny, entitled, "An Investigation into Religious Instruction in State High Schools in the Cape Province 1970). As the questionnaire to be sent out on leadership was also "of a private and personal nature", it was felt that permission to send it to pupils would not be granted.

Suggestions for such research came from more than one teacher.

"Would it not be worthwhile to find out from prefects or other senior pupils what they think of the prefect system".

"A questionnaire to the pupils themselves may make an interesting study, as too, would a follow-up of post matrics. (Were they just prefects while at school, and while in uniform, and to please parent and teacher?)"

One teacher felt that the factor of leadership potential was not brought out in the questionnaire :

"(1) Leierskap kan nooit aangeleer of gekweek word by 'n persoon met geen leierskapsptensiaal nie.

(2) Daar is nie 'n breë filosofiese leierskap nie. 'n Man word leier deur prestasie eers in vakgebied of lewensterrein en dan kan hy vorder na die breëre leierskapsveld. Leierskapskursusse soos deur F.A.K. en Brugger is myns insiens oordrewe.

Jy maak nie 'n leier nie. Hy word gebore. Perspektief 'n groot leierskapstudent kan nie gekweek word nie!"

In other words all the leadership encouragement in the world can be given but those with no leadership potential will never be leaders. Surely a most important factor here is the factor brought up in Chapter (1) while defining leadership. Leadership was reasonably conclusively proved not to be a general trait of personality which an individual had or did not have. Leadership in one small field is still leadership and surely in some spheres most people have at least a little leadership potential and this should be sought for and developed in schools.

Another teacher mentioned the fact that :

"Student officers and N.C.O.'s in cadets get experience of leadership and responsibility too."

In most cadet corps responsibility is high and leadership low because many cadet corps seem to practice only for the annual parade.

The cadet system in South Africa is in the process of being reviewed. Although very little has been published on the subject so far it appears that cadets are to become a section of a scheme of "Jeugweerbaarheid" which is not translatable into English but the term "Youth Preparedness" and "Youth inviolability" have been used in the newspaper articles on the subject.

"The subject of "Jeugweerbaarheid" will consist of the following :

Physical Defensibility

First Aid

Fire-fighting

Home nursing

Drill

Emergency Plan for Schools

Prestige Platoons

The component of mental defensibility will be integrated with existing syllabuses". (Educational News Flashes 1971).

From this list it would appear that to the existing sections of the cadet system, (which include Drill, First Aid and Prestige platoons) further sections will be added. The value of such a system with regard to leadership, cannot possibly be estimated as yet. The meaning of mental defensibility is difficult to understand, so its value cannot be estimated at all.

A clue to the meaning of the term "mental defensibility" is however given in an article in the Eastern Province Herald (1971) :

" ... and a course on ideologies which lead the way to communism."

It appears that the youth must be prepared to defend themselves against the "ideologies which lead the way to communism". The actual nature of these ideologies is not stated.

This could however make a very interesting line of research, that is, an investigation into this type of training in South Africa.

An Afrikaans teacher felt that the degree of religious commitment of a pupil was an important factor in prefectship as far as Afrikaans-speaking pupils were concerned.

"Godsdienssin van prefekte speel 'n rol in Afrikaanse skole veral".

This may be true but surely true leadership is not directly proportional to one's degree of religiousness?

Hitler, although considered by the allies to be an evil man, and who most certainly lacked deep religious convictions was an effective leader. The leadership of Napoleon who valued religion, only as a "social cement" cannot be denied. If in fact a child's leadership potential is judged by the degree of his religious commitment the whole leadership system in schools will become a farce, as religious zeal can easily be faked, whereas true leadership cannot. If the prefect system in some Cape schools is not based on leadership ability, but rather on the conformity to certain social customs, one of which may be an interest in religion, then the degree of religious commitment of the pupil may play a legitimately important role in the selection of prefects. The Christian principles of Love, Honesty etc. are surely principles which could well be adopted by prefects and in fact a lack of such factors should count against a candidate for prefectship; but a professed interest in religion should not be a vital factor for prefectship. Even more important is the fact that a lack of religious interest should not count against a pupil aspiring to be a prefect.

The principal of an English girls school brought up three points under question 30, all of which are substantiated by other teachers, and are shown

in the quotation below :

- "(a) How is leadership promoted in lower standards?
- (b) Am not very impressed by the list of qualities in No. 9.
- (c) More stress on leadership as a service of others".

Point (a) is reinforced by other teachers.

"I think that more time and thought should be given to the training of one's future leaders (i.e. before they reach Std. 10) by providing them with opportunities of showing their potentiality in the earlier standards and particularly in Std. 9."

"Hoe gouer 'n leerling geleentheid kry om leiding te gee en neem hoe beter. Hy krap dit dus nie op nie. Indien hy dit wel opkrap gee hy dan later as hy groot is leiding heeltemal in 'n verkeerde rigting en/of manier".

Question 13 (ii) does seem to offer teachers an opportunity to express the above opinions but it is agreed that it is vital for pupils to be given opportunities to develop their leadership potential at any age when it can be developed successfully.

Section (b) of the teacher's statement described above is supported by another teacher's words.

"Suggested criteria for choosing prefects (other than those mentioned) self-control, initiative, self confidence, ability to influence, perserverance, adaptability, neatness, conscientiousness."

The abovementioned criteria are of course covered in question 9, firstly to quite an extent by the phrase "Contribution to the school as an exemplary character". Furthermore in section (ii) of question 9, other criteria are actually asked for. The importance of the criteria mentioned above

are, however, realised.

Part (c) of the teachers comment is also backed up by another teacher in his/her answer to question 30 :

"The idea that leadership is service of the community".

This was covered to some extent by question 28. Leadership should be service to the community as the community is those who are led plus the leader. Therefore, unless leadership is of service to the community it is not useful leadership.

The last teacher to be quoted has perhaps realised the true limitation of this questionnaire. The questionnaire was designed basically to investigate the prefect or similar systems of so-called leadership in Cape schools. This teacher points out that the questionnaire hardly touches on the individual peer-group leadership systems among pupils at school.

"The questionnaire focuses on a limited aspect of peer-group leadership viz., as seen from the point of view of teachers in authority. A parallel study of actual leadership, as revealed by sociograms and other means, might give a truer picture of peer-group leadership. (The Rhodes Education Department have recently been refused permission to conduct research using sociometric techniques on the grounds that information is asked "of a private and personal nature.") It seems that there may be two or more groups of leaders. (1) Those sanctioned by the school authorities or popular vote; (2) The unofficial 'leaders' who at times can make their influence felt. The present study also seems to have a child-centric (pupil-centric) bias which does not take into account the total context of peer-group leadership - how it

operates in a larger context and how it is subject to larger environmental influences, e.g. those not specifically associated with the Department, the staff and the peers".

3. Noteworthy systems of choice or notes or letters sent with the questionnaires.

These are simply reproduced as they are or in a shortened form. (See appendix pages 198 to 212).

4. Discussion of the Answers to the Questionnaire.

The first factor to be discussed is the fact that the questionnaires were on the whole answered honestly and thoroughly. I am extremely grateful to the many teachers, who are probably exceedingly busy who took the time and trouble to reply to the questionnaire. It is interesting to note that often the higher the rank of the teacher who replied, the more trouble he/she took in filling in the questionnaire. I found that to analyse most of the senior assistants' questionnaires took me more or less five minutes and to analyse the average principal's questionnaire took between fifteen and twenty minutes.

A noteworthy factor occurred in question 1(b) when it appeared as though the English-speaking teachers took a much more active part in the selection of prefects than did the Afrikaans-teachers. In fact the Afrikaans teachers seemed to have a much more democratic view of the choosing of prefects than did the English teachers. The fact that 95 of the Afrikaans speaking teachers mentioned having Students' Representative Councils as well as, or in the place of, prefect - systems may be of some significance here. Most students' representative councils are the representatives of the students (pupils) as chosen by the students. The function of these representatives is usually to serve the students.

Prefects however seem to be more representatives of the teachers and not of the pupils or students. Thus one is normally a democratic body and the other is often not. This may account to quite an extent for the apparent lack of democracy at the English schools while choosing prefects and the seemingly almost completely democratic system used in the Afrikaans schools to choose their "leerlingraad".

This brings us to a discussion of the difference between a prefect and a student councillor. One seems to be an authority (namely the prefect) and the other a leader (the councillor). The argument of responsibility versus leadership will not again be given but it will be pointed out that this seems to be what is to quite an extent happening in Cape Schools, i.e. the prefects are administrators and the councillors are leaders.

From a number of Afrikaans replies it does seem however that the members of the "leerlingraad" have leadership powers only in very confined spheres. There often seems to be a teacher hovering around to ensure that the pupil does not exceed the limits within which he may show leadership. The English schools on the other hand, although less democratic in their choosing of prefects, do perhaps allow less-confined leadership to be developed among their prefects than do the Afrikaans-schools.

Generally speaking, it appears that a fairly considerable attempt is being made to inculcate leadership in Cape schools among both English and Afrikaans-speaking pupils, as is indicated by the number of schools who do have leadership systems, by the number of pupils who attend leadership courses, and by the interest shown by the teachers in leadership at their schools.

CONCLUSION

1. Teachers' awareness of the problems involved in Leadership Training in schools.

It was felt that the "traditional" backgrounds of many of the teachers who replied to the questionnaire, prevented them from realising that any improvements could be made to the prefect systems at their schools. The impression was gained from these teachers' replies that they, the teachers, had been educated in "tradition-conscious" environments, and had never been taught to think in terms of change. The fear of developing a "permissive society" seemed to prevent these teachers from being able to suggest or implement any changes to the traditional system. The Sunday Tribune (1971), printed the words of Mr. G. Dorber, who was suggesting the introduction of a few modern ideas into the prefect system of a Natal school:

"This is not to concede to the so-called permissive society but to realise that the world is changing - and to survive, changes must be made. Schools must strive to provide tomorrow's leaders, not squash individuality".

Many other teachers however, appeared to realise the importance of providing training for "tomorrow's leaders". Many constructive and helpful ideas on improving the present leadership systems at schools were suggested by teachers from Cape schools. Sometimes these teachers expressed frustration while working under a headmaster who was not sympathetic to their suggestions, but many teachers, a number of whom were headmasters, indicated they were interested in receiving any ideas which might improve the prefect systems at their schools.

2. Responsibility versus Leadership.

As the research for this work progressed it became more and more apparent

that the meaning of the word "leadership" was often being confused with the meaning of the word "responsibility". It was evident that many educators had probably not given much thought to the true meaning of leadership. The training (mentioned by teachers) which the majority of prefect systems provided to pupils, was not one of leadership, but one of responsibility. Pupils were not being taught to lead, but rather to ensure that others obeyed. While it is essential for leaders to ensure that they are "followed", an important part of leadership in the actual leading, or guidance into a situation of change.

Many teachers did speak of Students' Representative Councils at their schools and then, normally true leadership situations were discussed. Many prefect-systems however, were concerned with very little (if any) leadership development for the pupils, although a sense of responsibility was often mentioned.

The criticism here is not of the prefect systems as such, as they serve a very useful purpose in the schools, to keep discipline, but is levelled against the ideas of such a system being confused with a system which provides a real training for leadership.

3. The validity of Leadership scores (as calculated from the High School Personality Questionnaire.)

A section of research in this work concentrates on the estimation or calculation of a leadership score for pupils. (See Chapter 6 pages 71-80). One of the aims of this research was to attempt to discover the validity of these leadership scores. If the scores could be proved to be a positive aid in the choosing of prefects, perhaps the methods used could be published as a guide to teachers for the future selection of prefects.

One method involved an assessment of the leadership ability of prefects

during their year of office. The other method employed, was to give a Psychological test to the same group of prefects (from which a leadership score was calculated), in order to assess their leadership potentialities. If the leadership scores from both methods indicated a positive and significant correlation coefficient, then it could be presumed that both methods would be equally effective if employed for the selection of prefects. The advantage of such a situation would be that subjective human judgement could be substantiated by scientific means. This would reduce the chances of selecting the "wrong" pupils as prefects.

In actual fact the results indicated that although there was a degree of positive significant correlation between the two selection methods, the methods did not correlate sufficiently to be able to use personality tests in support of other methods with any great degree of success. Thus it cannot be recommended that schools use the particular psychological test used in this work (i.e. the "HSPQ"), to aid them in the selection of their prefects.

#### 4. Personality Traits (Principals' evaluation) and Leadership.

A number of psychologists have attempted to provide a formula for leadership in the form of personality traits. If the potential leader has the required traits then he should automatically be chosen for a position of leadership.

A section of this work (See Chapter 8 pages 93-102) appeared to lead to the conclusion that in the schools concerned the acquisition of certain personality traits does not make for ability as a leader. Although certain personality traits might have a positive and significant correlation with leadership ability in an individual.

"In view of present theoretical conceptualizations concerning administration and leadership, the failure to discover a universally applicable set of personality

characteristics of the leader seems more logical than it does surprising. Increasingly the focus must be upon the relationship of the individual to the organisation".

(Lipham 1964)

#### 5. Sport and Prefectship.

Most of the teachers who replied to the questionnaire indicated that sporting ability was not considered an important attribute of a potential prefect. The Grahamstown principals who estimated the "General Leadership Rating" and various other personality factors of the prefects at their schools, did not stress the importance of the "Sporting Contribution to the School", as a pre-requisite for selection as a prefect at their schools.

The attitude of these teachers in a sport-conscious area such as the Cape Province (as discussed on pages 124 & 96) is worthy of note. An investigation into the importance (or apparent lack) of sporting ability and sportsmanship, for selection as a prefect, might offer an interesting avenue for research.

#### 6. A Definition of Leadership.

One of the sections of this work involved the defining of the word "Leadership". The problems inherent in forming such a definition became apparent. Many different aspects of, and types of, leadership were discussed before a definition (see page 16) was arrived at. This definition incorporated the elements of; (a) time, the length for which a leader leads; (b) the circumstances under which one may lead; (c) the control of others (i.e. the followers); (d) a common aim or goal of the leader and the followers, and (e) an element of change (i.e. the leader should change some existing policy, aim or method used by the group which he leads).

7. The apparent difference between the leadership systems used by English and Afrikaans-speaking pupils.

It was observed in Chapter 9 (See summary on pages 163-164) that an apparent difference in the leadership systems of English and Afrikaans-speaking pupils existed. The "English" systems often curbed the democratic selection of prefects by pupils, while many "Afrikaans" systems allowed and encouraged the democratic selection of prefects by pupils.

The actual powers and privileges of the prefects at "English" schools often exceeded those of the "Afrikaans" prefects.

With regard to the formation of school policies, the "Afrikaans" prefects had much influence but only within rigidly controlled areas of school activities. The "English" prefects appeared to have less democracy in their system (i.e. they did not often have a formal Students' Representative Council which was run almost exclusively by the pupils; as occurred in many "Afrikaans" schools); but the value of their opinions with regard to school policies often seemed to be respected, noted and sometimes used by the teachers.

8. Suggestions for Further Research.

Further research could perhaps be undertaken :

- (a) to establish the pupils' thoughts and ideas on pupil-leadership;
- (b) to try to find out whether the present systems can be improved as far as leadership training is concerned, as opposed to responsibility training;
- (c) to investigate the influence of sport on prefect selection (see page 168 ).
- (d) to investigate the "changing" Cadet system in South African Schools.

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Boys : Lower Left Hand Corner  
 Girls : Top right hand corner  
 Boys & Girls : Ringed in centre

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RELATIONSHIP WITH OTHER PUPILS

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 Girls : Top Right Hand Corner  
 Boys & Girls : Ringed in Centre

GENERAL LEADERSHIP RATING

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													1	1					
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 Boys & Girls : Ringed in Centre

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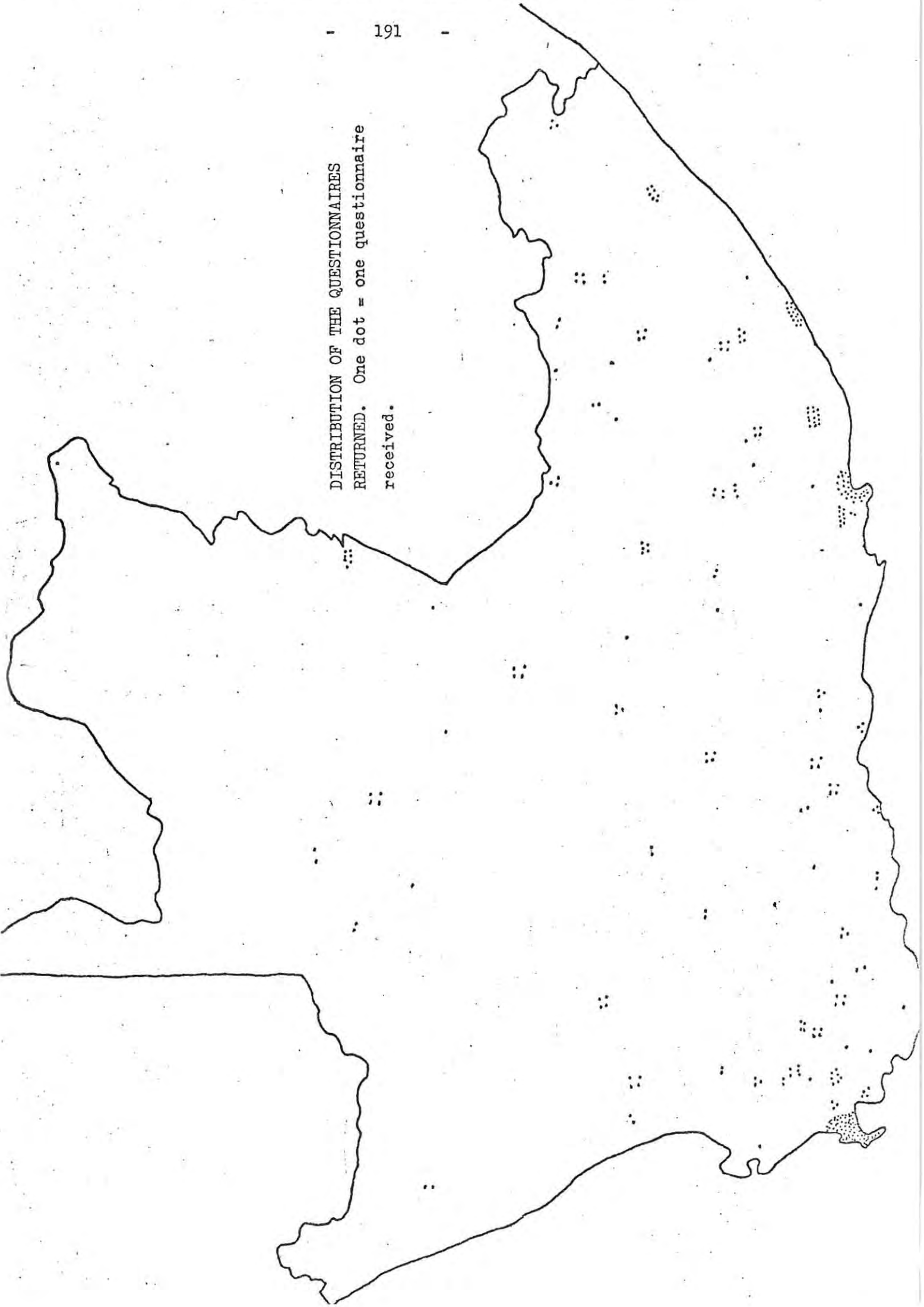




TABLE 7.3  
FORM A: BOYS AND GIRLS TOGETHER (N = 2153)

Factor	Sten Score										Factor
	1	2	3	4	5	6	7	8	9	10	
A	0-3	4	5-6	7-8	9	10-11	12-13	14-15	16	17-20	A
B	0-3	4	5	6	7	8	-	9	-	10	B
C	0-2	3-4	5	6-7	8-9	10-11	12-13	14	15-16	17-20	C
D	0-2	3-4	5-6	7-8	9-10	11	12-13	14-15	16-17	18-20	D
E	0-1	2-3	4	5	6-7	8-9	10	11-12	13-14	15-20	E
F	0-2	3-4	5	6-7	8	9-10	11-12	13-14	15	16-20	F
G	0-5	6	7-8	9	10-11	12-13	14	15-16	17	18-20	G
H	0-1	2-3	4-5	6	7-8	9-10	11-12	13-14	15-16	17-20	H
I	0-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17	18-20	I
J	0-2	3	4	5-6	7	8-9	10-11	12	13-14	15-20	J
O	0-4	5	6-7	8	9-10	11-12	13-14	15	16-17	18-20	O
Q <sub>2</sub>	0-3	4-5	6	7-8	9	10-11	12	13-14	15	16-20	Q <sub>2</sub>
Q <sub>3</sub>	0-4	5-6	7-8	9	10-11	12	13-14	15	16-17	18-20	Q <sub>3</sub>
Q <sub>4</sub>	0-3	4	5-6	7	8-9	10-11	12	13-14	15	16-20	Q <sub>4</sub>

DISTRIBUTION OF THE QUESTIONNAIRES  
RETURNED. One dot = one questionnaire  
received.



Dear Sir/Madam,

The Rhodes Education Department is conducting research in peer-group leadership with a view to describing and evaluating the present position in schools. It is hoped that the results will be of value to schools. We would be extremely grateful if you would complete the following questionnaire and return it to us at your earliest convenience. The answers will be anonymous and confidentially treated.

- What is your rank?
- a) Principal .....
  - b) Deputy principal .....
  - c) Vice-principal .....
  - d) Senior Assistant .....
- What type is your school?
- a) High .....
  - b) Secondary .....
  - c) Co-educational .....
  - d) Single-sex .....

A PREFECT IS DEFINED AS A SENIOR PUPIL AUTHORISED TO MAINTAIN DISCIPLINE IN A SCHOOL AND WHOSE DUTIES AND POWERS ARE APPLICABLE TO ALL BOARDERS AND DAY-BOYS.

1. Is a prefect system used at your school? YES/NO.
  - a) If "no", what system is used?
  - b) If a prefect system is used please describe briefly, the methods used to choose prefects:

2. Do you regard prefectship to be a form of training in:
  - a) Responsibility & Leadership equally valued. or
  - b) Responsibility as more important than Leadership. or
  - c) Leadership as more important than Responsibility?
3. Do you consider that prefectship provides a training in leadership? YES/NO.
  - a) If "Yes", what is done to promote "leadership" among prefects at your school?
  - b) What more could be done to promote "leadership" among prefects at your school?

4. Apart from training in Leadership and Responsibility, in which ways do you consider being a prefect benefits a pupil?

5. Which of the following courses of action do you consider to be preferable (Place an "X" opposite your choice)

- a) the Principal or his authorised representative e.g. housemaster, should have/

Geagte Mnr/ Mev. Mej.,

Die Departement van Opvoedkunde van Rhodes is besig om navorsing te doen in verband met jeugleierskap. Die doel is om die huidige posisie in skole te omskryf en te evalueer. Ons hoop dat skole die bevindinge waardevol sal vind. Ons sal dit baie waardeer indien u die volgende vraelys sal voltooi en so spoedig moontlik sal terugstuur. Die antwoorde sal naamloos en as vertroulik behandel word.

Wat is u rang?

- a) Hoofonderwyser of Hoofonderwyseres
- b) Adjunk-hoof
- c) Vice-hoof
- d) Senior Assistent

In watter kategorie is u skool?

- a) Hoër
- b) Middelbare
- c) Gemengde (Seuns en dogters)
- d) Seun - of mesieskool

'N PREFEK/LID VAN DIE LEERLINGRAAD, WORD OMSKRYF AS 'N SENIOR LEERLING WAT GEMAGTIG IS OM DISSIPLINE IN 'N SKOOL TE HANDHAAF, EN WIE SE MAGTE EN PLIGTE VAN TOEPASSING IS OP ALLE KOSGANGERS EN ALLE DAGLEERLINGE.

1. Word daar by u skool gebruik gemaak van 'n prefekstelsel/leerlingraadstelsel? JA/NEE. (Lees hierna leerlingraad in plaas van prefek indien van toepassing).

a) Indien „Nee”, watter stelsel word gebruik?

b) Indien van 'n prefekstelsel gebruik gemaak word, beskryf asb. kortliks die metodes waarvolgens prefekte gekies word.

2. Beskou u prefekskap as 'n vorm van opleiding in:

- a) Verantwoordelikeheidsin en leierskap in gelyke mate. of
- b) Verantwoordelikeheidsin in meerdere mate as leierskap. of
- c) Leierskap in meerdere mate as verantwoordelikeheidsin?

3. Dink u dat prefekskap opleiding in leierskap bied? JA/NEE.

a) Indien „ja” wat word gedoen om leierskap onder prefekte in u skool te bevorder?

b) Wat kan verder gedoen word om leierskap onder prefekte in u skool te bevorder?

4. In welke opsigte sal 'n leerling na u mening daarby baat om prefek te wees afgesien daarvan dat dit leierskap en verantwoordelikeheidsin bevorder?

5. Wat is na u mening die beste beleid om te volg;

5. a) Continued....
- have regular meetings with the prefects. or
- b) the prefects have their own meetings and consult the principal or authorised representative only when a problem appears insoluble. or
- c) other means of consultation? Please specify.
6. What is the function of these meetings between a representative of the school authorities and the prefects:
- a) to maintain an established school system. YES/NO.
- b) to make decisions regarding change in the established school system. YES/NO.
- c) other? Please specify.
7. Do your prefects attend any lectures or courses or pursue activities, in leadership, with any organisations outside the school? YES/NO. Please specify.
8. Do you consider that prefectship assists the sound personality development of a pupil? YES/NO. Comments:
9. i) Please rate these qualities from "1" to "6" in order of importance for the selection of prefects, putting "1" alongside the most important quality and so on, "6" being your choice as least important.
- a) Specialised talent in an area of school-life e.g. librarianship or prefect controlling day-pupils etc.
- b) Scholastic contribution to the school.
- c) Acceptance of school authority.
- d) Sporting contribution to the school.
- e) Loyalty to the school.
- f) Contribution to the school as an exemplary character.
- ii) Are there any other attributes which you consider to be especially important for prefectship? Please specify.
10. Are prefects allocated specialised duties in your school, or are all required to do the same general duties? Please Comment.

- 5.
- a) Vervolg .....
  - b) moet gereeld vergaderings saam met die prefekte hou, of die prefekte hou hulle eie vergaderings en raadpleeg die hoofonderwyser of sy gemagtigde verteenwoordiger slegs wanneer onoplosbare probleme opduik,
  - c) ander maniere van beraadslaging. Spesifiseer asb.
6. Wat is die doel van gesamentlike vergaderings van die verteenwoordiger van die skoolowerhede en die prefekte?
- a) Om 'n bestaande skoolstelsel te handhaaf. JA/NEE.
  - b) Om besluite te neem in verband met veranderinge in die bestaande stelsel. JA/NEE.
  - c) Ander. Spesifiseer asb.
7. Woon u prefekte enige lesings of kursusse by of neem hulle deel aan aktiwiteite in leierskap in organisasies buite die skool?
8. Dink u dat prefekskap daartoe bydra dat 'n leerling se persoonlikheid op gesonde wyse ontwikkel? Kommentaar asb.
- 9.
- i) Gradeer die volgende eienskappe van een tot ses volgens wat u as die belangrikste beskou by die keuse van 'n prefek. Plaas „1" langs die belangrikste eienskap ensovoorts, „6" sal natuurlik die onbelangrikste wees.
    - a) Besondere talent op een of ander gebied van die skoollewe b.v. biblioteekdiens of 'n prefek wat beheer uitoefen oor dagleerlinge.
    - b) Skolastiese bydrae tot die skool.
    - c) Aanvaarding van skoolgesag.
    - d) Bydrae op sportgebied.
    - e) Lojaliteit teenoor die skool.
    - f) Bydrae tot die skool uit hoofde van sy voorbeeldige karakter.
  - ii) Is daar enige ander deugde wat u as van besondere belang vir prefekskap beskou? JA/NEE Spesifiseer asb.
10. Word spesiale pligte aan die prefekte in u skool toegesê of word dieselfde algemene pligte aan almal opgedra? JA/NEE. Kommentaar asb.

11. Do you select prefects with these specific duties in mind. e.g. Do you have a library prefect specially selected for his/her ability to organise and control that aspect of school activity? YES/NO. Please comment.
  
12. Would you consider that ability for a specific duty e.g. librarianship, would compensate for a lack in overall leadership ability? YES/NO. Please comment.
  
13.
  - i) Do you have (a) a fixed number of prefects or (b) do you increase the number of prefects in a year when you have an abundance of pupils with prefectship qualities?
  
  - ii) If you have a fixed number of prefects do you offer any alternative system of leadership for pupils with leadership ability, but who have nevertheless, not been selected as prefects. Please comment.
  
- 14 a) Every school principal feels occasionally that the wrong pupil has been elected as head prefect. Would it not be a better policy to elect the head prefect during the course of the year, instead of at the beginning? YES/NO.
  - b) Does your school adopt such a policy? (i.e. electing a head prefect during the course of the year) YES/NO.
  - c) If it does, please give details of this policy.
  
15. How many types of prefects and sub-prefects do you have e.g. Hostel, School, Day prefects? Please specify.
  
16. Do you have a system of class captains who may or may not be prefects. YES/NO. Comments.
  
17. What powers do your prefects have?
  - a) Gating
  - b) Corporal punishment.
  - c) Detention.
  - d) Imposition of
    - i) Written work.
    - ii) Memorization work.
  - e) Rewarding for good conduct. Please specify

11. Het u hierdie spesiale pligte in gedagte wanneer u prefekte kies, dit wil sê, kies u 'n biblioteek-prefek omdat hy besondere bekwaamheid besit om hierdie aspek van die skoollewe te organiseer en te beheer? JA/NEE. Kommentaar asb.
12. Dink u dat die feit dat 'n prefek bekwaam is vir 'n bepaalde plig, b.v. biblioteekdiens, sal vergoed vir 'n gebrek aan algemene leierskap? JA/NEE  
Kommentaar asb.
- 13.
- i) Het u (a) 'n vasgestelde aantal prefekte of (b) vermeerder u die aantal prefekte wanneer daar die jaar 'n oormaat leerlinge met buitengewone leierseienskappe is?
- ii) Wat doen u, indien u 'n vasgestelde aantal prefekte het, om aan daardie leerlinge wat buitengewone leiereienskappe besit, maar wat nie as prefekte gekies is nie, die geleentheid te bied om leiding te neem.
- 14.
- a) Enige skoolhoof voel soms dat die verkeerde leerling as hoofprefek gekies is. Sou dit nie 'n beter beleid wees nie om die hoofprefek in die loop van die jaar te kies in plaas van aan die begin? JA/NEE.
- b) Volg u skool so 'n beleid, d.w.s. om die hoofprefek gedurende die loop van die jaar te kies? JA/NEE.
- c) Indien wel, verskaf asb. besonderhede.
15. Hoeveel tipes prefekte en onderprefekte het u, b.v. koshuis-,skool-en dagprefekte?
16. Het u 'n stelsel van klaskapteins wat moontlik prefekte kan wees of nie kan wees nie? JA/NEE. Kommentaar asb.
17. Watter magte het u prefekte?
- a) mag leerlinge hok.
- b) lyfstraf.
- c) detensie
- d) strafwerk i) skriftelike werk  
ii) leerwerk
- e) beloning vir goeie gedrag. Spesifiseer asb.
- f) ander. Meld asb.

18. What privileges over and above those extended to non-prefects do the prefects at your school have?
19. Do you have a "fagging" system at your school? YES/NO. If "Yes", please describe briefly and comment on the advantages and disadvantages of the system, as it operates in your school.
20. Do your prefects gain experience, through being prefects, in the following spheres:  
a) Organisation                      b) Committee-work                      c) Speaking in public  
d) other? Please specify.
21. Does the number of years a pupil has been at your school influence his chances of being a prefect e.g. can a pupil who has been at your school less than a year be made a prefect? YES/NO. Please comment.
22. Do you think senior prefects should control primary school pupils in a High School with a primary department? YES/NO. If not what means of control of pupils by pupils would you propose in the primary department.
23. Are there signs of reluctance to accept prefectship at your school? YES/NO. If "Yes" is such a reluctance on the increase, and can you suggest reasons for this.
24. If, although otherwise reliable and effective in carrying out his/her duties, a prefect committed any of the following misdemeanours: See Table.  
Which of the following courses of action would you consider to be appropriate; demotion, expulsion, corporal punishment, gating, removal of sports colours, other? Please fill in the following table, specify if actions other than those mentioned above are used.

18. Watter voorregte, bo en behalwe die wat nie-prefekte geniet, het u prefekte?
19. Het u 'n stelsel waarvolgens groentjies vir die ouer leerlinge moet werk? JA/NEE. Indien "Ja", beskryf dit asb. kortliks en lewer kommentaar op die voor-en nadele van die stelsel soos dit in u skool tot openbaring kom.
20. Doen u prefekte as gevolg van hul prefekskap ondervinding in enige van die volgende sfere op:  
a) organisasie                      b) komiteewerk                      c) openbare redevoering  
d) ander? Spesifiseer asb.
21. Het die aantal jare wat 'n leerling aan u skool was enige invloed op sy kans om as prefek gekies te word; b.v. kan 'n leerling wat nog nie 'n jaar in u skool is nie prefek word? JA/NEE. Kommentaar asb.
22. Dink u dat senior prefekte beheer behoort te hê oor die laerskool leerlinge in 'n middelbare/hoër skool met 'n laer afdeling? JA/NEE. Indien nie, watter metodes sou u voorstel om beheer deur leerlinge oor leerlinge in die laerskool uit te oefen?
23. Is daar in u skool tekens dat die leerlinge onwillig is om prefekskap te aanvaar? JA/NEE. Indien wel, neem hierdie onwilligheid toe en kan u die moontlike redes aantoon?
24. Indien 'n prefek wat andersinds betroubaar en bekwaam is, een van die volgende oortredings sou begaan, (sien tabel) wat sou na u mening die doeltreffendste optrede wees:  
onthefing van pligte, uit die skool ban, lyfstraf, hok, neem sportkleure weg, ander?  
Voltooi asb. die onderstaande tabel en spesifiseer of daar, benewens bogenoemde, op enige ander manier opgetree word.

MISDEMEANOURS

COURSES OF ACTION

- 
- a) Smoking
- 
- b) An offence involving drugs.
- 
- c) Drinking.
- 
- d) Absent without leave from his hostel
- 
- e) Sexual Transgressions
- 
- f) Dishonesty
- 
- g) Has a bad influence
- 
- h) By neglecting his own academic work,  
sets a bad example
- 

25. Do you, in effect, automatically choose as prefects: (Please write "Yes" or "No" alongside each choice.)

- a) Captain of School cricket.  
b) Captain of School rugby.  
c) Captain of School athletics.  
d) Captain of school swimming, tennis, boxing, hockey, netball.  
e) The most academically able or successful.  
f) Head of a "house", if you have a house system?  
Please comment:

26. Does a school committee or council of other lay governing-body have any say in the choosing of prefects. YES/NO.

27. Do influential parents play any part in the choosing of prefects? YES/NO.

28. What feature of a prefect system do you consider to be especially valuable?

29. What features of a prefect system do you consider to be undesirable?

30. Please comment on any aspect of peer-group leadership that you feel has not been covered by the questionnaire.

OORTREDINGS

STAPPE

a) Rook

b) 'n Oortreding waarby  
verdowningsmiddels betrokke  
is.

c) Drankmisbruik

d) Stokkiesdraai

e) Seksoortredings

f) Oneerlikheid

g) Oefen verkeerde invloed  
uit.

h) Stel 'n swak voorbeeld  
deurdat hy sy  
skoolwerk afskeep

25. Kies u, in werklikheid, outomaties as prefekte: (Skryf asb. Ja of Nee teenoor u keuse).

- a) Kaptein van die skool se krieketspan
  - b) Kaptein van die rugbyspan.
  - c) Kaptein van die atletiekspan.
  - d) Kaptein van die swem-tennis-boks-hokkie - of netbalspan.
  - e) Die een wat op akademiese gebied die bekwaamste of suksesvolste is.
  - f) Leier van die "huis" of "kleurspan", as u so 'n stelsel het?
- Kommentaar asb.

26. Het 'n skoolkomitee of raad of enige ander buitestaande regerende liggaam, enige segganekap in die keuse van u prefekte? JA/NEE.

27. Speel invloedryke ouers enige rol in die keuse van die prefekte? JA/NEE.

28. Watter eienskappe van die prefekstelsel is na u mening, besonder waardevol?

29. Watter eienskappe van die prefekstelsel is na u mening onwenslik?

30. Lewerasb. kommentaar op enige aspek van jeugleierskap wat na u mening nie deur die vraelys gedek is nie.

- (a) Die Raad se samestelling en pligte word deur die Hoof en Personeel bepaal, en kan te enigertyd gewysig word.
- (b) So ver moontlik sal daar eweveel seuns en dogters in die Raad dien.
- (c) Die twee taalgroepe sal naastenby in ooreenstemming met die inskrywingsverhouding verteenwoordig word.
- (d) Ten minste een prefek sal uit elke taalgroep van die st. x-klas (st.ix-klas vir 1966) aangestel word.
- (e) Ten minste die helfte van die prefekte word uit die st.x-leerlinge aangestel.
- (f) Die Raad word gelei deur 'n Uitvoerende Bestuur bestaande uit die Hoofseun en Hoofdogter, en die Sekretaris (-esse),
  - (i) indien moontlik, moet die Hoofseun en Hoofdogter die twee taalgroepe verteenwoordig.
  - (ii) indien albei Hoofleerlinge uit dieselfde taalgroep gekies word, moet die derde lid v.d. uitvoerende Bestuur, die Sekretaris, die ander taalgroep verteenwoordig.
- (g) Toesig oor die werksaamhede van die Raad word opgedra aan die Vise-hoof.

2. PROSEDURE BY VERKIESING:

- (a) Die Hoofseun en Hoofdogter word deur al die leerlinge in Sts. 7, 8, 9 en 10 genomineer. Elke leerling skryf die name van 'n seun en 'n dogter uit die St.X-klas op 'n stembriefie wat daarna aan die verantwoordelike onderwyser oorhandig word. Laasgenoemde onderwyser lê die uitslag aan die Hoof voor. Die Hoof en Personeel kies 'n hoofseun en hoofdogter en sal hul deur die leerlinge se keuse laat lei maar nie noodwendig laat bind nie. (Kandidate vir hierdie ereposisies moet minstens een dienstermyn op die leerlingraad agter die rug hê).
- (b) Die ander lede van die leerlingraad word saamgestel uit verteenwoordigers van die drie senior standerds tw. Sts. 8, 9 en 10.
- (c) Die leerlinge in elk van genoemde standerds kom afsonderlik bymekaar en benoem hul kandidate soos volg: St. 10 ...6, St. 9... 4 en St. 8 ...2. (+ hoofseun & Hoofdogter)
- (d) Die Hoofseun en Hoofdogter en prefekte wat die vorige jaar gedien het, kom sonder stemming op die finale lys van kandidate.

- (e) Tansy die personeel anders besluit, word sulke leerlinge as aangestel beskou vir nog 'n diens-termy n van een jaar.
- (f) Stemming geskied per stembrieffie nadat elke voorstel behoorlik gesekondeer is.
- (g) Uit die lys van 12 kandidate wat daarna aan die personeel voorgelê word, stel die personeel die Raad saam, met inagneming van paragraaf 2, subparagraawe (d), (e) en (h).
- (h) Die personeel behou die reg voor om enige leerling as prefek aan te stel, al sou hy/sy nie op die kandidatelys verskyn nie. Elke benoemde kandidaat sal egter ernstig oorweeg word.
- (i) Op die eerste vergadering van die behoorlik gekonstitueerde leerlingraad word die Sekretaris gekies.

3. PROSEDURE BY VERGADERING:

- (a) Die Raad vergader so dikwels nodig, onder toesig van die vise-hoof.
- (b) Die hoofseun en hoofdogter tree om die beurt as voorsitter op.
- (c) Die sekretaris teken alle besluite, aanbevelings, ens. in die notule aan en lê dit aan die skoolhoof ter insae voor.
- (d) Dit staan die skoolhoof te alle tye vry om die vergaderings by te woon.

4. MAGTE EN PLIGTE:

- (a) Om prefekte te onderskei, dra hulle spesiale kentekens wat deur die skool verskaf word. Hierdie wapens bly die skool se eiendom, en kan te enigertyd teruggeëis word en die prefek van sy status onthef word, in geval van wangedrag of pligsversuim. Indien die prefek bevredigende diens lewer tot die einde van sy skoolloopbaan, word die wapen sy eiendom.

- (b) Die lede van die leerlingraad verteenwoordig die leerlinge van die skool, en dra die gevoel en mening van die leerlinge aan die personeel oor i.v.m. alle sake wat hulle as belangrik en bevorderlik vir die belange van die skool beskou.
- (c) Hulle mag wenke en versoeke tot wysiging van die skoolreëls tot die personeel rig, met volle motivering. Die finale beslissing berus by die Hoof en Personeel.
- (d) Hulle moet te alle tye, op en buite die skoolgrond, self onbesproke in hul optrede en gedrag wees.
- (e) Hulle moet in medewerking met die personeel toesien dat die skoolreëls uitgevoer word, veral t.o.v. die volgende:
- (i) Kleredrag (ii) stiptelikheid (iii) orde-likheid binne en buite die skoolgebou (iv) netheid (v) gedrag ... (taal, afknouery, sindelikheid, rokery ens.) (vi) onwettige verlatting van die skoolterrein (vii) rondrentel in klaskamers, kleedkamers en binneplaas, (viii) beskadiging van skool eiendom (ix) diefstal (x) alle verdere spesifieke opdragte van die personeel en/of skoolhoof.
- (f) Prefekte is te alle tye aan diens:
- (i) gedurende skoolure : soos hierbo uiteengesit ;
  - (ii) buite die skool moet hulle waak teen gedrag wat die skool se eer skade aandoen. Oortreders moet gerapporteer word;
  - (iii) by skoolfunksies (op die skoolterrein of elders).
- (g) Oortreders word in kleinere oortredings woorde-lik tereg gewys, maar in ernstiger gevalle of waar daar nie gehoor gegee word nie gerapporteer.
- (h) Geen prefek mag op sy eie straf toepas nie, behalwe in berisping. Hoegenaamde geen lyfstraf nie.

1. COMPOSITION OF THE STUDENT COUNCIL:

- (a) The composition and duties of the Council shall be laid down by the Principal and Staff, and may be amended by them at any time.
- (b) There shall be, if possible, an equal number of boys and girls on the Council.
- (c) The two language groups shall be represented approximately according to the number of pupils in each group.
- (d) At least one prefect shall be appointed from each of the two language groups in Std. X (Std. IX in 1966).
- (e) At least half of the prefects shall be in Std. X
- (f) The Council shall be controlled by an Executive Committee consisting of the Head Boy and the Head Girl and the Secretary.
  - (i) The Head Boy and Head Girl shall, if possible represent the two language groups.
  - (ii) If the Head Boy and the Head Girl represent the same language group, the Secretary shall represent the other language group.
- (g) The activities of the Council shall be supervised by the Vice-principal.

2. METHOD OF ELECTION:

- (a) The Head Boy and Head Girl shall be nominated by all the pupils in Standards 7, 8, 9 and 10. Every pupil shall write the names of a boy and a girl, both of whom shall be in Standard 10, on a ballot-paper. The Principal and Staff shall then appoint a Head Boy and a Head Girl. In doing so they may be guided by the choice of the pupils. Candidates for the position of Head Boy and Head Girl must have been prefects for at least one year
- (b) The other members of the Councils shall be drawn from Standards 8, 9 and 10.
- (c) The pupils of each of these standards shall meet separately and nominate candidates: 6 candidates from Standard 10, 4 candidates from Standard 9, and 2 candidates from Standard 8.
- (d) The Head Boy and Head Girl and prefects of the previous year shall automatically be placed on the final list of candidates.
- (e) Such candidates shall be re-appointed automatically for one year, unless members of the staff decide otherwise.
- (f) Voting shall be by ballot-paper, provided every proposal has been seconded.
- (g) *See appendix*
- (h) The staff shall have the right to appoint any pupil, even if this pupil has not been nominated. Every nominated candidate will, however, be seriously considered.

PROCEDURE AT MEETINGS:

- (a) The Council may meet whenever necessary, under the supervision of the Vice-principal.
- (b) The Head Boy and Head Girl shall preside alternately.
- (c) All decisions and suggestions shall be noted in the minutes by the secretary and laid before the Principal
- (d) The Principal shall have the right to attend any meeting of the Council.

POWERS AND DUTIES:

- (a) Prefects shall wear badges supplied by the school. Should a prefect be guilty of misconduct or dereliction of duty, he/she may be discharged and the badge reclaimed. Should a prefect discharge his/her duties satisfactorily to the end of his/her school career, the badge shall become his/her property.
- (b) The Student Council shall represent the pupils of the school and shall inform the staff of the pupils' suggestions for any improvements in the school.
- (c) The Council may request the staff to amend the school rules, provided the reasons for such requests are clearly stated. The Principal and staff shall have the right to refuse any requests.
- (d) Members of the Council shall at all times, on and off school grounds, behave in an exemplary fashion.
- (e) Members of the Council shall assist the staff in enforcing the school rules, especially the following:
  - (i) dress (ii) punctuality (iii) orderly behaviour inside and outside the school buildings (iv) tidiness (v) general behaviour (language, bullying, cleanliness, smoking etc.) (vi) leaving the school grounds without permission (vii) loitering in the class-rooms, dressing-rooms and quadrangle (viii) damaging of school property (ix) thieving (x) any other duties imposed by the staff and Principal.
- (f) Prefects shall regard themselves as on duty at all times:
  - (i) during school hours, as specified above;
  - (ii) off the school grounds, where they shall watch for any conduct which may damage the reputation of the school (offenders shall be reported);
  - (iii) at school functions, whether at the school or elsewhere.
- (g) Prefects shall reprimand pupils guilty of minor offences, but shall report all serious offences and all cases of insubordination.
- (h) No prefect shall be allowed to punish any pupil. Corporal punishment is strictly forbidden.

APPOINTMENT OF PREFECTS

The appointment of a boy to the status of School Prefect is done only after careful and deep discussion of the boy's merits and demerits. When appointed he will be the servant of the school and the guardian of its reputation, as well as being responsible for his part in its smooth running. It seems to me, therefore, that members of the Staff and existing Prefects should be given the opportunity of commenting on possible candidates. I realise that human beings are not properly analysable, but an attempt does help to clarify the issue, and the more opinions I get the wider and truer will the picture of the boy become. It is possible, naturally, that you will not feel competent to judge on every boy, in which case please return the attached pro formas signed with 'No comment'. But please comment on any aspect listed on which you feel you have any ground for valid judgment, though not necessarily on all of them. The following notes are meant as guides, and are an effort to define the qualities that are desirable in a School Prefect. The attached pro forma has a five-point scale, and you should ring the symbol which you feel applies. E.G.

1. Moral Standards	a	(b+)	b	b-	c
2. Unselfishness	a	b+	(b)	b-	c
3. Sympathy	a	b+	b	(b-)	c
4. Courage	(a)	b+	b	b-	c
ETC.					

1. Moral Standards. A man should have standards of 'right' and 'wrong' which as he grows older are increasingly consciously based on principle, and do not merely reflect the standards of the group in which he finds himself.
2. Unselfishness. Not just the petty kind, but the capacity to ignore selfish interest and not be ruled by it. Concern for personal popularity comes into this.
3. Sympathy. Often related to unselfishness; the self-centred are not commonly sympathetic. On the other hand, lack of sympathy may alternatively indicate a relatively high interest in things rather than people.
4. Courage. Physical courage is a relatively minor factor. The more important aspect is the readiness to risk unpopularity or other unpleasant consequences in doing what is believed to be right.
5. Honesty. A high standard of honesty is required. One wishes to have confidence that the truth will come in answer to question, but an 'a' or a 'b+' should mean confidence that there is an active openness as well.
6. Responsibility. We are not looking for the petty despot, but for people who understand the meaning of service to the community and who will discharge their responsibility conscientiously: authority in service.
7. Loyalty. This is a recognition of duty and applies to all levels of society as well as the school.
8. Authority. The ability to impose the will on others without the direct use of sanctions varies greatly. Games prestige helps, of course, particularly at first, but it is no substitute for strength of character. Good example is important, as is self-confidence which should be distinguished from self-assertiveness which frequently springs from lack of self-confidence.
9. Initiative. The ability to go beyond, or do without, detailed instructions.
10. Communication. A Prefect who is inarticulate in his dealings with masters and boys is at a considerable disadvantage. This is closely related to intelligence.
11. Industry. If a boy is not prepared to work hard which is his primary duty, he is less likely to perform conscientiously the duties of prefectship.
12. Vitality. A wide range of interests, pursued with some vigour, is evidence of this, but not the only evidence.

14. Religion. If a duty to God is not recognised, there is no really secure basis for any sense of duty to man. The lack of any genuine sense of religious obligation should make us pause before appointing him, though, of course, a mere parade of piety is not what is wanted.

15. Summary. This includes all the preceding heads, and any not covered.

*These notices are on School Notice Board, Common Room Board and all House Boards.*

### FAGGING RULES

Principles The fagging system operates so that the running of the school can be efficient. Senior boys have school and house duties; they may therefore call upon new boys for certain tasks. However, the system should not provide an opportunity for ANY boy to evade the responsibility of looking after his own belongings, and keeping them tidy and clean. Fagging should at all times encourage SERVICE TO THE COMMUNITY.

### Nature of fagging duties

1. All fagging is to be of a reasonable and useful nature.
2. There is to be no fetching and carrying of books, except for School Prefects, and then only when these are engaged on school duties.
3. Secretaries of Societies are to do their own job of writing notices, and must not delegate them to new boys.
4. Cadet belts of Prefects, Student Officers and Warrant Officers only may be cleaned by new boys. In the case of day boys, belts must be cleaned on the premises, and are on no account to be taken home for the purpose.
5. ALL BOYS are personally responsible for their own belongings and must keep their lockers tidy and wash their own clothes, if necessary. However, School and House Prefects may have (a) their studies tidied in BOARDING HOUSES, and (b) their lockers tidied in DAY HOUSES.

### The following have the right to fag

(a) SCHOOL PREFECTS (b) HOUSE PREFECTS (c) THOSE BOYS IN STANDARD 10 AND ABOVE TO WHOM THE HOUSEMASTER DECIDES IT SHALL BE GIVEN

### Notes

1. Fagging rights may be taken away at the discretion of the Housemaster from any individual for the misuse of his privilege, or as a punishment.
2. School Prefects have fagging rights over all, and may retain the services of one fag each.
3. House Prefects may fag boys of their own house only, and may retain the services of one fag each.

{ SCHOOL AND HOUSE PREFECTS MUST CHANGE THEIR FAG AT THE END OF EVERY TERM, OR MORE OFTEN IF THE HOUSEMASTER DECIDES, SO THAT THE BENEFITS OF THE CONTACT BETWEEN PREFECTS AND NEW BOYS CAN BE SPREAD AS WIDELY AS POSSIBLE. }

4. Other boys with fagging rights may fag boys of their own house only, but are not entitled to the services of one fag each.
5. Second year boys may be fagged for services to the School and their House only.
6. No fagging whatsoever is allowed outside the school grounds.
7. Fagging duties must IN NO CIRCUMSTANCES interfere with a boy's school commitments, or his obligations to members of staff.
8. All boys in their first year at school fag, unless specially exempted by Housemasters.
9. Boys who change their houses shall retain their status unless the Housemaster decides otherwise.
10. There will be no tipping of fags.

Monday, Tuesday, Wednesday, Friday - 8.00 a.m. to 8.25 a.m.  
Thursday - 8.00 a.m. to 8.10 a.m.  
All weekdays: First 10 minutes of short break  
(day boys only)  
1.45 p.m. to 1.55 p.m.  
(day boys only)  
3.25 p.m. to 3.35 p.m.  
4.30 p.m. to Duties' Bell, or  
Quiet Hour.

All day boys in Standards 6, 7 & 8  
must be off the premises by 5.15 p.m.  
unless engaged in a school activity.

Saturday

8.30 a.m. to lunch

No boy watching a First XI or First XV  
Match may be fagged.

4.00 p.m. to Duties' Bell

Sunday

No fagging.

1. SAMESTELLING EN PROSEDURE VAN KIESING:(a) Verteenwoordiging: St. Vlll - X.(b) Getal: 12.(c) Kiesing: deur leerlinge.

(i) Leerlinge stem alleen vir 'n verteenwoordiger/ster van hul eie groep (10 lede)

2 lede, seun en dogter St. Vlll.

2 " " " " " " IX.

2 " " " " " " X.

2 " " " " " " dagskoliere verteenwoordiger/ster

St. Vlll - X.

2 lede, seun en dogter Koshuis, verteenwoordiger/ster St.Vlll-X

(ii) Deur personeel benoem: enige 2 lede (seun of dogter.)(iii) Goedkeuring: Die uitslag van die stemming word vir die personeel se goedkeuring voorgelê, voordat dit aan die Leerlinge bekend gemaak word.(iv) Leiers: Die 12 goedgekeurde lede lê aan die Hoof 'n aanbeveling voor van 2 uit geleedere om die posisie van die Hoofseun en -dogter te beklee.

Dit berus by die Hoof en personeel om hierdie aanbeveling geheel of gedeeltelik te bekrachtig of te verwerp. Indien na verdere pogings geen bevredigende aanbeveling van die Raad kom nie, berus dit by die Hoof om hierdie leiers te benoem. Tussen die goedgekeurde Hoofseun en -dogter word deur die Raad 'n Voorsitter en Voorsitster gekies. Die kiesing van 'n ondervoorsitter of onder-voorsitster en 'n sekretaris of sekretaresse geskied sonder beperkings uit die oorblywende lede van die Raad.

(v) Die kiesing en benoeming van die Raad geskied aan die <sup>end</sup>~~begin~~ van die jaar, op 'n datum en tyd wat die Skoolhoof daarvoor bepaal.

(vi) Leerlinge moet 'n verblyf van 'n jaar hê voor self verkiesbaar en voor hy/sy mag stem.

(vii) Kiesing deur leerlinge geskied per geslote stembriefie.

2. VERGADERINGS:

(a) Alle vergaderings word deur die Hoof bygewoon, en indien hy verhinder word, deur die Onderhoof of 'n benoemde plaasvervanger.

(b) Vergaderings word belê, óf deur die Skoolhoof, óf deur voorsitter in oorleg met die Skoolhoof, maar minstens eenkeer per kwartaal, óf na goeddunke.

(c) Die Sekretaresse hou volledige notule van vergaderings by en behartig die nodige korrespondensie wat deur die Kantoor moet gaan en waarvoor skryfbehoeftes en seëls deur die skool voorsien word. Die Notuleboek moet aan die end van elke kwartaal aan die Hoof oorhandig word vir bewaring.

(d) Kworum: Een meer as helfte van lede wat dien sal 'n kworum uitmaak3. PLIGTE, REGTE EN VOORREGTE:(a) Algemene doelstelling:

(i) Handhawing van erkende beginsels en tradisies van die skool uit eie voorbeeld en deur positiewe leiding en voorligting.

(ii) Handhawing van skoolreëls soos deur die Hoof van tyd tot tyd bekend gemaak.

(b) Spesifieke pligte en regte:(i) Toesig oor rye: Voor Godsdienste: Aan die end van die skooldag: Te eniger tyd wanneer die klasse om een of ander rede moet beweeg.

- (ii) Toesig oor Skoolterrein: Wakende oog oor optrede en algemene gedrag van leerlinge binne en buite die klaskamer (taal: persoonlike notheid: netheid van klaskamers: rookkwessie, ens.)
- (iii) Leiding en Voorligting: aan nuwclinge en Junior leerlinge in die algemeen.
- (iv) Algemene Hulpvaardigheid: by skoolfunksies, wakende oog vir behoeftes en belange van die skool by sportbyeenkomstes, voetbalwedstryde: op pawiljoen, by kermisse, ens. ens.
- (v) Bestryding van Algemene Euwels: (Pligsversuim by skoolwerk: onreëlmatige bywoning: Stokkiesdraai van klasse ens.)
- (vi) Prosedure:
  - (a) n Oortreder of versuimer oword eers deur die lid van die Raad persoonlik gespreek of aangemaan.
  - (b) Indien dit op dowe ore val, word die betrokke persoon die volgende keer in teenwoordigheid van die volle Raad aangespreek.
  - (c) Indien verder nodig, besluit die Raad self oor geskikte, veroorloofde optrede.
  - (d) As n laaste maatreël word die betrokke leerling aan die Skoolhoof gerapporteer.
- (vii) Die Raad sal voorstelle uit eie geledere bespreek en na goeddunke aan die Hoof voorlê. Enige saak wat in die algemene belang van die skool geag word, moet deur die Leerlingraad op hierdie manier in behandeling geneem word.
- (viii) Die Raad bespreek sake wat die Hoof aan hulle mag voorlê en ontvang van die Hoof ook opdragte om uit te voer.
- (ix) Beskerming van skool-eiendom (banke, stoele, ruite, swartborde, gymnastiek-apparaat, ens. ens.)

(c) Voorregte:

- (i) Lede van die Leerlingraad sal die reg hê om n spesiale kenteken te dra, wat vir die doel ontwerp en bestel sal word.
- (ii) Indien doenlik bevind, sal n portret van die Leerlingraad jaar na jaar in die skool opgehang word.

4. BEVOEGDHEID:

Dit word te alle tye duidelik verstaan dat hierdie Raad onder geen omstandighede die terrein van die skoolpersoneel sal betree anders as hierbo omskrywe nie, en dat die beleidsake van die skool geheel en al buite die bestek van die Leerlingraad val.

5. DISSIPLINÊRE STAPPE:

Indien bevind word dat n lid van die Raad nie sy OF haar plig nakom nie, berus dit by die Hoof om na goeddunke op te tree. Die finale stap, indien geen bevrediging gegee word nie, sal wees die beëindiging van lidmaatskap van die Raad, wanneer die betrokke lid sy of haar kenteken aan die Hoof terug besorg en lidmaatskapsregte en -voorregte verbeur. Die vakature wat so mag ontstaan sal gevul word volgens n prosedure wat die Hoof in iedere geval volgens omstandighede sal bepaal.

6. DIE HERSIENING, WYSIGING EN AANVULLING:

van hierdie regulasies in verband met die Leerlingraad berus by die Hoof en Personeel van die skool.

TEACHER: \_\_\_\_\_

MONITOR: \_\_\_\_\_

1. PERSONAL APPEARANCE:

Careless			Average				Smart		
1	2	3	4	5	6	7	8	9	10

2. SENSE OF DUTY: (Does he place service before personal interests?)

Lacking			Average				Selfless		
1	2	3	4	5	6	7	8	9	10

3. INTEREST IN OTHERS:

Self-centred			Average				Very Considerate		
1	2	3	4	5	6	7	8	9	10

4. LOYALTY: (With what assurance can he be relied upon for support, even when orders run counter to his opinions.)

Dubious			Average				Above Average		
1	2	3	4	5	6	7	8	9	10

5. DETERMINATION: (With what resolution does he tackle his work, study, sport?)

Lacking			Average				Very Determined		
1	2	3	4	5	6	7	8	9	10

6. RELIABILITY: (Can he be relied upon to complete all ordinary duties successfully?)

Irresponsible			Reas. Reliable				Very Dependable		
1	2	3	4	5	6	7	8	9	10

7. INTELLIGENCE/JUDGMENT: (How readily does he grasp a situation? How able is he to assess the value and relation of things?)

Slow/Lacking			Normal				Quick-on-Uptake/Sound		
1	2	3	4	5	6	7	8	9	10

8. INITIATIVE: (Consider the extent to which he does the right thing without being told.)

Below Average			Average				Above Average		
1	2	3	4	5	6	7	8	9	10

9. SELF-CONFIDENCE: (How confident is he of his own ability?)

Lacking/Presumptuous			Average				Balanced Appraisal		
1	2	3	4	5	6	7	8	9	10

10. LEADERSHIP: (To what degree does he inspire others to follow him?)

No Influence			Average				Born Leader		
1	2	3	4	5	6	7	8	9	10

11. MANNERS:

Constant Reminding			Average				Most Courteous		
1	2	3	4	5	6	7	8	9	10

12. ATTITUDE TO CORRECTION: (How well does he take correction?)

Resents Correction			Average				Appreciates Same		
1	2	3	4	5	6	7	8	9	10

1. Datum: Die verkiesing sal plaasvind gedurende die vierde kwartaal in die loop van die week wat die begin van Senior Sertifikaat - eksamen voorafgaan.

2. Samestelling: Die Raad sal bestaan uit 10 lede, 6 lede uit St. 10 en 4 lede uit St. 9. Waas moontlik sal die 5 van die lede seuns en 5 lede dogters wees.

Die Personeel behou die reg om die samestelling van die Raad na goeëdunke te wysig om aan te pas by besondere of veranderde omstandighede.

3. Lidmaatskap. van die Leerlingraad sal deurlopend wees, van die vier St. 9 verteenwoordigers sal die volgende jaar 4 van die 6 St. 10-verteenwoordigers wees. Die personeel behou die reg om indien dit nodig geag word, lidmaatskap van enige lid te beëindig.

4. Vakatures wat mag ontstaan, sal deur die dienende Leerlingraad in samewerking met die Personeel aangevul word.

Nominasies:

5. Prosedure: Enige leerling uit Sts. 8 - 10, sal enige leerling uit Sts. 8 of 9 mag nomineer. Elke nominasie sal gesekondeer moet word. Nominasies sal geskied per afgerolde nominasievorm.

(b) Die volle lys van genomineerdes sal deur die personeel gekeur word; met die reg om uit te skakel of aan te vul na goeëdunke.

( ) Stemming: (i) Slegs leerlinge uit die Sekondêre afdeling sal stem. (ii) Stemming sal geskied per stembriefie waarop die lys van gekeurde kandidate verskyn. Elke leerling sal vir ses kandidate moet stem; 2 uit St. IX en 4 uit St. VIII.

(iii) Stemme van verskillende groepe sal "gelaai" word soos volg:

Sts. 9 en 10 - 3

Sts. 7 en 8 - 2

St. 6 - 1

(iv) Drie lede van die personeel sal die stemme tel.

(v) Die aantal leerlinge uit elke groep met die hoogste stemtotaal, sal as verkose beskou word. Indien twee kandidate eweveel stemme trek, sal die personeel beslis wie verkies word.

(vi) Verkose leerlinge sal deur die skoolhoof ingelig word oor hulle verantwoordelikhede, en die geleentheid gegee word om hul posisie te oorweeg alvorens hulle die amp aanvaar. Daarna sal die uitleg van die stemming bekendgemaak word.

6. Vergaderings : (a) 'n Skakel-onderwyser sal optree as voorsitter van die vergaderings van die Leerlingraad.

(b) Die Leerlingraad sal weekliks vergader.

(c) Op die eerste vergadering van die nuwe Leerlingraad sal al die lede stem, per geslote stembriefie, vir 'n seun en dogter uit die St. 10-groep op die raad wat die hoofseun en hoofdogter vir die volgende jaar sal wees. Hierdie stemming, aangevul deur die volle personeel, sal beslis wie die hoofseun en hoofdogter sal wees.

6. Vergaderings: (d) Totdat die name van die nuwe hoofseun en hoofdogter by die jaarlikse prysuitdeling aangekondig word, sal die normale pligte gewoonlik deur hulle verrig, om die beurt deur die St. 10-verteenwoordigers op die Leerlingraad waargeneem word.
7. Pligte van die Leerlingraad sal bepaal, en toegeken word deur die skakel-onderwyser.
8. Die hoofseun en -dogter sal eenmaal per kwartaal 'n vergadering van klaskapteins bywoon waar sake van algemene belang bespreek sal word.

The Training Scheme was started in 1967 with the aim of developing every boy as a "whole person". It has the effect of focussing both the boys' and Masters' attention on the various stages of development which he will go through at the College. It highlights the boy's strong points and weaknesses and gives him the opportunity to constantly improve.

The Training Scheme is broken up into various stages, on the understanding that one leads on to the next.

Stage 1, Junior Trainee. At this level the Junior Trainee is expected to learn responsibility through self-discipline. He is only responsible to himself, and when he has fulfilled these responsibilities he would be promoted to the next stage. During this stage the Junior Trainee has as his first responsibility to fulfil his obligations with regard to his academic work. Other responsibilities include his personal hygiene and tidiness, and his extra-mural activities.

While he is a Junior Trained he keeps a small book in which he has a list of the responsibilities which he must fulfil. These are

1. Work:- This will include
 

a. His School Work	c. Revision
b. Prep.	d. Extras, if there are any.
2. Personal Hygiene and Tidiness:-
  - Showers - Washing
  - Teeth
  - Combing Hair
  - Lockers and Peg.
  - Desk
  - Shoes
  - Bed etc.

3. Extra Mural :- Sport, outdoor activities, expeditions etc. letter writing. He records every evening the extent to which he has fulfilled his responsibilities and is expected to impose a punishment on himself if he neglects his duties. Punishments suggested include extra work, cleaning of dormitory and classroom, weeding, going without tuck etc. This Training Book is checked by the Prefects before lights out and Staff also do inspection.

Stage 2, Senior Trainee. The Senior Trainee keeps a book which he fills in each night, but it is not checked and is his private possession. His obligations are:-

1. Responsibility to School - In all spheres
  - a. Building and development, gardening, rockeries etc.
  - b. Sport
  - c. Outings
  - d. Duties.
2. Responsibility to Others.
  - a. Masters
  - b. Boys
 

i. Discipline	ii. Welfare.
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All Senior Trainees are given specific duties e.g. Looking after Common Rooms, Post, Tuck Shop, Ablution blocks, Science equipment, etc. He enlists Juniors to help him fulfil these duties in tidying up etc..

Stage 3, Sub-Prefect. When the Senior Trainee has mastered Stage 2, he is eligible for promotion to a sub-Prefect. He does not keep a Training Book at this stage and is expected to show a higher degree of initiative. His handling of the boys and ability to discipline them must be of a high standard before being eligible for promotion to

Stage 4, Prefect. A Prefect enjoys the privileges of his rank, while carrying out his duties as an officer of the school.

- (a) Aantal: Vier seuns en vier dogters uit st. tien. *(Eg van die vorige jaar)*
- (b) Verkiesing:
- (i) Die st. tien leerlinge stel 'n nominasielys op wat aan die veto van die personeel onderhewig is.
  - (ii) 'n Finale lys van genomineerdes word aan die st. tien-leerlinge voorgelê, waaruit die prefekte gekies moet word.
  - (iii) Stemming per geslote briefie.
  - (iv) Seuns stem vir seuns en dogters vir dogters.
  - (v) Ten minste twee van die prefekte moet Engelsprekend wees.
- (c) Dienstyd:
- (i) Een jaar.
  - (ii) Word aan die einde van die jaar vir die volgende jaar gekies.

HOOFSEUN EN HOOFDOGTER

- (a) Verkiesing:
- (i) Die finale lys van genomineerdes t.o.v. die verkiesing van prefekte (sien (b) (ii)) word aan al die leerlinge van die skool voorgelê vir die verkiesing van 'n hoofseun en 'n hoofdogter.
  - (ii) Stemming per geslote briefie.
  - (iii) Seuns stem vir 'n hoofseun.  
Dogters stem vir 'n hoofdogter.

L E E R L I N G R A A D

- (a) Word aan die begin van elke jaar gekies vir een jaar.
- (b) Bestaan uit 15: (Die getal mag gewysig word deur die personeel).  
10A, 10B, 9A, 9B: 1 seun en 1 dogter uit elk.  
8A, B, C: 1 elk (ten minste een moet 'n dogter wees).  
7: 1 seun en 1 dogter.  
6: 1 seun en 1 dogter.
- (c) Die klasonderwysers van sts. 6 en 7 mag in oorleg met mekaar en met die klasse 'n nominasielys opstel en aan die leerlinge voorlê.
- (d) In alle ander klasse moet die leerlinge 'n nominasielys voorberei waaruit lede van die leerlingraad gekies moet word.
- (e) Stemming per geslote briefie.
- (f) Seuns stem vir seuns.  
Dogters stem vir dogters.

A L G E M E E N

- (a) Die prefekte is ipso facto lede van die leerlingraad.
- (b) Die hoofseun is die voorsitter en die hoofdogter die sekretaresse.
- (c) Vergader ten minste een keer per kwartaal onder toesig van die onderhoofde om leiding te gee.

