

A CASE STUDY OF THE LEADERSHIP OF THE  
OSAGE GENERAL: MAJOR GENERAL CLARENCE  
LEONARD TINKER

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## CHAPTER I

### INTRODUCTION

#### “Tink’s Battered Loving Cup”

In the trash heap or city dump of many communities one can easily find relics of yesteryear just like Clyde E. Kuhn did in the city of Gasconade, Missouri in 1967. Mr. Kuhn found a battered loving cup in the city dump, but what was the story behind the engravings on the cup and to whom did it belong? Mr. Kuhn had to know the answer to these questions. The city of Gasconade is roughly 300 miles from Junction City, Kansas, and 1967 is 45 years past 1922.

When Mr. Kuhn brought the dented silver cup home to his son-in-law (Air Force Major Harold W. Peters) he knew there would be little difficulty in digging out the story behind it. After a bit of rubbing and cleaning, the engraved inscription became clearly legible and it read “1<sup>ST</sup> PRIZE FORMATION FLIGHT Nov. 9, 1922, Presented by THE BANKS OF JUNCTION CITY, KANSAS, and Won by 16<sup>th</sup> Squadron Pilots Major C.L. Tinker, Lieutenant J.D. Barrigar, and Lieutenant H.C. Wisehart.”



We will never know how the trophy found its way to the waste disposal area in Gasconade (the Major and Mr. Kuhn's hometown) a question that proved troublesome and impossible to answer, but more importantly the trophy did eventually find its way to its rightful home through the actions of the above mentioned men. At the time of the discovery Major Peters was an assistant flight instructor at Sheppard Technical Training Center, Texas, and he promised his father-in-law that he would take the cup with him when he returned from leave. In hopes of returning an important Air Force relic and lost Air Force property, Mr. Kuhn happily turned the trophy over to his son-in-law whom he trusted would work to return what had been misplaced.

At Sheppard Air Force Base in Texas the trophy attracted response letters from two former members of the 16<sup>th</sup> Observation Squadron. One letter came from retired Colonel Harry C. Wisheart, and the other was from Chief Weapons Officer Charles Gruber (also retired). The story of the trophy, as Major Peters rightly surmised was "readily revealed." Colonel Wisheart reported that John D. Barrigar, and Major Clarence L. Tinker, (then commander of the 16<sup>th</sup> Observation Squadron), and himself were members of a formation flying group that put on exhibitions at municipal airport dedications. The Banks of Junction City awarded the cup to the group when it smothered all competition with its skill during the 1922 contests.

The native Oklahoman from Pawhuska, Major Clarence L. Tinker, eventually rose to the rank of Major General, and was the first US Army Air Corp (later Air Force) General to die in action in World War II. Tinker Air Force Base in Oklahoma is named in his honor. The fate of Lieutenant Barrigar also was unfortunate as Mr. Gruber reported that Barrigar died in an airplane accident in the late twenties.

Several months after the trophy was discovered it was returned to its rightful owner when Brigadier General John M. McNabb, commander of Sheppard Air Force Base (AFB), presented the cup to Major General Melvin F. McNickle, commander of the Oklahoma City Air Material Area, Tinker AFB. Colonel Wischart was present for the ceremony.

General McNickle took the trophy home to Tinker, where it now rests with General Tinker's other memorabilia. Nobody knows how the loving cup got to the waste disposal area in Gasconade, Missouri, and nobody really cares now that it is back where it belongs (Airmen, 1968).

Figure.1. Tink's Loving Cup



Source: OC-ALC HO

## Introduction

On December 7, 1941, one of the most defining moments in United States history occurred when the Japanese attacked the American Naval Base at Pearl Harbor and Hickam Field in Hawaii. This single event was the beginning of a chain of events that changed nations and the world. Since that day of infamy, historians and military analysts alike have pondered and debated if the devastation of Pearl Harbor and Hickam Field could have been prevented or at least mitigated with more cognizant and forward-looking leadership. As with many military blunders, the leadership responsible for American forces in Hawaii during the attack on Pearl Harbor was removed and replaced with a fresh set of American military leaders.

The Army Air Corp relieved Major General Frederick L. Martin as Commander of the Army Air Corp at Hawaii, and replaced him with Brigadier General Clarence L. Tinker, a man with a Native American heritage with the Osage Nation of Oklahoma (Crowder, 1987). The new commander, General Tinker, was a career officer with an extensive resume that included previous duty in the Philippines and Hawaii. General Tinker was definitely a military leader, but there is little known about his leadership. His actions prior to and during his final command demonstrate that he was a man worthy of the highest regard and respect for his accomplishments as an officer in the U.S. Army Air Corp.

Unique about Clarence Tinker's development as a military officer was the fact that he travelled the proverbial "road less travelled" which ultimately led him to attain the rank of Major General with the U.S. Army Air Corp. In fact, Clarence Tinker was the

first Native American Indian in U.S. Army history to attain the rank of Major General. It is worth noting that, Clarence Tinker never attended the United States (U.S.) Military Academy at West Point, where many of his contemporaries did receive a West Point education. Instead, Tinker attended the lesser known Wentworth Military Academy in Lexington, Missouri. Wentworth trained its cadets in military principles and Christian beliefs which provided for a moral element in the cadets teachings (Crowder, 1987). Adding to his uniqueness as an accomplished officer in the U.S. Army is Clarence Tinker's ethnicity as one-eighth Osage Indian with the Osage Nation of Oklahoma. His Indian heritage was never held against him during his career; in fact, it added diversity to the Army Air Corp in a time of racial segregation and discrimination.

General Tinker's new duty as Commander of the Army Air Corp at Hawaii would require special leadership skills in crisis management during a war, so one would think that there had to be special leadership qualities that Secretary of War Harry L. Stimson noticed in the "Osage General", Brigadier General Clarence L. Tinker. A tragic and untimely death during World War II (WWII) robbed General Tinker of the notoriety that some of his contemporaries experienced during and after the war. Sadly, not much is known about Clarence Tinker's leadership style and leadership traits as an officer in the United States Army Air Corp. WWII was a dynamic time in American history when America needed good military leadership to overcome the challenges facing the nation, and it was during that time that Clarence Tinker received his prime opportunity to serve his country.

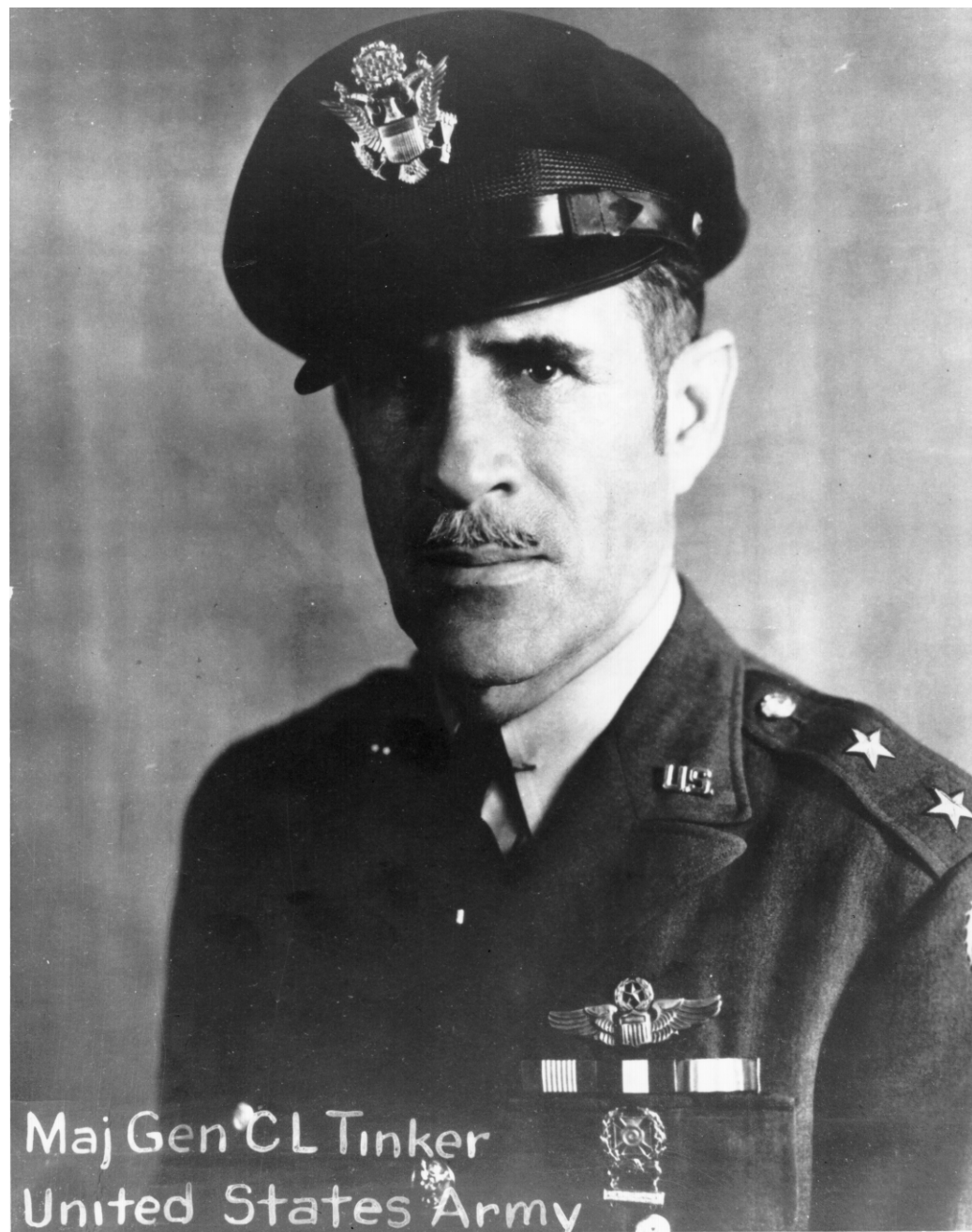
Unfortunately, Clarence Tinker would not be aboard the battleship U.S. S. Missouri in Tokyo Bay on September 2, 1945, when the Japanese formally surrendered to

U.S. Pacific Theater Commanders. A fatal and tragic mission in support of the “Midway Offensive” on June 7, 1942 resulted in the deaths of Major General Clarence L. Tinker and a crew of eight airmen aboard an LB-30 Liberator that reportedly had mechanical difficulties and went down in the Pacific Ocean. The mission which was led by Tinker would include a total of four LB-30’s loaded with 500 lb. bombs making a predawn attack on Wake Island (Crowder, 1987). Tinker and his fellow commanders understood the strategic importance of Wake Island, and sought to regain control of the small island. The mission consisted of two main legs starting with a 1,100 mile jaunt from Hickam field to Midway Island where they refueled and flew an estimated 2,500 mile roundtrip from Midway to Wake and back to Midway Island. A limited search party was deployed in search of the downed LB-30 and its crew, but no vestige of the aircraft or crew was ever found. With the loss of aircraft and crew, General Tinker became the first General Officer to give his life in action during WWII operations, and the U.S. posthumously awarded him the Distinguished Service Medal for his gallant action in personally leading the dangerous flight (Crowder, 1987). If it were not for the fatal and tragic mission, Major General Clarence L. Tinker would possibly have been aboard the U.S. S. Missouri when the Japanese formally surrendered to U.S. forces on September 2, 1945. Instead General Tinker’s replacement, Major General George C. Kenney, represented the U.S. Army Air Corp of Hawaii. The day, marked as V-J Day (Victory over Japan Day), would never have come to be without the courageous sacrifices of thousands of U.S. servicemen like Major General Clarence L. Tinker.

The fact that General Tinker was promoted throughout his career to the rank of Major General is an obvious deduction that can be made about him being a leader. Also,

contributing to his leadership status is the high regard that the U.S. Military and the Osage Nation of Oklahoma have for the late General. In August of 1942 the new aircraft maintenance depot and air field in Oklahoma City was named “Tinker Field” in honor of the fallen hero. It came as a suggestion from the Oklahoma City Chamber of Commerce to the U.S. War Department where General H.H. “Hap” Arnold (Commander of the U.S. Army Air Corp) gladly designated the air field after his late friend Major General Clarence L. Tinker (Crowder, 1987).

Figure. 2. General Tinker



Source: OC-ALC HO



## Statement of the Problem

With the gap in time since WWII and the untimely passing of General Tinker, many questions remain unanswered with regard to his leadership style, leadership traits, and associated management skills. The General was obviously a leader with the U.S. Army Air Corp, but what kind of leader would we consider him in terms of leadership and where and how did he learn to be a leader?

## Purpose of the Study

The study analyzed General Tinker's actions and accomplishments as a leader in the U.S. Army Air Corp within the context of utilizing concepts known from leadership and management experts from General Tinker's era. Further, this study sought to analyze and identify General Tinker's leadership style and leadership traits in the context of past and contemporary theories of leadership and management, and explore where and how he learned to be a leader.

In 1987, Dr. James Crowder (Tinker Air Force Base Historian) published a work on Clarence Tinker titled *Osage General: Major General Clarence L. Tinker* which was published by the Office of History at the Oklahoma City Air Logistics Center, Tinker Air Force Base, Oklahoma. Dr. Crowder's biography of Tinker provides an account of Clarence Tinker's life through research and interviews with Clarence's widow Madeline Tinker-McCormick and Clarence's youngest sibling Villa Tinker-Hill. Currently, it is the only extant work on Clarence Tinker, and it is an excellent source of information that details his early life, family life, and military career. Dr. Crowder does give some

accounts of the type of leader Clarence Tinker was; however, more attention could be given to Clarence Tinker's leadership as it relates to past and present theories of leadership and management.

### Research Questions

The study focused on the aspects of Clarence Tinker's life that Dr. Crowder did not address, specifically his leadership style and leadership traits. The broad research questions addressed in this study included:

- What was General Tinker's leadership style?
- What leadership traits did General Tinker possess?
- Where and how did General Tinker learn to be a leader?

Knowing these details and similar details of Major General Clarence L. Tinker's leadership in the context of past and present leadership theory serve to fill the void of unknown information about his leadership and management, as well as the how and if he influenced the men and women around him.

### Scope and Significance of the Study

The study explored and interpreted past records regarding General Tinker's leadership. Records included: personal letters, noted accomplishments, speeches, and any other sources found to be meaningful to the research and the purpose of the study. Further data was collected through interviews of military historians, Tinker family descendents, and anyone else with an expert working knowledge of Major General

Clarence L. Tinker. The compilation of data serves to paint a picture of General Tinker's leadership traits and leadership style as it related to past and present leadership theories. This approach framed a chronology of the General, and it served to explain his professional career as a leader. With the Leadership of General Tinker being the object of study in this effort the chosen research approach taken in the study was the case study tradition of inquiry.

With the limited body of knowledge about Clarence Tinker this examination bolstered what is already known and it produced new insights into his life and career as a leader. It is not only WWII but it is also his actions prior to WWII that exhibited a leadership style and leadership traits that were worth investigating. General Tinker was definitely a military leader, but there was little known about his leadership. His actions prior to and during his final command demonstrate that he was a man worthy of the highest regard and respect for his accomplishments as an officer in the U.S. Army Air Corp. His tragic and untimely death during WWII robbed him of the notoriety that some of his contemporaries experienced; therefore, the purpose of the study was to shine a spotlight on his leadership style and leadership traits as an officer in the United States Army Air Corp. Findings of the study provide valuable insights for future research pertaining to leadership in general as well as in the context of executive leadership in the military and aviation environment.

#### Limitations of the Study

Information available on General Tinker's leadership was limited to mostly his biography as the primary source. Although, it was a very informative source that

includes the history of his life. This study supplemented by interviewing the few living relatives, friends, and acquaintances most of whom were over 89 years old, but quite attentive and thorough.

## CHAPTER II

### LITERATURE REVIEW

#### Biography: Osage General

A significant source of literature for the study is Dr. James L Crowder's, *Osage General: Major General Clarence L. Tinker*, which is the largest source of information on Clarence Tinker. Not only is Dr. Crowder the author of the only book on Clarence Tinker, but he is also the Chief Base Historian for the United States Air Force (USAF) at Tinker Air Force Base (TAFB) in Oklahoma. According to Crowder, his interest in Tinker began not long after beginning his employment as a Historian at TAFB when he discovered a faded green, wooden Army foot-locker shoved aside in the TAFB History Office (HO). Inside the foot-locker was a treasure trove of personal belongings of the late Major General Clarence L. Tinker which were donated to the base from the widow of Clarence Tinker, Madeline Tinker-McCormick.

Items found in the foot-locker include a profusion of personal papers, medals from Tinker's service, silk scarves worn by Tinker, etc. According to Crowder (1987), the discovery captured his interest into researching and learning more about General

Tinker's life as a Military Commander. Crowder's extensive biography on General Tinker answers many questions about Tinker's life, but as earlier mentioned more could be learned with regards to the General's leadership. Crowder's work consists of extensive oral histories from Madeline Tinker-McCormick (General Tinker's widow), and Villa Tinker-Hill (General Tinker's youngest sister). Both ladies had close relationships with General Tinker throughout his life and travels with the U.S. Army Air Corp. Unfortunately, both ladies are now deceased leaving not many if any alive that had an intimate relationship with General Tinker. Crowder's work also consisted of an interpretation of personal papers and historical records of General Tinker which act as puzzle pieces in the chronology of his life. Fortunately, these written records are still available and accessible through the TAFB HO. Also supporting Crowder's research was a handful of former Army Air Corp Serviceman that served with or for Tinker at some time in the General's career. Luckily, many of these same men wrote TAFB praising or recounting an interesting story about General Tinker and his ways as a leader. With a simple request to the HO all of these records have been made available in support of the research on General Tinker's Leadership.

Crowder mentioned on several different occasions that Clarence Tinker was a leader with good character. For instance, when describing Tinker's duty at Fort Leavenworth, Kansas in the Army's Command and Staff College, Crowder mentioned that Tinker's life had much in common with fellow Command and Staff College student and friend Dwight D. Eisenhower. One very telling statement about Tinker's leadership that Crowder (1987) made is "both Tink and Ike were known as soft-voiced, self-disciplined, and firm but fair officers" (Crowder, 1987, p. 135) Also, worth more

attention is the statement about Tinker's Indian heritage where Crowder suggests that "His Indian heritage played a significant role in his life, influencing his character and attitude more than a one-eighth ancestry might ordinarily suggest" (Crowder, 1987, p. 5). Crowder does not elaborate on what it was within his heritage that produced his character and attitude which leaves one wondering what those aspects were that developed his character.

Outside of General Tinker's biography (Crowder, 1987) there is little information available that is considered accurate about Clarence Tinker; therefore, James Crowder and his work is considered "the source" about Tinker. There are a couple of websites that provide a brief biographical summary of Tinker's life, but they all reference Crowder as their source of information. One such website is, <http://www.talkingproud.us/HistoryTinkerClarence.html>, which provides accurate information on Clarence Tinker, but its primary information source is Crowder (1987). The site does do a good job discussing Wentworth Military Academy the school where Clarence Tinker Graduated from in 1908. For the purposes of the study Wentworth Military Academy was examined and the research identified possible aspects about the academy that could have contributed to Clarence Tinker's development as a leader. A goal of the study was to identify and document aspects of General Tinker's life that are not widely known, and contribute to the existing body of knowledge of Major General Clarence L. Tinker.

## Leadership

The concept of leadership adhered to by the study is in alignment with the concept of leadership that Peter Northouse (2007) describes in *Leadership Theory and Practice*. A summarization of the conceptual framework follows for the purpose of clarifying the study and how it should be viewed in light of the broad topic of leadership.

At present, one easily finds that there are many written sources about leadership where different aspects are discussed and presented as being part of the ever growing concept of leadership. A review of these stated sources on leadership indicates that there is a wide variety of theoretical approaches to explain the leadership process. Many have conceptualized leadership as a trait or as a behavior, but others perceive leadership as an information-processing function or relational perspective. Leadership has been studied through both qualitative and quantitative methods in many contexts, including small groups, and large organizations. Collectively, the findings on leadership from all of these areas provide a picture of a process that is more sophisticated than past thoughts on leadership as a simplistic process or function. Therefore, it could be stated that leadership is more of a complex process that involves a myriad of dimensions.

## Leadership Defined

When trying to define leadership one finds that it is a bit slippery and difficult to grasp in terms of an absolute definition. It can be likened to trying to define terms such as good, bad, love, peace and many other terms that demand a relation as a toehold for



attempts at defining. A generally accepted and seldom disputed definition of leadership is that leadership is: “a process by which an individual influences a group of individuals to achieve a common goal” (Northouse, 2007, p. 3).

Northouse (2007) further points out (and the study agrees) that despite the multitude of ways in which leadership can be conceptualized there remain some components of leadership that are considered central to the phenomenon. “Leadership is a process, leadership involves influence, it occurs in a group context, and leadership involves goal attainment” (p.3). The study attempted to identify how and if General Tinker demonstrated the use of these four dimensions in his professional career as an officer in the U.S. Army Air Corp.

The process aspect of leadership implies that leadership has an action and reaction transaction inherent within itself. The process viewpoint suggests that leadership can be available to almost anyone, and it is something that can be learned and observed. The influence dimension of leadership concerns how a leader persuades followers into doing what they have been led to do. A must for leadership to exist is the existence of a group to be led, and General Tinker definitely had responsibility for a number of soldiers, but a group does not have to be a whole battalion for leadership to exist. The study holds that group implies a plurality versus a singular arrangement. Lastly, as stated in the above definition, leadership involves goal attainment which may include simple redundant objectives to be met; or these goals could be some set of lofty near-impossible challenges for the followers of the leader. Directing the group toward accomplishing some task or end is another way of conveying this premise as it relates to leadership.

Northouse (2007) points out that “people who engage in leadership are to be called leaders and those whom leadership is directed are known as followers” ( p.3). Therefore, both the leaders and followers are required and involved in the leadership process. Leaders are sometimes viewed as an elitist group due to positional power and the importance ascribed to them; however, leaders and followers should be understood in relation to one another and as equally important to organizational/group success. As a process leadership is similar to management in many ways so much that there are many elements within each that they can be identified in both fields. To name a few leadership and management both involve influence, working with people, and effective goal accomplishment. Therefore, the study should gain insight by looking at the theories and works of early management/leadership theorists in the stated fields.

### Leadership Theory

A significant source of foundational leadership skills can be found in the early works in the field of management. Therefore, this study analyzed General Tinker in terms of “Scientific Theory” and ‘Henri Fayol’s “Theory of Management” which are both theories from General Tinker’s era. These theories were applied based upon a records/artifact review of General Tinker’s work and personal life documents. The review and analysis of these theories shed light on some aspects of General Tinker that were otherwise unknown about his leadership.

The theory attributed to Frederick W. Taylor was known as scientific theory, and it sought to increase productivity and make work easier by scientifically studying work methods and by establishing standards (Rue & Byars, 2005). The theory was embraced

and fit well with the progressive nature of industry in the early part of the last century which was the timeframe in which Clarence Tinker would likely be developing, studying, and growing as a leader. Due to the timeliness of this theory and General Tinker's lifetime this theory was considered a good selection to view General Tinker's leadership.

Scientific theory, as developed by Taylor, was based on four main principles: 1) the development of a scientific method of designing jobs, 2) the scientific selection, teaching, and development of employees, 3) bringing together the scientifically selected employees for designing jobs, and 4) a division of work resulting in interdependence between workers and management (Rue & Byars, 2005, p. 24). See Appendix B for scientific theory analytical attributes for leaders.

The Frenchman, Henri Fayol, developed a theory based upon 14 principles and elements that were widely accepted as being essential attributes for the manager or leader. The impetus for Fayol's creation of his theory was his own experiences in his work as a manager/leader where he used them as general guidelines, but he stressed the importance of flexibility in application. Therefore, due to the proven practical nature of Fayol's theory and it being from the Clarence Tinker era, this research viewed this theory as worthy of consideration for the purpose of gaining knowledge about Tinker's leadership. The 14 principles considered in this study are as follows:

- Division of work
- Authority
- Discipline
- Unity of command
- Unity of direction

- Subordination of individual differences
- Remuneration
- Centralization
- Scalar chain
- Order
- Equity
- Stability of tenured personnel
- Initiative
- Esprit de corp

Rue & Byars, (2005) point out that Taylor and Fayol complement each other well due to both believing that proper management of personnel and other resources is key to organization success. Reviewing General Tinker's work transactions via artifact/records review in light of Fayol's and Taylor's theory shed light on General Tinker's leadership which in-turn will serve the purpose and objectives of this study.

### Leadership Traits

For centuries scholars have pondered whether individuals were born with traits that made them leaders or did individuals learn how to lead and develop leadership traits through their own volition and experience. Popular theories such as the Great Man theory dominated academia until the latter half of the 20<sup>th</sup> Century. The Great Man theory focused on natural qualities and characteristics possessed by great social, political, and military leaders of the time. Northouse (2007) points out that at one time "it was assumed that people were born with these traits and only the "great" people possessed

these traits” (p. 15).

The perspective on leadership as a trait instead of a process takes a look at different personal attributes of an individual. Some may say “he or she was born to lead”, but why do we state such things about individuals? The trait perspective suggests that certain individuals have special innate or inborn characteristics or qualities that make them leaders, and it is these qualities that differentiate them from non-leaders. Some of the personal qualities include unique physical factors, personality features, and ability characteristics (Northouse, 2007).

Jago (1982) points out that leadership as a trait is very different than the perspective of leadership as a process. The trait perspective adheres to the belief that individuals have qualities that are natural and not developed like the leadership process suggests. Analysis of General Tinker’s leadership behavior from these differing perspectives is central to the studies purpose which is to provide for new knowledge about the General’s leadership. Of the studies on leadership traits, experts within academia have commonly agreed that: 1) *intelligence*, 2) *self-confidence*, 3) *determination*, 4) *integrity*, and 5) *sociability* are five major leadership traits (French, Jr, & Raven, 1962). See Appendix D for a full list of essential questions that address these five leadership traits.

Based upon a 2004 analysis, Zaccaro, Kemp, and Bader found evidence that suggests that effective and successful leaders tend to have higher intelligence than non-leaders. They have an ability to communicate effectively with sound reasoning and sound perception skills which seem to make one a better leader and all the more intelligent with their mental faculties. Self-confidence or the demonstration of the ability

to be certain about one's abilities, competencies, and skills is also a noted leadership trait commonly agreed upon by many scholars. The desire to get the job done with self-starting initiative is known as determination, and another of the five accepted traits of leadership. Integrity is the quality of being honest and trustworthy which is further an important trait associated with effective leadership. Lastly and obviously, the ability to maintain and create social relationships with others to include subordinates is essential to being a leader of followers.

### Leadership Style

The style approach to leadership focuses on a given leader's behavior instead of a leader's behavioral traits as described in the previous section. The focus puts the emphasis on a leader's pattern of actions as a leader. Researchers have identified two main types of leadership behavior: task behaviors and relationship behaviors (Blake & Mouton, 1994). Leaders with the task type of behavior seek and facilitate goal accomplishment whereas leaders with relationship behaviors seek to make subordinates feel comfortable with themselves and with situations. The purpose of the style approach is to explain and identify how leaders combine the two types of leadership styles to influence subordinates to reach a goal.

The production oriented leader is concerned with organizational tasks and the successful and efficient completion of such tasks. This consists of policy decisions, processes, and workload type issues (Blake & Mouton, 1994). The people oriented leader is concerned with how people in the organization are trying to achieve the organizational goals. This refers to how a leader builds organizational commitment,

trust, providing for basic employee needs, a fair and equitable reward system, and promoting good social relations within the organization (Blake & Mouton, 1994).

Researchers at Ohio State University and the University of Michigan focused on leadership style in two different studies. The Ohio State study focused on subordinate responses about their leaders where the subordinates identified the number of times their leaders engaged in certain behaviors. The University of Michigan study gave special attention to the impact of leaders' behaviors on the performance of small groups. The study identified two types of leadership behaviors: employee orientation and production orientation (Blake & Mouton, 1994). Blake and Mouton's Leadership Grid is a well known and effective tool for identifying and categorizing leadership that focuses on two leadership factors: concern for production and concern for people. Blake and Mouton further categorize a given leader as either: authority-compliance, country club management, impoverished management, middle-of-the-road management, and team management.

The authority-compliance style of leadership focuses heavily on task and job requirements with less focus on people. Within the style of leadership communication with subordinates is not emphasized but reserved for providing instructions about the task to be completed to meet organizational goals. This style is described as results driven, and this sort of leader is seen as controlling, demanding, and hard-driving (Blake & Mouton, 1994).

The country-club style of leadership demonstrates a lesser concern for task completion and is more concerned with interpersonal relationships. With less focus on production the country-club style leader focuses more on attitudes and feelings of

employees with the focus centered on personal and social needs of the employee. This style of leader attempts to maintain or create a positive environment that avoids disagreements and controversy (Blake & Mouton, 1994).

The impoverished management style of leadership is represented by a lack of representation. This leader is not concerned with successful task completion nor is this type of leader concerned with organizational or interpersonal relationships within the organization. Blake & Mouton, (1994) point out that the impoverished manager goes through the motions of being a leader, but lacks involvement and is often withdrawn from organizational matters. This individual is described as indifferent, apathetic and noncommittal with regard to norms of behavior.

The middle-of-the-road management type of leader is characterized by a desire to compromise and by the concern for both the task and the person within the organization. This type of leader strives to find the balance between the two leadership concerns by acknowledging the people concerns while still trying to accomplish organizational goals through the assigned tasks. To arrive at this point this type of leader will avoid conflict and emphasize moderate levels of production and interpersonal relationships. Descriptions of this type of leader include: one who is expedient, prefers the middle-ground, soft-pedals disagreement, and one who swallows their convictions in the interest of progress for the organization (Blake & Mouton, 1994).

The last of the five leadership styles identified by Blake and Mouton is the “team management” type of leadership which places emphasis on both tasks and interpersonal relationships. This leadership style also places a high degree of focus on participation and teamwork with the organization for the purpose of achieving the task component of



the Blake and Mouton leadership style concerns. The team management type of leadership is characterized as: determined, makes priorities clear, stimulating participation, open-minded, works well with others, and enjoys working with others to accomplish tasks.

When applied to the study of General Tinker the style approach offers a framework for assessing his leadership in a broad way within the task and relationship dimensions. Further, this approach complimented the purpose of this study by identifying General Tinker's leadership style.

The above mentioned aspects of leadership were measured through a set of interview questions that were specifically developed around the identified leadership styles. These essential questions as well as probing, extra and throw-away questions were presented to individuals with an intimate or expert working knowledge of General Tinker. Throw-away questions were only used if the research found them necessary to redirect focus as described by Berg (2009). See Appendix E for a full list of essential questions on leadership style.

### Conceptual Framework

It is known that General Tinker was a military leader, but before the study it was not known what kind of leader he was in terms of past and present leadership theories. The Questions in Appendices A and B link directly to the conceptual framework for the purpose of providing unknown knowledge about General Tinker's leadership. The primary objective of the study was to identify the leadership characteristics of Major

General Clarence L. Tinker. Once General Tinker's leadership characteristics were identified the study was able to formulate a better description of the leadership of the Osage General. This was accomplished by using what researchers in leadership have identified in both leadership traits and leadership style as discussed in previous sections of this chapter. The study did not seek to duplicate a complete biographical study of General Tinker as has already been done by Dr. James Crowder; however, Crowder's work was a significant source of information for the study. The study looked at different aspects of General Tinker's life and identified several aspects of his life that possibly aided in the development of his character into the type of leader he was as a General officer in the U.S. Army Air Corp.

## CHAPTER III

### METHODOLOGY

#### Conceptual Framework

The study employed the “case study” research methodology for several reasons, but namely due to the nature of the proposed study and the study’s primary objective. The primary objective of the study was to examine the leadership style and traits of Major General Clarence L. Tinker, and to identify how and where he learned to lead. The research employed a case study structure similar to Lincoln and Guba’s (1985) suggested case study structure of problem, context, issues, and lessons learned case study structure. The study looked at different aspects of General Tinker’s life with the intent and hopes of identifying additional aspects of his life that developed his character into the type of leader he was as a General officer in the U.S. Army Air Corp. According to Borg and Gall (1989) the case study in its simplest form involves an investigator who makes a detailed examination of a single subject (e.g. General Tinker and his leadership), group, or phenomenon. Borg and Gall (1989) further contend that the case study approach has a long history in educational research, and they mention that its application is not limited to only educational research.

## Research Design

Prior to beginning the study the researcher requested committee approval, and once the committee approval was granted the researcher sought Institutional Review Board (IRB) approval through the Oklahoma State University (OSU) IRB office. The study involved human subjects, but no harm was inflicted upon any of the participants; in fact, the researcher ensured that participants were comfortable in participating in the study prior to the interview process. Upon completion of these mentioned aspects of the study the research began with a tentative estimated completion date of 12 months post approval date.

Once again, the study did not seek to retrace the footsteps of Dr. Crowder and his work in Tinker's biography, but his work was a major information contributor to a study that sought to identify the leadership of a fallen WWII General. The questions in Appendices D and E tie directly to the conceptual framework for the purpose of providing unknown and more detailed knowledge about General Tinker's leadership.

The study begins with a brief introduction about General Tinker and who he was in the U.S. Army Air Corp during WWII. The introduction included a problem/opportunity statement which is linked to the purpose of the proposed study. Then the study progresses from the beginning of General Tinker's life by examining

his Osage heritage and what kind of influence (if any) the Osage culture and his family had upon him. The young Clarence Tinker attended Wentworth Military academy in Lexington, Missouri, and the study identified other leadership influences that he experienced during his time at that academy. The Wentworth philosophy could have contributed to Clarence Tinker's development as a leader and the research's inquiry did provide meaningful feedback in answering the question.

Clarence Tinker spent a major portion of his life as an officer in the U.S. Army Air Corp; therefore, a significant portion of the study was dedicated to identifying the experiences he had that developed his leadership. In his accomplished military career he had many experiences and received several decorations; therefore, General Tinker's leadership in military duty and other aspects about his career and life were explored in the data mining phase of the study.

#### Biographical Data

A good portion of the research was conducted via tabletop research in the TAFB HO, but it also included personal interviews about General Tinker with individuals that had an expert knowledge or kindred relationship with General Tinker. Although the study involved the research of a deceased individual and his perambulations it did not adopt the biographical qualitative research method, but followed the case study tradition of inquiry. If the objective of the study had been to only document General Tinker's life and career then the biographical method would have been better suited. Much like a biographical study the analysis did involve a rich analysis of General Tinker in the context of leadership and the setting in which the case presented itself (Merriam,1988).

Data sources included: new IRB approved interviews, past interview transcripts, documentation, and physical artifacts. The case study required an extensive collection of data rich in detail in order to produce the in-depth understanding of the entity (i.e. General Tinker) being studied. With regard to the case study approach Stake (1995) points out that through the data analysis a detailed description of the case emerges as does an analysis of themes (e.g. leadership style and leadership traits) or issues and an interpretation about the case (i.e. the leadership of the General) by the researcher.

### Interviews

Aspects of leadership were identified through a set of interview questions that focused on leadership style and leadership traits. The questions in Appendices D and E were asked to a select group of individuals with an intimate or expert working knowledge of General Tinker that included: TAFB HO Chief Historian Dr. James Crowder (author of *Osage General: Major General Clarence L. Tinker*), Tinker family descendants, if available living, WWII veterans still living that served in the military with or for General Tinker, and anyone else that the research identified as a meaningful source of data. Interviews were documented in entirety and transcribed for reference purposes. Throw-away questions were only used when the researcher found them necessary to redirect focus as described by Berg (2009). The research also examined transcripts from past interviews conducted by Dr. James Crowder with General Tinker's widow and youngest sibling. See Appendix D and E for a full list of essential questions. Appendices D and E were subject to Institutional Review Board (IRB) approval prior to interviews.

Participants who agreed to be interviewed in the research study were required to read and sign the informed consent form acknowledging the conditions and rights associated with the research study. The interview process lasted about one hour, per participant and did not exceed one and a half hours. When a face-to-face interview was not convenient or possible, a telephone interview was substituted if accepted by the participant. The audio recordings, transcriptions, and field notes were retained until all analysis was complete and the final report was issued. A copy of the study was available to the participant upon request. There were no known risks associated with the research study which are greater than those ordinarily encountered in daily life.

The records of the study were kept private. Written results did discuss group findings, but did not include information that identified specific individuals. Research records were stored securely and only the researcher and individuals responsible for research oversight had access to the records. All documentation and data collected was stored in a secured file cabinet at the researcher's home office to maintain privacy and security. Digital files were stored on the researcher's private computer protected by password or were transferred to digital media and stored with other research study records referenced above. Signed Informed Consent Forms were also protected and kept private by being stored separately in the researcher's home office. Information collected during the research was combined and reported as group findings and no identifying information attached. All records collected during the research study were destroyed once the final report was issued.

## Data Analysis

The study sought to examine and interpret the life history and oral histories of General Tinker in keeping with the objectives of the study. Berg (2009) explains that historiography is the examination of elements of history which mesh with aspects of a case study (Berg, 2009). In simple terms this means that the research examined elements of General Tinker's life in what is known as history research or historiography. The historiography aspects of the study discovered through written records and personal accounts many different aspects of the subject's life. Sources of data used in the historiography aspect of the study included: personal records, letters (primary sources), government documents, (secondary sources) stories, photos, interviews with qualified individuals, and sources referencing or mentioning aspects of General Tinker's life (tertiary sources). Access to these resources was made available through the TAFB HO, and the HO was the primary resource for the mentioned data.

## Validity and Reliability

It was the intent of the researcher to electronically record and transcribe all interviews which could aid in the validity of the study. The research included analysis of historical documents from numerous sources and of physical artifacts of various sorts which served to corroborate interviews and biographical information on the subject. Berg (2009) points out external and internal criticism as being two concerns associated with source reliability with the historiographical approach to research. External criticism requires the researcher to verify the authenticity of historical artifacts. Internal criticism



deals more with the meaning of historical data and the value or non-value it adds to the research. When authenticity of a data source was questionable the research applied examining questions to the data and/or its source to aid in effectively dealing with both forms of criticism before the data or source was accepted as reliable and accurate.

The research cross-examined historical documents and knowledge against interviewee comments for the purpose of validating aspects of the subject of the study. The triangulation of the data provided for the most accurate interpretation of the data on General Tinker. Denzin (1970) distinguished this form of triangulation as methodological triangulation which consists of using more than one method to gather data.

## CHAPTER IV

### BIOGRAPHICAL DATA & ACCOMPLISHMENTS

#### Introduction & Overview

The chapter describes the noteworthy perambulations and accomplishments of General Tinker as they relate to the known leadership and management theories of his day. The listed and discussed events in his life were derived from biographical data, notable accomplishments, oral histories, documentation such as speech transcripts, and other physical artifacts. The format of the analysis involved a chronological discussion as well as a systematic segregation of the similar forms of data followed by a systematic interpretation of General Tinker's leadership and management in light of Frederick W. Taylor's scientific theory and Henri Fayol's theory of management. After reviewing and interpreting, the stated data, inferences were made within the context of the stated theories.

Analytical Category 1 will interpret the mentioned data in light of Taylor's scientific theory which was based on four main principles: 1) the development of a scientific method of designing jobs; 2) the scientific selection, teaching, and development of employees; 3) bringing together the scientifically selected employees for designing jobs; 4) and a division of work resulting in interdependence between workers and management.

Analytical Category 2 interpreted the mentioned data in light of Fayol's Theory of management and its 14 associated aspects as applied to the ascribed life events of General Tinker. Fayol's theory was widely accepted as containing what many scholars and experts considered to be the essential attributes for the manager or leader.

Both analytical sections of the chapter interpreted the presented data in support of the purpose of the research study, and the chapter concluded with a summarization of the findings from this portion of the research study.

### Biographical Data

As stated in chapter two of the study Crowder suggests that "his Indian heritage played a significant role in his life, influencing his character and attitude more than a one-eighth ancestry might ordinarily suggest" (Crowder, 1987, p. 5). Clarence L. Tinker was born on November 21, 1887, to Sarah Anna "Nan" Schwagerte-Tinker and Edward Tinker of Pawhuska, Oklahoma (Crowder, 1987). From the time of Clarence's birth until today Pawhuska was the tribal headquarters city for the Osage nation, and when the Indian Territory became the state of Oklahoma in 1907 this city became the county seat for what became Osage county (2011) Retrieved April 28, 2011, from [www.visittheosage.com](http://www.visittheosage.com). The environment described by Crowder suggested that General Tinker's upbringing was not out of the ordinary for the late 19<sup>th</sup> Century lifestyle on the prairie in the Indian Territory of what would later become the State of Oklahoma. Biographical descriptions provided by Crowder indicated that Clarence Tinker was well-tended to by his mother (Nan) who was a homemaker responsible for Clarence's other

nine siblings and the Tinker household homemaker functions. Edward Tinker, Clarence's father, founded and published the local Osage newspaper in Pawhuska known as the "Wah-Sha-She News" (Crowder, 1987, p. 11).

A noteworthy aspect of Ed Tinker's Wah-Sha-She Newspaper was the paper's motto which stated "Tell the Truth and Shame the Devil" (Crowder, 1987, p. 12). The Tinker biography by Crowder indicates that Edward Tinker was actively involved in the Osage Nation community and politics throughout his life which was a trait that is later used to describe Clarence Tinker. Crowder (1987) mentions that father and son both took great pleasure in speaking the traditional Osage language and did so throughout their lives when in the presence of each other.

Nan Tinker was said to be active in the Catholic Church where she was a convert and member of the local parish in Pawhuska. According to those close to her, she impressed on all the children the teachings of the Bible and that it was a sacred family possession that taught many virtues and life lessons as to how one should live and walk in life (Crowder, 1987). In his educational upbringing young Clarence Tinker attended both the missionary schools run by the Sisters of St. John in Hominy, Oklahoma, the Sisters of St. Francis in Pawhuska, and for a brief period the public school across the state line in nearby Elgin, Kansas (Crowder, 1987)

Upon meeting the age requirements Clarence Tinker attended the Indian School known as the Haskell Institute in Lawrence, Kansas where many Native American youths were educated and assimilated into the culture of the white man. The Haskell Institute was an institution that accommodated both male and female Native American students under a military school type of structure (Gipp, Personal Communication, 1984).

According to former Haskell Institute President, Gerald Gipp, students were required to participate in marching and drill exercises on a daily basis, and along with the student's academics they were required to work in and around the facility doing various duties. In a letter to the TAFB HO, Gipp indicates that "the facility had an extensive garden and crop fields that was tended to by staff and students where they maintained and harvested sorghum, strawberries, corn, and other food crops" (Crowder, 1987, p. 17). These chores as well as other maintenance-type chores were carried out by the students under the supervision of the school's faculty. Gipp further explains that Christian Bible study was a core aspect of the teachings that included: worship, prayer, and the singing of hymns by all students within the facility on a daily basis and on the Lord's Day.

Tinker enrolled in the school on September 7, 1900 at the age of thirteen years old and remained a student until he withdrew his enrollment on March 18, 1906 not long before graduation. Crowder (1987) pointed out that Clarence Tinker did not graduate from Haskell due to a likely disagreement between Tinker and the school. His leaving the school is worth mentioning not because of negative reasons, but it serves as a marked transition in Clarence Tinker's next academic enterprise.

In order to continue and complete his education the 19 year old Clarence Tinker applied and was accepted to the Wentworth Military Academy in Lexington, Missouri in the fall of 1906. At Wentworth Tinker would be one of 35 boys from the Indian Territory of Oklahoma, and based upon the outcome this was the young Tinker's calling (Crowder, 1987).

According to the 1908 Wentworth Military Academy Annual Catalogue Wentworth (which was established in 1880) was the oldest and largest military school in

the Midwest. Further, the U.S. War Department rated the school as a “Class A” military school which is the highest ranking that a military school could attain based upon the Department’s ranking system. In the day of Clarence Tinker’s enrollment at the school the school upheld a set of beliefs that supported its main purpose of developing young men into fine military officers. The Board of Trustees believed that the first duty of a teacher of boys is in the “development of true manhood, and his principal labor character building.” The school’s motto at the time was “mens sana in corpore sano” translated to “sound mind in a sound body” (Crowder, 1987, p.23).

A noteworthy aspect of the academy is the founder’s desire for it to be “positively Christian in character and not secular as many public schools are in present times. Since the time of Clarence Tinker’s stay at Wentworth the facility has evolved into not only a military academy, but also a two-year college (2011) Retrieved May 8, 2011, from <http://wma.edu/index.php>. The Wentworth Military Academy & College website that is operational today reaffirms the above from the 1908 catalogue in stating that the institution was founded in 1880 for the purpose of providing a high-quality education to young men (and women). Further, the site indicates that “the military environment allows for cadets to learn and practice the basics of leadership each and every day, developing important skills they can carry with them the rest of their lives.” The institution points out that the mission remains unchanged after 125 years, but now it applies to young women as well as young men (2011) Retrieved May 8, 2011, from <http://wma.edu/index.php>.

Perhaps an especially appealing aspect of the institution favored by Clarence Tinker was the fact that the institution’s founder, Stephen G. Wentworth, desired that the

school be “positively Christian in character” (Crowder, 1987, p. 23) In fact, the board of trustees was composed of representatives from all of the leading Protestant churches in Lexington, Missouri, and according to Crowder (1987), the teachers were Christians. As many think today, the school’s administration felt that “any system of education that did not place the moral element ahead of the mental and physical was abortive” and unworthy of implementation at the institution (Crowder, 1987, p.25). Obviously, cadets were required to attend church services every Sunday in support of the essential moral element. It is also worth noting that the literature from both past and present for the institution provides a strict set of guidelines for the cadets that required strict adherence in order to remain in the good graces with the institution. Restricted behavior included: the use of intoxicating substances, the use of profanity, gambling activities, and the viewing and collection of pornographic material.

In a letter to General Tinker’s biographer (James Crowder) Colonel J.M. Sellers points out that cadets were given many privileges despite the strict restrictions within the facility. A few of the common privileges cadets could participate in included but were not limited to: associating with young ladies, attending the church service of their choice, and attending special events, schedule permitting (Sellers, Personal Communication, 1986). A noteworthy aspect associated with Clarence Tinker’s time at Wentworth is his playing and passion for football which was a new sport at the time. This is an attribute of his life pointed out in Crowder’s (1987) work where oral histories taken in 1983 with Madeline D. Tinker-McCormick (General Tinker’s widow) and others support Clarence’s passion for playing and watching football.

As described, the lifestyle at Wentworth in the early 20<sup>th</sup> Century consisted of the

rigors of classroom lectures and studies, drill exercises, long-distance marches and many other exhausting yet rewarding activities. These combined activities as well as other influences likely had a lasting impact on the development of the cadets to include Clarence L. Tinker. Upon graduating Wentworth Clarence Tinker made a relatively seamless transition into military service with the Philippine Constabulary where he served dutifully for four years. The commission as a Lieutenant in the Philippine Constabulary was not Clarence Tinker's desired place to serve, but the service there served as the launch pad for his chance to reach and attain his ultimate goal which was to be a commissioned officer for the United State Army (Crowder, 1987).

The starting point for Clarence L. Tinker's military career is his service with the Philippine Constabulary where he progressed through 36 years of military service and ended as a Major General with the United States Army Air Corp. This is especially noteworthy because many career military officers do not progress to that extent due to a myriad of factors that may include: lack of leadership and management skills, poor communication and people skills, personal problem issues, and many other factors that can limit one from attaining the success of the likes of General Tinker. It could also be stated that military success in the modern era depends in part on "who you know and what you know" and "where you are and what you are doing" within one's career. In other words rank attainment may be partly attributed to chance versus personal ability.

With the above stated, the research considers the magnitude of Clarence L. Tinker's career progression from bottom to top to be worth mentioning and a statement in favor of his personal leadership abilities. However, the research does not consider it necessary to comb through every military detail, but instead mention and discuss for



analysis purposes the high points of his career within his 36 years of service. Sadly, due to a gap in time between Tinker's service and the commencement of the study there is a limited pool of individuals with personal experiences with General Clarence L. Tinker. See Appendix G for a detailed account of Clarence L. Tinker's military assignments.

### Notable Accomplishments

As stated above Clarence Tinker's progression through the ranks in the U.S. Army Air Corp does say something about him as a leader, and by analyzing and interpreting the data the "something" of his leadership should become known. The Philippine Constabulary where Tinker began his military career lasted about four years until he went before a U.S. Military Board of Officers for a commission in the U.S. Army (Crowder, 1987). Based upon Crowder's (1987) account Tinker was at a turning point in his military career when the board of officers selected him for a commission which was by all indications one of Tinker's early career goals that became fulfilled. In a written reference to the military board by John B. Bennet (Director of the Philippine Constabulary) regarding the occasion he regarded Clarence Tinker as "fitted morally, mentally, and physically for the duties of an officer" (Crowder, 1987, p. 46).

Tinker not only had made an impression on his former employer but also with the local U.S. Army commander Major William Johnston who stated that Tinker was "a young man of excellent morals, good physique and energetic, and intelligent in the discharge of his duties" (Crowder, 1987, p. 46).

Johnston further points out in his recommendation letter of the young Tinker that

“his education at military school and his service in the Philippine islands as an officer of the Philippine constabulary should render him well qualified for duty as an officer of the U.S. Army.” In conclusion he stated: “I have heard him highly commended by his superiors in the Philippine constabulary for the service he has rendered in that organization” (Crowder, 1987, p. 46). All of the statements regarding Tinker’s ability and worthiness for an officer’s position favor his being the ideal candidate for such a position, and Crowder (1987) pointed out that the final decision came from Washington D.C. on June 7, 1912 when President William Howard Taft and Secretary of War Henry L. Stimson signed Tinker’s commissioning certificate.

Merely months into his career with the U.S. Army as a Lieutenant, Clarence Tinker found himself assigned to the Hawaiian Territory’s Schofield Barracks in January of 1913 (Crowder, 1987). Ironically, the first assignment in Hawaii would also be the territorial location of his last assignment as Major General some 29 years later and during the melee of World War II. The most noteworthy aspect of his first assignment on the Hawaiian territory was the meeting and nuptials with the 17 year-old Madeline Doyle a fine young Catholic girl from Halifax, Nova Scotia (Crowder, 1987). Madeline and her mother were on a visit to Hawaii to spend awhile with her maternal grandfather who lived on the island.

As described by Crowder, Tinker had previously had other girlfriends from his years back in Pawhuska, but Madeline was the one for Clarence and they married on October 8, 1913, at the St. Augustine Chapel in Waikiki (Crowder, 1987). The matrimony between Clarence and Madeline would extend until his death and would involve the creation of a family that consisted of their first born son named Clarence

Leonard “Buddy” Tinker Jr., a daughter Madeline “Midge” Tinker, and the youngest Gerald Edward “Tim” Tinker (Crowder, 1987).

To be with the same spouse for 29 years and until death is an aspect of General Tinker that is worthy of praise, and especially in a society plagued with broken families due to divorce and infidelity. This aspect of General Tinker’s life demonstrates the type of character and moral uprightness that General Tinker upheld and maintained as a commissioned officer even though he was likely away from home and family for extended periods of time when many relationships become strained, but this does not appear to be the case with Clarence Tinker. Further, all indications and testimonies from oral histories point towards this family being a close and loving family where there was a genuine love for one another.

Fortunately, Tinker’s early career was in a time when the U.S. Army was experimenting and starting to deploy the use of new turn-of-the-century airplane technology. From noted biographical accounts the young officer with a young family had some minor doubts of the new opportunity with the Army, but it was also noted that he was very curious and interested in the new technology at the same time. However, an immediate barrier to flying for the Army in those days was the fact that it was against military rules for a married officer to fly without the consent certificate signed by the officer’s spouse. Compounding the immediate barrier was the fact that Madeline was made all the more fearful of her husband flying for the Army when a fellow officer’s wife became a widow at a shared duty station in Hawaii (Crowder, 1987).

As explained in an oral history to Tinker’s biographer, James Crowder, Madeline Tinker-McCormick (General Tinker’s widow) explained that she did not approve of her

husband flying, but at the same time, did not disapprove of “Tink” flying with the Army. Her attitude towards the topic of her husband flying is evidence of her love for him and his well being Madeline’s discussion with Crowder also brought to the surface that Tink’s desire to fly before being assigned to a flying squadron led him to take private flying lessons while on assignment at March Field in California (Crowder, 1987). Ultimately, Clarence Tinker’s desire to fly became reality which in-turn became a lifelong passion, and by all accounts, the means of his death in June of 1942. In the beginning and upon seeing that Tink was a “natural” at flying, his friend and flying instructor Captain Barton Yount coaxed Madeline into a more comfortable disposition regarding Tinker flying for the Army (Crowder, 1987).

This era in Tinker’s life could be considered one of the turning points in his career’s direction when he left the infantry for assignments in the air service of the Army as a pilot. In mid-October of 1921 Tinker received his pilot’s license from the War Department, but he still lacked specific military functional pilot training. In November of the same year Tinker attended the Air Service Observational School at Post Field, Fort Sill in Oklahoma (War Department, 1921). Upon successful completion of his training and not long after the arrival at Post Field Tinker was sent to his new assignment at Fort Riley, Kansas, where he was assigned to the Air Service at the station (War Department, 1922). It was at this station where Tinker started to attain notoriety as a successful military aviator; in fact, it is at this station where he was assigned to the 16<sup>th</sup> Observation Squadron.

As noted in Chapter I of the study and in the “Tink’s Battered Loving Cup” section, Major Clarence L. Tinker commanded the 16<sup>th</sup> Observation Squadron where

members of the squadron were part of a formation flying group that put on exhibitions at municipal airport dedications. The formation flying group skillfully defeated all of its competition during the contests in November of 1922. The Banks of Junction City, Kansas awarded the first place loving cup to the group when it beat its competition in the contest. This is a noted accomplishment occurring less than a year after Tinker was placed on station at Fort Riley, and less than a year after his training at Post Field in Oklahoma. It is also an accomplishment that nearly escaped becoming known due to the loving cup being thrown into a dumpster and not being placed in the proper authority's safe keeping for historical purposes.

Crowder (1987) points out that the de Haviland DH-4 bi-wing airplane was one of the planes that the 16<sup>th</sup> Observation Squadron flew and a plane that Tinker flew to log hundreds of mostly uneventful flying hours in the air service. On one occasion, however, in the airplane labeled "Blue Devil," Tinker experienced an engine failure when the Liberty engine on his DH-4 led to an emergency landing near a railroad yard a distance from the field. All accounts describe the occasion as a successful emergency landing; because, both pilot and passenger walked away from the landing. This example describes Tinker's skill and ability as a pilot, and it attests to his love for flying by his courageously returning to the sky.

On August 19, 1924 at Richard's Field near Kansas City, Missouri, Tinker experienced another "close one" when he was flying (for leisure purposes) a small homemade civilian aircraft that suffered a landing gear collapse after takeoff. This creates an obvious issue with landing, so Tinker quickly found himself in a precarious situation and opted to land the craft in the nearby Swope Park's lagoon. As described in

the Kansas City Star (1941) Tinker brought the aircraft down above the lagoon, stalled the engine, and plunged into the water. His military cohorts and passersby aided in his recovery where he successfully removed his seatbelt underwater and surfaced. Upon immediate return to the field, Tinker changed clothes and returned to flight in another aircraft all within the same day. As cited in Crowder (1987) “one virtue he tried to instill in the men he trained was courage without the abandonment of sound judgement” (Kansas City Star, 1941).

In October of 1924 Major Clarence L. Tinker participated in the International Air Races event in Dayton, Ohio with a de Haviland DH-4. Participation in the event required petitioning a recommendation from his commander and his commander and others returned with a positive endorsement of Major Tinker. This was an enterprise that, by all accounts, resulted in the continued edification of Tinker’s flying skills and experience as an Army Air Service aviator. In an oral history recounting the event Madeline Tinker-McCormick stated that “Tink was going great guns until he missed a pylon and was disqualified from the event” (Crowder, 1987, p. 122).

In April of 1925 Tinker received Service Orders 77 & 78 from the War Department which directed him to go to Fort Leavenworth, Kansas to attend the Army’s Command & General Staff School for prospective military leaders (War Department, 1925). This was a school that has evolved and is still highly regarded and operational to this day. Crowder (1987) points out, and the study agrees, that “this selection meant recognition of leadership abilities and demonstrated that Tinker was well on his way to high command.” (p.131) Since the creation of the United States Air Force (USAF), the school has likewise changed names to Air Command & Staff College and is now held at

Maxwell-Gunter Air Force Base in Montgomery, Alabama. The modern college espouses that it is the Air Force's intermediate professional military education school that prepares field grade officers and government civilians to assume positions of higher responsibility within the military and other government arenas. The source website (2011) further states that Air Command & Staff College is "geared toward teaching the skills necessary for leaders and commanders by focusing on shaping and molding tomorrow's leaders and commanders." Further, "the academic environment stimulates and encourages free expression of ideas as well as independent, analytical, and creative thinking skills" (2011) Retrieved May 13, 2011, from <http://www.wacsc.au.af.mil/aboutACSC.asp>.

During his time at Leavenworth in school Tinker wrote in a personal letter to a close friend and one of the future early leaders of the United States Air Force, Tooey Spaatz:

The favorite expression of all instructors here is "the school believes," and we are having an awfully hard time trying to find out what the school believes... Sometimes I wonder just how much difference it would make to me where Lt. X puts his machine gun squad when I am cruising over his sector at 25,000 feet, and sometimes I'm really dumb enough to believe that Lt. X's tactical disposition of his platoon will not have a very great influence on my actions. (Crowder, 1987, p. 138).

Tinker's early attitude towards aviation involved an altogether new concept, manned flight, and its application in military warfare.

From an oral history interview with Clarence Tinker's widow, Madeline Tinker-McCormick, Crowder (1987) writes that Clarence Tinker's time at Leavenworth allowed him to cross paths and become good friends with future President of the United States, Dwight D. Eisenhower, who was also a student in the Army's Command & General Staff School. In fact, the Tinkers and Eisenhower's were known to run in the same clique while at Leavenworth. In the above stated oral history Madeline pointed out several likenesses between the two military leaders as she states that both had German ancestry, enjoyed a round of golf, and were football enthusiasts.

Their careers were also similar in that both distinguished themselves early in their military careers with service in the Philippines, neither saw combat in World War I (WWI) but served stateside, and both reverted back a rank after WWI. Lastly, and probably most interesting is that both officers were considered soft-voiced, self-disciplined, and firm but fair officers (Crowder, 1987, p.135).

Based upon a letter written by Tinker to the Assistant Commandant for the Air Service Technical School at Chanute Field, Illinois, regarding his official opinion on the Photographic Section in the Air Service, Tinker wrote the following:

In reviewing the recommendations with reference to Observation Units, it is well to consider what aerial photography means to the observer. It is his most reliable means of verifying the correctness of his reports and of obtaining detailed information of terrain, etc., which would be impossible, or practically so without the use of a camera. However, in considering this we must not lose sight of the fact that the observer has neither the time,



ability, nor inclination to handle delicate highly specialized photographic equipment. What he needs is a camera that he can throw on the floor, and grab his guns, radio, or map and carry on his primary function of seeing and reporting everything of military value in his sector, and protecting himself and his pilot from aerial attacks (Tinker, Personal Communication, 1925).

It is apparent that during this timeframe in Tinker's career his expertise was sought after from some military aviation circles.

After Tinker's completion of the Army's Command & General Staff School, he petitioned the War Department for an opportunity to broaden his experience with an assignment as a military attaché with a U.S. Embassy (Crowder, 1987). In 1926 Tinker's request was granted with an assignment in London, England as that embassy's attaché (War Department, 1926). It was during this assignment and not more than six months into it that then Major Tinker experienced one of the most dangerous situations in his life. This situation and Tinker's response led to his earning the nation's highest peacetime decoration the Soldier's Medal (Crowder, 1987).

On this occasion Tinker was fulfilling his War Department mandated requirement to execute 10 takeoffs and landings a month in order to maintain flight pay. After completing his tenth landing at London's Kenley Aerodrome on September 21, 1926, Major Tinker was approached by a U.S. Navy Commander Robert A. Burg who wanted to do some flying to fulfill his requirements. Burg was a Naval Air attaché for the U.S. but assigned to Sweden where he could not execute his required flying time so he came to Kenley every few months to fly for this purpose. Tinker agreed and the men flew until

the nineteenth flight when the motor failed at 200 feet (Crowder, 1987). The official accident report by Lt. Col. Kenyon A. Joyce reads:

Because of the enforced direction of their flight and the low altitude attained at this time, a landing in other than difficult terrain was precluded. Major Tinker had no alternative except to continue his flight in a straight line due to lack of elevation and decreasing momentum, and in making a desperate effort to avoid a chalk cliff and certain disaster, a landing was attempted on the only available piece of suitable ground. In approaching this area, however, there was not sufficient headway to clear a growth of small trees, and in touching one of these the small aeroplane crashed to the ground and immediately burst into flames.

In the crash Major Tinker had his nose broken, his face severely cut and contused and his eyes injured, but not being rendered completely unconscious he was able to extricate himself from the aeroplane, which was then enveloped in flames. As he staggered away from the plane in a partially conscious condition he realized that his passenger, Commander Burg, was still in the cockpit, and rushed into the flames to attempt to get him out. He was driven back by the heat but returned again on the other side of the plane, and after repeated and determined efforts succeeded in extricating Commander Burg who was in a helpless condition due to his injuries. In this effort Major Tinker was painfully burned about the face before he succeeded in getting the Commander free of the plane.

Although weakened by shock and by his own injuries, Major Tinker

carried and dragged Commander Burg to a place of safety, removed the latter's parachute which was on fire, and then staggered and fell unconscious himself (Joyce, 1926).

The crash resulted in a two week stay in the local hospital, plastic surgery and some scars that remained with Tinker for the rest of his life. Sadly, Commander Burg was not as fortunate as he died two days after the accident (Crowder, 1987).

Figure.3. Kenley Crash



Source: OC-ALC HO

The Soldiers Medal is awarded to any person of the Armed Forces of the United States or of a friendly foreign nation who, while serving in any capacity with the Army of the U.S., distinguishes his or her self by heroism not involving actual conflict with an enemy. This performance must have involved personal hazard or danger and the

voluntary risk of life under conditions not involving conflict with an armed enemy. It is further noted that awards will not be made solely on the basis of having saved a human life (2011) Retrieved May 19, 2011, from <http://www.americal.org/awards/achv-svc.htm#SoldiersMedal>.

After the crash in London and while on restrictions due to sustained injuries the Air Corp utilized Tinker for non-piloting activities. During this timeframe in Clarence Tinker's career he found himself being appointed to temporary special leadership projects that included being placed on a board of officers to study the promotion and retirement of Army officers within the service. Biographical accounts indicate that he chaired the subcommittee that studied the attrition rate within the service (War Department, 1927). The results of the assignment are not to be found; however, the research finds the assignment to be noteworthy and worth the mentioning. Further, in October of 1927 he escorted a British Air Attaché mission from Washington to Canada (Telegram, 1927 as cited in Crowder, 1987). Common sense suggests that this caliber of assignment is not given to the inexperienced or those lacking in leadership capabilities.

Clarence Tinker's notable accomplishments are many and great; however, there are probably many other Clarence Tinker accomplishments that are likely undocumented. These undocumented accomplishments probably deal with his interactions with his family, friends, and with those who served with him in the U.S. Army Air Corp. To have attained the rank of Major General at the time of his death is an accomplishment in itself and one that raises eyebrows and garners respect to this day. This concludes the known and documented notable accomplishments of General Tinker. The data from these findings will be later analyzed in the light of the earlier stated analysis criteria.

## Speeches

This section of this chapter of the research study will consist of a review of several but not all of the speeches that Clarence Tinker gave as an officer with the U.S. Army Air Corp. The setting for the speeches varies from addresses to Air Corp subordinates to patrons of local civic organizations in the various air field communities where Tinker served. With transcripts from the many speeches he gave throughout his career we can understand how and what Tinker thought, but we do not know the less important aspect of how it was received by his audience. We can only assume that his messages were welcomed and well received and considered insightful to those who were privy to hearing a speech from an Army Air Corp officer.

The format of this section will begin with a summary of the given speech that will include (when available) the setting, occasion, and audience for the given speech. This will be followed by transcribed/quoted portions of the speech for leadership/management analysis purposes where summaries will also be provided. For organizational purposes the rank and order of the speeches will be by oldest first instead of a random order which could yield unnecessary confusion. Numerous original speech transcripts (physical artifacts) by Tinker yielded valuable insight into his way of thinking and perspective on matters.

On June 5<sup>th</sup> 1940, (then Brigadier General) Tinker gave a short luncheon speech at the Civitan Club in St. Petersburg, Florida. The transcript of the speech covers three pages in length where Tinker contrasts past modes and customs of warfare with modern warfare and aviation's influence in modern warfare. At the time of the speech Tinker

was the commander of MacDill Field in Florida where he served an integral part in the planning, layout, and overall development of MacDill Field. His perspective on the strategic development of air bases is evident through reading his speech. Further, this is a timeframe in history before the U.S. entered WWII, but other countries were already engaged or threatened by Nazi Germany. Tinker acknowledges this throughout the speech. For example he stated:

Many of us in the Air Corps who have been able to visualize air warfare had some idea of what it would be like, but with the present war raging in Europe the Germans has made it more terrible than even our best trained tactical men conceive (Tinker, Personal Communication, 6/5/1940, p. 1).

Later in the speech Tinker points out the need for establishing preventive measures that would provide defense to mainland U.S. The forward thinking is stated in the following:

The best possible method of preventing an enemy from devastating our country from the air is to deny any potential enemy a base of operation sufficiently near to our shores to operate successfully against us (Tinker, Personal Communication, 6/5/1940, p. 2).

He points out some of the necessary aspects for this preparedness and most importantly the proper training of men with their equipment. He also indicates that his described type of readiness and capabilities is the type that MacDill Field possessed and could accommodate.

Later in the speech Tinker explains a visual aid that is mentioned in the transcript text and is assumed to have been present at the luncheon. He states:

If you will notice the map which I have here, the distance between Tampa and Puerto Rico, Puerto Rico and the Panama Canal, and the Panama Canal and Tampa forms almost an equilateral triangle. There is to be stationed at Puerto Rico a four-engine bombardment unit. There are two medium groups in Panama. These units can all be concentrated in a very short length of time at any point in the Caribbean area. The defense of the Caribbean [if] of vital importance because it is midway to the Panama Canal, which in case of war, we must protect at all costs (Tinker, Personal Communication, 6/5/1940, p.3).

This discourse on the strategic importance of MacDill Field to the local businessmen and Air Corp officers in attendance is concluded with Tinker's thanks and appreciation for their continued support of the field.

On June 14, 1940, (then Brigadier General) Tinker gave a "Flag Day" speech at an undisclosed location in Orlando, Florida. The transcript of the speech covers three short pages where Tinker discusses the origination of the "Flag of the United States" and it's meaning to our nation. Tinker opens his talk by pointing out the current condition of the international community in 1940. He states:

In a chaotic world made horrible by hate and greed, where humans are being killed by the hundreds of thousands to perpetuate certain creeds and powers or to establish questionable ideologies, it is very fitting that we peace-loving Americans should assemble to do honor to our flag which is symbolic of the freedom our forefathers established for us on this continent (Tinker, Personal Communication, 6/14/1940, p.1).

Upon opening with the above stated Tinker follows with a brief historical discussion on the forming of the early colonial flag and its relation to the Flag of the United States.

Towards the closing of the speech and in a personal show of Tinker's faith he mentions: "the only emblem which is permitted above our flag is the sign of the cross and this only during community, Army, Navy, or congregational prayer; and in the midst of devotional service" (Tinker, Personal Communication, 6/14/1940, p.3). This statement deserves mentioning due to the adherence by some to the Christian faith and the shunning by others who hold a leadership position. Tinker's statement in the speech is an indication that he was a man of the Christian faith and he was further acknowledging its importance above all. Tinker closes the speech with a national warning or need to maintain vigilance against threats to our sovereignty and our personal freedom as a nation. This speech is dissimilar to the previous speech in that it deals more with Tinker's personal convictions and views of his country and his faith, and the speech is directed at the observance of Flag Day.

In a Fourth of July speech Tinker gave a very pointed speech at an undisclosed location and in an undisclosed year, but upon review of the transcript one can reasonably discern that it could be a speech prior to WWII. The speech transcript runs twice as long as the previously reviewed speeches at six pages in length, and this speech seems to stress a sense of urgency to act when compared to the previous speeches. The speech also seems to provide more detail as to what is being risked if the nation's posture and direction is not altered in response to what appears to be an inevitable and ever-growing situation in Europe and around the world.

Tinker opens this speech by presenting the rationale for the founding fathers of



the U.S. to fight for national independence from Great Britain. At the same time he mentions the fact that the U.S. is a blessed nation with an abundance of natural resources and scientific developments that have enhanced the way of life for the citizenry. In reading the transcript it becomes evident that Tinker believes that the nation is not attuned to what is going on in Europe which is a threat to the U.S.

The opening is followed by an acknowledgement of the U.S. being a very blessed country, but a blessed country that has become complacent and weak. Tinker stated:

In setting up high standards of living for our people, we have allowed ourselves to become weak. Weak from lack of the very hardships and privations which made our forefathers strong. Weak from a lack of consciousness of our duties to the nation. We are probably the least disciplined nation of the world. The time is now here in which we must voluntarily discipline ourselves, or we will run a great danger of having some other nation discipline us (Tinker, Personal Communication, Unknown, p.2).

The theme is noted in the previous speeches and it continues throughout this speech, but in more detail when compared to the other speeches. There is also a marked call for discipline amongst the people and the nation in a time when there is a lack of the attribute.

To explain his perspective on the matter Tinker points out that he is not a war monger or an alarmist. He simply wants to bring to attention not only to the possibility but the probability of our nation being challenged from internal and external forces that could surprise and defeat a complacent nation. Tinker argues that “our great wealth of

natural resources and scientific development is not sufficient for our protection unless it is organized, trained and disciplined.” (Tinker, Personal Communication, Unknown, p. 5)

In the body of this speech Tinker further points out:

We can no longer live secure in our geographic isolation. Modern science in the form of aircraft, submarines, etc, have changed the protective barriers of water and distance, and have forced us to build barriers of another type. Barriers of winged-steel that can deny to an enemy by force any bases from which we could be attacked (Tinker, Personal Communication, Unknown, p. 5).

This speech provides a marked theme of maintaining a preventive posture, and being prepared to sacrifice in order to maintain what we currently possess. Noteworthy in the speech stated is Tinker’s acknowledgement of the benefits of airpower and technology, something that proved and continues to prove vital in warfare.

In the conclusion of the speech Tinker nicely sums up what he has previously stated.

Only by the united effort of our people keyed to a high sense of national duty and steeled to meet the necessary hardships and make the necessary sacrifices, can we expect to maintain our national freedom and any semblance of the blessings which have been ours in the past (Tinker, Personal Communication, Unknown, p. 6).

This speech more than other speeches is very persuasive in nature as Tinker is calling for his audience and the nation to accept his perspective and in-turn change their attitude towards vigilance and a willingness to make personal sacrifices for the sake of

maintaining our nation during a turbulent time in the world.

On November 8, 1940 at 10:30 AM (Brigadier General) Tinker gave a rich and lengthy nine page speech at a Florida Press Convention in Ocala, Florida. The transcript for this speech shows similarities to previous speeches covering the topic of national defense readiness, but there are some new aspects introduced as well. In the opening of this speech Tinker specifically points out the press's connection with national defense, and Tinker points out his lack of expertise in dealing with press matters when he does a fair job in this speech to members of the press.

Early in the talk Tinker points out his unique experience with the press when he draws from his personal relationship saying, "my first recollection of the press was a country newspaper in Oklahoma owned and edited by my father." (Tinker, 11/8, 1940, p. 1) Upon stating this he explains his early understanding of the press and how it can and does affect public opinion which is an important aspect of our society. He then states:

The degree in which we prepare ourselves in this country is controlled by public opinion. This public opinion just stated depends a great deal upon the press. Therefore, there is a direct tie between the press and our national defense.

The pointed out relationship is a theme that runs through the entirety of the speech and a point that is continually expounded upon by Tinker.

Unique about the speech is that Tinker refers to a 1933 speech he gave about the West Coast of the U.S. He stated then and once again on this occasion:

The utopia of an uninterrupted international peace can be reached only when there is no longer individual conflict. When all individual

differences are amicably settled by those concerned and when judges and courts to award punishment for criminal action on part of individuals are no longer necessary, then and only then may war be outlawed with any degree of success. War is an instrument of national policy (Tinker, Personal Communication, 11/8/1940, p.3).

This broad thinking is further explained and discussed in support of Tinker's main point of the press national defense relationship, and it is in this portion of the talk where Tinker reiterates the portions of the first speech from this section where he contrasts past modes and customs of warfare with modern warfare and aviation's influence in modern warfare.

Midway through the speech Tinker refers to Walter Lippmann, a journalist for the Washington Post, who wrote an article some four months prior to this speech where Lippmann's commentary aligned with Tinker's perspective on national matters. The referring to other's writing is a characteristic not found in the previously discussed speeches, and this reference supported Tinker's main argument plus it was a fellow journalist for an audience of journalists. Tinker stated in support of Lippmann:

It will require that we place duty to the nation above individualism, that we prepare ourselves to voluntarily relinquish temporarily a portion of our individual freedom that we prepare ourselves to withstand hardships probably greater than we have yet known and to make greater sacrifices than we have ever yet been called upon to make  
(Tinker, Personal Communication, 11/8/1940, p.5).

These statements are obviously directed at the ever growing threat of the wars in Europe as they relate to the U.S. prior to WWII.

Tinker further states the obvious which serves to support his main point of the speech by stating: “We of the Armed Forces have no voice in the making of either national or international policy. We are simply technicians trained to use the weapons furnished... to back up whatever policy the administration makes.” (Tinker, Personal Communication, 11/8/1940, p. 6) This speech, like the other speeches shows that Tinker was considerate and mindful of who he was talking to as a communicator because is an obvious direction towards their perspective on matters.

Like previous speeches in this section the talk digresses on the founding fathers of the U.S. as their accomplishments and sacrifices relate to the threats faced in 1940. Plus, Tinker again touches the technological and operational aspects of defense as done in prior speeches. He stated:

Modern science, as applied to war machinery, has discounted our geographic isolation and forced us to a feverish preparation in both our manufacturing and our training, in order that the country may have the necessary military strength to maintain itself as an independent nation and to back whatever international policies the people through the administration make (Tinker, Personal Communication, 11/8/1940, p.6).

He further mentions the threat of totalitarian regimes and how their regulated press poses a negative threat to the U.S. In closing, he points out that the U.S. press possesses the great duty of molding the public opinion and should be mindful of the nation’s defense in carrying out this duty. In conclusion this is a different speech by Tinker, but different with some of the same components of his other speeches.

On November 12, 1940, four days after the Florida Press Convention speech,

Tinker gave a similar themed speech to the University of Tampa. There are some obvious deductions that are made from reading the speech's transcript in that the audience appears to be a younger group, and Tinker's message is audience focused as he wisely does not talk over them. When compared to previously discussed speeches the transcript for this one fell into the mid-range in terms of size and length.

He opens with acknowledging the importance of discussing the current (1940) world condition with the youth as many of the immediate challenges within their lives center on national threats. He further states:

We would like to visualize a continuance of the nation ruled by the same form of government and viewed with the same high principles of regard for man and man's desires for his freedom, and we shudder to think of the opposite, of the festering hatreds of Europe, of a decaying civilization attempting to perpetuate itself, not because it has value but simply because certain peoples like to enslave their fellowman in order to exercise a power which, I am sure the Creator of the universe never intended  
(Tinker, Personal Communication, 11/12/1940, p.1).

After submitting the problem and current challenges to the audience Tinker wisely digresses into his first offering of a solution for the stated condition in this speech. He asserts that, "to combat the evil influences is a task of great magnitude and all U.S. citizens are equal to the task at hand" (Tinker, Personal Communication, 11/12/1940, p.1).

Upon making his first mention of the problem and solution in the persuasive speech, Tinker then briefly expounds on the national heritage and the sacrifice of the

forefathers of the U.S. He states:

We can no longer delude ourselves with the dreams of a utopia, with even the remotest idea of a lasting international peace. That is a sad thought and I hesitate to propound it to you, and I am sure I would not have the courage to do so unless I thought that it was the only way to get to you the thoughts which must have your serious consideration during the next few years of your life (Tinker, Personal Communication, 11/12/1940, p.2).

This statement is followed by Tinker wisely reiterating in other words that in order to establish a lasting and friendly peace based on understanding and friendship will require sacrifice and a bolstering of the nation's defenses.

Further making his point, Tinker points out that the power from the nation is drawn from the people, and likewise weaknesses can be drawn from the people if the climate is of the meek which can and will create a weak national government. Then on war in this talk Tinker states:

Every resource which the country owns and all of its scientific effort will come into play when a nation such as ours goes to war. I believe as far as we are concerned war can be averted but only by one method that is by making ourselves so strong that no nation or combination of nations, in the world would dare to challenge our strength

(Tinker, Personal Communication, 11/12/1940, p.4).

The above stated provides a heart felt "I believe" which conveys Tinker's thoughts and insight into the seriousness on the topic. After stating the above Tinker goes on to state that we are a peace loving nation, but a peace loving nation under many threats both

foreign and domestic. As with the previous speeches Tinker emphasizes the need for technology and the need for training associated with its use in defense. The closing of this talk is much like the previous speeches where Tinker leaves the audience with the appreciative closing thought of service before self to one's nation.

In a noted speech written by General Tinker, but delivered by Colonel Burdick because of General Tinker's illness, there are unique aspects associated with this speech and there are likenesses to previous speeches. The speech was delivered to an audience at the civic clubs in Bradenton, Florida on November 15, 1940, at 3:00 PM, but delivered by the Colonel. The speech transcript for this speech contains many handwritten notes along with the usual typed text of the speech, and it is noted that part of the transcript is incomplete due to part of the text being removed for an Ocala November 5, 1940 speech given by General Tinker.

The speech opens much like the speech to the Florida Press Convention in Ocala, Florida where Tinker or the Colonel admits that they are not an orator. In a hard to read handwritten note under the first paragraph of the transcript it reads:

I would like the gift of oratory so that I might properly convey my thoughts to you in logical sequence. Failing this gift I can only hope you will bear with me and credit me with doing my best (Tinker, Personal Communication, 11/15/1940, p. 1).

The research is only going to mention the transcript and provide the noteworthy speech content details due to a lack of ability to assign full credit for stated aspects of this speech to the author or the speaker.

In what appears to be the Colonel's handwriting there is an entire page explaining



and praising General Tinker in the immediate page following the brief speech introduction. It is reasonable to believe the writing is of the Colonel's since it is discussing Tinker and his duties and responsibilities as a base commander and Army Air Corp leader in the positional context. The body of the speech appears to be typical Tinker in the discussion of the blessings of natural resources of the U.S. The speaker then mentions the current (1940) global conflicts and how they could affect the U.S. and its economy.

Interesting about the transcript is the typed and in parentheses but hand-marked mention of "glaring examples of this are the expulsion of the Jews from Germany and the seizing of North China by Japan" (Tinker, Personal Communication, 11/15/1940, p. 4). Since these happenings were the "big news" issues of the time, one can only wonder why this was omitted from the speech. Following this section of the speech the speaker focuses and explains the importance of defending our nation and pointing out the technological and global changes that can be considered national threats. In this speech, as with previous speeches, Tinker explains the good and bad aspects of technology and how it can be used for not only the bad, but also the good of defending our nation.

This is a recurring theme from previous speeches, but in this case the Colonel delivered Tinker's words. The conclusion of the speech like the previous speeches is an appeal to a patriotic mindset for not only the audience but to the American people. The typed text states:

Let us then clothe ourselves in an intense loyalty to our people, to our government in its present form, steel ourselves to withstand whatever hardships may be placed upon us and to willingly make whatever

sacrifices may become necessary in order that we may preserve and pass on unsullied to a future generation this glorious country which has been our priceless heritage (Tinker, Personal Communication, 11/15/1940, p. 12).

Once again, this speech provides limited credit to General Tinker as it was delivered by Colonel Burdick due to Tinker being ill. Based upon the stated it is reasonable to consider the typed text being attributed to Tinker and the handwritten from the Colonel, but the research considers this deduction to have limited value.

The last speech in this analysis is a speech that General Tinker gave on February 4, 1941, at the Catholic Woman's Club titled "Patriotism." It is doubtful that this is his last speech given as it is merely the last speech reviewed and analyzed in the research study. This speech contains many of the same attributes and talking points of the previously discussed speeches; however, in this speech Tinker provides some obvious audience specific comments regarding the freedom of religion and tolerance of other religions. He wisely opens his talk by defining and discussing the speech title "Patriotism" as it relates to the 1941 U.S. perspective. On patriotism Tinker states:

We as loyal Americans when we speak of our love for our country mean not only this land bordered on the North by Canada and on the South by Mexico, and the Pacific and Atlantic oceans, but we include in our thoughts our democratic form of government (Tinker, Personal Communication, 2/4/1941, p.1).

The insightful statement is unique to this speech and worth noting in support of the research's purpose and objectives.

Beyond the discussion on patriotism Tinker mentions as in previous speeches the many blessings to include natural resources of the U.S. and how the sacrifices and dedication from the forefathers made the many blessings possible. Then he provides some commentary on a most cherished right as he states:

One of the most cherished rights under our government is the right of religious freedom, the right to worship a God of our own choosing and in our own way. Here as in no place else in the world the Jew and the Gentile, the Catholic and the Mohammedan live in peace with each other and in complete tolerance of the other man's ideas and a respect for his form of worship (Tinker, Personal Communication, 2/4/1941, p. 3).

In previous speeches Tinker provided subtle comments on this topic but nothing to this extent. He then goes on to contrast this statement to dictatorial governments and their lack of personal rights and freedoms and in particular he focuses on the 1941 European dictatorial governments that were in existence at the time.

Once again, Tinker expounds on the "double-edged sword" of modern technology when he tells his audience of the gains in modern warfare, but also the new threats and capabilities that technology provides for good and bad. He states:

In speaking of national defense we mostly think in terms of guns, airplanes, and tanks, and other weapons of modern warfare. These are necessary to protect us from aggression from without. However, there are also other influences which require our consideration and other dangers from which we must protect ourselves. I refer to the subversive influences that are constantly at work within our country attempting to destroy the

strength of the people by preaching isms and ideologies not in keeping with the fundamental principles of our form of government (Tinker, Personal Communication, 2/4/1941, p.5).

To counter this threat Tinker asserts that the citizens of the U.S. need to be on guard and ready to promptly deal and react to these types of stated threats. He puts a major emphasis on this so much that he insists on isolation and expulsion for these persons back to their native “hate-dominated” country.

Tinker points out as in previous speeches that the European countries have for the most part consumed most of their natural resources to the point that their lack of these resources is cause for alarm due to a wanting desire for more resources when they are lacking. According to Tinker, this lack creates a situation in which a country will turn on his neighbor via warfare for purposes of attaining access and control of more natural resources. Towards the beginning of this talk he points out the many blessings of the U.S. to include a blessing of an abundance of natural resources. Towards the conclusion of this speech Tinker asserts:

We must voluntarily submerge, at least for the present, a portion of our individualism into a collective unity and must keep uppermost in our minds that the security of the whole is more important than the whims of the individual (Tinker, Personal Communication, 2/4/1941, p.10).

This concluding statement summarizes Tinker’s concept of patriotism as it related to the 1941 global conditions.

## Statements from Those Who Served With Him

This section of this chapter of the research study will consist of a review of the comments from fellow Army Air Corp servicemen and other individuals who knew General Tinker personally or professionally. The research remains mindful of the context and individual factors associated with these comments which in some cases may not support the purpose of the research or may not warrant mentioning. It was reasonable to consider that many comments and letters were potentially valuable to the purpose of the study. With letters from individuals who knew or served with Tinker, we could be able to better understand the leadership of the Osage General. The comments from these letters and other writings will be applied and measured appropriately in the analytical sections of the research study in support of the purpose of the study.

The format of this section begins with a description of the context that will include (when available) the setting and occasion for the given comments. It is followed by transcribed/quoted portions of the comments for leadership/management analysis purposes where summaries will also be provided. For organizational purposes the rank and order of the comments were by oldest first instead of a random order which could yield unnecessary confusion. Copies of several letters written about Tinker were obtained for this study and they yield valuable insight into his way of thinking and his perspective on many matters.

Many of the letters and comments in this section were derived from the August 1985 Airmen Magazine 'Airmail' call for information regarding General Tinker. This was posted by Dr. James Crowder who is both the Chief Historian at the OC-ALC, and

author of General Tinker's biography. The posting in the above stated magazine read as follows:

We are currently collecting information on the life and career of Major General Clarence L. Tinker, the native Oklahoman for whom Tinker Air Force Base was named. Anyone who knew General Tinker personally or professionally is invited to contact the address below (Airmen, 1985, p.13).

This statement ended with the appropriate contact information and resulted in the reception of several letters from retired Air Force officers who were qualified to respond.

Crowder (1987) mentions the statements from these individuals throughout his work, but from a perspective that differs from the purpose of the research study. These letters were reviewed for this research, and efforts were made to contact those who wrote them for additional and more pointed answers to questions regarding the Leadership of General Tinker.

In a two page letter written on August 1, 1985, retired United States Air Force Lt. Colonel S. Brown described a memorable occasion he had while working under General Tinker in the 1940-1941 timeframe. It is widely known that this time in U.S. military history was a time of buildup for possible entry into WWII. Therefore, tension was high among military leaders and ignorance over mundane matters was likely not accepted. This letter illustrates an occasion where stupidity was addressed and dealt common sense as a corrective action. Upon review these thoughts were worth mentioning and could likely provide valuable insight in support of the purpose of the research in later sections of this chapter.

Brown's letter is a bit of a challenge to read due to the handwritten penmanship, but upon review he explains that Tinker was his wing commander for a period. He states:

General Tinker was our Wing Commander and one day the entire wing came in to stand a ground inspection. It was very cold and the enlisted people had to stand in their regular clothes due to a supposed shortage of flying clothes. When General Tinker was walking down the line of aircraft he noted our discomfort, checked with Base Supply, and found that they had neglected items being held in stock for some reason (Brown, Personal Communication, 1985, p.1).

After stating this, Brown (1985) indicates that the inspection and operations were called to a halt until Base Supply produced the necessary clothes for the men. Brown explains that "squadron produced orders and things hit the fan" (Brown, Personal Communication, 1985, p.1)! This statement is an indication that this matter was not a favorable occasion for those involved in the correction of the matter, but it is not an indication that someone was out of line or unprofessional in their behavior. For purposes of the research study it is merely considered a problem that required an appropriate corrective action to restore order.

In the letter Brown rhetorically asks "how do I know this"? This incident happened right in front of our plane." From the described situation there is a definite problem that one of the involved parties (Base Supply) had caused, and General Tinker insisted that they (Base Supply) do their job and provide his men what they needed to do their jobs. Towards the conclusion of his letter Brown states "I can imagine that Base Supply Officer still hears General Tinker's swagger stick hitting his boots" (Brown,

Personal Communication, 1985, p.2). Crowder (1987) pointed out that Tinker's regularly carried a "swagger stick" throughout his career as an officer.

In a one page letter written on August 5, 1985, retired United States Air Force Colonel E.C. Simenson described a memorable occasion he had while working under General Tinker in 1941. In this letter Colonel Simenson recalled witnessing firsthand the call General Tinker received to his last assignment in Hawaii. Obviously, this phone call occurred not long after the infamous December 7, 1941, attack on Pearl Harbor, Hawaii, which forced the U.S. into WWII.

In the letter Colonel Simenson indicated that he was an assistant operations and weather officer on General Tinker's staff in 1940. Simenson explains that this assignment involved traveling between Drew Field in downtown Tampa, Florida, and McDill Field, Florida which was undergoing construction at the time. Simenson wrote:

The General and his wife Madeline were at my residence just finishing dinner one night when he was called to the phone. The caller stated "urgent and long-distance." We overheard him to say "yes sir", "yes sir" again, and then "yes Hap." After dessert he directed me to go to the base and make out a flight plan for a flight to the west coast and then Hawaii and to alert his flight crew. That phone call had put him in command of all U.S. Air Corp units in the Pacific theater (Simenson, Personal Communication, 1985).

Towards the end of this one page letter Simenson states that through the years after WWII his family and the Tinkers have remained in touch with each other.

This was a short initial letter of correspondence between Simenson and Crowder



sharing first-hand witness of a turning point in General Tinker's life and career.

Simenson mentioned in the last sentence of the letter that he would be willing to support James Crowder in his research which is an indication of perhaps a second letter accounting his experiences with General Tinker. Despite the brevity of this letter upon analysis it provided valuable insight into Tinker's leadership and management; therefore, it is worth the review in support of the main purpose of this study.

In an initial one page letter written on August 6, 1985, retired United States Air Force Major General Marshall Roth asserts that he served under Clarence Tinker in the 1930-1932 timeframe. Mr. Roth served with the 20<sup>th</sup> Pursuit Squadron under (at the time) Commanding Officer Major Clarence L. Tinker where he knew him "socially as well as a boss" (Roth, Personal Communication, 8/6/1985). In this initial letter Mr. Roth points out that he had many dealings with Tinker in the above stated years but beyond those years they were separated due to change of duty station within their respective careers. As for those years with Tinker, Roth, wrote that "during the period we got to know what kind of people he and his wife ,Madeline, were and how he taught new young pilots (like myself) many of the important requirements of a military career"(Roth, Personal Communication, 8/6/1985). Mr. Roth and James Crowder continued a dialogue through several typed letters in 1985, and these letters provide many details and insights into Tinker's character. Upon review these thoughts are worth the mentioning and could likely provide valuable insight in support of the purpose of the research in later sections of this chapter.

In a more detailed second (one page) letter written on August 28, 1985, retired U.S. Air Force Major General Roth, provided an insightful description of the leadership

of Major Clarence L. Tinker as his Commanding Officer for two years at Mather Field in California. In this letter Roth vividly describes Tinker when he states that: “Tinker was a disciplinarian, calm, firm, and fair in the execution of his decisions, and best of all he insisted on making those decisions. He was the Chief of the Tribe... which was the 20<sup>th</sup> Pursuit Group” (Roth, Personal Communication, 8/28/1985). After stating this, Mr. Roth digressed into explaining the depression era conditions and lifestyle at Mather Field as being tolerable and a blessing when compared to those of others during this time.

In a third and much longer letter written by Mr. Roth he provided more insight about Clarence Tinker along with details regarding his time at Mather Field which was the time spent with Tinker. On page two of this letter Mr. Roth indicated that the servicemen on the field called Major Tinker “Tink, except to his face” (Roth, Personal Communication, 1985, p.2). Roth further noted:

He knew every man in the outfit and if he could not recall their name he would ask them, not only their name, but where they had served, what their duties were, how they liked their new and old job, and about their family, if any. He was interested in them, and of course trying to select good guys for good jobs. He was very strict and he felt that was the result of his heritage. He laid down the law. Very pleasant all the time, always a smile which at times could be misleading. (Roth, Personal Communication, 1985, p. 3).

Roth’s comments reveal several leadership attributes which are admirable characteristics to be found in a leader and are most definitely worth the mentioning.

Interestingly, these characteristics could have stayed at work, but Roth points out

that “Tink” and Madeline always hosted fellow servicemen and officers for dinner at their residence. Along with having three kids of their own Roth states that “the officers at Mather were her boys too” (Roth, Personal Communication, 1985, p.4). Roth also gives account of an occasion where the squadron was conducting exercises off base and Major Tinker allowed the servicemen to take spouses and families when usually they would not go on such excursions. Tinker reasoned that there was enough room at camp to accommodate everyone and “everyone loved him for this decision” (Roth, Personal Communication, 1985, p. 4).

Roth further pointed out in this longer letter that “Tink loved to fly and he did more than anyone else” to various places throughout the Mather Field region in California. Beyond these comments in this letter Mr. Roth gave account of different missions and a description of the associated operations with these missions while Tinker and Roth were stationed at Mather Field. Since the remaining pages of the letter described more actions than behaviors associated with the decisions there remains little more to extract from this letter for purposes of this study. However, this letter and Mr. Roth’s two previous letters have provided an abundance of insight into the leadership and management behaviors of Clarence Tinker, and the research is enhanced by Mr. Roth’s contributions from 1985.

In a two page letter written on October 31, 1985, retired United States Air Force retired Brigadier General William R. Yancey describes his experience working under General Tinker in the 1940-1941 timeframe at both Barksdale Field and McDill Field. Mr. Yancey maintained several thoughts on General Tinker in this letter, but similar to previous letters reviewed, he did not describe social aspects and instead remained

career/work focused in his shared thoughts. Upon review, these statements were worth mentioning and provided valuable insight in support of the purpose of the research in later sections of this chapter.

Despite the brevity of this letter it provided valuable insight into Tinker's leadership and management. Therefore, it was worth review in support of the main purpose of the research. About General Tinker, Yancey wrote:

He was, without a doubt one of the most colorful of the early Air Corp Officers. A dapper man whose presence was noted by all men and women when he entered a room.

He was a fighter pilot by nature. His aircraft he called "Bird of Prey" in my opinion because in his mind as he took the sky he went to sink his talons into any invader he could find. My opinion as stated, for this was how I felt while in his presence, he very seldom flew himself while 'Sug' Hinton and I were in the B-18 taking him places. It was almost as if he was wishing he was back in a fighter plane wanting little to do with piloting the lumbering bomber.

He was of the "Billy Mitchell School" when air power was discussed, feeling very strongly that air power was to be the dominate force in coming conflicts. Although I felt he was personally a 'fighter-pilot-man' does not mean he overlooked any of the forces which were required in over-all air power; i.e. fighter, bomber, tactical support, transport, logistic, material, etc., and of course hopefully a separate Air arm of the U.S. military. He was outspoken and forcefully so on this

subject.

His personality and disposition reflected a hard working, hard living, and hard drinking characteristic. He loved the limelight and was quick to step forward to express his opinions whether the occasion was official briefings or night-club entertainment. He was one of a kind and should not be forgotten (Yancey, Personal Communication, 1985).

Like others in the analysis Mr. Yancey's perspective was from a subordinate serving under his command versus an account from an equal or superior to General Tinker. After providing this written account of General Tinker, Mr. Yancey abruptly concluded his two page letter.

One of the most interesting accounts of General Tinker was from an interview by James Crowder (OC-ALC HO Chief Historian) with retired U.S. Air Force Major General Russell T. Waldron. The interview occurred in 1987 and the OC-ALC HO willingly made the transcript available from this interview in support of the study. Making the interview unique was the fact that Mr. Waldron served with General Tinker at Tinker's last duty station, Hickam Field, Hawaii. Further, Mr. Waldron participated in General Tinker's last mission that was both fatal and tragic in support of the "Midway Offensive" on June 7, 1942, which resulted in the deaths of Major General Clarence L. Tinker and a crew of eight airmen aboard an LB-30 Liberator that likely had mechanical difficulties and went down in the Pacific Ocean. In the interview transcript from Crowder's interview, Waldron claimed to cite information from his flight log as he was one of the pilots in the final mission convoy.

Waldron pointed out that a participant in the mission, Lt. Colonel Ralph Rudy,

was opposed to the mission so much that:

First of all Ralph Rudy passed the word around that he thought it was a dumb mission. He didn't want to go, but the other three crews, and myself, and Pherr, and Wilkerson were eager beavers. Then we heard that General Tinker was going to take one airplane and he had three West Point colonels there on his staff. There was Roger Ramey, Art Meehan, and Ted Landon. The word came down... Ted was operations and he told me that they were going to go as the aircraft commanders on the planes. That really upset my crew, it upset the pilots, and we damn near had a mutiny (Waldron, Personal Communication, 1987, p. 3).

The mission involved flying a convoy of LB-30s from Hickham Field, Hawaii, to Midway Island to Wake Island and back with the intent of bombing the enemy on the retreat. The LB-30s were incapable of flying that distance on account of fuel capacity, so the planes were outfitted with a "Rube Goldberg" installation of extra fuel tanks which would accommodate for the distance. According to Waldron's (1987) account, once the LB-30s were loaded with fuel and bombs "the nose wheel wasn't touching the ground" (Waldron, Personal Communication, 1987, p. 4).

As described by Waldron the tension also involved a suspected lack of bomber experience with some of the assigned airmen. Waldron states, "We didn't understand because these commanders had no experience in these airplanes" (Waldron, Personal Communication, 1987, p. 3). According to Waldron he presented these grievances to Colonel Landon who replied in saying, "Gatty, when the General issues an order that's your problem" (Waldron, Personal Communication, 1987, p. 3). Waldron further

mentioned that the assigned pilot of Tinker's plane Coleman "Sugar" Hinton had only logged eight hours flying multi-engine aircraft which did not match the accumulated flying hours of the other pilots on the mission.

In describing his only encounter with General Tinker during the tragic mission, Mr. Waldron described his first impression of Tinker as "very dapper, cocky guy with a wax moustache, a swagger stick, very slender, very military looking" (Waldron, Personal Communication, 1987, p. 5). These comments are the most descriptive of General Tinker in Waldron's detailed account of Tinker's last mission in support of the Battle of Midway. Mr. Waldron pointed out in other words that this mission was not without controversy among those involved in carrying out and executing the mission. The controversy involved the requirements of the mission as they related to the experience of the selected pilots and participants of the mission. Waldron pointed out that the nature and timeliness of the mission likely added to a state of high tension.

Upon review of the transcript there was a noticeable relationship difference between Waldron and those previously recorded in this section. Tinker's last mission was the only encounter and series of exchanges between both Waldron and Tinker. Even though there was not an established working relationship between the two Air Corp officers, Waldron's account did provide unique insight that was applied and measured appropriately in the analytical sections of the research study.

In following with the stated format of this section it is appropriate to cite the comments from several known figures and their comments upon learning Tinker's loss. The New York Times wrote on June 13, 1942:

The death of General Tinker more than any other single announced detail

indicated the magnitude of the battle fought west of Hawaii last week. Ordinarily it would be unthinkable for a commanding general to participate directly in aerial engagements. It would appear that the entire Air Force stationed on Hawaii had been dispatched to the battle area, because General Tinker would normally have remained at his command post (New York Times, 1942).

Lt. Gen. Delos C. Emmons (military governor of Hawaii) announced:

Because General Tinker would not ask his subordinates to undertake risks he himself would not take, he selected himself as flight leader of an important combat mission requiring great courage, skill, and experience. His leadership was an inspiration to his command and his loss is a deep personal one (Emmons, Personal Communication, 1942).

General George C. Marshall in a letter to Madeline Tinker wrote:

General Tinker throughout his service has established a reputation as one of our finest commanders. It was for this reason he was given command of the Air Forces in Hawaii. He had the respect and affectionate regard of all his associates. Repeatedly he has justified the high confidence which the War Department placed in his outstanding ability. Words are wholly inadequate to the occasion, but I do hope that you will find consolation in the knowledge that your husband made his sacrifice at a great moment and with great gallantry (Marshall, Personal Communication, 1942).

The reviewed statements in this section only represent the opinions of a few regarding General Tinker from those who served with him or had a regular working relationship



with him. The researcher does not consider it unreasonable for there to be other perspectives on the leadership and management characteristics of General Tinker.

## CHAPTER V

### FINDINGS RELATED TO SCIENTIFIC THEORY & THE THEORY OF MANAGEMENT

#### Introduction & Overview

This section of the research study analyzed General Tinker in terms of scientific theory which was a theory from General Tinker's era. The theory was applied based upon the review in previous chapters of General Tinker's Biographical Data, Notable Accomplishments, Speeches, and Statements from Those Who Served with Him. It was believed that the review and analysis of the theory could provide conclusive categorical attributes of General Tinker that were otherwise unknown about his leadership. This portion of the study did not include data from interviews, but rather the data is extracted from the previous chapter's data review.

#### Analytical Category 1: Scientific Theory

Scientific theory is a theory attributed to Frederick W. Taylor who sought to increase productivity and make work easier by scientifically studying work methods and by establishing standards (Rue & Byars, 2005).

The theory was embraced and fit well with the progressive nature of industry in the early part of the last century which was the timeframe in which Clarence Tinker would likely be studying, developing and growing as a leader. Due to the timeliness of the theory and General Tinker's lifetime, this theory was an appropriate selection to view General Tinker's leadership and management characteristics. Scientific theory, as developed by Taylor, was based on four main principles:

1. The development of a scientific method of designing jobs
2. The scientific selection, teaching, and development of employees
3. Bringing together the scientifically selected employees for designing jobs
4. A division of work resulting in interdependence between workers and

management (Rue & Byars, 2005). Refer to Appendix B Scientific Theory for additional details and comments on this analytical attribute.

#### The Development of a Scientific Method of Designing Jobs

Beginning in the stated order there were several documented occasions that indicated that General Tinker was scientific in his thinking based upon his statements involving various matters. Through his experiences he demonstrated knowledge where his opinion could be considered the "best way" approach regarding various matters. Further, we can reasonably assume that some of the Notable Accomplishments required foresight and thinking in order for the accomplishments to be considered successful.

As noted in the first section of Chapter I of the study titled "Tink's Battered Loving Cup," Major Clarence L. Tinker led the 16<sup>th</sup> Observation Squadron which was

part of a Formation Flying Group that put on exhibitions at municipal airport dedications. The Formation Flying Group skillfully defeated all of its competition during the contests in November of 1922. This in turn led to the Banks of Junction City, Kansas, awarding the “First Place” loving cup to the group when it beat its competition in the contest. This was a noted accomplishment occurring less than a year after Tinker was placed on station at Fort Riley, and less than a year after his training at Post Field in Oklahoma. Further, it was an accomplishment that almost failed to become known due to the loving cup being thrown into a dumpster and not being held in the proper authority’s safe keeping for historical and display purposes.

In the Notable Accomplishments section of the previous chapter many life events were discussed about General Tinker which supported this facet of scientific theory regarding his capacity to develop and deploy the scientific method of designing jobs and executing tasks.

While serving duty as an Army Command & Staff student at Leavenworth, Tinker wrote a personal letter to a close friend and one of the future early leaders of the United States Air Force, Tooey Spaatz:

The favorite expression of all instructors here is “the school believes,” and we are having an awfully hard time trying to find out what the school believes... Sometimes I wonder just how much difference it would make to me where Lt. X puts his machine gun squad when I am cruising over his sector at 25,000 feet, and sometimes I’m really dumb enough to believe that Lt. X’s tactical disposition of his platoon will not have a very great influence on my actions (Crowder, 1987, p. 138).

Tinker's early attitude towards aviation involved an altogether new concept, manned flight, and its application in the military warfare.

Further, from the letter written by Tinker to the Assistant Commandant for the Air Service Technical School at Chanute Field, Illinois, regarding his official opinion on the Photographic Section in the Air Service Tinker wrote the following:

In reviewing the recommendations with reference to Observation Units, it is well to consider what aerial photography means to the observer. It is his most reliable means of verifying the correctness of his reports and of obtaining detailed information of terrain, etc., which would be impossible, or practically so without the use of a camera. However, in considering this we must not lose sight of the fact that the observer has neither the time, ability, nor inclination to handle delicate highly specialized photographic equipment. What he needs is a camera that he can throw on the floor, and grab his guns, radio, or map and carry on his primary function of seeing and reporting everything of military value in his sector, and protecting himself and his pilot from aerial attacks (Tinker, Personal Communication 1925).

It is apparent through the above cited text that during this timeframe in Tinker's career his expertise was sought from some military aviation circles. His written opinion provided insight into the mind of a thinker that understood the problem through experience; the data was mindfully gathered and analyzed. This was somewhat scientific in nature to the approach of dealing with the warfare question that was asked.

In the Speeches section of the previous chapter Tinker shared his insights

regarding his capacity to develop and deploy the scientific method of designing jobs and executing tasks. In his June 5, 1940, short luncheon speech at the Civitan Club in St. Petersburg, Florida, Tinker explained a visual aid that was mentioned in the transcript text and was assumed to have been available at the luncheon. He stated:

If you will notice the map which I have here, the distance between Tampa and Puerto Rico, Puerto Rico and the Panama Canal, and the Panama Canal and Tampa forms almost an equilateral triangle. There is to be stationed at Puerto Rico a four-engine bombardment unit. There are two medium groups in Panama. These units can all be concentrated in a very short length of time at any point in the Caribbean area. The defense of the Caribbean is of vital importance because it is midway to the Panama Canal, which in case of war, we must protect at all costs (C.L. Tinker, Personal Communication, 1940, p.3).

The discourse on the strategic importance of MacDill Field to the local businessmen and Air Corp officers in attendance once again demonstrates Tinker's data gathering and analysis skills and his ability to arrive at a best way to deal with the supposed problem. Despite the time between the cited events and this research study, there is a fair amount of data regarding Tinker. Through Tinker's actions and words it is noted that he was methodical and rather scientific in his thinking on matters as they related to his leadership and management of Army Air Corp matters and his subordinates.

## Scientific Selection, Progressive Teaching, & Development of Employees.

Upon review of the data within this chapter some occasions regarding the scientific selection and progressive teaching and development of employees was the focus by General Tinker. Most notably, in his Fourth of July speech, Tinker argued that “our great wealth of natural resources and scientific development is not sufficient for our protection unless it is organized, trained and disciplined” (Tinker, Unknown, p. 5). This speech provided a marked theme of maintaining a preventive posture, and being prepared to sacrifice in order to maintain what we currently possessed as a nation. Noteworthy of the above stated was Tinker’s acknowledgement of the benefits of airpower and technology something that proved and continues to prove vital in warfare.

In his November 8, 1940, speech Tinker pointed out similar considerations to his audience in this persuasive speech. Tinker stated: “We of the Armed Forces have no voice in the making of either national or international policy. We are simply technicians trained to use the weapons furnished... To back up whatever policy the administration makes” (C.L. Tinker, Personal Communication, 11/8/1940, p. 6). In the same speech he further states:

Modern science, as applied to war machinery, has discounted our geographic isolation and forced us to a feverish preparation in both our manufacturing and our training, in order that the country may have the necessary military strength to maintain itself as an independent nation and to back whatever international policies the people through the administration make (C.L. Tinker, Personal Communication, 1940, p.6).

Although these statements were in a broad context, they suggested that Tinker's thinking leaned towards selection and teaching of military personnel (soldiers) was essential to maintaining the defense of the U.S. This is an applicable fit to the analytical attribute.

In the Statements from Those Who Served with Him section of the previous chapter Mr. Roth indicated in his letter:

He knew every man in the outfit and if he could not recall their name he would ask them, not only their name, but where they had served, what their duties were, how they liked their new and old job, and about their family, if any. He was interested in them, and of course trying to select good guys for good jobs. H was very strict and he felt that was the result of his heritage. He laid down the law. Very pleasant all the time, always a smile which at times could be misleading (Roth, Personal Communication, 1985, p. 3).

Roth's statement that Tinker selected good guys for good jobs supported the assertion that Tinker was perhaps somewhat scientific in his thinking, selection, and development of his men.

The comments from Lt. Gen. Delos C. Emmons (military governor of Hawaii) announced after Tinker's LB-30 went missing were very telling and served to corroborate this point as he stated:

Because General Tinker would not ask his subordinates to undertake risks he himself would not take, he selected himself as flight leader of an important combat mission requiring great courage, skill, and experience. His leadership was an inspiration to his command and his loss is a deep



personal one (Emmons, Personal Communication, 1942).

It is reasonable to believe that an effective leader would not put his subordinates to task on something that they themselves would not do, and this is a hackneyed concept but true and applicable to this point. Tinker's selection of himself to the mission underscores this point and provides valuable insight into his leadership and management. Further, from reviewing the Speeches section of the previous chapter, it is evident that General Tinker was a staunch proponent of the proper training of his fellow Air Corp servicemen and subordinates. Therefore, the attribute of scientific theory was existent within Tinker's actions as a commander and officer within the Army Air Corp.

#### Bringing Together Scientifically Selected Employees & Scientifically Developed Methods for Designing Jobs

The noted aspects mentioned in the first section of the analytical category section of this chapter supported this facet of scientific theory regarding General Tinker. The fact that manned flight was a cutting edge scientific development during Tinker's career and when combined with leading and directing a group of men to execute different and many missions utilizing this technology, is evidence of this facet within early Army Air Corp leaders to include Tinker. It is reasonable to assume that early Air Corp service members were the trailblazers for air warfare and its many applications. This would include the reasonable assumption that the notable accomplishment of the 16<sup>th</sup> Observation Squadron winning the loving cup for formation flying, and the cited speech transcripts demonstrate this attribute with Tinker.

From the Notable Accomplishments section of the previous chapter we learned that after the crash in London and while on restrictions due to sustained injuries the Air Corp utilized Tinker for non-piloting activities. During this timeframe in Clarence Tinker's career he found himself appointed to temporary special leadership projects that included being placed on a board of officers to study the promotion and retirement of Army officers within the service. Biographical accounts indicate that he chaired the subcommittee that studied the attrition rate within the service (War Department, 1927). The results of the assignment are not to be found; however, the research finds this assignment to be noteworthy and worth the mentioning. Further, in October of 1927, he escorted a British Air Attaché mission from Washington to Canada (Telegram, 1927). Common sense suggests that this caliber of assignment was not given to the inexperienced or those lacking in leadership capabilities.

The above stated assignments from the previous chapter supported this aspect of scientific theory and further serve to corroborate that General Tinker did scientifically and methodically develop missions while at the same time scientifically/methodically selected service members who best fit the mission.

#### Division of Work Resulting in Interdependence between Management & Workers

In accordance with Frederick Taylor's scientific theory a division of work resulted in interdependence between management and workers, and in the case of military officers and subordinates. Taylor believed if they (managers and subordinates) were truly dependent on each other, cooperation would naturally flow. It is noticed and

demonstrated on a few occasions from the previous chapter and within several of its sections.

In the Notable Accomplishments section the letter written by Tinker to the Assistant Commandant for the Air Service Technical School at Chanute Field, Illinois, Tinker wrote the following regarding his official opinion:

In reviewing the recommendations with reference to Observation Units, it is well to consider what aerial photography means to the observer. It is his most reliable means of verifying the correctness of his reports and of obtaining detailed information of terrain, etc., which would be impossible, or practically so without the use of a camera. However, in considering this we must not lose sight of the fact that the observer has neither the time, ability, nor inclination to handle delicate highly specialized photographic equipment. What he needs is a camera that he can throw on the floor, and grab his guns, radio, or map and carry on his primary function of seeing and reporting everything of military value in his sector, and protecting himself and his pilot from aerial attacks (C.L. Tinker, Personal Communication, 1925).

This portion of the letter contained supportive evidence to favorably argue that Tinker was scientific in his thinking regarding his work and dealings with fellow service members. The discussion in this letter pointed out the dependence needed by the described roles within the framework of the question.

In the second letter written on August 28, 1985, by retired U.S. Air Force Major General Roth, much is learned about what kind of leader Major Clarence L. Tinker was

Roth's Commanding Officer for two years while stationed at Mather Field in California. In this letter Roth insightfully describes Tinker when he states that: "Tinker was a disciplinarian, calm, firm, and fair in the execution of his decisions, and best of all he insisted on making those decisions. He was the Chief of the Tribe... which was the 20<sup>th</sup> Pursuit Group" (Roth, Personal Communication, 1985, p.3). This statement did not get into detail regarding particular situations, but rather was a summarized and succinctly stated description of Tinker. It was normal to construe the stated "Chief of the Tribe" as a state of unity and interdependence within the former unit which was an indication of a division of work between the officers and subordinates.

In his third letter Mr. Roth provided more insight about Clarence Tinker along with details regarding his time at Mather Field which was the time spent with Tinker.

Roth noted:

He knew every man in the outfit and if he could not recall their name he would ask them, not only their name, but where they had served, what their duties were, how they liked their new and old job, and about their family, if any. He was interested in them, and of course trying to select good guys for good jobs. He was very strict and he felt that was the result of his heritage. He laid down the law. Very pleasant all the time, always a smile which at times could be misleading (Roth, Personal Communication, 1985, p. 3).

This statement was also reviewed and considered in the "Scientific Selection, Progressive Teaching, and Development of Employees" section of this chapter, but there could possibly be application in this section as well. A work environment where there was a

sense of natural harmony between the workers and leadership was described in the above cited statement from Mr. Roth.

Roth points out that “Tink” and Madeline often hosted fellow servicemen and officers for dinner at their residence. Along with having three kids of their own Roth pointed out that “the officers at Mather were her boys too” (Roth, Personal Communication, 1985, p.4). Roth also gives account of an occasion where the squadron was conducting exercises off base and Major Tinker allowed the servicemen to take spouses and families when usually they would not go on such excursions. Tinker reasoned that there was enough room at camp to accommodate everyone and “everyone loved him for this decision” (Roth, Personal Communication, 1985, p. 4).

Again, a realized division of work resulted in interdependence between workers and leadership that by all indications appeared to be a natural and not forced attribute of this relationship. Interestingly, the spouses of the servicemen and officers naturally followed the order of this interdependence in a cooperative and welcoming manner.

### Findings Related to Scientific Theory

Within this theory of analysis the research found several attributes associated with each of the four main principles associated with scientific theory. It could possibly be argued that some of the associations with these principles are weak associations; however, the research is limited to the available data about a man whose life ended in WWII. Obviously, an abundance of data would be available if General Tinker was still alive and available for interview, but like many servicemen he lost his life in service to

his country.

The findings in this section are favorable towards General Tinker being rather scientific in his leadership and management. The question of whether or not General Tinker knew that he was applying scientific theory in his leadership and management will remain unknown, but the evidence in this section of this chapter is supportive of his being scientific style of thinking and decision making.

## Analytical Category 2: Theory of Management

### Introduction & Overview

Henri Fayol's, theory focused on 14 principles and elements that were widely accepted as being essential attributes for the manager or leader. The impetus for Fayol's creation of this theory was his own experiences in his work as a manager and leader where he used these principles and elements as general guidelines; however, he stressed the importance of flexibility in application. Therefore, due to the proven practical nature of Fayol's theory and it being from the Clarence Tinker era the theory was worthy of analysis and application for the purpose of gaining knowledge about Tinker's leadership. The 14 principles are as follows:

- Division of work
- Authority
- Discipline
- Unity of command

- Unity of direction
- Subordination of individual differences
- Remuneration
- Centralization
- Scalar chain
- Order
- Equity
- Stability of tenured personnel
- Initiative
- Esprit de corp

Rue & Byars, (2005) point out that Taylor and Fayol complement each other well in that both believed that proper management of personnel and other resources was key to organizational success.

Taylor and Fayol was applied and solely based upon the previous chapter's records review of General Tinker's Biographical Data, Notable Accomplishments, Speeches, and Statements from Those Who Served with Him. The review and analysis of this theory could provide conclusive categorical attributes of General Tinker that were otherwise unknown about his leadership and management. This section analyzed Fayol's 14 principles/elements in a table format where the applicable attributes were noted as either *many*, *specific*, or *not applicable*, see Table I, Theory of Management. Following Table I, the findings are interpreted for the purpose of clarification of the analytical attribute.

In Table I, the category of *many* represents the documented and known occasions

where General Tinker actively practiced and applied one of the particular principles or elements found in Fayol’s theory. The categorization represents a readily applied behavior that was demonstrated on more than one occasion as stated within the previous chapter and its associated sections. The category of specific represents an occasion that could be considered particularly noteworthy and a very dominant association within a particular act of General Tinker as it relates to the principles and elements of scientific theory. The *N/A* designation represents a lack of evidence to support a categorization within the Table I matrix. The designation does not mean that the behavior did not exist within Tinker’s leadership and management rather it merely represents an unknown association with one of the principles and/or elements.

Table I. Theory of Management

Principle/Element	Biographical Data	Notable Accomplishment	Speech	Statements
1. Division of Work	<i>Many</i>	<i>Specific</i>	<i>Many</i>	<i>Specific</i>
2. Authority	<i>Many</i>	<i>Many</i>	<i>Many</i>	<i>Many</i>
3. Discipline	<i>Specific</i>	<i>Many</i>	<i>Many</i>	<i>Specific</i>
4. Unity of Command	<i>Many</i>	<i>N/A</i>	<i>Specific</i>	<i>Many</i>
5. Unity of Direction	<i>Many</i>	<i>Many</i>	<i>Many</i>	<i>Specific</i>
6. Subordination	<i>N/A</i>	<i>Specific</i>	<i>Many</i>	<i>Specific</i>



7. Remuneration	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
8. Centralization	<i>Many</i>	<i>Many</i>	<i>N/A</i>	<i>N/A</i>
9. Scalar Chain	<i>Many</i>	<i>Many</i>	<i>Many</i>	<i>Many</i>
10. Order	<i>N/A</i>	<i>N/A</i>	<i>Many</i>	<i>Specific</i>
11. Equity	<i>N/A</i>	<i>N/A</i>	<i>Specific</i>	<i>Specific</i>
12. Stability	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
13. Initiative	<i>Many</i>	<i>Many</i>	<i>Many</i>	<i>Many</i>
14. Espirit de Corp	<i>Many</i>	<i>Many</i>	<i>Many</i>	<i>Many</i>

#### Findings Related to Theory of Management

The biographical data on General Tinker provided an abundance of data that suggested that Tinker understood and actively applied the concepts associated with specialized work as it relates to a division of work. In the Notable Accomplishments section was the letter written by Tinker to the Assistant Commandant for the Air Service Technical School at Chanute Field, Illinois, regarding his official opinion on the “Photographic Section” in the Air Service. As cited in this letter, Tinker clearly understood the importance of the dependence upon each other within the Air Corp as it related to the successful execution of Air Corp operations. Likewise, within General Tinker’s speeches there exists several occasions where he mentioned or alluded to a division of work within the Air Corp. Within the Statements from Those Who Served with Him section was the statement from retired United States Air Force Lt. Colonel S.

Brown in his August 1, 1985 letter where he described a memorable occasion he had while working under General Tinker in the 1940-1941 timeframe. This occasion involved an inspection that revealed a base supply failure to provide for fundamental needs of Tinker's men. The data on General Tinker supported the existence of this attribute within his leadership and management capacity.

The biographical data on General Tinker provides an abundance of data that suggests that Tinker understood and actively applied the different aspects associated with both his positional authority and personal authority on Air Corp matters as they relate to personnel and mission related matters. Likewise the authority was further demonstrated on many occasions in the remaining sections of Notable Accomplishments, Speeches, and Statements from Those Who Served with Him. Therefore, the data on General Tinker supported the existence of the attribute on *many* occurrences within his leadership and management capacity.

The Biographical Data on General Tinker provided an abundance of data that suggests that Tinker understood and discreetly applied the concepts associated with discipline as it relates to obedience and respect towards those he encountered. Specifically, on the matter of discipline is the telling statement from Tinker's widow Madeline Tinker-McCormick who in an oral history compared Tinker and Dwight Eisenhower and stated that both officers were considered "soft-voiced, self-disciplined, and firm but fair officers" (Crowder, 1987, p.135). Further, the attribute was present in the Notable Accomplishments section, and as previously stated the fact that Clarence Tinker ascended to the ranks of Major General demonstrated through reasoning that he had an understanding of matters to include discipline. Again, Tinker demonstrated this

attribute on *many* occasions in his many speeches throughout his career. A *specific* account in the Statements from Those Who Served with Him section comes from the statement from the August 28, 1985 letter by retired U.S. Air Force Major General Roth when he states that: “Tinker was a disciplinarian, calm, firm, and fair in the execution of his decisions, and best of all he insisted on making those decisions” (Roth, Personal Communication, 1985). The data on General Tinker supported the existence of the attribute on *many* occurrences within his leadership and management capacity, and the data further pointed out that he applied the attribute with discretion and compassion towards others.

In the Biographical Data section the researcher encountered an abundance of data that suggested that Tinker understood and actively embraced the unity of command within the Air Corp. Therefore, this category within the attribute is given the categorization of *many*. In the Notable Accomplishments section the designation of *N/A* does not mean that the behavior did not exist within Tinker’s leadership and management; it merely represents an unknown association regarding the unity of command, and the lack of supporting data to support a link to the attribute. In his speech to the Florida Press Convention on November 8, 1940, Tinker speaks to this attribute when he states: “We of the Armed Forces have no voice in the making of either national or international policy. We are simply technicians trained to use the weapons furnished... To back up whatever policy the administration makes” (Tinker, Personal Communication, 11/8/1940, p. 6). In the Statements from Those Who Served with Him section the research identified and provided *many* occasions where the attribute was present based upon the cited statements. The data provided in the research study

supported the existence of this attribute and with *many* occurrences within General Tinker's leadership and management capacity. Supporting this attribute as present within his leadership and management was the common knowledge of the hierarchy of leadership and unity of command that is commonly found in the military which was a fact associated with the past and the present military.

With regard to the attribute of unity of command the research points out *many* occurrences in the Biographical Data section. This principle was demonstrated throughout the chronology of General Tinker's career, and similarly to the attribute of unity of command is the attribute of unity of direction which is common place within the hierarchy of military leadership. Mentioned in the Notable Accomplishments section is the achievement of winning the loving cup by the 16<sup>th</sup> Observation Squadron under direction of Tinker which supports the attribute as being active within Tinker's leadership and management repertoire. Also, upon reviewing the Speeches section we see a recurrence of his leading the call for a group of activities based upon oral persuasion directed at the same objective. Lastly, in the Statements from Those Who Served with Him section the New York Times wrote on June 13, 1942:

The death of General Tinker more than any other single announced detail indicated the magnitude of the battle fought west of Hawaii last week. Ordinarily it would be unthinkable for a commanding general to participate directly in aerial engagements. It would appear that the entire Air Force stationed on Hawaii had been dispatched to the battle area, because General Tinker would normally have remained at his command post (New York Times, 1942).

The fact that General Tinker participated in the dangerous last mission provided the ultimate testimony to a conclusive existence of the attribute within his leadership and management.

Unique about the subordination principle/element as well as some of Fayol's other principles/elements is that it could have an innate existence within the confines of military leadership and management practices. Regarding subordination, in the Biographical Data section, the designation of *N/A* does not mean that the behavior did not exist within Tinker's leadership and management it merely represents an unknown association regarding the subordination and the research's lack of supporting data to support a link to the attribute. In the Notable Accomplishments section General Tinker demonstrated a couple of *specific* occasions where his behavior and acts support subordination minded leadership. For example, when Tinker and U.S. Navy Commander Robert A. Burg were both fulfilling their War Department mandated requirement of executing ten takeoffs and landings a month in order to maintain flight pay at London's Kenley Aerodrome on September 21, 1926. The motor failed at 200 feet and upon making a crash landing, Tinker being injured himself, subordinated his individual interest to save Burg thus earning him the "Soldiers Medal." Within Tinker's Speeches the research documented *many* occasions where he persuaded his audience to abolish their self-interests for the interest of the group or nation as a whole. The recurring theme is apparent upon review of the several cited and documented speeches from the previous chapter. Lastly, in the Statements from Those Who Served with Him section there was the retired United States Air Force Major General Marshall Roth who mentioned an occasion where the squadron was conducting exercises off base, and Major Tinker

allowed the servicemen to take spouses and families when usually they would not go on such excursions. Tinker reasoned that there was enough room at camp to accommodate everyone and “everyone loved him for this decision” (Roth, Personal Communication, 1985, p. 4). This testimony once again supports Tinker’s ability to subordinate self-interest for the interest, betterment, and well-being of the group which is a very admirable quality of a leader and/or manager of men.

Following the order of Appendix C the next principle/element within the theory of management is remuneration which based upon the available data cannot be effectively analyzed and applied to General Tinker. The existing data and the previous chapter’s review of General Tinker’s Biographical Data, Notable Accomplishments, Speeches, and Statements from Those Who Served with Him does not provide information supporting this principle/element. The remuneration facet of Fayol’s theory focuses on the mode of payment of wages which is dependent on many factors. Further, this factor is all the more complicated from the macro perspective as associated with the government and/or military modes of payment and wage setting for employees and service members. Therefore, the research will disregard this aspect of the theory of management as *not applicable* to this case study.

The data mentioned in the previous chapter gives several examples of both Biographical Data and Notable Accomplishments where the degree of centralization was dependent upon the situation and formal communication channels. This is interpreted as such based upon the reasonable assumption that several of the successful outcomes associated with Tinker would not have been successful without centralization. The research did not point out any *specific* cases of this principle/element of the theory of

management, but finds it acceptable to assume this quality existed based upon the afore stated. Within the Speeches and Statements from Those Who Served with Him data, the research finds no applicable or supporting evidence; however, that does not mean that General Tinker did not possess this quality within his leadership and management capacities.

In the Biographical Data section *many* instances were cited that allude to the existence of a known and adhered to scalar chain, and specifically of the sort as described by Fayol's theory. The data showed a line of authority with formal communication channels throughout and especially noted with the many service orders handed down to Tinker. In the Notable Accomplishments section these orders continued, and in all likelihood, the research reasonably assumed that Tinker likewise gave and directed similar orders affecting his subordinates. In the Speeches of Tinker there was no observed or direct mention of this type of chain, but the fact that Tinker gave many authoritative speeches supports the existence of a scalar chain within his leadership and management faculties. At the time of his speeches he was an authority, and a speech is a common and formal line of communication from leaders to subordinates or other types of audiences. Within the Statements from Those Who Served with Him section there are *many* noted occasions where former subordinates and colleagues described Tinker's communicated authority as it related to a memorable occasion. A particularly noteworthy occasion is found in the letter written by retired United States Air Force Colonel E.C. Simenson who described a memorable occasion he had while working under General Tinker in 1941. In this letter Colonel Simenson recalled first-hand witness of General Tinker's call to his last assignment in Hawaii. This is the occasion where Simenson

overheard Tinker responding to the caller with a “yes Hap” (Simenson, Personal Communication, 1986). The research found multiple occurrences and conclusive evidence to suggest that General Tinker fully understood, adhered to, participated in, and applied the scalar chain to his leadership and management.

The Biographical Data on General Tinker did not provide an abundance of data suggesting that Tinker understood the order of matters as they relate to ensuring a place for everything; however, the research reasonably assumed that Clarence Tinker was not lacking in the knowledge and application of order as it relates to a military context and its associated aspects. Likewise, this research did not uncover any salient occurrences within the Notable Accomplishments section, but reasoning suggests that this principle/element of Fayol’s theory was and is an imperative aspect of U.S. military doctrine as it relates to the leadership and/or managing of men. After reviewing a few of General Tinker’s Speeches one finds *many* instances and references to order as a recurring theme to his many and diverse audiences. In his speeches he continues to espouse the dire need for national preparation and order to face or at least prepare for the impending warfare challenges facing the nation at that time which included advances in technology and modes of transportation (namely aviation). Lastly, in the Statements from Those Who Served with Him section the letter from retired United States Air Force Lt. Colonel S. Brown described a memorable occasion where General Tinker was inspecting the order of matters within his command and found that base supply was not actively cooperating in maintaining order by equipping the service members appropriately.

To recap, Brown wrote:

General Tinker was our Wing Commander and one day the entire wing



came in to stand a ground inspection. It was very cold and the enlisted people had to stand in their regular clothes due to a supposed shortage of flying clothes. When General Tinker was walking down the line of aircraft he noted our discomfort, checked with Base Supply, and found that they had neglected items being held in stock for some reason. (Brown, Personal Communication, 1985, p.1).

This occasion and the other supporting aspects provide clear and conclusive evidence that General Tinker understood this principle/element and his function in maintaining order in his many commands.

With regard to equity the Biographical Data and Notable Accomplishments do not directly point out a glaring example of this principle. However, within the Speeches section the research observed an occasion in the speech to the Catholic Woman's Club titled "Patriotism." This speech contains many of the same attributes and talking points of the previously discussed speeches; however, in the speech Tinker provided some obvious audience *specific* comments regarding equality in the freedom of religion and tolerance of other religions. A recap on Tinker's comments on equality and a most cherished right are as follows:

One of the most cherished rights under our government is the right of religious freedom, the right to worship a God of our own choosing and in our own way. Here as in no place else in the world the Jew and the Gentile, the Catholic and the Mohammedan live in peace with each other and in complete tolerance of the other man's ideas and a respect for his form of worship (Tinker, Personal Communication, 1941, p. 3).

Also referenced in this section under subordination and from the Statements from Those Who Served with Him section is United States Air Force Major General Marshall Roth who mentioned that the squadron was conducting exercises off base and Major Tinker allowed the servicemen to take spouses and families when usually they would not go on such excursions. Tinker reasoned that there was enough room at camp to accommodate everyone and “everyone loved him for this decision” (Roth, Personal Communication, 1985, p. 4). The testimony not only supports Tinker’s ability to subordinate self-interest for the interest, betterment, and well-being of the group, but it also speaks to his ability to demonstrate kindness and equality towards others which is a very admirable quality of a leader and/or manager of men. Therefore, this occasion and the other supporting aspects provided clear and conclusive evidence that General Tinker understood and applied this principle/element.

Fayol’s principle/element of stability of tenured personnel is rather difficult to measure against the research’s four forms of documented data. Despite the research’s stated challenge, the research can still execute an adequate overall theory of management analysis with the absence of data supporting or against this principle/element. Once again, a reasonable assumption can be made that General Tinker was mindful regarding stability as it related to orderly personal planning. In fact, the research notes favorable potential occasions of the behavior that lean towards Tinker’s leadership and management possessing this facet of the theory of management. In conclusion to this principle/element, the research’s position is that Tinker likely understood and was mindful of the desire for stability of personnel and how this required proper planning for success.

After reviewing the data or reading Tinker's biography one notices that he had and maintained a high level of initiative in his career. One finds *many* accounts of demonstrated zeal and a sense of urgency throughout his career. In the data sections of Biographical Data, Notable Accomplishments, Speeches, and Statements from Those Who Served with Him this characteristic is present on *many* occasions which is clear and conclusive evidence that General Tinker understood and applied this principle/element in his leadership and management functions as a military officer.

Likewise, after reviewing the previous chapter's data or reading Tinker's biography one notices that he understood and maintained an esprit de corp within his different command assignments throughout his career. In the data sections of Biographical Data, Notable Accomplishments, and Speeches, this characteristic is present on *many* occasions. As previously mentioned in other parts of this section and reviewed in the statements from those who served with him section is the *specific* occasion mentioned by retired United States Air Force Major General Marshall Roth of where the squadron was conducting exercises off base and Major Tinker allowed the servicemen to take spouses and families when usually they would not go on such excursions. Tinker reasoned that there was enough room at camp to accommodate everyone and "everyone loved him for this decision" (Roth, Personal Communication, 1985, p. 4). This decision by Tinker is clear and conclusive evidence that General Tinker understood the importance and value of building harmony and unity within the organization and he obviously applied this principle/element in his leadership and management functions as a military officer.

In summary to this analytical attribute the research identified *many*, *specific*, and

some *not applicable* occasions where General Tinker either knowingly or unknowingly applied the principles/elements of Fayol's theory of management to his leadership and management while a commanding officer in the U.S. Army Air Corp. Therefore, General Tinker was mindful and put to practice what were considered (for his time) the proper and essential attributes in his leadership and management.

## CHAPTER VI

### FINDINGS RELATED TO LEADERSHIP STYLE & LEADERSHIP TRAITS

#### Introduction & Overview

The Style approach to leadership focuses on a given leader's behavior which puts the emphasis on a leader's pattern of actions as a leader. Researchers have identified two main types of leadership behavior: *Task* behaviors and *Relationship* behaviors (Blake & Mouton, 1994). Leaders with the *Task* type of behavior seek and facilitate goal accomplishment whereas leaders with *Relationship* behaviors seek to make subordinates feel comfortable with themselves and with situations. The purpose of the Style approach is to explain and identify how leaders combine the two types of leadership styles to influence subordinates to reach a goal.

When applied to the study of General Tinker, the Style approach offers a framework for assessing his leadership in a broad way within the *Task* and *Relationship* dimensions. Further, this approach should complement the purpose of the study by identifying General Tinker's leadership style.

## Analytical Category1: Leadership Style

The format of this section follows the order of the interview questions found in Appendix E of the research study where the different questions were stated and followed with the comments/remarks from the study's participants. The participants included several individuals who personally knew General Tinker and one Tinker Subject-Matter Expert (SME) who has completed acceptable and accurate research on General Tinker. As defined in the IRB agreement their names were not provided anywhere in the study, but the participants were numbered for organizational purposes.

Within the field and study of Leadership Style there exists five accepted and known styles where the researcher attempted to place General Tinker based upon the feedback from participants. The production oriented leader is concerned with organizational tasks and the successful and efficient completion of such tasks. These tasks consist of policy decisions, processes, and workload type issues (Blake & Mouton, 1964). On the other hand, the *Relationship* oriented leader is concerned with how people in the organization are trying to achieve the organization's goals. This refers to how a leader builds organizational commitment, trust, providing for basic employee needs, a fair and equitable reward system, and promoting good social relations within the organization (Blake & Mouton, 1994). As a preliminary review to the objective of this section note the following aspects found within the different styles of leadership:

### The authority-compliance style of leadership

This Style focuses heavily on task and job requirements with less focus on people.

Within this style of leadership communication with subordinates is not emphasized but reserved for providing instructions about the task to be completed to meet organizational goals. This style is described as results driven, and this sort of leader is seen as controlling, demanding, and hard-driving (Blake & Mouton, 1994).

### The country-club style of leadership

This Style demonstrates a lesser concern for task completion and is more concerned with interpersonal relationships. With less focus on production the country-club style leader focuses more on attitudes and feelings of employees with the focus centered on personal and social needs of the employee. This style of leader attempts to maintain or create a positive environment that avoids disagreements and becoming controversial (Blake & Mouton, 1994).

### The impoverished management style of leadership

This Style is represented by a lack of representation. This leader is not concerned with successful task completion nor is this type of leader concerned with organizational or interpersonal relationships within the organization. Blake & Mouton (1994) point out that the impoverished manager goes through the motions of being a leader, but lacks involvement and is often withdrawn from organizational matters. This individual is described as indifferent, apathetic and noncommittal with regard to norms of behavior.

### The middle-of-the-road management type of leader

This Style is characterized by a desire to compromise and by the concern for both the task and the person within the organization. This type of leader strives to balance between the two leadership concerns by acknowledging the people concerns while still trying to accomplish organizational goals through the assigned tasks. To arrive at this point this type of leader will avoid conflict and emphasize moderate levels of production and interpersonal relationships. Descriptions of this type of leader include: one who is expedient, prefers the middle-ground, soft-pedals disagreement, and one who swallows their convictions in the interest of progress for the organization (Blake & Mouton, 1994).

### The team management type of leadership

This Style places emphasis on both tasks and interpersonal relationships. This leadership style places a high degree of focus on participation and teamwork with the organization for the purpose of achieving the task component of the Blake and Mouton leadership style concerns. The team management type of leadership is characterized as: determined, open-minded, establishes clear priorities, stimulating participation, open-minded, works well with others, and enjoys working with others to accomplish tasks.

### Interviews Related to Leadership Style

1. Explain how General Tinker would tell subordinates what they were supposed to do?



Participant One: “I’m not sure I can address that adequately since I did not have firsthand observance of his mannerisms, tone and sentence structure, but he surely made his feelings known to his family, subordinates and supervisors.”

Participant Two: “On one occasion Tink left a note on a subordinates airplane telling the young man to return to his station when the young man was already past his time off.”

Participant Three: No comment

Participant Four: “Really don’t know.”

2. How would you describe General Tinker’s actions when around groups of subordinates?

Participant One: “Not sure”

Participant Two: “According to the officers, on one occasion he brought along a National Guard officer and Tinker rented the top floor of a hotel for a social gathering, Tink paid for it.”

Participant Three: No comment

Participant Four: “Not arrogant.”

3. How did General Tinker set standards of performance for subordinates within the group?

Participant One: “In 1924, Tinker, in a homemade aircraft crashed and sank into a lake in Kansas City. As soon as he was rescued and changed into dry clothes, he took off in another plane to show his subordinates and peers that you had to have courage and good judgment even after a bad turn of events.”

Participant Two: “Not sure.”

Participant Three: “I have no idea.”

Participant Four: “Not sure.”

4. How did General Tinker help others feel comfortable within a group?

Participant One: “In a letter from Alvin R. Brando in 1964, Tinker was described as “a wonderful C.O. who tried to be just one of the boys.”

Participant Two: “Same is question two, and Uncle Tinker gave me and my cousins money to go to the movies after grandma’s funeral.”

Participant Three: “Clever and a good sense of humor.”

Participant Four: No comment

5. How did General Tinker make suggestions on how to solve problems?

Participant One: No comment.

Participant Two: No comment.

Participant Three: No comment.

Participant Four: “Various ways to include using hogs to rid the grounds of rattlesnakes while building and constructing McDill Field in Florida.”

6. How did the General respond to suggestions made by others?

Participant One: No comment.

Participant Two: No comment.

Participant Three: No comment.

Participant Four: “He listened to others and did not reject their ideas. Tink’s dad recommended the hogs for the rattlesnake problem.”

7. Did the General make his perspective clear to others?

Participant One: No comment

Participant Two: “Yes”

Participant Three: “I am sure he did.”

Participant Four: “I think pretty clear.”

8. How fair did General Tinker treat others?

Participant One: “He was known to treat everyone fairly and without prejudice. When his son-in-law ditched a bomber in Tampa Bay, he received the same treatment as anyone else. There was no preferential treatment for anyone.”

Participant Two: “Yep, he was very fair.”

Participant Three: “Basically, an honest man.”

Participant Four: “Yes.”

9. How would you describe General Tinker’s ability to develop action plans for his subordinates?

Participant One: No comment.

Participant Two: No comment.

Participant Three: No comment.

Participant Four: No comment.

10. Did the General behave predictably toward subordinates?

Participant One: “I think the thing they expected most from him was his honesty. Once, when he failed to give the proper signal that he was changing air direction, his entire group behind him had to scramble to get back in formation. As soon as they were on the ground, Tink apologized for his error. Something a lot of commanders wouldn’t do.”

Participant Two: “Definitely, he did, but I don’t know how”

Participant Three: “Rather predictable based upon assumption.”

Participant Four: “Probably.”

11. How did General Tinker define role responsibilities for group members?

Participant One: No comment.

Participant Two: Don’t know.

Participant Three: No comment.

Participant Four: No comment.

12. How would you describe General Tinker’s communication with subordinates?

Participant One: “Always seemed to do it in a gentle way (in total contrast to the way Hap Arnold chastised subordinates). Once, while he was at March Field, two young soldiers failed to salute when he passed in the car. He stopped and basically told them that they didn’t bother him, but they better start paying attention to military deference because there were plenty of officers on the post that would jump down their throats. Thus, he corrected them by showing he had their best interests at heart. Nobody got mad and it made a favorable impression.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: “Very good.”

13. How did the General clarify his own role within the organization?

Participant One: “Perhaps the most paramount example would be his final flight, a combat mission that most commanders would have forgone and stayed in their office confines. “

Participant Two: “Don’t Know.”

Participant Three: No comment.

Participant Four: “He tried to become part of the community and was quick to take part in the military and civilian community. He was willing to take part, and not aloof.”

14. Describe how General Tinker showed concern and well-being for others?

Participant One: “Charles Guber said in his 1967 letter that the most notable trait he saw in Tinker was the “quiet way he had of speaking and the great concern he had at all times for the welfare of the men he commanded.”

Participant Two: “Don’t know, but from stories he definitely did.”

Participant Three: “Ed lost a P-38 and General Tinker saved his butt through some type of appeal.”

Participant Four: No comment

15. Explain how General Tinker planned for how work was to be done?

Participant One: No comment.

Participant Two: No comment.

Participant Three: “No idea.”

Participant Four: “He was a good planner.”

16. How did the General show flexibility in making decisions?

Participant One: No comment.

Participant Two: No comment.

Participant Three: “Sure, he knew what he wanted.”

Participant Four: No comment.

17. Could you share an example of how the General provided criteria for what was expected?

Participant One: “While commanding units in California, Tinker always had open houses for the locals and the press. He was forever showing off his unit and was always recognized by the press for his spit-and-polish. He could easily forgive a mistake, but never the lack of spit-and-polish in his men.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: No comment.

18. Please provide some examples of how General Tinker disclosed thoughts and feelings to subordinates?

Participant One: “Not sure where to put this as answer to all the questions, but my favorite story of Tink is when a subordinate pilot took his plane to fly down to see his lady friend for the weekend. Nothing wrong with that since pilots were supposed to log as many hours as they could. However, he delayed his expected return to base with the radio message that he could depart because he was weathered in. After a couple of days of this, Tink suspected the real reason was the young lady, not the weather. Tink flew to the airfield and found perfect weather. He simply left a handwritten note in the pilot’s seat which said, “When the weather lifts, report to home field” and signed his named. When the young pilot found the note and no Tink anywhere, he flew home and nervously asked the ground crew, his comrades and the headquarters staff, “Has the Colonel asked

for me? Does the Colonel want to see me? Did the Colonel need me to report to him?”  
Tink never said anything to the young pilot and figured the anxiety was punishment  
enough.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: “The General took great pride in Buddy’s accomplishments as an  
Airman. And he was a “fairshooter” he would not punish for a minor infraction. Not a  
mean-spirited type of leader for both enlisted and officers.”

19. Are there any examples of the General encouraging subordinates to do high-quality  
work?

Participant One: “Not specifically; but as soon as he arrived to take over the Hawaiian  
Department in December 1941, he told the press he expected the Air Force would be the  
controlling factor in this war and all subsequent wars. It had to encourage and impress  
his men as much as it upset the Army and Navy folks.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: No comment.

20. Could you share an example of how the General helped subordinates get along with each  
other?



Participant One: “Don’t recall hearing about any conflict within his ranks.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: No comment.

### Findings Related to Leadership Style

The responses from the participants of this portion of the research revealed that there were a few questions where no comment was provided. This is largely attributed to the fact that three of the four participants were in their nineties, and the researcher remained mindful of this fact by not pushing them beyond what was physically and mentally reasonable in response to the questions. Further, the research was limited to a very small group of individuals still available to participate who had knowledge and/or experience with General Tinker. Obviously, it would have been ideal to have had a larger sample of participants, but the population of potential participants was limited.

Firstly, there was no evidence to support General Tinker being of the country-club style of leader and indifferent to the happenings of his command and/or his associated subordinates. The responses to the questions under this analytical attribute favored consideration of General Tinker as somewhat of a middle-of-the-road style of leader, but not completely. Evidence is provided that demonstrates Tinker’s expedient concern for both the *Task* and *Relationships* within the organization. Also, noticed was a concern for the well-being of his subordinates and those associated interpersonal relationships. However, there was no evidence to support or suggest that Tinker sought to avoid conflict and emphasized moderate levels of production, preferred the middle-ground,

soft-pedaled disagreement, or that he was one who swallowed his convictions in the interest of progress for the organization.

The responses to the questions in this section also favored General Tinker's Style as somewhat of a team management style of leader, but not completely. This was largely because there was a mentioned involvement and emphasis on both *Tasks* and interpersonal *Relationships*. There was a noticed high degree of focus on participation and teamwork with his commands for the purpose of achieving the task component. This was noticed in the mentioned final mission from Participant One of this section. This demonstrates and describes a General Tinker who was determined and made priorities clear, and seemed to work well with others to accomplish the mission. There was no conclusive commentary in the responses that indicated that General Tinker stimulated participation, and was open-minded to the thoughts of others.

In summary, the responses in this section of the study and in the Statements from Those Who Served with Him section suggested that General Tinker could be considered a mild authority-compliance style of leader. Perhaps at times he demonstrated a heavier focus on task and job requirements and less focus on people. There was no compelling evidence to suggest a lack of communication with subordinates, but there was on *many* occasions, communication directed at providing instructions about the task to be completed to meet mission requirements. Based upon the research's data and the fact that General Tinker was a military leader during WWII this research credits General Tinker's leadership style (in a good way) as being results driven, controlling, demanding, and hard-driving for the purpose of achieving organizational goals and objectives.

## Analytical Category 2: Leadership Traits

Are individuals born with traits that made them leaders or did individuals learn how to lead and develop leadership traits through their own volition and experience? The ‘Great Man’ theory dominated academia until the latter half of the 20<sup>th</sup> Century. The ‘Great Man’ theory focused on natural qualities and characteristics possessed by great social, political, and military leaders of the time. It was assumed that people were born with these traits and only the “great” people possessed these traits (Northouse, 2007). See Appendix D for a full list of essential questions on leadership traits.

The perspective on leadership as a trait instead of a process takes a look at different personal attributes of an individual. Some may say “he or she was born to lead,” but why do we state such things about individuals? Researchers have identified a plethora of traits associated with leadership, and of those traits a few are widely considered to be fundamental leadership traits. They include: *intelligence, self-confidence, determination, integrity, and sociability*. The questions in Appendix D focused on these stated five traits. This section of this research study will review the responses to these questions with the intent of formulating the leadership trait identity of General Tinker. The trait perspective adheres to the belief that individuals have qualities that are natural and not developed like the leadership process suggests. Analysis of General Tinker’s leadership behavior from these differing perspectives was central to the purpose of the study which was to provide new knowledge about the General’s leadership.

## Interviews Related to Leadership Traits

1. What can you tell me about General Tinker's communication skills?

Participant One: "I'm not sure I can address that adequately since I did not have firsthand observance of his mannerisms, tone and sentence structure, but he surely made his feelings known to his family, subordinates and supervisors. I know of no example where someone said to him, I didn't understand what you meant."

Participant Two: "Good communicator and was not afraid to say what needed to be said."

Participant Three: "Very abrupt, spoke Osage, and got lonesome to speak Osage."

Participant Four: "Very direct, fair, clear, and not mean-spirited."

2. How would you describe his ability to communicate?

Participant One: "First, we should recognize that he was completely conversant in English, Osage and Spanish. His Osage was primarily reserved for use with his father and older tribal leaders, as a sign of respect. His Spanish was learned in school and was put to excellent use during his Constabulary days in the Philippines. We have only his few personal letters, newspaper quotes and official speeches to judge his English usage; all of which we can say was proper and semi-formal."

Participant Two: "Very fair person, not vindictive."

Participant Three: "Left a message to young man to come to his office."

Participant Four: "Very direct."

3. What can you tell me about General Tinker's ability to perceive and his insightfulness?

Participant One: No comment.

Participant Two: "Every Tinker wanted to be like him."

Participant Three: No comment.

Participant Four: "Through family stories I can say that he was very forward thinking and an aviation pioneer with regard to aviation warfare."

4. How would you describe General Tinker's confidence in himself and his abilities?

Participant One: "I think Tinker would meet the criteria of an extrovert. He liked to be "on stage" and I don't know that he ever lacked confidence in himself. His social confidence was aided by his personal wealth that enabled him to be at ease with higher ranking military men and the upper levels of society both in the nation and abroad. His confidence surely grew as he accomplished each new assignment and his experiences proved his ability to get things done."

Participant Two: "Definitely he did."

Participant Three: "Very self-confident, forfeited West Point admission."

Participant Four: "Very confident man in school and military alike, and he knew what he wanted to do in life."

5. What can be said about the General's security with himself?

Participant One: “Again, I’ve never heard of an instance or incident in his adult life that caused Tinker to seek advice or solace from another person. In his youth, he sought advice and gained confidence from his father who had his own entrepreneurial and independent spirit.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: No comment.

6. How would you describe General Tinker’s ability to stay fixed on goals despite constant interruptions; how would you describe him with regards to those qualities?

Participant One: “Tinker was first and foremost a military man that was trained to accomplish the mission despite the environmental influences.”

Participant Two: “Awarded for rescuing a fellow airman while in Britain.”

Participant Three: “When he was in command he always wanted to go on the mission.”

Participant Four: “Yes, pretty focused.”

7. Describe your impression of General Tinker’s willingness to take a firm stand and act with certainty when needed. Can you site some examples?

Participant One: “Tinker was not a Billy Mitchell type who was always at odds with his hierarchy. Tinker worked within the system. Clearly, his final flight was performed to

prove his strong belief in the ability of the long-range bombers to strike deep inside enemy-controlled space and return.”

Participant Two: No comment.

Participant Three: “Very confident in what he wanted to say, not bashful.”

Participant Four: “From the family stories, yes, clear picture of what he wanted.”

8. Describe what it was like to serve for or with General Tinker. Were his behaviors and actions believable and did they inspire confidence?

Participant One: “While Tinker was never one to circumvent the social mores of the period or overstep the lines of military protocol, he seemed especially attuned to the needs and feelings of the enlisted corps. He felt obligated to build them a clubhouse if the officers had one; he often gave them spending money from his own pocket to ensure they had proper recreational opportunities; he showed respect for them and their contributions when other officers might treat them with indifference. Tinker has been described as “a soldier/airman’s General,” meaning that enlisted people preferred to serve with him.”

Participant Two: No comment.

Participant Three: No comment.

Participant Four: No comment

9. How would you describe General Tinker in terms of consistency and reliability?

Participant One: “Tinker’s military career grew primarily during the years between the World Wars. Because the number of pilots was small, everyone knew everyone and their dependability. Tinker had many different types of duties, especially as he rose in rank. As he toured the country, searching and selecting sites for future military installations, the final decision makers almost always accepted the recommendation of the Tinker Board. And after Pearl Harbor, Tinker was selected to put the Hawaiian Department back in order, which surely had to be one of the most daunting tasks on the horizon.”

Participant Two: “Yes, as told by people who served under him.”

Participant Three: “When he said he was going to do something he did it.”

Participant Four: “Yes, he did not vacillate a lot.”

10. How often did General Tinker show amiability through kindness and warmth?

Participant One: “During his time in California, when a retreat camp was established in the mountains for his men, he declared that families would also enjoy the experience and invited everyone to attend. Throughout his career, his house was always open for visiting officers, his extended family and civic leaders. While much credit goes to Mrs. Tinker for the hospitality, General Tinker enjoyed being around people. Although his early flying was conducted in one-seated aircraft that gave him confidence in his own abilities, he was never a Lindbergh type who showed his best as a Lone Eagle.”

Participant Two: “Strict disciplinarian and fair.”

Participant Three: “Very focused and mission oriented. Center of getting things done. Turned to Tinker the problem fixer or problem solver.”



Participant Four: “Oh ya.”

11. Describe whether or not General Tinker was capable of talking freely and getting along with others and cite examples?

Participant One: “Tinker seemed to fit in wherever he went. He played cards with members of the English royalty when he served as Air Attaché in London; he attended at least three White House functions; he was always ready to speak to the Press; he enjoyed golfing with both military and civic leaders; he traveled extensively in the Caribbean and Central America, using his Spanish to open doors of diplomacy; and much to Mrs. Tinker’s chagrin, he could tease her by falling in with the third-class passengers on a ship in Havana.”

Participant Two: “Yes, a party person. Fired by General Arnold. Tink had a stomach ulcer and flew to Arkansas to see a doctor. Became the first Inspector General of the Air Corp.”

Participant Three: “I think so. Longmont to Denver to see Lyndburg and Tink stated Why you going to see him? I probably taught him to fly.”

Participant Four: “Was not vindictive, rationally dealt with others.”

## Findings Related to Leadership Traits

Since the participants within this section remain as the prior section the participant order remained the same as the prior section to avoid unneeded confusion and for organizational purposes. When compared to the prior section this section responses had more responses and fewer “no comments” which resulted in the positive of having more data. The questions asked to the participants focused on the five leadership traits that included: *intelligence*, *self-confidence*, *determination*, *integrity*, and *sociability*. The trait perspective adheres to the belief that individuals have qualities that are natural and not developed like the leadership process suggests.

The responses to Questions 1 and 2 answer the questions of whether or not General Tinker was a good and intelligent communicator to his subordinates. As one example of many, Participant Two mentioned that he was a “good communicator and was not afraid to say what needed to be said” which seemed to be the shared opinion by all of the participants. Further, there is evidence between the participants that not only was General Tinker a good speaker of English, but he also could effectively and intelligently speak in Osage and Spanish. Within the Speeches section of Chapter IV of this research study there is an abundance of evidence from General Tinker regarding his thoughts, positions, and intelligence on many diverse matters. The research found that there is an abundance of evidence to support the fact that General Tinker possessed the *intelligence* trait as demonstrated in his ability to communicate effectively with others.

Responses in this section suggest that Tinker also had the *self-confidence* of a leader. Questions 3 through 5 focused on this trait and the responses to these questions

are favorable toward this trait being part of his leadership faculties. Participant Four stated: “Through family stories I can say that he was very forward thinking and an aviation pioneer with regard to aviation warfare” which is one example of several similar responses. Also, there is data in Chapter IV that further corroborates this trait as being a part of General Tinker’s normal and natural way of leading.

Questions 6 through 8 measure General Tinker’s *determination* as a leader, and like the prior questions within this section the responses were favorable with fewer “no comments.” Participant One provided a telling statement with the response: “Tinker was not a Billy Mitchell type who was always at odds with his hierarchy. Tinker worked within the system. Clearly, his final flight was performed to prove his strong belief in the ability of the long-range bombers to strike deep inside enemy-controlled space and return.” The other responses were insightful, but this statement indicated that General Tinker was mindful of his position and the order of the hierarchy as it related to his *determination* on matters.

The participant’s responses to question 9 answer the question of whether or not General Tinker maintained a level of *integrity* in his leadership. Probably one of the most telling aspects of his life is pointed out by participant one who states; “after Pearl Harbor, Tinker was selected to put the Hawaiian Department back in order, which surely had to be one of the most daunting tasks on the horizon.” This move by the then War Department was an indication that Tinker’s leadership thought highly of his abilities as a leader and commander. Within the Statements from Those Who Served with Him section in Chapter IV there is testimony further supporting this trait as being present within Tinker’s leadership faculties.

Lastly, and perhaps one of the easiest of the five traits to demonstrate was *sociability* as being present. General Tinker's ability to socialize naturally with others was apparent. This trait is omnipresent and found within all of the data sections of Chapter IV and further supported in this section's Questions 10 and 11 where all of the participants had comments that favored the presence of this trait within General Tinker. However, as pointed out by Participant Three in Question 10 he was "very focused and mission oriented. Center of getting things done. Turned to Tinker the problem fixer or problem solver." This statement indicates that Tinker knew there were times where he could relax with others and there was a time to be serious as well.

In summary, this section of the study suggests that General Tinker possessed all of the five leadership traits and naturally applied them in his leadership. However, where and how he acquired these traits remains unknown, but can be reasonably attributed to his Christian disposition, education, and other life experiences.

## CHAPTER VII

### CONCLUSIONS, RECOMMENDATIONS, & FINAL THOUGHTS

#### Introduction

Despite the gap in time between the research study and General Tinker's passing the study uncovered enough data on which to base sound conclusions about his leadership and management as those attributes relate to the purpose of the study. The categorical data sections of Chapter IV provided enough insight to reach several conclusions regarding Tinker's leadership and management as it relates to scientific theory and the theory of management. Likewise, the participant's responses to the questions in Appendices D and E and discussed in Chapter VI provided valuable insight into General Tinker's leadership traits and leadership style. The outcome of this research has been the filling of a void of unknown information about General Tinker's leadership, management, and how he used these attributes to influence the men and women around him.

## Conclusions

### Scientific Theory

This research found that General Tinker possessed some attributes associated with each of the four principles associated with scientific theory. Again, it could be argued that some of the associations with these principles are weak associations; however, this research was limited to the available data about a man whose life ended in WWII. The findings in the scientific theory section were favorable toward General Tinker being identified as somewhat scientific in his leadership and management.

The question of whether or not General Tinker knew that he was applying scientific theory in his leadership and management remains unknown, but the evidence suggested that he was somewhat scientific in his thinking and decision making based upon his actions and patterns of behavior. As described in the data sections of Chapter IV, this research did not produce conclusive evidence to support a highly scientific approach used by General Tinker in his management and leadership to the extent that it was a dominate factor within his leadership faculties. Of the analytical categories within this research study, scientific theory yielded the least amount of insight into General Tinker's leadership and management attributes. Perhaps that could or could not be due to the available data, but it was applicable to the study due to the timeliness of this theory as it relates to Tinker's time.

## Theory of Management

Within the theory of management this research found that General Tinker possessed and frequently demonstrated many and almost all of the attributes associated with each of the 14 principles and elements with this theory. This analytical category yielded a sizable amount of insight into General Tinker's leadership and management attributes which were noteworthy and perhaps attributed to a broader set of principles and elements within the theory of management. The data in this research noted *many*, *specific*, and few *N/A* occasions where General Tinker either knowingly or unknowingly applied the principles/elements of Fayol's theory of management while a commanding officer in the U.S. Army Air Corp.

The data conclusively suggested that General Tinker was mindful of what were considered (for his time) the proper and essential attributes of leadership and management. Whether or not General Tinker intentionally tried to adhere to this theory is unknown, but his normal and daily functions fell within the confines of Fayol's theory. This means that for his time General Tinker was properly managing and leading his subordinates within the boundaries of a widely accepted management theory.

## Leadership Traits

All indications from personal demonstration and through testimony indicated that General Tinker possessed all of the five (widely accepted) leadership traits, and he naturally applied them in his leadership and management functions. However, where and how he acquired these traits remains unknown. Assumptions could be made that attribute

these traits to his Christian disposition, education, and other life experiences. Some of these qualities were likely developed at institutions such as the Wentworth Military Academy (based upon the information associated with that institution as explained in Chapter IV of this study), extensive military trainings, Army Command & Staff College, and many experiences as a commander within the Army Air Corp likely enhanced these qualities.

### Leadership Style

General Tinker was not a country-club style leader and he was not indifferent to the happenings of his command and/or his subordinates. Occasionally, General Tinker was somewhat of a middle-of-the-road style of leader, but not completely. Evidence was provided that demonstrated Tinker's expedient concern for both the *task* and personal *relationships* within the organization. Also, noted was a concern for the well-being of his subordinates and those associated interpersonal *relationships*. There was no evidence to suggest that Tinker sought to avoid conflict, emphasized moderate levels of production, preferred the middle-ground, soft-pedaled disagreement, or that he was one who swallowed his convictions in the interest of progress for the organization. In fact, the data in the sections of Chapter V of this study supported the opposite perspective related to the above stated attributes.

General Tinker's leadership style at times could be considered that of a team management type of leader, but not completely. This was largely because there was a mentioned involvement and emphasis on both *tasks* and interpersonal *relationships*. Within his leadership style there was a noticed high degree of focus on participation and



teamwork serving the task component. This was not only noticed throughout his career, but especially in the mentioned final mission from Participant One. General Tinker was determined and made priorities clear, and he worked well with others to accomplish the mission. This research found no conclusive commentary in the responses or within Chapter IV's data that indicated that General Tinker stimulated participation, and was open-minded to the thoughts of others.

General Tinker could mostly be considered a mild authority-compliance style of leader; data suggests that at times he demonstrated a heavier focus on *task* and job requirements and less focus on *relationships*. It is evident from the data and responses that General Tinker was a very effective communicator with his subordinates and others when directing orders or giving one of his many speeches. General Tinker's leadership style was accurately described as being results driven, controlling, demanding, and hard-driving for the purpose of achieving organizational goals and objectives, but he also had the capacity and ability to deal appropriately with people as well.

### Recommendations

- Due to the nature of scientific theory it could likely be more helpful in future analytical applications to have first-hand testimony from counterparts in conjunction with directed questions regarding use of this theory.
- A study to identify (if one existed) the dominant leadership and/or management theory embraced and endorsed by the military in the early Twentieth Century could provide valuable insight and lead to more knowledge of how leaders led.

- A meta-analysis measuring this research's findings with other leaders of General Tinker's day could yield further and valuable insight into WWII era military leadership.
- A comparison study of this research's findings measured with contemporary military high-level leadership could provide valuable insight into military leadership.

### Final Thoughts

This research did not conclusively provide a response to the third objective of this study of where and how General Tinker learned to be a leader. Despite this lack of conclusive evidence to pin-point exactly where he learned to be the leader; this research reasonably assumes that it was from his time at Wentworth, during other professional military education, as well as his various command experiences. Based upon this study's findings it is evident that General Tinker attained the rank of Major General for a reason. He knew how to lead and manage War Department resources and especially human resources appropriately. The evidence suggested that airmen (frequently) wanted to work for Tinker or other officers similar to him in his leadership and management attributes. There is no question as to why Tinker Air Force Base in Oklahoma is named in his honor as Tinker's history, background, and accomplishments make him the ideal namesake. This research wholeheartedly agrees with the statements of retired Brigadier General William R. Yancey who put it in simple terms when he suggested: "he was one of a kind and should not be forgotten" (Yancey, Personal Communication, 1985).

Figure.4. In Pace Requiescat



Source: OC-ALC HO

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## APPENDICES



APPENDIX A  
ACRONYM LIST

## ACRONYM LIST

CO – Commanding Officer

HO – History Office

IRB – Institutional Review Board

OC-ALC – Oklahoma City Air Logistics Center

OSU – Oklahoma State University

SME – Subject Matter Expert

TAFB – Tinker Air Force Base

USAF – United States Air Force

WWII – World War II

V-J Day – Victory over Japan Day

APPENDIX B  
SCIENTIFIC THEORY ANALYTICAL ATTRIBUTES

## SCIENTIFIC THEORY ANALYTICAL ATTRIBUTES

1. The development of a scientific method of designing jobs to replace the old rule-of-thumb methods.

Comments: This involves gathering, classifying, and tabulating data to arrive at the “one-best-way” to perform a task or a series of tasks.

2. The scientific selection and progressive teaching and development of employees. Taylor saw the value of matching the job to the worker.

Comments: He also emphasized the need to study worker strengths and weaknesses and to provide training to improve employee performance.

3. The bringing together of scientifically selected employees and scientifically developed methods for designing jobs.

Comments: Taylor believed that new and scientific methods of job design should not merely be put before an employee; they should also be fully explained by management. He believed employees would show little resistance to changes in methods if they understood the reasons for the changes and saw a chance for greater earnings for themselves.

4. A division of work resulting in interdependence between management and workers.

Comments: Taylor believed if they were truly dependent on each other, cooperation would naturally follow.

## APPENDIX C

### THEORY OF MANAGEMENT ANALYTICAL ATTRIBUTES

## THEORY OF MANAGEMENT ANALYTICAL ATTRIBUTES

1. Division of work - Specialization of work.
2. Authority - Positional authority versus personal authority.
3. Discipline - Based upon obedience and respect.
4. Unity of command - Each employee should receive orders from only one superior.
5. Unity of direction - One boss and one plan for a group of activities having the same objective.
6. Subordination of individual interests to the general interest - A plea to abolish the tendency to place individual interest ahead of the group interest.
7. Remuneration - The mode of payment of wages dependent upon many factors.
8. Centralization - The degree of centralization desired depends upon the situation and the formal communication channels.
9. Scalar chain (line of authority) - Shows the routing of the line of authority and formal communication channels.
10. Order – Ensures a place for everything.
11. Equity – Results from kindness and justice.
12. Stability of tenured personnel – Orderly personal planning.
13. Initiative – Individual zeal and energy in all efforts.
14. Esprit de corp – Stresses the building of harmony and unity within the organization.

APPENDIX D  
LEADERSHIP TRAITS INTERVIEW GUIDE

## QUESTIONS LEADERSHIP TRAITS

1. What can you tell me about General Tinker's communication skills?
2. How would you describe his ability to communicate?
3. What can you tell me about General Tinker's ability to perceive and his insightfulness?
4. How would you describe General Tinker's confidence in himself and his abilities?
5. What can be said about the General's security with himself?
6. How would you describe General Tinker's ability to stay fixed on goals despite constant interruptions, how would you describe him with regards to those qualities?
7. Describe your impression of General Tinker's willingness to take a firm stand and act with certainty when needed. Can you site some examples?
8. Describe what it was like to serve for or with General Tinker. Were his behaviors and actions believable and did they inspire confidence?
9. How would you describe General Tinker in terms of consistency and reliability?
10. How often did General Tinker show amiability through kindness and warmth?
11. Describe whether or not General Tinker was capable of talking freely and getting along with others and cite examples?



APPENDIX E

LEADERSHIP STYLE INTERVIEW GUIDE

## QUESTIONS LEADERSHIP STYLE

1. Explain how General Tinker would tell subordinates what they were supposed to do?
2. How would you describe General Tinker's actions when around groups of subordinates?
3. How did General Tinker set standards of performance for subordinates within the group?
4. How did General Tinker help others feel comfortable within a group?
5. How did General Tinker make suggestions on how to solve problems?
6. How did the General respond to suggestions made by others?
7. Did the General make his perspective clear to others?
8. How fair did General Tinker treat others?
9. How would you describe General Tinker's ability to develop action plans for his subordinates?
10. Did the General behave predictably toward subordinates? Cite an example.
11. How did General Tinker define role responsibilities for group members?
12. How would you describe General Tinker's communication with subordinates?
13. How did the General clarify his own role within the organization?
14. Describe how General Tinker showed concern and well-being for others?
15. Explain how General Tinker planned for how work was to be done?
16. How did the General show flexibility in making decisions?
17. Could you share an example of how the General provided criteria for what was expected?

18. Please provide some examples of how General Tinker disclosed thoughts and feelings to subordinates?
19. Are there any examples of the General encouraging subordinates to do high-quality work? Please provide an example.
20. Could you share an example of how the General helped subordinates get along with each other?

APPENDIX F  
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**Jones, John A Civ USAF AFMC 848 SCMG/848 SCMG/OBQ**

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**From:** Crowder, James L Civ USAF AFMC OC-ALC/HO  
**Sent:** Wednesday, September 14, 2011 3:33 PM  
**To:** Jones, John A Civ USAF AFMC 848 SCMG/848 SCMG/OBQ  
**Subject:** RE: Citation

John,

Please feel free to use any and all information you find useful in my book, OSAGE GENERAL. I'm betting you'll be right on target during your oral defense.

---james

-----Original Message-----

**From:** Jones, John A Civ USAF AFMC 848 SCMG/848 SCMG/OBQ  
**Sent:** Wednesday, September 14, 2011 2:59 PM  
**To:** Crowder, James L Civ USAF AFMC OC-ALC/HO  
**Subject:** RE: Citation

Dr. Crowder,

I hope that Chris and yourself are doing well and staying gainfully employed.

I have spent the past several months writing and have something to present to my committee. I know, it's about time. I remember from our past conversations that you indicated that you were fine with me referencing your book which I have throughout my work. My advisor advised me that it wouldn't hurt to get a written permission from you since I reference your material extensively in my work. A simple response to this email should be sufficient.

Also, I will send you a copy after I complete my defense. A guy can always use something to put him to sleep.

v/r,

John

-----Original Message-----

**From:** Crowder, James L Civ USAF AFMC OC-ALC/HO  
**Sent:** Tuesday, March 22, 2011 2:37 PM  
**To:** Jones, John A Civ USAF AFMC 848 SCMG/848 SCMG/OBQ  
**Subject:** Citation

Airman Magazine

Vol. XII, No. 5 (May 1968)

USAF Directorate of Information

Bolling AFB DC

APPENDIX G

MILITARY ASSIGNMENTS OF CLARENCE L. TINKER

## MILITARY ASSIGNMENTS OF CLARENCE L. TINKER

November 1908: The Philippine Constabulary

November 1912: Fort Lawton, Washington, 25<sup>th</sup> Infantry

January 1913: Schofield Barracks, Hawaii, 25<sup>th</sup> Infantry

March 1917: Camp Henry J. Jones, Arizona, 18<sup>th</sup> Infantry

July 1917: Camp Fremont, California, 62<sup>nd</sup> Infantry

June 1918: Camp Travis, Texas, 165<sup>th</sup> Depot Brigade

July 1918: Yuma, Arizona 35<sup>th</sup> Infantry

September 1918: Camp Travis, Texas, 35<sup>th</sup> Infantry

April 1919: Riverside, California, Polytechnic High School

August 1920, March Field, California, Air Service Pilot's School

February 1921: Post Field, (Fort Sill) Oklahoma, Air Service Observation School

February 1922: Marshall Field, (Fort Riley) Kansas, 16<sup>th</sup> Observation Squadron

August 1924: Langley Field, Virginia, Air Service Tactical School

September 1925: Fort Leavenworth, Kansas, Army Command & General Staff School

July 1926: London, England, U.S. Embassy

March 1927: Washington D.C. Staff, Chief of Air Corp

November 1927: Kelly Field, Texas, Air Corp Advanced Flying School, Assistant Commandant

October 1930: Mather Field, California, 20<sup>th</sup> Pursuit Group

December 1932: March Field, California, 1<sup>st</sup> Pursuit Wing, 17<sup>th</sup> Pursuit Group, 2<sup>nd</sup> Bomb Group

December 1934: Hamilton Field, California 7<sup>th</sup> Bomb Group

November 1936: Washington D.C. National Guard Bureau

November 1939: Barksdale Field, Louisiana, 27<sup>th</sup> Bomb Group

April 1940: MacDill Field, Florida, 29<sup>th</sup> Bomb Wing

October 1941: Drew Field, Florida, 3<sup>rd</sup> Interceptor Command

December 1941: Hickam Field, Hawaii, 7<sup>th</sup> Air Force



APPENDIX H

IRB APPROVAL LETTER & APPROVED PARTICIPATION LETTER

**Oklahoma State University Institutional Review Board**

Date: Friday, December 10, 2010  
IRB Application No ED10150  
Proposal Title: A Case Study of the Leadership of the Osage General: Major General  
Clarence Leonard Tinker  
Reviewed and Processed as: Exempt

**Status Recommended by Reviewer(s): Approved Protocol Expires: 12/9/2011**

Principal Investigator(s):

John Jones	Mary Kutz
P.O. Box 1427	6108 Winfield Dr.
Noble, OK 73068	Okla. City, OK 73162

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

✕ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair  
Institutional Review Board

## INFORMED CONSENT DOCUMENT

John Jones

**Project Title:** *A Case Study of the Leadership of the Osage General: Major General Clarence Leonard Tinker*

**Investigator:**

*John A. Jones*

*MS – Southeastern Oklahoma State University – Aerospace Administration*

*BS – Southeastern Oklahoma State University – Aviation Management*

*AS – Oklahoma City Community College – Diversified Studies*

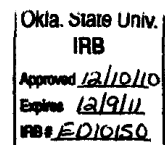
**Purpose:**

*This study will analyze General Tinker's leadership in a context utilizing the concepts of known leadership experts from General Tinker's era. Further, this study seeks to analyze and identify General Tinker's leadership style and leadership traits in the context of past leadership theory. His tragic and untimely death during World War II robbed him of the notoriety that some of his contemporaries experienced; therefore, the purpose of this study is to "shine a spotlight" on his leadership style and leadership traits as an officer in the United States Army Air Corp.*

*This study will employ the "case study" research methodology for several reasons, but namely due to the nature of the proposed study and the study's primary objective. A good portion of this research will be conducted via tabletop research in the Tinker Air Force Base (TAFB) History Office (HO) archives, but this study will also require personal interviews about General Tinker with individuals that have an expert knowledge of General Tinker. Data sources include: new interviews, past interview transcripts, documentation, and physical artifacts. It is likely that aspects of leadership will be identified through a set of interview questions that focus on leadership. The questions in appendices I and II will be asked to a select group of individuals with an intimate or expert working knowledge of General Tinker that include: TAFB HO Chief Historian Dr. James Crowder (author of *Osage General: Major General Clarence L. Tinker*), select leaders from the Osage Nation of Oklahoma, Tinker family descendants, living WWII veterans that served in the military with or for General Tinker, and anyone else that this research identifies as a meaningful source of data. Interviews will be recorded in entirety and transcribed for reference purposes.*

**Procedures:**

*When a participant agrees to be interviewed for this research study they will be requested to read and sign the informed consent form acknowledging the conditions and rights associated with this research study. A personal one-on-one interview utilizing the open-ended questions listed in the interview Questionnaire Guide (Appendix A) will be conducted to collect pertinent information from each participant.*



*The interview process is expected to last about one hour, and not to exceed a maximum of one and a half hours. If a face-to-face is not convenient or possible then a telephone interview may substitute if acceptable by the participant. The participant agrees to use digital audio recording equipment to capture complete interview allowing accurate transcription of the conversation. These digital audio recordings will be transcribed verbatim along with the researcher's field notes from the interview. This data will then be coded into themes, categories, and subcategories for purposes of analyzing the collected information. The specifics of this coding process will be determined as the data is analyzed searching for data associated with the purpose of this study. The audio recordings, transcriptions, and field notes will be retained until all analysis has been completed and the final report is issued.*

*There is a possibility that additional data or questions may be needed to be collected from participants. As the data progresses additional questions may need to be added to enhance the results of the study. In this event, each participant will be contacted and a follow-up session will be requested not to exceed a total of thirty minutes in duration. Should the participant be interested in the results of this research study a copy of the finding will be available from the researcher upon request.*

**Risk of Participation:**

*There are no known risks associated with this research study which are greater than those ordinarily encountered in daily life.*

**Benefits:**

*With the limited body of knowledge about Major General Clarence L. Tinker this examination should bolster what is already known and it should produce new insights into his life and career as a leader. It is not only World War II but it is also his actions prior to World War II that perhaps exhibited a leadership style and leadership traits that are worth investigating. General Tinker was definitely a military leader, but there is little known about his leadership. His actions prior to and during his final command demonstrate that he was a man worthy of the highest regard and respect for his accomplishments as an officer in the U.S. Army Air Corp. Findings of the study could also provide valuable insights for future research pertaining to leadership in general as well as in the context of executive leadership in the military and aviation environment.*

**Confidentiality:**

*The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research. Digital audio recordings will be made during the one-on-one interview process which will then be transcribed into text files for use in the data analysis. All recordings and data collected during this research study will be stored in a secured file cabinet at the researcher's home office to maintain privacy at all times. Digital files will be stored on the researcher's private computer protected by password or will be transferred to digital media and stored with other research study records referenced above. Signed Informed Consent Forms will also be protected and kept private by being stored separately in the researcher's home office. Information collected during this research study will be combined and reported as group finding and no identifying information attached. All records collected during the research study will be destroyed once the final report has been issued.*

Okla. State Univ.  
IRB  
Approved 12/10/10  
Expires 12/19/11  
IRB # ED10150

**Compensation:**

*Participants in this research study will receive no compensation.*

**Contacts:**

If you have any questions about the study, contact:

Primary Investigator:

John A. Jones  
P.O. Box 1427  
Noble, OK 73068  
[John.a.jones@okstate.edu](mailto:John.a.jones@okstate.edu)

Advisor:

Dr. Mary Kutz  
School of Educational Studies, 319 Willard Hall  
Stillwater, OK 74048  
[Mary.kutz@okstate.edu](mailto:Mary.kutz@okstate.edu)

*If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu). Or the following below:*

**Participant Rights:**

*Participation in this study is strictly voluntary and subjects may elect to discontinue the research activity at any time without reprisal or penalty. There is no risk to the participant should they decide to discontinue involvement or withdraw from this research study at any time.*

**Signatures:**

*I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.*

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

I certify that I have personally explained this document before requesting that the participant sign it.

\_\_\_\_\_  
**Signature of Researcher**

\_\_\_\_\_  
**Date**

Okla. State Univ.  
IRB  
Approved 12/10/10  
Expires 12/09/11  
IRB # EQ10150

VITA

John A. Jones

Candidate for the Degree of

Doctor of Education

Thesis: A CASE STUDY OF THE LEADERSHIP OF THE OSAGE GENERAL:  
MAJOR GENERAL CLARENCE LEONARD TINKER

Major Field: Applied Educational Studies

Biographical:

Education: Received Associate in Science Degree in Diversified Studies from Oklahoma City Community College, December, 2004; received Bachelor of Science in Aviation Management from Southeastern Oklahoma State University, May, 2006; received a Master of Science in Aerospace Administration from Southeastern Oklahoma State University, May, 2007; completed requirements for a Doctor of Education degree in Applied Educational Studies, Aviation and Space, from Oklahoma State University, Stillwater, Oklahoma in December, 2011.

Experience: Quality Assurance Specialist, United States Air Force, 2008 to Present; Pneudraulics Systems Mechanic, United States Air Force 2003 to 2008; Aircraft Sheet Metal Mechanic, United States Air Force, 2001 to 2003.

Name: John A. Jones

Date of Degree: December, 2011

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: A CASE STUDY OF THE LEADERSHIP OF THE OSAGE GENERAL:  
MAJOR GENERAL CLARENCE LEONARD TINKER

Pages in Study: 166

Candidate for the Degree of Doctor of Education

Major Field: Applied Educational Studies (Aviation & Space Science Specialization)

Scope and Method of Study: Aviation History, Aviation Leadership, Qualitative  
Interview and Case Study

Major General Clarence L. Tinker was one of the early U.S. Army Air Corp leaders from the early part of the 20<sup>th</sup> Century, but little was known about how he led and managed both his fellow service members and responsibilities during his command as a general officer. The purpose of this study was to analyze General Tinker's actions and accomplishments as a manager and leader in the U.S. Army Air Corp within the context of utilizing concepts known from leadership and management experts from General Tinker's era. This study also sought to analyze and identify General Tinker's leadership style and leadership traits in the context of contemporary theories of leadership. This study explored and analyzed past records regarding General Tinker and those records included personal letters, noted accomplishments, speeches, and any other sources that were found to be meaningful to this research and the purpose of this study. Further data was collected through interviews of military historians, Tinker family descendents, and anyone else with an expert working knowledge of Major General Clarence L. Tinker.

Findings and Conclusions:

This research did not conclusively identify where and how General Tinker learned to be a leader. However, based upon this research study's findings it is evident that General Tinker attained the rank of Major General for a reason. He knew how to lead and manage War Department resources and especially human resources appropriately. The findings suggest that Army Air Corp Airmen wanted to work for Tinker or other officers similar to him in his leadership and management attributes.