Ladies and gentlemen:

Thank you for giving me the license to dream in public. The future of school administration is unwritten. There are best-case scenarios. There are worst-case scenarios. But neither of them ever happens in the real world. What happens in the real world is always what you and I let happen. We are inextricably related to what happens in the real world. We have a great opportunity to rewrite our history as a profession and to recognize the fundamental interdependence that exists among us.

Changes in public schools and higher education need to be understood within the context of a broader renegotiation of the current national social contract. Several states in this country (including my own state of Texas) are in the midst of governing a majority that was the minority five or ten years ago. The possibilities of a serious democratic pluralism are now being negotiated. And no one knows what the outcomes of this negotiation will be. Are we willing to let non-majority members share some of the power in cities, states and federal governments, institutions of higher education, and in public schools? Can we honor and respect diversity in our community—a community which is highly educated and which holds to claims of tolerance? My remarks today are designed to try to move us toward a greater diversity, while at the same time maintaining solidarity.

When people talk negatively about the divisiveness of identity politics, we forget that dissident traditions of struggle have more fully democratized our nation by extending the scope of full citizenship (Rosaldo, 1993). Current social movements and so-called identity politics are not a phenomenon of the past decade. They go back to movements for women's suffrage, movements against slavery, and more recent civil rights movements. All these movements have been part of this country's fabric for a very long time. And surely most of us would not want to turn back the clock by denying, say, women the right to vote.

How shall we rewrite history? I'd like to address this challenge by talking about two interrelated topics. First, I'd like to discuss the notion of cultural citizenship to illustrate current debates in higher education and public schools, and the changes needed to promote a more inclusive environment in both places. And secondly, I'd like to discuss a new social ethic that is required if diversity is to become more of an appreciated resource than a social problem. Let me move to the first part of this conversation.

Cultural Citizenship

This term should be unfamiliar to most of us. It is a deliberate oxymoron—a pair of words that do not go together. It refers to the right to be different and to belong in a democratic sense (Rosaldo, 1993). It claims that in a democracy, social justice calls for equity among all citizens and that
NEW UCEA APPOINTMENTS

In an effort to involve more UCEA faculty in the work of the consortium, the UCEA leadership has moved to distribute some of the liaison and committee work beyond the central staff and Executive Committee. Having vigorously solicited nominations and volunteers for a number of positions, the leadership, meeting last December in Philadelphia, made the following appointments.

Carolyn Riehl (University of Michigan) has been named UCEA representative to the National Policy Board on Educational Administration’s Steering Committee on Principal Licensure Standards. Roberta Trachtman (Fordham University) has been named UCEA representative to the National Policy Board on Educational Administration’s Working Group on NCATE Standards. Anita Hardin (Auburn University) has been named UCEA representative to the AASA Leadership Advisory Committee. Robert T. Stout (Arizona State University), R. Craig Wood (University of Florida), and Eugene P. McLoone (University of Maryland) have been asked to serve on the UCEA Investment Advisory Committee (IAC), established to provide ongoing review and advice to the Executive Committee concerning investments, along with Treasurer Terry A. Astuto (New York University). As treasurer, Astuto will also chair the UCEA Ad Hoc Financial Policy Committee established to review current fiscal policy and make recommendations to the Executive Committee before next fall concerning the financial goals and resources of the consortium. Richard V. Hatley (University of Missouri), Martha M. McCarthy (Indiana University), and Larry McNeal (Illinois State University) have been appointed to this important task. The Executive Committee also named M. Scott Norton (Arizona State University) as UCEA Program Center Coordinator. Karen Seashore Louis (University of Minnesota) was asked to chair a Task Force on Communications and UCEA to explore potential uses of new technologies like Internet and teleconferencing for furthering UCEA’s mission and governance activities.

President-Elect Nancy A. Evers, who as President-Elect chairs the Planning Committee for Convention ’94, named James R. Bliss (Rutgers University) and Nona A. Prestine (University of Illinois) as Program Co-Chairs. Serving as liaison team from convention host Temple University will be Vivian W. Ikpa, Joan P. Shapiro, Jacqueline A. Stefkovich, and Donald L. Walters.

The Executive Committee also reviewed proposals received to establish a UCEA Program Center for International Development in Educational Administration. The proposal of the University of Minnesota was selected and William M. Ammentorp (University of Minnesota) was named director of the new center.

President Bredeson has asked Paula A. Cordiero (University of Connecticut), William P. Foster (Indiana University), and Ulrich C. Reitzug (University of Wisconsin-Milwaukee) to serve as UCEA members of the 1994 Graduate Student Research Seminar in Educational Administration; AERA Division A Vice President Martha M. McCarthy has asked Wayne K. Hoy (Rutgers University) and Betty Malen (University of Washington) to join them as AERA representatives.

Although nominations and volunteers for the positions of executive editor, associate domain editors, and editorial board members for Educational Administration: The UCEA Document Base (McGraw-Hill) had been solicited, those appointments were postponed pending the official publication of the document base. Some technical difficulties with implementing the new technology have held up production. Nominees and volunteers for those important positions are asked to be patient; the appointments will be made in the near future.

NEW from UCEA

When Teachers Lead
UCEA Monograph Series
Guest Editor: Terry A. Astuto
ISBN 1-55996-157-0

Foreword: Terry A. Astuto

The cost for the volume is $7.50, including shipping and handling. For special shipping, add a $2.00 handling fee. Send check to UCEA at 212 Rackley Building, University Park, PA 16802-3200.

Site-based management, alternative forms of school governance, different patterns of decision making, and school restructuring are popular innovations in the reform literature. Sufficient trials are now under way to further our understanding of what happens when teachers, administrators, parents, students, school boards, and unions respond to the challenge to invent and reinvent the dimensions and elements of professional practice. This monograph is about those experiences.

1. When--Teachers Lead
   Bruce S. Cooper, Fordham University

2. When--Teachers Share School-Level Decision Making
   Sharon Conley, University of Maryland and
   Justo Robles, California Teachers Association

3. When--Teachers Run Schools,
   Bruce S. Cooper, Fordham University

4. When--Teachers Re-design Schools Around Teaching
   Roberta Trachtman, Fordham University

5. When--Teachers are School-District Decision Makers
   Mark A. Smylie, University of Illinois at Chicago

6. When Is Now: A Plan of Action
   Ann Weaver Hart, University of Utah
SHORT RECEIVES 1993 CULBERTSON AWARD

Paula M. Short (The Pennsylvania State University) was chosen as the 11th recipient of the Jack A. Culbertson Award. She was honored at the UCEA Convention '93 for her outstanding contributions to the field of educational administration in several areas.

Her early research was focused on teacher values and how those values affected teachers’ approaches to student discipline. Subsequently her attention centered on individual teacher behavior and ultimately on the behavior of the teachers in work groups, and her current interest in teacher and student empowerment. Short’s work on teacher empowerment has occupied her attention over the past five years. The centerpiece of this work, on which her nomination for the Culbertson Award was based, is a three year national study of the empowerment process in nine schools.

Short’s teaching was also cited. She has been an effective innovator in her graduate classes utilizing a wide array of laboratory and simulation experiences. Furthermore, she has been an effective catalyst and leader of program reform at several institutions of higher education, including Auburn, the University of Nebraska-Omaha and Penn State.

Short currently serves as the editor of the Journal of School Leadership. She is also the president of the National Council of Professors of Educational Administration, immediate past-president of the Southern Regional Council on Educational Administration, member of the National Policy Board for Educational Administration, and a member of the AASA National Commission on Standards for the Superintendency. Some of her recent publications include the EAQ article “Reflection as a Means of Developing Expertise,” a chapter from the book Restructuring Schools titled “Restructuring Schools Through Empowerment,” Rethinking Student Discipline: Alternatives That Work, and a forthcoming book, Empowering Leadership, to be published by MacMillan and co-authored with John T. Greer. Currently, Short is program chair of educational administration and associate professor of educational administration at The Pennsylvania State University. Short received her Ph.D. in Educational Administration and Supervision from the University of North Carolina at Chapel Hill.

Since 1982, the Culbertson Award has been a means of recognition for the unique contributions of outstanding junior professors and a way to honor Jack A. Culbertson who inspired many young professors during his tenure as UCEA Executive Director.


Contributions to the fund are welcome and tax deductible. Checks should be made out to The Jack A. Culbertson Fund and sent to UCEA, 212 Rackley Building, University Park, PA 16802-3200. The annual winner is presented with a plaque and a small cash award.

NOMINATIONS FOR CULBERTSON AWARD REQUESTED

Nominations for the 1994 Jack A. Culbertson Award are now being accepted. At the discretion of the review committee, the award is presented annually to an outstanding junior professor of educational administration, in recognition of his/her contributions to the field. Written nominations should include four copies of: (a) the work for which the professor is being nominated and a brief (1-2 page) description of how this work meets the award criteria, and (b) the nominee’s vita. Submissions should total no more than 25 pages, including the nominating letter and vita. The letter of nomination must clearly state the contribution(s) to be evaluated and the support materials sent should pertain specifically to this contribution. Books and other costly materials will be returned on request, after the review committee completes its work. Individuals may be nominated more than once, provided they continue to meet the criteria.

Individuals nominated must have been professors for eight years or fewer, and currently serve in a UCEA university. Contributions for which an individual may be nominated include, but are not limited to the following:

- an innovation in training,
- a published book,
- instructional materials produced,
- a new course or program developed,
- a completed research project and/or other related project.

Criteria used in selecting the outstanding contribution are: (a) innovativeness, (b) originality, (c) generalizability, (d) potential impact, (e) relation to UCEA goals, (f) significance with respect to the training mission at the individual’s institution, (g) degree of effort required to produce the contribution, and (h) extent of support for the effort provided by the candidate’s employing institution. Deadline for nominations is May 25, 1994.

* [Please note: The maximum number of years a nominee may have been in professorship will be reduced by 1 each year until 1996 when the service years will be permanently established at 6 years or fewer to emphasize the achievements of “junior” professors.]
It is a privilege for me to present, on behalf of The University Council for Educational Administration, this lifetime achievement award to my old mentor, Jack Culbertson. Clearly, Jack is a very special person who has contributed in important ways to the development of the field of educational administration. In a certain historical sense, however, he is a typical person, representative of the many formidable men and women who have come off America's farms and out of her widely dispersed rural communities to rejuvenate her cities and to enrich her cultural, commercial, and intellectual life.

Jack is a country boy from Appalachian Virginia. He grew up on his father's farm, in his words “suckering tobacco, shocking wheat, and shucking corn.” Having completed a two-year program at Emory and Henry College and received a “Normal Professional Certificate” in 1937, Jack began his career in education “as a teaching principal in a two-room elementary school in the Appalachian foothills of southwest Virginia,” where he was born. Over the next 18 years he taught school in Virginia, California, and North Carolina and served as a school principal in Tazewell County, Virginia, and as a school superintendent in Goleta, California, before completing his Ph.D. at the University of California at Berkeley in 1955. My sense is that Jack, like so many before him, stood upon this childhood foundation of hard physical work and rural values even as he expanded his horizons and capacities over the years. I believe that the principles of hard work and self-discipline were the bedrock on which his ultimate accomplishments were built.

At Berkeley, his mentors were Theodore Reller, Edgar Morphet, and Howard Bretsch. It was through his experiences at Berkeley and the Cooperative Programs in Educational Administration at Stanford and Oregon that Jack developed his lifelong and productive interest in what he describes as “the complex problems of preparing educational leaders.”

Jack began his academic career at the University of Oregon, where Paul Jacobson reinforced his interest in the case method, and where Jack produced a book with Jacobson and Reller entitled Administrative Relationships: A Casebook, one of more than 30 publications related to the art of administration and the preparation of educational administrators to which he has contributed. In addition, he has many other publications dealing with issues of educational policy, institutional collaboration, organizational change, educational technology, and the history of educational administration. As many of you know, Jack is currently completing a book on the history of the UCEA, entitled Building Bridges: UCEA’s First Two Decades. I have read the first chapter of this book, from which I have drawn a number of the biographical details I am sharing with you tonight. I must tell you that I can't wait to read the rest of it, it is so clearly and engagingly written.

In 1959, at the invitation of Walter Anderson, then Dean of the School of Education at New York University and President of the UCEA Board of Trustees, Jack became the Executive Director of UCEA, a post he was to hold for 22 years. Although Jack was a thoughtful and productive scholar in his own right, his most acclaimed contributions were to and through UCEA. I believe that his achievements as UCEA Executive Director, which are well-known among you, reveal him as a person of vision and a master of skills both broad and deeply rooted in Jack’s personal background.

Jack held preeminent responsibility for UCEA’s affairs of state from a time when the professoriate was almost exclusively white and male, and dominantly Protestant, from a time when the financial base of the organization was stable and growing and money for educational research and development was readily available, from a time when the central staff of UCEA was growing along with revenues and opportunities, to a changing time of reduced revenues and reduced staff. Jack’s leadership was responsive to these changes. With the counsel of others of stature in the field in the very early seventies, Jack recognized the need to restructure the functioning of the Council, to place different responsibilities on a shrinking central staff, and to draw even more systematically on the resources of UCEA professors and member institutions. Under his leadership, UCEA began the process of decentralizing.

Beyond the need to respond effectively to the financial exigencies of the time, Jack guided UCEA into a period characterized by a broadening diversity among professors along lines of gender, race, and ethnicity, increasing disciplinary heterogeneity — to include significant specializations rooted in the various social
science disciplines, characterized by researchers and teachers with advanced preparation in these disciplines, into a period distinguished by increasingly strident theoretical, philosophical, and ideological debates as the field moved into the post modernist era.

I believe that Jack brought considerable leadership to these changing times. He foresaw the field of educational administration as a world community, transcending national boundaries and narrow cultural perspectives. His efforts led to the founding of the Commonwealth Council for Educational Administration and other international institutions in the field.

His vision, to which may of you will remember he brought considerable commitment, of partnerships with schools and school districts within UCEA, foreshadowed current emphases on the crucial importance of clinical experience in the preparation of school administrators.

His study of languages — he has a reading knowledge of French and is fluent in German — how many of us know that he was offered and turned down a German professorship at Marshall College? — and his studies of philosophy and psychology, including works of Johann Schiller, Kurt Lewin, Herbert Feigl, and others in the original texts, prepared him to understand and provide an historical perspective on the post-structural debates in our field.

In his current book, Jack makes a couple of comments with reference to his early studies that I found particularly interesting. He says about a possible career in languages, "As I delved into philosophy, I found myself more interested in pursuing substantive issues than I did the languages in which the issues were embedded." He writes about his work in philosophy "After considerable introspection, I realized that the application of ideas was for me more satisfying than simply studying them."

Perhaps related to these studies, perhaps because his work with the case method highlighted for him the crucial role of values in decision-making, Jack has been a strong advocate of the humanities in the preparation of educational leaders. Finally, Jack was enormously instrumental in almost literally changing the face, or perhaps we should say the faces, of educational administration. He was an important force, along with many other, of course, in providing a congenial and supportive institutional environment for the Women's Equity Project, establishing the Journal of Educational Equity and Leadership, and facilitating the career paths of women and minorities in UCEA and in the field of educational administration more generally.

I have known Jack a long time. I have great respect for his knowledge, his wisdom, his patience — certainly for me — and for the crucial roles he has played intellectually, institutionally, and personally in the development of this field and in the careers of many of us in this room. In these days, perhaps, I admire him most of all for his sheer courage. It is a great, great honor for me to present the Roald F. Campbell Lifetime Achievement Award to Dr. Jack A. Culbertson.

It is an honor to be associated with the name of Roald Campbell. I first met Roald in 1956 at an NCPEA meeting. Much time at the meeting was devoted to critiques of a draft of the book Administrative Behavior in Education. Edited by Roald Campbell and Russell Gregg, the volume was a ground breaking one. The last time I saw Roald was in 1987, when several of us participated with him in an AERA symposium entitled "Educational Administration: Its Intellectual History." Roald confidently presented his ideas and vigorously challenged some ideas of others. As I left the room, I observed with dismay a pallor on his face that I had never seen. In mid-September 1988, he passed away at the age of 82 after suffering a heart attack during a round of golf. Notably, Russell Gregg in mid-September fifteen years earlier had also succumbed to a heart attack while playing golf.

Roald Campbell was a generous professional. During my tenure at UCEA I invited him to perform varied tasks. For example, in 1961 I asked him to prepare a paper on the training of professors; in 1963 to serve as the first editor of the Educational Administration Quarterly; and in 1971 to conduct a major study of professors of educational administration. He never rejected a single request. In addition, his commitment to perform UCEA tasks to the best of his ability was unswerving. His word was totally reliable. He would not be delayed or side-tracked from a UCEA task by more appealing or lucrative opportunities which in the meantime might have come his way.

Why did Roald Campbell cast a long shadow on the field? First, we need to remind ourselves that Roald had an unusually long productive professional life — 17 years as a public school teacher, principal, and superintendent, and 46 years as a professor. During his last summer he was a visiting professor at the University of
Victoria. Just weeks before his death he had transmitted to Vern Cunningham a number of newly revised chapters for the sixth edition of *Organization and Control of American Schools*. He had also updated a syllabus for his course at the University of Utah on the "History and Philosophy of Educational Administration."

Much of Roald Campbell’s influence stemmed from a well defined, firmly held set of beliefs. For example, he believed that the role of the professor was that of a “developer.” For him a developer resides in between basic scientists and educational administrators. The essential functions of a developer are to select and synthesize knowledge and to relate it to the practice of administration. This belief guided him constantly. Near the end of his memoir, *The Making of a Professor*, he emphasized once again that professors must interpret the problems of practice and adapt the concepts of the disciplines to practice in ways which enhance understanding.

Not only did Roald possess an array of well conceived beliefs, but also he had the skills to communicate, defend, and advance them. His down-to-earth and lucid writing skills enabled him to disseminate his ideas widely and effectively. In group situations he could also be a formidable defender of his ideas. His direct and occasional blunt expressions were intimidating to some, especially to students. However, such actions increased the probability that his beliefs would prevail and that individual and group actions would not be discordant with them.

Roald left the development of original ideas to others. His unique gift lay in his capacity for synthesizing facts and ideas generated by others. This gift was reinforced by his strong belief that the professor must serve as a bridge between concepts in disciplines and practices in the profession. Many of his generalizations, then, were derived from synthesis. Yet for him effective synthesis was a means, not an end. From orderings of knowledge came generalizations designed to inform and improve practice. In his memoir he expressed the hope that the field would soon achieve a comprehensive, new synthesis which would encompass both the internal and external aspects of educational administration.

Although an optimist, Roald was often dissatisfied with prevailing practices in schools and universities. Intolerant of low-level administrative, research, and training practices, he was not afraid to deprecate and to produce critiques of them. For example, in the 1973 book *A Study of Professors of Educational Administration* Roald and his co-author, Jackson Newell, attested that most professors were complacent about resolving important problems in their field. Roald also worked through organizations to improve inferior practices. In December 1972, he and Ray Nystrand came to my office, expressed their dissatisfactions with the state of research in the field, and asked if UCEA might devise ways to address the problem. From the exchange and related discussions with others — especially Jacob Getzels — came a UCEA Career Development Seminar at Ohio State whose aims were to assess administrative training and research practices in the 1954-74 period and to suggest ways to improve these practices.

In conclusion I wish to thank the UCEA Executive Committee and Patrick Forsyth for bestowing upon me the Roald Campbell Award. Your decision brings me pleasure. It also inspires me to continue to achieve. As I see it, the need for well prepared school leaders in the current era is the greatest it has been in any era since settlers in the Massachusetts Bay Colony established the nation’s first school 360 years ago. Therefore, may I wish that each of your achievements will be distinctive and that, as a collectivity, they will bring to education and school management significant benefits.

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**UCEA ADMITS NORTH CAROLINA-CHAPEL HILL AND NORTHERN COLORADO**

This fall, following a recommendation by the Executive Committee, the UCEA Plenum voted UCEA membership privileges to the University of North Carolina-Chapel Hill and the University of Northern Colorado. The University Council for Educational Administration would like to welcome both universities to the Consortium. UCEA now has 53 member universities.

The UNC-Chapel Hill Department of Educational Leadership and Policy Studies acting chair David L. Clark will also act as the Plenary Session Representative during the convalescence of PSR Howard Maniloff. The faculty members are: Frank Brown, Richard C. Hunter, William W. Malloy, Howard Maniloff, Catherine L. Marshall, George Noblit, Tanya Suarez, and David L. Clark.

Northern Colorado’s Department of Leadership and Educational Policy Studies chair, John C. Daresh will serve as Plenary Session Representative. The faculty members are: Bruce G. Barnett, Rosemary S. Caffarella, Boyd E. Dressler, Gene E. Hall, Richard A. King, Kathryn S. Whitaker, and John C. Daresh.

Both faculties join the nearly 800 other educational administration faculty members at UCEA institutions throughout the U.S. and Canada.

If you would like information about admission criteria for UCEA please contact the University Council for Educational Administration at 212 Rackley Building, Pennsylvania State University, University Park, PA 16802-3200.
UCEA Convention '93 Activities and Governance

After giving his presidential address, Pedro Reyes (University of Texas-Austin) handed the gavel to his successor Paul V. Bredeson (University of Wisconsin-Madison) formally installing him as the new UCEA president. Bredeson is the 33rd president of the Consortium. The Plenum elected Nancy A. Evers (University of Cincinnati) as president-elect. UCEA also welcomed the University of North Carolina-Chapel Hill and the University of Northern Colorado as its newest members.

UCEA held its seventh annual convention, co-hosted with the University of Houston at the Doubletree at Post Oak. The program’s theme “Conversations About Leading and Learning: Linking Schools and Communities” attracted many participants.

UCEA’s past president, Pedro Reyes, officially opened the 1993 convention with additional welcomes from Grace Butler (Assistant Vice-President, University of Houston) and William D.H. Georgiades (Dean, University of Houston). The presentation of the Culbertson Award was made by W. Michael Martin (University of Colorado-Denver) to Paula M. Short (The Pennsylvania State University). Short is the 11th recipient of the award. Milbrey W. McLaughlin (Stanford University) gave the convention’s opening address “Contexts that Matter for Teaching and Learning.” Friday evening ended with a reception honoring the UCEA Past Presidents, hosted by President Bredeson.

Saturday’s activities began early and ended with the banquet and the 3rd annual Pennsylvania State University Mitsitifer Lecturer, Charles E. Lindblom (Yale University). Lindblom’s speech was entitled “Success Through Inattention in School Administration and Elsewhere.” Sunday morning the final sessions were held. The convention’s third invited speaker, Kenneth A. Leithwood (OISE) delivered his presentation “Contributions of Transformational Leadership to School Restructuring” at the closing session of the convention.

UCEA thanks those who helped with the convention, especially program co-chairs Daniel L. Duke (University of Virginia) and Diana G. Pounder (University of Utah) and the University of Houston faculty and graduate students who helped make the convention a success. UCEA also thanks those participants who took time to provide us with feedback in the post-convention phone survey. The results will help us make Convention ’94 even better.
I. General Information

The eighth annual convention of the University Council for Educational Administration will be held at the Doubletree Hotel in Philadelphia, Pennsylvania. The convention will open with a general session at 3:00 p.m. on Friday afternoon (October 28, 1994) and close at 12:30 p.m. on Sunday afternoon (October 30, 1994). The purpose of the 1994 UCEA convention is to present and discuss research, policy, and practice that address linkages among those serving the needs of young people.

II. Theme: Exploring Conceptions of Community

There is a growing recognition of an interconnectedness inherent in and necessary for educational endeavors at all levels. Emphases on these connections or interrelationships have frequently been referred to as building a sense of community. Not limited by narrow definition, this sense of community is expansive and multidimensional across contexts and understandings. Instances of these multiple conceptions of community are inclusive of topic ranging from individual school collaborative work arrangements to state education policy development; from coordination of interagency services to problem-solving approaches in preparation programs; from the exploration of transformative leadership to the development of urban educational reform initiatives; from new and rediscovered connections to old and persistent problems with community as a normative ideal.

Proposals for paper, symposia, or conversation format sessions might address a variety of topics, including:

- interorganizational collaborations,
- innovative/multidisciplinary approaches to preparation programs,
- professional development/practice schools,
- multicultural and diversity issues,
- systemic restructuring and change,
- transformational leadership and community in the '90s,
- shared decision making and autonomy in education.

III. Session Formats and Proposal Requirements

Because of the overwhelmingly favorable response, the conversation format session will be continued at this year's convention along with the more traditional paper sessions and symposia. Paper sessions and symposia will be limited to three presenters. A discussion leader will be assigned to introduce each session and to facilitate dialogue among presenters and audience members.

1. Conversation sessions: Conversations represent ways to raise critical issues and concerns in a relatively informal context where the emphasis is one of sharing among colleagues. A question may be used as an impetus for the conversation, although other means of starting the conversation are of equal merit. The central focus of the conversation should relate to the theme of the 1994 UCEA convention. Examples of questions incorporating this theme might include:

   - How are issues of school change transformed by understandings of community?
   - What implications do conceptions of community hold for school leadership?
   - How can new relationships and connections between schools and noneducational agencies be developed and fostered and to what ends?

Conference attendees who wish to propose a conversation session should submit a cover sheet (enclosed) and a proposal summary (no more than 3 pages) describing the proposed topic with examples and explanations of the types of questions or areas to be addressed in the conversation. Proposals with similar concerns may be grouped together by reviewers. Because quality discussion requires small groups, participation in conversation sessions will again be limited.

2. Paper and symposia sessions: Paper and symposia proposals must include a cover sheet (enclosed) and a summary not to exceed 3 pages. The summary should provide a statement of purpose and rationale; a description of data sources, methods (or, a description of the approach used to develop ideas); a synopsis of the central findings and conclusions (or, a synopsis of major ideas, lines of argument).

All proposals will subject to peer review. Paper proposals will be subject to blind review. Summaries of paper proposals and conversation proposals should not include names of authors and discussion leaders. Proposal evaluations will be based on clarity of presentation, quality of methods or approach (not applicable for conversation proposals), contribution to research, policy, or practice, and thematic fit.

IV. Participation Guidelines and Proposal Deadlines

Anyone involved in research, policy, or practice in educational or youth-serving agencies may submit proposals for consideration. An individual may present or participate in presentations in any capacity in no more than two sessions. Paper and symposia session presenters will be allotted approximately 20 minutes for presentation. The final thirty minutes are reserved for discussion. Presenters are required to provide a minimum of 30 copies of their papers for distribution. Proposals must be received on or before Monday, May 16, 1994.

Send proposals to: UCEA Convention '93
University Council for Educational Administration
212 Rackley Building
University Park, PA 16802-3200
Proposal Cover Sheet
1994 UCEA Convention
Philadelphia, Pennsylvania
October 28-30, 1994

1. Proposal Title: ____________________________

2. Preference (please check): 
   ( ) paper session  ( ) symposium  ( ) conversation  ( ) other
   If other, describe: ____________________________

3. Presenting Author(s) or Session Organizer(s):

   i) Name: ____________________________
      Affiliation: ____________________________
      Address: ____________________________
      Phone: ____________________________
      FAX: ____________________________

   ii) Name: ____________________________
       Affiliation: ____________________________
       Address: ____________________________
       Phone: ____________________________
       FAX: ____________________________

   iii) Name: ____________________________
        Affiliation: ____________________________
        Address: ____________________________
        Phone: ____________________________
        FAX: ____________________________

4. Co-Author(s) or Session Participants:

   i) Name: ____________________________
      Affiliation: ____________________________
      Address: ____________________________
      Phone: ____________________________
      FAX: ____________________________

   ii) Name: ____________________________
       Affiliation: ____________________________
       Address: ____________________________
       Phone: ____________________________
       FAX: ____________________________

   iii) Name: ____________________________
        Affiliation: ____________________________
        Address: ____________________________
        Phone: ____________________________
        FAX: ____________________________

5. For symposia only, identify Discussion Leader:

   Name: ____________________________
   Affiliation: ____________________________
   Address: ____________________________
   Phone: ____________________________
   FAX: ____________________________

6. Audiovisual equipment? (Signer will be invoiced for any A/V equipment)
   No ______  Yes ______  Specify the A/V equipment required: ____________________________

7. If this proposal is accepted, I will provide 30 copies of the paper(s) for the audience (paper proposals only).

   ____________________________  ____________________________
   signature                  date

(first author or organizer)

Be certain to attach all of the following:
Five stapled sets of materials, each set containing:
* a proposal cover sheet
* a summary (not to exceed three pages) of the proposed paper or session (summary of symposia proposals must
  include names of authors/discussion leader; summary of paper proposals should not include names of authors)
Two self-addressed stamped envelopes.
CONVENTION '94 HEADED TO THE CITY OF BROTHERLY LOVE

UCEA will hold its eighth annual convention in Philadelphia, October 28-30, 1994 at the Doubletree Hotel. This year’s theme is “Exploring Conceptions of Community in Education.”

The Convention ’94 Planning Committee met in Philadelphia in December to discuss details of the October gathering. Philadelphia is one of America’s most historical cities. The most important historical sites are conveniently located in Independence National Historical Park, which contains a dozen buildings open all year. These buildings include Independence Hall, Liberty Bell Pavilion, Franklin Court, Graff House, Congress Hall, Carpenter Hall, and Christ Church. Other historical sites include the United States Mint, The Betsy Ross House, and The U.S.S. Olympia and The U.S.S. Becuna which are docked at Penn’s Landing.

There are also many sightseeing tours available that range from 2 1/2 hours to a full day. The Philadelphia Museum of Art is the third largest art museum in the country with over 500,000 priceless paintings, sculptures, drawings, and more. The Rodin Museum contains the largest collection of Rodin’s sculpture outside of France. The University Museum of Archeology and Anthropology contains the largest collection of ancient and primitive cultural artifacts in the country. There are Egyptian, Mayan, African and Chinese galleries. The Franklin Institute Science Museum and Futures Center houses interactive hands-on scientific exhibits and is credited as the first museum which succeeds at making science fun. The Academy of Natural Sciences is a museum and research center containing anthropological exhibits and displays of rocks and gems. New Jersey State Aquarium at Camden is the East Coast’s newest, most exciting aquatic attraction, complete with the nation’s second largest ocean tank. There are many interesting museums to visit while in town.

City Schools: Leading the Way

Editors:
Patrick B. Forsyth
University Council for Educaitonal Administration
Marilyn Tallerico
Syracuse University

1. Understanding the Urban Context and Conditions of Practice of School Administration, Richard M. Engler
2. Motivating Urban Children to Learn, Patrick B. Forsyth
3. Managing Instructional Diversity, Linda P. Winfield, Ruth Johnson and Joanne B. Manning
4. Building Open Climates in Urban Schools, James R. Bliss
5. Collecting and Using Information for Problem Solving and Decision Making, Robert O. Slater
6. Acquiring and Using Resources, Laurence Parker
7. Governing Urban Schools, Marilyn Tallerico
8. Effecting Change in Urban Schools, William J. Kritek

City Schools: Leading the Way has been adopted as a text in graduate courses on the principalship, urban education, and urban school leadership. City principals need an integrated and informed command of these focal issues and tasks to improve the education of urban youth.

The authors review, organize, and integrate information around these critical issues, and provide examples of possible interventions appropriate to the unique context of urban schools. By understanding the current realities, complex relationships, and key conditions of practice that influence urban schooling, principals can both better cope with the obstacles and take better advantage of the opportunities that urban settings present.

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CALL FOR NOMINATIONS: 15TH ANNUAL GRADUATE STUDENT RESEARCH SEMINAR

The 15th annual National Graduate Student Research Seminar in Educational Administration will be held April 8-9, 1994 in New Orleans, Louisiana. UCEA, OERI (U.S. Department of Education) and AERA (Division A) will sponsor the event again this year. The seminar is a unique opportunity for 40 of North America's top graduate students to gather, hear and meet some of our field's prominent scholars, and discuss their dissertation research. The doctoral students, nominated by their deans, are chosen for the quality of their research and their potential to contribute to the seminar. The meeting will take place following the AERA annual meeting, giving the participants a chance to attend some AERA activities. More than 200 of the seminar's past participants have gone on to become distinguished professors at research universities across North America.

Nominations for graduate students are now being accepted. A university may nominate up to two graduate students to participate. Nominees must be doctoral candidates in K-12 educational administration programs. The research project of each student, planned or in progress, is reviewed and ranked by members of the seminar committee. Forty students who are judged most likely to contribute to and benefit from the seminar are chosen to participate. Three alternates are also notified. The deadline for nominations is February 28. Inquiries and nominations should be directed to the UCEA Offices, 212 Racketly Building, University Park, PA 116802. Those graduate students who are selected will be notified in early March.

The Planning Committee for this year's seminar includes Paula A. Cordiero, William P. Foster and Ulrich C. Reitzug (representing UCEA), and Wayne K. Hoy and Betty Malen, (appointed by AERA to represent Division A)
differences such as race, religion, class, gender, or sexual orientation are never to be used to make certain people unequal or inferior to others. The notion of belonging means full membership in a group and the ability to influence—one’s destiny by having a significant voice in fundamental decisions (Rosaldo, 1993).

The term citizenship involves the legal definition where one is or is not a citizen, where all citizens receive fair and just treatment and with full rights to social and economic opportunity. But the term also embraces the notion that there is full citizenship and second class citizenship where some citizens have all the rights, and where other citizens do not have the same rights. Most of us would agree that democracies such as the USA must aspire to achieve full citizenship for all, and that no one shall be required to settle for second class citizenship (Rosaldo, 1993).

On the other hand, the term culture introduces the community’s ideas about first class citizenship. First class citizenship means different things to different people. If you go to a low-income housing project, people may be concerned about wages and salaries, health care, education, and goods. If you go where material conditions abound, people there may be concerned about well-being, respect and dignity. One only has to listen attentively to how the community conceives citizenship. In the end most definitions conceive cultural citizenship as having the right to be different and the right to belong.

What, however, does cultural citizenship have to do with our profession?

My fellow colleagues take a picture of the current status of public education: that picture reflects our values and our faults, sometimes in terrifying proportions. The picture may be edited. But it is also a mirror in the classic sense of smoke-and-mirrors, a place where children might be robbed, cheated or deceived, a place where children may be promised the world but given a mouthful of nothing (Sterling, 1993).

We need to make some conscious decisions to reinvent our schools as if the future mattered. We need to treat children as if they really matter as human citizens, not as potential robots to fill slots in the job market. We have an opportunity to do what Thomas Jefferson and James Madison intended many years ago, “to arm democracy with the power knowledge gives.” We could offer children, yes even poor children in poor districts, a real opportunity to control their fates, for once (Sterling, 1993). However, we need to be bold, forceful and critical of what we now do.

Consider for a moment the way we train educational administrators to deal with children and the community at large. Wherein our core curriculum do we expose our students to concepts of culture and democracy—a democracy that is not ruled by the powerful, the educated, or those who have means of production but a democracy that is ruled by discursive ethics? Discursive ethics is based on the assumption that all communities and thus subcultures within the larger culture have equal opportunity to propose reasoned arguments for courses of action within any forum (Strike, 1993). Then, the most powerful argument gets implemented. When I say the most powerful argument gets implemented, I do not mean it in terms of representing the political authority of a majority but in terms of the practical significance behind any course of action and in terms of the benefits all communities and cultures receive from such an action.

Missing also in our discourse is how schools are developed to serve populations of students that differ tremendously with respect to cultural diversity, academic and economic resources, and special needs. Sure we talk about those issues; however, we address them as problems rather than as possibilities. We are currently saturated with issues of management such as control, testing, outcomes, and efficiency and we pay little or no attention to the relationships we project between children and us, between the community and us (Giroux, 1992). Missing are questions such as: What cultural perspectives are being espoused in the classroom, both in higher education, and in public schools? Whose interests do they serve? What kind of relations do they structure and at what price? In other words, which cultures are being relegated to a second place or less? And, what kinds of messages are we sending to both the students and the community at large? To put it even more bluntly—do we continue to support the philosophy of “one nation, divisible with liberty and justice for some?”

Let me further illustrate my point with a personal story. Just because of the color my skin and my cultural background, I was told many times throughout my life in public schools that I did not have what it would take to make it as a student in higher education. And when in high school, I asked what was it I needed to make it in higher education, I only heard “Kid, you won’t make it—your English...” And I said to them, “But Jacque (a French foreign exchange student) has the same problem as I do.” Yet, they would listen carefully to Jacque and dismiss my point of view. Jacque was French, I was Mexican-American. Despite such discouragement I quadrupled my efforts to get my teachers to think of me as a good enough kid. I’d get frustrated and ready to drop out of school, but I somehow managed to stay.

It has been twenty years since I finished high school. Nowadays, things have changed some for me. Nonetheless, every now and then I still have to prove myself three or four times more than other individuals to get credibility. Just imagine for a moment how you would feel if you were told that the best your son can expect to become is a laborer or manual worker, and that higher education is beyond his intellectual capabilities. Just imagine how would you feel if you produce three or four times more than your colleagues to get credibility? Just imagine for a few seconds how you would react.

Well my colleagues, things haven’t changed much for many of our children. This is what happens everyday throughout our public schools, colleges, and universities to thousands of children and youth—minority and poor non-minority students. Many cannot stand the constant discouragement they receive from the system and simply leave before they graduate. One only needs to examine the dropout rates, for example in New York, to realize the many kids we lose yearly. The trauma vividly depicted during my high school days by Jonathan Kozol in Death at an Early Age continues. Why? I certainly do not have all answers.

In my current research in Texas schools, I see hopeless children with no desire to learn; children with no sense of belonging; children afraid of being themselves; children who do not have a sense of their own history or histories of their ancestors. I see children who feel alone in a strange place; children who feel socially isolated, alienated, powerless, and useless. They simply do not find meaning in the modern school. They see the school as a place that has little or no relevance. They see the school as a place that has no relationship with their own realities. They do not see their daily lives enacted in what the school does.

My fellow educators, when principals, teachers, superintendents, and we do not integrate all cultures into the curriculum, we are telling the little Hispanic-American kid that his/her culture is not important; we are telling the little African-American kid that his/her culture is invisible; we are telling the little Indian-American kid that his/her culture is a second class culture. Similarly, when administrators do not involve women or minority faculty in fundamental decision making, we are relegating them to a second class citizenship and telling the world that those cultural views are not important or valued.

The point of this story is not that you should feel pity for those individuals. The point of this story is that we are responsible for what schools do or fail to do. We need to look deeply into the picture of schools I mentioned earlier and recognize our own faces there. Not the face you’re expected to have. Your own face. Your undistorted face. We need to understand the roles we play and do not play in the present picture of the system. And only then we can find or think of new possibilities for schools.

I believe we need a new system—a system that calls for a new form of democracy in public schools and in higher education—a democracy which
affirms that all people are important and equal and that no culture will be relegated to second class citizenship (Harems, 1984). In this new democracy, majority and minority terms do not exist; all cultures have equal status, and all participants have equal power—the power to express their views, the power to be heard even if they come from a poverty-stricken community, the power to be heard even if you come from single-parent families, well-to-do families, any community, and from any cultural background. In this new democracy, teachers, administrators, women, people from all backgrounds, students, parents, and professors come together and develop consensus within open and undominated discourses (Habermas, 1984). In this new democracy, there is no second class citizen; there is no second class culture.

This is the kind of democratic community we should aspire to create in both public schools and higher education (Sergiovanni, 1992). The payoffs of this new democracy may be incredible both in how we respond to the needs of children and in the way we treat each other in society. There is a complementary notion that helps us move to this higher level of democracy. And that is the second part of this conversation, social responsibility.

Social Responsibility

In addressing the notion of social responsibility, I want to draw on a couple of circumstances that, even though somewhat removed from the notion of social responsibility, provide a constructive starting point for further developing my argument: We have a great opportunity to rewrite our own history as a profession.

The first circumstance is the unsettling reputations we have been assigned within the field and the university as professors. Some perceive us as individuals incapable of changing. We are told by some that the problems of education have to do with the lack of leadership—a leadership that we have created in departments of education administration. It is also imputed that some of us use the university to run consulting firms and other forms of business. Ladies and gentleman, I refuse to accept those indictments. We cannot let these conceptions stand; we need to develop a radical conception of leadership which equips each of us and our students to speak and act as responsible citizens in a community or a variety of settings. Only then, I believe we’ll be able to dismiss such damaging perceptions.

The second circumstance to which I am referring is the new directions the National Policy Board is pursuing while representing UCEA and other professional organizations. The Policy Board is entertaining the idea of developing national standards to certify administrators. There is nothing wrong with that goal. However, the problem is with the kind of expectations, knowledge base, and assumptions being set forth for the preparation of school principals. At his point the NPBEA has unofficially outlined standards for the national certification of principals using the book “Principalship Domains” which NPBEA published. The content of this book is rooted in the traditional concepts of management and leadership and an extension of the role of the principal. The whole debate, if any, seems to be rooted in naive pragmatism which is premised on a mode of analysis and problem solution based on reproducing accepted meaning and conventional ways of doing things (Giroux, 1992). This approach is somewhat problematic; we are not questioning the assumptions in which the proposed practices are being grounded. Thus, the likely outcome of the standards for certification debate may lead us to maintain the status quo rather than to reinvent administrative practice.

My fellow professors, previously I indicated that we have a great opportunity to rewrite our own history in education administration. We need to resolve the problems of national certification; but we cannot stop at the level of certification. We need to go beyond and take a comprehensive view of the interrelationships associated with administrative practice. We need to accept that our assumptions themselves require evaluation and reappraisal. Similarly, we need to overcome the public perception that we are inflexible, enterprising and publicly announce that we care about the challenges schools face. I believe our inactions only reaffirm the present public perception. Thus, we need a bold and radical change in how we do things at the university. We need to practice a leadership that can only be understood as part of a broader mission of social responsibility dedicated to improving the community and guaranteeing human dignity for all.

In what follows, I want to outline some fundamental actions that are needed. My focus is not on prescribing curriculum for any given program, but on outlining a public philosophy that recognizes the importance of community and social responsibility. This public philosophy is not new. Its arguments are based on the need to create a sense for social individualism (Dewey, 1909) which cultivates an awareness of interdependency and develops a critical attitude toward exclusionary ideologies.

Public schools constitute moral communities (Fine, 1990). As such, these communities call on all their members (professors, school administrators, teachers, parents and children) to develop a commitment to the education of all children and the welfare of the larger community, society at large. It calls for all of us to be committed to each other’s welfare and continuous growth.

A socially responsible person has a deep, burning desire to impact something greater than the self. He/she has the ability to make a difference through behaviors that are sustained by strong commitment to ensure that all people have basic freedoms and the resources to maximize their human potential. A community then is the binding together of diverse individuals committed to a just, common good, through shared experience in a spirit of caring and social responsibility (Sergiovanni, 1992).

Accepting this responsibility means several different things:

1. It means that we have an obligation to help people of diverse backgrounds connect. We need to develop open and accepting environments where people come together and embrace the common goal of social responsibility without restrictions on individual freedoms. For instance, anyone of us can work with a school district and bring people of all walks of life to learn together, work, and connect to improve the learning conditions of all children.

2. It means that we have a responsibility to challenge peoples’ beliefs and encourage them to develop a sense of ethics and responsibility toward others. This means that somehow we need to develop strategies designed to move individuals to ethical behaviors that respect a variety of people and cultures. This challenges us to consider ethical factors when entering a community which may be different than our own.

3. It means that we need to develop leadership for the purpose of service and social action. We need to enact this behavior, and to instill in our students an ethic of social responsibility. For example, we must arrange our programs for students to learn about hunger, homelessness, and injustices in the community and how they affect children. Not only should the students learn and reflect on such issues, but they should develop action plans to serve actively their communities.

4. It means that we need to teach the values of trust, respect, and compassion. It is critical that we model trusting, respectful, and compassionate behavior and provide opportunities for reflection and experiences. We must challenge students to consider issues of trust, respect, and caring for themselves and others in their environments. It is only this way that one may better serve the community.

5. Socially responsible individuals also help develop awareness of people, conditions, and issues. Individuals exist within both a local and global community. It is critical to understand one’s relationship to the people, conditions, and issues in the community. We should help communicate so that community members and students see how a person’s actions and inactions connect, and how each one of us affect others and the environment. We must help community members and students appreciate the complexity, breath, and depth of conditions and issues with which people struggle.

6. Social responsibility also means that we must question the origins and
causes of human conditions. It is critical that we question and provide opportunities for an in-depth analysis of the relationships among the historical, social, individual, and environmental conditions currently affecting the community or the world. We must prepare future administrators to understand such relationships.

7. It means that we must incorporate diverse world views and ways of knowing. We know that there are differences in the ways people communicate and perceive based on gender, age, sexual orientation, and ethnicity, among others. Therefore, if one is able to communicate only with individuals who have similar styles, then one may not have access to a richer sense of self. We must move from an ethnocentric framework to a broader framework that welcomes differences.

8. Finally, social responsibility means that we must involve all individuals affected by decision making. Participation is important to develop a sense of ownership among the participants. A sense of ownership creates enthusiasm, commitment, and concern for personal and group participants. Diversity and inclusion should be our standard, especially in decision-making rooms. We should always ask “who was not in the room when consensus was reached?”

Let me conclude by summarizing the main points made thus far. First, I’ve spoken about the need for schools and universities to change given the demographic changes of the larger community. I noted that we should aspire to develop schools that respect cultural democracy where all cultures are equal and no domination exists. We should aspire to create schools where citizenship is extended to all individuals with all freedoms. We must aspire to develop schools where equity reigns and community and morality are the rights of all and not the rights of the few.

Second, cultural citizenship calls for all to have a significant voice in basic decision making. It means to have full membership in any community. No second class citizenship is allowed.

Third, I also pose the notion of discursive ethics as a form of participative democracy where all ideas are discussed in the open and the most powerful argument is implemented. It was noted that such arguments are weighted in terms of the benefits for all members of a community, and not in terms of the benefits for a few.

Fourth, I called for all of us to embrace the notion of social responsibility as a way to rewrite our own history as professors of educational administration. I supported Dewey’s ethic of social individualism where all of us develop a commitment and work for the education of all children and the welfare of our community.

Every conclusion has to conclude, and perhaps it is fitting at this point to return to the beginning of this conversation. We can rewrite the history of our profession by embracing the ideals of the community, democracy, and social responsibility. Let us all work together to celebrate equity, diversity, and social justice. As Renato Rosaldo (1993) suggested “let’s recognize the fundamental interdependence that exists among all of us.” If you and I think of ourselves as connected, your well-being enhances mine. If you thrive, I thrive. If you suffer, I suffer.” Let’s care for each other. In the end, we are all winners. No one is a loser. Thank you for giving me the opportunity to address this group. It has been a pleasure.

Footnotes

1. I appreciate the suggestions made by my colleagues Jay Scribner, Lonnie Wagstaff, and Jim Scheurich on early drafts of this paper.

2. I borrowed heavily from Rosaldo’s definition of cultural citizenship.

References


NOMINATIONS FOR CAMPBELL AWARD BEING ACCEPTED

The Roald F. Campbell Lifetime Achievement Award was instituted by the UCEA in 1992 for the purpose of recognizing senior professors in the field of educational administration whose professional lives have been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. At the same time, the award celebrates the remarkable pioneering life of Roald F. Campbell, whose distinguished career spanned many years and exemplified these characteristics.

The criteria to be used in selecting the recipient include:

- longtime distinguished service as teacher/researcher in the field of educational administration,
- superior contributions to the field’s body of knowledge,
- recognized leadership efforts to improve the field, especially the preparation of educational administrators and/or professors of educational administration.

[Note: The UCEA Executive Committee chooses the recipient and is not obligated to make the award every year.]

The award consists of a unique bronze eagle and a presentation ceremony. Nominations are now being accepted through May 1, 1994. Nominations must cite evidence responsive to the criteria listed above. Donations to the Campbell Award Fund are welcome and tax deductible. Please make checks payable to the UCEA Campbell Award Program.
Preparing Tomorrow’s School Leaders: Alternative Designs

Editor: Joseph Murphy, Vanderbilt University

“The design of the volume is simple. Following the introductory material—the Preface by Patrick Forsyth, the Foreword by Martha McCarthy, and an Introduction (Joseph Murphy)—Chapter 1 sets the stage for the case studies that follow. Chapters 2 through 10 provide stories of nine institutions engaged in the difficult business of reframing their preparation programs. A concluding chapter discusses implications from these cases for more widespread reform in institutions preparing school leaders.”

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8th INTERNATIONAL INTERVISITATION PROGRAM (IIP)

The 8th Quadrennial Conference of the International Intervisitation Program (IIP) will be held May 15-27, 1994 in Toronto, Ontario, Canada and Buffalo, New York. The sponsoring institutions are the Ontario Institute for Studies in Education and the State University of New York at Buffalo. The program will include internationally known keynote speakers, paper sessions, visitations to local educational organizations in Toronto and Buffalo as well as a full slate of informal social occasions.

This year’s theme is “Persistent Dilemmas in Administrative Preparation and Practice.” The papers to be presented during the Conference fall into a number of categories including: organizational and structural dilemmas; moral, ethical, and philosophical dilemmas; and societal and personal dilemmas. Also during the Conference the work of the late Thom Greenfield, former OISE professor, will be analyzed and discussed. Keynote speakers in Toronto are: Professor Bernard Shapiro (University of Toronto) speaking on the topic “Dilemmas in Administration: Surviving at the Senior Levels of the Government Bureaucracy,” Professor Earle Newton (University of the West Indies) “Persistent Dilemmas in Administrative Preparation and Practice.” The keynote speakers in Buffalo include: Professor Larry Cuban (Stanford University) on the topic, “Organizational and Structural Dilemmas in the Administration of Public Education,” and Dr. Gienda Simms (President, Advisory Council on the Status of Women) “The Status of Women in Administrative Preparation and Practice.”

While your time in Toronto and Buffalo will be quite busy, be sure to take the time to sightsee and enjoy what each city has to offer.
8th INTERNATIONAL INTERVISITATION PROGRAM (IIP)
TORONTO, ONTARIO/BUFFALO, NEW YORK
MAY, 1994

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### SCHEDULE OF COMING EVENTS

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**IESLP PROJECT MOVES FORWARD**

Participants at the University of Wisconsin-Madison IESLP meeting convened at UCEA in Houston for a two-hour session on the development of the prototype exercises for the project. The meeting was chaired by Paula M. Short (The Pennsylvania State University), Project Director, with assistance from Muriel Mackett (Northern Illinois University) and John Nash (University of Texas-El Paso), members of the Planning Team.

Prototype teams from 12 UCEA universities have been working on ideas and each submitted an exercise, under development, for the meeting. Ed Chance (University of Oklahoma) and Superintendent David Self (Thomas Public Schools, Thomas, Oklahoma), discussed the development of the database of a rural school which is now underway. Robert Burnham (New York University) presented his prototype simulation for group discussion. Plans are underway for continuing the development of the rural database and several additional databases involving suburban school districts, while problem prototypes are being developed by team members.