

# Review

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## TRANSFORMING LEARNING: The Struggle to Save Urban Education

### HOWARD FULLER



Kenneth Clark (1968) observed that in a democracy significant social change may be brought about through education, and that only an educated populace can make choices that assert their freedom and reinforce social responsibility. If this is true, and I believe that it is, then what are we going to do about the continuing levels of low achievement among African American and other minority kids in America?

Lawrence Stedman (1987) illustrated the magnitude of the problem by describing the educational performance gaps among different racial and ethnic groups. For instance, he reported that twelfth grade Black students perform at the level of middle school white students, lagging four or more years behind in reading, math, science, writing, history, and geography. Latino seniors do somewhat better than 8th grade white students in math and writing, but are four years behind white 12th graders in other areas. He reported that racial gaps in achievement are as large or larger than they were a decade ago, concluding that schools and society remain racially divided, separate and unequal. While Dr. Stedman spoke of the racial divide, I think the problem is worse when class is added to the equation. The reality for our poorest non-white children must be a major concern for any of us who say we believe our children are our most precious resource. These children will never have a chance unless we fundamentally and radically change the way we approach their education. Somehow we must rethink and reinvent our public educational systems, which are responsible for educating most of these kids. We must face up to the difficult fact that most of these systems are essentially organized to meet the needs and protect the interests of those of us who work in these systems, rather than meeting the needs and interests of the children and the families we serve.

Let me make this point in another way. The current approaches and power arrangements in our K-12 education systems work well for a significant number of children. They do well on various types of assessment. Their schooling gives them pathways to participation in mainstream America. Their parents are involved, happy and empowered. Their school environments physically and mentally are structured in a way that respect them and their communities. There is an underlying assumption that the school had better “produce”; that is, the kids had better be prepared to go to college when they graduate or drastic changes will be made.

On the other hand, there are a significant number of our children, particularly our poorest non-white children, often living in urban areas like Chicago, New York, Milwaukee, Detroit, or Oakland, for whom the current system does not work well at all. They do not do

*FULLER continued on p. 10*

**CALL FOR  
PROPOSALS**

**CONVENTION  
' 9 8**

**OCT 30 – NOV 1, 1998  
ST. LOUIS, MO**

**(SEE INSIDE PP. 2-3)**

**UCEA Convention 1998**  
**“Educational Excellence: The Leadership Imperative”**  
 St. Louis, Missouri October 30–November 1, 1998

**I. General Information**

The twelfth annual convention of the University Council for Educational Administration will be held at the Marriott Pavilion Hotel in St. Louis, Missouri. The convention will open at 8:00 A.M. on Friday morning (October 30, 1998) and close at 11:30 A.M. on Sunday (November 1, 1998). The purpose of the 1998 UCEA Convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. The 1998 convention theme, “Educational Excellence: The Leadership Imperative,” provides the opportunity to highlight the links between educational leadership and educational excellence.

**II. Theme**

Educational excellence is the ultimate goal of all research, policy and practice in the field of educational leadership. However, the explicit links between educational leadership and the core work of schools—teaching and learning—are not always clear. Further, given the social and political pressures for educational reform in recent years, conceptions of educational excellence have shifted. This year, the UCEA convention planning committee encourages proposals that seek to clarify both the nature of educational excellence and the links between educational leadership and the achievement of excellence.

What is meant by educational excellence? Clearly, conceptions of excellence vary widely, reflecting the varying values that impinge on educational policy and practice. But two of the strongest “excellence” themes to emerge in recent years are that schools must meet the needs of all students in a diverse society, and that schools must restructure to facilitate this core work. Thus, the field of educational leadership must be concerned with efforts to restructure school organization and management, with efforts to create culture and community that are responsive to changing societal needs, with adequacy of resources (both human and economic) for meeting the excellence challenges that lie ahead and, with excellence in preparation of school leaders.

Therefore, the 1998 convention theme encourages proposals that address these specific sub-themes related to educational excellence and the leadership imperative:

- Culture and community building for educational excellence
- Values and ethics that underlie conceptions of excellence
- Societal influences and implications for achieving excellence
- Organizing and managing schools for excellence
- Legal, political, and economic environments that affect prospects for educational excellence
- Preparation of school leaders for achieving educational excellence

**III. Session Formats and Proposal Requirements**

The 1998 UCEA Convention will include a variety of session formats that facilitate dialogue. **Proposals must include a cover sheet and summary (3 pages or fewer and purged of author identification). Send 6 copies of the proposal.**

**1. Paper Sessions.** These sessions are intended for reporting research results or analyzing issues of policy and practice in an abbreviated form. Presenters are expected to provide copies of papers. Proposal summary should include statement of purpose and rationale; for research reports, description of data sources, methods and findings; and conclusions. Sessions will be limited to three presenters allotted approximately 20 minutes each. A discussion leader will be assigned to facilitate dialogue during the final thirty minutes of the session.

**2. Symposia.** A symposium should examine specific issues, research problems, or topics from several perspectives and allow for dialogue and discussion. Session organizers are expected to chair the session and facilitate discussion. Symposium participants are expected to develop and provide copies of papers. The proposal summary should include the purpose and rationale, a description of each paper, and the format of the symposium.

**3. Conversations.** Conversation sessions are intended to stimulate informal, lively discussion often using a series of provocative questions or vignettes. Session organizers are expected to organize a panel of participants and facilitate and guide the conversation about critical issues, concerns, and perspectives. The proposal summary should describe the purpose of the session, the ways in which participants will be encouraged to engage in conversation, and examples of the types of questions or areas to be addressed.

**4. Interactive Roundtables.** These sessions are intended for small group focused discussions such as book discussions, “fireside” chats, research in progress, practitioner voices, and issues in teaching. The proposal summary should describe the focus and purpose of the session and the format(s) used to engage participants.

**IV. Criteria for Review of Proposals**

All proposals will be subject to blind, peer review. The three page summary of the proposal that will be sent to reviewers **must not include names of session organizers or presenters.** Proposal evaluations will be based on (1) significance of research problem/topic and contribution to the field; (2) thoroughness and clarity of presentation; (3) theoretical framework, methods, and analysis (for empirical pieces); and (4) the format of the session (for symposia, conversations, and roundtables).

**V. Participation Guidelines and Proposal Deadlines**

Anyone involved in research, policy or practice in educational or youth-serving agencies may submit proposals for consideration. Individuals may present or participate in no more than three sessions. **Paper presenters are required to provide an advance copy of their paper to the assigned discussion leader and a minimum of 30 copies for distribution. Proposals must be received on or before May 1, 1998.**

Send proposals to:  
 UCEA Convention '98  
 University Council for Educational Administration  
 205 Hill Hall, Columbia MO 65211



## **JACK A. CULBERTSON AWARD: CALL FOR NOMINATIONS**

Nominations for the 1998 Jack A. Culbertson Award are now being accepted. 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 six 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. Send nominations to UCEA, 205 Hill Hall, Columbia, MO 65211. Deadline for nominations is **April 15, 1998.**



## **JOHNSON RECEIVES 1997 CULBERTSON AWARD**

Patsy E. Johnson (U. Kentucky) is the 15th recipient of the Jack A. Culbertson Award. Dr. Johnson, who is an associate professor at the University of Kentucky, was honored for her scholarship on conflict, power and communications in school settings. Johnson has published on these issues in *Educational Management and Administration*, the *Journal of School Leadership*, and the *Journal of Research and Development in Education*. Recent exemplary articles include "Vertical Teaming in US School Reform: The Relationships of Conflict and Its Management to Shared Decision Making Outcomes" which Johnson presented at the 10th Annual Conference of the International Association for Conflict Management in Bonn, Germany, and the co-authored "Power, Communicator Styles, and Conflict Management Styles: A Web of Interpersonal Constructs for the School Principal" published in the January, 1997 issue of the *International Journal of Educational Reform*. As a junior faculty member at Kentucky, Johnson completed nine original data-based research studies. Five of these studies were funded research efforts.

Johnson's research is innovative in its examination of constructs that are often investigated separately. Her research generally utilizes large samples providing a high degree of generalizability. She has committed a great deal of time and energy to obtaining funding for her research as well as to the research process itself. Colleague support has been forthcoming in large part because members of department faculty value Johnson's initiative in conducting research on issues that have both immediate and long-range importance. Johnson's work has helped inform school leaders and others how they might better acknowledge and resolve the conflicts that are a natural part of the human interaction especially in schools that are engaged in the difficult work of reform.

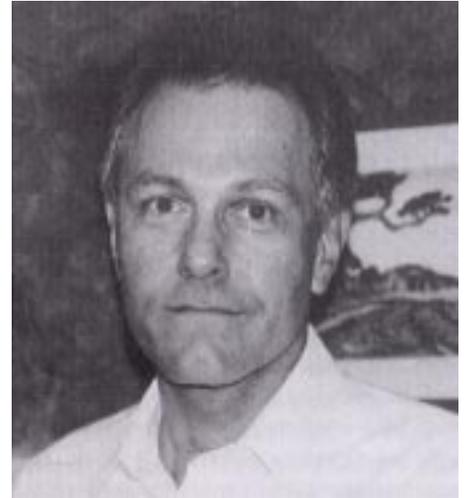
Previous Culbertson winners are Patrick B. Forsyth (1983, Oklahoma State), L. Dean Webb (1984, Arizona State), Jeri Nowakowski (1985, Northern Illinois), Joseph Murphy (1986, University of Illinois), Walter H. Gmelch (1987, Washington State), Carol Shakeshaft (1988, Hofstra), Carol A. Veir (1989, University of Texas-Austin), Paul V. Bredeson (1990, Penn State), Kent D. Peterson (University of Wisconsin-Madison), Ann Weaver Hart (1992, Utah) and Paula M. Short (1993, Penn State), Steven K. Jacobson (1994, SUNY Buffalo), Neil Theobald (1995, Indiana University), and Frances C. Fowler (1996, Miami University).

Contributions to the Jack A. Culbertson fund are welcome and should be sent to UCEA, 205 Hill Hall, Columbia MO 65211. The annual winner is presented with a plaque and cash award. ©

# UCEA: A COMMUNITY OF MIGRANTS

Daniel L. Duke

Presidential Address, October 1997



Since assuming the position of UCEA President, I have been searching for an image that might capture the essence of our organization. Not until my successor, Paula Cordeiro, shared her idea for a theme for this year's convention was I struck by the right image. The convention theme is "Negotiating Borders: Culture and Context in Educational Research, Policy and Practice." As I reflected on the notion of negotiating borders, my imagination first fixed on the image of an immigrant. Of course, all of us are descended from immigrants, voluntary and involuntary, so such an image can capture a sense of what we share. Nonetheless, the image of immigrants leaving one land behind for a new home did not seem quite right for those of us who make up UCEA today.

As I thought more about what we actually do, I realized that we rarely cross borders, never to return to the place from whence we came. Rather, we are forever going back and forth across borders. And what are these borders that those of us in educational administration perpetually negotiate? They are the borders that separate ideas and action, problems and possibilities, the personal and the professional. People who move freely across borders are migrants, not immigrants. That is when the right image flashed into view.

Those of us here today, along with our colleagues elsewhere, are a community of migrants. I realize it is unusual to yoke together these two terms—"community" and "migrants." But isn't this, in a sense, what we are? We share a set of common

commitments, including a desire to improve the preparation of educational leaders and an interest in developing the knowledge base in educational administration. We enjoy pausing periodically at gatherings such as this to renew friendships, exchange ideas, dismantle each other's conceptual frameworks, and admire the miracles and miseries of maturation. At the same time each of us remains constantly in motion, not just physically, but mentally in motion, crossing the unseen borders between theory and practice, public life and private life, desire and obligation.

I believe we deserve a heartfelt pat on the back, for it is no small feat to be members of a community of migrants. With your indulgence, I would like to appropriate my final moments on this stage to consider the nature of our frequent border crossings and what they reveal about our field.

## Migrating between Ideas and Action

Universities are islands of ideas in oceans of action. Most of us spend a considerable portion of our lives on these islands, some by choice like Paul Gaugin, others by chance, like Robinson Crusoe. Ideas are the currency of academia. Who hasn't at times found himself or herself penniless, down-and-out for want of an idea? Sometimes when new ideas are not forthcoming, we re-label old ideas so they appear new. While a few ideas stand the test of time, most keep no better than fish. The imperative is to discover new ideas or, at the very least, discredit existing ideas. Who among us can imagine life without ideas?

Before we beached ourselves in academia, many of us navigated the oceans of action. We continue to devote considerable energy to preparing future navigators and renewing ancient mariners so that they can sail effectively, excellently, equitably, quantitatively, qualitatively, cooperatively, democratically, professionally, efficaciously, ethically, and efficiently. Periodically, we set sail ourselves to see if the oceans are as we remembered them. Our ideas sometimes serve as our vessels, and we are keen to determine if they are seaworthy. It is one thing for ideas to survive on land, and quite another for them to float.

The most seaworthy of ideas constitute what I shall call Public Ideas. These are the ideas that capture the imagination of practitioners, politicians, policy makers, and the public in general. Public Ideas guide debate, inspire pundits, and justify the reallocation of resources. They proliferate on the editorial pages of newspapers. Unlike many of our ideas, which are born, scrape by, and die on the pages of our specialized journals, having been appreciated by audiences so small they are sometimes outnumbered by the actors, Public Ideas are meaningful and salient to large numbers of people in the contexts of their daily lives.

Among the Public Ideas currently animating discussion are Accountability, Civility, Community, Diversity, Equity, Gender, Professional Development, Race, Readiness, and Standards. These ideas constitute potential foci for action. They are used frequently by non-academics in discussions of ideals, goals, concerns, and agendas for change.

As migrants across the islands of ideas and the oceans of action, we can help practitioners and the public to understand the meaning and implications of the ideas they find most compelling. We can assist as they struggle to translate ideas into action and to balance competing ideas. The world of

*DUKE continued on p. 8*

ERIC announces the publication of

## **LEADING WITH VISION** by Larry Lashway

Principals are the primary audience for this practical and readable guide to developing a school's vision, but other school and central-office leaders will benefit from Lashway's description of the vision process.

Copies, at **\$13.50** each, are available with a purchase order or prepayment. Payment should be made to **University of Oregon/ERIC**. Mail to Publications Sales, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, Oregon 97403-5207. Add 10% for S & H (minimum \$4.00). Shipping is by UPS or equivalent. (800) 438-8841. Fax (541) 346-2334.

**ROALD F. CAMPBELL  
AWARD: CALL FOR  
NOMINATIONS**

The Roald F. Campbell Lifetime Achievement Award was instituted by 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.

Nominations should cite evidence responsive to the criteria listed above and may be sent to UCEA, 205 Hill Hall, Columbia, MO 65211. Deadline for nominations is May 1, 1998. (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 presented at the UCEA Convention.

Donations to the Campbell Award Fund are welcome and tax-deductible. Please make checks payable to the UCEA Campbell Award Program and send to UCEA, 205 Hill Hall, Columbia, MO 65211.



# Footnotes, Contradictions and Grand Experiences

Donald J. Willower

Remarks made on receipt of the Roald F. Campbell Award

The most appropriate response is perhaps a simple "Thank you," but that would belie the nature of most professors, which is to use available forums to pontificate on issues of every sort. Nearly 20 years ago, James March (1978) penned a delightfully insightful description of educational administration. He wrote that it was "a bus schedule with footnotes by Kierkegaard" (p. 244). I want to comment later on this, that is, on educational administration as a complex field that blends inquiry and practice.

First, I want to say something about Roald Campbell, for whom this award is named, and who was a senior person in the field when I entered it. I met him at the first UCEA conference in Chicago in 1957 when I was a doctoral student, and had many interactions with him over the years. Campbell was a scholar, thinker, and leader in educational administration, a man of great dignity, yet approachable and friendly, and invariably helpful and encouraging to newer professors. The award commemorates a truly model professor.

Next, some very personal reminiscences. An award like this one, limited to individuals in the autumn of their careers, causes one to take a long term perspective. But, as Satchel Paige knew, looking back can be risky because you might discover something's gaining on you. Ed Bridges referred to this by joking that, at this stage, he was more concerned about perishing than publishing. I believe with Robert Browning that the best is yet to be, but I do feel at least a little closer now to what the Romans called joining the great majority.

Walt Whitman used the imagery of a child going forth into the world to show how experiences become part of and shape individuals. Each of us has his or her debts to individuals and experiences, and I want to mention some that have been important to me. First, my family, from my father who came from the Finger Lakes region with \$5.00 in his pocket to work his way through the University of Buffalo, the first in his family to go to college, to my mother, who outlived him by many years and faced many adversities but was always cheerful and never complained, to my sister and brother, both optimists like their mother, to my own daughter and son, Penn State graduates, who have shown some of their grandfather's resourcefulness in the business world, to my remarkable granddaughters; and of course to Catherine, my wife, wise, witty, and compassionate, my companion and partner in all things.

Some shaping experiences were the army, where as a teenager, I learned the value of camaraderie, and of humor especially in vexing circumstances; big city democratic politics which taught that, in human terms, tangible progress is superior to ideological purity; flying small planes, an activity that blends challenge with the awesome beauty of the sky, the kind of combination that can be associated with the excitement and vitality of inquiry, professing, and administering. In this regard, recall Whitehead's (1949) admonition that a university justifies itself by preserving the connection between knowledge and a zest for life.

On the academic side, I owe much to the University of Buffalo, now the University at Buffalo of the State University of New York. Marvin Farber, a superb scholar who wrote on phenomenology and naturalism and subjectivism was my academic advisor for the BA and MA. As department need, he gave me my very first teaching assignment, an undergraduate course on "Problems and Types of Philosophy." "Later when I told him I was going to pursue doctoral studies in educational administration, Farber who had supervised my research on Dewey's conception of social values remarked, "Well, you've done your master's thesis on the pope." In sociology, I learned much about social theory from the erudite Llewellyn Gross and about methods from the acerbic but brilliant Alvin Gouldner, who was then completing a major field study of a gypsum factory. In educational

administration, Robert S. Fisk and George Holloway were my advisors and they opened all sorts of doors, taking me to national conferences and even encouraging me to plan and teach a course on theory development in educational administration. Finally, my students and colleagues in education have been wonderful teachers, sometimes unknowingly. I cannot omit those in the Buffalo Public Schools, especially at a K-8 building somewhat uncreatively named School 79, but most significant have been my students at Penn State, where I went as an assistant professor in 1959, and my colleagues there and in other institutions around the country and the world.

Now, something on educational administration as a field of study. We are all aware that some in the academy see education as a lesser field, but we also know that academic snobbery casts wider shadows. For instance, I remember graduate students in philosophy kidding that physicists were mere technicians and mathematicians, failed symbolic logicians. Beyond that, a segment of the general public views the academy itself as full of tenured crackpots dogmatically professing nonsense. In the end, both academic snobbery and phobias about the academy are foolish pursuits because they ignore individual differences in favor of group stereotypes.

In fact, educational administration is one of the most complex and challenging fields one could choose. Those who specialize in a particular figure, school of thought, era, or narrow problem area in any of the humanities or special sciences will at least have relatively clear boundaries. But while educational administration has its own specializations, it is multi-faceted. Thus, each specialist has to be concerned about the literature of educational administration, but also the subject matter of the relevant underlying social science. Then there is work in what some call administrative science, and in the other adjectival fields such as business, public, or hospital administration. And, because so many issues in educational administration are moral ones, the nature of principles and of the processes of moral choice, philosophical topics, are critical, and philosophy also is relevant to questions regarding the nature of knowledge and of scientific inquiry, debated in

educational administration over the past several decades.

In addition, professors of educational administration ought to be familiar with the policy issues and even the latest fads that are currently part of the landscape of practice. Further, it is well to be aware of developments in fields of education that are part of the operation of schools, such as curriculum, instruction, and special education.

Beyond all this, educational administration is a professional field, so teaching subject matter is not enough. Attention has to be given to pedagogy to facilitate the use of information and ideas by practitioners. We want our teaching to be relevant and helpful in the solution of real problems in



schools, so that what our students do might benefit their students. This is not a simple matter, one of the reasons that motivation and learning are themselves lively areas of scholarship. Some of the difficulties here were captured many centuries ago by Solon; when asked if he had given the Athenians the best laws, he replied, "The best that they would accept" (Plutarch, 1960, p. 57).

Given all these complexities, what fields are more challenging than this one? It is full of intellectually interesting problems, and it is also devoted to the study of one of humankind's most significant institutions, one concerned with learning and growth

Of course, our efforts and the efforts of those we prepare will always be works in progress. Education's problems are daunting and some are intractable. Even when we

use the best available scientific and reflective methods, and these are the best currently available methods, there will be many false starts and mistakes, along with some successes. But that is a function of the human condition. People are not consistent and life is full of surprises. To give just one example, in many of our studies of school administrators' attitudes toward their work, we found a recurring contradiction. The work was often depicted as full of difficulties and disappointments, and some problems seemed to defy solution. Yet, most of these administrators said they would choose the same career again, often citing altruistic values associated with education.

To study and profess in a field like educational administration means learning to understand such contradictions and commitments. It means crafting and testing explanations that help us better understand what makes the world tick, explanations that ultimately can have both scientific and moral utility. It is the people's work but reflected in the behavior of particular individuals in particular contexts. It is work that is close to the best and the worst that experience has to offer. It makes a grand career, as the Irish use the term "grand". I know that, so far, it has been a grand experience for me.☺

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Donald J. Willower is Distinguished Professor of Education, Department of Education Policy Studies at The Pennsylvania State University.

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action is a world of conflict. As James Hunter has shown in *Culture Wars*, schools often are battlegrounds over Public Ideas.

It is tempting to take sides in a culture war. As citizens, in fact, we ultimately are obliged to declare our beliefs. But as part-time residents of the world of ideas, we also have a commitment to understand before we condemn, and to help others understand. We must understand whether particular Public Ideas mean the same thing to different stakeholders and why certain ideas come to be considered compelling, while others languish in obscure journals and doctoral seminars.

Let's look at several ideas. Take leadership. (Please, take leadership!) We engage in seemingly endless debates about the nature of leadership and how to operationalize it. We prescribe leadership as an antidote for everything from low test scores to moral decline. We offer courses in leadership and advice to people trying to select leaders. Despite the attention that leadership attracts among professors, I am not convinced it enjoys wide acceptance as a Public Idea. As I listen to practitioners talk, I do not hear the term leadership used very often. When it is used, it is rarely in the present tense.

Contrast leadership with accountability or standards. These terms have been elevated to the pantheon of Public Ideas. What do we in educational administration have to say about these ideas? Why have they come to figure so prominently in public discussions of education? Can we contribute more than criticism of those who call for more or less accountability, higher or lower standards? Accountability started out connoting responsibility and the obligation to "give an accounting of". Today the word seems to some people to imply a guarantee of results. Standards may represent adequacy or excellence, depending on who uses the term. Advocates for adequacy argue that excellence cannot be "standardized". Proponents of excellence cling to the belief that everyone can meet high standards of learning. Let us ask ourselves, What do those preparing for careers in educational administration need to know about Public Ideas like accountability and standards?

Several images of educational administrators that currently enjoy great popularity derive from cognitive psychology. These are images of problem solvers and decision makers. I would like to add another image, based on the preceding discussion. It is the image of administrators as those who help people understand ideas. This image captures what is essentially a teaching function for leaders. Good administrators recognize the ideas that are most meaningful at a given time and in a particular context, and they help those they serve understand these

ideas and their implications.

As we negotiate the borders separating the realm of ideas and the world of action, let us take advantage of our dual citizenship to track Public Ideas and see that they are addressed in substantive ways in our teaching and our research. And let us temper the impulse to generate new ideas for the sake of generating new ideas with an appreciation for existing ideas that continue to be regarded as important by practitioners and the public.

### Migrating between Problems and Possibilities

I noted that one popular image of an administrator is a problem solver. So closely associated are administration and problem solving that it is hard to imagine what administrators would do if there were no problems. In fact, the very need for administrators can be premised on the existence of problems—which, of course, poses a problem in its own right!

Educational administration is not just a world of problems. It is also a realm of possibilities. We are forever cajoling our students to heed the horizon and avoid concentrating exclusively on where to take the next step. Terms like vision, mission, strategic planning, and long-range plan season our discussions. We employ contrasting images such as glasses half-full and half-empty to differentiate between concern for what can be and concern for what is.

When we travel back and forth between problems and possibilities, we cross temporal borders separating the present from the future. The preparation of school leaders requires fluency in two languages—the language of immediate concerns and the language of anticipation. Reliance on one language alone ensures an incomplete understanding of the challenges of administrator preparation. By accepting our status as migrants, we can better address the preparation of leaders for today and tomorrow.

But consider the self-imposed limitations of those self-styled realists who insist that our efforts to prepare administrators should be based exclusively on the problems of current practice. These individuals cast themselves in the role of solvers of problem solvers' problems. In other words, they take as the primary focus of administrative work the solving of problems. As professors of educational administration, their obligation, therefore, is to help administrators solve their problems.

There is nothing wrong with helping problem solvers solve problems, except when such activity becomes the dominant focus of administrative preparation and inquiry. Over-concentration on problem solving can lead administrators to define

their worth in terms of identifying and solving problems. Have you ever spent time in the company of individuals who are forever searching for problems to solve? Would you, in all honesty, want to be marooned for an extended period of time with these people? Too great a concern for problem solving causes people to neglect that which is working well. They become blinded to success. Their concentration on current problems obscures future possibilities.

When we dwell too much on preparing our students to be problem solvers, we also may be contributing to other negative by-products. Most schools and school systems have more than their share of problems. To see one's role chiefly as a problem solver is to invite unceasing feelings of being overwhelmed. The resulting stress can dispirit and immobilize administrators.

When I studied the reasons why capable principals consider quitting, I learned that my subjects believed they could solve most problems better than those with whom they worked. Such confidence in one's abilities, of course, can be important. Up to a point. Perhaps if these principals had faced one problem at a time, they could have handled each quite well. But problems travel in packs, not alone. No leader can handle all problems equally well. As a Virginia superintendent once told his principals at a district convocation, "You are not paid to solve problems. You are paid to see that problems are solved." He meant, of course, that effective principals must know how to delegate. Expert problem solvers may not always be inclined to delegate, at least not until it is too late and they are drowning in problems.

In order to avoid too heavy an emphasis on the role of problem solver, we are well-advised to help our students learn how to keep one eye on the future. They need to anticipate emerging developments and mobilize the resources necessary to address them. They need to develop contingency plans. They need to recognize opportunities masquerading as problems. They need to understand that few people are motivated by constant reminders that they can do better.

Conveying the future as a portrait of possibilities rather than a picture of problems is the art of the visionary. But just as we can place too much stress on the role of problem solver, so, too, can we over-emphasize the role of visionary. Commercial pilots sometimes develop a form of temporary blindness when they stare for too long at the endless, formless horizon ahead. They literally are unable to discern images right in front of them. So, too, with visionaries. A prolonged concentration on the distant future may prevent a leader from

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# UCEA PROGRAM CENTERS

## Significant Resources for UCEA Preparation Programs

**M. Scott Norton, Coordinator**



The University Council for Educational Administration was founded in 1957 for the primary purpose of improving programs and practices in educational administration. For the last 40 years, UCEA has been instrumental in improving preparation programs through its research, program, and field activities. One significant effort by UCEA to improve the professional preparation of educational administrators is exemplified by the establishment of the program center concept nearly 12 years ago.

UCEA has seven operational program centers presently; an eighth center, which will conduct research on the complex problems of urban education, is in the initial stages of organization at the University of Houston. Former program centers, which have existed but have ceased operations, have focused on such target areas as field

relations, organizational development, public relations, the school superintendency, and the school principalship.

The primary purpose of a UCEA program center is to pursue work in a target area of interest over a substantial period of time through identifying and coalescing the interests and resources of member and other institutions.

### Program Center On-site Visits

Since May, 1997, my role as UCEA program center coordinator has afforded me the opportunity to visit each of the present program centers. Even though resources to support the work of these centers are limited at best, their research and program activities are most impressive. Research and program contributions resulting from the leadership of the center directors are noteworthy. The various program cen-

ters have compiled significant listings of references, research study reports, monographs, field reports and journal articles related to their mission. For example, the UCEA Center for Educational Finance, David Thompson, Kansas State University and R. Craig Wood, University of Florida, co-directors, has a reference listing of more than 30 publications plus numerous references related to experiences in field advisement and workshop activities. Fred Wendel, director of the UCEA Program Center for Assessment Methodology at the University of Nebraska-Lincoln, lists more than 40 publications and research reports in the area of assessment methodology. Similarly, Walter Gmelch, director of the UCEA Center for Academic Leadership, has produced numerous publications in the area of the work of the department chair. And, Leonard Burrello, director of the UCEA Center for the Study of Preparation Programs and Field Practices in Special Education Administration, has developed one of the most comprehensive collections of research and publications in this area.

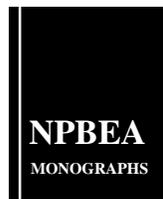
### Utilizing Program Center Resources

Although UCEAs program centers have been effective in the dissemination of their "products" through publications, convention presentations, workshops and other channels, it is a purpose here to encourage additional utilization and networking in the various interest areas by UCEA member and non-member institutions. Individuals and institutions are encouraged to interact with the various center directors

*NORTON continued on p. 13*

### Educating Democracy: The Role of Systemic Leadership

by Gary M. Crow and Robert O. Slater



The authors explore leadership in educational organizations as an interconnecting system at work in the internal and external school environment. They suggest that answers to questions raised by a shift in the school leadership paradigm from an authoritative, hierarchical model to a decentralized, collaborative model, can be found by viewing leadership from a systems perspective.

### Other available NPBEA Monographs

#### Gender and Politics at Work: Why Women Exit the Superintendency

by Marilyn Tallerico, Joan N. Burstyn, and Wendy Poole

#### Building a Career: Fulfilling the Lifetime Professional Needs of Principals

by David A. Erlandson

Copies cost \$8.00 including shipping and may be ordered from the National Policy Board for Educational Administration, 205 Hill Hall, Columbia MO 65211.

*Fuller continued from p. 1*

well on various types of assessment, and often are blamed when they don't learn. Their schooling gives them pathways to only the lowest rungs of American's success ladder. Their parents are unhappy, uninvolved and unempowered. Their school environments are structured in ways that devalue them as persons and are contemptuous of the communities from which they come. There is the clear understanding that whether the school produces or not will make little or no difference in the lives of the adults responsible for their learning. That is, "my paycheck is going to come whether you learn or not."

FOR THE SAKE OF OUR CHILDREN, WE MUST CHANGE! But far too many of us resist change, or we support change as long as nothing changes. So it is with school reform. Many of us give lip service to the idea of reform, but we only want to tinker... to fool around the edges. Our kids MUST have more.

#### A Call for Educational Revolution and Transformation

Albert Einstein is said to have made some incisive observations about change. He reportedly defined insanity as the tendency to do what you have always done, but to expect different results: and that the significant problems we face cannot be solved with the same thinking we had when the problems emerged. These observations are helpful as we struggle to understand the urgency of the need to change schools—to transform our educational environments for kids who need it the most.

The thinking that is required now must take us past reform. Our kids need more than that; they need and deserve a revolution—a radical transformation in our thinking and our practice. To help make this happen we must understand that the real issue before us is not schooling but learning. As we look to the 21st century, we must develop ways to ensure that our kids can learn anything, anytime, anyplace. Further, it is not only the students who must be prepared to learn in a variety of different ways. The adults who are responsible for students' education must also learn. In a very real sense we must create within our schools a "community of learners". Our curricula, teaching and learning processes,

school structures, and funding mechanisms must be designed to prepare our kids for the future.

#### Curriculum, Teaching and Learning Processes

Teaching and learning remains a complex and labor intensive process, requiring constant judgment calls. We must create a school environment that motivates, inspires and encourages the intellectual risk-taking that is necessary for learning to take place. For deep, lasting, and on-going change to occur, we must change how people interact in the process of learning.

Teaching involves matters of the heart. We must rigorously examine our attitudes towards teaching and learning, particularly when educating non-white children and

***"FOR THE SAKE OF OUR CHILDREN, WE MUST CHANGE!"***

poor children. Specifically, we cannot educate our children if we do not love them, believe in them, and respect the families and communities that they represent. In her book, *A Return to Love* (1996), author Marianne Williamson commented on the power of love illustrated by the fairy tale "The Frog Prince". She asserts that the tale reveals...

*"...the deep psychological connection between our attitudes toward people and their capacity for transformation. In the story, a princess kisses a frog and he becomes a prince. What this signifies is the miraculous power of love to create a context in which people naturally blossom into their highest potential...until we love them, we can never understand them"* (p.127-128).

This example of the *power of love* raises an important question for us. If we can't love our students, can we ever adequately understand them in order to help them learn?

Another important attitudinal ingredient in educating poor and non-white children is the *role of expectations*. How important are expectations? Let me share the words of Melany Swasy, a recent graduate of JFK High School in Patterson, New Jersey:

*"I once believed we are all equal, no matter what our race or socio-economic status. But now I have learned the truth—something that has shocked me into a state of sad realization, even paranoia. I now know that students from less affluent areas are greatly deprived of what quality education involves. We are put in a completely different league from our suburban counterparts. It seems that we are not only given the short end of the stick in terms of facilities and resources; but inner-city students aren't expected to excel. We are sometimes granted honors for completing only part of a task, while students in more affluent areas are expected to do more to get the same recognition. We are pitied by outsiders who sometimes try to 'help' by giving us undeserved praise. Thus, we often don't expect much more of ourselves. We aren't pushed hard enough. We are babied by our teachers for too long."*

Why am I hammering away at this expectation thing? Because far too many of us—even those of us who say we care, love the children, and believe in their abilities—are quick to blame the failure of our children on their poverty, their "dysfunctional" families, their lack of interest, etc. I am not saying these are not important issues, but the body of research on resiliency illustrates the power of children to overcome these disadvantageous conditions.

*"[R]esiliency research refers to a body of international, cross-cultural, life-span developmental studies that followed children born into seriously high-risk conditions such as families where parents were mentally ill, alcoholic, abusive or criminal, or in communities that were poverty-stricken or war-torn. The astounding finding from these long-term studies was that at least 50%—and often closer to 70%—of youth growing up in these high-risk conditions...did develop social competence despite exposure to severe stress...did overcome the odds to lead successful lives"* (Bonnie Benard, 1996, p. 1).

These studies not only identified the characteristics of these "resilient" youth;

several documented the characteristics of the environments—of the families, schools, and communities—that facilitated the manifestation of resilience.

Resiliency is not a genetic trait that only a few super kids possess; rather it is our capacity for self-righting and for transformation and change. What protective factors or environmental characteristics can potentially alter or even reverse negative outcomes, enabling individuals to transform adversity and develop resilience despite risk? Research has identified three major protective factors (Benard, 1996, p. 2):

1. *Caring Relationships*—These are relationships that convey compassion, understanding, respect and interest and that are grounded in listening, and establishing safety and basic trust.

2. *High Expectations Messages*—These are messages that communicate not only firm guidance, structure, and challenge, but and most importantly, messages that convey a belief in the youth's innate resilience, strengths and assets as opposed to only deficits and problems.

3. *Opportunities for Meaningful Participation and Contributions*—These include participating in valued responsibilities, making decisions, giving voice and being heard, and contributing one's talents to the community. So if this research has merit...if we indeed held the highest expectations for all our children...if we truly loved and respected them, irrespective of race and class...what type of system would we develop that would be a catalyst to reach our children?

### School Structures and Funding Systems

To better educate our children, I believe what is required is a totally restructured school governance and financial system—one that would support learning opportunities. These organizational and funding reforms would include elements such as: 1) new configurations of the existing system; 2) public/private partnerships to operate schools and other learning environments; 3) cyber schools; 4) home schools; 5) true charter schools; 6) multi-site learning connections; and 7) virtual schools.

I am suggesting that we must end the existing monopoly of public schools and

develop a new system that truly empowers parents, that allows dollars to follow students, that holds adults accountable for student achievement, and that alters the power arrangements that are the foundation of the existing system. Normally, when I say these things I am accused of being on a mission to “destroy public education”. To the contrary, I want to strengthen public education. The question is, what is it that determines when education is “public”? In my mind there are two key issues—accessibility and operating in the public interest.

Accessibility means that schools must be accessible to everybody. Anyone can attend no matter where they live, much like public parks. To be both accessible and to operate in the public interest, schools must: 1) exhibit no discrimination of any kind; 2) charge no tuition; 3) be accountable to some public authority; and 4) be funded by public monies. To be public, a school need not be only operated by a government body.

Let's look at the issue in another way. Dr. Kenneth Clark (1968) notes:

*“...Public education need not be identified with the present system of organization of public schools. Public education can be more broadly and pragmatically defined in terms of that form of organization and functioning of an educational system which is in the public interest. Given this definition, it becomes clear that an inefficient system of public systems is not in the public interest:*

*—a system of public schools which destroys rather than develops positive human potentialities is not in the public interest;*

*—a system which consumes funds without demonstrating effective returns is not in the public interest;*

*—a system which insists that its standards of performance shouldn't or cannot be judged by those who must pay the cost is not in the public interest;*

*—a system which says the public has not competence to assert that a patently defective product is a sign of the system's inefficiency and demand radical reform is not in the public interest;*

*—a system which blames its human resources and its society while it quietly acquiesces in, and inadvertently perpetuates the very injustices which it claims limit its efficiency is not in the public interest”* (p. 111-112).

How do we enhance this accessibility, and at the same time create environments that are worth accessing? How do we create learning environments that are in the public interest in the way discussed by Dr. Clark?

There are no silver bullets out there to get us to where we need to be. We need to do a lot of things simultaneously. These include: 1) requiring rigorous curriculum; 2) using innovative and multiple instructional delivery systems, including advanced technologies; and 3) providing relevant professional development for educators.

There is obviously much more that must be done, but ultimately there needs to be a way to hold educators accountable for student achievement. Chester Finn (1991) gave one of the most succinct and clear definitions of accountability that I have seen. He stated:

*“Accountability in any endeavor today means that specified goals or outcomes are supposed to be achieved, and that people throughout the organization are responsible for achieving them. Not just for following set procedures, putting in time or going through the motions, not even for making a valiant effort, but for actually producing desired results... To be responsible for outcomes includes knowing that consequences will follow from one's success or failure. These may be pleasant or not, but without predictable and sure consequences there can be no true accountability... The purpose is not punishment or retribution. Accountability systems aren't criminal justice systems, and we do not build them because we are vengeful. We construct them because we want good results, and in this world we have a greater likelihood of producing good results if consequences follow [from success or failure]... [A good accountability system is a tripod.]... To stand upright, all three legs must be in place—clearly stated goals—prompt and accurate information about progress towards them—positive and negative consequences that follow from that information”* (p. 145-147).

I believe there are two promising strategies that need to be in the mix of the revised governance and finance approaches that we pursue: *charter schools* and *vouchers* for low income parents. Why charter schools? Charter schools give parents, educators,

**FULLER continued on next page.**

*FULLER continued from previous page.* students, and taxpayers another option. It is an educational option that creates a real way to trade freedom for accountability. Why vouchers for poor parents? It gives poor parents a way to really exercise choice. It gives poor parents the capacity to make choices that they do not currently have. Charter schools and vouchers are not a panacea, but they change the conversation and encourage experimentation.

### What Role for Higher Education and UCEA?

Why should those of you who are attending this session care about any of this? It is my understanding the UCEA's mission is to improve the preparation of school leaders, and to improve your knowledge about school organizations, leadership and administration. Obviously, I think some of the issues I have raised have a direct bearing on your work. But in general I feel you and higher education can support an aggressive agenda for change in many ways. For example, colleges and universities can: 1) give faculty and staff (including secretaries, engineers, cooks, etc.) paid time off to visit schools to see what is happening to their children; 2) turn campuses into places where elementary and secondary students are welcomed to learn about not only the postsecondary experience, but also to find out about a campus as a place to work; and 3) allow college students to be involved in service-learning programs that involve them in the life struggles of poor children within their own communities.

Perhaps the most critical role for higher education is developing citizens who value learning, are willing to embrace change, and are prepared to fight for the level of transformation of the existing system that is needed. We particularly need educators (teachers and administrators) who exhibit these characteristics. Where else will we find them except among the graduates of our colleges and universities?

It is also crucial that we develop educators who are prepared to help their students learn not only the basic competencies (reading, writing, and arithmetic), but the newer ones as well (systems thinking, teamwork, experimentation, listening skills, the capacity to make use of all forms of technology). These educators need to be

technologically proficient and capable of connecting in very real and deep ways with their students. They should be able to create and work in a variety of new learning environments.

The challenges are awesome, but in the final analysis it comes down to our will to do what needs to be done for our children. The late Ron Edmonds (1980, p.121) stated it best:

*We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to know about what to do. Whether or not we will ever do it must finally depend on how we feel about the fact that we have not done it so far.☺*

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Howard Fuller is Distinguished Professor of Education and Director of the Institute for the Transformation of Learning Marquette University.

## CCEAM

UCEA is now the leading body in the USA through which individuals can join the international organization, the **Commonwealth Council for Educational Administration and Management (CCEAM)**. CCEAM has an International Liaison Section for non-Commonwealth countries and is the only international network for education management professionals in research, practice and training.

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Further information about CCEAM can be obtained from its President,

Professor Angela Thody  
e-mail: athody@lincoln.ac.uk  
fax: 0044 1522 886023.

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concerning research information and the various materials available in specific interest areas. Program directors will be pleased to discuss their past and present activities and provide additional information regarding studies and activities their centers have completed. The UCEA program centers, center directors, addresses, and phone numbers are listed as follows:

**UCEA Center for International Development in Educational Administration**, Director: William M. Ammentorp, University of Minnesota, Department of Educational Policy & Administration, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455-0221, (612) 624-1006.

**UCEA Center for Preparation Programs**, Director: M. Scott Norton, Arizona State University, Division of Educational Leadership & Policy Studies, College of Education, Tempe, AZ 852872411, (602) 965-6367.

**UCEA Center for Assessment Methodology**, Director: Frederick Wendel, University of Nebraska-Lincoln, Department of Educational Administration & Supervision, 1204 Seaton Hall, Lincoln, NE 68588-0638, (402) 472-3726.

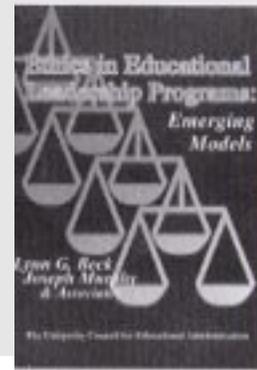
**UCEA Center for the Study of Academic Leadership**, Director: Walter Gmelch, Washington State University, Department of Educational Leadership & Counseling Psychology, Cleveland Hall 351, Pullman, WA 99164-2136, (509) 335911 7.

**UCEA Center for the Study of Educational Finance**, Directors: David Thompson, Kansas State University, Educational Administration, Bluemont Hall 369, Manhattan, KS 66506-3501, (913) 532-5543; R. Craig Wood, University of Florida, Department of Educational Leadership, P.O. Box 1170407049, (352) 392-0728.

**UCEA Center for the Study of Preparation Programs and Field Practices in Special Education Administration**, Director: Leonard Burrello, Indiana University, Educational Leadership & Policy Studies, W.W.Wright - 4228, 201 Rose North, Bloomington, IN 47405-1006.

**UCEA Center for the Study of Leadership and Ethics**, University of Virginia, Directors: Margaret Grogan, Curry School of Education, 405 Emmet Street, 178 Ruffner Hall, Charlottesville, VA 22903-2495, (804) 924-0857; Paul Begley, Ontario Institute for Studies in Education, University of Toronto, 252 Bloor Street West, Toronto, Ontario M5S 1 V6, (416) 9236641.

**UCEA Center for the Study of Leadership (Urban Education)**, University of Houston, Acting Director: Richard Hooker, Educational Leadership & Cultural Studies, 401 Farish Hall, 4800 Calhoun, Houston, TX 77204-5874, (713) 743-5030. ©

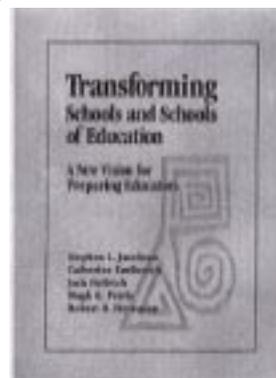


**Ethics in Educational Leadership: Emerging Models**

Lynn G. Beck, Joseph Murphy, and Associates  
©1997 by UCEA • 208 pages • ISBN 1-55996-147-3 • \$21.00

This work pulls together narratives of seven professors in educational administration on their experiences in teaching courses explicitly dealing with ethics. While the narratives reflect a diversity of traditions shaping interpretations of moral leadership, the authors situate them in their larger historical and epistemological contexts.

Send \$21.00 for each volume ordered plus \$2.50 shipping & handling to UCEA, 205 Hill Hall, Columbia, MO 65211 or call (573) 884-8300



**Transforming Schools and Schools of Education**

Stephen L. Jacobson, Catherine Emihovich, Jack Helfrich, Hugh G. Petrie, and Robert B. Stevenson  
©1997 by Corwin Press in collaboration with UCEA and the Holmes Partnership • 160 pages •

Describes a number of pivotal activities undertaken at the State University of New York at Buffalo and several school districts in western New York. The authors envision transformation of schools at the elementary, secondary and higher levels integrated with reform efforts for schools of education and argue that professors of education must actively participate in the reform process.

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taking his or her next step without stumbling. Let us learn from the example of Woodrow Wilson, whose vision of a League of Nations was laudable, but whose understanding of post-war politics was inadequate to the task of fully achieving that vision.

By frequently traversing the territory between today and tomorrow, we can design preparation programs that are sensitive to the all-too-real problems of current practice and to the possibilities attending new visions of learning environments, instructional practice, technological applications, and continuing professional development. We must understand that the real challenge of educational administration is to prepare individuals for current and future leadership. To do only the former is to ensure that tomorrow's problems will be much like today's. To do only the latter is to place at risk the welfare of those who depend on us today to help them make it to tomorrow.

I anticipate that we shall be helped to face the challenges of today and tomorrow by the knowledge gained from our "1000 Voices from the Firing Line" Project. As you know, UCEA members have interviewed superintendents and principals to learn more about their current problems, how schools can be improved, and what we in higher education can do to assist. We have but to listen to their voices and heed their advice.

**Migrating between the Professional and the Personal**

The last border crossing I wish to discuss is that which goes back and forth between the personal and the professional. It is a trip most of us make many times each day. And because the nature of our personal lives and the profession of which we are members is such that there is always more to do than time available, the journey often seems like a ping pony match fueled by ceaseless feelings of guilt. There are few feelings more ironic or poignant than the feelings of a professor and parent trying to explain that he cannot help his daughter with her homework because he has to grade a set of papers on school effectiveness.

I stand before you today having recently crossed the threshold of my second half-century. It is a time for re-assessing each of the territories I inhabit, the personal and the professional. Robert Evans writes in his new book, *The Human Side of School Change*,

*"As the years pass, life grows more complex. We must continue to make all sorts of important choices, but we must also learn to live with the consequences of our earlier choices..." (p. 98)*

For those of us whose earlier choices

entailed opting for over-commitment, learning to live with the consequences becomes increasingly difficult. Crossing back and forth from the personal to the professional is hard enough without having to drag a string of unfinished commitments behind us like Marley's chains in *A Christmas Carol*. We pay a heavy customs duty when we attempt to bring too much of our professional life into our personal life and vice versa.

Evans goes on to comment on the process of aging, a journey in its own right, but one without return. Growing older entails border crossings common to each of us, yet also hauntingly unique. He writes,

*"Having the reality of our mortality thrust upon us catalyzes our awareness of self and time, helping to precipitate a range of changes in perception and priority. Growing older is a struggle, he maintains, to avoid becoming almost totally absorbed in ourselves."*

If I can wax personal for a moment, the process of maturing keeps leading to paradoxes. Recently, for example, I have been pleased to discover that a benefit of age is the recognition that I no longer feel as if I must apologize for my strengths, as I did earlier in my career. But here's the paradox. Age also has taught me that my strengths often can become my weaknesses.

I am again reminded of the principals who considered quitting. When I studied these individuals, I found that the reasons they were thinking about leaving the principalship were identical to the reasons they originally desired to be principals. For example, they wanted to become principals so they could spend time listening to people and helping them with their problems. Over the years, however, their "open door" policies and receptive ears created a demand which exceeded their supply of time and caring; They encountered anger and frustration on the part of those who could not gain access because there were too many other people in line ahead of them. And my study predated the age of e-mail and voice mail. Think how bad the problem is today with so many forms of electronic communication. For these committed and compassionate principals, their strength became a weakness, one which caused them to rethink their choice of career.

The migration between the personal and the professional has revealed another paradox to me. If I am careless, my personal life can take on the character of my work life, even as I try to make my work life more personal. There was a point in my life when I pursued exercise much as I did my profession, trying to maximize output for the least investment of time. I was a runner. And I paid a price. Running resulted in my feeling weary, rather than refreshed or rejuvenated. Running was working at exercise.

Now I'm a golfer. No fear of golf maximizing exercise per unit of time invested. Running is for Frederick Taylor. Golf is for Elizabeth Taylor.

Of what relevance are these observations to our commitment to prepare educational leaders? As I see it, little benefit derives from preparing professionals who must sacrifice their personal lives in order to fulfill our expectations for effective leadership. If such sacrifice is required to lead schools and school systems, we must take the initiative in redefining the roles of educational leaders. Society cannot be well served when its service-providers are compelled to choose between home and work. **DUKE continued on next page.**

**JOURNAL OF  
EDUCATIONAL  
PLANNING  
AND ADMINISTRATION**

The Journal of Educational Planning and Administration (JEPA) is a quarterly journal specialized in the area of educational planning, administration and development. JEPA is published by the National Institute of Educational Planning and Administration (NIEPA) since 1987 after long years of existence under the name of EPA Bulletin. Each issue of the journal includes well researched articles on educational planning, development and administration and extensive book reviews. Its focus is not confined to developing countries and the editor welcomes unpublished research articles from researchers around the world for publication in the JEPA. Publishers may send two copies of their recent publication in the area of educational planning and development to the editor for review.

**Editorial inquiries:**

Prof Jandhyala B G Tilak  
Editor, JEPA, NIEPA  
17 B Sri Aurobindo Marg  
New Delhi 110 016, India  
(Fax: (91.11) 685 3041;  
e-mail: niepa@delnet.ren.nic.in.

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## Executive Committee Action

The UCEA Executive Committee met in St. Louis on January 15-16 and approved the following:

- 1) **UCEA Regional Consortium with Illinois State University.** The focus of the consortium will be technology in teaching and professional development and professor use of technology in the educational administration curriculum
- 2) **UCEA Regional Consortium with The University of Kansas, The University of Missouri, and Oklahoma State University.** The focus of the consortium will be technology and distance learning, management information systems, and simulation.
- 3) **UCEA Program Center for the Study of the Superintendency, a joint center with The University of Kentucky and The University of Wisconsin-Madison.** Joint directors will be Lars G. Bjork (U. of Kentucky), C. Cryss Brunner (U. Wisconsin-Madison), with associate directors Lois Adams Rogers (U. of Kentucky) and Paul V. Bredeson (U. Wisconsin-Madison).
- 4) **The establishment of an electronic *Journal of Cases in Educational Leadership*, hosted by the University of Utah.** Gary M. Crow (U. of Utah) was appointed founding editor.

*DUKE continued from previous page.*

### The Benefits of Borders

The time has come for me to cross yet another border, from high office as UCEA President to the realm of the rank and file. In closing, I offer one other image to go along with the "community of migrants." It is the image of fences.

When I first read Robert Frost's poem, "Mending Wall," I wondered, along with the narrator, why good fences make good neighbors. It is only now that I am beginning to grasp the wisdom of the comment. Sometimes we need fences—or borders—so that we do not lose a sense of place and perspective. Borders and fences need not prevent entry and exit; they simply may demarcate and define.

When a fence marks a border, some insist on seeing it as a barrier. But I see value in another image. A fence is also a fulcrum, like a balancing point for a seesaw. I believe it is balance that must be the core value of any community of migrants.

To maintain a sense of balance as we negotiate the borders I've discussed today is to bear in mind that educational leadership is not a matter of either ideas or action, problems or possibilities, present or future, personal or professional. There is, to paraphrase Ecclesiastes, a time for ideas and a time for action, a time for problems and a time for possibilities, a time for the present and a time for the future, a time for the personal and a time for the professional. Understanding how each influences the other need not result in erasing the borders or dismantling the fences. Just as we learn to appreciate the uniqueness of different cultures, genres of literature, and tastes in music, we can learn to value the territory on each side of our borders. ©

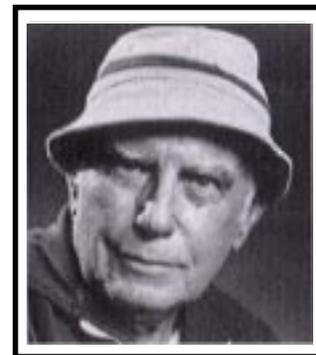


## UCEA MOURNS TWO DISTINGUISHED COLLEAGUES



**DAVID L. CLARK**

**David L. Clark, Kenan Professor of Education at the University of North Carolina-Chapel Hill, died January 2, 1998. Clark's contributions to education spanned almost half a century, and were formally recognized when UCEA presented him with its Roald F. Campbell Lifetime Achievement Award in 1994. Clark was also honored by Phi Delta Kappa as one of its 33 Distinguished Educators, and by the Association of Teacher Educators as one of 70 Leaders in Education. Among his many professional contributions were service as Vice-President of AERA Division A and Executive Secretary of the National Policy Board for Educational Administration.**



**DANIEL R. DAVIES**

**Daniel R. Davies, who helped found UCEA and served as the organization's director from 1954-1959, died August 28, 1997. Davies's long and distinguished career included co-development of the Davies-Brickell System for School Board Policy Making and Administrative Regulations, and educational consulting for the U.S. State Department, the Lilly Endowment, Inc., national Catholic education, hospital associations, and his own firm, Davies-Bricknell Associates, Ltd. In recent years, Davies devoted much of his attention to support and promotion of his adopted home of Bisbee, Arizona.**

<b>SCHEDULE OF COMING EVENTS</b>															
<p style="text-align: center;"><b>SUBMITTING ARTICLES FOR THE <i>UCEA REVIEW</i></b></p> <p><b>Diana G. Pounder (U. of Utah) is feature editor for the <i>UCEA Review</i>. If you have suggestions for the <i>Review</i> or ideas for substantive feature articles, she would be happy to hear from you.</b></p> <p><b>Diana G. Pounder University of Utah 339 Milton Bennion Hall Salt Lake City, UT 84112 e-mail: <a href="mailto:pounder@gse.utah.edu">pounder@gse.utah.edu</a> FAX: (801)-585-6756</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">April 15 .....</td> <td style="padding: 5px;">Deadline for Culbertson Award nominations</td> </tr> <tr> <td style="padding: 5px;">May 1 .....</td> <td style="padding: 5px;">Deadline for Campbell Award nominations</td> </tr> <tr> <td style="padding: 5px;">May 29-30 .....</td> <td style="padding: 5px;">UCEA Executive Committee (St. Louis, Marriott Pavilion Hotel)</td> </tr> <tr> <td style="padding: 5px;">Oct 28-29 .....</td> <td style="padding: 5px;">UCEA Executive Committee (St. Louis, Marriott Pavilion Hotel)</td> </tr> <tr> <td style="padding: 5px;">Oct 29-30 .....</td> <td style="padding: 5px;">UCEA Plenum (St. Louis, Marriott Pavilion Hotel)</td> </tr> <tr> <td style="padding: 5px;">Oct 30 &amp; Nov 1.</td> <td style="padding: 5px;">Graduate Student Symposium (St. Louis, Marriott Pavilion Hotel)</td> </tr> <tr> <td style="padding: 5px;">Oct 31 - Nov 1...</td> <td style="padding: 5px;">UCEA Convention '98 (St. Louis, Marriott Pavilion Hotel)</td> </tr> </table>	April 15 .....	Deadline for Culbertson Award nominations	May 1 .....	Deadline for Campbell Award nominations	May 29-30 .....	UCEA Executive Committee (St. Louis, Marriott Pavilion Hotel)	Oct 28-29 .....	UCEA Executive Committee (St. Louis, Marriott Pavilion Hotel)	Oct 29-30 .....	UCEA Plenum (St. Louis, Marriott Pavilion Hotel)	Oct 30 & Nov 1.	Graduate Student Symposium (St. Louis, Marriott Pavilion Hotel)	Oct 31 - Nov 1...	UCEA Convention '98 (St. Louis, Marriott Pavilion Hotel)
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 205 Hill Hall  
 Columbia MO 65201  
 (573) 884-8300  
 FAX (573) 884-8302

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