

REFLECTIONS: CREDITING THE PAST

Betty J. Alford
Stephen F. Austin State University

As a child on a rainy day, I loved to sit upstairs in our narrow hall and open the large cedar chest that was filled with pictures and momentos from the past. What a delight it was when I came upon a locket sent by my dad to my mom while he was stationed overseas during the war or an old album compiled by my grandmother with pictures of my great-grandparents and other relatives. For me, this was always a delightful step back in time, but I emerged from these rainy day activities with a clearer sense of myself. The glimpse from the past provided a glimpse to the future and a centered appreciation for the past.

As I opened the albums of the National Council of Professors of Educational Administration (NCPEA) conferences, I felt this same sense of appreciation. Like my mother's cedar chest, the archives of NCPEA were in a chest far too heavy for one person to lift. Two people loaded the chest into my car after a NCPEA board meeting, and I could not unload the chest alone. So, I carried the large photo album yearbooks from my car to my living room four at a time. As I began to open the yearbooks in random order, each offered surprises. One of the first moments that caught me by surprise was when I opened a yearbook and read a newspaper article clipping describing Robert Frost's lecture and poetry reading. I wondered as I read the newspaper account of his speech how many of us, as educators, have reflected on Frost's words, "But I have miles to go before I sleep" or "Something there is that doesn't want a wall- that wants it down." It seemed very fitting that the clipping of this poet's speech should be included in the NCPEA archival past. Our tasks as educational administration professors are large, and we work long hours, sometimes traveling many miles before we sleep. We, as professors of educational leadership, serve as advocates for social justice, for the elimination of gaps in student performance in a fight for equity and excellence wherein walls that divide student performance by ethnic or socioeconomic groups are torn down. Yes, it seemed fitting that the words of Frost's poem "Mending Wall" were included in the NCPEA Yearbook. Words from the past give strength for the tasks we must do in the present in order to create school environments that truly do nurture growth for all. We credit the vision of our NCPEA leaders in the past for envisioning an organization that would provide an opportunity for any educational administration faculty member to join as an avenue for ongoing growth and development.

As I selected another yearbook to peruse, a scrapbook of 1971-1974, I was intrigued by the recorded words from a speech by Dr. Clyde M. Campbell of Michigan State University - East Lansing, who said at the National Conference of Professors of Educational Administration in Utah in 1971,

We have moved from a selling of social stability to one of social turmoil, from a public school monopoly to a search for alternatives, from school administration in local settings to educational administration in diverse settings, from democratic prescription to analytic frameworks as a base for practice, from new field observation to a disciplined study of order, from individual selection to institutional selection of candidates and from cognitive to affective approaches in training. At least our literature and our talk deals much with these changing ideas Nonetheless, we, like those who met at Endicott in 1947, are at a point requiring re-examination of our field. Indeed, I think the urgency is even greater than it was then. (Yearbook Vol. 25, No 6, Aug 24 '71, np)

To read the statement evokes consideration of parallels to the present thirty-five years later. We, too, are at a point of re-examination of our field. Perhaps, by looking back, we can see a window to the future.

In this report, I will provide an overview of NCPEA's history, a description of NCPEA's collaboration with other organizations, issues of educational leadership, differences in terminology, the call for change, changes in participants, and challenges in educational administration. McIntyre in a 1964 NCPEA address had stressed, "the purpose of this conference is to give us an opportunity to examine some of the more promising developments in school administration preparation programs" (p. 12). It seems to me that this purpose prevails again in 2005 as professors gather to consider ways to improve the preparation of educational leaders who, in turn, will achieve school improvement. Consideration of the past can serve as a springboard to positive actions in the present.

Overview of NCPEA's History

A monograph entitled, *A Decade of Development in Educational Leadership: The 1st Ten Years of NCPEA 1947-1956*, was given a subtitle - *The Three C's: a Conception, a Catalyst, and a Crusade*" (Flesher & Knoblauch, 1958, p. ix). The organization was conceived when "56 men interested in the teaching and practice of educational administration" (p. ix) met during an American Association of School Administrators meeting in 1947. Walter Cocking served as the leader in planning a follow-up 10-day meeting that was the first National Conference of Professors of Educational Administration. The conference was held in Endicott, New York, with 72 educators in attendance from 30 states in a crusade to "achieve among Conference members a better understanding of the problems of developing leaders in education" and to establish "a common approach regarding the methods and techniques for the more effective preparation of educational administrators" (Flesher & Knoblauch, 1958, p.2).

Concepts discussed in the monograph by Flesher and Knoblauch (1958) have marked similarity to concepts discussed by educators in the 21st century. For example, as in the 21st century, concern was expressed regarding the selection of candidates for educational administration preparation programs in urging that “care must be taken in selection of these entering the profession” (Flesher & Knoblauch, 1958, p. 6) and “such leadership should be creative and democratic, based upon a philosophy that conceives of education in its broadest sense as being the most potent force in the conservation and advancement of a democratic society” (Flesher & Knoblauch, 1958, p. 6). As I read these authors’ powerful words, I recognized again that words alone are not sufficient in accomplishing these goals. That the profession continues to struggle with widespread implementation of these concepts serves as a stark reminder of the importance of moving from rhetoric to action.

In 1952, after two years of study on the status of educational administration, the conference’s planners considered the “direction for the future” (p. 33). Most NCPEA conferences have dealt specifically with “ways to improve preparation programs for school administrators” (Hayes & Pharis, 1967, p. 11) as the guiding focus for the organization. A persistent thread in the conference meetings through the years has been the “exchange of best practices” (Hayes & Pharis, 1967, p. 15).

By the second decade of the organization, from 1957 - 1966, “behavioral sciences and administrative theories” (Herring, Klines, Baratta, Campbell, & Hayes, 1977, p. 63) were predominant program strands. Hayes and Pharis (1967) reported that for the decade from 1957-1967, administrative theory was a predominant thread on all conference programs. Also, interdisciplinary seminars appeared in many institutions in the second decade of the organization (Hayes & Pharis, 1967).

The third decade from 1967 to 1976 saw the inclusion of women as conference attendees. Preparation programs were also beginning to reflect changes. In 1959, “less than one-fifth of the institutions in the nation had something called an internship” (Thomas, 1964, p. 5). Four years later, a AASA study cited “the initiation or up-grading of internships was given as the most desired improvement” (Thomas, 1964, p. 5). A new call for an increased emphasis on developing research skills also emerged during the third decade of the organization. McIntyre (1964) stated in his NCPEA address,

It seems to me that the school administrators of tomorrow must be more adept at research - both its production and its conception. Many of our training programs have tended to de-emphasize research on the grounds that the practitioner didn’t need to know how to do it if he just knew where to locate the findings of others. I submit that most school administrators can neither do research nor locate the findings of others. (p. 7)

In the 21st century, the need for school leaders who can both lead research efforts, as well as, critically analyze research reports is recommended. The issue is whether the goals that are advocated become the norm in all administrator preparation programs.

In the third decade of NCPEA, educators expressed concern over methods used to teach courses, as well as, the content of courses. A recommendation was offered that a lecture, described as “the least praised and most practiced method used by professors in general” (McIntyre, 1964, p. 10) be replaced by a selection of methods for specific purposes, not just what is convenient. By third decade of NCPEA, concerns were also beginning to be raised against the theory movement that had dominated the profession. McIntyre (1964) stated, “I wonder if our zeal for scientism has left our programs without adequate concern for the question of values” (p. 10). At the end of his NCPEA Conference address, McIntyre (1964) expressed his hope that, “this conference, through the self-scrutiny it stimulates, will be a significant event in the history of educational administration” (p. 13). This hope that improvement comes from self-scrutiny is a hope we share today.

Collaboration with Other Organizations

Collaboration of NCPEA with the American Association of School Administrators (AASA) began in 1947 and continues to the present. The first meeting of professors of educational administration took place as a two-hour session during the AASA Conference. During this session, a committee was formed to plan a ten-day meeting the next year for a first conference in Endicott, New York. Serving as consultants to the committee that planned the conference were Walter Cocking and Edgar Morphet.

NCPEA continued to collaborate with AASA with the conference planning committee meeting during the AASA National Conference. IBM hosted the National Conference for Professors of Educational Administration for the second meeting and the Kellogg Foundation for the third meeting. In addition, the US Department of Education funded planning meetings for years two and three. Currently, conference registration serves to fund the NCPEA conference and serves as membership in the organization.

The fourth conference was held at Cornell University in 1950. This fourth meeting was described “as a step in transition” (Flesher & Knoblauch, 1958, p. 26) as the conference moved from a setting wherein publications were produced to a conference where much of the writing was done in advance. In 1952, at Pennsylvania State College, professors argued whether the organization should be “a society for the purpose of producing publications” (Flesher & Knoblauch, 1958, p. 34). Flesher and Knoblauch reported, “The planning committee was rather sharply criticized for not maintaining closer ties with other educational organizations, such as the Department of Secondary School Principals, the Department of Elementary School Principals, and the American Educational Research Association” (p. 34). The Planning Conference continued

to meet as part of the AASA Conference. In 1954, a resolution was proposed at the conference that the organization existed for “improving educational administration rather than for producing publications” (Flesher & Knoblauch, 1958, p. 45). The organization’s early years were characterized by its sessions open to all interested persons. As stated by Hayes and Pharis (1967), the chief priority of the organization was “improving our own performance as teachers of educational administration” (p. 4) which is a purpose that continues today in the 21st century. With increasing attacks on educational administration preparation programs, the organization seeks to form a collaborative voice to influence policy decisions and share promising practices and lessons learned in program improvement efforts.

Issues of Educational Leadership

In reading a monograph written in 1948 entitled *Educational Leaders: Their Function and Preparation* by Lund, Newell, and Vincent, I was struck by the similarities with issues of educational leadership that are paramount today. The monograph was written during the second work conference of the National Conference of Professors of Educational Administration held at Madison, Wisconsin, August 29 - September 4, 1948. The sixty-two attendees “included fifty professors of educational administration from forty-six institutions in twenty-seven states, as well as twelve special consultants representing agencies and fields related to the education of school administrators” (p. 3). The monograph began with a discussion of the importance of democratic leadership with a message sounding similar to ideals proposed by educational writers today. Lund, Newell, and Vincent (1948) proposed, “Democratic leadership, then, is the only acceptable kind of leadership for education today. It gets things done. That is to say, it improves schools” (p. 11). The statement promoted by leaders of the second conference of educational administration professors in 1948 resounds with a propensity for action. As Donaldson (2001) suggests in his theory of leadership, without tangible actions, leadership does not occur.

A second part of the 1948 description of democratic leadership was that “it improves schools.” Again, the statement bears similarity to Murphy’s (1999) assertion that the central purpose for educational leadership preparation programs should be to prepare leaders for school improvement. The roots of the National Conference of Educational Administration are embedded firmly in a belief in democratic leadership. The roots include a broad understanding of the purpose of schools. As Lund, Newell, and Vincent (1948) state, “The purpose of a school in a community is to aid in the improvement of the quality of living” (p. 20). Lund, et al. (1948) further add,

Recognizing that the school is concerned with social, aesthetic, emotional, and physical, as well as the mental development of individuals, the administrators of the community school have broadened the

curriculum to provide a variety of learning experiences in each of the major areas of community living. (p. 23)

In the 1948 monograph, Lund, et al. considered, "If educational administrators play the role of democratic educational leaders, what will they do?" (p. 29). One of the major recommendations was that leaders will engage all constituents in problem solving. As the authors stated, an ideal of democracy "places reliance on the cooperative use of intelligence in the solving of problems common to any group" (p.). I am reminded as I read these words of participating in site based decision-making in the 80's and reference to a quote by the philosopher Voltaire, "No problem can withstand the attack of sustained thought." Lund, et al. (1948) stated, "Democratic leadership, involving an increasing number of persons, can surmount many obstacles" (p. 31). Lund et al. (1948) suggested that leaders will "find the time for meetings, provide for channels of communication, concentrate the handling of burdensome details, simplify the channels between decision and action" (p. 31) though meetings are time consuming. However, the authors argued that not to find the time to have meetings and enlist wide involvement in decision making is a lengthier process in the end. I was reminded of a presentation by the Garland public relations director commenting on an issue of importance to the Garland community. The parental concerns were not listened to at a board meeting, resulting in a yearlong public relations assault. The public relations director commented that not listening at the Board meeting cost many more hours than if concerns had been addressed directly.

Problem solving and the ideal of democracy require leadership skills in enlisting groups in planning actions to achieve common goals. The messages of the 1948 authors concerning the need for democratic leadership and collaborative problem solving seem as timely today as when they were first written. Lund, Newell, and Vincent (1948) stressed the importance of involving the entire community and suggest that, in turn, the community would benefit. Cocking (1955) later expressed in his chapter, "If I Were an Administrator Today,"

I would put greater emphasis on cooperative planning. Good planning results in better execution; it begets better results. It requires time, and that has to be found and scheduled. It has to be carried on continuously. It requires study, lots of it. It involves many people and hence the need for constructive leadership. (pp. 75-76).

In considering the personal characteristics of educational leaders, Lund, Newell, and Vincent (1948) referred "to the leader's role as a catalyst. . . . It is the essence of leadership," (p. 30) and followed by adding, "An administrator is a person with vision" (p 31). They further argued that the vision "can be cultivated and results from knowledge" (p 31). How very similar the words sound to the

present. Reading these authors' comments reminded me that "the vision thing" as former President George Bush, Sr. is reported to have said, did not suddenly emerge in the 80s as an important component of successful leadership. Further, Lund, Newell, and Vincent (1948) stressed that an administrator is a talent scout and a coach who searches out persons with special skills and talents.

In preparing educational leaders, professors were encouraged to engage in "field study" involving "study by the student in developing a plan, securing data, and making recommendations" (Lund, Newell, & Vincent, 1948, p. 42). Currently, the terminology used for this inquiry process is action research; yet, the basis of the methodology remains an emphasis on the study of practice for school improvement. Lund et al. (1948) discussed the importance of ongoing study - and of the importance of practitioners attending conferences for ongoing learning after graduation. In fact, a position was advocated for a field supervisor who would collect follow-up data on the success of graduates. Currently, as colleges of education apply for National Council for the Accreditation of Teacher Educators (NCATE) accreditation, follow up of graduates is stressed. It is interesting that a person designated for this purpose was proposed in the 1948 monograph. In addition, Lund et al. (1948) stressed, "Practicing administrators can contribute also two other ingredients to the instructional program: (1) refinement of content resulting from a sifting of principle and theory on the job; (2) an enrichment of the art of administration" (p. 40). Also, the need to increase the value of the internship and to evaluate and select candidates of promise were stressed in the 1948 monograph even as discussions of improving internship experiences and candidate selection for administrative programs remain topics of discussion in the 21st century. Fifty-seven years have transpired, but many of the central concerns of the improvement of educational leadership preparation programs remain similar to the concerns that were raised in 1948.

Differences and Omissions in Terminology

While noting the similarities of ideals proposed in 1948 to guide the development of educational leaders to beliefs expressed today as important for educational leader's development, I was also struck by the differences in words that are used today of characteristics of the workplace. Occasionally, the language of the monograph in 1948 seems to denote a simpler time. For example, Lund et al. wrote of the importance of individuals being happy in their work. Happiness is not a term that I have read recently in discussion of the workplace. Lund et al. (1948) also discussed the importance of working as friends and provided the suggestion, "Holding a picnic, a boat ride, a sing, an informal tea is a good way of getting the group together for the first time on easy terms. . . . These procedures take time, but the results have proved that a little genuine fun and relaxation is a splendid way to weld individuals into a group" (p. 19). Lund et al. suggested that, "Friendship is a basis for morale" (p. 18). Today, the educational community speaks of the importance of team building and of collegiality

versus congeniality (Sergiovanni, 1990). However, though the specific words have changed that describe group dynamics, the central tenets seem remarkably similar.

While noting some similarities to the present, omissions were also evident. The administrators were men, so no concern of saying he or she was present. Missing were descriptors of the technological world though the importance of recognition that we are preparing for a global environment was promoted in 1948 as it is today. Lund et al. (1948) stated “a sensitivity to world cultures and world problems should characterize them” (p. 34) when speaking of effective school administrators. Missing, however, was language of the standards movement, concern for the gap in student performance, explicit discussion of ways of meeting diverse students needs, and a strong emphasis on the role of the administrator as lead learner in the organization. Lund et al. (1948) included,

Highly skilled professional techniques which require specific preparation are those for administering the business affairs of schools; solving problems of the plant and school building; conducting school surveys and evaluating the educational program; supervision of instruction; improvement of curriculum; child accounting; personnel administration; and the promotion of specific programs such as guidance, audio-visual aids, vocational, adult education, and special education for the superior and the handicapped. (p. 38)

These descriptions of needs for specific preparation sound very sterile, yet they also reflect many of the course titles used in principal preparation programs today and suggest a need for the updating of course content and titles.

The Call for Change

Though, at times, when reading the 1948 monograph, I was aware that the publication was written in 1948, many times the words were echoes of the past that now resound in the present as a call for the ideal of what we should be, that is, democratic leaders who facilitate improvement of schools and the growth of others. How to fully prepare democratic leaders who are equipped to meet the challenges of the 21st century is a call for research on best practices in leadership preparation. Lund et al. in 1948 suggested, “We would say we do not know more than guesses” (p. 34). Currently, we have identified some aspects of leadership preparation that are effective in preparing school leaders through lessons learned in the Danforth Foundation, the Lighthouse Initiative, through the Southern Regional Education Board, the Wallace Foundation, and in individual principal preparation programs throughout the nation. Yet, we now face the challenge of sharing the lessons learned.

In leaving the confines of the 1948 document and perusing the artifacts of NCPEA’s 58 years of conferences, I was struck by the great hopes of the

theory movement to discover universal truths followed by the recognition that the theory movement did not meet the goals set for it. The questions from the broad ideals formulated by professors at the NCPEA 1948 Conference also intrigued me to consider, “Why did we become so narrow in implementation of the emphasis on management and scientific processes?”

Currently, we continue on the journey of improving the preparation of educational leaders. We continue on the journey - aware of the roots of our profession discussed in the 1948 publication, aware that the plant of scientific theory did not yield the hoped for fruit, and aware of the importance of ongoing critical inquiry and discussion through multiple lenses of research. The monograph by Flesher and Knoblauch (1948) included The Committee on Point of View’s timeless statements:

Education can change life. Education in its impact on people and institutions can change those people and those institutions. It has done so As society increases in complexity, the role of education becomes more and more important. In a period such as the present, characterized by rapid and fundamental change, the role of education is critical. The responsibilities of educational leadership are greater than ever before. (p. 4)

The haunting question remains, “If the leaders in 1948 conveyed such a strong and eloquent belief in the preparation of educational administrators as democratic leaders who would serve as catalysts for the growth of all, why didn’t it occur?” I was born in 1951. Throughout school, I remember school administrators who were “keepers of the school ,” not democratic leaders. In the 80s, we taught site-based decision making in Texas as if it were a foreign concept. Many administrators later said, “ I once was autocratic. Now, we all engage in problem-solving.”

Standards for our profession were created and redesigned throughout the last decade, but all have reflected an emphasis on collaborative, facilitative leadership. A challenge is that the concepts professed in our educational literature today of administrators who serve as advocates for students and of social justice become realities today. The legacy of the past inspires us to do so. The urgency of the present spurs our actions. The promise of the future invigorates us through shared hope and assurance that visions can become realities, and we can be the ones to make this happen. The monograph of 1948 ended by stating,

The educational leader and the institution which would prepare educational leaders must think big thoughts, they must have clear vision and, most of all, they must have the tenacity of purpose which would lead them having accepted the assignment, to stay at the job. It is a job which will never complete, for, as improvement comes, we

shall see still more room for improvement. So those who accept the responsibility must stick with it - not for one year, not for five years, but forever. (p. 51)

The words are a legacy from the past but also our challenge for the future. Let us build on the foundation established for our profession more than 50 years ago at the second conference of the National Conference for Professors of Educational Administration in 1948 and enact programs, policies, and processes that prepare exemplary educational leaders for our schools.

Changes in Participants

My next step on my journey to empty the box of NCPEA documents included examining pictures of participants from past NCPEA conferences. As a woman, of course, I was immediately drawn to the changes in the participants in the picture. In 1976, the pictures continued to seem at first glance, a sea of white men. Almost like looking for Waldo in the *Where's Waldo* books, upon closer examination, a woman's face would emerge. My thoughts were, "Oh there's a woman - yes - there's another - third row - middle. Oh, look, there's one on the fifth - and the sixth and the tenth, and I see that two of the women are African American. Yes, and four of the men are African American." It was interesting to contrast the view with the picture in 1996 - the last group photo that was taken of the conference participants and the first NCPEA Conference that I attended. What a surprise as I looked at the picture! There we were on the beach of Corpus Christi with the beautiful bay water on the background waving to the camera, and yes, we were now diverse in gender. Almost half of the participants were women though our ethnic diversity remained small. I particularly remember the day because it was very hot as we gathered before the professional shot for the picture. I remember wondering why we were taking a group picture, though now looking back, it is interesting to me to see that I was standing next to Louis Wildman (someone I didn't know at the time and someone I now work with on the Connexions project of NCPEA).

The Corpus Christi picture was a last vestige of the past. The Corpus Christi conference marked the 50-year anniversary of NCPEA. I remember the opening banquet with the slides of the last 50 years. It was evident that the organization began as a male professor's group with a study group format in which dialogue and discussion characterized the time they spent together. It was also evident that NCPEA was a family event with an organization for the wives (WEAP's) and for the children (CHEAPS) - that included camaraderie and fellowship of families in a learning environment - often at a university campus. Indeed, conferences were held on university campuses with participants staying in dorms to curtail expenses. The authors recognized the importance of friendship and planned for it as part of their meeting. In the third year, wives were invited and children. Acronyms were formed of Wives of Educational Administration

Professors (WEAPL) and Children of Educational Administration Professors (CHEAPS), again vestiges of the past of a day when spouses were all wives of the professors and the children. The WEAPS kept scrapbooks of these conferences, exchanged recipes, and engaged in excursions. One afternoon, the activities were suspended so that husbands could join wives in visiting the local attractions.

NCPEA continues to welcome families though planned activities for spouses were discontinued for 2005. The ice cream social began as a tradition in 1982 and will end in 2005 in D.C. Group pictures were taken from 1948 to 1996. The scrapbooks have pictures now with no captions, yet the sense of community remains. Officers and members seek to encourage opportunity in new faculty members while encouraging learning themselves. Friendliness characterizes greetings of members. The pace has increased, and new energy exists. But, times have changed, and although in the 90s, two hosts arranged for accommodations at the University of Alaska in Juneau and in University of Houston, for the most part, conference participants stayed in the hotel that served as the meeting site, and often, they were traveling with other colleagues from the university or alone rather than as a family. For example, in Washington D.C., this summer, no separate activities for spouses or children are planned. It is assumed that those family members who attend will want to make their own plans for exploration instead of attending activities at the conference that are designed just for a spouse or child. Yet, though the pictures of participants at NCPEA conferences have changed, some of the concerns of the organization remain the same of seeking ways to improve our profession and to prepare exemplary school leaders. The open arm wave of participants in the group conference picture in 1996 is symbolic of the open-arm nature of this organization and is a characteristic that endures. The organization since the second meeting in 1948 has remained open to all with, currently, the summer conference registration fee including membership in the organization. First year assistant professors to professors' emeritus are encouraged to attend the NCPEA conference and to serve as vital members of the organization. The NCPEA board in 2004 began the process of adding state affiliates as members of the organization and currently over multiple states from California to Florida have voted to become state affiliates. As educational leadership faculties increasingly reflect the diversity of our society, the demographics of NCPEA have changed to represent greater diversity - a change that is encouraged and sought. We credit our past in establishing an open organization that reaches out to university educational administration professors and seeks to build on this in our future.

Challenges for Educational Administration

Laurence Derthick, Superintendent of Public Schools in Chattanooga, Tennessee, and a past president of the American Association of School Administrators described the editorials in *As I See It* by Walter Cocking as

“editorials that ring with truth and discerning insights for practical application” (p. 6). Fifty years later, the editorials continue to offer enduring and timely advice. I was surprised to read recommendations that deny the passing of time. Cocking (1955) stated:

1. One of the most important tasks a school administrator has is the continuing improvement of the educational program (p. 28).
2. There is constant need to review the past and present program to discover its effectiveness in meeting today's conditions. (p. 30)
3. The educational program is never finished; it is always in process. (p. 30)
4. A school system should constantly question its procedures and formulate problems which require better answers than we now have. (p. 46)
5. There is no question but that democratic planning takes more time than authoritative planning. . . . It requires expert and understanding leadership. Differences will occur which often appear irreconcilable. . . . Yet, the end result is worth all the time and pains and tribulations which such a process entails. (p. 49)
6. It is important that a school principal have unusual competence above everything else in working with others. A principal must be a specialist in people. . . . I would advocate that the preparation of school principals find its great emphasis on learning how to work with others. (p. 57)

I was reminded as I read, of a recent practitioner advisory meeting for a principal preparation program in which outstanding principals were asked what is most needed by new principals. These practitioners stressed the importance of helping new principals understand ways to foster strong relationships in schools and acquire skills in collaborative planning. There were strong similarities between the recommendations of a current practitioner advisory council and recommendations written in the 1950s. Yet, schools of the 50s have been referred to extensively as a factory model with hierarchical control. Reading recommendations for a focus on fostering positive relations and of ongoing program importance caused me to recognize that widespread implementation failed to follow the stated ideal. Our challenge is to move from the stated ideal to reality.

Conclusion

The beauty of remembering the past is that it serves as a window to anticipate the future and to be able to take steps to influence the future. It also provides a centering, a grounding, as we gain glimpses of insight that

we can hold onto and revisit that can serve as a foundation for the future and a foundation for our work in the present. As I began this chapter, I began by looking for glimpses of the past that were particularly insightful - that still serve as a foundation for who we are as an organization - that are worth remembering and considering regardless of whether we are a member of NCPEA or not. As Meg Ryan commented in the movie, *You've Got Mail*, "glimpses into my soul." I began my study of NCPEA archival data looking for the multiple glimpses into the soul of the organization. I found the treasures for which I was looking.

This chapter provided an overview of the history of NCPEA and a reflective discussion of NCPEA's archival documents. It is my hope that the legacy of NCPEA as discussed in archival documents will serve as a catapult to a future wherein the promise of democratic school leadership as described in 1948 truly becomes a reality. We must build on the strength of our past but continue to engage in problem solving of issues in the present. We hope to leave the 2005 NCPEA Conference with a renewed vision of hope for the programs we might yet create.

References

- Cocking, W. (1955). *As I see it: A selection of essays on people and their schools*. New York: The Mac Millan Co.
- Donaldson, G.A. (2001). *Cultivating leadership in schools: Connecting people, purpose and practice*. New York: N.Y. Teachers College Press.
- Flesher, W. & Knoblauch, A. (1957). *A decade of development in educational leadership; The first ten years of NCPEA 1947-1956*.
- Hayes, D. & Pharis, W. (1967). National Conference of Professors of Educational Administration: The second ten years 1957-1967.
- Herring, D.; Klimes, R.; Baratta, A.; Campbell, M.; & Hayes, D. (1977). *Educational Administration: The development of a profession. 30 years of leadership NCPEA*.
- Lund, J.; Newell, C.; & Vincent, W. (1948). *Educational leaders-their function and preparation: A report of the second work conference of the National Conference of Professors of Educational Administration*. New York: Teachers College.
- Murphy, J. (1999). *The quest for a center: Notes on the state of the profession of educational leadership*. Monograph Series. University Council for Educational Administration: Columbia, MO.
- Sergiovanni, T. J. (1990). *Value-added leadership: How to get extraordinary performance in schools*. New York: Harcourt Brace Jovanovich, Publishers.
- Thomas, M. (1964). *Strategies in the preparation of school administrators: Seventeenth National Conference of Professors of Educational Administration University of New Mexico, August 22-27, 1963*.