UCEA REVIEW
University Council for Educational Administration
Headquartered at the University of Virginia Curry School of Education

Fall 2014

Volume 55 Number 3

The High Wall:
How an Educational Filmstrip Unintentionally Endangered Mississippi's Jewish Communities in the Civil Rights Era

W. Kyle Ingle
University of Louisville

Despite a checkered history of slavery, civil war, discrimination, and racial discord, there was a minority group in the southern United States that managed to avoid much trouble with the White, Christian majority. These were its small Jewish communities (Dinnerstein & Palsson, 1973; Evans, 1973; Higham, 1984; Webb, 2001). Higham (1984) went so far as to describe the American South as "historically the section least inclined to ostracize Jews" (p. 141). There were certainly notable incidences of anti-Semitism in the southern United States (e.g., Leo Frank trial and lynching), but nothing like those in Europe. With the memory of their European past, southern Jews knew they had a good thing in America. Jews in southern states, such as Mississippi, were able not only to exist in the American South but even to attain a notable level of prosperity. Confederate memorials built after the Civil War even bear the name of Jewish combatants (Rockoff, 2012; Rosen, 2000; Turitz & Turitz, 1995). Anyone who knows anything about the Jewish people finds this an oddity, especially with the knowledge that Jews themselves fled oppressive conditions in Europe and celebrate the release from bonds of slavery in Egypt every Passover. Such is evidence of the long history of Jews in the South and the bond with the land in which they lived—one that some chose to die for, however misguided their sacrifice may appear in the present day. As the common Southern colloquialism goes—"Don't wear out the welcome." As will be shown, the conditional acceptance of Jews in Mississippi started to weaken after the *Brown v. Board of Education* decision and the civil rights movement.

In 2002, the Mississippi Department of Archives and History provided full-text, online access to the documents of the Mississippi Sovereignty Commission. Drawing from these records, including correspondence between state legislators and the state superintendent of education, this article presents a historical look at civil rights activism undertaken by Jewish organizations B'nai B'rith (Hebrew for *Children of the Covenant*) and the Anti-Defamation League (ADL), focusing on the distribution of an educational filmstrip (*The High Wall*) to Mississippi public schools. This study suggests that although justified by the racial conditions in Mississippi, well-intended northern Jewish activism had an unintended consequence. Each incident of righteous activism—whether the distribution and showing of a film or the arrival and arrest of a northern Jewish freedom rider—chipped away at the fortress of racism, but also had a cumulative and deleterious impact on Mississippi's small but affluent Jewish communities, arousing suspicions and threatening their conditional acceptance in the state.

In This Issue…

Contributing to the *Review*

The content of the *UCEA Review* is not peer reviewed, and any opinions printed in the *Review* should not be viewed as a statement by UCEA, UCEA Executive Board members, UCEA member institutions, or UCEA faculty. The opinions expressed are those of the authors alone. The *UCEA Review* serves as a source of information and news and a place where program innovations are shared and critical questions are raised. Members use the review for debate, to share opinions, and to engage the educational administration community in conversation and debate. If you have ideas concerning substantive feature articles, interviews, point/counterpoints, or innovative programs, *UCEA Review* editors would be happy to hear from you. The Editorial Team (see back page of the *Review*) meets twice a year. One to two features appear in each issue of the *Revien,* which is published three times a year.

The Sovereignty Commission and Citizens' Councils

After the landmark *Brown* decision, the Mississippi State Legislature created the State Sovereignty Commission, which had two main functions—public relations and the investigations of any person or organization that challenged the racial status quo (Katagiri, 2001). Likewise, White Citizens' Councils emerged locally to resist desegregation. In the background of this momentous Supreme Court decision was the ongoing Cold War. Katagiri (2001) documented how the Mississippi Sovereignty Commission and Citizens' Councils made strenuous efforts to link the civil rights movement to communism. Anticommunists and southern segregationists applied similar methods to achieve their ends—"both camps heavily depended upon a social and political atmosphere of conformity, intolerance, and repression" (Katagiri, 2001, p. 94). Like the soil of the Mississippi Delta, this atmosphere was a fertile one that facilitated the growth of connections between communism, the civil rights movement, and northern Jewish activists who were active in seeking change in the Jim Crow South. Caught in the middle were local Jewish communities, who became victims of anti-Semitism.

B'nai B'rith and the ADL

One important Jewish organization that openly supported the civil rights movement was B'nai B'rith and the ADL. B'nai B'rith was founded in New York City in 1843 as an organization created by Jews for Jews, undertaking activities such as the aid of Jewish widows and orphans. By 1875, B'nai B'rith was an international organization and had a membership of 17,800 (Grusd, 1966). Early in its history, it combated anti-Semitism, even taking General Ulysses Grant to task during the Civil War for his order to remove Jews from states such as Tennessee and Missouri (Grusd, 1966). In 1913, the ADL was founded with the sponsorship of B'nai B'rith as a result of the Leo Frank case in Atlanta. In 1952, the ADL of B'nai B'rith was part of an *Amici Curiae* (friends of the court) brief filed on behalf of the appellants in *Brown v. Board of Education* (ADL, 1952). After the decision was handed down in 1954, B'nai B'rith's headquarters immediately urged its membership to stand up and support the high court, but many of its southern members opted to resign (Moore, 1981). Moore (1981) explained, "Threatened on the one side by white supremacists and the other by black activists, southern Jews were in a vulnerable position which was considerably aggravated by their concentration in such visible occupations as retailing" (p. 229).

B'nai B'rith and the ADL continued their advocacy through other means. In 1952, they produced *The High Wall*, a black and white film 30 minutes in length that discussed prejudice and bigotry by dramatizing the story of a group of Polish Americans. The film was donated to the Mississippi Department of Education in 1953 and made available to Mississippi public schools. However, it was not until 1959 that it came to the attention of the Mississippi Sovereignty Commission. A letter dated September 16, 1959, was sent to State Superintendent of Education J. M. Tubb (and copied to the Sovereignty Commission and the Citizens' Council) by George M. Yarbrough, a Mississippi state senator from Red Banks. In his letter, Senator Yarbrough (1959a) stated,

> Last night the PTA of Holly Springs, Mississippi showed the film *The High Wall.* … Since it is my understanding that this film came from your department I respectfully suggest that you view it for I was greatly displeased with it for the following reasons:
>
> 1. It tried to leave the impression that Americans are prejudiced against many things including the Negro.
> 2. It shows one scene where white children are playing with a Negro child.
> 3. It tried to show one family where the children have more judgment than the parents.

4. It tried to leave the impression that foreigners are making a better success than Americans.
5. It uses the same line of thought that the clever Integrationists use—that is that we are prejudiced because we do not want our children to play with other children.

Superintendent Tubb (1959) responded in a letter dated September 18, 1959, saying:

> Certainly I shall be glad to withdraw it from circulation if there is anything in it that is alien to our way of life. The State Department of Education has definitely tried to screen the teaching material sent out to the boys and girls so as to give them only that which would be in line with the traditions, beliefs, and ideals of our people. You understand, of course, that we, like you, are trying to maintain what the people of the South have held dear throughout all the years.

In Senator Yarbrough's (1959b) correspondence to the Sovereignty Commission, he stated, "I do not want this brought to the attention of the press, but feel we should be able to settle this among ourselves." That did not happen. In addition to front page coverage in the official newspaper of the Citizens' Council, an Associated Press story hit the papers on October 23, 1959, including Jackson's *Clarion-Ledger*. The news clippings found their way into the Sovereignty Commission's B'nai B'rith file. W. J. Simmons, of the Citizens' Council, was quoted in the article as saying, "The people should be proud to know that they can count on their state officials to protect their children from such insidious propaganda efforts. The Anti-Defamation League now stands convicted of spreading propaganda under the guise of education" (*Clarion-Ledger*, 1959). Interestingly enough, the same article quoted Superintendent Tubb as saying that the State Board of Education believed "'members of the Mississippi Chapter of B'nai B'rith gave this film as a gesture of good will and with no intent to provoke a controversial issue and it believes that these same people will endorse the state board decision in the matter" (*Clarion-Ledger*, 1959). This is likely a true reading of the situation, for the local B'nai B'rith chapter had even invited a local member of the Jackson Citizens' Council to speak at one of its meetings in 1958 (Bauman & Kalin, 1997) before the *High Wall* controversy ever broke to the public.

Despite the conciliatory nature of the state superintendent's comment, the damage was done. B'nai B'rith and the ADL were viewed as instigators and suspect in the eyes of the Sovereignty Commission, which began keeping a running file on B'nai B'rith and Jewish individuals and resorting even to spying on southern Jewish youth meeting on the Mississippi Gulf Coast in 1960. The latter was in response to a complaint lodged by a Jackson resident who reported the dates and location of the event (Jones, 1960). The investigators followed up on the complaint, but reported no activities "advocating subversion, integration or anything of a communistic nature" (Hopkins, 1960).

The suspicions of B'nai B'rith and ADL continued well after the press coverage of *The High Wall* and its subsequent withdrawal from circulation by the Mississippi Department of Education. In a handwritten letter dated October 16, 1968, Mrs. Carlton Hall of Pelahatchie requested information about the group from the Sovereignty Commission. Mrs. Hall (1968) stated, "I am very much interested in finding out all I can about an organization called the Anti-defamation league of B-nai Brai [*sic*]." She went on to request specifically, "If an[y] names of the organization can be gotten I would like to have them." The reason she wanted this information can only be speculated on, for she gave no reason in the correspondence, but it is proof that the ADL's activities were known to the general public.

The ADL's efforts to achieve its mission was a two-edged sword, for although it would champion the fight against unfair discrimination and characterizations of Jews and African Americans, these efforts would endanger Mississippi's Jewish communities. Evidence of this fear was reported by Braiterman (1964), a Baltimore attorney who came to Mississippi as counsel for arrested civil rights workers. While in Mississippi, he attended *Shabbat* service at the local synagogue and was invited into the home of a congregant for dinner. A discussion of the civil rights efforts ensued. When asked why they remained inactive in the struggle, one of his Jewish hosts replied,

> We would lose everything we have. Some of us are fourth and fifth generation Mississippians, and you can't expect us to sacrifice everything, even though we hate what is going on here. … We have to work quietly, secretly. We have to play ball. Anti-Semitism is always right around the corner. … It is an awful tough job just to remain a Jew in Mississippi. Our people leave the State, or they intermarry and leave Judaism, or they just stop being Jews. … We can't commit Mississippi Judaism to open support of the civil rights movement—it would be doomed. … We don't want to have our Temple bombed. If we said out loud in Temple what most of us really think and believe, there just wouldn't be a Temple here anymore. They [White, non-Jewish Mississippians] let it alone because it seems to them like just another Mississippi church. And if it ever stops seeming like that, we won't have a Temple. We have to at least pretend to go along with things as they are. (as quoted in Braiterman, 1964, pp. 32–33)

It is important to acknowledge that there is ample evidence of a spectrum of responses to the civil rights movement among Mississippi's Jews (e.g., Cohen, 1999; Bauman & Kalin, 1997; Nelson, 1993; Silver, 1963). On the issue of civil rights, Cohen (1999) characterized his Jackson congregation as follows:

> Some few in the temple were liberals and even, it was reputed had blacks as social guests in their homes. Some few others were openly racist in their views and might have found the Klan compatible except for the inconvenient fact of their Jewishness. Most of us though, hovered uncomfortably in the middle. (p. 155)

These quotes suggest a fear that their synagogues would be destroyed just as others had been in Atlanta, Nashville, Miami, Jacksonville—not to mention failed attempts in Birmingham, Charlotte, and Gastonia, North Carolina. In 1967, Jackson's Temple Beth Israel and the home of its outspoken Rabbi were firebombed. In 1968, the synagogue in Meridian was destroyed also.

In summary, the relative calm existence of Mississippi's Jewish communities began to fracture under the stresses wrought by the civil rights movement and activism, such as the *High Wall* incident. Although the Sovereignty Commission's primary focus was on B'nai B'rith and the ADL's directives from the northern headquarters, the local Jewish communities bore the brunt of racist hatred in Missis-

sippi. The Sovereignty Commission's dossiers on B'nai B'rith and Jewish individuals and willingness to spy on southern Jewish youth serve as proof of the commission's distrust of Jews—whether local or otherwise. The public relations efforts of the Sovereignty Commission to stir up hatred of outsiders were successful in fomenting a general atmosphere of intolerance, distrust, and hatred for anyone who represented a potential challenge to the racial status quo—and one that allowed the Klan to flourish. This, in turn, led to a spate of synagogue bombings, bombings of Jewish residences, and plots against Mississippi's Jewish communities and individuals from both inside and outside of the state.

Coda

Jewish life still exists in Mississippi—as does B'nai B'rith, albeit in small numbers. Most B'nai B'rith lodges or units in Mississippi folded during the Civil Rights Era, but the George Altbach Unit of B'nai B'rith on the Mississippi Gulf Coast celebrated its 50th anniversary in 2003 (Rockoff, 2003) and remains active to date. Congregations remain in cities such as Jackson, Gulfport, and Hattiesburg. In Utica, there remains a summer camp for Jewish children from across Mississippi and the rest of the Deep South. Mississippi is also home to the Goldring/Woldenberg Institute of Southern Jewish Life (n.d.), which provides educational and rabbinic services to southern Jewish communities and preserves the history of the southern Jewish experience.

In terms of education, de facto segregation, as elsewhere, continues in Mississippi. The state's public schools consistently perform poorly and are at or near the bottom of state rankings (e.g., Education Week Research Center, 2014). The legacies of racism still exist today, although the Sovereignty Commission has been dissolved and its records opened to the public in an attempt to exorcise the ghosts of hatred and racism that continue to haunt the state.

References

Anti-Defamation League. (1952). *Amici Curiae brief re: Brown v. Board of Education*. Retrieved from http://archive.adl.org/civil_rights/ab/website%20amicus%20brief%20-%20brown%20v.%20bd.%20of%20ed..pdf

Bauman, M. K., & Kalin, B. (Eds.). (1997). *The quiet voices*. Tuscaloosa: University of Alabama Press.

Braiterman, M. (1964). Mississippi Marranos. *Midstream, 10*(3), 30-35.

Clarion-Ledger. (1959, October 23). [News clipping]. Mississippi State Sovereignty Commission Records (SCR ID No. 10-95-0-10-1-1-1). Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

Cohen, E. (1999). *The peddler's grandson: Growing up Jewish in Mississippi*. New York, NY: Dell.

Dinnerstein, L., & Palsson, M. D. (Eds.). (1973). *Jews in the South*. Baton Rouge: Louisiana State University Press.

Education Week Research Center. (2014, January 9). *Quality counts 2014: District disruption and revival*. Retrieved from http://www.edweek.org/ew/toc/2014/01/09/index.html

Evans, E. N. (1973). *The provincials*. New York, NY: Atheneum.

Goldring/Woldenberg Institute of Southern Jewish Life. (n.d.). *About the ISJL: Our mission and history*. Retrieved from http://www.isjl.org/about/index.html

Grusd, E. E. (1966). *B'nai B'rith*. New York, NY: Appleton-Century.

Higham, J. (1984). *Send these to me: Immigrants in urban America*. Baltimore, MD: Johns Hopkins University Press.

Katagiri, Y. (2001). *The Mississippi State Sovereignty Commission*. Jackson: University Press of Mississippi.

Hall, C. (1968, October 16). [Letter to the Sovereignty Commission from Mrs. Carlton Hall]. Mississippi State Sovereignty Commission Records (SCR ID No. 99-101-0-336-1-1-1). Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

Hopkins, A. L. (1960). [A. L. Hopkins's investigative report on B'nai B'rith meeting in Biloxi]. Mississippi State Sovereignty Commission Records (SCR ID No. 10-95-0-23-1-1-1). Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

Jones, A. (1960). [Memo from Albert Jones to A. L. Hopkins]. Mississippi State Sovereignty Commission Records (SCR ID No. 2-56-1-62-1-1-1). Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

Moore, D. D. (1981). *B'nai B'rith and the challenge of ethnic leadership*. Albany: State University of New York Press.

Nelson, J. (1993). *Terror in the night*. New York, NY: Simon & Schuster.

Rockoff, S. (2003, June). *B'nai B'rith and Southern Jewry*. Speech given at the B'nai B'rith Southeastern Regional Meeting, Biloxi, MS.

Rockoff, S. (2012). Chai cotton: Jewish life in Mississippi. In S. Walter & B. Carpenter (Eds.), *Ethnic heritage in Mississippi* (pp. 193–218). Jackson: University of Mississippi Press.

Rosen, R. N. (2000). *The Jewish Confederates*. Columbia: University of South Carolina Press.

Silver, J. W. (1963). *Mississippi: The closed society*. New York, NY: Harcourt, Brace, and World.

Tubb, J. M. (1959, September 18). [Letter to George M. Yarbrough]. Mississippi State Sovereignty Commission Records (SCR ID No. 10-95-0-4-1-1-1). Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

Turitz, L. E., & Turitz, E. (1995). *Jews in early Mississippi*. Jackson: University Press of Mississippi.

Webb, C. (2001). *Fight against fear: Southern Jews and Black civil rights*. Athens: University of Georgia Press.

Yarbrough, G. M. (1959a, September 16). [Letter to J. M. Tubb]. Mississippi State Sovereignty Commission Records (SCR ID No. 10-95-0-2-1-1-1). Retrieved from Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

Yarbrough, G. M. (1959b). [Letter to State Sovereignty Commission]. Mississippi State Sovereignty Commission Records (SCR ID No. 10-95-0-1-1-1-1). Retrieved from Mississippi Department of Archives and History: http://www.mdah.state.ms.us

From the Director: Enhancing the Collective Capacity of UCEA

Michelle D. Young
UCEA Executive Director

"It is provided in the essence of things, that from any fruition of success, no matter what, shall come forth something to make a greater struggle necessary" – Walt Whitman

When UCEA was established 60 years ago, the founders believed that together colleges of education could conduct higher quality and impactful research on essential problems of leadership practice than they could if operating in isolation. Similarly, they imagined that if UCEA faculty worked together to design curriculum materials, teaching strategies, and learning experiences, all of the programs would be enhanced. In his book, *Building Bridges: UCEA's First Two Decades*, Culbertson (1995) explained that the rationale for interinstitutional cooperation was based on the shared belief that such collaboration could "advance large scale research and development, facilitate the spread of innovations in higher education and deploy human resources more efficiently" (p. 62).

In fostering such interuniversity collaboration, the founders were hoping to significantly increase the fields understanding of educational administration, particularly successful school and district-level administrative practice, and to widely share this knowledge and use it as a foundation for developing future leaders. Although they used different language at the time, what the founders of UCEA were imagining was an example of what Kania and Kramer (2011) called "collective impact" (p. 36). Collective impact is a form of collaboration that involves the commitment of a group of key actors to a common agenda for solving a specific problem or set of problems.

Like those who strive for collective impact today, the UCEA founders imagined something powerful through collaboration if well planned. Culbertson argued that the complexity of social and educational problems made small scale and isolated approaches to problems and solution and/or the advancement of knowledge less likely to succeed. Such complexity warranted "more encompassing and long range efforts" (Culbertson, 1995, p. 62).

With these early ideas as a foundation, the organization established journals, developed curricula, and fostered projects. Among its well-known successes are the *Educational Administration Quarterly* (EAQ), which has published peer-reviewed empirical research from thousands of leadership scholars over the last 50 years, and the Monroe City Simulation. The latter project involved over 190 professors from over 40 UCEA institutions in the collaborative development of background booklets, data charts, in-basket tasks, and leadership simulations; the reach of the materials continues to this day as UCEA headquarters continues to receive inquiries.

UCEA continues to foster the collaborative development and distribution of research and curriculum materials by UCEA member faculty and members of headquarters staff. Such resources are available to and used by many members of the consortium, impacting countless educational leaders over time. Yet, if Kania and Kramer (2011) are correct in their thinking, then the number of leaders UCEA institutions have impacted thus far falls far short of what it could be.

Increasing Impact by Emphasizing "Collective"

Although the work of school leadership has never been simple, the context in which leaders work today is incredibly complex. Such complexity may warrant a different kind of collaboration. In the past, the approach of the UCEA consortium has been to find solutions primarily within the higher education community. However, Kania and Kramer (2011) have found scant evidence that initiatives involving organizations from a single sector provide the best approach to solving complex problems. In fact, their research indicated that the opposite is more likely to be successful. Complex problems require cross-sectional coalitions.

Over the past 6 months, the UCEA Executive Committee has been engaged in an investigation of Kania and Kramer's (2011) work on *collective efficacy* to determine whether such a perspective might provide a useful framework for UCEA. Examples of successful collectives include the Elizabeth River Project, a consortium of 100 stakeholder organizations, focused on cleaning up and protecting the Elizabeth River in Virginia. Another example is ShapeUp Sommerville, a citywide initiative to prevent childhood obesity in Sommerville, Massachusetts.

What made these and other collective efforts successful, according to Kania and Kramer (2011), are five key conditions: (a) the development of common understanding of the problem and the vision for the future; (b) a shared measurement system with agreements regarding data and what counts as progress; (c) mutually reinforcing and coordinated activities that fit into an overarching plan; (d) ongoing communication among stakeholders; and (e) significant organizational support for the collective to ensure effective planning, management, and initiative support. Obviously, none of these five conditions would be simple to put quickly or easily into place, even after the development of a powerful coalition, and the development of a powerful and committed coalition is likely to be our greatest challenge.

While universities continue to prepare the majority of building- and district-level leaders, critics continue to express skepticism about how well this sector accomplishes this important work. Given the wide array of universities and leadership development programs in the university sector alone, such blanket criticism is unwarranted. Yet, at the core of the critique is an important issue: Quality leadership preparation is essential to the success of school and district leaders. This is the issue around which UCEA hopes to build collective impact. It is a complex issue, involving selection, development, evaluation, practice, reflection, financial support, clinical practice, supervision, induction, coaching, mentoring, etc. It is the kind of is-

sue that requires longitudinal, cross-sector engagement and emergent rather than predetermined solutions. Under conditions of complexity, "predetermined solutions can neither be reliably ascertained nor implemented. Instead, the rules of interaction that govern collective impact lead to changes in individual and organizational behavior that create an ongoing progression of alignment, discovery, learning, and emergence" (Kania & Kramer, 2013, p. 2).

As UCEA celebrates its 60th anniversary, it is important that we both acknowledge organizational successes as well as consider how the organization must change in order to meet the challenges our field currently faces as well as those that have not yet unfolded. The idea of interuniversity collaboration has served UCEA member institutions well over time; yet the idea of collaboration must be extended if our organizations are to collectively support high-quality educational leadership in our nation's schools.

References

Culbertson, J. (1995). *Building bridges: UCEA's first two decades.* University Park, PA: UCEA.

Kania, J., & Kramer, M. (2011, Winter). Collective impact. *Stanford Social Innovation Review.* Available at http://www.ssireview.org/articles/entry/collective_impact

Kania, J., & Kramer, M. (2013, January). Embracing emergence: How collective impact addresses complexity. *Stanford Social Innovation Review.* Available at http://www.ssireview.org/pdf/Embracing_Emergence_PDF.pdf

University Council for Educational Administration
The University of Virginia
Curry School of Education
405 Emmet St.
Charlottesville, VA 22904
(434) 243-1041
ucea.org

Point/Counterpoint: Perspectives on Progress (?): Black and Brown Educational Leaders 60 Years After the *Brown v. Board of Education* Decision

W. Kyle Ingle
University of Louisville

In *Simple Justice*, the award-winning history of the *Brown v. Board of Education* case, Richard Kluger (1975) stated, "Every colored American knew that Brown did not mean he would be invited to lunch with the Rotary the following week" (p. 749). Indeed, there was still much suffering left in the United States on the road to progress for people of color. In the years (well, decades really) following the *Brown* decision, journalists reported the words and acts of iconographic figures such as Dr. Martin Luther King, Jr., the Little Rock Nine, and everyday people who supported the cause of equality. Sadly, journalists also reported how these actions were met by intimidation, attacks, imprisonment, and deaths. Their reports and images have become symbolic of the turbulent years that followed the *Brown* decision. Lest we forget, African Americans are not the only ones who have suffered and struggled for equality in the United States and in issues beyond education. Latina/o icons Cesar Chavez and Dolores Huerta strove to improve the plight of farm workers and pursue social justice (Shaw, 2008), making significant improvements and making their own marks on history.

But at this time, we commemorate the landmark Supreme Court case, noting that it was a decision for the benefit of *all* students. UCEA's 2014 annual meeting will be held in our nation's capital with the theme of "Righting Civil Wrongs: Education for Racial Justice and Human Rights." Concurrent with the annual meeting in Washington, DC, representatives from UCEA and the Politics of Education Association will cosponsor "a Day on the Hill" November 19, taking advantage of our proximity to lawmakers in order to do what we can to shape the policy debates surrounding the provision of education in the United States. This issue of the *UCEA Review* has as its theme the 60th anniversary of the *Brown v. Board of Education* decision. We mark the historical importance of this landmark Supreme Court decision but note that it was not that long ago—in 2004—that we celebrated the 50th anniversary of the *Brown v. Board of Education* decision. At the time, education scholars (e.g., Guthrie & Springer, 2004) documented that after 50 years, de jure segregation has been supplanted by de facto segregation resulting from income and housing patterns and that academic achievement disparities between minority students and Whites persisted.

Sixty years later, progress arguably has been made, and times have changed since 1954. Sometimes it is the little details that have changed but are still important in shaping society and how we discuss race. The term *colored* (cited above from Kluger, 1975) is one that has since become dated, negative, and fallen out of common usage in academic writing (American Psychological Association, 2010). Then there are the bigger things. Americans will often highlight the election of an African American to the Presidency as evidence of the nation's progress toward a "postracial society." It is certainly a first and evidence of progress, but this in and of itself falls short as proof of the United States' entry into a postracial society. Sadly, de facto segregation remains, as do racial inequalities in educational outcomes (e.g., Scott, 2011). In other words, we still have a ways to go …

In this Point/Counterpoint, our contributing scholars discuss the impact of the *Brown v. Board of Education* on Black and Brown school leaders in 2014. Both of our contributing authors are noted experts in the fields of educational leadership and policy.

- Dr. Kofi Lomotey is the Bardo Distinguished Professor of Educational Leadership in the Department of Human Services at Western Carolina University. Prior to his tenure at Western Carolina University, Dr. Lomotey held academic positions at SUNY–Buffalo and Louisiana State University. He also has held higher education leadership positions, serving as provost at Medgar Evers College–CUNY and Fisk University, chancellor at Southern University, and president at Fort Valley State University. Dr. Lomotey's publications include the *Handbook on Urban Education* (with H. Richard Milner), the *Encyclopedia of African American Education,* and *Going to School: The African American Experience.* He served as the editor of the journal *Urban Education* for 19 years and currently serves on the editorial boards of the *Journal of Negro Education* and *Educational Researcher*. He is also a member of the AERA Journals Publication Committee.
- Dr. Gerardo R. López is professor and associate director for research at Loyola University–New Orleans' Institute for Quality and Equity in Education. Prior to his appointment at Loyola University, Dr. Lopez was associate professor at Indiana University and served on the Executive Committee of UCEA. His research focuses on parent involvement, migrant education, and school–community relations in communities of color, including Latina/o populations and their school experiences. His work has been published in *Educational Administration Quarterly, American Educational Research Journal, Harvard Educational Review, Journal of School Leadership, Journal of School Public Relations,* and *International Journal of Qualitative Studies in Education*, among other scholarly outlets. He is the coauthor (with María Pabón López) of *Persistent Inequality: Contemporary Realities in the Education of Undocumented Latina/o Students*.

Power, Politics, Social Justice, and Equity: Black Principals and the *Brown* Decisions

Kofi Lomotey
Western Carolina University

The impact of *Brown v. Board of Education, Topeka, KS* (1954, 1955) on Black principals (and Black teachers, students, and people) is a story of the exertion of power, the interplay of politics, the denial of social justice, and the disallowance of equity. What followed *Brown* was an explicit effort to deny social justice for the voiceless and to prevent Black people from achieving educational equity.

While it is argued that the intent of *Brown* was to increase social justice and equity, overall, it had the reverse effect. Perhaps the most important consequence of the displacement of Black principals following *Brown* was an increase in the disenfranchisement and underachievement of large numbers of Black students (Lomotey & Lowery, 2014). The evidence shows a sharp decline in the academic achievement levels of Black students as a result of desegregation (Hollins, 1996; Tillman, 2004; Toppo, 2004).

In this essay I consider the role and importance of Black principals prior to *Brown*. I then briefly explain the circumstances surrounding the *Brown* decisions before describing the nature and impact of the displacement of large numbers of Black principals with the advent of desegregation. The treatment of Black principals following *Brown*, in fact, merely illuminates the tragedies endemic to our imperfect democracy in which inequality, discrimination, and prejudice are pervasive. In my concluding remarks, I posit that similar behavior is being employed today in response to the election of Barack Obama as this country's 45th President.

Black Principals Pre-*Brown*

Black principals exerted a significant amount of influence over Black students prior to desegregation. They were in the classroom teaching and served a much-needed nurturing role for their students. They were indeed instructional leaders in the truest sense of the term. They sought to create the best possible learning environment for their students; that was their priority (Siddle Walker, 2000; Tillman, 2004).

Black principals also interacted substantially within the larger Black community before *Brown*. They were very important people in their communities. They facilitated the collection of human and material resources necessary for the school and the community, and they provided vital services for the school and the community. Black principals also served as role models for the development of school and community leaders within their community. According to Siddle Walker (2003), these leaders "were engaged in the building of a race" (p. 72).

Brown

Nobles (1978) argued that power is the capacity to interpret reality and to persuade others that it is their reality. The actions that occurred primarily (but not exclusively) in the South following *Brown* are reflective of the exertion of power upon the powerless. *Brown* was the first of several K-12 desegregation cases in the United States. Its basic premise was that separate schools for Black and White children were fundamentally unequal. The U.S. Supreme Court agreed that Black students needed educational facilities comparable to those available to Whites. The context in 1954 was one wherein laws and social norms precluded much racial interaction and intermingling. Earlier challenges to the separate but equal doctrine were unsuccessful (*Plessy v. Ferguson, 1896; Cumming v. Richmond County Board of Education, 1899*).

By the early 1950s, K-12 education had yet to be addressed by the courts. It was then that the National Association for the Advancement of Colored People (NAACP) became involved in the K-12 litigation, providing legal services to plaintiffs. In Topeka, 13 plaintiffs argued that segregated schools denied equal protection under the law because schools were not equal. In the case, social scientists argued convincingly that segregation had a deleterious psychological effect on Blacks. Nevertheless, the district court ruled against the plaintiffs, citing *Plessy*, saying that the 14th Amendment was not violated because the schools were substantially equal.

The plaintiffs in the Topeka case appealed to the U.S. Supreme Court in a case merged with three other cases, (a) *Briggs v. Elliott,* (b) *Davis v. County School Board of Prince Edward County*, and (c) *Gebhart v. Belton,* in order to emphasize the national nature of the issue. In *Brown I* (1954), the judges agreed unanimously that segregated schools were—by definition—unequal, affirming that segregation violated the equal protection clause of the 14th Amendment. The Court said that segregation's socioemotional impact on Black students coupled with the unequal provision of resources necessitated desegregation. In so doing, the Court overturned *Plessy* and "ended" the era of separate but equal.

Brown I (1954) was silent with regard to implementation—when to do it and how to do it. In *Brown II* (1955) the Court ordered prompt and reasonable efforts toward compliance, with the district courts responsible for oversight. Few immediate attempts at implementation occurred. In fact, 18 states established laws denying the right of the federal government to outlaw segregation in their respective states—raising the issue of states' rights as legal cover for the continued denial of social justice and equity.

The Displacement of Black Principals

The literature is pregnant with descriptions of this gross injustice visited upon Black principals: "decimation" (Cecelski, 1994), "outer-gration" (Georgia Teachers and Educators Association, as cited in Siddle Walker, 2003), "displacement" (Fultz, 2004), and the elimination of Black principals "with avalanche-like force and tempo" (Fultz, 2004). In essence, through the displacement of Black principals, what occurred were conscious efforts by educational and political leaders to negatively impact the livelihood, life circumstances, and community engagement of Black principals though decreased duties, diminished pay, assignments to teaching in classes for which they were not trained, symbolic "promotions," contrived departures, demotions, and discharges. In some Southern states as many as 70–90% of the Black principals were displaced (see Table).

Coupled with the decline in Black principals post-*Brown* was a decline in the academic achievement of Black students. While the physical disruption resulting from desegregation was significant as in any structured systemic change, it was the Black principal vacuum—intentionally fashioned through policy linked to racist measures—that assured the lack of equity and social justice for Black students.

Conclusion

The Civil Rights Act of 1964 and the Elementary and Secondary Act of 1965 had a small positive impact on the number of Black principals (and teachers) in U.S. public schools (Grant, Tate, & Ladson Billings, 1996). Yet, in 2014, Black principals continue to be underrepresented in U.S. schools in relation to the number of Black children.

Siddle Walker (2003) described the leadership of a Black principal, in the years before *Brown*, Ulysses Byas, focusing on his relationships with his superintendent and with the larger Black community. In addressing the legacy of Byas following his depar-

Table
Illustrations of the Loss of Black Principals Following Brown

State	School type	From–to (years)	From–to (number of Black principals)	Decline (%)
Alabama[a]	K-12	1967–70	250–50	80
Arkansas[b]	High school	1963–71	134–14	90
Kentucky[b]	K-12	1954–70	350–36	90
Mississippi[a]	K-12	1967–70	A decline of 250	—
North Carolina[a,c]	K-12	1967–71	620–40	94
North Carolina[b]	High school	1963–70	227–8	96
South Carolina[b]	High school	1965–70	144–33	77
Tennessee[b]	High school	1968–70	73–17	77

Note. The two entries in the Table for North Carolina are from two sources. They include different periods of time, and one is for K-12 and one is for high schools only. Each entry adds new information, and thus I chose to include both.
[a]Source: "Displacement of Black Teachers in Eleven Southern States," by R. Hooker, 1971, *Afro-American Studies, 2,* 165-180.
[b]Source: "The Displacement of Black Educators Post-*Brown*: An Overview and Analysis," by M. Fultz, 2004, *History of Education Quarterly, 44*(1), 11-45.
[c]Source: "Thousands of Black Teachers Lost Jobs," by G. Toppo, 2004, April 28, *USA Today.*

ture from his high school in Gainesville, Georgia, Siddle Walker (2003) said,

> The Superintendent had no idea just how much the community lost when he accepted Byas's resignation rather than allow him to become the principal of a school with white children. For too long, historical scholarship also has not understood this loss. (p. 72)

Byas symbolized the many Black principals who led schools prior to *Brown*. When he and hundreds of his colleagues were displaced, the Black community lost substantial wealth and access to wealth, important nurturers, valuable instructional leaders, focused role models, activist community leaders, committed student advocates, and much more.

To be sure, we will never know the full impact of the displacement of tremendously large numbers of Black principals with the advent of desegregation. What we do know is that Black children continue to be disenfranchised and resultantly continue to perform poorly in U.S. schools. Moreover, it is clear that—even in 2014—power, politics, the denial of social justice, and the absence of equity for many continue to be major challenges in schools and in other institutions in the United States.

The actions following *Brown* that led to tremendous inequality and social injustice toward Blacks are indeed analogous to the actions of many Republican leaders (state and national) and their supporters in the United States following the election of Barack Obama as the 45th U.S. President. That is, there have been continuous efforts to thwart the power of the Presidency since the inauguration of Obama—with the intent of denying social justice and equity to those who have had neither in this country (i.e., women, Blacks and other so-called racial minorities, LBGTQQ people, veterans, and poor people). Specifically, since 2008, lawmakers have blocked more than 500 bills affiliated with President Obama's agenda, affecting, among other things, jobs, the stimulation of the economy, and health care. What has occurred, besides the devastation of middle-class and poor communities, has been the widening of the gap between the haves and the have-nots in the United States.

Just as the 18 states attempted to nullify *Brown*, citing states' rights, we now know that on the night of Obama's first inauguration in 2008, 15 leading Republicans fashioned a course of action to deliberately and steadily obstruct Obama and any actions affiliated with his agenda (Draper, 2012), in other words, to nullify his election. Their intent was—and continues to be—to impede, interdict, filibuster, or undermine every individual jurisdictive prerogative emanating from the White House. This Republican strategy was evidenced with literally hundreds of bills denied floor votes in Obama's first term alone—burdening the wheels of government. Their agenda justified not doing their jobs in order to recapture the U.S. House of Representatives in 2010, substantially damage the President politically in 2011, and reclaim the Senate and the Presidency in 2012. Their strategy, which failed to make Obama a one-term President, is to use political power to deny social justice and equity to deserving U.S. citizens. That is, their goal is to insure joblessness, poverty, homelessness, and suicide to millions of women, so-called minorities, LBGTQQ people, and veterans.

There are clear similarities between the strategies employed by politicians and educators who engaged in the displacement of Black principals following *Brown* and the current efforts of Republican legislators and their supporters in blocking efforts to bring about social justice and equity for deserving U.S. citizens. Because we continue to live in an imperfect democracy wherein those in power seek to exert that power in an effort to deny social justice and equity to many, it is important that we continue to agitate the system in any way that we can. That is our responsibility as U.S. citizens. As long as people are discriminated against based upon their gender, the color of their skin, the amount of money they have in the bank, their height, their weight, their "beauty," their sexual orientation, and other illegitimate forms of exclusion, we must be social activists.

Moving Beyond *Brown*@60: Más Sabe El Diablo por Viejo que por Diablo

Gerardo R. López
Loyola University–New Orleans

The subtitle to this Point/Counterpoint is taken from an old proverb that roughly translates as follows: "The devil knows more because he's older, not because he's the devil." While a literal interpretation of the phrase may evoke images of Lucifer or Beelzebub, the proverb is figuratively used in Spanish-speaking countries to mean that wisdom literally comes with age and experience. In other words, the phrase is typically used as a way to communicate knowledge, perceptiveness, and understanding that come with the passage of time. This brief essay is not about Spanish idioms or major life lessons, per se. It is about lessons learned 60 years after the famous *Brown v. Board of Education* decision of 1954. Therefore, it is appropriate that we take time to reflect on the progress made since *Brown* as a testament to how far we have come as a country in terms of race relations, as well as a reminder of how far we still need to go in order to achieve racial equality in society.

I will try to make three basic arguments in this commentary. First, I will posit that after 60 years, we have learned an incredible amount surrounding the judicial limits of *Brown* as a vehicle for social equality and justice. Second, I will posit that despite the passage of time, many of us still find hope and promise in the *Brown* decision. Third, I will argue that after 60 years of witnessing the limits of *Brown*, we, as a society, really need to move on so that we can craft new legal, economic, social, and political possibilities and continue our journey towards racial equality in this country. If the passage of time is such a great instructor, and if time has demonstrated that *Brown* has largely been ineffective in achieving racial equality, then we need we stop using *Brown* as our societal yardstick for measuring progress. This does not mean that we must abandon the court case altogether, but that we need to learn from the past in order to plan a better future. Perhaps, according to the Spanish idiom, it is time we start thinking beyond *Brown* so that we can chart a new era of critical racial politics in this country.

The (Legal) Limits of *Brown*

As some readers may know, the U.S. Supreme Court rendered *Brown* in two separate decisions. The first decision was handed down in 1954 and is therefore colloquially referred to as *Brown I* (347 U.S. 483). The 1954 decision declared an end to legally segregated institutions that were constitutionally permissible under *Plessy v. Ferguson* (1896). The Supreme Court held that states could no longer promote or endorse racially segregated schools because such schools were inherently unequal—even if they were "equal" in every other respect.

The second decision was handed down in 1955 and is often referred to as *Brown II* (349 U.S. 294). The second decision was necessary because several of the segregated schools in the original court case, along with a number of additional school districts, felt that the *Brown I* decision would place a particular burden due to the time, logistical, and fiscal resources required to desegregate. The Supreme Court in *Brown II* ruled that segregated schools should handle the structure and pace of the desegregation efforts, and that the lower courts in these states should be tasked with ensuring that schools were in compliance with the law "with all deliberate speed" (*Brown v. Board of Education of Topeka*, 1955).

Unfortunately, the vague language of the *Brown II* decision only ensured that states would comply with the law at the speed they felt was most "deliberate" (Liu, 2004). Indeed, this turned out to be the case—as the vast majority of states and schools across the Deep South dragged their feet to ensure compliance with the new law (Bell, 1979). It is also important to note that *Brown* applied only to state-sanctioned segregated schools—that is, to states where segregation laws were an official part of state policy. For practical purposes, this included 17 states in the Deep South, as well as four non-Southern states that legally permitted segregation. In other words, *Brown* did not apply to states where segregation was already prohibited or states where there was no official segregation law in the books. This does not mean that de facto segregation was a reality in these latter states, but simply that that the *Brown* decision was limited to those states that specifically upheld de jure segregation as official state policy. This is a critically important issue to note because this was the first indication that *Brown*'s impact would be severely limited in scope.

In fact, by 1973, the Supreme Court clarified this position in *Keyes v. School District No. 1, Denver, Colorado*, by holding that the mere existence of de facto segregation needed to be separated from the intent of segregation itself (i.e., de jure segregation). Since Colorado did not have an "official" policy of segregation prior to 1954, the Court found that the state did not have a duty to address de facto segregation in the schools—despite the fact that the Denver School District had been engaging in scheme to keep schools segregated by race. The Court reasoned that the intentional segregation scheme had to be separated from the de facto living arrangements of people in the city. In other words, there was no evidence that the scheme, itself, "caused" any segregation in the city of Denver. Barring this proof, the court case was remanded to the lower courts. Sadly, the *Keyes* decision signaled the beginning of the end of *Brown*, while providing a window into the Court's logic involving issues of de jure and de facto segregation. In effect, the Court believed that unless there was a specific law mandating segregation, there really was little that it could do to address the issue of de facto segregation.

I provide this short history as a bit of context surrounding the Court's reasoning and to demonstrate how the Court created an opening for desegregation, but immediately closed that opening by providing legal roadblocks as well as other impediments that made it difficult to accomplish that very task. More importantly, in the 60 years since the landmark decision in *Brown I*, the Court has slowly moved away from addressing broader social ills such as state-sanctioned segregation and racism, in favor of individual "acts" of racial discrimination that are brought before the courts (Bell, 1993). Such individualization of discrimination not only perpetuates the myth that racism is an individual—and not a social or societal—construct (López, 2003) but also provides a legal foundation to challenge attempts at institutional remedies for past injustices (Bell, 2005). In an ironic twist, the very same logic that was used to overturn legally sanctioned racial discrimination against people of color has now been used to protect the very narrow interests of Whites who claim they are victims of racial discrimination in affirmative action and school desegregation cases (*Gratz v. Bollinger,* 2003; *Fisher v. University of Texas,* 2013; *Parents Involved in Community Schools v. Seattle School District No. 1,* 2007).

Do We Have Blind Faith in *Brown*?

Given the extremely slow pace of racial progress in this country over the past 60 years, one still wonders why so many of us have faith that *Brown* will someday live up to its promise of racial equality and justice for people of color. At every major anniversary of *Brown*, we take time to reflect on the promises and shortcomings of the decision with a certain yearning; a deep sense of hope; and a commitment to work towards a better, more racially just future. I think this is a very understandable and natural response because the *Brown* decision, itself, holds a particular sense of promise, hope, and optimism. To be certain, the African American community was emboldened by the *Brown* decision, and it served as a springboard for widespread social movement that demanded fairness and equality not only in public schools but also in all facets of life (transportation, housing, parks, public facilities, eating establishments, wages, etc.). In many ways, *Brown* was the spark for the civil rights movement, and therefore it holds a particularly privileged spot in the collective memory of this country.

Notwithstanding, the overwhelming evidence would suggest that this country has not made significant progress with respect to racial equality over the past 60 years (Sharkey, 2013). In fact, research suggests that the country is now more segregated than in the late 1960s, when national statistics of this nature were first collected by the federal government (Orfield & Frankenberg, 2014). Outside of the cosmetic embracement of diversity, it would seem that we have actually lost ground on issues of racial, economic, and political justice (Dumas, 2011). Yet, despite the lack of progress, we still hold on to the promise of *Brown*. This would suggest that we either have blind faith in this court decision, or that we refuse to let go of it because we do not want to accept the fact that the issue of racism in this country is not only intractable but perhaps insurmountable.

Moving Beyond *Brown*?

The time has come to symbolically "let go" of the *Brown* decision and begin to chart a new course for racial politics and progress in this country. This does not mean that we must abandon the hope, promise, and broad-based social movement that *Brown* inspired, but that we simply cannot continue to rely on *Brown* as a societal yardstick for measuring racial progress. After 60 long years, *Brown* has reached its symbolic shelf life. As the old adage goes: *Más sabe el diablo, por viejo que por diablo.* It is time we learn from the past, so that we can chart a new future for this country and for millions of children of color who are trapped in a vicious system of economic and racial segregation. Now is the time to re-embrace the spirit and fervor of Charles Hamilton Houston and the NAACP and to lay the foundation for the next court case—the next *Brown v. Board of Education*—that will fundamentally alter the course of history for the next 60 years.

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bell, D. (1979). *Brown v. Board of Education* and the interest-convergence dilemma. *Harvard Law Review, 93*, 518-533.

Bell, D. (1993). *Faces at the bottom of the well: The permanence of racism*. New York, NY: Basic Books.

Bell, D. (2005). *Silent covenants: Brown v. Board of Education and the unfulfilled hopes for racial reform*. New York, NY: Oxford University Press.

Brown v. Board of Education of Topeka, 349 U.S. 294 (1955).

Brown v. Board of Education of Topeka, 347 U.S. 483 (1954).

Cecelski, D. S. (1994). *Along freedom road: Hyde County, North Carolina, and the fate of Black schools in the South*. Chapel Hill: University of North Carolina Press.

Cumming v. Richmond County Board of Education, 175 U.S. 538 (1899).

Draper, R. (2012). *Do not ask what good we do: Inside the U.S. House of Representatives*. New York, NY: The Free Press.

Dumas, M. J. (2011). A cultural political economy of school desegregation in Seattle. *Teachers College Record, 113,* 703-734.

Fisher v. University of Texas, 631 F. 3d 213 (2013).

Fultz, M. (2004). The displacement of Black educators post-*Brown*: An overview and analysis. *History of Education Quarterly, 44*(1), 11-45.

Grant, C., Tate, W., & Ladson Billings, G. (1996). The *Brown* decision revisited: Mathematizing a social problem. In M. J. Shujaa (Ed.), *Beyond desegregation: The politics of quality in African American schooling* (pp. 29-52). Thousand Oaks, CA: Sage.

Gratz v. Bollinger, 539 U.S. 244 (2003).

Guthrie, J. W., & Springer, M. G. (2004). Returning to square one: From *Plessy* to *Brown* and back to *Plessy*. *Peabody Journal of Education, 79*(2), 5-32.

Hollins, E. (1996). *Culture in school learning: Revealing the deep meaning*. Mahwah, NJ: Erlbaum.

Hooker, R. (1971). Displacement of Black teachers in eleven southern states. *Afro-American Studies, 2,* 165-180.

Keyes v. School District No. 1, Denver, Colorado, 413 U. S. 189 (1973).

Kluger, R. (1975). *Simple justice*. New York, NY: Vintage Books.

Liu, G. (2004). Brown, Bollinger, and beyond. *Howard Law Journal, 47*, 705-719.

Lomotey, K., & Lowery, K. (2014). Black students, urban schools and Black principals: Leadership practices that address disenfranchisement. In R. Milner & K. Lomotey (Eds.), *Handbook on urban education* (pp. 325-349). New York, NY: Routledge.

López, G. R. (2003). The (racially neutral) politics of education: A critical race theory perspective. *Educational Administration Quarterly, 39*(1), 68-94.

Nobles, W. W. (1978). *African consciousness and liberation struggles: Implications for the development and construction of scientific paradigms* (Unpublished).

Orfield, G., & Frankenberg, E. (2014). *Brown at 60: Great progress, a long retreat and an uncertain future*. Los Angeles: University of California, The Civil Rights Project/Proyecto Derechos Civiles. Retrieved from http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-60-great-progress-a-long-retreat-and-an-uncertain-future/Brown-at-60-051814.pdf

Parents Involved in Community Schools v. Seattle School District No. 1, 551 U.S. 701 (2007).

Plessy v. Ferguson, 163 U.S. 537 (1896).

Scott, J. (2011). Market-driven education reform and the racial politics of advocacy. *Peabody Journal of Education, 86*(5), 580-599

Sharkey, P. (2013). *Stuck in place: Urban neighborhoods and the end of progress toward racial equality.* Chicago, IL: University of Chicago Press.

Shaw, R. (2008). *Beyond the fields: Cesar Chavez, the UFW, and the struggle for justice in the 21st century.* Berkeley: University of California Press.

Siddle Walker, V. (2000). Valued segregated schools for African American children in the South, 1935–1969: A review of common themes and characteristics. *Review of Educational Research, 70*(3), 253-285.

Siddle Walker, V. (2003). The architects of Black schooling in the segregated South: The case of one principal leader. *Journal of Curriculum and Supervision, 19*(1), 54-72.

Tillman, L. C. (Ed.). (2004). *The Sage handbook of African American education.* Thousand Oaks, CA: Sage.

Toppo, G. (2004, April 28). Thousands of Black teachers lost jobs. *USA Today.* Retrieved from http://usatoday30.usatoday.com/news/nation/2004-04-28-brown-side2_x.htm

UCEA Employment Resource Center

UCEA Job Search Handbook

The *UCEA Job Search Handbook,* located on the UCEA website (www.ucea.org), is an online resource for aspiring educational leadership faculty members and the institutions that prepare them. Topics include preplanning, preparing an application, the interview, post-interview tactics, negotiations, and sample materials.

UCEA Job Posting Service

UCEA provides, free of charge on its website, links to job position announcements. To submit a posting for the website, please e-mail the URL for the position announcement (website address at your university where the position description has been posted) to ucea-list@virginia.edu. A link will be provided to the job announcement from the UCEA job posting page: www.ucea.org.

Innovative Programs:

EdD in Urban Education Leadership at the University of Illinois at Chicago and Urban School Leaders Collaborative at the University of Texas–San Antonio

Kristin Huggins
University of Washington

To highlight the inaugural UCEA Exemplary Educational Leadership Preparation Award recipients in 2013, this column focuses on the EdD in Urban Education Leadership program at the University of Illinois at Chicago and the Urban School Leaders Collaborative at the University of Texas–San Antonio (UTSA). Both programs prepare educational leaders in urban contexts and were either redesigned or established into the beginnings of their current forms in 2002. Additionally, both programs engage in ongoing program evaluation, which has increased the effectiveness of their programs over time, determining their exemplary nature. Due to their recognition and ability to inform the educational leadership preparation field, a comprehensive understanding of the programs will be provided in an upcoming Special Issue in the *Journal of Research on Leadership Education*. Since both programs have been featured in this column before (Hollingsworth, 2009, 2010) as well as documented extensively elsewhere (e.g., Cosner, Tozer, & Smylie, 2012; Murkami-Ramalho, Garza, & Merchant, 2009, 2010, 2012), this issue will focus on their curricular distinctions.

EdD in Urban Education Leadership, University of Illinois at Chicago: Continuous Improvement

The EdD in Urban Education Leadership at the University of Illinois at Chicago contains structures and processes that are based upon a program logic model that conceptualizes how school leaders influence school improvement for increased student learning. In the program's logic model, administrative leadership (i.e., the principal) influences the instructional leadership team and distributed teacher leadership in the school. Collectively, all forms of leadership in the school influence both organizational resources and teaching instruction, with organizational resources clearly connected to teaching and instruction. Then, teaching and instruction are shown to influence student learning and engagement. Subsequently, program learning experiences are organized around three strands: (a) instructional diagnosis and development, (b) organizational or leadership diagnosis and development, and (c) leading cycles of inquiry. The students in the program engage in these strands through learning experiences in both the field and the classroom.

Part of the field-based portion of the program includes an extensive learning experience with a leadership coach. These relationships between student and leadership coach exist for 3 years. Students meet with their leadership coach weekly for 2 hours during their principal residency and for 2–4 hours several times a month the 2 years following their principal residency. During these meetings, key routines have been established in order to systemize the relationship between the student and leadership coach to align with the logic model of the program as well as tether the three strands of the program to students' practice. One of the specific ways this occurs is through the *triad meeting*, which is a meeting between the student, the resident principal, and the student's leadership coach. Prior to students' principal residency year, they self-assess their leadership competencies based upon the leadership competencies constructed by Chicago Public Schools. This self-assessment is used to determine a year-long personal plan for development, work, and goals. Then, throughout the year and facilitated by their resident principal, students participate in five to seven triad meetings, which take them through a cycle of inquiry routine. In these triad meetings, students are encouraged to identify problems, seek help on those problems, critique themselves concerning those problems, and generate assessment of their engagement with those problems. After each triad meeting, students complete a written reflection of what occurred during the triad meeting.

The classroom-based portion of the program has a *cycle of inquiry project* that spans the breadth of academic coursework in which students have engaged in the program in order to create a summative assessment that demonstrates students have both the understandings and practices that are viewed as essential to the discipline of effective principals based upon the program's logic model. The cycle of inquiry projects are based upon the program's focus on principals being the leaders of continuous improvement. The projects start prior to the principal residency and continue throughout the duration of the program. In these projects students are expected to provide evidence of their knowledge and skills for school-wide continuous improvement, including a design of diagnostic plans and data systems to determine areas for instructional as well as organizational and leadership development. Multiple times during the project, students have the opportunity to critically reflect upon their professional growth and development concerning their knowledge and ability to enact continuous school improvement.

Urban School Leaders Collaborative, UTSA: Social Justice Advocacy

The Urban School Leaders Collaborative at UTSA is a principal preparation program that is based upon a collaborative partnership between UTSA and San Antonio Independent School District. Designed to meet the specific leadership needs of San Antonio Independent School District, a district with a majority Latino/a population, the program focuses on the issues facing administrators and students in the district with a particular respect to advocating for the students in order to ensure they have equal opportunities to educational success. Thus, the UTSA Urban School Leaders Collaborative has a social justice mission. In conjunction with the mission, the faculty in the program have established a constructivist approach to student learning where students are engaged as learners as well as teachers and coconstruct knowledge with others in the program. Through the mission and learning approach of the program, students participate in three key learning experiences: (a) reflection, (b) community projects, and (c) autoethnographies.

Reflection in the Urban School Leaders Collaborative program occurs frequently. Whereas many programs incorporate reflection after learning experiences have occurred, the program begins each class with students sharing reflections. The students are expected to share both their challenges and successes in engaging in leadership as well as their struggles with being social justice advocates as they develop their social justice leadership identity. In addition to in-class reflection, students participate in reflection with their mentors. Each student in the Urban School Leaders Collaborative program is assigned a mentor in addition to the residency principal with whom the student is required to meet on a regular basis. These mentors are prior graduates of the Urban School Leaders Collaborative program and engage in the coconstruction of learning with students in one-on-one meetings as well as in program network opportunities.

The community projects in the Urban School Leaders Collaborative program involve students engaging in an in-depth study of a family in the community of the school where they work. The first part of the study is a micro-ethnography with the purpose of getting to know the chosen family and engaging in a relationship with them in order for the family to feel comfortable hosting a parent or community meeting in their home. The second part of the study is a 10-minute video documentary of the community meeting the family hosts. Students are encouraged to include the involvement of students, parents, and their colleagues in the community meeting and producing the video documentary of the community meeting. Students share their documentaries with the other students in their program cohort at the end of the semester that focuses on the community projects.

As the foundational pedagogical practice in the Urban School Leaders Collaborative program, students produce autoethnographies. These autoethnographies occur at three times during the duration of the program in order to facilitate the transformational learning experience to becoming social justice advocates. The first autoethnography occurs at the beginning of the 2-year program; students document the personal account of their lives and any significant moments that have shaped who they are as individuals. During the middle of the program, the students revisit their original autoethnographies and add the professional moments that have shaped who they are as professionals and their views toward schooling. At the end of the program, after 11 courses specifically designed to make them social justice advocates, the students document in their autoethnographies their transformational journey throughout the program.

For further information about the EdD in Urban Education Leadership at the University of Illinois at Chicago, contact

Shelby Cosner
UIC College of Education
1040 W. Harris St. (M/C 147)
Chicago, IL 60607
sacosner@uic.edu

For further information about the University School Leaders Collaborative, contact

Encarnacion Garza, Jr.
UTSA Dept. of Educational and Leadership Policy Studies
One UTSA Circle (MB.3.450)
San Antonio, TX 78209
encarnacion.garza@utsa.edu

References

Cosner, S., Tozer, S., & Smylie, M. (2012). The Ed.D. program at the University of Illinois at Chicago: Using continuous improvement to promote school leadership preparation. *Planning and Changing, 43*(1/2), 127-148.

Hollingsworth, L. (2009, Summer). Innovative programs: The University of Texas at San Antonio. *UCEA Review, 50*(2), 22-23.

Hollingsworth, L. (2010, Summer). Innovative programs: EdD in urban education leadership at the University of Illinois at Chicago. *UCEA Review, 51*(2), 11-13.

Murakami-Ramalho, E., Garza, E., & Merchant, B. (2009). Lessons from country borders: Preparing leaders for social justice and diversity through a district and university partnership. *Journal of School–University Partnerships, 3*(2), 80-97.

Murakami-Ramalho, E., Garza, E., & Merchant, B. (2010). Successful school leadership in socio-economically challenging contexts: School principals creating and sustaining successful school improvement. *International Studies in Educational Administration, 32*(2), 35-55.

Murakami-Ramalho, E., Garza, E., & Merchant, B. (2012). Lessons from a principal preparation program: Creating support through social justice practices. In E. Murakami-Ramalho & A. Pancake (Eds.), *Educational leaders encouraging the intellectual and professional capacity of others: A social justice agenda* (pp. 163–174). Charlotte, NC: Information Age.

Call for Photos & Stories

Celebrating 60 Years of Quality Educational Leadership

I. General Information

This year, UCEA celebrates its 60th anniversary in Washington, DC at the Washington Hilton. The Gala celebration will start with a reception, followed by the annual banquet, and ending with a dance. Please note that dress for the dance will be business/formal. Tickets for the Gala cost $45 and will be available on RegOnline beginning July 1, 2014. During the annual banquet, UCEA will present a slideshow, featuring UCEA member faculty, graduate students, and events through the ages paired with music from each decade and a selection of stories about UCEA faculty and achievements over the years. If you have photos or stories to share, please let us know!

II. History of UCEA

The professional beginning for educational administration began in 1947 under the guidance of Walter Cocking, editor of *The School Executive,* and E. B. Norton, professor of educational administration at Teachers College Columbia, with the founding of the National Council of Professors of Educational Administration (NCPEA). The formation of the Cooperative Program in Educational Administration by 1955 had 30 institutions receive grants to advance the study of school administration.

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization that would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College Columbia. Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a 5-year grant from the Kellogg Foundation.

The organization was officially founded in 1959, and the UCEA central office moved to The Ohio State University when a small, full-time staff was hired. In 1984 the central office was moved to Arizona State University, and in 1991 to The Pennsylvania State University. In 1996 the central office was hosted at the University of Missouri–Columbia, and after a stint at The University of Texas at Austin, UCEA moved to the University of Virginia, where it is currently headquartered. Since its inception, UCEA has worked to improve the professional preparation of administrative personnel in both continuing education and preservice programs. UCEA has been a major contributor to:

- Broadening the content of preparation programs for educational administrators;
- Extending use of more effective methods of inquiry in educational administration;
- Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership;
- Developing new instructional materials for administrator programs;
- Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries; and
- Continuing efforts toward standards of excellence in research and in preparation programs for administration.

III. How to Help

Please send UCEA any photos and stories you have from any past UCEA events—conventions, meetings, etc.—the older, the better! If you want your photo included, follow the steps below:

- **Scan the photo in an email.**
- **Label all individuals in the photo and include year and location.**
- **Address the email to uceaconvention@gmail.com**
- **Put in the subject line "UCEA 60th Anniversary."**

If you would like to have your story considered for inclusion, please save it as a Word document, indicate the (approximate) year the story took place, and email it to the UCEA convention email account. Should you have other memorabilia that is significant to the history of UCEA, please send an email with details about the item to **uceaconvention@gmail.com**.

All photos and materials must be received by October 15, 2014.

Thank you in advance for your contributions—we look forward to showcasing UCEA membership!

San Antonio ISD and the Assistant Principal Preparation Program

Travis D. McKelvain & Toni Thompson
San Antonio ISD

In the Fall of 2013, the San Antonio Independent School District (ISD) Human Resources Department grappled with a growing concern: diminishing internal talent pools for school-based administrative positions. A trip to the UCEA Convention in Indianapolis proved to be integral to the development of a leadership preparation program designed to provide professional growth opportunities to aspiring school leaders within the school district and prepare these individuals for success at the next level. The result: increased numbers of internal candidates equipped to provide administrative leadership to the schools of San Antonio ISD.

Background

For over 20 years, San Antonio ISD enjoyed a job-imbedded preparation program for the assistant principalship through various campus-based positions. From peer appraisers to campus instructional coordinators, these pseudo-administrative positions exposed employees to critical administrative functions. Staff were able to observe classroom instruction and give feedback, plan with instructional teams and disaggregate data, provide staff development, and mentor new or struggling teachers. While these positions provided critical support to campuses, they also served as a "pipeline" for campus administrators. As a result of the rich on-the-job training afforded, many of these individuals became assistant principals, principals, and eventually district leaders. The path to administration was, by default, through these nonteaching professional positions. Consequently, the number of teacher-to-assistant-principal promotions remained in the single digits for over two decades.

The Challenge

Federal budget cuts in 2011 drastically changed the level of support that districts across Texas could provide to campuses. Personnel cuts became a necessary means to handle the deep cuts in school finance, and San Antonio ISD, like all districts, had to make tough choices. Ensuing budgetary constraints meant the elimination of critical campus support positions that had long served as a training ground for future assistant principals and principals.

Faced with this challenge, the Human Resources Department considered ways to train aspiring assistant principals within the district. While attending the UCEA Conference in November 2013, the human resources team listened intently to seminars on administrative leadership and university preparation programs, noting key concepts and pillars in leadership development. Using this insight, the department began constructing a framework for what would become the aspiring Assistant Principal Preparation Program.

The Program

The Assistant Principal Preparation Program focused on four main pillars: instructional leadership, human relations, campus operations, and finance. Participants from across the district were invited to attend large-group sessions covering each of the four pillars. The associate superintendent for human resources and assistant superintendents led highly interactive sessions that not only provided pertinent information for new assistant principals but also caused participants to reflect on their own leadership strengths and areas needing growth. In a culminating activity, the superintendent joined campus principals from every level within the district to share insights on school leadership and answer questions in a panel discussion. Following the final session, the Human Resources Department offered a series of small-group presentations on interview tips and résumé-building strategies.

Ultimately, 175 district employees representing a variety of campus-based and district-wide personnel voluntarily participated in the free program. Participants included teachers, counselors, testing coordinators, instructional coaches or specialists, program facilitators, behavior specialists or interventionists, and school librarians.

Responses to the Program

"Thank you for all that you have done to prepare us for the next level in our careers." – Ashlyn Parrish, campus testing coordinator promoted to assistant principal in Summer 2014

"I would like to thank you and all those who made the Assistant Principal Preparation Program possible. I am very proud to be a team member of such an outstanding school district … that invests in the growth of their employees. I have enjoyed each pillar and have found each useful in understanding what our district's expectations are in future leaders." – Larry McKevitt, high school echnology teacher

"Thank you for the trainings, counsel, and support throughout the process." – Lawrence Scott, high school counselor promoted to assistant principal in Summer 2014

"I have enjoyed all the informative sessions, and thank you for allowing me the opportunity to attend them." – Kimberly Barg, teacher promoted to instructional coach in Summer 2014

"I am so excited and grateful for the opportunities and experiences you have made possible for us." – Blanca Gebhart, teacher promoted to assistant principal in Summer 2014

"Thank you for giving me the opportunity to attend the Assistant Principal Preparation Program. The classes have helped me to look introspectively in order to validate that this is what I want. What I take out of the classes is that hard smart work will help an assistant principal in his 1st year and that every decision made has to be made with students' best interest in mind. I am also glad to know that an assistant principal is supported by the district and is not left to sink or swim. I am proud to be a part of the San Antonio ISD family. As I write this e-mail, I have my compass and salt shaker in front of me to remind me of my inner compass and the need to stay centered." – Luis F. Torres, Navarro Academy Counselor

"Thank you for all you did in making the Assistant Principal Prep Program come to fruition. I thoroughly enjoyed each and every session, as well as learned an intense amount of vital information about the role of an assistant principal. This process was very beneficial and I hope to soon have the opportunity to interview for a possible assistant principal position. Your professionalism and commitment are commendable. Once again, thank you." – Linda Rios-Garcia, teacher promoted to assistant principal Summer 2014

"Thank you for the awesome session last night, Mrs. Thompson has such a gift for presenting. The information was straight to the point information that will benefit me in any position and a growing leader in San Antonio ISD." – Evelyn Alvarez, fifth-grade science teacher

"I would like to thank you for such a wonderful presentation. I truly enjoyed those self-reflective pieces." – Patricia Perales, first-grade bilingual teacher

UCEA Welcomes New Members

University of North Carolina at Charlotte

UCEA welcomes new member University of North Carolina at Charlotte. The department of Educational Leadership in the College of Education at the University of North Carolina at Charlotte employs 23 full-time tenure-track faculty members (nine of whom are full professors, seven associate professors, and seven assistant professors), one full-time clinical assistant professor, and one full-time lecturer. In addition, six part-time assistant professors teach courses in the program. Faculty scholarship focuses on educational leadership, curriculum, and research.

The department has adopted a cohort model for the following degree programs: Master of Education in Information Technology, Masters of School Administration, and EdD in Educational Leadership that includes a school specialization and community specialization as well as graduate certificates in Educational Administration and Curriculum and Supervision. There are currently 102 EdD students enrolled in K-12 and community educational leadership concentrations, 58 in the Masters of School Administration, and 13 in the Masters of Instructional Technology programs. A cohort model is used in the Masters of School Administration program, with classes offered on campus and at four regional school district facilities. In addition, the Aspiring High School Principals Program is a collaborative effort by the University of North Carolina at Charlotte and Charlotte Mecklenberg Schools designed to recruit, train, and support the strongest prospective high school principals to serve high schools in the Charlotte Mecklenburg school system.

The department and college successfully completed Southern Association of Colleges and Schools (SACS) accreditation in 2012 and NCATE in 2013. UNC at Charlotte is home to the Southwest Education Alliance, consisting of 11 school districts that include the largest and most diverse student population in North Carolina.

http://edld.uncc.edu/

University of South Florida

The University of South Florida in Tampa is the state's leading metropolitan research university. The university and College of Education are dedicated to student access, learning, and success; research and scientific discovery; and partnerships that contribute to advancement of a just society. The university is accredited by SACS, and the college is accredited by NCATE.

The Educational Leadership & Policy Studies Program serves some of the larger, more diverse counties in the United States. The program prepares compassionate, ethically centered, public intellectuals to become critical, transformative leaders and advocates for social justice in America's schools. The program offers master's, Educational Specialist, and Ph.D. programs, and the MEd program is approved by the Florida Department of Education to prepare individuals to apply for Level I State Certification in Educational Leadership.

Students, faculty, and partners engage in collaborative inquiry, culturally relevant pedagogy, and public deliberation, addressing historical and perennial issues confounding public education and making value-added contributions to national, state, and local policy and professional practice. Five core values underlie the work:

- Social Justice – The program advocates for inclusive, democratic, and just schools, institutions, communities, and society.
- Mutual Respect – The program values collegiality, collaboration, and ethical practice based on integrity and mutual respect for both scholarship and practice.
- Research-Based Inquiry – The program conducts inquiry and fosters research that informs and strengthens leadership in education.
- Direct Engagement – Faculty and students directly engage with schools, districts, state and local communities and agencies to shape the direction and quality of education for all learners.
- Authenticity – Authentic, engaging and problem-based teaching and learning are used to challenge and change leadership and conditions in education.

http://www.usf.edu/

USF UNIVERSITY OF SOUTH FLORIDA

Call for Nominees
2015 Excellence in Educational Leadership Award

Deadline: March 29, 2015

The Award

The UCEA Executive Committee is asking for nominees for the 19th Annual Educational Leadership Award, in recognition of practicing school administrators who have made significant contributions to the improvement of administrator preparation. This distinguished school administrator should demonstrate an exemplary record of supporting school administrator preparation efforts. This award, one of national recognition, provides a unique mechanism for UCEA universities to build good will and recognize the contributions of practitioners to the preparation of educational leaders. Funds to establish the Educational Leadership Award were originally donated to UCEA by the Network of University Community School Districts, a consortium of school districts in university towns. However, UCEA now fully funds this important initiative.

The Procedure

The UCEA Plenum Representative (PSR) at each participating university should consult with colleagues and other constituencies designated by faculty to identify a worthy recipient. The PSR (or a designee) should plan to make the award presentation at an annual departmental, college, or university ceremony. The nomination deadline is March 29, 2015.

After that time, UCEA will provide official certificates of recognition to universities who have designated a recipient and publish the names of the award recipients and their sponsoring university in the *UCEA Review*. Additionally, recipients' names will be placed on the UCEA mailing list for 1 year. If desired, UCEA also will provide a boilerplate press release for announcing the award recipient to news agencies; however, the university may choose to coordinate this announcement through its public relations office in order to include additional information about the award presentation. To nominate a candidate, please complete the Nomination Form found on our website:

www.ucea.org/resource/excellence-educational-leadership-award-3/

Nominations due March 29, 2015

Questions? Call UCEA Headquarters at (434) 243-1041

Grad Student Column & Blog: Submissions Welcome

Two elements of the UCEA website are focused on issues and information relevant to the graduate students of UCEA. The **Graduate Student Column** typically features scholarship written by graduate students at UCEA member institutions. Column entries explore a variety of topics and allow the authors to present developing research and to the UCEA graduate student community. The **Graduate Student Blog** is a more discussion-oriented format encouraging conversation between graduate students via posts and comments. Topics addressed in the blog include discussion and links to educational leadership and educational policy news relevant to graduate students, as well as updates and information about ways graduate students can be more involved in UCEA. Graduate students are invited to send in contributions for both the Graduate Student Column and the Graduate Student Blog. To find out more, please e-mail ucea@virginia.edu.

www.ucea.org/graduate-student-column/

www.ucea.org/graduate-student-blog/

David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy

CALL FOR NOMINATIONS

The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and Sage Publications, brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. The majority of Clark Scholars go on to become professors at major research institutions around the world. This year's seminar will be held in the spring at the beginning of the AERA meeting in Chicago scheduled April 16-20, 2015. Nominations for the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy are due November 5, 2014.

- Nominees should be outstanding doctoral students in educational leadership, administration, and/or policy seeking careers in research.
- Nominees must have substantially completed their courses and must have formulated a dissertation proposal. Students who have already started or completed their dissertations are unlikely to gain as much from the seminar as students who are in the early stages of formulating their research.
- Nominations of students from underrepresented groups are strongly encouraged.

Student proposals are blind reviewed by three prominent scholars. Invitations will be issued to 40 doctoral students, with competition based on the quality of the student's proposal and their perceived capacity to gain from and contribute to the seminar.

Each university may nominate up to two students. Nominations must be accompanied by a student research proposal. This year, all materials will be submitted online. Nomination materials and an overview of the Clark Seminar process can be found on the "David Clark Seminar" page of the UCEA website:

http://www.ucea.org/graduate-student-opportunities/david-clark-seminar/org

To nominate a student, the nomination form must be filled out completely by the nominator. The information requested includes (a) nominator's information (name, institution, mailing address, email address, and phone number), (b) nomination statement, (c) student information (name; institution; day, evening, and cell phone numbers; mailing address; email address), (d) an abstract of student research, (e) title, and (f) a blinded statement of proposed research. Nominating institutions also must indicate the level of financial support that will be provided to support their nominee's travel and participation. Please note that the form must be submitted by the nominator and will require that the nominator gather the necessary information from the nominee to complete the nomination form.

Deadline: November 5, 2014

Additional information concerning the seminar is available on the "David Clark Seminar" page of the UCEA website (http://www.ucea.org/graduate-student-opportunities/david-clark-seminar/org). We expect to extend invitations to 40 students in December 2014. If you have any questions, please call (434) 243-1041.

Interview With Sonya Douglass Horsford

The More Things Change, the More They Stay the Same: Reflecting on *Brown v. Board of Education*, 60 Years Later

Lisa Bass
North Carolina State University

Dr. Sonya Douglass Horsford is an Associate Professor of Education in the Graduate School of Education and College of Education and Human Development at George Mason University. Her research interests include the political and policy contexts of education leadership with a focus on school desegregation and education reform in the post–Civil Rights Era. She authored the bestselling book *Learning in a Burning House: Educational Inequality, Ideology, and (Dis)Integration*, which received a 2013 American Educational Studies Association's Critics' Choice Award for its contribution to the field.

LB: Dr. Horsford, thank you for agreeing to be interviewed for the *UCEA Review* issue commemorating the 60th anniversary of *Brown v. Board of Education*! I thought you would be a great person to interview for this issue given your book, *Learning in a Burning House*, which critiques the history of segregation and desegregation in U.S. schools, as well as your work on the desegregation history of Nevada Schools. I am looking forward to learning more about your views on current state of desegregation and race in schools. How did you become interested in studying *Brown v. Board* and school segregation?

SH: It began with my interest in the Black–White achievement gap—the causes, the explanations, the implications—and more broadly, the role of race in student learning experiences and outcomes broadly. In 2004, as a doctoral student, I recognized the 50th anniversary of the *Brown v. Board* decision along with the rest of the nation but wanted to know more about how the practice of racially segregated schooling impacted Black student performance 50 years later. I also became increasingly curious about the case itself—the factors that led to a unanimous decision to end school segregation in 1954. Why then? And why—50 years later—were we still as a nation grappling with the question of Black student achievement? And more specifically, what could educational leaders do about it?

LB: Ten years into the work, how would you describe the state of Black student performance?

SH: We still continue to face so many challenges—and I think part of that is the way that we frame our discussion around Black education. It's still very much a deficit narrative, and I think now that we've had No Child Left Behind and a lot of data by racial group and subgroup, that we almost have data to support this idea that Black students are an underperforming or lower achieving group in comparison to their counterparts from other groups. So I think that while data are useful in showing us where we as educators, and that researchers should target our focus in supporting all students, I think data also have become used as kind of an explanation or way of normalizing failure for Blacks and students in poverty and other students that we continue to see at the bottom of "the achievement gap."

LB: I make that argument as well in reference to how we educate preservice teachers and future administrators. It is dangerous to send future school personnel into schools with an expectation of low achievement from any group. This promotes deficit thinking regarding Black and Latino students, thus demanding lower performance from them and viewing the lower performance as normal.

SH: Exactly, so we're engaging in "data-driven decision making," but those data are really just saying that Black children are expected to perform at lower rates. And that's nationwide, you know, not just a community, a school, or a neighborhood, but a nationwide phenomenon. So I think we need to rethink how we talk about achievement.

It's ironic, because this is exactly what *Brown* was trying to fix. By having segregated schools because of no other reason than race, you're now labeling a certain group of children academically inferior, as well as their teachers and their administrators. Sadly, although this is what *Brown* tried to remedy, we find ourselves holding a lot of the same attitudes and expectations of children by race. There's no reason to do that.

LB: The case is well known in education, but are there any little-known facts that stand out to you regarding the case?

SH: This is not necessarily a little known fact, but I think it is worth remembering that *Brown et al. v. Board of Education of Topeka et al.* was a group of cases that came to the U.S. Supreme Court not only from the state of Kansas, but also Virginia, South Carolina, and Delaware. As such, *Brown* considered the shared legal question of segregated schooling across multiple state and local contexts and in light of the state of U.S. public education when the arguments were first heard in 1952. The education landscape had changed dramatically since the adoption of the Fourteenth Amendment in 1868 and establishment of the "separate but equal" doctrine in 1896, at which time there was not yet a system of free common schools for any children in the South and the conditions in the North were far different from what the public education system had become by 1952.

LB: Thank you for reminding us of those important facts! Can you share the details of how the cases were grouped?

SH: I am not as familiar with how the cases were grouped, but I think the bigger picture was the work of Charles Hamilton Houston of Howard, and his larger vision and agenda for preparing and training up of civil rights cohorts of Howard and then working to have a mechanism by which the NAACP would have a cadre of attorneys that could go out and fight desegregation cases around the country. And so if you look at the case of Las Vegas, the attorney who led the desegregation case of 1968 was from New York. He was an NAACP attorney, so I think Houston realized what it would take to dismantle

segregation laws and that he would have to train up attorneys who would be prepared to address the prevailing issues.

LB: Are you suggesting that this type of mentoring is what we need in our current structure to dismantle or to disrupt injustices?

SH: I only share that because I think we need to consider some of these long-term strategies to deal with these issues. That it's not just going to be a new policy that's implemented in the schools and expect that it's going to make any real changes around equity issues. But thinking long term in how we develop leaders and develop people committed to equity, and then give them the tools that they need to fight not only in schools, but in legislative houses, at the school board level, and on a national level. So *Brown*, really, I believe, was an example of that. It wasn't just courts deciding this was the right thing to do, but a plan that had been in place for a very long time, much like many of the other civil rights victories that we know about.

LB: So do you believe that we as preparers of educational leaders could or should take this mentorship type model and infiltrate our future school leaders with the knowledge of what needs to be done, and commission them to go out empowered to do a bigger work than what's presently being done? Or am I reading more into what you are saying here?

SH: I don't know if I would use the word *infiltrate*, but yes, I think we need to be more strategic! At the end of the day, even researchers get frustrated with policy and the decisions that are made in jurisprudence. Like what the Supreme Courts are doing and what different state courts are doing. … Though taxing, we have to recognize the roles that policy and politics play.

I try to encourage my students all the time that they're leaders, that they're experts, and that policy makers need their expertise, and that they should come to the table and share what they know about what works for children and what works in schools. I feel that this is the missing link. Every other sector really has its own set of advocates, and many of them have the resources to do that. Education may not have the same resources, but in terms of our role in preparing leaders, we have this awesome opportunity to share what we know has happened historically for students and then give them the tools that they need to ensure that we can stop that cycle of low expectations and achievement.

LB: That's a powerful thought … knowing that one person [Charles Hamilton Houston] spearheaded the movement to change law and policy for the whole country. This makes me wonder the possibilities of what UCEA and other organized groups of educational leaders could do toward our goal of equity and excellence in education if we were on one accord! The message of unification is an important one! We have some power here!

SH: We do, and we teach it. We're teaching leadership, we teach organization theory, we're teaching about power and making change. But I don't know that we invest enough time in, as you called it, mentoring our future leaders.

LB: Imagine a common unified message, broadcast by educational leadership professors to all of our future leaders would be an excellent jumping-off point toward effective reform. What has changed the most since desegregation? What has changed least?

SH: Since desegregation, our nation has become increasingly multiracial, rendering less relevant the Black–White binary lens through which we commonly view school segregation. Additionally, significant changes in the racial/ethnic distribution of public school students and the growing socioeconomic disparities within racial groups reflect a social, cultural, economic, and demographic landscape much different from the pre-*Brown* era. The increasing share of schoolchildren who are not reflected in the traditional Black–White narrative of school segregation (i.e., nearly 25% of public school students are Hispanic, 5% are Asian/Pacific Islander, 1% are American Indian/Alaska Native, and 3% are two or more races), the growing class divides within the races, and cultural mismatch between students and educators demand new ways of conceptualizing, facilitating, and sustaining integration in schools.

What has changed least are the ways in which achievement and intelligence are racialized in education—where academic failure continues to be normalized for students of color—what I've referred to in my work as "badges of inferiority." Ironically, this is precisely what *Brown* sought to remedy, yet continues to manifest itself in an achievement gap narrative that can perpetuate notions of Black academic and intellectual inferiority.

LB: Why do you believe that the badges of inferiority phenomenon persists?

SH: I think, sadly, that racism is part of the DNA of America. We have seen in it really in its full glory under the Obama Presidency. A lot of these issues were under the surface, but I think we've seen a lot of them bubble up with our first Black President. It's part of changing times. When you think about it, it hasn't been that long since we had government-sanctioned segregated schools. We're talking about 60 years. I like to think the fact that we've made quite a bit of progress in a short amount of time. We had separate but equal, for what, a century? So when you think about what has happened even in my father's lifetime, I think it's pretty amazing. However, we still have these deep-seated issues around peoples who may not look like us or share our backgrounds or worldviews. And I think schools are the place where we can help to foster understanding and appreciation for one another. The longer children go without being exposed to people who may hold different opinions or experiences different than themselves, the harder it is to build that integrated community that I would hope Americans would want to see.

LB: How can school leaders reverse this tendency?

SH: In my book, *Learning in a Burning House*, I present a typology of race consciousness around educational equality. There are four steps:

1. Racial literacy: Understanding how race operates in society and that it serves to advantage some groups, while disadvantaging others.
2. Racial realism: Acknowledging that racism exists, despite our masking race issues by assuming "colorblindness."
3. Racial reconstruction: Where we understand that different racial categories hold meaning for us, though these meanings may be different for different people. But we can change that by being more conscious of our biases. Building cross-racial relationships increase our chances of engaging in racial re-

construction.

4. Racial reconciliation: Acknowledging personal pain, suffering, and trauma and moving toward healing and harmony.

I believe that these are the steps necessary to begin to address dismantling the "badges of inferiority," as well as to promote educational equality.

LB: In your opinion what should true integration look like in the 21st century?

SH: To me, true integration should look like Dr. King's beloved community: a unified society reflected by "genuine, intergroup, interpersonal doing" where students, teachers, administrators, and staff represent various dimensions of diversity (e.g., racial, ethnic, cultural, economic, linguistic, religious, intellectual), which are mutually respected and valued.

LB: What in the current school structure prevents us from showing mutual respect and valuing others?

SH: I think our own beliefs about different groups of people based on our personal experiences. I think it's a very personal thing. Probably more than ever before, it's harder to generalize groups of people in terms of stereotyping that all members of a group think or look a certain way. We have to look more at the multiple dimensions of people and how this multidimensional aspect shapes how they view and treat other people. I think that this is the result of moving toward real integration. When I look at the school that my kids go to in Arlington [Virginia], it's extremely diverse. It's a huge immigrant population from countries all over the world. When I look at the way they learn together, play together, and enjoy different sport together, it's what I would envision as an integrated society, where all of the students are valued and it's possible for students to have a group of friends where each member is from a different country. Obviously every community won't be able to experience that based upon housing patterns and geographic location, but we're making progress. I think social media and the fact that young people can see images and interact with peers all across the country and world is a positive thing, whether they're playing video games with someone in France or listening to music. I think music now really reflects much more of an international influence than before. The same can be said for sports … for example, the popularity of the World Cup. … I feel like even in my lifetime these attitudes have shifted tremendously.

LB: Though there are still groups who discourage their children from getting to know others from diverse communities.

SH: And I don't think that will ever change. Though you will always have those who will remain segregated, you also have those who want their children to be part of a global community. I feel like this will always be the case—especially because of the changing demographics of the country.

LB: What benefits do you see (for schools, students, society), if schools were truly integrated?

SH: If schools were truly integrated, there would be greater opportunities to foster interpersonal dialogue and relationships between and among students, families, and educators representing different backgrounds, life experiences, and worldviews. Such dialogue and relationship will help to reduce fear, mistrust, and misunderstanding across areas of difference, and taken together could expand our capacity, interest, and ability to address problems of inequality and injustice in both our schools and society. It would also emphasize our similarities and reaffirm our interdependence as members of a global community—what Dr. King described as "the world house."

LB: What structural changes would have to occur in schools to make integration sustainable? In your opinion, do you believe we could avoid the White flight phenomenon that typically occurs with integration efforts?

SH: Sadly, I believe the current state of segregation (or resegregation) we observe in today's schools, neighborhoods, and communities underscore the difficult task of compelling individuals to attend school with children with whom they don't want their children to associate.

While this has traditionally occurred in the form of "White flight," I would suggest that this has become increasinly common for middle-class and affluent families regardless of race. The combined trends of income inequality and reduced economic and social mobility hold significant implications for school integration, which has much to do with where people work, live, and play. Those with greater wealth, income, and resources have greater choices in this regard, to include an ability to choose where they live and where their children attend or do not attend school. In my opinion, a more global view of education and the benefits of diversity as members of a global community is key to our ability to foster and sustain meaningful school integration moving forward.

LB: Schools are said to be more segregated than ever. How are today's segregated schools different from those prior to *Brown*?

SH: I struggle a bit with the current resegregation narrative. While it moves us beyond a Black–White segregation discourse through its consideration of growing Latino, Asian/Pacific Islander, and multiracial student populations, it often does so using a White/non-White binary where schools are deemed to be segregated even as they serve a diverse group of non-White students. America's shifting demographic landscape requires new ways of thinking about what segregation looks like in the post–Civil Rights Era and what we are really hoping to accomplish when we advocate for "equalizing" education or advancing educational equity.

LB: Can you elaborate more on this expanded notion of diversity? Should the *Brown v. Board* decision be revisited to address issues faced in our current reality? What changes would you suggest? Because as you have discussed, a lot has happened in U.S. demographics that wasn't considered when the *Brown v. Board* decision was made.

SH: I think it would be great in terms of future research to reconsider what we mean by equality or equity given the current demographic and political landscape. Some questions we could ask are: What does a desegregated school look like now if you have a large population of African Americans, Latinos, and Whites? What's the magic number that makes it desegregated? One of the issues I have (and I mentioned it before), is that, when we talk about resegregated schools, it's still a minority school. For example, you can have a school that's half Black and half Latino, and then that's considered a resegregated school because the kids are all Black or Brown. Which I get be-

cause from a resource perspective, it's still a high-poverty school. But, from a research perspective, we still idealize Whiteness as the standard in that we use the number of White students to determine whether or not a school is resegregated, and if it has value. And I don't know … I question that. I guess if there's this longstanding relationship between Whiteness, influence, and resource, and privilege—while we view students of color as having being disadvantaged, I think it's changing. I read Charles Murray, author of *The Bell Curve: Intelligence and Class Structure in American Life,* and he wrote a book recently called *Coming Apart: The State of White America 1990–2010*. In this book, he talks about measureable differences within race. And I do think it's something worth looking at because it is happening. Because you have, thanks to the civil rights movement, a well-established middle class within the Black race, and they make decisions much like White middle-class parents. Same with Latino families. To assume that Black folks or Latino folks are poor and that they're going to be low performing is a false assumption now even more than before. Social dynamics are becoming increasingly complicated, so we need to revisit our assumptions around race and class in contemporary times. It's much different than it was in the days of Jim Crow. Does that make sense?

LB: Definitely, because when you see a Black kid, you don't know what you're looking at. Meaning, you can't make assumptions. You don't know their socioeconomic status, if they're a top scholar or low performing, or if they enjoy classical music or rap music.

SH: Exactly, you can't make assumptions. Like at my children's school, they send us information on the Minority Achievement Program, which is fine because I like to know what's going on. But it's the assumption that they need additional support or tutoring by virtue of their race, while there are probably White students in the school who need the support more than they do. I just think we have to think anew when it comes to class, race, and student identity.

LB: I agree. Perhaps in the future, we should consider asking students and parents what supports they need rather than making assumptions solely based upon race or social class. What do data from your own research reveal about the resegregation of schools?

SH: In the same way the Supreme Court in 1954 acknowledged how drastically the education landscape had changed since the establishment of "separate but equal" in *Plessy v. Ferguson* in 1896, I think it's important for school desegregation researchers and those interested in issues of educational equality and opportunity to analyze such issues in light of today's educational landscape.

Although many of our schools and districts remain racially and socioeconomically segregated, there are many schools that enjoy great racial, ethnic, cultural, and linguistic diversity. So as we search for ways to advance meaningful school integration in what is often referred to as an "era of resegregation," we must also commit ourselves to supporting the large numbers of dedicated practicing and aspiring school leaders who seek ways to ensure the racially and culturally diverse students they serve get the type of quality education they deserve.

LB: Segregated schooling is not thought to be ideal, but research suggests that schools functioned quite well during segregated times prior to *Brown v. Board.* What lessons can we learn from schools and their leaders prior to the *Brown* decision?

SH: I certainly would not want us to return to the days of segregated schools. It was a time of separation, hostility, and inequality that harmed not only Black children, but also White children by depriving both of the opportunity to learn of and from one another. As we experience increasing globalization and internationalization in this "world house," however, I think we can learn from the leaders of segregated schools who were committed to preparing their students for the "desegregated world" that was to come. In similar fashion, I believe today's educational leaders have a commitment and professional duty to prepare our children and youth to be members of an integrated, beloved community—a world house—where, as Dr. King said, we have to live together: "a family unduly separated in ideas, culture and interest, who, because we can never again live apart, must learn somehow to live with each other in peace."

LB: Thank you so much for your time and thoughtful responses! I am sure members of UCEA will be inspired by your responses and encouraged to promote equitable learning conditions for all students.

Join UCEA's LinkedIn Group

If you are interested in receiving UCEA HQ announcements and engage in conversations around leadership research and preparation, you may want to join the UCEA LinkedIn Group "UCEA Headquarters." Join colleagues from multiple countries and institutions in meaningful conversations about the educational leadership field. Linkedin is a free professional network service. Members keep abreast of career, research and mentoring opportunities as well as important policy issues. They are alerted to UCEA publications, awards and other opportunities. If interested, members can also use the group as a resource to obtain knowledge as well as share opinions and perspectives. What to do next:

1. Log into www.LinkedIn.com
2. Search for the UCEA Headquarters Group.
3. Follow the LinkedIn instructions to join a group.

UCEA will approve your request to join. We look forward to welcoming you to the group.

The Pedagogy of Emancipatory Leadership:
Reinventing Freire to Neutralize and Deconstruct the Current Neoliberal Educational Climate

Juanita M. Simmons
University of Missouri–Columbia

> One of the tasks of the progressive educator, through a serious, correct, political analysis is to unveil opportunities for hope, no matter what the obstacles may be. After all, without hope there is little we can do. For hope is an ontological need. ... The attempt to do without hope in the struggle to improve the world, as if that struggle could be reduced to calculated acts alone, or a purely scientific approach, is a frivolous illusion. (Freire, 1998)

The above quote reminds educators that a "scientific approach" as a means for improving the world is a "frivolous illusion" (Freire, 1998). Freire was one of the most influential thinkers about education in the late 20th century. He emphasized dialogue, praxis (action informed by values), and conscientization (consciousness to have power to transform reality). Freire claimed that one of the major objectives of education was to make a difference in the lives of participants; he stressed the need to situate educational activity within the lived experiences of participants. He was known to use metaphors drawn from Christian sources, his specific source of spirituality (Smith, 2002).

The original philosophy of neoliberalism, according to Boas and Gans-Morse (2009), was more moderate than classical liberalism and promoted the use of state policy to balance social inequality and prevent excessive monopoly. Neoliberalism has shifted to currently denote the transfer of public sector to private sector control, with limited government protection, and the promotion of privatized businesses that previously might have been under state or federal control.

This shift is thought to have enhanced privatization and is often characterized by its influence over standards-driven, test-oriented educational policies and practices and state takeovers (and the reassignment of P-12 student enrollment and other factors). These actions challenge educators who desire to broaden their P-20 students with instruction and experiences beyond the whip of punitive accountability tactics. But current test-centered curricula provide little opportunities for holistic development, human interaction and development, and development of democratic citizenship (e.g., equity training). Worse, containment structures imposed by the current neoliberal climate reduce knowledge-making opportunities that otherwise might enable participants to discern the political and institutionalized inequalities governing their lives. One wonders whether or not education will remain a democratic right.

Freire might refer to the current climate as a "cultural invasion" (Freire, as cited in Torres, 2014, p. 5). Freire (as cited in Torres, 2014) described such restrictive actions as strategic means to transform "specialized knowledge" and "techniques into something static, materialized, and mechanically extends them to the persons, indisputably invading their culture, their view of the world" (p. 5). Even though some will disagree, there are many similarities between Freire's (1968) oppressed participants to oppressed groups in America, especially in our educational system. A historical chronology of the education of minorities in America might help to align the similarities. Sadly, this rings true especially for the most vulnerable populations in public education—the racially and socially marginalized populations who are fast becoming the majority in PK-12 public education. Although it may appear that only oppressed populations are debilitated by cultural invasions, Americans must be alerted to the overall shifting culture of public education.

How, then, can we help to prepare educational leaders to counteract these conditions? What measures might aspiring and appointed educational leaders take in designing and preparing their leadership platforms to navigate these changes? Should preparation programs promote and encourage accommodation and acceptance of these changes, or should they form alliances to create new leadership pedagogy?

That asked, I argue that there is a need for a specifically pointed style of leadership that is aimed at deliberately exposing and challenging these issues. I do not exclude or discredit the importance of social justice leadership, transformative leadership, spiritual leadership, or other styles and leadership theories. Rather, I argue for the need to create a new pedagogy of leadership that includes these, along with a deeper infusion of Freire's tenet of education for development. In other words, a reinvention of Freire's tenets with an objective to "provide students with the necessary instruments to resist the deracinating powers of an industrial civilization" and "education that makes it possible for people to fearlessly discuss their problems"—"situated in dialogue" (Freire, as cited in Torres, 2014, p. xxiii). As an example of this rare combination of leadership skills and disposition, I offer the following narrative.

My mentor, the late Dr. Napoleon B. Lewis, was the former principal of Lincoln High School in Dallas, Texas. I was fortunate to have had the experience of teaching and serving as dean of instruction under his leadership for a decade. Dr. Lewis earned a reputation for strong nurturing leadership; acts of social justice; uncompromising spirituality; and high expectations for social and academic excellence of his students, teachers, parents, and staff. His years as principal of this economically challenged, south Dallas, predominately African American, urban high school brought national and international recognition for consistent excellence in academics and athletics. Such academic recognition as "America's Ten Best Schools," reported in the 1999 review by U.S. News and World Report and Good Morning America national talk show, the National Alliance of Black School Educator's Demonstration School, and other awards and accomplishments adorned the school's highly decorated Wall of Fame.

Few, if any, studies ever revealed when or how Dr. Lewis gained the knowledge to successfully navigate in the midst of historical and contemporary sociopolitical barriers. Under his leadership, racism, poverty, community graft, and other conditions were con-

fronted and mediated through successful collaboration with community. Rather than allow these conditions to control outcomes, Dr. Lewis instituted decades of success in excelling in high school completion indices, diffusing and eradicating in-school gangs and rivalry groups, enrolling unprecedented numbers of students into college-track classes, producing high numbers of National Merit and National Commended Scholars, and producing record-breaking ratings in UIL scholarship and athletics. Most important, Dr. Lewis instituted a system for promoting and helping to produce generations of wholesome, productive, confident citizens of Lincoln students.

He was most known for his weekly lyceums, held in the Lincoln auditorium, which he referred to as his "classroom." In his auditorium platform, students were taught about international, national, and local issues. His lyceum platform often included lectures from such consciousness-raising guests as Rev. Jesse Jackson, Coretta Scott King, Yolanda King, Martin Luther King III, Jawanza Kunjufu, Asa Hilliard, Na'im Akbar, Joseph Lowry, Montel Williams, Tom Joyner, Steve Harvey, Mirimba Ani, Ivan Van Sertima, successful graduates, and countless other speakers, writers, entertainers, and politicians who added to the 70-year legacy of this historically Black school.

He had as many idioms and words of wisdom for his staff as he did for students. He voiced these idioms in his bimonthly faculty meetings, where his lectures revealed his observations and thoughts about policies, teaching practices, and other subtle structures that perpetuate social and economic inequities. He was careful to surround himself with strong teachers, caring counselors, supportive parents, and community stakeholders. He involved many in decision making and empowered them to assist in supporting students.

Volumes should and could be written about Dr. Lewis's wisdom and his strategic instructional leadership. I'm sure that there are hundreds of similar stories. But what do we learn from these successes that might transfer into our leadership preparation programs? How do we allow these stories to add new meaning to conversations surrounding leadership development for aspiring leaders, especially in urban schools and communities? How can these experiences empower leaders in the midst of a neoliberal climate?

My experiences with Dr. Lewis and other courageous leaders cause me to believe that there is a need to reinvent the tenets of Freire, to model the passion and activism of Dr. Lewis, and to create a new pedagogy of leadership. This new pedagogy demands broader leadership preparation curricula to include qualities, tenets, and strategies outlining the successes of leaders who dare to go beyond the practice of "going along to get alone." Telling this story and reviewing the tenets of Freire provide a framework of skills, dispositions, and actions needed to redefine leadership. Together, the qualities and actions of Dr. Lewis's leadership platform and the tenets upheld by Freire promote emancipation. Therefore, I call this pedagogy *emancipatory leadership*. And in an effort to articulate its meaning, I define it as the *intentional* design of one's leadership platform that includes the leader's vision and agenda for liberation education. The agenda includes a means to inform, educate, and strategize for the purpose of challenging and eradicating oppression. Emancipatory leadership includes the delivery and instruction of liberation education, promotes an inquiry into moral concepts and opposition of oppression, uncovers myths and injustices of the dominant culture, promotes transformation of injustice and inequality, and empowers oppressed individuals. Tenets of emancipatory leadership include four major components: (a) cognitive skills, (b) interpersonal skills, (c) intrapersonal skills, and (d) language.

Emancipatory Leadership Tenet 1: Cognitive Skills

Included in the pedagogy of emancipatory leadership is the need for strong cognitive skills. Leaders must be aware of historical cultural truths that serve as counternarratives (particularly that of the leaders' service constituents and connected others). An effective emancipatory leader understands the processes of institutionalized inequality (Larson & Ovando, 2001) and readily identifies and acknowledges oppressive barriers by communicating inequities to constituents. This enables him or her to assist with the development of "conscientization" for furthering the process of "education for development" (Freire, 1970). Additional to the needed cognitive skills must be knowledge, skills, and disposition to support, advocate, promote, and further liberation education as critical pedagogy. Of course, high professional content knowledge in management and leadership skills are critical to this process.

Emancipatory Leadership Tenet 2: Interpersonal Skills

In earning influence and power with others, the emancipatory leader masters the skill of mobilizing and globalizing issues and strategically interacts with social and political organizations to help build support and advocacy for the agenda. In furthering the agenda, the emancipatory leader establishes strategic mentoring and sponsorship. The emancipatory leader has a clear understanding of how leadership influences the social and cultural climate of institutions.

Emancipatory Leadership Tenet 3: Intrapersonal Skills

It should be evident that high moral and ethical standards are the foundation of this leadership platform. The emancipatory leader is an intercessor and a mediator for others. He or she must be a reflective leader who possesses the ability to self-assess, self-correct, include and hear all voices, and detect and analyze his or her and others' personal motives. Skills include courage, conviction, and compassion, and the ability to form and follow a clear mission that includes hope and flourishing lives for others. The emancipatory leader has uncompromising values and beliefs.

Emancipatory Leadership Tenet 4: Language

Last but important are the communication skills of the emancipatory leader. He or she is skilled in the use of language to express passion and hope, make demands, and motivate. This includes appropriate audience analysis and border-crossing alliances in communication.

What if this becomes the new norm for leadership in P-20 educational institutions? What if leadership preparation curricula include these tenets as a major focus of instruction and teaching? What if credentialing institutions, evaluation processes, and hiring requirements demand evidence of these tenets in its applicants? My answer: the production of hope, confidence, academic excellence, and the return of education as a democratic right!

References

Boas, T. C., & Gans-Morse, J. (2009). Neoliberalism: From new liberal philosophy to anti-liberal slogan. *Studies in Comparative International Development, 44*(2), 145-146. doi:10.1007/s12116-009-9040-5

Freire, P. (1968). *Pedagogy of the oppressed.* New York, NY: Bloomsbury Press.
Freire, P. (1970). Cultural action and conscientization. *Harvard Educational Review, 40,* 457-477.
Freire, P. (1998). *Politics and education.* Los Angeles: University of California Latin American Center.
Larson, C. L., & Ovando, C. J. (2001). *The color of bureaucracy: The politics of equity in multicultural communities.* Belmont, CA: Wadsworth Press.
Smith, M. K. (2002). Paulo Freire: Dialogue, praxis and education. In *The encyclopaedia of informal education*. Retrieved from http://infed.org/mobi/paulo-freire-dialogue-praxis-and-education/
Torres, C. A. (2014). *First Freire: Early writings in social justice education.* New York, NY: Teachers College Press.

19th Annual Values and Leadership Conference

Towards Transformational Leadership: Values and Ethics for Educational Advancement and Sustainability

September 18 - 20, 2014

Deerhurst Resort, Huntsville, Ontario, Canada

Please join us for the 19th Annual Values and Leadership Conference. The Annual Conference of the International Consortium for the Study of Leadership and Ethics in Education (CSLEE) is hosted this year by Nipissing University. The Conference will be held at the world class Deerhurst Resort in the heart of the Muskoka Lakes District, about 2 hours north of Toronto by car or coach.

We encourage you to help promote the conference by sharing this flyer with all interested colleagues and students. More detailed information about the program, featured presenters, and registration is available on the Conference website: **http://cslee19.nipissingu.ca/.**

NIPISSING UNIVERSITY

2014-2016 Barbara L. Jackson Scholars & Mentors

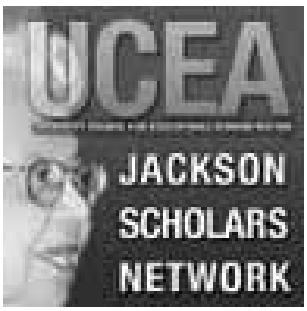
Scholars

Malaika Samples, Florida State University
Rachel Pope, Howard University
Stephan Labrie, Howard University
Amaris Guzman, Louisiana State University
Benterah Morton, Louisiana State University
Kortney Hernandez, Loyola Marymount University
James Wright, Michigan State University
Marcus Davenport, Michigan State University
Ramon Griffin, Michigan State University
Stefanie Marshall, Michigan State University
Nakia Gray, New York University
Heather Bennett, Pennsylvania State University
Hee Jin Chung, Pennsylvania State University
Atiya Struthers, Rutgers University
Kevin L. Clay, Rutgers University
Sheldon Moss, Sam Houston State University
Dorothy Dixon, Sam Houston State University
Youshawna Hunt, Stephen F. Austin State University
Patricia Rocha, Texas State University
Samuel Garcia, Texas State University
Taurean Walker, University of North Carolina at Charlotte
Lorenda Chisolm, University at Buffalo, SUNY
Regina Hopkins, University of Connecticut
Farris Muhammad, University of Georgia
Kelly Lane, University of Kentucky
Nana Brantuo, University of Maryland–College Park
Arnold Chamanlal, University of Massachusetts at Boston
Da'vid Aguayo, University of Missouri
Rhodesia McMillian, University of Missouri
Danielle Allen, University of North Carolina at Chapel Hill
Hershawna Turner, University of Pittsburgh
Kai Thomas, University of San Diego
Karen Ramlackhan, University of South Florida
Omar Salaam, University of South Florida
Charlene Lewis, University of Tennessee
Dorado Kinney, University of Texas at Austin
Joanna Sanchez, University of Texas at Austin
Alvin Curette, University of Texas at San Antonio
Karina Vielma, University of Texas at San Antonio
Nicole Reyes, University of Texas at San Antonio
Christine Tran, University of Washington
Gwendolyn Baxley, University of Wisconsin–Madison
Kortney Smith, University of Wisconsin–Milwaukee
Adam Kho, Vanderbilt University
Luis Rodriguez, Vanderbilt University Peabody College
Kierstyn Johnson, Virginia Commonwealth University

Mentors

Jeanne Powers, Arizona State University
Lisa Kensler, Auburn University
Charles Slater, California State University–Long Beach
Jane Clark Lindle, Clemson University
Sonya Horsford, George Mason University
Brendan Maxcy, Indiana University–Purdue University Indianapolis
Khaula Murtadha, Indiana University–Purdue University Indianapolis
Thu Suong Nguyen, Indiana University–Purdue University Indianapolis
Khaula Murtadha, Indiana University–Purdue University Indianapolis
Joanne Marshall, Iowa State University
Gerardo R. Lopez, Loyola University–New Orleans
Martin Scanlan, Marquette University/Boston College
Muhammad Khalifa, Michigan State University
Katrina Bulkley, Montclair State University
Cristobal Rodriguez, New Mexico State University
Lance Fusarelli, North Carolina State University
Fernando Valle, Texas Tech University
Pamela Angelle, The University of Tennessee
Kathryn Schiller, University at Albany, SUNY
Gloria Rodriguez, University of California–Davis
Cosette Grant-Overton, University of Cincinnati
Morgaen Donaldson, University of Connecticut
Bernard Oliver, University of Florida
Wayne Lewis, University of Kentucky
Dianne Olivier, University of Louisiana at Lafayette
Betty Malen, University of Maryland, College Park
Noelle Witherspoon Arnold, University of Missouri
Lisa Merriweather, University of North Carolina - Charlotte
Dana Dorsey, University of North Carolina at Chapel Hill
Brenda McMahon, University of North Carolina at Charlotte
Michael Gunzenhauser, University of Pittsburgh
Martha Ovando, University of Texas at Austin
Mark Gooden, University of Texas at Austin
Julian Vasquez Heilig, University of Texas at Austin
Maria Luisa (Malu) Gonzalez, University of Texas at El Paso
Bruce Barnett, University of Texas at San Antonio
Mariela Rodriguez, University of Texas at San Antonio
Enrique Aleman, University of Utah
Pamela Tucker, University of Virginia
Thomas Smith, Vanderbilt University
Charol Shakeshaft, Virginia Commonwealth University

http://twitter.com/UCEA



The 28th annual UCEA Convention will be held November 20–23, 2014 at the Washington Hilton in Washington, DC. The purpose of the 2014 UCEA Convention is to engage participants in discussions about research, policy, and practice in education with a specific focus on educational leadership. Members of the 2014 Convention Program Committee are Noelle Witherspoon Arnold (University of Missouri–Columbia), Sarah Diem (University of Missouri–Columbia), Azadeh Osanloo (New Mexico State University), and Michael Dumas (New York University).

The 28th Annual UCEA Convention theme, **Righting Civil Wrongs: Education for Racial Justice and Human Rights**, is intended as an occasion to talk, meet, think, and organize for a renewed vision and renewed coalition-building on the role of education and educational leadership in fostering intentional purpose and action for racial justice and human rights. Education has been identified as a fundamental civil and human right, essential for the exercise of all other human rights. Yet millions of children and adults remain deprived of educational opportunities, many as a result of racial injustice and poverty.

This year, UCEA celebrates its 60th anniversary with other milestones of *Brown v. Board of Education* (60th), ESEA (50th), Civil Rights Act (50th), *Milliken v. Bradley* (40th), and *Lau v. Nichols* (40th). This annual conference and its location in our host city of Washington, DC, offers a unique opportunity to to engage scholars of every discipline, practitioners, policymakers, legislators, and community members in examining research, practices, and policies impacting educational contexts. We also encourage proposals addressing P-20 issues of racial justice and human rights that engage scholars attending ASHE and other scholars from areas of study including, but not exclusive to, fields such as social foundations, law, public policy, history, cultural studies, global and international studies, and economics.

UCEA International Summit
Sunday, November 23, 2014

If you are planning to attend the 2014 UCEA Convention, we hope that you will join us for the 3rd annual International Summit to be held on Sunday, November 23, 2014, from 8:30 a.m. to 12:30 p.m. at the Washington Hilton in Washington, DC. This year's planning committee: Stephen Jacobson (UCEA Associate Director of International Initiatives), Bruce Barnett, (University of Texas at San Antonio) and RC Saravanabhavan (Howard University) have organized two exciting sessions involving scholars from around the world sharing their perspectives on policies and research addressing leadership development, preparation and practice. The first session will address Successful and Effective School Leadership: International Perspectives from Africa, Asia, Australia, the Caribbean Europe, North and South America. The second will focus on National Educational Policies Addressing Equity and Equality: Experiences of Europe, USA, India, New Zealand and Brazil. We believe this will be a wonderful opportunity to learn and share with colleagues from around the world. Please join us!

2014 UCEA Keynotes

UCEA Opening General Session featuring Angela Valenzuela

Professor in both the Educational Policy and Planning Program within the Department of Educational Administration at the University of Texas at Austin, Valenzuela is also the new director of the National Latino Education Research Agenda Project (NLERAP) that aims to create a teacher education pipeline for Latino/a youth, nationally.

-11/20/14 at 6:25 PM at the Washington Hilton-

UCEA Presidential Address featuring Current President Mark Gooden

Associate Professor in the Educational Administration Department at The University of Texas at Austin, he is also Director of The University of Texas at Austin Principalship Program (UTAPP). His research interests include the principalship, anti-racist leadership, urban educational leadership and legal issues in education.

-11/21/14 at 9:25 AM at the Washington Hilton-

UCEA General Session featuring Michael Omi

Michael Omi is an American sociologist. Professor Omi is best known for developing the theory of racial formation along with Howard Winant. Omi serves on the faculty at the University of California, Berkeley.

-11/22/14 at 10:50 AM at the Washington Hilton-

The 28th Annual UCEA Convention
Washington Hilton, Washington, DC, Nov. 20-23, 2014

REGISTRATION IS OPEN:

http://www.regonline.com/2014uceaconvention

Registrant	Early Bird *(through Sept. 12)*	Regular	Late *(beg. Oct. 20)*
UCEA Faculty	$ 205	$ 240	$ 280
Non-UCEA Faculty	$ 225	$ 280	$ 300
UCEA Graduate Student	$ 75	$ 95	$ 130
Non-UCEA Graduate Student	$ 95	$ 120	$ 150
Practitioner	$ 230	$ 265	$ 300
Other	$ 230	$ 280	$ 300
Graduate Student Summit*	$ 35	$ 35	$ 35

**In addition to applicable Graduate Student registration rate listed above*

It is the policy of UCEA that all persons in attendance at the 2014 UCEA Annual Convention, including participants who plan to attend one or more sessions, are required to register. Registration is not transferable.

Rates increase after September 12, the end of early bird registration. Early bird registration provides several advantages: a discount on registration fees, hotel accommodations at special guaranteed group rates, and no delay or inconvenience on site.

International Scholars

In keeping with UCEA's longstanding tradition of an international focus and collaboration with aligned organizations worldwide, we welcome international attendees to the 2014 Annual Convention. If you require a letter of invitation to travel to the UCEA Convention, please e-mail your request by November 1, 2014, to uceaconvention@gmail.com

UCEA Graduate Student Summit

The 2014 UCEA Graduate Student Summit will be held at the Washington Hilton in Washington, DC. The summit will take place **Thursday, November 20**, 2014, from 8 a.m. to noon, with feedback sessions for paper presenters takng place the same afternoon. We also strongly enourage graduate students to register for the Day on the Hill events Wednesday, November 19, 2014. The purpose of the 2014 UCEA Graduate Student Summit is to provide graduate students a space to engage in authentic dialogue about their scholarly work. This summit will offer opportunities to meet and network with graduate students and faculty, to present your work, and to receive feedback on your research. Registration for the summit is done through RegOnline as you register for the 2014 UCEA Convention. For more information visit: http://www.ucea.org/graduate-student-home

The 28th Annual UCEA Convention
Washington Hilton, Washington, DC
November 20-23, 2014

LODGING DETAILS

Washington Hilton
1919 Connecticut Ave, NW
Washington D.C. 20009
(202) 483-3000
http://www.thewashingtonhilton.com/

Rates

Individuals registered for the conference may reserve a room at the hotel at the following discounted rate, available until November 3, 2014. Please keep in mind that availability is limited, and rooms should be booked as soon as possible.

Single/Double:	$ 209.00
Triple:	$ 234.00
Quad:	$ 259.00

Check in: 4:00 p.m. Check out: 11:00 a.m. Features include two restaurants, a pool, an on site gym (free to Hilton Honors guests) and a business center. Complimentary Internet will be provided in both the meeting spaces and guest rooms.

Reservations

IMPORTANT: UCEA has a dedicated web page provided by the Washington Hilton for reservations:

https://resweb.passkey.com/go/ucea2014

If you wish to make your reservations by phone, call toll free: **1-800-HILTONS (445-8667)**

Save the Date

UCEA and PEA invite you to the 2014 Day On The Hill, held November 19th in Washington, D.C. The focus on the 2014 UCEA Day on the Hill is the evaluation of educational leadership preparation programs. Following an orientation to hill visits and an overview of the talking points, participants will have an opportunity to visit with members of congress, the Department of Education and national professional associations. For more information and to register, visit www.ucea.org.

University Council for Educational Administration
Curry School of Education
The University of Virginia
P.O. Box 400287
Charlottesville, VA 22904-0265
Ph: 434-243-1041
www.ucea.org

Address Service Requested

Non-Profit Org.
U.S. Postage
PAID
Charlottesville
Virginia
Permit #350

UCEA Review

The *UCEA Review* is published three times a year (winter, summer, fall) and distributed as a membership benefit by the UCEA. Address changes and other corrections should be sent to UCEA at the above address.

Contributing to the UCEA Review

If you have ideas concerning substantive feature articles, interviews, point-counterpoints, or innovative programs, *UCEA Review* section editors would be happy to hear from you.

General Editor:
Michelle D. Young (UCEA)
mdy8n@virginia.edu

Feature Editors:
April Peters (University of Georgia)
alpeters@uga.edu
Mariela Rodríguez (University of Texas at San Antonio)
Mariela.Rodriguez@utsa.edu

Interview Editor:
Lisa Bass (North Carolina State University)
lrbass@ncsu.edu

Point-Counterpoint Editor:
W. Kyle Ingle (University of Louisville)
william.ingle@louisville.edu

Innovative Programs Editor:
Kristin Huggins (Washington State University)
k.huggins@vancouver.wsu.edu

Managing Editor:
Jennifer E. Cook (UCEA)
jenniferellencook@yahoo.com

2014-15 Calendar

September 2014	Early Bird registration for UCEA Convention ends Sept. 12 (regular registration begins)
	Values & Leadership Conference, Sept. 18-20, ONT, Canada
	Public comment on the new ISSLC Standards ends, Sept. 25
October 2014	Deadline for submitting UCEA photos & stories Oct. 15
	Late registration for UCEA Convention begins Oct. 20
November 2014	Clark Seminar nominations due, Nov. 5
	Day on the Hill, Nov. 19, Washington, DC
	UCEA 2014 Convention on-site registration begins, Nov. 19
	UCEA 2014 Convention, Nov. 20-23, Washington, DC
	UCEA Plenary Session, Nov. 20, Washington, DC
	UCEA Graduate Student Summit, Nov. 20, Washington, DC
	UCEA Awards Luncheon, Nov. 20, Washington, DC
	UCEA 60th Anniversary Gala, Nov. 22, Washinton, DC
	UCEA International Summit, Nov. 23, Washington, DC
January 2015	Call for Proposals for UCEA 2015 Convention released
March 2015	Deadline for nominees, Excellence in Ed. Leadership Award, Mar. 29
April 1015	AERA, Apr. 16-20, Chicago
	David L. Clark Seminar, Chicago