



February 2007

Volume 3, Issue 16

LEADERS & LEARNERS

THE VOICE OF THE CANADIAN ASSOCIATION OF SCHOOL ADMINISTRATORS / L'ASSOCIATION CANADIENNE DES ADMINISTRATEURS ET DES ADMINISTRATRICES SCOLAIRES

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Upcoming CASA Events

- CASA Annual Conference, July 2007, in Whitehorse, Yukon

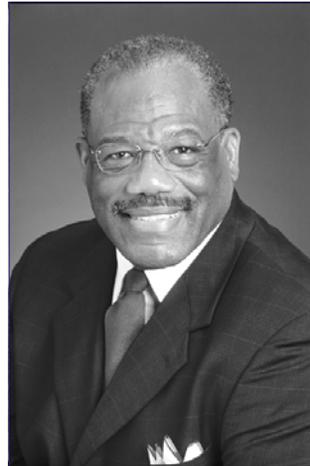
Details on CASA events will be posted at www.casa-acas.ca.

Members may also submit regional events for publication (see back page for contacts).

Guest Editorial: Educational Leadership In The Land Of Repression and Segregation

As a current day school administrator, I work long hours, deal with difficult people, tackle tough issues and keep the faith. My faith is built on a foundation constructed years ago by many outstanding educational leaders. Most people have heard of **John Dewey, Horace Mann, James Bryant Conant, Ellwood P. Cubberley** and **Henry Barnard**. However, the African American educational leaders occupy a special space in my foundational structure. Those leaders who created educational opportunities for other African Americans in the Southern part of the United States during the 1800s and 1900s were very special. They were able to build schools and colleges during the worst days of segregation and Jim Crow laws. **Booker T. Washington** and **Benjamin E. Mays** were two such men.

Booker T. Washington built Tuskegee from the ground up in 1881. He became its president at age 28 and became the most influential Negro in America. Many Negroes disagreed with his position of not pushing for equality for Negroes. However, he believed that if Negroes had "Brains, Property and



Dr. Eugene White

Character," equality would come. He pushed a program of industrial education. However, he was always careful not to anger nor offend Southern public opinion. Whether critics understand or respect Booker T. Washington's tactics, he created opportunities for many Southern Negroes to acquire skills and talents that enabled them to earn a higher level of income and quality of life.

Benjamin E. Mays once said, "The truly great men of history are not those who hoard and keep, but those who dedicate their lives to some great cause and who give themselves to the benefit of the people." These are the words of the former president of Morehouse College when **Martin Luther King, Jr.**, was a young student there. Dr. Mays was considered a giant in the Black South and he taught, influenced and motivated numerous Negro young men to become leaders of their families, communities and country. He shared lofty aims, high ideals and noble goals of striving with the "Morehouse Men." Under Dr. Mays leadership, More-

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On behalf of CASA and in recognition of Black History Month, I am pleased to share this guest editorial by **Dr. Eugene White**, the president of the American Association of School Administrators. This issue of *Leaders & Learners* also features an interview with Dr. White starting on page 3.

—Jim Gibbons, president, CASA

Message From The Executive Director: Our Students Benefit From Canada's Rich Diversity

At the heart of public education is its inclusiveness and its responsibility to serve all members of Canadian society, and to embrace diversity and promote the strengths of the great variety of backgrounds of our citizens. The students in our public schools benefit from the variety of their experience, and our teachers make the learning experience richer by recognizing all of these different strengths.

Each year, the fabric of Canadian schools changes and with predictions for immigration to increase, the recognition of diversity becomes more significant for those who plan and lead education in our school districts.

It is no longer possible or acceptable for a district to focus only on its traditional constituents and not recognize the wider world so well known by children today. CASA members are proud to support diversity of program, and to recognize the many races and cultures that constitute our system of public education.

In this issue, to reflect the learning opportunities presented by Black History Month, we will focus on the significant contributions of black educators in Canada and America.

In future issues, we will focus on the broad Aboriginal component of learning in Canada, and new initiatives in self-identifying and program provision. We will also continue to look at curriculum and program aimed at recognizing the diversity of public schools.

As always, I welcome your feedback.



Frank Kelly
CASA executive director

Guest Editorial, continued

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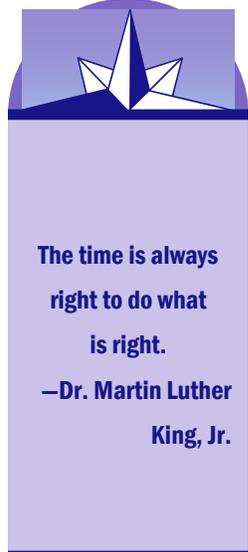
house College grew and expanded its enrollment, curriculum and leadership. Dr. Martin Luther King, Jr., was just one of the many outstanding leaders produced by Morehouse College and Dr. Mays.

As I go about my daily duties, I think of Booker T. Washington's hope for Negroes, "Brains, Property and Character," and I am instantly motivated to work harder and eliminate excuses. As I think of how tough some of my days have become, I am strongly moved by the following words of Dr. Benjamin E. Mays:

The search for happiness is an unworthy goal. If you go out looking for happiness, you don't know what to look for or where to look. If you marry looking for happiness, it is an unworthy aim. People should marry because they love each other, not for happiness, but for better, for worse, for richer, for poorer. It is not important that people be happy. Was Moses happy?... Was Socrates happy?... Was Jesus happy?... Was Mahatma Gandhi happy?... If happiness is to be found, it will be found in noble endeavour that gives satisfaction and is beneficial to mankind. It will be found in struggling, in toiling and in accomplishing something worthwhile. Happiness, if it is found at all, will be found in accomplish-

ing something worthwhile. The man who does nothing worthwhile can hardly be happy. If happiness is to be found, it will be found in pursuing and accomplishing something worthwhile, and the quest must be continuous—no complacency and no satisfaction... If happiness is found, it will be found in noble living. A man lives nobly when he has an honest conscience, when he can say: "The community is better off because I gave my best to it. I did not exploit people for my personal gain..." If happiness is to be found, it will be found when we live more for others than we do for ourselves.

This is a taste of Dr. Benjamin E. Mays' teaching and the focus he shared with the "Morehouse Men." Men like Washington who accommodated the Jim Crow system to seek opportunities for Negroes were different from Mays who taught men to be better than equal. However, Dr. Mays still had to work in a repressive Jim Crow climate with legal segregation that challenged and that he taught his students. In their own way, they both did what they had to do for their people. It is a lesson still practised by educational leaders today. Working to make the needed adjustments to effectively educate our students is a legacy from our past and a pathway to our future.



The Courage To Be A Leader: The Editor's Conversation With Dr. Eugene White

Dr. Eugene G. White was born in Phenix City, Alabama, to a single 17-year-old mother in December 1947. He was the first person in his family's history to graduate from high school. He grew up in a time of segregation and Jim Crow practices in southeast Alabama. In high school, he excelled in football, basketball and baseball. His mother, grandmother and athletic coaches heavily influenced him. He was a starting member of the 1966 Alabama State Championship Basketball Team and accepted a basketball scholarship to Alabama A&M University. He graduated with academic honours and set career scoring marks at Alabama A&M University.

He was a teacher, coach and school administrator in the Fort Wayne Community Schools for 19 years. He was the first African American high school principal in the Fort Wayne Community Schools. He was principal of Wayne High School from 1985 to 1990. He became the first African American high school principal at North Central High School from 1990 to 1992. He was deputy superintendent of the Indianapolis Public Schools from July 1992 to January 1994. He served as superintendent of the Metropolitan School District of Washington Township for 11 years.

Dr. White has enjoyed many honours; most recently he was named president of the American Association for School Administrators; elected to the Alabama A&M Athletic Hall of Fame; 2002 Indiana Superintendent of the Year; President of the North Central Association's Commission on Accreditation and School Improvement; Past President of the Indiana Association of Public School Superintendents and many others. He has written a book called *Leadership Beyond Excuses: The Courage to Hold the Rope* for colleagues and others interested in effective leadership.

Dr. White is married to **Jetties White** and has two children: **Reginald E. White**, a teacher and coach at Pike High School in Indianapolis, and **Kimberly R. White**, a teacher and coach at John Marshall Middle School in IPS.

—adapted from the Indianapolis Public Schools website

What sparked your initial interest in education?

I was heavily influenced by my teachers and athletic coaches when I was in high school. I really wanted to become a teacher and a coach and really never gave a lot of thought to doing anything else.

I was from a single parent family, really never had lived with my father, only lived with my mom and sister. So the most influential males in my life were the people who taught me and coached me. I think that was a big reason that I got caught up into the idea of helping others like they were helping me. They were definitely my role models.

Is there anyone in particular who has been an inspiration throughout your career?

There are a number of them, male and female, but I think that I remember my high school principal, who was a very strong leader and a very charismatic individual. He was definitely influential. My football head coach and basketball head coach were also that way, and my little league coaches. I couldn't pick out just one.

That's good to hear—I'd hope most children would have the opportunity to have adults like that in their life.

It really worked for me. I share your sentiments on that, I would hope that young people would have the opportunity

to be around professional positive people like that—demanding people but very positive.

How has the field of education changed the most since you first entered it as a young teacher?

I was a teacher and a coach for five years before I went into administration. There's just been a sea change in public education since I started to now. There's so many changes, progression, different pressures, different accountability...the whole attitude of the public towards public education has changed in all of that.

Can you elaborate on that point?

In our country, we always took pride in the fact that we were the country that provided access to public education to all of our children. And access meant that they had a chance to come to school and get an education. The big change is now not only are we expected to provide *access* but we also are expected to guarantee *success*. Now we are in the outcome business. We have to ensure that stu-

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I have learned over the years that when one's mind is made up, this diminishes fear.

—Rosa Parks

A Conversation With Dr. Eugene White, continued

(Continued from page 3)

dents in fact are prepared and successful when they graduate from school. It went from access as the paradigm to success, which is a major change in our educational system.

Would you assess that change as beneficial for children?

Yes, I would say that change is more beneficial. However, as public educators, we must educate all the children. We don't have a quality assurance intake process. Anyone who comes through the door, we educate them. Because of the variations and the different kinds of people we educate, it becomes more challenging to educate all of those people to a high level, because of variables like poverty and single parent families and the various medical needs and what have you of the young people, it is a lot more challenging now to provide the total services that children need to successfully complete their educational process.

In the old days, people did not educate all of the kids. There were special education students who were not educated in regular education. We have a wider range of student population come to the school and we have higher expectations in terms of getting them prepared for their success after school. We have a multiplicity of things we have to deal with in terms of educating the whole child. These things involve social services, legal services...it has turned into a very complicated demanding kind of profession.

In terms of your organization, AASA, what would you say are your most notable achievements?

Our current slogan is "Stand Up For Public Education." Our emphasis is to make sure that children are ready for school and that schools are ready to appropriately educate children and prepare them to successfully participate in our democratic way of life. Those are some major goals and focuses of the organization, and we see many schools and districts achieving those particular expectations.

Because we are political advocates for school superintendents and school leaders, it allows us to be that voice at the national level. So we go to Washington, DC, and participate in various committees pertaining to creating bills for education. We try to influence the shaping of these bills in such a way that our students benefit. Everyone has some idea of what they'd like to see but because those ideas are so varied, we have to make sure we keep them focused on what's



Dr. Eugene White delivered his presentation "Show Up, Stand Up, Step Up and Speak Up" at CASA's Annual Conference in Winnipeg last year.

best for the young people of the country—not just one group of young people but all the young people in the country. I'm pleased with the role we've played there.

We've also been very active in providing professional development activities for our members because we're interested in making sure that all our educational leaders are professionally prepared to do the very best job they can do. That's something we're very proud of. We have opened a Center for System Leadership that really will expand our efforts in working with superintendents and school leaders. We also have provided a lot of services to school districts throughout the nation in terms of special grants for children with asthma and other special things that come up related to children and poverty, working with the Children's Defense Fund, to make sure that we deal with the issues that are compromising the success of children in our country.

The last thing would be we tend to try to set the pace for our members by having our national conference on education each year, where we deal with various issues that are important to our membership, to try to keep them on the forefront in the way they look at education and leadership.

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Impossibilities are merely things of which we have not learned, or which we do not wish to happen.

—Charles W. Chesnutt

A Conversation With Dr. Eugene White, continued

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What do you feel are some of the biggest challenges facing public education in America today?

There are two things that I see. One is we are struggling with the accountability for success of the students. By our Constitution, education is the responsibility and function of each state. However, Washington on a national level also has a need to make sure that all the states are having some level of success in educating children. But we get about seven per cent of our income for public education from the US government. That means 93 per cent of that comes from state and local governments. The problem that we have is that we really do need additional resources and revenues from the federal government to ensure that all students receive a high level of public education. We have mandates and expectations from the federal level and we have to follow those particular mandates and expectations.

The other issue really deals with meeting the needs of all of our children. Because we are so diverse in terms of demographics and socioeconomics, we have to do everything we can to ensure that our students receive a quality education. Public education really is the foundation of our democratic republic. I am concerned that we're not making the commitment that we should to public education overall. We have never had a fierce war on ignorance, so to speak, in our country. Those two things kind of tie together.

There are also in our country many education options: We have the public option, the private option, we have parochial school options. Those things have to make us a great country but today we are fighting over some political options like vouchers and charter schools that take a lot of time. They get away from the basic premise that education exists to prepare our young people for the future. We've got to keep thinking about the young people first.

What we have tried to do in AASA is to make sure our members understand what is important and what must we be working towards. Everything starts with the children. In order for us to protect and ensure that they have success, we have to get actively involved in standing up and speaking up and representing the children in this country. I think that's our ultimate challenge as an organization.

You've made the statement "Show up, stand up, step up and speak up." What does it mean?

Each president of AASA puts forth a theme each year. Our ongoing theme has been "Stand Up For Public Education." When it came to my time to be president, I wanted people to know it's not enough just to stand up. First of all, you have to show up in order to be counted. Then once you got

there you needed to stand up, and not only stand up and step up, but speak up for these young people and represent them in the appropriate manner.

You have an interesting title for your book, Leadership Beyond Excuses, and I really liked the subtitle The Courage to Hold the Rope.

What is it about the rope as a metaphor that held appeal for you?

Some time ago there was a football coach in this country named "Bum" Phillips who used to coach the Houston Oilers. One time he was talking about if you were in trouble and you were hanging off a cliff, holding onto this rope for your life, you would like to think there was someone up on land at the other end of that rope with your best interests at heart. And that person at the other end of the rope would hold that rope so that you wouldn't fall to your death and they would help you get out of that situation.

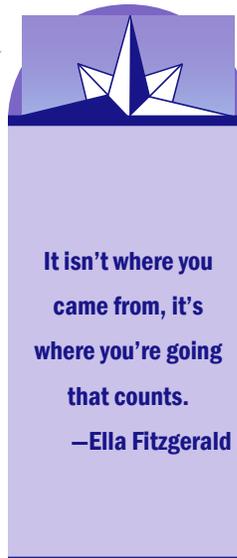
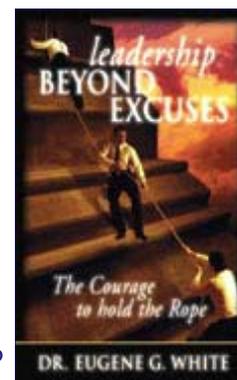
That stayed with me for many years and when I became a leader, I could see very clearly that in order for you to become an effective leader you have to get people to buy into and believe what you felt had to be done. You had to find ways to get them involved so it was not only your idea but their idea, so you can have shared ownership. You have to convince them to take responsibility for holding that rope with you, to get there together.

In the book, we deal with a type of leadership supervision where we refer to a short rope and a long rope.

Short rope supervision is the kind you do to people who follow you who are new to the organization or don't know very much about what is going on. You have to break them in and orientate them and give them high attention and considerations, support them and let them know you are there. It's really what you would call a high maintenance leadership situation.

For those people with the long rope, those are your veteran people who work with you and they understand what they need to do. They don't

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**It isn't where you
came from, it's
where you're going
that counts.**

—Ella Fitzgerald

A Conversation With Dr. Eugene White, continued

(Continued from page 5)

need you to pep them up or pull them up all the time—they do that on their own—but they need to know that you’ve still got the rope with them and that you’re there because you’ve been there for them in the past. I use the rope metaphor to demonstrate the different kinds of leadership practices that one can put in place.

[Dr. White’s book is available at www.powerpublishinginc.com]

What is the greatest lesson you have learned as a teacher, as an education administrator and a leader?

I’ll tell you what. My second book, I’ve got all this stuff to write it, I just don’t have time—I don’t have time to think—but in that book I will reflect on how I was able to overcome the grip of poverty and escape to become an educator and a successful individual. I would think that rising above poverty and rising above the challenges and obstructions of being from segregated Alabama in the ’50s and ’60s has to be the greatest achievement of my life personally.

Looking back on that, education has always been the key to my success. Education is really the only formula I know to escape the viciousness of poverty and deprivation and crime that occurs in so many of our communities today. Life is not fair and there are no guarantees but education provides your best hope for overcoming limitations that you’re born into. Because you can’t pick who your parents are and you can’t pick where you’re from but you have a lot to say in terms of where you’re going, and education will help you get there. I’ve learned that there’s nothing more valuable to people than their education and that goes double for poor people. You really do need to give yourself a chance and education provides that particular option.

It’s interesting that you’re speaking about things like you can’t help where you’re from or the circumstances of your family. I’ve read some of your comments about what’s happening in New Orleans and your encouragement for educational leaders to help out colleagues and friends and families there. Why is this important for you, as a national leader, to speak out on this?

I think that after the tragedy of Katrina, many of my colleagues across the country, from Georgia, Alabama, Texas, even Indiana and Ohio, all had people coming to them, children coming to them out of the Gulf Coast state area, especially from New Orleans and that particular area. We took in children from those particular areas and attempted to teach them and get them settled. My organization did a good job of attempting to get help and supplies and what

have you to help out. I feel like we have an obligation because many children and educators were displaced by the ravages of Katrina, and that if there was something we could do to give them additional support then we needed to do that.

“I’ve learned that there’s nothing more valuable to people than their education and that goes double for poor people.”

New Orleans as a city, the number one income source is their tourism. And of course, this particular tragedy completely compromised tourism because people were hesitant or afraid to go in that particular area. So we felt that it was necessary that we stood up and said that we wanted to be a part of helping

them to get people back to New Orleans and to demonstrate that it was indeed a great place to go. It’s one of our great cities in this country and we wanted to be a part of those people who are trying to put it together again. That was a big part of it, we wanted to be a part of the solution. We’re going to have a very nice convention there and I think that our people will get a chance to come and hopefully bring additional resources to the area, and be witnesses that it is still a great place to go for a meeting, a conference or a party.

That’s going to be this spring, isn’t it?

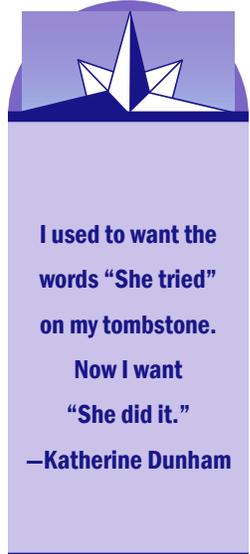
Yes, that will be March 1, 2, 3 and 4. I’m looking forward to it. It will be the week after Mardi Gras for us, so maybe all the people will be partied out and we’ll be the only ones having a good time. [Read more about the AASA National Conference on Education, including the silent auction to raise funds for school districts in Louisiana and Mississippi, at www.aasa.org]

I commend you and your colleagues on wanting to be a part of that rebuilding.

There’s no other place in our country—there’s only one New Orleans. We would like to see it come back. I think we have to get them even more help to get them back where they should be.

This has been very enjoyable, Dr. White. I appreciate very much that you took the time and I’m looking forward to sharing your thoughts with our readers.

Thank you very much.



CASA PEOPLE: Faces In The Crowd



Chris Spence
Ontario

Dr. Chris Spence, director of education for the Hamilton-Wentworth District School Board, has over 15 years of experience in senior administration and teaching. His role in developing programs such as Read to Succeed, Project G.O. (Girls Only) and Boys 2 Men was highlighted in the documentary *Person to Person* and in a *Reader's Digest* article "Man on a Mission."

He has won many awards for his contributions to education and the community, including an outstanding alumni award from Simon Fraser University, a Positive Impact Award, and a Canadian Black Achievement Award for Professional Achievement and Community Leadership.

Chris is a former CFL athlete and a published author with five film credits to his name. He is married with two young children.



Avis Glaze
Ontario

Dr. Avis Glaze is the chief student achievement officer of Ontario and CEO of the Literacy and Numeracy Secretariat. She has taught at all levels of the education system, and has been a supervisory officer in both public and Catholic school boards for the last 22 years.

She knows firsthand the school systems in England, Germany, Finland, the United States and the Caribbean. She taught high school and teachers' college in Jamaica before coming to study at the Ontario Institute for Studies in Education, where she completed two Master of Education programs and a Doctorate in Education.

Avis has won numerous awards for her outstanding work, including the Order of Ontario, Educator of the Year, Distinguished Educator and the YWCA Women of Distinction Award. She is a published author.



Harold Brathwaite
Ontario

Harold is the executive director of the Retired Teachers of Ontario. He was educated in Barbados, Jamaica, France and Canada. He has taught elementary, secondary and university students, and served as department head, vice principal, principal, superintendent, associate director of education and director of education.

He retired in 2002. His first post-retirement job was senior advisor to the president of Seneca College. He is a member of the Learning Partnership Advisory Committee, an executive member of People for Public Education, vice chair of the Nelson Mandela Children's Fund (Canada) and sits on the Art Gallery of Ontario Board of Governors.

Harold has received many awards for his leadership. Harold M. Brathwaite Secondary School in Brampton is named in his honour.

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Our Mission:

CASA will advance quality public education and excellence in system level leadership through advocacy and national collaboration.



Our Beliefs:

CASA believes that:

- Cultural diversity is a unique strength that enriches our nation.
- Communication and collaboration with parents and other partners is integral to successful student learning.
- Quality public education provides the best opportunity for a nation to enhance the lives of all its citizens.
- Effective system, provincial and national level leadership enables and supports excellence in teaching and learning.
- A comprehensive education, equitable and accessible to all, is the key to meeting the diverse needs and securing a successful future for our youth.

Specific strategies to advance the mission:

- Establish position papers on specific topics as they relate to the beliefs and interests of the association.
- Recruit new people.
- Establish a national representation.
- Establish a three-tier public relations and publications strategy.
- Establish a funding team to create an operating budget.

Recognizing Excellence in Leadership with the EXL Award

CASA members who show exemplary leadership ability and who enhance school administration are eligible for the EXL Award.



The award, jointly sponsored by Xerox Canada Limited and CASA, has been presented since 2002. It

includes an honorary life membership in CASA.

If you work with an outstanding CASA member or know a leader in our field who deserves to be recognized, why not nominate them this year? You can share your suggestion with the executive director of your provincial association.

What kind of qualities should an EXL Award nominee have? They will have brought honour to themselves, their colleagues and their profession. They have given exemplary service to their provincial or national professional association. They have made significant contributions to the field of education through their service, writings or other activities.

These are individuals who are recognized as role models and teachers to

those around them.

Each provincial association of CASA elects a nominee to represent their province. The national award recipient, selected from these provincial nominations, is announced during the opening ceremonies at the CASA Annual Conference.

Previous winners include **John Darroch** (2002), **Roy Seidler** (2003), **Ed Wittchen** (2004), **Edie Wilde** (2005) and **Ron Canuel** (2006).

The submissions from the provincial associations for this year are due at the CASA office by the end of June. Nomination forms can be found on the CASA website. Completed forms should be sent to the CASA office care of Gillian Van Zant, by email care of gillian@opsoa.org or by fax at (905) 845-2044.