

**A HISTORY OF THE ASSOCIATION OF STATE EXECUTIVES
AND THE
CAREER PATHS OF STATE EXECS**

by

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Dissertation submitted to the Graduate Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Educational Administration

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September, 1987

Blacksburg, Virginia

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(ABSTRACT)

The dissertation provides a written history of the Association of State Executives (ASE) and identifies the career paths of the state executives. The scope of the research includes the inception of ASE, through its birth and early years of development, and into a period of expansion and growth.

The history identifies the association's goals, leadership, major issues, and affiliations. Specifically, the study examines how and why the Association of State Executives was formed, who the major individuals were and what roles they played, what issues were of primary concern to the association and why those issues were important, how the association changed over time and the causes of the change, what relationships existed between ASE and other associations, and what career paths evolved for the state executives.

Primary sources of data included documents of the

association, meeting minutes, memos, and letters. Interviews were conducted with selected members of the association: founding fathers, past and present officers, committee chairs, committee members, and new members. A questionnaire was sent to all state executives to elicit career path information.

The research contributes to the general field of knowledge of organizational theory and development and is a link between theory and practice, particularly in the area of life cycles of organizations. The study has archival value for members of the Association of State Executives and provides information to students of educational organizations. By providing personal, educational, and professional information on the membership of ASE, the study serves as a career guide for persons who aspire to the administrative positions held by state executives.

ACKNOWLEDGEMENTS

This study was possible through the efforts and cooperation of many.

To committee members, Drs. Jim Fortune, Ron McKeen, and Houston Conley, who helped guide this study to completion, and to Dr. Joan Curcio for her special assistance, thank you.

To my committee chairman, Dr. Ken Underwood, who gave support and uncomplicated comments, thank you.

To the state executives who generously shared their papers, comments, and memories and who were patient while I took a few years to sort through it all, thank you.

To the late Dr. Jim Kirkpatrick whose enthusiasm for writing a comprehensive history about his dear friends was inspiring, thank you.

To AASA staff members who provided documents and interviews, thank you.

To friends who gave encouragement throughout the study, thank you.

To my family, for their unfaltering confidence and strong support through the ups and downs of dissertation writing, my deepest gratitude and warmest thanks.

To
whose generous gifts of encouragement, support and love
made it possible to complete this study.

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
Chapter	
I. INTRODUCTION TO THE STUDY.....	1
Statement of the Problem.....	5
Significance of the Study.....	5
Research Questions.....	7
Methodology.....	8
Design of the Study.....	8
Population.....	10
Sources of Data.....	11
Collection of Data.....	13
Analysis of Data.....	18
Basic Assumptions.....	18
Definition of Terms.....	19
Limitations.....	19
Organization of the Study.....	19
II. REVIEW OF LITERATURE.....	21
The Life Cycle Theory.....	21
Birth.....	22
Growth.....	24
Decline.....	30
Other Viewpoints.....	33
Summary.....	34

Chapter	Page
III. THE HISTORY.....	36
Background.....	36
Inception.....	39
Birth.....	44
The Early Years.....	46
Organizational Transformation and Growth.....	55
1968.....	57
The September Conference.....	64
February 1969.....	68
April 1969.....	74
1970-1971.....	80
1972.....	90
1973.....	95
NESEA.....	98
1974.....	104
1975-1979.....	105
Block Reservations/Block Housing.....	106
Project "Running the Store".....	124
Communications with AASA.....	131
1980-1984.....	140
Formalization of AESAA.....	144
State School Boards Associations.....	147
The Partnership Committee.....	156

	Page
Chapter	
An AESAA Update.....	166
1985-1987.....	174
IV. CAREER PATHS OF STATE EXECUTIVES.....	179
Personal.....	179
Educational.....	183
Employment.....	183
Summary.....	189
V. CONCLUSIONS AND RECOMMENDATIONS.....	192
BIBLIOGRAPHY.....	220
APPENDICES	
A. LETTER TO PAST LEADERS OF ASE.....	233
B. INTERVIEW QUESTIONS.....	235
C. CAREER PATH QUESTIONNAIRE.....	238
D. QUESTIONNAIRE RECIPIENTS.....	244
E. COVER LETTER FOR QUESTIONNAIRE.....	251
F. OFFICERS OF ASE.....	253
G. AESAA BY-LAWS, 1981.....	257
VITA.....	265

CHAPTER I

INTRODUCTION TO THE STUDY

Dramatic changes in educational issues over the past forty years brought about subsequent changes in educational administration and in the organizations that represented administrators. The issues of collective bargaining by teacher groups, the accountability movement, taxpayer revolts, government regulations, decreasing federal dollars, declining enrollment, and court decisions affecting education placed different and increased pressures on public school administrators.¹

In response to those pressures, state administrator associations took on increasing importance for administrators.² Members of those state groups demanded more from their elected officers who, as superintendents, already had full-time, pressure-packed responsibilities in local school districts.³ To meet the growing demands of the membership, officers allocated large blocks of their time to state functions, such as collecting dues, scheduling

¹ERS Executive Staff. Profiles of State Associations of School Administrators, 1980. Arlington, Virginia: Educational Research Service, Inc., 1980, p. 1.

²Ibid., p. 1.

³_____. A Forward Thrust. Washington, D.C.: American Association of School Administrators, 1968, p. 23.

meetings and social events, and speaking to organizations. Those volunteer services often came at the expense of their local school systems. Additionally, officers served for only one year and could not provide all that was needed for the continuity of leadership and effective operation of a state association.⁴ To successfully meet those challenges, a small number of state associations of public school administrators found it effective to engage either a half or full-time executive secretary.⁵ The person selected for the position managed the affairs of the association on a permanent and consistent basis and provided continuity of leadership from year to year.

In 1961, a few executive secretaries of state administrative associations met during the national convention of the American Association of School Administrators (AASA). The purpose of the meeting was to become acquainted and to share ideas. In 1963, ten executive secretaries met to organize a national association, known as the Executive Secretaries of State Associations of School Administrators (ESSASA).⁶ The

⁴Ibid., p. 23.

⁵Ibid., p. 23.

⁶Hill, George H. A six-page report containing an overview and brief history of ASSASA since its inception in 1961 through 1974, written by the association's secretary-treasurer, 1974, p. 1.

organization's name changed several times through the years; and in 1986, the membership voted to call the organization the Association of State Executives (ASE).

By 1987, ASE's membership consisted of fifty executive secretaries or directors or persons who represented that position for state associations of school administrators. Forty-nine of the members were from within the continental United States, and one member was the executive secretary of the Canadian Association of School Administrators. The responsibilities of the members varied. Some executive secretaries/directors represented only one administrative group within their state, such as superintendents. Others were responsible for additional state administrative associations, such as principals, and business officials.

Why was the Association of State Executives formed, who were its leaders, and how did the association grow and develop over time? The answers are found within the history of the association.

Organizations cannot be fully understood apart from their histories.⁷ Within the historical context, the internal and external forces that shape an organization's particular course and the relationships that exist between

⁷Miles, Robert H. "Findings and Implications of Organizational Life Cycle Research: A Commencement," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. 430.

those forces must be studied.⁸

Kimberly and Miles, organization theorists, propose that chronological age may have little to do with where an organization is going. They maintain that calendar time and organizational time are not necessarily identical. They suggest thinking of organizations in terms of life cycles, from genesis through development and degeneration, in which the creation and early years of development will differ from later periods of development.⁹ Miles claims that precise boundaries between periods of organizational history cannot be definitely defined, so the ordering only provides a way to begin to discuss an organization's development.¹⁰

In every organization there is a rich fabric of norms, values, and myths that help to shape and determine the behavior of the organization. Focusing on the questions of where those structures came from and how they developed may have implications for an organization's present and future structure and performance.¹¹

⁸Kimberly, John R. "Initiation, Innovation, and Institutionalization in the Creation Process, The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. 41.

⁹Kimberly, John R., and Robert H. Miles, eds. The Organizational Life Cycle. Washington: Jossey-Bass, 1980, pp. 6, 431.

¹⁰Miles, op. cit., p. 431.

¹¹Kimberly and Miles, op. cit., p. 4.

STATEMENT OF THE PROBLEM

This study provided a written history of the Association of State Executives. The history spanned the years from its inception in 1961 to 1987 and investigated the association's goals, leadership, major issues, and affiliations with other associations. Additionally, the study identified the career paths of the members of ASE by eliciting selected demographic data, including personal, educational, and employment information.

SIGNIFICANCE OF THE STUDY

The historical study of ASE has implications for understanding organizational behavior and contributes to the general field of knowledge of organizational theory and research. The study serves as a link between theory and practice, particularly in the area of organizational life cycles.

The previously recorded history of the Association of State Executives consisted of a six-page report which covered its inception through 1974. By providing a more comprehensive, up-to-date history of the founding and growth of the association, the study has archival value for the members of ASE and provides information to students of educational organizations.

Researchers have stressed the importance of historical

research in education. In commenting on educational research, Van Dalen made the following statement: "Unless the profession devotes more attention to historical research, much important source material will be permanently lost to mankind."¹² Travers stated that every area of human endeavor can benefit from the study of its own history.¹³ According to Kerlinger, "...historical research, per se, has great value because it is necessary to know and understand educational accomplishments and trends of the past in order to gain perspective on present and future accomplishments."¹⁴

By providing personal, educational, and employment information about the current membership of ASE, the study also has significance as a career guide for persons who aspire to the administrative positions held by the members of the association. According to McDade, persons who aspire to a career should study the career paths of those before

¹²Van Dalen, Deobold. Understanding Educational Research. New York: McGraw-Hill Book Company, Inc., 1966, p. 161.

¹³Travers, Robert M. W. An Introduction to Educational Research. New York: The Macmillan Company, 1969, p. 57.

¹⁴Kerlinger, Fred N. Foundations of Behavioral Research, 2nd ed. New York: Holt, Rinehart and Winston, 1973, p. 702.

them to have a basis from which to plan.¹⁵

RESEARCH QUESTIONS

The study addressed the following research questions:

- A. How and why was the Association of State Executives formed?
 1. What factors contributed to the founding of the association?
 2. What were the initial goals of the association?
 3. To what extent did the goals change over the years?
- B. Who were the major individuals involved in the association and what roles did they play?
 1. What individuals initiated the formation of the Association of State Executives?
 2. What reasons prompted the founding members to organize a national association?
 3. How did the early leaders contribute to the growth of the association during the early years of development?
- C. What issues were of primary concern to the association, and why were those issues important?
 1. What were the topics of interest and concern to the association?
 2. What major projects or activities were initiated by the association, and why were those projects or activities initiated?
 3. What significant achievements were realized by the association?
 4. How did study committees contribute to the

¹⁵McDade, Threse E. Career Path Models for Women Superintendents. Published dissertation, 1981, p. 109.

growth of the association?

- D. How did the association change over the years, and what were the causes of the change?
1. How did the selection of a member of ASE to work on the AASA staff affect the Association of State Executives?
 2. What services did ASE provide to its members to meet the changing needs of the membership?
 3. How and why has the membership changed over the years?
- E. What was the relationship between ASE and other associations?
1. What was the initial relationship between ASE and AASA?
 2. How did the tensions between AASA and the National Education Association (NEA) affect ASE?
 3. To what extent was ASE affiliated with other associations?
- F. What were the career paths of the state executives?
1. What demographic information represented the state executives?
 2. What was the educational background of the state executives?
 3. What were the previous areas of employment of the state executives?

METHODOLOGY

DESIGN OF THE STUDY

To obtain data on the Association of State Executives, the historical and descriptive methods of research were used. Both the historical and descriptive methods were

selected for use because they were the strongest methods for gathering and analyzing the data necessary to answer the research questions.

The descriptive method of research, specifically the questionnaire, was used to collect selected demographic data relating to the career paths of members. Asher defines descriptive research as follows:

Descriptive research is aimed at discovering the interrelationships among the dimensions of a problem, describing them, and determining the cause-and-effect direction of the relationships if possible. The broader the scope and depth of the inquiry, the better the descriptive research. Many sources of data will give a more detailed and sharper focus to the picture being obtained of the educational system.¹⁶

The historical method of research was used to collect information concerning past events of the Association of State Executives. The interview was used to focus in detail on identified issues related to the research questions.

Russell defined history as "...for the greater part, a reconstruction of the past."¹⁷ An advantage of the historical approach, as stated by Ary, Jacobs, and Razavieh, is that many questions can be answered in no other way.

¹⁶Asher, William J. Education Research and Evaluation Methods, 2nd ed. Boston: Little, Brown, and Co., Inc., 1976, p. 134.

¹⁷Russell, Wylie H. A Guide to Research in Education, 1st ed. St. Louis: Educational Publishers, Inc., 1959, p. 25.

When a situation may never be duplicated again, historical research is the only answer.¹⁸

Best described the process of writing history as "...investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the past, and to a limited extent, in anticipating the future."¹⁹

The historical information in the study focused on the research questions and was organized chronologically. The career path data was categorized into personal, educational, and employment data.

This study did not lend itself to experimental manipulation. Since the events had already occurred, it was recognized and classified as ex post facto.²⁰

POPULATION

The population for the history of the Association of State Executives consisted of ASE's membership from its beginning to 1987. The population from which the career path data was obtained consisted of those persons who were

¹⁸Ary, Donald, Lucy D. Jacobs, and Razavieh, Asghar. Introduction to Research in Education. New York: Holt, Rinehart and Winston, Inc., 1972, p 285.

¹⁹Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979, p. 14.

²⁰Kerlinger, op. cit., p. 392.

executive secretaries or directors or held that position in state administrator associations as of January 1984.

The association's purpose was to provide strong leadership to state school administrator associations through 1) promoting professional growth and development of the individual state associations' professional staff; 2) sharing information, concerns, and ideas for solutions to problems; and 3) promoting a close working relationship with the American Association of School Administrators and its professional staff.

SOURCES OF DATA

To insure that the information in this study was as authentic as possible, the researcher used primary sources of data. Secondary sources of data were used when primary sources were not available. The primary sources of data available to the researcher included:

1. A letter sent in 1962 to executive secretaries or representatives of state superintendent's associations to elicit support for the formation of an association of executive secretaries;
2. A six-page report that presented an overview and brief history of the development and progress of ASE through 1974;
3. The minutes of ASE business meetings;
4. The programs of the association's annual conference, Project "Running the Store;"
5. Minutes of committee and business meetings of the National Executive Secretaries of Educational

Associations;

6. Correspondence between ASE members and the AASA staff;
7. A 1979 document which stated proposed ASE policies and agreements;
8. The 1981 AESAA By-Laws;
9. Interviews with present and past members of ASE who were directly involved in association events;
10. Interviews with members of the AASA staff; and
11. Selected personal, educational, and employment information of the ASE state executives as of January 1984.

An initial and important task of a writer of history is to obtain the best data available.²¹ The best evidence is available from primary sources. Van Dalen defines primary sources as "...1) the testimony of able eye and ear witnesses to past events and 2) actual objects used in the past that can be examined directly. The more interpretations that come between the past event and the reader, the less trustworthy is the evidence, for the facts may become changed and distorted in transmission."²²

The researcher subjected the source material to external and internal criticism.

External criticism is a process which seeks to determine the genuineness of documents, to answer the question: Is the source what it seems to be?

²¹Van Dalen, op. cit., p. 178.

²²Ibid., p. 179.

It establishes why, where, when, how, and by whom the document was written. Internal criticism, on the other hand, undertakes to analyze the meaning of statements within the documents which have already been established as genuine, and to determine their accuracy and trustworthiness.²³

"Historical knowledge is limited to the facts derived from known, surviving records of only a limited number of events of the past. Any observations that were made at the time of the event have either been recorded or are not available. The historian's collection of data is a search to find and collect observations of past events and to authenticate them."²⁴

COLLECTION OF DATA

The material for the study was obtained from present and past members of ASE and from the files of AASA staff members. To obtain the material, the researcher requested files from the AASA staff. Letters requesting information from personal or state association files were sent to past leaders of ASE (see Appendix A) and to all 1984 state executives. Additionally, the researcher visited or telephoned the founding fathers of ASE who were living and could be located.

The contents of the written documents did not establish

²³Ary, op. cit., p. 168.

²⁴Asher, op. cit., p. 151.

the total picture of past events, however. To create a more comprehensive study, the researcher used the interview method to focus in detail on identified issues related to the research questions.

After reviewing the written material, the researcher used several methods to determine who would be interviewed:

1. To determine the major actors over the past years, the researcher listed the names of members who appeared in the minutes of business meetings and in the minutes of committee meetings. Those persons whose names appeared most often and who were living and could be located were interviewed.
2. To focus on identified issues related to the research questions, those persons whose names were associated with major issues and reports, and who were living and could be located, were interviewed.
3. To obtain an oral history of the association, three of the founding fathers and current longtime members were interviewed.
4. To obtain a diverse representation within the association, full-time, part-time, and new members were interviewed. Members from the northern, southern, eastern, and western United States were represented.
5. To obtain a viewpoint from the AASA staff, two staff members were interviewed: the Senior Associate Director and the Deputy Director.
6. To obtain additional information about the association from 1985-1987, the presidents of ASE in 1984 and 1987 were interviewed.

A total of fifteen people were interviewed for the study. Two of the persons interviewed were members of the American Association of School Administrators, one a former member and founder of the Association of State Executives.

Thirteen of the persons interviewed were present and past members of ASE who were directly involved with past events of the association. All persons interviewed were asked a series of identical questions (see Appendix B). All other interview questions were adjusted for the roles that interviewees played in ASE.

According to Best, the interview has unique advantages as a data-gathering technique:

In areas where human motivation as revealed in reasons for actions, feeling, and attitudes is concerned, the interview can be most effective. After the interviewer gains rapport, certain types of confidential information may be obtained that an individual might be reluctant to put in writing.²⁵

The semi-structured interview method was used in this study because the researcher could ask a series of structured questions and then probe deeper by asking open-ended questions.²⁶

The semi-structured interview is generally most appropriate for interview studies in education. It provides a desirable combination of objectivity and depth and often permits gathering valuable data that could not be successfully obtained by any other approach.²⁷

Kerlinger described the semi-structured interview as

²⁵Best, op. cit., pp. 186-187.

²⁶Borg, Walter R., and Meredith Damien Gall. Educational Research, 3rd ed. New York: Longman, Inc., 1979, p. 214.

²⁷Ibid., p. 313.

unstandardized and considered the process more effective than a structured interview since

Unstandardized interviews are more flexible and open than a standardized or structured interview. Although the research governs the questions asked, their content, their sequence, and their working, they are entirely in the hands of the interviewer. This does not mean that an unstandardized or semi-structured interview is a casual one. It should be just as carefully planned as a standardized one.²⁸

Lininger and Warwick presented guidelines to the interviewer for achieving rapport and standardization when asking questions:

1. Always ask the questions exactly as they are written.
2. Always use the questionnaires carefully but informally.
3. Always ask each question.
4. Always avoid suggesting answers.
5. Provide transitions when needed.
6. Always know the purpose of each question.²⁹

Interviews with respondents were tape recorded. This procedure ensured a complete, accurate record of the verbal exchanges between the researcher and the informants and allowed the researcher to devote full attention to the flow of the interview rather than to taking notes. The tape-

²⁸Kerlinger, op. cit., p. 485.

²⁹Lininger, Charles A., and Donald P. Warwick. The Sample Survey: Theory and Practice. New York: McGraw-Hill Book Company, 1975, p. 210.

recorded interviews were transcribed so they could be studied more thoroughly. Tape-recordings and transcriptions were kept throughout the duration of the study and then erased.

To obtain data on the career paths of the executive secretaries, a questionnaire was used (see Appendix C). The questionnaire was tested for timeliness and clarity with a group of public school administrators who were employed as principals, curriculum specialists, and central office staff.

Ary, Jacobs, and Razavieh state advantages of the questionnaire to be that the technique is typically more efficient and practical and allows for the use of a larger sample; that standard instructions are given to all subjects; and that the personal appearance, mood, or conduct of the investigator will not color the results.³⁰

All fifty members of the Association of State Executives who held or represented the state executive's position as of January 1984, received the questionnaire (see Appendix D). A cover letter promoting the study and addressed to the respondent by name and title accompanied the questionnaire (see Appendix E). If the questionnaire was not returned within the time period of three weeks, a postcard reminder

³⁰Ary, op. cit., pp. 169-170.

was sent to those members who did not respond.

ANALYSIS OF DATA

The historical and descriptive research methods were chosen for data analysis of the study. The historical facts obtained from the documents and interviews were subjected to external and internal criticism.

The material obtained was used to identify the goals of the Association of State Executives, the leadership, the major issues, and the affiliations with other associations. The historical material was organized around the research questions and presented in chronological order. Summaries and conclusions were drawn from the data gathered.

Information received from the career path questionnaire was divided into categories of personal, educational, and employment data and then summarized. The data reflected the career paths of state executives who held that position as of January 1984.

BASIC ASSUMPTIONS

It was assumed that the statements given in the personal interviews would represent the truthful perceptions of the interviewees. It also was assumed that the respondents of the questionnaire on career paths would cooperate and provide accurate data.

DEFINITION OF TERMS

The following definition was formulated to provide clarity of meaning for this study:

Career Path

The sequence of positions which have preceded the current position of executive secretary/director. A description of the career path provides selected demographic information, including personal data, educational background, and previous areas of employment.

LIMITATIONS

Since this study did not lend itself to experimental manipulation, it was considered ex post facto research. In ex post facto research there are limitations regarding conclusions because distortion due to bias or preconceived notion is always a possibility.³¹ History is a reconstruction of the past so the process of recalling past events by the respondents interviewed was considered a limitation and recognized as such. Bias on the part of the researcher was considered a limitation and was recognized as such.

ORGANIZATION OF THE STUDY

Chapter I contains the introduction to the study. It identifies the statement of the problem, the significance of

³¹Russell, op. cit., p. 25.

the study, the research questions, the methodology used in the collection and analysis of data, the basic assumptions, the definition of terms, the limitations of the study, and the organization of the study.

Chapter II presents a review of the literature on organizational development theory, specifically in terms of the life cycles of organizations.

Chapter III provides an insight into the inception of the Association of State Executives in 1961 and its founding and development during the period 1963 through 1987. Included in this chapter are the goals, leadership, major issues, and affiliations of the association. Special consideration is given to a description of how these factors remained the same or changed over the time period of nearly twenty-five years.

Chapter IV identifies the career paths of the state executives of the Association of State Executives and provides selected personal, educational, and employment information.

Chapter V summarizes the findings of the study and makes recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

An extensive literature search was conducted in the area of organizational growth and development, with the main focus on studies that explored the cyclical existence of organizations. Life cycle studies addressed the historical perspectives of organizations through an understanding of their birth, growth, and decline. The literature reviewed for this study was divided into similar categories.

THE LIFE CYCLE THEORY

One of the newer frontiers in organizational research is the study of the cyclical quality of organizational existence. Many researchers are theorizing on the role of history and maturation in understanding organizational behavior and are interested in studying how organizations are born, grow, decline, sometimes reawaken and sometimes disappear.¹ In pursuing the life cycle theory, boundaries between periods of organizational history cannot be drawn definitively. This ordering only provides a way to begin to

¹Kimberly, John R., and Robert H. Miles. The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. ix.

discuss the development of organizations.²

BIRTH

A great deal of organizational theory has dealt with social structure and change of existing organizations, but there has been rather little concern about the creation of new organizations.³ According to Miles, organizational creation is perhaps the most important epoch in the life of an organization. It is during this stage that an idea takes substance and begins to move toward realization. The birth of organizations starts with an idea, continues through conception and incubation, and terminates sometimes after the equivalent of human birth. The history that founders bring with them from earlier settings tend to shape the ones they conceive and develop.⁴

Kimberly suggests that the success of some organizations over others has its clue in circumstances surrounding the birth of organizations. He concludes that most researchers are involved with an organization for only a brief period at

²Miles, Robert H. "Findings and Implications of Organizational Life Cycle Research: A Commencement, The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. 431.

³Pennings, J. M. "Environmental Influences on the Creation Process," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. 136.

⁴Miles, op. cit., p. 432.

some point during an organization's life. The question of what implications the conditions surrounding its birth and early development may have for later levels of success is not considered. "...just as for a child, the conditions under which an organization is born and the course of its development in infancy have crucial consequences for its later life. Just as one might be interested in similarities and differences in the backgrounds of executives as one important element in an explanation of their personal success, so might one be interested in the backgrounds of organizations."⁵

Van de Ven states that organizations are not created in one fell swoop. The creation stage of organizations begins with their initial inception, moving through the planning and implementation phases, and culminating with institutionalization, usually two to three years after initial implementation.⁶

Penning emphasizes the importance of exploring the environment that is conducive to the creation of organizations. The initial stage entails a learning process

⁵Kimberly, John R. "Initiation, Innovation, and Institutionalization in the Creation Process," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. 20.

⁶Van de Ven, A. H. "Early Planning, Implementation and Performance of New Organizations," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, p. 88.

that results in decision-making patterns, an authority structure, and rules and procedures that are relatively permanent and evoke pressures toward organizational inertia. While organizations undergo modifications and display varying degrees of flexibility, they are cast at birth into a mold that is discernible in all the subsequent stages of their life cycle.⁷ Additionally, the choice of goals made very early in the life of an organization can have an important influence on both the quality and duration of its life.⁸

GROWTH

Both organizational birth and development are influenced by a combination of external problems and opportunities, and internal events that are shaped by the experiences and aspirations of key individuals.⁹ Stinchcombe states that it is important to remember that the image which marks the start of an organization is produced in a specific historical context.¹⁰ Any new organization must allow for

⁷Pennings, J. M. "Environmental Influences on the Creation Process," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, pp. 135-136.

⁸Miles, op. cit., p. 442.

⁹Kimberly, Miles, op. cit., p. 163.

¹⁰Stinchcombe, A. L. "Social Structure and Organizations," Handbook of Organizations. Chicago: Rand McNally, pp. 142-193.

some degree of fit into the historical and cultural forces of which it is a part.¹¹

Maturity in an organization is signaled by its ability to reproduce. According to Lodahl and Mitchell, it reaches that point when its values and ideals, which serve as templates for interpreting experiences and taking action, can be passed down through successive generations so that the organization "exists" independently of those who currently embody it. Somehow the founders must fashion an organizational design and create an atmosphere in which their unique ideas can be reinforced and understood in relation to past experience or other innovative attempts. In other words, the institutional, largely unwritten side of an organization must be developed along with formal structure and process. Commitment is important, especially to an organization that must stress its uniqueness to all its members.¹²

Lodahl and Mitchell remind organizations of two danger areas during growth periods. One danger area centers around the amount of formalization needed. They state that all organizations require some degree of formalization to ensure

¹¹Lodahl, T. M., and Stephen M. Mitchell. "Drift in the Development of Innovative Organizations," The Organizational Life Cycle. Washington: Jossey-Bass, p. 186.

¹²Ibid., pp. 184-185.

coordination among members. Formalization also carries with it implicit dangers if the most recent recruits, who show a high level of commitment, find an already formalized organization that provides little opportunity to make innovative contributions of their own.¹³

The second danger area occurs when organizations shift from a commitment based on ideology to one based on techniques, departments, or self-interest. Lodahl and Mitchell introduce this concept as "organizational drift."¹⁴ They define this drift as the gap between founders' ideals and intentions, on the one hand, and the enacted organization, on the other. While the shift in commitment may be tolerable for an organization that desires routine performance, an organization in which peak performance must be the goal, such a shift is deadly.¹⁵

Both external and internal forces play a part in organizational drift. Externally, other organizations linked to an existing one may put pressures on it to conform. Parent corporations may urge innovative divisions to conform to company-wide policies and procedures and may insist on performance demands that are out of rhythm with

¹³Ibid., pp. 199-200.

¹⁴Ibid., p. 185.

¹⁵Ibid., p. 187.

development occurring within the existing organization.; Also, norms may encourage old members to behave in ways that protect their careers, and newcomers may be inadequately socialized into a system that has become large and differentiated.¹⁶

To guard against internal factors which may create organizational drift, Lodahl and Mitchell suggest three factors which can be used to prevent such a shift. The first is the founder. As a charismatic leader, the founder may serve as a significant source of identity, and his overall behavior guides the new organization through the turmoil of birth. Second is the use of organizational structure. The structure reinforces the ideology and serves as a source of reaffirmation of the organizational values. Finally, they suggest, the social processes of the organization must also reinforce the ideology if commitment is to be assured.¹⁷

For an organization to become an institution, the organization in practice and the members' own views of it must be congruent with the ideology as enunciated.¹⁸ Raymond states that it is necessary to know the history and

¹⁶Blau, P. M. Exchange and Power in Social Life. New York: Wiley, 1964, p. 50.

¹⁷Lodahl, Mitchell, op. cit., pp. 187-188.

¹⁸Ibid., p. 206.

philosophy of the environment and society as it originated from the founding fathers.¹⁹ The ideals and purposes that initially bring people together constitute the unifying bonds of the groups they form. A systematic process of self-examination and continuous revision will allow for organizational learning, maintain openness, and tighten the connection between ideal and structure.²⁰

The organization is a success as an institution to the degree that it exhibits authenticity, functionality, and flexibility across generations. Authenticity requires that the organization embody its ideals, functionality requires that the organization work, and flexibility requires that the organization be receptive to the inputs and suggestions of its members. If these three tests are met, the organization will evidence a high degree of commitment by its members. Overall, an organization that is an institutional success can be characterized as having a sense of group commonality and togetherness.²¹

Whetten describes organizations as having smaller units within their larger structures. If those units need to

¹⁹Raymond, H. Alan. Management in the Third Wave. Glenview, Illinois, Scott, Foresman and Company, 1986, p. 223.

²⁰Lodahl, Mitchell, op. cit., p. 206.

²¹Ibid., 203.

respond in unison to environmental changes, then a formalized structure needs to be constructed for the organization. If, on the other hand, the units do not need to respond to changes in the same way or at the same time, then Whetten says that a "loosely coupled" structure is best. He states there is value in the ability of individuals within an organization to adapt to change and that "loose coupling" has adaptive value which tends to produce internal diversity over time. In turn, the diversity prevents the organization from being adversely affected by changes in one sector of its environment and, therefore, results in making the organization strong and healthy. Whetten warns that one problem with the loose structure is that it becomes extremely difficult for the organization as a whole to make purposive, coordinated changes if those become necessary. Coordinated changes are more easily accomplished in organizations with formalized structures.²²

The building of an organization is never complete. There will always be problems,²³ but, organizations do not have to move automatically into the cycle of decline. To

²²Whetten, David A. "Sources, Responses, and Effects of Organizational Decline," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, pp. 350-351.

²³Sarason, S. B. The Creation of Settings and the Future Societies. San Francisco: Jossey-Bass, p. 284.

continue organizational vitality and effectiveness, adaptation to changing conditions should exist throughout the organization.²⁴ Organizations whose members and leaders remain alert, innovative, and flexible to change will maintain a longer growth cycle and lessen the onset of decline.

DECLINE

Organizational decline is a phase that may occur during any stage in the life cycle of an organization. It involves either an absolute decline or a marked decrease in the rate of its performance. Only a very few contemporary studies of organizational development focus on the decline and termination of organizations.²⁵

According to Miles, organizations may fail on one or more of several grounds: 1) technical failure--inability to achieve and maintain economic efficiency in required transactions; 2) political failure--inability to achieve and maintain legitimacy among strategic constituencies; and 3) cultural failure--inability to achieve and maintain ideological bases.²⁶

²⁴Tichy, Noel M., and Mary Anne Devanna. The Transformational Leader. New York: John Wiley and Sons, 1986, p. 238.

²⁵Miles, op. cit., p. 439.

²⁶Ibid., p. 440.

Levine contends there are four sources of decline:

1. Organizational Atrophy. The most critical phase in the organization's life cycle is at the peak of its early growth curve.²⁷ At this point, it is necessary for the entrepreneur--founder to resign and appoint a "manager" who solidifies the gains and initiates the mundane rules and coordination required for continued development.
2. Vulnerability. Organizations are particularly vulnerable in their infancy. Contrary to biological reasoning, aged organizations are more flexible than young organizations and therefore, rarely die or even shrink very much.²⁸
3. Problem Depletion. Once the problem for which an agency was organized has been resolved, that agency should presumably be terminated.
4. Environmental Entropy. This stems from the reduced capacity of the environment to support an organization. Organizations in this situation can a) find another ecological niche, or b) scale down their operations.²⁹

Responses to organizational decline are varied. People tend to search for solutions to the decline in the area closest to the problem.³⁰ They also have a tendency to try

²⁷Pettigrew, A. M. "On Studying Organizational Cultures," Administrative Science Quarterly, 25, pp. 570-581.

²⁸Levine, C. H. "Organizational Decline and Cutback Management," Public Administration Review, 38, pp. 316-325.

²⁹Whetten, op. cit., pp. 342-374.

³⁰Cyert, R. M., and J. G. March. A Behavioral Theory of the Firm. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

to solve symptoms rather than underlying problems.³¹ Toynbee (1947) noted that the initial response of a society to the threat of an invader is to retrench to traditional values. However, if the threat intensifies, then the victim tends to capitulate and embrace wholeheartedly the culture of the aggressors.³² Under pressure, managers tend to become more conservative rather than more innovative, more autocratic rather than more participative. In a crisis situation, managers should examine a wide range of alternatives, discredit past responses, and solicit extensive input from others.³³

Just as prehistory has important consequences for the kind of organization that is created and the developmental course it follows, the termination of an organization has its aftermath, and this aftermath may become an important part of the prehistory of future organizational creations. Members take what their experience has taught them to the organizations they subsequently join or create.³⁴

³¹Cohen, M.D., J.G. March, and Olsen, J.P. "A Garbage Can Model of Organizational Choice," Administrative Science Quarterly, 17, pp. 1-25.

³²Whetten, op. cit., p. 365.

³³Ibid., p. 373.

³⁴Miles, op. cit., p. 444.

OTHER VIEWPOINTS

Most of the research in organizational growth and development exists outside the life cycle theory. Tichy states that organizations do not follow predictable biosocial stages of development. They go through changes that are explained more by such factors as environmental threats, opportunities, size, and technology than by unfolding maturational processes. These cycles are not based on maturational processes but on the dynamics of social systems surviving and making adjustments in various contexts over time.³⁵

The humanistic viewpoint of organizations centers on relationships rather than life cycles. Maslow (1954) states that organizations will succeed to the extent that they are able to motivate their employees and thereby release their potential energy and creativity.³⁶

Meyer and Associates (1978), Pfeffer and Salancik (1978), and Aldrich (1979) demonstrate that both organizational process and outcomes are strongly influenced by environmental factors that may be only partially within

³⁵Tichy, Noel M. "Problem Cycles in Organizations and the Management of Change," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, pp. 164-183.

³⁶Ouchi, W. G. "A Framework for Understanding Organizational Failure," The Organizational Life Cycle. Washington: Jossey-Bass, 1980, pp. 395-429.

the control of any single organization.³⁷ Starbuck suggests that growth and development of organizations are not linear processes and may be influenced by a variety of political, economic, and social factors.³⁸

Tichy concludes that the notion of organizations having life cycles is seductively simple. Organizations are not easily categorized by labels of "childhood," "adolescence," and so on. All organizations are confronted by three ongoing dilemmas: the technical design problem--how desired output is generated; the political allocation problem--how power is distributed; and the ideological and cultural mix problem--how ascendant values are determined. He argues that none of these problems is ever solved in any ultimate sense, and that solutions are only partial and temporary.³⁹

SUMMARY

Studies cited in this chapter show some of the complexity of organizational life. Research that targets organizational birth, growth, and decline suggests the way to fully understand an organization is to study its history in light of the organization's cyclical existence. Life

³⁷Kimberly, op. cit., p. 21.

³⁸Starbuck, W. H. Organizational Growth and Development. New York: Penguin Books, 1971.

³⁹Tichy, op. cit., pp. 164-165.

cycle studies, however, are relatively few in number within the broad research area of organizational growth and development.

This particular study was designed to provide additional insight into organizational growth and development, particularly in the area of organizational life cycles. Further research exploring the developmental perspective can contribute to the understanding of organizational behavior and effectiveness and can identify points of intersection between the life cycle perspective and the more conventional studies of organizational growth and development.

CHAPTER III

THE HISTORY

Four months after the assassination of President Abraham Lincoln, a handful of superintendents gathered in Harrisburg, Pennsylvania, to create the National Association of School Superintendents. That association was the first nationwide professional society with a membership limited to school administrators. Previously, superintendents, who numbered only thirty-five across the nation, affiliated with more broadly defined national teacher or other educational groups.¹

In 1870, five years after its founding, the National Association of School Superintendents merged with the National Teacher's Association and the American Normal School Association to form what was to become the National Education Association (NEA). In turn, NEA organized itself into charter departments of which the NEA Department of School Superintendence was one. The national superintendent's group operated under that name until 1937, when it became known as the American Association of School Administrators (AASA).²

¹ _____, A Forward Thrust. Washington, D.C.: American Association of School Administrators, 1968, p. 56.

²Ibid., p. 56.

The origin of state associations of school administrators (SASA) moved at a slower pace. Except for the New England Association of School Superintendents, which was formed as the Massachusetts Association in 1868, the origin of most SASA's had to wait until there were enough superintendents. Once the number of superintendents grew, it was local forces within each state, rather than nationally motivated efforts that gave rise to state administrative groups.³

The majority of state administrator associations modeled their beginnings after the national administrator's group and evolved as departments or divisions of their state education associations. Only about fifteen percent of the SASA's developed independently of the state teacher's groups.⁴ Most SASA memberships were limited to superintendents. Officers were elected on a yearly basis; and meetings were mostly social gatherings, with some discussion of educational and administrative issues. Later, some states opened their doors to central office staff, school based administrators, and university professors.

Dramatic changes in educational issues brought about subsequent changes in educational administration and in the

³Ibid., p. 56.

⁴Ibid., p. 56.

organizations that represented administrators. Beginning in the 1950's, educational concerns began to be more numerous and more complex. The issues of collective bargaining by teacher groups, the accountability movement, taxpayer revolts, government regulations, decreasing federal dollars, declining enrollment, and court decisions affecting education placed different and increased pressures on public school administrators.⁵

In response to those pressures, both national and state administrative organizations took on increasing importance for administrators.⁶ Members of the state groups demanded more time and services from their elected officers. To meet the growing demands of the membership, officers allocated large blocks of time to state functions. Those volunteer services often came at the expense of their local school system, since officers were superintendents and already had full-time, pressure-packed responsibilities in local school districts.⁷ Additionally, dedication to serve for only one year could not provide all that was needed for continuity of

⁵ERS Executive Staff. Profiles of State Associations of School Administrators, 1980. Arlington, Virginia: Educational Research Service, Inc., 1980, p. 1.

⁶Ibid., p. 1.

⁷A Forward Thrust, op. cit., p.23.

leadership and effective operation of a state association.⁸

To successfully meet those challenges, some state associations of public school administrators found it effective to engage either a half or full-time executive secretary.⁹ The person selected for the position managed the affairs of the association on a permanent and consistent basis and provided continuity of leadership from year to year.

INCEPTION

One of the executive secretaries who provided that leadership was Dean Berkley, Director of Field Service for the University of Indiana. From his university assignment, he directed the activities of the Indiana State Administrators Association. Since he was the first person to hold that position within the state, Berkley felt it important to establish a personal support system and to share with people who were in similar positions. He began contacting executive secretaries in neighboring states and soon had formed a network with the execs from Ohio, Michigan, and Illinois--Jim Kirkpatrick, Austin Bates, and

⁸Ibid., p. 23.

⁹Ibid., p. 23.

Gerald Smith.¹⁰ Those men acknowledged the value of their contacts with one another; and from time to time, they brainstormed solutions to the problems they experienced in their state associations and shared ideas and concerns about how to effectively administer a state association.

When Berkley, Kirkpatrick, Bates, and Smith thought it a good idea to share on an even bigger scale, they discussed their idea with James Corson, a full-time executive secretary from California. Corson also thought the suggestion was worth pursuing. Together they decided to take their networking invitation to other executive secretaries who would attend the 1961 AASA national convention to be held in Atlantic City, New Jersey, the following February.¹¹

During the 1961 national convention, an announcement was made from the platform that the executive secretaries and/or representatives of the various state associations of school administrators would hold a brief meeting after one of the AASA sessions. The announced meeting was held, and the few representatives of state associations met to get acquainted

¹⁰Berkley, Dean. Director of Field Services, University of Indiana. Telephone conversation. December 3, 1986.

¹¹Ibid., December 3, 1986.

and to share ideas with each other.¹² The presiding officer for the meeting was James H. Corson.¹³ (All officers through 1987 are listed in Appendix F.)

Throughout the remaining months of 1961 and into 1962, there was some sentiment expressed in favor of the executive secretaries meeting again, perhaps on an extended basis. In a communique to other state secretaries, Berkley suggested that such a session would be worthwhile.¹⁴ Concurring in this thought, Corson and Berkley began talking informally with others. Then, together they contacted Finis Engleman, executive secretary of AASA, to discuss arrangements for holding another meeting of state executive secretaries during the next annual AASA convention.¹⁵ Their meeting with Engleman was a success, and Corson and Berkley began planning the up-coming session of the executive secretaries.

In late October of 1962, Corson wrote letters to all state executive secretaries who were listed with AASA. He realized there might be states that had not listed their

¹²Corson, James H. Executive Secretary, California Association of School Administrators. Letter to state executive secretaries, October 31, 1962.

¹³Kirkpatrick, James. Associate Executive Director, American Association of School Administrators. Arlington, Virginia: AASA, January 7, 1981.

¹⁴Corson, op. cit., October 31, 1962.

¹⁵Ibid., October 31, 1962.

secretaries with the national organization. So, in hopes of reaching the individual who served the association in that capacity, Corson also sent copies of his communication to each president in states that did not list an executive secretary, coordinator, or director.¹⁶

His letter announced the arrangement for executive secretaries or representatives of State Associations of School Administrators to meet during the 1963 AASA national convention in Atlantic City, New Jersey. Although Corson's and Berkley's original idea was to have an informal gathering, in Corson's letter, he remained open to the wishes of his colleagues: "If a ...formal program is desired, something can be arranged."¹⁷ He requested return communication on each individual's intention to attend the session and asked that suggestions for agenda items be included.¹⁸

The responses received by Corson expressed a definite desire and need for such a session and asked that the meeting be an informal sharing time between the secretaries. Items suggested for the agenda included:

- 1) functions of executive secretaries,

¹⁶Ibid., October 31, 1962.

¹⁷Ibid., October 31, 1962.

¹⁸Ibid., October 31, 1962.

- 2) organizational structures of state groups,
- 3) program objectives and achievements of state associations,
- 4) role and influence of association work in the areas of instruction and supervision,
- 5) state programs to advance school administration,
- 6) professional ethics and the superintendent, and
- 7) how to improve relations with the school boards.

Additionally, there was strong interest in exchanging constitutions and by-laws, publications and newsletters, and job descriptions.¹⁹

Twenty days before the 1963 AASA annual convention, Corson sent a memo to all executive secretaries and/or representatives of state superintendent (or administrator) associations to confirm the meeting date, time, place, and agenda. They would gather from 1:00-2:00 p.m. on Sunday, February 17, in the Club Room of the Hotel Traymore in Atlantic City. In his letter, Corson also stated that Finis Engleman, or his representative from AASA, had been invited to attend and offer comments or suggestions in the interest of

- 1) more effective liaison between states and AASA;
- 2) services of AASA available, or contemplated, for

¹⁹Corson, James. Executive Secretary, California Association of School Administrators. Memo to Executive Secretaries and/or Representatives of State Superintendents (or Administrator) Associations, January 28, 1963.

state associations; and

- 3) ways in which state associations could strengthen AASA and ...themselves.²⁰

Thus, the groundwork for regular meetings of the state executive secretaries had been laid. In less than a month, the idea would become a reality, and the birth of an organization would occur.

BIRTH

At 1:00 p.m. on the afternoon of February 17, 1963, Corson called to order the meeting of the Executive Secretaries of State Associations of School Administrators (ESSASA). Ten were present. In turn, each participant introduced himself:

Austin F. Bates, executive secretary, Michigan;

Dean Berkley, director of field services,
University of Indiana;

James H. Corson, executive secretary, California;

Colbert E. Cushing, coordinator, Colorado;

Glenn C. Hess, secretary-treasurer, Pennsylvania
Association of Chief School Administrators;

J. Jonason, president, Canadian Association of
School Superintendents and Inspectors;

Gerald A. Smith, executive director, Illinois;

Robert N. Taylor, president, Massachusetts
Association of School Superintendents,
substituting for William Welch, executive

²⁰Ibid., January 28, 1963.

secretary;

Ray A. Tipton, executive secretary, Florida; and

Wayne P. Truesdell, executive secretary, Iowa.²¹

As planned, Finis Engleman of AASA met briefly with the group and discussed matters pertaining to state associations activities and their relationship to AASA. He emphasized "...we can only exert maximum strength by working cooperatively together."²² Before leaving, Engleman encouraged those present to attend the state association presidents' meeting to be held in St. Louis, Missouri, in May. As an added incentive, Engleman announced that AASA would partially reimburse those who chose to attend.²³

Following Engleman's remarks each participant briefly defined his duties. They ranged from a part-time, voluntary position to a full time, full paid executive secretary. Although the job functions of those founding fathers were similar in some respect, they were varied mostly in complexity of duties and in remuneration. As one part-time secretary stated, "My wife assists with membership, banquet,

²¹Hess, Glenn. Retired Executive Secretary, Pennsylvania Association of Chief School Administrators. Private notes from the files of James Kirkpatrick, February 17, 1963.

²²Minutes of the meeting of the Executive Secretaries of State Associations of School Administrators, Atlantic City, New Jersey, February 17, 1963.

²³Ibid., February 17, 1963.

and bookkeeping chores. "The business of the organization is carried on from my home...where I am superintendent of schools."²⁴

The group then spent considerable time discussing the kinds of programs sponsored by each state. In conclusion, it was agreed that great benefit was derived from the mutual sharing of ideas and information. As the meeting came to a close, Corson moved that Gerald Smith serve as chairman for the coming year. Glenn Hess moved that Austin Bates serve as temporary secretary. Both motions passed. The group agreed to attend the meeting in St. Louis and further explore organizational possibilities for the executive secretaries.²⁵

The first official meeting for the executive secretaries had come to a close, their first official representatives had been chosen, and they were off and running.

THE EARLY YEARS

The initial 1963 meeting was the first of many meetings to follow at which the state execs would devote considerable time discussing 1) the need for continuing communication between the state executives and 2) the need for establishing better coordination and communication between

²⁴Ibid., February 17, 1963.

²⁵Ibid., February 17, 1963.

AASA and the state executives group.

Those two points were discussed during the brief meeting of the AASA presidents and presidents-elect in St Louis in May, 1963. Near the close of the meeting, Berkley proposed another visit with Finis Engleman to see how better communications could be established between AASA and the state associations. This time he wanted to include the Executive Committee of AASA in the meeting as well.²⁶ Although the state execs agreed with Berkley's idea, the meeting never took place, since before the year was over, Finis Engleman retired as the executive secretary of AASA.²⁷

In 1964, Forrest Conner followed Engleman as executive secretary. He first met with the state executives' group during AASA's annual convention in February.

At that meeting, discussions proposing better cooperation and communication between AASA and the state associations resurfaced among the eight state execs who were present.²⁸ It was brought to Conner's attention that in some instances AASA projects had been initiated and

²⁶Minutes of the meeting of the Executive Secretaries of State Associations of School Administrators, Statler Hilton Hotel, St. Louis, Missouri, May 2, 1963.

²⁷Berkley, op. cit., December 3, 1986.

²⁸Minutes of the meeting of the Executive Secretaries of State Associations of School Administrators, Atlantic City, New Jersey, February 20, 1964.

completed within states before the state association executives were aware of the projects. Conner also was told of the confusion in some states over AASA membership for county superintendents and for superintendents who belonged to state associations. Additionally, there was a need to clarify the procedure for verifying superintendents' credentials for membership in state associations. The state executives offered a few suggestions for eliminating the confusion and Conner noted the information. He expressed a keen interest in the state executives' group and in cooperating in every way possible with their organization, ESSASA, the Executive Secretaries of State Associations of School Administrators.²⁹ Conner thought the relationship between AASA and the association of state executives would be a reciprocal one. If AASA helped ESSASA, ESSASA also would help AASA.³⁰ Conner concluded his participation in the meeting by encouraging the state execs to attend AASA's meeting of the presidents and presidents-elect in Chicago in May. Then, as his predecessor before him had done, he offered AASA financial assistance with one-half of the

²⁹Minutes of the meeting of the Association of Executive Secretaries of State Associations of School Administrators, Chicago, Illinois, May 1, 1964.

³⁰Hess, Glenn. Retired Executive Director, Pennsylvania Association of School Administrators. Personal interview. Harrisburg, Pennsylvania, September 2, 1984.

expenses incurred by the executive secretaries who would attend.³¹

When the Chicago meeting took place, nineteen state executives were there. With the increased number of participants, it was necessary for ESSASA to extend its meeting time to carry out the needed state-to-state communication. Their open discussion was so successful that the general consensus of the state execs was to schedule more time for future meetings of the group and to continue the agenda in an unstructured form.³² Officers accepted the suggestion that they serve for another year. They also accepted the challenge of a growing membership. Within a short, fourteen and one-half months, membership in the association of state executives had nearly doubled; and the enthusiasm for further membership expansion was on the rise.

When secretary Austin Bates compiled the minutes of the May 1964 meeting, he recorded the name of the association as the Association of Executive Secretaries of State Administrators Associations (AESSAA), rather than as the Executive Secretaries of State Associations of School Administrators (ESSASA). Since the minutes did not record a name change approved by the membership, the association's

³¹Minutes, op. cit., February 20, 1964.

³²Minutes, op. cit., May 1, 1964.

new title resulted from a stroke of Bates' pen.³³

As their numbers grew, so did the state execs' concern for the relationship between the state associations and AASA. Finally, in August, 1965, the association of state executives decided to take steps to strength their ties with the AASA office so that better communication would develop.³⁴ Dean Berkley, who previously suggested sitting down with the AASA executive secretary to talk about those concerns, proposed that a position statement be prepared as a guide for discussions with Forrest Conner. The position paper was never prepared, but the discussion with Conner did take place.³⁵

Two and a half months later on October 30, Gerald Smith of Illinois, Austin Bates of Michigan, and Colbert Cushing of Colorado, all officers of the state execs association, met with Forrest Conner in Washington, D.C. Their purpose was to discuss ways to strengthen the state associations and to make the Association of Executive Secretaries of State Administrators Associations a direct arm of the Washington

³³Ibid., May 1, 1964.

³⁴Minutes of the meeting of the Association of Executive Secretaries of State Administrators Associations, Harrisburg, Pennsylvania, August 16, 1965.

³⁵Ibid., August 16, 1965.

office of AASA.³⁶ That Saturday afternoon proved profitable to both groups. They agreed on six points:

1. The name of the spring conference of state presidents of school administrators association would be changed from the Conference of State Presidents to the Conference of State Presidents and Executive Secretaries.
2. In connection with the above conference, the Association of Executive Secretaries of State Administrators Associations would be scheduled for a half-day meeting time.
3. The secretaries of state administrators associations would be invited to be platform guests at an appropriate session of the annual convention of AASA.
4. Whenever feasible the secretaries of state associations in the states involved would be invited to sit in as guests in the planning of drive-in conferences.
5. The next issue of AASA's publication, The School Administrator, would carry an account of the October 30, 1965 meeting.
6. States that had executive secretaries who served half-time or more would receive copies of all letters and materials sent to the state association presidents.³⁷

Those six agreed upon terms for strengthening ties and communications between the state executives and AASA were announced to the general membership of the association of state executives at their meeting during the 1966 annual

³⁶Conner, Forrest E. Executive Director, American Association of School Administrators. Memo to the AASA staff. Washington, D.C., November 2, 1965.

³⁷Ibid., November 2, 1965.

AASA national convention in Atlantic City the following February. Conner attended the meeting and expressed his conviction that state associations provided the strength for the national program. "If we are to get action," he said, "it will be accomplished through state associations where there is an executive."³⁸

Eighteen state executive secretaries attended the Conference of State Presidents and Executive Secretaries the following April and elected their officers for 1966-67: President, Colbert E. Cushing of Colorado; Vice-president, Austin F. Bates of Michigan; and Secretary-treasurer, Ray A. Tipton of Florida.³⁹

Later in the year when secretary Austin Bates distributed the minutes of the April 1966 meeting, he referred to the association of state executives as the Association of Secretaries of State Associations of School Administrators (ASSASA) rather than as the familiar name of the Association of Executive Secretaries of State Administrators Associations. Again, a stroke of Bates' pen

³⁸Minutes of the meeting of the Association of Executive Secretaries of State Administrators Associations, Atlantic City, New Jersey, February 13, 1966.

³⁹_____, Annual Report of the Executive Secretary, 1966-67. Washington, D.C.: American Association of School Administrators, 1967, p. 33.

had changed the name of the association.⁴⁰

Throughout the remainder of 1966, the relationship between the Association of Executive Secretaries of State Administrators Associations and the American Association of School Administrators seemed solid. With one of their major thrusts settled, at least temporarily, the association of state executives turned its attention to external conditions.

In 1967, an unsettled condition across the nation was the growing disturbances among the teaching ranks and the deteriorating relationship between the administrative groups and the education associations at both the state and national levels. As tension around the education associations intensified, the Michigan Association of School Administrators, in an historical move, broke from its state education group and became an independent, self-supporting professional society for school administrators. This was the first time that a state administrators association severed its long standing, close relationship with a state education association.⁴¹ Over the years to come, other state administrative groups would follow. In some states,

⁴⁰Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Chicago, Illinois, April 30, 1966.

⁴¹A Forward Thrust, op. cit., p. 59.

good relations continued to prevail so administrative groups would choose not to leave the education groups voluntarily. In 1967, however, the turmoil was just beginning; and the struggles at most state levels would increase.

The challenges experienced by the state executives in their home states spilled over into their national meeting in Chicago, in April, 1967. Discussion during that meeting centered around three concerns: 1) state conditions with the education associations, 2) federal and state legislation on collective bargaining, and 3) financing state administrative associations in states that would follow Michigan's lead.⁴² The membership suggested that special time during their national meetings should be devoted to "share and tell" sessions where members would swap good practices they had developed in each of the states. The mechanics, or nuts and bolts, of actually doing the job became a priority item for most secretaries.⁴³

The job of the state executive secretary for the administrators associations was in the process of changing. The skills and style of leadership needed in the infant stages and early years of development were no longer

⁴²Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Chicago, Illinois, April 29, 1967.

⁴³Ibid., April 29, 1967.

adequate for the present. More was expected of the executive secretary than to have the communication and organizational skills to collect dues and to bring superintendents together for socializing and sharing. If the executive secretaries were to endure, prosper, and meet the challenges of their expanding positions, they needed to transform themselves⁴⁴ into negotiators and financial managers as well. The Association of Secretaries of State Associations of School Administrators and the American Association of School Administrators were the vehicles through which that transformation would be accomplished.

ORGANIZATIONAL TRANSFORMATION AND GROWTH

From 1963 to 1967, several concerns had been discussed during the meetings of the association of the state executives. What seemed different about the three concerns addressed during the April 1967 meeting was the urgency expressed by the state execs. Collective bargaining, state association financing, and the relationship between administrators and teachers organizations were three issues of utmost importance to the ASSASA membership.

When discussing collective bargaining, one of the AASA staff members who accompanied Forrest Conner to the meeting, George Redfern, announced to the group that AASA had

⁴⁴Miles, op. cit., pp. 437-438.

a publication entitled The Art of Negotiation scheduled to be published later that year. The state execs challenged the time table for publication. The Art of Negotiation would arrive too late for the prompt assistance needed by many school administrators and school boards. Since their needs were more immediate than a later publication could satisfy, ASSASA recommended, by consensus, that a series of seminars on the techniques and art of negotiation be conducted by AASA as soon as possible, even on a crash program basis.⁴⁵

On the issue of financing state associations, the discussion pointed out that unless states had large numbers of school administrators eligible for membership, there was difficulty in financing state associations. ASSASA's treasury contained membership fees of five dollars per executive secretary, some unused luncheon fees, and contributions from various secretaries. Yet, the modest amount of \$119.06, after expenses, could not supply the needed start-up money for those state associations that might hire an executive secretary or become independent of their state education associations. Again, the group looked to AASA for assistance.

As usual, ASSASA members gave several suggestions to the

⁴⁵Minutes, op. cit., April 29, 1967.

AASA staff on how to help with state financing. One suggestion was to use conference and convention registration fees to help with the financing. Another idea was for AASA to provide services to school boards by producing directories and research reports, and then to charge them for the services. Money from either source could be allocated by AASA to states in need of financial support.⁴⁶ Conner listened to the suggestions and said he would give his response at another meeting.

To help meet the changing demands of their own jobs, the executive secretaries reiterated their desire for more "share and tell" sessions at future meetings. Their suggestion was heard by the newly elected 1967-68 officers: Austin Bates, President; Jim Kirkpatrick, Vice-president; and Ray Tipton, Secretary-treasurer.⁴⁷

1968

Both the February and April 1968 meetings of ASSASA concentrated on information exchanges among the membership and between AASA concerning the changing external conditions. At each meeting the state executive secretaries were asked to give brief reports on what was new in their respective states. Information about the relations between

⁴⁶Ibid., April 29, 1967.

⁴⁷Ibid., April 29, 1967.

the administrators and teachers organizations, the professional negotiations, strikes, and sanctions dominated the verbal reports.

The reports indicated that a variety of conditions existed among the states. A number of administrators associations were trying diligently to maintain good working relationships between their administrative and teaching groups. The state execs from California, North Carolina, and Arizona reported amicable relationships between administrator and teacher groups.⁴⁸ On the other hand, in Illinois, a break with the teachers' association seemed closer than ever. In Florida and Minnesota the administrators associations already had followed Michigan's lead and had established separate organizations.⁴⁹

Several state executives commented on the awkwardness of representing the administrators while having their salaries paid by the education associations, especially since the National Education Association supported constitutional amendments that favored teachers and were opposed by administrators. So again in February 1968, the ASSASA

⁴⁸Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, St. Louis, Missouri, April 27, 1968.

⁴⁹Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Traymore Hotel, Atlantic City, New Jersey, February 18, 1968.

discussion encouraged AASA to help finance state associations.

At the April meeting, AASA Executive Secretary, Forrest Conner, and AASA President, John Miller, responded to ASSASA's earlier request for financial assistance. Their response actually referred the solution back to the states. Conner and Miller stressed that state associations which requested financial assistance would first need to explore all alternative funding possibilities at both the state and regional levels. If states had too few potential members, they were to explore combining services and resources on a regional basis or to examine an increase in state dues. The likelihood of AASA providing subsidy to state associations might become a possibility in the future; but AASA's governing body, the AASA Executive Committee, would take a hard look at other funding possibilities before they would consider state financing by AASA.⁵⁰

Assistance from AASA in the area of federal legislation, however, was more immediately forthcoming. Early in 1968, Jim Kirkpatrick, who was the incoming vice-president of ASSASA, one of the founders of the association, and the executive secretary of the Ohio administrative group, was asked to leave the ranks of executive secretaries and join

⁵⁰Minutes, op. cit., April 27, 1968.

the AASA staff. His new assignment was to step up AASA's federal legislative program. His plans were not to lobby Congress directly. Instead, he would contact influential persons within the states. They, in turn, would contact their legislators in Washington on pertinent legislation. Kirkpatrick planned to actively involve the state execs in the process.

Kirkpatrick was pleased with his new position. It would give him an opportunity at the national level to assist education in general and to help administrator groups specifically. Additionally, he would continue close contact with his friends and colleagues in ASSASA.⁵¹ As a founding father, there were no doubts in the minds of his colleagues about Kirkpatrick's commitment to strengthen ASSASA and to serve state associations. He had come from the trenches. He was one of them.

At the April 1968 meeting, Kirkpatrick began his first efforts to close the widening gap of information exchange between AASA and ASSASA. Additionally, he wanted to continue a feeling of trust and understanding between him and the ASSASA membership. To help with the information gap, Kirkpatrick asked all state executive secretaries to

⁵¹Kirkpatrick, James. Associate Executive Director, American Association of School Administrators. Telephone conversation. June 30, 1983.

place his name on their mailing lists. Not only would information go to the states from AASA, but the states would keep AASA informed as well. To help with the feeling of trust, he asked the state execs to complete and return a questionnaire which solicited their wants and needs in legislation. The direction of the program that he would develop at AASA would be based on the information he received from the states. As a service to the state executives, Kirkpatrick spoke of holding regional briefings on federal legislation and activities. He believed that all of those actions would help with better communication and more effective coordination on federal activities.⁵²

Kirkpatrick's role in the development of ASSASA would continue to be an important one. As a main communication link between AASA and ASSASA, Kirkpatrick's job would expand from developing AASA's legislative program to coordinating many of the intersecting efforts of both associations. For many years to come, he would be the pivotal point around which the relationship between ASSASA and AASA would revolve.

For the present, the relationship that was taking center stage was the one with the National Education Association. Over the past few years, several members of ASSASA had

⁵²Minutes, op. cit., April 27, 1968.

expressed concern over NEA field representatives conducting investigation within schools without the knowledge of state associations and, in some instances, without the local superintendent being contacted. Those actions had been particularly disconcerting in light of the growing tension with NEA. AASA, however, had maintained that the only positive course was to support departmental status under the NEA structure and had pledged every effort of the AASA office to keep close ties with NEA.⁵³ This position was reinforced by Conner in 1968 when he reported to ASSASA that AASA had explored many channels to maintain good relations with NEA. He further stated that a task force had surveyed the structural needs of NEA in hopes that NEA could revise its structure to make it possible for AASA and NEA to continue operating under the same umbrella.⁵⁴

Meanwhile, NEA, was proposing major constitutional changes during their national convention planned for the following summer. Two amendments caught the attention of administrators across the nation. Amendment 15 would establish five departments inside NEA, with AASA remaining as one of them. The other departments would include the ASCTE, Elementary Principals, Secondary Principals, and

⁵³Minutes, op. cit., April 30, 1966.

⁵⁴Minutes, op. cit., February 18, 1968.

classroom teachers. A portion of NEA dues would be distributed among the departments. The amount allocated each department would be based on its membership size. This restructuring would increase the financial strength of the classroom teachers' budget to 2.5 million dollars and substantially limit the portions allocated to administrator groups, which were understandably smaller in size. Yet, if push came to shove, administrators claimed they could live with Amendment 15. On the other hand, Amendment 16 required membership in NEA as eligibility for membership in any of the departments. Administrators said they could not accept that proposal.⁵⁵

At the April 1968 meeting, ASSASA proposed, by consensus, that NEA's Amendment No. 16 be withdrawn. Conner and Miller pledged that AASA would keep the state administrators associations well informed on the matter, so that all administrator groups could take action following whenever decisions were made by NEA the following summer.⁵⁶

As the meeting came to a close, ASSASA officers for the coming year were nominated from the floor and elected. James Corson, executive secretary from California, one of the founding fathers of ASSASA, and the presiding officer at

⁵⁵Ibid., February 18, 1968.

⁵⁶Minutes, op. cit., April 27, 1968.

the 1961 and 1963 meetings, officially accepted the position of president for 1968-69. Ray Tipton from Florida and William Ramsay of New Jersey were elected Vice-president and Secretary-treasurer.

ASSASA then turned its interest to a special, two-day conference to be held in Washington, D. C. in the fall. The September conference was being planned jointly by ASSASA and the AASA staff. Previously, ASSASA meetings had been limited to twice a year and had been linked to AASA functions. The September 1968 assembly was planned just for the ASSASA membership and was focused on their needs.⁵⁷

THE SEPTEMBER CONFERENCE

On the evening prior to the opening of the September conference, state executives gathered for a preconference session of "share and tell."⁵⁸ By now, the unstructured time for a "nuts and bolts" discussion was a tradition for ASSASA members. The state executives were the only persons to hold their positions within each state. The opportunity to ask questions, make comments, and voice frustrations among colleagues who understood and often shared the same concerns had become a familiar and welcomed event for the

⁵⁷Ibid., April 27, 1968.

⁵⁸Program for the Conference of the Association of Secretaries of State Associations of School Administrators, Dupont Plaza Hotel, Washington, D.C., September 23-24, 1968.

ASSASA membership.

During the structured day and a half conference that followed, participants from ASSASA, AASA, and invited guests listened to the United States Commissioner of Education; the Research Director of the AASA National Academy for School Executives; and the Associate U. S. Commissioner of Education for Adult, Vocational, and Library Programs. Additionally, panel discussions explored in depth the topics of State Associations and Legislation: How to Keep the Highways Open Between AASA and the State Associations; State Associations in Action: The Status Study and Follow-up by ASSASA; and State Associations in Action: Member Involvement, Program, Ethics, Help for the New Administrator.⁵⁹

ASSASA president, James Corson, presided over a business meeting at the close of the conference. Since the meeting was limited to thirty minutes, Corson moved quickly. A controversial issue that had been tabled during the April meeting was brought before the membership again. The contention had centered around the process used by AASA to select members for their governing body, the Executive Committee. Some members believed it was inappropriate for ASSASA to be concerned with that issue since it involved

⁵⁹Ibid., September 23-24, 1968.

AASA policy making. They thought the decision should be left totally to the general membership of state associations. Others believed that ASSASA members had every right to voice opinions, particularly since the state execs represented the state associations. They thought that coalitions for representation on the committee were being formed by some AASA members in various sections of the country. That meant other sections of the country were not equally represented. A plotting of the distribution of Executive Committee members supported their case. It revealed that, over the years, representation was nationwide, except for the extreme Northwest which had not been well represented.⁶⁰ Now, many ASSASA members were voicing their opposition to such action and calling for a change. They wanted regional representation for the Executive Committee.

Proponents for regionalization thought that committee representation by regions would avoid further formations of coalitions. They said the change would allow for less populated areas of the country to have a say in the governance of the national organization to which all states belonged. They believed their suggestions for a new

⁶⁰Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Chase-Park Plaza Hotel, St. Louis, Missouri, April 26, 1969.

selection procedure was a good one, and they wanted AASA Executive Secretary Conner to benefit from their thinking on the matter.⁶¹

An informal poll at the September meeting showed that ten of the fourteen state executives in attendance favored the concept of regional representation for AASA's Executive Committee. Conner reminded ASSASA that earlier the Executive Committee unanimously opposed such a suggestion. Never the less, an ASSASA motion approved President Corson to officially request the AASA Executive Committee to appoint a committee to study regionalization as a selection procedure.⁶²

Corson moved on to other agenda items. Again, the topic of communications emerged. Many ASSASA members thought the gap in exchange of information with AASA was widening. M. Scott Norton, state executive from Nebraska, recommended that ASSASA produce a regular publication for its members. President Corson thought it was a good idea to have ASSASA tie in with the AASA newsletter. He appointed a committee of Ray Tipton, Glenn Hess, and Scott Norton to work with AASA on ways to solve the communications concern.

⁶¹Minutes, op. cit., April 27, 1968.

⁶²Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Dupont Plaza Hotel, Washington, D. C., September 24, 1968.

The last discussion item addressed training. It had become obvious to the state executives that new superintendents and inexperienced state executive secretaries needed assistance when they entered their positions. To help close the experience gap for novice executive secretaries, Corson suggested a DO's and DON'Ts listing for the new state executives. To close the experience gap for novice superintendents, he inquired if AASA could provide help to new chief executives. When Conner indicated that assistance to superintendents was a state responsibility, the membership of ASSASA decided to place that discussion item on the agenda of a future meeting.⁶³

There was no further business. The first fall meeting of the association of state executives was adjourned, and the September conference was over.

FEBRUARY 1969

Nineteen state executives gathered at the 101st annual convention of AASA held in Atlantic City the following February. Gusty winds off the ocean buffeted the icy boardwalk and before the convention ended, a six-inch

⁶³Ibid., September 24, 1968.

snowfall blanketed the city.⁶⁴

The weather seemed to reflect the controversial and emotional relationship between AASA and NEA. Barely a month before in January, NEA president, George D. Fischer, was quoted in the Omaha World Herald (Nebraska) as saying, "I don't give a damn about administrators and superintendents. If they really were leaders in education, we wouldn't need the NEA."⁶⁵ Those sharp words attacking administrators by the NEA president set off waves of bitterness among AASA members. The controversy erupted at a time when NEA and AASA seemed to be reaching an accord on future relationships, following two years of uncertainty and rumors that AASA might either move out or be kicked out from under the NEA umbrella.⁶⁶

During the 1968 NEA national convention in Dallas the past summer, NEA department leaders, in an effort to avoid splitting NEA wide open, had produced a compromise to Amendment 16. The compromise provided for three categories of relationship with NEA and allowed each department to choose its category. The Executive Committee of AASA recommended the category of "associated organization" for

⁶⁴Education U.S.A., eds. AASA Convention Reporter. Atlantic City, New Jersey, February 20, 1969.

⁶⁵Ibid., p. 4.

⁶⁶Ibid., p. 4.

its membership. That option provided for autonomy on governance, membership, and program, yet offered opportunities for cooperation with NEA on matters of mutual interest.⁶⁷

Fischer's publicized remarks, however, had angered many administrators. Several emotion-charged sessions at the AASA convention showed strong support for even more AASA autonomy.⁶⁸

The mood of school administrators in 1969 also appeared changed on the issue of professional negotiations. In past years, many administrators had considered "negotiations" a dirty word. Now, they wanted to understand the subject and to know how to successfully implement such action into their operating procedures.⁶⁹ Colbert Cushing, executive secretary from Colorado and former 1966-67 president of ASSASA, advocated increased inservice education for superintendents and adjusted curricula for colleges that trained school administrators.⁷⁰ William Ramsay, executive director from New Jersey, openly expressed his viewpoint: "You can't outlaw strikes, but you can prevent them through

⁶⁷Ibid., p. 4.

⁶⁸Ibid., pp. 4-5.

⁶⁹Ibid., p. 1.

⁷⁰Education U.S.A., eds. AASA Convention Reporter. Atlantic City, New Jersey, February 22, 1968, p. 15.

strong leadership. If you keep saying that you are 'just the executive officer for the board of education' instead of being the professional leader of the staff, then you had better get out of the business."⁷¹

As was customary, ASSASA met during the 1969 AASA national convention in February. There was much to discuss and report. At the top of the agenda was Forrest Conner's reply to ASSASA concerning the request for the AASA Executive Committee to consider regional representation on their committee. Conner reported that since the Executive Committee had increased its numbers two years earlier from four to six members, and since there were strong recommendations opposing regional representation, the members of the committee decided to give the current selection process a longer trial before another change was considered. They would, however, review ASSASA's request each year to determine when and if further study of AASA's constitution relating to membership on the Executive Committee should be undertaken.⁷² The decision was accepted by ASSASA; yet, to emphasize their support of regionalization, the membership passed a motion to request

⁷¹Ibid., p. 23.

⁷²Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Hotel Traymore, Atlantic City, New Jersey, February 16, 1969.

further study of regional representation. It was suggested that the Executive Committee be asked to comment in depth on the issue at a later time.

President Corson then announced that ASSASA member, Colbert Cushing, had been appointed to serve on the Executive Committee to complete the time remaining for a vacated position. Cushing followed Corson's announcement with a message to all state executives. He expressed his pleasure at being able to serve AASA as a member of the Executive Committee and stated his desire to remain close to the ASSASA membership. Cushing urged the secretaries to remember that "the strength of AASA lay in the strength of the state associations."⁷³

Reports and discussions on other agenda items continued at the February 1969 ASSASA meeting. Austin Bates voiced his concern over NEA excluding life insurance coverage from life members who were not also members of the state education associations. He felt NEA's decision had changed the rules in the middle of the game. Forrest Conner replied that AASA wanted to remain supportive of a continued, cooperative relationship with NEA.⁷⁴ His remark was understandable since the repercussions of the collective

⁷³Ibid., February 16, 1969.

⁷⁴Ibid., February 16, 1969.

bargaining laws were not impacting AASA at the national level to the extent they were affecting some of the state associations at the grass roots level. The relationship between state teacher and administrator associations was being eroded as the two groups took opposite sides of the bargaining table. In some states, the teacher groups were pressuring administrators to leave the education association, while at the national level, the relationship between AASA and NEA remained more compatible. The impact and frustrations that resulted from the collective bargaining law would not have quite the same dimensions at the national level for some time to come.⁷⁵

As the ASSASA meeting continued, Kirkpatrick made his regularly scheduled report to the state execs. It centered around a new pamphlet from AASA, "Potomac Overlook." The pamphlet was designed to develop a greater awareness of federal legislative activities and was restricted to a mailing list of 300 recipients, including the state executives. He stated that it also would serve as a clearinghouse for ideas from the state associations. The pamphlet was one way AASA would spread information about federal legislation. Another way was to hold regional briefings for administrators on state and federal

⁷⁵Hess, op. cit., September 2, 1984.

legislation. Kirkpatrick stated that AASA would give some financial assistance to states that arranged those meetings. He also stated a need for more accurate and timely communications from ASSASA members to his office. He urged the state executives to inform AASA when officers at the state level changed. That information was important so AASA could communicate with the appropriate state officers. He also urged the state executives to inform him directly of state congressmen who held important committee assignments. That information was important to AASA's legislation program.⁷⁶

Kirkpatrick's request for increased communication from the state executives was an unfamiliar appeal. In the past, the familiar theme calling for increased communications had originated among the ASSASA membership. Now, for the first time, the issue was initiated by a member of the AASA staff.

APRIL 1969

In late April, twenty-seven state secretaries traveled to St. Louis, Missouri, to attend the Conference of State Presidents and Executive Secretaries. On the afternoon of the 26th, they gathered in the Chase-Park Plaza Hotel for a two hour ASSASA meeting.

The issues of insurance for superintendents was raised

⁷⁶Minutes, op. cit., February 16, 1969.

again by Austin Bates. He stated that he wanted the superintendents to have the same coverage that secondary principals had from their principals' association. AASA, however, was not enthusiastic about getting into the insurance business, particularly liability insurance.⁷⁷ The administrative costs were too high, and the income tax problems were too complex.⁷⁸ Forrest Conner indicated that liability insurance should be handled privately or by state administrators associations. He said that most superintendents were covered by state laws, and those who were not covered "should carry a personal policy to protect their flanks."⁷⁹ Bates then suggested that two or more states get together and pool their resources to obtain liability insurance for their members. The issue was temporarily dropped, and other agenda items were addressed.

Glenn Hess of Pennsylvania reported for the ASSASA committee on communications. The committee made three recommendations.

1. Rather than create an internal ASSASA newsletter, the association was to use AASA's pamphlet, "Potomac Overlook," for any communications among the state associations.

⁷⁷Minutes, op. cit., April 26, 1969.

⁷⁸Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Hotel America, Washington, D.C., September 23, 1969.

⁷⁹Minutes, op. cit., April 16, 1969.

Information for the publication was to be sent to Jim Kirkpatrick.

2. More face-to-face communication was to be provided for the executive secretaries and other representatives of state associations. The up-coming September meeting of ASSASA was to provide a sharing time for describing exemplary models and approaches or techniques for accomplishing certain tasks--a how-to-do-it session.
3. A clearinghouse on state association information pertaining to state organization structures and practices was to be established in Jim Kirkpatrick's office. Each association was to provide Kirkpatrick with information on their structure and practices. All state associations that requested such information about other state administrators associations would check first with Kirkpatrick at AASA before sending out surveys or questionnaires to other state offices.⁸⁰

Jim Kirkpatrick's response to the recommendations was supportive. He emphasized that he offered the services of "Potomac Overlook" to assist in the coordination of state association activities and that he had no intention of "running ASSASA's show."⁸¹ He would gladly publicize the dates of meetings and information relative to what was happening in the states, if he received that information well in advance of his publication dates. Since Kirkpatrick was receiving communications from only one-half of the state associations, Ray Tipton, the newly elected president of

⁸⁰Ibid., April 26, 1969.

⁸¹Ibid., April 26, 1969.

ASSASA, reminded members to place Kirkpatrick on their mailing lists and to keep him informed of their state activities.⁸²

After the discussion on communications ended, other items of interest were brought before the group. Nebraska's state secretary, Scott Norton, asked if ASSASA had any interest in research activities. To date, ASSASA had concentrated mostly on the area of communications--the sharing of information, ideas, techniques, and concerns. The state execs had never before attempted a project as an association. Norton thought that research should be an interest of the association and suggested that each state contribute fifty dollars to develop an ASSASA research fund. Wayne Truesdell from Iowa asked Forrest Conner to clarify AASA's role in research activities. Conner's reply indicated that AASA had access to a research service as part of the newly organized NEA, and that the service was supervised by a staff member of the National Education Association. It was suggested that further discussion on the idea for a research fund be postponed until the September meeting in Washington.⁸³ The idea was not carried over to the September meeting or any subsequent meetings,

⁸²Ibid., April 26, 1969.

⁸³Ibid., April 26, 1969.

and the suggestion that ASSASA support a research fund was dropped.

Other items on the April 1969 agenda were deferred until the ASSASA September conference. A report on the Do's and DON'Ts of executive secretaries; the status and title of the state executive secretaries; federal legislation; and the relationship of NEA, AASA, and state associations would all be discussed at their next meeting.

As the meeting came to a close, the group said good-bye to another founding father who was leaving ASSASA, Dean Berkley. The members expressed their appreciation to Berkley for his contributions to the association and wished him well.⁸⁴ Although on several occasions in the future Berkley would attend their meetings as a guest, he was officially resigning as the Indiana state executive secretary and from ASSASA.

In retrospect, the association which Berkley helped to establish in the early 1960's had expanded into something quite different by 1969. The number of executive secretaries had increased, and their duties at the state level had become more varied and complex. The solid relationship that had existed for years between the administrators and teachers associations had changed. Now,

⁸⁴Ibid., April 26, 1969.

in the late sixties, it was in the process of unraveling; and many state administrators groups already had or were planning to form associations separate from the teacher organizations. The membership of state administrator groups was comprised largely of members who also belonged to the national administrators' association, the American Association of School Administrators. Since policies and procedures made by AASA intertwined with decisions made at the state level, the quality and number of services that state executive secretaries could effectively provide for their constituents was affected. Quite naturally, then, by 1969, members of ASSASA began to focus more closely on the decisions made by AASA.

One of those decisions made by AASA was to create a committee on state associations. It was designed to strengthen state associations; and AASA staff member, George Redfern, was assigned to work with the committee. An administrative intern appointed to work at AASA during 1969-70 was assigned to work with Redfern. His name was Ozzi Rose. During a conversation between the two men, Redfern told Rose that the committee's whole goal was to strengthen state associations. He said that strengthening the state groups was good and that AASA wanted to do that. "But, I want to warn you," Redfern told Rose, "we are creating a monster. As they become stronger, then national is going to

have to reassess what its role is in relationship to service for its members."⁸⁵

Over the years ahead, Redfern's prediction would be fulfilled. ASSASA would grow stronger. Unknown at the time, Rose would join ASSASA and play a major part in that growth. In the meantime, much would occur. Externally, conditions would continue to change and intensify. Internally, ASSASA would try hard to respond to and maintain pace with those changes.

1970-1971

An increase in the complexity of duties and in the variety of roles played by the state executives inspired the members of ASSASA to discuss their status within their state associations. What should they be called? What title was fitting for their state responsibilities? J. C. Moffitt, state secretary from Utah, asked, "Are we the big men or are we just secretaries?"⁸⁶ After all, in a 1968 AASA publication, Forward Thrust, it was stated that "...The executive secretary must not become a production clerk tied to the office. The executive secretary is one of the chief educational leaders in the state...an executive secretary

⁸⁵Rose, Ozzi. Executive Director, Oregon Association of School Administrators. Personal interview. Dallas, Texas, May 5, 1984.

⁸⁶Minutes, op. cit., April 26, 1969.

must have professional status, skills, and personal esteem equal to that of the leading superintendent in the state. The position is comparable to being superintendent of a large district. The secretary makes recommendations, carries out policies, and is alert to needs."⁸⁷

Austin Bates suggested that the title of the state executive secretary should be changed from executive secretary to executive director.⁸⁸ Ray Tipton agreed. To him, "director" carried the concept of a leadership role.⁸⁹ Others concurred that an executive director's title would elevate the status of the state execs. The title of "secretary" could be perceived as a hired hand concept, somebody that did not have the input. In contrast, a "director" was viewed as an executive in a sense, more of an equal among equals.⁹⁰

No decision was made in 1970 to change the title of the state executive secretaries. During the years ahead, however, discussions on this matter would occur at several ASSASA business meetings and in a number of private

⁸⁷A Forward Thrust, op. cit., pp. 26-27.

⁸⁸Minutes, op. cit., April 26, 1969.

⁸⁹Minutes, op. cit., September 23, 1969.

⁹⁰Wargo, John. Executive Director, Illinois Association of School Administrators. Personal interview. Dallas, Texas, May 5, 1984.

conversations among members.

Talks about their desire for an appropriate title for state executive secretaries sparked interest in further defining their needs. Although Jim Kirkpatrick was no longer a state executive secretary, he remained outspoken on their behalf. He recommended that model procedures be developed for 1) selecting persons to fill state executive secretary positions, 2) preparing contracts for state execs, and 3) establishing their retirement income and other benefits. ASSASA president, Ray Tipton, appointed a seven-member committee to develop procedures for state executive secretaries to follow in the three areas outlined by Kirkpatrick.⁹¹

In 1970, the position of state executive secretary typically was filled by a former school superintendent. Just about one-fifth of the persons in that job held written contracts, and their benefit packages were equally slim. Less than half of the state executives had the benefit of life insurance, accidental death and dismemberment coverage, or unemployment compensation through their state associations. Most of them had between eleven and twenty days each year to use for sickness and about the same amount

⁹¹Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Holiday Inn, Atlantic City, New Jersey, February 18, 1970.

of days to use for vacation leave. Only half were covered under major medical insurance, workman's compensation, or retirement programs.⁹²

Some ASSASA members expressed an interest in having the ASSASA membership participate in the retirement and insurance programs in which the staff of AASA participated. State executive secretary L. E. Wermager from Minnesota stated that the problem with securing health and medical insurance for the executive secretary of the state associations was one of numbers. There was an insufficient number of secretaries to form a group large enough to keep the insurance cost down and the coverage broad. Further information on the subject needed to be collected.⁹³

Not all state executives were concerned about their personal insurance packages. Most had coverage as members of NEA and were more concerned about the insurance coverage for the members of their state associations, particularly in the area of liability. The issue of liability insurance was not new, but the force of the request was strengthening. Mike McCormick of Arizona viewed professional liability

⁹²Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Hotel Sonesta, Washington, D.C., September 22, 1970.

⁹³Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Chase-Park Plaza Hotel, St. Louis, Missouri, April 24, 1971.

coverage as a greater problem than life insurance and pressed for further consideration by AASA to provide insurance for state superintendents.⁹⁴ As state administrators associations continued to withdraw from state teachers groups, the issue became more crucial; and the pressure by ASSASA on AASA and its governing body increased. The Executive Committee of AASA continued to resist the pressure, although its reason for not providing insurance was different from the reason expressed by Conner in 1969. The committee now stated that AASA was reluctant to offer liability insurance because of the number of State Associations of School Administrators (SASA) which used liability insurance coverage as an incentive for membership at the state level. National did not want to interfere.⁹⁵

ASSASA members pressed further. Harmon Baldwin from Indiana thought that a national professional liability insurance program could offer better benefits than a state program. Other state execs, representing a cross section of the country, joined in support of Baldwin's comment. R. G. Hein from Wisconsin, Austin Bates from Michigan, Glenn Hess from Pennsylvania, S. Boyd Shannon from Iowa, Mike McCormick

⁹⁴Minutes, op. cit., February 18, 1970.

⁹⁵Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Holiday Inn, Atlantic City, New Jersey, February 24, 1971.

from Arizona, John Wargo from Illinois, Colbert Cushing from Colorado, Harold Deever from Kansas, and Charles W. Lafferty from Alaska also expressed their strong desires to have adequate and continuous liability insurance coverage provided for members of the state associations.⁹⁶ Members of ASSASA were persistent in their appeal to AASA. During the April 1971 Conference of State Presidents and Executive Secretaries, ASSASA spoke with a united voice. A motion was passed to request the AASA Executive Committee to implement a Professional Liability Insurance Program.⁹⁷

ASSASA was learning that a persistent, united voice would be heard by AASA. On an earlier issue, it had paid off. ASSASA had requested AASA assistance in financing state associations. AASA had not been receptive to that idea at the time. By 1970, however, AASA had changed its mind; and Forrest Conner announced there would be funds available for state associations. The appropriated money would be used to help with the formation of state organizations and in the subsidization of the executive secretary positions. An AASA appointed committee would consider applications for aid. To qualify, state associations had to satisfy two criteria: 1) the secretary

⁹⁶Minutes, op. cit., April 24, 1971.

⁹⁷Ibid., April 24, 1971.

would have to be employed at least on a half time basis and 2) the state would have to make a real effort to support such a position. Jim Corson proposed still another criterion. He suggested that the amount of financial support given to states should be determined by a percentage of the potential memberships within the states.⁹⁸ Since some states would never have large numbers of members, they would need more subsidy than others. From 1970 through 1983, twenty-five states would receive subsidies from AASA. Most of the financial assistance would be for three years only.⁹⁹

In 1970, challenges for both the new and experienced state secretaries continued to mount. The growing importance of their positions was acknowledged in the remarks to ASSASA members by AASA president, Harold Eibling:

"...Today, state associations...provide the machinery, the avenue, the opportunity for men and women to have an active part in shaping the dream and the destiny of school administration in public education. You, as executive secretary, must bear a major responsibility to make this dream come true.¹⁰⁰

According to AASA, part of shaping the "dream and

⁹⁸Minutes, op. cit., February 18, 1970.

⁹⁹American Association of School Administrators. AASA Subsidy Program Files (SASA) 1970-1983. Arlington, Virginia: AASA, July 2, 1984.

¹⁰⁰Minutes, op. cit., September 22, 1970.

destiny of school administration in public education" in the early 1970's meant influencing legislative action. AASA's efforts to have its voice heard in Congress and state legislatures was moving ahead, but slowly.¹⁰¹ In 1971, Forrest Conner announced to the state executives group that John G. Stuart of AASA would assume Jim Kirkpatrick's responsibilities with ASSASA. Kirkpatrick, who had divided his time between federal legislation and ASSASA activities, would turn his full attention to the field of legislation.¹⁰² "Let's be honest," Kirkpatrick said, "We're trying to gear up a political machine, but we must face up to the fact that we're greenhorns in this business. The start we made last year is giving school administrators a better understanding of the political process. We're in the ball game now. The way you move a mountain is by carrying the first stone. And that we've done. We need to add volume to our voice."¹⁰³

Although Kirkpatrick's duties shifted, he maintained contact with the state secretaries and attended ASSASA meetings. Two familiar faces that would not be seen at

¹⁰¹Education U.S.A., eds. AASA Convention Reporter. Atlantic City, New Jersey, February 20-24, 1971, p. 13.

¹⁰²Minutes, op. cit., February 24, 1971.

¹⁰³AASA Convention Reporter, op. cit., February 20-24, 1971.

future meetings, however, were those of James Corson and Forrest Conner. They both would retire on June 30, 1971. ASSASA had experienced great strides forward during the tenures of those men, and the membership expressed warm appreciation for their leadership.¹⁰⁴

In mid-summer, Dr. Paul B. Salmon replaced Forrest Conner as the Executive Secretary of AASA. At the September conference in Washington, the ASSASA membership was introduced to him. Salmon told the group that he had been a member of the American Society of Association Executives (ASAE) and had found his membership helpful and beneficial. He recommended ASAE membership and participation for the members of ASSASA. He clearly understood that the job of school superintendent was quite different from association management.¹⁰⁵ Some members took his advice and joined ASAE. Most did not.

Also at the conference, John Wargo updated the other state executives on the status of the insurance issue. As chairman of the insurance committee, Wargo reported that AASA had tried to obtain an insurance package but had experienced difficulty getting a carrier. It appeared that

¹⁰⁴Minutes, op. cit., February 24, 1971.

¹⁰⁵Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Sonesta Hotel, Washington, D.C., September 14, 1971.

most companies did not want to become involved with school administrative coverage. He suggested that ASSASA consider a partner relationship with the National Elementary Principals Association and the National Secondary Principals Association.¹⁰⁶ Then, perhaps the increased number of participants would help to secure a carrier.

The idea of a partnership with other school administrator groups was a familiar concept, at least with some state secretaries. Teacher collective bargaining was driving a wedge between teacher and administrator groups, but it was pulling administrative organizations closer together. State level "umbrella" types of administrative coalitions and confederations were appearing across the nation. In 1971, more than one-third of the states had comprehensive administrator organizations, the majority of which were independent of the state teachers associations.¹⁰⁷

The new challenges introduced to the ASSASA membership through the events of the last two years would continue into the future. In the year ahead, AASA would become independent of the National Education Association and move into a new building apart from NEA. Legislative action

¹⁰⁶Ibid., September 14, 1971.

¹⁰⁷AASA Convention Reporter, op. cit., February 20-24, 1971.

would remain a focus, ASSASA would investigate formalizing the organization, and state executive secretaries would seriously consider coordinating their efforts with other administrative groups.

1972

By 1972, AASA business was beginning to permeate the business meetings of ASSASA. Reports from AASA staff members were becoming more common and more numerous at ASSASA meetings. Updates on insurance pursuits, national convention plans, federal legislation, and AASA concerns were items on every agenda. Additionally, several ASSASA members had become members of AASA committees; and at the state exec meetings, they gave reports on committee actions to the ASSASA membership.

AASA's major concern in 1972, however, was its need to increase dues.¹⁰⁸ An earlier survey revealed that only twenty-eight percent of the national membership approved such action.¹⁰⁹ AASA asked the state executives to help secure a majority vote in the states to support the increase. As an added incentive, AASA promised that

¹⁰⁸Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Holiday Inn, Atlantic City, New Jersey, February 12, 1972.

¹⁰⁹Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Sheraton-Dallas Hotel, Dallas, Texas, April 27, 1972.

liability insurance would be a fringe benefit for members if the increase were approved. The campaign was successful. After major help from the state execs, a dues increase was approved, and at least some degree of liability insurance became available through AASA.

Still another change was in store for AASA. The turmoil between teachers and administrators groups had heightened and a new location for the AASA headquarters was imminent. In September 1972, by direction of AASA's governing body, the Executive Committee, the American Association of School Administrators moved out of the NEA building in Washington D. C. and into separate quarters across the river in Arlington, Virginia.¹¹⁰ This action was supported by ASSASA and caused no concern for its members.¹¹¹

About the same time that AASA was moving its offices, ASSASA was holding its annual fall conference. Invitations to participate in the 1972 conference also had been sent to the state secretaries of the associations of elementary and secondary school principals.¹¹² ASSASA member, Mike McCormick, had suggested the coordinated meeting. During

¹¹⁰Ibid., April 27, 1972.

¹¹¹Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Mayflower Hotel, Washington, D. C., September 24, 1972.

¹¹²Ibid., September 24, 1972.

the months prior to the conference, President Glenn Hess, other ASSASA officers, and John Stuart of AASA communicated with the two principals' groups and turned McCormick's idea into a reality.¹¹³ The three-day conference was held at the Mayflower Hotel in Washington, D.C. It especially was convenient for those ASSASA members who also represented other groups of administrators in "umbrella" states. The joint effort reduced the amount of time those executive secretaries had to spend traveling to meetings. At the conference they had an opportunity to meet with their individual associations as well as to meet collectively with executive secretaries of other state administrators' groups. Additionally, the joint conference served as a forerunner to establishing a unified, national association of executive secretaries.

At the ASSASA business meeting that followed the conference, John Wargo again spoke of formalizing ASSASA. Earlier in April, Wargo had proposed that the state executives' organization take on an official, legal relationship. He had further suggested that part of ASSASA's mission should be to help AASA. His proposal had sparked a debate between members of ASSASA. Until that time, no attempt at formalization for ASSASA had occurred.

¹¹³Minutes, op. cit., April 27, 1972.

Further, the association had operated with an informal atmosphere among members and in a nebulous affiliation with AASA. Some state executives liked it that way and could not see any advantages to formalization. Others could see the benefits. After a brief discussion, a committee, with Wargo as chairman, was appointed to study the possibilities in depth.¹¹⁴

In August, Wargo had called his committee together at the Regency Hyatt House in Chicago. Loren Brakenhoff of Nebraska, Boyd Shannon of Iowa, and Glenn Hess of Pennsylvania attended. The purpose of their meeting was to explore and propose a more formal relationship between State Associations of School Administrators (SASA) and AASA for the mutual benefit of SASA members, their executive officers, and AASA. The eventual hope of the committee was to unify all of the executive secretaries of administrator associations within the states--superintendents, elementary principals, secondary principals, and business officials--into a National Association of Executive Secretaries of Administrative Organizations.

For five hours the committee talked about the pros and cons of a more formal relationship between the states and AASA. Several advantages were discussed. Most centered

¹¹⁴Ibid., April 27, 1972.

around benefits for the state executives--hospital insurance plan; special travel rates; term life insurance; liability insurance for non-educators and executive secretaries; purchasing and rental privileges; and pension plans, long-term disability insurance, and other uniform benefits for the executive secretaries.¹¹⁵ The committee also discussed some disadvantages of formalization: locking in too tightly with AASA; troubling relationships with other organizations of educational administrators, especially in the area of umbrella groups; and differing tax exemption statuses among the various state associations.¹¹⁶

At the business meeting that followed the September conference, Wargo reported the results of the August committee meeting. The discussion following his report indicated that his colleagues were not interested in formalizing ASSASA at that time. They were interested in pursuing a National Association of State Associations but thought the idea needed further investigation and planning. The membership passed a motion to ask the executive directors of other educational organizations to join ASSASA

¹¹⁵Minutes of the meeting of the Committee to Study the Formalization of ASSASA, Regency Hyatt House, Chicago, Illinois, August 28, 1972.

¹¹⁶Ibid., August 28, 1972.

in considering and studying such a proposal.¹¹⁷

1973

In 1973, the need for better communication between AASA and ASSASA came to the forefront again. When President Hess called the April ASSASA meeting to order, the lengthy discussion which followed focused on a letter sent by Paul Salmon to principals within each state inviting them to join AASA. Although ASSASA officers and AASA staff members had begun to meet occasionally for the purpose of establishing better communication between the two groups, Salmon's letter to principals had taken the ASSASA members and their executive officers by surprise.¹¹⁸

Several executive secretaries expressed their discontent with the letter. Austin Bates was particularly outspoken. He felt that AASA should have made a special effort to keep the leaders of state associations informed, especially since the state execs had been involved in successfully aiding AASA in its campaign to raise dues and amend the constitution. William Ramsay said the letter had affected the relationship between the New Jersey superintendents and principals. L. E. Wermager from Minnesota stated he had

¹¹⁷Minutes, op. cit., September 24, 1972.

¹¹⁸Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Cosmopolitan Hotel, Denver, Colorado, April 26, 1973.

been embarrassed because he had not known about the letter. After further heated discussion, Ray Tipton brought the verbal complaints to a close by saying that he believed AASA had gotten the message.¹¹⁹

Indeed AASA had gotten the message. Paul Salmon apologized for the problems caused by his letter to principals and said he had not anticipated that it would create problems with ASSASA. Salmon stated his belief that the primary function of AASA was to promote AASA and that he did not consider the letter to be in conflict with that philosophy. He reminded ASSASA that AASA was no longer a group solely for superintendents, and stated that AASA's primary function was to improve services to all potential members. Potential members, according to Salmon, were all types of administrators, including principals and members of school boards.¹²⁰

The discussion did not end with Salmon's apology. The prior unspoken concerns of some of the ASSASA members began to surface. State execs were divided in their opinions of which administrators should be eligible for membership in their state administrators associations. Some state

¹¹⁹Ibid., April 26, 1973.

¹²⁰Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Ramada Inn, Rosslyn, Virginia, September 23, 1973.

associations wanted superintendents exclusively within their organizations while other state associations were agreeable to including principals. If AASA encouraged membership for principals at the national level, state associations might need to do the same; and then it might be conceivable that a principal could run for president of an association that traditionally was known as a superintendent's group.

Another concern centered on the involvement by ASSASA in decisions made by the AASA staff. The membership invitation letter to principals had been sent without ASSASA's input. A number of ASSASA members wanted to participate in decisions involving state associations before any action was taken by AASA, not after the fact.¹²¹

Clearly, turf problems were beginning to develop. Over the years, the precise relationship between ASSASA and AASA had never been defined and agreed upon, and members of both groups remained divided in their opinions of what the relationship should be. By 1973, some members of ASSASA wanted an intertwining alliance with AASA. Other members struggled with the closeness and wanted to keep distance with the national organization. Larry McGinn of the New England Association had suggested that the work of the secretaries' association and the initiative for state

¹²¹Ibid., September 23, 1974.

association activities should come from the state organizations themselves, so that the "central office," AASA, would not seem to be pushing the state organizations.¹²² Milo Eiche of Indiana said it was not ASSASA's concern to talk about the AASA governance, practices, and other matters. He pointed out that the main function of ASSASA was to find a way to improve state associations. He suggested that the first items of business at ASSASA meetings should be the discussion of problems relevant to state associations rather than the discussion of AASA's agenda items.¹²³

Although the members of ASSASA did not agree on the kind of relationship they wanted between their organization and AASA, there was one area on which they wholeheartedly agreed. They wanted more coordination between AASA and the state executive secretaries.¹²⁴

NESEA

Early in 1973, John Wargo's committee met again to study the formalization of ASSASA and the formation of a national association of state executives from various state

¹²²Minutes, op. cit., February 18, 1970.

¹²³Minutes, op. cit., April 26, 1973.

¹²⁴Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, New Orleans, Louisiana, April 25, 1974.

administrator groups. Some committee members had lost interest in the formalization of ASSASA, but they still wanted to encompass other state associations of school administrators into a unified organization. A discussion at the April business meeting in Denver revealed that the ASSASA membership generally felt the same way.¹²⁵ Following the membership's wishes, Wargo's committee dropped the idea of formalization for ASSASA but planned a joint meeting with the executive secretaries from the state business officials' groups, the state elementary principals' association, and the secondary principals' association. The purpose of the meeting was to formally establish a nationally unified association of executive secretaries that combined all state executives into one organization.¹²⁶

In December, eighteen state executive secretaries representing the Association of School Business Officials (ASBO), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the American Association of School Administrators (AASA) met together in Chicago and established such an association, later known as the National Executive Secretaries of Educational Associations

¹²⁵Minutes, op. cit., April 26, 1973.

¹²⁶Minutes, op. cit., September 23, 1973.

(NESEA).¹²⁷

NESEA's purposes were to:

- 1) improve communications and understanding among the various state administrative associations,
- 2) assist in the resolution of problems experienced by state executive secretaries,
- 3) sponsor inservice workshops and training programs for the executive secretaries and directors,¹²⁸ and
- 4) develop stronger relationships with the national associations by bringing together the state executive secretaries for the advancement of educational administrators.¹²⁹

NESEA's immediate concerns centered around the need for training its members in association management. Although executive secretaries and directors as a whole had varying backgrounds and experiences, the members of NESEA wanted assistance and guidance in the operation of their state associations and thought the various national associations offered little or no real assistance in that area. As state executive leaders, they shared the same wants and needs. They wanted to know what the role of the executive secretary

¹²⁷Minutes of the meeting of the Council of Executives of Educational Administrative Organizations, Sheraton O'Hare Inn, Chicago, Illinois, December 11, 1973.

¹²⁸Minutes of the meeting of the National Executive Secretaries of Educational Associations, Sheraton Park Hotel, Washington, D.C., September 22, 1975.

¹²⁹Minutes, op. cit., December 11, 1973.

was with the national association, how to eliminate duplication of services at the state and national levels, how to obtain legislative clout both nationally and statewide, and how to have more input at the national association decision making level. They unanimously agreed that as executive secretaries and directors, they needed additional information on purchasing privileges, special discounts, group insurance, auto leasing, travel and lodging discounts, inservice workshops for executives, contracts for executives, fringe benefits, conditions of employment, budgets, convention and workshop procedures, dues structures, and other executive duties and responsibilities.¹³⁰

Efforts to formalize NESEA began immediately. Officers were elected. John Wargo, Loren Brakenhoff, and George Hill were voted the first president, vice-president, and secretary, respectively.¹³¹ Cooperation ran high. Members volunteered to serve on various committees. Some wanted to coordinate the activities of all state associations through a master calendar of programs and events, and others published and distributed a newsletter. A Constitution and

¹³⁰Ibid., December 11, 1973.

¹³¹Minutes of the meeting of the National Executives for State Educational Organizations, Regency Hyatt, Chicago, Illinois, February 4, 1974.

By-Laws were written and approved, and dues were set at \$30.00 a year. NESEA met three times within the first nine months, and its membership jumped to a high of forty-one state executives.¹³²

By the summer of 1975, it became apparent that many association executive secretaries and directors did not have budgets that would allow for extensive travel to attend so many meetings, even though they felt attendance was beneficial. Of the one hundred twenty-five state executives across the nation who received invitations to participate in a three day NESEA Conference Workshop at a Pennsylvania resort in August, only six attended. At the regular NESEA meeting a month later in September, the membership voted to have only one meeting a year which would include a training session and both separate and combined meetings for the state executives. They also voted to involve the staff from each national association in those meetings and training sessions.¹³³

Staff members at AASA were agreeable to the involvement. In a letter to George Hill in October 1975, Paul Salmon

¹³²Minutes of the meeting of the National Executives for State Educational Administrative Associations, Ramada Inn, Rosslyn, Virginia, September 22, 1974.

¹³³Minutes of the meeting of the National Executive Secretaries of Educational Associations, Sheraton Picasso Resort, White Haven, Pennsylvania, August 19-21, 1975.

agreed that NESEA meetings were useful. He stated that AASA had accepted the responsibility for planning the 1976 NESEA meeting and that Jim Kirkpatrick would coordinate the project.¹³⁴

In turn, each national association accepted the primary task of planning the annual meeting. For several years NESEA continued to be an active association, but there was not enough cooperation between the national groups to continue the joint association.¹³⁵ Initially, the four groups met and planned successfully together. What actually evolved was "it's your turn this year and it's my turn next year." When the planning was done in that way, without input from the other organizations, the energy and interest needed to sustain the group began to fade; and the association slowly dissolved.¹³⁶ Finally, in May 1983, John Wargo transferred \$750.00 from the defunct NESEA into ASSASA's treasury and closed the books on the National

¹³⁴Salmon, Paul B. Executive Director, American Association of School Administrators. Letter to George Hill, October 1, 1975.

¹³⁵Apker, Wesley. Executive Director, Colorado Association of School Executives. Personal interview. Dallas, Texas, May 5, 1984.

¹³⁶Hess, op. cit., September 2, 1984.

Executive Secretaries of Educational Associations.¹³⁷

1974

Since the ASSASA membership was in the process of establishing a unified association of state executives, they thought it appropriate for AASA to follow suit. At the February ASSASA meeting, it was unanimously approved to ask the AASA Executive Committee to appoint an ad hoc committee of two staff members and four non-staff members to meet with a like number of participants from other national administrators' organizations to study the feasibility of a unified national organization of public school administrators.¹³⁸ Although the motion passed and although the state executives officially formed a nationally unified group in June of 1974, a unified administrators association was discussed but never created.

In September, ASSASA's secretary-treasurer, George Hill from Massachusetts, distributed a six-page report that he compiled on the history of ASSASA since its inception in 1961. The paper contained excerpts from various meetings and reviewed some of the accomplishments and problems that

¹³⁷Minutes of the meeting of the Association Executives of School Administrator Associations, Sands Hotel, Las Vegas, Nevada, May 6, 1983.

¹³⁸Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Atlantic City, New Jersey, February 23, 1974.

occurred during the organization's existence.¹³⁹

ASSASA had come a long way in thirteen years. Through the years, officers had been elected on an annual basis and had represented all sections of the country. The membership had grown from a handful of participants to include thirty-five state executives. By 1974, only three of the executive secretaries who attended the first official meeting of ASSASA in 1963 still remained as active members. They were Colbert Cushing of Colorado, Glenn Hess of Pennsylvania, and Ray Tipton of Florida.¹⁴⁰ Tipton would retire in 1977, Cushing and Hess would continue as members of the association into the 1980's.

1975-1979

Several issues would come to the forefront during the next five years of ASSASA's history, and a healthy tension between ASSASA and AASA over some of those issues would continue to exist. Turf problems would surface around room reservations at the AASA national convention, ASSASA would continue its association with executive secretaries of all

¹³⁹Hill, George H. A six-page report containing an overview and brief history of ASSASA from 1961 through 1974. Written by the association's secretary-treasurer, September 1974.

¹⁴⁰Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Rosslyn, Virginia, September 22, 1974.

state school administrators' organizations, a more practical program to address the training needs of association leaders would be developed, and better communications between ASSASA and AASA would again be a topic for discussion.

BLOCK RESERVATIONS/BLOCK HOUSING

Earlier in 1974, AASA's membership had been at an all-time high; and executive director Paul Salmon had predicted a further increase in registration for the 1975 national convention in Dallas, Texas. To prepare for his predicted influx of participants, Salmon had appointed Peggy O'Brien as the housing coordinator for the convention. She was to work with Louis Zeyen, another AASA staff member, and implement a pre-registration system for the 1975 convention.¹⁴¹ Prior to 1974, attendees to national conventions reserved their own accommodations or were scheduled randomly by AASA into hotels throughout the convention city. If attendees were members of a state administrators association, state executive secretaries often made room arrangements for them.

Salmon's 1974 appointment of O'Brien broke that tradition. For the 1975 convention, AASA would schedule room assignments for individual participants and reserve

¹⁴¹Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, New Orleans, Louisiana, April 25, 1974.

blocks of rooms for state use.

By late September, five months before the February 1975 convention, the new system was operating. Twenty-two state executives had applied for and received hospitality suites and blocks of room reservations for those state administrators who planned to attend the convention.

Although the new system was working, it was not without problems. Confusion and delays with some hotel allocations and room assignments became evident from the start. Louis Zeyen dismissed complaints. He thought the problems would be eliminated in the future since it was AASA's first attempt at setting up block reservations. Yet, the future proved otherwise. A strong concern of many ASSASA members would be the way in which rooms were allocated at the national convention.¹⁴²

When the 1975 convention in Dallas arrived, ASSASA held its regular meeting; and the main topics of discussion were state hospitality suites and block room reservations. John Hauck, executive secretary from Ohio, moved that:

"A committee be established by the president to work with Louis Zeyen and AASA to develop a block reservation system for the AASA conventions."

The motion carried unanimously and ASSASA president, John

¹⁴²Fields, Charles. Executive Director, Indiana Association of Public School Superintendents. Personal interview. Dallas, Texas, May 5, 1984.

Wargo, appointed a sub-committee consisting of himself, George Hill of Massachusetts, John Bennett of New York, John Conard of Connecticut, Jim Moran of New Jersey, and Glenn Hess of Pennsylvania.¹⁴³

Four weeks later the Block Reservation Committee met at Kennedy Airport at 7:00 p.m. on the evening of March 24. Hess was the only committee member unable to attend. The following day a representative from AASA would meet with them to hear their concerns and suggestions for future block reservations. Over dinner the committee discussed the recent Dallas convention. They felt that unless improvements were made in reducing the confusion and delays of confirmations, room assignments, and hotel allocations, there could be some state association executives who would prefer to work directly with the hotels rather than through AASA to schedule special block housing for their members. The question of AASA allowing free rooms or a free hospitality suite for a guaranteed number of room reservations was discussed. Past experience with other conventions and conferences indicated that one free room per fifty room reservations and a free suite for each one hundred rooms were common practices used by most hotels.

¹⁴³Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Adolphus Hotel, Dallas, Texas, February 22, 1975.

The committee wanted AASA to pass on some of the free rooms to the states. They shared their individual methods for chartering air flights and making block reservations for their state members and made suggestions for various ways in which the state associations and AASA could cooperate with each other for future conventions. The committee members agreed that it was crucial to have a good local travel agent to relieve the state executive of the responsibility of collecting monies, answering questions, and making reimbursements for the conventions. They also agreed that it was impractical and unacceptable for AASA to require a September deadline for states to give firm reservations for the February convention, complete with individual names. They further agreed that a closer relationship between ASSASA and AASA should be further strengthened by setting up a line relationship between the two organizations.

The meeting came to a close, and ASSASA's Block Reservations Committee was prepared for their meeting with AASA the next morning. Before adjourning for the evening, the state execs agreed on one last point: to have the ASSASA treasury pay the sum of \$98.30 to cover their expenses for dinners and a meeting room during their stay at

Kennedy Airport.144

After breakfast Louis Zeyen of AASA flew into Kennedy Airport and met with the committee for nearly three hours. He spoke at length about what worked and what did not work at the February convention. He also discussed plans for the 1976 convention. He requested the cooperation and assistance of the state secretaries in convention programs, panels, and hospitality efforts. After listening to the committee's concerns and requests, Zeyen announced that block reservations for the 1976 convention would be accepted. He promised to inquire about free rooms for ASSASA members and hospitality suites for each state, but said that he could make no commitments for AASA. Although no final decisions were made, all participants agreed that it was a worthwhile meeting, that state secretaries would work closely with AASA during the coming months, and that the subject of block reservations would be an agenda item at the upcoming ASSASA meeting during the AASA Leadership Conference in April.145

During the April meeting, reports of the Block

144Minutes of the meeting of the Block Reservations Committee, Kennedy Airport, New York City, New York, March 24, 1975.

145Minutes of the meeting of the Block Reservations Committee, Kennedy Airport, New York City, New York, March 25, 1975.

Reservations Committee's meetings at Kennedy Airport were distributed; and Zeyen reviewed the plans for the 1976 convention. He said he was willing to cooperate with ASSASA in their request for block reservations and hospitality suites as long as their proposal was fair and acceptable to the executive secretaries from both the large and small state associations. He agreed to work with representatives of ASSASA to establish a procedure for block reservations that would include the following points:

1. All state associations, regardless of size, would have an equal and fair opportunity for requesting block room reservations.
2. States would be allotted one ticket for each 25 rooms requested. Thus, a state association that requested a block of 25 rooms or less would receive one ticket and a state that requested 150 rooms would receive six tickets. Tickets would be placed in a hat and winners would be drawn in order.
3. An annual drawing would be held after each state made its request and the appropriate number of tickets were placed in the hat.
4. As each state was drawn, the executive director would select the desired hotel or motel for the pre-designated number of block rooms needed.
5. Block rooms, once selected and approved, would be guaranteed and deposits made in accordance with convention rules.
6. October 7 would be the deadline for advance deposit guarantees, room assignments, and names of occupants.
7. Once block reservations were completed and deposits were made, state associations could work with AASA and the hotel managements to

schedule function rooms, breakfasts, hospital-
ity suites, and meeting times.¹⁴⁶

The issue of block reservations did not arise again until the 1977 AASA national convention. At ASSASA's meeting, Earl Nunn, executive secretary from New Mexico, made a motion to establish a committee to work with the AASA staff to discuss concerns and outline a proposal for block reservations in the future. His motion was passed unanimously; and ASSASA President George Hill appointed John Wargo, John Bennett, and Lyle Kehm of Iowa to serve on the committee. He named Wargo as ASSASA spokesman on the subject and directed the membership to express their concerns and suggestions for improvement to him.¹⁴⁷

Within two months Wargo met with Peggy O'Brien from AASA. They discussed the various convention housing concerns: states did not have complimentary rooms, rules for block housing were not uniformly applied, an October deadline was too early for states to have room reservations, and executive secretaries/directors had to pay registration

¹⁴⁶Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Hyatt House, Orlando, Florida, April 24, 1975.

¹⁴⁷Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Sands Hotel, Las Vegas, Nevada, February 26, 1977.

fees for the convention.¹⁴⁸ Wargo maintained that state associations were the backbone of the national organization; and therefore, it was not unreasonable to request a free suite for each state and a waiver of registration fees for the state executive director who worked hard on behalf of the convention's success.¹⁴⁹

By the time ASSASA met at the April AASA Leadership Conference, the Executive Committee had already granted registration waivers for the national convention to ASSASA members and their spouses. The membership was delighted, and after a discussion on block housing, they voted to support the continuation of block reservations in the manner used in previous years.¹⁵⁰

Wargo and his committee of Bennett and Kehm continued to seek solutions to the problems caused by the existing system for block reservations. Wargo believed that block room reservations was a link that encouraged state members of AASA to attend the national convention. If people could go together and be housed near each other, even more members

¹⁴⁸Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Atlanta, Georgia, April 28-29, 1977.

¹⁴⁹Wargo, John. Executive Director, Illinois Association of School Administrators. Personal interview. Dallas, Texas, May 6, 1984.

¹⁵⁰Minutes, op. cit., April 28-29, 1977.

would want to attend. If a large group of state administrators attended, then the state executive secretaries/directors could charter private planes to reduce transportation costs for the convention. A reduction in expenses would make it more efficient for school administrators to attend, and the number of participants in the convention would increase. According to Wargo, the reduction in costs would provide a service to members by both the state associations and AASA--a win, win situation.¹⁵¹

At ASSASA's business meeting in New Orleans in April 1978, Wargo and his committee presented what was called the "Wargo Formula" for block housing. The formula was based on state membership and average state attendance at the conventions over the last three years. It guaranteed that each state had ten rooms in the major convention hotel, that additional rooms per state were determined by fifty percent of the states's membership plus fifty percent of the state's three-year average convention attendance divided by two, and that a drawing for extra rooms was conducted by using one slip for every fifty state attendees at the previous year's

¹⁵¹Wargo, op. cit., May 6, 1984.

convention.¹⁵²

John Hauck of Ohio proposed an alternate plan to the "Wargo Formula." He suggested dropping block housing altogether and assigning twenty to twenty-five VIP rooms for each state in the convention's central hotel. ¹⁵³

There was a great deal of discussion about the two plans. If ASSASA voted to drop block housing, there would be less time spent on convention arrangements and more time available for executive secretaries/directors to work on other things. On the other hand, block housing did increase participation in the AASA convention, and it provided good visibility for state executive secretaries/directors. Several members foresaw problems with how to distribute VIP rooms without causing dissension among the members of state associations.¹⁵⁴

After the discussion, they voted. Hauck's proposal was defeated, and the Wargo Formula was adopted as ASSASA's suggested procedure for block reservations.¹⁵⁵ For the next few years, little time was spent discussing the allocation

¹⁵²Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, New Orleans, Louisiana, April 27-28, 1978.

¹⁵³Ibid., April 28, 1978.

¹⁵⁴Ibid., Minutes, April 28, 1978.

¹⁵⁵Ibid., Minutes, April 28, 1978.

of convention rooms. Early in the 1980's, however, the issue would resurface again.

The issue of block reservations/block housing was rekindled when AASA required a \$35 pre-registration fee to accompany each block room reservation for their 1980 national convention. Many ASSASA members expressed dissatisfaction with that requirement, and expressed their dissatisfaction during the May 1980 meeting in Atlanta.¹⁵⁶

Also at the meeting, the block room reservations drawing for the 1981 convention was conducted. When a state's name was drawn that year, AASA permitted that state to select twenty rooms in a hotel of its choice. Following the selection of twenty rooms, the remaining rooms in each state's allocation were selected on the basis of the drawing. The method proved time consuming. The drawing for room assignments continued throughout the afternoon and resumed again the following morning until each state had an opportunity to fill its allocation.¹⁵⁷ John Bennett of New York suggested that ASSASA and AASA reexamine the procedure for assigning block rooms. The assignment of twenty rooms to each state took one thousand rooms. Those one thousand

¹⁵⁶Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Atlanta, Georgia, May 15-16, 1980.

¹⁵⁷Ibid., Minutes, May 15-16, 1980.

rooms, plus the rooms drawn by the first five states, usually eliminated all of the desirable rooms close to the convention center.

Bennett's remarks led to a detailed discussion of the entire block housing program. A suggestion was made that ASSASA request AASA to allocate more than fifty percent of the available convention rooms to state associations on the grounds that state association members largely supported the convention. ASSASA members concurred that the block housing program was a large public relations issue in each state association, since each state executive received the full force of any dissatisfaction surrounding the distribution of convention rooms. President Bennett appointed a committee to work with AASA to improve the block housing program. The committee included George Hill of Massachusetts, Pete Reimer of Oklahoma, Ozzie Rose of Oregon, and Ollie Berge of Wisconsin as chairman. Berge requested that all comments or suggestions regarding the block housing program be sent to him.¹⁵⁸

Berge and his committee moved quickly. They met with Peggy O'Brien and Louis Zeyen over lunch on July 7 at the Hyatt Regency Hotel in Chicago and, by consensus, agreed to retain the so-called "Wargo Plan" but with three

¹⁵⁸Ibid., Minutes, May 15-16, 1980.

modifications. The modifications were as follows:

1. The guaranteed rooms for each state association would be allotted by the following formula:
 - a. States with 1 to 200 AASA voting members would be allocated 10 rooms.
 - b. States with 201 to 300 AASA voting members would be allocated 15 rooms.
 - c. States with over 300 AASA voting members would be allocated 20 rooms.
2. In the drawing by lot for block housing, no state could be listed among the top five on consecutive years.
 - a. If a state placed among the top five one year and also among the top five the ensuing year, that state automatically dropped five places on the second year. For example, a state that drew number four on one year and then drew among the top five the following year would be required to drop to ninth place the ensuing year.
 - b. On the third year, the above state would be placed in whichever position it drew by lot.
3. The names of the states would be drawn by AASA officials at the AASA office. AESSAA representation would be invited to witness and participate in the drawing procedure. The drawing would take place not more than five working days before the AASA spring leadership meeting. The results of the drawing would be included in the packets distributed at the leadership meeting so those in attendance could be informed of their position in the drawing upon arrival at the meeting.

By July 10, Berge had mailed a copy of the agreed upon

proposal to all committee members. He asked that all modifications and corrections be communicated to him directly. Attached to his memo was a listing of states which indicated the number of guaranteed rooms each one would receive at the national convention if the new proposal were approved by the AESSAA membership. Alabama, Alaska, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kansas, Kentucky, Louisiana, Maine, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Rhode Island, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wyoming, Canada, Puerto Rico, South Carolina, and Overseas would receive ten (10) guaranteed rooms. Arizona, Connecticut, Maryland, Mississippi, Nebraska, North Carolina, Oklahoma, Oregon, Virginia, and Washington would receive fifteen (15) rooms each. California, Colorado, Florida, Illinois, Indiana, Iowa, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Pennsylvania, Texas, and Wisconsin would receive twenty (20) guaranteed rooms at the convention.¹⁵⁹

Berge presented the committee's proposal to the AESSAA membership at their February meeting during the 1981 AASA national convention in Atlanta, Georgia. The new procedure

¹⁵⁹Berge, Ollie. Executive Director, Wisconsin Association of School District Administrators. Memo to the AASA Block Housing Committee Members, July 10, 1980.

for block housing was accepted with one change. Instead of having the drawing not more than five working days prior to the AASA spring leadership meeting and informing the state executive secretaries/directors at the meeting, John Bennett moved that AASA arrange for the drawing to take place on or about April 1 of each year so that each state executive could be informed prior to the Leadership Conference.¹⁶⁰

Jim Sandage of Oklahoma expressed his concern with the block housing arrangements. Block reservations seemed to be more trouble than it was worth. In some states, administrators were able to obtain better housing for their members by going outside the association assistance than by going through the association.¹⁶¹ Many members agreed with Sandage's concern and hoped the newly adopted procedure would be helpful in those situations.

During the May 1981 meeting of the state executives, another plan for block housing was presented--the Hess Plan. Usually only about 2,500 rooms had desirable locations close to the convention center. Hess wanted a plan that would bring equality in the assignment of those choice, close-in rooms. His plan was based on the number of rooms actually

¹⁶⁰Minutes of the meeting of the Association of Executives of State School Administrator Associations, Peachtree Plaza, Atlanta, Georgia, February 15, 1981.

¹⁶¹Ibid., Minutes, February 15, 1981.

used by the states through the years rather than on the size of the state's membership or its average convention attendance, as in the Wargo Plan. Hess believed there would still be problems with convention housing even under his plan; yet, he thought his system was closer to bringing equity in the assignment of choice rooms to state associations than the system that was currently being used.¹⁶²

When Hess presented his proposal to AESSAA, it was followed by a debate from the floor. Finally, John Wargo moved that the motion regarding the Hess plan be tabled and that the president appoint an ad hoc committee to again work with the AASA leadership staff to improve the block housing arrangements. He wanted the committee to request that one hundred percent of the convention rooms be allotted to the state executives for block housing purposes, with the understanding that any room not used by the states would be returned to AASA by a certain date to be used by the open membership and exhibitors.¹⁶³

President Tom Ackerman of South Carolina selected Glenn Hess and John Wargo to serve on the block housing committee.

¹⁶²Hess, Glenn, op. cit., September 2, 1984.

¹⁶³Minutes of the meeting of the Association of Executives of State School Administrator Associations, Marriott Hotel, New Orleans, Louisiana, May 1, 1981.

He also appointed three veterans of the former ad hoc committee: Ollie Berge, Ozzie Rose, and George Hill. Berge was selected as chairman again. Ackerman asked the membership to suggest recommendations for how to improve the block housing program. Several suggestions were given: change the October deadline to November, change the base number of guaranteed rooms per state, and increase the number of rooms allocated for state use to at least seventy-five percent of the total rooms reserved for the convention.¹⁶⁴

The committee began its efforts to modify the procedures used for assigning room blocks at the AASA convention. Over the next nine months, they met and negotiated with the AASA staff. By September AASA had rejected AESSAA's request for a later registration deadline and for an increase in the percentage of rooms allocated to state associations.¹⁶⁵ Berge and his committee pressed AASA to reconsider those two requests, and their persistence paid off. By convention time in February 1982, the AESSAA committee and the AASA staff had agreed to three recommendations for improving the block housing program. Berge presented the recommendations

¹⁶⁴Ibid., Minutes, May 1, 1981.

¹⁶⁵Minutes of the meeting of the Association of Executives of State School Administrator Associations, Arlington, Virginia, September 11, 13, 1981.

to the AESSAA membership:

1. The registration deadline for block housing would be the first Friday in November rather than the first Friday in October.
2. The twenty-five states that used the most rooms at the convention would automatically be assigned 20 rooms each in a major downtown hotel. The twenty-five states that used the least amount of rooms would be allotted 10 rooms in a major downtown hotel.
3. The number of block room reservations that each state would be permitted to reserve would be determined by an average of the rooms they used in the state over the past three years.

Recommendation number one was accepted by the membership. Recommendation number two was amended so that states using the least amount of convention rooms would be allotted fifteen (15) rooms rather than ten (10). The third recommendation was changed to be consistent with the long standing "Wargo Formula." In other words, the number of block room reservations for each state would be determined by its average attendance figures at the conventions, not by the average number of rooms used.¹⁶⁶

Through the years the subject of block housing had affected some state associations more than others; and consequently, some state executives had been more outspoken on the issue than their colleagues. Yet, whatever the level

¹⁶⁶Minutes of the meeting of the Association of Executives of State School Administrator Associations, New Orleans, Louisiana, February 27, 1982.

of participation, the issue of block housing had consumed much of ASSASA's time and energy.

PROJECT "RUNNING THE STORE"

Another issue that came to the forefront between the years 1975 and 1979 was the issue of training. State execs who entered their jobs after holding school superintendent positions quickly discovered that the field of association management was quite different from running a school district. Most of their early learning about association management came through sharing with one another or by immersion on the job.¹⁶⁷

As the job of executive secretary continued to change, the skills needed to respond to that change also increased. They needed to learn about administering an organization, membership recruitment, dues structures, problems to avoid when running meetings and conventions, and how to work with hotels. Collective bargaining meant executive secretaries needed an understanding of negotiations so they could advise and train association members within their states. AASA's political action thrust meant executive secretaries needed lobbying skills, an area of expertise in which most had not been trained.

¹⁶⁷Hauck, John G. Executive Director, Buckeye Association of School Administrators. Personal interview. Dallas, Texas, May 6, 1984.

During an ASSASA business meeting at the Leadership Conference in April 1975, there was considerable discussion about the various problems confronting state associations and the executive secretaries.¹⁶⁸ John Hauck stated that "nothing really happens until you focus on a specific problem and then make a concentrated effort to solve it."¹⁶⁹ He suggested that ASSASA identify four or five issues, prioritize them, and concentrate on their solutions.¹⁷⁰

The membership took his advice. One of the priorities agreed upon was the need for executive secretaries to be effective in dealing with their expanding responsibilities as state association leaders. They also agreed on the solution: on-going training designed specifically for executive secretaries and directors.¹⁷¹

The issue of training was not new. The need for information on how to be more effective as an executive secretary had brought the founders of ASSASA together, and the need for specialized training had been discussed throughout the history of the organization. Yet, planning and scheduling an effective training program took sufficient

¹⁶⁸Minutes, op. cit., April 24, 1975.

¹⁶⁹Ibid., April 24, 1975.

¹⁷⁰Ibid., April 24, 1975.

¹⁷¹Ibid., April 24, 1975.

time and money, two things which state executives in ASSASA did not have. ASSASA looked to their national association to fill the gap. After all, AASA belonged to the members and the executive secretaries represented that membership.¹⁷²

When ASSASA looked to AASA, AASA looked to Jim Kirkpatrick. Over the next year Kirkpatrick concentrated his efforts on planning a training conference designed specifically for the state executives. The first conference, called Project "Running the Store," was scheduled for mid December 1977, in Omaha, Nebraska. The agenda included sessions on the state legislative program, membership recruitment, organizing and implementing state association conferences, trends in state school financing, and effective executive committee meetings. Seventeen state executives attended. Two made presentations: Jim Moran and John Hauck.¹⁷³

"Running the Store--II" was held in Charleston, South Carolina on December 11-13, 1978. The speaker for the opening session, Dean Berkley, was a familiar name to many of the twenty-four participants. The conference sessions

¹⁷²Ibid., April 24, 1975.

¹⁷³1977 Project "Running the Store." Program agenda. Granada Royale Hometel, Omaha, Nebraska, December 15-16, 1977.

presented information on state associations and the Internal Revenue, goal setting, membership recruitment, communications, governmental relations, and personal retirement considerations. Several brief share and tell sessions also were scheduled. State executive secretaries George Hill, John Hauck, John Wargo, and Charles Fields had leadership roles in some of the workshop sessions.¹⁷⁴

The third annual workshop moved farther south to the sunshine state of Florida. A new session entitled the "Young-uns" Session appeared on the agenda for the first time. It was planned especially for state executives who had been on the job for less than two years because they had different needs than executives with more experience.¹⁷⁵ Other sessions included a briefing from the National School Labor Relations Service, tips to alleviate the stresses and strains of the job, suggestions for dealing with the perennial concern of money, discussions on running state conferences, and several share and tell opportunities. Additional presentations were titled The Profession of Association Management, The Problems of Membership, Why

¹⁷⁴1978 "Running the Store--II." Program agenda. Mills Hyatt House, Charleston, South Carolina, December 11-13, 1978.

¹⁷⁵1979 AASA's Third Annual "Running the Store" Workshop. Program agenda. The Dutch Inn, Lake Buena Vista, Florida, December 9-12, 1979.

Hasn't the Administrative Team Concept Caught On, The Laborer is Worthy of His Hire, What Does Your Newsletter Say About Your Association, and If the Past is Prologue. A director from the American Library Association's Office for Intellectual Freedom discussed censorship issues in a session entitled Dealing with Self-Appointed Paul Reveres. Another scheduled session was a brown-bag lunch with state executives who had similar membership sizes.¹⁷⁶

"Running the Store" had become an annual event. At first AASA paid for the rooms and meals of all state executives who attended.¹⁷⁷ Later, AASA paid three-quarters of each airfare as well.¹⁷⁸ Some state executives had difficulty attending, since cross-country time changes and a number of connecting flights meant a whole day lost to travel.¹⁷⁹ Yet, in spite of the inconveniences, state execs continued to be involved in and committed to the project. At every workshop they participated as session or discussion leaders, speakers, or panel members. "Running the Store"

¹⁷⁶Ibid., December 9-12, 1979.

¹⁷⁷Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Ramada Inn, Arlington, Virginia, September 20, 1976.

¹⁷⁸Bennett, John. Executive Director, New York State Council of School Superintendents. Personal interview. Dallas, Texas, May 5, 1984.

¹⁷⁹Rose, op. cit., May 5, 1984.

was a good workshop¹⁸⁰ and was improving each year.¹⁸¹ ASSASA members gave input into the program by filling out surveys of what they wanted as topics.¹⁸² As a result, the important issues for state executives were reflected in the program agendas. At the 1980 "Running the Store" in Jacksonville, Florida, presentations were titled Strikes, Dealing with Hotels, How to Communicate Effectively, Committees--Boon or Bane, and Strategies for Dealing with Public Discontent.¹⁸³ In 1981, at Port St. Lucie, Florida, some of the sessions were Computer Literacy Development, Conflict Resolutions, Preventive Legislation, You and Your Executive Board, and Shaping Educational Policy in the States.¹⁸⁴ In 1982, at Savannah, Georgia, presentations highlighted Umbrella and Non-Umbrella Groups, School Finances, Politics of Organizational Life, and Associations in Transition: Coping with Changing Needs.¹⁸⁵ In 1983, at

¹⁸⁰Bennett, op. cit., May 5, 1984.

¹⁸¹Wargo, op. cit., May 5, 1984.

¹⁸²Hauck, op. cit., May 5, 1984.

¹⁸³1980 AASA "Running the Store" Workshop. Program agenda. Jacksonville, Florida, December 7-9, 1980.

¹⁸⁴1981 AASA "Running the Store" Workshop. Program agenda. Sandpiper Bay Resort, Port St. Lucie, Florida, December 13-15, 1981.

¹⁸⁵1982 Project "Running the Store." Program agenda. Savannah, Georgia, December 11-14, 1982.

Key Biscayne, Florida, participants heard about Censorship, Current Legal Issues, Religion in Public Schools, and State Associations in 2000 A.D.¹⁸⁶ In addition to the agenda items listed above, each year "Running the Store" included information on membership acquisition and revenue generating, plus share and tell discussions and special sessions for new-comers in state association management.

"Running the Store" was a complete change of pace.¹⁸⁷ It was a concentrated effort to help provide information to state execs on how to be more effective in their work,¹⁸⁸ a nuts and bolts type of workshop, designed for leadership training. There was a great sharing, a collegial effect among the group.¹⁸⁹ Having opportunities to sit and talk with colleagues helped some state execs professionally¹⁹⁰ and expanded their knowledge of the operations of an

¹⁸⁶1983 Project "Running the Store." Program agenda. Key Biscayne, Florida, December 10-13, 1983.

¹⁸⁷Berge, Oliver G. Executive Director, Wisconsin Association of School District Administrators. Personal interview. Dallas, Texas, May 5, 1984.

¹⁸⁸Lord, W. M. Executive Secretary, Missouri Association of School Administrators. Personal interview. Las Vegas, Nevada, February 26, 1984.

¹⁸⁹Miller, Richard. Deputy Director, American Association of School Administrators. Personal interview. Arlington, Virginia, July 2, 1984.

¹⁹⁰Apker, op. cit., May 5, 1984.

association.¹⁹¹ From a new member's perspective, it was of great benefit¹⁹² and gave insights into the concerns that each might have.¹⁹³

The training gap for ASSASA had narrowed. Although many skills still were learned by "just jumping in and doing it,"¹⁹⁴ much of the information previously learned through trial and error or from informal discussions was the subject of regularly scheduled training sessions. Credit was given to Jim Kirkpatrick for his foresightedness in establishing Project "Running the Store."¹⁹⁵

COMMUNICATIONS WITH AASA

Through the years the need for better communication between the state execs and AASA was a topic of conversation that emerged with regularity during a number of ASSASA meetings. Although an official affiliation between the state exec's association and AASA did not exist,¹⁹⁶ state

¹⁹¹Gaines, John F. Executive Director, Florida Association of District School Administrators. Personal interview. Dallas, Texas, May 6, 1984.

¹⁹²Lord, op. cit., February 26, 1984.

¹⁹³Musemeche, Richard A. Executive Director, Louisiana Association of School Executives. Personal interview. Las Vegas, February 26, 1984.

¹⁹⁴Lord, op. cit., February 26, 1984.

¹⁹⁵Miller, op. cit., July 2, 1984.

¹⁹⁶Wargo, op. cit., May 5, 1984.

execs were arms of AASA in the state associations;¹⁹⁷ and effective communication between the two groups was imperative to provide adequate services to AASA members at the state and national levels.

Early in 1975, Jim Kirkpatrick, along with his other duties as Associate Director of AASA, was appointed the official liaison officer for AASA's Committee on State Associations.¹⁹⁸ The committee's primary responsibilities were to assist state associations¹⁹⁹ and to strengthen communications between AASA and the state groups.²⁰⁰ As the new liaison, Kirkpatrick pledged that he would continue to develop and improve the relationship between the national and state organizations.²⁰¹ One of the ways for him to improve the relationship was to communicate closely with the state execs in ASSASA.

ASSASA was agreeable to working with Kirkpatrick,²⁰² but working with him did not mean that state execs would speak with a united voice. State execs echoed the voices of their

¹⁹⁷Miller, op. cit., July 2, 1984.

¹⁹⁸Minutes, op. cit., February 22, 1975.

¹⁹⁹Rose, op. cit., May 5, 1984.

²⁰⁰Miller, op. cit., July 2, 1984.

²⁰¹Minutes, op. cit., April 25, 1974.

²⁰²Minutes, op. cit., April 24, 1975.

individual memberships, and those memberships varied. Most state execs represented only superintendent groups, while others spoke for umbrella associations. Associations with diverse constituencies sometimes expressed concerns and needs that were different from those associations with similar clientele. Likewise, associations in various geographical locations often had dissimilar concerns.²⁰³

A common concern of the state execs focused on communications with AASA. During a business meeting in April 1975, they identified the need for better communications with AASA as one of ASSASA's priority issues.²⁰⁴ ASSASA members wanted an opportunity to express their ideas and concerns before decisions were made at AASA. To accomplish that, state execs knew they would need to establish a closer working relationship both with the elected officials and with the staff members of AASA.

State execs agreed they wanted more input into the decision making process of AASA,²⁰⁵ but were divided in their opinions over the kind of input to give. As an advisory group,²⁰⁶ should ASSASA advise AASA on operational

²⁰³Berkley, op. cit., December 3, 1986.

²⁰⁴Minutes, op. cit., April 24, 1975.

²⁰⁵Miller, op. cit., July 2, 1984.

²⁰⁶Minutes, op. cit., April 25, 1974.

issues or on policy issues? Some state execs wanted more involvement in the legislative positions taken by AASA²⁰⁷ and in the policy decisions that concerned the governance of the national organization.²⁰⁸ Other ASSASA members disagreed. They said that state execs held staff positions and should contribute to operational, not policy issues.²⁰⁹ They believed their role was to carry out administrative policy developed by AASA²¹⁰ and that the governance of the national organization and how AASA selected officers was a members' issue not a staff issue.²¹¹ Divided in their opinions on which area to give advice, the state execs decided to give input to AASA on both operational and policy issues.

Yet, how could state execs be sure that their input on the problems and concerns of state associations was taken into account by the national organization when decisions were made that affected the entire AASA membership? What were the channels of communication through which ASSASA

²⁰⁷Apker, op. cit., May 5, 1984.

²⁰⁸Rose, op. cit., May 5, 1984.

²⁰⁹Ibid., Rose, May 5, 1984.

²¹⁰Berge, op. cit., May 5, 1985.

²¹¹Rose, op. cit., May 5, 1984.

could be heard by AASA?212

Operational Issues. The primary channel for ASSASA to communicate with AASA on operational issues was the staff-to-staff exchanges that took place at ASSASA business meetings. ASSASA members asked the AASA staff to attend their meetings, since each staff member had different information to share. Likewise, state execs used the meetings as forums to voice the concerns they wanted the AASA staff to hear.213

Although members of ASSASA agreed that better communication with the AASA staff was an issue, they disagreed over the extent of the issue. As one ASSASA member reminisced, "At least AASA knew our concerns. We hoped we could be more effective and have them agree to our concerns; but in many cases, states' interests did not parallel that of the national organization. It...caused some frustration at times, but some of that was to be expected."214

To the contrary, other state execs thought that AASA was not as responsive as they should have been.215 Some

212Lord, op. cit., February 26, 1984.

213Hess, op. cit., September 2, 1984.

214Ibid., September 2, 1984.

215Berkley, op. cit., December 3, 1986.

believed that the large membership states were the real backbone of the national organization and that AASA did not give those states enough consideration when compared to the consideration they gave to the small membership states.²¹⁶ Still other state execs perceived that AASA treated ASSASA as if it were unimportant in the scheme of things, particularly when the scheduling of ASSASA business meetings at national conventions appeared to be afterthoughts on the part of AASA. That perception may not have been true, but some ASSASA members openly expressed those concerns to their colleagues.²¹⁷

Operationally, there also were turf issues between AASA and ASSASA which brought about some heated discussions over who would train and inservice superintendents in such areas as collective bargaining, for example, and who would supply insurance and fringe benefits to members? Did the responsibility for those areas fall with AASA or with the state groups? Answers to those questions needed to be worked out, since state execs believed that competition between the state and national organizations over providing services to members was not in the best interest of

²¹⁶Wargo, op. cit., May 5, 1984.

²¹⁷Lord, op. cit., February 26, 1984.

anyone.²¹⁸

Working it out meant numerous discussions between ASSASA members and AASA. Yet, when the two groups debated an issue, some state execs believed that personalities occasionally got in the way--that people reacted to the persons who raised the issues rather than reacting to the issues themselves.²¹⁹ Some state execs teased their colleague, George (Red) Hill, about bringing his referee's whistle to ASSASA meetings in case the state execs were not behaving as they should have been.²²⁰

Instead of competition between AASA and ASSASA, what was needed was a partnership between the two groups. As one state exec stated, "A partnership would be like a trade. ASSASA could do for AASA and AASA could do for ASSASA. Both would come out better."²²¹

Policy Issues. The main channel for ASSASA members to communicate their ideas on policy issues was through a voice on AASA committees. One such committee was the Committee on State Associations, which acted in an advisory role to AASA's governing board, the Executive Committee. Since the

²¹⁸Hauck, op. cit., May 6, 1984.

²¹⁹Wargo, op. cit., May 5, 1984.

²²⁰Hess, op. cit., September 2, 1984.

²²¹Wargo, op. cit., May 5, 1984.

past president of ASSASA automatically served as a member of the committee, state execs were assured input into committee recommendations.²²²

ASSASA also had an opportunity to give input to AASA through representation on other AASA committees. A few state execs were appointed to serve on the Insurance Committee, the Resolutions Committee, and the Constitutional Review Committee. The state execs who served in that capacity kept their colleagues up-dated on committee activities by giving verbal reports at ASSASA meetings.²²³

Still, ASSASA wanted to know more of what was going on at other AASA meetings. State execs were trying to operate their associations under AASA By-Laws and procedures, but sometimes rules were being made without the knowledge of ASSASA members; and the state execs were concerned about that.²²⁴ Some members wanted more input into the decision making process of AASA. They wanted access to the members of the Executive Committee.

In February 1976, the state execs voted to ask AASA to allow ASSASA to provide an ex officio member to attend all Executive Committee meetings. ASSASA members voted to pay

²²²Minutes, op. cit., September 24, 1972.

²²³Ibid., September 24, 1972.

²²⁴Berge, op. cit., May 5, 1984.

the expenses of their first representative, John Wargo, the immediate past president; but they wanted AASA to absorb the expenses of sending a representative each year thereafter.²²⁵

The Executive Committee reacted favorably to ASSASA's proposal, accepted the attendance of a state exec at their committee meetings, and voted to pay three-fourths of the travel and group function expenses for the ASSASA representative. The membership of ASSASA was pleased with the decision, and letters of appreciation were sent to both the Executive Committee and to Paul Salmon of AASA.²²⁶ With ASSASA representation at the policy making meetings of AASA, there would be a spokesman present to voice the concerns and interests of ASSASA members when issues arose that would directly or indirectly impact state associations.²²⁷ Mike McCormick,²²⁸ George Hill,²²⁹ Loren Brakenhoff,²³⁰ and John

²²⁵Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Atlantic City, New Jersey, February 21, 1976.

²²⁶Ibid., February 21, 1976.

²²⁷Musemeche, op. cit., February 26, 1984.

²²⁸Minutes, op. cit., February 26, 1977.

²²⁹Minutes, op. cit., April 27-28, 1978.

²³⁰Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Washington, D.C., September 16, 1979.

Hauck²³¹ followed Wargo as past presidents who represented ASSASA at the meetings of the AASA Executive Committee from 1976 through 1979.

In 1980, John Hauck reported that good rapport existed between ASSASA and the AASA Executive Committee. ASSASA president, John Bennett, gave credit to Hauck. Bennett stated that, as a liaison person between the two groups, Hauck's service had made a significant contribution toward the development of that good rapport.²³²

Although communication had improved between ASSASA and the elected officials of AASA, state execs still wanted better coordination with the AASA staff. "The more effectively the two organizations could work together, the more effective they would be in their delivery of quality educational leadership across the country."²³³ The pursuit to improve staff-to-staff communications between ASSASA and AASA would continue into the 1980's.

1980-1984

As ASSASA moved into a new decade, its members experienced another era of rapid change both from without

²³¹Minutes of the meeting of the Association of Secretaries of State Associations of School Administrators, Anaheim, California, February 18, 1980.

²³²Ibid., February 18, 1980.

²³³Miller, op. cit., July 2, 1984.

and within the association. Parent advocacy groups were successfully using federal courts to expand educational programs in the public schools. Already in Pennsylvania a federal court had ruled that handicapped students would receive three hundred sixty-five (365) days of schooling each year, without additional funding allocated to the school systems.²³⁴ On the horizon was the tuition tax credit issue in the U. S. Congress.²³⁵

An Internal Revenue Service (IRS) audit of the Indiana Association of Public School Superintendents (IAPSS) had implications for all state associations. The purpose of the audit was to determine if the association was meeting its qualifications for continued tax exempt status, 501 (c) (6).²³⁶ Following the audit, IRS's ruling determined that IAPSS could not retain its tax exempt privileges if the association continued to provide its members with legal services that were paid from the association's regular operating budget. Instead, IAPSS could retain its tax exempt status if the association established a separate legal trust fund, apart from its regular operating budget,

²³⁴Minutes, op. cit., February 18, 1980.

²³⁵Minutes of the meeting of the Association Executives of State School Administrator Associations, Caesar's Boardwalk Regency, Atlantic City, New Jersey, May 7, 1982.

²³⁶Minutes, op. cit., February 18, 1980.

and in keeping with IRS requirements for filing trusts. A set portion of each member's dues then could be placed in the fund and could be used to pay the legal fees of members who were involved in contract disputes.²³⁷

Throughout the audit, Charlie Fields, Executive Director of IAPSS, kept his colleagues in ASSASA informed of IRS actions. After the ruling he publicly expressed appreciation to Paul Salmon for AASA's assistance to the Indiana Association during its search for a solution to a difficult tax problem and for paying the legal fees involved in the consultation with attorneys. Salmon replied that AASA was always happy to be of assistance to a state association.²³⁸

One way that state execs could be of assistance to the national organization was to support the newly formed Foundation Fund. It was an AASA fund-raising project whose goal was to raise \$9,000,000 to establish a headquarters center for school administrators. The center's purpose was to help shape the direction public education would take in the years ahead. ASSASA members were asked to support the project by actively promoting fund-raising within their

²³⁷Minutes, op. cit., May 15-16, 1980.

²³⁸Ibid., May 15-16, 1980.

respective states.²³⁹

The 1980's were difficult times for public education and for those responsible for administering local school districts and buildings. Paul Salmon spoke to ASSASA of the need to bring together national organizations to make better use of scarce resources and to present a united front for public school management in the political and decision-making arena of Washington, D.C. He further challenged the state executives to take responsibility for convincing AASA members that they were doing a good job, a worthwhile job, and a job that was worth doing in spite of the difficult times.²⁴⁰

State execs also recognized the difficult times and some began to anticipate and plan for future needs. One such exec was Ozzi Rose, Executive Director of the Oregon Association of School Executives. On March 14, 1980, Rose wrote to Paul Salmon and proposed "that 1980 was an appropriate time for the national and state associations to jointly address the question, "How can the respective associations cooperatively and/or jointly best serve public education and our members who are responsible for managing

²³⁹Minutes, op. cit., February 18, 1980.

²⁴⁰Minutes, op. cit., September 11 & 13, 1981.

the public education enterprise'?"²⁴¹

Rose's question was placed on the agenda of ASSASA's May business meeting. The subject was discussed at length, and it was suggested that the types of association services needed in the 1980's should be closely examined. Salmon encouraged the ASSASA membership to take the lead in that area and stated that a unified direction was difficult to achieve at the national level without insistence from state associations. The discussion concluded with Rose suggesting that a task force be formed to recommend joint, supplementary, complimentary, and/or independent programs and services required of the national and state associations to meet the needs of members during the last two decades of the century.²⁴² As George Redfern had predicted to Rose in 1972, it would soon be time to reevaluate the services being offered to members through both associations and time to reassess the role each organization would play in relationship to those services.

FORMALIZATION OF AESAA

As the times continued to change, state associations became stronger; and so did ASSASA. In 1981, state execs made another attempt to formalize their organization; and

²⁴¹Minutes, op. cit., May 15-16, 1980.

²⁴²Ibid., May 15-16, 1980.

that time it was successful. Glenn Hess, one of the original founders of ASSASA, chaired an ad hoc committee to establish By-Laws for the association. During the May 1 business meeting at the Leadership Conference in New Orleans, Hess presented the committee's final draft to ASSASA; and the By-Laws were approved unanimously by the membership.²⁴³

The By-Laws called for the annual meeting of the association to be held during or immediately preceding the AASA Leadership Conference. Other meetings of the association could be held subject to the call of the President.

The purpose of the association was to provide strong leadership to state school administrator associations through the promotion of the professional growth and development of individual state association professional staff. Additionally, the association was dedicated to the promotion of a close working relationship with AASA and its professional staff.

There were three kinds of memberships: Active, Associate, and Honorary. Executives in charge of the operation and management of the respective state associations of school administrators, or professionals

²⁴³Minutes, op. cit., May 1, 1981.

serving on the staff of the respective state associations were eligible for active memberships upon the payment of their \$30 annual dues. Associate members were professionals who served on the staff of a state association. Although they could attend all meetings and participate in discussions, they could not vote. Their annual dues were \$15. Honorary memberships were extended to the professional staff of AASA and active members who retired from service as state association executives or staff members by superannuation or disability. They did not pay dues or vote, but they could attend meetings and participate in discussions.

Officers for the association were President, President-Elect, Past President, Secretary, and Treasurer. Those five officers constituted the Executive Committee. No officer of the association, except the Treasurer, could hold the same office for more than one year. The term for the office of Treasurer was three years; but if it were the wish of the members, the treasurer could continue in office for more than one term. Any officers vacancies which might occur during the year would be filled by the Executive Committee. The President-Elect would fill the office of president should it become vacant. An election committee, appointed by the president, would propose a slate of officers at the annual meeting and conduct the election. Each term of office

would run from July 1 of one year to June 30 of the next.

The By-Laws also contained additional guidelines for forming committees and holding meetings, along with detailed information on how to make amendments to the By-Laws and how to dissolve or liquidate the association.²⁴⁴ A complete copy of the By-Laws is found in Appendix G .

Eighteen years after the first official meeting of the state execs in 1963, the first written guidelines for the association had been established. In the By-Laws the name of the association was changed to "Association Executives of School Administrator Associations" (AESAA). For the next two years, however, the published minutes incorrectly referred to the name of the association as the Association of Executives of State School Administrator Associations (AESSAA). In 1983, the error was discovered; and the official title, Association Executives of School Administrator Associations (AESAA) was recorded correctly in the minutes.

STATE SCHOOL BOARD ASSOCIATIONS

One of the most pressing issues for the state execs during the early 1980's was the change in the relationship between public school administrators and the school board

²⁴⁴Association Executives of School Administrator Associations. BY-LAWS. New Orleans, Louisiana, May 1, 1981.

associations. The change was brought about by the involvement of state school board associations in public school administrator placement services.²⁴⁵

School board associations not only were becoming more involved in screening candidates but they also were indirectly determining who could be a candidate for a specific superintendency and who could not be a candidate for that superintendency.²⁴⁶ The concern expressed by the state execs over the involvement of school boards was not that local boards made the final selection from the available candidates, but that well qualified superintendents were being eliminated as finalists by the school board association placement representative. Some state execs were concerned that many state school board associations did not have the professional input to give to local school boards to enable those boards to select the best candidates.²⁴⁷

ASSASA member, Doyle Winter of Washington, suggested that rather than oppose involvement, state associations of school administrators might be better off to work closely with state school board associations who were involved in

²⁴⁵Minutes, op. cit., May 15-16, 1980.

²⁴⁶Minutes, op. cit., February 18, 1980.

²⁴⁷Minutes, op. cit., May 15-16, 1980.

the placement process. He indicated there could be some positive benefits in school board association involvement, if the involvement were done correctly.²⁴⁸ Others expressed fear that placement services on the part of a school board association at the state level could hold the potential danger of a good candidate for a superintendency being black listed in an entire state because of a difference of opinion with one school board within that state.²⁴⁹

Previous discussions about the school board associations had occurred initially during the state execs' meetings in the early 1970's, but concern over their involvement with the superintendent search process did not surface until 1978. In 1972, Paul Miller, president of AASA at that time, reported to the state execs that the National School Boards Association (NSBA) held a convention session entitled "Firing of Superintendents of Schools." Miller jokingly remarked that AASA wanted to consider a response session at their convention called "Are Boards of Education Really Necessary?" "...the...superintendent fiber...must be protected," he had emphasized.²⁵⁰

In 1973, AASA encouraged school board members to

²⁴⁸Minutes, op. cit., February 18, 1980.

²⁴⁹Minutes, op. cit., May 15-16, 1980.

²⁵⁰Minutes, op. cit., April 27, 1972.

participate in AASA by introducing a new membership service especially for school board members. Their membership included the AASA publication; reduced rates at conventions, NASE functions, and other seminars; and preferred housing at the AASA annual convention. Paul Salmon believed that board members who received that kind of information would become better board members and be of help to school administrators.²⁵¹

At an ASSASA meeting four years later in April 1977, Richard (Dick) Goodman, Executive Secretary of the New Hampshire School Administrators Association, first urged ASSASA to consider having a closer working relationship with the school board associations. Several state execs agreed with him and spoke of personalized relationships at their state levels. Goodman proposed that a joint conference with AASA state execs and the execs of school board associations be considered; that the executive director of the NSBA, Tom Shannon, be invited to ASSASA's September conference; and that the membership of ASSASA be surveyed regarding their relationships with the state school boards. No action was taken by ASSASA, but his suggestion was passed on to the AASA staff. At that time, ASSASA members felt more comfortable having Paul Salmon discuss with Tom Shannon the

²⁵¹Minutes, op. cit., April 26, 1973.

need for a closer working relationship between the administrators and school board associations.²⁵²

In 1978, Paul Salmon announced a joint effort between NSBA and AASA. The cooperative project involved studying superintendent/board relations, compensation packages of all level administrators, and evaluations of board members. Dick Goodman wanted that cooperation to extend to the state execs and again suggested a joint conference for ASSASA members and for state execs from school board associations. Additionally, he suggested extending the participation list to include state execs who represented NASSP and NAESP. Again, no action was taken on his suggestion.

Also at that April 1978 meeting, the problem of state school boards' involvement in the search and screening of superintendents was introduced and discussed. At that time, it was customary for state administrator associations, not state school board associations, to have active roles in superintendency searches and screenings. Many administrators associations prepared job advertisement brochures and met with boards of education to establish superintendent and contracted criteria. In 1978, it was clear that the consensus of the state execs was that local school boards should have an opportunity for the final

²⁵²Minutes, op. cit., April 28-29, 1977.

screening of superintendent candidates but that problems could arise if state school board associations became involved in other ways. ASSASA again wanted Paul Salmon and Tom Shannon to talk on a national level about the philosophy surrounding the process for searching and screening superintendent candidates.²⁵³

So, in the early 1980's when the issue resurfaced over school board involvement in what was once the sole responsibility of the state administrators, it was not a new problem. The problem had grown, however. By May 1980, nine states had school board associations involved in the public school administrative screening and selection process.²⁵⁴

As the problem began to grow and intensify, the state execs decided to take a more proactive role in its solution. Rather than relying mostly on discussions between the two executive directors at the national level, ASSASA members decided to become directly involved themselves. ASSASA wanted a cooperative working relationship with the state and national school board associations, since both associations shared a common interest.²⁵⁵

Their first move was to invite the executive director of

²⁵³Ibid., April 27-28, 1978.

²⁵⁴Minutes, op. cit., May 15-16, 1980.

²⁵⁵Minutes, op. cit., February 15, 1981.

the Pennsylvania School Board Association, Fred Hedding, to speak to ASSASA on the subject of improving relationships between the school board and school administrator associations at the state level. Hedding presented a filmstrip entitled "School Board-Superintendent Relationship" which emphasized the basic principles essential to a good working relationship between a school board and its superintendent. He also distributed copies of the report PSBA Commission To Strengthen the Working Relationship of School Boards and Superintendents. Both the filmstrip and report were produced and published by the Pennsylvania School Board Association (PSBA).

Hedding stated that school boards could not bring about good school management by themselves and emphasized the need for leadership on the part of the superintendent to develop and implement good policy. He emphasized there would be times when self interests of school board associations and superintendent associations would be in conflict and reassured the group that the common interests would, however, far outnumber those self interests.

At the close of Hedding's presentation, state exec, George Hill, commented that in a case of local contract dispute between the school board and the superintendent, a majority of the local board must agree to request assistance before assistance could be given from either the state

school board association or from the state superintendents association. Hill further stated that a majority of the school board members was often difficult to obtain, even when the case against the superintendent was completely unjustified. Hedding responded that all must live with a majority and minority vote because that was the democratic process at work.²⁵⁶

ASSASA took further steps to build cooperative ties with the school board associations. ASSASA officers wrote to and met directly with the national school board leadership, and on several occasions ASSASA sent representatives to attend the national meetings of school board association executives.²⁵⁷ In 1981, Dick Goodman made a motion that the state execs' president communicate directly with the president of NSBA and suggest that each association establish a budget that would provide sufficient financing for the executive officers of the two associations to meet and develop inservice workshops on a cooperative basis.²⁵⁸ When an article which contained a negative reference to the administrators of public schools was published in the American School Board Journal, the state execs unanimously

²⁵⁶Minutes, op. cit., May 15-16, 1980.

²⁵⁷Minutes, op. cit., May 1, 1981.

²⁵⁸Minutes, op. cit., February 15, 1981.

authorized their president, Charlie Fields, to write to NSBA and express their concern about such an article, since it did not help to foster a cooperative relationship.²⁵⁹

Then, at a state execs business meeting in 1982, president, Charlie Fields, read a proposal from Dave Martin, president of the state execs of school board associations. Martin proposed conducting a survey to determine the degree of cooperation that existed between the administrator and school board associations at the state levels. Although no action was taken by the state execs in 1978 when Dick Goodman suggested the survey, the 1982 AESAA membership authorized Fields to conduct the inquiry.²⁶⁰ Forty-one (41) out of forty-seven (47) state execs responded. The results of the survey showed that twenty-nine (29) rated the relationship with their state school board associations as high.²⁶¹

After the survey, discussions about the school boards did not appear again in the minutes of the state execs association until 1984. At the February AESAA meeting, Paul Salmon reported on a bill submitted to the U. S. Congress in which NSBA advocated a dollar limit on the amount of money

²⁵⁹Minutes, op. cit., May 7, 1982.

²⁶⁰Minutes, op. cit., February 27, 1982.

²⁶¹Minutes, op. cit., May 7, 1982.

for which a school board would be liable if sued. Salmon warned that the "cap" could restrict the rights of school administrators in legal settlements with school boards and could limit the liability of individual school board members. Salmon planned to address the NSBA Delegate Assembly on the issue in the near future and promised to keep the state execs informed.²⁶²

THE PARTNERSHIP COMMITTEE

The need for better communications and coordination between AASA and the state execs on the functional aspect of delivering services to members had been a long-standing concern of the state execs and was an unresolved issue for ASSASA in the new decade. Communications had improved between the state execs and elected officials of AASA, yet a better working relationship in terms of coordinating operational decisions with the AASA staff still needed improvement. State execs continued to press for coordination between the two groups.

In the fall of 1979, Paul Salmon assigned Jim Kirkpatrick, then Senior Associate Director of AASA, to work a greater portion of his time with the members of ASSASA.²⁶³

²⁶²Minutes of the meeting of the Association Executives of School Administrator Associations, Las Vegas Hilton Hotel, Las Vegas, Nevada, February 26, 1984.

²⁶³Minutes, op. cit., September 16, 1979.

In addition to talking with Kirkpatrick, however, state execs wanted to discuss operational issues with AASA's Executive Director. Decisions made at the national level affected how state execs ran their associations at the state level, so rather than go through several staff members to be heard, state execs wanted direct access to the final staff decision maker, Paul Salmon.²⁶⁴

When Ozzie Rose became president of AESAA in 1983, he decided to take the lead for bringing about the needed coordination. He knew that cooperation and support between AASA and AESAA were imperative for the well being of both organizations. States could not do federal lobbying, but they could support the lobbying done at the national level. Without sufficient staff and money, states could not produce the kinds of publications and videos that national could produce; but states could distribute and use them. States could not produce a national convention at which participants could have the valuable experience of mixing with people from all over the country, but states could get people to attend the convention. On the other hand, states had a closer proximity to members. AASA needed to talk with states about the best ways to manage conventions that ran smoothly for participants, about the best ways to provide

²⁶⁴Rose, op. cit., May 5, 1984.

effective inservices to meet the needs of members, and about the best ways to meet legislative controls at the state and national levels. For state execs, the issue had become one of how to strengthen their relationship with the AASA staff so as to extract resources, maximize benefits, and provide the best and most effective services to essentially the same clientele at the state and national levels.²⁶⁵

In the fall of 1983, Rose went to AASA's national offices in Virginia and met with Salmon. Rose talked about the need for a group of state execs to communicate directly with Salmon on operational concerns. Salmon agreed that it would be a good idea.²⁶⁶

In December, when AESAA members gathered at Project "Running the Store," Rose announced that he and Salmon wanted to meet with several state execs, Rich Miller, and possibly other AASA staff to explore how AASA and the state associations could work more effectively together.²⁶⁷ Miller was included because he was the newly appointed Deputy Director of AASA and was assigned to work with state associations. State execs were pleased that Miller had joined the national staff. He was a former member of a

²⁶⁵Ibid., Rose.

²⁶⁶Ibid., Rose.

²⁶⁷Project "Running the Store", op. cit., December 10-13, 1983.

state association and former president of AASA, so many execs believed he understood state associations.²⁶⁸

The meeting with Salmon, Miller, and the state execs convened in Chicago on January 24, 1984. Rose invited nine of his colleagues to participate with him on the ad hoc committee; but only four other state execs attended: Wes Apker, John Hauck, John Wargo, and Red Hill. Paul Salmon and Rich Miller represented the AASA staff.

A number of day-to-day activities of AASA and state associations were discussed, but the major outcome of the meeting was to lay a foundation for continual dialogue between AASA and the state associations. More specifically, the seven participants agreed on the following four points.

- 1) There was a need to establish a committee of state execs to meet regularly with the AASA Executive Director and/or his designee to plan programs and activities designed to benefit both the national and state associations.
- 2) The proposed committee could address topics of mutual benefit to the national and state associations such as membership recruitment, promotion, and retention; inter-association communication, including computer networks; member surveys; professional growth publications; and member benefits of insurance, travel, etc.
- 3) The focus of a joint effort by the national and state associations would be to promote the profession of school administration.

²⁶⁸Wargo, op. cit., May 5, 1984.

- 4) There was a need to write, and annually update, a document that described the various AASA services available to state associations and/or state executives.

A month later during AESAA's business meeting at the AASA national convention in Las Vegas, Nevada, Rose distributed a memo to his colleagues that summarized the Chicago meeting and asked them to review the four points agreed to by the participants. Rose announced that the same ad hoc committee would further study the state associations/AASA relationship by conducting a survey of AESAA members on the subject.²⁶⁹ The ad hoc committee members were Wes Apker, chair; Ollie Berge; Charlie Fields; Dick Goodman; John Hauck; Red Hill; Jesse Long; Earl Nunn; Ozzie Rose; and John Wargo.²⁷⁰

At the AESAA annual meeting in Dallas, Texas, on May 4, Apker reported the results of the survey and the recommendations of the ad hoc committee. Members of the committee had met with Paul Salmon and Rich Miller on Thursday evening, May 3 and early on Friday, May 4 and agreed on the final details for their recommendations. Results of the survey indicated a clear need for a new partnership between AASA and the state associations. The ad

²⁶⁹Minutes, op. cit., February 26, 1984.

²⁷⁰Rose, Robert L. Executive Director, Oregon Association of School Executives. Memo to All State Executives, February, 1984.

hoc committee recommended that AASA form a committee and name it the Partnership Committee. Members of the Partnership Committee would be the AASA Executive Director and Deputy Director, the immediate Past-President of AESAA, and four other state association executives who represented different types of state administrator associations: umbrella groups, small membership associations, medium-sized groups, and large associations.

The major purpose of the Partnership Committee would be to review and influence the relationships, activities, and programs of AASA and state associations, with the major focus on promoting school administration as a proud profession. The Committee would advise on specific ways of promoting close cooperation between AASA and the state associations and would be chaired by the immediate past president of AESAA, with agendas prepared jointly by the AASA Executive Director and the Committee chair. Members of the Partnership Committee would meet as needed, in conjunction with AASA functions, and twice a year at locations other than regularly scheduled AASA functions. The ad hoc committee believed that at least two meetings had to be scheduled away from AASA functions so that Salmon, Miller, and state execs could devote their full attention to the agenda. Since a Partnership Committee symbolized equity, AESAA would assume full responsibility for the

expenses of travel, food, and lodging incurred by state executives who represented AESAA on the Committee.²⁷¹

A discussion of the proposal followed Apker's report; and, as usual, reactions from the state execs were mixed. Some execs expressed hesitation about the idea of a Partnership Committee. One long-time exec believed that AASA leadership in the past had not completely understood state associations, and so he wondered if AASA would only accommodate AESAA members when they met together. "I've got my same old items back on the agenda," proclaimed John Wargo, "fringe benefits, whether AASA will have a retirement system for state execs or do we do that for ourselves?...I've maintained since 1969 that AASA cannot be successful and survive in the way we want it to survive unless there is a true partnership between state associations and AASA. We can't individually succeed because of the pressure at state...and AASA cannot succeed without us. So together we live or together we die, and I hope the partnership will do it. Am I optimistic? I am always optimistic. Am I realistic? Yea. Will it happen? I don't know."²⁷²

²⁷¹Rose, Robert L. Executive Director, Confederation of Oregon School Administrators. Letter to Paul Salmon, May 21, 1984.

²⁷²Wargo, op. cit., May 5, 1984.

Ollie Berge reported that members of the Committee on State Associations believed their committee should be increased with more state executives rather than appoint members to a new committee. Some AESAA members agreed with the idea of expanding the Committee on State Associations rather than forming a new committee. They thought there might be a duplication of effort on the part of the two committees and if a representative were selected to serve on both, that person would spend too much time traveling between meetings.²⁷³

Paul Salmon saw no conflict between the proposed Partnership Committee and the Committee on State Associations, and he clarified the function of each. The Committee on State Associations was an advisory arm of the AASA Executive Committee and recommended policy. The proposed Partnership Committee would focus on operational or administrative concerns of staff members of AASA and state associations.

Generally, enthusiasm among AASA staff members and state execs for the formation of a Partnership Committee was high. Charlie Fields said that in his nine years on the job, the proposed Partnership Committee was the most positive step forward taken by AESAA. Paul Salmon stated that the

²⁷³Hauck, op. cit., May 5, 1984.

proposed Partnership Committee would give AASA and state executives the opportunity to work together to mutually strengthen both the national and state associations. He also stated that "professionals must talk to professionals" and use their limited resources wisely so as not to duplicate services.²⁷⁴

Following the discussion, the motion to accept the ad hoc committee's proposal to form a Partnership Committee was put to a vote and passed unanimously by the members of AESAA.²⁷⁵

On May 21, Ozzi Rose wrote a letter to Paul Salmon and sent copies of his correspondence to all state executives in AESAA. In his letter, Rose stated that his purpose in writing the letter was

"to place in writing the structure and purpose of the proposed committee as background for AASA's current and future executive committees as well as future members of the state executives association."

He included the agreed upon conditions relating to the formation of the Committee and further wrote

"The policies and programs of AASA over the past decade have encouraged and enabled state associations to achieve a maturity that now allows the formation of a partnership between

²⁷⁴Minutes of the meeting of the Association Executives of School Administrator Associations, Fairmont Hotel, Dallas, Texas, May 4, 1984.

²⁷⁵Ibid., May 4, 1984.

AASA and state associations which will stimulate continued growth of both AASA and the state associations.

The state executives do not view the role of the Partnership Committee to be in conflict with or as a replacement for the existing Committee on State Associations. Rather, the Committee on State Associations should continue with responsibility for the Delegate Assembly, the state subsidy program, the Leadership Conference, and AASA governance issues. The Partnership Committee will address the functional aspect of delivering services to members of both AASA and the state associations, administrative details related to joint or parallel activities/programs, Running the Store, etc."

Rose closed his letter by stating that on behalf of AESAA he was hopeful that Paul Salmon and the AASA Executive Committee would act favorably on the proposal at their upcoming June meeting.²⁷⁶

In June 1984, the Executive Committee approved the proposal to form a new committee. Before long the Partnership Committee would be in full swing, and there would be a clear channel established through which staff-to-staff communications between AASA and the state execs would occur.

Within less than a year, the Partnership Committee had been suggested, developed, approved, and formed. The leadership and other members of AESAA had taken the initiative and acted to accomplish their outcome in an

²⁷⁶Rose, op. cit., May 21, 1984.

unprecedented amount of time. For Ozzi Rose, the time frame began in the early 1970's when he was an AASA Executive Intern writing a publication about state associations. Fourteen years later, he chose to take an active leadership role that brought about a significant decision for current and future state executives of those state associations.

AN AESAA UPDATE

The first four years of the 1980's had been another period of change and growth for AESAA. At business meetings and "Running the Store," new faces replaced familiar ones. In 1980, Jim Kirkpatrick announced that nine state execs had left the ranks during the past year. Four had retired and five had accepted other assignments. In 1980, when Colbert Cushing resigned,²⁷⁷ Glenn Hess became the most senior state exec in AESAA.

In 1981, a group of five, first-year state execs were welcomed into AESAA. An invitation was extended to the Canadian administrators to send a state exec to represent their interests at AESAA²⁷⁸ and three years later they did.

In 1983, Glenn Hess, the last of the ten state execs who attended the first official meeting of AESAA in 1963, retired from the Pennsylvania Association of School

²⁷⁷Minutes, op. cit., May 15-16, 1980.

²⁷⁸Minutes, op. cit., May 1, 1981.

Administrators and subsequently from AESAA. The Pennsylvania administrators hired Stinson Stroup, an attorney without prior experience educational administration, to fill the vacated position.²⁷⁹ Stroup joined a handful of AESAA state execs who also ran state administrators' associations but had training in additional professions than education. The practice of having persons outside the administrative field of education selected as state execs was quite different from the early years of AESAA when only former superintendents were chosen for the jobs.

When Hess resigned, Jim Kirkpatrick was the only original member of AESAA who still was connected in some way to the state execs' group. He had been one of the original five who met at the AASA national convention in 1961 with the idea of networking with other state execs across the country. Kirkpatrick continued to actively work with AASA and the state execs until his death in 1984. That year, the program for the May Leadership Conference in Dallas carried a memorial to him and his years of dedicated service to AASA and the State Associations.²⁸⁰

Also in 1984, Charollene Coates, Executive Secretary

²⁷⁹Hess, op. cit., September 2, 1984.

²⁸⁰1984 AASA Leadership Conference. Program Agenda. Fairmont Hotel, Dallas, Texas, May 4-6, 1984.

from South Dakota, resigned to re-enter school and complete her doctorate. Throughout the history of AESAA, Coates was one of only three women who had held or represented the position of executive secretary or director. The first woman was Mrs. Eleanor M. TeSelle from Arizona who attended only one meeting of the association of state execs in February 1969.²⁸¹ The second was Mrs. Mary Alice Lee who, from her position as Superintendent of Clinch County Schools, represented the Georgia Association of School Superintendents from September 1970 through April 1975.²⁸² In 1984, Dr. Joyce Levin followed Coates as the executive director from South Dakota; and later that year Ms. Louise Lapalme represented the Canadian Association of School Administrators.²⁸³

AESAA continued to meet three times a year. Two of the meetings were in conjunction with AASA functions: the AASA National Conference and the Leadership Conference. The third meeting was held during "Running the Store." Although

²⁸¹Minutes, op. cit., February 16, 1969.

²⁸²Minutes of the meetings of the Association of Secretaries of State Associations of School Administrators, September 1970-April 1975.

²⁸³American Association of School Administrators. Chief Officers of Chartered State Associations of School Administrators. A list of state executives and persons who represented that position. Arlington, Virginia: AASA, June 12, 1984.

state execs were members of AASA, AESAA continued to be a separate association, unaffiliated with the national organization.

The average salary for full-time state execs in the early 1980's was \$43,358, excluding benefits. The maximum salary was \$66,000 in New York state, and the minimum was \$6,000 in West Virginia. For part-time state execs, the average salary was \$15,807, with a low of \$2,400 in Wyoming. Only a few state execs, such as in Louisiana, still volunteered their time to run state associations. In states without state execs, as in Georgia and Maryland for example, an elected officer of the administrators' association carried out the duties of the association. Some of those officers were paid while others were not.²⁸⁴

By 1984, the number of state execs and persons who represented that position, totalled fifty, including the new executive secretary from Canada. Additionally, under the By-Laws, a few staff members from the state associations and from AASA joined the organization.

AESAA had grown not only in size, but also in strength. AESAA members were represented on the Committee for State Associations, a policy-advising committee, and on the

²⁸⁴Jensen, Lowell. Executive Secretary, North Dakota Association of School Administrators. State Association Salary Survey. Distributed at the meeting of AESAA, Las Vegas, Nevada, February 24, 1984.

Executive Committee, AASA's policy-making board. In addition, the Partnership Committee had been approved. It would allow AESAA members the opportunity to give direct input into AASA's operational decisions, and hopefully eliminate much of the frustration that state execs had discussed openly during their meetings in the past.

By 1984, membership in state associations had increased while membership in AASA had decreased.²⁸⁵ Some of the reasons for the shift in membership had to do with services and dues. Over time, state associations had begun to provide services to their members that once were offered at the national level, including seminars and staff development trainings; publications; and advice and counsel on legislative, legal, and professional issues. Most state execs were also resolving conflicts for administrators; forming coalitions; lobbying with legislators; planning and implementing a variety of state-wide functions; finding sources of funding for the association other than dues; and meeting with a diverse number of organizations, committees, school boards, individual administrators, and the general public.²⁸⁶

For state associations to continue to offer all of those

²⁸⁵Miller, op. cit., July 2, 1984.

²⁸⁶Hauck, op. cit., May 5, 1984.

services, it was necessary to increase membership dues. Since membership dues at the national level also had increased over the years, a number of state administrators could no longer afford to join both the state and national associations. Because of the proximity of services to state members, many administrators chose to join the state groups over AASA.²⁸⁷ AASA credited the state execs for the increase in membership at the state level²⁸⁸ and recognized the strong influence they had with members in their home states.²⁸⁹ As state execs responded to the demands of their growing memberships, their skills as effective leaders grew. The emerging role of the state executive was that of an association manager, not of a superintendent.

AESAA member Wes Apker spoke to the role and necessary leadership skills of the state exec in a speech he delivered at the 1984 Leadership Conference in Dallas. As he spoke Apker highlighted the differences between an association and a school district and between an association manager and a superintendent.

"One of the major differences between a school district and an association is in the areas of profit making and competition. Associations are constantly assessing the needs of members

²⁸⁷Miller, op. cit., July 2, 1984.

²⁸⁸Ibid., Miller.

²⁸⁹Hauck, op. cit., May 5, 1984.

and striving to meet those needs while making a profit. We are always in the position of competing with other service providers. As an exec I am always building a better mouse trap, delivering a better program because I am competing...The folks I serve have expectations for service...and I must meet those expectations regardless if the funding is adequate or not.

Another difference is in the size of the staff. As superintendent, there are folks to delegate to. As an association manager, it is rarely the situation. That means the association executive must have a tolerance for ambiguity, a broad range of skills and a level of energy that is not always called for in a superintendent..."

The skills identified by Apker were in membership recruitment, convention planning, marketing and marketing analysis, newsletter and journal production, face-to-face conflict resolution, and time management. Equally important was knowledge of how to negotiate with hotels and vendors; obtain advertising; and coordinate a variety of personal services as travel, insurance, discount buying, entertainment packages, personal investments, and legal assistance programs.

According to Apker, a state exec's job was from fifty to sixty percent political. Having an understanding of and a comfort with that process was crucial to being effective in the position.

The role of association executives was to lead, manage, and speak on behalf of their associations. Although some of his colleagues disagreed with him, Apker believed that state

execs could competently represent their constituencies without ever having walked in the shoes of an educational administrator. In his opinion, association representation "...required an understanding of the issues and an effective representation of those issues."²⁹⁰

Clearly, the role of the state execs in 1984 was dramatically different from the role of many of the early state execs who spent much of their time bringing superintendents together for sharing and socializing.

AASA's role had changed too. As the state associations grew and strengthened, the emerging role of the national organization in 1984, according to AASA's Deputy Director, Rich Miller, was to make education a national agenda item for the American public, to focus on national reports such as "Nation At Risk," to produce national publications, to sponsor national conventions, to provide administrative training and workshops throughout the nation, and to gather and share research on educational issues.²⁹¹

AASA considered the state execs as arms of the national organization at the state level. State execs could

²⁹⁰Apker, Wes. Executive Director, Colorado Association of School Executives. "Educational Administration Experience: A Prerequisite for the Effective Association Executive?" Speech delivered at the 1984 AASA Leadership Conference, Dallas, Texas, May 4-6, 1984.

²⁹¹Miller, op. cit., July 2, 1984.

interpret AASA policy, services, and resolutions. What AASA wanted from AESAA in 1984 was membership, and ways for both the state and national groups to best serve the membership.²⁹²

"In serving the membership...there are things that the state associations can do that AASA can't do, and things that AASA can do that associations can't do," Rich Miller said. "Somehow we need to meld those two and make the state associations stronger, recognizing they need AASA just as AASA needs them. The more effective the two organizations become, the more effective they will be in their delivery of quality educational leadership in our country."²⁹³

1985-1987

As in the past, changes continued to occur during the next few years. In 1985, Paul Salmon retired from his position with the national association; and Rich Miller was selected as the Executive Director of AASA. Miller had attended ASE business meetings and participated on the Partnership Committee, so state execs felt that he was familiar with their needs and concerns.

Shortly thereafter, in 1986, the state execs officially changed the name of their organization to the Association of

²⁹²Ibid., Miller.

²⁹³Ibid., Miller.

State Executives (ASE). As in the past, ASE remained a separate association, apart from AASA. Although the state execs' group was more formalized than in their earlier years, it continued to operate within a loosely knit organizational structure.

By 1987, three of the state execs were women: the executive secretaries from Arizona, Canada, and South Dakota. There were no minority members.²⁹⁴

The relationship between state administrator groups and state school board associations was no longer a topic of conversation at ASE meetings, although school board associations that provided superintendent searches and placement services continued to expand throughout the nation. Discussions also ceased over the possibility of AASA providing health services to state execs. Most ASE members received insurance benefits through their own state associations.

The Partnership Committee seemed to be working well. In the past few years ASE had asked for more cooperative efforts from the national association, and AASA had responded favorably.

Block Housing was no longer a group concern to members

²⁹⁴Elliott, Don R. Executive Director, Michigan Association of School Administrators. Telephone conversation, May 29, 1987.

of ASE. State execs from small states did not have a problem with room reservations for the AASA national convention. The twenty rooms that AASA automatically allocated to each state association was adequate for them. Large states, however, needed more space to house their convention attendees, so ASE members from those states complained if they did not receive a good draw. Concerns and suggestions to improve the Block Housing situation were directed to the Partnership Committee, rather than discussed in ASE business meetings.

Since most complaints were directed to the Partnership Committee, ASE meetings were spent addressing other issues. The main issue addressed by ASE in 1987 was the thrust for excellence in education that was sweeping the country as a result of several national educational reports. So that the issues raised in those reports could be addressed in the same manner, state execs spent a great deal of time sharing what each state association was doing in response to those reports.²⁹⁵

"Running the Store" remained the annual conference specifically designed for state execs and planned cooperatively with AASA. The conference had improved in terms of the number of speakers involved and in the

²⁹⁵Elliott, *op. cit.*, May 29, 1987.

relevancy of sessions that addressed the topics state execs needed and wanted to address. There was continued emphasis on the state executive as an association manager; and as a result, a higher level of expertise in association management was developing among the state execs.²⁹⁶ Additionally, AASA provided many excellent speakers for "Running the Store" as well as for the Leadership Conference. State execs often used some of those speakers for the state conferences they planned for their members back home.²⁹⁷

State execs continued to be reactive to the needs of their state members, but they remained proactive in their approach with AASA. From their state vantage points, ASE had become an action group that made suggestions to the national organization on both policy and operational issues.²⁹⁸

February 1988 will mark the twenty-fifth year of the Association of State Executives. As ASE approaches that chronological marker, state execs recognize that communications between ASE and AASA have improved. The AASA

²⁹⁶Rose, Robert L. (Ozzi). Executive Director, Oregon Association of School Executives. Telephone conversation, May 1, 1987.

²⁹⁷Elliott, op. cit., May 29, 1987.

²⁹⁸Ibid., Elliott.

Executive Director is responding to the requests of state execs, their advice is being sought, and ASE members have more input into the decision making process of AASA.²⁹⁹

²⁹⁹Rose, op. cit., May 1, 1987.

CHAPTER IV

CAREER PATHS OF STATE EXECUTIVES

The study identified the career paths of the state executives of state administrators' associations. The information was obtained from a questionnaire sent to members of the Association of State Executives (ASE) who were state execs or held that position as of January 1984. Eighty-four percent (84%) of the questionnaires were returned.

The information has been categorized into personal, educational, and employment data. Percentages listed in the study have been rounded up to the higher numeral.

According to McDade, persons who aspire to a career should study the career paths of those before them to have a basis from which to plan.¹ The career path information provided in this study serves as a guide for persons who aspire to administrative positions held by state executives of state administrators' associations.

PERSONAL INFORMATION

In 1984, the age of state execs ranged from 35 years to 69 years, with an average of 54 1/2. All execs were of

¹McDade, op. cit., 1981.

Caucasian origin, and all except one were males. Twenty-nine state execs (69%) worked in the state where they were born. Two execs (5%) were born in a neighboring state to the one in which they later became a state exec. Thirteen of the respondents (31%) were not born in the state in which they were state execs, but all respondents (100%) previously attended a college or university or previously were employed in the state where they later became state execs.

State execs read numerous professional publications. The publications most frequently read and the percentages of state execs who read them were:

1. The School Administrator (74%),
2. Phi Delta Kappan (48%),
3. The American School Board Journal (45%),
4. Individual state publications (36%),
5. The Executive Educator (31%),
6. The NASSP Bulletin (21%),
7. Principal (19%),
8. Education U.S.A. (19%),
9. Educational Leadership (17%),
10. AASA monographs (17%),
11. Educational Research Service (ERS) publications (17%),
12. Education Week (4%),
13. The School Leader (4%),

14. The Education Digest (4%), and
15. West Education Law Reporter (4%).

Seven state execs regularly read publications that focused specifically on association management. Three read Association Management, one read Association and Society Management, one read American Society of Association Executives, one read Meetings and Conventions, and one read Successful Meetings.

Additional publications listed by the respondents as regularly being read were Executive Administrator, Education Summary, The Clearing House, Eric Documents, Nations Schools, American Education, Harvard Business Review, Delta Kappa Gamma Bulletin, School Board News, School Law Reporter, Graduate Woman, and The Kepplinger Letter.

State execs were members of various professional and social organizations. The one organization in which they all held memberships was the American Association of School Administrators (AASA). Other organizations, the numbers of state exec who were members of those organizations, and the percentage of state execs who were members are listed below.

1. Phi Delta Kappa (PDK), twenty-six state execs (62%);
2. National Association of Elementary School Principals (NAESP), fourteen state execs (33%);
3. National Association of Secondary School Principals (NASSP), twelve state execs (29%);

4. Masons, twelve state execs (29%);
5. Association for Supervision and Curriculum Development (ASCD), eleven state execs (26%);
6. Various individual state organizations, eight (19%);
7. Association of School Business Officials (ASBO), seven, (17%);
8. National Education Association (NEA), six (14%);
9. American Legion, six (14%);
10. National School Public Relations Association (NSPRA), five (10%);
11. American Society of Association Executives (ASAE), three (7%);
12. National School Boards Association (NSBA), three (7%);
13. Rotary Club, three (7%);
14. Century Club, three (7%);
15. Elks, two (4%); and
16. Lions Club, two (4%).

The following professional and social organizations had one state exec as a member in each: the American Association of School Personnel Administrators (AASPA), Delta Kappa Gamma, Knights of Columbus, Kiwanis, Veterans of Foreign Wars, National Organization on Legal Problems in Education (NOLPE), American Educational Research Association (AERA), American Educational Finance Association (AEFA), and National Exchange Club. No state exec held a membership in the Council of Chief State School Officers (CCSSO).

EDUCATIONAL INFORMATION

Thirty-five state execs (83%) had some educational training at a college or university in the same state in which they were born. Thirty-three (79%) attended a college or university within the state where they later held the position of state exec.

Thirty-eight respondents (91%) were trained in the field of education. Eighteen (43%) held doctoral degrees; eight (19%) held masters degrees; and fourteen (33%) held a masters degree, plus additional credit hours. One (2%) held a bachelors degree; and one (2%) held a bachelors degree, plus additional credit hours. One state exec held a degree in law, one received an honorary Doctor of Laws degree, and one state exec was a Certified Public Accountant. Seven state execs received some educational training at a college or university within the last five years. Two additional state execs attended school during the last ten years.

EMPLOYMENT INFORMATION

Prior to becoming state execs, ASE members had a variety of work experiences. Ninety-one percent (91%) of the execs began their careers as classroom teachers, and seven percent (7%) began as teachers at the university level. One state exec was a prior school board member, and one worked as an attorney.

Before accepting their positions as state execs, respondents spent an average of 23 years 8 months in their careers, with the range of years spanning between zero and forty-three.

As the state execs moved through their careers, they held various positions. The average number of positions held by the respondents before they accepted the position of state exec was five.

- * Twenty-five (60%) became principals. Before accepting the principalship, only seven (17%) had been assistant principals: four at the elementary level and three at the secondary level. Of the twenty five respondents who became principals, twenty were secondary principals and five were at the elementary level. Fifteen held the principal position one time, five held it twice, four held it three times, and one held the position five times. Seventeen state execs (41%) were never principals during their careers.
- * Thirteen state execs (31%) worked in the guidance departments of public schools.
- * Ten (24%) were prior coaches or athletic directors.
- * Four (10%) worked in universities.
- * Thirteen (31%) held central office positions.
- * Ten (24%) were assistant superintendents, two (5%) were associate superintendents, and one (2%) was a deputy superintendent.
- * Twenty state execs (48%) were former superintendents. Nine held the superintendent position only once before becoming a state exec. Nine held the position twice, one held it three times, and one served four separate times as a superintendent. Twenty-two state execs (52%) were never superintendents during their careers.

- * Five state execs (10%) worked in a state Department of Education, one state exec (2%) was a Commissioner of Education, and one (2%) served in the state legislature.
- * Two (5%) were former school board members.
- * Two state execs (5%) held an executive secretary position within an organization prior to their current state exec position.
- * Two state execs (5%) came out of retirement to accept their positions.
- * Two state execs (5%) held no prior positions in education.

By 1984, fourteen percent of the respondents were new in their jobs, with one year or less experience as a state exec. Fifty percent of the respondents had been in their jobs for five years or less. Eighty-three percent had served as state execs for ten years or less. Nineteen percent had been in the position for over ten years, with the most years being fifteen.

Twenty-eight of the state execs (67%) were members of their state associations before becoming the state executive. Of the twenty-eight who were members, twenty-two (79%) had been active in the association. Seven state execs had served on the Board of Directors or held offices; seven had been officers and committee chairs; three had served as committee chairs only; two had served only on committees; one had been a committee member and held offices; one had served on and chaired a committee; and one had held offices,

served on committees, and chaired committees.

In 1984, most execs were employed by their state associations of school administrators on a full-time, paid contract. Thirty two state execs (76%) were full-time and salaried, four (10%) were paid on a half-time basis, one (2%) worked on a 5/6 contract, one (2%) was employed on a 4/5 contract, and one (2%) was on a 1/4 contract. Three state execs (7%) volunteered their time to administer state associations. One volunteered on a full-time basis, one was a 1/4 time volunteer, and one volunteered for less than 1/4 time.

To effectively perform their administrative duties, it was necessary for state execs to maintain contact with various groups within their states.

- * Their main contact group was their State Association of School Administrators (SASA). Thirty-seven respondents (88%) said they communicated regularly with the executive board members of their state associations and with some of the membership.
- * Nineteen state execs (45%) named their state departments of education as the second most contacted group.
- * Sixteen (38%) rated the individual school districts within their states as their third most contacted group.
- * Eight (19%) said the state legislature was their fourth major contact group.
- * Three state execs (10%) maintained contact with their State School Boards Association.

- * Three (10%) listed their state Board of Education as a contact group.
- * Two (5%) named the PTA/PTO as a contact group.
- * One (2%) listed the general public.
- * One (2%) maintained contact with the state education association.

The duties of state execs were diverse. Respondents indicated they spent most of their time in legislation activities, next in public relations, then in policy formation, then in conference planning, and finally in legal activities. Listed below are the major activities in which state execs were involved. Below each activity are the groups with whom state execs were involved in the activity. The number of state execs who participated with each contact group is indicated in parentheses.

1. Legislation

- (39) State Legislature
- (37) State Department of Education
- (33) SASA Executive Board and Members
- (32) Individual School Districts
- (13) General Public
- (4) State School Boards Association
- (3) State Boards of Education

2. Public Relations

- (35) General Public
- (32) SASA Executive Board and Members
- (24) Individual School Districts
- (24) State Department of Education
- (14) State Legislature

3. Policy Formation

- (39) SASA Executive Board and Members
- (31) State Department of Education
- (26) Individual School Districts

- (14) State Legislature
- (7) General Public

- 4. Conference Planning
 - (37) SASA Executive Board and Members
 - (35) State Department of Education
 - (24) Individual School Districts
 - (2) General Public
 - (0) State Legislature
- 5. Legal Activities
 - (27) SASA Executive Board and Members
 - (27) Individual School Districts
 - (17) State Department of Education
 - (10) State Legislature
 - (5) General Public

When the state execs were asked to list the above activities in the order of importance to them personally, the results were: 1) Legislation, 2) Conference Planning, 3) Policy Formation, 4) Public Relations, and 5) Legal Activities.

The respondents chose to become executive secretaries/directors of state associations of school administrators for a variety of reasons. Their five primary reasons are listed in the order of importance to state execs:

1. Challenge of the job,
2. Greater impact on policy and programs,
3. Greater service to education,
4. Ability to do the job, and
5. Career advancement.

When state execs were asked to look ahead five years

and name the position they expected to have in 1989:

- * Seventeen (40%) indicated they would retire,
- * Nine (21%) looked forward to being in the same state exec position,
- * Six (14%) expected to be consultants,
- * Four (10%) expected to be superintendents,
- * Three (7%) expected to work in another executive secretary/director position,
- * Three (7%) expected to hold a university professorship,
- * Two (5%) expected to have a position in a national association,
- * Two (5%) expected to be elected to a public office,
- * One state exec expected to be appointed to a public office,
- * One wanted to work for a state Department of Education, and
- * One expected to work for the federal Department of Education.

SUMMARY

The average state exec in 1984, was a 54 1/2 year old Caucasian male who was born in the same state in which he worked as a state exec. He previously attended a college or university in that state and also worked there at some time before he became a state exec. He was trained in the field of education and held a masters degree, plus additional credit hours. He held a full-time, paid contract and had

worked in his position as state exec from five to ten years.

As a state exec he read a variety of professional publications. He definitely read The School Administrator and probably read Phi Delta Kappan and The American School Board Journal as well. He was a member of two professional and one social organizations: AASA, PDK, and the Masons.

The state exec's professional career had been solely in the field of education. He spent 23 years and 8 months working in five separate positions before becoming a state exec. He began his career as a classroom teacher; worked in the guidance department; was a secondary principal once; worked in a central office position; and was either a coach, an athletic director, or an assistant superintendent at one time in his career. He was never a superintendent.

Prior to becoming a state exec, he was active in his state administrators' association. Most likely, he was an officer and chaired or worked on a committee.

Once on the job as state exec, he came in contact with many groups and was involved in a variety of activities. His main contact group was the officers on the board of his State Association of School Administrators (SASA). He also communicated regularly with the state Department of Education. The main activities in which he was involved were legislation, public relations, policy formation, conference planning, and legal services. If he listed those

activities in the order of importance to him, the list would read 1) legislation, 2) conference planning, 3) policy formation, 4) public relations, and 5) legal services.

He chose to become a state exec primarily because of the challenge of the job. He also wanted to have a greater impact on policy and programs and to perform a greater service to education. He was confident that he had the ability to do the job and considered the position a career advancement.

Although he was active as a state exec in 1984, in five years he would retire.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study provided a written history of the Association of State Executives (ASE) from its inception in 1961 through 1987. The research identified the association's goals, leadership, major issues, and affiliations throughout that time period. Additionally, the study identified the career paths of state executives and categorized the data into personal, educational, and employment information. The conclusions are as follows:

FORMATION OF THE ASSOCIATION

The Association of State Executives was formed by state executives who directed the activities of state administrators associations across the country. At first they met on a regional basis, with state execs from Indiana, Illinois, Michigan, and Ohio visiting together from time to time to share ideas on how to best administer a state association. Those state execs acknowledged the value of their contacts with one another and thought it a good idea to share on a larger scale. They discussed their idea for a national network with a colleague from California who also thought the suggestion was worth pursuing. Then, at the 1961 national convention of the American Association of

School Administrators (AASA), they invited all state execs in attendance to meet, get acquainted, and share activities that were occurring within each state associations.

Some state execs were interested in meeting on an extended basis, so ten gathered again at the 1963 AASA National Convention. They invited the Executive Director of AASA to meet with them, elected officers, and officially established a national association of state executives.

The association continued to meet on a regular basis from that time forward. Within fifteen months the membership grew to nineteen. In 1984, state execs numbered fifty, including the representative from the Canadian administrators association.

The organization's name changed several times throughout its history. The association was first named the Executive Secretaries of State Associations of School Administrators (ESSASA). For a brief time it was known as the Association of Executive Secretaries of State Administrators Associations (AESSAA) and then, as the Association of Secretaries of State Associations of School Administrators (ASSASA). Next, it was called the Association Executives of State School Administrator Associations (AESSAA); later, as the Association Executives of School Administrator Associations (AESAA); and finally, as the Association of State Executives (ASE).

Over the years ASE remained a loosely structured organization. In 1981, state execs wrote and adopted association By-Laws; and for the first time in the history of ASE, the goals and operating procedures were recorded.

GOALS OF THE ASSOCIATION

The initial purposes of the new organization emphasized communication among the state execs and better communication and cooperation between ASE and AASA. With the adoption of association By-Laws nearly twenty years later, the official goals of ASE were 1) to provide strong leadership to state school administrator associations through the promotion of the professional growth and development of individual state associations' professional staff and 2) to promote a close working relationship with AASA and its professional staff.

LEADERSHIP OF THE ASSOCIATION

The state execs who initiated the formation of the Association of State Executives played major roles in the history of ASE. Through the influence of state execs from Indiana, Ohio, Michigan, Illinois, and California, the idea of a national state executives' group was born. In 1963, execs from Colorado, Pennsylvania, Florida, Massachusetts, Canada, and Iowa joined the others to create the Association of State Executives. The founders guided the new association through its birth and beginning years and set

the course for future ASE members to follow.

They formed the association in a spirit of cooperation, an attitude that prevailed throughout ASE's history. A loosely knit organizational structure was established rather than a highly formalized one. The loose structure allowed for informal sharing during business meetings and permitted state execs who represented various state associations to respond in numerous ways to the same issues, without the pressure to conform.

The organization annually elected a presiding officer for meetings, but the decision making pattern was participatory rather than centering on a main authority figure. The role of the elected leaders was to coordinate ASE activities in response to the needs and wishes of ASE members. No one leader could dominate the group, and the membership was outspoken and self-assured enough to keep in check any exec who might act in a self-serving manner.

Although the new association was independent of AASA, early ASE leaders verbalized their desire for cooperation between the two groups. State execs considered themselves the arms of AASA at the state level, and they understood the importance of maintaining a cooperative relationship with the national association.

In 1968, one of the founders was asked to join the AASA staff. From his national position he continued his

commitment to strengthen state associations and ASE. Over time, he coordinated many of the intersecting efforts of ASE and AASA.

By 1974, only three of the original state execs remained active in ASE. Before the last of the founders left the association, he chaired the By-Laws Committee in 1981 and then retired in 1983.

Execs other than the founders held important roles in the development of ASE. They served on and chaired ASE committees, represented the interests of ASE on AASA committees, gave suggestions for solving problems, maintained a cooperative relationship with AASA elected officials and staff members, and guided new state execs through the nuts and bolts of administering a state administrators' association. Many execs helped launch a training program for ASE members, provided plans for allocating block housing reservations, created a unified association of state execs, and established a Partnership Committee between ASE and the AASA staff.

All execs exhibited leadership in their individual states; yet, some were more active leaders than others when they joined their colleagues in ASE. Regardless of their leadership levels, state execs maintained a spirit of cooperation, team building, and trust.

In the late 1960's and early 1970's, ASE moved through

its early years of development and entered a period of rapid expansion. The ideals and purposes that initially brought state execs together continued as unifying bonds throughout ASE's years of growth.

MAJOR ISSUES OF THE ORGANIZATION

During the history of ASE, a number of issues were discussed by state execs during their meeting times together. The process of appointing ad hoc or standing committees to study issues in depth was used effectively by ASE and contributed to the growth of the organization. Since state execs were scattered across the nation and met as a group only three times a year, the utilization of committees to study issues in depth was an efficient way to move ASE activities to completion.

The issues of primary concern to ASE were:

- 1) coordination and communication with AASA,
- 2) relationships with teacher associations,
- 3) financing of state administrator associations,
- 4) insurance benefits,
- 5) professional training,
- 6) status for state executives,
- 7) relationships with school boards associations,
- 8) block housing reservations, and
- 9) national education reports.

Issue one: Coordination and communication with AASA.

A long-standing issue for ASE involved the need to establish better communication and coordination with AASA. State execs tried to operate their associations under AASA By-Laws and procedures, but sometimes decisions were made by the national association without prior knowledge or input from ASE members. The lack of communication often made the job of the state exec more difficult. To remedy the situation, ASE members requested and received representation on the Executive Committee, the policy making board of AASA. To improve the coordination of operational issues, a "Partnership Committee," composed of ASE members and AASA staff, was formed in 1984, at the initiative of state execs. Both ASE and AASA agreed that if they worked effectively together, a higher quality of services would be delivered to members at both the state and national levels.

Issue two: Relationships with teacher associations.

During the late 1960's and early 1970's, ASE's major concern was the deteriorating relationships that existed between the administrator groups and the education associations at both the state and national levels. Growing disturbances and unsettled conditions among the teaching ranks eventually caused administrators to sever their relationship with education associations either by choice or by being asked to leave.

As leaders of administrator associations, state execs discussed the tumultuous times at length during ASE meetings. One by one the state administrators associations left their state education associations. By the 1980's, all but one state administrators association had formed groups independent of education associations.

Issue three: Financing of state administrators associations. As administrators formed independent associations, the problem of financing the new organizations became an issue. Larger associations managed to achieve financial independence on their own; but unless states had large numbers of school administrators eligible for membership, it was difficult to establish self-sustaining organizations. To solve the problem, some state associations combined all administrator groups under one umbrella; and others looked to AASA for temporary financial support.

A limited subsidy program was made available to state associations through application to AASA. By 1984, twenty-five state associations had applied for and received some amount of financial assistance.

Issue four: Insurance and benefits. Obtaining insurance coverage became a problem for some of the independent state administrator associations. States with smaller memberships found it difficult to locate insurance

companies that would provide health, liability, and retirement benefits at a cost members could afford. Again, state execs looked to AASA for help.

At the same time, some ASE members needed insurance plans for themselves; but there was an insufficient number of state execs to form a group large enough to keep the cost of insurance down and the coverage broad. State execs who could not find adequate insurance coverage on their own asked to obtain benefits through the same plan that AASA provided their employees.

For many years, however, AASA was reluctant to offer insurance coverage to state associations or ASE members. The administrative costs were too high and the income tax problems too complex. Additionally, some state associations offered insurance benefits as an incentive for membership in their organizations; and AASA did not want to compete with those states. Eventually, the national organization offered limited insurance benefits to state association members; but state execs had to obtain other coverage than the plan AASA offered to its staff.

Issue five: Professional training. One of the priority issues for ASE was the need for professional training. It was obvious that new and inexperienced state execs needed assistance when entering their positions. As the duties of state execs increased, professional training became crucial

for seasoned state execs as well. ASE looked to AASA to fill the gap. In response, an AASA staff member initiated "Project: Running the Store," an annual conference specifically designed to meet the training needs of state execs at various levels of expertise.

As "Running the Store" became a major training conference for state execs, it also served as an effective vehicle for communicating the values, ideals, and experiences of the association to new members. Seasoned state execs interacted with less experienced members and were teamed with novices. Training sessions for "younguns" introduced beginning execs to the experiences of association management.

The ASE membership also voiced concern over the training needs of superintendents within their states. With the passage of the collective bargaining laws, superintendents were negotiating with teacher groups from opposite sides of the table, unlike the cooperative days of the past. ASE wanted AASA to provide the needed training and AASA thought it was the states' responsibility. The issue of who would conduct professional training for superintendents remained a discussion item for some time; and eventually, both ASE and AASA trained superintendents.

Issue six: Status for state execs. As the role of the state exec grew in complexity, ASE members were concerned

about their status within the state associations. Many state execs disliked the title of "Executive Secretary." "Secretary" did not portray strong professional status for a chief educational leader, and state execs wanted a name that was fitting for their state responsibilities. Their preference was "Executive Director." "Director" symbolized an executive--an equal among equals. Over the years, the issue was discussed at several business meetings and in a number of private conversations among members. By 1984, most state execs were employed under the title of executive directors; but some continued to be known as executive secretaries.

Issue seven: Relationships with school boards associations. A pressing issues in the early 1980's was the involvement of state school boards associations in public school administrator placement services, a role that once was the sole responsibility of state administrators. An expressed concern at ASE meetings was not that local boards made the final selection from the available candidates, but that qualified superintendents were being eliminated as finalists by the school boards associations' placement representative. Some execs saw the potential danger of a candidate being black listed in an entire state because of a difference of opinion with one school board within the state. At first, ASE thought a dialogue between the

executive directors of AASA and the National School Boards Association (NSBA) would solve the issue.

As the problem grew and intensified, state execs decided to take a more proactive part in its solution. They invited a state school board executive director to speak at one of their business meetings, and met directly with the leadership of NSBA. A survey was conducted among the state execs to determine the degree of cooperation that existed between the administrators and school boards associations at the state level. Twenty-nine of the forty-one state execs who responded to the survey rated their relationships as high.

The school boards continued to offer placement services, but offering the service became less of an issue with most ASE members.

Issue eight: Block housing reservations. An issue that consumed a great deal of ASE's time and energy was the issue of block housing, the system used by AASA to assign room reservations to state association members who attended AASA's national conventions. Discussions on block housing dominated numerous business and committee meetings. Several ad hoc committees met and devised ways of improving the system. The most accepted plan involved an equal allotment of rooms to all associations, plus a random drawing for additional rooms. No single plan was ever completely

satisfactory for all state execs, however. States with sizable memberships needed more space than smaller ones to house their convention attendees, so ASE members from large states complained if they did not receive a good draw. The issue was directed to the Partnership Committee, and ASE meetings were spent addressing other issues.

Issue nine: National education reports. The main issue addressed by ASE in the mid 1980's was the thrust for excellence movement that was sweeping the country as a result of several national educational reports. During business meetings state execs shared what each was doing in response to the reports so that concerns raised in the documents could be addressed by state associations in the same manner.

SPECIAL PROJECTS

Over the course of nearly twenty-five years, ASE did not initiate or sponsor any special projects. In 1969, one state exec suggested that ASE participate as a group in research activities; but the idea was tabled and then dropped.

ACHIEVEMENTS

In 1987, the Association of State Executives looked back over its history and claimed two significant achievements. One was a group achievement and the other, a personal

accomplishment for a number of state execs.

The group achievement was the establishment of ASE as an influential force within AASA. Through the persistence of ASE members and leaders, state execs gained representation on the AASA policy making board and established a Partnership Committee to solve operational problems between AASA and ASE. Those two accomplishments provided state execs with direct input into decisions that ultimately affected the ways in which they administered their associations.

The personal accomplishment for a number of state execs was in the area of professional growth. ASE members who adjusted to the fluxuating conditions of their jobs and who fine tuned their skills in association management personally experienced a longer period of productivity as state executives.

CHANGES IN THE ASSOCIATION

As the Association of State Executives grew and develop, changes in the association and in its membership were inevitable. The amount of association change was determined by the extent that state execs changed, and state execs changed to the extent that external conditions warranted it.

Over the years, state execs experienced change in three main areas:

- 1) entry level experiences of state execs,
- 2) duties of state executives, and
- 3) levels of expertise in association management among state execs.

Changes in the association centered around four principal areas:

- 1) the size of ASE's membership,
- 2) the way state execs were trained,
- 3) the kind of issues confronted by ASE, and
- 4) ASE's relationship with AASA.

Changes in the entry level experiences of state execs.

In the early 1960's, most of the state execs held doctoral degrees and were superintendents prior to becoming state execs. By 1984, the entry level experiences of state execs had changed. Only forty-eight percent (48%) were former superintendents, and only forty-three percent (43%) held doctorates. Two state execs were trained in fields other than education.

Changes in the duties of state execs. Most of the early state execs spent their time communicating informally with state association members, collecting dues, scheduling meetings, and bringing superintendents together for socializing and sharing. When administrator groups broke from state education associations, the duties of state execs rapidly increased. If the newly formed administrator groups

were to become self-sufficient, state execs needed to actively recruit members, find other sources of funding than dues, manage the association, and generate a profit. As state association memberships grew, the duties of state execs kept pace with the expanding state services. Legislation, public relations, policy formation, conference planning, and legal services became typical activities in which state execs participated.

Changes in the levels of expertise in association management among state execs. In the early 1960's, most skills used in the superintendency easily transferred into state association work. Human relations, organization, social, and simple bookkeeping skills were used by early execs and superintendents. By the 1980's, those skills mushroomed in complexity. The emerging role of the state exec became that of an association manager, and the expertise needed to lead school districts was not sufficient to effectively manage associations.

Modern execs needed skills in lobbying, finding sources of funding for the association other than dues, developing training programs, planning conventions, analyzing marketing data, producing newsletters and other publications, and managing time efficiently. Equally important was the knowledge of how to negotiate with hotels and vendors; obtain advertising; and coordinate a variety of personal

services as travel, insurance, discount buying, entertainment packages, personal investments, and legal assistance programs.

The role of association executives was to lead, manage, and speak on behalf of their associations. Furthermore, the job was from fifty to sixty percent political; and to be successful, state execs needed an understanding of and a comfort with the political process.

Changes in the size of ASE's membership. One of the most obvious changes for the Association of State Executives was in the size of its membership. The number of association members grew from nine state execs in 1963 to fifty state execs or persons who represented that position in 1987, including the executive secretary from Canada. The 1981 By-Laws allowed for honorary and associate memberships as well.

Changes in the way state execs were trained. Most of the initial learning about association management came from sharing with one another or by immersion on the job. When the state execs' duties increased in number and complexity, those approaches were no longer appropriate. ASE wanted an effective training program that was specifically geared to the changing professional needs and interests of the state execs.

ASE communicated their request to AASA, and the result

was an annual conference called Project: "Running the Store." When ASE increased its input into the planning of the training, the program improved in quality and relevancy to ASE members. As the training adjusted to reflect the changing needs of the state executive, a higher level of expertise in association management developed among the state execs.

Changes in the kinds of issues confronted by ASE. Prior to the mid 1980's, the primary issues addressed by ASE centered on turf problems, professional training needs, and ASE's relationship with other associations. When the thrust for excellence swept the country in the 1980's, ASE turned its attention to national education reports, such as "A Nation at Risk." When ASE selected the national reports as an important topic to address, the focus of their issues shifted for the first time to encompass broader educational concerns: improving education and educational leadership across the country.

Changes in ASE's relationship with AASA. Another change for the association was in the relationship between ASE and AASA. Initially the relationship was one in which ASE was dependent on AASA to determine policies and procedures and to communicate those decisions to the state execs for implementation at the state level.

As time passed, however, their reactive stance developed

into a more assertive role with AASA. State execs wanted to have impact on AASA's policy and operational decisions, and they wanted to give input directly to AASA decision makers rather than go through several staff members.

To accomplish their objectives, ASE gained representation at the policy making sessions of AASA's Executive Board. Next, they initiated the creation of a Partnership Committee with AASA that coordinated the functional aspect of delivering services to members. By 1984, state execs had achieved a position of influence as an action group that made both policy and operational suggestions to AASA.

During that same time, state administrators associations grew in membership and in the number of services offered to state members. Services previously provided at the national level such as trainings, seminars, conventions, publications, and legal advice became available at the state level also. The proximity to members enabled state associations to provide more relevant and timely services than those provided at the national level.

To continue those comprehensive services, states increased their association dues. Since national dues had increased too, a number of state administrators no longer could afford to join both the state and national associations. Many administrators chose the states over

national; and for the first time, the balance of membership shifted from AASA to the states.

In 1984, the combined membership of all state associations outnumbered those at the national level; and AASA looked to ASE to help recruit members into the national association.

By the mid 1980's, the relationship between ASE and AASA had moved into mutual dependency. AASA would need to reevaluate the services it offered, and together the state and national groups would determine who best could deliver those services to members.

AFFILIATIONS OF THE ASSOCIATION

Throughout the history of the Association of State Executives, ASE remained a separate association, unaffiliated with the American Association of School Administrators. Although ASE members claimed no official connection to AASA, all state execs were members of the national association. Since both ASE and AASA served many of the same members, state execs understood the importance of maintaining a cooperative working relationship between the two groups.

For a period of time, ASE was affiliated with the National Executive Secretaries of Educational Associations (NESEA), a unified association of executive secretaries that

combined the state execs of all administrators' groups into one association. NESEA was comprised of execs who were state representatives for the four national administrator groups--the Association of School Business Officials (ASBO), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the American Association of School Administrators (AASA).

ASE members initiated the idea of forming such an association and were the backbone of its membership. NESEA's purposes were to 1) improve communications and understanding among the various state administrative associations, 2) assist in the resolution of problems experienced by state executive secretaries, 3) sponsor inservice workshops and training programs for the executive secretaries and directors, and 4) develop stronger relationships with the national associations by bringing together the state executive secretaries for the advancement of educational administrators.

Initially, representatives from the various associations met together and successfully planned their meetings. When the planning evolved into "it's your turn this year and it's my turn next year," the energy and interest needed to sustain the organization began to fade and NESEA dissolved in the early 1980's.

SUMMARY

Over the course of nearly twenty-five years, the Association of State Executives successfully transitioned through its birth and early years of development and into its productive growth years. If ASE's members and leaders remain alert, innovative, and flexible to change, the organization will maintain a longer growth cycle and lessen the onset of decline.

CAREER PATHS OF STATE EXECS

The study identified the career paths of ASE members who were state execs or held that position as of January 1984. The average age of the state exec was 54 1/2 years old. All execs were of Caucasian origin, and all except one were males. The majority (69%) worked as state execs in the state in which they were born. Of the 31% who were not born in the states where they worked, two were born in neighboring states; and all state execs previously attended a college or university or held prior employment in the states where they later were state exec.

They read numerous professional publications. The six most frequently read were The School Administrator, Phi Delta Kappan, The American School Board Journal, various individual state publications, The Executive Educator, and The NASSP Bulletin. All state execs were members of AASA,

and 62% were members of Phi Delta Kappa. The social organization to which most belonged was the Masons, with 29% as members.

Ninety-one percent were trained in the field of education. One state exec held a degree in law, and one was a former Certified Public Accountant. Forty-three percent held doctoral degrees; 19% held masters degrees; 33 % held masters degrees, plus additional credit hours; 2% held a bachelors degree; and 2% held a bachelors degree, plus additional hours of study.

Prior to becoming state execs, ASE members had a variety of work experiences. They spent an average of 23 years 8 months in education before accepting their state exec positions. Ninety-one percent began their careers as classroom teachers. Sixty percent were principals at least once, with 80% serving at the junior or senior high levels. Only seven state execs (17%) served first as assistant principals before accepting principalships at either level. Other professional experiences for state execs included employment as counselors (31%); coaches or athletic directors (24%); university professors (10%); central office staff (31%); assistant, associate, and deputy superintendents (31%); state Department of Education workers (10%); Commissioner of Education (2%); state legislator (2%); executive secretaries of other organizations (5%);

school board member (5%); and an attorney (2%). Two returned from retirement to accept their positions (5%), and two held no prior positions in education (2%). Forty-eight percent were superintendents during their careers, and 52% never filled that position.

In 1984, fourteen percent of the state execs were new in their jobs, with one year or less experience as a state exec; and 50% had been in their jobs for five years or less. Eighty-three percent had served as state execs from five to ten years, and 19% had been in their positions for over ten years.

The majority of state execs (67%) were members of their state associations before accepting their positions. Of that number, 79% had been actively involved as officers, committee chairs, or committee members.

Seventy-six percent were employed on full-time, paid contracts. Sixteen percent were employed less than full time. Three state execs (7%) volunteered their time to administer state associations, but only one was a full-time volunteer.

The state exec's broad duties included legislation, public relations, policy formation, conference planning, and legal activities. They had regular contact with members of the executive board of their State Associations of School Administrators, the state Departments of Education,

individual school districts, state legislators, state School Boards Associations, state Boards of Education, PTA/PTOs, and the general public. One state exec maintained contact with the state education association because he also was employed as their state executive.

All had separate reasons for becoming a state exec. The most important ones were 1) challenge of the job, 2) greater impact on policy and programs, 3) greater service to education, 4) ability to do the job, and 5) career advancement.

Within five years of 1984, forty percent of the state execs indicated they would retire. Twenty-one percent expected to be in the same job, while 7% expected to work in another executive secretary/director position. Some expected to be consultants, superintendents, or university professors. Others expected to have positions in national associations, in state or federal Departments of Education, and in elected or appointed offices.

SUMMARY

The average 1984 state exec was a 54 1/2 year old Caucasian male who was born in the same state in which he worked as a state exec. He previously attended a college or university in that state and worked there at some point before becoming the state exec. He was trained in the field

of education and held a masters degree, plus additional credit hours. He held a full-time, paid contract and had worked in his position as state exec from five to ten years.

As a state exec he read a number of professional publications, particularly The School Administrator. He was a member of two professional and one social organizations: AASA, PDK, and the Masons.

The state exec's professional career had been solely in the field of education. He spent 23 years and 8 months working in five separate positions before becoming a state exec. He began his career as a classroom teacher; worked in the guidance department; was a secondary principal once; worked in a central office position; and was either a coach, an athletic director, or an assistant superintendent at one time in his career. He was never a superintendent.

Prior to becoming a state exec, he was active in his state administrators' association. Most likely, he was an officer and chaired or worked on a committee.

Once on the job as state exec, he came in contact with many groups and was involved in a variety of activities. His main contact group was the officers on the board of his State Association of School Administrators (SASA). He communicated regularly with the state Department of Education and had less frequent contact with a number of other groups.

The main work related activities in which he was involved were legislation, public relations, policy formation, conference planning, and legal services. If he listed those activities in the order of importance to him, the list would read 1) legislation, 2) conference planning, 3) policy formation, 4) public relations, and 5) legal services.

He chose to become a state exec primarily because of the challenge of the job. He also wanted to have a greater impact on policy and programs and to perform a greater service to education. He was confident that he had the ability to do the job and considered the position a career advancement.

Although he was active as a state exec in 1984, in five years he would retire.

RECOMMENDATIONS

- 1) Conduct a follow-up study of the Association of State Executives that investigates the block of time prior to and surrounding the actual inception and birth of the association. Questions to form the basis for such a study would be: What environment existed to cause a need for such an organization? What factors came together to manifest themselves in a new association and made it possible for ASE to take the organizational form that it did?
- 2) Maintain historical documents of the Association of State Executives so that a history from 1987 forward can be written in the future.

- 3) Maintain a longitudinal study of ASE to determine the group behaviors, if any, that contribute to organizational change.
- 4) Develop a systematic process for determining an organization's stage of development within its life cycle. Identify the characteristics of each stage and provide intervention strategies to improve the organization's health or prolong its period of growth.
- 5) Study similar administrator groups such as the state execs of NASSP, NAESP, and ASBO to compare similarities and differences in their backgrounds. Determine what implications the conditions surrounding the birth and early development of the organizations may have had on their later levels of organizational success. Include descriptions of their organizational structures, decision making patterns, authority structures, rules and procedures, and how values and ideals are passed down to successive generations.

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APPENDIX A



29 June 1984

Name of Addressee
 Title or position
 Address
 City, State, Zip

Dear _____:

As a doctoral student at Virginia Tech, I am presently studying the history of the Association Executives of School Administrator Associations. More specifically, I am investigating the areas of goals, leadership, major issues, and affiliations of the association from its inception through the present time.

This study has been formulated under the supervision of my advisor and committee chairman, Dr. Kenneth Underwood, Virginia Tech, and with the cooperation of Dr. Richard Miller of the American Association of School Administrators. I also had the unique and generous support of Jim Kirkpatrick until his passing in March.

In the past you held positions of leadership within the association. For this reason I thought that you might have information which would be helpful to the study. If you do have any materials on AESAA, such as minutes of committee or business meetings, correspondence between members, notes on major issues, photographs, or convention programs, would you be willing to send them to me for use in the study at your earliest convenience? A stamped, self-addressed envelope is enclosed for your convenience.

My warmest thanks for making this contribution to AESAA and to the educational community. If you have any questions, please call me at home, 703-860-2811.

Sincerely,

Jane A. McDonald
 Doctoral Student in
 Educational Administration
 11517 Catalpa Court
 Reston, Virginia 22091

Enclosure

APPENDIX B

INTERVIEW QUESTIONS

1. How long have you been a member of the Association of State Executives?
2. How would you describe the association?
3. What are the goals of the association?
4. In your opinion, to what extent has ASE met its goals?
5. What was your purpose for joining the ASE?
6. How are the agendas for the meetings of ASE determined?
7. Did you consider the state exec position a move forward in your career? (Tell me more about that.)
8. What skills does a state exec need to be effective on the job?
9. How did you learn the skills needed for association work?
10. What role has Project: "Running the Store" played in your role as state exec?
11. Who do you consider to be the major leaders in ASE, now and in the past?
Why do you consider them leaders?
12. What have been the major issues of ASE?
Why were they regarded as major issues?
How were those issues solved?
13. Describe the relationship between AASA and ASE.
Do you see that relationship changing? (If so, how?)
14. Describe the relationship between ASE and other associations?
15. What do you consider to be the major accomplishments of ASE over the years?
16. How has the association changed over time?
What do you consider to be the causes of the changes?

17. What do you see as the future direction of ASE?
Why do you make those predictions?
18. Is there anything else that you would like to tell
about the goals, leadership, issues, and affiliations
of ASE?

APPENDIX C

QUESTIONNAIRE

Purpose:

To identify the career paths of current members of AESAA

Instructions:

The questionnaire is designed to cover the diversity in the responsibilities assigned to you and in the number of associations that you represent.

Fill in the blanks or check the appropriate spaces to provide correct information about you. If additional space is needed, you may use the reverse side of the paper.

Attach a copy of your resume, if you have one, a job description, and a copy of your state association by-laws. If the answer to any question can be found in one of these documents, write "see resume", "see job description", or "see by-laws" in the answer space.

PERSONAL DATA

1. NAME:

2. DATE AND PLACE OF BIRTH:

3. SEX:

___ Female ___ Male

4. RACIAL/ETHNIC ORIGIN

___ Caucasian ___ Black ___ Hispanic ___ Asian ___ Other

5. PROFESSIONAL PUBLICATIONS THAT YOU REGULARLY READ:

EMPLOYMENT DATA

1. TYPES OF POSITIONS HELD IN YOUR CAREER IN EDUCATION:

Dates	Title	Location
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. WERE YOU A MEMBER OF YOUR STATE ASSOCIATION OF SCHOOL ADMINISTRATORS BEFORE BECOMING THE EXECUTIVE SECRETARY?

___ yes ___ no

IF YES, FOR HOW MANY YEARS WERE YOU A MEMBER? _____
WHAT OFFICES OR CHAIRMANSHIPS, IF ANY, DID YOU HOLD? _____

3. WHAT TYPE OF CONTRACT DO YOU PRESENTLY HAVE WITH YOUR STATE ASSOCIATION??

- ___ Full-time, paid
 - ___ Full-time, voluntary
 - ___ Half-time, paid
 - ___ Half-time, voluntary
 - ___ Quarter-time, paid
 - ___ Quarter-time, voluntary
 - ___ Other (specify) _____
- _____
- _____

4. IN WHAT ACTIVITIES AND WITH WHAT GROUPS DO YOU PARTICIPATE AS EXECUTIVE SECRETARY/DIRECTOR? (Check as many boxes as apply)

ACTIVITIES

CONTACT GROUPS	Public Relations	Policy Formation	Legislation	Legal	Conference Planning	Other (specify)
State Dept. of Educ.						
State Legislature						
Individual School Districts						
SASA Board Members & Officers						
General Public						
Other (specify)						
Other (specify)						

WHICH THREE OF THE ABOVE ACTIVITIES DO YOU CONSIDER TO BE THE MOST IMPORTANT? _____

5. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR FIVE (5) PRIMARY REASONS FOR BECOMING AN EXECUTIVE SECRETARY/DIRECTOR OF A STATE ASSOCIATION OF SCHOOL ADMINISTRATORS? Number your reasons in the order of importance ("1" is most important).

- _____ Increased salary
- _____ Position or prestige
- _____ Career advancement
- _____ Greater service to education
- _____ Challenge of job
- _____ Power of the position
- _____ Greater impact on policy and programs

(continued on next page)

- Ability to do the job
 - Influence or persuasion of others
 - Unemployed
 - Accidental reasons, no clear motivation
 - Other (specify) _____
-

6. WHAT KIND OF PROFESSIONAL POSITION DO YOU EXPECT TO HOLD FIVE YEARS FROM NOW?

- Another executive secretary/director position
 - Consulting
 - Superintendency
 - University professorship
 - Position within a national association
 - Public office (Elected Appointed)
 - State Department of Education
 - Federal Department of Education
 - None
 - Other (specify) _____
-

Signature

Date

PLEASE RETURN YOUR QUESTIONNAIRE, RESUME, JOB DESCRIPTION, AND ASSOCIATION BY-LAWS IN THE ENCLOSED, SELF-ADDRESSED, STAMPED ENVELOPE TO:

Jane A. McDonald
11517 Catalpa Court
Reston, VA 22091

APPENDIX D

QUESTIONNAIRE RECIPIENTS

- 1) Mr. James Street (Jim), Executive Director
Alabama Association of School Administrators
512 Madison Avenue
P. O. Box 428
Montgomery, AL 36101 (205/265-3610)
- 2) Mr. Donald L. MacKinnon (Don), Executive Secretary
Alaska Council of School Administrators
326 Fourth Street
Suite 510
Juneau, AK 99801 (907/586-9702)
- 3) Mr. James McAllister (Jim), Executive Director
Arizona School Administrators, Inc.
2604 West Osborn Road
Phoenix, AZ 85017 (602/257-8138)
- 4) Dr. F. Kellar Noggle, Executive Director
Arkansas Association of School Administrators
1201 McAlmont
P.O. Box 3017
Little Rock, AR 72203 (501/371-2558)
- 5) Dr. James Slezak (Jim), Executive Director
Association of California School Administrators
1575 Old Bayshore Highway
Burlingame, CA 94010 (415/692-4300)
- 6) Executive Secretary
Canadian Association of School Administrators
252 Bloor Street, West
Suite 12-208
Toronto, Ontario
Canada M5S 1V5 (416/922-6570)
- 7) Dr. Wesley Apker (Wes), Executive Director
Department of General Administrators
Colorado Association of School Executives
4101 South Bannock Street
Englewood, CO 80110 (303/762-8762)
- 8) Mr. Nicholas D'Agostino (Nick), Executive Director
Connecticut Association of School Administrators
25 Wolf Pit Road
Farmington, CT 06032 (203/674-8702, 8374)

- 9) Mr. Joseph M. Parlett (Joe), Executive Director
Delaware Association of School Administrators
9 E. Lockerman Street
Suite 312
Dover, DE 19901 (302/674-0630)
10. Mr. John F. Gaines, Executive Director
Florida Association of District School Administrators
206-B South Monroe Street, Suite 1
Tallahassee, FL 32301 (904/224-3626)
11. Mr. Jack L. Fokes, Sr., Secretary-Treasurer
Georgia Association of School Superintendents
Superintendent, Macon County Schools
P.O. Box 4880
Oglethorpe, GA 31068 (912/472-8188)
12. Mr. Rick Van Hemert, Executive Director
Idaho School Superintendent's Association
P.O. Box 1837
Boise, ID 83701 (208/334-5103)
13. Dr. John G. Wargo, Executive Director
Illinois Association of School Administrators
1209 South Fifth Street
Springfield, IL 62703 (217/522-4479)
14. Dr. Charles Fields (Charlie), Executive Director
Indiana Association of Public School Superintendents
One North Capitol
Suite 1215
Indianapolis, IN 46204 (317/639-0336)
15. Dr. Lyle W. Kehm, Executive Secretary
Iowa Association of School Administrators
900 Des Moines Street, #30
Des Moines, IA 50309 (515/266-1582)
16. Dr. Jerry O. Schreiner, Executive Secretary
Kansas Association of School Administrators
1906 East 29th Street
Topeka, KS 66605 (913/267-1471)
17. Mr. William T. Nallia (Bill), Executive Director
Kentucky Association of School Administrators
67 Fountain Place
Frankfort, KY 40601 (502/875-3411)

18. Dr. Richard A. Musemeche, Executive Director
Louisiana Association of School Executives
Louisiana State University
College of Education
123 Peabody Hall
Baton Rouge, LA 70803 (504/388-1353)
19. Mr. H. Sawin Millett, Jr., Executive Secretary
Maine School Superintendents's Association
108 Sewall Street
Augusta, ME 04330 (207/622-3473)
20. Dr. Charles I. Ecker, Secretary
Public School Superintendent's Association of Maryland
Assistant Superintendent, Howard County Schools
10910 Route 108
Ellicott, MD 21043 (301/992-0500)
21. Mr. George H. Hill (Red)
Executive Secretary-Treasurer
Massachusetts Assoc. of School Superintendents, Inc.
18 Tremont Street, Suite 143
Boston, MA 02108 (617/523-4263)
22. Mr. Don R. Elliott, Executive Director
Michigan Association of School Administrators
421 West Kalamazoo Street
Lansing, MI 48933 (517/371-5250)
23. Mr. Norman B. Maguire (Norm), Executive Director
Minnesota Association of School Administrators
1910 West County Road "B"
Suite 105
Roseville, MN 55113 (612/636-5558)
24. Dr. J. Paul Messer, President
Mississippi Association of School Administrators
Principal, Cleveland High School
300 West Sunflower Road
Cleveland, MS 38732 (601/843-2460)
25. Mr. W. M. Lord (Mike), Executive Secretary
Missouri Association of School Administrators
Box 458
Columbia, MO 65205 (314/442-3127)

26. Mr. Jesse W. Long, Executive Secretary
Montana Association of School Administrators
501 N. Sanders
Helena, MT 59601 (406/442-2510)
27. Mr. Robert Peterson (Bob), Executive Secretary
Nebraska Association of School Administrators
3100 "O" Street
Suite 5
Lincoln, NE 68510 (402/476-8055)
28. Mr. Gerald Connor, Executive Director
Nevada Association of School Administrators
P.O. Box 28039
Las Vegas, NV 89126-2039 (702/362-1789)
29. Dr. Richard H. Goodman (Dick), Executive Secretary
New Hampshire School Administrators Association
University of New Hampshire
Director, Center for Educational Field Services
Morrill Hall, Room 11
Durham, NH 03824 (603/862-1384)
30. Mr. James A. Moran (Jim), Executive Director
New Jersey Association of School Administrators
920 West State Street
Trenton, NJ 08618 (609/599-2900)
31. Mr. Earl Nunn, Executive Director
New Mexico School Administrator's Association
1229 Paseo De Peralta
Santa Fe, NM 87501 (505/983-1996)
32. Mr. John H. Bennett, Executive Director
New York State Council of School Superintendents
111 Washington Avenue
Albany, NY 12210 (518/449-1063)
33. Mr. Raymond L. Sarbaugh, Executive Director
North Carolina Association of School Administrators
P.O. Box 1629
Raleigh, NC 27602 (919/828-1426)
34. Dr. Lowell Jensen, Executive Secretary
North Dakota Association of School Administrators
105 East Broadway, Suite 5
Bismarck, ND 58501 (701/258-3022)

35. Mr. John G. Hauck, Executive Director
Buckeye Association of School Administrators
750 Brooksedge Boulevard
Westerville, OH 43081 (614/891-5330)
36. Mr. A. H. Rhames (Pete), Executive Director
Oklahoma Association of School Administrators
4001 N. Lincoln Blvd., Suite 410
Oklahoma City, OK 73105 (405/521-9055)
37. Dr. Robert L. Rose (Ozzie), Executive Director
Oregon Association of School Executives
707 13th Street, S.E.
Suite 100
Salem, OR 97301 (503/581-3141)
38. Mr. Stinson Stroup, Executive Director
Pennsylvania Association of School Administrators
801 N. Second Street
Harrisburg, PA 17102 (717/232-9996)
39. Mr. Burton Froberg (Burt), Executive Director
Rhode Island School Superintendents Association
45 Sweetmeadow Drive
N. Kingstown, RI 02852 (401/294-3118)
40. Mr. Thomas H. Ackerman (Tom), Executive Director
South Carolina Association of School Superintendents
421 Zimalcrest Drive
Columbia, SC 29210 (803/798-8380)
41. Ms. Charollene Coates, Executive Secretary
School Administrators of South Dakota
P.O. Box 2426
Rapid City, SD 57709 (605/224-7871)
42. Tennessee Council of School Administrators
c/o Tennessee Organization of School Superintendents
10th Street & Charlotte Avenue
Suite A
Nashville, TN 37203 (615/251-1133)
43. Dr. Charles F. Mathews, Executive Director
Texas Association of School Administrators
1101 Trinity Street
Austin, TX 78701 (512/477-6361)

44. Mr. Gene S. Jacobsen, Executive Secretary
Society of Utah School Superintendents
199 East 7200 South
Midvale, Ut 84047 (801/566-1207)
45. Dr. Robert Grogan, Executive Director
Vermont Superintendents Association
c/o Vermont School Boards Association
P.O. Box 339
Montpelier, VT 05602 (802/229-5834)
46. Virginia Association of School Administrators
University of Virginia, School of Education
405 Emmet Street, Ruffner Hall
Charlottesville, VA 22903 (804/924-0863)
47. Dr. Howard Coble, Executive Director
Washington Association of School Administrators
521 East Union, Suite D
Olympia, WA 98501 (206/943-5717)
48. Dr. Harry Stansbury, Executive Director
West Virginia Association of School Administrators
200 Elizabeth Street
Charleston, WV 25311 (304/348-6110)
49. Mr. Oliver G. Berge (Ollie), Executive Director
Wisconsin Association of School District Administrators
1310 Mendota Street
Madison, WI 53714 (608/241-3555)
50. Dr. Myron R. Basom, Executive Secretary
Wyoming Association of School Administrators
Professor of Educational Administration
University of Wyoming
Grad Hall, Room 309
Laramie, WY 82071 (307/766-2168)

APPENDIX E



**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**

29 June 1984

Name of Addressee
Title or position
Address
City, State, Zip

Dear :

As you may know, I am presently studying the history of the Association Executives of School Administrator Associations. This study has been formulated under the supervision of my advisor and committee chairman, Dr. Kenneth Underwood, Virginia Tech, and with the cooperation of Dr. Richard Miller, the American Association of School Administrators. I also had the unique and generous support of Jim Kirkpatrick until his passing in March.

You may recall that when Dr. Fields introduced me to the membership in Las Vegas last February, he alerted you that I would be sending out a questionnaire. The purpose of this letter is to transmit the questionnaire and to request your cooperation in completing and returning it at your earliest convenience.

The questionnaire has been designed to take approximately ten minutes to complete. I ask that you also attach a copy of your resume, job description, and state association by-laws since information concerning your education and past and present employment can be obtained from these documents without additional time or inconvenience to you. Please return the material in the enclosed, self-addressed, stamped envelope.

Additionally, if you have any information on AESAA, such as minutes of meetings, correspondence, photographs, convention programs, committee reports, or personal notes, I would appreciate it if you would allow me to use them for the study.

Thank you for your support of this project. If you have any questions, please call me at (703) 860-2811.

Sincerely,

Jane A. McDonald
Doctoral Student in Educational Administration
11517 Catalpa Court
Reston, Virginia 22091

Enclosure

(703) 528-0700
1801 North Moore Street • Arlington, Virginia 22209
An Equal Opportunity Employer

APPENDIX F

OFFICERS OF THE ASSOCIATION OF STATE EXECUTIVES

Presiding Officer 1961-1962, James Corson, California

Presiding Chairman 1963, Gerald Smith, Illinois
Secretary 1963, Austin Bates, Michigan

1964-65	President:	Gerald W. Smith, Illinois
and	Vice President:	Colbert E. Cushing, Colorado
1965-66	Secretary-Treasurer:	Austin F. Bates, Michigan
1966-67	President:	Colbert E. Cushing, Colorado
	Vice President:	Austin F. Bates, Michigan
	Secretary-Treasurer:	Ray A. Tipton, Florida
1967-68	President:	Austin F. Bates, Michigan
	Vice President:	James R. Kirkpatrick, Ohio
	Secretary-Treasurer:	Ray A. Tipton, Florida
1968-69	President:	James H. Corson, California
	Vice President:	Ray A. Tipton, Florida
	Secretary-Treasurer:	William W. Ramsay, New Jersey
1969-70	President:	Ray A. Tipton, Florida
	Vice President:	William W. Ramsay, New Jersey
	Secretary-Treasurer:	Wayne P. Truesdell, Iowa
1970-71	President:	William W. Ramsay, New Jersey
	Vice President:	R. Emmett Harris, Texas
	Secretary-Treasurer:	Glenn C. Hess, Pennsylvania
1971-72	President:	R. Emmett Harris, Texas
	Vice President:	Glenn C. Hess, Pennsylvania
	Secretary-Treasurer:	Walter R. Dudley, N. Carolina
1972-73	President:	Glenn C. Hess, Pennsylvania
	Vice President:	Walter R. Dudley, N. Carolina
	Secretary-Treasurer:	John G. Wargo, Illinois
1973-74	President:	Walter R. Dudley, N. Carolina
	Vice President:	John G. Wargo, Illinois
	Secretary-Treasurer:	Mike McCormick, Arizona
1974-75	President:	John Wargo, Illinois
	Vice President:	Mike McCormick, Arizona
	Secretary-Treasurer:	George Hill, Massachusetts

1975-76	President: Vice President: Secretary: Treasurer:	Mike McCormick, Arizona George Hill, Massachusetts Loren Brakenhoff, Nebraska Tom Ackerman, S. Carolina
1976-77	President: Vice President: Secretary: Treasurer:	George Hill, Massachusetts Loren Brakenhoff, Nebraska John G. Hauck, Ohio Tom Ackerman, S. Carolina
1977-78	President: Vice President: Secretary: Treasurer:	Loren Brakenhoff, Nebraska John G. Hauck, Ohio John Bennett, New York Tom Ackerman, S. Carolina
1978-79	President: Vice President: Secretary: Treasurer:	John G. Hauck, Ohio John H. Bennett, New York Tom Ackerman, S. Carolina Ozzie Rose, Oregon
1979-80	President: Vice President: Secretary: Treasurer:	John H. Bennett, New York Tom Ackerman, S. Carolina Charles E. Fields, Indiana Ozzie Rose, Oregon
1980-81	President: Vice President: Secretary: Treasurer:	Tom Ackerman, S. Carolina Charles E. Fields, Indiana Oliver G. Berge, Wisconsin Ozzie Rose, Oregon
1981-82	President: President-Elect: Secretary: Treasurer:	Charles E. Fields, Indiana Oliver G. Berge, Wisconsin Ozzie Rose, Oregon Don Elliott, Michigan
1982-83	President: President-Elect: Secretary: Treasurer:	Oliver G. Berge, Wisconsin Ozzie Rose, Oregon Myrom Basom, Wyoming Don Elliott, Michigan
1983-84	President: President-Elect: Secretary: Treasurer:	Ozzie, Rose, Oregon Myrom Basom, Wyoming Richard Goodman, New Hampshire Don Elliott, Michigan
1984-85	President: President-Elect: Secretary: Treasurer:	Myrom Basom, Wyoming Richard Goodman, New Hampshire Don Elliott, Michigan Stinson Stroup, Pennsylvania

1985-86	President:	Richard Goodman, New Hampshire
	President-Elect:	Don Elliott, Michigan
	Secretary:	Richard Musemeche, Louisiana
	Treasurer:	Stinson Stroup, Pennsylvania
1986-87	President:	Don Elliott, Michigan
	President-Elect:	Richard Musemeche, Louisiana
	Secretary:	Jesse Long, Montana
	Treasurer:	Stinson Stroup, Pennsylvania

APPENDIX G

AESAA BY-LAWS

Revised 3-31-81

Article I - NAME

The name of this Association shall be "Association Executives of School Administrator Associations."

Article II - PURPOSE

The purpose of this Association shall be to provide strong leadership to state school administrator associations through the promotion of the professional growth and development of individual state association professional staff. This Association shall also be dedicated to the promotion of a close working relationship with the American Association of School Administrators and its professional staff.

Article III - MEMBERSHIP

Section 1. Three kinds of membership in the Association are: Active, Associate, and Honorary.

Section 2. Active membership in the Association shall be open to those persons who are:

- A. Executives in charge of the operation and management of the respective state associations of school administrators, or
- B. Professionals serving on the staff of the respective state associations.

Section 3. Those eligible for active membership as defined in Section 1 become active members upon payment of their annual dues. They shall continue as active members as long as they meet the eligibility requirements in Section 1 and pay their annual dues in accordance with provisions stated in the By-Laws. Active members shall be eligible to vote, hold office, and serve on committees.

Section 4. Honorary membership shall be extended to members of the professional staff of the American Association of School Administrators and to those active members who retire from service as a state administrator association executive or staff member by superannuation or disability. Honorary members are privileged to attend all meetings of the Association and to participate in discussions.

Section 5. Associate membership shall be open to any professional serving on the staff of the respective state association of school administrators. Associate members are privileged to attend all meetings of the Association and to participate in discussions.

Article IV - DUES

Section 1. The annual dues of active members shall be \$30.00 and shall be paid annually to the Treasurer of the Association. The membership and fiscal year shall be from July 1 to June 30 of the following year.

Section 2. The annual dues of associate members shall be \$15.00 and shall be paid annually to the Treasurer of the Association.

Article V - OFFICERS

Section 1. The officers of the Association shall be President, President-Elect, Past President, Secretary;, and Treasurer. These officers shall constitute the Executive Committee.

The retiring President shall become Past President.

The President=Elect shall become the President at the conclusion of the President's term.

Section 2. No officer of the Association, except the Treasurer, shall hold the same office for more than one year.

The term of office for all officers, except the Treasurer, shall be for one year and shall begin on July 1 following election.

The term of office of the Treasurer shall be three years. The Treasurer may continue in office for more than one term if it is the wish of the members of the Association.

Section 3. The duties of the President, President-Elect, Immediate Past President, Secretary, and Treasurer shall be those customary to the office which they hold.

Section 4. Any vacancies which may occur during the

year in the office of the President-Elect, Immediate Past President, Secretary, or Treasurer shall be filled by the Executive Committee. The person or persons so appointed shall serve until the annual meeting of the Association at which time any vacancies shall be filled.

Should the office of President become vacant, the President-Elect shall succeed to the office of President.

Article VI - COMMITTEES

Section 1. The Executive Committee shall hold at least two meetings annual, one of which may be at the annual convention of the American Association of School Administrators. The President may call special meetings at any time. However, he or she shall call a special meeting whenever so requested by one-third of the Executive Committee members.

The Executive Committee shall:

- A. Act on questions of policy for the Association and report its action;
- B. Adopt a budget;
- C. Ratify the appointments to committees by the President;
- D. Serve a liaison function with the Officers and Executive Director of the American Association of School Administrators.

Section 2. The President shall make appointments

annually to the following standing committees:

- A. Election. This committee shall propose a slate of officers at the annual meeting and shall conduct the election.
- B. Membership. This committee shall assist in the membership campaign by promoting and encouraging membership of all eligible executives of state school administrator associations.
- C. Audit. This committee shall conduct an annual audit of the records of the Treasurer. A copy of the audit committee report shall be mailed to each active member.

Section 4. Ad Hoc committees shall be appointed by the President as the need arises. In making the appointments, the President shall give due consideration to representation from geographical regions of the Association. Ad Hoc committees may not usurp the functions of any standing committee named in the By-Laws.

Article VII - MEETINGS

Section 1. The annual meeting of the Association shall be held during or immediately preceding the AASA Leadership Conference. Other meetings of the Association may be held subject to the call of the President.

Section 2. The Association shall encourage a plan for meetings suited to the particular needs of the various

groups that comprise the total membership of the Association.

Section 3. The meetings of the Association and of all of its committees shall be governed by Roberts Rules of Order on all questions of procedure not specifically stated in these By-Laws.

Article VIII - AMENDMENTS

Section 1. These By_Laws may be amended in accordance with the following regulations:

- A. Proposed amendments must be submitted to the membership at least thirty (30) days before the proposed amendment is to be voted upon and
- B. The proposed amendment must have the approval of a majority of the membership in attendance at a meeting of the Association, or
- C. The vote may be conducted by mail at the discretion of the Executive Committee. A majority of those voting will be necessary for approval.

These By-Laws will become effective immediately upon the approval of the membership.

Article IX - DISSOLUTION OR LIQUIDATION

Section 1. No part of any income, revenue, and grant of or to the Association shall inure to the material benefit of a member, officer, or any private individual (except that a reasonable compensation may be paid for services rendered in

connection with one or more of its purposes), and no member, officer or any private individual shall be entitled to share in the distribution of any of the assets of the Association on its dissolution or liquidation. In the event of such dissolution or liquidation, the assets of the Association, after payment of debts and obligations shall be transferred to the American Association of School Administrators for its charitable and educational purposes provided that the said AASA is then exempt from federal income taxes as a charitable and/or educational organization. If the said AASA is not then so exempt, the net assets, as aforesaid shall then be transferred to an organization with federal tax exemption for charitable and educational uses and purposes similar to those of this Association, which exempt organization shall be designated by the final Executive Committee of the Association.

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